Self-Assessment for System-Wide Math Improvement

Rate the following indicators according to the following scale:

(1) **Not Yet Started** = The practice or structure is not currently in place, or efforts are inconsistent and isolated
(2) **Emerging** = Initial steps have been taken; some staff or sites are beginning to engage in this work but it is not yet systemwide or consistent
(3) **Developing** = The practice is implemented across multiple schools or departments with some consistency; processes are being refined through feedback and data
(4) **Sustaining** = The practice is embedded across the system; it is monitored, supported and continuously improved through data-informed decision making

Indicator	Not Yet Started (1)	Emerging (2)	Developing (3)	Sustaining (4)
Section 1: Vision and Coherence				
Our district has a shared vision for math instruction that unites general and special education.	(1)	(2)	(3)	(4)
Staff across departments use a common language for math teaching and learning.	(1)	(2)	(3)	(4)
MTSS priorities for math are clearly connected to our strategic goals and improvement plans.	(1)	(2)	(3)	(4)
Section 2: Collaboration and Distributed Leadership				
Math leadership is shared across district, building, and grade levels.	(1)	(2)	(3)	(4)
General and special educators co-plan and problem-solve around math instruction and support.	(1)	(2)	(3)	(4)
Communication loops across roles and departments that support math	(1)	(2)	(3)	(4)

instruction are consistent and transparent.				
Section 3: Data-Informed Improvement				
We have a comprehensive math data system (screening, diagnostic, progress monitoring).	(1)	(2)	(3)	(4)
Teams routinely use math outcomes data to adjust instruction and interventions.	(1)	(2)	(3)	(4)
Leaders use math outcomes data to examine system health (fidelity, access, outcomes).	(1)	(2)	(3)	(4)
Section 4: Capacity Building and Professional Learning				
Our educators have access to job-embedded professional learning on evidence-based math instruction.	(1)	(2)	(3)	(4)
We have coaching systems that sustain new math practices over time.	(1)	(2)	(3)	(4)
Professional learning integrates adult learning principles and provides differentiated support to improve math outcomes.	(1)	(2)	(3)	(4)
Section 5: Equity and Commitment				
Data are disaggregated and analyzed to address opportunities gaps in math.	(1)	(2)	(3)	(4)
Staff believe that all students can succeed in math.	(1)	(2)	(3)	(4)
Students see their identities, cultures, and lived experiences reflected in math instruction and learning opportunities.	(1)	(2)	(3)	(4)

Section 6: Math Systems Alignment and Resources				
District math initiatives are aligned to reduce redundancy and increase coherence.	(1)	(2)	(3)	(4)
Time, funding and personnel are strategically allocated to support MTSS in math.	(1)	(2)	(3)	(4)
MTSS in math is integrated into district budgeting, planning and accountability.	(1)	(2)	(3)	(4)

Reflection

1. Which areas scored the highest? What's working well?
2. Which area might be your entry point for improving math outcomes in your system?
3. What's one small action your team could take this year to begin building coherence in math instruction?