The Self-Assessment of MTSS (SAM)

2nd Annual Culture Climate Conference

Session 3

10-11:45pm

August 8, 2017

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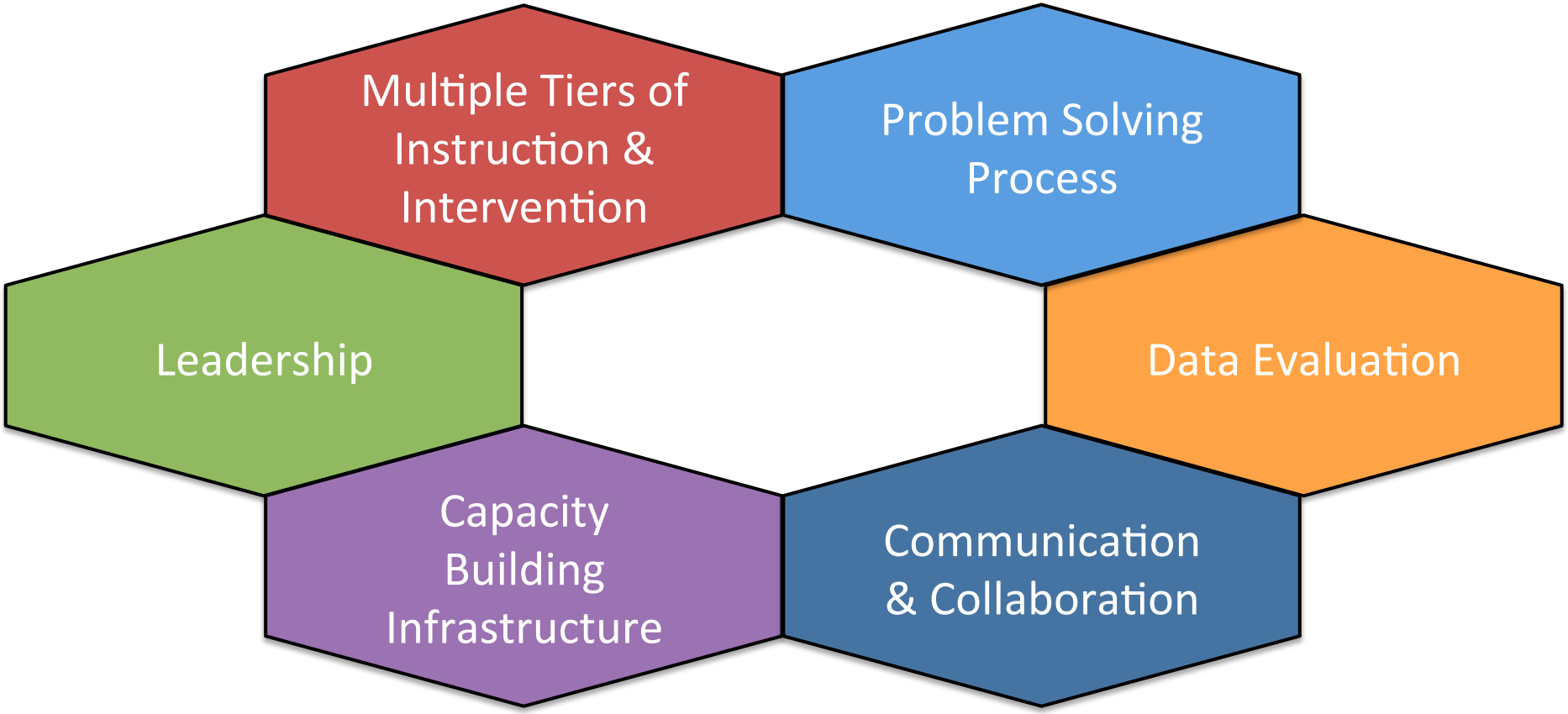
- Overview of the 6 Critical Components of MTSS
- Learn about the SAM and its use in supporting and evaluating the implementation of MTSS
- Practice, discuss and use of consensus to identify infrastructures needs and gaps to plan for the systematic for the implementation of MTSS.

Critical Components of MTSS



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.

Critical Components of MTSS

Multi-Tiered System of Supports

- 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
What are the "Practices?"

- All instructional and support services are delivered through a multi-tiered system
- Decisions regarding instruction/support are made using a data-based problem-solving process
- All problem-solving considers academic and behavior (student engagement) together
- A district-based team is responsible for monitoring performance of schools to determine the overall "health" of the district

MTSS
What are the "Practices?"

- A school-based team is responsible for monitoring student performance to determine overall "health" of the school environment
- Parents are engaged in the problem-solving & instruction/ intervention process
- Student engagement is a primary priority
- Lesson Study (Planning) is the focus for effective instruction

MTSS
What are the "Practices?"

- Early Warning Systems are in place to ensure a focus on prevention
- The focus is on Tier 1 and the integration of Universal Design for Learning Principles
- District leadership is held accountable for implementation and outcomes
- The school (Principal) is held accountable for high quality implementation of MTSS as well as student outcomes

Table Talk

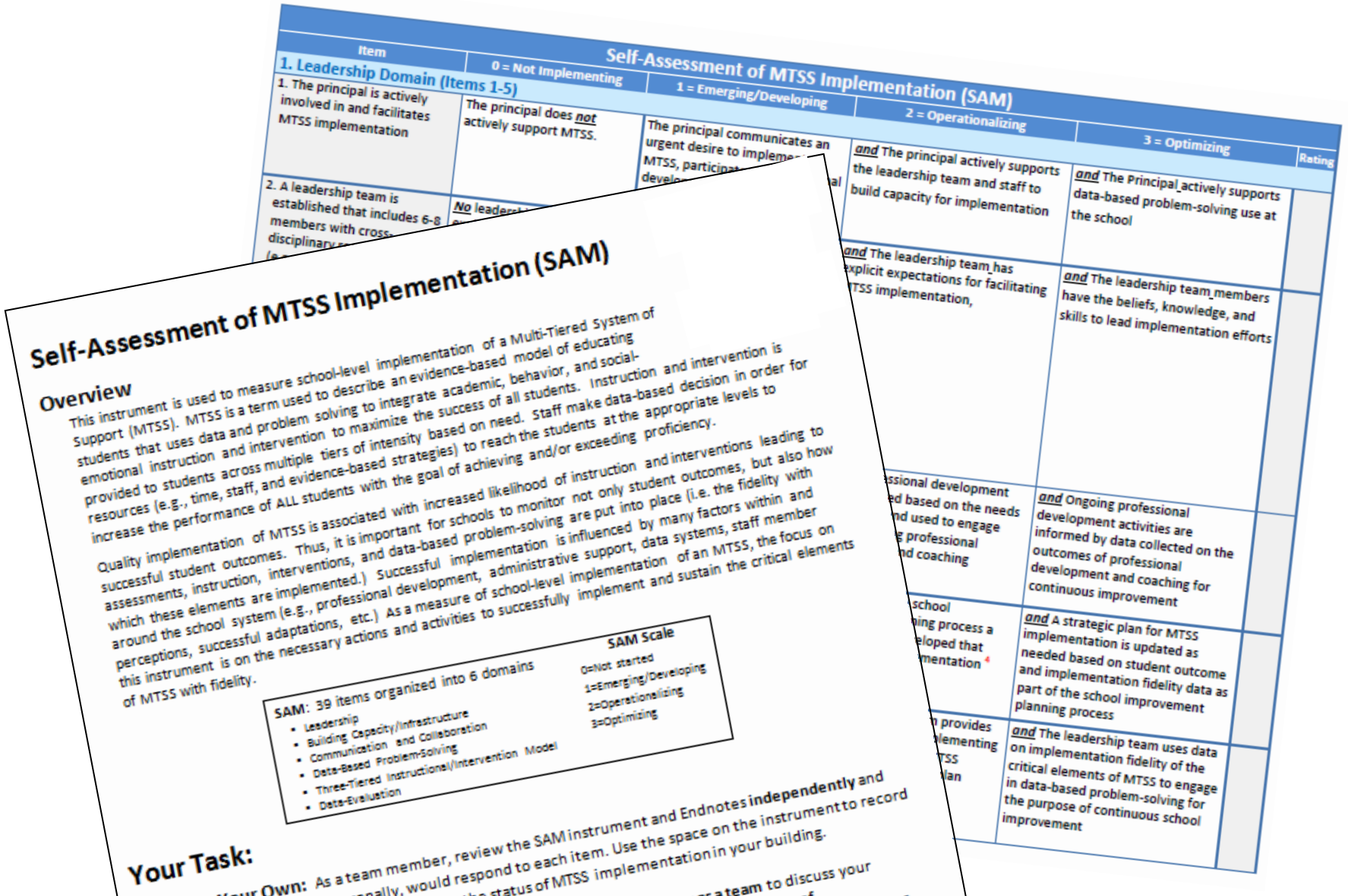
What "practices" are currently being implemented in your school, classroom, and/or district?

Self-assessment of MTSS Implementation (SAM)

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

SAM

(Self-Assessment of MTSS Implementation)



Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
1. Leadership Domain (Items 1-5)					
1. The principal is actively involved in and facilitates MTSS implementation	The principal does ***not*** actively support MTSS.	The principal communicates an urgent desire to implement MTSS, participa...	***and*** The principal actively supports the leadership team and staff to build capacity for implementation	***and*** The Principal actively supports data-based problem-solving use at the school	
2. A leadership team is established that includes 6-8 members with cross-disciplinary ...	***No*** leader...	...al	***and*** The leadership team has explicit expectations for facilitating MTSS implementation,	***and*** The leadership team members have the beliefs, knowledge, and skills to lead implementation efforts	
			...ssional development ...ed based on the needs ...nd used to engage ...g professional ...nd coaching	***and*** Ongoing professional development activities are informed by data collected on the outcomes of professional development and coaching for continuous improvement	
			...school ...ing process a ...eloped that ...mentation [4]	***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	
			...n provides ...lementing ...TSS ...lan	***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	

Self-Assessment of MTSS Implementation (SAM)

Overview

This instrument is used to measure school-level implementation of a Multi-Tiered System of Support (MTSS). MTSS is a term used to describe an evidence-based model of educating students that uses data and problem solving to integrate academic, behavior, and social-emotional instruction and intervention to maximize the success of all students. Instruction and intervention is provided to students across multiple tiers of intensity based on need. Staff make data-based decision in order for resources (e.g., time, staff, and evidence-based strategies) to reach the students at the appropriate levels to increase the performance of ALL students with the goal of achieving and/or exceeding proficiency.

Quality implementation of MTSS is associated with increased likelihood of instruction and interventions leading to successful student outcomes. Thus, it is important for schools to monitor not only student outcomes, but also how assessments, instruction, interventions, and data-based problem-solving are put into place (i.e. the fidelity with which these elements are implemented.) Successful implementation is influenced by many factors within and around the school system (e.g., professional development, administrative support, data systems, staff member perceptions, successful adaptations, etc.) As a measure of school-level implementation of an MTSS, the focus on this instrument is on the necessary actions and activities to successfully implement and sustain the critical elements of MTSS with fidelity.

