



Tiered System of Supports Checklist

The foundational structures of the Kansas Education Systems Accreditation (KESA) include programs, structures or practices considered to be essential in school systems. A Tiered System of Support is one of the structures found in the Kansas School Improvement Model. A tiered system of support can be used to support any of the four fundamentals: Structured Literacy, Standards Alignment, a Balanced Assessment System and Quality Instruction. In order to be considered a tiered system of support, the program must include the elements found on this table. One of the recommendations of the Dyslexia Task Force was that, "School systems shall implement the KESA model to require districts to implement a rigorous tiered system of supports."

This table has been developed to assist school systems in reviewing their tiered system of supports. To use this table, review each element "look-for". In the column on the right, record the evidence your system has in place to support the essential element. If your school system is lacking evidence in any area, your building and district leadership teams should convene to review this lack of evidence and create a plan to provide missing elements as part of the school and district structure to comply with KESA and the recommendations of the Dyslexia Task Force.

All students are involved.		
Look for:		Evidence In Place:
	All students receive on-grade level core instruction with peers. Core is not delivered by SPED, ESOL, or Title staff in another place. ALL students means ALL students.	
	All interventions are available to all students, regardless of "label" or lack thereof.	
Data-based decision-making framework/process		
Look for:		Evidence In Place:
	Data collected with universal screening as required by KSDE screening protocol (3 x per year, K-fall of 9th grade, and through secondary if 40th percentile is not attained.	
	Progress monitoring done to assure intervention is effective and progress is being made to address identified student need/s.	
	Evidence of time for teachers to look at data at district/building/grade/individual student levels	

	Decision rules established for when a student enters/changes/exits intervention groups	
	Decisions are made based on data	
Research-based screeners for reading, math, behavior		
	Look for:	Evidence In Place
	Screener should be quick and easy to administer and selected from the KSDE approved universal screener list.	
	Screener should have multiple forms for progress monitoring	
	Educators understand the purpose and use of screening data reports and share data accurately.	
Evidence-based curriculum (all tiers) for reading, math, behavior, social skills		
	Look for:	Evidence In Place
	A core curriculum has been identified in all areas and the curriculum provides a coherent continuum of instruction across grade levels and is coherent across tiers of instruction.	
	Evidence of an expectation of teacher usage with integrity has been established. Students should be working with grade-level texts and tasks.	
	State assessment (and other data sources) support the effectiveness of this curricula and alignment has been made with the Kansas Curriculum Standards to identify any gaps or additional supplemental instructional material needed.	
Research-based interventions for Tiers 2 and 3		
	Look for:	Evidence In Place:
	Protocol has been established that describes what interventions should be used with students in each of the tiers (not left up to chance or individual teacher)	
Fluid intervention groups		
	Look for:	Evidence In Place:
	Evidence that students can enter and exit group when/as needed	
	Decisions to change groups is based on data, not convenience of adults or time of year	

Buildings have a master schedule providing for assessment, core, intervention, and collaborative team time.

Look for:		Evidence In Place:
	All educators and administrators have access to the master schedule	
	All educators are provided and utilize opportunities for collaboration and PLC time with accountability expectations clearly stated.	
Family engagement (not just notification) is an inherent part of the tiered system of supports process		
Look for:		Evidence In Place:
	Evidence of explanation of the tiered system occurs with families	
	Evidence that data is shared (and explained to parents)	
	Every Child Can Read document is shared by 3rd grade educators following the legislative requirements.	
	System in place to notify parents when an intervention is changed and why	

System-wide assessment plan

Look for:		Evidence In Place:
	Universal screener	
	Progress monitoring tools that match the screener	
	Informal and formal diagnostic tools used/ KAP Mini-tests/ Interims, formatives, etc.	
	KAP summative assessment utilized for system-wide reflection	
Regular evaluation of tiered system of supports		
Look for:		Evidence In Place:
	A district plan to reflect on the effectiveness of the tiered system	
	Evidence the district can show that demonstrates its effectiveness	
Ongoing revision of system policies to support framework		
Look for:		Evidence In Place:

	System is revisited and revised based on input of stakeholders at least annually	
	Evidence of self-correcting feedback loop operating within the system	

For more information, contact:
Dr. Laurie J. Curtis
Division of Learning Services
Laurie.Curtis@ksde.gov
785-296-2749



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

(785) 296-3201

www.ksde.gov

*Updated December 30, 2025

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.