

# System Assessments in a Multi-Level System of Support

Strategic use of data by collaborative teams informs the continuous improvement process and long-term action planning. These are a critical aspect of implementing a multi-level system of support. Successful schools ensure the system assessments are a part of their annual assessment calendar and that at least one key person ensures they are regularly taken and used.

## PRIMARY TOOLS

Below are recommendations. It is acceptable to complete them at any time during the year that would help achieve targeted functions and purposes.

Tool	Level of Support	Specific Purpose	Time of Year (Recommended)	Frequency (Recommended)	Who (Completed by staff knowledgeable about the tool and implementation of content area)
<b>Tiered Fidelity Inventory (TFI)</b>	All levels of support	Evaluate the implementation of a school-wide positive <b>behavior</b> support system across all levels/tiers	Spring for tiers at fidelity—up to four times per year for tiers not at fidelity	Annually for tiers in place—up to four times per year for tiers not at fidelity	<b>TEAM:</b> School teams that include school administrator, coach, and appropriate team representatives to complete the assessment.
<b>School-wide Implementation Review (SIR)</b>	All levels of support	Evaluate school-wide implementation using a <b>reading</b> or <b>mathematics</b> lens	Spring	Annually (per content area of reading or mathematics)	<b>TEAM:</b> A building leadership team (at least 3 individuals) that consists of a cross section of staff including principal, general educators, special educators and student services staff. The team should include various grade levels and content, specialty, and/or service areas.

Additional information and access to the self-assessments:

TFI— <https://www.pbisapps.org/products/tfi>

SIR—<http://www.wirticenter.com/auth>

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