

Self-Assessment of MTSS Implementation (SAM)/Project ACHIEVE

District:

Date of Completion:

Schools in the District Being Evaluated
(Please List)

Grade Levels of School

Evaluation Completed by (list names and positions below):

Name

Position(s) in District:

Self-Assessment of MTSS Implementation (SAM)/Project ACHIEVE

Overview of MTSS

This instrument is used to measure school-level implementation of a Multi-Tiered System of Supports (MTSS). MTSS is systemic process of educating students that uses data and problem solving to integrate academic, behavior, and social-emotional instruction and intervention *to maximize the academic and social, emotional, and behavioral success of all students*. Instruction and intervention are provided to students across multiple tiers of intensity based on need. Staff make data-based decisions in order for resources (e.g., time, staff, and evidence-based strategies) to reach the students at the appropriate levels to increase the performance of ALL students with the goal of achieving and/or exceeding proficiency.

Some critical elements of MTSS referred to throughout this instrument include:

- Curriculum standards
- Assessments used to inform instruction
- Multiple tiers of instruction and intervention
- Data-based problem-solving used to make decisions

To promote a common understanding, staff that complete the instrument are urged to discuss the elements of MTSS and how they relate to components of their school's system for educating all students. MTSS should not be thought of as a *separate* initiative or program that must be implemented. Rather, MTSS provides a framework for the integration of academic, behavior, and social-emotional supports. Other initiatives such as implementation of educational policies and regulations, new assessment systems, or new instructional strategies also should be considered in the context of how they fit within an MTSS. MTSS provides a framework for implementing educational practices to ensure academic, behavioral, and social-emotional success of all students.

Directions for Completing the Instrument and Using the Data

Completion of this tool could involve a three-step process:

1. Each Team member should review the SAM instrument and Endnotes independently and think how s/he, personally, would respond to each item.
2. After reviewing the SAM items independently, the Team members should collaborate to reach agreement on which answer best represents the current status of implementation at their school.
3. Each item is rated on a scale from 0-3 (0 = *Not Started*; 1 = *Emerging/Developing*; 2 = *Operationalizing*; 3 = *Optimizing*) using the definition provided for each rating.

This tool has 37 items organized into five domains:

1) MTSS

MTSS is key to successful implementation of any large-scale innovation. The building principal, assistant principal(s), and school MTSS Team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a data-based problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem-solving.

2) Building the Capacity/Infrastructure for Implementation

School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually include ongoing professional development and coaching with an emphasis on data-based problem-solving and multi-tiered instruction and intervention; scheduling that allows staff to plan and implement instruction and intervention; and processes and procedures for engaging in data-based problem-solving.

3) Data-Based Problem-Solving

The use of data-based problem-solving to make educational decisions is a critical element of MTSS implementation. This includes the use of data-based problem-solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school wide implementation of MTSS. While several models for data-based problem-solving exist, the four-step problem-solving approach evaluated in this instrument includes: 1) defining the goals and objectives to be attained, 2) identifying possible reasons why the desired goals are not being attained, 3) developing a plan for and implementing evidence-based strategies to attain the goals, and 4) evaluating the effectiveness of the plan.

4) Three-Tiered Instructional/Intervention Model

The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Tier 1 includes the instruction delivered to all students; Tier 2 includes supplemental instruction or intervention provided to students not meeting benchmarks; and Tier 3 includes intensive, small-group or individual interventions for students facing significant barriers to learning the skills required for school success. It is important to consider academic, behavior, and social-emotional instruction and interventions when examining this domain.

5) Data-Evaluation

Given the importance of data-based problem-solving within an MTSS model, the need for a data and evaluation system is clear. In order to do data-based problem-solving, school staff need to understand and have access to data sources that align with the purposes of assessment. Procedures and protocols for administering assessments and data use allow school staff to use student data to make educational decisions. In addition to student data, data on the fidelity of MTSS implementation allow school MTSS to examine the current practices and make changes to increase implementation.

Please Read the Rubrics for Each Item, and then Complete ONLY the Scoring Sheet on the next two pages.

