Missouri SWPBS Adapted Tiered Fidelity Inventory Scoring Guide

Tier I: Universal SWPBIS Features

*NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory*

| FEATURES | POSSIBLE DATA SOURCES | SCORING CRITERIA |
| --- | --- | --- |
| Subscale: Teams |
| 1.1 **Team Composition:**Tier I team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools,(e) student representation. | * School organizational chart
* Tier I team meeting minutes
 | 0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80%2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80% |
| 1.2 **Team Operating Procedures:** Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan. | * Tier I team meeting agendas and minutes
* Tier I meeting roles descriptions
* Tier I action plan
 | 0 = Tier I team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan1= Tier I team has at least 2 but not all 4 features2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan |
| Subscale: Implementation |
| 1.3 **Behavioral Expectations:** School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place. | * TFI Walkthrough Tool
* Staff handbook
* Student handbook
 | 0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number1 = Behavioral expectations identified but may not include a matrix or be posted2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations |
| 1.4 **Teaching Expectations:** Expected **academic\*** and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. | * TFI Walkthrough Tool
* Professional development calendar
* Lesson plans
* Informal walkthroughs
 | 0 = Expected behaviors are not taught1 = Expected behaviors are taught informally or inconsistently2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations |
| \* MO SW-PBS trains and provides support for data-based decision making for social behavioral outcomes only. Although best practice would be to apply this logic to academic interventions and outcomes, teams are asked to reply on SW-PBS work only. |
| 1.5 **Problem Behavior Definitions:**School has clear definitions for behaviors that interfere with academic and social success and a clear policy/ procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems. | * Staff handbook
* Student handbook
* School policy
* Discipline flowchart
 | 0 = No clear definitions exist, and procedures to manage problems are not clearly documented1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families |
| MO SW-PBS Response Continuum can serve as a possible source of data. |
| 1.6 **Discipline Policies:**School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently. | * Discipline policy
* Student handbook
* Code of conduct
* Informal administrator interview
 | 0 = Documents contain only reactive and punitive consequences1 = Documentation includes and emphasizes proactive approaches2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use |
| * 1. **Professional Development:** A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices:
		1. teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.
 | * Professional development calendar
* Staff handbook
 | 0 = No process for teaching staff is in place1 = Process is informal/unwritten, not part of professional development calendar, and/or does not includeall staff or all 4 core Tier I practices2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices |
| 1.8 **Classroom Procedures:** Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. | * Staff handbook
* Informal walkthroughs
* Progress monitoring
* Individual classroom data
 | 0 = Classrooms are not formally implementing Tier I1 = Classrooms are informally implementing Tier I but no formal system exists2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations |
| 1.9 **Feedback and Acknowledgement:**A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students. | * TFI Walkthrough Tool
 | 0 = No formal system for acknowledging students1 = Formal system is in place but is used by at least 90% of staff and/or received by at least 50% of students2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students |
| 1.10 **Faculty Involvement:** Faculty are shown school- wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months. | * PBIS Self-Assessment Survey (SAS)
* Informal surveys
* Staff meeting minutes
* Team meeting minutes
 | 0 = Faculty are not shown data at least yearly and do not provide input1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past12 months but not both2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months |
| 1.11 **Student/Family/Community Involvement:**Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months. | * Surveys
* Voting results from parent/ family meeting
* Team meeting minutes
 | 0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations1 = Documentation of input on Tier I foundations, but not within the past 12 months or input but not from all types of stakeholders2 = Documentation exists that students, families, and community members have providedfeedback on Tier I practices within the past 12 months |
| Subscale: Evaluation |
| 1.12 **Discipline Data:**Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. | * School policy
* Team meeting minutes
* Student outcome data
 | 0 = No centralized data system with ongoing decision making exists1 = Data system exists but does not allow instantaneous access to full set of graphed reports2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student |
| 1.13 **Data-based Decision Making:** Tier I team reviews and uses discipline data and **academic\*** outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making. | * Data decision rules
* Staff professional development calendar
* Staff handbook
* Team meeting minutes
 | 0 = No process/protocol exists, or data are reviewed but not used1 = Data reviewed and used for decision-making, but less than monthly2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate an academic\* or behavior problem, an action plan is developed to enhance or modify Tier I supports |
| \* MO SW-PBS trains and provides support for data-based decision making for social behavioral outcomes only. Although best practice would be to apply this logic to academic interventions and outcomes, teams are asked to reply on SW-PBS work only. |
| 1.14 **Fidelity Data:**Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually. | * School policy
* Staff handbook
* School newsletters
* School website
 | 0 = No Tier I SWPBIS fidelity data collected1 = Tier I fidelity collected informally and/or less often than annually2 = Tier I fidelity data collected and used for decision making annually |
| 1.15 **Annual Evaluation:**Tier I team documents fidelity and effectiveness (including on **academic\*** outcomes) of Tier I practices at least annually (including year- by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format. | * Staff, student, and family surveys
* Tier I handbook
* Fidelity tools
* School policy
* Student outcomes
* District reports
* School newsletters
 | 0 = No evaluation takes place, or evaluation occurs without data1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders2 = Evaluation conducted at least annually, and outcomes (including academics\*) shared with stakeholders, with clear alterations in process based on evaluation |
| \* MO SW-PBS trains and provides support for data-based decision making for social behavioral outcomes only. Although best practice would be to apply this logic to academic interventions and outcomes, teams are asked to reply on SW-PBS work only. |

