

# OTISS Fidelity Assessment

<b>Date:</b> _____	<b>Person Completing Assessment:</b> _____
<b>Team Members Present:</b> _____	_____
_____	_____

## Purpose:

**This tool is designed to assist sites with two major goals.**

- a) Describe the site’s current implementation level regarding tiered academic and behavioral supports
- b) Identify goals to move the site toward achieving full implementation of these supports

## Instructions:

1. **Form a Team.** Identify varied site-based personnel (including administrative, instructional, specialized, and/or support staff) to participate as members of the OTISS team.
2. **Review Tool and Gather Supporting Documents.** Prior to meeting as a team to complete the OTISS Fidelity Assessment, each team member should familiarize him/herself with this tool and gather Supporting Documents\* that may evidence the site’s current level of implementation.
3. **Meet to Rate Current Implementation.** Schedule approximately 1-2 hours to meet as a team to rate the site’s current level of implementation across all eight OTISS core components. A team member identified as the “recorder” may document barriers, concerns, and questions raised by the team in the Comments section provided at the bottom of each page.
4. **Complete the OTISS Fidelity Assessment Summary.** The summary may be completed at the team meeting after ratings for each component have been selected, or an identified team member may complete this step at a later time. The OTISS Fidelity Assessment Summary yields scores for each core component as well as a total implementation score. Each score can be used to determine whether the area reflects an adequate level of implementation.
5. **Create Goals to Move Site Toward Full Implementation.** The OTISS team should meet again to analyze results, identify areas of weakness, and develop goals to improve these areas.

## Helpful Hints:

\*Sample Supporting Documents are listed for each item in a checkbox format (i.e.,  OTISS Meeting Sign-in Sheets). Supporting Documents provide evidence that the site meets criteria for the rating selected. Before assigning rating, site-based personnel should indicate which Supporting Document(s) they have available by placing a checkmark in the corresponding . This step assists site-based personnel in selecting a rating that most accurately reflects the site’s current implementation level. If the site possesses an alternative Supporting Document that is not included in the list of sample Supporting Documents, the person completing the fidelity assessment may simply describe their Supporting Document in the margin.

The OTISS Fidelity Assessment tool is designed to monitor a site’s ongoing progress in addition to determining initial level of implementation. Therefore, the OTISS Team should schedule to meet three times each school year (before, middle, after) to assess the site’s progress toward Full Implementation of tiered academic and behavioral supports.

# OTISS Fidelity Assessment

## Core Component 1: LEADERSHIP

<b>Component Items</b> <i>Place Checkmark By Available Supporting Documents</i>	<b>0</b> <i>No Implementation</i>	<b>1</b> <i>Exploring Implementation</i>	<b>2</b> <i>Initial Implementation</i>	<b>3</b> <i>Partial Implementation</i>	<b>4</b> <i>Full Implementation</i>	<b>Score</b>
<b>Administrator Presence-Team Meetings/ Trainings</b>  <input type="checkbox"/> OTISS Meeting Attendance	Does not attend OTISS-related team meetings	Attends less than half of OTISS-related team meetings	Attends half of OTISS-related team meetings	Attends all OTISS-related team meetings and some trainings	Attends all OTISS-related team meetings and most trainings	
<b>Administrator Presence-Data Review Meetings</b>  <input type="checkbox"/> Data Review Attendance	Does not attend Data Review meetings	Attends less than half of Data Review meetings	Attends half of Data Review meetings	Attends most Data Review meetings	Attends most Data Review meetings and provides leadership for problem-solving and decision making	
<b>Administrator Communication</b>  <input type="checkbox"/> Family Emails/Newsletters <input type="checkbox"/> Staff Emails/Newsletters <input type="checkbox"/> Family Presentations <input type="checkbox"/> Staff Presentations	Does not directly communicate with staff regarding tiered systems of support	Directly communicates with all staff regarding tiered systems of support	Directly communicates with all staff and some families regarding tiered systems of support	Directly communicates with all staff and all families regarding tiered systems of support	Directly communicates with all staff and all families regarding tiered systems of support and OTISS-specific site updates	
<b>Supervision of OTISS Implementation</b>  <input type="checkbox"/> Classroom Observations <input type="checkbox"/> Performance Evaluations <input type="checkbox"/> Integrity Checklists <input type="checkbox"/> Faculty Meeting Agendas	Does not supervise staff implementation of tiered systems of support	Supervises staff implementation of tiered interventions and provides related feedback/coaching to staff once per year	Supervises staff implementation tiered interventions and provides related feedback/coaching to staff twice per year	Supervises staff implementation of tiered interventions and provides related feedback/coaching to staff four times per year	Supervises staff implementation of tiered interventions and provides related feedback/coaching to staff at least once per month	
<b>Comments</b>					<b>Total Leadership Score:</b>  16 Points Possible	

