



***Collaborating for Iowa's Kids:
Collaborative Inquiry Questions
Side-by-Side Comparison of Changes
to School-Level Questions***

CONSENSUS

A. Is there initial and ongoing administrator consensus to develop and implement MTSS?

- Step 1. Gather information about statewide approach to MTSS.
- Step 2. Determine willingness to engage in MTSS work in your building. If there are multiple building administrators, determine degree of consensus. If there is a single building administrator, determine individual willingness.
- Step 3. Determine if current administrative consensus is at 100%. If yes, go to Consensus Question B. If not, gather additional information about statewide approach to MTSS, including implications for Federal and State requirements.
- Step 4. Continue to monitor and support ongoing agreement/consensus after initial agreement/consensus is established.

B. Is there initial and ongoing staff consensus to develop and implement MTSS?

- Step 1. Provide overview information to staff on statewide approach to MTSS.
- Step 2. Establish rationale for building adoption of the statewide approach to MTSS.
- Step 3. Assess consensus for adopting the statewide approach to MTSS.
- Step 4. Determine if current consensus is at 80% or more. If yes, go to Infrastructure Questions. If not, go to Step 5.
- Step 5. Gather additional information about staff concerns.
- Step 6. Determine next steps to establishing consensus.
- Step 7. Reassess degree of staff consensus. Revisit Step 4 above and repeat process until there is at least 80% consensus.
- Step 8. Continue to monitor and support ongoing consensus after initial consensus is established.

CONSENSUS, INFRASTRUCTURE AND IMPLEMENTATION

C. Is there a leadership team established to support the development, implementation and sustainability of the framework?

- Step 1. Ensure the Building Leadership Team membership includes:
- An administrator
 - Members of the staff who are representative of the content and grade-levels
 - People who can fulfill the following functions--data specialist, content specialist, coaching, resource allocation, instructional leadership, note-taker.
- Step 2. Ensure that the building leadership team accepts the responsibilities of the team and works to fulfill the following:
- Integrate MTSS principles and beliefs into the school mission, vision and beliefs
 - Provide leadership for the development, implementation, and sustainability of MTSS
 - Align resources to support the development and on-going implementation of MTSS
 - Provide on-going communication to keep all personnel, parents, students, and other stakeholders informed and a part of MTSS development.
- Step 3. Establish an ongoing meeting schedule (at a minimum, once per month).

D. Do we have an established and ongoing collaborative inquiry process for implementation?



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Universal Tier	<p>1. Is the Universal Tier sufficient?</p> <p><u>Step 1</u>¹. Select universal screening assessments that are reliable, valid, and technically adequate.</p> <p><u>Step 2</u>². Identify proficiency cut points (e.g., benchmark scores) for identified tools.</p> <p><u>Step 3</u>. Collect universal screening data.</p> <p><u>Step 4</u>. Ensure that data are organized and summarized.</p> <p><u>Step 5</u>. Determine the percentage of students who meet or exceed the proficiency cut points using the following sequence of comparisons:</p> <ol style="list-style-type: none"> a. All students at building level b. All students by grade level c. All subgroups (i.e., Students receiving only the Universal Tier, FRL, English language learners, and state-defined ethnicity groups) <p><u>Step 6</u>. Compare your proficiency percentage to the 80% or higher criterion.</p> <p><u>Step 7</u>. If your proficiency percentage is greater than criterion set in Step 6 for all comparison groups, move to Step 8. If your proficiency percentage is below the criterion, continue to Question 2.</p> <p><u>Step 8</u>. If your district special education identification rate is higher than the state rate, examine Question 2. If special education rates are similar to, or less than, the state identification rate, the emphasis placed on Universal Tier is sufficient. Continue to Question 6.</p>
Universal Tier	<p>2. If the Universal Tier is not sufficient, what are the needs that must be addressed?</p> <p><u>Step 1</u>. If less than 60% of students are proficient on universal screening, develop and execute a plan to implement a class-wide intervention and continue to Step 2 once the plan has been developed. Otherwise, go directly to Step 2.</p> <p><u>Step 2</u>. Examine beliefs of staff and administrator(s) about purpose and characteristics of the Universal Tier.</p> <p><u>Step 3</u>. If beliefs of staff and/or administrators about purposes and characteristics of the Universal Tier don't meet criteria, identify and implement actions to increase consensus and continue to Step 4.</p> <p><u>Step 4</u>. Identify current reality of Universal Tier practices compared to desired state.</p> <p><u>Step 5</u>. Prioritize Universal Tier practices that require further examination.</p> <p><u>Step 6</u>. Identify barriers to implementation of Universal Tier desired practices.</p> <p><u>Step 7</u>. Prioritize list of needs for the Universal Tier that come out of Steps 3-6.</p>
Universal Tier	<p>3. How will Universal Tier needs be addressed?</p> <p><u>Step 1</u>. List actions needed to improve each prioritized area of need.</p> <p><u>Step 2</u>. For each action, identify needed resources, person(s) responsible, and timelines.</p> <p><u>Step 3</u>. For each prioritized area of need, determine the key indicators of successful implementation and desired goal.</p> <p><u>Step 4</u>. Determine your data collection plan for implementation indicators.</p> <p><u>Step 5</u>. Determine indicators of successful student achievement and desired goal.</p> <p><u>Step 6</u>. Determine your data collection plan for student achievement data.</p>

¹ If screening assessments have been reviewed and or purchased by the Iowa Department of Education, those should be used.

² If cut points have been identified by the Iowa Department of Education, those should be used.



