A Multi-Tiered System of Supports

PS/RtI

Problem Solving/Response to Intervention

SAM 2025-2026

School: Meadowbrook Elementary School (1)

Thank you for your completion of the Self-Assessment of MTSS Implementation (SAM). The purpose of this report is to provide your team with visual representations (graphs) about the extent to which your school is implementing components of a multi-tiered system of support (MTSS).

Following the graphs summarizing your data, there are Guiding Questions to help you make decisions about how to use this data as you prepare an action plan for improving MTSS implementation. The report concludes with a sample Action Planning template for your school leadership team to use if desired.

Recommended steps for reviewing this report:

1. Review the “Domain Averages” graphs and identify any patterns (high or low scores).
2. Review the SAM instrument and “SAM Domain” graphs to identify any patterns across domains or items.
3. Use the Guiding Questions to help you decide which MTSS components and/or actions to address.
4. Complete the Action Planning form to document what next steps will be taken to improve implementation of MTSS in your school.

A Multi-Tiered System of Supports

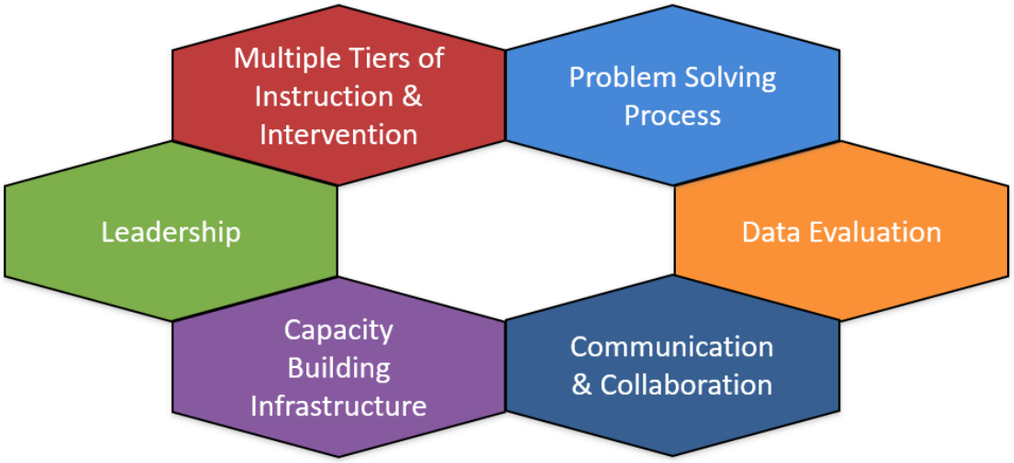
PS/RtI

Problem Solving/Response to Intervention

Self-Assessment of MTSS Implementation

The data presented in these graphs are intended to provide an overview of your team's ratings across the six SAM domains. Items were scored on a 4-point scale ranging from 0 – 3 (0 = Not Started; 1 = Emerging/Developing; 2 = Operationalizing; 3 = Optimizing). Each bar represents that average score based on the ratings of the items within each of the six domains.

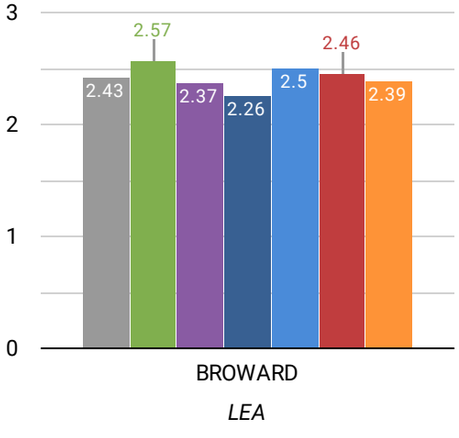
It is important to note the number of items in each domain varies. The average item score for domains with a smaller number of items will be more heavily influenced by individual item scores that are particularly high or low.



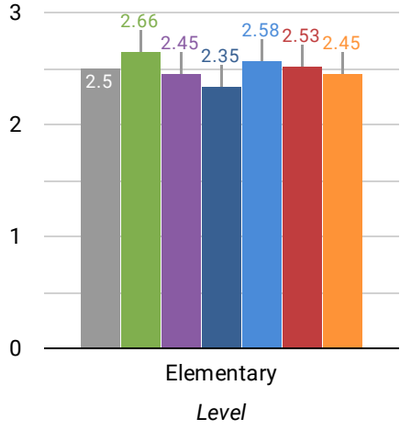
Le... (1)

School: M...(1)

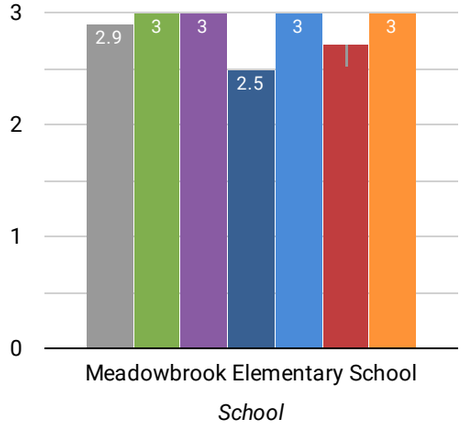
LEA Domain Averages



Level Domain Averages



School Domain Averages



Overall | Leadership | Capacity | Comm. & Collab. | DBPS | 3-Tiered Model | Data-Eval