# OTISS Fidelity Assessment

## Core Component 2: TEAMING

<b>Component Items</b> <i>Place Checkmark By Available Supporting Documents</i>	<b>0</b> <i>No Implementation</i>	<b>1</b> <i>Exploring Implementation</i>	<b>2</b> <i>Initial Implementation</i>	<b>3</b> <i>Partial Implementation</i>	<b>4</b> <i>Full Implementation</i>	<b>Score</b>
<b>Written Plan</b> <input type="checkbox"/> OTISS Written Plan	No site-based OTISS written plan exists	OTISS written plan addresses at least four of eight core components of the OTISS model	OTISS written plan addresses all eight core components of the OTISS model	OTISS written plan addresses all eight core components of the OTISS model and has been distributed to all staff	OTISS written plan addresses all eight core components of the OTISS model, has been distributed to all staff, and is revised to reflect updates once per year	
<b>OTISS Team Presence</b> <input type="checkbox"/> OTISS Team Roster	No site-based OTISS team exists	OTISS team includes fewer than four members	OTISS team includes at least four members, including admin., teacher, and related service-providers	OTISS team includes at least four members: admin., teacher rep. from a variety of grades or subject areas, and related service providers	OTISS team includes at least four members: admin., teacher rep. from a variety of grades or subject areas related service providers, parent rep., and student rep.* <small>*secondary sites only</small>	
<b>OTISS Team Activity Frequency</b> <input type="checkbox"/> OTISS Meeting Minutes	No OTISS team meetings occur	OTISS team meets fewer than six times during school year	OTISS team meets six to nine times during school year	OTISS team meets at least once per month during school year, and over half of the team attends each meeting	OTISS team meets at least once per month during school year, and no more than two members are absent from each meeting	
<b>OTISS Team Communication</b> <input type="checkbox"/> Emails/Newsletters to Staff <input type="checkbox"/> Presentations <input type="checkbox"/> Surveys	No communication with staff outside OTISS team regarding OTISS implementation	Communicates with all staff regarding OTISS implementation once per year	Communicates with all staff regarding OTISS implementation at least once per semester	Communicates with all staff regarding OTISS implementation at least once per semester and solicits input from staff	Communication with all staff regarding OTISS implementation is facilitated by teacher reps. continuously throughout school year, and solicited input is shared with OTISS Team	
<b>OTISS Team Evaluation</b> <input type="checkbox"/> Fidelity Assessment <input type="checkbox"/> Site Action Plans <input type="checkbox"/> Goal Attainment Form	OTISS implementation is not evaluated	OTISS implementation is evaluated at the beginning or the end of the school year	OTISS implementation is evaluated at the beginning and the end of the school year	OTISS implementation is evaluated at the beginning, and end of the school year with formative assessment conducted during the year	OTISS implementation is evaluated at the beginning and end of the school year, with goal attainment measured monthly	
<b>Comments</b>					<b>Total Teaming Score:</b>  20 Points Possible	

