



# Self-Assessment of MTSS Implementation (SAM) 2024-2025

Thank you for completing the survey. Your response has been recorded.

**Please use the Download PDF button if you want to save a copy of your answers.**

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

**Directions:**

The school leadership team that has responsibility for allocation resources to improve student learning should complete this instrument. Completion involves a four-step process:

- 1) Each team member should review the SAM instrument and Endnotes (PDF or printed copy) independently and think how they, personally, would respond to each item.
- 2) After reviewing the SAM items independently, the team members should come together to discuss their responses and reach agreement on which answer best represents the current status of implementation at their school. Record consensus scores on the SAM Scoring Sheet.

**STOP AND DO NOT CONTINUE IF YOUR SCHOOL HAS NOT COMPLETED STEPS 1 & 2. FINISH STEPS 1 & 2 BEFORE CONTINUING.**

- 3) The SAM facilitator for the school will take the consensus scores from the SAM Scoring Sheet and submit them to the PS/Rtl Project via the present survey link.
- 4) The designated District Contact will provide schools access to their reports when they are ready. The report is to inform school action planning to improve MTSS implementation.

District

BROWARD



Full School Name (ex. Sunshine Elementary School)

New River Middle

What level is your school?

- ☐ Elementary
- ☒ **Middle**
- ☐ High
- ☐ Other

Name

Riley Cosgrave

Email Address

riley.cosgrave@browardschools.com

How many team members were involved in completing the SAM at this school?

8 ▼

Please select all of the team member job roles (select all that apply)

<input checked="" type="checkbox"/> Teacher- General Education	<input checked="" type="checkbox"/> School Psychologist
<input checked="" type="checkbox"/> Teacher- Special Education	<input checked="" type="checkbox"/> School Social Worker
<input checked="" type="checkbox"/> Instructional/Content Coach	<input checked="" type="checkbox"/> Assistant Principal
<input checked="" type="checkbox"/> PS/Rtl or MTSS Coach	<input checked="" type="checkbox"/> Principal
<input checked="" type="checkbox"/> School Counselor	<input type="checkbox"/> Other
	<input type="text"/>

# Leadership Domain

Item	0 Not Implementing	1 Emerging/Developing	2 Operationalizing	3 Optimizing
<b>1. Leadership Domain (Items 1-5)</b>				
1. The principal is actively involved in and facilitates MTSS implementation	The principal does <b>not</b> actively support MTSS.	The principal communicates an urgent desire to implement MTSS, participates in professional development on MTSS, and is establishing an MTSS vision	<b>and</b> The principal actively supports the leadership team and staff to build capacity for implementation	<b>and</b> The principal actively supports data-based problem-solving use at the school
2. A school leadership team is established that includes 6-8 members with cross-disciplinary representation (e.g., principal, general and special education teachers, content area experts, instructional support staff, student support personnel <sup>1</sup> ) and is responsible for facilitating MTSS implementation <sup>2</sup>	<b>No</b> school leadership team with explicit responsibility for leading MTSS implementation exists	A school leadership team exists that includes cross-disciplinary representation	<b>and</b> The school leadership team has explicit expectations for facilitating MTSS implementation	<b>and</b> The school leadership team members have the beliefs, knowledge, and skills to lead implementation efforts
3. The school leadership team actively engages staff in ongoing professional development and coaching <sup>3</sup> necessary to support MTSS implementation	The school leadership team does <b>not</b> have a needs-based plan to provide staff with professional development or coaching to support MTSS implementation	A needs assessment is conducted to gather information on beliefs, knowledge, and skills to develop a professional development plan to support MTSS implementation	<b>and</b> A professional development plan is created based on the needs assessment and used to engage staff in ongoing professional development and coaching	<b>and</b> Ongoing professional development activities are informed by data collected on the outcomes of professional development and coaching for continuous improvement
4. A strategic plan for MTSS implementation is developed and aligned with the school improvement plan	<b>No</b> strategic plan for MTSS implementation exists	School leadership team is engaging district, family, and community partners to identify stakeholder needs, resources for, and barriers to MTSS implementation	<b>and</b> As part of the school improvement planning process a strategic plan is developed that specifies MTSS implementation <sup>4</sup>	<b>and</b> A strategic plan for MTSS implementation is updated as needed based on student outcome and implementation fidelity data as part of the school improvement planning process
5. The school leadership team is actively facilitating implementation of MTSS <sup>5</sup> as part of their school improvement planning process	The school leadership team is <b>not</b> actively engaging in efforts to facilitate MTSS implementation	The school leadership team engages in action planning and has created a strategic plan to facilitate implementation of the critical elements <sup>6</sup> of MTSS	<b>and</b> The school leadership team provides support to educators implementing the critical elements of MTSS identified in the strategic plan	<b>and</b> The school leadership team uses data on implementation fidelity of the critical elements of MTSS to engage in data-based problem-solving for the purpose of continuous school improvement

Leadership Domain

	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing
1. The principal is actively involved in and facilitates MTSS implementation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2. A leadership team is established that includes 6-8 members with cross-disciplinary representation (e.g., principal, general and special education teachers, content area experts, instructional support staff, student support personnel) and is responsible for facilitating MTSS implementation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3. The leadership team actively engages staff in ongoing professional development and coaching necessary to support MTSS implementation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4. A strategic plan for MTSS implementation is developed and aligned with the school improvement plan.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. The leadership team is actively facilitating implementation of MTSS as part of their school improvement planning process.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>



