CRITICAL COMPONENTS TOOL FOR SPECIAL EDUCATION
Literature Review

Special Education Program Evaluation

Colorado State Department of Education, (2017). *Quality Indicators for Assessing Individualized Services for Students (K-12) with Significant Support Needs.*
https://www.cde.state.co.us/cdesped/ssn_qualityindicators_rev11-2017

The *Quality Indicators* was developed by the Colorado Significant Support Needs Advisory Council through collaboration of educators, administrators, parents, representatives from university teacher education programs and is sponsored by the Colorado Department of Education Exceptional Student Leadership Unit. This documents provides guidance to educators and administrators when developing, implementing and evaluating quality programs and services for students with the most significant needs. The *Quality Indicators* identifies ten components to consider for effective programs: Inclusive Culture, Progress Monitoring, Instruction, Positive Behavior Support, Communication, Self Determination, Health and Safety, Transition, and Paraeducators. This document is a research based tool designed to assist with continuous improvement planning for those who are educating students with disabilities. Each quality indicator has a list of research/evidence based practices for providing a rich school experience with the goal of improving post school outcomes for all students.

Gordilla, Will, (2015). *Ten Trends to Watch in Special Education in 2015*. Scientific Learning Fast ForWord. https://www.scilearn.com/blog/2015-special-education-trends.

Ten Trends to Watch in Special Education is a blog site for special education leaders and practitioners. It provides a forum to faciliatate the reflection and the development of a plan that takes into consideration the changing landscape of special education and the impact these changes may have on current and future practices. It offers a brief review of trends that leaders should continue to consider as they develop strategic plans of action each year.

Hingham Public Schools, Massachusetts, (2016-2017) *Five Pillars of Continuous Improvement in Special Education*. https://hinghamschools.com/school-administration/student-support/five-pillars-of-continuous-improvement-in-special-education/

Five Pillars of Continuous Improvement in Special Education provides an actual example of a district that is implementing a continuous improvement plan in special education. Its website lists the five pillars of belief within the district and outlines their targeted goals for implementation.

New York State Department of Education, (2015). *Blueprint for Improved Results for Students with Disabilities.*

The "Blueprint for Improved Results for Students with Disabilities" summarizes selected principles that lay the foundation for a statewide framework to improve instruction and results for students with disabilities. The Blueprint which was developed in consultation with stakeholders, focuses on seven research and evidence based principles and practices for all students with disabilities. In addition, it outlines essential understandings which support the core principles identified in the Blueprint. It is the intent of the New York State Department to use these principles to develop policy and guidance related to special education. In addition, Districts and Schools are also encouraged to use these principles to support improvement activities for students with disabilities. Each of the seven principles are listed with descriptors that provide evidence of implementation for each identified principle.

New York State Department of Education, (2014). *Quality Indicator Review and Resource Guides for Literacy, Behavior, and Delivery of Special Education Services.*
http://www.p12.nysed.gov/specialed/techassist/QIcover.htm

The *Quality Indicator Review and Resource Guides for Literacy, Behavior, and Delivery of Special Education Service* were developed by the Office of Special Education of the New York State Education Department in conjunction with workgroups comprised of members of the Special Education Training and Resource Center (SETRC) Network, representatives of Institutions of Higher Education in New York State (NYS) and NYSED's Special Education Quality Assurance and Policy Units. The purpose of the guides is to provide districts with a tool to assess and improve the use of research-based instructional practices for students with disabilities. The guides support a continuous improvement process that includes the following:

1. Assessing the quality of a school district's instructional programs and practices in the areas of literacy, behavioral supports and interventions; and special education instructional practices;
2. Determining priority need areas; and
3. Prescribing and planning activities to change practices and improve outcomes for students with disabilities.

LAW

Every Student Succeeds Act (ESSA). 20 U.S.C. §6301 1193-1305, (2015).

The Every Student Succeeds Act (ESSA) was signed into law by President Obama on December 10, 2015. This measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few provisions of the law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Individuals with Disabilities Education Improvement Act of 2004 (IDEIA). 20 U.S.C. §1400 et seq, (2004).