SAM/Project ACHIEVE Scoring Sheet

Date of Completion:

[See Scoring Rubrics After these Scoring Sheets]

Completed by (Name and/or Description of Your Position in the District/School):

Directions. Please read the Rubrics below for each item, and then Rate each item below on a scale from 0-3 (0 = *Not Started*; 1 = *Emerging/Developing*; 2 = *Operationalizing*; 3 = *Optimizing*). Circle or highlight your rating as to the current status in your school(s).

1. MTSS Domain (Items 1-5)	Rating 0-3			
1. The principal is actively involved in MTSS processes and is on the MTSS Team	0	1	2	3
2. A MTSS Team is established	0	1	2	3
3. The MTSS Team actively engages in ongoing professional development	0	1	2	3
4. An annual plan for MTSS implementation is developed	0	1	2	3
5. The School Leadership Team is actively facilitating MTSS implementation	0	1	2	3
2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-16)	Rating 0-3			
6. The critical elements of the school's MTSS process are defined and understood by staff	0	1	2	3
7. Professional development and coaching provided to staff	0	1	2	3
8. The MTSS Team facilitates PD on data-based problem-solving	0	1	2	3
9. The MTSS Team facilitates PD on multi-tiered instruction and intervention	0	1	2	3
10. Consultation/coaching is used to support MTSS implementation	0	1	2	3
11. Schedules provide adequate time for training and consultation/coaching	0	1	2	3
12. Schedules provide adequate time to administer assessments	0	1	2	3
13. Schedules provide adequate time for multiple tiers of instruction/interventions	0	1	2	3
14. Schedules provide adequate time for data-based problem-solving at different school levels	0	1	2	3
15. Processes, procedures, and decision-rules are established for data-based problem-solving	0	1	2	3
16. Resources to support MTSS implementation are identified and allocated	0	1	2	3
17. Staff support the MTSS process, and provide input on how to improve it	0	1	2	3
18. Staff are provided data on MTSS fidelity and student outcomes	0	1	2	3

Directions. Please read the Rubrics below for each item, and then Rate each item below on a scale from 0-3 (0 = Not Started; 1 = Emerging/Developing; 2 = Operationalizing; 3 = Optimizing). Circle or highlight your rating as to the current status in your school(s).

3. Data-Based Problem-Solving Domain (Items 19-25)	Rating 0-3			
19. Data-based problem solving for student outcomes occurs across content areas, grade levels, and tiers	0	1	2	3
20. Across tiers, data are used to identify “gaps” between expected and current outcomes	0	1	2	3
21. Data are used to identify reasons why students are not meeting expectations	0	1	2	3
22. Intervention plans are based on verified reasons why students are not meeting expectations	0	1	2	3
23. Student progress specific to academic or behavior goals and interventions are monitored	0	1	2	3
24. Data are used to address performance across diverse groups of students	0	1	2	3
25. Resources for implementation of the school’s MTSS process are addressed by the MTSS Team using a data-based problem-solving process	0	1	2	3
4. Three Tiered Instructional/Intervention Model Domain (Items 26-31)	Rating 0-3			
26. Tier 1 academic practices clearly identify learning standards	0	1	2	3
27. Tier 1 behavior practices identify school-wide expectations	0	1	2	3
28. Tier 2 academic practices include common student needs, are linked to Tier 1	0	1	2	3
29. Tier 2 behavior practices include common student needs, are linked to Tier 1	0	1	2	3
30. Tier 3 academic practices are based on students’ needs, aligned with Tier 1 and Tier 2	0	1	2	3
31. Tier 3 behavior practices are based on students’ needs, aligned with Tier 1 and Tier 2	0	1	2	3
5. Data-Evaluations Domain (Items 32-37)	Rating 0-3			
32. Staff understand and have access to data sources	0	1	2	3
33. Policies and procedures for decision-making are established	0	1	2	3
34. Effective data tools are used appropriately and independently by staff	0	1	2	3
35. Data sources are used to evaluate the fidelity and impact of the MTSS process in the school	0	1	2	3
36. Available resources are allocated effectively to support the MTSS process in the school	0	1	2	3
37. Data sources are monitored for consistency and accuracy	0	1	2	3

