

Ingham ISD: Key Multi-tiered System of Support Process Measurement Tools

Four Key Areas of Process Measurement Tools: **1) Academics (Reading and Mathematics); 2) Behavior;**
3) BUILDING MTSS System; 4) DISTRICT MTSS System

Academics	Purpose	Tiers	When	Who	How Access Data?	Contact
Planning and Evaluation Tool (PET-R) for Elementary Literacy	To monitor school-wide reading systems, and to rate the current reading program implementation in the areas of reading objectives, assessment, instructional programs and materials, instructional time, differentiated instruction and grouping, organization and communication, and professional development. Results allow schools to identify areas of strength in their reading program and also areas that need further development.	Tier I	Annually in Spring	Elementary School Based Leadership Team (MiBLSi/RtI), with additional staff as appropriate	School Based Leadership Team keeps a copy.	Emily Sportsman, esportsman@inghamisd.org, 244-1258
School-wide Evaluation and Planning Tool for Middle School Literacy (SWEPT)	To monitor school-wide reading systems, process, fidelity. This self-assessment tool addresses seven elements of an effective school-wide reading program.	Tier I	Annually in Spring	Middle School: School Based Leadership team, with additional staff as appropriate	School Based Leadership Team keeps a copy.	Emily Sportsman, esportsman@inghamisd.org, 244-1258

<p>Planning and Evaluation Tool (PET-M) for Elementary Math</p>	<p>To monitor school-wide math systems, and to rate the current math program implementation in the areas of math objectives, assessment, instructional programs and materials, instructional time, differentiated instruction and grouping, organization and communication, and professional development. Results allow schools to identify areas of strength in their math program and also areas that need further development.</p>	<p>Tier I</p>	<p>Annually in Spring</p>	<p>Elementary School Based Leadership Team (MiBLSi/RtI), with additional staff as appropriate</p>	<p>School Based Leadership Team keeps a copy.</p>	<p>Emily Sportsman, esportsman@inghamisd.org, 244-1258</p>
<p>Planning and Evaluation Tool (PET-M) for Middle School Math</p>	<p>To monitor school-wide math systems, process, fidelity. This self-assessment tool addresses seven elements of an effective school-wide math program.</p>	<p>Tier I</p>	<p>Annually in Spring</p>	<p>Middle School: School Based Leadership team , with additional staff as appropriate</p>	<p>School Based Leadership Team keeps a copy.</p>	<p>Emily Sportsman, esportsman@inghamisd.org, 244-1258</p>

<p>Tier II/III Tracking Form (reading and behavior)</p>	<p>To summarize the impact of Tier II and Tier III interventions and make it easier to manage interventions. Used to determine effectiveness from the individual student level all the way up to the school-wide level.</p> <p>Student Detail -to summarize information about students who are participating in Tier 2/3 interventions for reading and behavior.</p> <p>Intervention Effectiveness - to summarize information about how well students are responding to interventions and how well interventions are being implemented.</p> <p>School-wide Access - to summarize information about the number and percentage of students who are accessing academic interventions, behavior interventions, and combined interventions.</p>	<p>Tier II & Tier III</p>	<p>Updated continuously, reviewed monthly</p>	<p>School Based Leadership Team, Tier II and Tier III teams, Grade-level teams, teachers</p>	<p>School Based Leadership Team keeps a copy.</p>	<p>Kelly Trout, ktrout@inghamisd.org 244-1261</p>
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Behavior	Purpose	Tiers	When	Who	How Access Data?	Contact
Benchmarks of Quality (BoQ)	Used by teams to identify areas of success and areas for improvement for PBIS team implementation	Tier I	Annually in Spring	K-12 Building MiBLSi/RtI Team	PBIS Apps website: www.pbisapps.org	Matt Phillips, mphillip@inghamisd.org , 244-1412
PBIS Self Assessment Survey (SAS)	Monitors staff perception of PBIS implementation and need for improvement of four behavior support systems: (a) school-wide, (b) non-classroom, (c) classroom, and (d) individual students. A summary of results is used to develop an action plan for implementing and sustaining PBIS.	Tier I	Annually in Fall	K-12 All Staff	PBIS Apps website: www.pbisapps.org	Matt Phillips, mphillip@inghamisd.org , 244-1412
School-wide Evaluation Tool (SET)	Assesses and evaluates the critical features of school-wide positive behavior support. It provides an "outside" perspective of a building's PBIS implementation efforts and requires collection or observation of evidence of PBIS implementation.	Tier I	As recommended	School Social Workers, School Psychs, Coaches	PBIS Apps website: www.pbisapps.org	Matt Phillips, mphillip@inghamisd.org , 244-1412
Benchmarks for Advanced Tiers (BAT)	Self assessment of PBIS implementation at Tiers II and III. Teams can use it to build an action plan to delineate next steps in the implementation process.	Tier II & Tier III	Annually in Winter	School Based Leadership Team in coordination with Tier II and III teams (MiBLSi/RtI)	PBIS Apps website: www.pbisapps.org	Matt Phillips, mphillip@inghamisd.org , 244-1412

Rtl System--Building	Purpose	Tiers	When	Who	How Access Data?	Contact
Building Self Assessment (BSA)	Functions as a progress monitoring tool to assess the extent to which schools are making progress toward full implementation of PS/Rtl practices. The BSA measures progress in consensus, infrastructure and implementation of an Rtl system.	All Tiers	Annually in Spring (as of 13/14 school year)	School Based Leadership Team	Data reports provided by IISD	Kelly Trout, ktrout@inghamisd.org 244-1261