Multi-Tiered System of Supports District Infrastructure Measure

A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student success from a strengths-based perspective.

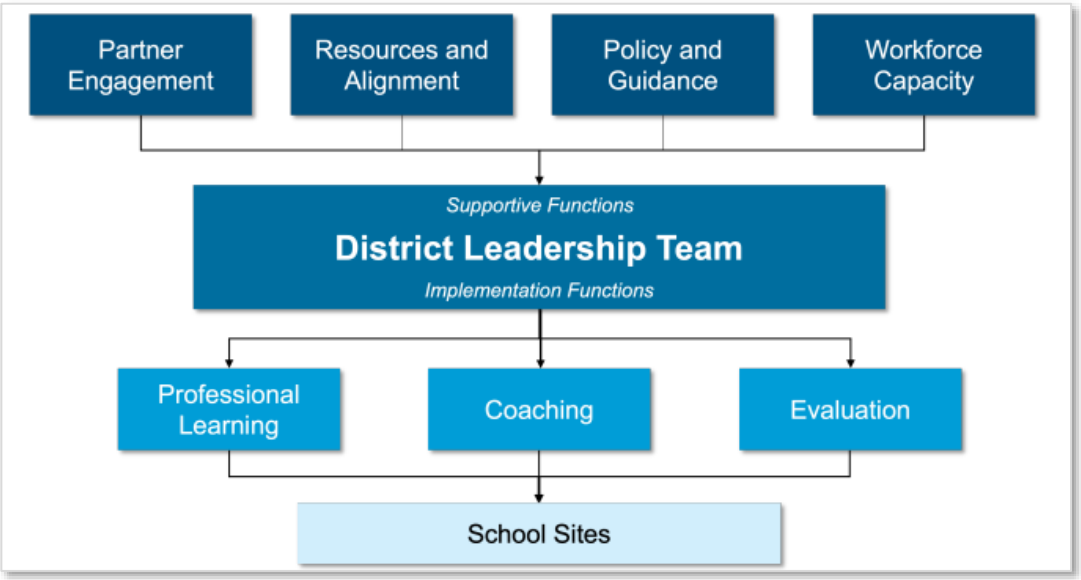
Overview

The *MTSS District Infrastructure Measure* is used by district leadership teams to support their districtwide efforts to implement and support MTSS in schools. District leadership use this measure to identify strengths and areas of need related to district infrastructure for MTSS.

It supports district leadership with:

- self-evaluating and monitoring district infrastructure needed for MTSS,
- identifying strengths and weaknesses in district infrastructure,
- developing and monitoring MTSS implementation action plans, and
- guiding continuous improvement efforts.

The *MTSS District Infrastructure Measure* aligns with critical functions and infrastructure shown through over a decade of research, national policy, and local implementation to support successful implementation of MTSS. The items were developed through expert review with consideration of the evidence-based on MTSS. The graphic below illustrates this infrastructure, but more detail can be found in the *Guidance for District Leadership on Multi-Tiered System of Supports*.



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Tips for Use

The following steps are recommended in completing the *MTSS District Infrastructure Measure*.

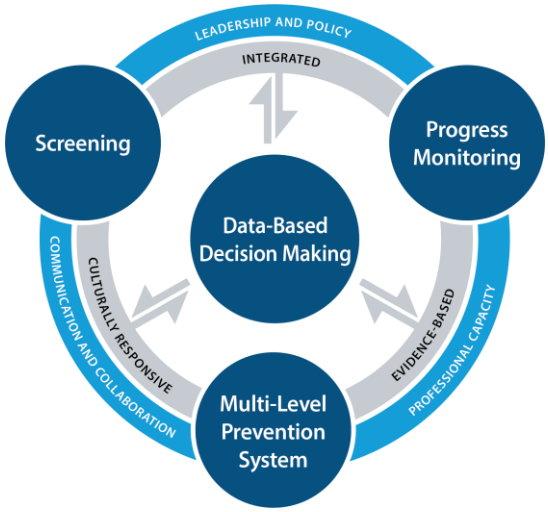
Step 1: **Convene a district leadership team** that includes individuals responsible for overseeing and implementing MTSS (e.g., executive cabinet members, curriculum directors, program directors, coordinators, supervisors, etc.) and who have authority for resource allocation and decision making.

Step 2: Have team members **read the description for each of the indicators individually** and be prepared to share their thoughts on each indicator with the team. Team members can rate the indicators prior to convening or during a facilitated activity with the team. Team members rate on a scale of 1 to 5 (*1 = does not meet any of the criteria, 3 = meets some of the criteria, 5 = meets all of the criteria*).

Step 3: After reading each indicator or sharing individual ratings, **engage in consensus building** to create a team rating for each indicator. Averaging indicator scores from individual team members is not recommended, especially if there are outliers. Instead, engage in a discussion and come to an agreement on the rating for each indicator. If a consensus can't be reached quickly, move on to the next indicator and come back later. A definition of the district infrastructure functions is provided on the last page in this document.

Step 4: Summarize the findings and **prioritize areas of concern** and future focus.