# OTISS Fidelity Assessment

## Core Component 3: PROFESSIONAL DEVELOPMENT

<b>Component Items</b> <i>Place Checkmark By Available Supporting Documents</i>	<b>0</b> <i>No Implementation</i>	<b>1</b> <i>Exploring Implementation</i>	<b>2</b> <i>Initial Implementation</i>	<b>3</b> <i>Partial Implementation</i>	<b>4</b> <i>Full Implementation</i>	<b>Score</b>
<b>Data-Based PD Plan</b> <input type="checkbox"/> PD Plan <input type="checkbox"/> Screening Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Fidelity Assessment <input type="checkbox"/> Survey Data <input type="checkbox"/> Needs Assessments Data	No site-based professional development (PD) plan exists	PD plan exists	PD plan exists and is based on staff training needs identified by one source of data	PD plan exists and is based on staff training needs identified by two to three sources of data	PD plan exists and is based on staff training needs identified by at least four sources of data	
<b>PD Frequency and Content</b> <input type="checkbox"/> PD Plan <input type="checkbox"/> PD Content Research <input type="checkbox"/> PD Sign-In Sheets/Agendas	PD is not provided	PD is provided but is not evidence-based or relevant to staff training needs	Evidence-based PD relevant to staff training needs is provided once per school year	Evidence-based PD relevant to staff training needs, and delivered with consideration for adult learning theory, is provided twice per school year	Evidence-based PD relevant to staff training needs, and delivered with consideration for adult learning theory, is provided at least three times per school year	
<b>Evaluation of PD-Staff Outcomes</b> <input type="checkbox"/> PD Post-Assessment Data <input type="checkbox"/> Additional Training Documentation <input type="checkbox"/> PD Follow-up Observation form	Evaluation of staff knowledge on PD content does not occur	Evaluation of staff knowledge on PD content occurs after PD delivery	Evaluation of staff knowledge on PD content occurs after PD delivery, and data are used to identify staff who need additional training	Evaluation of staff knowledge on PD content occurs after PD delivery, data are used to identify staff who need additional training, and additional training is provided to staff	Evaluation of staff knowledge on PD content occurs after PD delivery, data are used to identify staff who need additional training, and additional training is provided to staff, and follow-up observations are conducted to ensure adequate implementation	
<b>Evaluation of PD-Student Outcomes</b> <input type="checkbox"/> Student Outcomes Data <input type="checkbox"/> Additional Training Documentation <input type="checkbox"/> PD Follow-up Observation form	Evaluation of student outcomes data related to PD content does not occur	Evaluation of student outcomes data related to PD content occurs after PD delivery	Evaluation of student outcomes data related to PD content occurs after PD delivery, and data are used to identify staff who need additional training or support	Evaluation of student outcomes data related to PD content occurs after PD delivery, and data are used to identify staff who need additional training or support, and additional training or support is provided to staff	Evaluation of student outcome data related to PD content occurs after PD delivery, data are used to identify staff who need additional training or support, and additional training or support is provided to staff, and additional student outcome data is collected to ensure student impact	
<b>Comments</b>					<b>Total Professional Development Score:</b>  16 Points Possible	

