DISTRICT Self-Assessment of MTSS Implementation

A Needs Assessment for DISTRICT Leadership Teams

Thank you!

Previous versions of this document were developed under the oversight of Collaborating for Iowa's Kids (C4K; 2012-2019). Within that structure, the Department, Area Education Agencies, and districts provided extensive feedback and input. This revised version may be used, and any feedback for enhancement provided to your DE-AEA support personnel.

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I. Introduction

MTSS is a framework that uses data-based decision-making for continuous improvement to enhance academic and social-emotional-behavioral health outcomes for all learners. This tiered framework seeks to focus resources where they are most needed, remove barriers, use evidence-based practices to support all learners, and target supplemental and intensive interventions - all based on data. It is also a critical framework for systems, using continuous improvement processes to identify system-level needs at the educator, classroom, school, and district level. This also allows for professional learning, support and improvement efforts that are tailored to local needs as identification of needs and matching solutions to those needs occur within whichever level the analysis is occurring [student, educator, classroom, school, district, AEA, State]. Iowa's MTSS framework cuts across content areas (literacy, mathematics and social-emotional-behavioral health) as well as grades from preschool through grade 12, and is the ultimate equalizer in educational access and attainment of student success, while supporting local context and needs. To find out more about MTSS, access Iowa's Framework & Process to Support Schools.

II. The DISTRICT Self-Assessment of MTSS Implementation - District SAMI

A. Purpose

The District SAMI is a needs assessment tool that helps district leadership teams understand the status of MTSS implementation across the district. The tool supports teams to engage in active discussions to identify strengths and challenges in current MTSS implementation. It is designed to help the district identify current practices, areas of strength, and areas for growth and refinement, and enable faculty and staff to prioritize and focus resources on those areas in need of the most attention or support. All the work and district-wide implementation efforts from statewide to local are tied to one overarching theme: increasing learning outcomes for all students. It is important to actively implement the District SAMI within the district leadership team using Iowa's Continuous Improvement Process [CIP] in order to:

1. Assess district needs and status of MTSS implementation - this step answers the question: *Where are we now and where do we want to be?*
2. Prioritize identified system needs and solutions, or *Why?*
3. Plan for action to address needs, or *What are we going to do, and how are we going to do it?*
4. Implement the plan as intended - based on District SAMI results, or *Are we doing what we said we would do?* ; and
5. Evaluate the impact of the plan on the system, as well as for groups/individual learners, or *Did our plan work?*
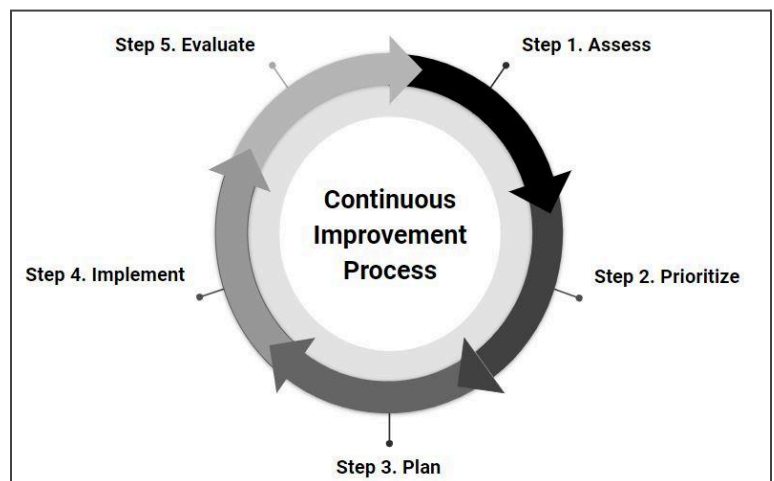
B. Getting Started with the District SAMI

This area provides general directions to implement the District SAMI. To effectively implement and use the District SAMI, **it is highly recommended to contact your local AEA to provide System Coach (facilitation) support.** There are 4 primary areas to consider prior to engaging in the District SAMI: the District Leadership Team, District Discussion Roles, District SAMI System Coach, and the District SAMI Rubric Structure.

The *District Leadership Team* (DLT) is a representative and engaged team that leads the implementation of MTSS across the district, focused on the 5 conceptual areas, the Continuous Improvement Process, and stages of implementation. The District Leadership Team[1] which has the responsibility of implementing, supporting and allocating resources across buildings in order to improve student learning should complete this tool, with support from an identified District SAMI System Coach/Facilitator. Consider the following roles and/or functions of leadership team members:

- Superintendent
- Associate/Assistant Superintendent
- Multi-Tiered System of Supports (MTSS), and/or Differentiated Accountability (DA) and/or School Improvement Coordinator
- Equal Representation across the district - Consider the following roles and expertise when selecting building representatives:
  - Roles:
    - Principals/assistant principals
    - Curriculum directors
    - Instructional leaders/coaches across general education including special education, English learners, early childhood including preschool community partners (i.e. SWVPP, ECSE), literacy, mathematics and local behavioral expectations and skills for learning.
  - Expertise
    - Multi-tiered system of supports (MTSS) and/or positive behavioral interventions and supports (PBIS);
    - Each MTSS Conceptual Area: Leadership, Infrastructure, Universal Tier, Supplemental/Intensive Tier, Assessment & Data-Based Decision-Making.
    - Technology and distance learning support; and
    - Professional Learning and Coaching.
    - Content/Programs across grades, such as general and special education, English learners, early childhood, including preschool community partners, gifted and talented, literacy, mathematics, teacher librarians, career and technical education (CTE), and local behavioral expectations and skills for learning.
- Board member(s), as applicable within the district context
- Other community partners, as applicable within the district context

There are some critical *District SAMI Discussion Roles* that support effective implementation of the District SAMI with fidelity. It is strongly recommended that an external District SAMI System Coach/Facilitator trained for this purpose, leads the implementation of the District SAMI. It is difficult to coach/facilitate **and** engage in the conversations needed to use the District SAMI for its intended purpose. Districts are encouraged to contact their local Area Education

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[1] Within a district, this team may be called the District Leadership Team, the MTSS leadership team, the Iowa Core team, the Positive Behavior Intervention or Supports (PBIS) team, the Core team, or any variety of terms.

Agency for external facilitator support. The District SAMI System Coach/Facilitator is responsible to understand this tool and help facilitate the discussion with the DLT. This includes working directly with DLTs from preparation for - and implementation of - the District SAMI Discussion, to action planning, and follow-up as needed. Critical roles include:

- **District SAMI System Coach(es)/Facilitator(s)**. *Role*. To provide facilitation and coaching throughout the District SAMI Discussion from preparation through action planning.
- **District Leadership Team**. *Role*. To engage in the discussion as supported by the coach, which includes completing (a) all conceptual areas of the SAMI, (b) verification of scores as needed, and (c) developing a plan of action based on results.
- **Note-Taker(s)**. *Role*. To take notes on the discussion as directed by the coach (e.g., document big points of the discussion, data sources, verification steps, priority statements and so on). This may be done on a locally-developed document, or the District SAMI note-catcher [you will need to make a copy of this to use locally].
- **Process Observer**. *Role*. To alert the team to time as requested by the coach, and ensure norms are observed.

The District SAMI Structure is organized around the five key conceptual areas within Iowa's MTSS framework [see Iowa's Framework & Process to Support Schools], with a total of **25** items for district leadership teams to score:

1. **Leadership [L - 5 items]** is essential to any functional system - there must be a central team with the knowledge and skills needed to lead and support implementation of MTSS.
2. **Infrastructure [IF - 7 items]** is focused on the major MTSS structural pieces that are vital to sustain MTSS implementation such as policies/procedures, culture/climate, resources/schedules and professional learning/coaching.
3. **Assessment & Data-Based Decision-Making [ADBDM - 4 items]** is focused on ensuring efficient assessment systems are used to drive effective data-based decisions within continuous improvement; specific critical assessments include *universal screening*, *progress monitoring* and the ongoing *data-based decision-making* used to effectively impact instruction.
4. **Universal Tier [UT - 5 items]** is the evidence-based curriculum, instruction, and assessment critical for learner success. Universal instruction in Iowa must align with the Iowa Academic Standards and local Behavioral Expectations and Skills for Learning that outline what educators are expected to teach and students are expected to learn.
5. **Supplemental and Intensive Tiers [SI - 4 items]** are focused on ensuring learners who need additional resources, services, and interventions/support are provided the evidence-based support they need to be successful across academic and social-emotional-behavioral health domains;

The District SAMI uses a facilitated process that supports collegial conversations, individual thinking and team discussions. It is important to allow all members to have a voice in completion of this instrument, however, ***only one number per item should be recorded as the final score***. Therefore, the conversation, and consensus process, is critical to complete this MTSS needs assessment and implementation tool. Iowa's District SAMI rating scale reflects four stages of implementation as shown below and in Figure 1.

