

**Kentucky Multi-Tiered System of Supports (KyMTSS)**

**Self-Assessment Tool**

**KyMTSS Definition for Common Language:**

[KyMTSS](https://kymtss.org/) is a multi-level prevention system to support student achievement and social-emotional behavioral competencies through an integration of differentiated core instruction, assessment and intervention.

**Purpose:**

The KyMTSS Self-Assessment Tool is designed to support district and school leaders and teams responsible for MTSS (Multi-Tiered System of Supports) implementation. The tool is aligned with Kentucky’s six essential elements and utilizes the essential elements to drive systematic change. Additionally, the tool is intended to assist with resource identification and action planning for MTSS implementation. The KyMTSS Self-Assessment is organized into six sections and embeds an action planning section with each of the six essential elements. The tool primarily limits a key feature to one essential element to keep the document manageable and user friendly. In an effective MTSS framework, all features may be applied to multiple essential elements. Each subsection is not all inclusive.

**Overarching Questions:**

* How well is our district or school implementing KyMTSS according to its six essential elements?
* What are the strengths in our organization's MTSS implementation?
* What are the next steps for MTSS implementation in our district or school?
* What professional learning might we need to support MTSS implementation?
* What does an MTSS Framework look like through an “equity” lens?
* How is our organization's MTSS Framework equitable?

**Suggestions for Use:**

* Teams administer the KyMTSS Self-Assessment annually to establish a baseline and to monitor implementation progress at the organizational level.
* Teams administer an essential element of the KyMTSS Self-Assessment tool to guide the implementation of a given essential element.
* Teams, MTSS Leads or administrators can utilize the KyMTSS Self-Assessment Tool to highlight key terms for common language and core concepts of the KyMTSS Framework, including the six essential elements.

**KyMTSS Self-Assessment Administration Considerations:**

* Utilize an existing MTSS Team or assemble a team with representatives from the district or school. Include someone who is knowledgeable about the data, a decision-making authority, members representing family, school, and community partnerships, and a lead from each domain from MTSS (academics, behavior and social emotional).
* Complete the self-assessment with the representative team. Team members may review the self-assessment tool independently prior to the team meeting or with the team.
* Provide team members with an individual digital or paper copy of the self-assessment tool for reference during the discussion.
* Dedicate 60-90 minutes to complete as a group. Teams should complete each section or essential element together as a group.
* Designate a team member to:
  + Record team’s collective response on each key feature’s status, see key below;
  + Capture important thoughts and ideas in the notes section; and
  + Record action steps.
* Utilize the Action Planning Sections as the team assesses the status of each essential element or after the entire self-assessment is completed.

**Organizational Information:**

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| **District** |  |  |
| **School** |  |  |
| **Date** |  |  |
| **Grade Levels** |  |  |
| **Team Members** | **Team Lead/Facilitator:**  **Note Taker/Recorder:**  **All Active Team Members (list name and position):**  **MTSS External Coach or Consultant:**  **Other Participants:** |  |

**Current Status of Key Features:**

Teams are encouraged to discuss the key features and determine the status of implementation. The criterion for determining the status reflects the degree of implementation. The status provides information for priority decision-making and action-planning.

Status Criterion:

0 = Not yet in place (not yet established or currently operational)

1 = In Progress (started and underway but not yet fully operational)

2 = Full Implementation (operational and implemented at scale across the organization)

