MTSS: Needs Assessment and Implementation Tool

LEVEL 1	**Not Yet Evident**: The practice has not been implemented or the implementation has generated little or no evidence of progress.
LEVEL 2	**Emerging**: Initial steps to implement the practice have occurred or the implementation has generated some early evidence of progress.
LEVEL 3	**Operational**: The practice has been implemented, the implementation has generated considerable evidence of progress, and the school has met the level of performance required for success.
LEVEL 4	**Exemplary**: The practice has been implemented to a very high level, and the school can serve as a model for this practice for other schools.

LEVEL 1 **Not Yet Evident** **(Exploration Stage)** We have established **readiness** for systems change and determined that MTSS implementation is desirable and feasible.	❏ We identified our MTSS team compositions for each tier and supporting structures. ❏ We developed professional learning and collaboration goals. ❏ We have determined needs based upon current outcomes and identified grade- and building-level goals. ❏ We assessed MTSS "fit and feasibility." ❏ We have promoted "buy in" for MTSS adoption and implementation. ❏ We aligned our MTSS implementation priorities with short- and long-term action steps.
LEVEL 2 **Emerging** **(Installation Stage)** We have **built** an infrastructure that will support effective and efficient service delivery using an MTSS framework.	❏ We initiated training with our core MTSS team and other stakeholders. ❏ We developed a continuum of MTSS coaching and professional learning supports aligned with practitioner and student needs. ❏ We enhanced our continuum of data sources to include reliable and valid screening/benchmark, progress monitoring, diagnostic and outcome measures. ❏ We have established how we are going to build capacity and sustain MTSS implementation. ❏ We established problem-solving protocols for use with teams at each Tier. ❏ We expanded our continuum of evidence-based practices and high-quality resources to facilitate professional learning and application. ❏ We helped to implement MTSS components, supports, and services at every level (individual, grade, building, and district). ❏ We helped to establish new ways of operating within school, community, climate, and culture.

LEVEL 3 **Operational** **(Initial Implementation)** Effective and efficient practices and processes have been **implemented** and refined. There is fidelity of MTSS implementation as evidenced by improved outcomes.	❏ We have increased "buy in" with all stakeholders, including families. ❏ We have evidence that many components of our MTSS model are working. ❏ We have implemented early warning and/or universal screening processes with fidelity. ❏ Various factors distinguish intensity between and among tiered supports and services (e.g., duration and frequency of interventions, group size, return on investment (ROI) calculation) ❏ We use a continuum of reliable and valid data sources regularly to gauge the effectiveness of practices. ❏ Sustainability remains a goal through continuous professional learning, implementation refinement, and evaluation of outcomes. ❏ We have enhanced teaming structures and expanded roles and functions to support implementation and student needs.
LEVEL 4 **Exemplary** **(Full Implementation Toward Sustainability)** Our school has **established** a seamless system of integrated service delivery that is sustainable. We have evidence of equitable, efficient and efficacious outcomes.	❏ We maintained and improved individual and collective skill and will continue to do so throughout MTSS implementation. ❏ MTSS academic and behavioral health practices are integrated across the tiers and are fully functioning. ❏ Sustainable practices are visible at the individual, grade, building, and district levels. ❏ A system is in place to monitor fidelity of integrated academic and behavioral practices. ❏ Practices implemented at each tier have evidence of effectiveness for the needs of our student population. ❏ Response to Intervention (RtI) methodologies inform instructional intensity and our model's effectiveness. ❏ We meaningfully engage all families within our MTSS framework. ❏ Patterns show improved performance on benchmark assessments (efficacy). ❏ Students who are more vulnerable are showing reduced risk and greater achievement; results are comparable across grades and classrooms (equity). ❏ Decisions are made without delay; low percentages of failed RtI; more students responding well to less intensive instructional efforts (efficiency). ❏ Percentage of students receiving Tier 3 supports and services is trending toward below 10 percent over time. ❏ Percentage of students receiving Tier 2 supports and services is trending toward below 20 percent over time. ❏ Percentage of students who live in poverty who are evaluated should be the same as the overall percentage of students evaluated. ❏ Percentage of students with failed RtI will likely be the same across all subgroups.

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