

Strand #7: Systematic Process for Intervention/Student Success

Implementation Level	Deep	Proficient	Partial	Minimal
A. Collective Responsibility	Success for all students is deeply embedded in the school culture and is sustained over time, with adaptations and modifications for individual students.	Staff members accept and communicate responsibility for the success of all students.	Staff members inconsistently accept responsibility for the success of all students, or do so in a limited fashion.	Little or no evidence of implementation.
B. Data Communication	There is a school-wide communication system for data, which is visible and accessible to all stakeholders, and involves other district buildings, both vertically and (when needed) horizontally.	Teams have a communication system for data (academic, behavior, attendance, entrance and exit criteria for tiers, etc.).	Teams have an inconsistent or limited communication system for data.	Little or no evidence of implementation.
C. Tier 1	Both cause and effect data are monitored and adjusted to increase fidelity of implementation across all aspects of Tier 1. Longitudinal data indicates tiered instruction is increasingly effective over time.	<p>The school implements the essential components of Tier 1 intervention:</p> <ul style="list-style-type: none"> • universal screening 2 to 3 times per year • continuous and ongoing progress monitoring • evidence-based instructional strategies • provide additional time and support. 	The school inconsistently implements essential components of Tier 1 interventions (see proficient), or does so in a limited fashion.	Little or no evidence of implementation.
D. Tier 2	Both cause and effect data are monitored and adjusted to increase fidelity of implementation across all aspects of Tier 2. Longitudinal data indicates tiered instruction is increasingly effective over time.	<p>The school implements the essential components of a Tier 2 intervention plan:</p> <ul style="list-style-type: none"> • identification of intentional non-learners and failed learners • targeted, timely and directive instruction and assessment • data-driven decisions based upon multiple sources • more frequent progress monitoring. 	The school inconsistently implements essential components of a Tier 2 intervention plan (see proficient), or does so in a limited fashion.	Little or no evidence of implementation.
E. Tier 3	Both cause and effect data are monitored and adjusted to increase fidelity of implementation across all aspects of Tier 3. Longitudinal data indicates tiered instruction is increasingly effective over time.	<p>The school implements the essential components of a Tier 3 intervention plan:</p> <ul style="list-style-type: none"> • multiple sources of data to identify root causes of failed learning • specific, more intensive support delivered by trained professionals • targeted assessments for timely progress monitoring. 	The school inconsistently implements essential components of a Tier 3 intervention plan (see proficient), or does so in a limited fashion.	Little or no evidence of implementation.
F. Protocols for Enrichment	Data from enrichment work is collected and monitored, and indicates increasing rigor and/or achievement over time.	The school implements systemic protocols and structures for students who have learned what is essential (Corollary Question #4), which includes a balance of enrichment and incentives.	The school inconsistently implements protocols for students who have learned what is essential, or does so in a limited fashion.	Little or no evidence of implementation.

G. School-Wide Implementation	A school-wide systematic process for intervention to support all learners has been developed and implemented across multiple academic areas and is monitored and adjusted over time.	A school-wide systematic process for intervention to support all learners has been developed and implemented.	The school has inconsistently developed or implemented school-wide interventions to support learners, or has done so in a limited fashion.	Little or no evidence of implementation.
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