Using MTSS to Implement MTSS: Establishing a District wide System of School Supports

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Los Angeles Unified School District
Ensure an integrated common language, common understanding of around the Six Critical Components of MTSS

Examine the power and impact of the MTSS change process across Consensus, Infrastructure, and Implementation at both the District and School levels to inform and lead the MTSS work

Overview of the Self Assessment of MTSS (SAM) as a tool to evaluate school level implementation

Illustrative Cameo Appearance that pulls this altogether!
**Critical Components of MTSS**

- **Multiple Tiers of Instruction & Intervention**
- **Problem Solving Process**
- **Data Evaluation**
- **Communication & Collaboration**
- **Leadership**
- **Capacity Building Infrastructure**

*MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.*
Six Critical Components of MTSS
The Change Model

Consensus

Essential Components
- Leadership
- Multiple Tiers of Instruction & Interventions
- Problem-solving process
- Data Evaluation
- Communication/Collaboration
- Capacity Building Infrastructure

Implementation

Infrastructure
Leadership

Consensus - District and School leadership need common language common understanding

Infrastructure – DBLT and SBLT

Implementation – Rules of engagement and way of work for DBLT and SBLT

For example: Multi-tiered system of school supports Multi-tiered system of student support
Data Evaluation

Consensus - Important decisions are made with data at the District and School levels.

Infrastructure – Relevant, real-time, accessible and usable data (e.g., dashboards, platforms).

Implementation - Use of data, decision-making rules for response to instruction and intervention, dissemination, Return on investment.
It’s about Leadership
A Balancing Act at its Best…

Leadership requires disturbing people—but at a rate they can absorb.

Ron Heifitz
Every system is perfectly aligned for the results it gets.
Calibrating a Common Language
Common Understanding of MTSS
Multi-Tiered System of Supports/RtI

• Evidenced-based model of schooling
  – uses data-based problem-solving
  – integrates academic and behavioral instruction and intervention

• Integrated instruction and intervention
  – delivered to students in varying intensities (multiple tiers) based on student need

• Decision-making is “need-driven”
  – seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of all students to achieve and/or exceed proficiency
MTSS & the Problem-Solving Process
Academic and Behavior Systems

Tier 3: Intensive, Individualized Interventions & Supports.
The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports.
More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports.
General academic and behavior instruction and support provided to all students in all settings.
The Transformational Change Process

- What is it?
- What it looks like at the:
  - District Level
  - School Level
Six Critical Components of MTSS
The Change Model

Consensus

Essential Components
• Leadership
• Multiple Tiers of Instruction & Interventions
• Problem-solving process
• Data Evaluation
• Communication/Collaboration
• Capacity Building Infrastructure

Implementation

Infrastructure
Reaching Consensus…

Educators will embrace change when two conditions exist:

• They understand the need for change

• They perceive that they either have the skills or the support to implement change
Beliefs are explored, unpacked, and ultimately uniformly shared

Vision is agreed upon

Implementation requirements understood from the Boardroom to the Classroom
Critical Areas to Build Consensus

• MTSS is a general education effort
  – “It’s about every Ed.”

• It’s about core instruction [Year 1 is Tier 1]

• Academic and behavior instruction and intervention are integrated

• Data is regularly used to inform and impact of instruction at the District and School levels

• Policies/practices at both levels must be align with MTSS
Critical Areas to Build Consensus

- The 4-step Problem-solving Process is the backbone for MTSS
- A clear understanding of the beliefs, attitudes, and skills of Leaders and Teachers at the District and School levels regarding MTSS
- The professional development needs for Leaders and Teachers
- The current practices and understanding of a tiered system of instructional delivery
Infrastructure Development

- Practices, Policies, & Regulations
- Professional Learning & Technical Assistance
- Effective Teaching and Learning Framework
- Standards Aligned Curriculum
- Data-based Intervention systems
- Decision-making criteria established
- Data Systems and Management
- Technology support
- Master Schedules
Implementation

- District based Leadership and School based Leadership Teams build capacity within and among staff, receive on-going PD and technical assistance
- Engaged and informed Leadership at School and District Levels
- On-going Evaluation / Health and Wellness Checks at School and District Levels
  - Early Warning Systems
  - Progress Monitoring
  - Summative data
  - Evaluation
What Does It Look Like at the District Level?
District Level Consensus

• Beliefs examined – What do we believe students are capable of? What about the impact of instruction and supports?