Item	0 Not Implementing	1 Emerging/Developing	2 Operationalizing	3 Optimizing
<b>2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-16)</b>				
6. The critical elements <sup>6</sup> of MTSS are defined and understood by school staff	<b>No</b> information on the critical elements of the school's MTSS is available	The critical elements of MTSS are being defined	<b>and</b> The critical elements of MTSS are defined and are communicated to school staff	<b>and</b> The curriculum, assessment, and instructional practices that define the school's critical elements of MTSS can be communicated by all school staff
7. The school leadership team facilitates professional development and coaching <sup>7</sup> for all staff members on assessments and data sources used to inform decisions	Initial professional development is <b>not</b> provided to all staff members	The staff engages in initial, job-embedded professional development focusing on: <ul style="list-style-type: none"> <li>• Purpose and administration of assessment tools</li> <li>• Role of assessment/data sources in making instructional decisions</li> <li>• Review of current assessments/data sources being utilized and those being considered</li> <li>• Analyzing and using assessment results to improve instruction</li> <li>• Using various types of data to inform instructional practices to meet the needs of diverse learners</li> <li>• Communicating and partnering with families about data and assessment practices</li> </ul>	<b>and</b> The staff engages in ongoing professional development and coaching related to the administration of assessments and interpretation of the data/data sources. Professional development includes: <ul style="list-style-type: none"> <li>• Changes or updates to assessments/data sources</li> <li>• Changes to data collection, tracking, and analysis</li> <li>• Ongoing coaching on instructional practices and interpreting assessment results</li> </ul>	<b>and</b> The school leadership team analyzes feedback from staff as well as outcomes in order to identify professional development and coaching needs in the area of assessment/data sources in support of continuous improvement
8. The school leadership team facilitates professional development and coaching <sup>7</sup> for staff members on data-based problem-solving relative to their job roles/responsibilities	Professional development does <b>not</b> focus on data-based problem-solving	Initial professional development on data-based problem-solving is provided that includes the following elements: <ul style="list-style-type: none"> <li>• Rationale for use of data-based problem-solving</li> <li>• Problem-solving steps to address school-wide, classroom, small-group, and individual student needs</li> <li>• Roles and responsibilities for team members engaging in data-based problem-solving</li> </ul>	<b>and</b> Ongoing professional development and coaching on data-based problem-solving is delivered that includes the following elements: <ul style="list-style-type: none"> <li>• Differentiation of professional development based on staff roles/responsibilities</li> <li>• Coaching</li> <li>• Modeling, practice, and collaborative feedback on problem-solving steps</li> <li>• Support for collaboration and teaming skills</li> </ul>	<b>and</b> Data on use of problem-solving skills and application are used to inform continuous improvement of professional development and coaching efforts
9. The school leadership team facilitates professional development and coaching <sup>7</sup> for all staff on multi-tiered instruction and intervention relative to their job roles/responsibilities	<b>No</b> explicit connection to multi-tiered instruction and intervention is evident in professional development provided	Initial professional development on multi-tiered instruction and intervention is provided that includes the following elements: <ul style="list-style-type: none"> <li>• Rationale for and modeling of instructional and intervention design and delivery (e.g., standards, instructional routine, Tier 1 Positive Behavior Supports, lesson planning for active student engagement)</li> <li>• Connections are made regarding how the practices are aligned with and integrated into MTSS</li> <li>• How data informs instruction and intervention design and delivery that reflects student diversity and results in learning opportunities for all students<sup>8</sup></li> </ul>	<b>and</b> Ongoing professional development and coaching on multi-tiered instruction and intervention is provided that includes the following elements: <ul style="list-style-type: none"> <li>• Differentiation of professional development and coaching based on staff roles/responsibilities</li> <li>• Coaching</li> <li>• Modeling of, practice of, and collaborative feedback on, evidence-based practices</li> </ul>	<b>and</b> The school leadership team regularly uses data on student needs and fidelity of how evidence-based practices are implemented to continuously improve professional development and coaching efforts
10. Coaching <sup>7</sup> is used to support MTSS implementation	<b>No</b> coaching is provided to build staff capacity to implement the critical elements of MTSS	Initial coaching is occurring that is focused primarily on facilitating or modeling the components of MTSS	<b>and</b> Coaching activities are expanded to include: <ul style="list-style-type: none"> <li>• Opportunities to practice</li> <li>• Collaborative and performance feedback</li> </ul>	<b>and</b> Data on professional development, implementation fidelity, and student outcomes are used to refine coaching activities
11. Schedules provide adequate time for trainings and coaching support	Schedules do <b>not</b> include time allocated to professional development and coaching for MTSS	Schedules include time allocated for trainings	<b>and</b> Schedules include time for ongoing coaching support	<b>and</b> Schedules permit personnel to access additional training and coaching support that is differentiated based on their needs



