STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT OF EDUCATION

South Carolina Multi-Tiered System of Supports (SCMTSS) Framework and Guidance Document

Office of Early Learning and Literacy

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Executive Summary

The South Carolina Multi-Tiered System of Supports (SCMTSS) Framework and Guidance Document serves as the core reference document for statewide SCMTSS implementation. Act 213, signed into law in 2018, directs the South Carolina Department of Education (SCDE) to create a framework that can be used by districts and schools to begin enacting a system of supports.

The Framework and Guidance document offers an overview of the six components of SCMTSS, the roles and responsibilities of state, district, and school leaders, and reference documents to guide implementation. It also includes the Self-Assessment of MTSS Implementation (SAM) rubric, which districts may use to measure their current readiness for implementing SCMTSS at the school level.

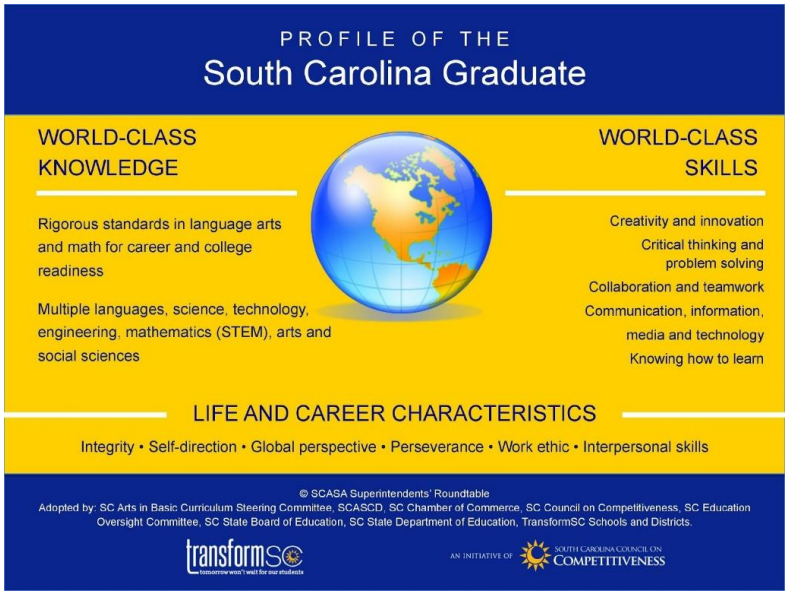
This Framework is adapted from the Response to Intervention (RTI) document updated by the Office of Early Learning and Literacy (SCDE, 2016). It also includes resources developed by the Florida Problem-Solving/Response to Intervention Project.

The SCDE will revise the Framework and Guidance Document as necessary with updated resources and information.

Profile of the South Carolina Graduate

The vision of State Superintendent Molly Spearman, and the SCDE, is that all students graduate prepared for success in college, careers, and citizenship. The SCDE will work to accomplish this vision through state-level leadership and collaboration, as well as school and district support, to operationalize the most effective teaching and learning strategies to help make the *Profile of the South Carolina Graduate* a reality for every student in our state.

Figure 1: Profile of the South Carolina Graduate



The *Profile of the South Carolina Graduate* represents the SCDE's vision for student learning in the state, and has been adopted by a wide body of stakeholders and the state's General Assembly.
Source: South Carolina Department of Education. (2017). Retrieved from http://ed.sc.gov/newsroom/profile-of-the-south-carolina-graduate/

Introduction

During the 2017–18 school year, 41.2 percent of South Carolina students in grades 3–8 scored meet or exceeds expectations in reading on the annual SC READY assessment, which indicates that a majority of students are not currently on track to graduate college and career ready. Act 284, otherwise known as the Read to Succeed Act, addresses interventions and supports that are provided to improve core instruction and student outcomes. Act 213 builds on that legislation by introducing a system of supports for students statewide, including conducting universal screeners in reading for kindergartners, first graders, and other at-risk students, as well as screenings for social emotional concerns for students. SCMTSS is not a special education initiative; rather, it prompts schools to use a problem-solving model to create a strong core instructional foundation and provide supports to all students to meet their academic and social emotional needs.

MTSS addresses the needs of the whole child – academically, behaviorally, socially, and emotionally – through a holistic and personalized system of learning that incorporates academics and social emotional behaviors into one framework. This approach recognizes the connection between academics and behavior and addresses both areas simultaneously; such an approach enables educators and support professionals to use data to drive their instructional interventions with students, allowing the student the most growth potential. This process uses interventions that match the skill that needs to be

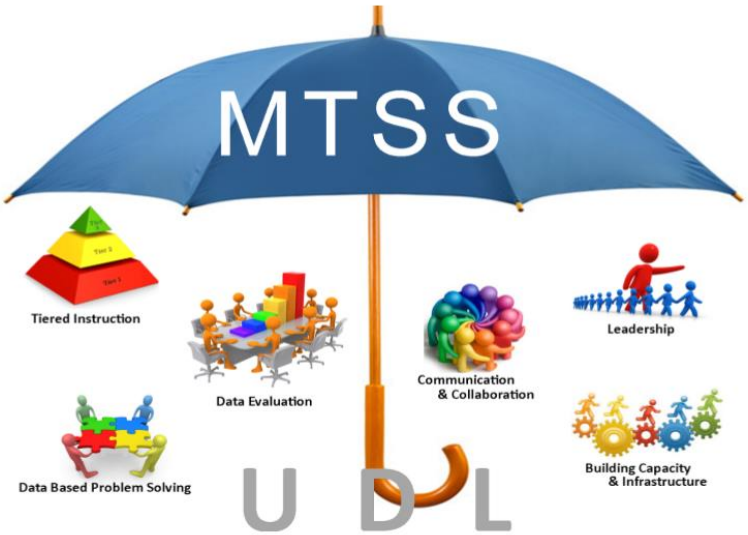
addressed, which was identified through data driven decision making and progress monitoring to increase that student's potential for success and graduating high school college and career ready. This SCMTSS framework is proactive rather than reactive because it is a system that challenges educators and support professionals to be lifelong learners by analyzing current systems and making decisions that will improve instructional approaches.

The goal of a MTSS is to deliver early intervention for every student who struggles to attain or maintain grade-level performance by effectively utilizing best instructional practices within an evidence-based instructional model. An ongoing, systematic process of using student data to guide instructional and intervention decisions is required.

SCMTSS is founded on six core principles that are essential for students and educators to succeed:

- Leadership,
- Building Capacity and Infrastructure,
- Communication and Collaboration,
- Data-Based Problem-Solving,
- Tiered Instruction, and
- Data Evaluation.

Figure 2: SCMTSS Core Principles



Source: South Carolina Department of Education, SCMTSS Internal Stakeholders Workgroup.

This SCMTSS Framework helps districts and schools personalize student learning plans through intensive academic and/or social emotional supports as well as identify at-risk students and provide the appropriate supports. This framework includes a Guidance Document, which supports educators in making instructional decisions to help students to move between the tiers and receive interventions within the classroom walls. This document can serve as a facilitator's guide to equip educators with the tools they need to address student needs within their classroom as well as how to access more supports when a student requires those services. SCMTSS allows districts and schools to better identify students who are at risk or who require more instructional time, which will allow for a more accurate identification of students with disabilities and/or dyslexia.

The SCDE is committed to ensuring that all students succeed and graduate college and career ready. The SCDE is also committed to using a common language, framework, problem-solving model, coaching model, and professional learning opportunities (PLOs) for districts and schools. The Office of Early Learning and Literacy (OELL) has collaborated with internal and external stakeholders to begin establishing the statewide MTSS framework, beginning with an MTSS Pilot Cohort in January 2019, per section 59-33-520.

Mission
The mission of the SCDE is to provide leadership and support so that all public education students graduate prepared for success.

Vision
Every South Carolina local educational agency and state-operated program will implement and sustain all components of a MTSS, so that all students will achieve the *Profile of the South Carolina Graduate*.

Non-Negotiables

- We believe working in partnership with parents, families, and communities maximizes student performance on the world-class knowledge, skills, and characteristics outlined in the *Profile of the South Carolina Graduate.*
- We believe high-quality differentiated instruction that encompasses academic, social-emotional, and behavioral supports is the key to student success, and we can effectively teach all students.
- We believe implementing evidence-based instruction and interventions benefit all students.
- We believe the use of multiple sources of data and the monitoring of student progress inform instruction and will be used to improve educational policies and practices.

The Legislative Mandate

Act 213
Governor Henry McMaster signed Act 213 into law in 2018. The act provides direction on the implementation of SCMTSS and the use of approved screeners. The law's requirements are included below:

<u>Section 59-33-520.</u>
(A) (1) The State Department of Education shall establish and provide training and support for a statewide MTSS framework that must contain a common data-based problem-solving model, on-going student assessment, and a layered continuum of supports using evidence-based practices. As part of the assessment, a universal screening process must be used to identify students who may be at risk of experiencing academic difficulties in reading, math, or writing, and who also may be at risk of experiencing difficulties in social-emotional development.
(2) Beginning with the 2019-2020 School Year, to the extent funding is provided or that approved screening tools are available at no cost, a local school district shall use the universal screening process to screen each student in the district who is in kindergarten through first grade three times each school year and as needed in second grade as outlined in the district's

universal screening procedures, and any other student as required by the department, for reading difficulties, including dyslexia, and the need for intervention.
(3) In addition to screening required by this subsection, screening also may be requested for a student by his parent or guardian, teacher, counselor, or school psychologist.

(B) The district, following the universal screening procedures it conducted, shall convene a school-based team to analyze screening data and progress monitoring data to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students who, based on the screening, are at risk of experiencing academic difficulties, including those students who exhibit the characteristics of dyslexia, as provided by the department. Guidance may include suggestions of tiered interventions, dyslexia-specific interventions, academic and social-emotional supports, and supplemental technology as appropriate for the student's access to assistive technology.

(C) If the RTI process conducted by the district indicates that a student is at risk for experiencing academic difficulties, including dyslexia, the district shall:
(1) notify the parent or legal guardian of the student;
(2) provide the parent or legal guardian of the student with information and resource material so that they may assist and support learning for their child;
(3) provide the student with tiered, evidence-based intervention as defined in Section 59-33-510; and
(4) monitor and evaluate the effectiveness of the intervention and the student's progress.

Section 59-33-530.
The department shall provide appropriate professional development training and resources for all educators in the area of MTSS and the identification of, and evidence-based intervention methods for, students who are at risk of experiencing academic difficulties, including students with dyslexia.

Act 284
Act 284, also known as the Read to Succeed Act, requires that, beginning with the 2017-2018 school year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment (currently SCReady). A student may be exempt for good cause from the mandatory retention but shall continue to receive instructional support and services and reading intervention appropriate for their age and reading level. In addition, the law requires the following:

(1) classroom teachers use evidence-based reading instruction in prekindergarten through grade twelve, to include oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension; administer and interpret valid and reliable assessments; analyze data to inform reading instruction; and provide evidence-based interventions as needed so that all students develop proficiency with literacy skills and comprehension;
(2) classroom teachers periodically reassess their curriculum and instruction to determine if they are helping each student progress as a proficient reader and make modifications as appropriate;
(3) each student who cannot yet comprehend grade-level text is identified and served as early as possible and at all stages of his or her educational process;

(4) each student receives targeted, effective, comprehension support from the classroom teacher and, if needed, supplemental support from a reading interventionist so that ultimately all students can comprehend grade-level texts.

Other federal legislative mandates may be found in Appendix A.

The Need for Intervention

A well-implemented intervention system can identify and address the learning needs of all students. Communication regarding intervention practices between the home and school must be clear and consistent. When schools inform parents and families frequently of their students' progress, families become more active and meaningful participants in the school's educational efforts. Intervention systems also:

- document progress toward individual learning goals and grade level benchmark beginning with universal screening;
- communicate the school's expectations for monitoring student academic performance and behavior;
- increase collaboration with and assistance to teachers;
- provide a global picture of instructional practices in the school;
- guide professional learning efforts;
- coordinate existing intervention efforts; and
- provide more accurate identification of students with disabilities.

Intervention is not a special education placement, initiative, or program, but rather a framework for providing high quality instruction, delivered by a highly trained educator who understands and is able to implement instruction to support the reading process. A well-implemented, research-based screening process ensures earlier, more relevant, help for students not meeting grade-level benchmarks and provides critical information about student instructional needs in order to provide effective interventions within the general education classroom. Early identification of students who struggle to comprehend increasingly complex grade-level text is necessary in order to prevent failure and maximize the effectiveness of grade-level instruction to all students. Additional and personalized interventions based on data are needed for some students.

Intervention is multifaceted and includes:

- A process that involves universal screening and progress monitoring to individualize instruction and meet the needs of all students.
- Targeted assistance and differentiated instruction at each Tier that supports individual student achievement and accelerated progress.
- Delivery by highly-qualified, expert, certified teachers.
- Tier I instruction which is delivered to all students as part of the high-quality core classroom experience.
- Tier II interventions which are data informed, targeted instruction that supports the core instruction, delivered in small group or one-on-one settings inside of the general education classroom.
- Tier III interventions which are data-informed, intensified, targeted instruction, delivered one-on-one from effective educators that is skillful in implementing and monitoring

interventions and is more intense in time and frequency than Tier II interventions.

Read to Succeed requires a systemic approach to reading and writing which will ensure that each student receives targeted, effective, literacy support from a classroom teacher in all content areas. If needed, a highly effective educator provides supplemental support so all students ultimately read and comprehend increasingly complex grade-level text.

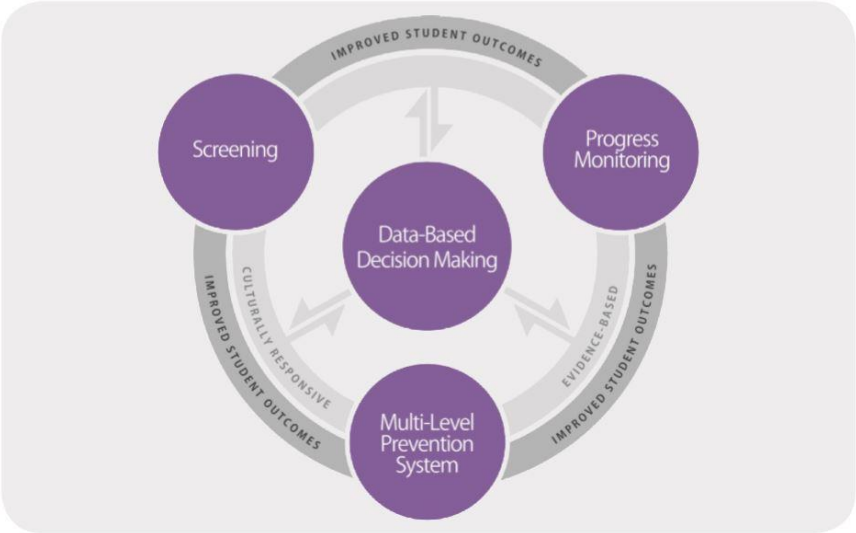
Districts and schools should begin to assess and refine their current intervention systems in order to demonstrate a steady increase in the number of students reading and comprehending grade-level texts and scoring meet or exceeds on state assessments. Students must be able to transfer knowledge and skills throughout the day to demonstrate true proficiency in the work with which they are asked to engage across content areas and contexts.