A Multi-Tiered System of Supports

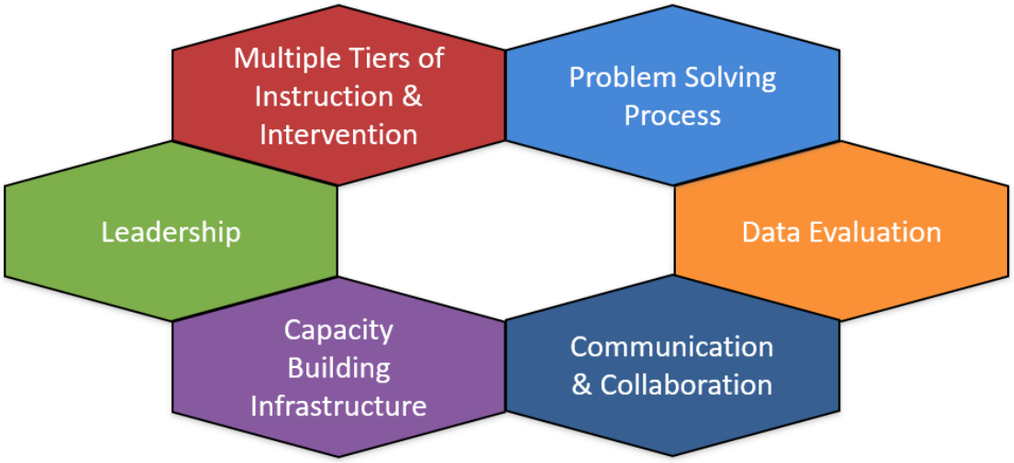
PS/RtI

Problem Solving/Response to Intervention

Self-Assessment of MTSS Implementation

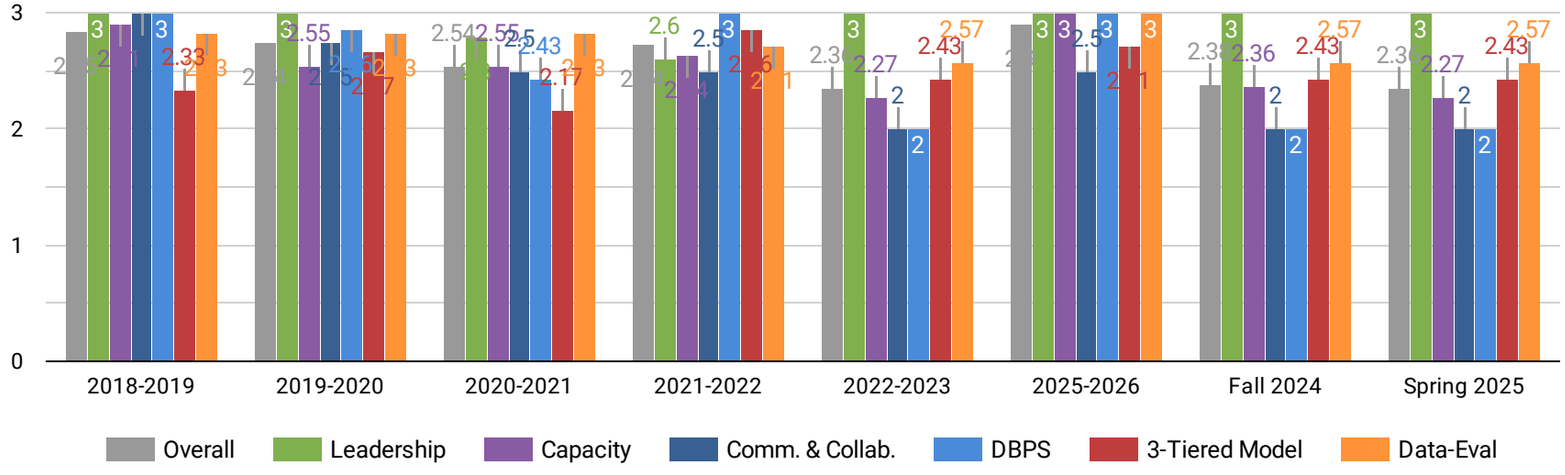
The data presented in these graphs are intended to provide an overview of your team's ratings across the six SAM domains. Items were scored on a 4-point scale ranging from 0 – 3 (0 = Not Started; 1 = Emerging/Developing; 2 = Operationalizing; 3 = Optimizing). Each bar represents that average score based on the ratings of the items within each of the six domains.

It is important to note the number of items in each domain varies. The average item score for domains with a smaller number of items will be more heavily influenced by individual item scores that are particularly high or low.



School: M...(1)

Historical Comparison- School Domain Averages



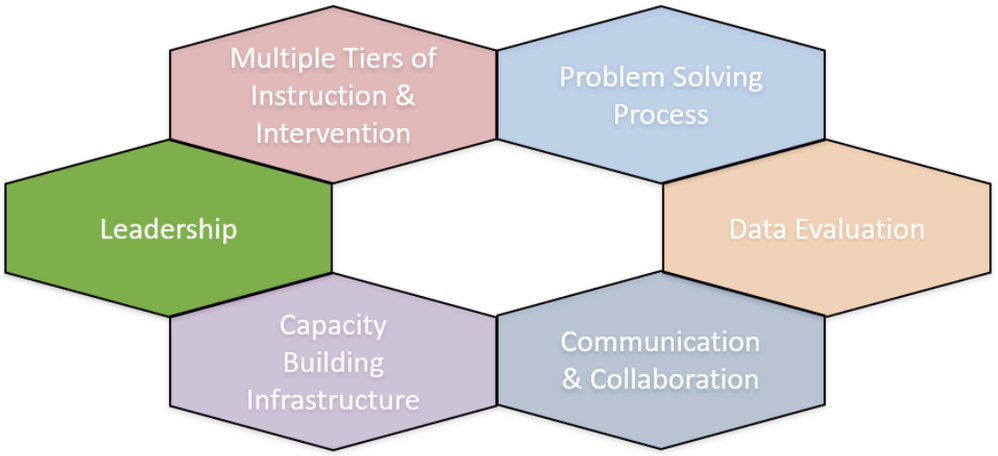
A Multi-Tiered System of Supports

PS/RtI

Problem Solving/Response to Intervention

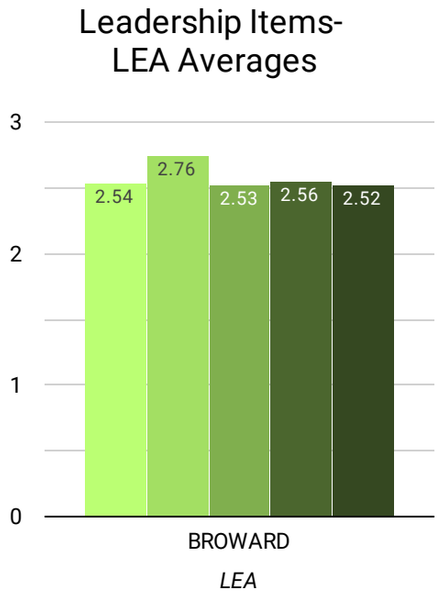
Self-Assessment of MTSS Implementation

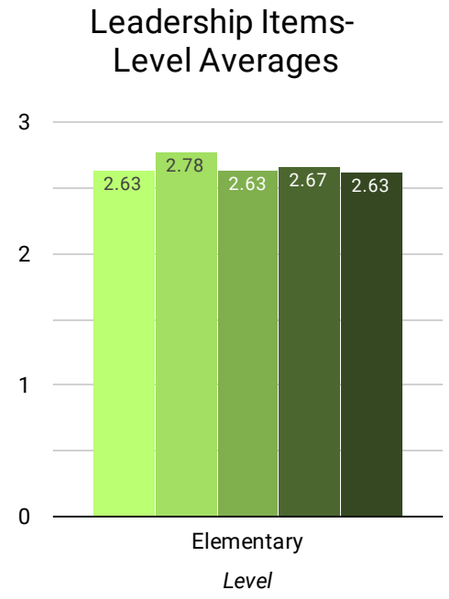
Leadership is key to successful implementation of any large-scale innovation. The building principal, assistant principal(s), and school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically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

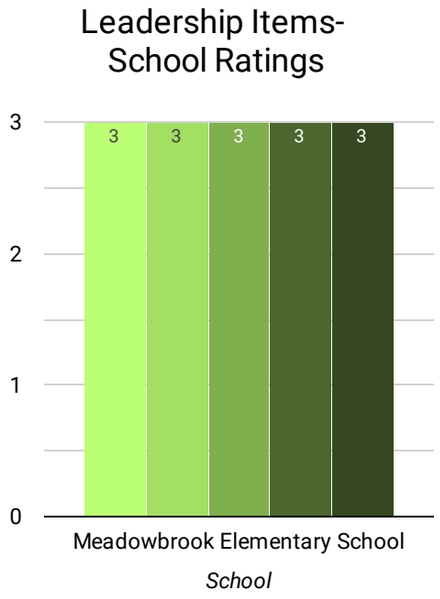


Le... (1)

School: M...(1)