12. Schedules provide adequate time to administer academic, behavioral, emotional, and life skills assessments needed to make data-based decisions	Schedules do <b>not</b> include time allocated to administering assessments needed to make decisions across tiers	Schedules include time for academic, behavioral, emotional, and life skills assessments administered to all students (e.g., universal screening)	<b>and</b> Schedules include time to administer more frequent progress monitoring assessments to students receiving Tier 2 and 3 services as specified (e.g., weekly or monthly assessments)	<b>and</b> Schedules permit personnel to administer additional assessment (e.g., diagnostic assessments) across content areas and tiers needed to engage in data-based problem-solving
13. Schedules provide adequate time for multiple tiers of evidence-based instruction and intervention to occur	The master schedule is developed <b>without</b> student data and does <b>not</b> include time for multi-tiered interventions	The master schedule is developed utilizing student data and includes time for multi-tiered interventions	<b>and</b> The master schedule facilitates effective implementation of multi-tiered interventions matched to student needs by content area and intensity (Tier 1, Tier 2, Tier 3)	<b>and</b> The master schedule allows for flexible student groupings
14. Schedules provide adequate time for staff to engage in collaborative, data-based problem-solving and decision-making	The master schedule does <b>not</b> provide opportunities for collaborative, data-based problem-solving and decision-making to occur	The master schedule provides opportunities to engage in collaborative, data-based problem-solving and decision-making to occur	<b>and</b> The master schedule provides sufficient time for the process to occur with fidelity	<b>and</b> The master schedule provides opportunities for collaborative, data-based problem-solving and decision-making to occur in settings such as: <ul style="list-style-type: none"> <li>• Leadership team meetings</li> <li>• Grade-level meetings</li> <li>• Cross grade-level meetings</li> <li>• Cross-departmental meetings</li> <li>• Professional Learning Community meetings</li> </ul>
15. Processes, procedures, and decision-rules <sup>9</sup> are established for data-based problem-solving	<b>No</b> systematic processes, procedures, or decision-rules are established	Processes, procedures, and decision-rules needed to engage in data-based problem-solving are developed and existing structures and resources are incorporated	<b>and</b> The steps of problem-solving; procedures for accessing, submitting, and using data; and decision-rules needed to make reliable decisions are communicated to staff <sup>10</sup>	<b>and</b> Data-based problem-solving processes, procedures, and decision-rules are refined based on data and feedback from staff, schedule changes, and resource availability
16. Resources <sup>11</sup> available to support MTSS implementation are identified and allocated	<b>No</b> process exists for mapping and allocating resources available to support MTSS implementation	Leadership team members are gathering information on the personnel, funding, materials, and other resources available to support MTSS implementation	<b>and</b> Resource inventories are established using the gathered information on the personnel, funding, materials, and other resources available to support MTSS implementation and plans for allocating the resources are established	<b>and</b> Existing resource maps and resource allocations are updated at least annually based on student need, available personnel, funding, materials, and other resources

## Capacity/Infrastructure Domain

	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing
6. The critical elements of MTSS are defined and understood by school staff	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7. The leadership team facilitates professional development and coaching for all staff members on assessments and data sources used to inform decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
8. The leadership team facilitates professional development and coaching for staff members on data-based problem-solving relative to their job responsibilities.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
9. The leadership team facilitates professional development and coaching for all staff on multi-tiered instruction and intervention relative to their job roles/responsibilities.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10. Coaching is used to support MTSS implementation.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
11. Schedules provide adequate time for trainings and coaching support.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
12. Schedules provide adequate time to administer academic, behavior, emotional, and life skills assessments needed to make data-based decisions.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
13. Schedules provide adequate time for multiple tiers of evidence-based instruction and intervention to occur.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

0 = Not  
Implementing

1 =  
Emerging/Developing

2 =  
Operationalizing

3 = Optimizing

14. Schedules provide adequate time for staff to engage in collaborative, data-based problem-solving and decision-making.