SAM: 39 items organized into 6 domains

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

SAM Scale

0=Not started
1=Emerging/Developing
2=Operationalizing
3=Optimizing

Your Task:

On Your Own: As a team member, review the SAM instrument and Endnotes **independently** and ...nally, would respond to each item. Use the space on the instrument to record ...e status of MTSS implementation in your building.

...r a team to discuss your

Self Assessment of MTSS (SAM)

- The SAM is used to measure school-level and District-level implementation of a Multi-Tiered System of Support (MTSS).

- The focus of the SAM is on the necessary actions and activities to successfully implement and sustain the six critical elements of MTSS with fidelity.

SAM: 39 items organized into 6 domains

- §Leadership
- §Building Capacity/Infrastructure
- §Communication and Collaboration
- §Data-Based Problem-Solving
- §Three-Tiered Instructional/Intervention Model
- §Data-Evaluation

SAM Scale

0=Not started

1=Emerging/Developing

2=Operationalizing

3=Optimizing

Self-Assessment of MTSS Implementation (SAM)

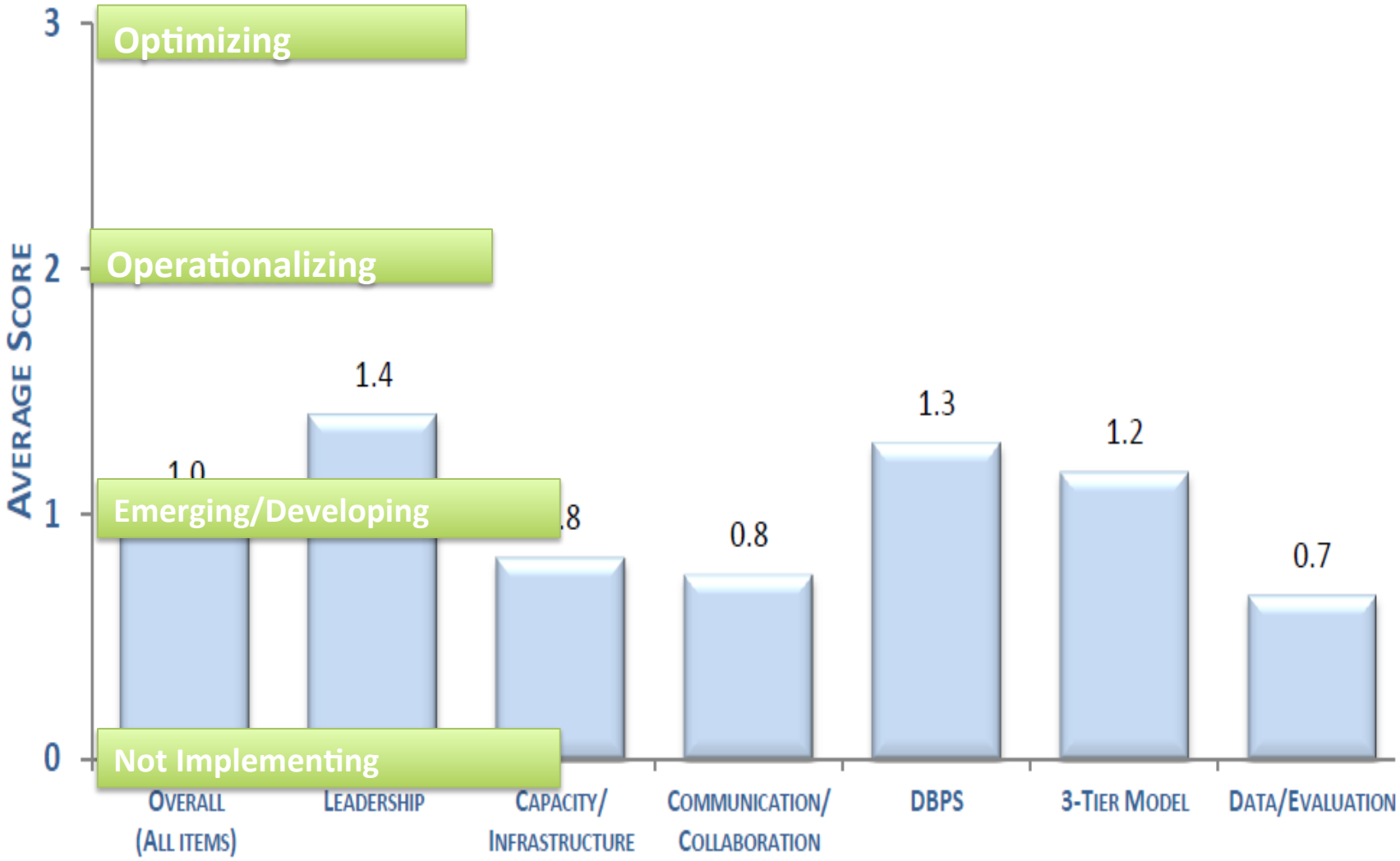
Individual Record of Responses

Name of Respondent:
School/District:

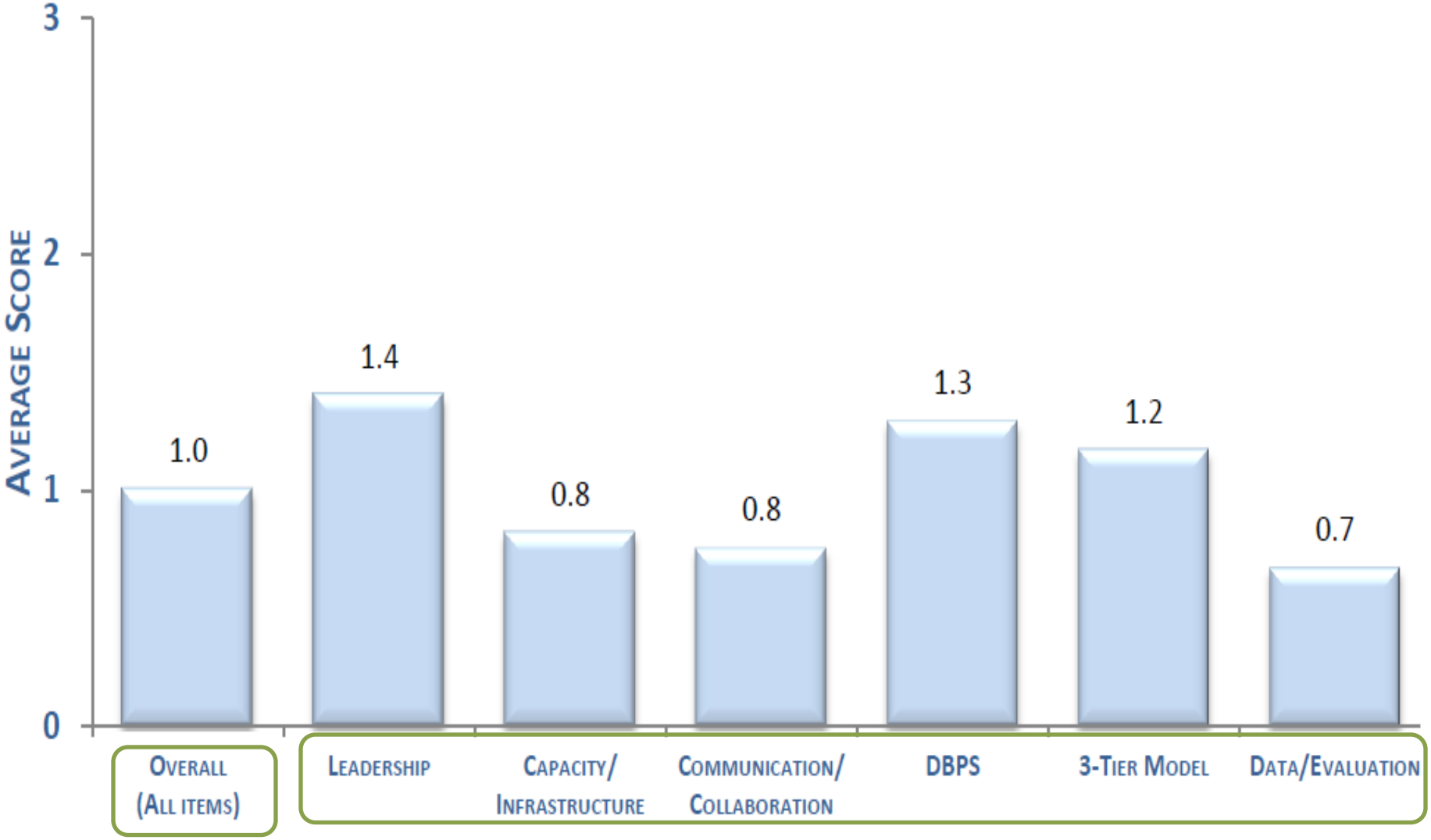
Review the domains in the SAM instrument and consider where your school currently rates in terms of implementation. Once each team members' responses are recorded, select a facilitator to guide the team in reaching consensus regarding the level of MTSS implementation.

SAM Domains	Item #	Not started 0	Emerging/ Developing 1	Operationalizing 2	Optimizing 3
1. Leadership Domain (Items 1-5) Domain Average:	1.1				
	1.2				
	1.3				
	1.4				
	1.5				
2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-16)	2.6				
	2.7				
	2.8				
	2.9				
	2.10				
	2.11				
3. Communication and Collaboration Domain (Items 17-20) Domain Average:	3.17				
	3.18				
	3.19				
	3.20				
4. Data-Based Problem Solving Domain (Items 21-27) Domain Average:	4.21				
	4.22				
	4.23				
	4.24				
	4.25				
	4.26				
	4.27				
5 Three Tiered Instruction/Intervention Domain (Items 28-33) Domain Average:	5.28				
	5.29				
	5.30				
	5.31				
	5.32				
	5.33				

