MTSS Essential Components

Purpose: This document identifies the core components of the Multi-Tiered Systems of Support framework and describes the key activities that are associated with each core component. Clearly defined components and practices are a pre-requisite for sound implementation. The Montana MTSS Essential Components are designed to help identify standards or expectations for what MTSS looks like in practice within schools. The MTSS Essential Components give examples of Gold Standard practices and should ***not*** be used for the purposes of evaluation.

Part l, Part ll, and Part lll address Tier 1, Tier 2, and Tier 3 of Multi-Tiered Systems of Support and are organized by systems, data, and practices. They address the essential components of a comprehensive framework of MTSS designed to meet the individual needs and assets of the whole child (cognitive, behavioral, physical, social and emotional). The MTSS Essential Components are written using language to support both academic and non-academic content areas (e.g., literacy, mathematics, behavior, mental health). The Essential Components are based on, and incorporate, guidelines developed by the National Center for Intensive Intervention.

The following table outlines the definition of each component and key actions for implementation along a developmental continuum from effective, developing, and ineffective.

- **Effective** (**Complete and Consistent Implementation):** Includes core practices implemented with fidelity and generalized to a wide range of settings and contexts; used consistently and independently; and sustained over time while continuing to grow and improve.
- **Developing (Partial or Inconsistent Implementation)**: Includes core practices, but in a more limited range of contexts and settings; inconsistent use is evident or there is a need for supervisor/coach consultation to complete or successfully implement practices in order to move the school site into the expected/proficient category. Examples of developmental implementation are provided but are not inclusive of all possible examples. This column helps to define action planning.
- **Ineffective (Little or No Implementation):** Includes insufficient or inconsistent use of essential core practices. Examples are provided for illustration, but are not inclusive of all possible ineffective variations. Often times, if implementation falls into the ineffective variation category, there may be challenges related to the overall implementation infrastructure (e.g., if the staff is trained or using data to guide decisions that inform continuous improvement).

Implementation science has identified stages of implementation that occur with the adoption of any new innovation. **It is important to understand that stages are not linear and each one does not have a crisp beginning or end. For example, there are times when a district or school will move among stages due to changes in staff, funding, leadership, or unsuccessful attempts at implementation with high fidelity**. There also may be instances in which a district or school is in more than one stage at the same time. The stages of implementation are:

Stage 1:   Exploration

During exploration, a team is formed to identify the need for change, learn how MTSS may provide solutions, learn about what it takes to implement the MTSS effectively, develop a leadership team to support the work as it progresses through the stages, grow stakeholders and champions, assess and create readiness for change, develop communication processes to support the work, and decide to proceed (or not).

State 2:   Installation

During installation, materials, supports, and systems are organized in active preparation for implementing MTSS. These activities and systems development are necessary first steps to begin implementation of MTSS. Structural supports are put in place, materials and supports are organized and system components are reorganized.

Stage 3: Initial Implementation

During Initial Implementation, first generation implementers begin implementing MTSS. During initial implementation, the team and staff learn from mistakes and continue the effort to achieve buy-in by those who implement program components. This stage is characterized by frequent problem-solving and *continuous improvement* to learn from mistakes and develop system solutions when appropriate, rather than allowing problems to re-emerge and re-occur.

Stage 4: Full Implementation

Full implementation occurs once the essential components of MTSS become integrated into practices, policies, and procedures and has become part of the school culture and student outcomes (i.e. behavioral, social) are experienced. The MTSS framework and practices have become "accepted practice." To reach full implementation typically takes two to four years. To prevent "implementation drift" from occurring, it is important for regular assessment of fidelity to the intervention and fidelity to the Implementation processes. *The Leadership Team* can help ensure that implementation data are used for decision-making, fed forward and back to key stakeholders and new issues are addressed quickly.