• Committed to an MTSS Way of Work
  – Not an initiative. It is the work.
  – Common Language, Common Understanding
  – On-going PD and TA to District Leadership Offices

• Accountable Officer(s) for Implementation Integrity and Support

• Data based Decision Making -- Regular Status and Wellness Check Publicly Shared
District Level Infrastructure

- District-based Leadership Team*
  - Board Policy, Policy Scrub for alignment
  - Data Management Systems & Platforms that are aligned
  - PD Plan for Implementation & Technical Assistance Support
  - Return on Investment data digs

- *Integration of District Organizational Units (Every Ed)
  - Curriculum, Instruction, and Assessment
  - Special Education
  - Remedial Education
  - EL
  - Student Supports
District Level Implementation

- DBLT meets monthly to continue to build capacity
- Reviews data – academic and behavior
- Problem solves barriers that exist to the implementation of MTSS at both the District and School levels
- Review school-based progress on MTSS implementation
Where to Start…

- Ground a Culture of Data based Decision Making

- Develop an MTSS District Implementation Plan around the 6 MTSS Components -
  - Establish a District Based Leadership Team
  - Craft and adopt a Board Policy
  - Support/Guide the establishment of School-based Leadership Teams
  - Ensure data management systems meet the needs of schools
Where to Start...

• Develop 4 to 5 Day Professional Learning / MTSS training over the course of the year (2 Consecutive years preferred)
• Provide technical assistance and implementation fidelity measures
• Utilize the SAM to assess the impact of targeted PD at the school level
Way of Work for DBLT

• Regularly meet (monthly) to
  – Conduct status checks on the work of the SBLTs
  – Review of progress monitoring data
  – Develop a data management platform - if one doesn’t exit
  – Wellness checks on each schools targeted MTSS efforts
  – Walk classrooms (Learning walks NOT gotcha walks)
  – Support SBLT Professional Development and TA
District Example of a Professional Learning Scope and Sequence
<table>
<thead>
<tr>
<th>Overarching Objectives</th>
<th>Professional Learning Day Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P:</strong> Primary Focus, S-Secondary Focus, R-Reinforce, C-Connection</td>
<td><strong>Big Ideas</strong></td>
</tr>
<tr>
<td>(P) Create an integrated school infrastructure to support the implementation of MTSS to increase academic engaged time and in turn student achievement</td>
<td>• Compelling Why</td>
</tr>
<tr>
<td>(P) Build consensus on staff beliefs and commitment</td>
<td>• Team Role: Why Me? What’s my role?</td>
</tr>
<tr>
<td>(S) Effective use of data to evaluate progress at least quarterly and modify practice as indicated by data</td>
<td>• MTSS Overview: Common Language and Understanding</td>
</tr>
<tr>
<td>(P) Using the problem solving model, identify effective practices and structures for school wide use</td>
<td>• Systems Change:</td>
</tr>
<tr>
<td>(C) Using data make midcourse corrections as aligned to the SIP process.</td>
<td>- Consensus</td>
</tr>
<tr>
<td>(C) Building capacity and apply implementation of MTSS within current structures (e.g. PLT, Committees)</td>
<td>- Infrastructure</td>
</tr>
<tr>
<td>(P) Increase in the performance of all students</td>
<td>- Implementation</td>
</tr>
</tbody>
</table>

**Day 1**

**Expected Learning**

I can:

- Use common language to articulate the connection of MTSS to current district wide initiatives
- Analyze and evaluate beliefs to improve overall student achievement
- Evaluate school’s consensus, infrastructure, and implementation for systems change
- Describe and appraise high quality core instruction in your building

