



School District of Philadelphia MTSS Implementation Framework Self-Assessment Tool

Getting Started:

This self-assessment tool assists school teams to assess current school practices (assessment and instructional) against the critical components of the MTSS framework. The tool addresses **8 indicators** of the current level of implementation practices. It is recommended for use by a school team as a way to systematically review the components of the MTSS framework and identify areas in need of development and/or refinement as the implementation process evolves. The results of the self assessment allow schools to set goals for the continued implementation of the MTSS framework and to monitor ongoing MTSS activities. The implementation framework self-assessment tool can assist school teams with the following: 1) documenting evidence of current practice, 2) prioritizing and ranking the components of MTSS for initial and subsequent focus, 3) setting immediate and long term goals for MTSS implementation and, 4) developing an action plan to delineate specific action steps, timelines, responsibilities and evaluation measures for the MTSS implementation plan.

Directions:

Step 1: In an effort to systematically evaluate your school's implementation efforts, please thoroughly review the criteria and details under each component/indicator. Think of clear and observable examples of your school's implementation evidence (e.g., instructional model and strategies used in your building, frequency of classroom walkthroughs, schedule for tiered intervention, schedule for team meetings/data-based decision-making, etc.).

Step 2: Next and based upon your school's progress with MTSS implementation, please use a 4-point scale to determine whether your implementation evidence/efforts correspond with the following descriptors (4=No Additional Efforts Needed/Sound Implementation, 3=Minimal Efforts Needed/ Much Implementation Progress; 2=Many Efforts Needed At This Time/Limited Evidence of Implementation and 1= Significant Efforts Needed/ No or Very Limited Evidence of Implementation).

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| <p>1: No or Very Limited Implementation, significant effort needed
 2: Limited Evidence of Implementation, much additional effort needed
 3: Much Implementation Progress, minimal additional effort needed
 4: Implementation Complete, no additional effort needed</p> |
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1. Standards-Aligned Instruction

Implications/Notes

1. The core programs in reading and math are **standards-aligned** and **scientifically research-based**.

Score: _____

2. **All staff** (general, remedial, and special) participate in **core instruction**

Score: _____

3. A method exists to ensure core **instruction is delivered** with **fidelity**
 - a. Emphasizes the 5 critical elements of reading instruction.
(phonemic awareness, decoding, fluency, vocabulary, and reading comprehension)
 - b. 90+uninterrupted minutes per day
 - c. Emphasizes the 4 critical math content standards
(Numbers & Operations, Algebraic Concepts, Geometry, Measurement, Data & Probability)
 - d. Emphasizes the 5 critical elements of math
(Numbers & Operations, Algebraic Concepts, Geometry, Measurement, Data & Probability, Standards for Mathematical Practice)
 - e. 60+ uninterrupted minutes per day

Score: _____

4. **Instruction is systematic, explicit**, and follows effective teaching principles

Score: _____

5. **Teachers are skilled** in the use of **differentiated instruction** to address varying student needs
 - a. Teachers are trained in differentiation
 - b. Time is allotted for planning

Score: _____

Score AVERAGE: _____

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2. Universal Screening

Implications/Notes

1. The school conducts **universal screening** of reading, and math at all grade levels, a minimum of **three times a year**
- a. Screenings are research-based, benchmarked, and predictive of future performance
 - b. Efficiently administered by trained staff
 - c. Administration fidelity is monitored

Score: _____

2. **Data are communicated** to administrative teams, grade level teams, student-specific teams and parents
- a. Maintained in a database
 - b. Graphed for analysis
 - c. Demonstrates degree of risk for students and grade
 - d. Using a structured team facilitation process and format

Score: _____

3. Grade level teams **analyze screening data within one-week** of administration

Score: _____

Score AVERAGE: _____

- | |
|--|
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3. Shared Ownership

Implications/Notes

1. **All staff** (general, remedial, special, and ESL) assume an **active role** in all aspects of **student progress** in the standards-aligned system
- a. Role change is planned for and supported
 - b. Training is provided

Score: _____

2. Resources and expertise are **allocated based on student need**
- a. Time allocation
 - b. Professional development
 - c. Interventions

Score: _____

Score AVERAGE: _____

- | |
|--|
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4. Data-Based Decision Making

1. Building, grade level, and student-centered **teams meet collaboratively** to **review assessment data** and make **instructional decisions**.
- a. Three times per year (screening data)
 - b. Teachers receive user-friendly data in advance
 - c. Using a structured team facilitation process and format

Score: _____

2. Grade level teams set **measurable grade-wide goals**.
- a. For example: “___% of students will achieve benchmark by January”
 - b. Skill-based