MTSS Essential Components

7 essential components have been identified through the essential components process. These components include the following:
- **Consensus & Commitment**
- **Team-Based Leadership**
- **Comprehensive Screening & Assessment System**
- **Tiered Delivery System**
- **Selection and Implementation of Evidence-Based Instruction, Interventions and Supports**
- **Continuous Data-Based Decision Making**
- **Collaborative Teams**

Essential Component	Effective	Developing	Ineffective
Consensus & Commitment A working knowledge and understanding of the core principles of MTSS is developed prior to committing to adoption of MTSS.	Based on the district commitment to the initiative, district and building administrators, MTSS Leadership Team, faculty and staff watch the MTSS overview available on the Teacher Learning Hub.	Staff have been encouraged to view the MTSS Overview on the Teacher Learning Hub, but no checks have been made to ensure completion.	Staff has not been informed about or required to view the overview on the Hub or participated in an MTSS overview.
	• The majority of the staff (80%) have completed the MTSS Staff Consensus Survey. • Staff consensus to adopt is at 80% or more.	A majority of the staff have completed the MTSS Consensus survey, but consensus is less than 80%.	Fewer than half of the staff have completed the MTSS Consensus survey.
	The administrator commits to the development of systems to support the implementation of MTSS and to actively engage in the process by: • Establishing a representative Leadership Team • Attending scheduled leadership team meetings • Establishing a consistent monthly team meeting schedule • Designating a facilitator with allotted time to carry out MTSS tasks	The administrator expresses support but has not established the systems and mechanisms necessary to move forward with implementation.	The administrator does not commit to actively engage in the MTSS process and the designation of resources.

Essential Component	Effective	Developing	Ineffective
Team-Based Leadership *The leadership team includes administrator and representative team members (e.g., one from each grade level, band, or department) with assigned roles/responsibilities.*	A representative Leadership Team is created that maintains the authority and responsibility for leading and coordinating MTSS efforts in the school. The team: • Has shared accountability and responsibility for maintaining the MTSS framework with fidelity in the school • Meets monthly to review the status of MTSS related activities, ensure appropriate action is taken to reduce barriers to successful implementation, and ensure fidelity • Supports collaborative educator teams for Tier 1 and Tier 2 instruction, while building intervention teams to focus on Tier 2 and Tier 3 • Ensures that implementation of MTSS framework is an integral part of continuous school improvement planning process	A Leadership Team is created that: • Has limited accountability and responsibility for maintaining the MTSS framework with fidelity • Meets less than monthly to engage in limited review and follow up on MTSS- related activities to ensure action and decision making are happening as needed • Addresses all three tiers of instruction • Ensures little integration of the MTSS framework as an integral part of the school improvement planning process	A Leadership Team is created that: • Is not empowered and does not have accountability for MTSS implementation • Meets irregularly or not at all • Shares little to none of the decision-making process across teams • Does not maintain fidelity of the MTSS framework through observation and communication
	The Leadership Team represents key stakeholders from each grade level/band/department, including general and special educators, and data personnel. • Roles and responsibilities are clear to team members.	The Leadership Team includes representation to most stakeholders across each grade level/department. • Roles and responsibilities are unclear to team members.	The Leadership Team does not have broad stakeholder representation.
	The leadership team uses a consistent, standardized meeting agenda (e.g., TIPS Meeting Minutes and Problem-Solving Action Plan Form) at each meeting to guide the meeting and emphasize the ongoing use of data to inform decision making. • Meetings are scheduled monthly and maintained as part of the master calendar.	The Leadership Team meets monthly. • A standardized agenda (e.g., TIPS) is not used.	The Leadership Team does not have a consistent meeting schedule or follow a standardized meeting agenda.