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| **Collaborative Problem-Solving Teams**  Refers to the leadership team who guides the implementation of the MTSS framework.Collaborative Problem-Solving Teams exist at all levels of the cascading system of supports. MTSS teams should be representative of key stakeholders, including regular education, special education, administration, and student, family and community partners. |

| **Key Features** | **Not In Place (0)** | **In Progress (1)** | **Full Implementation**  **(2)** | **Resource Links and Team Notes** |
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| **Organization** **(District or School) MTSS Team** |  |  |  |  |
| Collaborative Problem-Solving Team in place at the organizational level (school or district) |  |  |  | [KyMTSS Teaming Structure Tool](https://education.ky.gov/curriculum/standards/teachtools/Documents/MTSS_Teaming_Structures.pdf) |
| Team representative of all key organizational stakeholders |  |  |  |  |
| Teams are aligned with common goals to support student outcomes |  |  |  | [District/School Teams Inventory](https://docs.google.com/document/d/1L5INGZHe1T2jF7aWKfq2YhvO7CaHQsTBP5jQtXSaBDE/edit?usp=sharing) |
| Established Team Meeting dates, times and locations |  |  |  |  |
| Structured agenda utilized during meeting |  |  |  | [Sample Agenda](https://education.ky.gov/curriculum/standards/teachtools/Documents/MTSS_Meeting_Agenda.docx) |
| Minutes taken for all meetings and shared with team members |  |  |  |  |
| Assigned roles and responsibilities for team members, including member with decision-making authority |  |  |  |  |
| Teams identify lead or co-leads to facilitate the meeting process and MTSS implementation |  |  |  |  |
| Meeting norms established |  |  |  |  |
| Team received training on MTSS and implementation process |  |  |  |  |
| Team is provided ongoing MTSS professional learning |  |  |  |  |
| Team utilizes communication plan to effectively share information, data and decisions with all stakeholders |  |  |  | [MTSS Team Communication Plan Template](https://docs.google.com/document/d/1Ev-ZzsqZ2sW_aYmTIaquCW6FyaeWfZzIa_LEuFXHIVI/edit?usp=sharing) |
| Action Plan with goals aligned to improvement priorities guides the work of the team |  |  |  | [Sample Action Planning Template](https://docs.google.com/document/d/1zpWRLDRwoPrTLXNxyF2ltWSIGQz07_AC/edit?usp=sharing&ouid=105835650515610644289&rtpof=true&sd=true) |
| **Grade/Content Level Collaborative Problem Solving Teams** |  |  |  |  |
| Grade- or content-level problem-solving teams are fully implemented and led by an administrator |  |  |  |  |
| Team meets on a regular schedule |  |  |  |  |
| District or school collects and reviews data at the grade- or content-level |  |  |  |  |
| Team monitors implementation of practices at the classroom-level to support positive student outcomes |  |  |  |  |
| Decisions are made based on data regarding adjusting instruction and differentiation |  |  |  |  |
| **Individual Student Problem Solving Teams** |  |  |  |  |
| Individual Student Intervention Problem-Solving teams are fully implemented |  |  |  |  |
| Student intervention plans are developed based on multiple data points |  |  |  |  |
| Student intervention plans are developed based on individual areas of strength and need |  |  |  |  |
| Student intervention plans are monitored on an ongoing basis using progress monitoring data as well as other available data sources |  |  |  |  |
| Student level teams follow established criteria for entering and existing tiers and specific interventions |  |  |  |  |
| Student interventions are adjusted based on data |  |  |  |  |

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| **Action Planning** |

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| **Priority Key Features** | **Personnel Responsible** | **Action Step**  **Guiding Questions:**  **What resources may be needed?**  **What are potential barriers?**  **Start and completion date?**  ***Add to Action Plan*** |
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| **Data-Based Decision-Making with a Comprehensive Screening and Assessment System**  Data-Based decision-making guides the MTSS implementation process. Data are collected, analyzed and presented in a visual format at all levels of collaborative problem-solving teams for all domains. |