IDEIA is the Federal Law that provides procedural and substantive standards to school boards for the provision of services and supports to students identified with a disability. The purposes of this law are:
- To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- To ensure that the rights of children with disabilities and their parents are protected;
- To assist states, localities, educational service agencies, and federal agencies in the provision of an education for all children with disabilities; and
- To assess and ensure the effectiveness of efforts to educate children with disabilities.

The Americans with Disabilities Act. 42 U.S.C. § 12101, (1990).

The Americans with Disabilities Act (ADA) gives civil rights protections to individuals with disabilities that are like those provided to individuals on the basis of race, sex, national origin, and religion. It guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, state and local government services, and telecommunications. These protections are targeted to adulthood and applied to businesses and ensures accommodations and modifications required when an individual with a disability participates within the community.

United States Department of Health, Education, and Welfare. Office for Civil Rights, (1978). Section 504 of the Rehabilitation Act of 1973

The Rehabilitation Act of 1973 is a federal civil rights law that prohibits discrimination based on disability. It replaces the Vocational Rehabilitation Act of 1973 and includes the following provisions:
- To extend and revise the authorization of grants to States for vocational rehabilitation services, with special emphasis on services to those with the most severe disabilities,

- To expand special Federal responsibilities and research and training programs with respect to individuals with disabilities,
- To establish special responsibilities in the Secretary of Health, Education, and Welfare for coordination of all programs with respect to individuals with disabilities within the Department of Health, Education, and Welfare, and for other purposes.

Syllabus to Endrew F. v Douglas County, 580 US ____ (2017)

Supreme Court of the United States- Endrew F., a minor, by and through his parents and next friends, Joseph F. et al. *v.* Douglas County School District re–1 certiorari to the United States Court of Appeals for the Tenth Circuit. This case has updated the Court's interpretation of the Rowley baseline responsibility of district's to assure that FAPE is provided. It requires that districts meet both procedural and substantive standards when meeting its requirements. It sets new standards for measuring student performance.

Continuous Improvement Planning and the Use of Data

Bernhardt, Victoria, PH.D., (2018). *Data Analysis for Continuous School Improvement*. New York and London:Routledge, Taylor & Francis Group.

Data Analysis for Continuous School Improvement provides a framework for continuous school improvement that focuses on improving teaching for every teacher and learning for every student through the comprehensive use of data. Bernhardt defines multiple measures of data and outlines specific steps for data analysis and the development of an improvement plan. A variety of tools, protocols, timelines, examples, and strategies are included to provide districts and schools with concrete support for implementation. *Data Analysis for Continuous School Improvement* provides a new definition of school improvement, away from a singular focus on compliance, toward a commitment to continuous improvement and the development of learning organizations.

Grabill, D. and Rhim, L. M, (2017).   *Assessing and Improving Special Education: A Program Review Tool for Schools and Districts Engaged in Rapid School Improvement*. The Center on School Turnaround (CST). San Francisco: WestEd.   http://centeronschoolturnaround.org

Special education programs are a key component of school improvement efforts. This program review tool is designed to assist school districts and leaders in beginning and engaging in conversations about, and reviewing and improving the quality of, their special education programs. The tool consists of three parts: an overview of the program features with examples of the features at three different levels of quality (i.e., high, acceptable, and unacceptable); a template for conducting a special education program review inventory; and a template for developing a quality improvement plan based on results of that inventory. The templates are created as "fillable forms," which means they can be completed directly in this document. The Center on School Turnaround (CST) is one of seven national content centers in a federal network of twenty-two comprehensive centers. The U.S. Department of Education charges the

centers with building the capacity of state education agencies (SEAs) to assist districts and schools in meeting student achievement goals.