Domain Averages



Domain Averages



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

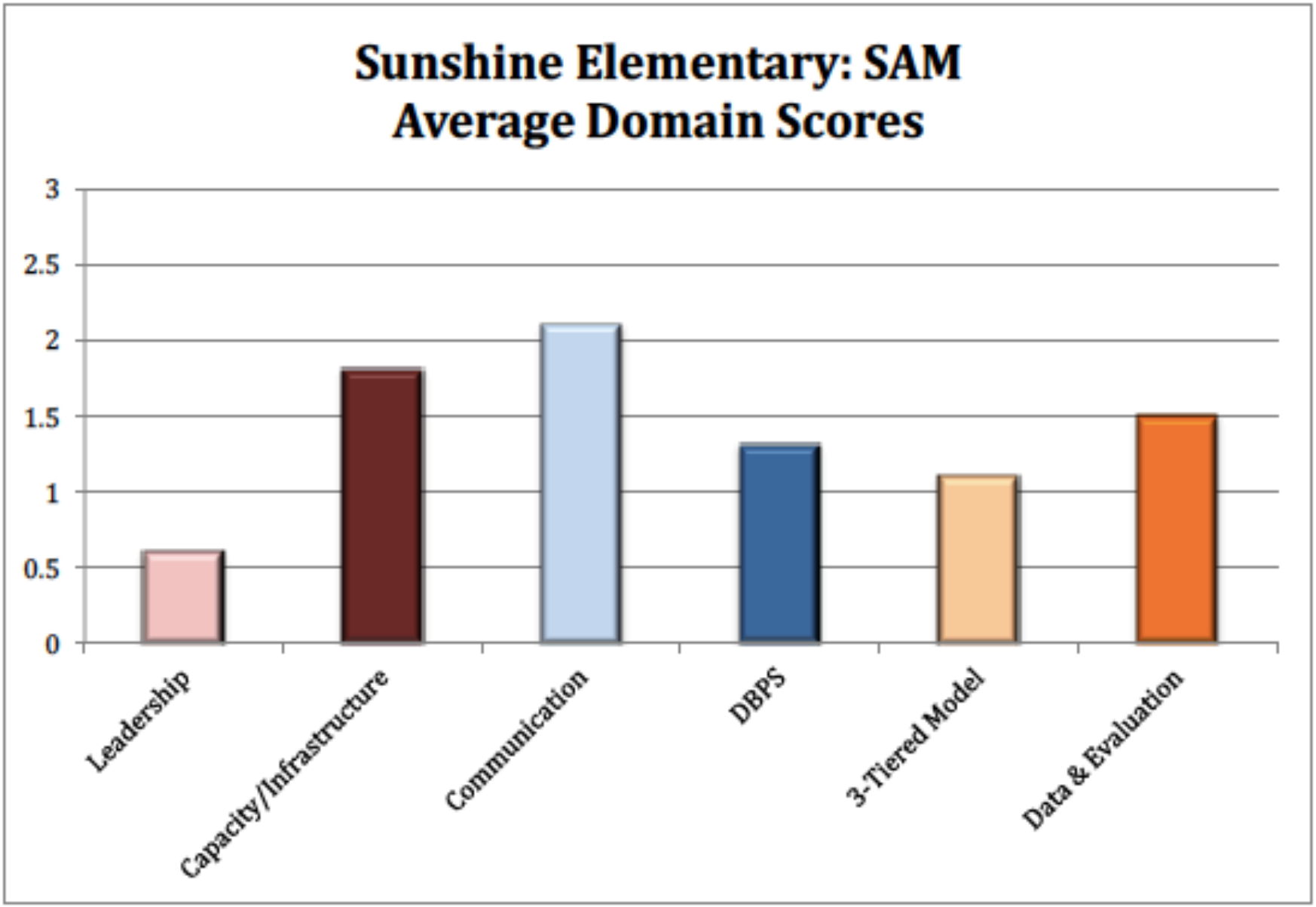
Getting familiar with the SAM

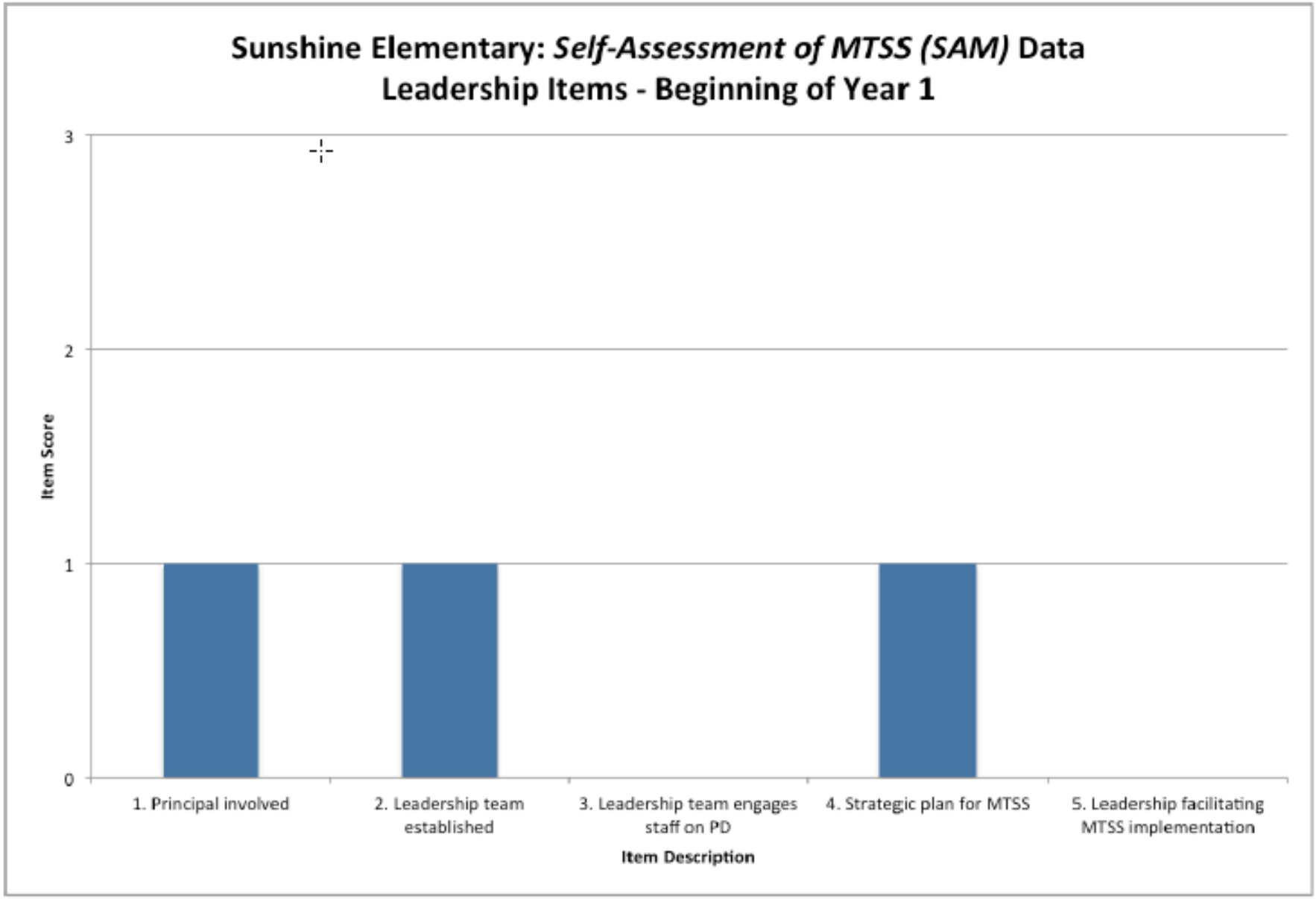
Read pp. i for an overview of SAM

Read pp. ii for a descriptor of Domain 1 – Leadership

Locate the **Endnotes** after pp.12 of the rubric. These correspond to the red superscript #s you will find throughout the SAM

School-Level Example of *SAM* Data




Sunshine Elementary: Self-Assessment of MTSS (SAM) Data
Leadership Items - Beginning of Year 1
Item Score
3
2
1
0
1. Principal involved
2. Leadership team established
3. Leadership team engages staff on PD
4. Strategic plan for MTSS
5. Leadership facilitating MTSS implementation
Item Description

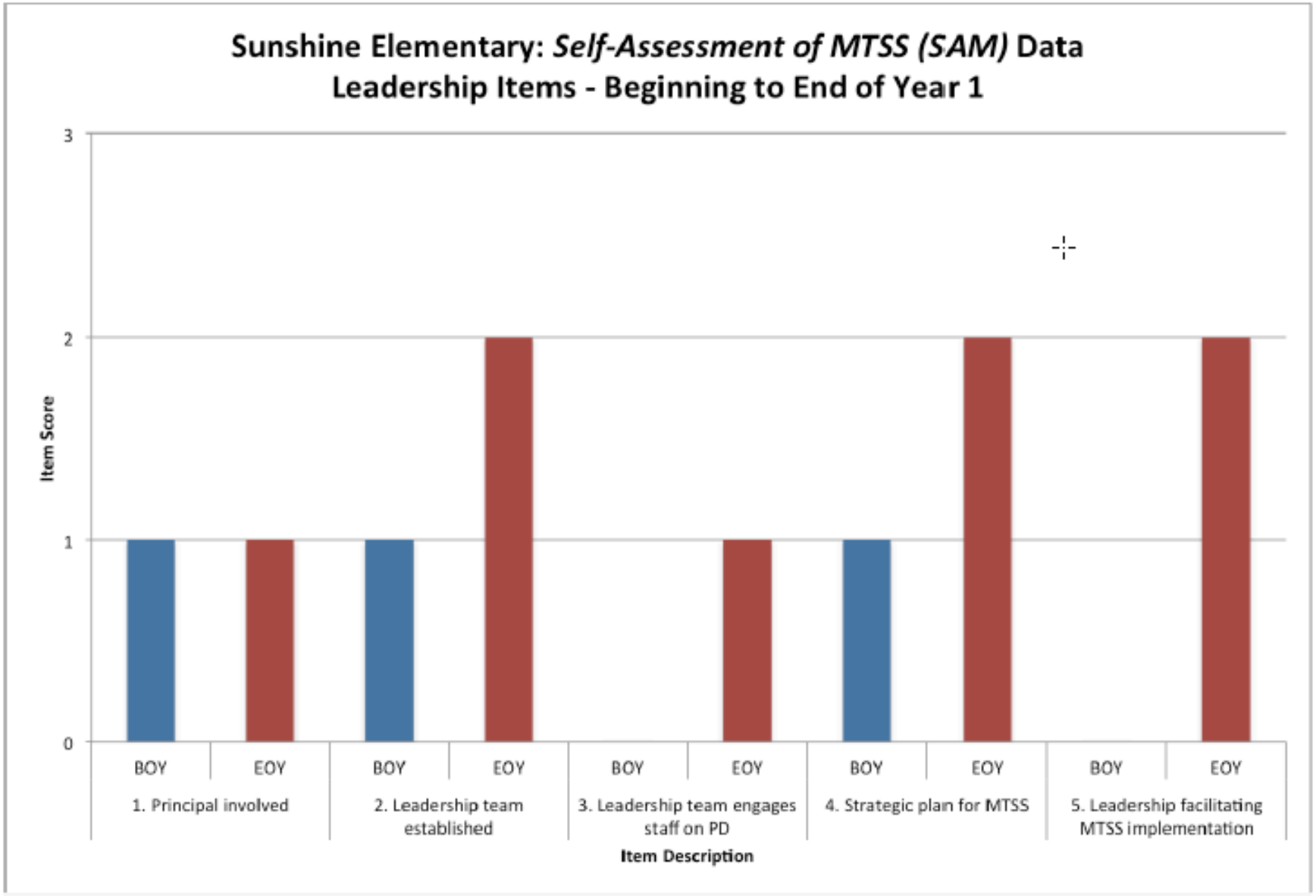


Figure 3. **School-Level Example of *SAM* Data: Leadership Domain (BOY = Beginning of Year, EOY = End of Year).**

SAM Time

- Create a “team” to work with (Find some colleagues to practice this process with.)
- Complete the **Leadership** Section independently (pg. 1)
- Be sure to reference the **red** Endnotes
- Come to consensus as a team on each item within the domain
- Calculate the domain average
  - Total score for all items of the domain divided by total # of items

High Tech

Self-Assessment of MTSS Implementation (SAM)

Individual Record of Responses

Review the domains in the SAM instrument and consider where your school currently rates in terms of implementation. Once each team members' responses are recorded, select a facilitator to guide the team in reaching consensus regarding the level of MTSS implementation.