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
1. MTSS Domain (Items 1-5)					
1. The school principal is actively involved in, facilitates implementation, and is a consistently-attending member of the MTSS Team.	The principal does <u>not</u> actively support MTSS.	The principal communicates an urgent desire to implement MTSS, participates in professional development on MTSS, and is establishing an MTSS vision	<u>and</u> The principal actively supports the MTSS Team and related services/pupil services staff to build capacity for implementation	<u>and</u> The Principal actively supports data-based problem-solving use across the school, and is a consistently-attending member of the MTSS Team	
2. An MTSS Team is established with the best multi-disciplinary (academic and behavioral) assessment and intervention related/ pupil personnel services and special education staff on it (including the school principal). This Team meets regularly and is responsible for facilitating MTSS implementation in the school.	<u>No</u> MTSS Team with explicit responsibility for leading MTSS implementation exists	An MTSS Team exists that includes cross-disciplinary representation,	<u>and</u> The MTSS Team has explicit expectations for facilitating MTSS implementation, and meets regularly,	<u>and</u> the MTSS Team members have the beliefs, knowledge, and skills to lead implementation efforts across the school	
3. The MTSS Team actively engages staff in ongoing professional development and coaching necessary to support MTSS implementation	The MTSS Team does <u>not</u> have a needs-based plan to provide staff with professional development or coaching to support MTSS implementation	A needs assessment is conducted to gather information on beliefs, knowledge, and skills to develop a professional development plan to support MTSS implementation	<u>and</u> A professional development plan is created based on the needs assessment and used to engage staff in ongoing professional development and coaching	<u>and</u> Ongoing professional development activities are informed by data collected on the outcomes of professional development and coaching for continuous improvement	
4. An annual plan for MTSS implementation is developed and aligned with the school improvement plan	<u>No</u> annual plan for MTSS implementation exists	MTSS Team is engaging district, family, and community partners to identify stakeholder needs, resources for, and barriers to MTSS implementation	<u>and</u> As part of the school improvement planning process an annual plan is developed that specifies MTSS implementation ⁴	<u>and</u> an annual plan for MTSS implementation is updated as needed based on student outcome and implementation fidelity data as part of the school improvement planning process	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
1. MTSS Domain (Items 1-5)					
5. The School Leadership Team is actively facilitating implementation of MTSS as part of the school's ongoing improvement planning process	The School Leadership Team is <u>not</u> actively engaging in efforts to facilitate MTSS implementation	The School Leadership Team engages in action planning and has created a strategic plan to facilitate implementation of the critical elements ⁶ of MTSS	<u>and</u> The School Leadership Team provides support to educators implementing the critical elements of MTSS identified in the strategic plan	<u>and</u> The School Leadership Team uses data on implementation fidelity of the critical elements of MTSS to engage in data-based problem-solving for the purpose of continuous school improvement	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-18)					
6. The critical elements of the school's MTSS process are defined and understood by school staff	<u>No</u> information on the critical elements of the school's MTSS process is available	The critical elements of MTSS are being defined	<u>and</u> The critical elements of the school's MTSS process are defined and are communicated to school staff	<u>and</u> The curriculum, assessment, and instructional practices that define the critical elements of the school's MTSS can be communicated by all school staff	
7. The MTSS Team facilitates professional development and coaching for all staff members on assessments and data sources used to inform decisions	Initial professional development is <u>not</u> provided to all staff members	The staff engages in initial, job-embedded professional development focusing on: • Purpose and administration of assessment tools • Role of assessment/data sources in making instructional decisions • Review of current assessments/data sources being utilized and those being considered • Analyzing and using assessment results to improve instruction • Using various types of data to inform instructional practices to meet the needs of diverse learners • Communicating and partnering with families about data and assessment practices	<u>and</u> The staff engages in ongoing professional development and coaching related to the administration of assessments and interpretation of the data/data sources. Professional development includes: • Changes or updates to assessments/data sources • Changes to data collection, tracking, and analysis • Ongoing coaching on instructional practices and interpreting assessment results	<u>and</u> The MTSS Team analyzes feedback from staff as well as outcomes in order to identify professional development and coaching needs in the area of assessment/data sources in support of continuous improvement	

