

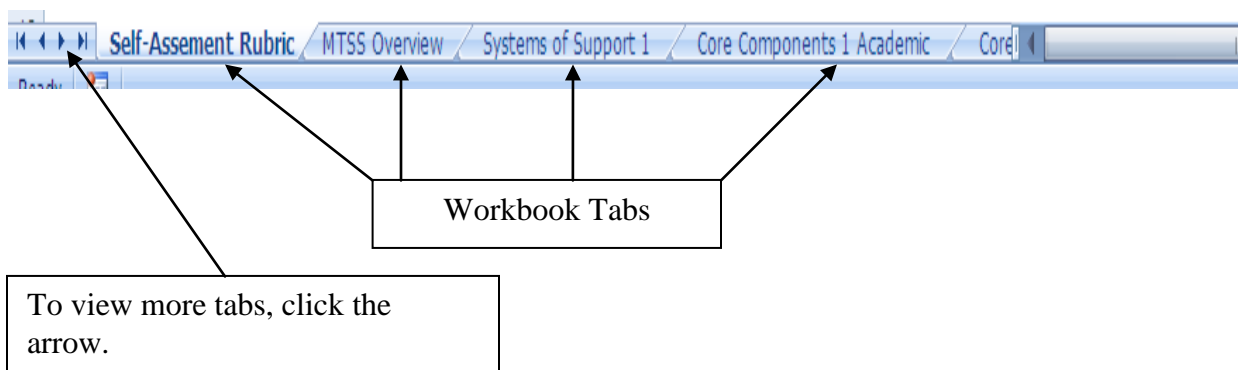
## Instructions

### How to Use the MTSS Self-Assessment

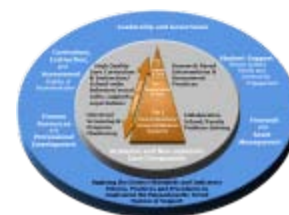
The MTSS workbook includes macros that enable the workbook to compute totals. If you have Microsoft Office 2000 or a newer version, you will need to go into Excel and change the security setting before opening the file. In Excel, click 'Tools', 'Macro', and then 'Security'. When the dialog box appears, change the security setting to 'Medium', and then click 'OK'.

The MTSS Self-Assessment excel workbook has multiple tabs across the bottom. The tabs include:

- Self-Assessment Rubric
- MTSS Overview
- Systems of Support
- Core Components – Academic
- Core Components – Non-Academic
- Self-Assessment Graphs
- Action Plan
- Comparison of Progress (red tab)



1. **Read** the information in the “*Self-Assessment Rubric*” and “*MTSS Overview*” tabs.



2. **Select** the “*Systems of Support*” tab and complete the general information section at the top.

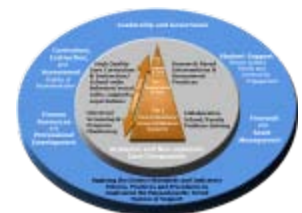
<b>SCHOOL AND DISTRICT SYSTEM OF SUPPORT - Academic and Non-Academic</b> <i>The school and district system of supports align with the District Standards and Indicators and provide the structure needed to develop the policies, practices, and procedures to successfully implement MTSS.</i>	
Rating Scale: 1 = Does not exist; 2 = Not consistent; 3 = Somewhat consistent; 4 = Consistent; 0 = Do not know	
Date: <input type="text"/> Focus: <input type="text"/>	
District: <input type="text"/> School: <input type="text"/>	
<b>I. Leadership and Governance (District Standard)</b> <i>Conditions for School Effectiveness</i> I. Effective district systems for school support and intervention II. Effective school leadership VI. Principal's staffing authority XI. Strategic use of resources and adequate budget authority	
<b>District and School-Based Evidence</b>	
a. District Administration adheres to the MTSS model in their policy making and decision making for delivering instruction and providing non-academic supports.	<input type="text"/>
b. The superintendent effectively delegates academic/non-academic and operational leadership to principals, program leaders and administrators.	<input type="text"/>
c. Building principals provide leadership and support for the tiered model through efficient and flexible use of time, personnel, fiscal resources.	<input type="text"/>

Complete the general information section: Date, Focus (drop down menu), District Name, School Name

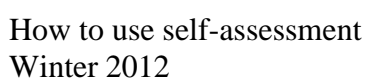
3. Based upon the District and School-based evidence, **determine** the category that best reflects your current status in each of the component areas. The categories include:

- 1 (Does not exist)
- 2 (Not consistent)
- 3 (Somewhat consistent)
- 4 (Consistent)
- 0 (Do not know)

See the “*Self-Assessment Rubric*” tab for guidance.