Gutierrez, Nancy and Grossman, Jill, (2017). *Power in Numbers: Coaching Principals to Build Teams that Transform Schools***. NYC Leadership Academy.**

Power in Numbers outlines a continuous improvement process utilizing school teams. The article describes the importance of teams and provides principals with strategies on how to develop and lead a strong teaming culture. The qualities of effective teams are identified and strategies for building a team's capacity are described.   Systems thinking is defined and a process for adopting systems thinking is reviewed. In addition, procedures for team inquiry using data, including a sample agenda is provided. Finally, the importance of coaching to improve the skills of both principals and teams is explored. A variety of tools are provided including:

- Cultural Analysis of School Teaming Worksheet
- Sample Agendas
- Inquiry Capacity Rubric

Hanover Research, (2014). *Best Practices for School Improvement Planning.*

Hanover Research examines school improvement and continuous improvement planning processes in K-12 education, identifying the most essential components according to best practices research and well tested models. These essential components include an initial needs assessment, data-driven decision making, and the development of goals and benchmarks among other elements. The article also examines effective methods for structuring district and school leadership during improvement initiatives. Instruments for monitoring improvement according to academic, behavior, and social emotional indicators are explored. Lastly, *Best Practices for School Improvement Planning* identifies and describes effective improvement models.

Hawley, W. D., National Educational Association (U.S.), (2007). *The Keys to Effective Schools: Educational Reform as Continuous Improvement***. Thousand Oaks, CA: Corwin Press.**

Working in tandem with the National Education Association's Keys to Excellence in Your Schools initiative (KEYS), this second edition focuses on how to change a school's organizational structure and culture to improve the quality of teaching and learning. Each chapter, addresses continuous improvement and narrowing the achievement gap. It provides a wealth of information from leading experts in the field.

Jackson, Kathleen Ryan; Fixsen, Dean; Ward, Caryn; (2018). *Four Domains for Rapid School Improvement-An Implementation Framework*. **National Implementation Research Network, University of North Carolina at Chapel Hill.**

The Center on School Turnaround (2017) recently published The Four Domains for Rapid School Improvement: A Systems Framework. The four domains describe what to do to: harness turnaround leadership, facilitate talent development, foster instructional transformation, and enable a culture shift. The aim of this paper is to describe how to use these improvement domains in practice. As stated by the Center for School Turnaround (2017):

> "To the extent that educators at the state, district, and school level are able to implement these practices in a contextualized fashion, a state's education ecosystem is strengthened, with the system bolstering rather than hindering school improvement efforts. In this increasingly supportive ecosystem, dramatic improvement is no longer manifested in "islands of excellence." Instead, these routinized practices positively affect low performing schools across the board, making excellence the norm rather than the exception. Through these practices, systemic improvement becomes "the way we do business" at the state, district, and school levels." (p32)

Means, Barbara; Christine, Padilla; Gallagher, Larry; SRI International; (2010*) *Use of Education Data at the Local Level: From Accountability to Instructional Improvement*. **US Department of Education. www2.ed.gov/rschstat/eval/tech/use-of-education-data/index.html**

The collection, analysis, and use of educational data are central to the improvement of student outcomes. This study examined the characteristics of data systems and their use at the classroom level. More specifically, it looked at what types of student data systems were available to school staff, how school staff were using the systems, and other forms of student data. It also examined teachers' understanding of data displays and data interpretation issues. Supports and challenges for school-level use of student data in planning and implementing instruction were explored.

Park, Sandra; Hironaka Stephanie; Carver, Penny; Nordstrum, Lee; Carnegie Foundation for the Advancement of Teaching, (2013). *Continuous Improvement in Education*. **Stanford, California:. Carnegie Foundation. www.carnegiefoundation.org**

In recent years, continuous improvement has become a popular catchphrase in the field of education. However, while continuous improvement has become commonplace and well-documented in other industries, such as healthcare and manufacturing, little is known about how this work has manifested itself in education. This white paper attempts to map the landscape of this terrain by identifying and describing organizations engaged in continuous improvement, and by highlighting commonalities and differences among them.

Redding, Christopher; Cannata, Marisa; Rubin, Mollie; (2016). *Continuous Improvement in Action: Educators' Evidence Use for School Improvement.* **Vanderbilt University, Institute of Education Sciences, U.S. Department of Education.**

Continuous improvement approaches to school reform involve the use of data to understand a problem and test and refine potential solutions. This paper describes how educators come to understand and use data for continuous improvement within a large, urban district. Results indicated that educators are likely to draw on a mix of evidence as well as evidence substitutes when refining the innovation at the school-level. While implementation teams considered outcome data, they gravitated towards perceptual data. They used this data to make small improvements to the innovation but also to gauge the level of teacher buy-in and make modifications that would better meet teachers' needs.