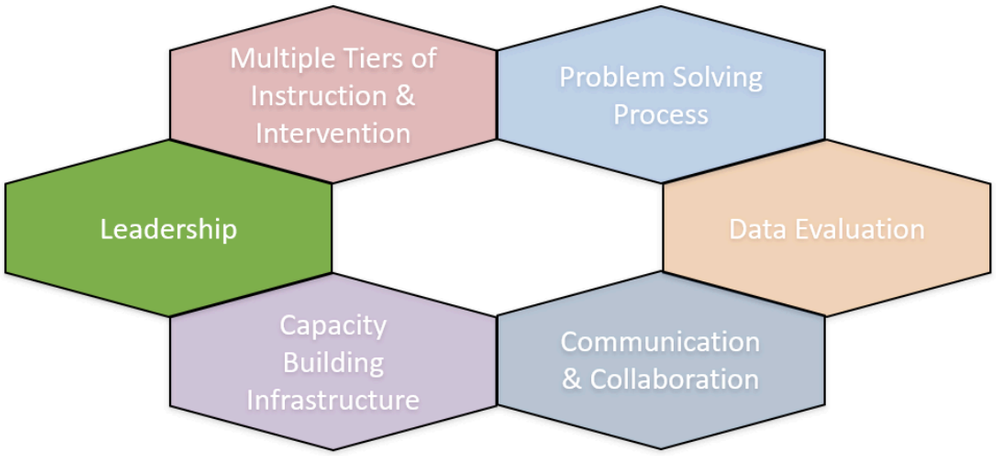




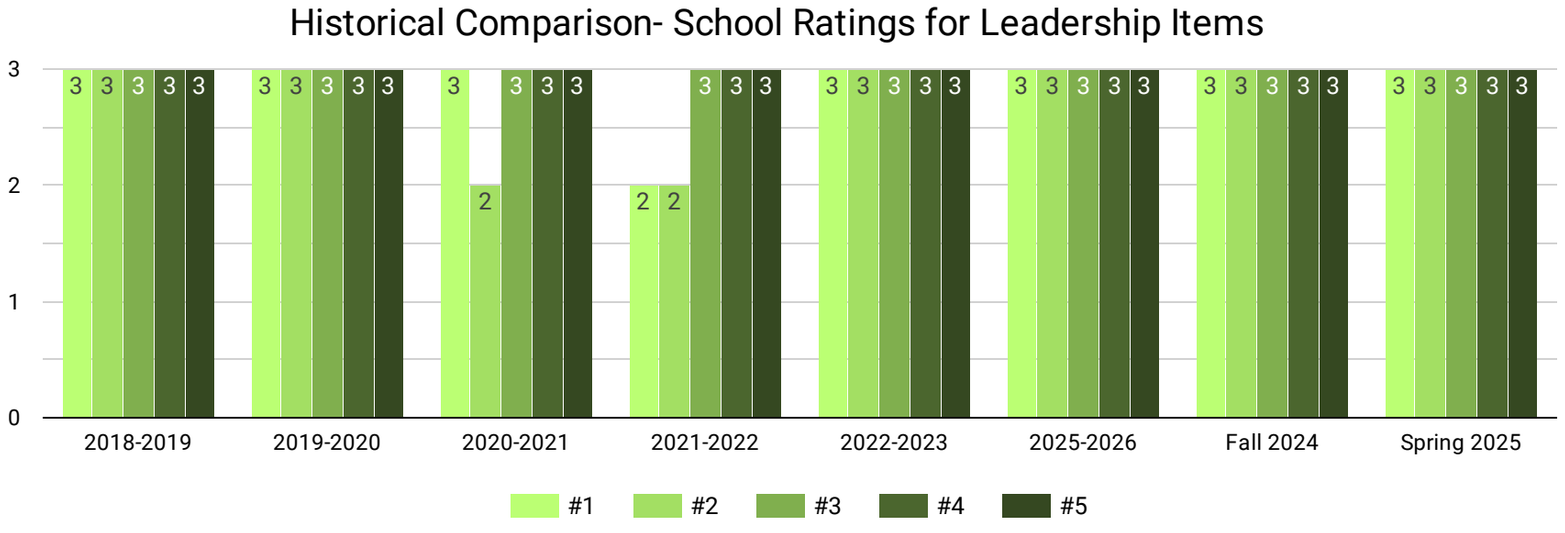
#1 #2 #3 #4 #5

Self-Assessment of MTSS Implementation

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



School: M...(1)



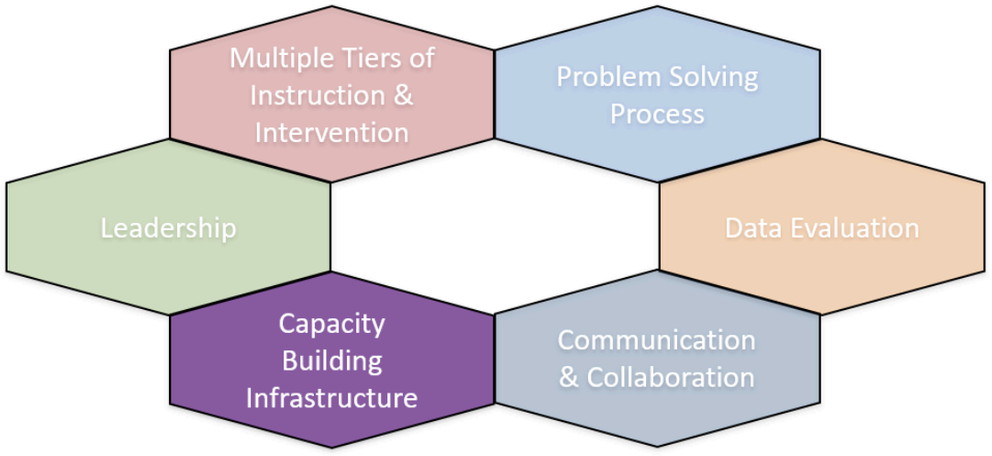
A Multi-Tiered System of Supports

PS/RtI

Problem Solving/Response to Intervention

Self-Assessment of MTSS Implementation

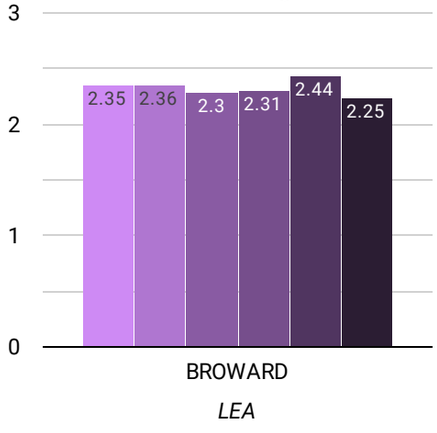
School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually includes ongoing professional development and coaching with an emphasis on data-based problem-solving and multi-tiered instruction and intervention; scheduling that allows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



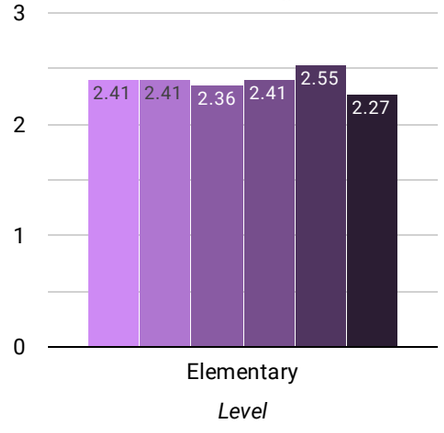
Le... (1)

School: M... (1)

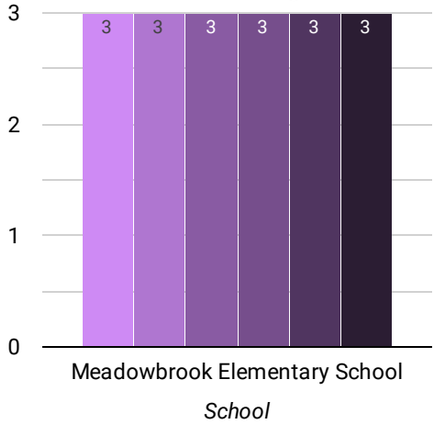
Capacity/Infrastructure Items-LEA Averages



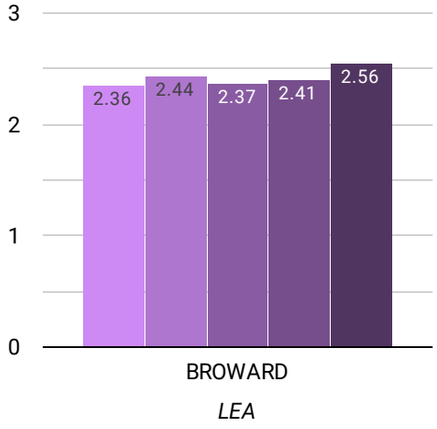
Capacity/Infrastructure Items-Level Averages

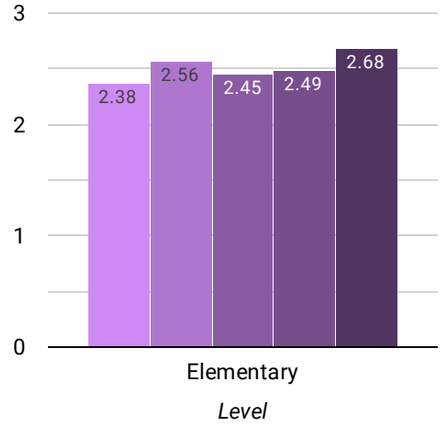


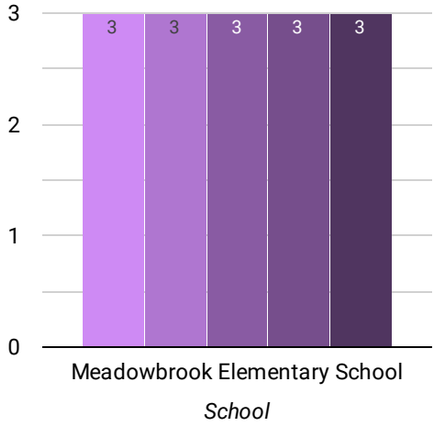
Capacity/Infrastructure Items-School Ratings