15. Processes procedures, and decision-rules are established for data-based problem-solving.



16. Resources are available to support MTSS implementation are identified and allocated.



## Communication & Collaboration Domain

Item	0 Not Implementing	1 Emerging/Developing	2 Operationalizing	3 Optimizing
<b>3. Communication and Collaboration Domain (Items 17-20)</b>				
17. Staff <sup>12</sup> have consensus and engage in MTSS implementation <sup>13</sup>	Staff are <b>not</b> provided opportunities to gain understanding of the need for MTSS	Staff are provided opportunities to gain understanding of the need for MTSS	<b>and</b> Staff has opportunities to gain understanding of its relevance to their roles and responsibilities	<b>and</b> Staff has opportunities to provide input on how to implement MTSS
18. Staff are provided data on MTSS implementation fidelity and student outcomes <sup>14</sup>	Staff are <b>not</b> provided any data regarding MTSS implementation fidelity <b>nor</b> student outcomes	Staff are rarely ( <b>1x/year</b> ) provided data regarding MTSS implementation fidelity <b>and</b> student outcomes	Staff are regularly ( <b>2x/year</b> ) provided data regarding MTSS implementation fidelity <b>and</b> student outcomes	Staff are frequently ( <b>3x+/year</b> ) provided data regarding MTSS implementation fidelity <b>and</b> student outcomes
19. The infrastructure exists to support the school's goals for family and community engagement <sup>15</sup> in MTSS	Family and community engagement is: <b>not</b> defined and monitored with data; <b>not</b> linked to school goals in SIP/MTSS plan; <b>and</b> procedures for facilitating 2-way communication do <b>not</b> exist	Family and community engagement are <b>1 of the following 3</b> : <ul style="list-style-type: none"> <li>defined and monitored with data</li> <li>linked to school goals in SIP/MTSS plan</li> <li>supported by procedures for facilitating 2-way communication</li> </ul>	Family and community engagement are <b>2 of the following 3</b> : <ul style="list-style-type: none"> <li>defined and monitored with data</li> <li>linked to school goals in SIP/MTSS plan</li> <li>supported by procedures for facilitating 2-way communication exists</li> </ul>	Family and community engagement are <b>all of the following</b> : <ul style="list-style-type: none"> <li>defined and monitored with data</li> <li>linked to school goals in SIP/MTSS plan</li> <li>supported by procedures for facilitating 2-way communication exist</li> </ul>
20. Educators actively engage families in MTSS	Staff do <b>none of the following</b> : <ul style="list-style-type: none"> <li>actively engage families that represent the diverse population of the school</li> <li>engage families in problem solving when their children need additional supports</li> <li>provide intensive outreach to unresponsive families<sup>16</sup></li> <li>increase the skills of families to support their children's education</li> </ul>	Staff do <b>1 of the following 4</b> : <ul style="list-style-type: none"> <li>actively engage families that represent the diverse population of the school</li> <li>engage families in problem solving when their children need additional supports</li> <li>provide intensive outreach to unresponsive families</li> <li>increase the skills of families to support their children's education</li> </ul>	Staff do <b>2 or 3 of the following 4</b> : <ul style="list-style-type: none"> <li>actively engage families that represent the diverse population of the school</li> <li>engage families in problem solving when their children need additional supports</li> <li>provide intensive outreach to unresponsive families</li> <li>increase the skills of families to support their children's education</li> </ul>	Staff do <b>all of the following</b> : <ul style="list-style-type: none"> <li>actively engage families that represent the diverse population of the school</li> <li>engage families in problem solving when their children need additional supports</li> <li>provide intensive outreach to unresponsive families</li> <li>increase the skills of families to support their children's education</li> </ul>

Communication & Collaboration Domain

	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing
17. Staff have consensus and engage in MTSS Implementation.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
18. Staff are provided data on MTSS implementation fidelity and student outcomes.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
19. The infrastructure exists to support the school's goals for family and community engagement in MTSS.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
20. Educators actively engage families in MTSS.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>



## 4. Data Based Problem Solving Domain (Items 21-28)

21. Integrated data-based problem solving <sup>17</sup> for student academic, behavioral, emotional, and life skills outcomes occurs across content areas, grade levels, and tiers <sup>18</sup>	Data on academic, behavioral, emotional, and life skills outcomes may be collected, <b>but</b> data-based problem-solving does <b>not</b> occur across: <ul style="list-style-type: none"> <li>academic, behavioral, emotional, and life skills content areas</li> <li>any grade levels</li> <li>any tier</li> </ul>	Data-based problem solving occurs across <b>1 of the following 4:</b> <ul style="list-style-type: none"> <li>at least 2 content areas (e.g., reading, behavioral, emotional, and life skills)</li> <li>at least 50% of grade levels</li> <li>a single tier</li> <li>only academic outcomes or only behavior, emotional, and life skills outcomes</li> </ul>	Data-based problem solving occurs across <b>2 of the following 3:</b> <ul style="list-style-type: none"> <li>at least 3 content areas</li> <li>at least 75% of grade levels</li> <li>at least two tiers</li> </ul>	Data-based problem solving occurs across <b>all of the following:</b> <ul style="list-style-type: none"> <li>across all content areas</li> <li>all grade levels</li> <li>all tiers</li> </ul>
22. <u>Across all tiers</u> , data are used to identify the difference or “gap” between expected and current student outcomes relative to academic, behavioral, emotional, and life skills goals	The gap between expected and current student outcomes is <b>not</b> identified	The gap between expected and current outcomes is identified,	<b>and</b> The gap between expected and current outcomes is identified, and is associated with academic, behavioral, emotional, and life skills goals	<b>and</b> The gap between expected and current outcomes is identified relative to academic, behavioral, emotional, and life skills goals and is used to identify the appropriate level (tier) of instruction/intervention
23. Academic, behavioral, emotional, and life skills data are used to identify and verify reasons why <sup>19</sup> students are not meeting expectations	Reasons why students are <b>not</b> meeting expectations are <b>not</b> identified	Reasons why students are not meeting expectations are identified	<b>and</b> Data are used to verify the reasons why students are not meeting expectations	<b>and</b> The reasons why students are not meeting expectations span multiple reasons related to instruction and the learning environment of why students struggle and are verified using a range of assessment methods
24. Specific instructional/intervention plans are developed and implemented based on verified reasons why students are not academic, behavioral, emotional, and life skills expectations	Instructional/ intervention plans are <b>not</b> developed	Instructional/intervention plans are developed	<b>and</b> Instruction/Intervention plans consistently specify what will be done, by who, when it will occur, and where with enough detail to be implemented <sup>20</sup>	<b>and</b> Instructional/intervention plans consistently are developed based on verified reasons students are not meeting expectations
25. Student progress specific to academic, behavioral, emotional, and life skills goals specified in intervention plans are monitored	Progress monitoring does <b>not</b> occur and student progress is <b>not</b> evaluated	Plans for monitoring progress toward expected student outcomes are developed	<b>and</b> In most cases data are collected to monitor student progress and intervention fidelity	<b>and</b> Changes are made to instruction/intervention based on student responses
26. Data-based problem solving is part of a student’s full and individual evaluation <sup>21</sup> for special education eligibility (e.g., Specific Learning Disability, Emotional/Behavioral Disability, Language Impairment)	Data-based problem solving is <b>not</b> used as part of a student’s full and individual evaluation for special education eligibility	Data-based problem solving incorporates <b>1 of the following</b> as part of a student’s full and individual evaluation for special education eligibility: <ul style="list-style-type: none"> <li>The gap between expected grade-level standards and current outcomes is identified</li> <li>Reasons why students are not meeting expectations are identified</li> <li>Instructional/intervention plans are developed with evidence of implementation fidelity</li> <li>Review of the student’s response to scientific, research-based intervention</li> </ul>	Data-based problem solving incorporates <b>2 or 3 of the following:</b> <ul style="list-style-type: none"> <li>The gap between expected grade-level standards and current outcomes is identified</li> <li>Reasons why students are not meeting expectations are identified</li> <li>Instructional/intervention plans are developed with evidence of implementation fidelity</li> <li>Review of the student’s response to scientific, research-based intervention</li> </ul>	Data-based problem solving incorporates <b>all of the following:</b> <ul style="list-style-type: none"> <li>The gap between expected grade-level standards and current outcomes is identified</li> <li>Reasons why students are not meeting expectations are identified</li> <li>Instructional/intervention plans are developed with evidence of implementation fidelity</li> <li>Review of the student’s response to scientific, research-based intervention</li> </ul>
27. Data-based problem-solving informs how patterns of student performance across diverse groups (e.g., racial/ethnic, cultural, socio-economic, language proficiency, disability status) are addressed	Patterns of student performance across diverse groups are <b>not</b> identified	Data on student outcomes are collected	<b>and</b> Patterns of student performance across diverse groups are identified	<b>and</b> Data on student outcomes informs how MTSS implementation efforts are impacting different groups of students
28. Resources for and barriers <sup>22</sup> to the implementation of MTSS	Data-based problem solving of resources for and barriers to	School leadership discusses resources for and barriers to	School leadership discusses resources for and barriers to	School leadership discusses resources for and barriers to

to the implementation of MTSS are addressed through a data-based problem solving process	resources for and barriers to implementation of MTSS does <b><u>not</u></b> occur	resources for and barriers to implementation of MTSS	resources for and barriers to implementation of MTSS <b><u>and</u></b> does <b><u>one of the following</u></b> : <ul style="list-style-type: none"> <li>• collects data to assess implementation levels</li> <li>• develops action plans to increase implementation</li> </ul>	resources for and barriers to implementation of MTSS <b><u>and</u></b> does <b><u>both of the following</u></b> : <ul style="list-style-type: none"> <li>• collects data to assess implementation levels</li> <li>• develops action plans to increase implementation</li> </ul>
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Data-based Problem Solving Domain

	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing
21. Integrated data-based problem solving for student academic, behavior, emotional, and life skills outcomes occurs across content areas, grade levels, and tiers.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
22. <u>Across all tiers</u> , data are used to identify the difference or "gap" between expected and current student outcomes relative to academic, behavior, emotional, and life skills goals.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
23. Academic, behavior, emotional, and life skills data are used to identify and verify reasons why students are not meeting expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
24. Specific instructional/intervention plans are developed and implemented based on verified reasons why students are not meeting academic, behavior, emotional, and life skills expectations.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
25. Student progress specific to academic, behavior, emotional, and life skills goals are specified in intervention plans are monitored.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
26. Data-based problem solving is part of a student's full and individual evaluation for special education eligibility (e.g. Specific Learning Disability, Emotional/Behavioral Disability, Language Impairment).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>



0 = Not  
Implementing

1 =  
Emerging/Developing

2 =  
Operationalizing

3 = Optimizing

27. Data-based problem-solving informs how patterns of student performance across diverse groups (e.g., racial/ethnic, cultural, social-economic, language proficiency, disability status) are addressed.



