KENTUCKY ACADEMIC & BEHAVIORAL RESPONSE TO INTERVENTION

ASA: ABRI Screening Assessment

School: _____ **School Source:** _____

Date Completed: _____ **Person Completing:** _____

READING

1 Do you have a school wide team that addresses MTSS in reading?		
Yes (2) School-wide team	Partial (1) PLC or other team	No team (0)
2 How often does the team meet?		
Team meets 8 or more times per year (typically monthly) (2)	Team meets 4-7 times per year (1)	Team meets 3 or less times per year (0)
3. Do you have specific school-wide reading goals? IF YES What are they and when do you review them?		
Have goals - review at each meeting (2)	Has goals but does not review goals at each meeting (1)	Does not have goals (0)
4 Do you have minutes from these MTSS reading team meetings?	Yes (2)	No (0)
5 Are reading data presented to the faculty in a graph or visual format?		
Yes (2)	Partial (1)	No (0)
6 How often does the MTSS team present school-wide reading data to the department or faculty?		
Team presents data to full faculty 8 or more times per year. (2)	Team presents data to full faculty 4-7 times per year. (1)	Team presents data to full faculty 3 or fewer times per year. (0)
7 Has the full faculty met and agreed upon specific reading strategies for implementation? IF YES When did that last occur? (Need to cite strategies or programs)		
Yes Within the last year (2)	Partially - Strategies determined, but: Not agreed upon by full faculty *OR* Not within the last year (1)	No Strategies not determined or agreed upon by full faculty (0)
8 Does an administrator monitor the implementation of plans for core reading instruction? IF YES How do you monitor?		
(2) Yes List:		No evidence of measures and procedures to document fidelity of implementation (0)
9 Do you use a school-wide screener for reading? IF YES What do you use?		
(2) Circle One: Map, Aims Web, Discovery Ed (Think Link, PAS) DRA, GRADE, DIBELS Other:		No reading screener is identified (0)
10 How often is the universal reading screener administered?		
3 or more times per year (2)	1-2 times per year (1)	Not at all (0)
11 Are data from the universal reading screener tied to core instruction? IF YES Describe how it is tied to core instruction?		

Yes Systematic -Data decisions described (2)	Partial Not systematic *OR* no data decisions (1)	No None *OR* descriptions too vague (0)
Tier II		
12 Do grade or content level teams meet to review individual student reading needs? IF YES How often are these meetings scheduled – and it is a regular timeframe?		
Yes At least quarterly (2)	Partial Teams not clearly defined *OR* Less than quarterly (1)	No evidence of meetings to review student reading needs (0)
13 Do you have a Tier II level of assessment for reading? IF YES What do you use?		
(2) Yes List/describe:		No evidence of Tier II diagnostic assessment for reading (0)
14 How do you determine which students are administered the Tier II reading assessment?		
Administered to all students not meeting benchmark or established criteria (2)	No systematic answer as to whom the assessment is administered (1)	Not offered (0)
15 Do students receive additional Tier II reading instruction?	Yes (2)	No (0)
16 Which instructional strategies do you use for Tier II reading? (Can you provide strategy names?)		
Names 2 or more strategies (2)	Names 1 strategy (1) List -	No strategies named (0)
17 Are there specific goals for students in writing for students receiving Tier II reading interventions?		
Yes Goals are in writing (2)	Partial Goals mentioned but not in writing (1) Benchmark	No goals (0)
18 Is progress monitoring done for students in Tier II reading? IF YES What do you use?		
(2) Yes List:		No evidence of progress monitoring (0)
Tier III		
19 Do you use data to identify students who need Tier III reading intervention? IF YES What data and what criteria?		
Yes Name a measure and criteria (2)	Partial Name measure but no clear criteria (1)	No (0)
20 What instructional strategies do you use for Tier III reading? (Can you provide strategy names?)		
Names 2 or more strategies (2) List –	Names 1 strategy (1) List –	No strategies names (0)
21 Among students receiving Tier III reading interventions, are there specific goals in writing?		
Yes Goals are in writing (2)	Partial Goals mentioned but not in writing (1)	No goals (0)
22 Is progress monitoring done for students in Tier III reading? IF YES How often?		
Every 1-2 weeks (2)	Every 3-6 weeks (1)	More than 6 weeks or never (0)