Multi-Tiered System of Supports

Arden, Sarah V.; Gandhi, Allison Gruner; Zumeta Edmonds, Rebecca; Danielson, Louis; (2017) *Toward More Effective Tiered Systems: Lessons from National Implementation Efforts*. **Exceptional Children, v83 n3 p269-280. ERIC Number: EJ1146326**

Based on the 2015 evaluation of response-to-intervention (RTI) efforts and two decades of experience in supporting educators' implementation of RTI efforts, four recommendations are presented to advance effective implementation of tiered systems of intervention. The article suggests that by (a) assessing readiness and capacity, (b) providing content and coaching as part of professional development, (c) using evaluation data, and (d) including students with disabilities, educators can make strides to implement RTI more effectively and help to meet the needs of all students in today's schools.

Haskins-Powell, Dawn. *Designing the K-12 Achievement Curriculum: Strategies for Delivering Multi-Tiered, Equitable Instruction.* **McGraw Hill.**

This article describes the components of a Multi-Tiered System of Supports and how that system benefits students. It outlines the importance of equitable education as stated in the Every Student Succeeds Act (ESSA) and indicates that many states are considering implementing a multi-tiered system of supports to foster a culture of continuous improvement while supporting ALL students. The article provides a guide for educational leaders who are developing curricula programs that provide MTSS in K–12 classrooms to serve increasingly diverse and special populations of students, close performance gaps, and improve achievement for all.

Ilinois MTSS Network Evaluation Staff, (2017). *Self-Assessment of MTSS Implementation-Illinois (SAM-I).* **Adopted from Stockslager, K., Castillo, J., Brundage, A., Childs, K., & Romer, N. (2016).** *Self-Assessment of MTSS (SAM).* **Florida's Problem Solving/Response to Intervention Project and Florida's Positive Behavior Intervention and Support Project, University of South Florida.**

The Self-Assessment of MTSS Implementation-Illinois (SAM-I) is an instrument used to measure school level implementation of a Multi-Tiered System of Supports (MTSS). The document provides an overview of MTSS, directions for completing the instrument, and using the data. The instrument includes 40 items organized into the following six domains: Leadership, Building the Capacity/Infrastructure for Implementation, Communication and Collaboration, Data-Based Problem-Solving, Three-Tiered Instructional/Intervention Model, and Data/Evaluation.

Governance and Management

Gartner, Alan and Lipsky, Dorothy Kerzner, (1987) *Beyond Special Education: Toward a Quality System for All Students.* **Harvard Educational Review: Vol. 57, No. 4, p 367-396.**

A review of a decade's experience with the implementation of PL 94-142 provides an opportunity to assess the process of providing education to students with disabilities and to study the larger general education system. Gartner and Lipsky found that a mixing of classroom, school and community-based learning is needed to help build an inclusive society. They found five characteristics of effective schools that continue today: high expectations for all students; staff acceptance of responsibility for student learning; instructional leadership on the part of the principal; a safe and orderly environment; a clear and focused mission concerning instructional goals shared by staff; and frequent monitoring of student progress. In summary they concluded that "What is done must be calculated to be effective."

Understanding Community Schools as Collaboratives for System Building to Address Barriers and Promote Well-Being, **(2011). Center for Mental Health in Schools at UCLA. http://smhp.psych.ucla.edu/pdfdocs/communitycollab.pdf**

This brief reviews different agendas for establishing school-community connections in general and community schools specifically. A Comprehensive Community School is discussed as an entity that emerges from system building of school-family-community collaboratives. Establishing effective collaboratives requires policy that supports shared governance, a well-designed operational infrastructure, and the weaving together of overlapping institutional missions and resources. Policy implications for facilitating the types of systemic changes involved are underscored.

Evidence Based Instruction and Practices

Hattie, John, (2012), *Visible Learning for Teachers.* **Routledge.**

In November 2008, John Hattie's book *Visible Learning* synthesized the results of more than fifteen years of research and 800 meta-analyses relating to the influences on achievement in school aged students.