4. Remember to use **district and school-based evidence** to support your rating and write it in the space provided to the right.



5. After completing each component area, the average will be automatically calculated.

180	e. Leadership ensures the curriculum, instruction, and assessments are aligned vertically (between grades) and horizontally (across classrooms at the same grade level and across sections of the same course), and there is continuous collection and timely dissemination of data.	1 Does not exist	
181			
184	f. Structures are in place to enhance school's capacity and resources to promote social/emotional learning and behavioral health.	1 Does not exist	
185			
188	g. A system is in place for monitoring and evaluating the components of the system in order to maximize effectiveness in allocating human and financial resources by initiating, modifying, or discontinuing programs and services.	3 Somewhat consistent	
189			
191			
192	Curriculum, Instruction, and Assessment Average:	2.00	Average for Curriculum, Instruction, and Assessment Component (Standard VI)
193			
194	School and District System of Support Average:	2.26	Average for School and District System of Support (All individual components)
195			

Systems of Support 1 Core Components 1 Academic Core Components 1 Non-Academic Self-Assessment

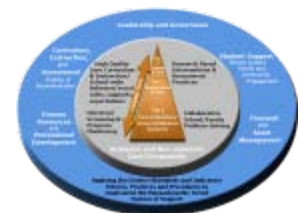
6. After the individual components are complete your overall average will be calculated.

7. Repeat this process (steps 2 through 6) for the “*Core Components Academic*” and “*Core Components Non-Academic*” tabs.

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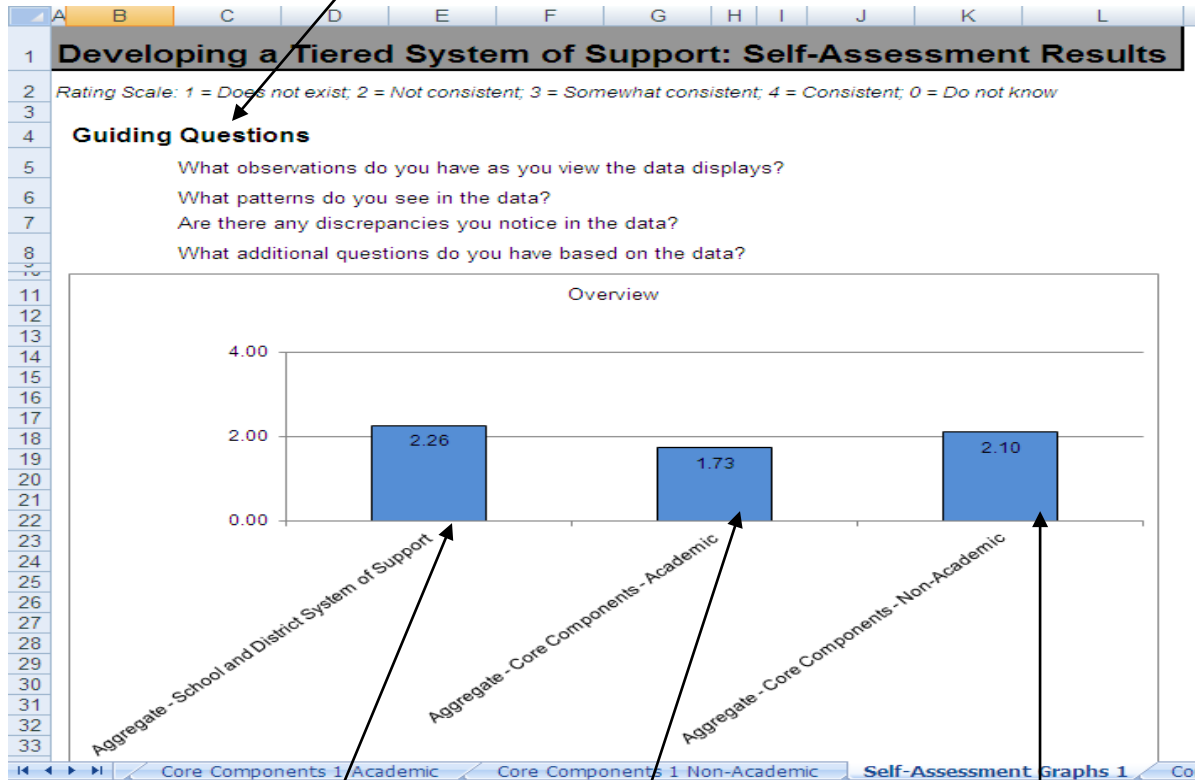
Systems of Support 1 Core Components 1 Academic Core Components 1 Non-Academic Self-Assessment