Tier II: Targeted SWPBIS Features\*

*NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory*

*\* MO SW-PBS Intervention Essential Features is a Possible Data Source for several of Tier II Features related to interventions.*

| FEATURES | POSSIBLE DATA SOURCES | SCORING CRITERIA |
| --- | --- | --- |
| Subscale: Teams |
| 2.1 **Team Composition:**Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs. | * School organizational chart
* Tier II team meeting minutes
 | 0 = Tier II team does not include coordinator or all 4 core areasof Tier II team expertise1 = Tier II team does not include coordinator and all 4 core areas of Tier II team expertise OR attendance of these members is below 80%2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80% |
| 2.2 **Team Operating Procedures:** Tier II team meets at least monthly and has (a) regular meeting format/agenda,(b) minutes, (c) defined meeting roles, and (d) a current action plan. | * Tier II team meeting agendas and minutes
* Tier II meeting roles descriptions
* Tier II action plan
 | 0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan1= Tier II team has at least 2 but not all 4 features2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan |
| 2.3 **Screening:** Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/ family/student nominations) to identify students who require Tier II supports. | * Multiple data sources used (e.g., ODRs, time out of instruction, attendance, academic performance)
* Team decision rubric\*
* Team meeting minutes
* School policy
 | 0 = No specific rules for identifying students who qualify for Tier II supports1 = Data decision rules established but not consistently followed or used with only one data source2 = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified promptly when students enter Tier II supports |
| \*MO SW-PBS Existing School Data Inventory, Nomination Forms, Universal Screener, and Data Decision Rules = The Team Decision Rubric |
| 2.4 **Request for Assistance:**Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students. | * School handbook
* Request for assistance form\*
* Family handbook
 | 0 = No formal process1 = Informal process in place for staff and families to request assistance2 = Written request for assistance form and process are in place and team responds to request within 3 days |
| \*Nomination Form = request for assistance form |
| Subscale: Interventions |
| 2.5 **Options for Tier II Interventions:** Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need. | * School Tier II handbook
* Targeted Interventions Reference Guide
 | 0 = No Tier II interventions with documented evidence of effectiveness are in use1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use2 = Multiple Tier II interventions with documented evidence of effectiveness matched to student need |
| 2.6 **Tier II Critical Features:** Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report). | * Universal lesson plans
* Tier II lesson plans
* Daily/weekly progress report
* School schedule
* School Tier II handbook
 | 0 = Tier II interventions do not promote additional instruction/ time, improved structure, or increased feedback1 = All Tier II interventions provide some but not all3 core Tier II features2 = All Tier II interventions include all 3 core Tier II features |
| * 1. **Practices Matched to Student Need:** A formal process is in place to select Tier II interventions that are