An intervention plan must begin with a common vision among all stakeholders. It is essential that the personnel guiding and implementing intervention systems have a shared understanding of what is expected and how this looks and sounds in districts, schools, and classrooms so that all are supportive of the process. Considerations of time for collaboration and communication, scheduling, and the effective allocation of resources must be included in the planning process (Lee & Spratley, 2010). See Appendix E for a sample Literacy Assessment Portfolio (LAP).

Effective intervention systems take time to plan and implement and need to be done with a sense of urgency. The earlier schools identify students for intervening services, the greater students' progress toward grade level success will be. Decisions regarding interventions should be based on multiple points of valid and reliable data collected by the classroom teacher and others. As school leaders and educators plan interventions, consideration and coordination among all who support the student must be considered.

The figure below represents a data-informed decision-making process essential to creating, monitoring, and adjusting successful interventions and support for students. When the elements of universal screening, diagnostic screening, high quality instruction, and progress monitoring are part of a multi-tiered system of support and thoughtfully applied, improved student outcomes ultimately occur.

Figure 3: Data-Informed Decision Making Process



Source: National Center on Response to Intervention (2010). *Essential Components of RTI—A Closer Look at Response to Intervention.* Retrieved from: https://rti4success.org/sites/default/files/rtiessentialcomponents_042710.pdf.

The common vision for success for all students begins with high-quality classroom instruction delivered by an effective educator. High quality instruction means engaging students in learning and problem-solving while meeting the diverse needs of all students. Good instruction is creative and motivating, yet is carefully crafted with the culture, interests, and abilities of the students in mind. It is flexible and individually challenging for gifted students and for those who learn at a slower pace.

Multi-Tiered System of Supports

SCMTSS is a systems change approach to support a focus on a strong core instruction which promotes a high quality education system where all students can succeed. Tier I instruction refers to high-quality core instruction provided to all students. In Tier I, teachers provide evidence-based, differentiated instruction with fidelity. Universal screening at regular intervals documents the progress of all students and helps guide instruction as well as indicate if further diagnostic testing is needed to pinpoint the skill deficit that should be addressed through intervention. This data should always be used in conjunction with other relevant data such as office referrals, tardies, absenteeism, diagnostic results when appropriate and available, progress monitoring data, etc. Educators with a diverse skill set regarding instructional best practices, review and analyze the screening data to craft a plan to meet student needs. If a significant number of students are not successful in the core instructional model, all variables (e.g. attendance, class size, behavior observations, instructional fidelity, professional learning opportunities, and curricular choices) should be examined to determine how to strengthen Tier I instruction. Tier I instruction is expected to meet the needs of 80–90 percent of students in reaching grade-level proficiency toward meeting grade-level standards. Tier I instruction must be critically evaluated using universal screening data so that the vast majority of students succeed. Powerful classroom instruction requires that effective teachers differentiate instruction, based on data, in order to meet the needs of all students.

Even very effective Tier I programs will not meet the needs of every student in the school. Tier II is evidence-based small group or one-on-one instruction for students not meeting grade-level academic or behavioral expectations. Tier II is provided in addition to the 90–minute block of core academic instructional time all students receive, can occur within the classroom, and is most often provided as an additional 30 minutes of direct, targeted academic instruction. Regardless of the model or approach used, Tier II interventions are provided by an effective educator.

Approximately 15 percent of students may need Tier II instruction in addition to core instruction. Hallmarks of Tier II instruction include immediate response to student needs through more frequent progress monitoring (at least monthly), more intensive instruction that targets students' needs, and increased collaboration among families, reading coaches, interventionists, classroom teachers, and other stakeholders.

When progress monitoring indicates a student is not responding to Tier II interventions, Tier III provides evidence-based, individualized, intensive instruction and/or intervention. Approximately five percent of students may need Tier III intervention in addition to Tier I and/or Tier II instruction. Due to the level of specialized services needed in Tier III, collaboration, co-teaching, and support among educators increases. In all models of delivery, the Tier III provider and the classroom teacher(s) must frequently and regularly collaborate regarding the student's specific instruction so that a system of supports exists for the student in the general education classroom environment. Tier III interventions are not special education services; however, if a disability is suspected, families are informed and a referral to determine if the student meets 504 or special education (IDEA) eligibility is initiated.

Within a MTSS, all students receive Tier I core instruction as the foundation of learning. Supplemental support is then provided to students at risk of not reaching grade-level proficiency based on their performance on screening assessments. This first layer of additional support, Tier II, occurs in addition to the time dedicated to core instruction, ideally occurs in groups of not more than five students, and focuses primarily on providing increased opportunities to support children's literacy acquisition (Baker, Fien, & Baker, 2010; Vaughn, Wanzek, Woodruff, & Linan-Thompson, 2007). When Tier II is insufficient to meet a student's needs, they receive Tier III interventions. Compared to Tier II, Tier III is more intense, is provided at a higher frequency, and is individualized to meet each student's needs.

All students may receive services in any tier given their academic and behavioral needs. It is possible for a student to be in a tier for one academic area and not another. Similarly, a student may receive additional supports for social emotional and/or behavioral needs and not in academics. Students are not placed permanently in a tier of instruction and may move between tiers as needed. A student with a disability or with other identified special considerations may be served at any tier in the process based on individual needs.

SCMTSS and Early Learning

Children's experiences before entering school matter. Research shows that children who experience high-quality care and education, and who enter school well-prepared, are more successful in school and later in their lives. This can be accomplished through MTSS; currently, South Carolina uses the Pyramid Model to address social-emotional needs of students entering 4K.

South Carolina requires that schools assess all 4K students in language and literacy within the first 45 days of school and the last 45 days. Districts are required to assess students using one of the three approved assessment tools. The state-approved assessments have components that can be used as progress monitoring tools for students who are not at benchmark. It is highly recommended that 4K teachers administer the readiness assessments at mid-year to assess all children's progress; however, children that are receiving additional support in Tiers II and III need more frequent progress monitoring. A description of how each of the three assessments may be utilized for progress monitoring and other information on SCMTSS and early learning may be found in Appendix H.

Six Components of SCMTSS

The following MTSS component definitions were created by the University of South Florida and Florida Department of Education (Problem-Solving and Response to Intervention Project, 2015).

1) **Leadership**: Leadership is key to successful implementation of any large-scale innovation. The building principal, assistant principal(s), and school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a data-based problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem-solving.

2) **Building the Capacity/Infrastructure for Implementation**: School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually includes ongoing professional development and coaching with an emphasis on data-based problem-solving and multi-tiered instruction and intervention; scheduling that allows staff to plan and implement instruction and intervention; and processes and procedures for engaging in data-based problem-solving.

3) **Communication and Collaboration:** Ongoing communication and collaboration are essential for successful implementation of MTSS. Many innovations fail due to a lack of consensus, to a lack of feedback to implementers to support continuous improvement, and to not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustained.

4) **Data-Based Problem-Solving**: The use of data-based problem-solving to make educational decisions is a critical element of MTSS implementation. This includes the use of data-based problem-solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school wide implementation of MTSS. While several models for data-based problem-solving exist, the four-step problem-solving approach evaluated in this instrument includes: 1) defining the goals and objectives to be attained, 2) identifying possible reasons why the desired goals are not being attained, 3) developing a plan for and implementing evidence-based strategies to attain the goals, and 4) evaluating the effectiveness of the plan.

5) **Three-Tiered Instructional/Intervention Model**: The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Tier I includes the instruction delivered to all students; Tier II includes supplemental instruction or intervention provided to students not meeting benchmarks; and Tier III includes intensive, small-group or individual interventions for students facing significant barriers to learning the skills required for school success. It is important to consider academic, behavior, and social-emotional instruction and interventions when examining this domain.

6) **Data-Evaluation**: Given the importance of data-based problem-solving within an MTSS model, the need for a data and evaluation system is clear. In order to perform effective data-based problem-solving, school staff needs to understand and have access to data sources that align with the purposes of assessment. Procedures and protocols for administering assessments and data use allow school staff to use student data to make educational decisions. In addition to student data, data on the fidelity of MTSS implementation allow school leadership to examine the current practices and make changes to increase implementation.

Leadership

Shared leadership within SCMTSS exists at both the district and school level. For implementation to be successful, it is critical to establish leadership teams at each level of the system. The function of these teams is to ensure effective implementation across all levels of the system, including state, district, school, classroom, and individual student. Initially, the SCMTSS team creates a common vision and common language in order to clarify purpose and desired outcomes. System support needs are determined through a data-based problem-solving and decision making process utilizing school-level progress data. Leadership teams engage in on-going review and evaluation of progress data to determine how to best allocate funding and available resources, including evidence-based professional development for educators. The figure below represents the flow of leadership and coaching from the state level to schools and parents.

Figure 4: State Leadership Flowchart

Source: Florida Literacy Coaches Institute (2016). Systems Coaching: A Teambased Approach to Building Capacity. Retrieved from: http://www.floridarti.usf.edu/resources/presentations/2016/fl_literacy/Florida%20Literacy%20Coaches%20Institute%20-%20Final.pdf

The following sections outline the roles and responsibilities of SCMTSS teams and individuals at the state, district, and school level.

State Leadership

- Organize, coordinate, and co-facilitate the work of the Regional and State SCMTSS Teams.
- Develop and support regional training capacity.
- Develop and support regional coaching capacity including selection, professional development, evaluation and coaching of coaches (i.e., create a professional learning network to provide support for SCMTSS).
- Guide state and district problem-solving process through data-based decision making.
- Support districts in establishing a communication plan aligned with SCMTSS goals and support districts in identifying fidelity tools to ensure the quality of the framework.
- Deepen personal knowledge of SCMTSS data systems, practices, and implementation research.
- Develop a plan for continuous learning for State and District SCMTSS Teams.

District Leadership

- Communicate a clear, common vision and belief for intervention which expresses a movement from compliance to commitment to the process as well as awareness and support for resources needed to successfully implement and continue the use of interventions.
- Support a common understanding that intervention is a process rather than a resource, with goals and expected outcomes shared by all stakeholders.
- Support opportunities for all stakeholders to have time to collaborate, communicate, and share resources that will result in all students reaching grade-level proficiency in reading and writing.
- Identify tools and data to use as part of monitoring implementation of the intervention system.
- Provide guidance, technical assistance, and professional learning opportunities to build

an understanding of screening assessments and their use, progress monitoring, and using data to inform instruction.
- Collect data from screening assessments and progress monitoring assessments and use these data to guide implementation at all levels.
- Identify fiscal resources and determine budget allocations in support of high-quality instruction.
- Encourage and advocate for the use of and access to appropriate technology in support of instruction provided by educators.
- Provide professional learning opportunities for district and school leadership teams.
- Build partnerships and collaborate with stakeholders.
- Guide the reporting of data to the SCDE as indicated in Section 59-155-150 (B) of Act 284—"The results of the initial assessment and progress monitoring must be provided to the Read to Succeed Office."
- Guide and support schools as they partner with families and communities as indicated in Section 59-155-200 of Act 284—"Each school district must plan for and act decisively to engage the families of students as full participating partners in promoting the reading and writing habits and skills development of their children."

<u>School Leadership</u>
- Create and support a common vision and practice for intervention which expresses a movement from compliance to commitment to the process as well as support for resources needed to successfully implement and continue the use of interventions.
- Provide opportunities for all stakeholders to have time to collaborate, communicate, and share resources that will result in all students reaching grade-level proficiency in reading and writing.
- Align and allocate school level resources to support student progress
- Encourage the use of and access to appropriate technology in support of instruction provided by educators.
- Define and maintain high expectations for students and staff.
- Facilitate a positive school climate and culture.
- Facilitate professional learning communities that focus on assessment and instruction building a toolkit of interventions that are available to all personnel.
- Identify and support a school intervention team.
- Strengthen and build relationship and communication channels with parents and families and community partners.

A complete list of roles and responsibilities for other school and district stakeholders and a sample leadership rubric may be found in Appendix B.

Building Capacity & Infrastructure
District-wide or school-wide capacity and infrastructure are required to successfully implement and sustain SCMTSS. By building the capacity of many members of the district, the sustainability of successful practices is likely to continue, even in the absence of or change in district or school leaders. The optimal District SCMTSS Leadership Team will:
- Analyze feedback from staff as well as outcomes;

- Use feedback to design professional development, technical assistance, and coaching support for teachers;
- Adopt a continuous improvement process in every school; and
- Encourage the use of daily school schedules that provide job-embedded opportunities for collaboration, data-based problem-solving, and decision making in settings, such as:
    - School Improvement Teams,
    - Leadership Team Meetings,
    - Professional Learning Community Meetings,
    - Department Content Meetings, and
    - Grade Level Meetings.

Appendix C addresses scheduling considerations for district and school leaders.

Communication & Collaboration
Using a formal process to ensure ongoing communication and collaboration occurs is essential. Districts may choose to use a variety of collaborative models, such as the Professional Learning Community (PLC) model, along with a clear communication protocol to support the optimization of time and effort and support rich and meaningful discussion that leads to improved practice and outcomes for students. The optimal District SCMTSS Leadership Team will:

- Design a district-wide professional development plan for implementation and technical assistance and support.
- Engage staff in opportunities to provide input on how to implement SCMTSS.
- Communicate to staff data on SCMTSS implementation quality and level of fidelity routinely.
- Utilize an SCMTSS infrastructure to support district and school goals for the purposes of:
    - Monitoring performance using well-defined data elements that are aligned with district and school professional development efforts and coherent in nature; and
    - Aligning school level goals with larger district goals as evidenced in the District Renewal, Reading Plans, and Strategic Plans. See Appendix F for more guidance on the Reading Plan.

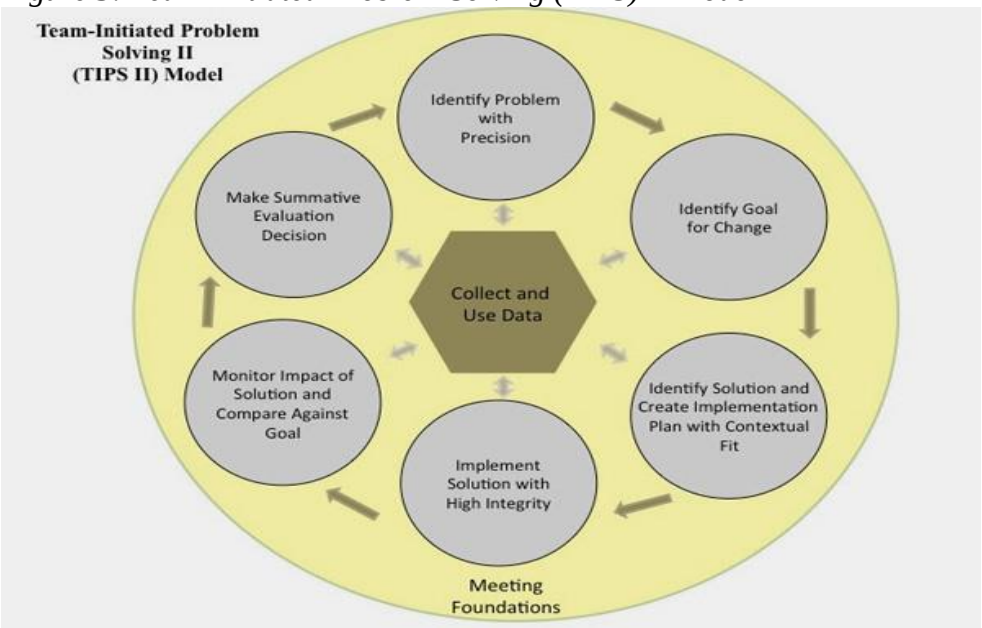
Data-Based Problem-Solving
Solving the challenges associated with producing improved outcomes for students and practices for educators should be done utilizing a data decision problem-solving process. This approach will ensure that District SCMTSS Leadership teams clearly identify problems, account for context, apply specific and targeted solutions, and use data to determine both success and failure. The optimal District SCMTSS Leadership Team:

- Ensures access to universal data sources to support common language, common understanding, and common assessment of student outcomes.
- Integrates academic and behavioral instruction and intervention through an evidence-based model of schooling that uses data-based problem-solving. Figure 5 (below) is an example of an evidenced-based problem-solving model.
- Integrates instruction and intervention–both are delivered to students in varying intensities (multiple tiers) based on student need.
- Utilizes a decision-making process that is “need-driven” and seeks to ensure that district

resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of all students to achieve and/or exceed proficiency.

