COLORADO MULTI-TIERED SYSTEM OF SUPPORTS
DISTRICT SYSTEMS SELF-ASSESSMENT
(CO MTSS DSSA)
(Adapted from Oregon EBISS District Systems Support, 2011)

DIRECTIONS: This plan is designed to assist district teams to identify, implement, and sustain the essential features of effective, systems-level academic, and behavior support. Strong family and community partnering is an integral component of successful implementation. The features include: 1) District Leadership and Commitment, 2) Action Planning with designated schools, 3) Coordination and Coaching, 4) Professional Development and Training Capacity, 5) On-going Assessment and Evaluation Systems, 6) Visibility and Political Support, and 7) Funding.

This plan should be completed by a team of district and school administrators representing general and special programs. Teams should briefly review and brainstorm each feature and item. A four-point rating scale is provided for each item: Completely in Place, Mostly In Place, Partly in Place, and Not in Place. Space is included within each item for current score and three additional progress scores, and a section is provided for tracking overall progress.

Teams are encouraged to use this District Systems Self-Assessment (DSSA) as a working document. Districts with many features requiring actions should review and update the plan quarterly. Districts with many features "in place" should focus on sustainability and update the plan annually, at a minimum. Completion of the support plan should take approximately one hour.

For any items that are not completely in place, districts should identify and describe needed actions briefly and specifically on the MTSS Action Planning Guide (p. 7). Space is provided on the guide for including staff member(s) who will be responsible for each action, completion date, and any documentation used to determine the item response (see guide for further instructions).

District:_____

Planning Team Members:_____
_____
_____
_____

Plan Period:

from _____to_____
(e.g., from 09/13/12 to 06/13/13)

PROGRESS ASSESSMENT	Initial Score	Progress Score	Progress Score	Progress Score
DSSA FEATURES (Enter the total scores/percentages for each feature in the space below, and enter percentages in the columns to the right.)	Date	Date	Date	Date
1. Leadership & Commitment (___/24 = ___%):				
2. Action Planning with Schools (___/ 9 = ___%):				
3. Coordination & Coaching (___/ 9 = ___%):				
4. Professional Development & Training Capacity (___/ 6 = ___%):				
5. Ongoing Assessment & Evaluation Systems (___/ 9 = ___%):				
6. Visibility & Political/Stakeholder Support (___/ 6 = ___%):				
7. Funding (___/ 6 = ___%):				
Overall Average (% Scores ___/ 7):				

MTSS FEATURES and RATING SCALES	Initial Score	Progress Score	Progress Score	Progress Score
Date				

1. DISTRICT LEADERSHIP & COMMITMENT

	Initial Score	Progress Score	Progress Score	Progress Score
a. District has a leadership team for MTSS that includes district-level administrators (with representation from: general education, special education, and families), district-level experts in behavior and reading, and school leaders, as needed. *(Referred to as "Team" in the rest of this document).* 3 = Completely in Place 2 = Mostly in Place (e.g. some recruiting to do) 1 = Partly in Place (e.g. substantial recruiting to do) 0 = Not in Place				
b. Team meetings are scheduled and held at least monthly for the first year and at least quarterly in subsequent years. 3 = Completely in Place 2 = Mostly in Place (e.g. set schedule but fewer meetings planned/held) 1 = Partly in Place (e.g. schedule and meetings planned/held sporadically) 0 = Not in Place				
c. Team meetings are attended by all members. 3 = Completely in Place (> 90% attendance) 2 = Mostly in Place (50-90% attendance) 1 = Partly in Place (< 50% attendance) 0 = Not in Place, or NA = Not Yet Applicable				
d. District has a continuous improvement plan that emphasizes evidence-based academic, behavior, as well as family and community partnering practices across tiers (i.e., addresses needs of every student). 3 = Completely in Place (practices identified for reading and behavior at all tiers) 2 = Mostly in Place (e.g. effective practices identified for reading AND behavior for some tiers) 1 = Partly in Place (e.g. effective practices for reading OR behavior for some tiers) 0 = Not in Place				
e. District has policies and procedures for SLD and SED eligibility based on a multi-tiered system of supports framework. 3 = Completely in Place 2 = Mostly in Place 1 = Partly in Place 0 = Not in Place				
f. District allocates time and resources to school teams to engage in collaborative teamwork a minimum of: (a) twice/year to analyze and update systems and action plans, and (b) once/month, to meet with horizontal and/or vertical level teams to analyze student progress and adjust interventions 3 = Completely in Place 2 = Mostly in Place (e.g. school teams meet several times a year but could be more consistent), 1 = Partly in Place (e.g. school teams meet for annual planning but monthly meetings not consistent, or vice versa) 0 = Not in Place				