# OTISS Fidelity Assessment

## Core Component 4: UNIVERSAL SCREENING/BENCHMARKING

Component Items <i>Place Checkmark By Available Supporting Documents</i>	0 <i>No Implementation</i>	1 <i>Exploring Implementation</i>	2 <i>Initial Implementation</i>	3 <i>Partial Implementation</i>	4 <i>Full Implementation</i>	Score
<b>Reading</b>  <input type="checkbox"/> Reading Screening Tool <input type="checkbox"/> Research Supporting Tool <input type="checkbox"/> Training Sign-In Sheet/ Agenda	Reading screening tool has not been identified	Evidence-based reading screening tool has been identified and all staff responsible for implementing evidence- based reading screening tool are trained on administration	Evidenced-based reading screening has been piloted in select classrooms across various grades.	Evidence-based reading screening tool is implemented with all students once per year	Evidence-based reading screening tool is implemented with all students at least three times per year	
<b>Math</b>  <input type="checkbox"/> Math Screening Tool <input type="checkbox"/> Research Supporting Tool <input type="checkbox"/> Training Sign-In Sheet/ Agenda	Math screening tool has not been identified	Evidence-based math screening tool has been identified and all staff responsible for implementing evidence- based math screening tool are trained on administration	Evidenced-based math screening has been piloted in select classrooms across various grades.	Evidence-based math screening tool is implemented with all students once per year	Evidence-based math screening tool is implemented with all students at least three times per year	
<b>Writing</b>  <input type="checkbox"/> Writing Screening Tool <input type="checkbox"/> Research Supporting Tool <input type="checkbox"/> Training Sign-In Sheet/ Agenda	Writing screening tool has not been identified	Evidence-based writing screening tool has been identified and all staff responsible for implementing evidence- based writing screening tool are trained on administration	Evidenced-based writing screening has been piloted in select classrooms across various grades.	Evidence-based writing screening tool is implemented with all students once per year	Evidence-based writing screening tool is implemented with all students at least three times per year	
<b>Behavior</b>  <input type="checkbox"/> Behavior Screening Tool <input type="checkbox"/> Research Supporting Tool <input type="checkbox"/> Training Sign-In Sheet/ Agenda	Behavior screening tool has not been identified	Evidence-based behavior screening tool has been identified and all staff responsible for implementing evidence- based behavior screening tool are trained on administration	Evidenced-based behavior screening has been piloted in select classrooms across various grades.	Evidence-based behavior screening tool is implemented with all students once per year	Evidence-based behavior screening tool is implemented with all students at least three times per year	
<b>Comments</b>					<b>Total Universal Screening/ Benchmarking Score:</b>  16 Points Possible	