28. Resources for and barriers to the implementation of MTSS are addressed through a data-based problem solving process.





Item	0 Not Implementing	1 Emerging/Developing	2 Operationalizing	3 Optimizing
<b>5. Three Tiered Instructional/Intervention Model Domain (Items 29-35) (Items in this section alternate between addressing academic, behavioral, emotional, and life skills practices.)</b>				
29. All Tier 1, Tier 2 (supplemental), and Tier 3 (intensive) instruction is provided in a manner that is accessible for all students and responsive to racial/ethnic identity, gender identity, culture, dual language learner status, disability status, and socio-economic status.	The school leadership team has not communicated to school staff the critical elements of accessible and responsive instruction.	The school leadership team has communicated to school staff the critical elements of accessible and responsive instruction. <ul style="list-style-type: none"> <li>principles of Universal Design for Learning<sup>23, 24</sup></li> <li>assistive technology<sup>25</sup>, accommodations, and accessible instructional materials</li> <li>curriculum content that is responsive to racial/ethnic identity, gender identity, culture, dual language learner status, disability status, and socio-economic status.</li> </ul>	<b>and</b> the school leadership team uses data to review the fidelity of the critical elements of accessible and responsive instruction.	<b>and</b> the school leadership team has established school level policies to ensure the fidelity of the critical elements of accessible and responsive instruction.
30. Tier 1 academic practices exist that clearly identify learning standards <sup>26</sup> , school-wide expectations <sup>27</sup> for instruction that engages students, and school-wide assessments <sup>28</sup>	Tier 1 elements are <b>not</b> developed and/or clearly defined	Tier 1 elements incorporate <b>1 of the following 4:</b> <ul style="list-style-type: none"> <li>clearly defined learning standards</li> <li>school-wide expectations for instruction and engagement</li> <li>link to behavior, emotional, and life skills content/instruction</li> <li>assessments/data sources</li> </ul>	Tier 1 elements incorporate <b>2 or 3 of the following 4:</b> <ul style="list-style-type: none"> <li>clearly defined learning standards</li> <li>school-wide expectations for instruction and engagement</li> <li>link to behavior, emotional, and life skills content/instruction</li> <li>assessments/data sources</li> </ul>	Tier 1 elements incorporate <b>all of the following:</b> <ul style="list-style-type: none"> <li>clearly defined learning standards</li> <li>school-wide expectations for instruction and engagement</li> <li>link to behavior, emotional, and life skills content/instruction</li> <li>assessments/data sources</li> </ul>
31. Tier 1 practices exist that clearly identify school-wide expectations, classroom management practices <sup>29</sup> , and school-wide data for behavior, emotional, and life skills <sup>30</sup>	Tier 1 strategies are <b>not</b> developed and/or clearly defined	Tier 1 strategies incorporate <b>1 of the following 4:</b> <ul style="list-style-type: none"> <li>clearly defined school-wide expectations</li> <li>classroom management practices</li> <li>link to Tier 1 academic content/instruction</li> <li>accessing school-wide behavior, emotional, and life skills data sources</li> </ul>	Tier 1 strategies incorporate <b>2 or 3 of the following 4:</b> <ul style="list-style-type: none"> <li>clearly defined school-wide expectations</li> <li>classroom management practices</li> <li>link to Tier 1 academic content/instruction</li> <li>accessing school-wide behavior, emotional, and life skills data</li> </ul>	Tier 1 strategies incorporate <b>all of the following:</b> <ul style="list-style-type: none"> <li>clearly defined school-wide expectations</li> <li>classroom management practices</li> <li>link to Tier 1 academic content/instruction</li> <li>accessing school-wide behavior, emotional, and life skills data</li> </ul>
32. Tier 2 (supplemental) academic practices exist that include strategies addressing integrated common student needs, are linked to Tier 1 instruction <sup>31</sup> , and are monitored using assessments/data sources tied directly to the academic, behavior, emotional, and life skills taught	Tier 2 strategies are <b>not</b> developed and/or clearly defined	Tier 2 strategies incorporate <b>1 of the following 4:</b> <ul style="list-style-type: none"> <li>common student needs</li> <li>link to Tier 1 instruction</li> <li>link to behavior, emotional, and life skills content/instruction</li> <li>assessments/data sources link directly to the skills taught</li> </ul>	Tier 2 strategies incorporate <b>2 or 3 of the following 4:</b> <ul style="list-style-type: none"> <li>common student needs</li> <li>link to Tier 1 instruction</li> <li>link to behavior, emotional, and life skills content/instruction</li> <li>assessments/data sources link directly to the skills taught</li> </ul>	Tier 2 strategies incorporate <b>all of the following:</b> <ul style="list-style-type: none"> <li>common student needs,</li> <li>link to Tier 1 instruction</li> <li>link to behavior, emotional, and life skills content/instruction</li> <li>assessments/data sources link directly to the skills taught</li> </ul>
33. Tier 2 (supplemental) behavior, emotional, and life skills practices exist that address integrated common student needs, are linked to Tier 1 instruction <sup>32</sup> , and are monitored using assessments/data sources tied directly to the skills taught	Tier 2 strategies are <b>not</b> developed and/or clearly defined	Tier 2 strategies incorporate <b>1 of the following 4:</b> <ul style="list-style-type: none"> <li>common student needs</li> <li>link to Tier 1 instruction</li> <li>link to academic content/instruction</li> <li>assessments/data sources link directly to the skills taught</li> </ul>	Tier 2 strategies incorporate <b>2 or 3 of the following 4:</b> <ul style="list-style-type: none"> <li>common student needs</li> <li>link to Tier 1 instruction</li> <li>link to academic content/instruction</li> <li>assessments/data sources link directly to the skills taught</li> </ul>	Tier 2 strategies incorporate <b>all of the following:</b> <ul style="list-style-type: none"> <li>common student needs</li> <li>link to Tier 1 instruction</li> <li>link to academic content</li> <li>assessments/data sources link directly to the skills taught</li> </ul>
34. Tier 3 (intensive) academic practices <sup>33</sup> exist that include integrated strategies that are developed based on students' needs, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught	Tier 3 strategies are <b>not</b> developed and/or clearly defined	Tier 3 strategies incorporate <b>1 of the following 4:</b> <ul style="list-style-type: none"> <li>developed based on students' needs across academic, behavior, emotional, and life skills domains</li> <li>aligned with Tier 1 and Tier 2 instruction</li> <li>link to behavior, emotional, and life skills content/instruction</li> <li>assessments/data sources</li> </ul>	Tier 3 strategies incorporate <b>2 or 3 of the following 4:</b> <ul style="list-style-type: none"> <li>developed based on students' needs across academic, behavior, emotional, and life skills domains</li> <li>aligned with Tier 1 and Tier 2 instruction</li> <li>link to behavior, emotional, and life skills content/instruction</li> <li>assessments/data sources</li> </ul>	Tier 3 strategies incorporate <b>all of the following:</b> <ul style="list-style-type: none"> <li>developed based on students' needs across academic, behavior, emotional, and life skills domains</li> <li>aligned with Tier 1 and Tier 2 instruction</li> <li>linked to behavior, emotional, and life skills content/instruction</li> <li>monitored using</li> </ul>

