

Self-Assessment Rubric: Developing a Tiered System of Support

Massachusetts Department of Elementary and Secondary Education (ESE)

Guidance for School/Districts

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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.