Essential Component	Effective	Developing	Ineffective
	The Leadership Team develops, supports and ensures use of a formal shared decision-making process that includes: • Regular fidelity reviews, program evaluation, and alignment of resources • Alignment across levels of the system • Feedback loops from learners, families, community, faculty, and staff to inform the system	The Leadership Team uses a process for reviewing decisions, but it is not used consistently. • Appropriate action may not be taken once decisions are evaluated	The Leadership Team does not have or use a system for evaluating decisions made at various levels within the system.
Comprehensive Screening and Assessment System *A comprehensive screening and assessment system is a coordinated system of multiple valid and reliable assessments and measures designed to inform instructional and programmatic decisions. A comprehensive screening and assessment system include:* • ***Balanced assessment system (formative, benchmark/interim, summative)*** • ***Universal screening*** *measures and decision rules for using data* • ***Progress monitoring*** *assessments and decision*	Universal screening tools and activities are selected and implemented that: • Address several areas of the whole child (e.g. academic, social-emotional, behavior) • Are quick, efficient, valid, reliable and predictive of future learner outcomes • Are appropriate for the learners in the setting • Are monitored for the fidelity of administration and data entry (as applicable) • Are designed for the purpose of screening rather than assessment. • Are administered 3x annually	Universal screening tools and/or activities are identified that may or may not: • Address several areas of the whole child (e.g. academic, social-emotional, behavior) • Are quick, efficient, valid, reliable and predictive of future learner outcomes • Are appropriate for the learners in the setting	Universal screening tools have not been used or implemented.
	Progress monitoring tools are used that: • Address several areas of the whole child (e.g. academic, social-emotional, behavior) • Are valid and reliable • Are monitored for fidelity of administration and data entry • Produce data that are used	Progress monitoring tools may or may not: • Address several areas of the whole child (e.g. academic, social-emotional, behavior) • Be valid and reliable • Be monitored for fidelity of administration and data entry	Progress monitoring tools have not been identified or used.

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Essential Component	Effective	Developing	Ineffective
rules for using data • ***Diagnostic assessment*** *process for the identification of specific need and administration of the assessments*	systematically to evaluate the quality, equity, and efficiency of instruction, interventions and support to create a responsive system that enhances individual learner outcomes • Are designed for the intended purpose of progress monitoring	• Produce data that are used systematically to evaluate the quality, equity, and efficiency of instruction, interventions and support to create a responsive system that enhances individual learner outcomes	
	School personnel use diagnostic assessments that: • Address several areas of the whole child (e.g. academic, social-emotional, behavior) • Are valid and reliable, normed for the population and are age appropriate • Include a process for the identification of specific need and administration of the assessments • Are monitored for fidelity of administration and data entry • Produce data that are used systematically to evaluate the quality, equity, and efficiency of instruction, interventions, and supports to create a responsive system that enhances individual learner outcomes	School personnel use diagnostic assessments that may or may not: • Address several areas of the whole child (e.g. academic, social-emotional, behavior) • Are valid and reliable, normed for the population and are age appropriate • Include a process for the identification of need and administration of the assessments • Be monitored for fidelity of administration and data entry • Produce data that are used systematically to evaluate the quality, equity, and efficiency of instruction, interventions, and supports to create a responsive system that enhances individual learner outcomes	School personnel has not selected or systematically use diagnostic assessments.
	The Leadership Team ensures resources are allocated to support ongoing, effective professional learning for all selected assessments. Professional learning needs are evaluated by the Leadership Team at least annually to determine effectiveness and to identify future learning needs.	The Leadership Team allocates resources to support ongoing, effective professional learning for some selected assessments, but annual evaluation of professional learning to identify future learning does not take place.	The Leadership Team does not allocate resources to support professional learning around selected assessments.