Anchor. The anchor provides the optimal condition for the item being rated; the rating scale from one through four then breaks down descriptions of what should be established in order for a team to reach consensus and select the appropriate rating.

1=Getting Started. The district is getting started on the journey to implement MTSS, district consensus, and starting to put in place needed practices around the conceptual area item being rated.

2=Initial Implementation. The district is designing the structure to implement the MTSS framework and Continuous Improvement Process within the item being rated.

3=Implementation. The district is implementing the designed structures and is actively working to build consistency and integrity of implementation within the item being rated.

4=Sustained Implementation. The MTSS framework is embedded with integrity within the item being rated. The focus is on how effective MTSS is and changes are based on data using the Continuous Improvement Process.
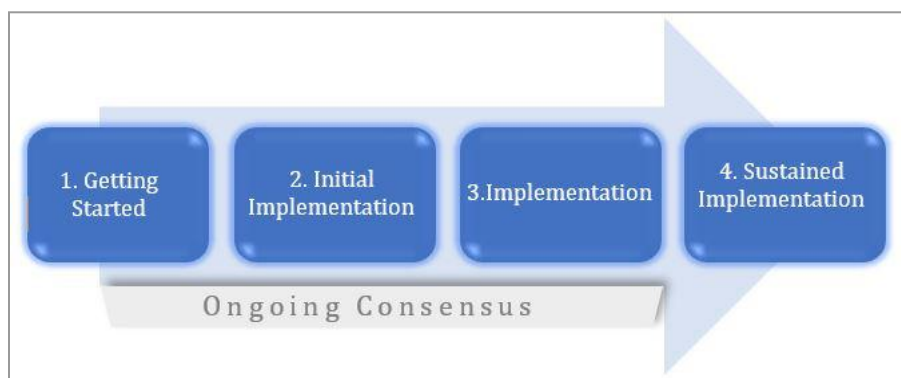

Figure 1. Four Stages of Implementation

Please note the following important ideas prior to engaging in the District SAMI:
- The District SAMI should be used as a needs assessment after a district has decided to implement and sustain MTSS - therefore there is no exploration or discovery phase reflected in the ratings.
- Consensus is not a separate stage of implementation, rather it is an effective leadership/facilitation practice regardless of implementation stage.
- Completing this tool is not a singular event; district leadership teams should engage in the District SAMI at least once a year.
- The first time engaging in the District SAMI will take approximately 6-10 hours. This is your baseline. Annual District SAMI completion thereafter should take 1-3 hours.
- Consensus is the act of ensuring that all points of view are heard and that everyone understands the will of the group, even those members who are opposed to that will. It is not practical that full consensus is reached on every critical area of work. Consensus in Multi-Tiered System of Supports and Differentiated Accountability is an iterative process, and requires consensus on any given major area of work with a majority.
- There is a companion District SAMI note-catcher that can be very helpful to capture discussions and next steps. Please make a copy of the note-catcher for local use.

C. District SAMI Anchor Summary

The District SAMI anchors are provided in Table 1. A total of **25** items across the 5 MTSS conceptual areas are rated according to the level of implementation within the district [see Figure 1 for ratings].

Table 1. District SAMI Anchor Summary

Leadership	1. **Leadership Team.** There is a District Leadership Team (DLT) that leads and supports implementation of a Multi-Tiered System of Supports [MTSS]. 2. **Knowledge and Skills: DLT**. Team members have the knowledge and skills to lead implementation of MTSS. 3. **MTSS Implementation Plan.** The team develops and supports a district-wide MTSS Implementation Plan. 4. **Community, Family & Student Voice.** The DLT, BLT and staff across buildings engage community, families and students. 5. **Building Supports.** The DLT supports building administration to establish effective Building Leadership Teams to lead and support implementation of MTSS.
Infrastructure	6. **Policies and Procedures**. Policies and procedures are aligned to - and support the implementation and sustainability of - MTSS 7. **Optimal Learning Environment.** The district environment supports the basic safety and well-being of all students and staff, so that all staff are able to teach, and all students are able to learn. 8. **Schedules.** Schedules provide regular and ongoing time for staff to engage in professional learning, 9. **Resource Allocation.** Resources to support MTSS implementation are identified and allocated. 10. **Systems Coaching.** Systems Coaching is in place to support District and Building Leadership Teams responsible for MTSS Implementation. 11. **Practice Coaching**. Practice Coaching is in place to support teachers to provide high quality, evidence-based instruction. 12. **Building Supports.** The DLT supports building administration to establish effective Infrastructure support & sustain implementation of MTSS.
Assessment & Data-Based Decision Making	13. **Assessment System Foundations**. Assessment System Foundations are defined and supported across all buildings. 14. **Comprehensive Balanced Assessment System.** A comprehensive balanced assessment system is in place that is accessed and used in data-based decision-making. 15. **Data-based decision-making for continuous improvement.** There is a data-based decision-making process that is used to make decisions. 16. **Building Supports.** The DLT supports building administration to establish effective Assessment & Data-Based Decision-Making to support & sustain implementation of MTSS.
Universal Tier	17. **Assessment for Learning to Meet Learner's Needs**. District-wide formative assessment practices are aligned to local student needs and data is regularly examined to determine effectiveness of instruction. 18. **Standards, local Behavioral Expectations and Skills for Learning, and the Intended Curriculum.** There are clearly-articulated academic standards, local behavioral expectations and skills for learning, and a documented scope and sequence for the Universal Tier. 19. **Evidence-Based Instructional Practices.** There is a district-wide agreed-upon set of evidence-based instructional practices that have been adopted and supported through professional learning and resource allocation. 20. **Evidence-based Instructional Materials.** There is a rigorous process for ensuring that instructional materials for the Universal Tier are standards-aligned, evidence-based, and available for all staff. 21. **Building Supports.** The DLT supports building administration to establish an effective Universal Tier to support & sustain implementation of MTSS.
Supplemental-Intensive Tiers	22. **District Supported Interventions.** There is a district-wide structure and process to identify, document, and prioritize evidence-based district supported interventions and regularly examine intervention effectiveness data. 23. **District-wide Supplemental-Intensive Process.** There is a district-wide process in place that uses data to identify learners who need additional (supplemental and intensive) intervention/s and efficiently and accurately assign evidence-based interventions to address student needs. 24. **Districtwide Continuum of Supports.** There is a district-wide continuum of supplemental and intensive programming/services and collaborative team-based supports (i.e., content expertise, coaching, consultation, family engagement) for academics and SEBH. 25. **Building Supports.** The DLT supports building administration to establish effective Supplemental/Intensive Tiers to support & sustain implementation of MTSS.