| **Key Features** | **Not In Place (0)** | **In Progress (1)** | **Full Implementation**  **(2)** | **Resource Links and Team Notes** |
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| Team lead ensures data are represented in a visual or graph format during meetings |  |  |  |  |
| Team provided professional learning regarding data literacy |  |  |  |  |
| Team follows 4 step problem-solving process and/or an evidence-based data analysis protocol |  |  |  | [Data Analysis Protocol KyMTSS Planning Tool](https://education.ky.gov/curriculum/standards/teachtools/Documents/Data_Analysis_Protocol.docx)  [Root Cause Analysis NIRN (National Implementation Research Network) Tool](https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/RCA%20Resources_11.7.18_0.pdf)  [PDSA (Plan Do Study Act) Planning Cycle NIRN Document](https://nirn.fpg.unc.edu/module-1/improvement-cycles) |
| Data analysis results in action steps |  |  |  |  |
| Valid and reliable universal screeners selected and in place |  |  |  | [Early Literacy Screening Assessments](https://education.ky.gov/curriculum/conpro/engla/Pages/early_literacy_screening_assessments.aspx) |
| Universal screening process in writing for administering, analyzing and determining next steps for tiered delivery implementation |  |  |  | [AIR (American Institutes for Research) (American Institutes for Research)](https://staffkyschools-my.sharepoint.com/:w:/g/personal/melissa_wainwright_education_ky_gov/EVlyY0yCrJBJtc1U_Bjp9pUBHxv2Lkq4_nrb1iOeVMA3tA?e=2S6hV2) Guide to Designing the Screening Process |
| Evidence-based diagnostic assessments selected and in place |  |  |  | [Early Literacy Screening Assessments](https://education.ky.gov/curriculum/conpro/engla/Pages/early_literacy_screening_assessments.aspx) |
| Diagnostic assessment process in writing for administering, analyzing and determining next steps for tiered delivery implementation |  |  |  |  |
| Valid and reliable progress monitoring tools selected and in place |  |  |  | [Progress Monitoring | NCII (intensiveintervention.org)](https://intensiveintervention.org/data-based-individualization/progress-monitoring) |
| Progress Monitoring process in writing |  |  |  |  |
| Consistent system-wide process for sharing data with families about student skill levels |  |  |  |  |
| Teacher, student, family and community voice included in the data-based decision-making process |  |  |  |  |

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| **Action Planning** |

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| **Tiered Delivery System with a Continuum of Supports**  Refers to a three-tiered continuum of increasingly intensive evidence-based instruction, intervention and support designed to meet the academic, behavioral and social-emotional needs of all students. |

| **Key Features** | **Not In Place (0)** | **In Progress (1)** | **Full Implementation**  **(2)** | **Resource Links and Team Notes** |
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| **Tier 1: Universal** |  |  |  |  |
| Tier 1 core Instruction aligned to Kentucky Academic Standards is clear and has been articulated to all stakeholders |  |  |  |  |
| Tier 1 core Instruction provided to ALL students for duration of scheduled time |  |  |  |  |
| Time and resources are allocated for professional learning that address the needs of the whole child |  |  |  |  |
| Teaching and learning objectives are clearly articulated (in and across grade levels and content areas) |  |  |  |  |
| Students have similar experiences regardless of assigned teacher |  |  |  |  |
| Differentiation occurs in Tier 1 core instruction to meet the needs of all learners including those on level, below level and exceeding benchmark |  |  |  |  |
| **Tier 2: Targeted/Supplemental** |  |  |  |  |
| Tier 2 targeted level of support is in place for students not meeting benchmark in Tier 1 |  |  |  |  |
| Tier 2 Interventions are evidence-based for the targeted population of students |  |  |  |  |
| Designated staff/teachers are trained in how to implement Tier 2 interventions with fidelity |  |  |  |  |
| Tier 2 evidence-based interventions are based on student strengths and areas of growth and matched to the area of need |  |  |  |  |
| Tier 2 interventions are well aligned with Tier 1 core instruction and incorporate foundational skills that support the Tier 1 learning objectives |  |  |  |  |
| Enrichment opportunities are provided for students exceeding benchmark |  |  |  |  |
| **Tier 3: Intensive** |  |  |  |  |
| Tier 3 intensive level of support is in place for students not showing adequate progress in Tier 2 |  |  |  |  |
| Tier 3 interventions are evidence-based for the targeted population |  |  |  |  |
| Designated staff/teachers are trained in how to implement Tier 3 interventions with fidelity |  |  |  |  |
| Tier 3 interventions are more intense than Tier 2 and address individual student needs, such as increased duration or frequency, decreased group size and/or change in intervention |  |  |  |  |
| Tier 3 interventions are aligned with Tier 1 core instruction and incorporate foundational skills that support Tier 1 |  |  |  |  |
| Enrichment opportunities are provided for students exceeding benchmark |  |  |  |  |
| **Process** |  |  |  |  |
| Decision rules for entering intensifying and exiting intervention are established and communicated in writing |  |  |  |  |
| Decision rules for entering intensifying and exiting intervention are used consistently |  |  |  |  |
| Interventions are monitored for fidelity |  |  |  |  |
| Intervention fidelity data is shared with MTSS team and stakeholders |  |  |  |  |
| Interventions are monitored for effectiveness |  |  |  |  |
| Effectiveness of intervention data is shared with MTSS team and stakeholders |  |  |  |  |
| Schoolwide schedules are in place that support time for adequate student learning in all tiers and domains |  |  |  |  |
| Schoolwide schedules are in place that support adequate time is allotted for teachers and staff to monitor and make data-based decisions for all students |  |  |  |  |
| Procedures are in place to measure the fidelity of implementation of the MTSS system and the essential elements |  |  |  |  |

