ADAC

We listen. We care. We customize.



Strengthening MTSS in Catholic Schools

A Readiness Self-Assessment & Shared Language Guide

- Reflect on your current practices.
- Identify strengths and opportunities for growth.
- Plan meaningful next steps to strengthen student support.

Supporting Every Learner Through Faith, Collaboration, and Evidence-Based Practices

MTSS Readiness Self-Assessment

Rate your school on each indicator using the 0–3 scale. At the end, choose ONE section as your 90-day focus area.

RATING SCALE

0 Not in place · **1** Partial, not schoolwide · **2** Mostly in place, schoolwide · **3** Fully in place, annual review

Section 1 — Leadership	0	1	2	3
A named MTSS lead (or team) exists, with a regular meeting schedule.	☐	☐	☐	☐
Faculty share a common, written definition of MTSS in their handbook or planning documents.	☐	☐	☐	☐
Time for tiered intervention is built into the master schedule (not pulled from core instruction).	☐	☐	☐	☐
MTSS is connected to our Catholic mission in staff and family communications.	☐	☐	☐	☐
Leadership protects PLC and intervention time even when other priorities compete.	☐	☐	☐	☐

Section 2 — Tier 1 instruction & climate	0	1	2	3
Research-based core curriculum is in place for ELA, math, and behavior expectations.	☐	☐	☐	☐
Universal accommodations have been determined by grade level and are available to any student who needs them, without a label.	☐	☐	☐	☐
Teachers use formative assessment to adjust Tier 1 instruction within the week.	☐	☐	☐	☐
Classroom behavior systems are predictable, positive, and consistent across rooms.	☐	☐	☐	☐
SEL is delivered through a research-based curriculum, not just embedded informally.	☐	☐	☐	☐

Section 3 — Assessment & data systems	0	1	2	3
A universal screener is administered 2–3 times per year for academics.	☐	☐	☐	☐
A separate screener or system is used for behavior and SEL.	☐	☐	☐	☐
Teachers can access student data quickly and use it during PLCs.	☐	☐	☐	☐
Decision rules tell us when to move a student into Tier 2 or Tier 3.	☐	☐	☐	☐
Progress monitoring data is reviewed every 4–6 weeks for students in Tier 2 / Tier 3.	☐	☐	☐	☐

Section 4 — Tier 2 & Tier 3 interventions	0	1	2	3
Tier 2 interventions are evidence-based and delivered with fidelity.	☐	☐	☐	☐
Students move into and out of Tier 2 fluidly based on data — no referral required.	☐	☐	☐	☐
Tier 3 supports include data-based individualization (DBI) for non-responders.	☐	☐	☐	☐
Learning Support Plans are co-designed with families and reviewed at least annually.	☐	☐	☐	☐
IDEA proportionate share services (and the local public school special education team) are named and engaged.	☐	☐	☐	☐

Section 5 — Family & community partnership	0	1	2	3
Families understand the tiers in plain language, not jargon.	☐	☐	☐	☐
Families are partners in decisions about Tier 2/Tier 3 support, including Learning Support Plans.	☐	☐	☐	☐
Communication respects family dignity, language, and cultural context.	☐	☐	☐	☐
Families have a clear path to raise concerns and receive a timely response.	☐	☐	☐	☐

Shared Language

A shared understanding of key MTSS terms to support consistent communication, collaboration, and decision-making across all three tiers of support.

THE FRAMEWORK

MTSS. Multi-Tiered System of Supports. A coordinated framework — academics, behavior, and SEL — that uses data to give every student the right support at the right time.

Tier 1. Universal support for every student in the regular classroom. Strong core instruction + schoolwide climate and SEL. When healthy, 80–85% of students thrive here.

Tier 2. Targeted, small-group support that supplements Tier 1 — not a replacement. Evidence-based protocols with fidelity; typically, 10–15% of students.

Tier 3. Intensive, individualized support for the ~3–5% with significant, persistent needs. Higher intensity, frequency, and personalization — built on top of Tier 2.

INSTRUCTION & SUPPORT

Accommodation. Changes HOW a student learns or shows what they know. Standard does NOT change. E.g., extended time, text-to-speech.

Modification. Changes WHAT a student learns or is assessed on. The standard itself changes. E.g., different curriculum, alternate text.

Intervention. Targeted, time-bound instruction to close a specific skill gap. Layered ON TOP of Tier 1 — always progress-monitored.

Fidelity. Delivering an intervention as designed — right frequency, duration, and routines.

DATA & DECISIONS

Universal screener. A brief assessment given to ALL students 2–3 times per year to flag academic, behavior, or SEL risk early.

Progress monitoring. Frequent, structured data — often weekly or biweekly — that shows whether an intervention is working.

Data-based decisions. Using student data — not gut feeling — to decide what changes, what continues, and which tier a student needs next.

DBI. Data-Based Individualization. The Tier 3 cycle: validated program → progress monitor → diagnostic data → adapt → continue monitoring.

LST. Learning Support Team or MTSS Team — the standing group that reviews data and moves students between tiers together.

STAY IN TOUCH

Interested in bringing this work to your school? ADAC can develop a customized professional learning session for your faculty or leadership team and provide ongoing coaching to support your school's MTSS implementation and inclusive education goals.

Julie Cantillon, Ph.D. · JulieCantillon@theadac.com · www.theadac.com