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<p style="text-align: center;">Universal Tier</p>	<p>4. How will the implementation of the Universal Tier actions be monitored over time? <u>Step 1.</u> Implement action steps and data collection plan. <u>Step 2.</u> Compare implementation data to desired state. <u>Step 3.</u> If implementing at desired level, continue current implementation practices. If not at desired level of implementation, go back to Question 3.</p>
<p style="text-align: center;">Universal Tier</p>	<p>5. Have Universal Tier actions been effective? <u>Step 1.</u> Review student achievement data for measures selected in Question 3. <u>Step 2.</u> Compare student achievement data to established goal. <u>Step 3.</u> Determine next steps based on results from Step 2.</p> <ul style="list-style-type: none"> a. If achievement goal not met, either <ul style="list-style-type: none"> i. continue to place primary emphasis on working on the Universal Tier, or ii. continue to work on the Universal Tier and begin additional work on Questions 6 - 10 simultaneously b. If achievement goal met, maintain the Universal Tier and begin to place primary emphasis of additional work on Questions D6 - D10.
<p style="text-align: center;">Targeted/ Intensive Tiers</p>	<p>6. Which students need support in addition to the Universal Tier? <u>Step 1.</u> Identify and document the students for whom the Universal Tier alone is not sufficient (significantly exceeding and/or less than proficient) <u>Step 2.</u> Determine which students need the Targeted Tier and which need the Intensive Tier.</p>
<p style="text-align: center;">Targeted/ Intensive Tiers</p>	<p>7. Which of the Targeted and/or Intensive Tier resources are needed to meet the needs of identified students? <u>Step 1.</u> Determine and list which students need the Targeted Tier. <u>Step 2.</u> Provide students with appropriate standard treatment protocol. <u>Step 3.</u> Determine and list which students need the Intensive Tier. <u>Step 4.</u> For students who need the Intensive Tier, <ul style="list-style-type: none"> a. Determine diagnostic assessment processes to identify instructional needs. b. Plan logistics and collect diagnostic information. c. For each student, analyze data and determine specific instructional needs. <u>Step 5.</u> Provide students with appropriate group/individualized Intensive Tier.</p>



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Targeted/ Intensive Tiers	<p>8. How will the Targeted and/or Intensive Tier be implemented?</p> <p><u>Step 1.</u> List actions needed to implement the standard treatment protocol and/or intensive tier option on group/individual student plans.</p> <p><u>Step 2.</u> For each action, identify needed resources, person(s) responsible, length and frequency of additional instruction.</p> <p><u>Step 3.</u> Collect/review baseline data.</p> <p><u>Step 4</u>³. Determine student learning goal.</p> <p><u>Step 5.</u> Determine decision-making rule.</p> <p><u>Step 6.</u> Determine actions to collect progress monitoring/formative assessment data to assess learning.</p> <p><u>Step 7.</u> For each group/individual plan, determine the key indicators of successful implementation.</p> <p><u>Step 8.</u> Set desired implementation goal.</p> <p><u>Step 9.</u> Determine your data collection actions for implementation indicators.</p>
Targeted/ Intensive Tiers	<p>9. How will the implementation of the Targeted and Intensive Tiers be monitored over time?</p> <p><u>Step 1.</u> Implement action steps identified in Question 8.</p> <p><u>Step 2.</u> Compare implementation and progress monitoring/formative assessment data to desired goals.</p> <p><u>Step 3.</u> Determine if you need to continue to implement or modify current implementation of the tier or student-specific intervention.</p>
Targeted/ Intensive Tiers	<p>10. How will the effectiveness of the Targeted and Intensive Tiers be evaluated?</p> <p><u>Step 1.</u> For each intervention, determinate the percentage of students who met end of year benchmarks who received the intervention.</p> <p><u>Step 2.</u> For each intervention, determine the percentage of students whose learning trajectories changed to meet expectations.</p> <p><u>Step 3.</u> Analyze the fidelity of each intervention.</p> <p><u>Step 4.</u> Determine the percentage of students moving across tiers.</p> <p><u>Step 5.</u> For each intervention, determine the percentage of students who were entitled for special education services.</p>

CONSENSUS, INFRASTRUCTURE, IMPLEMENTATION, AND SUSTAINABILITY

E. Do you have an established structure to provide on-going professional learning and coaching to support all staff members?

- Step 1. Develop professional learning schedule that includes the delivery of new content and coaching to support implementation.
- Step 2. Develop/implement orientation and ongoing professional learning/coaching schedule for new staff.
- Step 3. Deliver professional development according to identified needs and schedule.
- Step 4. Assess the impact of professional development on educator practice and use those data to inform future professional development (IPDM).

³ If student learning goals have been set at the state level, those should be used.



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F. How do you ensure evaluation of MTSS implementation and impact on achievement?

- Step 1. Complete the implementation assessment to determine the level of implementation for Consensus, Infrastructure, Implementation, and Sustainability across all three tiers
- Step 2. Determine the sufficiency of the universal tier instruction after the fall, winter, and spring screening assessments (D1).
- Step 3. Compare and summarize universal screening assessment results over time.
- Step 4. For each standard treatment protocol, determine the overall effectiveness of the intervention and the average level of implementation.
- Step 5. For each of the intensive interventions, determine the overall effectiveness of the intervention and the average level of implementation.
- Step 6. Determine the number and percent of students whose needs should be met by each of the tiers in the fall, winter, and spring.
- Step 7. Determine the number and percent of students whose needs moved across the tiers from the fall to the winter to the spring.

G. What structures does the leadership team have in place to support sustainability of the framework over time?

- Step 1. Document decisions, protocols and routines to support implementation and sustainability of MTSS over time.
- Step 2. Update school policies and procedures to reflect/support MTSS.
- Step 3. Update teacher handbook and student handbook to reflect MTSS.
- Step 4. Develop leadership team member rotation schedule (e.g, who is rotating off the team and onto the team each year).