1. **Aligned Organizational Structure: The elements of a tiered system exist at the division, school, and classroom levels and are compatible.**					
Features	**Exploration**	**Installation**	**Initial Implementation**	**Full Implementation**	**Alignment to Evaluation Tools**
1.A Leadership **(Getting a functional team together and helping schools do the same)**	Exploration team assembles a division leadership team (DLT) of functional size and includes executive leadership authority to approve and support team decisions (i.e. funding, resource allocation, IT support, positions, etc.).	The DLT members are representative of the division *and* community demographic and inclusive of superintendent. Knowledgeable coordinator(s) with adequate time to facilitate.	The DLT team follows a process with meeting norms, regular attendance at monthly meetings, a commitment to input from diverse stakeholders and defined team roles. Meeting notes are easily accessible and shared within 1 – 2 days.	The DLT team process includes a data driven decision making protocol that is a way of work in the division and schools with evidence of follow up on action items.	DCA: 1, 2, 3, 4 TFI: 1.1, 1.2, 2.2, 3.2 A-TFI: 1.1 2.1, 3.1
1.B Teaming **(Making sure the team is knowledgeable and fits with other teams)**	The DLT analyzes and organizes current internal and external teaming structures to align outcomes, personnel and resources (e.g. Working Smarter). The DLT analyzes current teaming structures for duplication of effort and eliminates where possible.	The DLT ensures all team members have VTSS knowledge and the skills for implementation.	The DLT supports schools with a parallel infrastructure of knowledge, skills, and teaming structures.	The DLT establishes a process to revise teaming structures as necessary based on need (e.g. population fluctuations, budgetary needs, outcome data).	DCA: 4, 18 TFI: 1.1, 2.1, 3.1 A-TFI: 1.2a, 1.2b, 2.1, 3.1

Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
1.C Planning **(The team now aligns the work for implementation)**	The DLT aligns VTSS with strategic plans, school improvement plans and other corrective action plans as necessary (i.e. OCR, RDA). The DLT examines internal barriers and system capacity to support schools.	Division allocates stable funding for VTSS. The DLT defines a process to select early adopter schools or demonstration sites for VTSS.	The DLT utilizes all available data to determine priorities for implementation and develop action steps that are aligned to the improvement of student outcomes. The DLT supports buildings in developing and aligning school implementation plans with school improvement and/or division strategic plans.	The DLT members define a process for building capacity for implementation aligning existing plans. The district manages a process to hire new staff and support current staff with the knowledge, skills and abilities to support VTSS implementation.	DCA 5, 6, 7, 8, 9, 11, 18, 19, 21 TFI: 3.5 A-TFI: 1.2a
1.D Communication **(The team communicates the work of implementation with each other and also with stakeholders)**	The DLT reviews current division communication plans and explores a means to develop a communication plan for VTSS and/or integrate the language of VTSS implementation into existing communication plans.	The DLT develops a communication plan for VTSS that is written and accessible. Communication plans include: stakeholder groups, type of information to share and receive from stakeholders, responsible communicator within groups, and frequency.	The DLT utilizes documented communication plan on VTSS implementation. Relevant information within communication plan includes: number of schools implementing, stage of implementation for schools, internal capacity, fidelity of implementation, impact on student outcomes, and stakeholder information.	The DLT utilizes the communication plan to report policy relevant information (with feedback loops) for all stakeholders including school board. Stakeholders report the communication plan has been effective.	DCA 10, 12, 17 TFI: 1.10, 1.11 A-TFI: 1.2a, 1.10, 1.11, 1.5b, 2.4, 3.1

Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
1.E Aligned Definitions of Multi-Tiered Supports **(Establishing the data, practices, and systems across all three tiers)**	The DLT begins to inventory all innovations (identified in all three tiers) for efficiency, efficacy, and potential gaps through Initiative Mapping and Pre-Mapping Activities.	The DLT completes a needs assessment (in conjunction with the initial inventory) and begins action planning to address the gaps in data, systems and/or practices to meet the needs of diverse learners.	The DLT works with SLTs to define, communicate and allocate resources around the instruction and interventions within the three tier framework. The DLT guides schools in their development of supports to align with the division framework of data, systems, and practices (Tier Definition).	A functioning three-tiered framework is in place that includes the supports needed to meet the needs of all students. The DLT demonstrates the capacity to support the sustained implementation of the three-tiered framework in all schools.	DCA: 8, 9, TFI: 2.5, 2.6, 2.7, 2.8, 2.9, 3.13 A-TFI: 1.3, 1.4a, 1.4b, 1.8, 1.14, 2.1, 3.1, 3.3
1.F Aligned and Effective Resources for Multi-Tiered Supports **(Operationalizing the multi-tiered system)**	The DLT explores options for organization around providing evidence based interventions, including schedules, resources, desired group size and need for professional development.	The DLT develops a guidance document describing appropriate group size, time allotment, staff training, fidelity measures, and decision rules to ensure efficient and effective allocation. Fidelity measures are defined.	The DLT provides support for school teams in creating the organization around providing interventions stated specifically in a continuum of supports. Fidelity measures are used to ensure integrity of implementation.	The DLT collaborates with the SLT to measure impact on student outcomes and evaluate the efficacy of the instruction/intervention at universal and advanced tiers. Resources are allocated strategically to mitigate potential or existing inequities.	DCA: 18, 19 TFI: 2.5, 2.6, 2.7, 2.8, 3.5, 3.11, 3.13 A-TFI 1.3, 1.14, 2.4, 2.8, 3.7

Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
1.G Professional Learning **(Integrating and aligning all professional learning based on need)**	DLT reviews plans and alignment of professional learning content applicable for all stakeholders.	DLT secures and schedules professional learning for VTSS (data, systems, practices) and determines a measure for effectiveness of the professional learning.	DLT reviews professional learning effectiveness data for revision, improvement, and the need for additional support. The DLT accesses ongoing professional learning and supports for VTSS.	DLT ensures and monitors an integrated professional learning plan.	DCA: 21, 22, 23, 24, 26 TFI: 1.7, 2.9, 3.7 A-TF 1.7a, 2.5, 3.7
1.H Coaching **(Developing coaching plans and processes to support data, practices, and systems)**	DLT determines necessary coaching skills and needs for selection of internal coaches. The DLT evaluates existing roles for coaching, and develops an aligned coaching plan.	DLT selects coaches, modifies job descriptions to include coaching time and responsibilities, and determines a measure of coaching effectiveness.	DLT provides feedback to coaches based on areas of need and evidence of coaching effectiveness.	DLT continually monitors fidelity and outcome data and collaborates with coaches to adjust coaching plans for desired outcomes. The DLT addresses turn over as needed.	DCA: 21, 22, 24, 25, 26, 27 TFI: 1.1, 2.1, 3.1 A-TFI: 1.7b, 1.10

2. Data Informed Decision Making: Analyzing and evaluating student data to inform educational decisions around instruction, intervention, allocation of resources, development of policy, movement within a multi-level system, and disability identification.					
Features	**Exploration**	**Installation**	**Initial Implementation**	**Full Implementation**	**Alignment to Evaluation Tools**
2.A Data Systems **(Managing the collection and analysis of data effectively and efficiently at all levels)**	DLT explores and adopts a data system(s) that allows access to data around multiple measures, including fidelity data, student outcomes (e.g. universal screening, progress monitoring, formative, and summative data), and capacity and scale up data.	DLT trains staff at the building level on the required data system components and graphic representation of data. Staff can generate student outcome data in a timely manner inclusive of instructional changes. The DLT uses a process for ensuring access to the data for a data dashboard.	DLT monitors the effectiveness of the data collection process at the division and building level.	DLT maintains a process to ensure fidelity of usage and evaluation of the effectiveness of the data systems.	DCA: 14, 15, 20 TFI: 1.12, 1.13, 1.14, 2.3, 3.9, 3.14 A-TFI: 1.6b, 1.12a,
2.B Decision Making Process **(Using Data Driven Decision Making in a problem solving process)**	The DLT explores current and proposed methods for structured problem solving. The DLT adopts a clear process for data driven decision making and a format for meetings with a focus on teaching and learning using integrated data sources.	The adopted decision making process includes actions to interrupt potential bias that may occur during decision making. The DLT provides professional learning and coaching to division and building level teams around the decision making process.	A decision making process is used with fidelity and data are used as follows: fidelity data (to improve implementation), student outcome data (impact of VTSS on student outcomes), capacity data (to enhance organizational capacity supports).	DLT utilizes the fidelity evidence outcome data and adjusts the guidelines and professional learning/coaching based on the data. The DLT utilizes scale-up data to create implementation plans for schools based on stages of implementation.	DCA: 15, 16, 19, 20, 23 TFI: 1.13, 1.14, 2.12, 3.15 A-TFI: 1.13, 3.15

Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
2.C Meeting Structures for Data Informed Decision Making **(Organizing the who, what, when, where and how to meet on the various types of data at both the division and building level)**	DLT explores current and proposed structures for organizing meetings around data informed decision making to include primary sources of data utilized within the meetings and proposed outcomes of meetings (i.e. examination of core instruction, matching student outcomes to instruction and /or intervention, etc.).	DLT provides a structure for meetings at both the division and building level inclusive of specific outcomes, accountability, communication and alignment between meeting structures (i.e. outline of how/when teams refer students for consideration by the advanced tiers teams, etc.).	DLT uses and coaches the meeting structures and secures the differentiated plans and schedules for each building.	DLT collaborates with the SLT to determine the fidelity and effectiveness of the meeting structures and provides professional learning/coaching as needed.	DCA: 15, 16 TFI: 1.13, 1.14, 2.10, 2.11, 2.12, 3.14, 3.15, 3.16 A-TFI: 1.5, 1.6, 1.13, 2.11, 3.15

3. Evidence Based Practices: Teaching and learning approaches proven to be effective through scientifically based studies.					
Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
3.A Quality Core Instruction **(Providing and supporting a consistent message of what "good teaching" consists of in the division)**	The DLT reviews current expectations for quality instruction in order to meet the curricula standards.	The DLT documents the expectations for quality instruction. Plan is in place for partnership buy-in of the EBPs that define quality instruction.	The DLT assigns roles and responsibilities for communication of quality instruction, including common vocabulary.	DLT develops a process for an ongoing review of the delivery of the instructional expectations with an iterative process of coaching areas of need.	DCA: 25 TFI: 1.4, 1.7. 1.8, 2.6, 2.7 A-TFI: 1.3, 1.4a, 1.4c, 1.5,1.7b, 1.8, 1.9, 2.1, 2.4, 3.7

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Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
3.B Aligned Instructional Interventions **(Providing and supporting selected interventions for students requiring support at Tiers 2 and 3)**	The DLT reviews and selects interventions to support students who need more intensive instruction (tiers 2 and 3 – advanced tiers) which align with quality core instruction defined above and provide an appropriate level of intensity.	The DLT collaborates with stakeholders to review interventions and finalize decisions about selection and training of a limited, yet sufficient, number of specific interventions that allow for an appropriate instructional match.	The DLT ensures that the continuum of supports of authorized interventions, including fidelity tools, is maintained in the continuum of supports and/or tier definition.	The DLT utilizes evaluation data to determine impact in all subgroup areas and add to or withdraw supports in the continuum.	DCA: 6, 14, 15, 16 TFI: 2.6, 2.7, 2.8, 2.10, 2.11, 2.12, 2.13, 3.7, 3.13, 3.16, 3.17 A-TFI: 2.8, 2.11, 3.7, 3.15
3.C Continuum of Supports that is Culturally Responsive **(Clearly defining the practices and programs supported by the division and ensuring they are culturally responsive)**	The DLT maps the current reality of existing practices and programs and reviews them for evidence of effectiveness. The DLT explores cultural and linguistic factors when adopting academic/social behavioral practices, programs, and assessments.	Upon completion of the review, the DLT seeks stakeholder input, investigates practices for which needs are identified, and makes purchases and/or withdraws programs as appropriate. The DLT and SLT use a selection tool, which prompts analysis for cultural context.	The DLT maintains an inventory of EBPs and materials in a continuum of supports. A clearly defined continuum of supports is maintained in tier definition or separate document.	All instructional staff and stakeholders are aware of and able to utilize the continuum of supports for the purpose of providing an appropriate instructional match to meet the needs of all learners.	DCA: 6, 7 TFI: 1.6, 1.10, 1.11, 2.5, 3.6 A-TFI: 1.3, 1.4c, 1.8, 1.9, 2.1, 2.4, 2.5, 3.1
3.D Fidelity of Practices **(Determining that EBPs are provided with fidelity)**	The DLT gathers data on any existing fidelity tools and how they are utilized in the division.	Fidelity tools are selected for EBPs. The DLT provides training and coaching on the use of fidelity tools.	Fidelity data is used to monitor implementation of practices and to identify additional professional learning and/or coaching needs.	The DLT collaborates with schools to evaluate fidelity of implementation of EBPs, inclusive of walk-through tools and programmatic measures.	DCA: 13, 22, 23 TFI: 1.7, 1.14, 2.9, 2.12, 2.13, 3.7, 3.14, 3.15 A-TFI: 1.4a, 1.8, 1.14

