



## District MTSS Survey\* • December 2011 • Florida's PS/Rtl and PBS:RtI/B Projects

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### **Overview of MTSS**

A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of educating students that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students across multiple tiers based on student need. Need-driven decision making seeks to ensure that district resources reach the appropriate students (and schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.

Many existing terms and initiatives share the common elements of data-based problem solving to inform instruction and intervention (e.g., Positive Behavior Support [PBS], Problem Solving/Response to Intervention [PS/Rtl], Florida's Continuous Improvement Model [FCIM], Lesson Study, Differentiated Accountability [DA]). Although several initiatives share this core characteristic of data-based problem-solving, the differences in the use of terms (i.e., the labels used to describe them), who has responsibility for data-based problem solving (e.g., general education, special education, student services), and the language used to describe the initiatives have often resulted in school-, district-, and state-level educators regarding the practices associated with such initiatives as different things that need to be implemented. Unfortunately, this confusion has sometimes distracted from the potential to integrate the components of such initiatives into one seamless multi-tiered system of supports in which decisions about instruction and intervention are made by using a data-based problem-solving approach. Differences in levels of data-based problem-solving implementation across the state serve to potentially limit the impact of this model on student growth.

In order to facilitate the development of a common language and common understanding in the construction of this survey, every attempt was made to use descriptive language rather than labels to communicate the critical elements and components of an MTSS model. Despite these attempts, we realize that some language may still be unclear to district teams responding to the survey. District teams are encouraged to contact their PS/Rtl Project Regional Coordinator to clarify any questions about the meaning of any item on this survey. The value of the results of this survey to district teams depends on a clear understanding of the content of the survey prior to completing the rating process. What follows are directions regarding completing the survey.

### **Introduction to Survey/How to Complete the Survey**

The district leadership team members (Districts call this team different things, but to the MTSS Project the district leadership team is the team that has responsibility for making decisions about allocating resources to support schools in improving the outcomes of students) should be provided the opportunity to review the items independently and think about their perspectives regarding each of the components being assessed. After thinking about the items independently, the team should come together to reach consensus regarding what the team feels best represents the current status of implementation of an integrated, multi-tiered system of support in the district. Once consensus is reached for all items, an identified team member should enter the information using the hyperlink provided to the district contact.

The survey contains 31 items organized within the following six domains:

- Leadership
- Communication and Collaboration
- Building Capacity/Infrastructure to Implement
- Data-Based Problem Solving
- Three-Tiered Instruction/Intervention Model
- Data-Evaluation Systems

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\* \* *This District MTSS Survey is intended for use by your District Leadership Team with support from MTSS Project staff. It is a tool in the pilot phase of development and is not intended for further distribution.*

Each domain contains items related to the current status of "typical" schools at the elementary and secondary levels as well as the current status of district-level functioning. The MTSS Project attempted to balance the need for quality, school-level implementation data and efficiency in collecting the information when asking about the "typical" school. When answering questions about a "typical" school, we would like you to think about where the most schools are in terms of whether they are implementing a given component of a multi-tiered system of supports. We recognize that schools may be at different places in their implementation but believe that data reflecting where many of the schools are currently will provide valuable information for decision making.

**Contact Information**

1. District:
2. Name of person completing survey:
3. Position of person completing survey:
4. Email address:
5. How many members of your team participated in completing the survey? (Please include yourself, if applicable.)

**Leadership Domain**

6. Which of the following best represents a "typical" school leadership team structure in your district? (Select all that apply.)

	Elementary	Secondary
The school leadership team has cross representative, cross-disciplinary members (e.g. administrator, general education teacher, special education teacher, parent representative, specialists, support services).		
The school leadership team has an actively involved building principal.		
The school leadership team establishes and promotes a vision with a sense of urgency for implementation a multi-tiered system of supports.		

7. Which of the following best represents "typical" activities of the school leadership teams in your district? (Select all that apply.)

	Elementary	Secondary
The school leadership team engages in planning for the purpose of guiding implementation of a multi-tiered system of supports.		
The school leadership team guides implementation through professional development and support of staff.		
The school leadership team engages in effective, data-based problem-solving practices.		

8. Which of the following statements characterize the district leadership team in your district? (Select all that apply.)
- The district leadership team has explicit responsibility for facilitating a multi-tiered system of supports.
  - The district leadership team has established a vision and sense of urgency for implementing a multi-tiered system of supports.
  - The district leadership team has cross-disciplinary members.
  - The district leadership team includes someone with policy/resource allocation authority.

9. Which of the following are a focus of activities engaged in by the district leadership team? (Select all that apply.)
- Assisting administrators by providing ongoing leadership development and support
  - Improving classroom instruction
  - Providing access to an efficient and meaningful data system
  - Professional development that is integrated into a comprehensive, multi-tiered system of supports
  - Professional development that takes place within the school setting and is incorporated into the day-to-day practices of educators (i.e., job-embedded professional development)
  - Professional development that is ongoing and sustained

10. Provide any additional information related to your district leadership of implementation of a multi-tiered system of supports here:

**Communication and Collaboration Domain**

11. Which of the following best represents stakeholder (e.g. administrators, teachers, special education, specialists, support services, other key personnel, family/community members) involvement in a "typical" school leadership team in your district? (Select all that apply.)