Name of Respondent:
School/District: A

SAM Domains	Item #	Not started 0	Emerging/ Developing 1	Operationalizing 2	Optimizing 3
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	2.9				
	2.10				
	2.11				
	2.12				
	2.13				
	2.14				
	2.15				
	2.16				
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	4.25				
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	4.27				
5 Three Tiered Instruction/Intervention Domain (Items 28-33) Domain Average:	5.28				
	5.29				
	5.30				
	5.31				
	5.32				
	5.33				
6. Data Evaluations Domain (Items 34-39) Domain Average:	6.34				
	6.35				
	6.36				
	6.37				
	6.38				
	6.39				

Low Tech

Self-Assessment of MTSS Implementation (SAM)

Individual Record of Responses

Name of Respondent
School/District: UH

Review the domains in the SAM Instrument and consider where your school currently rates in terms of implementation. Once each team members' responses are recorded, select a facilitator to guide the team in reaching consensus regarding the level of MTSS implementation.

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	5.29				
	5.30				
	5.31				
	5.32				
	5.33				
6. Data Evaluations Domain (Items 34-39) Domain Average:	6.34				
	6.35				
	6.36				
	6.37				
	6.38				
	6.39				

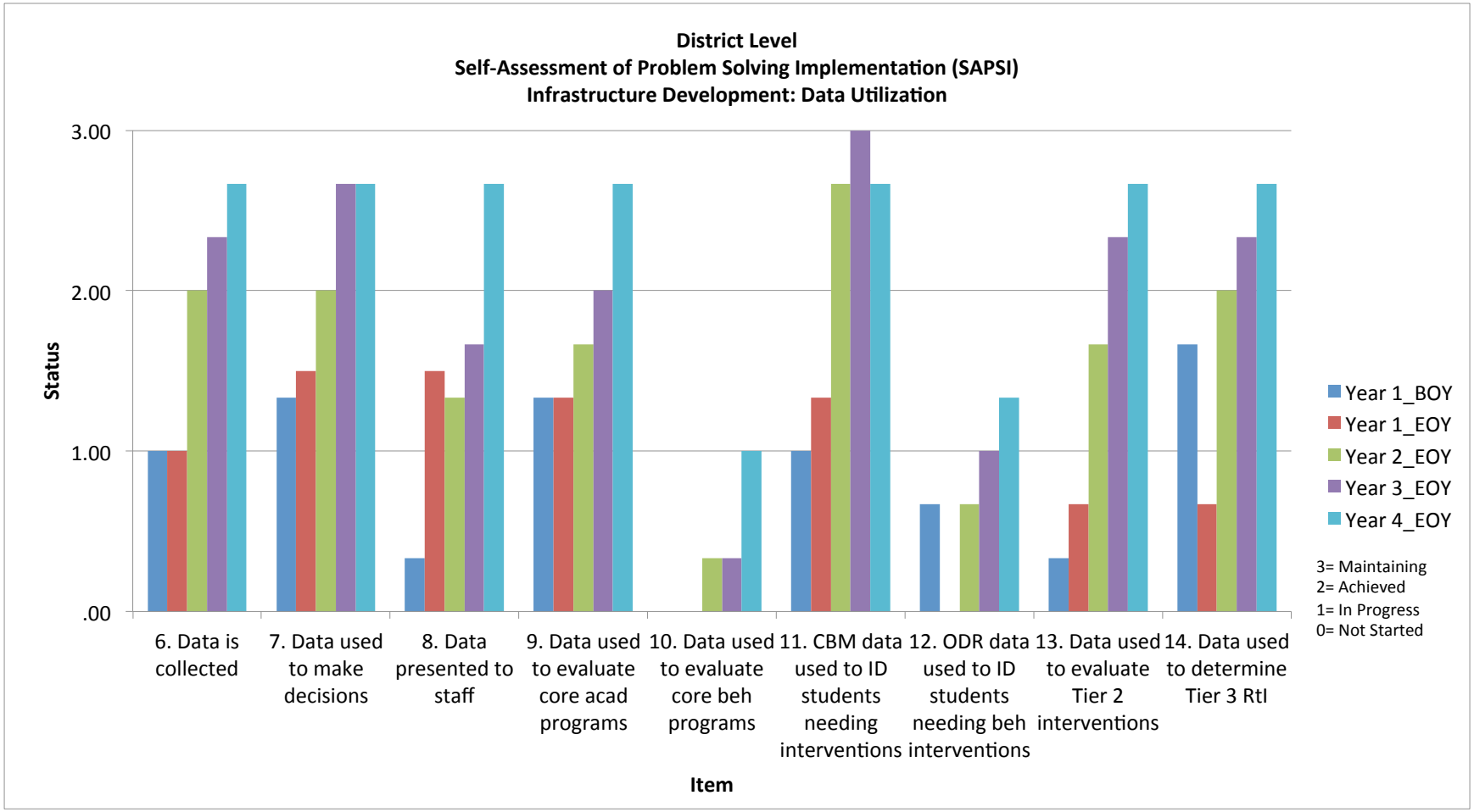
What do we know?

There is a relationship between the implementation of MTSS and the impact on staff and student outcomes.

Levels of Implementation and Impact on Staff and Students

	Hi Implementing Schools	Low Implementing Schools
Developing hypothesis for undesired performance	40%	20%
Data collected to confirm hypothesis	50%	32%
Intervention Plan Developed	30%	21%
Teacher receives staff support to implement plan	40%	14%
Data Collected to Ensure Plan Was Implemented As Intended	60%	14%
API 08-09 API 09-10 Growth	747 763 **+16**	710 721 **+11**

Capacity to Implement MTSS



Multi-Tiered System of Supports (MTSS)

Active IEPs

	May, 2014	May, 2015	May, 2016 MTSS-1	May, 2017 MTSS-2
Coombs School (PreK – 2)	88	95	85	78
Quashnet School (Gr. 3 – 6)	115	111	95	86
Mashpee Middle-High School (Gr. 7 – 12)	128	125	122	112
	331	**331**	**302**	**276**
Annual change since MTSS			↓ **8.8%**	↓ **8.6%**
Overall change since MTSS				↓ **16.6%**

86% of our 10th graders with disabilities achieved advanced or proficient on their 2016 ELA MCAS, compared to 68% at the state level.

SAM Time

- Complete the section – **Building Capacity Infrastructure** (pg. 2-5)
- Be sure to reference the **red** Endnotes
- Calculate the domain average
  - Total score for all items of the domain divided by total # of items

SAM Time

- Complete the **Multi-Tiered System of Supports Domain** (pg. 9-10) independently

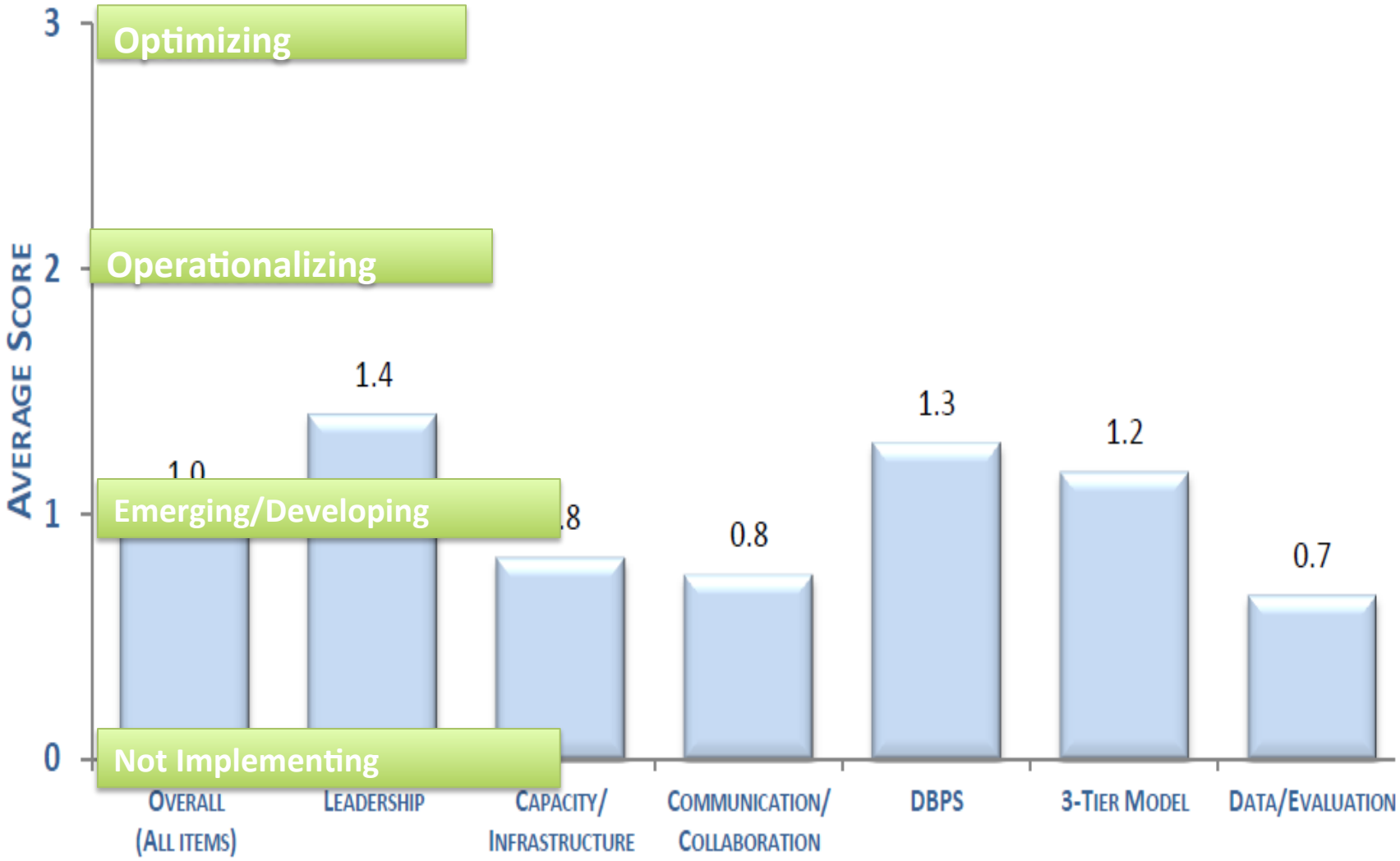
- Be sure to reference the **red** Endnotes