#6 #7 #8 #9 #10 #11







#12 #13 #14 #15 #16

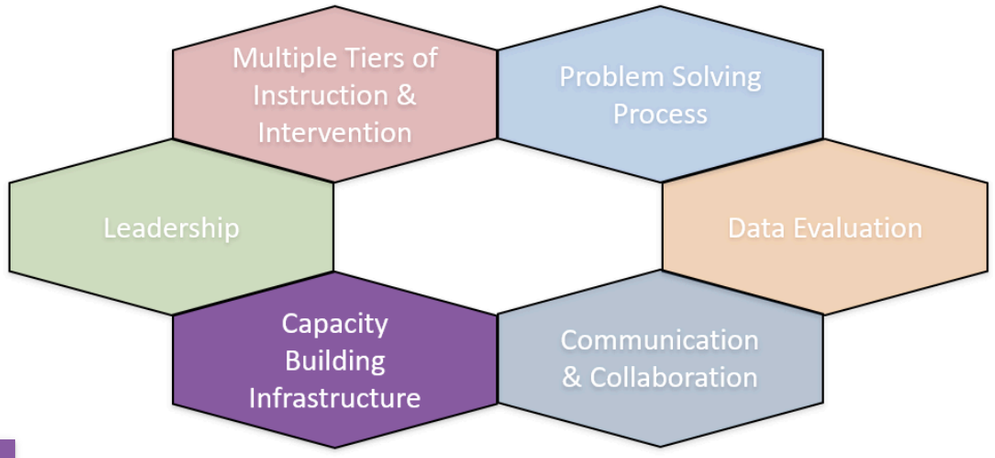
A Multi-Tiered System of Supports

PS/RtI

Problem Solving/Response to Intervention

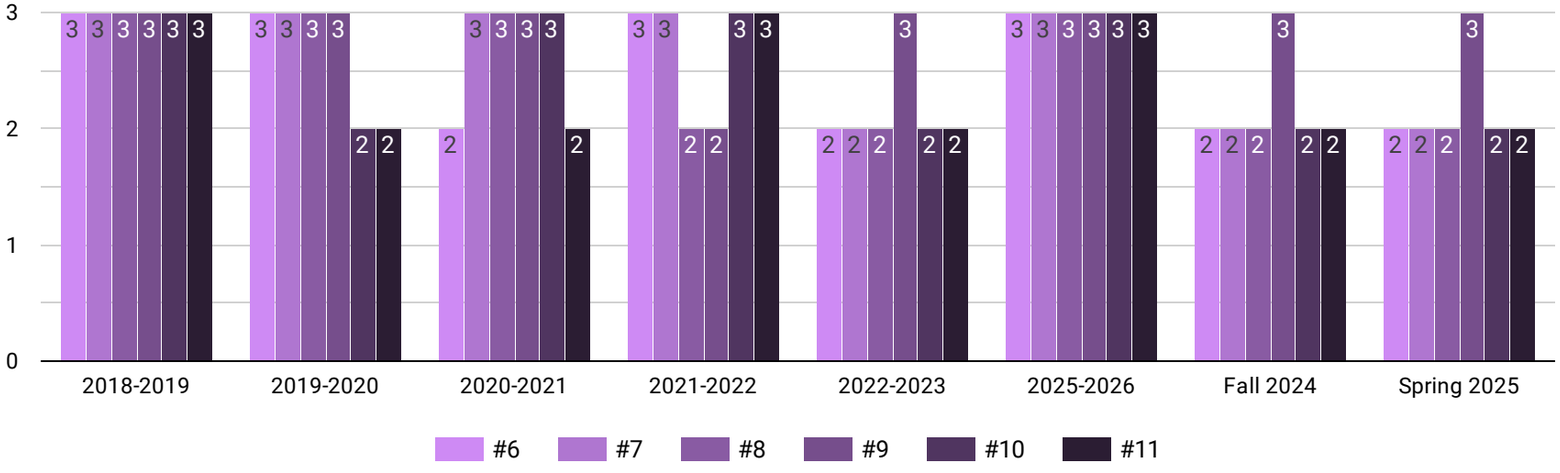
Self-Assessment of MTSS Implementation

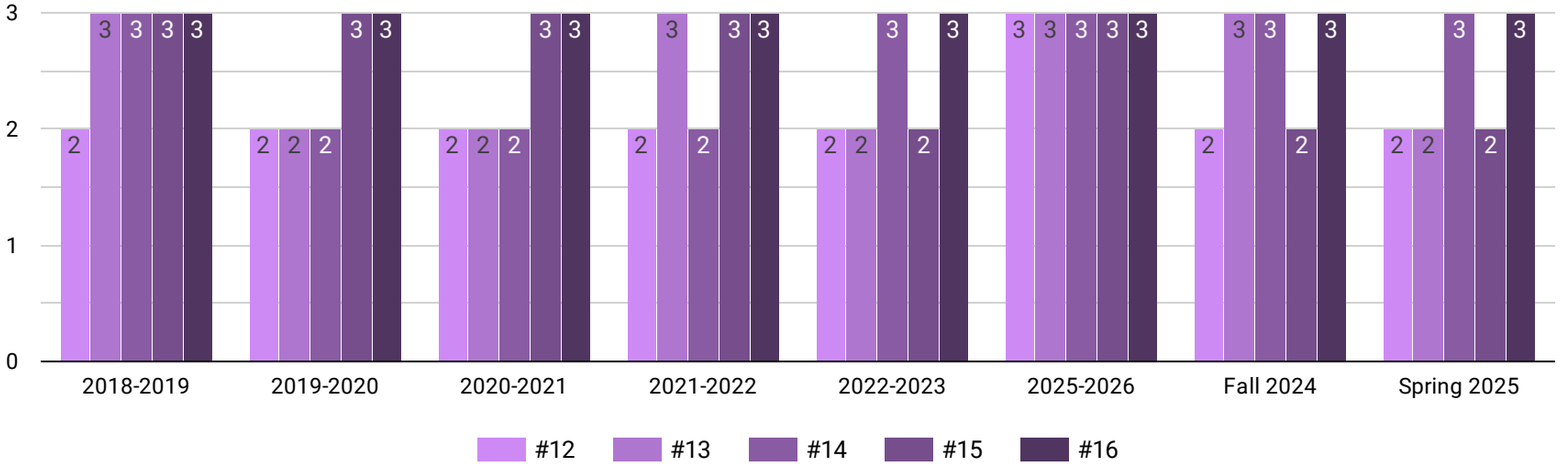
School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually includes ongoing professional development and coaching with an emphasis on data-based problem-solving and multi-tiered instruction and intervention; scheduling that allows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



School: M...(1)

Historical Comparison- School Ratings for Capacity/Infrastructure Items





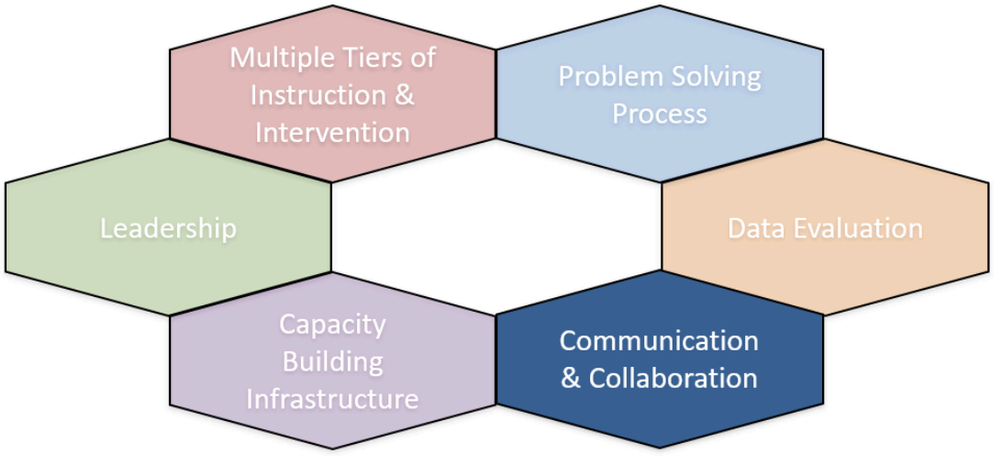
A Multi-Tiered System of Supports

PS/RtI

Problem Solving/Response to Intervention

Self-Assessment of MTSS Implementation

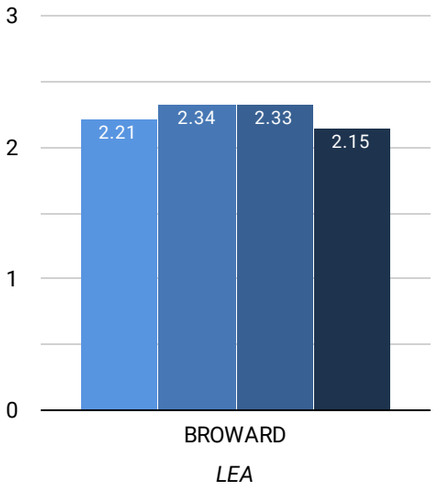
Ongoing communication and collaboration are essential for successful implementation of MTSS. Many innovations fail due to lack of consensus, lack of feedback to implementers to support continuous improvement, and not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustained.