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Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
3.E Capacity for Coaching and Professional Learning **(Ensuring staff capacity for cultural and linguistic responsiveness within the division context)**	The DLT plans training for commitment and utilization of practices, programs, and assessments that are culturally and linguistically responsive and used across all schools in all curricula.	The DLT ensures staff can articulate information and factors to consider when utilizing culturally and linguistically relevant practices, programs, and assessments.	The DLT supports staff in implementation with fidelity of culturally and linguistically responsive practices, programs, and assessments at all three tiers.	The DLT assists all staff in the analysis of outcomes in order to make instructional decisions that meet the cultural and linguistic context of the division.	DCA: 22, 23, 25, 26, 27 TFI: 1.5, 1.6, 1.7, 1.13, 1.14, 1.15 A-TFI: 1.7a, 1.7b, 2.1, 2.4, 2.5, 3.1, 3.7

4. Family, School, and Community Partnerships: The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, division, and state outcomes.					
Features	**Exploration**	**Installation**	**Initial Implementation**	**Full Implementation**	**Alignment to Evaluation Tools**
4.A Communication **(Adding families and communities as partners in implementation)**	The DLT examines the existing partnership structures and communication loops between family, school and community around VTSS implementation.	The DLT consults with diverse families and community stakeholders to identify opportunities for collaboration. The DLT outlines and communicates a plan to facilitate family, school, and community partnerships.	The DLT provides support and guidance to schools to facilitate family and community partnerships. Community and family stakeholders are represented on key committees.	The DLT integrates families and community partners into the division communication plan. The DLT monitors the fidelity of partnership structures and communication loops at least annually.	DCA: 10, 12 TFI: 1.11, 2.3, 2.4, 3.3, 3.4, 3.8 A-TFI: 1.11, 1.15b, 2.5
4.B Cultural and Linguistic Responsiveness **(Authentic Engagement)**	The DLT researches the family groups represented in the community as well as all community providers.	The DLT examines existing practices to determine which family or provider groups are/ are not represented.	The DLT provides and documents opportunities for authentic engagement among families and community providers.	The DLT monitors division and school practices for authentic engagement.	DCA: 12 TFI: 1.11, 1.4, 3.4, 3.6 A-TFI: 1.4a, 1.11, 2.5

5. Monitoring Student Progress: Student performance is examined frequently, over time, to evaluate response to instruction and intervention.					
Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
5.A Assessment Mapping for Student Growth **(Determining the varied assessments that measure student outcomes)**	Review all current assessments for student growth and determine gaps and/or redundancies, inclusive of screening, diagnostic, benchmark, formative, performance based, and summative.	Ensure that these assessments are included in the data systems organization (Row 2A on Matrix). Staff are trained to utilize varied assessments.	Communicate to staff the purpose and schedule for student assessments. Determine the assessments needed for data dashboards used in defined structures. Process in place to monitor fidelity of data collection.	Review yearly for changes. Determine which assessments provided reliable information to drive instruction. Ongoing coaching to ensure data collection drives instruction.	DCA: 14 TFI: 1.10, 1.14, 2.3, 3.3 A-TFI: 1.6a, 1.12a, 2.7, 2.11, 3.3, 3.4
5.B Screening Tools and Data **(The division decides tools and/or data to screen students)**	The DLT explores reliable screening tools for academic, social/ behavioral practices.	The DLT identifies and selects reliable screening tools and/or data for academic, social/ behavioral practices and commits resources to screening.	The DLT determines that screening tools are reliable with correlations between the instrument and valued outcomes.	The DLT works with schools to ensure that all staff are competent in using and understanding the screening tools.	DCA: 14, 23 TFI: 1.13, 2.3, 3.3 A-TFI: 1.12b
5.C Screening Process **(Universal screening is completed and part of the assessment process)**	The DLT explores a process for screening all students for academic, social behavior strengths and needs.	The DLT maps out the screening schedule (minimally three times per year) for schools.	The DLT ensures that schools carry out the screening process with fidelity.	The DLT verifies the cut scores, decision rules, and risk factors pertaining to screening results and continually revisits the assessment tools and schedule.	DCA: 13, 14 TFI: 1.13, 2.3, 3.3 A-TFI: 1.12b, 1.14

Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
5.D Progress Monitoring at Tier 1 **(Evaluating effectiveness of Tier 1 Instruction)**	The DLT explores the data sets that identify student performance and growth, inform instruction and reflect the curricula for academic and social behavior (e.g., benchmarks, ODRs, attendance data, reading levels, grades, unit assessments, performance based assessments, as well as universal screening data).	The DLT commits resources for implementing assessments to progress monitor at all tiers. The DLT incorporates the training on all assessments into the professional learning and coaching plan in order to inform instruction.	The DLT ensures that growth rates and cut scores are defined and utilized for decision rules of key indicators.	The DLT ensures that progress monitoring data is reliable and consistent with outcomes and continually revisits the monitoring tools, data, and schedule.	DCA: 14, 15, 16 TFI: 1.8, 1.13 A-TFI: 1.5, 1.6a, 1.9
5.E Progress Monitoring at Tiers 2 and 3 **(Utilizing multiple measures to determine growth for students receiving supports in Tiers 2 and 3)**	The DLT explores valid and reliable progress monitoring tools to measure rate of improvement and level of learning. The DLT explores the need for CBMs or other similar tool with normative data.	The DLT selects and defines progress monitoring tools and data at advanced tiers and includes in the assessment map. The DLT defines frequency schedules for progress monitoring.	The DLT trains staff in an integrated approach to monitoring student growth with multiple measures. The DLT ensures progress monitoring occurs for any Tier 2 or 3 support.	The DLT monitors to ensure the efficacy of the progress monitoring process as well as its impact on student performance.	DCA: 13, 14, 23 TFI: 2.10, 2.11, 3.15 A-TFI: 2.6, 2.7, 3.3, 3.4, 3.15

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6. Evaluation of Process: The fidelity of implementation and impact on student outcomes are examined frequently and the results inform action steps.					
Features	**Exploration**	**Installation**	**Initial Implementation**	**Full Implementation**	**Alignment to Evaluation Tools**
6.A Outcome Evaluation for Problem Solving **(Determine the impact of the practices and systems to adjust instruction, professional learning, and coaching)**	DLT researches and identifies evaluation components for evaluating the effectiveness of VTSS implementation across the division.	DLT establishes a plan to monitor short and long-term goals for VTSS. DLT establishes a data dashboard to uniformly analyze data.	DLT implements monitoring plan and collection of fidelity and outcome data. DLT adheres to the frequency schedule for data monitoring.	DLT monitors the plans and uses the data to impact plans for instruction, coaching and professional learning within a problem solving model of Data Driven Decision Making.	DCA: 8, 11, 14, 22, 23, 25, TFI: 1.15, 2.13, 3.17 A-TFI: 1.13, 1.15a, 1.15b
6.B Fidelity **(Evaluating the fidelity of implementation, instruction, and assessment)**	DLT researches and adopts procedures to monitor the fidelity of implementation of VTSS and the practices and assessments within the framework.	DLT communicates procedures to monitor the fidelity of implementation of VTSS and the practices and assessments within the framework.	DLT supports staff to utilize procedures to monitor the fidelity of implementation of VTSS and the practices and assessments within the framework.	DLT evaluates and monitors fidelity measures as defined and make changes based on review data.	DCA: 10, 13, 15, 16 TFI: 1.14, 2.12, A-TFI: 1.14