- Come to consensus as a team on each item within the domain
- Calculate the domain average
  - Total score for all items of the domain divided by total # of items

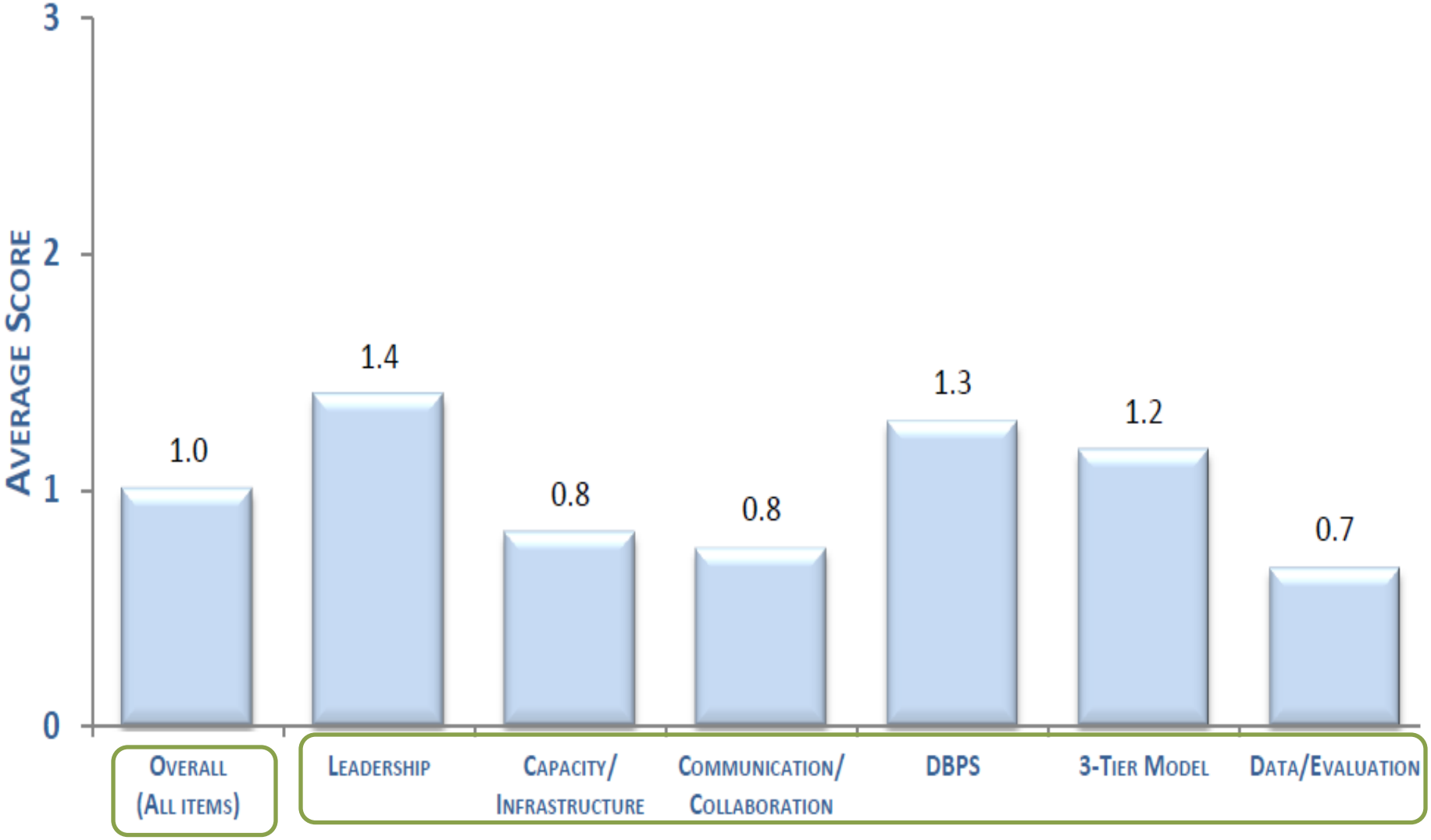
Implementation Planning

With SAM

Domain Averages

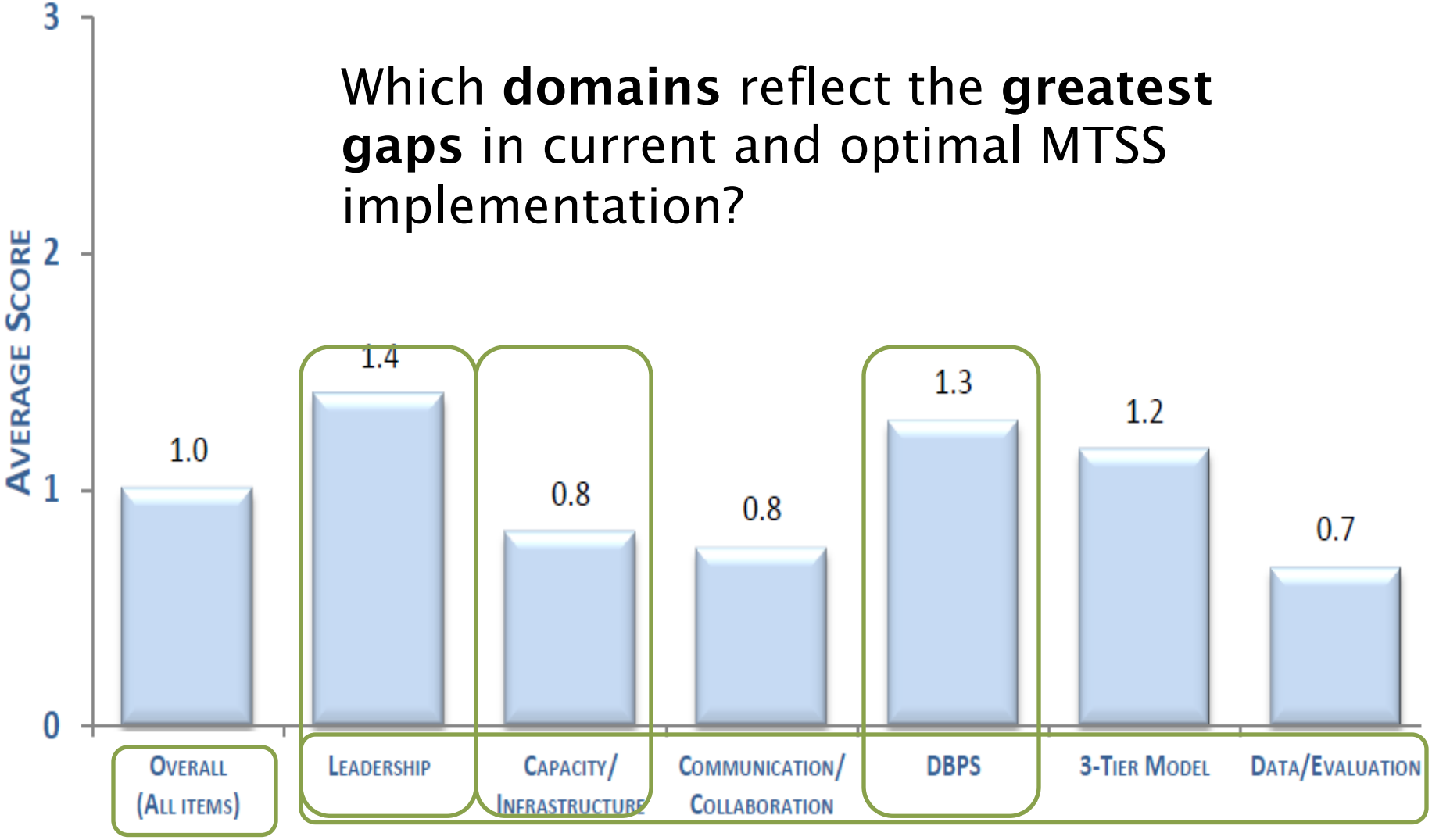


Domain Averages



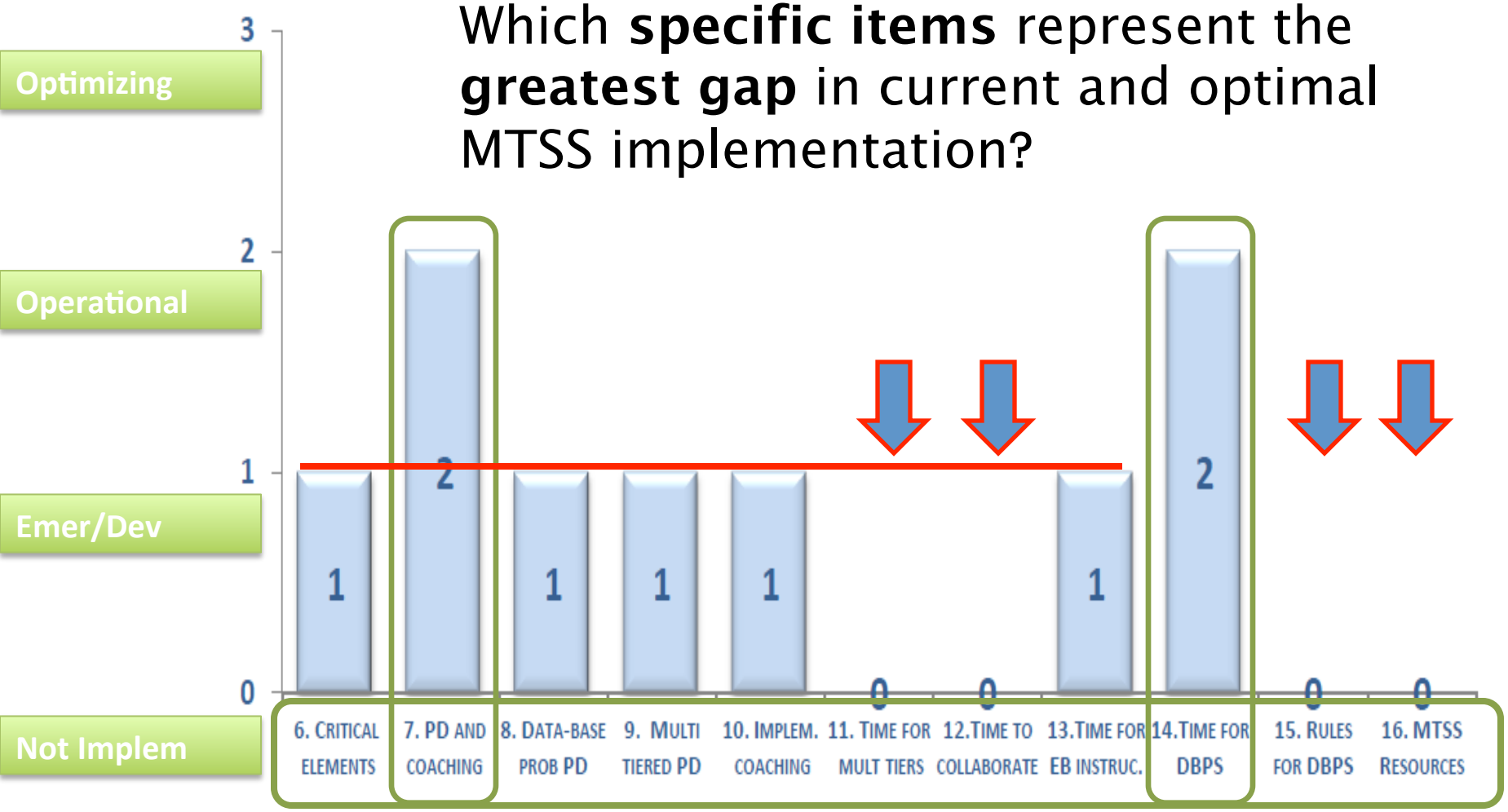
Domain Averages

Which **domains** reflect the **greatest gaps** in current and optimal MTSS implementation?