**Learning Activities:**

- Beliefs Survey Data: Data Driven Dialogue Protocol
- Infrastructures: Brick and Mortar
- Tier I Core Practices Aligned with ETF: Spice Activity
- Tier I Core Instruction: Bone Diagram
- Turn and Talk
- 3-2-1 Bridge
- Standing Debrief

**Homework:**

- Identify and bring Tier I Core Data for Problem Solving
### Health of the Core

#### Participants – School Based Leadership Team

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Objectives</th>
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<tbody>
<tr>
<td><strong>P</strong>-Primary Focus, <strong>S</strong>-Secondary Focus, <strong>R</strong>-Reinforce, <strong>C</strong>-Connection</td>
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<tr>
<td>(R) Increase in the performance of all students</td>
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</tbody>
</table>

#### Big Ideas
- Tier I Data Across Multiple Measures
- TIPS Overview
- Team Structures and Foundations
- TIPS: Collect and Use Data
- TIPS: Identify Problem

#### Expected Learning

**I can:**
- Interpret different types of data to gauge the health of core instruction
- Analyze data to identify problems specific to the school across multiple measures
- Apply the initial steps in problem analysis and lead data discussions to facilitate purposeful action
- Understand the indicators of a healthy team culture, as well as, how and when to intervene when teams become ineffective
- Connect today’s work to their own school teams and PLTs

#### Learning Activities:
- Sore Spots of a Team
- Chalk Talk
- PLT Video Analysis
- Turn and Talk
- Shape Up Review
- Table Assigned Data Source: Tier I Data Across Multiple Measure
- Graffiti Protocol
- Modeling Case Study
## YEAR 1 MTSS PROFESSIONAL DEVELOPMENT

### Health of the Core

<table>
<thead>
<tr>
<th>Participants – School Based Leadership Team</th>
<th>ES, MS, HS by Region</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome</strong></td>
<td><strong>Objectives</strong></td>
</tr>
<tr>
<td><strong>Day 3</strong></td>
<td><strong>Big Ideas</strong></td>
</tr>
<tr>
<td><strong>P-Primary Focus, S-Secondary Focus, R-Reinforce, C-Connection</strong></td>
<td><strong>• TIPS: Developing a Hypothesis</strong></td>
</tr>
<tr>
<td><strong>(P) Create an integrated school infrastructure to support the implementation of MTSS to increase academic engaged time and in turn student achievement</strong></td>
<td><strong>• ICEL</strong></td>
</tr>
<tr>
<td><strong>(C) Build consensus on staff beliefs and commitment</strong></td>
<td><strong>• RIOT</strong></td>
</tr>
<tr>
<td><strong>(P) Effective use of data to evaluate progress at least quarterly and modify practice as indicated by data</strong></td>
<td><strong>• Implementation: SAM Introduction</strong></td>
</tr>
<tr>
<td><strong>(P) Using the problem solving model, identify effective practices and structures for school wide use</strong></td>
<td><strong>Expected Learning</strong></td>
</tr>
<tr>
<td><strong>(C) Using data make midcourse corrections as aligned to the SIP process.</strong></td>
<td><strong>I can:</strong></td>
</tr>
<tr>
<td><strong>(C) Building capacity and apply implementation of MTSS within current structures (e.g., PLT, Committees)</strong></td>
<td><strong>• Apply additional steps in problem analysis</strong></td>
</tr>
<tr>
<td><strong>(C) Increase in the performance of all students</strong></td>
<td><strong>• Explain how to use data using ICEL by RIOT focusing on school-wide groups</strong></td>
</tr>
<tr>
<td><strong>Learning Activities:</strong></td>
<td><strong>• Be prepared to lead data discussions and facilitate purposeful actions and progress monitoring</strong></td>
</tr>
<tr>
<td><strong>• Day 2 Review Inclusion Activity</strong></td>
<td><strong>• Determine next steps needed to build capacity of school-based teams to discuss the health of core instruction utilizing steps of the problem solving model</strong></td>
</tr>
<tr>
<td><strong>• Unpack ICEL by RIOT Matrix</strong></td>
<td><strong>Learning Activities:</strong></td>
</tr>
<tr>
<td><strong>• ICEL Activity: Summarize, Draw, and Give Example</strong></td>
<td><strong>• Day 2 Review Inclusion Activity</strong></td>
</tr>
<tr>
<td><strong>• Modeling Case Study</strong></td>
<td><strong>• Unpack ICEL by RIOT Matrix</strong></td>
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<tr>
<td><strong>• Gallery Walk</strong></td>
<td><strong>• ICEL Activity: Summarize, Draw, and Give Example</strong></td>
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<tr>
<td><strong>• Brainstorming Hypotheses/Root Causes</strong></td>
<td><strong>• Modeling Case Study</strong></td>
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<tr>
<td><strong>• ICEL Sort</strong></td>
<td><strong>• Gallery Walk</strong></td>
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<tr>
<td><strong>• Interrelationship Digraph</strong></td>
<td><strong>• Brainstorming Hypotheses/Root Causes</strong></td>
</tr>
<tr>
<td><strong>• Team Time</strong></td>
<td><strong>• ICEL Sort</strong></td>
</tr>
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</table>