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Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-18)					
8. The MTSS Team facilitates professional development and coaching for staff members on the MTSS's data-based problem-solving process relative to their job roles/responsibilities	Professional development does <u>not</u> focus on data-based problem-solving	Initial professional development on data-based problem-solving is provided that includes the following elements: • Rationale for use of data-based problem-solving • Problem-solving steps to address school-wide, classroom, small-group, and individual student needs • Roles and responsibilities for Team members engaging in data-based problem-solving	<u>and</u> Ongoing professional development and coaching on data-based problem-solving is delivered that includes the following elements: • Differentiation of professional development based on staff roles/responsibilities • Coaching • Modeling, practice, and collaborative feedback on problem-solving steps • Support for collaboration and Teaming skills	<u>and</u> Data on use of problem-solving skills and application are used to inform continuous improvement of professional development and coaching efforts	
9. The MTSS Team facilitates professional development and coaching for all staff on multi-tiered instruction and intervention relative to their job roles/responsibilities	<u>No</u> explicit connection to multi-tiered instruction and intervention is evident in professional development provided	Initial professional development on multi-tiered instruction and intervention is provided that includes the following elements: • Rationale for and modeling of instructional and intervention design and delivery (e.g., state standards, instructional routine, Tier 1 Positive Behavior Supports, lesson planning for active student engagement) • Connections are made regarding how the practices are aligned with and integrated into MTSS • How data informs instruction and intervention design and delivery that reflects student diversity and results in learning opportunities for all students⁸	<u>and</u> Ongoing professional development and coaching on multi-tiered instruction and intervention is provided that includes the following elements: • Differentiation of professional development and coaching based on staff roles/responsibilities • Coaching • Modeling of, practice of, and collaborative feedback on, evidence-based practices	<u>and</u> The MTSS Team regularly uses data on student needs and fidelity of how evidence-based practices are implemented to continuously improve professional development and coaching efforts	