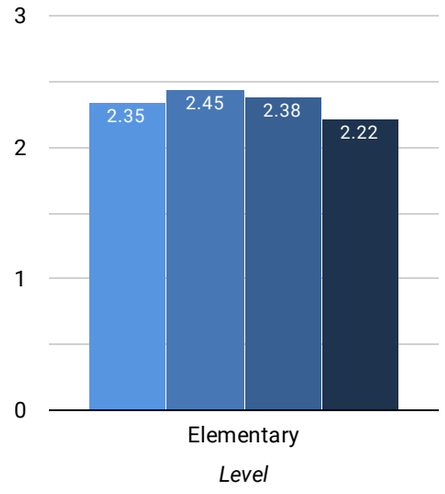
Le...(1)

School: M...(1)

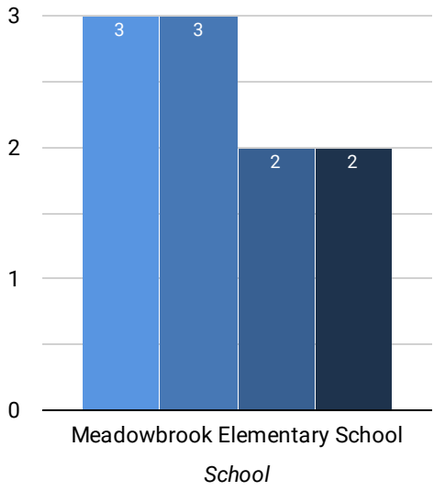
Comm./Collaboration Items-LEA Averages



Comm./Collaboration Items-Level Averages



Comm./Collaboration Items-School Ratings



#17 #18 #19 #20

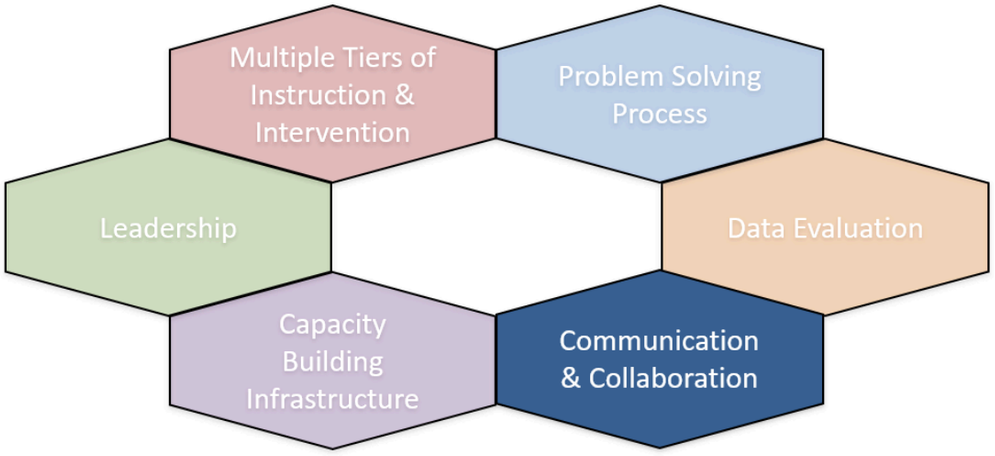
A Multi-Tiered System of Supports

PS/RtI

Problem Solving/Response to Intervention

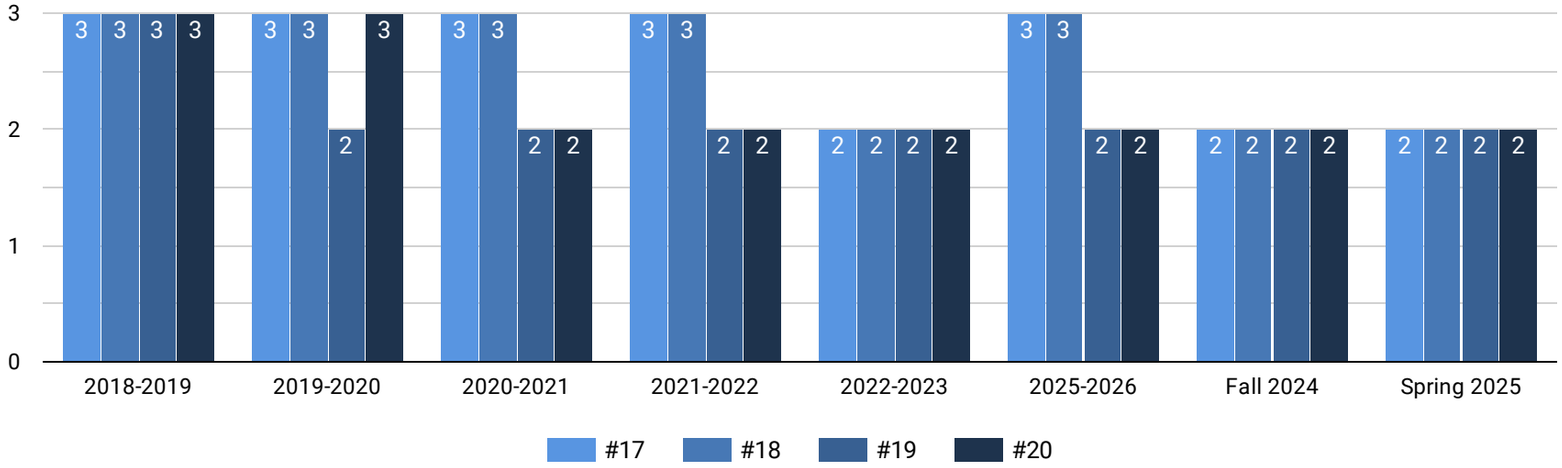
Self-Assessment of MTSS Implementation

Ongoing communication and collaboration are essential for successful implementation of MTSS. Many innovations fail due to lack of consensus, lack of feedback to implementers to support continuous improvement, and not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustained.



School: M...(1)

Historical Comparison- School Ratings for Communication & Collaboration Items



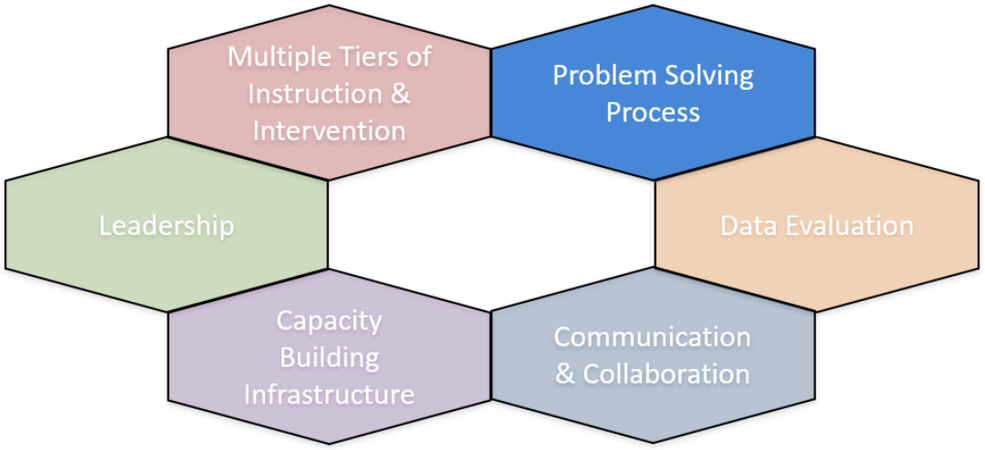
A Multi-Tiered System of Supports

PS/RtI

Problem Solving/Response to Intervention

Self-Assessment of MTSS Implementation

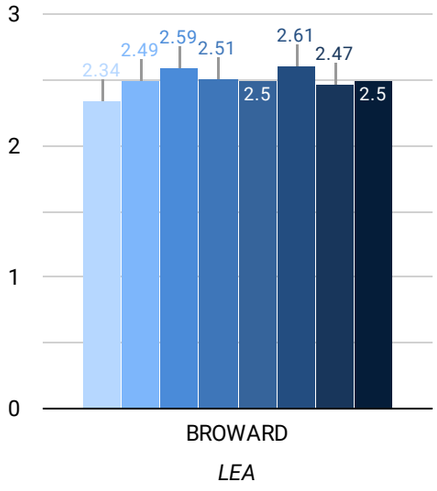
The use of data-based problem-solving to make educational decisions is a critical element of MTSS implementation. This included the use of data-based problem-solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school-wide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