- Conducts formal data reviews frequently (quarterly at a minimum) to check on progress monitor system implementation, student outcomes, and teacher practice.

Figure 5: Team-Initiated Problem-Solving (TIPS) II Model



Source: Horner, R. H., Newton, J. S., Todd, A. W., Algozzine, B., Algozzine, K., Cusumano, D. L., & Preston, A. I. (2015). The Team-Initiated Problem Solving (TIPS II) Training Materials. Retrieved from: https://www.pbis.org/Common/Cms/files/TIPS/TIPS%20Policy%20Brief.pdf

Three-Tiered Instructional/Intervention Model

A key feature of high-quality classrooms is high quality instruction. Rigorous academic standards and content are not enough. Instead, high quality instruction should be grounded in the standards and encourage students to interact purposefully with the content through a variety of instructional strategies (Guthrie, McRae, & Klauda, 2007; Guthie, Wigfield, Barbosa, Perencevich, Taboada, Davis, Scafiddi, & Tonks, 2004). Often these strategies use real-world examples of the concepts presented. Furthermore, instruction is on the appropriate level for students and considers what students already know while challenging them to learn more, how they engage with work, and ways in which the students are successful in demonstrating their knowledge. High quality classroom teachers use a variety of experiences to access multiple ways of learning concepts to ensure the success of all students. These experiences can be supported by collaborating with knowledgeable professionals outside of the classroom. Finally, high quality classrooms create an environment that is conducive to learning and values students' social and emotional needs as well as their academic needs.

In addition, these classrooms:

- devote significant time to actual reading and writing;
- provide targeted instruction in reading skills and strategies;
- demonstrate flexible grouping strategies including small group and individualized instruction;

- feature numerous books matched to the students' reading levels; and
- attend to the changing needs of students with focus and intensity.

In *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction,* Robert J. Marzano (2007) includes these questions to guide the development of a teacher's instructional practice:

- What will I do to establish and communicate learning goals, track student progress, and celebrate success?
- What will I do to help students effectively interact with new knowledge?
- What will I do to help students practice and deepen their understanding of new knowledge?
- What will I do to help students generate and test hypotheses about new knowledge?
- What will I do to engage students?
- What will I do to establish or maintain classroom rules and procedures?
- What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
- What will I do to establish and maintain effective relationships with students?
- What will I do to communicate high expectations for all students?
- What will I do to develop effective lessons organized into a cohesive unit?

<u>High Quality Classrooms</u>

Tier I is the foundation of a tiered instructional delivery model and refers to the universal instruction provided to all students in the school. The development and support of Tier I strategies are critical to a functioning MTSS system. In Tier I, teachers deliver research-supported, differentiated instruction with fidelity. Universal screening 2–3 times a year helps to document the progress of all students in this core instruction. If a significant number of students do not succeed with quality classroom instruction, the staff examines all variables (e.g., attendance, class size, behavior observations, instructional fidelity, staff development issues, curriculum choices, and student progress monitoring data) to determine how to strengthen Tier I instruction. Quality Tier I programs should assist between 80 and 90 percent of students in meeting grade-level standards and behavioral expectations. To implement SCMTSS with fidelity, school staff must critically evaluate and improve implementation of Tier I instructional and behavior programs so that the vast majority of students are successful.

Once the school has ensured that Tier I instruction is effective in meeting the needs of 80–90 percent of students, supplemental instruction is provided in Tier II. Tier II consists of research-and evidence based small group interventions for students not meeting grade-level academic and behavior expectations. Approximately 15 percent of students will need Tier II intervention in addition to effective Tier I instruction. Hallmarks of Tier II include increased collaboration among parents, interventionists, classroom teachers, instructional leaders, and other stakeholders as well as more frequent progress monitoring to facilitate teachers in making data-based adjustments to instruction in response to student needs.

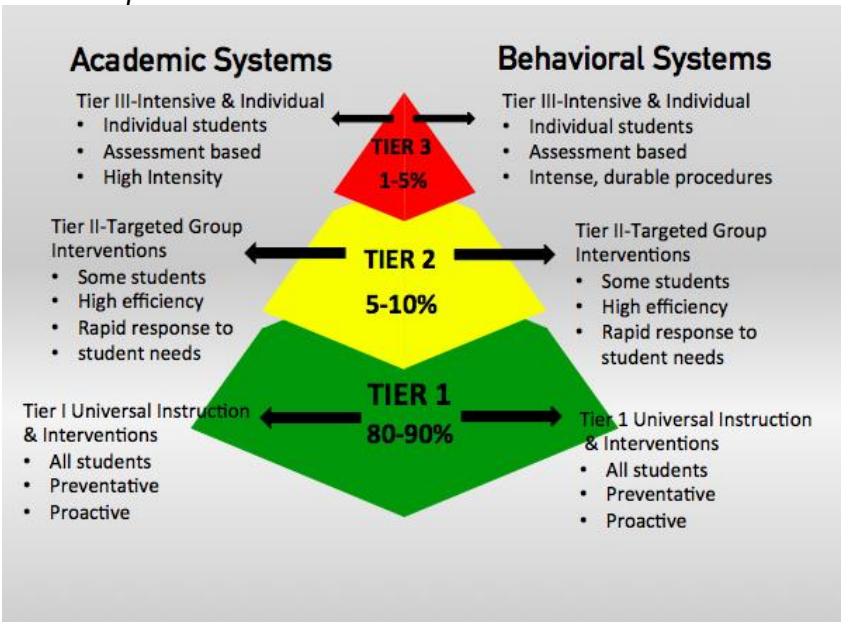
Tier III provides research-supported, individualized, intensive instructional intervention, and more frequent progress monitoring for students not responding to Tier II interventions. Two to five percent of students will need Tier III intervention in addition to instruction at Tier I and/or Tier II. Collaboration and support among professionals increases in Tier III to reflect the level of services needed by students. Tier III interventions are not necessarily special education; however, if a disability

is suspected, school staff must inform parents of their procedural safeguards and initiate a referral to determine if the student meets 504 or special education (IDEA) eligibility. For more information on eligibility for special education, refer to the State Board of Education Regulation 43-243.1 (SC State Board, 2016).

Any student may receive services in any tier given their academic and behavior needs. Students are not placed permanently in a tier of instruction and will move between tiers as needed. A student with a disability or with other identified special considerations may be served at any tier during the process based on individual needs. The optimal District SCMTSS Leadership Team will use an evidence-based model of schooling that:

- Integrates academic and behavioral instruction;
- Utilizes decision making in "need-driven" by ensuring district resources reach the appropriate schools;
- Takes responsibility for high quality core instruction being implemented with fidelity;
- Ensures a universal screener is used to identify students at risk; and
- Uses common progress monitoring tools (may be same tool used for universal screening).

Figure 6. SC Multi-Tiers of Instruction & Behavior Model



Source: South Carolina Department of Education, Office of Special Education Services. Created in 2018. *Adapted from*: OSEP Technical Assistance Center (2018). Multi-Tiered System of Support (MTSS) & PBIS Model.

<u>Teacher Knowledge about Teaching Reading, Writing, Math, and Social-Emotional Skills</u>
Providing explicit, individualized instruction that is responsive to the particular needs of learners requires much more than quality programs and quantities of curriculum materials. Teachers must be knowledgeable about the reading and writing process, math concepts, and positive behavior management in all content areas. Teachers in high-quality classrooms must also possess the knowledge and capacity to personalize instruction for students—especially those who are not meeting proficiency and require extra help. Teachers who are successful in personalizing instruction for

readers and writers, as well as other content areas, understand that instruction must be differentiated in multiple ways to allow a variety of entry points for students to engage with the learning and demonstrate their understanding.

Gradual Release of Responsibility

The gradual release of responsibility (Duke, Pearson, Strachan, & Billman, 2011; Duke & Pearson, 2008; Pearson & Gallagher, 1983) has been documented as an effective approach for improving literacy achievement (Fisher & Frey, 2007) and reading comprehension (Lloyd, 2004). The gradual release of responsibility provides teachers with an instructional framework for moving from demonstration to understanding to application. The gradual release of responsibility ensures that students are supported in their acquisition of the skills and strategies necessary for success (Fisher & Frey, 2007). Gradual release is effective for all content areas and teaching positive behavior skills.

Differentiation

High-quality classrooms feature flexible grouping strategies and differentiated instruction. Effective teachers plan for variability of learners, addressing possible barriers to learning prior to instruction. The most important feature of high quality classrooms is that teachers have deep knowledge and understanding of the reading and writing process, as well as other content areas and positive behavior supports. Teachers draw from this strong knowledge base to meet the needs of all learners.

South Carolina recognizes the diverse cultural and linguistic differences and needs of our student population. In order to meet these diverse needs, instruction must be data-informed, explicit, and systematic. Teachers must provide targeted instruction of skills and strategies, while providing multiple opportunities to read and write continuous text that include multiple cultures and perspectives (Crucikshank and Haefele, 2001).

In order to meet the needs of this diverse population, differentiation must occur in the classroom, guided by multiple formative assessments. Small group instruction is a structure that offers opportunities to meet with students to support them as they work to acquire new learning and to support them as they transition into their own independence (Reutzel & Clark, 2011; Serravallo, 2010).

Differentiation can include re-teaching through different modalities and/or materials, new or multiple demonstrations, peer teaching and conferencing, and/or think-alouds tailored to support students. Differentiation may also occur through choice, text level, or the complexity of academic tasks.

Predictable Classroom Structures

In addition to teachers who provide explicit instruction in skills and strategies for reading and writing text at increasing levels of difficulty, students need a consistent, predictable learning environment, including large blocks of uninterrupted time for daily rituals, routines and academic structures (Neuman & Roskos, 2012; Duke & Block, 2012; Morrow, 2010). Students should spend the majority of their time during the school day fully engaged in reading and writing in all content areas (Allington, 2013). Time for extensive reading is critical to the development of reading proficiency (Rasinski, Samuels, Hiebert, Petscher, & Feller, 2011; Reutzel, Fawson, &

Smith, 2008). The classroom environment should support instructional formats, including flexible groupings, learning partners, one-to-one interaction with others, and regular reading and writing conferences with all students. It is imperative that all learning environments (child-care centers, preschools, K–12 schools) create safe and nurturing places where children have access to appropriately leveled texts that they can and want to interact with and read.

Rigor, inquiry, and a sense of community are essential in creating an effective classroom climate. Teachers need to orchestrate authentic experiences for learners based on their own literate lives and provide opportunities for readers and writers to interact with one another. Teachers must create a classroom environment conducive to scholarly conversations and long-term study of comprehension strategies (Vasquez, 2010; Duke & Pearson, 2008; Morrow, 2008).

Please refer to the following links for additional information in support of the need for high-quality Tier I instruction:

Literacy:

- What Really Matters When Working with Struggling Readers. Access at: http://www.ocmboces.org/tfiles/folder1237/1603_Allington_WRM.RT_.pdf

Math:

- MTSS/RTI in Math, IRIS. Access at: https://iris.peabody.vanderbilt.edu/module/rti-math/
- Best Practices in Math Interventions. Access at: https://www.mbaea.org/media/cms/Best_Practices_in_Math_Intervention_53D80FEED7650.pdf
- Best Practices in Elementary Math Interventions. Access at: https://www.interventioncentral.org/wi_ed_math_elementary

Behavior:

- Positive Behavior Interventions and Support. Access at: https://www.pbis.org/
- School-wise Restorative Practices. Access at: http://educationvotes.nea.org/wp-content/uploads/2017/09/Implementation-Guide-2017-FINAL.pdf

Data Evaluation

Given the importance of data-based problem-solving within a SCMTSS model, the need for a data and evaluation system is clear. Assessing the implementation of an evidence-based model of schooling should include an evaluation that uses specific data sources that are reliable and valid to evaluate the success of the SCMTSS in your district or school. The optimal District SCMTSS Leadership Team will:

- Establish clear policies and procedures for the administration of assessments, granting access to existing data sources, and the use of data.
- Utilize data that is relevant, real time, accessible and useable data (e.g, dashboards, platforms).
- Conduct a SAM 2.0 routinely as a tool to evaluate school-level implementation.

Assessment

There are four types of assessments commonly used within a school. Each has a distinct purpose in the problem-solving model to identify what a student needs and match that need with the intervention and/or acceleration. The table below provides a quick overview of each type of assessment.

Table 1: Four Types of Assessments

Assessment Type	Description
Universal Screeners	• Brief and quick to grade • Standardized • Identifies students that are at, above, or below benchmark • All students • Three times a year • Guides who may need additional support or further diagnostic testing • Benchmarks are used to predict later reading success
Diagnostic Assessments	• Dive deeply into one area • More extensive than a universal screener • Only students who do not score at benchmark will be given a diagnostic assessment • Deficit skills are pinpointed and groups are formed using this data to drive the instructional support grouping (intervention) • One-on-one assessment • Skills are from simplest to more complex (ex. short vowel, long vowel, vowel teams, r-controlled vowels) • Mastery is generally defined as 80 percent • Take more time to administer
Progress Monitoring	• Require a cycle of teaching, testing, regrouping, teaching, assessing…. • Progress monitor only the skill the support was provided in • Answers the questions: Did it work? How do we know? Can we move to the next skill? • Given between benchmarks to make sure students are progressing in the specific skill • Used to plan support instruction • Of given by the same teacher/individual who offers the intervention/support

Assessment Type	Description
	• Many schools use the same assessment for progress monitoring as they do for a universal screener, which is acceptable if that screener measures the skill that is being supported • It is recommended if this is done to use an alternate form of the assessment that was used as a universal screener
Outcome Assessments	• Most common type of assessment • Usually state mandated assessment and aligned to standards • Norm referenced and standardized • Gives ability to compare schools and districts across a state • Provides limited data on student strengths and weaknesses • Summative and not useful for making instructional adjustments

Source: SCDE, Response to Intervention Guide, 2016.

Universal Screening

According to the US Department of Education:

> "Universal screening is a critical first step in identifying students who are at risk for experiencing reading difficulties and who might need more time in instruction or different instruction altogether. Screening is conducted to identify or predict students who may be at risk for poor learning outcomes. Universal screening assessments are typically brief and conducted with all students from a grade level. They are followed by additional testing or short-term progress monitoring to corroborate students' risk status. Universal screening can be used for all academic subjects and for social and behavior assessment." (U.S. Department of Education, 2017).