It is important to remember that the *MTSS District Infrastructure Rubric* was designed to provide local leaders an opportunity to engage in self-reflection, identify strengths and limitations of district infrastructure, and engage in continuous improvement around MTSS implementation.



Section 1: Supportive Functions

Supportive functions are those important tasks and duties that ensure there is sufficient funding, resources, and support for MTSS within the district. They are those activities focused on ensuring the district is aligned and has the necessary structures to support sites with implementation of MTSS.

Directions: Read each indicator and rate on a scale of 1 to 5 (1 = does not meet any of the criteria, 3 = meets some of the criteria, 5 = meets all of the criteria).

Indicator	Criteria	Rating
District Leadership Team	A representative district-level team oversees MTSS implementation. The team meets regularly and has strong team functioning (e.g., clear roles, team norms, standardized agenda format).	1 2 3 4 5
Policy and Guidance	The district has defined MTSS and articulated requirements for implementation for schools. This can include the following: • negotiables and non-negotiables at Tier 1, • interventions to use at Tier 2 • processes for intensifying interventions at Tier 3, • acceptable assessments for screening, progress monitoring, diagnostic data, and fidelity data, and • processes for decision making. The information is documented and easily accessible for schools (e.g., written down, on website, etc.).	1 2 3 4 5
Partner Engagement	There are clear and consistently used processes for communication within the district, including among district leadership and from district leadership to schools about MTSS. The communication is bi-directional (i.e., recipients can provide feedback). District leadership demonstrates active ownership and ongoing promotion and support for MTSS.	1 2 3 4 5
Resources	Resources (e.g., funding, time, personnel, programs, staffing, scheduling) are adequately and consistently allocated to support MTSS implementation. The resources are differentially distributed to improve outcomes and implementation of MTSS.	1 2 3 4 5
Alignment	There is clear alignment among district initiatives to support MTSS. Initiatives align, rather than compete for, resources (i.e., time for professional development, funding, and staffing.	1 2 3 4 5
Workforce Capacity	The district provides ongoing professional development for district staff to improve their MTSS knowledge and skills; prioritizes hiring staff with MTSS experience; and adjusts job duties, schedules, and hierarchy of staff roles so that district staff can adequately support schools.	1 2 3 4 5

Section 2: Implementation Functions

Implementation functions are the active connections from the district to schools. They are the direct and tangible activities to train and support educators with implementation. These functions also include the use of data by district leadership to ensure the training efforts are effective (e.g., Are schools implementing MTSS as a result of the training? Is MTSS benefiting staff, students, and families?).

Directions: Read each indicator and rate on a scale of 1 to 5 (1 = does not meet any of the criteria, 3 = meets some of the criteria, 5 = meets all of the criteria).

Indicator	Criteria	Rating
Professional Learning	Ongoing professional learning is part of a comprehensive training plan for MTSS. Professional learning is connected to the overall goals of the district, has clear learning objectives, and provides sufficient time for attendees to interact with each other and to practice and apply the content to their site.	1 2 3 4 5
Coaching	A sufficient number of dedicated district coaches support schools with MTSS implementation. The coaches provide systems coaching to school teams and/or school leads to support implementation of MTSS components (e.g., supporting leadership, data team meetings, etc.).	1 2 3 4 5
Use of Fidelity Data for Evaluation	District leadership regularly evaluates fidelity of implementation of MTSS and its components in its schools. Leadership uses the data to adjust and allocate resources and support to schools.	1 2 3 4 5
Use of Outcome Data for Evaluation	District leadership regularly evaluates impact of MTSS for continuous improvement, including staff, student, and family outcomes. Examples of data may include student-level outcomes, student group data, teacher satisfaction with MTSS, effective use of resources, and system-level outcomes such as sufficient time for teaching, teaming, and assessment	1 2 3 4 5

Definitions of District Infrastructure Functions

Term	Definition
Supportive Functions	
Partner Engagement	The structures and activities that promote internal and external collaboration, bi-directional communication, and engagement to support MTSS implementation.
Resources	The financial and non-financial resources available for MTSS. This includes full-time equivalency (FTE) of staff, personnel roles, allocation of time, programs, materials, and the blending and braiding of funding streams.
Alignment	The coherence and coordination among initiatives to support MTSS.
Policy and Guidance	The outlined MTSS expectations and parameters provided to school sites. Policy is viewed as requirements and guidance is viewed as recommendations.
Implementation Functions	
Professional Learning	The training and professional development provided to schools on MTSS, including its connection to the vision and goals of the district.
Coaching	The coaching and post-training support available to schools for MTSS. The coaching is focused on implementation and supporting teams with MTSS implementation (the focus is not on instructional coaching).
Fidelity Data for Evaluation	The data on implementation and decision-making processes used by the district team for evaluating *implementation* of MTSS (i.e., Are schools implementing MTSS with fidelity?).
Outcome Data for Evaluation	The outcome data related to staff, students, and families and decision-making processes used by the district team for evaluating the *impact* of MTSS (i.e., Is MTSS benefiting staff, students, and families?).

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