D. The District SAMI Rubric

	LEADERSHIP				
Anchor	**0**	**1** **[Getting Started]**	**2** **[Initial Implementation]**	**3** **[Implementation]**	**4** **[Sustained Implementation]**
L1. Leadership Team. There is a District Leadership Team (DLT) that leads and supports implementation of a Multi-Tiered System of Supports [MTSS].	Criteria not yet met	There is a DLT that: ● Has *initial* consensus that MTSS will support all students to achieve age- or grade-level standards, local behavioral expectations and skills for learning; ● Is of functional size with equitable representation across members who have the dedicated time to lead MTSS; ● Includes a superintendent that is committed to implementing MTSS; ● Has a regularly scheduled MTSS meeting.	<u>AND</u> The team has in place: ● 100% consensus that MTSS will support all students to achieve age- or grade-level standards, local behavioral expectations and skills for learning; ● Defined roles that include an MTSS Coordinator, Systems Coach/s. Practice Coach/s, and members whose primary role is to lead implementation [i.e., Implementation Team]; ● Meeting expectations (i.e., attendance, norms) ● An established MTSS vision that is communicated across stakeholders and buildings; ● Collaborative leadership; ● Effective meeting and communication structures.	<u>AND</u> The team: ● Facilitates both Systems and Practice coaching to build and sustain capacity districtwide; ● Uses data-based decision-making for continuous improvement; ● Sets and supports district-wide expectations around MTSS Implementation.	<u>AND</u> The team reviews and refines team functioning, processes and next steps as needed within meetings, and at least 1-2x each year, using data such as: ● Frequent and ongoing feedback from leadership team members and staff across buildings; ● Results of periodic review of roles, responsibilities and performance; ● Meeting evaluations; ● Meeting efficiency/follow-up;
DATA SOURCES:				**Score:**	

LEADERSHIP					
Anchor	**0**	**1** **[Getting Started]**	**2** **[Initial Implementation]**	**3** **[Implementation]**	**4** **[Sustained Implementation]**
L2. Knowledge and Skills: DLT. Team members have the knowledge and skills to lead implementation of MTSS.	Criteria not yet met	All members have the knowledge and skills to support MTSS Implementation across: ● Effective meeting and communication structures; ● MTSS Foundations; ● Implementation Science; ● Data-based decision-making for continuous improvement.	<u>AND</u> ● The MTSS Coordinator, Systems Coach(es) and Practice Coach(es) coordinate and facilitate MTSS Implementation. ● The team has the knowledge and skills to lead: ○ Effective meeting and communication structures; ○ MTSS vision and foundations; ○ Implementation Science; ○ Data-based decision-making for continuous improvement.	<u>AND</u> The team: ● Has protected time in meetings for ongoing coaching; ● Has the knowledge and skills to lead and/or support the below across buildings: ○ Systems Coaching focused on Leadership and Infrastructure; ○ Practice Coaching focused on implementing universal, supplemental and intensive tiers of instruction and assessment.	<u>AND</u> The team reviews and improves meeting/communication structures and team needs as needed using data such as: ● Team level of confidence in knowledge/skills to support both Systems and Practice Coaching; ● Team level of knowledge/skill in MTSS.
DATA SOURCES:				**Score:**	

LEADERSHIP					
Anchor	0	1￼ [Getting Started]	2￼ [Initial Implementation]	3￼ [Implementation]	4￼ [Sustained Implementation]
L3. MTSS Implementation Plan. The team develops and supports a district-wide MTSS Implementation Plan.	Criteria not yet met	The team uses data-based decision-making to develop a district-wide MTSS Implementation Plan that is: ● Based on data (i.e., District SAMI, building-level SAMIs, student data, content resource mapping across mathematics, literacy and SEBH) ● Informed by experiences (i.e., staff, community, family and student voice); ● Focused on MTSS, and the priority work across the five conceptual areas; ● Inclusive of a communication plan ● Reflective of the district's stage of implementation, and supportive of each building's stage of implementation.	**AND** The plan is: ● The district's continuous improvement plan; ● Driven by the district's MTSS vision; ● Guided by leadership team members working across work teams and building-level teams; ● Informed by an ongoing stakeholder feedback loop	**AND** The team: ● Provides implementation support across buildings; ● Is informed by status reports/implementation data across buildings and work teams; ● Regularly shares progress, current activities and plan revisions with all stakeholders.	**AND** The team reviews and refines the MTSS Implementation plan as needed, and at least once each year using data such as: ● Frequent and ongoing feedback from staff, community, family and students; ● Fidelity of implementation related to planned activities; ● Implementation status; ● Outcomes tied to each prioritized conceptual area/activity;
DATA SOURCES:				**Score:**	

LEADERSHIP					
Anchor	**0**	**1** **[Getting Started]**	**2** **[Initial Implementation]**	**3** **[Implementation]**	**4** **[Sustained Implementation]**
L4. Community, Family & Student Voice. The DLT, BLT and staff across buildings engage community, families and students.	Criteria not yet met	There is an engagement process and ongoing feedback loop that includes: ● Definitions of community and family engagement and student voice; ● Measures to monitor engagement and voice; ● Evidence-based practices for effective engagement and voice.	**AND** The DLT, BLT and staff: ● Actively engage families that represent the diverse population of the school; ● Provide intensive outreach to families as needed.	**AND** The DLT, BLT and staff: ● Increase the skills of families to support their children's education. ● Engage families in data-based decision-making when their children need additional supports.	**AND** The DLT reviews and refines community and family engagement and student voice as needed, and at least 1-2x each year using data such as: ● Frequent and ongoing feedback from staff, community, family and students; ● Results of measures of engagement and voice; ● Implementation fidelity of evidence-based practices for effective engagement and voice.
DATA SOURCES:				**Score:**	

LEADERSHIP					
Anchor	**0**	**1** **[Getting Started]**	**2** **[Initial Implementation]**	**3** **[Implementation]**	**4** **[Sustained Implementation]**

L5. Building Supports. The DLT supports building administration to establish effective Building Leadership Teams to lead and support implementation of MTSS.	Criteria not yet met	The Superintendent meets with building principals/associate principals:
		● As a team on a regular schedule;
		● With an established agenda;
		● With designated time to review and discuss:
		  ○ Building-level issues/needs;
		  ○ Systems and Practice Coaching status and needs;
		  ○ MTSS as a framework that supports all students to achieve age- or grade-level standards, local behavioral expectations and skills for learning
			The DLT supported by Systems Coach(es):
			● Understands the Leadership Conceptual Area of the SAMI at the district and building level;
			● Reviews building data to determine current needs, and
			● Meets with Building Leadership Teams to establish connections with the team and work toward consensus for MTSS implementation
				AND the DLT, supported by Systems Coach(es), facilitate/support the Building Leadership Team to:
				● Establish functional building level leadership teams;
				● Understand the current status of the team's consensus or readiness to implement and support MTSS;
				● Work toward building consensus;
				● Develop the BLTs understanding - or use of:
				  o Effective meeting and communication structures;
				  o MTSS vision and foundations;
				  o Implementation Science;
				  o Data-based decision-making for continuous improvement.
					AND the DLT, supported by Systems Coach(es) supports BLTs to review and refine the Leadership Team Conceptual Area as needed, and at least once each year using the data outlined in the building-level SAMIs within the district.

DATA SOURCES:					**Score:**

INFRASTRUCTURE					
Anchor	**0**	**1** **[Getting Started]**	**2** **[Initial Implementation]**	**3** **[Implementation]**	**4** **[Sustained Implementation]**
IF1. Policies and Procedures. Policies and procedures are aligned to - and support the implementation and sustainability of - MTSS.	Criteria not yet met	Policies and procedures have been reviewed to determine alignment to MTSS implementation and sustainability, across all the areas below: ● Mission, Vision and Philosophy ● District-wide handbooks (student, family, staff); ● Recruitment; ● New staff orientation; ● Annual orientation and boosters; ● Culture/climate, attendance and discipline guidance and related foundational plans for behavior and safety (e.g., Emergency Operations Plan, foundation content for PBIS: Crisis Response and Violence Prevention)	<u>AND</u> ● Policies and procedures are revised to align to - and support the implementation and sustainability of - MTSS. ● Revisions are communicated across all buildings and stakeholders; ● Professional learning around policies and procedures are built into district-wide Systems and Practice Coaching.	<u>AND</u> ● There is a structure to identify policies and procedures that serve as supports for - or barriers to - MTSS implementation and sustainability. ● Staff effectively implement and support revised policies and procedures.	<u>AND</u> Policies and/or procedures: ● That serve as a support for - or barrier to - implementation of the work are communicated to the buildings and state, as appropriate; ● Are reviewed and refined as needed, and at least once every 3 years using data such as: 　○ Frequent and ongoing feedback from staff, community, family and students; 　○ Fidelity of professional learning and staff implementation/support.

DATA SOURCES:

SCORES

Lit	**0**	**1**	**2**	**3**	**4**
M	**0**	**1**	**2**	**3**	**4**
SEBH	**0**	**1**	**2**	**3**	**4**

INFRASTRUCTURE

Anchor	0	1 [Getting Started]	2 [Initial Implementation]	3 [Implementation]	4 [Sustained Implementation]

IF2. Optimal Learning Environment. The district environment supports the basic safety and well-being of all students and staff, so that all staff are able to teach, and all students are able to learn.	Criteria not yet met	There is:
		● *Initial* consensus around the importance of student and staff well-being;
		● A district-wide Emergency Operations Plan (EOP) on file;
		● A plan around what to do if there is a crisis or violent event that does not rise to the level of the EOP [i.e., a *Crisis Response and Violence Prevention (CRVP) plan, policies, procedures and protocols].
		