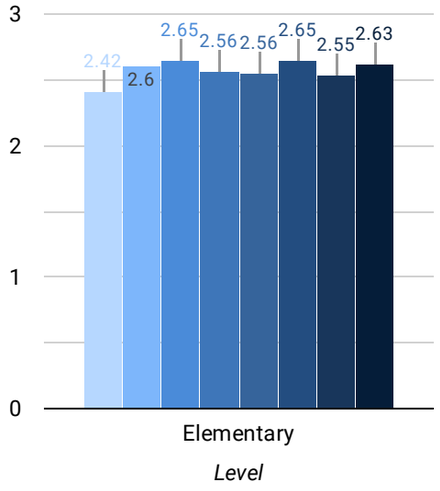
Le...(1)

School: M...(1)

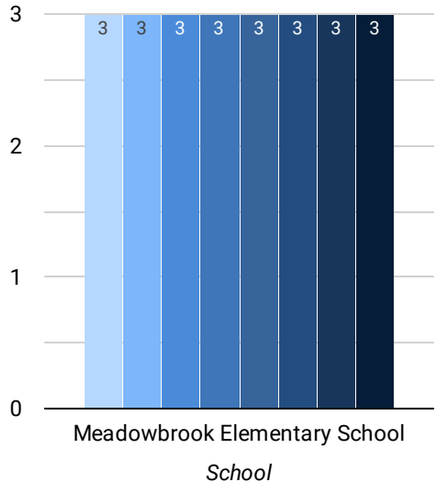
Data-based Prob. Solv. Items-LEA Averages



Data-based Prob. Solv. Items-Level Averages



Data-based Prob. Solv. Items-School Ratings



#21 #22 #23 #24 #25 #26 #27 #28

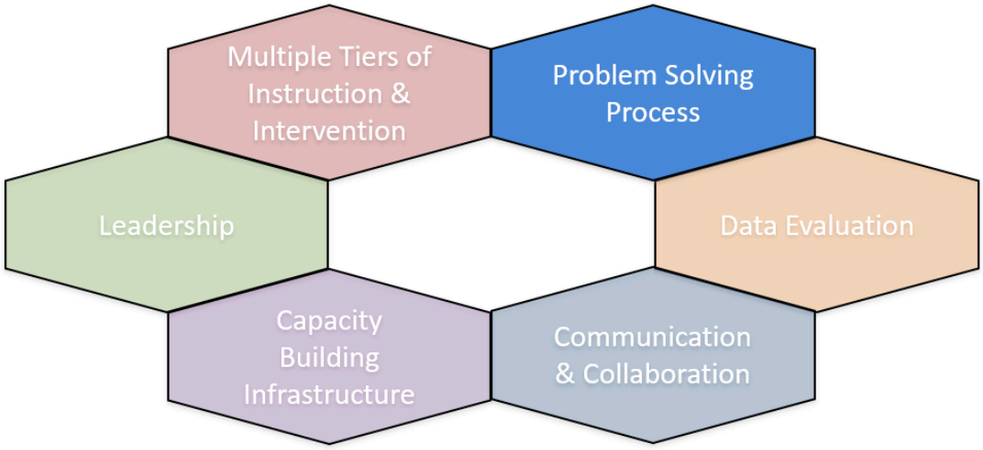
A Multi-Tiered System of Supports

PS/RtI

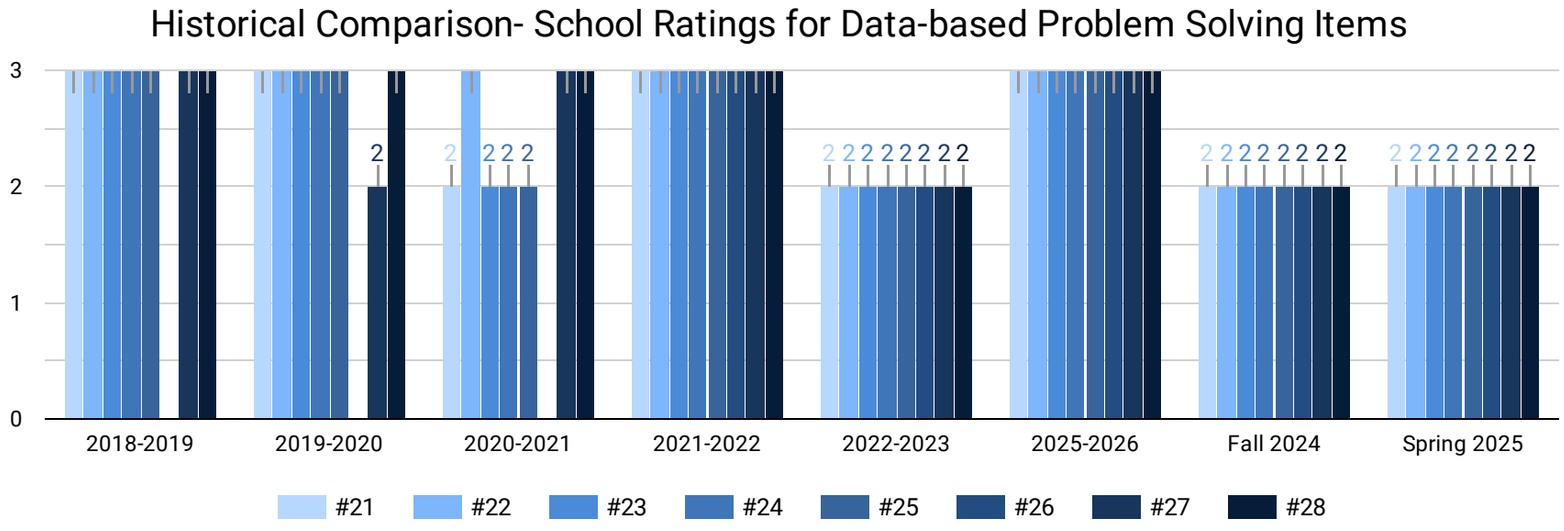
Problem Solving/Response to Intervention

Self-Assessment of MTSS Implementation

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



School: M...(1)