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Essential Component	Effective	Developing	Ineffective
	The Leadership Team establishes an assessment calendar that includes the following: • Three universal screening windows per year that includes all students for both reading and math • Progress monitoring windows • Diagnostic assessment windows • Regular monitoring for fidelity of administration and data entry • Documented time for regular and systematic use of data from the screeners and assessment	The Leadership Team establishes an assessment calendar that includes some of the following: • Three universal screening windows per year that includes all students for both reading and math • Progress monitoring windows • Diagnostic assessment windows • Regular monitoring for fidelity of administration and data entry • Documented time for regular and systematic use of data from the screeners and assessment	The Leadership Team does not establish an assessment calendar, the calendar does not include fidelity monitoring, or documented times for use of the data from screeners and assessments.
	School personnel use reliable and valid screening tools to identify students with at-risk social behavior. • Reliable and valid screening tools used with all students at least three times a year with the first occurring within the first four months of school (e.g., SSBD, SSRS, SSBS, DSSA, SAEBRS).	School personnel use reliable and valid screening tools to identify students with at-risk social behavior. • Reliable and valid screening tools used with all students occurs within the first four months of school (e.g., SSBD, SSRS, SSBS, DSSA, SAEBRS). Students at-risk are identified.	Some but not all students participate in universal screening and/or universal screening/methods are not reliable or valid (e.g., ODRs).
	Processes to support notifying learners and parents/families of the assessment dates or frequency are in place. Protocols to support communication of assessment results to learners and parents/families using audience friendly language and format are in place.	Processes to support notifying learners and parents/families of assessment dates, frequency, and results are in place but processes are not offered to assist in interpreting the results.	Processes to support the communication of assessment schedules or results with learners and/or their parents are not in place.
Tiered Delivery System *A responsive framework that provides instruction, interventions, and supports intended to meet the needs and*	The Leadership Team ensures access to quality instruction that meets most (e.g., 80% or more) of the cognitive, physical, behavioral, social, and emotional needs of all learners.	The Leadership Team is assessing the quality of their instruction in meeting the majority (e.g., 80%) of the cognitive, physical, behavioral, social, and emotional needs of all learners.	The Leadership Team does not assess the quality of instruction.

Essential Component	Effective	Developing	Ineffective
assets of the whole child. Based on an aligned curriculum, the instruction, interventions and supports are organized along a continuum to meet the needs of each and every learner. Tiers are intended to be layered with intensification of supports as matched to learner need. • *Tier 1 is the research-based instruction and classroom interventions that are available to all learners and effectively meet the needs of most (Tier 1 is addressed in detail in Part I: Tier 1 Practice Profile).* • *Tier 2 are evidence-based supplemental, targeted interventions intended for some learners who require support beyond Tier 1. (Tier 2 is addressed in detail in Part II: Tier 2 Practice Profile).* • *Tier 3 supports provide intense individual interventions for a few learners with highly accelerated, or severe and persistent academic and/or non-academic needs. (Tier 3 is addressed in detail in Part III: Tier 3 Practice Profile).*	A written process exists for monitoring the fidelity of instruction that includes the following: • Names of fidelity measures • Identification of what the measure is assessing to determine fidelity • A schedule for when fidelity data will be collected and analyzed to inform next steps • Names of individuals responsible for assessing fidelity • Description of how the fidelity data will be stored, visually displayed and aggregated at the school level • A protocol for quality improvement to meet fidelity thresholds	The Leadership team is involved in the process of identifying a fidelity measure to monitor the fidelity of instruction. In absence of available fidelity measures, the Leadership Team operationalizes essential components of instructional practices to be measured.	A process to monitor the fidelity of instruction is not in place.
	Time and resources to ensure high-quality professional learning for instruction to support all learning levels is provided. Implementation supports are accessible to staff using interventions.	Time and resources to ensure high-quality professional learning for instruction to support all learning levels is provided. Implementation supports are accessible to only some staff, may not be of high quality, and/or are not offered and available on a consistent basis.	Time and resources to ensure high-quality professional learning for instruction to support all learning levels are not offered. Implementation supports are not accessible to staff using the interventions.
	A process is in place and consistently applied, to provide learners with access to interventions and supports that include the following: • Process for how learners will be identified as needing intervention (what data will be collected, by when, by whom) • Description of the continuum of interventions is accessible to learners at all education levels that outlines entrance criteria, progress monitoring guidelines, and exit criteria • Steps to identify learners for	The Leadership Team is developing a process, that may not yet be consistent, to provide learners with access to interventions and supports and/or the process includes only four or more of the following: • Process for how learners will be identifies as needing intervention (what data will be collected, by when, by whom) • Description of the continuum of interventions accessible to learners at all education levels that outlines entrance criteria,	A process to provide learners with access to interventions and supports is not in place. Procedures that are in place to provide learners with access to interventions and supports are not comprehensive, consistent, or systematic.