		*In this document, the term Crisis Response and Violence Prevention (CRVP) is used to describe actions/supports that are needed for events that occur that do not rise to the level of EOP, and are more intense than what PBIS may address.
			There is:
			● Consensus around the importance of student and staff well-being;
			● A team to lead a plan that is part of - or reports directly to - the DLT.
			● A Crisis Response and Violence Prevention (CRVP) or similar plan, policies and protocols that have been reviewed/revised:
			  ○ To serve as the foundational content of school-wide positive support and/or expectations.
			  ○ Based on data (e.g., Conditions for Learning, Suspensions/expulsions)
			  ○ Informed by experiences (i.e., staff, community, family and student voice);
			  ○ Aligned to the EOP,
			  ○ Embedded as part of the MTSS Implementation plan,
			  ○ Include evidence-based, culturally responsive prevention, intervention, crisis response and debriefing
				AND
				● The team - such as a CRVP team - facilitates both Systems and Practice coaching to build and sustain capacity;
				● Staff, community partners, families and students know their roles and responsibilities;
				● Implementation and progress is communicated across stakeholders;
					AND
					The foundational content of district-wide positive support/expectations is reviewed and refined as needed, and at least annually using data such as:
					● Frequent and ongoing feedback from staff, community, family and students;
					● Fidelity of professional learning and implementation;
					● Data
					● Results of implementation of evidence-based, data driven wellness and health promotion practices used with students and with staff.

DATA SOURCES:		*SCORES*
		Lit 0 1 2 3 4
		M 0 1 2 3 4
		SEBH 0 1 2 3 4

INFRASTRUCTURE					
Anchor	**0**	**1** **[Getting Started]**	**2** **[Initial Implementation]**	**3** **[Implementation]**	**4** **[Sustained Implementation]**
IF3. **Schedules.** Schedules provide regular and ongoing time for staff to engage in professional learning, planning, and data-based decision-making for continuous improvement.	Criteria not yet met	The district has guidance, recommendations and support for schedules that promote: ● Practice coaching focused on assessment system foundations and how to administer assessments; ● Administration of assessments needed to make data-based instructional decisions across tiers and for individual students.	<u>AND</u> The district has guidance, recommendations and support for schedules that promote: ● Practice coaching focused on prioritized MTSS conceptual areas or stages of implementation; ● Collaborative Learning Communities (CLCs) focused on building shared capacity (i.e., Leadership team, grade level teams, professional learning communities)	<u>AND</u> The district has guidance, recommendations and support for schedules that promote: ● Practice Coaching that is differentiated based on needs; ● Implementation of evidence-based instruction/interventions across tiers in the classroom - matched to student needs by content area and intensity.	<u>AND</u> District guidance, recommendations and support for schedules are reviewed and refined as needed at least 1-2x a year, using data such as: ● Frequent and ongoing feedback from staff; ● Fidelity of assessment administration data; ● Percent participation in assessments; ● Documented time for Practice Coaching; ● Documented time for instruction/interventions across tiers
DATA SOURCES:				*SCORES* Lit 0 1 2 3 4 M 0 1 2 3 4 SEBH 0 1 2 3 4		

INFRASTRUCTURE

Anchor	0	1 [Getting Started]	2 [Initial Implementation]	3 [Implementation]	4 [Sustained Implementation]

IF4. Resource Allocation. Resources to support MTSS implementation are identified and allocated.	Criteria not yet met	Resources are identified and allocated based on resource inventories across district and building needs (e.g., personnel, time, materials, funding, maintenance costs).	**AND** Resources are identified and allocated based on verified:
			• Resource maps (e.g., literacy, mathematics, SEBH);
			• Schedules to support Collaborative Learning Communities;
			• Data that identify student and staff needs.
				AND How resources are identified and allocated is:
				• Directly related to student and staff needs;
				• Communicated across stakeholders, as appropriate;
				• Documented, easily implemented, and sustainable.
					AND Resource allocation is:
					• Consistently based on student and staff needs and the availability of time, personnel, funding and materials;
					• Reviewed and refined as needed at least 1x a year, using data such as:
					  ○ Resource inventories and maps;
					  ○ Data that identify student and staff needs;
					  ○ Strategies that result in improved student outcomes;

DATA SOURCES:	*SCORES*
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INFRASTRUCTURE					
Anchor	**0**	**1** **[Getting Started]**	**2** **[Initial Implementation]**	**3** **[Implementation]**	**4** **[Sustained Implementation]**
IF5. Systems Coaching. Systems Coaching is in place to support District and Building Leadership Teams responsible for MTSS Implementation.	Criteria not yet met	The DLT has: ● *Initial* consensus around the importance of Systems Coaching for the DLT, and across all buildings; ● Identified knowledge/skill needs of the leadership around MTSS Implementation (i.e., all five conceptual areas).	<u>AND</u> The DLT has: ● Consensus around the importance of Systems Coaching for leadership; ● An identified Systems Coach with the role/responsibility to provide technical assistance and facilitative support related to the systems and infrastructure necessary for sustainable MTSS Implementation within the DLT, <u>**AND**</u> work with System Coaches in buildings across the district.	<u>AND</u> There is a plan for Systems Coaching that is: ● Based on data (i.e., student data across buildings and leadership knowledge/skill needs) ● Focused on MTSS, and the priority work across the five conceptual areas; ● Embedded as part of the MTSS Implementation plan; ● Facilitated/supported by the Systems Coach.	<u>AND</u> Systems Coaching is reviewed and revised as needed and at least 1-2x a year, using data such as: ● Fidelity of implementation of Systems Coaching; ● Progress on the plan for Systems Coaching; ● Results of satisfaction or knowledge/skill surveys

DATA SOURCES:	*SCORES*
	Lit 0 1 2 3 4 M 0 1 2 3 4 SEBH 0 1 2 3 4

INFRASTRUCTURE					
Anchor	**0**	**1** **[Getting Started]**	**2** **[Initial Implementation]**	**3** **[Implementation]**	**4** **[Sustained Implementation]**

IF6. **Practice Coaching**. Practice Coaching is in place to support teachers to provide high quality, evidence-based instruction.	Criteria not yet met	There is:
		● *Initial* consensus across all staff that:
		  ○ MTSS will support all students to achieve age- or grade-level standards, local behavioral expectations and skills for learning,
		  ○ A collaborative team-based approach is essential to build capacity to sustain MTSS (i.e., Collaborative Learning Communities);
		● A team to lead Practice Coaching that is part of the Leadership Team.
			AND
			There is a plan for Practice Coaching that is:
			● Based on verified data (i.e., student data and staff knowledge/skill needs);
			● Informed by staff experience;
			● Focused on implementing universal, supplemental and intensive tiers of instruction and assessment;
			● Embedded as part of the MTSS Implementation plan;
			● Facilitated/supported by the Leadership Team;
			● Supported by consensus across all staff that:
			  ○ MTSS will support all students to achieve age- or grade-level standards, local behavioral expectations and skills for learning,
			  ○ A collaborative team-based approach is essential to build capacity to sustain MTSS - (i.e., Collaborative Learning Communities)
				AND
				Staff are:
				● Provided opportunities to understand the relevance of MTSS to their role/responsibilities, and
				● Able to clearly articulate the connections and relevance of MTSS, and the implementation plan, to their role/responsibilities; and
				● Engaged in job-embedded coaching [modeling, practice, collaborative feedback] differentiated by role/responsibilities and needs across individual implementation and use (Learn, Practice, Use, Evaluate)
					AND
					● Staff are able to consistently engage in effective MTSS practices within Collaborative Learning Communities (CLC) with fidelity.
					● Practice Coaching is reviewed and revised as needed and at least 1-2x a year, using data such as:
					  ○ Fidelity of implementation of Practice Coaching;
					  ○ Progress on the plan for Practice Coaching;
					  ○ Results of satisfaction or knowledge/skill surveys