MATHEMATICS

1 Do you have a school wide team that addresses MTSS in mathematics?		
Yes (2) School-wide team	Partial (1) PLC or other team	No team (0)
2 How often does the team meet?		
Team meets 8 or more times per year (typically monthly) (2)	Team meets 4-7 times per year (1)	Team meets 3 or less times per year (0)
3. Do you have specific school-wide mathematics goals? IF YES What are they and when do you review them?		
Have goals - review at each meeting (2)	Has goals but does not review goals at each meeting (1)	Does not have goals (0)
4 Do you have minutes from these MTSS mathematics team meetings?	Yes (2)	No (0)
5 Are mathematics data presented to the faculty in a graph or visual format?		
Yes (2) School-wide team	Partial (1) PLC or other team	No (0)
6 How often does the MTSS team present school-wide or mathematics data to the school-wide or department faculty?		
Team presents data to full faculty 8 or more times per year (2)	Team presents data to full faculty 4-7 times per year (1)	Team presents data to full faculty 3 or fewer times per year (0)
7 Has the full faculty met and agreed upon specific mathematics strategies for implementation? IF YES When did that last occur?		
Yes Within the last year (2)	Partially - Strategies determined, but: Not agreed upon by full faculty *OR* Not within the last year (1)	No Strategies not determined or agreed upon by full faculty (0)
8 Does an administrator monitor the implementation of plans for core mathematics instruction? IF YES How do you monitor?		
(2) Yes List:		No evidence of measures and procedures to document fidelity of implementation (0)
9 Do you use a school-wide screener for mathematics? IF YES What do you use?		
(2) Circle One: Map, Aims Web, Discovery Ed (Think Link, PAS) ,DIBELS, i-Ready, CERT, STAR Other:		No mathematics screener identified (0)
10 How often is the universal mathematics screener administered?		
3 or more times per year (2)	1-2 times per year (1)	Not at all (0)
11 How are data from the universal mathematics screener tied to core instruction? IF YES Describe how it is tied to core instruction?		
Yes Systematic -Data decisions described (2)	Partial Not systematic *OR* no data decisions (1)	No None *OR* descriptions too vague (0)
Tier II		
12 Do grade or content level teams meet to review individual student math needs? IF YES How often are these meetings scheduled – and is it a regular timeframe?		
Yes At least quarterly (2)	Partial Teams not clearly defined *OR* Less than quarterly (1)	No evidence of meetings to review student mathematics needs (0)
13 Do you have a Tier II level of assessment for mathematics? IF YES What do you use?		

(2) Yes List/describe:		(0) No evidence of Tier II diagnostic assessment for mathematics
14 How do you determine which students are administered the Tier II mathematics assessment?		
Administered to all students not meeting benchmark (2)	No systematic answer as to whom the assessment is administered (1)	Not offered (0)
15 Do students receive additional Tier II mathematics instruction?	Yes (2)	No (0)
16 Which instructional strategies do you use for Tier II mathematics? (Can you provide strategy names?)		
Names 2 or more strategies (2) List	Names 1 strategy (1) List -	No strategies named (0)
17 Are there specific goals in writing for students receiving Tier II mathematics interventions?		
Yes Goals are in writing (2)	Partial Goals mentioned but not in writing (1)	No goals (0)
18 Is progress monitoring done for students in Tier II mathematics? IF YES What do you use?		
(2) Yes List:		(1) No evidence of progress monitoring
Tier III		
19 Do you use data to identify students who need Tier III math intervention? IF YES What data and what criteria?		
Yes Name a measure and criteria (2)	Partial Name measure but no clear criterion (1)	No (0)
20 What instructional strategies do you use for Tier III mathematics? (Can you provide strategy names?)		
Names 2 or more strategies (2) List –	Names 1 strategy(1) List –	No strategies names (0)
21 Among students receiving Tier III mathematics interventions, are there specific goals in writing?		
Yes Goals are in writing (2)	Partial Goals mentioned but not in writing (1)	No goals (0)
22 Is progress monitoring done for students in Tier III mathematics? IF YES How often?		
Every 1-2 weeks (2)	Every 3-6 weeks (1)	More than 6 weeks or never (0)