Core Components Academic Core Components Non-Academic





Guiding questions are provided for your team to consider when viewing the graphs.



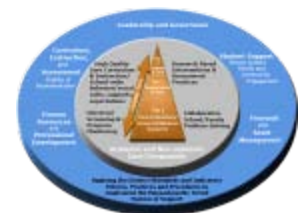
Aggregate results for school and district systems of support

Aggregate results for academic core components

Aggregate results for non-academic core components



These graphs are found in the "Self-Assessment Graphs" tab.



49 Rating Scale: 1 = Does not exist; 2 = Not consistent; 3 = Somewhat consistent; 4 = Consistent; 0 = Do not know

50 Based on the data displays below and conversations with School/District leaders, identify your priority area(s) in the column to the right.

51 School and District Systems of Support

Component	Score
Curriculum, Instruction, and Assessment	2.00
Human Resources and Professional Development	2.00
Financial and Asset Management	2.33
Family Engagement	2.43
Student Support	3.00
Leadership and Governance	1.60

52 School and District System of Support:

53 Component to prioritize

54 a.	Leadership and Governance
55 b.	
56 c.	
57 d.	
58 e.	
59 f.	

74 Based on the data displays below and conversations with School/District leaders, identify your priority area(s) in the column to the right.

75 Core Components 1 Academic

76 Core Components 1 Non-Academic

75 Academic:

76 Component to prioritize

aa	
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Average of individual components for school and district systems of support

Core Components 1 Academic / Core Components 1 Non-Academic / Self-Assessment Graphs 1 / Acti

These graphs are found in the "Self-Assessment Graphs" tab.



74 Based on the data displays below and conversations with School/District leaders, identify your priority area(s) in the column to the right.

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Academic:  
Component to prioritize

a.

b.

c.

d.

e.

**Core Components: Academic**

Component	Score
Collaborative School/Family Problem Solving	0.67
Universal Screening And Progress-Monitoring	1.00
Research-Based Interventions And Assessment Practices	1.00
High-Quality Core Curriculum And Instruction	2.00
Flexible Tiers Of Instruction And Interventions	4.00

Based on the data displays below and conversations with School/District leaders, identify your priority area(s) in the column to the right.

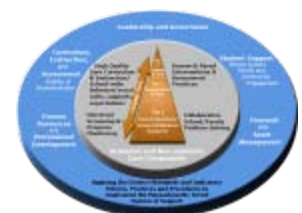
Non-Academic:

Core Components 1 Academic Core Components 1 Non-Academic Self-Assessment Graphs 1

Average of individual components for academic core components

Core Components 1 Academic Core Components 1 Non-Academic Self-Assessment Graphs 1 Acti

These graphs are found in the "Self-Assessment Graphs" tab.







10. The component that you identify as your priority area in the “*Self-Assessment Graphs*” tab will automatically populate in the “*Action Plan*” tab under “Priority Area”.

Work and conversations with School/District leaders, the column to the right.

School and District System of Support:  
Component to prioritize

Systems of Support

2.00 4.00

a. Student Support

b.

c.

d.

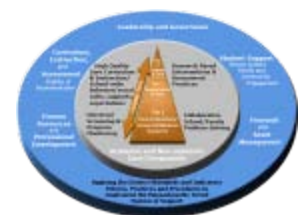
e.

f.