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| **Evidence Based Instruction, Intervention and Support**  Evidence-based instruction, intervention and support within Kentucky’s Multi-Tiered System of Supports (KyMTSS) are those shown by high quality, rigorous research to improve student outcomes in all tiers across all domains. The selection process considers local needs from the perspective of the whole learner, including the cultural and contextual fit. |

| **Key Features** | **Not In Place (0)** | **In Progress (1)** | **Full Implementation**  **(2)** | **Resource Links and Team Notes** |
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| Tier 1 Instructional Resources and local curriculum is evidence-based and aligned to the Kentucky Academic Standards for each grade level and/or content area |  |  |  | [High-Quality Instructional Resources – KYstandards](https://kystandards.org/standards-resources/inst-mats-align-rubrics/) |
| Tier 2 and Tier 3 interventions are evidence-based for targeted population (i.e.: rural, urban, EL (English Learners)) |  |  |  |  |
| A systematic process to review, select and deselect instructional practices, interventions and supports is communicated in writing |  |  |  | [Hexagon Tool NIRN](https://nirn.fpg.unc.edu/resources/hexagon-exploration-tool) |
| A systematic process to review, select and deselect instructional practices, interventions and supports is used consistently |  |  |  |  |
| Designated and adequate time is provided for reviewing, selecting and deselecting practices |  |  |  |  |
| Designated and adequate time is provided for professional learning |  |  |  |  |

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| **Equitable Access and Opportunity**  KyMTSS provides a framework to ensure equitable access and opportunity for all students regardless of race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income. |

| **Key Features** | **Not In Place (0)** | **In Progress (1)** | **Full Implementation**  **(2)** | **Resource Links and Team Notes** |
| --- | --- | --- | --- | --- |
| Data analyzed at all levels to identify and address inequities in resources (i.e.: personnel, time, materials) |  |  |  | [KY Equity Toolkit](https://kymtss.org/resources/resources-for-equitable-access-opportunity/kentuckys-equity-toolkit/)  [KDE (Kentucky Department of Education) (Kentucky Department of Education)](https://docs.google.com/document/d/1wtPvBxbpeZZNhfHEaNuVN7XpgKpsPRhKI26oiENSKD4/edit?usp=sharing) DEIB (Diversity, Equity, Inclusion and Belonging) (Diversity, Equity, Inclusion and Belonging) Definitions  [Guide to Equity Playbook Pillars](https://education.ky.gov/DvEqIn/Documents/FINAL_%20A%20Guide%20to%20Kentucky%27s%20Equity%20Playbook%20Sept%202022_Accessible_Website.pdf)  [Equity Lenses for High-Quality Reading and Writing Instructional Resources (ky.gov)](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Equity_Lenses.pdf) |
| Schedule and meeting agendas allow for intentional examination of *equitable* outcomes (over and under representation) from a systems perspective |  |  |  |  |
| Teams utilize analysis tools to determine action steps |  |  |  | [Data Analysis Protocol 4 Step Process](https://staffkyschools-my.sharepoint.com/:w:/g/personal/melissa_wainwright_education_ky_gov/EW2KdsETT1NHnB0Gc85DWwkBcaDgb1QqNv_M-NAqyjGVAQ?e=eTf5Wm)  [Root Cause Analysis NIRN Tool](https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/RCA%20Resources_11.7.18_0.pdf)  [PDSA Planning Cycle NIRN Document](https://nirn.fpg.unc.edu/module-1/improvement-cycles) |
| Designated and adequate time for professional learning to support staff and expand instructional practices to meet the needs of all learners |  |  |  |  |