DATA SOURCES:					*SCORES*				
				Lit	0	1	2	3	4
				M	0	1	2	3	4
				SEBH	0	1	2	3	4

INFRASTRUCTURE

Anchor	0	1 [Getting Started]	2 [Initial Implementation]	3 [Implementation]	4 [Sustained Implementation]
IF7. **Building Supports.** The District Leadership Team supports the Building Leadership Teams to establish an effective Infrastructure to support & sustain MTSS.	Criteria not yet met	The Superintendent meets with building principals/associate principals as indicated in **L4**, with additional focus on discussions around: ● Schedules to support professional develop, and staff learning needs ● Building level action plans, ● Family/community engagement, ● Policy alignment, and ● Appropriate resource allocation	**AND** The DLT supported by Systems Coach(es)/Facilitator(s): ● Understands the Infrastructure Conceptual Area of the SAMI at the district and building level; ● Reviews building data to determine current needs; and ● Meets with the Building Leadership Teams to discuss needs and next steps for support in this area.	**AND** The DLT supported by Systems Coach(es)/Facilitator(s), facilitate/support the Building Leadership Team to: ● Develop/implement quality building action plans; ● Build the capacity of educators in areas identified in the Building Leadership Teams, and the schedules to support it; ● Understand resource allocation aligned to the work; ● Establish effective Family/Community Engagement, including effective communication; and ● Ensure ongoing evaluation to understanding progress and impact (step 5 of the CIP)	**AND** The DLT supported by Systems Coach(es)/Facilitator(s) supports BLTs to review and refine the Infrastructure Conceptual Area as needed, and at least once each year using the data outlined in the building-level SAMIs within the district.

DATA SOURCES:		*SCORES*				
	Lit	0	1	2	3	4
	M	0	1	2	3	4
	SEBH	0	1	2	3	4

ASSESSMENT & DATA-BASED DECISION-MAKING

Anchor	0	1 [Getting Started]	2 [Initial Implementation]	3 [Implementation]	4 [Sustained Implementation]

A1. Assessment System Foundations. Assessment System Foundations are defined and supported across all buildings.	Criteria not yet met	The district has common guidance, recommendations and support that include:
		● A definition of the types and purposes of assessments, and relevant assessment terminology;
		● System and building level data teams to support assessment system foundations.
		● Completed building assessment inventories to ensure efficacy, efficiency and appropriate use of assessments across the district.
			AND
			There is:
			● An articulated assessment plan that includes:
			  ○ Assessment type, purpose, use;
			  ○ Assessment schedule;
			  ○ professional learning schedule
			● An Early Warning System accessible to educators in each building;
			● Data to guide system decision-making around staff assessment knowledge, skills, strengths and needs.
				AND
				DLT:
				● Have knowledge and implement the district assessment plan;
				● Use data from Early Warning System to identify district level needs;
				● Receive ongoing professional learning and support.
					AND
					Assessment system foundations are reviewed and revised as needed at least once a year, using data such as the results of:
					● Knowledge/skill/confidence surveys;
					● Early Warning System used to accurately identify students who need more support;
					● Accuracy and utility of local indicators and thresholds.

DATA SOURCES:	*SCORES*
	Lit 0 1 2 3 4 M 0 1 2 3 4 SEBH 0 1 2 3 4

ASSESSMENT & DATA-BASED DECISION MAKING

Anchor	0	1 [Getting Started]	2 [Initial Implementation]	3 [Implementation]	4 [Sustained Implementation]
A2. Comprehensive Balanced Assessment System. A comprehensive balanced assessment system is in place that is accessed and used in data-based decision-making.	Criteria not yet met	Across all buildings, the assessment system: ● Is in place for the type and purpose it is intended; ● Has an established implementation schedule that is followed with integrity; ● Includes data displays that support data-based decision-making at all levels; ● Is supported by system and building level data team.	**AND** ● DLT have access to assessment data, displays and reports across all buildings as needed; ● System Coaching is: ○ Based on verified building needs ○ Implemented with fidelity; ○ Differentiated based on building needs.	**AND** DLT: ● Support the administration of assessments with fidelity; ● Use assessment results with fidelity.	**AND** The assessment and its implementation across all buildings is reviewed and revised as needed and at least once a year, using data such as the results of: ● Percent participating in the assessment; ● Assessment implementation fidelity; ● Staff access (frequency and use); ● Student results; ● Satisfaction or knowledge/skill/confidence surveys; ● Observations of building use of assessment in practice.
Universal Screening					Lit 0 1 2 3 4 M 0 1 2 3 4 SEBH 0 1 2 3 4
Progress Monitoring					Lit 0 1 2 3 4 M 0 1 2 3 4 SEBH 0 1 2 3 4
Assessment for Learning					Lit 0 1 2 3 4 M 0 1 2 3 4 SEBH 0 1 2 3 4
Diagnostic					Lit 0 1 2 3 4 M 0 1 2 3 4 SEBH 0 1 2 3 4
Summative					Lit 0 1 2 3 4 M 0 1 2 3 4 SEBH 0 1 2 3 4

ASSESSMENT & DATA-BASED DECISION MAKING

Anchor	0	1 [Getting Started]	2 [Initial Implementation]	3 [Implementation]	4 [Sustained Implementation]

A3. Data-based decision-making for continuous improvement. There is a data-based decision-making process that is used to make decisions.	Criteria not yet met	There is:
		● A data-based decision-making process supported across all buildings that includes the following steps: Assess, Prioritize, Plan, Implement, Evaluate;
		● Support data-based decision-making across all buildings by ensuring:
		  ○ Consensus about the importance of DBDM in making system decisions;
		  ○ Staff knowledge, skills, strengths and needs in the structure of DBDM.
			<u>AND</u>
			There is:
			● A data-based decision-making process that:
			  ○ Includes a set of rules, procedures and routines for decision-making;
			  ○ Promotes and supports its use within buildings and teams to implement MTSS [i.e., across all conceptual areas].
			  ○ Are interconnected across content areas (e.g., literacy, mathematics and social-emotional-behavioral health);
			● Data to guide System Coaching around:
			  ○ Staff consensus on the use of DBDM within buildings;
			  ○ Staff knowledge, skills, strengths and needs in the processes of DBDM across the district.
				<u>AND</u>
				● System Coaching supports buildings to engage in DBDM;
				● DBDM is used across and within buildings and teams (i.e., collaborative learning communities, leadership team) with fidelity.
					<u>AND</u>
					Data-based decision-making for continuous improvement structure and processes across all buildings are reviewed and revised as needed and at least once a year, using data such as the results of:
					● Consensus surveys
					● Satisfaction or knowledge/skill/confidence surveys;
					● Observations across buildings of the use of DBDM in practice;
					● Fidelity of Implementation of DBDM

DATA SOURCES:

SCORES

Lit	0	1	2	3	4
M	0	1	2	3	4
SEBH	0	1	2	3	4

ASSESSMENT & DATA-BASED DECISION-MAKING

Anchor	0	1 [Getting Started]	2 [Initial Implementation]	3 [Implementation]	4 [Sustained Implementation]
A4. Building Support. The District Leadership Team supports the Building Leadership Teams to establish effective Assessment & Data-Based Decision-Making to support & sustain MTSS.	Criteria not yet met	The Superintendent meets with building principals/associate principals as indicated in **L4**, with additional focus on discussions around: ● Assessment purposes and use in data-based decision-making; and ● Interpretation of assessment results and next steps.	**AND** The DLT supported by Systems Coach(es)/Facilitator(s): ● Understands the Assessment & Data-Based Decision-Making Conceptual Area of the SAMI at the district and building level; ● Reviews building data to determine current needs; and ● Meets with the Building Leadership Teams to discuss needs and next steps for support in this area.	**AND** The DLT supported by Systems Coach(es)/Facilitator(s), facilitate/support the Building Leadership Team to: ● Understand the purpose/use of assessments within a Comprehensive Balanced Assessment System (often called Assessment Literacy); ● Establish the value of, and schedules for, assessment administration; ● Review and use implementation fidelity measures; and ● Interpret and use assessments and related results for the purposes designed.	**AND** The DLT supported by Systems Coach(es)/Facilitator(s) supports BLTs to review and refine the Assessment & Data-Based Decision-Making Conceptual Area as needed, and at least once each year using the data outlined in the building-level SAMIs within the district.
DATA SOURCES:					

				SCORES			
			Lit	0	1	2	3	4
			M	0	1	2	3	4
			SEBH	0	1	2	3	4

Note that there is no item aligned to the building-level UT1 for the District SAMI; therefore we start with the aligned UT2 at the district level.