Self-Assessment Graphs 1 Action Plan 1

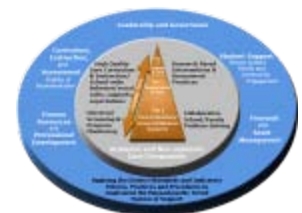
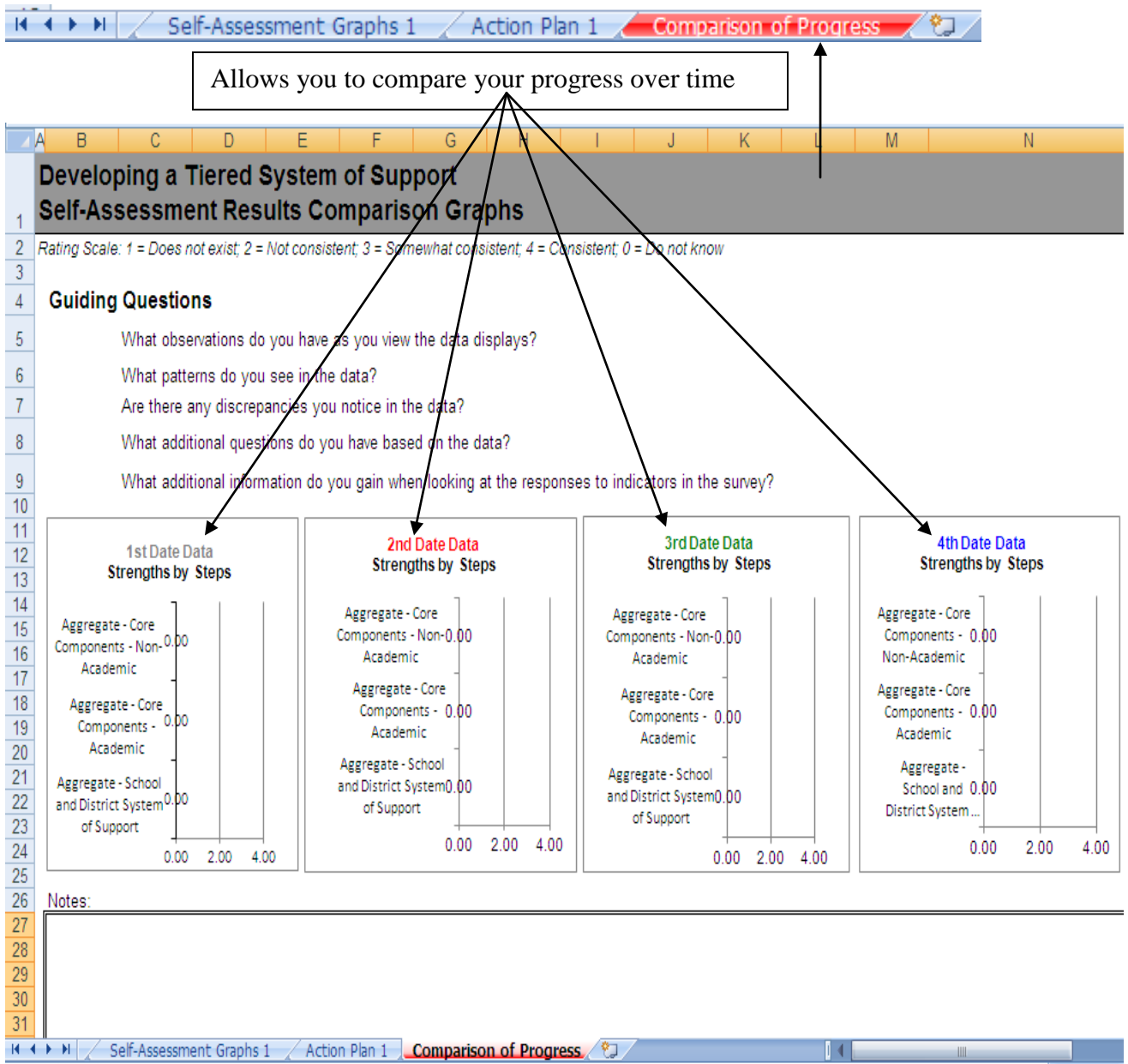
	School and District Systems of Support  Priority Area (As Identified on your Self-Assessment Graphs Tab)	Strategies (Policies, Practices, and Procedures)  What will be produced?	Implementation Benchmarks  How will you know that what you are doing is working?		Leading to:  Short term impact Long term impact
			Technical Implementation	Early Evidence of Change	
a.	Student Support				
b.					
c.					
d.					

Core Components 1 Non-Academic Self-Assessment Graphs 1 Action Plan 1 Comparison of Progress



11. **Complete** the Action Planning template that is provided.