	Initial Score	Progress Score	Progress Score	Progress Score
Date				

1. DISTRICT LEADERSHIP & COMMITMENT, cont'd.

g. District practices and procedures encourage hiring personnel with skills that will contribute to MTSS sustainability. 3 = Completely in Place 2 = Mostly in Place (e.g. no formal policy but practice is consistent) 1 = Partly in Place (e.g. no formal policy, practices are inconsistent) 0 = Not in Place				
h. Team reviews new programs and initiatives to rate their effectiveness and compatibility with MTSS priorities before adopting (i.e., programs and initiatives are evidence-based, and data show they are needed). 3 = Completely in Place 2 = Mostly in Place (e.g. most new initiatives and programs are reviewed for their effectiveness and MTSS compatibility) 1 = Partly in Place (e.g. some new initiatives and programs are reviewed for their effectiveness and MTSS compatibility) 0 = Not in Place				

2. ACTION PLANNING with SCHOOLS Implementing MTSS

a. District implementation plan defines goals for schools to implement MTSS priorities (i.e., elementary school-wide reading, secondary school-wide reading, school-wide behavior, and improved practices in the use of response to intervention for SLD and SED eligibility) over the next 3-5 years. 3 = Completely in Place 2 = Mostly in Place (e.g. working out some details) 1 = Partly in Place (e.g. working out many details) 0 = Not in Place				
b. Team uses tools to help designated schools analyze strengths and needs related to MTSS priorities for reading, behavior, and family and community partnering. EXAMPLE: Priority: SW Reading Tools: *CBM data, literacy assessment data, tools that evaluate the fidelity of literacy instruction* EXAMPLE: Priority: SW Behavior Tools: *PBIS Self-Assessment Survey (SAS), SWIS, Benchmarks of Quality (BoQ), etc.* EXAMPLE: Priority: SW and Classroom Family and Community Partnering Tools: *RtI Family Rubric, Multi-Tiered Family, School, and Community Partnering Supports Checklist, Action Plan, Family-School Partnering Survey* 3 = Completely in Place 2 = Mostly in Place (e.g. we have evaluation tools for all areas but need some help using them), 1 = Partly in Place (e.g. we do not have tools for all areas and/or need considerable help using the tools) 0 = Not in Place				

	Initial Score	Progress Score	Progress Score	Progress Score
Date				

2. ACTION PLANNING with SCHOOLS Implementing MTSS, con't.

c. Team has identified time and a strategy for working with designated schools on their action plans for MTSS priorities. School Action plans are in response to data from priority specific tools. (See item 2b above.)

3. Completely in Place   2 = Mostly in Place (e.g. some data used for action planning)   1 = Partly in Place (e.g. time has been identified and strategies are being considered)   0 = Not in Place

3. COORDINATION & COACHING

a. Team has identified specific individual(s) to coordinate MTSS activities and plans (e.g., facilitate Team decisions, communicate with schools, and provide professional development).

3 = Completely in Place   2 = Mostly in Place (e.g. FTE needs to be increased minimally)
1 = Partly in Place (e.g. FTE needs to be increased substantially)   0 = Not in Place

b. Team has identified specific individual(s) to provide coaching in reading, and behavior to schools implementing MTSS priorities. This person(s) has been or is receiving training in each of these areas.

3 = Completely in Place   2 = Mostly in Place (e.g. FTE needs to be increased minimally and/or FTE is not receiving adequate training)   1 = Partly in Place (e.g. FTE needs to be increased substantially and/or FTE needs significant training)   0 = Not in Place

c. Team and schools have identified specific individual(s) to serve as site-based experts to support MTSS activities (reading and behavior specialists, team facilitators, family partnering liaisons etc.).

3 = Completely in Place   2 = Mostly in Place (e.g. most schools have expertise; we fill in the gaps when needed)   1 = Partly in Place (e.g. schools have literacy reading but not behavior expertise, or vice versa)   0 = Not in Place

4. PROFESSIONAL DEVELOPMENT & TRAINING CAPACITY

a. Release time is allocated for Coordinators, Coaches, and Site-Based Experts to participate in State-coordinated training (e.g., attending PBIS trainings, MTSS trainings, literacy trainings, Family, School, and Community Partnering trainings).