Essential Component	Effective	Developing	Ineffective
	interventions and ensure accurate placement to meet the needs and assessment of the whole child • Protocols for communicating and collaborating with necessary stakeholders (staff, parents/guardians, learners, community partners) • Community partners are engaged with the school and families to provide access to preventative and support services to improve the behavioral and physical health of learners	progress monitoring guidelines, and exit criteria • Steps to identify learners for interventions and ensure accurate placement to meet the needs and assessment of the whole child. • Protocols for communicating and collaborating with necessary stakeholders (staff, parents/guardians, learners, community partners) • Community partners are engaged with the school and families to provide access to preventative and support services to improve the behavioral and physical health of learners.	
	Professional learning is provided to educators on how to best differentiate instruction to meet the diverse cognitive, physical, behavioral, social and emotional needs of learners that includes the following: • Prioritizing the concepts/skills that need to be taught to mastery • Establishing expectations for the instructional routines that should be used • Outlining the curriculum materials that are needed to adequately teach the concepts/skills • Addressing multiple modes of instruction • Attention to a range of learning levels that span from struggling to	Professional learning is provided to educators on how to best differentiate instruction to meet the needs of some learners is limited to: • Prioritizing the concepts/skills that need to be taught to mastery • Outlining the curriculum materials that are needed to adequately teach the concepts/skills • Attention to struggling learners	The school maintains a "one size fits all" approach to a curriculum or no professional learning is provided to help educators differentiate.

Essential Component	Effective	Developing	Ineffective
	accelerated		
	Guidance is provided to faculty/staff on the continuum of strategies used to intensify the intervention based on learner needs that include the following: • Providing additional educator modeling • Increasing practice opportunities • Providing precise feedback on performance • Re-teaching content based on learner response errors • Opportunities for assessment of the skills that needed reteaching • Changing the intervention • Engaging parent, family, and community organizations with opportunities to support learners during the school day and beyond • Collaboration with community partners to address unmet behavioral or social and emotional needs that may be contributing to perpetuating or exacerbated challenges	Limited guidance is provided on the continuum of strategies used to intensify the intervention based on learner needs and includes only a couple of the following: • Providing additional educator modeling • Increasing practice opportunities • Providing precise feedback on performance • Re-teaching content based on learner response errors • Opportunities for assessment of the skills that needed reteaching • Changing the intervention • Engaging parent, family, and community organizations with opportunities to support learners during the school day and beyond • Collaboration with community partners to address unmet behavioral or social and emotional needs that may be contributing to perpetuating or exacerbated challenges	No guidance is provided on the continuum of strategies used to intensify the intervention based on learner needs.

Essential Component	Effective	Developing	Ineffective
Selection and Implementation of Evidence-Based Instruction, Interventions, and Supports *Instruction, interventions, and supports are chosen because there is evidence that indicates expected success for the identified need. The selection process considers a whole child approach, the population of learner(s) being served, and alignment with the district's existing philosophy, programs, and initiatives. Selection also considers the resources and capacity needed to support MTSS implementation with fidelity.*	School personnel selects instruction, interventions and supports that meet the standards, ensure a rigorous and accessible curriculum, and show evidence of cultural responsiveness with proficiency and efficacy with the learner demographic population.	School personnel inconsistently selects instruction, interventions and supports that meet standards, ensure a rigorous and accessible curriculum, and show evidence of cultural responsiveness with proficiency and efficacy with the learner demographic population.	School personnel do not select instruction, interventions and supports that meet standards, ensure a rigorous and accessible curriculum, and show evidence of cultural responsiveness with proficiency and efficacy with the learner demographic population.
	An approved review and selection process is in place to select instruction, intervention, and supports based on: • Review of at least three sources of input data (demographic, achievement, process, and perception) • Consideration of a range of learning needs and assets from accelerated to severe and persistently challenged • Consideration of fit with existing practices and innovations	An approved review and selection process is being developed to select instruction, intervention, and supports based on: • Review of at least three sources of input data (demographic, achievement, process, and perception) • Consideration of a range of learning needs and assets from accelerated to severe and persistently challenged • Consideration of fit with existing practices and innovations	Instruction, intervention, and support selection is based on personal preference, history, social networking and/or political pressures, rather than data and research.
	A thorough research review is conducted to assess the evidence base for the instruction, interventions, and supports that are being considered for selection. To substantiate selection decisions, the research review considers: • Commitment to a threshold of at least "promising evidence" within the ESSA thresholds for high-quality evidence and/or • Demonstrates a rationale based on high-quality research findings or positive evaluation	A research review is conducted to assess the evidence of the interventions or supports that are being considered for selection. To substantiate selection decisions, the research review considers supporting documentation.	A research review is not conducted prior to selection of instruction, interventions and/or supports.