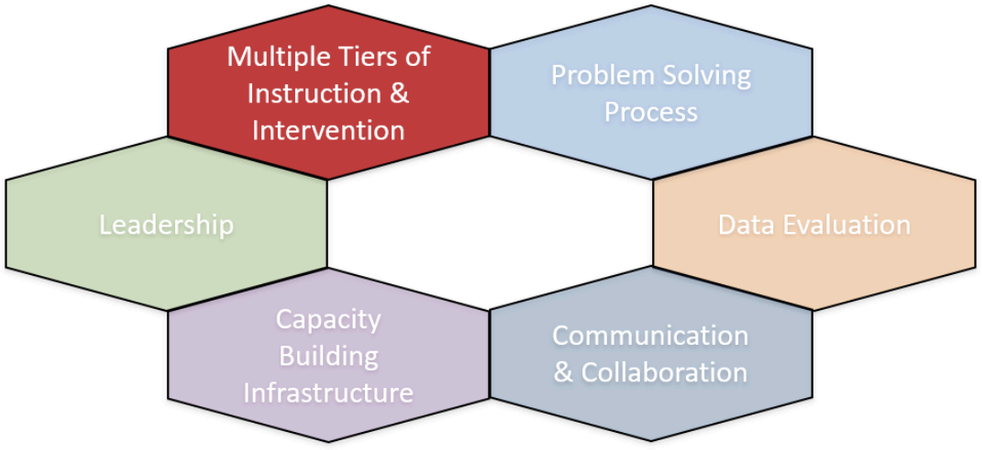
A Multi-Tiered System of Supports

PS/RtI

Problem Solving/Response to Intervention

Self-Assessment of MTSS Implementation

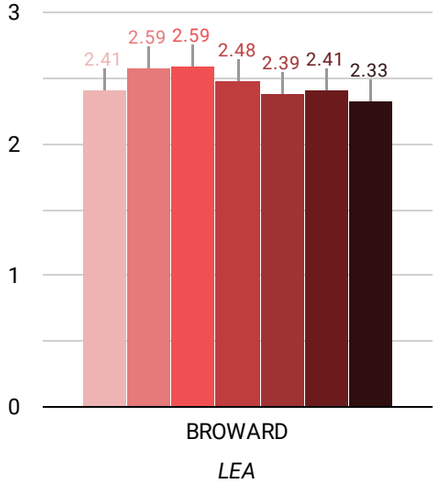
The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Tier 1 includes the instruction delivered to all students; Tier 2 includes supplemental instruction or intervention provided to students not meeting benchmarks; and Tier 3 includes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



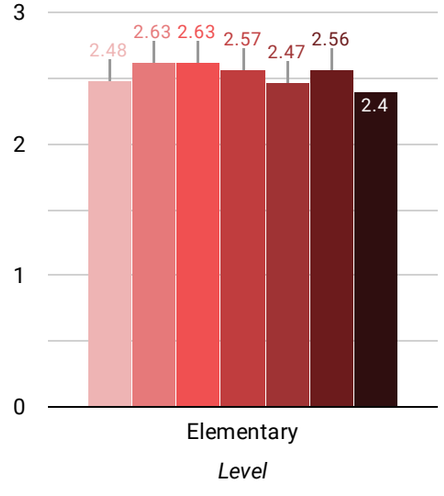
Le... (1)

School: M... (1)

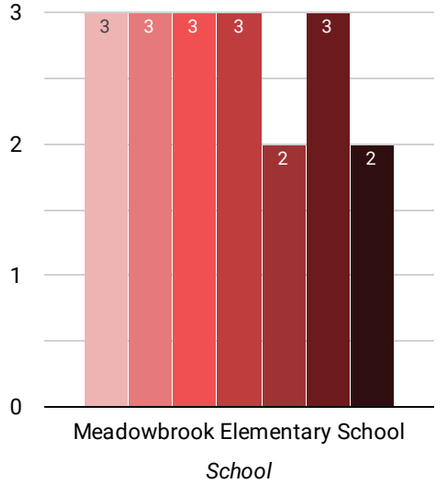
3-Tiered Model Items- LEA Averages



3-Tiered Model Items- Level Averages



3-Tiered Model Items- School Ratings



#29 #30 #31 #32 #33 #34 #35

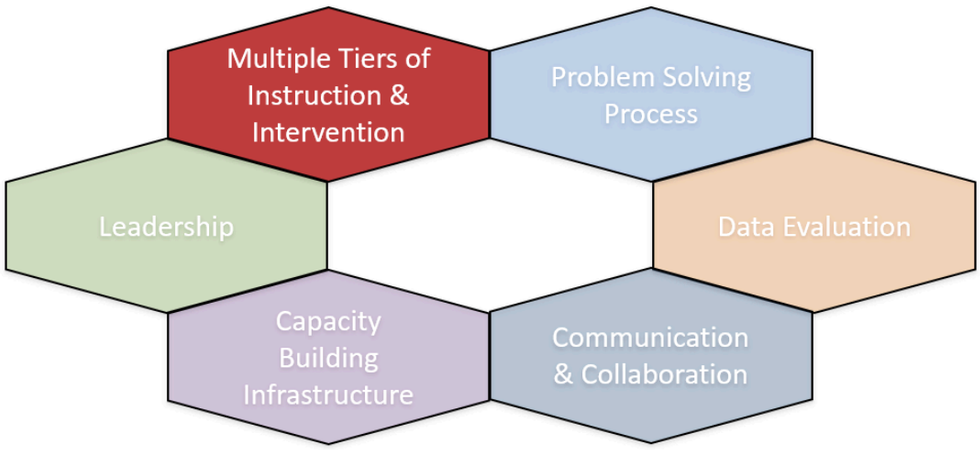
A Multi-Tiered System of Supports

PS/RtI

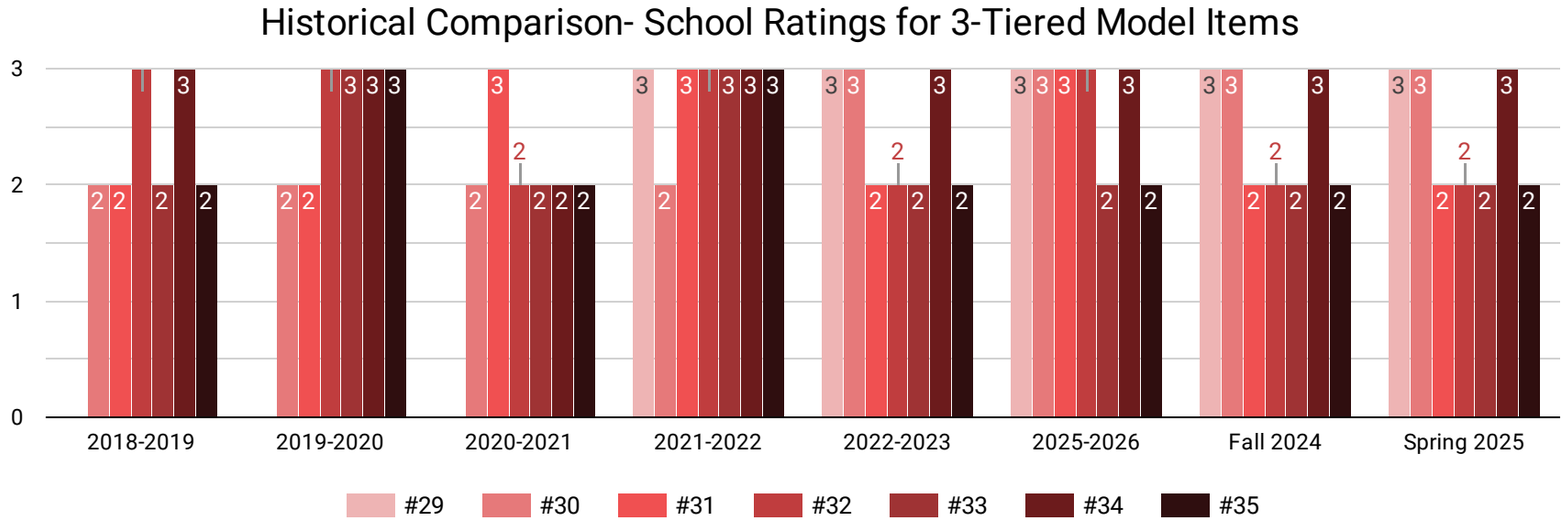
Problem Solving/Response to Intervention

Self-Assessment of MTSS Implementation

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



School: M...(1)