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| **Action Planning** |

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| **Priority Key Features** | **Personnel Responsible** | **Action Step:**  **Guiding Questions:**  **What resources may be needed?**  **What are potential barriers?**  **Start and completion date?**  ***Add to Action Plan*** |
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| **Family, School and Community Partnerships**  KyMTSS provides a structure for families, schools and community partners to work together to support improved student outcomes in all domains. The family, school and community partnerships provide opportunities for collaboration and engagement. |

| **Key Features** | **Not In Place (0)** | **In Progress (1)** | **Full Implementation**  **(2)** | **Resource Links and Team Notes** |
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| District/school has a clear mission and vision that has been shared with family and community stakeholders |  |  |  | [KY Family and School Partnerships](https://prichardcommittee.org/wp-content/uploads/2021/08/KYFamilyandSchoolPartnershipGuideWeb-1.pdf) |
| System structures communicated with stakeholders on an ongoing basis |  |  |  |  |
| Student voice is part of the organizational processes, and data are collected, analyzed and used to make decisions by the MTSS team on a regular basis |  |  |  |  |
| Family and community voice is part of the organizational processes, and data are collected, analyzed and used to make decisions by the MTSS team on a regular basis |  |  |  |  |
| Family and community stakeholders are represented on the organization's collaborative problem-solving team |  |  |  | [FRYSC (Family Resource Youth Service Center)](https://www.chfs.ky.gov/agencies/dfrcvs/dfrysc/Pages/default.aspx?utm_medium=email&utm_source=govdelivery) Resources and Guide |
| Community data is part of the data-based decision-making when appropriate |  |  |  |  |
| Culture and climate data is collected, analyzed and used to make decisions on a regular basis |  |  |  |  |
| Organization has a clear communication plan that includes multiple formats for distributing communication with students, families and community stakeholders |  |  |  |  |
| Organization follows established communication plan |  |  |  |  |

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| **Action Planning** |

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| **Priority Key Features** | **Personnel Responsible** | **Action Step**  **Guiding Questions:**  **What resources may be needed?**  **What are potential barriers?**  **Start and completion date?**  ***Add to Action Plan*** |
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| **Next steps after completing the KyMTSS Self-Assessment Tool** |

**Identify short and long-term priorities**

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| **Essential Element Priority** | **Short Term Priorities** | **Long Term Priorities** |
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**Establish MTSS mission and vision**

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| **Mission** | **Vision** |
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Develop an implementation action plan ([Action Planning Template)](https://education.ky.gov/curriculum/standards/teachtools/Documents/MTSS_Annual_Plan_of_Action_Template.docx)

Provide professional learning focused on building staff understanding and capacity to implement the six KyMTSS essential elements ([High Quality Professional Learning Characteristics Guidance Document](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Characteristics_of_HQPL.pdf))

Reference the KyMTSS Implementation Guide (<https://education.ky.gov/curriculum/standards/teachtools/Documents/KyMTSS_Implementation_Guide.pdf>) For guidance with implementation.