# OTISS Fidelity Assessment

## Core Component 5: TIERED INTERVENTIONS

<b>Component Items</b> <i>Place Checkmark By Available Supporting Documents</i>	<b>0</b> <i>No Implementation</i>	<b>1</b> <i>Exploring Implementation</i>	<b>2</b> <i>Initial Implementation</i>	<b>3</b> <i>Partial Implementation</i>	<b>4</b> <i>Full Implementation</i>	<b>Score</b>
<b>Knowledge of Intervention Selection &amp; Implementation</b> <input type="checkbox"/> PD Presentation/Attendance <input type="checkbox"/> Pre-/Post-Assessment Data <input type="checkbox"/> Intervention Data <input type="checkbox"/> Data Review Meeting Observations	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below	
A majority of staff can effectively: <ul style="list-style-type: none"> <li><input type="checkbox"/> Select intervention target skill based on screening data and additional assessment</li> <li><input type="checkbox"/> Implement evidence-based intervention matched to target skill</li> <li><input type="checkbox"/> Modify intervention intensity</li> <li><input type="checkbox"/> Document intervention data</li> </ul>						
<b>Availability of Intervention Materials</b> <input type="checkbox"/> Intervention Library <input type="checkbox"/> Intervention Library List <input type="checkbox"/> Intervention Protocols <input type="checkbox"/> Intervention Materials	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below	
Tier 2 and 3 intervention library is easy to access by staff and includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading intervention protocols and materials</li> <li><input type="checkbox"/> Math intervention protocols and materials</li> <li><input type="checkbox"/> Writing intervention protocols and materials</li> <li><input type="checkbox"/> Behavior intervention protocols and materials</li> </ul>						
<b>Reading</b> <input type="checkbox"/> Research Supporting Core Curriculum <input type="checkbox"/> Tier 1 Sample Lesson Plans <input type="checkbox"/> Intervention Protocols <input type="checkbox"/> Student Intervention Data	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below	
Tiered reading instruction includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> Tier 1 evidence-based core curriculum</li> <li><input type="checkbox"/> Tier 1 differentiated instruction</li> <li><input type="checkbox"/> Tier 2 individualized and small group interventions</li> <li><input type="checkbox"/> Tier 3 individualized and small group interventions</li> </ul>						
<b>Math</b> <input type="checkbox"/> Research Supporting Core Curriculum <input type="checkbox"/> Tier 1 Sample Lesson Plans <input type="checkbox"/> Intervention Protocols <input type="checkbox"/> Student Intervention Data	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below	
Tiered math instruction includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> Tier 1 evidence-based core curriculum</li> <li><input type="checkbox"/> Tier 1 differentiated instruction</li> <li><input type="checkbox"/> Tier 2 individualized and small group interventions</li> <li><input type="checkbox"/> Tier 3 individualized and small group interventions</li> </ul>						
<b>Writing</b> <input type="checkbox"/> Research Supporting Core Curriculum <input type="checkbox"/> Tier 1 Sample Lesson Plans <input type="checkbox"/> Intervention Protocols <input type="checkbox"/> Student Intervention Data	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below	
Tiered writing instruction includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> Tier 1 evidence-based core curriculum</li> <li><input type="checkbox"/> Tier 1 differentiated instruction</li> <li><input type="checkbox"/> Tier 2 individualized and small group interventions</li> <li><input type="checkbox"/> Tier 3 individualized and small group interventions</li> </ul>						
<b>Behavior</b> <input type="checkbox"/> Research Supporting Core Curriculum <input type="checkbox"/> Tier 1 Sample Lesson Plans <input type="checkbox"/> Intervention Protocols <input type="checkbox"/> Student Intervention Data	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below	
Tiered behavior instruction includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> Tier 1 evidence-based core curriculum</li> <li><input type="checkbox"/> Tier 1 differentiated instruction</li> <li><input type="checkbox"/> Tier 2 individualized and small group interventions</li> <li><input type="checkbox"/> Tier 3 individualized and small group interventions</li> </ul>						

<b>Implementation Fidelity</b> <input type="checkbox"/> Intervention Data <input type="checkbox"/> Integrity Checklists <input type="checkbox"/> Individualized Staff Training Documentation	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below	
	Evaluation of intervention implementation fidelity includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> Intervention documentation presented at all data review meetings</li> <li><input type="checkbox"/> Procedural integrity monitored by interventionist with integrity checklists</li> <li><input type="checkbox"/> Procedural integrity monitored by secondary observer with integrity checklists</li> <li><input type="checkbox"/> Inadequate fidelity remedied through individualized staff training</li> </ul>					
<b>Scheduling and Personnel</b> <input type="checkbox"/> Intervention Schedules <input type="checkbox"/> List of Interventionists	Interventions are not scheduled	Interventions are scheduled but are not implemented due to limited staff or time	Interventions are scheduled but are inconsistently implemented due to limited staff or time	Interventions are scheduled and implemented consistently, but limited staff are used <i>(i.e., only teachers and reading specialists)</i>	Interventions are scheduled and implemented with fidelity, and a variety of staff members implement interventions <i>(i.e., teachers, reading specialists, admin., bus personnel, custodians)</i>	
<b>Comments</b>					<b>Total Tiered Interventions Score:</b>  32 Points Possible	