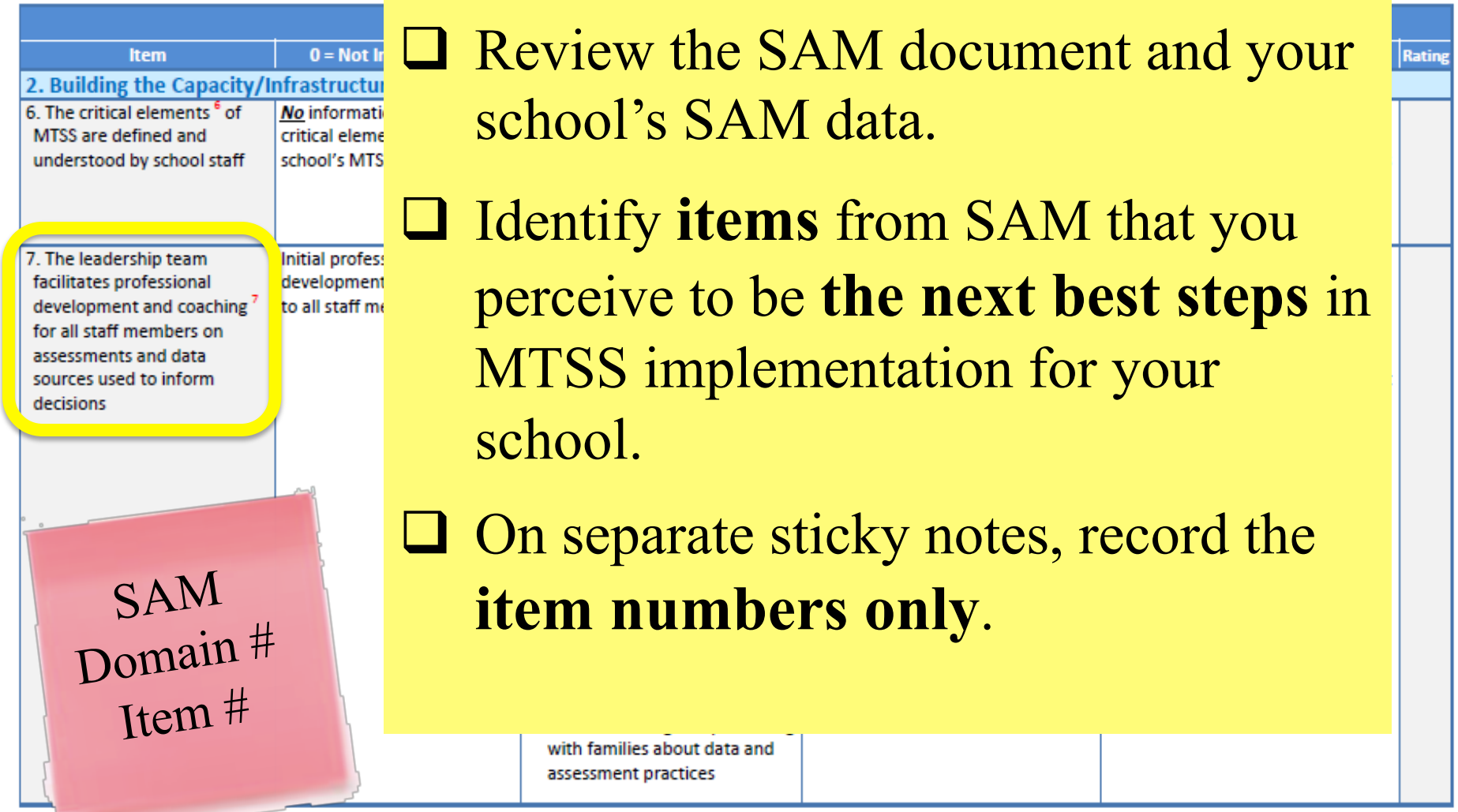


2) Building the Capacity/Infrastructure for Implementation

Which **specific items** represent the **greatest gap** in current and optimal MTSS implementation?



Implementation Planning



On Your Own:

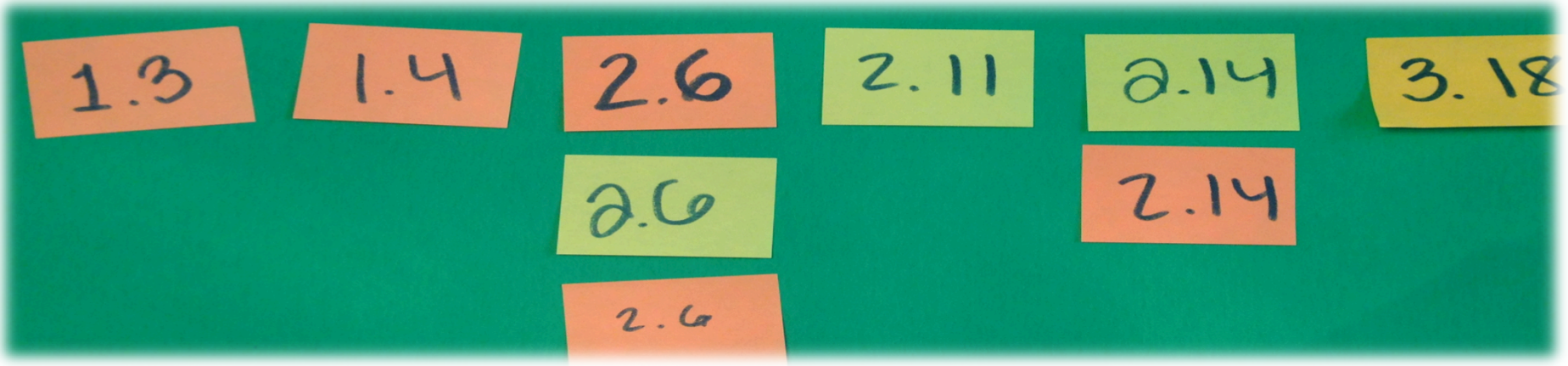
- ❑ Review the SAM document and your school's SAM data.
- ❑ Identify **items** from SAM that you perceive to be **the next best steps** in MTSS implementation for your school.
- ❑ On separate sticky notes, record the **item numbers only**.

SAM
Domain #
Item #

Implementation Planning

As a Table:

- Line your sticky notes in numerical order, and place duplicates vertically under the top row.



This will provide a visual summary of the energy of the team.

Implementation Planning

As a Team:

- Based on your visual summary, identify the SAM domain/s with the most energy.
- **Reach consensus** the domain/s you will target for next year. Be realistic.
- Within those domains review and **reach consensus** on those items with the most energy.
- Use those Domain and SAM items to begin to strategically plan for MTSS implementation.