Intervention systems begin by assessing every student in order to identify those who are and are not reaching grade-level benchmarks. These assessments are brief and standardized. Universal screeners predict later reading success and are crucial for early prevention of reading difficulties. These criteria are based on the factors that are most predictive for later reading success rather than those indicators that are most predictive from one point to the next (Hall, Susan L., 2018). Universal screening is a school-wide assessment or review process conducted at regular intervals (e.g. fall, winter, spring) by trained school personnel. The rational for screening three times a year is to make sure that students stay on the trajectory for reading success and to give educators time to respond to the student's needs earlier and more accurately. It is used to identify each student's level of performance at a single point in time. Universal screening tools help to identify students in need of digging deeper to understand why the problem may be occurring through a more diagnostic tool. Once that problem is identified the appropriate instruction/intervention can be matched to the missing skill in order to provide the student with most opportunities for success. Progress

monitoring should occur as a follow-up to see if the instruction/intervention needs to be adjusted or if it is producing the desired outcomes for student acquisition of the skill.

Universal screening is used for the following purposes:

- to identify students in need of differentiated instruction and/or intervention as early as possible;
- to identify each student's level of proficiency and progress in target areas and to use this information to adjust instructional models or intervention delivery;
- to assist in goal setting for students, teachers, grade levels, schools, and districts; and
- to indicate whether the Tier I or core instructional model is effective.

Characteristics of Universal Screening

Universal Screening measures should be:

- **Reliable**: Tests are constructed to obtain consistent results; administration and scoring is standardized to increase reliability.
- **Valid**: Universal screening should have high predictive validity: they accurately predict which students are likely to fail to obtain grade level expectations without intervention to spoil these predictions of progress.
- **Easy to administer, score, and interpret so that results are obtained quickly**: Since the purpose of screening is to determine which students warrant further investigation and to provide responsive instruction, screening tools must provide results quickly so that additional assessment to diagnose academic strengths and needs can proceed in a timely manner.
- **Triangulated with data from other sources**: Sources could include teacher observations, school-level assessments, and district-level assessments.

The district and/or school intervention teams determine which academic and behavior areas to measure and select appropriate screening tools. It is essential that districts train qualified educators in the administration, interpretation, and use of universal screening tools.

In addition, screening measures have the following qualities:

- They quantify progress and target key components of academic performance and behavior.
- They are easy to administer, score, and interpret so that results are obtained early enough to make instructional changes in a timely manner.
- They can be supplemented with data from other sources, such as teacher observations, school-level assessments, and district-level assessments.

Act 213 directs a state-level Learning Disorders Task Force to develop a list of approved universal screeners. The selected universal screeners contain the following core components:

Table 2: Universal Screening Components

Grade	Skill
Kindergarten	**Phonological Awareness:** • Word Awareness • Rhyming and Alliteration • Syllables • Phonemic Awareness **Alphabetic Principle** (letters represent sounds which form words) • Letter Sounds • Alphabet Knowledge **Listening Comprehension** **Vocabulary Development**
First Grade	**Phonological Awareness:** • Word Awareness • Rhyming and Alliteration • Syllables • Phonemic Awareness **Alphabetic Principle** (letters represent sounds which form words) • Letter Sounds • Alphabet Knowledge **Phonics** **Fluency** (high frequency words) **Fluency** (with connected texts) **Vocabulary** **Comprehension**
Second Grade	**Phonics** **Fluency** with connected text **Vocabulary** **Comprehension**

Note: Fluency instruction may be taught in kindergarten when appropriate.
Source: SC Learning Disorder Task Force selected components. Adapted from "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades." IES Practice Guide from What Works Clearinghouse. Retrieved from: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf

How Is Data Used?

It is important that the limitations of universal screening data are well understood by school and district teams in order to determine appropriate use of these data. If schools select a quick-to-administer-and-score instrument purely for its predictive characteristics, the SCMTSS team must be careful not to over interpret results. Most universal screenings are not intended to be diagnostic, nor are they constructed to reflect curriculum or detect slight changes in performance. Universal screening is merely the first step in determining who is likely to need additional assistance to reach grade level performance expectations. No one piece of data should ever determine a student's services or intervention. Schools and districts should triangulate data to reflect the strengths and weaknesses of the whole child. By administering a universal screening in fall, winter, and spring, the team should be able to determine the following:

- approximate rates of growth from fall to winter, winter to spring, and fall to spring for individual students, classes, and grade levels;
- which students may need further assessment; and
- general progress toward goals for teachers, grade levels, schools, and district.

Data gathered from universal screening should be depicted in graph and/or narrative forms that are easily interpreted by the following:

- teachers for classroom and student performance;
- principals for classroom, grade, and school performance;
- district SCMTSS leadership team members for district performance; and
- parents for individual student performance.

Appendix G offers a sample Team-Initiated Problem-Solving (TIPS) meeting minutes form where school leaders and educators can record and analyze this data, and also includes a TIPS Fidelity Checklist.

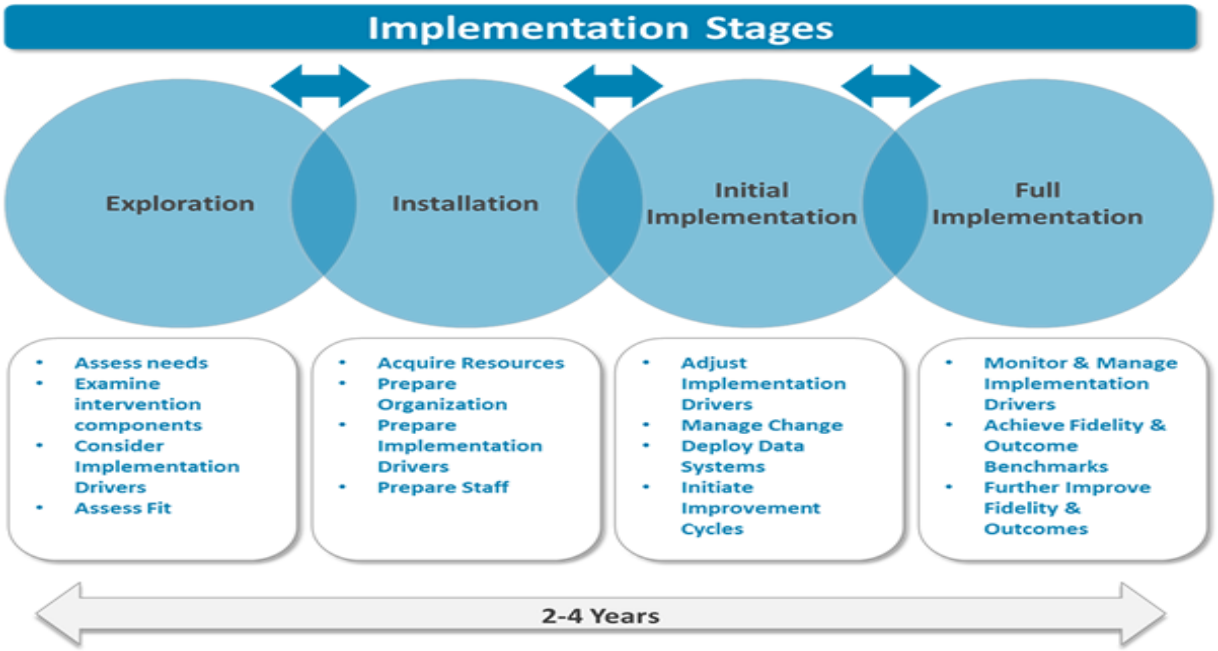
Implementation Science and SCMTSS

Implementation Science Overview

In the effort of acknowledging that existing infrastructures for implementing systems change within existing educational entities are diverse, implementing a coaching framework is a necessity to improve educational and behavioral outcomes for students. Research supports that using Implementation Science to serve as the framework for systems change is essential to the creation and sustainability of any initiative. Establishing and sustaining changes to the point of integration into daily work is not likely unless there is external support for change at the practice level (support from coaches; Joyce & Showers, 2002), organization level (support from Implementation Teams; Aladjem & Borman, 2006; Nord & Tucker, 1987), and system level (support from Implementation Teams; Schofield, 2004).

Implementation Science is defined as the study of factors that influence the full and effective use of innovations in practice. The goal is not to answer factual questions about what is, but rather to determine what is required (NIRN, 2015). Implementation occurs in four crucial stages: Exploration, Installation, Initial Implementation, and Full Implementation. Each stage is unique in that they will not prove to be effective if they are implemented in isolation.

Figure 7: Stages of Implementation



Source: "Implementation Stages." The National Implementation Research Network, FPG Child Development Institute, University of North Carolina, Chapel Hill. Retrieved from: https://nirn.fpg.unc.edu/learn-implementation/implementation-stages.

MTSS Stages of Implementation

Exploration

During Exploration, readiness is assessed by a designated internal implementation team. Often, teams utilize a readiness assessment rubric to brainstorm and conclude on the areas which may lead to road blocks during the Installation and Implementation phases. To the extent an organization is not ready the Implementation Team is accountable for helping create readiness, an important function when the goal is to reach an entire population. Making the time for Exploration saves time and money (Romney, 2014) and improves the chances for success (Saldana, Chamberlain, Wang, & Brown, 2011; Slavin, Madden, Chamberlain, & Cheung, 2010).

Installation

The function of the Installation stage is to acquire or repurpose the resources needed to implement a coaching framework. Some steps that may occur during this stage are: selecting staff, identifying sources for training and coaching, providing initial training for staff, finding or establishing performance assessment (fidelity) tools, locating office space, assuring access to materials and equipment, etc. (Fixsen et al. 2005; Saldana et al., 2012). During the Exploration stage, Implementation Teams help organizations recognize the need for these resources, and during the Installation stage, Implementation Teams help organizations secure the needed resources to do the work ahead and prepare staff for the new practices.

Initial Implementation
Initial Implementation is when the work of the Exploration and Installation phases combine and actions identified by the team are initiated. During this stage, stakeholders are attempting to use their newly learned skills around coaching (or any evidence-based program). The Initial Implementation stage is the most fragile stage where the challenge of old habits and mindsets collides with the implementation of new practices, which may also result in challenging the mindset of participants.

Full Implementation
An educational entity has Full Implementation once the SCMTSS framework becomes integrated into educator, organizational, leadership, policies, and procedures. SCMTSS falls under Full Implementation when 50 percent of participants are utilizing the framework with fidelity, as measured by fidelity tools.

Implementation site leaders and staff, together with the community, must be aware of the shifting ecology of influence factors and adjust without losing the functional components of the SCMTSS framework due to a lack of essential leadership support and continued educator development.

Self-Assessment of MTSS (SAM 2.0)

Developing an Action Plan from the SAM
The SAM 2.0 instrument is used to measure school-level SCMTSS implementation. Quality implementation of SCMTSS is associated with increased likelihood of instruction and interventions leading to successful student outcomes. Thus, it is important for schools to monitor not only student outcomes, but also *how* assessments, instruction, interventions, and data-based problem-solving are put into place (i.e., the fidelity with which these elements are implemented). Successful implementation is influenced by many factors within and around the school system (e.g., professional development, administrative support, data systems, staff member perceptions, successful adaptation, etc.). As a measure of school-level implementation of an MTSS, the focus of this instrument is on the necessary actions and activities to successfully implement and sustain the critical elements of SCMTSS with fidelity. The critical elements of SCMTSS referred to throughout the instrument include:

- Curriculum standards;
- Assessments used to inform instruction;
- Multiple tiers of instruction and intervention; and
- Data-based problem-solving used to make decisions.

To promote a common understanding, staff members who complete the instrument are urged to discuss the elements of SCMTSS and how these elements relate to components of their school's system for educating all students. SCMTSS should not be thought of as a separate initiative or program that must be implemented. Rather, SCMTSS provides a framework for the integration of academic, behavior, and social-emotional supports. Other initiatives, such as implementation of educational policies and regulations, new assessment systems, or new instructional strategies, also should be considered in the context of how they fit within SCMTSS.

The full SAM 2.0 can be found in Appendix D.

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Appendix A: Federal and State Legislative Mandates

Individuals with Disabilities Education Act (IDEA)
IDEA 2004 encourages schools to begin using a process that determines if a student responds to a "scientific, research-based intervention" as a part of the evaluation procedures to determine which students may have a specific learning disability. SCMTSS focuses on each district and school establishing a data-based problem-solving process to address student learning needs via the use of evidence-based strategies, interventions, and practices.

Education and Economic Development Act (EEDA)
The EEDA "Personal Pathways to Success" is a program designed to better prepare South Carolina students for the workforce and post-high-school education through early career planning and an individualized curriculum. Using the SCMTSS process as a universal learning design for all students in our state in their quest to meet the expectations established in the *Profile of the South Carolina Graduate* is a critical component of student success.

Every Student Succeeds Act (ESSA)
ESSA is the latest reauthorization of the 1965 Elementary and Secondary Education Act and was approved by the U.S. Congress in December 2015. This law provides significant federal support for programs to serve students in K–12 and replaces the No Child Left Behind Act of 2001. In summary, the law addresses the following:

- Limits the power of the federal government to set education policy for states;
- Increases state flexibility to design accountability systems, interventions, and student supports;
- Increases state and local flexibility in the use of federal funds;
- Requires the use of evidence-based interventions, strategies, and practices for all schools in improvement status; and
- Maintains annual assessments for grades 3–8 and high school.

State Board of Education Regulation 43-243.1
This regulation outlines the criteria of entry into special education programs for students with disabilities.

Appendix B: Leadership Roles and Responsibilities

The district or school must gain the commitment of many people, including parents and families, classroom teachers, reading coaches, and administrators to support the intervention process. Leadership, instruction, curricular resources, universal screening, and professional learning opportunities must be identified and assessed and may require adjustments or modifications Commitment and support by everyone in the educational system, especially district and school leadership, will determine the delivery of appropriate interventions provided by appropriate personnel and whether they are successful and sustained.

The rubric below might be used by districts and schools to assess where they are in the process of intervention planning and implementation.

Use the rating scale to indicate the current status of your district or school's intervention system.

0—Systems are inconsistent; students are not making adequate progress.
1—Systems are in some schools or classrooms, but this process is not clearly developed or fully implemented.
2—Systems are started; some important elements of the process are in place but needs some continued work.
3—Systems are working well, students are showing consistent progress, and district and schools are using innovative ideas to support staff, students, and families.

District Leadership	0	1	2	3
Communicate a clear, common vision and belief for intervention which expresses a movement from compliance to commitment to the process as well as awareness and support for resources needed to successfully implement and continue the use of interventions.				
Support a common understanding that intervention is a process rather than a resource, with goals and expected outcomes shared by all stakeholders.				
Support opportunities for all stakeholders to have time to collaborate, communicate, and share resources that will result in all students reaching grade-level proficiency in reading and writing.				
Identify tools and data to use as part of monitoring implementation of the intervention system.				
Provide guidance, technical assistance, and professional learning opportunities to build an understanding of screening assessments and their use, progress monitoring, and using data to inform instruction.				
Collect data from screening assessments and progress-monitoring tools and use these data to guide implementation at all levels.				
Identify fiscal resources and determine budget allocations in support of high-quality instruction.				
Encourage and advocate for the use of and access to appropriate technology in support of instruction provided by educators.				
Provide professional learning opportunities for district and school leadership teams.				
Build partnerships and collaborate with stakeholders.				