Self-Assessment of MTSS Implementation (SAM)					
Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-18)					
10. Consultation and/or coaching are used to support MTSS implementation	<u>No</u> consultation and/or coaching is provided to build staff capacity to implement the critical elements of MTSS	Initial consultation and/or coaching is occurring that is focused primarily on facilitating or modeling the components of MTSS	<u>and</u> Consultation and/or coaching activities are expanded to include: • Opportunities to practice • Collaborative and performance feedback	<u>and</u> Data on professional development, implementation fidelity, and student outcomes are used to refine consultation and/or coaching activities	
11. Schedules provide adequate time for staff trainings and consultation/coaching support	Schedules do <u>not</u> include time allocated to professional development and consultation/coaching of staff in relevant MTSS processes	Schedules include time allocated for trainings and consultation/coaching	<u>and</u> Schedules include time for ongoing consultation/coaching support	<u>and</u> Schedules permit personnel to access additional training and consultation/coaching support that is differentiated based on their needs	
12. Schedules provide adequate time to administer academic, behavior and social-emotional assessments needed to make data-based decisions	Schedules do <u>not</u> include time allocated to administering assessments needed to make decisions across tiers	Schedules include time for academic, behavior and social-emotional assessments administered to all students (e.g., universal screening)	<u>and</u> Schedules include time to administer more frequent progress monitoring assessments to students receiving Tier 2 and 3 services as specified (e.g., weekly or monthly assessments)	<u>and</u> Schedules permit personnel to administer additional assessment (e.g., diagnostic assessments) across content areas and tiers needed to engage in data-based problem-solving	
13. Schedules provide adequate time for multiple tiers of evidence-based instruction and intervention to occur	The master schedule is developed <u>without</u> student data and does <u>not</u> include time for multi-tiered interventions	The master schedule is developed utilizing student data and includes time for multi-tiered interventions	<u>and</u> The master schedule facilitates effective implementation of multi-tiered interventions matched to student needs by content area and intensity (Tier 1, Tier 2, Tier 3)	<u>and</u> The master schedule allows for flexible student groupings	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-18)					
14. Schedules provide adequate time for staff to engage in collaborative, data-based problem-solving and decision-making (e.g., at the grade-level, department-level, MTSS Team—Case Study, or whole-school levels)	The master schedule does <u>not</u> provide opportunities for collaborative, data-based problem-solving and decision-making to occur	The master schedule provides opportunities to engage in collaborative, data-based problem-solving and decision-making to occur	<u>and</u> The master schedule provides sufficient time for the process to occur with fidelity	<u>and</u> The master schedule provides opportunities for collaborative, data-based problem-solving and decision-making to occur in settings such as: • MTSS Team meetings • Grade-level meetings • Crossgrade-level meetings • Cross-departmental meetings • Professional Learning Community meetings	
15. Processes, procedures, and decision-rules are established for data-based problem-solving at the teacher, grade-level, and MTSS Building Team levels	<u>No</u> systematic processes, procedures, or decision-rules are established at the teacher, grade-level, and MTSS Building Team levels	Processes, procedures, and decision-rules needed to engage in data-based problem-solving are developed and existing structures and resources are incorporated	<u>and</u> The steps of problem-solving; procedures for accessing, submitting, and using data at the teacher, grade-level, and MTSS Building Team levels; and decision-rules needed to make reliable decisions are communicated to and used by staff	<u>and</u> Data-based problem-solving processes, procedures, and decision-rules are refined based on data and feedback from staff, schedule changes, and resource availability	