(a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level). | * Data sources used to identify interventions
* School policy
* Tier II handbook
* Needs assessment
* Targeted Interventions Reference Guide
 | 0 = No process in place1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate) |
| 2.8 **Access to Tier I Supports:** Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports. | * Universal lesson plans and teaching schedule
* Tier II lesson plans
* Acknowledgement system
* Student of the month documentation
* Family communication
 | 0 = No evidence that students receiving Tier II interventions have access to Tier I supports1 = Tier II supports are not explicitly linked to Tier I supports and/or students receiving Tier II interventions have some, but not full access to Tier I supports2 = Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II interventions have full access to all Tier I supports |
| 2.9 **Professional Development:** A written process is followed for teaching all relevantstaff how to refer students and implement each Tier II intervention that is in place. | * Professional development calendar
* Staff handbook
* Lesson plans for teacher trainings
* School policy
 | 0 = No process for teaching staff in place1 = Professional development and orientation process is informal2 = Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including requestfor assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress |
| Subscale: Evaluation |
| 2.10 **Level of Use:** Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate. | * Tier II enrollment data
* Tier II team meeting minutes
* Progress monitoring tool
 | 0 = Team does not track number of students responding to Tier II interventions1 = Team defines criteria for responding to each Tier II intervention and tracks students, but fewer than 5% of students are enrolled2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports |
| 2.11 **Student Performance Data:** Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification. | * Student progress data (e.g., % of students meeting goals)
* Intervention Tracking Tool\*
* Daily/Weekly Progress Report sheets
* Family communication
 | 0 = Student data not monitored1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support2 = Student data (% of students being successful) monitored and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) support, and shared with stakeholders |
| \*MO SW-PBS Advanced Tiers Spreadsheet or CICO/SWIS = Intervention Tracking Tool  |
| 2.12 **Fidelity Data:** Tier II team has a protocol for ongoing review of fidelity for each Tier II practice. | * Tier II coordinator training
* District technical assistance
* Fidelity probes taken monthly by a Tier II team member
 | 0 = Fidelity data are not collected for any practice1 = Fidelity data (e.g., direct, self- report) collected for some but not all Tier II interventions2 = Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions |
| 2.13 **Annual Evaluation:** At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on- going support to implementers; and evaluations are shared with staff and district leadership. | * Staff and student surveys
* Tier II handbook
* Fidelity tools
* School policy
* Student outcomes\*
* District reports
 | 0 = No data-based evaluation takes place1 = Evaluation conducted, but outcomes not used to shape the Tier II process2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, plus clear alterations in process proposed based on evaluation |
| \*MO SW-PBS Intervention Outcome Data = Student outcomes |

Tier III: Intensive SWPBIS Features \*

*NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory*

*\* Review of FBA/BIP and MO SW-PBS Intervention Outcome Data form will provide possible data sources for analysis.*

| FEATURES | POSSIBLE DATA SOURCES | SCORING CRITERIA |
| --- | --- | --- |
| Subscale: Teams |
| 3.1 **Team Composition:**Tier III systems planning team (or combined Tier II/III team) includes a Tier III systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound, RENEW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs. | * School organizational chart
* Tier III team meeting minutes\*
 | 0 = Tier III team does not include a trained systems coordinator for all 5 identified functions1 = Tier III team members have some but not all 5 functions, and/ or some but not all members have relevant training or attend at least 80% of meetings2 = Tier III team has a coordinator and all 5 functions, AND attendance of these members is at or above 80% |
| 3.2 **Team Operating Procedures:**Tier III team meets at least monthly and has (a) regular meeting format/ agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan. | * Tier III team meeting agendas and minutes
* Tier III meeting roles descriptions
* Tier III action plan
 | 0 = Tier III team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan1 = Tier III team has at least 2 but not all 4 features2 = Tier III team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan |
| \*Tier III Core Team Meeting Minutes = team meeting minutes |
| 3.3 **Screening:** Tier III team uses decision rules and data (e.g., ODRs, Tier II performance, academicprogress, absences, teacher/ family/student nominations) to identify students who require Tier III supports. | * School policy
* Team decision rubric \*
* Team meeting minutes\*\*
 | 0 = No decision rules for identifying students who should receive Tier III supports1 = Informal process or one data source for identifying students who qualify for Tier III supports2 = Written data decision rules used with multiple data sources for identifying students who qualify for Tier III supports, and evidence the policy/rubric includes option for teacher/family/student nominations |
| \*MO SW-PBS Existing School Data Inventory, Nomination Forms, Universal Screener, Intensity Behavior Rating Rubric and Data Decision Rules = The Team Decision Rubric\*\*Team Action Meeting = team meeting minutes |
| 3.4 **Student Support Team:** For each individual student support plan, a uniquely constructed team exists (with input/approval from student/ family about who is on the team) to design, implement, monitor, and adapt the student- specific support plan. | * Three randomly selected Tier III student behavior support plans created in the last

