

Sanger Unified School District
Multi-tiered Systems of Support Rubric

Evidence of Practice Continuum:	Not yet implementing/ Planning stage	Initial Implementation/ Beginning process of required systems	Full Implementation/ Systems in place with positive impact	Sustainability/ Effectivel operating systems embedded at site and district level	Points	Artifacts
Level:	1	2	3	4		
Leadership	Leadership identifies a MTSS team with limited stake holders with no calendared meeting times.	MTSS team meets occasionally with inconsistent involvement of leadership and limted involvment from outside stakholders.	MTSS team meets regularly with leadership integrated into team and facilitating MTSS development with greater involvment from parent and community stakeholders.	MTSS team reflects all stakeholders general education, special education, English learners, behavior specialists, and community members, meets every other week for problem solving meetings using academic and behavior key indicator data to show progress of site/district goals and initatives with direct involvement of leadership.		
	Key indicator data (RTI, PBIS, SEL, attendance, PLC HLTAs, community engagement, etc.) is collected, reviewed inconsistently and in isolation.	Key indicator data is informaly reviewed by team with no clear impact on MTSS.	Key indicator data reviewed by team with impact on a few elements of MTSS.	Established Key indicator data is being consistently reviewed and progress monitored with outcomes impacting MTSS.		
	Communication loop established (district/site/PLC), communication about key indicator data is only discussed and shared within individual teams or PLCs.	Communication loops are established between site MTSS team and PLCs collaborating in problem solving processes are beginning to be utilized.	Communication loop is established between district MTSS and site MTSS team with collaboration and problem solving meetings scheduled somewhat consistently.	Communication about data is shared at least quarterly between district MTSS team, site MTSS team, and PLCs teams collaborate in problem solving process and outcomes are regularly shared with community about MTSS implementation and student outcomes.		
Ongoing Evaluation and Assessment of System	Fragmented elements of an assessment system for either academics or behavior is present (Universal screening, Diagnoatic Assessments, progress monitoring, Outcome data)	A few elements of assessment system present for either academics or behavior	Some elements of an assessment system for both academic and behavior present	Integrated assessment system for academic and behavior that include all elements of assesemnts; universal screening, diagnostic assessments, progress monitoring, and outcome data for academics and behavior		
	We are unsure of the valididty, reliability, accuraty and purpose of the assessment tools we use.	We have some awareness of the valididy, reliability, accuracy and puprose of a few of the assessment tools we use.	We are aware of the validity, reliabiity, accuracy and purpose of the assessment tools we use.	We are well informed and knowledgeable about the validity, reliability, accuracy and purpose behind each assessment tool we use.		
	Assessment data is collected wiout review or being tied to meaningful outcomes for student growth.	The data collected impacts only MTSS at the student Tier 3 level.	The data collected impacts MTSS at Tier 3 and Tier 2.	Assessment data is regularly and systematically analyzed within the problem solving process by a dedicated team to support ALL student growth and supports through MTSS.		
	We share assessment and evaluation data in limited and isolated opportunities.	We share assessment and evaluation data on a inconsist bases with students, staff, and parents, reports may be state generated or contain educations jargan or acroynmes.	We share assessment and evaluation data on a consistent bases with students, staff, parents, and community, reports are customized to audiance with educational terms explained.	We share assessment data with all stakeholders through user friendly reports and resources that are available to support student growth		

Curriculum and Instruction	Teachers function independently	Teachers begin to function in PLC's at each school site.	Teachers are engaged in fully functioning PLC.	Teachers plan fully developed UDL designed lessons in PLCs and collaborate with other PLCs		
	A state adopted curriculum is in place but each site varies with use.	A state adopted curriculum is in place and is being used at most school sites.	State adopted curriculum is in place and being used at all school sites.	Teachers utilize state adopted curriculum and a variety of resources to meet the needs of all learners-through evidenced-based practices and curriculum with fidelity		
	A few teachers may be using data to drive instruction	Most teachers are beginning to look at data in their PLC's to help drive instruction primarily focused on a few subgroups of students	PLC's are analyzing data to drive instructional practices to support struggling or advanced students.	All PLCs are analyzing data to drive instructional practices that incorporate supports for ALL students at first teaching in core instruction		
	Some staff receive training in some elements of academic curriculum	Some staff receive training in some elements of curriculum and strategies in academic or behavior	Most staff receive training in curriculum, researched based supplemental curriculum, and effective instruction/strategies to support ALL students in academic and behavior growth	All staff have the opportunity to receive training in curriculum, researched based supplemental curriculum, and effective instruction/strategies to support ALL students in academic and behavior growth		
	Limited understanding of the connection between PLCs, Core Instruction, English Language Development, RTI, PBIS, SEL with district/site goals and vision and how they align with MTSS	Some understanding of the connection between PLCs, MTSS, Effective instruction with district and site goals	Understand the connection between PLCs, MTSS, Effective instruction with district and site goals but would be difficult to explain to someone else.	Can articulate to others through a deep understanding about the tiered systems alignment and integration of MTSS for ALL students for academic, behavioral, and social-emotional success to reach district and site goals and vision		
Culture, Capacity, Sustainability	We have no coherent MTSS system or written plan	We have elements of an MTSS system with documentation of Tiered Supports available	We have a document with Tiered supports, elements of roles and responsibilities identified, resources and support established at the start of year	We have written mater plan that identifies all elements of MTSS system, roles and responsilites, supports and resources and document is shared with all stakeholders and reviewed annually for updates.		
	Collaboration opportunities do not exist within stake holder groups to celebrate, share challenges, and build their capacity of MTSS	Collaboration opportunities exist but are inconsistent within stakeholder groups with occassioanl sharing of celebrations, challenges, and capacity building	Collaboration opportunities occur annually within MTSS teams and sharing celebrations, sharing challenges and building capacity of MTSS	Collaboration opportunities occur quarterly with MTSS teams-between PLCs- site leadership/ site leaderhip-district leadership around key indicator data to improve student growth; teams share celebrations, challenges and build capacity of MTSS		
	There is no opportunity for training on MTSS and training is inconsistent with assessed needs or vison	There is occasional training on MTSS and training reflects some assessed needs in alignment to site and district vision	MTSS training is provided annually and traning reflects assessed needs and aligned to site and district vision	MTSS training and support is provided quarterly on data based needs and consistently aligned to site and district vision		
	There are few systems at the site/district in place to support collaboration and staff are unclear of their roles and responsibilities in MTSS	There are some systems in place to support collaboration and training for MTSS, yet momementim of implementation is lost due to changes in system or staff	There are well defined systems in place at the site/district for collaboration and training of MTSS and fixed roles and responsibilities are assigned	MTSS sustainability is built with clearly defined responsibilities assigned to consistent positions; annual trainings to build capacity and competency in MTSS		
Funding	LCAP does not refelect needs of MTSS MTSS teams are unfamiliar with how the MTSS is reflected in budget and the establishment of LCAP and budget allocations.	LCAP reflects some MTSS needs MTSS teams can articulate how MTSS is reflected in budget, process of LCAP and allocations	LCAP reflects most MTSS needs MTSS teams understand budget proces and reommend allocations based on MTSS data	LCAP reflects MTSS areas of needs MTSS teams undertand MTSS/LCAP proces LCAP adjusts to reflect shifts in MTSS needs.		
				Total:		