District Leadership	0	1	2	3
Guide the reporting of data to the State Department of Education.				
Guide and support schools as they partner with families and communities.				
School Leadership	**0**	**1**	**2**	**3**
Create and support a common vision and practice for intervention that expresses a movement from compliance to commitment to the process as well as support for resources needed to successfully implement and continue the use of interventions.				
Provide opportunities for all stakeholders to have time to collaborate, communicate, and share resources that will result in all students reaching grade-level proficiency in reading and writing-				
Align and allocate school-level resources to support student progress.				
Encourage the use of and access to appropriate technology in support of instruction provided by educators.				
Define and maintain high expectations for all students and staff.				
Facilitate a positive school climate and culture.				
Facilitate professional learning communities that are focused on assessment and instruction, building a toolkit of interventions that are available to all personnel.				
Identify and support the school intervention team.				
Strengthen and build relationships and communication channels with parents and families and community partners.				
School Intervention Teams	**0**	**1**	**2**	**3**
Analyze academic and/or behavioral data to identify students that are not reaching grade-level proficiency and may be in need of interventions.				
Develop and monitor student intervention plans.				
Support the fidelity of intervention services based on determined data points by using universal-screening and progress-monitoring tools.				
Assist in the determination of students identified as needing intensive interventions.				
Monitor the connections between classroom instruction and other interventions.				
Establish, review, and update processes that support intervention including resources, scheduling of uninterrupted instructional time, and professional learning opportunities that support assessment and instruction.				
Communicate student progress toward meeting grade-level standards to all stakeholders.				
Utilize related-service providers such as speech pathologists, occupational therapists, and school psychologists, when appropriate, to meet the needs of individual students.				
Reading Coaches	**0**	**1**	**2**	**3**
Support classroom teachers in the administration of formative assessments and other universal-screening and progress-monitoring tools.				

District Leadership	0	1	2	3
Support the analysis of data to identify interventions and adjust instruction.				
Communicate and collaborate with those educators providing interventions to ensure student progress toward meeting grade-level proficiency.				
Coordinate and provide ongoing, job-embedded, professional learning opportunities.				
Participate in ongoing professional learning opportunities.				
Reading Interventionist				
Provide expert literacy instruction as a result of being a highly effective, specially trained educator.				
Work collaboratively with other educators to monitor and support readers not reaching grade-level proficiency.				
Collaborate closely with classroom teachers co-planning and co-teaching to support assessment, progress monitoring, individualized instruction, and the use of data to inform instruction.				
Participate in ongoing professional learning opportunities and document ways this impacts Tier III instruction.				
Focus on instruction and assessment of students rather than being assigned administrative duties.				
Provide support to parents and families as part of the intervention process.				

Classroom Teachers	0	1	2	3
Understand that high-quality classroom instruction is the first tier of intervention.				
Provide high-quality instruction including reading and writing development.				
Analyze and interpret data in order to develop and deliver appropriate instruction and supplemental interventions				
Communicate and collaborate with those educators providing interventions to ensure student progress toward meeting grade-level proficiency				
Participate as a member of the School Intervention Team				
Utilize classroom structures that support the needs of all learners				

Special Education Teachers	0	1	2	3
Understand that high-quality classroom instruction is the first line of intervention				
Work collaboratively with other educators to monitor and support readers not reaching grade-level proficiency				
Share expertise and collaborate with classroom teachers to support assessment, progress monitoring, individualized instruction, and the use of date to inform instruction.				
Analyze and interpret data in order to develop and deliver				

Special Education Teachers	0	1	2	3
appropriate instruction and supplemental interventions.				
Participate as a member of the School Intervention Team.				
Guidance Counselors	**0**	**1**	**2**	**3**
Provide all students with a standards-based school counseling core curriculum to address universal academic, career, and social emotional development				
Analyze academic, career, and social emotional development data to identify struggling students				
Identify and collaborate on research-based intervention strategies implemented by school staff				
Evaluate academic and behavioral progress after interventions, and revise interventions as appropriate				
Refer to school and community services as appropriate				
Collaborate with administrators, other school professionals, community agencies, and families in the design and implementation of MTSS				
School Psychologists	**0**	**1**	**2**	**3**
Help teams use data to inform the selection and implementation of interventions to meet specific student needs.				
Coordinate and help school and district leaders interpret data collected within MTSS. Helping with effective, coordinated use of data that informs instruction, student and school outcomes, and school accountability.				
Collaborate with staff to provide school-wide instruction in anti-bullying strategies, self-advocacy, conflict resolution, stress management, problem solving, and other areas that promote social skills and mental and behavioral health.				
Collaborate with teachers and school leaders to implement universal, targeted, and intensive academic and behavioral support programs using evidence-based practices.				
Deliver individual and small group counseling (including direct instruction in social skills).				

Speech/Language Pathologists	0	1	2	3
Support and work with classroom teachers to identify interventions				
Collaborate with classroom teachers to provide strategies to support literacy-based skills				
Consult with classroom teachers, and provide support to students, parents, and families as part of the diagnostic/instructional and intervention process				
Paraprofessionals	**0**	**1**	**2**	**3**
Provide support to highly effective teachers to enable them to provide supplemental and intensive interventions for students.				
Provide classroom support so that release time can be provided for classroom teachers and grade-level teams to collaborate.				
Family and Community Partners	**0**	**1**	**2**	**3**
Support learning opportunities outside of the school day.				

Speech/Language Pathologists	0	1	2	3
Partner with districts and schools to support increasing the volume of reading outside the school day.				
Participate in school and district literacy events.				
Provide financial and human resources in support of literacy.				

Appendix C: Scheduling Considerations

Sample Schedule Based on a 120–Minute Literacy Block

90–Minute Literacy Block—Tier I High-quality core classroom instruction provided by a highly effective teacher for all students *Instruction is differentiated to meet the specific needs of students in the class and should include small-group instruction.	
30 Minutes—Tier II Intervention Within the Classroom/Enrichment Time	
What the teacher is doing:	*What the other students might be doing:*
Highly effective educators work with small groups of students to provide targeted, intense instruction based on specific needs identified through the use of observations and progress monitoring.	Students should be engaged in additional, meaningful instructional opportunities which might include • independent reading, • independent writing, • research/inquiry projects, • reading to and with students in lower grades, and • using technology to enhance learning **Tier III Intervention students **may** be pulled out at this time because this 30–minute block is in addition to the 90 minutes of core instruction everyone receives.

Sample Schedule for Schools with Built-In Intervention Blocks

30 Minutes for Tier II and/or Tier III Interventions This instruction is provided for those students identified as needing additional instructional support. *This is in addition to the 90–minute block of high-quality core instruction provided for all students.	
What the teacher is doing:	*What the other students might be doing:*
Highly effective educators or retired educators work with small groups or individual students needing additional targeted, intense instruction based on specific needs identified through the use of observations and progress monitoring.	• Club time (e.g., Art Club, PE Club, Music Club, Computer Club, Book Clubs, Math Club, Science Club, History Club, Dance Club, Library Club) • Math intervention

**Note*: If this model is used, it is important that the block is scheduled at the beginning or middle of the school day. This will not be as effective at the end of the day.

***Note*: Tier II can occur within the classroom and not as a pull out. The nature of Tier II interventions is to be done in a small group and the duration of the intervention may not be long term before the student reaches benchmark.

Appendix D: SAM 2.0 Rubric

The following was completed by the Florida Problem-Solving/Response to Intervention Project.

Self-Assessment of MTSS Implementation (SAM)

Overview of MTSS

This instrument is used to measure school-level implementation of a Multi-Tiered System of Supports (MTSS). MTSS is a term used to describe an evidence-based model of educating students that uses data and problem-solving to integrate academic, behavior, and social-emotional instruction and intervention ***to maximize the success of all students***. Instruction and intervention is provided to students across multiple tiers of intensity based on need. Staff make data-based decisions in order for resources (e.g., time, staff, and evidence-based strategies) to reach the students at the appropriate levels to increase the performance of ALL students with the goal of achieving and/or exceeding proficiency.

Quality implementation of MTSS is associated with increased likelihood of instruction and interventions leading to successful student outcomes. Thus, it is important for schools to monitor not only student outcomes, but also *how* assessments, instruction, interventions, and data-based problem-solving are put into place (i.e., the fidelity with which these elements are implemented). Successful implementation is influenced by many factors within and around the school system (e.g., professional development, administrative support, data systems, staff member perceptions, successful adaptation, etc.). As a measure of school-level implementation of an MTSS, the focus of this instrument is on the necessary actions and activities to successfully implement and sustain the critical elements of MTSS with fidelity. The critical elements of MTSS referred to throughout the instrument include:

- Curriculum standards
- Assessments used to inform instruction
- Multiple tiers of instruction and intervention
- Data-based problem-solving used to make decisions

To promote a common understanding, staff that complete the instrument are urged to discuss the elements of MTSS and how they relate to components of their school's system for educating all students. MTSS should not be thought of as a *separate* initiative or program that must be implemented. Rather, MTSS provides a framework for the integration of academic, behavior, and social-emotional supports. Other initiatives such as implementation of educational policies and regulations, new assessment systems, or new instructional strategies also should be considered in the context of how they fit within an MTSS. MTSS provides a framework for implementing educational practices to ensure academic, behavioral, and social-emotional success of all students.

Directions for Completing the Instrument and Using the Data
The school leadership team that has responsibility for allocating resources to improve student learning should complete this instrument. Completion involves a three-step process:

1. Each team member should review the SAM instrument and Endnotes independently and think how s/he, personally, would respond to each item.

2. After reviewing the SAM items independently, the team members should come together to discuss their responses and reach agreement on which answer best represents the current status of implementation at their school. Endnotes provide additional clarifying information or definitions that the team should utilize, especially as team members are first becoming familiar with the SAM instrument. Endnotes provide critical information for ensuring the SAM instrument is completed accurately and results in valid scores. Record consensus scores on the SAM Scoring Sheet. The Scoring Sheet has abbreviated language and should only be used to record responses and to provide a visual representation of items with higher and lower scores.

3. Use the SAM instrument and the Scoring Sheet data to inform your action plan (an optional planning template is provided) to improve MTSS implementation.

Rate each item on a scale from 0-3 (*0 = Not Started; 1 = Emerging/Developing; 2 = Operationalizing; 3 = Optimizing*) using the definition provided for each rating.

Superscript numbers (e.g., [2]) correspond with endnotes that provide additional clarifying information or definitions relevant to the content within the item.

There are 39 items organized into six domains:

1) Leadership

Leadership is key to successful implementation of any large-scale innovation. The building principal, assistant principal(s), and school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a data-based problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem-solving.

2) Building the Capacity/Infrastructure for Implementation

School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually includes ongoing professional development and coaching with an emphasis on data-based problem-solving and multi-tiered instruction and intervention; scheduling that allows staff to plan and implement instruction and intervention; and processes and procedures for engaging in data-based problem-solving.

3) **Communication and Collaboration**
Ongoing communication and collaboration are essential for successful implementation of MTSS. Many innovations fail due to a lack of consensus, to a lack of feedback to implementers to support continuous improvement, and to not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustained.

4) **Data-Based Problem-Solving**
The use of data-based problem-solving to make educational decisions is a critical element of MTSS implementation. This includes the use of data-based problem-solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school wide implementation of MTSS. While several models for data-based problem-solving exist, the four-step problem-solving approach evaluated in this instrument includes: 1) defining the goals and objectives to be attained, 2) identifying possible reasons why the desired goals are not being attained, 3) developing a plan for and implementing evidence-based strategies to attain the goals, and 4) evaluating the effectiveness of the plan.

5) **Three-Tiered Instructional/Intervention Model**
The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Tier 1 includes the instruction delivered to all students; Tier 2 includes supplemental instruction or intervention provided to students not meeting benchmarks; and Tier 3 includes intensive, small-group or individual interventions for students facing significant barriers to learning the skills required for school success. It is important to consider academic, behavior, and social-emotional instruction and interventions when examining this domain.

6) **Data-Evaluation**
Given the importance of data-based problem-solving within an MTSS model, the need for a data and evaluation system is clear. In order to do data-based problem-solving, school staff need to understand and have access to data sources that align with the purposes of assessment. Procedures and protocols for administering assessments and data use allow school staff to use student data to make educational decisions. In addition to student data, data on the fidelity of MTSS implementation allow school leadership to examine the current practices and make changes to increase implementation.

Self-Assessment of MTSS Implementation (SAM)					
Item	**0 = Not Implementing**	**1 = Emerging/Developing**	**2 = Operationalizing**	**3 = Optimizing**	**Rating**
1. Leadership Domain (Items 1–5)					
1. The principal is actively involved in and facilitates MTSS implementation	The principal does ***not*** actively support MTSS.	The principal communicates an urgent desire to implement MTSS, participates in professional development on MTSS, and is establishing an MTSS vision	***and*** The principal actively supports the leadership team and staff to build capacity for implementation	***and*** The Principal actively supports data-based problem-solving use at the school	
2. A leadership team is established that includes 6-8 members with cross-disciplinary representation (e.g., principal, general and special education teachers, content area experts, instructional support staff, student support personnel [1]) and is responsible for facilitating MTSS implementation [2]	***No*** leadership team with explicit responsibility for leading MTSS implementation exists	A leadership team exists that includes cross-disciplinary representation,	***and*** The leadership team has explicit expectations for facilitating MTSS implementation,	***and*** The leadership team members have the beliefs, knowledge, and skills to lead implementation efforts	
3. The leadership team actively engages staff in ongoing professional development and coaching [3] necessary to support MTSS implementation	The leadership team does ***not*** have a needs-based plan to provide staff with professional development or coaching to support MTSS implementation	A needs assessment is conducted to gather information on beliefs, knowledge, and skills to develop a professional development plan to support MTSS implementation	***and*** A professional development plan is created based on the needs assessment and used to engage staff in ongoing professional development and coaching	***and*** Ongoing professional development activities are informed by data collected on the outcomes of professional development and coaching for continuous improvement	
4. A strategic plan for MTSS implementation is developed and aligned with the school improvement plan	***No*** strategic plan for MTSS implementation exists	Leadership team is engaging district, family, and community partners to identify stakeholder needs, resources for, and barriers to MTSS implementation	***and*** As part of the school improvement planning process a strategic plan is developed that specifies MTSS implementation [4]	***and*** A strategic plan for MTSS implementation is updated as needed based on student outcome and implementation fidelity data as part of the school improvement planning process	

Self-Assessment of MTSS Implementation (SAM)					
Item	**0 = Not Implementing**	**1 = Emerging/Developing**	**2 = Operationalizing**	**3 = Optimizing**	**Rating**
5. The leadership team is actively facilitating implementation of MTSS [5] as part of their school improvement planning process	The leadership team is ***not*** actively engaging in efforts to facilitate MTSS implementation	The leadership team engages in action planning and has created a strategic plan to facilitate implementation of the critical elements[6] of MTSS	***and*** The leadership team provides support to educators implementing the critical elements of MTSS identified in the strategic plan	***and*** The leadership team uses data on implementation fidelity of the critical elements of MTSS to engage in data-based problem-solving for the purpose of continuous school improvement	
2. Building the Capacity/Infrastructure for Implementation Domain (Items 6–16)					
6. The critical elements [6] of MTSS are defined and understood by school staff	***No*** information on the critical elements of the school's MTSS is available	The critical elements of MTSS are being defined	***and*** The critical elements of MTSS are defined and are communicated to school staff	***and*** The curriculum, assessment, and instructional practices that define the school's critical elements of MTSS can be communicated by all school staff	