The self-assessment is designed so that it can be used repeatedly to monitor growth and adjust your action plan. The “*Comparison of Progress*” tab displays your data each time new tabs are added and populated (allowing you to compare your progress over time). See steps 12-15 for adding new tabs.



12. To add additional worksheet tabs (“*Systems of Support 2*”, “*Self-Assessment Graphs 2*”, and “*Action Plan 2*”) select the “*Systems of Support 1*” tab and click, “click here to add another Systems of Support sheet”. This can be found at the bottom of the worksheet.

	A	B	C	D	E	F	G	I	K	L	M
184	f. Structures are in place to enhance school's capacity and resources to promote social/emotional learning and behavioral health.										
185											
188	g. A system is in place for monitoring and evaluating the components of the system in order to maximize effectiveness in allocating human and financial resources by initiating, modifying, or discontinuing programs and services.										
189											
191											
192	Curriculum, Instruction, and Assessment										
193	Average:							Incomplete			
194	School and District System of Support										
195	Average:										
196											
197											
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Curriculum, Instruction, and Assessment

Average:

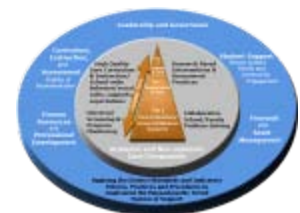
School and District System of Support

Average:

Click here to add another "SYSTEMS OF SUPPORT" sheet.

Self-Assessment Rubric   MTSS Overview   **Systems of Support 1**   Core Components 1 Academic   Core

Click this to add another tab to your MTSS self-assessment



13. To add additional “*Core Components – Academic*” and “*Core Components – Non-Academic*” tabs follow step 12.

process across all tiers.

e. Building, grade-level, and student-centered teams meet collaboratively to review assessment data and make instructional decisions.

f. Policies and procedures that comply with Special Education Regulations are in place to comply with the regulations regarding the use of tiered instruction to determine eligibility for a Specific Learning Disability.

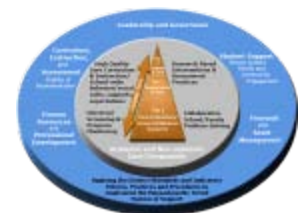
Collaborative School/Family Problem Solving Average:

Core Components - Academic:

Click here to add another “Core Components Academic” sheet.

Click this to add another tab to your MTSS self-assessment

Core Components 1 Academic Core Components 1 Non-Academic Self-Assessment Graphs 1 Acti

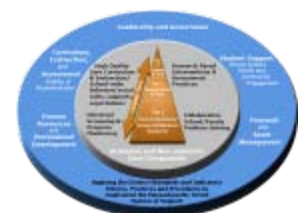
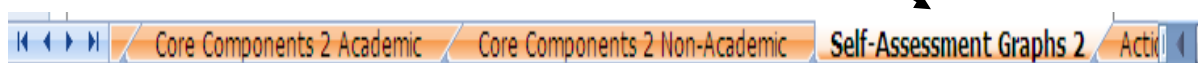


14. New tabs will appear in orange. Complete the information in the worksheets by following steps 2-6. This will allow you to complete the self-assessment multiple times to monitor your progress and growth in each of the MTSS components.