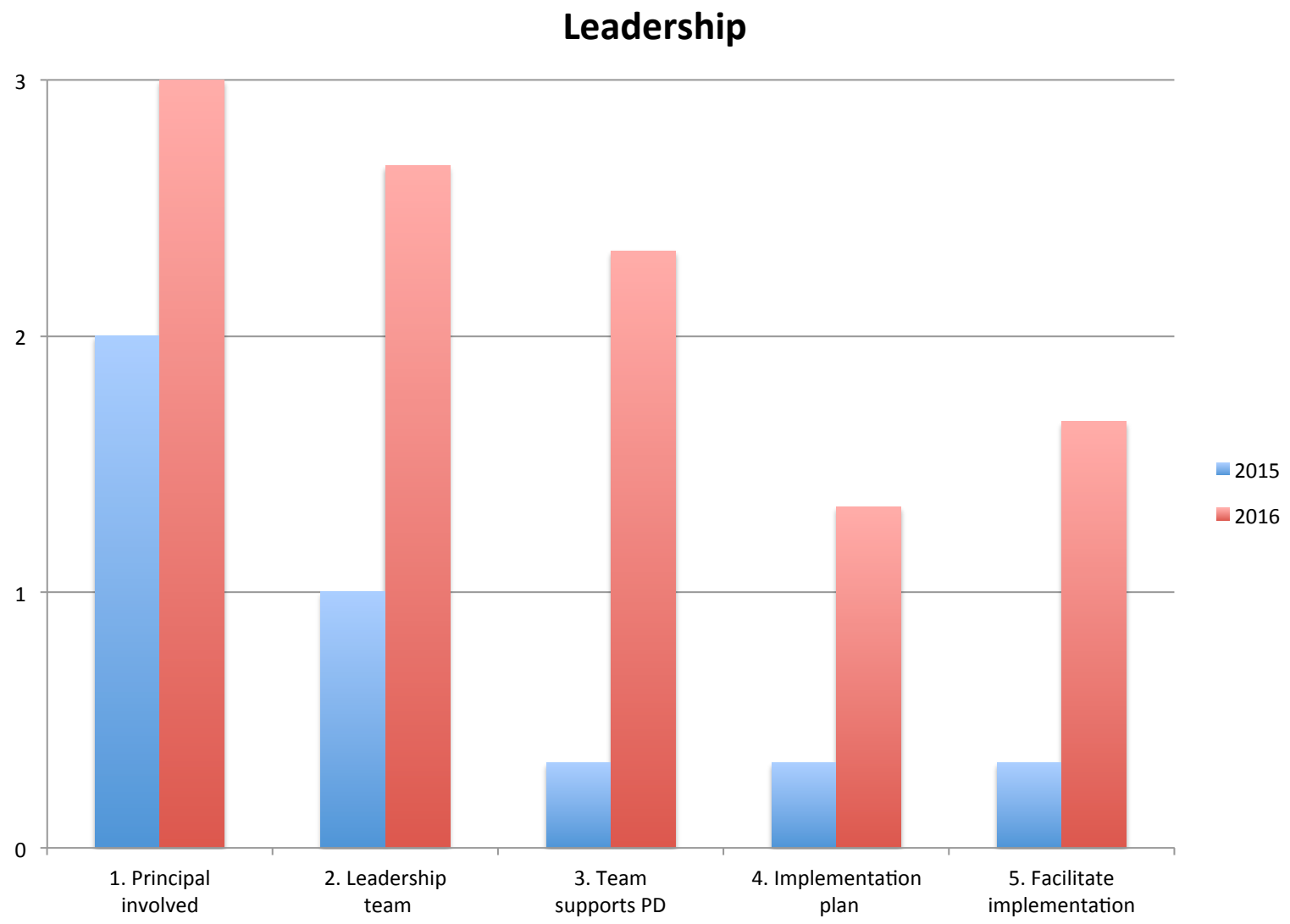
SAM Analysis: Guiding Questions

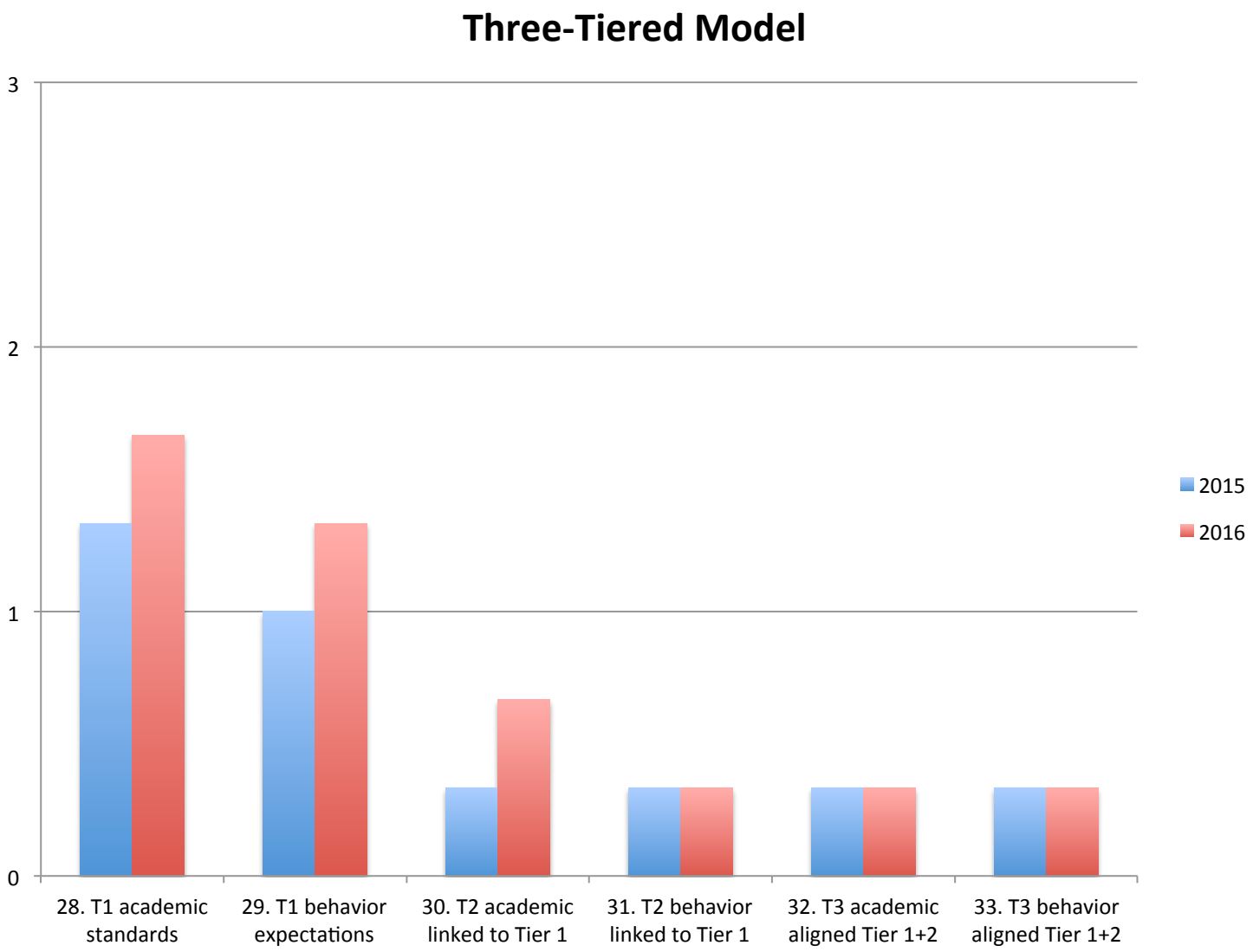
- Which **Domains** will you focus on growing next year?

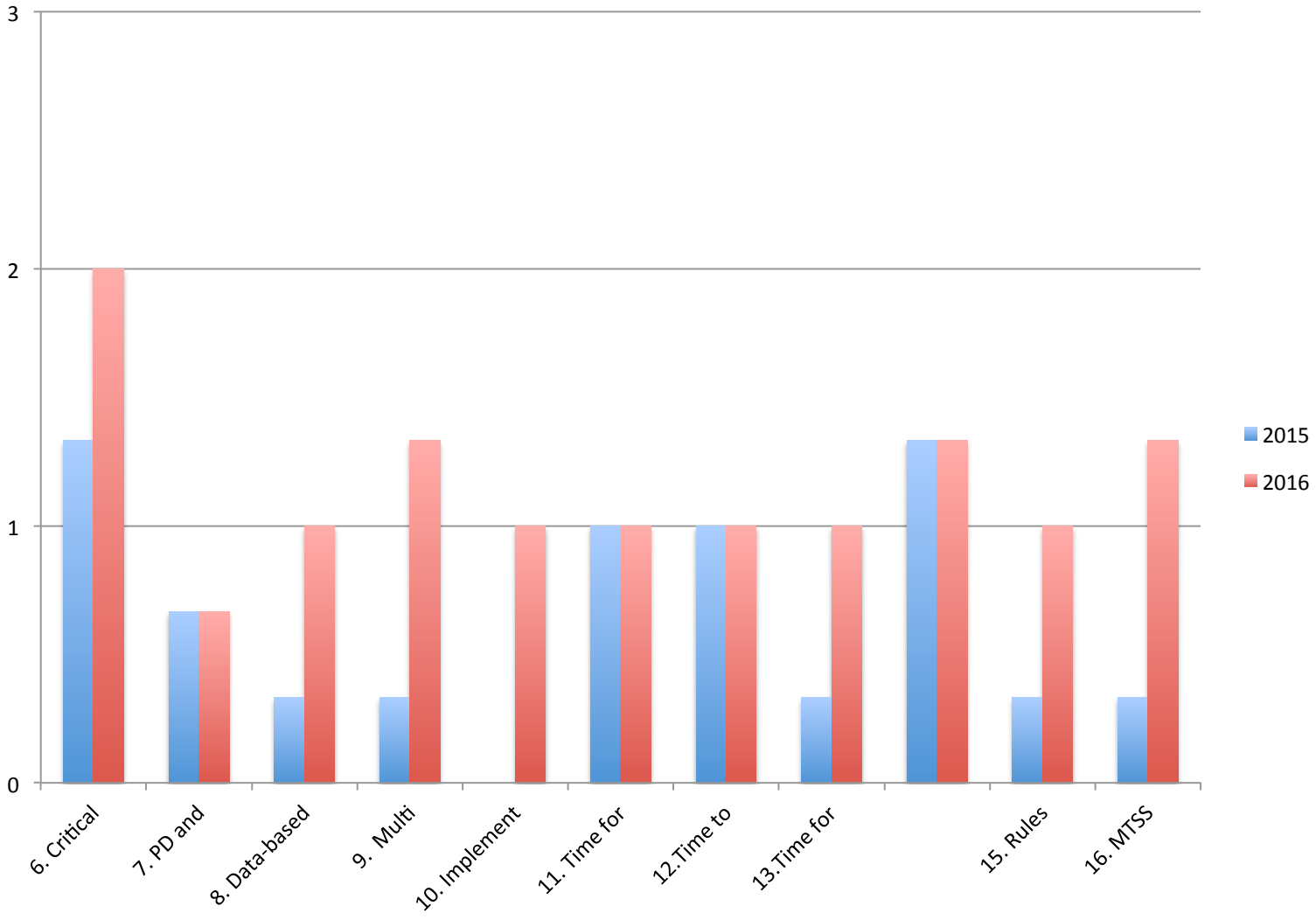
- For the **Domains** that you will target for next year, which **items** are most actionable—highest priority?

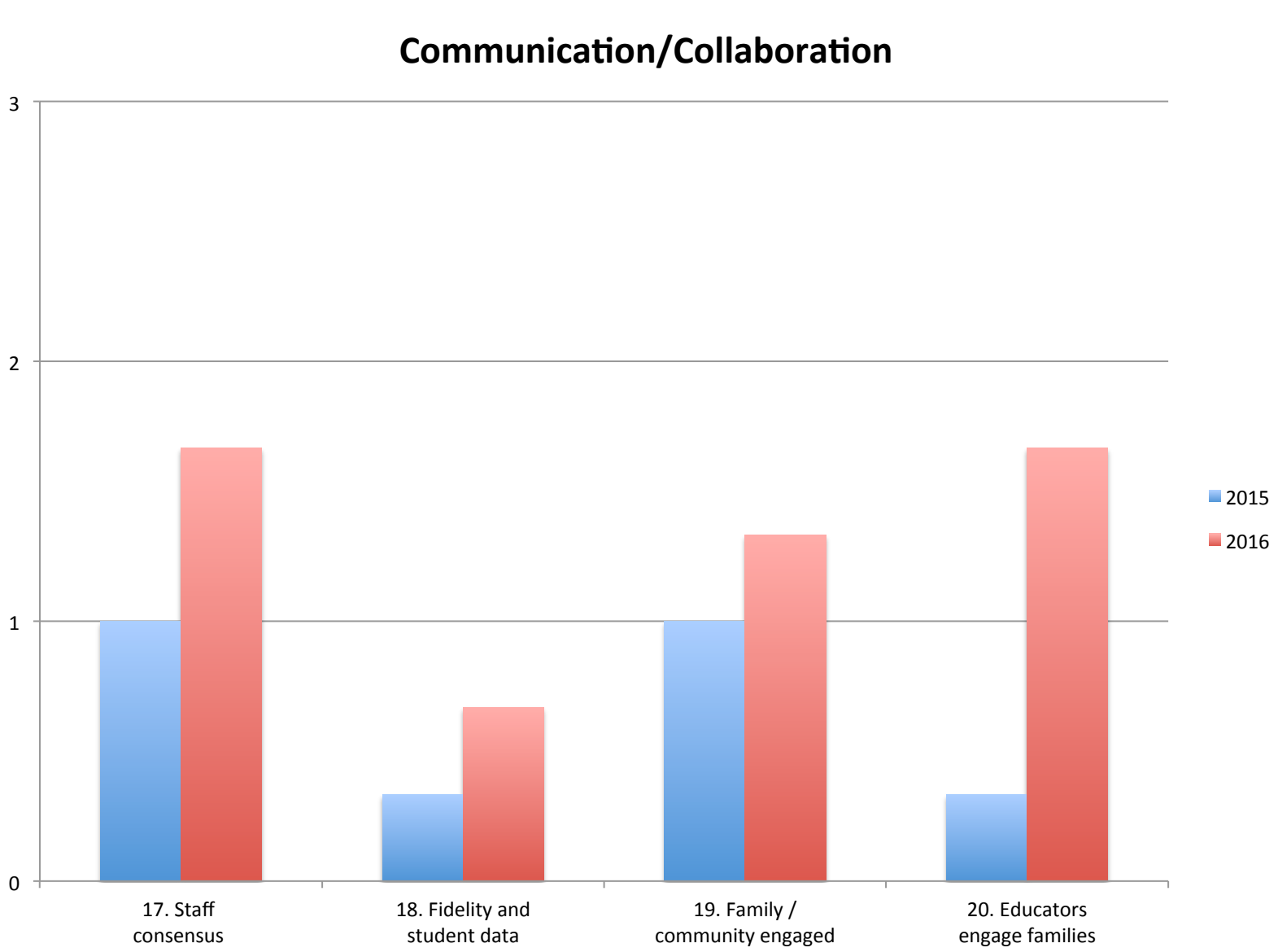
- Which specific MTSS implementation actions or activities will you as a team focus on improving within your school?
  - Which are you ready to address now?
  - Which would be most impactful?
  - Which would be most foundational (aligned with where you want to be)?
  - Which are early wins or low hanging fruit?