Visible Learning for Teachers explains how to apply the principles of *Visible Learning* to any classroom in the world. The author offers concise and user-friendly summaries of the most successful interventions and offers practical step-by-step guidance to the successful implementation of visible learning and visible teaching in the classroom.

This book:

- Links the biggest ever research project on teaching strategies to practical classroom implementation
- Provides step by step guidance including lesson preparation, interpreting learning and feedback during the lesson and post lesson follow up
- Provides checklists, exercises, case studies and best practice scenarios to assist in raising achievement
- Includes whole school checklists and advice for school leaders on facilitating visible learning in their institution
- Includes additional meta-analyses bringing the total cited within the research to over 900
- Explores numerous areas of learning activity including pupil motivation, curriculum, meta-cognitive strategies, behavior, teaching strategies, and classroom management.

Visible Learning for Teachers answers the question, "How do we maximize achievement in our schools?"

High-Leverage Practices in Special Education, **(2017)***.* **Council for Exceptional Children. Ceedar Center.**

In fall 2014, the Board of Directors of the Council for Exceptional Children (CEC) approved a proposal to develop a set of high-leverage practices (HLPs) for special education teachers. This proposal was endorsed by the CEEDAR Center at the University of Florida and the development of the document was supported by a sub-award to CEC. A writing team including a variety of stakeholders was assembled to complete the development of the document *High-Leverage Practices in Special Education.*

The primary purpose of *High-Leverage Practices in Special Education* is to provide those involved in special education teacher preparation and professional development with a set of high leverage practices (HLPs) that were identified through consensus among special educators. These HLPs may be used to design a cohesive set of practice based opportunities to support teacher candidates and practicing teachers in learning to put this research to use on behalf of the complex learners they teach. In this document, HLPs are provided across four intertwined components of special education teacher practice - collaboration, assessment, social/ emotional/behavioral practices, and instruction. Twenty-two HLPs are provided and are intended to address the most critical practices that every K–12 special education teacher should master. A research synthesis follows the HLPs and delves more deeply into the rationale and evidence base for each. The appendices provide references for teacher educators, administrators, and teachers including a glossary of terms and additional resources for each of the HLP components.

Horner, Robert H; Sugai, George; and Lewis, Timothy; (2015). *Is School-Wide Positive Behavior Support an Evidenced-Based Practice?* https://www.pbis.org/research**.**

This article reviews current evidence assessing school-wide positive behavior supports and the considerations that may be relevant for national, state, and district decision makers. It outlines the expectations of an "evidence-based" practice and the expected outcomes. In addition, School-wide Positive Behavior Interventions and Supports (SWPBIS) is defined as a systems approach to establishing the social, cultural, and behavioral supports needed for all children in a school to achieve both social and academic success. The article notes that SWPBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies. The core elements at each of the three tiers in the prevention model are defined. Finally, citations are provided summarizing the technical adequacy of relevant research measures, randomized controlled trials, and evaluation studies examining the effects of PBIS.

Implementing Evidence-Based Literacy Practices, **Regional Education Laboratory Southeast at Florida State University**

Implementing Evidence-Based Literacy practices is a roadmap that was developed to help state education agencies (SEAs) and local education agencies (LEAs) implement evidence-based literacy practices in their classrooms. The roadmap lists eight major steps required for implementation. In addition, it provides a variety of resources including videos, infographics, links, and documents that provide suggestions for the implementation of evidence-based practices.

The eight steps for implementation of evidence-based literacy practices included on the roadmap are as follows:

1. Understanding evidence-based practices
2. Forming an implementation team
3. Creating a logic model for implementing & evaluating evidence-based literacy practices
4. Self-study of readiness for implementing literacy interventions
5. Selecting evidence-based instructional materials and strategies
6. Resources for selecting literacy assessments
7. Implementing evidence-based practices
8. Evaluating implementation of evidence-based literacy practices on an ongoing basis

O'Connor, John L., (2016). *Great Instruction, Great Achievement for Students With Disabilities: A Road Map for Special Education Administrators*. **Council of Administrators of Special Education. ISBN 978-1-58992-536-6 #S6248.**

Great Instruction, Great Achievement for Students With Disabilities is a comprehensive guide to what all students need to be successful in the classroom. O'Connor provides administrators with the information they need to develop effective programs. Chapters review research-based practices in reading instruction, mathematics, and behavior, and situate these practices within current teaching environments—addressing co-teaching models, how to share data, and strategic planning.