	Elementary	Secondary
Stakeholders are provided with meaningful opportunities for input.		
Stakeholders understand the need for a multi-tiered system of supports.		
Stakeholders have ownership of a multi-tiered system of supports.		
Stakeholders share authorship of school improvement plans.		
Stakeholders are provided with data on the implementation of a multi-tiered system of supports and student outcomes.		

12. Which of the following characterize implementation of family and community engagement efforts within a multi-tiered system of supports at a "typical" school in your district? (Select all that apply.)

	Elementary	Secondary
District-level support and guidance is provided regarding the development, implementation, and monitoring of family and community engagement plans and practices within a multi-tiered system of supports.		
Desired outcomes of family and community engagement efforts are identified and monitored with data.		
Families of children receiving Tier 2 and Tier 3 supports are effectively engaged in all steps of the problem-solving process.		
When families are not responsive to school-wide family engagement efforts, they are effectively engaged through additional, more intensive outreach.		
Relationships between educators and families are characteristically positive with educators recognizing families' needs and cultural differences leading to greater understanding and respect among all involved.		
Educators have increased the skills families need to support their child's educational success in a multi-tiered system of supports.		

13. Which of the following characterize the communication of your district leadership team with school leadership across your district? (Select all that apply.)

- The district leadership team's vision for a multi-tiered system of supports is communicated in a consistent manner over time.
- The district leadership team consistently and pervasively communicates a multi-tiered system of supports as a priority for meeting the needs of students.
- The district leadership team meets with school leadership regularly to discuss a multi-tiered system of supports, implementation issues, and student outcomes.

14. Which of the following characterize school and family/community stakeholder involvement on your district leadership team? (Select all that apply.)

- The district leadership team includes and/or involves stakeholders as appropriate (e.g. school administrators, teachers, family/community members) as part of the team.
- The district leadership team shares authorship of district plans to implement multi-tiered systems of support with school and family/community stakeholders.
- The district leadership team shares data on implementing a multi-tiered system of support and student outcomes with school and family/community stakeholders.

15. Provide any additional information related to your district's communication and collaboration for implementation of a multi-tiered system of supports here:

**Building Capacity/Infrastructure to Implement a Multi-Tiered System of Supports**

16. Which of the following characterize the allocation of resources and personnel for a "typical" school in your district? (Select all that apply.)

	Elementary	Secondary
Personnel and fiscal resources are driven by student needs as identified through data.		
Schedules provide necessary time for delivery of instruction and intervention.		
Schedules provide necessary time for meetings to engage in data-based problem solving.		

17. Which of the following characterize the individual(s) tasked with providing ongoing support to build educator knowledge and skills required for implementing multi-tiered systems of support in a "typical" school in your district? (Select all that apply.)

	Elementary	Secondary
Displays effective interpersonal communication skills with all stakeholders		
Able to use multiple types and sources of data to answer problem-solving questions		
Possesses evidence-based content knowledge (academic, behavior, tiered models) at both instructional and systems levels		
Skilled in facilitating team-based problem-solving processes involving all stakeholders		
Able to provide leadership support to the school leadership team and staff to implement and sustain a multi-tiered system of supports		
Able to evaluate the impact of coaching supports on implementation of a multi-tiered system of support, student performance, and educator performance		
Skilled in providing professional development training and technical assistance		

18. Which of the following characterize your district leadership team's approach to planning for the implementation of a multi-tiered system of student supports? (Select all that apply.)

- Planning is ongoing (i.e., plans are developed and revisited over time).
- Planning is conducted using a structured planning and/or problem-solving process.
- Planning includes providing training & ongoing support.
- Planning includes providing coaching support for school leadership teams.
- The planning process used integrates plans required by the State (e.g. District Improvement Plans, School Improvement Plans, Student Progression Plans).

19. Which of the following characterize the district leadership team's alignment of resources for implementation of a multi-tiered system of supports? (Select all that apply.)

- Data addressing other potential issues that impact implementation of a multi-tiered system of supports and student outcomes (e.g., the knowledge and skills of educators, core beliefs and values, school climate)
- Data on the fidelity of data-based problem solving
- Data on the fidelity of Tier 1 (core) instruction
- Data on the fidelity of interventions implemented at the Tier 2 and Tier 3 levels

20. Provide any additional information related to your district's capacity/infrastructure for implementation of a multi-tiered system of supports here:

**Data-Based Problem Solving**

21. Which of the following characterize the targets of data-based problem solving in "typical" schools across your district? (Select all that apply.)

	Elementary	Secondary
Data-based problem solving across content areas (e.g. reading, math, behavior)		
Data-based problem solving across grade levels		
Data-based problem solving across tiers of service delivery		
Data-based problem solving of issues that may impact the implementation of a multi-tiered system of supports		

22. Which of the following steps of data-based problem solving are engaged in across the tiers with fidelity in "typical" schools across your district? (Select all that apply.)