Self-Assessment of MTSS Implementation (SAM)					
Item	**0 = Not Implementing**	**1 = Emerging/Developing**	**2 = Operationalizing**	**3 = Optimizing**	**Rating**
7. The leadership team facilitates professional development and coaching [7] for all staff members on assessments and data sources used to inform decisions	Initial professional development is ***not*** provided to all staff members	The staff engages in initial, job-embedded professional development focusing on: • Purpose and administration of assessment tools • Role of assessment/data sources in making instructional decisions • Review of current assessments/data sources being utilized and those being considered • Analyzing and using assessment results to improve instruction • Using various types of data to inform instructional practices to meet the needs of diverse learners • Communicating and partnering with families about data and assessment practices	***and*** The staff engages in ongoing professional development and coaching related to the administration of assessments and interpretation of the data/data sources. Professional development includes: • Changes or updates to assessments/data sources • Changes to data collection, tracking, and analysis • Ongoing coaching on instructional practices and interpreting assessment results	***and*** The leadership team analyzes feedback from staff as well as outcomes in order to identify professional development and coaching needs in the area of assessment/data sources in support of continuous improvement	

Self-Assessment of MTSS Implementation (SAM)					
Item	**0 = Not Implementing**	**1 = Emerging/Developing**	**2 = Operationalizing**	**3 = Optimizing**	**Rating**
8. The leadership team facilitates professional development and coaching [7] for staff members on data-based problem-solving relative to their job roles/responsibilities	Professional development does ***not*** focus on data-based problem-solving	Initial professional development on data-based problem-solving is provided that includes the following elements: • Rationale for use of data-based problem-solving • Problem-solving steps to address school-wide, classroom, small-group, and individual student needs • Roles and responsibilities for team members engaging in data-based problem-solving	***and*** Ongoing professional development and coaching on data-based problem-solving is delivered that includes the following elements: • Differentiation of professional development based on staff roles/responsibilities • Coaching • Modeling, practice, and collaborative feedback on problem-solving steps • Support for collaboration and teaming skills	***and*** Data on use of problem-solving skills and application are used to inform continuous improvement of professional development and coaching efforts	
9. The leadership team facilitates professional development and coaching [7] for all staff on multi-tiered instruction and intervention relative to their job roles/responsibilities	***No*** explicit connection to multi-tiered instruction and intervention is evident in professional development provided	Initial professional development on multi-tiered instruction and intervention is provided that includes the following elements: • Rationale for and modeling of instructional and intervention design and delivery (e.g., Common Core State Standards, instructional routine, Tier 1 Positive Behavior Supports, lesson planning for active student engagement) • Connections are made regarding how the practices are aligned with and integrated into MTSS • How data informs instruction and intervention design and delivery that reflects student diversity and results in learning opportunities for all students [8]	***and*** Ongoing professional development and coaching on multi-tiered instruction and intervention is provided that includes the following elements: • Differentiation of professional development and coaching based on staff roles/responsibilities • Coaching • Modeling of, practice of, and collaborative feedback on, evidence-based practices	***and*** The leadership team regularly uses data on student needs and fidelity of how evidence-based practices are implemented to continuously improve professional development and coaching efforts	

Self-Assessment of MTSS Implementation (SAM)					
Item	**0 = Not Implementing**	**1 = Emerging/Developing**	**2 = Operationalizing**	**3 = Optimizing**	**Rating**
10. Coaching [7] is used to support MTSS implementation	***No*** coaching is provided to build staff capacity to implement the critical elements of MTSS	Initial coaching is occurring that is focused primarily on facilitating or modeling the components of MTSS	***and*** Coaching activities are expanded to include: • Opportunities to practice • Collaborative and performance feedback	***and*** Data on professional development, implementation fidelity, and student outcomes are used to refine coaching activities	
11. Schedules provide adequate time for trainings and coaching support	Schedules do ***not*** include time allocated to professional development and coaching for MTSS	Schedules include time allocated for trainings	***and*** Schedules include time for ongoing coaching support	***and*** Schedules permit personnel to access additional training and coaching support that is differentiated based on their needs	
12. Schedules provide adequate time to administer academic, behavior and social-emotional assessments needed to make data-based decisions	Schedules do ***not*** include time allocated to administering assessments needed to make decisions across tiers	Schedules include time for academic, behavior and social-emotional assessments administered to all students (e.g., universal screening)	***and*** Schedules include time to administer more frequent progress monitoring assessments to students receiving Tier 2 and 3 services as specified (e.g., weekly or monthly assessments)	***and*** Schedules permit personnel to administer additional assessment (e.g., diagnostic assessments) across content areas and tiers needed to engage in data-based problem-solving	

Self-Assessment of MTSS Implementation (SAM)					
Item	**0 = Not Implementing**	**1 = Emerging/Developing**	**2 = Operationalizing**	**3 = Optimizing**	**Rating**
13. Schedules provide adequate time for multiple tiers of evidence-based instruction and intervention to occur	The master schedule is developed ***without*** student data and does ***not*** include time for multi-tiered interventions	The master schedule is developed utilizing student data and includes time for multi-tiered interventions	***and*** The master schedule facilitates effective implementation of multi-tiered interventions matched to student needs by content area and intensity (Tier 1, Tier 2, Tier 3)	***and*** The master schedule allows for flexible student groupings	
14. Schedules provide adequate time for staff to engage in collaborative, data-based problem-solving and decision-making	The master schedule does ***not*** provide opportunities for collaborative, data-based problem-solving and decision-making to occur	The master schedule provides opportunities to engage in collaborative, data-based problem-solving and decision-making to occur	***and*** The master schedule provides sufficient time for the process to occur with fidelity	***and*** The master schedule provides opportunities for collaborative, data-based problem-solving and decision-making to occur in settings such as: • Leadership team meetings • Grade-level meetings • Cross grade-level meetings • Cross-departmental meetings • Professional Learning Community meetings	
15. Processes, procedures, and decision-rules [9] are established for data-based problem-solving	***No*** systematic processes, procedures, or decision-rules are established	Processes, procedures, and decision-rules needed to engage in data-based problem-solving are developed and existing structures and resources are incorporated	***and*** The steps of problem-solving; procedures for accessing, submitting, and using data; and decision-rules needed to make reliable decisions are communicated to staff [10]	***and*** Data-based problem-solving processes, procedures, and decision-rules are refined based on data and feedback from staff, schedule changes, and resource availability	

Self-Assessment of MTSS Implementation (SAM)					
Item	**0 = Not Implementing**	**1 = Emerging/Developing**	**2 = Operationalizing**	**3 = Optimizing**	**Rating**
16. Resources [11] available to support MTSS implementation are identified and allocated	***No*** process exists for mapping and allocating resources available to support MTSS implementation	Leadership team members are gathering information on the personnel, funding, materials, and other resources available to support MTSS implementation	***and*** Resource inventories are established using the gathered information on the personnel, funding, materials, and other resources available to support MTSS implementation and plans for allocating the resources are established	***and*** Existing resource maps and resource allocations are updated at least annually based on student need, available personnel, funding, materials, and other resources	
3. Communication and Collaboration Domain (Items 17–20)					
17. Staff [12] have consensus and engage in MTSS Implementation [13]	Staff are ***not*** provided opportunities to gain understanding of the need for MTSS	Staff are provided opportunities to gain understanding of the need for MTSS	***and*** Staff has opportunities to gain understanding of its relevance to their roles and responsibilities	***and*** Staff has opportunities to provide input on how to implement MTSS	
18. Staff are provided data on MTSS implementation fidelity and student outcomes [14]	Staff are ***not*** provided any data regarding MTSS implementation fidelity ***nor*** student outcomes	Staff are rarely (***1x/year***) provided data regarding MTSS implementation fidelity ***and*** student outcomes	Staff are regularly (***2x/year***) provided data regarding MTSS implementation fidelity ***and*** student outcomes	Staff are frequently (***3x+/year***) provided data regarding MTSS implementation fidelity ***and*** student outcomes	

Self-Assessment of MTSS Implementation (SAM)					
Item	**0 = Not Implementing**	**1 = Emerging/Developing**	**2 = Operationalizing**	**3 = Optimizing**	**Rating**
19. The infrastructure exists to support the school's goals for family and community engagement [15] in MTSS	Family and community engagement is: ***not*** defined and monitored with data; ***not*** linked to school goals in SIP/MTSS plan; ***and*** procedures for facilitating 2-way communication do ***not*** exist	Family and community engagement are ***1 of the following 3***: • defined and monitored with data • linked to school goals in SIP/MTSS plan • supported by procedures for facilitating 2-way communication	Family and community engagement are ***2 of the following 3***: • defined and monitored with data • linked to school goals in SIP/MTSS plan • supported by procedures for facilitating 2-way communication exists	Family and community engagement are ***all of the following***: • defined and monitored with data • linked to school goals in SIP/MTSS plan • supported by procedures for facilitating 2-way communication exist	
20. Educators actively engage families in MTSS	Staff do ***none* of the following***: • actively engage families that represent the diverse population of the school • engage families in problem-solving when their children need additional supports • provide intensive outreach to unresponsive families[16] • increase the skills of families to support their children's education	Staff do ***1 of the following 4***: • actively engage families that represent the diverse population of the school • engage families in problem-solving when their children need additional supports • provide intensive outreach to unresponsive families • increase the skills of families to support their children's education	Staff do ***2 or 3 of the following 4***: • actively engage families that represent the diverse population of the school • engage families in problem-solving when their children need additional supports • provide intensive outreach to unresponsive families • increase the skills of families to support their children's education	Staff do ***all of the following***: • actively engage families that represent the diverse population of the school • engage families in problem-solving when their children need additional supports • provide intensive outreach to unresponsive families • increase the skills of families to support their children's education	
4. Data-based Problem-solving Domain (Items 21–27)					
21. Integrated data-based problem-solving [17] for student academic, behavior and social-emotional outcomes occurs across content areas, grade levels, and tiers [18]	Data on academic, behavior, and social-emotional outcomes may be collected, ***but*** data-based problem-solving does ***not* occur across**:	Data-based problem-solving occurs across ***1 of the following 4***: • at least 2 content areas (e.g., reading, behavior, social-emotional) • at least 50% of grade levels	Data-based problem-solving occurs across ***2 of the following 3***: • at least 3 content areas • at least 75% of grade levels • at least two tiers	Data-based problem-solving occurs across ***all of the following***: • across all content areas • all grade levels • all tiers	

Self-Assessment of MTSS Implementation (SAM)					
Item	**0 = Not Implementing**	**1 = Emerging/Developing**	**2 = Operationalizing**	**3 = Optimizing**	**Rating**
	• academic, behavior and social-emotional content areas • any grade levels • any tier	• a single tier • only academic outcomes or only behavior and social-emotional outcomes			
22. *Across all tiers*, data are used to identify the difference or "gap" between expected and current student outcomes relative to academic, behavior and social- emotional goals	The gap between expected and current student outcomes is ***not*** identified	The gap between expected and current outcomes is identified,	***and*** The gap between expected and current outcomes is identified, and is associated with academic, behavior and social-emotional goals	***and*** The gap between expected and current outcomes is identified relative to academic, behavior and social-emotional goals and is used to identify the appropriate level (tier) of instruction/intervention	
23. Academic, behavior and social- emotional data are used to identify and verify reasons why [19] students are not meeting expectations	Reasons why students are ***not*** meeting expectations are ***not*** identified	Reasons why students are not meeting expectations are identified	***and*** Data are used to verify the reasons why students are not meeting expectations	***and*** The reasons why students are not meeting expectations span multiple reasons related to instruction and the learning environment of why students struggle and are verified using a range of assessment methods	
24. Specific instructional/intervention plans are developed and implemented based on verified reasons why students are not meeting academic, behavior and social-emotional expectations	Instructional/ intervention plans are ***not*** developed	Instructional/intervention plans are developed	***and*** Instruction/Intervention plans consistently specify what will be done, by who, when it will occur, and where with enough detail to be implemented [20]	***and*** Instructional/intervention plans consistently are developed based on verified reasons students are not meeting expectations	

Self-Assessment of MTSS Implementation (SAM)					
Item	**0 = Not Implementing**	**1 = Emerging/Developing**	**2 = Operationalizing**	**3 = Optimizing**	**Rating**
25. Student progress specific to academic, behavior and social-emotional goals specified in intervention plans are monitored	Progress monitoring does ***not*** occur and student progress is ***not*** evaluated	Plans for monitoring progress toward expected student outcomes are developed	***and*** In most cases data are collected to monitor student progress and intervention fidelity	***and*** Changes are made to instruction/intervention based on student responses	
26. Data-based problem-solving informs how patterns of student performance across diverse groups (e.g., racial/ethnic, cultural, social-economic, language proficiency, disability status) are addressed	Patterns of student performance across diverse groups are ***not*** identified	Data on student outcomes are collected	***and*** Patterns of student performance across diverse groups are identified	***and*** Data on student outcomes informs how MTSS implementation efforts are impacting different groups of students	

Self-Assessment of MTSS Implementation (SAM)					
Item	**0 = Not Implementing**	**1 = Emerging/Developing**	**2 = Operationalizing**	**3 = Optimizing**	**Rating**
27. Resources for and barriers [21] to the implementation of MTSS are addressed through a data-based problem-solving process	Data-based problem-solving of resources for and barriers to implementation of MTSS does ***not*** occur	School leadership discusses resources for and barriers to implementation of MTSS	School leadership discusses resources for and barriers to implementation of MTSS ***and*** does ***one of the following***: • collects data to assess implementation levels • develops action plans to increase implementation	School leadership discusses resources for and barriers to implementation of MTSS ***and*** does ***both of the following***: • collects data to assess implementation levels • develops action plans to increase implementation	
5. Three Tiered Instructional /Intervention Model Domain (Items 28–33) (Items in this section alternate between addressing academic, behavior and social-emotional practices.)					
28. Tier 1 (core) academic practices exist that clearly identify learning standards [22], school-wide expectations [23] for instruction that engages students, and school-wide assessments [24]	Tier 1 elements are ***not*** developed and/or clearly defined	Tier 1 elements incorporate ***1 of the following 4***: • clearly defined learning standards • school-wide expectations for instruction and engagement • link to behavior and social-emotional content/instruction • assessments/data sources	Tier 1 elements incorporate ***2 or 3 of the following 4***: • clearly defined learning standards • school-wide expectations for instruction and engagement • link to behavior and social-emotional content/instruction • assessments/data sources	Tier 1 elements incorporate ***all of the following***: • clearly defined learning standards • school-wide expectations for instruction and engagement • link to behavior and social-emotional content/instruction • assessments/data sources	