UNIVERSAL TIER					
Anchor	0	1 [Getting Started]	2 [Initial Implementation]	3 [Implementation]	4 [Sustained Implementation]
UT1 - Assessment for Learning to Meet Learner's Needs District-wide formative assessment practices are aligned to local student needs and data is regularly examined to determine effectiveness of instruction.	Criteria not yet met	A district-wide set of agreed upon formative assessment practices has been established for each grade level/span/course including examples of learning goals and success criteria.	**AND** Formative assessment practices have been adopted including: ● Development of learning goals and success criteria aligned to district expectations ● Alignment to each grade level/span/ course;	**AND** District resources (such as professional learning, CLC time and process/procedures) are provided to buildings to: ● Develop common formative assessments ● Integrated into units and lessons.	**AND** the DLT supports Building Leadership Teams to; ● Examine the effectiveness of assessment for learning **AND** the following summary data are collected and used to determine the effectiveness of instruction: ● Implementation data; ongoing identified needs/barriers ● Building learning and coaching needs
DATA SOURCES:				*SCORES* Lit 0 1 2 3 4 M 0 1 2 3 4 SEBH 0 1 2 3 4	

UNIVERSAL TIER					
Anchor	**0**	**1** **[Getting Started]**	**2** **[Initial Implementation]**	**3** **[Implementation]**	**4** **[Sustained Implementation]**
UT2. Standards, local Behavioral Expectations and Skills for Learning, and the Intended Curriculum There are clearly-articulated academic standards, local behavioral expectations and skills for learning, and a documented scope and sequence for the Universal Tier.	Criteria not yet met	There are clearly articulated academic standards across the school year and all grade levels and courses within the district with a documented scope and sequence.	**AND** There are clearly articulated local behavioral expectations and skills for learning across the school year and all grade levels.	**AND** ● Academic standards and local behavioral expectations and skills for learning for instruction are clearly and consistently communicated with building administrators and staff; ● **AND** all staff regularly engage in professional development and ongoing support to use them.	**AND** The DLT supports Building Leadership Teams to; ● Provide professional learning (Systems and Practice Coaching) **AND** The following summary data are collected and used to determine the effectiveness of instruction: ● Feedback on scope and sequence, ● Teachers' professional learning and coaching needs
DATA SOURCES:					***SCORES***
					Lit 0 1 2 3 4 M 0 1 2 3 4 SEBH 0 1 2 3 4

UNIVERSAL TIER					
Anchor	**0**	**1** **[Getting Started]**	**2** **[Initial Implementation]**	**3** **[Implementation]**	**4** **[Sustained Implementation]**
UT3 - Evidence-Based Instructional Practices There is a district-wide agreed-upon set of evidence-based instructional practices that have been adopted and supported through professional learning and resource allocation.	Criteria not yet met	A district-wide set of agreed-upon evidence-based instructional practices has been established.	**AND** Evidence-based instructional practices have been adopted, with support for site-based decision-making based on building level learner needs	Provide district resources (such as professional learning, CLC time and process/ procedures) to have the skills and knowledge to integrate EBP into units and lessons that follow the district's expectations.	**AND** The DLT supports the Building Leadership Teams to review EBP selection and revise use based on learner need. **AND** The following summary data are collected and used to determine the effectiveness of instruction: ● Implementation data; ongoing identified needs/barriers ● Building learning and coaching needs

DATA SOURCES:	*SCORES*				
	Lit	0	1	2	3	4
	M	0	1	2	3	4
	SEBH	0	1	2	3	4

UNIVERSAL TIER

Anchor	0	1 [Getting Started]	2 [Initial Implementation]	3 [Implementation]	4 [Sustained Implementation]
UT4. **Evidence-based Instructional Materials** There is a rigorous process for ensuring that instructional materials for the Universal Tier are standards-aligned, evidence-based, and available for all staff.	Criteria not yet met	There is a current completed Inventory of instructional materials for the Universal Tier for all grade levels that includes who has (a) access and (b) received professional learning on those materials.	**AND** The district uses information from the inventory of universal instructional materials to conduct a rigorous process (i.e., that has been validated through research and policy expectations) to ensure that all teachers have materials that are: ● Aligned with academic standards and local behavioral expectations and skills for learnings; and ● Evidence-based including materials matched to identified system needs;	**AND** All staff who work with the Universal system are able to: (a) use, (b) facilitate the use of, or (c) work with external experts to implement the Universal Tier instructional materials.	**AND** The DLT supports the Building Leadership Teams to obtain building appropriate evidence-based materials that follow the district's process. **AND** The following summary data are collected and used to determine the effectiveness of instruction: ● Implementation data; ongoing identified needs/barriers ● Building professional learning and coaching needs

DATA SOURCES:

SCORES

Lit	0	1	2	3	4
M	0	1	2	3	4
SEBH	0	1	2	3	4

		UNIVERSAL TIER			
Anchor	**0**	**1** **[Getting Started]**	**2** **[Initial Implementation]**	**3** **[Implementation]**	**4** **[Sustained Implementation]**
UT5. Building Support. The District Leadership Team supports the Building Leadership Teams to establish an effective Universal Tier to support & sustain MTSS.	Criteria not yet met	The Superintendent meets with building principals/associate principals as indicated in **L4**, with additional focus on discussions around: ● Assessment for Learning to meet student needs; ● Standards, local Behavioral Expectations and Skills for Learning, and the Intended Curriculum ● Evidence-Based Instructional Practices ● Evidence-based Instructional Materials	**AND** The DLT supported by Systems Coach(es)/Facilitator(s): ● Understands the Universal Tier Conceptual Area of the SAMI at the district and building level; ● Reviews building data to determine current needs; and ● Meets with the Building Leadership Teams to discuss needs and next steps for support in this area.	**AND** The DLT supported by Systems Coach(es)/Facilitator(s): ● Attends and participates in statewide professional learning and coaching supports related to Universal Tier, as appropriate; ● Participates in regional professional learnings with the Building Leadership Teams; and ● Facilitates the Building Leadership Team(s) to make connections across universal, supplemental and intensive work, and how subgroups fit within Universal Tier	**AND** The DLT supported by Systems Coach(es)/Facilitator(s) supports BLTs to review and refine the Assessment & Data-Based Decision-Making Conceptual Area as needed, and at least once each year using the data outlined in the building-level SAMIs within the district.
DATA SOURCES:				*SCORES*	
				Lit 0 1 2 3 4 M 0 1 2 3 4 SEBH 0 1 2 3 4	

		SUPPLEMENTAL-INTENSIVE TIERS			
Anchor	**0**	**1** **[Getting Started]**	**2** **[Initial Implementation]**	**3** **[Implementation]**	**4** **[Sustained Implementation]**
SI1. **District Supported Interventions.** There is a district-wide structure and process to identify, document, and prioritize evidence-based district supported interventions and regularly examine intervention effectiveness data.	Criteria not yet met	There is a district-wide structure and process established to identify, document, and support specific supplemental and intensive interventions.	**AND** The process ensures supplemental and intensive interventions are: ● Evidence-based; ● Annually examined for their effectiveness through analysis of one or more of the following: ○ Change in individual student risk status relative to benchmarks, secondary warning thresholds, etc. ○ Individual student rates of improvement ○ Patterns and changes in subgroup achievement differences ○ IEP goal attainment	**AND** Identified and district supported interventions are prioritized and supported based on: ● Local data on intervention effectiveness; ● Alignment to local student need; ● Intensity necessary to reduce gaps (e.g., group size, time, opportunities to respond, explicit [and embedded for SEBH], systematic, sequential, frequent student responses and feedback, and scaffolded.)	**AND** District-wide leadership: ● Take action to improve or replace less effective interventions; ● Communicate district supported interventions to building leadership teams; ● Allocate resources to ensure district supported interventions are well- implemented across the district (e.g., professional learning, leadership, coaching, materials etc.)