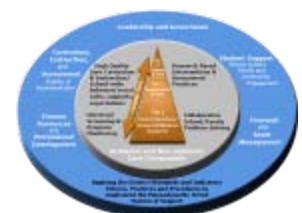
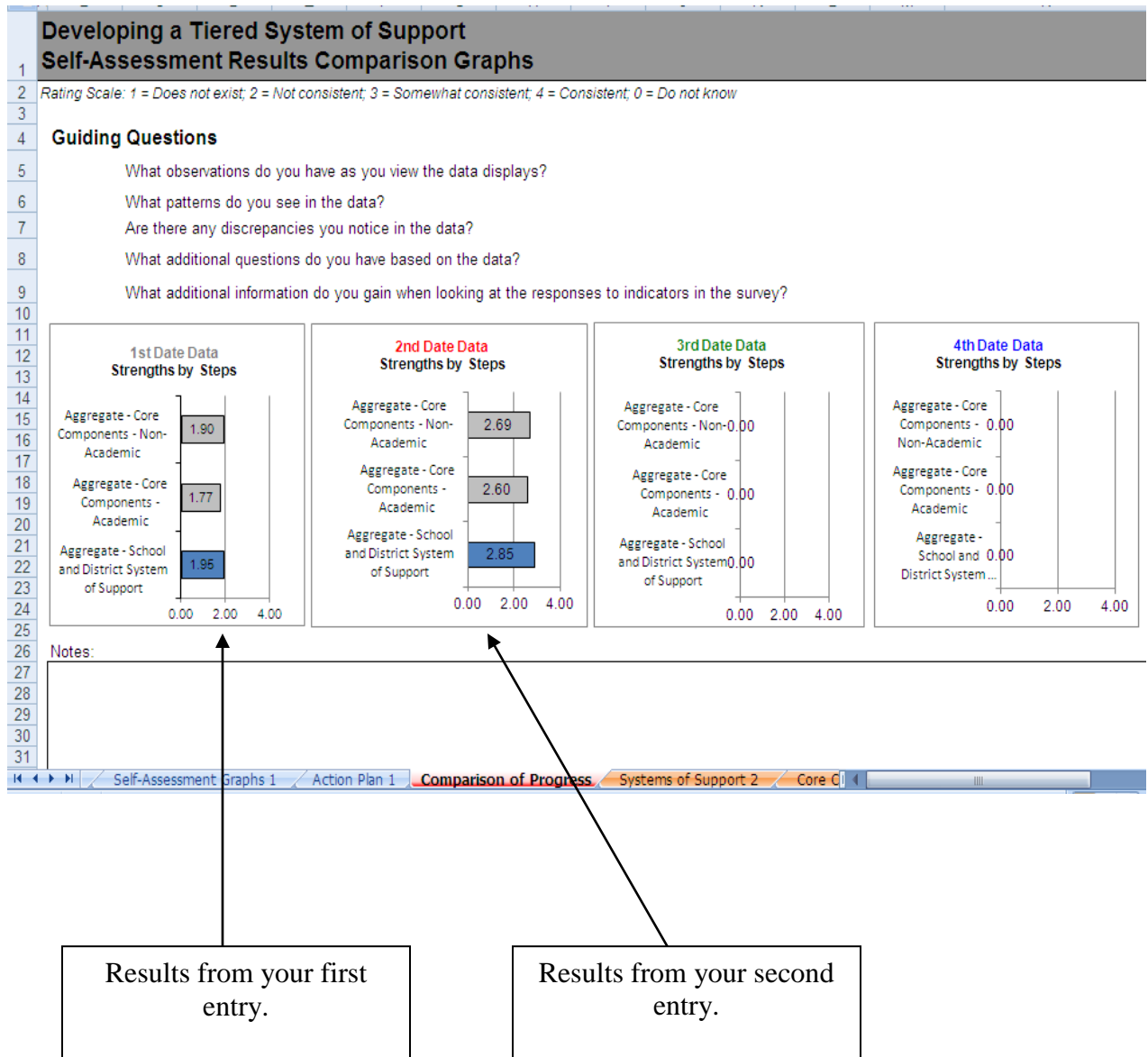
	A	B	C	D	E	F	G	I	J	K	L	M
1	<b>NON-ACADEMIC CORE COMPONENTS</b>											
2	Rating Scale: 1 = Does not exist; 2 = Not consistent; 3 = Somewhat consistent; 4 = Consistent; 0 = Do not know											
4	2nd											
5	Date:	<input type="text"/>										
7	District Level:	<input type="text"/>										
8	School:	<input type="text"/>										
	<b>I. Flexible Tiers of Support</b>											
	Conditions for School Effectiveness											
	IV. Effective instruction											
	VIII. Tiered instruction and adequate learning time											
10	<b>Evidence</b>											
12	a. The system of tiered non-academic supports is designed to provide appropriate social/emotional/behavioral health supports/services to meet the needs of all students.											<input type="text"/>
13												
16	b. The system is designed to provide increasing levels of support that match the intensity and the severity of individual student needs.											<input type="text"/>
17												
20	c. Supplemental supports/interventions on specific social /emotional skills and/or behaviors are provided in addition to the Social and Emotional Curriculum and universal behavior supports.											<input type="text"/>
21												
24	d. More intensive supports/interventions on specific social /emotional skills and/or behaviors are provided in addition to the Social and Emotional Curriculum and universal behavior supports.											<input type="text"/>
25												
28	e. There is a system in place to move students across tiers.											<input type="text"/>
	Systems of Support 2 Core Components 2 Academic Core Components 2 Non-Academic Self-Ass											

Note: This is the second entry.