# OTISS Fidelity Assessment

## Core Component 6: PROGRESS MONITORING (PM)

<b>Component Items</b> <i>Place Checkmark By Available Supporting Documents</i>	<b>0</b> <i>No Implementation</i>	<b>1</b> <i>Exploring Implementation</i>	<b>2</b> <i>Initial Implementation</i>	<b>3</b> <i>Partial Implementation</i>	<b>4</b> <i>Full Implementation</i>	<b>Score</b>
<b>Reading</b> <input type="checkbox"/> Reading PM Tools <input type="checkbox"/> Research Supporting Tools <input type="checkbox"/> Training Attendance/Agenda <input type="checkbox"/> Student Progress Monitoring Data	Reading progress monitoring tools have not been identified	Technically adequate reading progress monitoring tools have been identified	All staff responsible for implementing technically adequate reading progress monitoring tools have been trained on administration	Technically adequate reading progress monitoring tools are implemented by trained staff in Tier 2 or Tier 3	Technically adequate reading progress monitoring tools are implemented by trained staff in Tier 2 and Tier 3, with appropriate frequency at each tier	
<b>Math</b> <input type="checkbox"/> Math PM Tools <input type="checkbox"/> Research Supporting Tools <input type="checkbox"/> Training Attendance/Agenda <input type="checkbox"/> Student Progress Monitoring Data	Math progress monitoring tools have not been identified	Technically adequate math progress monitoring tools have been identified	All staff responsible for implementing technically adequate math progress monitoring tools have been trained on administration	Technically adequate math progress monitoring tools are implemented by trained staff in Tier 2 or Tier 3	Technically adequate math progress monitoring tools are implemented by trained staff in Tier 2 and Tier 3, with appropriate frequency at each tier	
<b>Writing</b> <input type="checkbox"/> Writing PM Tools <input type="checkbox"/> Research Supporting Tools <input type="checkbox"/> Training Attendance/Agenda <input type="checkbox"/> Student Progress Monitoring Data	Writing progress monitoring tools have not been identified	Technically adequate writing progress monitoring tools have been identified	All staff responsible for implementing technically adequate writing progress monitoring tools have been trained on administration	Technically adequate writing progress monitoring tools are implemented by trained staff in Tier 2 or Tier 3	Technically adequate writing progress monitoring tools are implemented by trained staff in Tier 2 and Tier 3, with appropriate frequency at each tier	
<b>Behavior</b> <input type="checkbox"/> Behavior PM Tools <input type="checkbox"/> Research Supporting Tools <input type="checkbox"/> Training Attendance/Agenda <input type="checkbox"/> Student Progress Monitoring Data	Behavior progress monitoring tools have not been identified	Technically adequate behavior progress monitoring tools have been identified	All staff responsible for implementing technically adequate behavior progress monitoring tools have been trained on administration	Technically adequate behavior progress monitoring tools are implemented by trained staff in Tier 2 or Tier 3	Technically adequate behavior progress monitoring tools are implemented by trained staff in Tier 2 and Tier 3, with appropriate frequency at each tier	
<b>Comments</b>					<b>Total Progress Monitoring Score</b>  Points Possible: 16	