DATA SOURCES:	*SCORES*
	Lit 0 1 2 3 4 M 0 1 2 3 4 SEBH 0 1 2 3 4

SUPPLEMENTAL-INTENSIVE TIERS					
Anchor	**0**	**1** **[Getting Started]**	**2** **[Initial Implementation]**	**3** **[Implementation]**	**4** **[Sustained Implementation]**

SI2. District-wide Supplemental-Intensive Process. There is a district-wide process in place that uses data to identify learners who need additional (supplemental and intensive) intervention/s and efficiently and accurately assign evidence-based interventions to address student needs.	Criteria not yet met	There is a district-wide process in place that:
		● Uses data 2-3 times per year to identify learners who need intervention support;
		● Describes how students are identified for intensified instruction (individual and/or small group).
			AND
			The district-wide process includes expectations for:
			● Assigning evidence-based supplemental and/or intensive intervention;
			● Developing plans with critical components (i.e., strategies, materials, duration/frequency, staff);
			● Monitoring implementation fidelity;
			● Monitoring student progress;
				AND
				The district-wide process includes expectations for:
				● Engaging families in the intervention process;
				● Team-based collaboration for diagnostic and intervention planning.
					AND
					● The district-wide process is reviewed and refined annually;
					● The district has a process to sustain implementation including but not limited to:
					  ○ An articulated district-wide intervention process
					  ○ Professional learning for building leadership teams
					  ○ Resources to communicate the process with families

DATA SOURCES:				*SCORES* Lit 0 1 2 3 4 M 0 1 2 3 4 SEBH 0 1 2 3 4	

SUPPLEMENTAL-INTENSIVE TIERS					
Anchor	0	1 [Getting Started]	2 [Initial Implementation]	3 [Implementation]	4 [Sustained Implementation]
SI3 Districtwide Continuum of Supports. There is a district-wide continuum of supplemental and intensive programming/services and collaborative team-based supports (i.e., content expertise, coaching, consultation, family engagement) for academics and SEBH.	Criteria not yet met	A continuum of supplemental and intensive programming/services for academic and SEBH is being developed across the district that includes: ● Supports, settings and learning spaces necessary to meet local academic and SEBH student needs; ● Allows equitable access for all students who may need those supports. **AND** A continuum of collaborative team-based supports for academics and SEBH is being developed that includes: Expertise in: ● Data use; ● Literacy, math and SEBH; ● Support services (e.g., communication, mental health, physical therapy, etc.) Quality and frequency of: ● Collaboration ● Coaching and consultation; ● Family engagement in the intervention process and decisions.	There is a continuum of supplemental and intensive programming/services. **AND** Collaborative team-based supports for academic and SEBH that is *inconsistently* available (i.e., some buildings or availability).	There is a *written and implemented* continuum of district-wide supplemental and intensive programming/services. **AND** Collaborative team-based supports for academics and SEBH that is *consistently* available.	**AND** There is an ongoing review and refinement of: ● The continuum of supplemental and intensive programming/services for academics and SEBH; ● Collaborative team-based supports for academics and SEBH; **AND** The district has a process to sustain implementation including but not limited to: ● Allocating resources to build/implement supplemental and intensive programming/services; ● Allocating resources to build/maintain expertise of content experts.
DATA SOURCES:				*SCORES* Lit 0 1 2 3 4 M 0 1 2 3 4 SEBH 0 1 2 3 4	

SUPPLEMENTAL-INTENSIVE TIERS					
Anchor	**0**	**1** **[Getting Started]**	**2** **[Initial Implementation]**	**3** **[Implementation]**	**4** **[Sustained Implementation]**
IS4. Building Support. The District Leadership Team supports the Building Leadership Teams to establish effective Supplemental/ Intensive Tiers to support & sustain MTSS.	Criteria not yet met	The Superintendent meets with building principals/associate principals as indicated in <u>L4</u>, with additional focus on discussions around: ● District supported evidence-based practices and interventions; ● District supplemental/ intensive processes; and ● District continuum of support for learners.	<u>AND</u> The DLT supported by Systems Coach(es)/Facilitator(s): ● Understands the Supplemental/ Intensive Tiers Conceptual Area of the SAMI at the district and building level; ● Reviews building data to determine current needs; and ● Meets with the Building Leadership Teams to discuss needs and next steps for support in this area.	<u>AND</u> the District Leadership Team: ● Attends and participates in statewide professional learning and coaching supports related to Intervention System, as appropriate; ● Participates in regional professional learnings with the Building Leadership Teams; ● Facilitates the Building Leadership team(s) to make connections across universal, supplemental and intensive work, and how Special Education fits within MTSS; and ● As appropriate, works to implement or refine the practices of Specially Designed Instruction, using Diagnose, Design, and Deliver	<u>AND</u> The DLT supported by Systems Coach(es)/Facilitator(s) supports BLTs to review and refine the Supplemental/Intensive Tiers Conceptual Area as needed, and at least once each year using the data outlined in the building-level SAMIs within the district.

DATA SOURCES:

SCORES

Lit	0	1	2	3	4
M	0	1	2	3	4
SEBH	0	1	2	3	4

E. District SAMI Scoring Summary

Teams may want to summarize their consensus scores on a hard copy, apart from the note-catcher. Table 2. District SAMI Rating Summary provides teams with a hard copy for this purpose. This sheet has areas to record the item-scores, and calculate the percent score across conceptual areas. The final District SAMI percent scores can help teams identify and prioritize system needs to guide action planning. Results are not to be used as a determination, grade, ranking, or in any way to reflect "goodness" – rather results are to be used by leadership teams to genuinely reflect current practice in order to identify appropriate and effective resource allocation, professional learning needs, and system support.

To complete Table 2, simply circle the consensus score for each item within each conceptual area, then simply add the column scores and record the sum:

- **READING** is the sum of all the circled reading scores within any given conceptual area. The total possible for reading across all conceptual areas is shown in Table 2. *Leadership is not broken down by Reading, Mathematics or SEBH; therefore the Leadership score is the same across Reading, Mathematics and SEBH.*
- **MATHEMATICS** is the sum of all the circled mathematics scores within any given conceptual area. The total possible for mathematics across all conceptual areas is shown in Table 2. *Leadership is not broken down by Reading, mathematics or SEBH; therefore the Leadership score is the same across Reading, Mathematics and SEBH.*
- **SEBH** is the sum of all the circled SEBH scores within any given conceptual area. The total possible for SEBH across all conceptual areas is shown in Table 2. *Leadership is not broken down by Reading, Mathematics or SEBH; therefore the Leadership score is the same across Reading, Mathematics and SEBH.*
- **TOTAL SCORE** is the sum of all the circled scores within any given conceptual area - Reading, Mathematics and SEBH. Simply add up all the scores in a conceptual area and record the sum in the area provided. The total possible within and across all conceptual areas is shown in Table 2.
- **PERCENT SCORE (Optional)**is the score divided by the total possible, multiplied by 100.