Writing

1 Do you have a school wide team that addresses MTSS in writing?		
Yes (2) School-wide team	Partial (1) PLC or other team	No team (0)
2 How often does the team meet?		
Team meets 8 or more times per year (typically monthly) (2)	Team meets 4-7 times per year (1)	Team meets 3 or less times per year (0)
3. Do you have specific school-wide writing goals? IF YES What are they and when do you review them?		
Have goals - review at each meeting (2)	Has goals but does not review goals at each meeting (1) CSIP- On Demand	Does not have goals (0)
4 Do you have minutes from these MTSS writing team meetings?	Yes (2)	No (0)
5 Are writing data presented to the faculty in a graph or visual format?		
Yes (2) School-wide team	Partial (1) PLC or other team	No (0)
6 How often does the MTSS team present school-wide writing data to the school-wide or department faculty?		
Team presents data to full faculty 8 or more times per year.	Team presents data to full faculty 4-7 times per year.	Team presents data to full faculty 3 or fewer times per year.
7 Has the full faculty met and agreed upon specific writing strategies for implementation? IF YES When did that last occur?		
Yes Within the last year (2)	Partially - Strategies determined, but: Not agreed upon by full faculty *OR* Not within the last year (1)	No Strategies not determined or agreed upon by full faculty (0)
8 Does an administrator monitor the implementation of plans for core writing instruction? IF YES How do you monitor?		
(2) Yes List: On Demand KPREP Results shared with full faculty		No evidence of measures and procedures to document fidelity of implementation (0)
9 Do you use a school-wide screener for writing? IF YES What do you use?		
(2) Circle One: Map, Aims Web, Discovery Ed (Think Link, PAS) DRA, GRADE, DIBELS Other:		No writing screener is identified (0)
10 How often is the universal writing screener administered?		
3 or more times per year (2)	1-2 times per year (1)	Not at all (0)
11 Are data from the universal writing screener tied to core instruction? IF YES Describe how it is tied to core instruction?		
Yes Systematic -Data decisions described (2)	Partial Not systematic *OR* no data decisions (1)	No None *OR* descriptions too vague (0)
Tier II		
12 Do grade or content level teams meet to review individual student writing needs? IF YES How often are these meetings scheduled – and it is a regular timeframe?		
Yes At least quarterly (2)	Partial Teams not clearly defined *OR*	No evidence of meetings to review student writing needs (0)

	Less than quarterly (1)	
13 Do you have a Tier II level of assessment for writing? IF YES What do you use?		
(2) Yes List/describe:		No evidence of Tier II diagnostic assessment for writing (0)
14 How do you determine which students are administered the Tier II writing assessment?		
Administered to all students not meeting benchmark (2)	No systematic answer as to whom the assessment is administered (1)	Not offered (0)
15 Do students receive additional Tier II writing instruction?	Yes (2)	No (0)
16 Which instructional strategies do you use for Tier II writing? (Can you provide strategy names?)		
Names 2 or more strategies (2) List –	Names 1 strategy (1) List -	No strategies named (0)
17 Are there specific written goals for students receiving Tier II writing interventions?		
Yes Goals are in writing (2)	Partial Goals mentioned but not in writing (1)	No goals (0)
18 Is progress monitoring done for students in Tier II writing? IF YES What do you use?		
(2) Yes List:		No evidence of progress monitoring (0)
Tier III		
19 Do you use data to identify students who need Tier III writing intervention? IF YES What data and what criteria?		
Yes Name a measure and criteria (2)	Partial Name measure but no clear criteria (1)	No (0)
20 What instructional strategies do you use for Tier III writing? (Can you provide strategy names?)		
Names 2 or more strategies (2) List –	Names 1 strategy (1) List –	No strategies names (0)
21 Among students receiving Tier III writing interventions, are there specific written goals?		
Yes Goals are in writing (2)	Partial Goals mentioned but not in writing (1)	No goals (0)
22 Is progress monitoring done for students in Tier III writing? IF YES How often?		
Every 1-2 weeks (2)	Every 3-6 weeks (1)	More than 6 weeks or never (0)

