

Self-Assessment Rubric: Developing a Tiered System of Support

Massachusetts Department of Elementary and Secondary Education (ESE)

Guidance for School/Districts

Winter 2012

This rubric is intended to support district leaders in assessing the status of their efforts to develop robust, effective tiered systems of academic (instructional) and non-academic (behavioral) supports across multiple school sites. Based on this assessment, leaders can determine priorities and develop action plans to guide improvement. The Massachusetts Department of Elementary and Secondary Education (ESE) recommends that initially, school leaders assemble small teams of individuals who are knowledgeable about the progress of schools in the district. Once each school in the district has completed the self-assessment, then district leaders will be able to assess overall district progress by generalizing across the patterns and experiences of all the district's schools. The self-assessment should be completed for each content area and/or behavior component to evaluate progress, determine priorities, and plan next steps.

The criteria in this rubric are aligned with the model found in the ESE's Massachusetts Tiered System of Support (MTSS) and the two documents are intended to be used together.

As you fill out the self-assessment, note the district and school evidence that supports your rating in the space provided. Determine the category that best generalizes the progress of a tiered system of support across the district. The more objective and accurate your assessment, the more readily you will be able to identify and prioritize discrepancies between school sites and between desired outcomes and actual implementation.

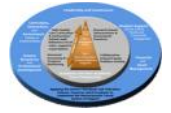
The components of the MTSS may be aligned or supported by school level practices, policies, initiatives, technical support, professional development, and resources (personnel and fiscal) already in progress in individual schools and or district-wide.

Developing a tiered system of support may represent a significant organizational change for schools—one that affects the entire school system and requires a long-term change process (of three or more years). Adhering to the model as a vehicle for delivering instruction and organizing resources is instrumental to the success of the tiered system of support.

Multiple sources of data should be used to identify critical district and school issues related to your current system of tiered supports. Additionally, patterns in the data should be analyzed at the school, grade, and student level. A probe for causation will allow you to determine possible reasons for the patterns in the data.

Keep in mind that the objective of the self-assessment process is to help you determine priority next steps and develop a coherent action plan tailored to the needs of your school/district. You will find an action planning template at the end of this document.

Massachusetts Tiered System of Support (MTSS) Overview



Massachusetts has developed a blueprint outlining a single system of supports that is responsive to the academic and non-academic needs of all students. This blueprint, the Massachusetts Tiered System of Support (MTSS), provides a framework for school improvement that focuses on system structures and supports across the district, school, and classroom to meet the academic and non-academic needs of all students, including students with disabilities, English language learners, and students who are academically advanced. It guides both the provision of high-quality core educational experiences in a safe and supportive learning environment for all students and academic and/or non-academic targeted interventions/supports for students who experience difficulties and for students who have already demonstrated mastery of the concept and skills being taught.

Schools and districts are encouraged to work toward an integrated approach to support students' academic and social-emotional competencies. All students receive academic instruction and behavioral supports that include differentiation and extension activities and are guided by the three Universal Design for Learning principles (multiple means of representation, multiple means of action and expression, and multiple means of engagement).

The MTSS blueprint describes the flexible tiers, academic and non-academic core components and school and district system of supports.

The flexible tiers represent a robust and responsive educational environment that provides students with a continuum of multiple supports to meet their needs. The tiers represent increasing intensity of academic and non-academic support and interventions. There is flexibility of the system and the programming to allow movement between the tiers (to both a more or less intensive type of support/intervention). To ensure that students eligible for special education services are able to access fully the system of tiered support, relevant information from their Individualized Education Programs (IEPs) is to be incorporated into the design and implementation of instruction and assessments in all tiers.

The academic and non-academic core components of MTSS are:

- high-quality core curriculum and instruction implemented with fidelity; and
- research-based academic interventions and assessment practices; and
- research-based behavioral interventions and supports; and
- universal screening and progress-monitoring; and
- collaboration and communication between educators and parents.

The school and district system of supports align with the District Standards and Indicators and provide the structure needed to develop the policies, practices, and procedures to successfully implement MTSS.

The District Standards and Indicators are:

- Leadership and Governance
- Student Support (School Culture, Family and Community Engagement)
- Financial and Asset Management
- Human Resources and Professional Development
- Curriculum, Instruction and Assessment (Fidelity of Implementation)

SCHOOL AND DISTRICT SYSTEM OF SUPPORT - Academic and Non-Academic

The school and district system of supports align with the District Standards and Indicators and provide the structure needed to develop the policies, practices, and procedures to successfully implement MTSS.