15. Based on the information provided in the “Systems of Support 2”, “Core Components Academic 2” and “Core Components Non-Academic 2” tabs, new graphs will automatically populate showing the results (“Self-Assessment Graphs 2” tab).



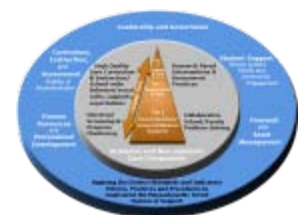
16. Your results will also populate on the “*Comparison of Progress*” tab allowing you to compare your progress over time.



16. To add (“Systems of Support 3”, “Core Components Academic 3”, “Core Components Non-Academic 3”, “Self-Assessment Graphs 3”, and “Action Plan 3”) follow steps 12 and 13. New tabs will appear in green.

	A	B	C	D	E	F	G	I	J	K	L	M	
1	<b>NON-ACADEMIC CORE COMPONENTS</b>												
2	Rating Scale: 1 = Does not exist; 2 = Not consistent; 3 = Somewhat consistent; 4 = Consistent; 0 = Do not know												
4	3rd												
5	Date: <input type="text"/>												
7	District Level: <input type="text"/>				School: <input type="text"/>								
8													
	<b>I. Flexible Tiers of Support</b>												
	Conditions for School Effectiveness												
	IV. Effective instruction												
10	VIII. Tiered instruction and adequate learning time												
12	a. The system of tiered non-academic supports is designed to provide appropriate social/emotional/behavioral health supports/services to meet the needs of all students.										<input type="text"/>		<b>Evidence</b>
16	b. The system is designed to provide increasing levels of support that match the intensity and the severity of individual student needs.										<input type="text"/>		
20	c. Supplemental supports/interventions on specific social /emotional skills and/or behaviors are provided in addition to the Social and Emotional Curriculum and universal behavior supports.										<input type="text"/>		
24	d. More intensive supports/interventions on specific social /emotional skills and/or behaviors are provided in addition to the Social and Emotional Curriculum and universal behavior supports.										<input type="text"/>		
28	e. There is a system in place to move students across tiers.										<input type="text"/>		
<div> <div>Systems of Support 3</div> <div>Core Components 3 Academic</div> <div>Core Components 3 Non-Academic</div> <div>Self-Ass</div> </div>													

Note: This is the third entry.





17. To add (“*Systems of Support 4*”, “*Core Components Academic 4*”, “*Core Components Non-Academic 4*”, “*Self-Assessment Graphs 4*”, and “*Action Plan 4*”) follow steps 12 and 13. New tabs will appear in purple.

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	<b>SCHOOL AND DISTRICT SYSTEM OF SUPPORT - Academic and Non-Academic</b> <i>The school and district system of supports align with the District Standards and Indicators and provide the structure needed to develop the policies, practices, and procedures to successfully implement MTSS.</i>												
2	Rating Scale: 1 = Does not exist; 2 = Not consistent; 3 = Somewhat consistent; 4 = Consistent; 0 = Do not know												
3	Date: <input type="text"/> 4th Focus: <input type="text"/>												
4	District: <input type="text"/> School: <input type="text"/>												
5													
6													
7													
8													
9	<b>I. Leadership and Governance (District Standard)</b> <i>Conditions for School Effectiveness</i> I. Effective district systems for school support and intervention II. Effective school leadership VI. Principal's staffing authority XI. Strategic use of resources and adequate budget authority												
10	<b>District and School-Based Evidence</b>												
11	a. District Administration adheres to the MTSS model in their policy making and decision making for delivering instruction and providing non-academic supports. <input type="text"/>												
12													
13													
14													
15	b. The superintendent effectively delegates academic/non-academic and operational leadership to principals, program leaders and administrators. <input type="text"/>												
16													
17													
18													
19	c. Building principals provide leadership and support for the tiered model through efficient and flexible use of time, personnel, fiscal resources. <input type="text"/>												
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Remember that this rubric is intended to support you in assessing the status of your efforts to develop robust, effective tiered systems of academic (instruction) and non-academic (behavior) supports, determine priorities, and develop an **action plan to guide improvement**.