# OTISS Fidelity Assessment

## Core Component 7: DATA-BASED DECISION MAKING

<b>Component Items</b> <i>Place Checkmark By Available Supporting Documents</i>	<b>0</b> <i>No Implementation</i>	<b>1</b> <i>Exploring Implementation</i>	<b>2</b> <i>Initial Implementation</i>	<b>3</b> <i>Partial Implementation</i>	<b>4</b> <i>Full Implementation</i>	<b>Score</b>		
<b>Academic Data</b> <input type="checkbox"/> OTISS Written Plan <input type="checkbox"/> PD Presentation/Attendance <input type="checkbox"/> Pre-/Post-Assessment Data <input type="checkbox"/> Data Tracking Forms <input type="checkbox"/> Data Review Meeting Observations	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below			
Data-driven academic decision rules are: <table style="width: 100%; border: none;"> <tr> <td style="width: 40%; border: none;"> <input type="checkbox"/> Documented in the site-based OTISS written plan  <input type="checkbox"/> Distributed to and understood by staff  <input type="checkbox"/> Applied to initial tier placement  <input type="checkbox"/> Applied to tier transitions               </td> <td style="border: none;">                 ___                  ___                  ___                  ___               </td> </tr> </table>							<input type="checkbox"/> Documented in the site-based OTISS written plan <input type="checkbox"/> Distributed to and understood by staff <input type="checkbox"/> Applied to initial tier placement <input type="checkbox"/> Applied to tier transitions	___ ___ ___ ___
<input type="checkbox"/> Documented in the site-based OTISS written plan <input type="checkbox"/> Distributed to and understood by staff <input type="checkbox"/> Applied to initial tier placement <input type="checkbox"/> Applied to tier transitions	___ ___ ___ ___							
<b>Behavior Data</b> <input type="checkbox"/> OTISS Written Plan <input type="checkbox"/> PD Presentation/Attendance <input type="checkbox"/> Pre-/Post-Assessment Data <input type="checkbox"/> Data Tracking Forms <input type="checkbox"/> Data Review Meeting Observations	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below			
Data-driven behavior decision rules are: <table style="width: 100%; border: none;"> <tr> <td style="width: 40%; border: none;"> <input type="checkbox"/> Documented in the site-based OTISS written plan  <input type="checkbox"/> Distributed to and understood by staff  <input type="checkbox"/> Applied to initial tier placement  <input type="checkbox"/> Applied to tier transitions               </td> <td style="border: none;">                 ___                  ___                  ___                  ___               </td> </tr> </table>							<input type="checkbox"/> Documented in the site-based OTISS written plan <input type="checkbox"/> Distributed to and understood by staff <input type="checkbox"/> Applied to initial tier placement <input type="checkbox"/> Applied to tier transitions	___ ___ ___ ___
<input type="checkbox"/> Documented in the site-based OTISS written plan <input type="checkbox"/> Distributed to and understood by staff <input type="checkbox"/> Applied to initial tier placement <input type="checkbox"/> Applied to tier transitions	___ ___ ___ ___							
<b>Data Review Meetings</b> <input type="checkbox"/> Meeting Attendance/Agenda <input type="checkbox"/> Data Tracking Forms <input type="checkbox"/> Meeting Minutes <input type="checkbox"/> Meeting Observations <input type="checkbox"/> Individual Student Graphs <input type="checkbox"/> Data Wall	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below			
Data review meetings: <table style="width: 100%; border: none;"> <tr> <td style="width: 40%; border: none;"> <input type="checkbox"/> Occur twice each month  <input type="checkbox"/> Require screening and intervention data for tiered support decision making  <input type="checkbox"/> Include graphic representations of student data  <input type="checkbox"/> Include administrator, general and special education teachers, related specialists, and school psychologist (if applicable)               </td> <td style="border: none;">                 ___                  ___                  ___                  ___               </td> </tr> </table>							<input type="checkbox"/> Occur twice each month <input type="checkbox"/> Require screening and intervention data for tiered support decision making <input type="checkbox"/> Include graphic representations of student data <input type="checkbox"/> Include administrator, general and special education teachers, related specialists, and school psychologist (if applicable)	___ ___ ___ ___
<input type="checkbox"/> Occur twice each month <input type="checkbox"/> Require screening and intervention data for tiered support decision making <input type="checkbox"/> Include graphic representations of student data <input type="checkbox"/> Include administrator, general and special education teachers, related specialists, and school psychologist (if applicable)	___ ___ ___ ___							
<b>Comments</b>					<b>Data-Based Decision Making Score</b>  Points Possible: 12			