16. Resources available to support MTSS implementation are identified and allocated	<u>No</u> process exists for mapping and allocating resources available to support MTSS implementation	MTSS Team members are gathering information on the personnel, funding, materials, and other resources available to support MTSS implementation	<u>and</u> Resource inventories are established using the gathered information on the personnel, funding, materials, and other resources available to support MTSS implementation and plans for allocating the resources are established	<u>and</u> Existing resource maps and resource allocations are updated at least annually based on student need, available personnel, funding, materials, and other resources	

Self-Assessment of MTSS Implementation (SAM)					
Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-18)					
17. Staff actively support the MTSS process, and provide input on how to improve its implementation processes	Staff are <u>not</u> provided opportunities to gain understanding of the need for MTSS	Staff are provided opportunities to gain understanding of the need for MTSS	<u>and</u> Staff understand and support the MTSS process and its relevance to their roles and responsibilities	<u>and</u> Staff has opportunities to provide input on how to improve MTSS implementation processes	
18. Staff are provided data on MTSS implementation fidelity and student outcomes	Staff are <u>not</u> provided any data regarding MTSS implementation fidelity <u>nor</u> student outcomes	Staff are rarely (<u>1x/year</u>) provided data regarding MTSS implementation fidelity <u>and</u> student outcomes	Staff are regularly (<u>2x/year</u>) provided data regarding MTSS implementation fidelity <u>and</u> student outcomes	Staff are frequently (<u>3x+/year</u>) provided data regarding MTSS implementation fidelity <u>and</u> student outcomes	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
3. Data Based Problem Solving Domain (Items 19-25)					
19. Integrated data-based problem solving for student academic, behavior and social-emotional outcomes occurs across content areas, grade levels, and tiers	Data on academic, behavior, and social-emotional outcomes may be collected, <u>but</u> data-based problem-solving does <u>not occur across</u> : • academic, behavior and social-emotional content areas • any grade levels • any tier	Data-based problem solving occurs across <u>1 of the following 4</u> : • at least 2 content areas (e.g., reading, behavior, social-emotional) • at least 50% of grade levels • a single tier • only academic outcomes or only behavior and social-emotional outcomes	Data-based problem solving occurs across <u>2 of the following 3</u> : • at least 3 content areas • at least 75% of grade levels • at least two tiers	Data-based problem solving occurs across <u>all of the following</u> : • across all content areas • all grade levels • all tiers	
20. <u>Across all tiers</u> , data are used to identify the difference or “gap” between expected and current student outcomes relative to academic, behavior and social-emotional goals	The gap between expected and current student outcomes is <u>not</u> identified	The gap between expected and current outcomes is identified,	<u>and</u> The gap between expected and current outcomes is identified, and is associated with academic, behavior and social-emotional goals	<u>and</u> The gap between expected and current outcomes is identified relative to academic, behavior and social-emotional goals and is used to identify the appropriate level (tier) of instruction/intervention	
21. Academic, behavior and social-emotional data are used to identify and verify reasons why students are not meeting expectations	Reasons why students are <u>not</u> meeting expectations are <u>not</u> identified	Reasons why students are not meeting expectations are identified	<u>and</u> Data are used to verify the reasons why students are not meeting expectations	<u>and</u> The reasons why students are not meeting expectations span multiple reasons related to instruction and the learning environment of why students struggle and are verified using a range of assessment methods	
22. Specific instructional/intervention plans are developed and implemented based on verified reasons why students are not meeting academic, behavior and social-emotional expectations	Instructional/intervention plans are <u>not</u> developed	Instructional/intervention plans are developed	<u>and</u> Instruction/Intervention plans consistently specify what will be done, by who, when it will occur, and where with enough detail to be implemented	<u>and</u> Instructional/intervention plans consistently are developed based on verified reasons students are not meeting expectations	