	Elementary	Secondary
Defining the gap between expected and demonstrated outcomes (Problem Identification: <i>What is the problem?</i> )		
Determining likely barriers to demonstrating expected outcomes (Problem Analysis: <i>Why is it occurring?</i> )		
Developing concrete, specific instruction/intervention plans to address likely barriers (Intervention Development: <i>What are we going to do about it?</i> )		
Evaluating progress toward the expected outcomes (Response to Instruction/Intervention: <i>Is it working?</i> )		

23. Which of the following characterize the targets of data-based problem solving by your district leadership team? (Select all that apply.)

- Data-based problem solving across content areas (e.g. reading, math, behavior)
- Data-based problem solving across grade levels
- Data-based problem solving across tiers of service delivery
- Data-based problem solving of issues that may impact the implementation of a multi-tiered system of supports

24. Which of the following steps of data-based problem solving are engaged in across the tiers with fidelity by your district leadership team? (Select all that apply.)

- Defining the gap between expected and demonstrated outcomes (Problem Identification: *What is the problem?*)
- Determining likely barriers to demonstrating expected outcomes (Problem Analysis: *Why is it occurring?*)
- Developing concrete, specific instruction/intervention plans to address likely barriers (Intervention Development: *What are we going to do about it?*)
- Evaluating progress toward the expected outcomes (Response to Instruction/Intervention: *Is it working?*)

25. Provide any additional information related to your district's implementation and support of data-based problem solving here:

**Three-Tiered Instruction/Intervention Model**

26. Which of the following essential characteristics of core/Tier 1 curriculum, instruction, and assessment are implemented with fidelity at the "typical" school in your district? (Select all that apply.)

	Elementary	Secondary
Clearly identified priority standards (e.g. Sunshine State Standards, Common Core Standards, Next Generation Standards)		
Clearly identified school-wide expectations/rules that are the foundation for core behavioral instruction		
Clearly identified instructional routine and classroom management practices and procedures		
Clearly identified school-wide assessments (e.g. FAIR, Core K-12, office discipline referrals, direct assessments)		

27. Which of the following essential characteristics of supplemental/Tier 2 curriculum, instruction, and assessment are implemented with fidelity at the "typical" school in your district? (Select all that apply.)

	Elementary	Secondary
Clearly identified strategies and/or programs that address high-probability student needs		
Clearly identified instructional strategies that promote links to Tier 1 instruction		
Clearly identified assessments that link directly to knowledge/skills taught		

28. Which of the following characteristics of intensive/Tier 3 curriculum, instruction, and assessment are implemented with fidelity at the "typical" school in your district? (Select all that apply.)

	Elementary	Secondary
Strategies and/or programs are developed based on students' intensive needs.		
Instructional strategies that are developed promote connections to Tier 1 and Tier 2 instruction.		
The assessments link directly to knowledge/skills taught.		

29. Which of the following characterize district expectations and support for integrated (academic and behavior) multi-tiered curriculum, instruction, and assessment systems? (Select all that apply.)
- District policies, procedures, and guidance clearly and consistently communicate expectations for implementing the essential components of an integrated, multi-tiered system of supports.
  - The K-12 Reading Plan, District Improvement Plan, Student Progression Plan, and other district plans incorporate and clearly communicate multi-tiered system of supports principles and practices.
  - Ongoing, systematic professional development is provided to schools that targets identification and integration of curriculum, instruction, and assessment across tiers.
30. Provide any additional information related to your district's implementation of a three-tiered instruction/intervention model here:

**Data/Evaluation Systems**

31. Which of the following characterize the use of data/tools to inform implementation of a multi-tiered system of supports in "typical" schools across your district? (Select all that apply.)

	Elementary	Secondary
Schools consistently use tools (e.g. SAPSI, MTSS District Survey, BoQ, BAT) designed to examine implementation fidelity of a multi-tiered system of supports across the tiers.		
Schools consistently use data to examine student outcomes.		
Schools consistently use data gathered to inform decision making.		

32. Which of the following characterize data system(s) used in "typical" schools across your district? (Select all that apply.)

	Elementary	Secondary
Data system(s) provide student data.		
Data system(s) provide implementation fidelity data (academic/behavior, implementation, problem-solving) across the tiers.		
Data system(s) provide data in an efficient and user-friendly manner (i.e. graphs).		

33. Which of the following characterize district guidance on data/evaluation systems? (Select all that apply.)
- District leadership facilitates clear expectations for the use of student assessment tools including both student outcome data and implementation fidelity data.
  - District leadership provides clear expectations for the use of multi-tiered system of supports implementation tools (SAPSI, MTSS District Survey, BoQ, BAT).
  - District leadership provides clear expectations for the use of evaluation systems (technology).

34. Which of the following characterize district leadership support of the use of data/evaluation systems? (Select all that apply.)
- District leadership facilitates support for the administration of assessment tools for measuring student performance.
  - District leadership facilitates support for the administration of assessment tools for measuring implementation.
  - District leadership facilitates support for the use of data systems.

35. Provide any additional information related to your district's evaluation of implementation of a multi-tiered system of supports here:

**Comments**

36. Please use the space below to provide any other information about your district's implementation of a multi-tiered system of supports that you do not feel was reflected in the questions asked in this survey.