### Homework:
- Test and Validate Hypotheses via RIOT
- Craft Precise Problem Statement
- Bring SIP for Day 4
- Choose 1 step of TIPS to Practice in the Context in which
<table>
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<td>(P) Create an integrated school infrastructure to support the implementation of MTSS to increase academic engaged time and in turn student achievement</td>
<td>• TIPS: Solutions</td>
</tr>
<tr>
<td>(R) Build consensus on staff beliefs and commitment</td>
<td>• TIPS: Develop and Implement Action Plan</td>
</tr>
<tr>
<td>(P) Effective use of data to evaluate progress at least quarterly and modify practice as indicated by data</td>
<td>• TIPS: Evaluate and Revise Action Plan</td>
</tr>
<tr>
<td>(P) Using the problem solving model, identify effective practices and structures for school wide use</td>
<td>• Opportunities for Alignment: ETF and MTSS Explorer</td>
</tr>
<tr>
<td>(C) Using data make midcourse corrections as aligned to the SIP process.</td>
<td>• SAM Analysis and Implementation Planning</td>
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<tr>
<td>(C) Building capacity and apply implementation of MTSS within current structures (e.g., PLT, Committees)</td>
<td>• SAM and SIP Alignment</td>
</tr>
<tr>
<td>(P) Increase in the performance of all students</td>
<td><strong>Expected Learning:</strong></td>
</tr>
<tr>
<td><strong>Day 4</strong></td>
<td>Engage in the last three steps of the TIPS process</td>
</tr>
<tr>
<td></td>
<td>• Identify and prioritize strategic solutions for improvement that match the precise problem statement.</td>
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<tr>
<td></td>
<td>• Assess school readiness, skill sets, and infrastructures required to develop an effective plan with solutions that elicit the desired change.</td>
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<tr>
<td></td>
<td>• Determine how to evaluate the effectiveness of implementation.</td>
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<td></td>
<td><strong>Plan for ongoing systems change using the MTSS framework</strong></td>
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<td></td>
<td>• Reflect on current baseline of MTSS implementation using SAM to develop next steps for fidelity and sustainability.</td>
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<td></td>
<td>• Develop and clarify MTSS implementation plan and socialization of plan with school staff for the 2015-2016 year.</td>
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<td></td>
<td>• Identify how our new learning can be aligned and connected to SIP.</td>
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<td></td>
<td>• Assess needs of our team to sustain implementation.</td>
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<td></td>
<td><strong>Learning Activities:</strong></td>
</tr>
<tr>
<td></td>
<td>• Twitter Celebrations</td>
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<tr>
<td></td>
<td>• Brainstorming Solutions</td>
</tr>
</tbody>
</table>
Tools

Developed by Florida Problem Solving and Response to Intervention Project

– Beliefs Survey
– Perception of Practices Survey
– Perception of Skills
– Fidelity Checklists for Tiers 1-3
What Does It Look Like at the School Level?
School Level Implementation is greatly influenced by...