Score: _____

3. **Grade level teams select and implement strategies** to achieve the **grade-wide goals**.
- a. Adjust core instruction
 - b. Research-based supplement to core program
 - c. Implementation logistics are planned and staff are trained
 - d. Implementation fidelity is monitored

Score: _____

4. **Grade level team monitors progress** toward grade level goals and the progress of individual students.
- a. Fine-tune grade-wide strategies
 - b. Identify students requiring more support (Tier 2 resources)
 - c. Repeat the data analysis process at follow-up meetings

Score: _____

5. Continuous **progress monitoring data drives instructional decisions** throughout the three-tier process.
- a. Progress monitoring measures are standards aligned, reliable, efficient, and determine student and grade level progress to benchmarks
 - b. Progress in all tiers is monitored, graphed, and analyzed according to specified processes and decision rules.
 - c. Outcome and skill-based measures may be used

Score: _____

6. Academic **progress is monitored with increasing frequency** as students receive additional tiered resources.
- a. Tier 2: minimum twice monthly
 - b. Tier 3: minimum weekly

Score: _____

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5. Tiered Intervention and Service Delivery System

1. Students receive **increasingly intense research-based interventions** targeted at assessed skill deficits **in addition to the core program** immediately upon assessed need
 - a. Informal assessment follow screening
 - b. Team identifies appropriate interventions
 - c. 30 minutes/day for 10-12 weeks with 30 minutes added per day in Tier 3
 - d. All staff participates in interventions
 - e. Intervention logistics (including training) are carefully planned (who, what, where, when) Score: _____
 - f. Interventions vary by grouping, expertise, duration, frequency, and time
 - g. Intervention fidelity is monitored

2. **Standard Treatment Protocol interventions are used** in designing instruction for students in Tiers 2 and 3

The words standard (consistent, the same for all students), treatment (instruction, intervention), and protocol (predetermined format or delivery system) describe one of two approaches to RtI. This approach uses one validated/evidence based intervention program, selected by the school, to improve the academic skills of its struggling students.

Score: _____

3. Intervention **fidelity is monitored** Score: _____

4. Student progress is monitored at least **twice monthly** in Tier 2 and **weekly** in Tier 3

- a. Team identifies student specific, appropriate Rate of Improvement
- b. Progress monitoring logistics are identified (Who, What, Where, When)
- c. Student progress is graphed
- d. Decision rules are identified
- e. Interventions are adjusted

Score: _____

5. Students making **acceptable progress** in Tier 2 return to Tier 1 supports, **others are referred** for Tier 3 supports Score: _____

6. Students **making acceptable progress** in Tier 3 return to Tier 2 or Tier 1 supports. Others may be referred for **special education eligibility determination by the Tier 3 team.**

- a. Progress monitoring and modified supports may be continued for a time to ensure student success.

Score: _____

Score AVERAGE: _____

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6. Parent Engagement

Implications/Notes

1. **Parents are provided an overview** of the MTSS process

- a. Timelines
- b. Interventions
- c. Expectations

Score: _____

2. Parents are **active participants** throughout the **MTSS process**

- a. Notified immediately upon intervention
- b. Input and participation supported
- c. Receive detailed information on interventions, goals, and progress

Score: _____

3. Parents understand that they have the right to **request a special education evaluation** at any time

Score: _____

Score **AVERAGE:** _____

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7. Eligibility Determination

Implications/Notes

1. Learning disability determination includes **MTSS outcome information** in conducting a comprehensive evaluation of student eligibility
 - a. The evaluation team uses research-based norms or benchmarks to determine the magnitude of a student's deficit in basic academic skills
 - b. The team uses student progress data to calculate the student's slope of progress relative to the needed slope to close the gap in skill deficit
 - c. The team considers other factors (vision, hearing, language, social/behavior, medical, etc.) that may explain the students' difficulties in conducting the comprehensive evaluation
 - d. The team assesses the degree of student need

Score: _____

2. Policies and processes are in place to **ensure compliance with all Chapter 14 regulations**, timelines, and assurances

Score: _____

Score AVERAGE: _____

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8. Professional Development

Implications/Notes

1. All staff have received an **overview of the MTSS model** and its **implications for change** from their traditional model
 - a. Provided by instructional leaders

Score: _____

2. All staff receive training in data analysis teaming, progress monitoring, the principles of effective instruction and differentiating core instruction
 - a. Professional development includes guided practice
 - b. The professional development calendar allows for time and flexibility in training staff in the components of MTSS

Score: _____

3. Key building personnel are identified for enhanced training in components of the 3-tiered model
 - a. Screening, standard protocol interventions, special education eligibility determination

Score: _____

Score AVERAGE: _____