Self-Assessment of MTSS Implementation (SAM)					
Item	**0 = Not Implementing**	**1 = Emerging/Developing**	**2 = Operationalizing**	**3 = Optimizing**	**Rating**
29. Tier 1 (core) behavior and social-emotional practices exist that clearly identify school-wide expectations, social-emotional skills instruction, classroom management practices [25], and school-wide behavior and social-emotional data [26]	Tier 1 strategies are ***not*** developed and/or clearly defined	Tier 1 strategies incorporate ***1 of the following 4***: • clearly defined school-wide expectations • classroom management practices • link to Tier 1 academic content/instruction • accessing school-wide behavior and social-emotional data sources	Tier 1 strategies incorporate ***2 or 3 of the following 4***: • clearly defined school-wide expectations • classroom management practices • link to Tier 1 academic content/instruction • accessing school-wide behavior and social-emotional data	Tier 1 strategies incorporate ***all of the following***: • clearly defined school-wide expectations • classroom management practices • link to Tier 1 academic content/instruction • accessing school-wide behavior and social-emotional data	
30. Tier 2 (supplemental) academic practices exist that include strategies addressing integrated common student needs, are linked to Tier 1 instruction[27], and are monitored using assessments/data sources tied directly to the academic, behavior and social-emotional skills taught	Tier 2 strategies are ***not*** developed and/or clearly defined	Tier 2 strategies incorporate ***1 of the following 4***: • common student needs • link to Tier 1 instruction • link to behavior and social-emotional content/instruction • assessments/data sources link directly to the skills taught	Tier 2 strategies incorporate ***2 or 3 of the following 4***: • common student needs • link to Tier 1 instruction • link to behavior and social-emotional content/instruction • assessments/data sources link directly to the skills taught	Tier 2 strategies incorporate ***all of the following***: • common student needs, • link to Tier 1 instruction • link to behavior and social-emotional content/instruction • assessments/data sources link directly to the skills taught	

Self-Assessment of MTSS Implementation (SAM)					
Item	**0 = Not Implementing**	**1 = Emerging/Developing**	**2 = Operationalizing**	**3 = Optimizing**	**Rating**
31. Tier 2 (supplemental) behavior and social-emotional practices exist that address integrated common student needs, are linked to Tier 1 instruction[28], and are monitored using assessments/data sources tied directly to the skills taught	Tier 2 strategies are ***not*** developed and/or clearly defined	Tier 2 strategies incorporate ***1 of the following 4***: • common student needs • link to Tier 1 instruction • link to academic content/instruction • assessments/data sources link directly to the skills taught	Tier 2 strategies incorporate ***2 or 3 of the following 4***: • common student needs • link to Tier 1 instruction • link to academic content/instruction • assessments/data sources link directly to the skills taught	Tier 2 strategies incorporate ***all of the following***: • common student needs • link to Tier 1 instruction • link to academic content • assessments/data sources link directly to the skills taught	
32. Tier 3 (intensive) academic practices [29] exist that include integrated strategies that are developed based on students' needs, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught	Tier 3 strategies are ***not*** developed and/or clearly defined	Tier 3 strategies incorporate ***1 of the following 4***: • developed based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to behavior and social-emotional content/instruction • assessments/data sources that link directly to the skills taught	Tier 3 strategies incorporate ***2 or 3 of the following 4***: • developed based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to behavior and social-emotional content/instruction • assessments/data sources that link directly to the skills taught	Tier 3 strategies incorporate ***all of the following***: • developed based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • linked to behavior and social-emotional content/instruction • monitored using assessments/data sources that link directly to the skills taught	

Self-Assessment of MTSS Implementation (SAM)					
Item	**0 = Not Implementing**	**1 = Emerging/Developing**	**2 = Operationalizing**	**3 = Optimizing**	**Rating**
33. Tier 3 (intensive) behavior and social-emotional practices[30] include integrated strategies that are developed based on students' needs and strengths, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught	Tier 3 strategies are ***not*** developed and/or clearly defined	Tier 3 strategies incorporate ***1 of the following 4***: • based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to academic content/instruction • assessments/data sources that link directly to the skills taught	Tier 3 strategies incorporate ***2 or 3 of the following 4***: • based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to academic content/instruction • assessments/data sources that link directly to the skills taught	Tier 3 strategies incorporate ***all of the following***: • based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to academic content/ instruction • assessments/data sources that link directly to the skills taught	

6. Data-Evaluation Domain (Items 34–39)					
34. Staff understand and have access to academic, behavior and social-emotional data sources that address the following purposes of assessment: • identify students at-risk academically, socially, and/or emotionally • determine why student is at-risk • monitor student academic and social-emotional growth/ progress • inform academic and social-emotional instructional/intervention planning • determine student attainment of academic, behavior and social-emotional outcomes	Staff do ***not*** understand and have access to academic, behavior and social-emotional data sources or that address the purposes of assessment	Staff learn the purposes of *assessment* within MTSS and the leadership team selects measures for the purposes of assessment across academic, behavior and social-emotional areas that are reliable, valid, and accessible, as well as culturally, linguistically, and developmentally appropriate	***and*** Staff engage in assessment with fidelity to: • answer predetermined guiding/critical questions regarding student functioning/outcomes • identify students who are at-risk at least 3-4 times/year • determine why a student is at-risk • monitor student growth/progress • inform instructional/intervention planning • determine student attainment of academic, behavior and social-emotional outcomes	***and*** The leadership team and/or staff collaboratively and systematically evaluate and refine (as needed) critical guiding questions and adjust assessment practices to ensure availability of accurate and useful data to inform instruction**;** assessment tools are evaluated for continued value, usefulness, and cultural, linguistic, and developmental appropriateness	
35. Policies and procedures for decision-making are established for the administration of assessments, access to existing data sources, and use of data [31]	***No*** policies and procedures are in place	The leadership team has policies and procedures for decision-making that include schedules for screening, use of diagnostic assessments, progress monitoring frequency, and criteria for determining tier(s) of support needed	***and*** Staff consistently administer assessments, access data sources and make data-based decisions using the policies and procedures for decision-making with fidelity	***and*** Adherence to and effectiveness of policies and procedures for decision-making are evaluated regularly for efficiency, usefulness, and relevance for students and staff, and data are used to make adjustments to the policies	

6. Data-Evaluation Domain (Items 34–39)					
36. Effective data tools [31] are used appropriately and independently by staff	Staff do ***not*** have access to tools that efficiently provide data needed to answer problem-solving questions for academic, behavior and social-emotional issues	The leadership team ensures availability of tools that can track and graphically display academic, behavior and social-emotional data, and staff are trained on the use of the tools and on their responsibilities for data collection, entry and management	***and*** Staff use the data tools and are provided assistance as needed	***and*** Data tools are periodically assessed and the necessary changes are made in order to improve functionality, efficiency, and usefulness, and staff is proficient and independent with data tools and easily support new staff members	
37. Data sources [31] are used to evaluate the implementation and impact of MTSS	***No*** data sources to evaluate implementation of the critical elements of MTSS have been identified	The leadership team has identified data sources that will be used to evaluate implementation of the critical elements of MTSS [6]	***and*** The leadership team uses data sources to evaluate implementation and to make systemic improvements to the critical elements of MTSS	***and*** The Leadership team periodically conducts analyses to determine how implementation of critical elements of MTSS relate to positive student outcomes	
38. Available resources are allocated effectively	Resources are ***not*** allocated based on student need and the availability of time, available personnel, funding, and materials	Resources are allocated based on student need	***and*** the relationship between the resources allocated and the outcomes of students is evaluated	***and*** Processes and criteria for resource allocation are refined based on strategies that result in improved student outcomes.	
39. Data sources are monitored for consistency and accuracy in collection and entry procedures	Data sources are ***not*** monitored for accuracy or consistency	The leadership team ensures that staff understand the importance of accurate and consistent data collection practices and have provided professional development on policies and procedures for methods, types and frequency of data collection	***and*** The leadership team uses a protocol (e.g. email notifications for failure to take attendance, etc.) to monitor data consistency and accuracy	***and*** The leadership team periodically conducts analyses to determine consistency and accuracy of data	

Appendix E: Literacy Assessment Portfolio

The following information may be found in the Third Grade Retention Guidance Document. Access at: https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/third-grade-retention/.

The purpose of the Literacy Assessment Portfolio (LAP) or a locally developed portfolio (also referred to as a Reading Portfolio) is to provide evidence of a student's progress in the area of literacy. It is a way to collect data that informs teachers, parents, and administrators in determining instructional and intervention decisions. Maintaining a portfolio for every student is good practice; however, Section 59-155-160(A)(5) of Read to Succeed states that all students not demonstrating grade-level proficiency **must** have a portfolio indicating the intensive instruction and interventions provided. A LAP or a locally developed portfolio is kept each school year a student is not reaching grade-level proficiency in reading. Districts and schools may use the LAP as presented, modify it to better meet individual needs, or use a system of documentation already in place. The student's LAP or locally developed portfolio should follow the student from teacher to teacher, school to school, and district to district. If a student transfers to another school, district, or state the portfolio follows the student. If a student transfers in to a South Carolina district or school without a portfolio, an approved assessment should be administered immediately. The portfolio requirement for Read to Succeed begins at this point in time.

Per Section 59-155-160 of Read to Succeed, the LAP is divided into five sections: (1) state-approved assessments, (2) required documentation, (3) intervention and progress monitoring, (4) SRC, and (5) grade level target scores. Each section is explained in greater detail below.

Section (1) State-Approved Assessments
After completing the identifying information for the student, the teacher records the scores from assessments administered at various points during the current school year. It is recommended that assessments be given three times during the school year - beginning, middle, and the end - especially for those students identified as not demonstrating grade-level proficiency. The student's assessment score is recorded in the box to the right of the grade level target (GLT) column. The GLT for the specified assessment administered is recorded in the column under GLT. This allows the teacher to see where the child is at a particular point in time in relation to what is expected at that same point in time toward reaching grade-level proficiency based on the target for each assessment period. A GLT table can be found in section 5 of the LAP.

Section (2) Required Documentation
Section 59-155-160(A)(5)(d) of Read to Succeed requires a minimum of three samples of independently student produced work which best reflects a student's reading and writing development be included in the student's portfolio.

In addition, evidence that the student meets the expectations of the third grade standards should be included. This evidence could be locally developed benchmark assessments or chapter or unit tests from the state adopted English language arts instructional materials. Passages used should contain approximately sixty percent literary text and forty percent informational text and contain between one hundred and seven hundred words with an average of five hundred words.

Prior to a student's transferring to another school, attending SRC, or moving to another classroom, comments should be written indicating strengths as well as opportunities for growth in reading and writing for each student. Space is provided in this section for inserting comments by nine-week period.

Section (3) Intervention and Progress Monitoring
In this section, the teacher records the score from the last progress monitoring assessment given to the student. Current assessment data will inform the more intensive instruction and intervention support the student receives. This data should also be indicated on the *Read to Succeed Plan for Intensive Instruction and Intervention* or on a district-developed form so that this information can be easily accessed and shared when needed. The types and frequency of the interventions provided should also be recorded in this section. If a district developed plan is used, the district must ensure the plan addresses the requirements specified in Read to Succeed.

The SCDE recommends that the raw score the student obtains on each subtest of the assessment chosen for progress monitoring is recorded over the total possible score for each subtest. When running or text passage reading records are used, the score (instructional level) and date of the most recent assessment should be included in the student's LAP or locally-developed portfolio. This is especially important if a student transfers to another school or district, moves to another classroom, and/or attends SRC.

Section (4) SRC Information
SRC teachers are often different from the student's school-year classroom teacher. It is imperative that student portfolios kept by classroom teachers during the school year are provided to the SRC teacher. Data regarding the student's participation and progress as a result of attending SRC is a critical component of the student's portfolio. The SRC teacher will record the required data for the student at the conclusion of the SRC and each student's portfolio will be provided to the next school year's teacher. The district should establish a plan for sharing this information.

Section (5) GLT
The GLT table found in the guidance document is designed to assist teachers in looking closely at the instructional "targets" toward a trajectory that supports students in reaching grade level reading proficiency. GLTs for several commonly-used assessments for the beginning, middle, and ending periods for each grade level are provided in the document.

Sample Read to Succeed Plan for Intensive Reading Instruction and Intervention

A Plan for Intensive Reading Instruction and Intervention is in place for this student with the goal of improving his/her reading skills. This plan is individualized, based on data, and shall continue until the student is determined to be reading on grade level based on a state approved assessment. The student will not be promoted to the fourth grade if the reading deficiency is not "corrected" by the end of third grade unless the student qualifies for a good cause exemption.

DISTRICT		**SCHOOL**	
STUDENT NAME		**GRADE LEVEL**	
PRINCIPAL NAME		**TEACHER NAME**	
PARENT/GUARDIAN NAME		**SCHOOL YEAR**	

Based on the most current results from one of the following assessments, this student is not demonstrating grade-level proficiency in reading. A space for entering the date and the score for beginning (B), middle (M), and/or end of year (E) administration is provided. Assessments are not required to be administered three times a year, but this is strongly encouraged. The frequency of administration is a local district decision. Please circle the assessment given.

Assessment	**Date (B)**	**Score/Level**	**Date (M)**	**Score/Level**	**Date (E)**	**Score/Level**
PreK Assessments MyIGDIS, PALS - PreK Teaching Strategies GOLD						
Reading Assessments Fountas and Pinnell Benchmark Assessment System, Dominie, DRA2+, Next Steps to Guided Reading						
Computerized Assessments DIBELS, MAP, STAR						
Marie Clay's Observation Survey						
Other (Please indicate name)						

Please indicate the current interventions and/or supplemental services or supports provided to this student.

Intervention Services and Supports	**1st Nine Weeks**	**2nd Nine Weeks**	**3rd Nine Weeks**	**4th Nine Weeks**	**SRC**
Tier I Instruction through a daily literacy block using high quality, evidence-based instruction (Please describe)					
Tier II Instruction (Please describe)					
Tier III Instruction (Please describe)					
After school					
Before school					
Summer Reading Camp					
Tutoring					
Extended School Year					

Additional Supports
The following instructional plans may be in place for this student. Please check those that apply. Use the space below to provide any additional comments.

☐ IEP ☐ English Language Learner Instructional support ☐ 504 Plan

Comments:

Parent/Family Support
The following are suggestions for parents to support their students at home toward reaching grade-level reading proficiency.

Make reading part of every day, even for just a few minutes.
Read to your child each day. When the book contains a new or interesting word, pause and talk about the word with your child.
Discuss the meaning of unknown words, both those he reads and those he hears.
Set aside a time each day for your child to read independently.
Choose books that are at an appropriate reading level for your child.
Let your child see you reading.
Ask your child questions about the story as you read together.
Visit your local library.

Parent/Teacher Conferences

Grading Period	**Date**	**Comments**
1st Nine Weeks		
2nd Nine Weeks		
3rd Nine Weeks		
4th Nine Weeks		

As the parent/guardian I have been notified of the following:

	1. My student has been identified as not demonstrating grade-level proficiency in reading.
	2. A description of the proposed supplemental instructional services and supports provided to my student toward reaching grade level proficiency.
	3. My student will not be promoted to the fourth grade if he/she is reading significantly below grade level unless he/she qualifies for a "good cause" exemption.
	4. Suggestions for parents/guardians to help their student reach grade level proficiency have been provided.
	5. The grade-level performance scores of the student have been made available.
	6. The results of the third grade state-wide reading assessment (SC READY) is not the only basis for promotion; "Good Cause" exemptions are considered and have been explained.

_____
Student Name

_____
Parent/ Guardian Name

_____ _____
Parent/Guardian Signature Date

A parent/guardian was unable to attend parent-teacher conference; a written reading progress update was mailed after making two attempts to contact parent or guardian to schedule conference.