- the infrastructure and support created by the District-Based Leadership Team
- the degree to which implementation is part of the Principals Annual Review
- Professional Development and Technical Assistance for Principals and SBLTs

Level of school implementation is always constrained by the limits of consensus and infrastructure at the District level.
Belief Survey is administered and unpacked

Student engagement is a primary priority

Year 1 is Tier 1

All problem-solving considers academic and behavior together

Data based decision making is the way of work-across multiple measures

Parents are engaged in the problem-solving and instruction/intervention process
School Level Infrastructure

• A school-based team is responsible for monitoring student performance to determine overall “health” of the school environment

• Lesson Study (Tier Integration /Planning) is the focus for effective instruction

• Master schedules are built based on student needs

• Early Warning Systems are in place to ensure a focus on prevention
School Level Implementation

- All problem-solving considers academic and behavior together.

- Strong leadership exists at all levels

- The school (Principal) is held accountable for high quality implementation of MTSS as well as
Where to Start…

• Establish representative SBLT and define roles and responsibilities
  – Ground a culture of data based decision making
  – Establish the Compelling ‘Why’

• Training
  – Principal and facilitator
  – Entire SBLT attends 4-5 day of PD
  – SBLT works to gain consensus
  – SBLT trains School Staff in MTSS
  – Technical assistance and support for school staff

• Establish a calendar for MTSS activities
Way of Work for SBLT

• Conduct Health and Wellness checks 3-4 times per year
• Work with grade level & subject PLCs to use data based decision making at the classroom level
• Monitor MTSS implementation levels and integrity
• Identify resources necessary to sustain school Improv’t
• Ensure integration of academic & behavior across tiers
• Ensure align’t of instruction & interventions across tiers
Self-assessment of MTSS Implementation (SAM)

Developed and Standardized by University of South Florida Problem Solving & Response to Intervention Project
Tools

Developed by Florida Problem Solving and Response to Intervention Project

Self Assessment of MTSS (SAM):

- www.floridarti.usf.edu

http://floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2016/index.html
Self-Assessment of MTSS (SAM) Technical Assistance Manual

July 2016

Stocks, K., Castillo, J., Brundage, A., Childs, K., & Romer, N.
Self Assessment of MTSS (SAM)

- The SAM is used to measure school-level implementation of MTSS.
- Its focus is on the necessary actions and activities to successfully implement and sustain the six critical elements of MTSS.

Six Domains

- Leadership
- Building Capacity/Infrastructure
- Three-tiered Instructional/Intervention Model
- Data-based Problem Solving
- Communication and Collaboration
- Data-Evaluation

