Tiered System of Supports Checklist

The foundational structures of the Kansas Education Systems Accreditation (KESA) include programs, structures or practices considered to be essential in school systems. Tiered system of supports is one component of the KESA foundational structures. In order to be considered a tiered system of support, the program must include the "ingredients" found on this table. One of the recommendations of the Dyslexia Task Force was that, "School systems shall implement the KESA model to require districts to implement a rigorous tiered system of supports."

This table has been developed to assist school systems in reviewing their tiered system of supports. To use this table, review each component of the "ingredient" and the look-for. In the column on the right, record the evidence your system has in place to support the "ingredient". If your school system is lacking evidence in any area, your building and district leadership teams should convene to review this lack of evidence and create a plan to provide missing elements as part of the school and district structure to comply with KESA and the recommendations of the Dyslexia Task Force.

All students are involved.	
Look for:	**Evidence In Place:**
All students receive on-grade level core instruction with peers. Core is not delivered by SPED, ESOL, or Title staff in another place.	
All interventions are available to all students, regardless of "label" or lack thereof.	
System- and school-wide behavior expectations and response/discipline policy	
Look for:	**Evidence In Place:**
Evidence of school-wide expectations (possibly a matrix or a short list of common school "rules")	
Evidence of a consistent response to behaviors (should not vary depending on teacher/student/who handles the behavior)	
Data-based decision-making framework/process	
Look for:	**Evidence In Place:**
Data collected with universal screening as well as progress-monitoring	
Evidence of time for teachers to look at data at district/building/grade/individual student levels	

	Decision rules established for when a student enters/changes/exits intervention groups	
	Decisions based on data	

Research-based screeners for reading, math, behavior

	Look for:	Evidence In Place
	Screener should be quick and easy to administer	
	Screener should have multiple forms for progress monitoring	
	Should have strong validity and reliability.	

Evidence-based curriculum (all tiers) for reading, math, behavior, social skills

	Look for:	Evidence In Place
	A core curriculum has been identified in all areas	
	Evidence of an expectation of teacher usage/fidelity has been established	
	State assessment (and other data sources) support the effectiveness of this curricula	

Research-based interventions for Tiers 2 and 3

	Look for:	Evidence In Place:
	Evidence of a protocol that describes what interventions should be used with students in each of the tiers (not left up to chance or individual teacher)	

Fluid intervention groups

	Look for:	Evidence In Place:
	Evidence that students are changing groups	
	Decisions to change groups is based on data, not convenience of adults or time of year	

Buildings have a master schedule providing for assessment, core, intervention, and collaborative team time.

	Look for:	Evidence In Place:
	OVT should be able to see each of these reflected in master schedule.	

Family engagement (not just notification) is an inherent part of the tiered system of supports process

	Look for:	Evidence In Place:
	Evidence of explanation of the tiered system occurs with families	
	Evidence that data is shared (and explained to parents)	
	System in place to notify parents when an intervention is changed and why	

System-wide assessment plan	
Look for:	Evidence In Place:
Universal screener	
Progress monitoring tools that match the screener	
Informal and formal diagnostic tools	
Outcomes assessments	
Regular evaluation of tiered system of supports	
Look for:	Evidence In Place:
A district plan to reflect on the effectiveness of the tiered system	
Evidence the district can show that demonstrates its effectiveness	
Ongoing revision of system policies to support framework	
Look for:	Evidence In Place:
System is revisited and revised based on input of stakeholders at least annually	
Evidence of self-correcting feedback loop operating within the system	