Self-Assessment of MTSS Implementation (SAM)

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3. Data Based Problem Solving Domain (Items 19-25)					
23. Student progress specific to academic, behavior and social-emotional goals specified in intervention plans are monitored	Progress monitoring does <u>not</u> occur, and student progress is <u>not</u> evaluated	Plans for monitoring progress toward expected student outcomes are developed	<u>and</u> In most cases data are collected to monitor student progress and intervention fidelity	<u>and</u> Changes are made to instruction/intervention based on student responses	
24. Data-based problem-solving informs how patterns of student performance across diverse groups (e.g., racial/ethnic, cultural, social-economic, language proficiency, disability status) are addressed	Patterns of student performance across diverse groups are <u>not</u> identified	Data on student outcomes are collected	<u>and</u> Patterns of student performance across diverse groups are identified	<u>and</u> Data on student outcomes informs how MTSS implementation efforts are impacting different groups of students	
25. Resources for and barriers to the implementation of MTSS process across the school are addressed through a data-based problem solving process	Data-based problem solving of resources for and barriers to implementation of MTSS processes across the school does <u>not</u> occur	The MTSS Team discusses resources for and barriers to implementation of MTSS	The MTSS Team discusses resources for and barriers to implementation of MTSS <u>and</u> does <u>one of the following</u> : - collects data to assess implementation levels - develops action plans to increase implementation	The MTSS Team discusses resources for and barriers to implementation of MTSS <u>and</u> does <u>both of the following</u> : - collects data to assess implementation levels - develops action plans to increase implementation	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
4. Three Tiered Instructional /Intervention Model Domain (Items 26-31) (Items in this section alternate between addressing academic, behavior and social-emotional practices.)					
26. Tier 1 (core) academic practices exist that clearly identify learning standards, school-wide expectations for instruction that engages students, and school-wide assessments	Tier 1 elements are <i>not</i> developed and/or clearly defined	Tier 1 elements incorporate <u>1 of the following 4:</u> - clearly defined learning standards - school-wide expectations for instruction and engagement - link to behavior and social-emotional content/instruction - assessments/data sources	Tier 1 elements incorporate <u>2 or 3 of the following 4:</u> - clearly defined learning standards - school-wide expectations for instruction and engagement - link to behavior and social-emotional content/instruction - assessments/data sources	Tier 1 elements incorporate <u>all of the following:</u> - clearly defined learning standards - school-wide expectations for instruction and engagement - link to behavior and social-emotional content/instruction - assessments/data sources	
27. Tier 1 (core) behavior and social-emotional practices exist that clearly identify school-wide expectations, social-emotional skills instruction, classroom management practices, and school-wide behavior and social-emotional data	Tier 1 strategies are <i>not</i> developed and/or clearly defined	Tier 1 strategies incorporate <u>1 of the following 4:</u> - clearly defined school-wide expectations - classroom management practices - link to Tier 1 academic content/instruction - accessing school-wide behavior and social-emotional data sources	Tier 1 strategies incorporate <u>2 or 3 of the following 4:</u> - clearly defined school-wide expectations - classroom management practices - link to Tier 1 academic content/instruction - accessing school-wide behavior and social-emotional data	Tier 1 strategies incorporate <u>all of the following:</u> - clearly defined school-wide expectations - classroom management practices - link to Tier 1 academic content/instruction - accessing school-wide behavior and social-emotional data	
28. Tier 2 (strategic) academic practices exist that include strategies addressing integrated common student needs, are linked to Tier 1 instruction, and are monitored using assessments/data sources tied directly to the academic, behavior and social-emotional skills taught	Tier 2 strategies are <i>not</i> developed and/or clearly defined	Tier 2 strategies incorporate <u>1 of the following 4:</u> - common student needs - link to Tier 1 instruction - link to behavior and social-emotional content/instruction - assessments/data sources link directly to the skills taught	Tier 2 strategies incorporate <u>2 or 3 of the following 4:</u> - common student needs - link to Tier 1 instruction - link to behavior and social-emotional content/instruction - assessments/data sources link directly to the skills taught	Tier 2 strategies incorporate <u>all of the following:</u> - common student needs, - link to Tier 1 instruction - link to behavior and social-emotional content/instruction - assessments/data sources link directly to the skills taught	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
4. Three Tiered Instructional/Intervention Model Domain (Items 26-31) (Items in this section alternate between addressing academic, behavior and social- emotional practices.)					
29. Tier 2 (strategic) behavior and social- emotional practices exist that address integrated common student needs, are linked to Tier 1 instruction, and are monitored using assessments/data sources tied directly to the skills taught	Tier 2 strategies are <u>not</u> developed and/or clearly defined	Tier 2 strategies incorporate <u>1 of the following 4:</u> • common student needs • link to Tier 1 instruction • link to academic content/instruction • assessments/data sources link directly to the skills taught	Tier 2 strategies incorporate <u>2 or 3 of the following 4:</u> • common student needs • link to Tier 1 instruction • link to academic content/instruction • assessments/data sources link directly to the skills taught	Tier 2 strategies incorporate <u>all of the following:</u> • common student needs • link to Tier 1 instruction • link to academic content • assessments/data sources link directly to the skills taught	
30. Tier 3 (intensive) academic practices exist that include integrated strategies that are developed based on students' needs, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught	Tier 3 strategies are <u>not</u> developed and/or clearly defined	Tier 3 strategies incorporate <u>1 of the following 4:</u> • developed based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to behavior and social-emotional content/instruction • assessments/data sources that link directly to the skills taught	Tier 3 strategies incorporate <u>2 or 3 of the following 4:</u> • developed based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to behavior and social-emotional content/instruction • assessments/data sources that link directly to the skills taught	Tier 3 strategies incorporate <u>all of the following:</u> • developed based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • linked to behavior and social-emotional content/instruction • monitored using assessments/data sources that link directly to the skills taught	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