Scoring Scale

0 = Not Started
1 = Emerging/Developing
2 = Operationalizing
3 = Optimizing
<table>
<thead>
<tr>
<th>Item</th>
<th>0 = Not Implementing</th>
<th>1 = Emerging/Developing</th>
<th>2 = Operationalizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The principal is actively involved in and facilitates MTSS</td>
<td>The principal does not actively support MTSS.</td>
<td>The principal communicates an urgent desire to implement MTSS, participates in professional development on MTSS, and is establishing an MTSS vision.</td>
<td>and The principal actively supports the leadership team and staff to build capacity for implementation.</td>
</tr>
<tr>
<td>Implementation</td>
<td>and The Principal actively supports data-based problem-solving use at the school.</td>
<td></td>
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</tr>
<tr>
<td>2. A leadership team is established that includes 6-8 members with</td>
<td>No leadership team with explicit responsibility for leading MTSS implementation exists.</td>
<td>A leadership team exists that includes cross-disciplinary representation,</td>
<td>and The leadership team has explicit expectations for facilitating MTSS implementation.</td>
</tr>
<tr>
<td>cross-disciplinary representation (e.g., principal, general and</td>
<td></td>
<td>and The leadership team members have the beliefs, knowledge, and skills to lead implementation efforts.</td>
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<tr>
<td>special education teachers, content area experts, instructional</td>
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<tr>
<td>support staff, student support personnel) and is responsible for</td>
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<tr>
<td>facilitating MTSS implementation</td>
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<tr>
<td>3. The leadership team actively engages staff in ongoing professional</td>
<td>The leadership team does not have a needs-based plan to provide staff with professional development or coaching to support MTSS implementation.</td>
<td>A needs assessment is conducted to gather information on beliefs, knowledge, and skills to develop a professional development plan to support MTSS implementation.</td>
<td>and A professional development plan is created based on the needs assessment and used to engage staff in ongoing professional development and coaching.</td>
</tr>
<tr>
<td>development and coaching necessary to support MTSS</td>
<td>and Ongoing professional development activities are informed by data collected on the outcomes of professional development and coaching for continuous improvement.</td>
<td></td>
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</tr>
<tr>
<td>implementation</td>
<td></td>
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<tr>
<td>4. A strategic plan for MTSS implementation is developed and</td>
<td>No strategic plan for MTSS implementation exists.</td>
<td>Leadership team is engaging district, family, and community partners to identify stakeholder needs, resources for, and barriers to MTSS implementation.</td>
<td>and As part of the school improvement planning process a strategic plan is developed that specifies MTSS implementation.</td>
</tr>
<tr>
<td>aligned with the school improvement plan</td>
<td>and A strategic plan for MTSS implementation is updated as needed based on student outcome and implementation fidelity data as part of the school improvement planning process.</td>
<td></td>
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<tr>
<td>5. The leadership team is actively facilitating implementation of</td>
<td>The leadership team is not actively engaging in efforts to facilitate MTSS</td>
<td>The leadership team engages in action planning and has created a strategic plan to facilitate implementation of the critical elements of MTSS identified in the strategic plan.</td>
<td>and The leadership team uses data on implementation fidelity of the critical elements of MTSS to engage in data-based problem-solving for the purpose of continuous school improvement.</td>
</tr>
<tr>
<td>MTSS as part of their school improvement planning process</td>
<td>implementation</td>
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</table>
Guiding Questions

1. In which *domains* are the greatest gaps in current and optimal MTSS implementation?

2. Which *specific items* represent the greatest gaps in current and optimal MTSS implementation?

3. Which specific MTSS implementation actions or activities will your team focus on improving within your school?
   a. Which are most immediately actionable?
   b. Which would be most impactful?
   c. Which would be most foundational (aligned with where you want to be)?
Action Planning

You may choose to use your own action planning form or the one provided below.

<table>
<thead>
<tr>
<th>Action/Activity</th>
<th>Who is responsible?</th>
<th>When will it be started?</th>
<th>When will it be completed?</th>
<th>When will we evaluate it?</th>
</tr>
</thead>
<tbody>
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</table>
An Example of SAM

- Aggregate results of schools’ administration of the SAM
- Beginning of Year 1 and End of Year 1
Communication/Collaboration

17. Staff consensus
18. Fidelity and student data
19. Family/community engaged
20. Educators engage families

2015 | 2016
---|---
Staff consensus | 1 | 3
Fidelity and student data | 1 | 2
Family/community engaged | 2 | 2
Educators engage families | 1 | 2
**Data & Evaluation**

- **34. Staff have access to data**
- **35. Policies for decision-making**
- **36. Data tools are used by staff**
- **37. Data used to evaluate fidelity**
- **38. Resources effectively used**
- **39. Data sources quality assured**

The chart compares data from 2015 (blue) and 2016 (red) for each of the above categories.
MTSS Implementation

• Organized by a Plan

• Driven by Professional Development

• Supported by Coaching and Technical Assistance

• Informed by Data
Cameo Appearance
Starring...

Wake County Public Schools
Alicia Miller
Senior Administrator for MTSS