MTSS Road Map Self-Analysis

Rate your school from 1 to 4 on the criteria listed in the following table. Add any and all artifacts, documents, evidence, and data that support your analysis. When there are sub-items embedded in a row, please assign a 1–4 rating to each item and include notes for each item in the space provided.

1. Consistent and effective

2. Fairly consistent and generally effective

3. Inconsistent and occasionally effective

4. Not present or observable

	Rate 1-4	Notes
Every staff member believes that all students can learn at very high levels.		
Students would be likely to share thoughts like the four learning mindsets and skills (Farrington et al., 2012). 1. "I belong in this academic community." 2. "My ability and competence grow with my effort." 3. "I can succeed at this." 4. "This work has value for me."		
All teachers and teams promote, nurture, and reinforce the four learning mindsets and skills (Farrington et al., 2012).		
Teachers are aware of their biases and take actions that represent their belief that all students will meet college and career readiness expectations.		

	Rate 1-4	Notes
Staff members are willing to do whatever it takes to ensure that all students learn at the very highest levels, including but not limited to altering schedules, making courses and curriculum more accessible, reconsidering assignments, scaffolding and differentiating instruction, and adjusting grading and assessment practices.		
Courses and curriculum are accessible to all students, including those from underrepresented and historically minoritized and marginalized groups.		
Instructional strategies are identified and shared that engage all learners and best help students master essential learning targets.		
Our school clearly identifies and articulates, consistently models, and positively reinforces the behaviors that it expects all students to exhibit, including but not limited to the following areas (Farrington et al., 2012). • Mindsets • Social skills • Perseverance • Learning strategies • Academic behaviors		
Every staff member at the school consistently models, corrects, and positively reinforces the behaviors and habits that they expect all students to exhibit.		

	Rate 1-4	Notes
School MTSS and collaborative teams consistently use evidence to determine the following. • Which students need additional time and support • Areas in which these identified students most need the additional time and support • Areas in which all students will benefit from additional time and support		
All teachers and teams use assessment, grading, and feedback practices that increase hope, efficacy, achievement, and accuracy, through standards-based grading. • Clear learning targets and success criteria • Assessments aligned to learning targets • Formative assessments provide feedback to students and teachers prior to the summative • Feedback aligned to learning targets and reported in proficiency levels (not percentages) • Opportunities to demonstrate growth in understanding • Grades authentically reflect what they know (not how they got there)		
An increasing percentage of all class assessments are done as follows. • Administered commonly by all team members • Used formatively with students • Used to collectively inform teaching and learning		

	Rate 1-4	Notes
An increasing percentage of all class assessments include the following. • Pretests that assess the prerequisite skills that students should possess to successfully learn upcoming content or the students' knowledge of upcoming content • Mid-unit tests that assess student progress part of the way through a unit, but well before the end of the unit, so that timely interventions can be provided • End-of-unit tests that allow teams to know which students will continue to require support in mastering certain essential learning outcomes even though a new unit of instruction is set to begin • Reassessments to measure progress students have made after reteaching and relearning have occurred • Formal or informal checks for understanding including exit tickets and mid-lesson comprehension checks • Progress monitoring that more frequently and validly monitors students' response to intervention, and, when errors are analyzed, can also diagnose students' needs		
The school has built times into the instructional day for students to receive supplemental Tier 2 supports *in addition to* core Tier 1 instruction *and* differentiated instruction provided by grade-level and content-alike teams.		

	Rate 1-4	Notes
The school provides timely, targeted, and intensive Tier 3 supports to students with significant needs in foundational skills as soon as possible upon discovering these needs.		
The school has inventoried all staff members' availabilities and abilities and assigned them to directly provide supports to students, with initial and ongoing professional development provided.		
Teams meet twice monthly to coordinate their efforts on behalf of students.		
Team processes ensure that information is efficiently documented and communicated to all stakeholders.		

Source: Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., et al. (2012). Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance—A critical literature review. *Chicago: University of Chicago Consortium on Chicago School Research.*