		that link directly to the skills taught	that link directly to the skills taught	assessments/data sources that link directly to the skills taught
35. Tier 3 (intensive) behavior, emotional, and life skills practices <sup>34</sup> include integrated strategies that are developed based on students' needs and strengths, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught	Tier 3 strategies are <b><i>not</i></b> developed and/or clearly defined	<p>Tier 3 strategies incorporate <b><i>1 of the following 4:</i></b></p> <ul style="list-style-type: none"> <li>• based on students' needs across academic, behavior, emotional, and life skills domains</li> <li>• aligned with Tier 1 and Tier 2 instruction</li> <li>• link to academic content/instruction</li> <li>• assessments/data sources that link directly to the skills taught</li> </ul>	<p>Tier 3 strategies incorporate <b><i>2 or 3 of the following 4:</i></b></p> <ul style="list-style-type: none"> <li>• based on students' needs across academic, behavior, emotional, and life skills domains</li> <li>• aligned with Tier 1 and Tier 2 instruction</li> <li>• link to academic content/instruction</li> <li>• assessments/data sources that link directly to the skills taught</li> </ul>	<p>Tier 3 strategies incorporate <b><i>all of the following:</i></b></p> <ul style="list-style-type: none"> <li>• based on students' needs across behavior, emotional, and life skills domains</li> <li>• aligned with Tier 1 and Tier 2 instruction</li> <li>• link to academic content/instruction</li> <li>• assessments/data sources that link directly to the skills taught</li> </ul>

Three Tiered Instructional/Intervention Model Domain

	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing
29. All Tier 1, Tier 2 (supplemental), and Tier 3 (intensive) instruction is provided in a manner that is accessible for all students and responsive to racial/ethnic identity, gender identity, culture, dual language learner status, disability status, and socio-economic status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
30. Tier 1 academic practices exist that clearly identify learning standards, school-wide expectations for instruction that engages students, and school-wide assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
31. Tier 1 practices exist that clearly identify school-wide expectations, classroom management practices, and school-wide data for behavior, emotional, and life skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
32. Tier 2 (supplemental) academic practices exist that include strategies addressing integrated common student needs, are linked to Tier 1 instruction, and are monitored using assessments/data sources tied directly to the academic, behavior, emotional, and life skills taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
33. Tier 2 (supplemental) behavior, emotional, and life skills practices exist that address integrated common student needs, are linked to Tier 1 instruction, and are monitored using assessments/data sources tied directly to the skills taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

0 = Not  
Implementing

1 =  
Emerging/Developing

2 =  
Operationalizing

3 = Optimizing

34. Tier 3 (intensive) academic practices exist that include integrated strategies that are developed based on students' needs, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught.



35. Tier 3 (intensive) behavior, emotional, and life skills practices include integrated strategies that are developed based on students' needs and strengths, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught.