3 = Completely in Place   2 = Mostly in Place (e.g. budget accommodates most needs)   1 = Partly in Place (e.g. budget accommodates some needs)   0 = Not in Place

	Initial Score	Progress Score	Progress Score	Progress Score
Date				

4. PROFESSIONAL DEVELOPMENT & TRAINING CAPACITY, con't.

b. District professional development calendar (and CDE/other training calendars accessed by the district) provide/s training opportunities throughout the year on a range of programs and skills related to MTSS including:

- Selecting and implementing evidence-based programs and practices
- Differentiating instruction
- Monitoring fidelity of implementation (instructional programs and decision-making processes)
- Collecting and using data effectively
- Enhancing sustainability through such trainings as:
    o New team/administrator training on MTSS concepts and processes
    o Training for educators to serve as their school's experts on core programs and supplemental interventions
    o Family, School, and Community Partnering

3 = Completely in Place   2 = Mostly in Place (e.g. The team knows about most training and support needs and plan for them effectively)   1 = Partly in Place (e.g. we know about some training and support needs and plan for them effectively)   0 = Not in Place

5. ONGOING ASSESSMENT & EVALUATION SYSTEMS (Reading & Behavior)

a. District has identified specific measures for screening and progress monitoring of students' reading and behavior skills (e.g., state assessments, DIBELS or other curriculum-based measures (CBMs), office discipline referrals, counseling referrals, and attendance reports).

3= Completely in Place   2 = Mostly in Place (e.g. all measures are identified but more training on use is needed) ,   1 = Partly in Place (e.g. not all measures are in place and/or substantial training on use is needed)   0 = Not in Place

b. District provides schools and families with usable and easy-to-read reports on academic and behavior data for decision-making (e.g., state assessment reports, DIBELS, SWIS, easyCBM, AIMSweb, NWEA MAP, etc.).

3 = Completely in Place   2 = Mostly in Place (e.g. schools have all the data but cannot always access it quickly)   1 = Partly in Place (e.g. schools have some of the data access they need)   0 = Not in Place

c. Team routinely evaluates implementation fidelity through data and action plans (see page 8): (a) implementation of District MTSS Plan; (b) implementation of school action plans; and (c) impact of both plans on student achievement

3 = Completely in Place   2 = Mostly in Place (e.g. evaluation occurs but could be more routine and efficient)   1 = Partly in Place (e.g. evaluation occurs but is not routine and is not efficient)
0 = Not in Place

	Date	Initial Score	Progress Score	Progress Score	Progress Score

6. VISIBILITY & POLITICAL/STAKEHOLDER SUPPORT

a. Superintendent, School Board, and District Accountability Committee (DAC) receive at least semi-annual progress reports from the District Team. 3 = Completely in Place 2 = Mostly in Place (e.g. one formal report is planned and communicated) 1 = Partly in Place (e.g. informal reports are communicated or formal reports are planned but not communicated) 0 = Not in Place					
b. Team shares MTSS accomplishments at least semi-annually in a public forum (e.g., service clubs, parent groups, community resources and agencies). 3 = Completely in Place 2 = Mostly in Place (e.g. one formal report is planned and communicated) 1 = Partly in Place (e.g. informal reports are communicated or formal reports are planned but not communicated) 0 = Not in Place					

7. FUNDING

a. District budget includes funding dedicated to the implementation of the district action plan and school action plans. 3 = Completely in Place 2 = Mostly in Place (e.g. funding is dedicated and nearly adequate) 1 = Partly in Place (e.g. funding is dedicated but much less than adequate) 0 = Not in Place					
b. District budget includes funds for universal, targeted, and intensive supports for reading and behavior. 3 = Completely in Place 2 = Mostly in Place (e.g. funding is dedicated and nearly adequate) 1 = Partly in Place (e.g. funding is dedicated but not nearly adequate) 0 = Not in Place					

Action Planning Guide

District:_____ **Date of Completion**_____

DIRECTIONS: Upon completion of the District Systems Self-Assessment (DSSA), District Leadership Teams may use this Action Planning Guide to establish priorities and monitor goals for MTSS implementation. Teams may choose specific features on which to focus, not every section needs a goal.

DSSA Feature	Step 1: What is the problem/issue/task to be addressed?	Step 2: Why is it occurring?	Step 3: What are we going to do about it?	To-Do List	Persons Responsible	Follow-Up or Completion Date	Step 4: How will we know when we've been successful?
District Leadership and Commitment				1.			
				2.			
				3.			
				4.			
				5.			
Action Planning with Schools				1.			
				2.			
				3.			
				4.			
				5.			
Coordination and Coaching				1.			
				2.			
				3.			
				4.			
				5.			

DSSA Feature	Step 1: What is the problem/issue/task to be addressed?	Step 2: Why is it occurring?	Step 3: What are we going to do about it?	To-Do List	Persons Responsible	Follow-Up or Completion Date	Step 4: How will we know when we've been successful?
Professional Development and Training Capacity				1.			
				2.			
				3.			
				4.			
				5.			
Ongoing Assessment and Evaluation Systems				1.			
				2.			
				3.			
				4.			
				5.			
Visibility and Political/ Stakeholder Support				1.			
				2.			
				3.			
				4.			
				5.			
Funding				1.			
				2.			
				3.			
				4.			
				5.			

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Office of Learning Supports
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