Table 2. District SAMI Rating Summary

LEADERSHIP		INFRASTRUCTURE		ASSESSMENT & DBDM		UNIVERSAL TIER		SUPPLEMENTAL- INTENSIVE TIERS	
Item	**Score**	**Item**	**Score**	**Item**	**Score**	**Item**	**Score**	**Item**	**Score**
L1	0 1 2 3 4	IF1.R	0 1 2 3 4	A1.R	0 1 2 3 4	UT1.R	0 1 2 3 4	IS1.R	0 1 2 3 4
L2	0 1 2 3 4	M	0 1 2 3 4	M	0 1 2 3 4	M	0 1 2 3 4	M	0 1 2 3 4
L3	0 1 2 3 4	SEBH	0 1 2 3 4	SEBH	0 1 2 3 4	SEBH	0 1 2 3 4	SEBH	0 1 2 3 4
L4	0 1 2 3 4	IF2.R	0 1 2 3 4	A2US.R	0 1 2 3 4	UT2.R	0 1 2 3 4	IS2.R	0 1 2 3 4
L5	0 1 2 3 4	M	0 1 2 3 4	M	0 1 2 3 4	M	0 1 2 3 4	M	0 1 2 3 4
		SEBH	0 1 2 3 4	SEBH	0 1 2 3 4	SEBH	0 1 2 3 4	SEBH	0 1 2 3 4
		IF3.R	0 1 2 3 4	A2PM.R	0 1 2 3 4	UT3.R	0 1 2 3 4	IS3.R	0 1 2 3 4
		M	0 1 2 3 4	M	0 1 2 3 4	M	0 1 2 3 4	M	0 1 2 3 4
		SEBH	0 1 2 3 4	SEBH	0 1 2 3 4	SEBH	0 1 2 3 4	SEBH	0 1 2 3 4
		IF4.R	0 1 2 3 4	A2D.R	0 1 2 3 4	UT4.R	0 1 2 3 4	IS4.R	0 1 2 3 4
		M	0 1 2 3 4	M	0 1 2 3 4	M	0 1 2 3 4	M	0 1 2 3 4
		SEBH	0 1 2 3 4	SEBH	0 1 2 3 4	SEBH	0 1 2 3 4	SEBH	0 1 2 3 4
		IF5.R	0 1 2 3 4	A2F.R	0 1 2 3 4	UTI5.R	0 1 2 3 4		
		M	0 1 2 3 4	M	0 1 2 3 4	M	0 1 2 3 4		
		SEBH	0 1 2 3 4	SEBH	0 1 2 3 4	SEBH	0 1 2 3 4		
		IF6.R	0 1 2 3 4	A2S.R	0 1 2 3 4				
		M	0 1 2 3 4	M	0 1 2 3 4				
		SEBH	0 1 2 3 4	SEBH	0 1 2 3 4				
		IF7.R	0 1 2 3 4	A3.R	0 1 2 3 4				

M	0 1 2 3 4	M	0 1 2 3 4		
SEBH	0 1 2 3 4	SEBH	0 1 2 3 4		
		A4.R	0 1 2 3 4		
		M	0 1 2 3 4		
		SEBH	0 1 2 3 4		

READING	/20 x 100=	READING	/28 x 100=	READING	/32 x 100=	READING	/20 x 100=	READING	/16 x 100=
MATH	/20 x 100=	MATH	/28 x 100=	MATH	/32 x 100=	MATH	/20 x 100=	MATH	/16 x 100=
SEBH	/20 x 100=	SEBH	/28 x 100=	SEBH	/32 x 100=	SEBH	/20 x 100=	SEBH	/16 x 100=
TOTAL	/20 x 100=	TOTAL	/84 x 100=	TOTAL	/96 x 100=	TOTAL	/60 x 100=	TOTAL	/48 x 100=

The following percent scores indicate the stage of implementation as:

- **Sustained Implementation (4-rating; or if using percent scores then 76-100%)**. The MTSS model is embedded with integrity within the item being rated. The focus is on how effective the model is and changes are based on data. The team should discuss how to effectively *maintain* resources in order to sustain this area.
- **Implementation (3-rating; or if using percent scores then 56-75%),** The district is implementing the structures designed, and is actively working to build consistency and integrity of implementation within the item being rated. The team should discuss how best to *strengthen* resources in this area.
- **Initial Implementation (2-rating; or if using percent scores then 26-55%)**. The district is building consensus, and/or designing the infrastructure to implement an MTSS model within the item being rated. The team should discuss how to *prioritize* resources to target capacity in this area.
- **Getting Started (1-rating; or if using percent scores then 1-25%)**. The district has initial consensus and beginning infrastructure to implement the components of an MTSS model. The team should discuss how to *mobilize* resources to begin building capacity in this area.
- **Criteria Not Yet Met (0-rating)**. The district has not yet started in this area.

Note that only the TOTAL SCORE is used to determine strengths/challenges, though teams may use Reading, Mathematics and SEBH percent scores if desired.

III. Next Steps

There are two major next steps after scoring the District SAMI: Prioritizing focus and creating a plan.

Prioritizing focus.

The best way to prioritize focus is to review District SAMI scores across all 5 conceptual areas to determine stage of implementation and therefore how resources should be deployed to strengthen continuous improvement. There is a hierarchy here - and several forces that must be considered as a team decides on initial priorities. Note that though there may be initial priorities and a related plan, the team must continually revisit and expand them as they move through stages of implementation across conceptual areas.

Hierarchy of Focus.

There is a hierarchy of focus across the 5 conceptual areas for a reason. For example, it is impossible to lift anything building-wide without a strong, knowledgeable and skilled leadership team to support the work. If the leadership team score is below Implementation (50% or less) - that is where resources should be focused. If it's a struggle to obtain valid and reliable data on which to make informed decisions, then very little else matters as you are making instructional decisions across tiers on faulty data. Table 3 provides a quick overview of the recommended hierarchy. Please note that it is expected that there is simultaneity of work here - this table seeks to help teams understand that there are reasons why it's important to focus resources on specific priorities. It is not meant to deter teams from working on more than one thing at a time, or moving swiftly through implementation stages. ***This is to be used as a resource - not as a lock-step guide to implementation.***

Table 3. Hierarchy of Focus

0=Criteria Not Yet Met	1. GETTING STARTED	2. INITIAL IMPLEMENTATION	3. IMPLEMENTATION	4. SUSTAINED IMPLEMENTATION
Area	**1-25%**	**26-50%**	**51-75%**	**76-100%**
Leadership	**FIRST - Start here**. If scores are at or below 50%, start at Leadership and spend time building team capacity. *Add other areas of focus with caution.		**KEEP UP THE WORK & ADD ONE MORE.** If scores are between 51-75%, focus resources to continue to build, but add other area of focus (one more)	**SUSTAIN, AND ADD MORE THAN ONE.** If scores are at or above 76%, sustain this but move on to other focus areas (more than one).
*Caution - If the Leadership Team is below 50%, include an additional area of focus with your action plan, but start with a particular laser focus on Leadership; If the Leadership Team is above 50%, priority focus will include one of the below areas; If Leadership is above 76%, priority focus may include more than one of the below areas				
ADBDM	**SECOND - Go here.** If scores are at or below 50%, continue work here. Do not add another area of focus until your data system allows for valid and reliable data upon which to make informed systems and instructional decisions. Start with US/PM, then diagnostic, formative and summative assessments.		**KEEP UP THE WORK & ADD ONE MORE.** If scores are between 51-75%, focus resources to continue to build, but add other area of focus (one more)	**SUSTAIN, AND ADD MORE THAN ONE.** If scores are at or above 76%, sustain this but move on to other focus areas (more than one).
Universal Tier	**THIRD- Go here.** If scores are at or below 50%, continue work here. Do not add another area of focus until your universal tier is robust enough to support all learners to at least above 51%.		**KEEP UP THE WORK & ADD ONE MORE.** If scores are between 51-75%, focus resources to continue to build, but add other area of focus (one more)	**SUSTAIN, AND ADD MORE THAN ONE.** If scores are at or above 76%, sustain this but move on to other focus areas (more than one).
Supplemental-Intensive Tier	**FOURTH- Go here.** If scores are at or below 50%, continue work here. Use the strength of district leadership, infrastructure, ADBDM and universal instruction to support this area.		**KEEP UP THE WORK** and make sure you continue to strengthen the other conceptual areas.	**SUSTAIN,** and ensure all other areas are maintained.
What to do with RESOURCES	**Mobilize**	**Prioritize**	**Strengthen**	**Maintain**

Infrastructure. It is important to consider Infrastructure throughout the work as this area supports teams to determine how to effectively allocate resources, support effective scheduling/CLCs, and provide both systems and practice coaching in order to build capacity across the building.

Create a Plan

After prioritizing focus, teams must create a plan. Use the local action plan format; if you don't have one, please feel free to use the below template.

Area	Baseline Data	Action	Who	When	Notes

- **Area**: This is the conceptual area the team has decided to prioritize across Assessment and Data-Based Decision-Making, Universal Instruction, Intervention System, Leadership or Infrastructure. Teams may decide to work on every conceptual area – or place a particular emphasis on one area – or any combination. The area – or areas – selected, is dependent on District SAMI results and team discussion of what is the primary area of need for the system within which they are working.
- **Baseline Data**: This is the baseline data the team has identified as the data that needs to change. This would include District SAMI results, healthy indicator data, other data, or any combination of data the team seeks to change.
- **Action Steps**: These are the steps the team will take in order to change the baseline data.
- **Who**: These are the people who will lead implementation of the action steps.
- **When**: This is the timeline within which the action steps will be implemented.
- **Notes**: This is any notation needed in order to follow the plan of action.