12 months (see TFI Tier III Support Plan Worksheet)\* | 0 = Individual student support teams do not exist for all students who need them1 = Individual student support teams exist, but are not uniquely designed with input from student/family and/ or team membership has partial connection to strengths and needs2 = Individual student support teams exist, are uniquely designed with active input/approval from student/family (with a clear linkof team membership to student strengths and needs), and meet regularly to review progress data |
| \*Behavior Intervention Plan = behavior support plans |
| Subscale: Resources |
| 3.5 **Staffing:** An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolledin Tier III supports. | * Administrative plan
* Tier III team meeting minutes\*
* FTE (i.e., paid time) allocated to Tier III supports
 | 0 = Personnel are not assigned to facilitate individualstudent support teams1 = Personnel are assigned to facilitate some individual support teams, but not at least 1% of enrollment2 = Personnel are assigned to facilitate individualized plans for all students enrolled in Tier III supports |
| 3.6 **Student/Family/Community Involvement:** Tier III team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed. | * Three randomly selected Tier III student behavior support plans created in the last
* 12 months (see TFI Tier III Support Plan Worksheet)\*\*
 | 0 = District contact person not established1 = District contact person established with external agencies, OR resources are available and documented in support plans2 = District contact person established with external agencies, AND resources are available and documented in support plans |
| 3.7 **Professional Development:** A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention. | * Professional development calendar
* Staff handbook
* Lesson plans for teacher trainings
* School policy
 | 0 = No process for teaching staff in place1 = Professional development and orientation process is informal2 = Written process used to teach and coach all relevant staff in basic behavioral theory, function of behavior, and function-based intervention |
| \*Team Action Meeting = team meeting minutes\*\*Behavior Intervention Plan = behavior support plans |
| Subscale: Support Plans |
| 3.8 **Quality of Life Indicators:** Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social). | * Three randomly selected Tier III student behavior support plans created in the last
* 12 months (see TFI Tier III Support Plan Worksheet)\*
 | 0 = Quality of life needs/goals and strengths not defined, or thereare no Tier III support plans1 = Strengths and larger quality of life needs and related goalsdefined, but not by student/family or not reflected in the plan2 = All plans document strengths and quality of life needs and related goals defined by student/family |
| 3.9 **Academic, Social, and Physical Indicators:** Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant. | * Three randomly selected Tier III student behavior support plans created in the last
* 12 months (see TFI Tier III Support Plan Worksheet)\*
 | 0 = Student assessmentis subjective or done without formal data sources, or there are no Tier III support plans1 = Plans include some but not all relevant life-domaininformation (e.g., medical, mental health, behavioral, academic)2 = All plans include medical, mental health information, and complete academic data where appropriate |
| 3.10 **Hypothesis Statement:** Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior,(b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context. | * Three randomly selected Tier III student behavior support plans created in the last
* 12 months (see TFI Tier III Support Plan Worksheet)\*
 | 0 = No plans include a hypothesis statement with all 3 components, or there are no Tier III support plans1 = 1 or 2 plans include a hypothesis statement with all 3 components2 = All plans include a hypothesis statement with all 3 components |
| \*Behavior Intervention Plan = behavior support plans |
| 3.11 **Comprehensive Support:** Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place. | * Three randomly selected Tier III student behavior support plans created in the last
* 12 months (see TFI Tier III Support Plan Worksheet)\*
 | 0 = No plans include all 7 core support plan features, or there are no Tier III support plans1 = 1 or 2 plans include all 7 core support plan features2 = All plans include all 7 core support plan features |
| 3.12 **Formal and Natural Supports:** Behavior support plan(s) requiring extensive and coordinated support (e.g., person centered planning, **wraparound, RENEW)** documents **quality of life** strengths and needs to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters. | * At least one Tier III behavior support plan requiring extensive support (see TFI Tier III Support Plan Worksheet)\*
 | 0 = Plan does not include specific actions, or there are no plans with extensive support1 = Plan includes specific actions, but they are not related to the quality of life needs and/or do not include natural supports2 = Plan includes specific actions, linked logically to the quality of life needs, and they include natural supports |
| 3.13 **Access to Tier I and Tier II Supports:** Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports. | * Three randomly selected Tier III student behavior support plans created in the last
* 12 months (see TFI Tier III Support Plan Worksheet)\*
 | 0 = Individual student support plans do not mention Tier I and/ or Tier II supports, or there are no Tier III support plans1 = Individual supports include some access to Tier I and/or Tier II supports2 = Tier III supports include full access to any appropriate Tier I and Tier II supports and document how access will occur |
| \*Behavior Intervention Plan = behavior support plans |
| Subscale: Evaluation |
| 3.14 Data System: Aggregated (i.e., overall school-level) Tier III data are summarized andreported to staff at least monthly on (a) fidelity of support plan implementation, and (b)impact on student outcomes. | * Reports to staff
* Staff meeting minutes
* Staff report
 | 0 = No quantifiable data1 = Data are collected on outcomes and/or fidelity but not reported monthly2 = Data are collected on student outcomes AND fidelity and are reported to staff at least monthly for all plans |
| 3.15 **Data-based Decision Making:** Each student’s individual support team meets at least monthly (or more frequentlyif needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes. | * Three randomly selected Tier III student behavior support plans created in the last
* 12 months (see TFI Tier III Support Plan Worksheet)\*
 | 0 = Student individual support teams do not review plans or use data1 = Each student’s individual support team reviews plan, but fidelity and outcome data are not both used for decision making or not all teams review plans2 = Each student’s individual support team continuously monitors data and reviews plan at least monthly, using both fidelity and outcomes data for decision making |
| 3.16 **Level of Use:** Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate. | * Student progress data
* Tier III team meeting minutes\*\*
 | 0 = School does not track proportion or no students have Tier III plans1 = Fewer than 1% of students have Tier III plans2 = All students requiring Tier III supports (and at least 1%of students) have plans |
| \*Behavior Intervention Plan = behavior support plans\*\*Tier III Action Team Meeting = Tier III team meeting |
| 3.17 **Annual Evaluation:** At least annually, the Tier III systems team assesses the extent to which Tier III supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning. | * Tier III team meeting minutes\*
* Tier III team action plan
* Team member verbal reports
 | 0 = No annual review1 = Review is conducted but less than annually, or done without impact on action planning2 = Written documentation of an annual review of Tier IIIsupports, with specific decisions related to action planning |
| \*Tier III Core Team Meeting = team meeting minutes |

In addition, there are three optional questions. While some states require teams to answer these questions, in Missouri, these will remain optional.

TFI Optional Questions

1. Of all students in the school, report the percent of students currently being successful in both academics and behavior:

Possible data sources:

* Behavior: discipline data, educational placement (indicator 5) data
* Academic: AYP, CBM/academic screening scores, %of students passing all classes
1. Of the students receiving Tier 2 supports, report the percent of students currently being successful in both academics and behavior:

Possible data sources:

Behavior: Discipline data, educational placement (indicator 5) data, attendance (for students receiving Tier 2 supports)

Academic: AYP, CBM/academic screening scores, % of students passing all classes, grades, credits (for students receiving Tier 2 supports)

1. Of the students receiving Tier 3 supports, report the percent of students currently being successful in both academics and behavior:

Possible data sources:

Behavior: Discipline data, educational placement (indicator 5) data, school satisfaction surveys (for students receiving Tier 3 supports)

Academic: AYP, CBM/academic screening scores, % of students passing all classes, grades, credits (for students receiving Tier 3 supports)