# OTISS Fidelity Assessment

## Core Component 8: FAMILY ENGAGEMENT

Component Items <i>Place Checkmark By Available Supporting Documents</i>	0 <i>No Implementation</i>	1 <i>Exploring Implementation</i>	2 <i>Initial Implementation</i>	3 <i>Partial Implementation</i>	4 <i>Full Implementation</i>	Score
<b>Parent/Guardian Communication-Child Participation</b>  <input type="checkbox"/> Consent to Intervene Form <input type="checkbox"/> Parent/Teacher Conference Documentation <input type="checkbox"/> Parent Notification/ Invitation Letter	Parents are not informed of the tier level of support their child is receiving	Parents are informed of their child's current level of functioning and tier 2 or 3 services provided via one type of communication	Parents are informed of their child's current level of functioning and tier 2 or 3 services provided via two types of communication	Parents are informed of their child's current level of functioning and tier 2 or 3 services provided via two types of communication, and they are notified of tier transitions	Parents are informed of their child's current level of functioning and tier 2 or 3 services provided via at least two types of communication, notified of tier transitions, and invited to contribute as a member of their child's team	
<b>Parent/Guardian Communication-OTISS Implementation</b>  <input type="checkbox"/> Emails/Newsletters <input type="checkbox"/> Webpage <input type="checkbox"/> Parent Surveys <input type="checkbox"/> Parent Night Sign-in Sheet, Agenda, Presentation	Staff does not communicate with families regarding OTISS model and implementation	Staff communicates with families once per year regarding OTISS model and site-based implementation	Staff communicates with families once per semester regarding OTISS model and site-based implementation	Staff communicates with families once per semester regarding OTISS model and site-based implementation and solicits input from families	Staff communicates with families at least twice per semester regarding OTISS model and site-based implementation and solicits input from families	
<b>OTISS Team Parent/Guardian Representative</b>  <input type="checkbox"/> OTISS Team Roster <input type="checkbox"/> Parent Feedback on Written Plan and/or Parent Communication Documents <input type="checkbox"/> Parent Night Planning Documents <input type="checkbox"/> PTO Meeting Minutes	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below	
OTISS team has: <ul style="list-style-type: none"> <li><input type="checkbox"/> Identified a potential parent/guardian representative*</li> <li><input type="checkbox"/> Invited the parent/guardian representative* to participate in OTISS team activities</li> <li><input type="checkbox"/> A parent/guardian representative* that has participated in at least two OTISS team activities/year</li> <li><input type="checkbox"/> Involved other parents in the OTISS process outside of the Parent representative <i>(i.e., helping organize parent night or speaking to PTO about OTISS)</i></li> </ul> <p style="text-align: right; font-size: small;">*parent must not be a staff member but may be a member of parent teacher organization, etc.</p>						
<b>Parental/Guardian Participation in OTISS Activities</b>  <input type="checkbox"/> Problem Solving Mtg. Notes <input type="checkbox"/> Parent Night Attendance <input type="checkbox"/> Written Description of Parent Role in Intervention Implementation <input type="checkbox"/> Parent Surveys	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below	
Parents/guardians have participated in: <ul style="list-style-type: none"> <li><input type="checkbox"/> Problem solving process for their child, as a member of their child's team</li> <li><input type="checkbox"/> Intervention implementation (directly or indirectly)</li> <li><input type="checkbox"/> Parent meeting discussing OTISS</li> <li><input type="checkbox"/> Providing feedback on OTISS implementation</li> </ul>						
<b>Comments</b>					<b>Family Engagement Score:</b>  16 Points Possible	

# OTISS Fidelity Assessment

## SUMMARY TABLE

**Instructions:**

1. Transfer the total score for each component into the accompanying box in Column A.
2. Add scores for all eight components and place total in the grey shaded box in Column A.
3. Divide Total Points Earned scores in Column A by the Total Points Available in Column B, and multiply by 100
4. Record each of these scores in the “Percentage of Full Implementation” column.
5. Based on the “Percentage of Full Implementation” score, label the component as a:

*STRENGTH* - 90-100%

*ADEQUATE*- 65-89%

*WEAKNESS*- 0-64%

Core Component	Total Points Earned (A)	Total Points Available (B)	Percentage of Full Implementation (A/B x 100)	Strength, Adequate, or Weakness
1. Leadership		16		
2. Teaming		20		
3. Professional Development		16		
4. Universal Screening/ Benchmarking		16		
5. Tiered Interventions		32		
6. Progress Monitoring		16		
7. Data-Based Decision Making		12		
8. Family Engagement		16		
<b>OVERALL IMPLEMENTATION</b>		144		

**Comments**