Item	0 Not Implementing	1 Emerging/Developing	2 Operationalizing	3 Optimizing
<b>6. Data-Evaluation Domain (Items 36-42)</b>				
36. Staff understand and have access to academic, behavior, emotional, and life skills data sources that address the following purposes of assessment: <ul style="list-style-type: none"> <li>• identify students at-risk academically, socially, and/or emotionally</li> <li>• determine why student is at-risk</li> <li>• monitor student academic, behavior, emotional, and life skills growth/ progress</li> <li>• inform academic, behavior, emotional, and life skills, instructional/intervention planning</li> <li>• determine student attainment of academic, behavior, emotional, and life skills outcomes</li> </ul>	Staff do <b>not</b> understand and have access to academic, behavior, emotional, and life skills data sources or that address the purposes of assessment	Staff learn the purposes of <i>assessment</i> within MTSS and the leadership team selects measures for the purposes of assessment across academic, behavior, emotional, and life skills areas that are reliable, valid, and accessible, as well as culturally, linguistically, and developmentally appropriate	<b>and</b> Staff engage in assessment with fidelity to: <ul style="list-style-type: none"> <li>• answer predetermined guiding/critical questions regarding student functioning/outcomes</li> <li>• identify students who are at-risk at least 3-4 times/year</li> <li>• determine why a student is at-risk</li> <li>• monitor student growth/progress</li> <li>• inform instructional/intervention planning</li> <li>• determine student attainment of academic, behavior, emotional, and life skills outcomes</li> </ul>	<b>and</b> The leadership team and/or staff collaboratively and systematically evaluate and refine (as needed) critical guiding questions and adjust assessment practices to ensure availability of accurate and useful data to inform instruction; assessment tools are evaluated for continued value, usefulness, and cultural, linguistic, and developmental appropriateness
37. Data systems enable educators to engage in data-based problem solving to ensure equity in access to effective instruction and supports to ensure high quality outcomes for ALL students	Data systems do not enable educators to engage in data-based problem solving to ensure equity in access to effective instruction and supports to ensure high quality outcomes for ALL students	Data systems enable educators to engage in <b>1 of the following steps</b> of data-based problem solving to ensure equity in access to effective instruction and supports to ensure high quality outcomes for ALL students: <ul style="list-style-type: none"> <li>• Identify inequitable outcomes</li> <li>• Determine why outcomes for certain subgroups (i.e., racial/ethnic identify, language learner status, disability status, socio-economic status) are inequitable</li> <li>• Inform instructional/intervention plans</li> <li>• Monitor growth and progress among subgroups of students</li> </ul>	Data systems enable educators to engage in <b>2 or 3 of the following steps</b> : <ul style="list-style-type: none"> <li>• Identify inequitable outcomes</li> <li>• Determine why outcomes for certain subgroups (i.e., racial/ethnic identify, language learner status, disability status, socio-economic status) are inequitable</li> <li>• Inform instructional/intervention plans</li> <li>• Monitor growth and progress among subgroups of students</li> </ul>	Data systems enable educators to engage in <b>all of the following steps</b> : <ul style="list-style-type: none"> <li>• Identify inequitable outcomes</li> <li>• Determine why outcomes for certain subgroups (i.e., racial/ethnic identify, language learner status, disability status, socio-economic status) are inequitable</li> <li>• Inform instructional/intervention plans</li> <li>• Monitor growth and progress among subgroups of students</li> </ul>
38. Policies and procedures for decision-making are established for the administration of assessments, access to existing data sources, and use of data <sup>35</sup>	<b>No</b> policies and procedures are in place	The leadership team has policies and procedures for decision-making that include schedules for screening, use of diagnostic assessments, progress monitoring frequency, and criteria for determining tier(s) of support needed	<b>and</b> Staff consistently administer assessments, access data sources and make data-based decisions using the policies and procedures for decision-making with fidelity	<b>and</b> Adherence to and effectiveness of policies and procedures for decision-making are evaluated regularly for efficiency, usefulness, and relevance for students and staff, and data are used to make adjustments to the policies
39. Effective data tools <sup>35</sup> are used appropriately and independently by staff	Staff do <b>not</b> have access to tools that efficiently provide data needed to answer problem solving questions for academic, behavior, emotional, and life skills issues	The leadership team ensures availability of tools that can track and graphically display academic, behavior, emotional, and life skills data, and staff are trained on the use of the tools and on their responsibilities for data collection, entry and management	<b>and</b> Staff use the data tools and are provided assistance as needed	<b>and</b> Data tools are periodically assessed and the necessary changes are made in order to improve functionality, efficiency, and usefulness, and staff is proficient and independent with data tools and easily support new staff members
40. Data sources <sup>35</sup> are used to evaluate the implementation and impact of MTSS	<b>No</b> data sources to evaluate implementation of the critical elements of MTSS have been identified	The leadership team has identified data sources that will be used to evaluate implementation of the critical elements of MTSS <sup>6</sup>	<b>and</b> The leadership team uses data sources to evaluate implementation and to make systemic improvements to the critical elements of MTSS	<b>and</b> The Leadership team periodically conducts analyses to determine how implementation of critical elements of MTSS relate to positive student outcomes
41. Available resources are allocated effectively	Resources are <b>not</b> allocated based on student need and the availability of time, available personnel, funding, and materials	Resources are allocated based on student need	<b>and</b> the relationship between the resources allocated and the outcomes of students is evaluated	<b>and</b> Processes and criteria for resource allocation are refined based on strategies that result in improved student outcomes.
42. Data sources are monitored for consistency and accuracy in collection and entry procedures	Data sources are <b>not</b> monitored for accuracy or consistency	The leadership team ensures that staff understand the importance of accurate and consistent data collection	<b>and</b> The leadership team uses a protocol (e.g. email notifications for failure to take attendance,	<b>and</b> The leadership team periodically conducts analyses to determine consistency and



		consistent data collection practices and have provided professional development on policies and procedures for methods, types and frequency of data collection	etc.) to monitor data consistency and accuracy	accuracy of data
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## Data-Evaluation Domain

0 = Not Implementing      1 = Emerging/Developing      2 = Operationalizing      3 = Optimizing

36. Staff understand and have access to academic, behavior, emotional, and life skills data sources that address the following purposes of assessment:

- identify students at-risk academically, socially, and/or emotionally
- determine why student is at-risk
- monitor student academic and social-emotional growth/progress
- inform academic, emotional, and life skills instructional/intervention planning
- determine student attainment of academic, behavior, emotional, and life skills outcomes



37. Data systems enable educators to engage in data-based problem solving to ensure equity in access to effective instruction and



38. Policies and procedures for decision-making are established for the administration of assessments, access to existing data sources, and use of data.



39. Effective data tools are used appropriately and independently by staff.



40. Data sources are used to evaluate the implementation and impact of MTSS.



41. Available resources are allocated effectively.



42. Data sources are monitored for consistency and accuracy in collection and entry procedures.



How long did your team take to complete the SAM?

- ☐ Less than 1 hour
- ☐ 1 to 1.5 hours
- ☐ 1.5 to 2 hours
- ☒ **More than 2 hours**

To what extent do you agree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
Completing the SAM will help improve MTSS implementation at our school	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Our team sees value in completing the SAM	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
We had all of the information we needed to complete the SAM	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school will complete the SAM again in the future	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

What supports do you need to rate Agree or Strongly Agree to the statements above?

Access to the new FOCUS MTSS platform/systems and procedures.