McLaughlin, Margaret, (2012). *Access for ALL:Six Principals for Principals to consider in implementing CCSS for Students with Disabilities.* **"Principal September/October."**

This article recognizes that the Common Core State Standards (CCSS) initiative provides an historic opportunity to improve access to rigorous academic content standards for students with disabilities. However, McLaughlin notes that two important areas need to be addressed in implementation of the CCSS including instruction and assessment. McLaughlin identifies six key principles about educating students with disabilities that must be considered when implementing the CCSS in their schools.

Rosenshine, Barak, (2012). *Principles of Instruction: Research-Based Strategies That All Teachers Should Know.* **American Educator.**

This article presents ten research-based principles of instruction, along with suggestions for practice. These principles have been identified based on research in the following areas:

- Cognitive science
- Classroom practices of master teachers
- Cognitive supports to help students learn complex tasks

In the article, each of the ten principles is identified, followed by research findings, and a description of how to utilize the principle within the classroom. The following ten principles are identified and explored:

1. Begin a lesson with a short review of previous learning: Daily review can strengthen previous learning and can lead to fluent recall.
2. Present new material in small steps with student practice after each step: Only present small amounts of new material at any time, and then assist students as they practice this material.
3. Ask a large number of questions and check the responses of all students: Questions help students practice new information and connect new material to their prior learning.
4. Provide models: Providing students with models and worked examples can help them learn to solve problems faster.
5. Guide student practice: Successful teachers spend more time guiding students' practice of new material.
6. Check for student understanding: Checking for student understanding at each point can help students learn the material with fewer errors.
7. Obtain a high success rate: It is important for students to achieve a high success rate during classroom instruction.
8. Provide scaffolds for difficult tasks: The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks.
9. Require and monitor independent practice: Students need extensive, successful, independent practice in order for skills and knowledge to become automatic.
10. Engage students in weekly and monthly review: Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge.

Family and Community Engagement

Best Practices in Family and Community Engagement, **(2014). Hanover Press.**

Families and educators each play central roles in child development, and yet both groups often struggle to engage one another in meaningful ways to improve student outcomes. This report examines the obstacles that schools face in promoting family and community engagement and suggests concrete, evidence-based strategies for overcoming each of these obstacles. It examines the factors that commonly affect levels of engagement including school climate, the logistics of parent involvement, the quality of communication between parents and schools, parent perceptions of the roles they should play in their child's education and methods for measuring the success of family and community engagement policies and practices. It finally profiles family and community engagement policies and measures implemented by three school districts in Washington, North Carolina, and Florida.

Transition

Mary E. Morningstar, Allison Lombardi and David Test (2018). *Including College and Career Readiness Within a Multitiered Systems of Support Framework.* **AERA Open January-March 2018, Vol. 4, No. 1, pp. 1 –11. (https://us.sagepub.com/en-us/nam/open-access-at-sage).**

Current practices of college and career readiness (CCR) emerged from within secondary school reform efforts. During a similar timeframe, evidence-based schoolwide interventions—positive behavioral interventions and supports (PBIS) and response to interventions (RTI)—were developed, first targeting elementary initiatives and then translated to secondary schools. We provide an overview of a recently established CCR framework underscoring both academic and nonacademic factors necessary for student success. To operationalize CCR approaches within secondary schools, an effort must be made to utilize existing interventions and strategies as well as data-informed efforts included within multitiered systems of support (MTSS). Therefore, we examine how CCR can be extended within secondary MTSS approaches and extend current methods by recommending measures aligning CCR elements within essential data-based decision making and fidelity of implementation tenets of MTSS. By embedding CCR within established MTSS approaches, improved post-school outcome for all students, including those with disabilities, can be achieved.