BEHAVIOR

1 Do you have a school wide team that addresses MTSS/PBIS ?	Yes (2)	No team (0)
2 How often does the team meet?		
Team meets 8 or more times per year (typically monthly) (2)	Team meets 4-7 times per year (1)	Team meets 3 or less times per year (0)
3 Do you have specific school-wide behavior goals? IF YES What are they and when do you review them?		
Have goals - review at each meeting (2)	Has goals but does not review goals at each meeting (1)	Does not have goals (0)
4 Do you have minutes from these MTSS/PBIS team meetings?	Yes (2)	No (0)
5 Are behavior data presented to the faculty in a graph or visual format?	Yes (2)	No (0)
6 How often does the MTSS/PBIS team present school-wide or behavior data to the school-wide or department faculty?		
Team presents data to full faculty 8 or more times per year (2)	Team presents data to full faculty 4-7 times per year (1)	Team presents data to full faculty 3 or fewer times per year (0)
7 Has the full faculty met and agreed upon specific behavior strategies for implementation? IF YES When did that last occur?		
Yes Within the last year (2)	Partially - Strategies determined, but: Not agreed upon by full faculty *OR* Not within the last year (1)	No Strategies not determined or agreed upon by full faculty (0)
8 Do you monitor the implementation of behavior rules, routines and arrangements are being implemented? IF YES How do you monitor?		
(2) Yes List: Examples:		No evidence of measures and procedures to document fidelity of implementation (0)
9 Do you use office discipline referrals (ODR) as school-wide screener for behavior? IF NO What do you use?		
(2) Other (and how often used):		No behavior screener is identified (0)
10 How often does the team look at ODR data?		
Monthly (2)	Quarterly (1)	Not at all (0)
11 Are ODR data tied to school-wide rules, routines, and arrangements? IF YES Describe how it is tied to SW-PBIS		
Yes Systematic -Data decisions described (2)	Partial Not systematic *OR* no data decisions (1)	No None *OR* descriptions too vague (0)
Tier II		
12 Does the MTSS/ PBIS team review student behavior needs? IF YES How often are these meetings scheduled – and it is a regular timeframe?		
Yes At least quarterly (2)	Partial Teams not clearly defined *OR* Less than quarterly (1)	No evidence of meetings to review student behavior needs (0)
13 Do you have a Tier II level of assessment for behavior? IF YES What do you use?		

(2) Yes List/describe:		No evidence of Tier II diagnostic assessment for behavior (0)
14 How do you determine which students are administered the Tier II behavior assessment?		
Administered to all students identified from ODR data (2)	No systematic answer as to whom the assessment is administered (1)	Not offered (0)
15 Does the school have a criterion for the number of referrals to identify a student as in need of Tier II services or criteria (cut score) from screener? What is it?		
Yes Criteria operationally defined (2)	Partial Criteria is not totally operational (1)	No criteria indicated (0)
16 Which intervention strategies are available for Tier II behavior? (Can you provide strategy names?)		
Names 2 or more strategies (2) List -	Names 1 strategy (1) List -	No strategies named (0)
17 Are there specific goals in writing for students receiving Tier II behavior interventions? IF YES Are the goals in writing?		
Yes Goals are in writing (2)	Partial Goals mentioned but not in writing (1)	No goals (0)
18 Is progress monitoring done with students receiving Tier II behavior interventions? IF YES What do you use?		
(2) Yes List:		No evidence of progress monitoring (0)
Tier III		
19 Do you use data to identify students who need Tier III behavior intervention? IF YES What data and what criteria?		
Yes Name a measure and criteria (2)	Partial Name measure but no clear criterion (1)	No (0)
20 What intervention strategies are available to students for behavior in Tier III? (Can you provide strategy names?)		
Names 2 or more strategies (2) List –	Names 1 strategy (1) List –	No strategies names (0)
21 Among students receiving Tier III behavior interventions, are there specific goals in writing?		
Yes Goals are in writing (2)	Partial Goals mentioned but not in writing (1)	No goals (0)
22 Is progress monitoring done for students in Tier III behavior intervention? IF YES How often?		
Every 1-2 weeks (2)	Every 3-6 weeks (1)	More than 6 weeks or never (0)

Notes: