## Overview

This self-assessment is designed to help schools assess the systems and structures that they have (or do not have) in place to foster an effective multi-tiered system of support (MTSS).

*This document is adapted from the* [*Massachusetts Department of Education MTSS Self-Assessment*](https://www.doe.mass.edu/sfss/mtss/self-assessment.docx) *and the* [*COMTSS School Self-Evaluation Tool*](https://www.cde.state.co.us/mtss/mtss-schoolself-assessmentevaluationtool)

## Purpose

This tool may be used by individuals or teams to generate ideas, identify gaps, and create both short-term and long-term goals for continuous improvement of a school’s MTSS process.

## Rating Scale

Under each element are a set of guiding questions; use these to rate your school’s current practices against high-quality implementation components.

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| **0** | **Not in place** We do not have any parts of this element in place. |
| **1** | **Partially in place** We are working toward having this element in place but are just at the beginning stages. |
| **2** | **Mostly in place** We have many parts of this element in place but not all of them are planned for or implemented yet. |
| **3** | **Fully in place** All components of this element are in place in terms of planning and implementation. |

## Actions to Consider

Use this section to capture potential next steps, questions to follow up on, or resources to explore.

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| Element: **Infrastructure** | **Guiding Questions** | **Rating** | **Actions to consider** |
| Infrastructure: MTSS leadership team | Do all, or only some, members of the team share a common and thorough understanding of MTSS?  Are there critical departments or roles currently missing from the leadership team?  Have you seen evidence that the team has truly assumed responsibility for assessing and meeting the needs of all learners or have certain student groups received less explicit consideration than others?  Do MTSS leadership team meetings occur at least monthly? |  |  |
| Infrastructure: Scheduling | Does the school schedule allow time for evidence-based instruction and interventions to be delivered across all three tiers in order to meet the academic, social emotional, and behavioral needs of students?  Does the intervention schedule remove students from the school’s educational program to receive intervention (i.e., school is/ is not removing students from lunch/recess and specials like physical education and music)?  Is sufficient common planning time built into staff schedules across schools, departments, and grade levels?  Are common planning times supported with the guidance, professional development, and feedback needed to ensure that they are used effectively? |  |  |
| Infrastructure: Resource Allocation | Does the school use A-ROI (Academic Return on Investment) to determine the effectiveness of resource allocation?  Does budget planning focus on designing a multi-tiered system of support that supports all students?  Does the school actively seek additional funding through grant applications, community partnerships, and reallocation?  Have we looked at the equitable use of resources within the school? |  |  |

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| **Element: Data Systems** | **Guiding Questions** | **Rating** | **Actions to consider** |
| Data Systems: Assessment | Does the school administer high quality, student-level assessment and progress monitoring tools to analyze student performance in academic and behavioral domains?  Does the school have annual assessment maps? The assessment map includes universal screeners, diagnostic assessments, and progress monitoring tools focused on academic skill development as well as social emotional and behavioral development. |  |  |
| Data Systems: Data and Evidence Review | Do we have the data systems/platforms we need to effectively track student performance over time and across multiple measures?  Does the MTSS team collect and regularly review system-level data, student outcome data, and behavioral/SEL data (e.g., a MTSS dashboard) to evaluate the quality, equity, and efficiency of Universal Supports (aka Tier I instruction)?  Are these data used for action planning and goal setting across academic and behavioral domains?  Do all staff have the time and support they need to effectively use data? |  |  |

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| **Element: Evidence Based Interventions** | **Guiding Questions** | **Rating** | **Actions to consider** |
| Evidence Based Interventions: Students | Are Tier 1 academic expectations articulated and known by all?  Within tier 1 are there a range of supports to meet the needs of all learners?  Have all instruction, interventions, and supports been evaluated to ensure they are evidence-based, model-aligned, and accessible to all students?  Are Tier 1 social emotional and behavioral supports articulated and known by all? Within tier 1 is there a range of supports to meet the needs of all students?  Have all instruction, interventions, and supports been evaluated to ensure they are evidence-based, model-aligned, and accessible to all students?  Does the MTSS direct the implementation of intentional, effective, and efficient Targeted (Tier 2) and Intensive (Tier 3) supports that are available in both academic and behavioral domains?  Does the MTSS team review implementation and effectiveness data for all Tier 2 and Tier 3 interventions every 6-8 weeks? |  |  |
| Evidence Based Interventions: Staff | Does the MTSS team use multiple data points to determine the effectiveness of school programs, practices, and initiatives?  Is the data actively used to change PD, planning, and implementation support?  Does the MTSS process include tiered structures for staff support (e.g. peer observation, coaching support, differentiated PD, performance plans)? |  |  |

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| **Element: Family Partnership** | **Guiding Questions** | **Rating** | **Actions to consider** |
| Family Partnership | How often do we engage with families/caregivers about student learning? Through what mechanisms?  Is feedback usually initiated when a challenge arises or are there proactive, planned opportunities to share positive progress as well?  Do students and families play an active role in identifying their strengths and needs and determining what approaches will be used to support them?  Are we communicating student progress to families/caregivers across all three tiers?  Do families/caregivers understand the components and value of MTSS and how it differs from special education? |  |  |