

## MTSS Review of Evidence – Academic Problem Solving Review Form

### Tier 1 –

- Required Review Document Checklist items are uploaded? \_\_\_\_ yes \_\_\_\_ no
- Do the grade and teacher universal screening reports indicate a strong core? \_\_\_\_ yes \_\_\_\_ no
  - 80% of students are at grade level targets OR
  - 80% of students are showing adequate growth toward grade level targets
- Core evidence can include:
  - Reading 3D Reports
  - AIMs Web Reports
  - District Assessment Reports
  - I-Ready
  - Moby Max
  - I-Station

Quality Check by **PLC MTSS Rep:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Tier 2-1 –

- Evidence of parent notification made regarding tier 2-1 plan? \_\_\_\_ yes \_\_\_\_ no
  - Form of communication: \_\_\_\_\_
- Required Review Document Checklist items are uploaded? \_\_\_\_ yes \_\_\_\_ no
- What data supports the need for tier 2-1 targeted interventions?
  - Literacy: \_\_\_\_\_
  - Math: \_\_\_\_\_
  - Writing: \_\_\_\_\_
- What was identified as the student's anchor deficit?
  - Literacy: \_\_\_\_\_
  - Math: \_\_\_\_\_
  - Writing: \_\_\_\_\_
- What interventions were identified and implemented to address the student's anchor deficit?
  - Literacy: \_\_\_\_\_
  - Math: \_\_\_\_\_
  - Writing: \_\_\_\_\_
- Was there a minimum of 2 cycles of 3 data points for tier 2-1? \_\_\_\_ yes \_\_\_\_ no
  - How many cycles of tier 2-1 were implemented? \_\_\_\_\_
  - Summarize the outcome of each tier 2-1 cycle:
    - Cycle 1: \_\_\_\_\_ Modifications to plan? \_\_\_\_ yes \_\_\_\_ no
    - Cycle 2: \_\_\_\_\_ Modifications to plan? \_\_\_\_ yes \_\_\_\_ no
    - Cycle 3: \_\_\_\_\_ Modifications to plan? \_\_\_\_ yes \_\_\_\_ no
    - Cycle 4: \_\_\_\_\_ Modifications to plan? \_\_\_\_ yes \_\_\_\_ no
    - Cycle 5: \_\_\_\_\_ Modifications to plan? \_\_\_\_ yes \_\_\_\_ no
    - Cycle 6: \_\_\_\_\_ Modifications to plan? \_\_\_\_ yes \_\_\_\_ no
    - Cycle 7: \_\_\_\_\_ Modifications to plan? \_\_\_\_ yes \_\_\_\_ no
    - Cycle 8: \_\_\_\_\_ Modifications to plan? \_\_\_\_ yes \_\_\_\_ no
    - Cycle 9: \_\_\_\_\_ Modifications to plan? \_\_\_\_ yes \_\_\_\_ no
    - Cycle 10: \_\_\_\_\_ Modifications to plan? \_\_\_\_ yes \_\_\_\_ no
- Did the student pass vision and hearing screening? \_\_\_\_ yes \_\_\_\_ no

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- o Summarize any important information collected from the Environmental Inventory:

Quality Check by **IF/MTSS Team:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Tier 3-2-1-**

- o Tier 3-2-1 Problem Solving Meeting included the following:

Member:	Role:	Results:

- o Required Review Document Checklist items are uploaded? \_\_\_\_ yes \_\_\_\_ no
- o What data supports the need for tier 3-2-1 targeted interventions?
  - o Literacy: \_\_\_\_\_
  - o Math: \_\_\_\_\_
  - o Writing: \_\_\_\_\_
- o What was identified as the student's anchor deficit?
  - o Literacy: \_\_\_\_\_
  - o Math: \_\_\_\_\_
  - o Writing: \_\_\_\_\_
- o What interventions were identified and implemented to address the student's anchor deficit?
  - o Literacy: \_\_\_\_\_
  - o Math: \_\_\_\_\_
  - o Writing: \_\_\_\_\_
- o Was there a minimum of 2 cycles of 3 data points for tier 3-2-1? \_\_\_\_ yes \_\_\_\_ no
  - o How many cycles of tier 3-2-1 were implemented? \_\_\_\_\_
  - o Summarize the outcome of each tier 3-2-1 cycle:
    - o Cycle 1: \_\_\_\_\_ Modifications to plan? \_\_\_\_ yes \_\_\_\_ no
    - o Cycle 2: \_\_\_\_\_ Modifications to plan? \_\_\_\_ yes \_\_\_\_ no
    - o Cycle 3: \_\_\_\_\_ Modifications to plan? \_\_\_\_ yes \_\_\_\_ no
    - o Cycle 4: \_\_\_\_\_ Modifications to plan? \_\_\_\_ yes \_\_\_\_ no
    - o Cycle 5: \_\_\_\_\_ Modifications to plan? \_\_\_\_ yes \_\_\_\_ no
    - o Cycle 6: \_\_\_\_\_ Modifications to plan? \_\_\_\_ yes \_\_\_\_ no
    - o Cycle 7: \_\_\_\_\_ Modifications to plan? \_\_\_\_ yes \_\_\_\_ no
    - o Cycle 8: \_\_\_\_\_ Modifications to plan? \_\_\_\_ yes \_\_\_\_ no
    - o Cycle 9: \_\_\_\_\_ Modifications to plan? \_\_\_\_ yes \_\_\_\_ no
- o Did the student pass language screening? \_\_\_\_ yes \_\_\_\_ no

Quality Check by **IF & EC Specialist** \_\_\_\_\_ **Date:** \_\_\_\_\_