_____ _____
Teacher Name/Signature Date Mailed

Sample Read to Succeed Literacy Assessment Portfolio

District -_____ LITERACY ASSESSMENT PORTFOLIO (LAP)

School Year _____

STUDENT'S LEGAL NAME	**(L)**	**(F)**	**(M)**
STUDENT ID NUMBER			
SCHOOL		**GRADE LEVEL**	
CLASSTOOM TEACHER			
PARENT/GUARDIAN NAME			
ETHNICITY		**GENDER**	

ADDITIONAL SERVICES AND SUPPORT (Indicate all that apply)							
IEP	Yes/No	**ELL**	Yes/No	**Summer Reading Camp**	Yes/No	**4k Program Public Provider**	Yes/No
504 Plan	Yes/No	**Speech**	Yes/No	**Extended School Year**	Yes/No	**4K Program Private Provider**	Yes/No
Resource Classroom	Yes/No	**Previously Retained?**	Yes/No	**If retained, what grade?**		**Other (please explain)**	

PARENT/TEACHER CONFERENCES				
Grading Period	**Date**	**Report Card Grade**	**Attendance %**	**Comments**
1st Nine Weeks				
2nd Nine Weeks				
3rd Nine Weeks				
4th Nine Week				

(Section 1) ASSESSMENT DATA and (Section 5) Grade Level Target Please enter any applicable data (B=Beginning of Year; M=Middle of Year (end of second nine weeks); E=End of Year)											
SCDE Approved Assessment Options (select the assessment used)		**Year __Grade __**		**Year __Grade __**		**Year __Grade __**		**Year __Grade __**		**Year __Grade __**	
			Score		**Score**	**GLT***	**Score**	**GLT***	**Score**	**GLT***	**Score**
4K- MyIGDIs _____ PALS _____ GOLD _____	**B**										
	M										
	E										
5K – KRA _____	**B**										
Reading Assessments (select the assessment(s) used)											
Dominie _____ DRA2 _____ Fountas & Pinnell _____ Other _____	**B**										
	M										
	E										
Computer Based Assessments											
MAP _____ STAR _____ Other _____	**B**										
	M										
	E										
SC READY	**E**										

GLT = Grade Level Target (if applicable)
**Add Grade Level Targets specific to your district's assessment.*

Score = Actual Student Score

(Section 2) STUDENT WORK SAMPLES	
Evidence of independently produced student work which might include the following: (Three samples for each area should be included)	
READING	**WRITING**

• Re-telling of text read aloud or independently
• Transcribed conversations
• Summary, discussion, or written responses to questions after silent reading
• Cold reads
• Benchmark assessment(s)
• DRA continuum
	• Responses to narrative or informational text read aloud or read independently
	• Authentic writing – one sample of each of the following:
	  ○ Narrative
	  ○ Informational
	  ○ Opinion
	• Responses to test dependent prompts

(Section 3) INTERVENTION AND PROGRESS MONITORING				
	1st Nine Weeks	**2nd Nine Weeks**	**3rd Nine Weeks**	**4th Nine Weeks**
Tier I – High Quality Classroom Instruction • Small guided reading groups • Shared reading and writing in small groups • One-to-one conferencing during reading and writing workshop				
Tier II – Intervention • Leveled Literacy Intervention (LLI) • Additional small group instruction • Push-in/Pull-out • Other				
Tier III – Intervention • One-to-one instruction • Intensive small group instruction • Other				

(Section 3 continued) ADDITIONAL ASSESSMENT OR PROGRESS MONITORING DATA												
Nine Weeks	**Date**	**Assessment**	**Score**	**Date**	**Assessment**	**Score**	**Date**	**Assessment**	**Score**	**Date**	**Assessment**	**Score**
1st												
2nd												
3rd												
4th												

Grading Period	**Teacher/Coach/Administrator Notes and Comments**
1st Nine Weeks	
Strengths	
Opportunities for Growth	
2nd Nine Weeks	
Strengths	
Opportunities for Growth	

(Section 4) SUMMER READING CAMP *(only complete if the student has attended Summer Reading Camp)*			
Camp Location		Teacher Name	
DRA Pre-Test Level		DRA Post-Test Level	
Progress *(see scale below)*		Successful Completion?	Yes/No

[**1** = Regression from pre-to post assessment **2** = Maintained pre-assessment level **3** = Growth from pre-to post assessment]

Promotion Recommendation Based on the evidence presented in this LAP, this student is recommended / not recommended for promotion to fourth grade		
	Recommended	**Not Recommended**
Teacher Signature		
Principal Signature		
Superintendent Signature		

Additional Comments:

Appendix F: Reading Plan Guidance

The following information can be found on the South Carolina Department of Education (SCDE) Early Learning and Literacy homepage, and was last updated in November 2017. Access at: https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/reading-plans-state-district-and-school/

Beginning in Fiscal Year 2015, each district prepared a comprehensive annual reading proficiency plan for prekindergarten through twelfth grade by responding to questions and presenting specific information and data in a format specified by the Read to Succeed Office at the SCDE as required by Act 284, Read to Succeed. Each district's PK–12 reading proficiency plan presented the rationale and details of its blueprint for action and support at the district and school levels. The legislation also requires districts and schools to monitor the implementation of its plan and to use data to make improvements and to inform revisions for subsequent years.

In 2016, The Office of Early Learning and Literacy (OELL) revised the format for the submission of reading plans and created *District and School Level Exemplary Literacy Reflection Tools*. These tools support districts and schools when monitoring the implementation of reading plans, the setting of SMART goals, and development of action steps for the school year. The same format will be used for school year 2018 reading plans.

Part 1: School Level Exemplary Literacy Reflection Tools
Description: The *Primary and Elementary Exemplary Literacy Classroom Reflection Tool* and the *Middle/High School Exemplary Literacy Classroom Reflection Tool* assess implementation of the assurances required by Read to Succeed and documents progress toward meeting goals.

How to:
1. Administrators, coaches, teachers, and/or the school literacy leadership team will use the appropriate *Exemplary Literacy Classroom Reflection Tool* as listed above to collect data to determine progress toward the implementation of the school plans.
2. The school literacy leadership team will analyze the data collected and determine a rating for the school, using the categories - rarely, sometimes, or routinely, for the supporting statements for each assurance.
3. The school literacy leadership team will develop one to three SMART goals and action steps based on the analysis of school data.
4. The school literacy leadership team will submit the ratings, goals, and action steps to the district office through a process established by the district.
5. The school will also upload a copy of the same reflection tool submitted to the district office in the Read to Succeed section of the school renewal plan located in the Strategic Renewal application online. To locate Strategic Renewal application found on the Member Center page, login on to the SCDE website.

Part 2: District Level Exemplary Literacy Reflection Tool
Description: The *2018 Read to Succeed District Reading Plans* will be completed based on the district literacy leadership team's analysis of the district's schools' data, goals and action steps. Districts will determine ratings - rarely, sometimes, or routinely, for each assurance and

supporting statement. One to three district goals and actions steps will be developed based on the overall assessment of progress toward implementation of Read to Succeed.

How to:

1. The district literacy leadership team will analyze the data for each school within the district and the goals and action steps submitted.
2. The district literacy leadership team will determine an overall rating for the district - rarely, sometimes, or routinely, for the supporting statements for each assurance based on the composite school data.
3. The district literacy leadership team will develop one to three overall goals and action steps based on the analysis of this data.
4. The district will enter the ratings for the supporting statements and the goal(s) and action step(s) here.
5. The district literacy leadership team will establish a system for maintaining school and district data for audits and monitoring visits by the SCDE.

Appendix G: TIPS Meeting Minutes Form

TIPS Meeting Minutes Form **School:**

Meetings	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

Team Members (Place "X" to left of name if present)											

Today's Agenda Items (Place "X" to left of item after completed):

1.			6.			**Agenda Items for Next Meeting**	
2.			7.			1.	
3.			8.			2.	
4.			9.			3.	
5.			10.			4.	

Previously Defined Problems

Precise Problem Statement (What, When, Where, Who, Why, How Often)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution
					☐ Not started ☐ Partial imp. ☐ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met Current rate/level per school day = _____

Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?

New Problems

Precise Problem Statement (What, When, Where, Who, Why, How Often)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp. Measure (What/How/When/Who to measure/report)	Effectiveness of Solution (What/How/When to assess/report)
Current Levels:						

Evaluation of Team Meeting (Mark your ratings with an "X")

	Our Rating		
	Yes	So-So	No
1. Was today's meeting a good use of our time?			
2. In general, did we do a good job of ***tracking*** whether we're completing the tasks we agreed on at previous meetings?			
3. In general, have we done a good job of actually ***completing*** the tasks we agreed on at previous meetings?			
4. In general, are the completed tasks having the ***desired effects*** on student behavior?			

If some of our ratings are "So-So" or "No," what can we do to improve things?

TIPS Fidelity Checklist (TIPS-FC)

Directions: Use the TFC items below as a progress-monitoring tool for planning, implementing, and sustaining best practice meeting foundations and data based problem solving. The first 9 items on the left measure the status of meeting foundations, while items 10 through 18 on the left measure the thoroughness of the team's problem-solving processes, as exemplified by the TIPS model. Each item is scored on a 0 to 2 scale with 0 = not started; 1 = partial; and 2 = full implementation. A criterion for partial implementation is provided on this shortened version. If a team exceeds the criteria, they should score a "2" for the item. If they do not meet the criteria described as a "1" a score of 0 should be entered. Please refer to your full TIPS Fidelity Checklist (TIPS-FC) for more detailed scoring. Once scored, sum the two areas as separate score areas (Meeting Foundations and Problem Solving) and then sum these for an overall TIPS-FC score. TIPS has been implemented with fidelity when the team scores 85 percent on Problem Solving AND 85 percent on Problem Solving.

Meeting Foundations		
Item	Criteria for Median Score of 1	Score
1. Primary and backup individuals are assigned to defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.	1= Some primary and backup individuals are assigned to the defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.	
2. Meeting participants have the authority to develop and implement problem-solving solutions.	1= Meeting participants have the authority to develop but not implement problem solving solutions.	
3. Meeting started on time.	1 = Meeting stated less than 10 minutes late.	
4. Meeting ended on time, or members agreed to extend meeting time.	1 = Meeting ended 10 minutes over scheduled time.	
5. Team members attend meetings promptly and regularly.	1 = Although team members (with exception of administrator) attend meetings regularly, they are not always prompt and/or they leave early.	
6. Public agenda format was used to define topics and guide meeting discussion and was available for all participants to refer to during the meeting.	1= Public agenda format was not used to define topics and guide meeting discussion but agenda was available for participants to refer to during the meeting.	
7. Previous meeting minutes were present and available during meeting.	1= Previous meeting minutes were present but not reviewed at start of the meeting.	
8. Next meeting was scheduled by the conclusion of the meeting.	1= Next meeting was referred to but not scheduled.	
9. Meeting Minutes are distributed to all team members within 24 hours of the conclusion of the meeting.	1= Meeting minutes are distributed to all team members but not within 24-36 hours of the meeting.	
	Meeting Foundations Total Score	
	Percentage (out of 18)	

Problem Solving		
Item	Criteria for Median Score of 1	Score
10. Team uses TIPS Meeting Minutes form or equivalent.*	*1= Team uses part of TIPS Meeting Minutes form or equivalent*.*	
11. Status of all previous solutions was reviewed.	1= Status of some previous solutions was reviewed.	
12. Quantitative data were available and reviewed.	1= Quantitative data were available but not reviewed.	
13. A least one problem was defined with precision (what, where, when, by who, why, how often).	1= At least one problem is defined but lack one or more precision elements.	
14. All documented active problems have documented solutions.	1 = Some documented active problems (s) have documented solutions.	
15. A full action plan (who, what, when) is documented/used for at least one documented solution.	1= Partial action plan is documented for at least one documented solution.	
16. Problems that have solutions defined have a goal defined.	1= Some problems that have solutions defined have a goal defined.	
17. A fidelity of implementation measure is documented/used for each solution, along with a schedule for gathering those data.	1= Fidelity measure and schedule are defined and documented for some solutions.	
18. A student social/academic outcome measure is documented for each problem, along with a schedule for gathering those data.	1= Measure and regular schedule for student behavior /performance are documented for some solutions.	
	Problem Solving Total Score	
	Percentage (out of 18)	

Appendix H: SCMTSS and Early Learning

Monitoring Student Progress

A support system should be multi-tiered and support the whole child—academically, socially, and emotionally. The 4K classrooms in SC are designed to support students with risk factors that predict low school success. High-quality early childhood classrooms are the first line of intervention to prevent academic and social emotional delays. SCMTSS recognizes the connection between academics and self-regulation and addresses both areas simultaneously.

The goal of SCMTSS is to identify strengths as well as learning gaps in order to deliver early and effective support for every student who struggles to attain or maintain age-appropriate performance by effectively utilizing best instructional practices within an evidence-based instructional model. An ongoing, systematic process of using student data that is gathered over time to document progress is used to guide instructional support decisions. A description of how each of how three assessments may be utilized for progress monitoring follows:

- PALS-Pre-K: A literacy skill assessment tool which has Quick-Checks to provide targeted progress monitoring for individual children's needs.
- Teaching Strategies GOLD: An on-going assessment based on teacher observations, which has the ability to assess all learning domains across a continuum. This tool can provide progress monitoring in the 18 indicators for language and literacy.
- myIGDIs: The Individual Growth and Development Indicators' assessment in literacy assesses oral language and foundational literacy skills. This tool has been designed to provide progress monitoring in regular intervals. There are resources and training materials available for this purpose.

Social-Emotional MTSS: Pyramid Model

The SCMTSS supports a whole child approach to meet the 21st century demands to prepare students for college, career and citizenship. Research confirms that addressing students' comprehensive needs will develop and prepare student for tomorrow's challenges. A whole child approach provides for long-term success of all children by ensuring they are healthy, safe, engaged, supported and challenged. Teaching the whole child requires educators to nurture the social and emotional development, as well as the cognitive development of all children.

To support young children's social-emotional development across a variety of early childhood settings, South Carolina is engaging in work as a Pyramid partner state. The Pyramid Model, previously known as the Center for Social-Emotional Foundations of Early Learning model, is an evidence-based and tiered intervention service provision at a statewide level to support young children's social-emotional development, support practitioners in reducing unwanted behavior and increasing desired, providing early intervention specific to behavior and communication, reducing exclusionary discipline practices, and more. This work is aligned with the Positive Behavioral Interventions and Supports and the Infant and Early Childhood Mental Health Initiatives throughout the state, but is specific to children eighteen months through six years old. This work has fidelity of implementation tools and is best implemented at a state level using the following phases: exploration/planning, installation, implementation, and expansion/scale up.

The major structures of the Pyramid Model implementation at a state level include: a cross-sector state leadership team, master cadre of training and technical assistance professionals, model/demonstration sites, behavior specialists, data and evaluation systems, and state benchmarks of quality. The cross-sector leadership team will determine how each of these five structures will look and be actualized in individual fields and will utilize technical assistance from the Pyramid Model Consortium to build infrastructure for collaborative impact in South Carolina.

The Pyramid Model has shown to be a sound framework for early care and education systems. Extensive training materials, videos, and print resources to help states, communities and programs implement the model are available, and South Carolina is the newest Pyramid Partnership state. This partnership and activities are the foundation for robust state level support and training activities for early childhood professionals focused on social-emotional development of young children, including reducing unwanted behavior and teaching desired ones.

For more information on the Pyramid Model, visit www.pyramidmodel.org.