Essential Component	Effective	Developing	Ineffective
	that such activity, strategy, or intervention is likely to improve student outcomes, • Supporting documentation		
	Parents/families/community is are engaged in instruction, interventions and supports through most of the following: • Involvement in the selection process • Providing opportunities to give input and feedback • Parent workshops to enhance implementation • Communicating the description, purpose, anticipated duration, and at-home support needed in a language and format that they understand	Parents/families/community are engaged in interventions and supports through some of the following: • Involvement in the selection process • Providing opportunities to give feedback • Parent workshops to enhance implementation • Communicating the description, purpose, anticipated duration, and at-home support needed in a language and format that they understand	Letters are sent home to inform parents of the interventions or supports.
	Resources are allocated equitably to ensure all educators have access to the materials, time and space necessary for implementation of instruction, interventions and supports to fidelity (e.g., educator materials, fidelity measure, and learner consumables).	Resources are allocated to some interventions and supports.	Inadequate allocation of resources contributes to the unsuccessful use of interventions and supports.

Essential Component	Effective	Developing	Ineffective
	High-quality professional learning is provided in the use of instruction, interventions and supports that includes all of the following: • Modeling of key program components and lessons • Opportunities for users to practice the use of the program components • Feedback to users • Ongoing support • Checks to ensure fidelity of implementation • Coaching on the instruction or intervention	High-quality, initial professional learning is provided in the use of supports or interventions that include some of the following: • Modeling of key program components and lessons • Opportunities for users to practice the use of the program components • Feedback to users	Professional learning is provided that includes only an overview of the interventions or supports. Ongoing support or coaching is not provided. Intended use of the intervention or support is not considered.
Continuous Data-Based Decision Making *The utilization of all relevant whole child data to analyze, evaluate, and plan strategies that support sustainable systematic improvement and whole child learner outcomes. Data-based decision making is inclusive of efficient data collection practices for multiple data sets, and a formal improvement process to determine needs. Data used are timely, valid, reliable, accurate and reviewed in ongoing cycles. The roles and responsibilities for data-based decision making within the system are clearly defined and executed.*	The Leadership Team uses a specific problem-solving process that include all the following: • Use of aggregated and disaggregated learner outcome data for whole child needs • Setting and assessing progress toward goals within the MTSS action plan and school improvement process • Addresses individual or group needs • Evaluation of effectiveness of practices • Mapping, aligning, and reallocating resources in response to outcomes (fiscal, personnel, time, facilities, etc.) • A review that occurs three times per year	The Leadership Team uses a specific problem-solving process that include all the following: • Use of aggregated and disaggregated learner outcome data for whole child needs • Setting and assessing progress toward goals • Addresses individual or group needs • Evaluation of effectiveness of practices Mapping, aligning, and reallocating resources in response to outcomes (fiscal, personnel, time, facilities, etc.) • A review that occurs once or twice per year	A specific problem-solving process does not exist.

