School-Level Team Checklist for Integrating Data

Implementation Step	Implementation Status		
	not in place	Partially in place	In place
1. A school team (or teams) meets at least once per month with the purpose of improving both academic and behavior outcomes for all students within the entire school.			
2. The team collects and summarizes fidelity of implementation data (i.e., quality or integrity of implementation) in both academics and behavior.			
3. The team conducts regular screening for early identification of students whose performance is not responsive to instruction in (a) academics, (b) behavior, or (c) both.			
4. The team has skills in basic functional behavior assessment and function-based support.			
5. The team has access to expertise in more complex functional behavior assessment and function-based support.			
6. The team oversees progress monitoring for students whose performance is not responsive to instruction.			
7. The team collects and summarizes student outcomes data in both academics and behavior.			
8. The team completes an inventory of all tools currently used and identifies (a) tools that can be eliminated, (b) tools that may need modification, and (c) needs for new tools.			
9. The team conducts trainings and reliability checks to ensure that data collection is accurate.			
10. The team regularly analyzes both (a) implementation and (b) outcomes data for assessing goals and next steps.			
11. The team develops and maintains an ongoing action plan for improving both (a) implementation and (b) outcomes.			
12. The team shares implementation and outcomes data at least quarterly with (a) the entire staff, (b) the district, and (c) other stakeholders (e.g., PTA, community groups).			

Priority for action Planning (the three most important items from above)	Who is responsible?	By when?	how will we know when it is accomplished?
1.			
2.			
3.			

DISTRICT-LEVEL TEAM CHECKLIST FOR INTEGRATING DATA

Implementation Step	Implementation Status		
	not in place	Partially in place	In place
1. A district team meets at least once per month with the purpose of supporting schools in their systems-level integration efforts.			
2. The district team completes an inventory of all tools currently used in the district and identifies (a) tools that can be eliminated, (b) tools that may need modification, and (c) needs for new tools.			
3. The district team builds and maintains district data systems that allow for easy entry and instantaneous graphical display of academic and behavior data.			
4. The district data system includes efficient capabilities (e.g., integrated applications, data warehouse) that allows for integrated data analysis of academic and behavior data.			
5. The district team creates annual district evaluations, including (a) level of use, (b) fidelity of implementation, and (c) student outcomes in both academics and behavior.			
6. The district team develops and maintains an ongoing action plan for improving both (a) implementation and (b) outcomes.			
7. The district team maintains a list of integrated MTSS exemplar schools (i.e., with strong fidelity of implementation) for other schools and agencies to tour.			
8. The district team shares implementation and outcomes data at least annually with (a) the school board, (b) the state department of education, and (c) other stakeholders (e.g., PTA, community groups).			

Priority for action Planning (the three most important items from above)	Who is responsible?	By when?	how will we know when it is accomplished?
1.			
2.			
3.			