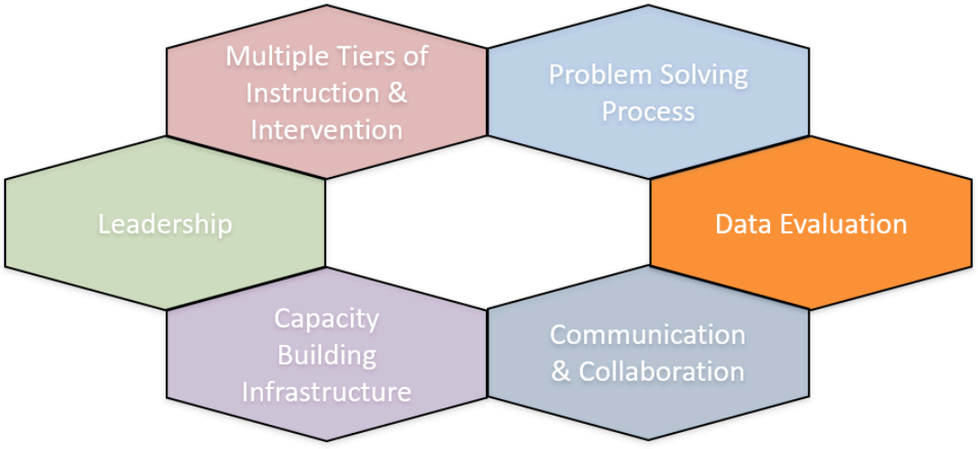
A Multi-Tiered System of Supports

PS/RtI

Problem Solving/Response to Intervention

Self-Assessment of MTSS Implementation

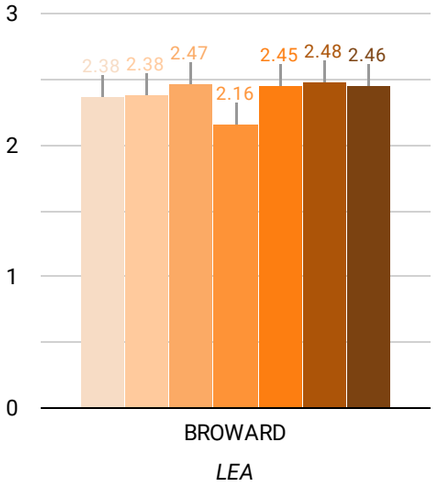
Given the importantance of data-based problem-solving within an MTSS model, the need for a data and evaluation system is clear. In order to do data-based problem-solving, school staff need to understand and have access to data sources that align with the purposes of assessment. Procedures and protocols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



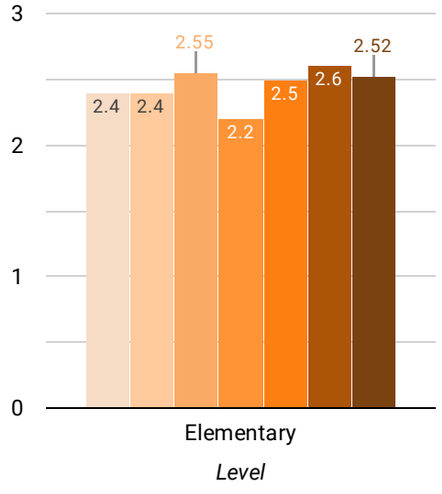
Le... (1)

School: M...(1)

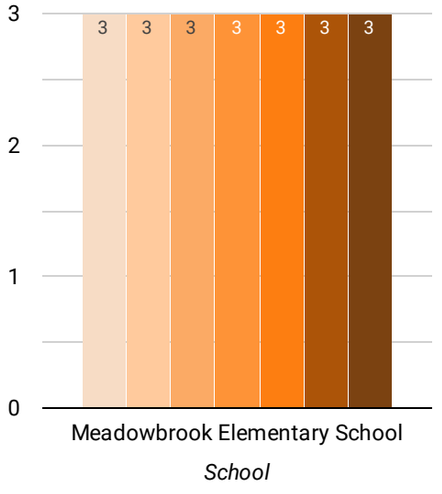
Data-Evaluation Items- LEA Averages



Data-Evaluation Items- Level Averages



Data-Evaluation Items- School Ratings



#36 #37 #38 #39 #40 #41 #42

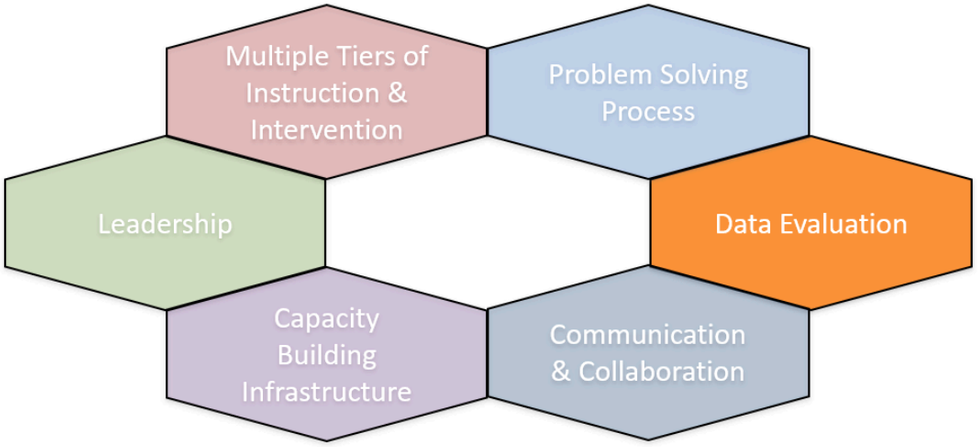
A Multi-Tiered System of Supports

PS/RtI

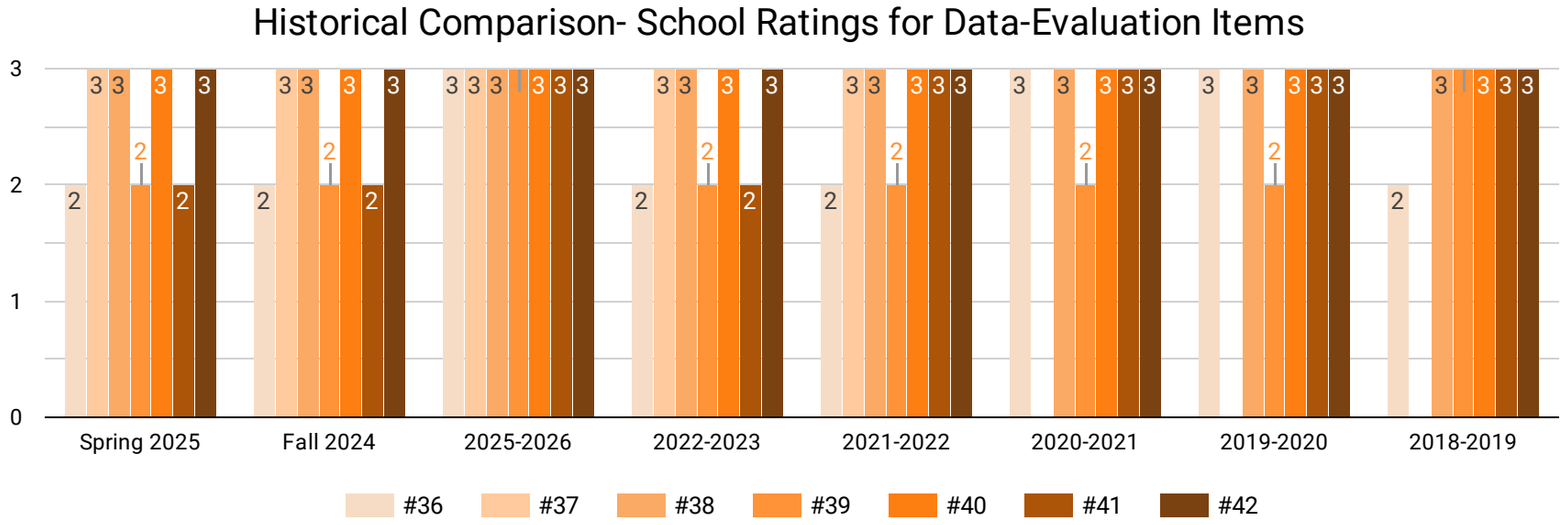
Problem Solving/Response to Intervention

Self-Assessment of MTSS Implementation

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



School: M...(1)



A Multi-Tiered System of Supports

PS/RtI

Problem Solving/Response to Intervention

Self-Assessment of MTSS Implementation

Guiding Questions for School Level Action Planning with SAM Data

1. Looking at the data, what do we wonder or what do we notice?
   - What is a surprise? Not a surprise?
   - Which domains/items are we implementing well? Which could be improved?
   - How does the data align or misalign with our school improvement goals?

2. What could or should we address in our action plan?
   - What is most impacting our implementation of MTSS?
   - What would be most immediately actionable?
   - What would have the most influence?
   - What is most aligned to our goals?
   - What strengths could we leverage?

3. Do barriers that exist within our system that may need to be addressed at the district level?
   - Are there policies and procedures currently in place/not in place that are affecting our work?
   - Do we have access to all the data we need for problem solving?
   - Do we have access to resources we need to do the work?

Action/Activity	Who is responsible?	When will it be started?	When will it be completed?	When/how will we evaluate it?