Essential Component	Effective	Developing	Ineffective
	All of the following data are utilized by the Leadership Team to inform decision making and determine the impact implementation is having on learner outcome: • Input data (e.g., demographic) • process data (e.g., quality of instruction, programmatic) • outcome data (e.g., learner test scores, dropout rates, office discipline referrals) • perception data (e.g., surveys) • Fidelity data are used to improve supports to ensure implementation as intended (e.g., staff selection, training, coaching supports).	A minimum of two of the following types of data are used by the Leadership Team to inform decision making and determine the impact implementation is having on learner outcome: • Input data (e.g., demographic) • process data (e.g., quality of instruction, programmatic) • outcome data (e.g., learner test scores, dropout rates, office discipline referrals) • perception data (e.g., surveys) • Fidelity data are used to improve supports to ensure implementation as intended (e.g., staff selection, training, coaching supports).	Less than two of the following types of data are used by the Leadership Team to inform decision making and determine the impact implementation is having on learner outcome: • Input data (e.g., demographic), process data (e.g., quality of instruction, programmatic) • outcome data (e.g., learner test scores, dropout rates, office discipline referrals) • perception data (e.g., surveys) • Fidelity data are used to improve supports to ensure implementation as intended (e.g., staff selection, training, coaching supports).
	Data are analyzed at least three times a year to determine: • The effectiveness of school-wide MTSS systems The needs and progress for all learners, with explicit considerations for special populations	Data are analyzed twice a year to determine: • The effectiveness of the school-wide MTSS systems, for all learners, and for special populations	Data are not analyzed or analysis is done at a longer interval than twice a year.
	Processes are established to ensure communication in both of the following manners: • Specific learner data is shared, explained to, and understood by learners and parents/guardians to assist them in contributing to making informed goals. • Outcomes of aggregate learner data and data analysis are	Processes are established to ensure communication in one of the following manners: • Specific learner data is shared, explained to, and understood by learners and parents/guardians to assist them in contributing to making informed goals. • Outcomes of aggregate learner data and data analysis	Processes to ensure communication of data widely with learners, families and stakeholders (e.g., family, school board, community, staff) are not in place.

Essential Component	Effective	Developing	Ineffective
	communicated to all stakeholders (e.g., family, school board, community, staff)	are communicated to all stakeholders (e.g., family, school board, community, staff).	
	The Leadership Team, and other collaborative teams (e.g., grade level, Tier 2, Tier 3) are provided professional learning in the use of data for decision-making a minimum of twice per year and continuous coaching is provided.	The Leadership Team, and other collaborative teams (e.g., grade level, Tier 2, Tier 3) are provided professional learning in the use of data for decision-making a minimum of one time per year and occasional coaching is provided.	Professional learning and technical assistance on continuous-decision making is not provided.
	Collaborative teams meet at least twice a month to monitor progress and plan tiered instruction and interventions.	Collaborative teams meet at least once a month to monitor progress and plan tiered instruction and interventions.	Collaborative teams exist but do not regularly include specialized members and/or do not meet at least once a month to plan tiered instruction and interventions.
	Student outcome data in combination with fidelity data are used by relevant team members to assess, adapt, and improve academic and behavior support practices at all tiers.	Student outcome data in combination with fidelity data are used by relevant team members to assess, adapt, and improve academic or behavior support practices at all tiers.	Student outcome data in combination with fidelity data are not used by relevant team members to assess, adapt and improve support practices.

Essential Component	Effective	Developing	Ineffective
Collaborative Teams *Staff work in teams to monitor student progress and to plan academic instruction and intervention strategies across grade level of need.*	Collaborative teams have easy, efficient access to data that is graphically displayed and can be viewed, aggregated and disaggregated for analysis.	Collaborative teams have limited access to data that is graphically displayed and can be viewed, aggregated and disaggregated for analysis.	Collaborative teams do not have access to data that are current, graphically displayed, or disaggregated.

For more information on Multi-Tiered Systems of Support in Montana, MTSS resources, and information on MTSS online Teacher Learning HUB courses, please visit the Montana Office of Public Instruction MTSS Website.

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