The Journey of Desirable Unified School District

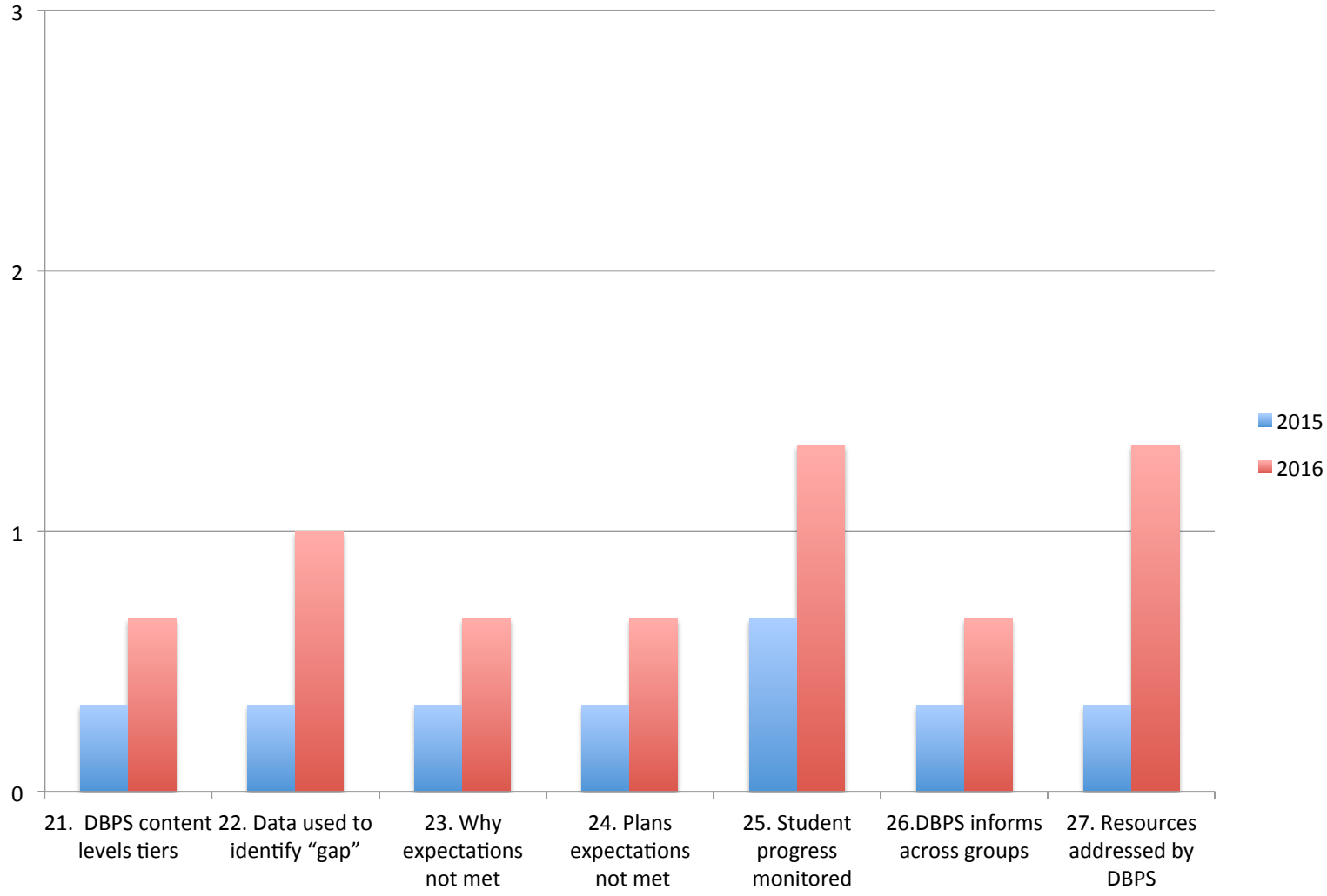

Leadership
3
2
1
0
1. Principal involved
2. Leadership team
3. Team supports PD
4. Implementation plan
5. Facilitate implementation
2015
2016

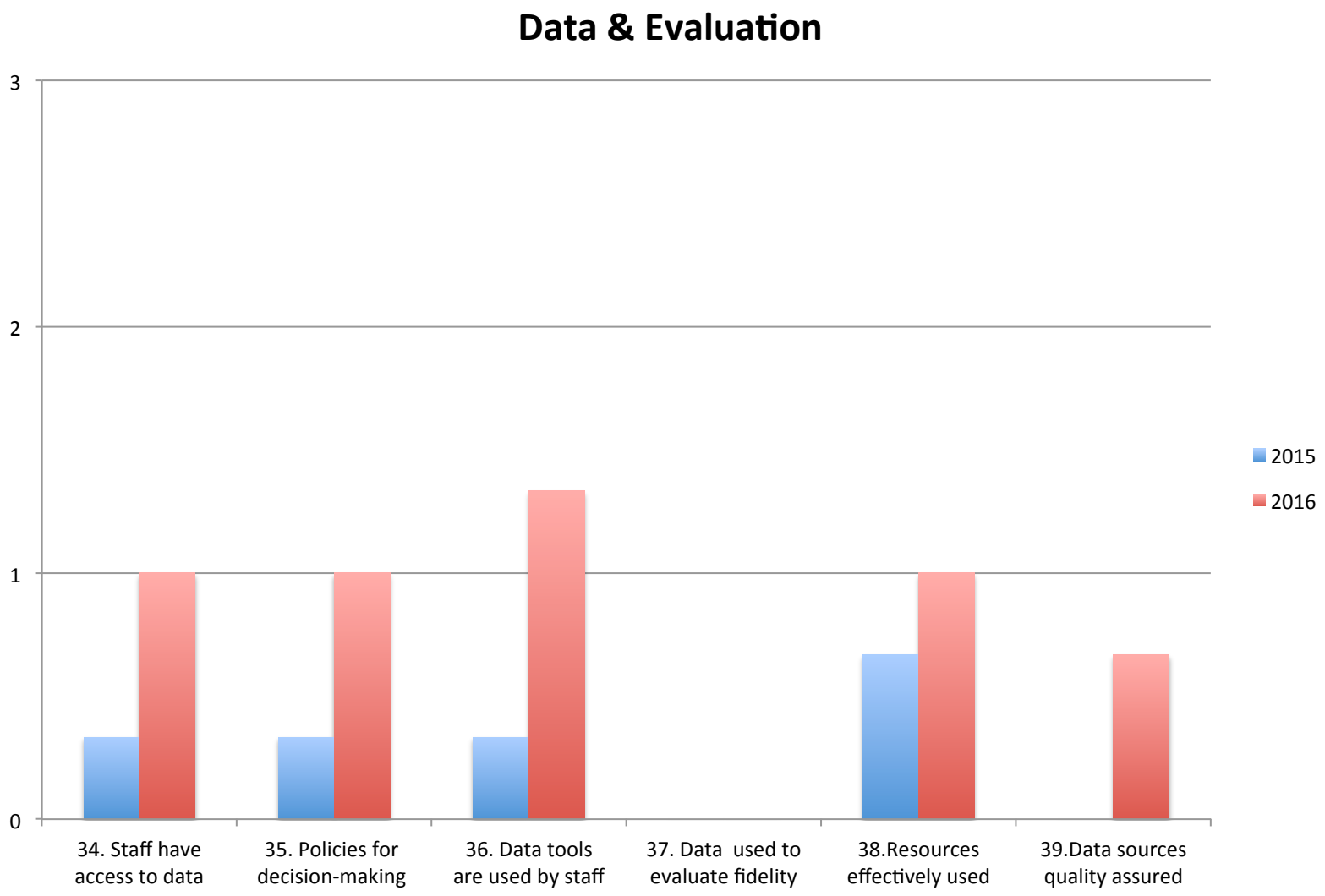

Three-Tiered Model
3
2
1
0
28. T1 academic standards
29. T1 behavior expectations
30. T2 academic linked to Tier 1
31. T2 behavior linked to Tier 1
32. T3 academic aligned Tier 1+2
33. T3 behavior aligned Tier 1+2
2015
2016


Capacity/Infrastructure
3
2
1
0
2015
2016
6. Critical
7. PD and
8. Data-based
9. Multi
10. Implement
11. Time for
12.Time to
13.Time for
15. Rules
16. MTSS


Communication/Collaboration
3
2
1
0
17. Staff consensus
18. Fidelity and student data
19. Family / community engaged
20. Educators engage families
2015
2016

Data-Based Problem-Solving




Data & Evaluation
3
2
1
0
2015
2016
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

Desirable Unified School District
K-5 Data

The following graph shows levels of student growth from Fall to Winter in the area of literacy.

	Fall	Winter	
At/Above Proficiency	63	73	+10
On Watch	11	14	+3
Intervention	9	5	-4
Urgent Intervention	18	9	-9

Desirable Unified School District
High School Algebra

- 7 period school day
- 4 different “groups” of students
- 2 “Regular”, 5 periods per week
- 1 “Advanced”, 5 periods per week
- 1 “Strategic”, 7 periods per week
- Each teacher teaches 1 of each (Reg, Adv, Strat)

- Strategic group outperformed the Regular group by 8% as of January 2016

Unpacking Pre/Post SAM data

SAM
Guiding Questions

1. Compare Fall and Spring SAM Results. In what DOMAINS has your school grown the most?

2. For those DOMAINS that have grown the most, which specific ITEMS in that domain still require additional attention/growth?
    a. Action Items

3. Which DOMAINS will you focus on growing next year?

4. For the DOMAINS that you will target for next year, which ITEMS are most actionable—highest priority?

Taking it Home…

- SAM is a blueprint to evaluate MTSS implementation
- SAM builds the foundation for MTSS implementation
- It tells you what the barring walls are that need to be to build an MTSS house
- SAM does not tell you what color to paint the walls
- Painting is messy ☺
- So plan for MTSS implementation with fidelity using the SAM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