4. Three Tiered Instructional /Intervention Model Domain (Items 26-31) (Items in this section alternate between addressing academic, behavior and social- emotional practices.)					
31. Tier 3 (intensive) behavior and social-emotional practices include integrated strategies that are developed based on students' needs and strengths, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught	Tier 3 strategies are <u>not</u> developed and/or clearly defined	Tier 3 strategies incorporate <u>1 of the following 4:</u> • based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to academic content/instruction • assessments/data sources that link directly to the skills taught	Tier 3 strategies incorporate <u>2 or 3 of the following 4:</u> • based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to academic content/instruction • assessments/data sources that link directly to the skills taught	Tier 3 strategies incorporate <u>all of the following:</u> • based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to academic content/instruction • assessments/data sources that link directly to the skills taught	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
5. Data-Evaluation Domain (Items 32-37)					
32. Staff understand and have access to academic, behavior and social-emotional data sources that address the following purposes of assessment: • identify students at-risk academically, socially, and/or emotionally • determine why student is at-risk • monitor student academic and social-emotional growth/ progress • inform academic and social-emotional instructional/intervention planning • determine student attainment of academic, behavior and social-emotional outcomes	Staff do <i>not</i> understand and have access to academic, behavior and social-emotional data sources or that address the purposes of assessment	Staff learn the purposes of <i>assessment</i> within MTSS and the MTSS Team selects measures for the purposes of assessment across academic, behavior and social-emotional areas that are reliable, valid, and accessible, as well as culturally, linguistically, and developmentally appropriate	<i>and</i> Staff engage in assessment with fidelity to: • answer predetermined guiding/critical questions regarding student functioning/outcomes • identify students who are at-risk at least 3-4 times/year • determine why a student is at-risk • monitor student growth/progress • inform instructional/intervention planning • determine student attainment of academic, behavior and social-emotional outcomes	<i>and</i> The MTSS Team and/or staff collaboratively and systematically evaluate and refine (as needed) critical guiding questions and adjust assessment practices to ensure availability of accurate and useful data to inform instruction; assessment tools are evaluated for continued value, usefulness, and cultural, linguistic, and developmental appropriateness	
33. Policies and procedures for decision-making are established for the administration of assessments, access to existing data sources, and use of data	<i>No</i> policies and procedures are in place	The MTSS Team has policies and procedures for decision-making that include schedules for screening, use of diagnostic assessments, progress monitoring frequency, and criteria for determining tier(s) of support needed	<i>and</i> Staff consistently administer assessments, access data sources and make data-based decisions using the policies and procedures for decision-making with fidelity	<i>and</i> Adherence to and effectiveness of policies and procedures for decision-making are evaluated regularly for efficiency, usefulness, and relevance for students and staff, and data are used to make adjustments to the policies	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
5. Data-Evaluation Domain (Items 32-37)					
34. Effective data tools are used appropriately and independently by staff	Staff do <u>not</u> have access to tools that efficiently provide data needed to answer problem solving questions for academic, behavior and social-emotional issues	The MTSS Team ensures availability of tools that can track and graphically display academic, behavior and social-emotional data, and staff are trained on the use of the tools and on their responsibilities for data collection, entry and management	<u>and</u> Staff use the data tools and are provided assistance as needed	<u>and</u> Data tools are periodically assessed, and the necessary changes are made in order to improve functionality, efficiency, and usefulness, and staff is proficient and independent with data tools and easily support new staff members	
35. Data sources are used to evaluate the implementation and impact of the MTSS process in the school	<u>No</u> data sources to evaluate implementation of the critical elements of MTSS in the school have been identified	The MTSS Team has identified data sources that will be used to evaluate implementation of the critical elements of MTSS process in the school	<u>and</u> The MTSS Team uses data sources to evaluate implementation and to make systemic improvements to the critical elements of the MTSS process in the school	<u>and</u> The MTSS Team periodically conducts analyses to determine how implementation of critical elements of the MTSS process relate to positive student outcomes	
36. Available resources are allocated effectively to support the MTSS process in the school	Resources are <u>not</u> allocated based on student need and the availability of time, available personnel, funding, and materials	Resources are allocated based on student need	<u>and</u> the relationship between the resources allocated and the outcomes of students is evaluated	<u>and</u> Processes and criteria for resource allocation are refined based on strategies that result in improved student outcomes.	
37. Data sources are monitored for consistency and accuracy in collection and entry procedures	Data sources are <u>not</u> monitored for accuracy or consistency	The MTSS Team ensures that staff understand the importance of accurate and consistent data collection practices and have provided professional development on policies and procedures for methods, types and frequency of data collection	<u>and</u> The MTSS Team uses a protocol or consistent process to monitor data consistency and accuracy	<u>and</u> The MTSS Team periodically conducts analyses to determine consistency and accuracy of different levels of MTSS-related data	

Notes or Additional Observations