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

1st

Date:

Focus:

District:

School:

I. Leadership and Governance (District Standard)

Conditions for School Effectiveness

I. Effective district systems for school support and intervention

II. Effective school leadership

VI. Principal's staffing authority

XI. Strategic use of resources and adequate budget authority

District and School-Based Evidence

a. District Administration adheres to the MTSS model in their policy making and decision making for delivering instruction and providing	0	<input type="text"/>	
b. The superintendent effectively delegates academic/non-academic and operational leadership to principals, program leaders and	0	<input type="text"/>	
c. Building principals provide leadership and support for the tiered model through efficient and flexible use of time, personnel, fiscal	0	<input type="text"/>	
d. Leaders promote equity by distinguishing among the academic/non-academic needs of individual schools, populations, and allocating	0	<input type="text"/>	
e. The building schedule is designed to support the tiered model of delivering curriculum, instruction, non-academic supports,	0	<input type="text"/>	

Leadership and Governance Average:

II. Student Support (District Standard) - School Culture

Condition for School Effectiveness

VIII. Tiered instruction and adequate learning time

IX. Students' social, emotional, and health needs

X. Family-school engagement

District and School-Based Evidence

a. Staff understand and are committed to the core values of a tiered system of support.	0	<input type="text"/>	
b. All staff promote healthy school culture that sets high expectations and encourages academic, social/emotional successes.	0	<input type="text"/>	
c. Policies, procedures, and practices are adjusted as needed using aggregated and disaggregated data based on student participation	0	<input type="text"/>	
d. School staff and leaders promote mental health and positive social, emotional, and intellectual growth.	0	<input type="text"/>	
e. Policies, procedures, and practices support course completion, reduce grade retention, and encourage on-time graduation.	0	<input type="text"/>	
f. Policies, procedures, and practices promote student attendance and effective transitions between schools.	0	<input type="text"/>	
g. Policies, procedures, and practices are implemented to 1) reduce suspensions, exclusions and other discipline referrals; 2) minimize	0	<input type="text"/>	

Student Support Average:

VI. Curriculum, Instruction, and Assessment (District Standard) - Fidelity Of Implementation <i>Condition for School Effectiveness</i> <i>III. Aligned curriculum</i> <i>IV. Effective instruction</i> <i>V. Student assessment</i> <i>VIII. Tiered instruction and adequate learning time</i>			District and School-Based Evidence
a. Components are definitively described and a data system for measuring operations, techniques, and outcomes is in place.	0	<input type="text"/>	
b. The district has an established, documented process for the regular . and timely review and revision of curricula that is guided by: 1) the	0	<input type="text"/>	
c. Responsibilities of specific persons and roles are clearly defined.	0	<input type="text"/>	
d. A system for formative feedback and decision-making is in place.	0	<input type="text"/>	
e. Leadership ensures the curriculum, instruction, and assessments are aligned vertically (between grades) and horizontally (across	0	<input type="text"/>	
f. Structures are in place to enhance school’s capacity and resources to promote social/emotional learning and behavioral health.		<input type="text"/>	
g. A system is in place for monitoring and evaluating the components of the system in order to maximize effectiveness in allocating	0	<input type="text"/>	
<p style="text-align: center;"> Curriculum, Instruction, and Assessment Average: <input type="text"/> </p> <p style="text-align: center;"> School and District System of Support Average: <input type="text"/> </p>			

ACADEMIC CORE COMPONENTS

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

Date: 1st

Content Area:

District Level:

School:

I. Flexible Tiers Of Instruction And Interventions			District and School-Based Evidence
<i>Conditions for School Effectiveness</i> IV. Effective instruction VIII. Tiered instruction and adequate learning time			
a. The system of tiered instruction is designed to provide increasing levels of support that match the instructional support and intensity	0	<input type="text"/>	
b. Supplemental supports/interventions on specific skills and/or concepts are delivered in addition to core instruction.	0	<input type="text"/>	
c. More intensive supports/interventions on specific skills and/or concepts are delivered in addition to core instruction.	0	<input type="text"/>	
d. There is a system in place to move students across tiers.	0	<input type="text"/>	
e. The tiered system of support is responsive to English language acquisition and is culturally and linguistically sensitive.	0	<input type="text"/>	
f. Students' Individualized Education Programs (IEPs) are written to ensure students are able to fully access the general curriculum and	0	<input type="text"/>	
g. To ensure that students eligible for special education services are able to access fully the system of tiered instruction, relevant	0	<input type="text"/>	

Flexible Tiers of Instruction And Interventions Average:

II. High-Quality Core Curriculum And Instruction Implemented With Fidelity <i>Condition for School Effectiveness</i> <i>III. Aligned curriculum</i>			District and School-Based Evidence
a. Core curriculum, instruction, and assessments are aligned with state standards.	0	<input type="text"/>	
b. Core curriculum, instruction, and assessments are research-based.	0	<input type="text"/>	
c. Core curriculum, instruction, and assessments are aligned vertically (between grades) and horizontally (across classrooms at the same	0	<input type="text"/>	
d. A method for assessing the effectiveness and integrity of the core curriculum is established and implemented on a routine basis.	0	<input type="text"/>	
e. Teachers plan and develop curriculum, instruction, and assessments based on the principles of Universal Design for	0	<input type="text"/>	
f. Teachers are skilled in providing large and small group differentiated instruction aligned with students' developmental levels	0	<input type="text"/>	

High-Quality Core Curriculum Average:

Core Components - Academic: