

# MTSS Essential Components Implementation Rubric



School: \_\_\_\_\_

Date: \_\_\_\_\_

District: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Persons Interviewed: \_\_\_\_\_

Grades of Student Population: Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

The Multi-Tiered System of Supports (MTSS) Essential Components Implementation Rubric is a tool for monitoring school-level fidelity of MTSS implementation. This rubric, along with the MTSS Essential Components Implementation Worksheet, is aligned with the essential components of Montana’s Multi-Tiered System of Supports. The infrastructure that is necessary for successful implementation of MTSS is outlined in this document. The purpose of the rubric and worksheet is to conduct a needs assessment and develop a plan for professional development and technical assistance. The MTSS Essential Components Implementation Worksheet that accompanies this document contains guiding questions and score points that are collected through interviews with school personnel, observational data, and document review.

Instructions: Information about school-level implementation should be collected through interviews with school personnel, observations and document review. Sample interview questions and indicators of implementation are provided in the worksheet that accompanies the MTSS Essential Components Implementation Rubric. After all of the information has been collected, use your notes and the MTSS Essential Components Implementation Rubric to rate the school on each item. The rubric provides a 3-level rating scale and descriptions of implementation that results in an indication of Novice, Nearing Proficient, or Proficient performance.

Areas that indicate implementation at the Novice or Nearing Proficient level should be addressed in the Action Planning Process.

# MTSS Essential Components Implementation Rubric



Essential Component	Novice	Nearing Proficient	Proficient	Evidence
<b>EXPLORATION: Stage 1</b>				
<i>School is actively exploring and preparing for implementation of MTSS</i>				
MTSS overview	No evidence of attendance at MTSS overview	Some faculty have attended overview of MTSS	Administrator and all faculty have attended overview of MTSS	<ul style="list-style-type: none"> <li>• Staff meeting minutes</li> <li>• PIR Day agenda</li> </ul>
Consensus to adopt MTSS	No evidence of consensus	Less than 80% consensus achieved	80% or more consensus achieved	<ul style="list-style-type: none"> <li>• Faculty survey</li> <li>• Online surveys (i.e. Poll.com)</li> <li>• Staff meeting or agenda</li> </ul>
Administrative commitment of time and resources	Insufficient evidence of (1) scheduled meetings; (2) team development; (3) administrator presence	Only one condition is met (1) scheduled meetings; (2) team development; (3) administrator presence	All conditions are met (1) scheduled meetings; (2) team development; (3) administrator presence	<ul style="list-style-type: none"> <li>• Calendar of scheduled meeting</li> <li>• Team meeting minutes</li> </ul>
<b>IMPLEMENTATION: Stage 2</b>				
<i>Structural supports necessary to initiate MTSS are in place.</i>				
Leadership team	Insufficient evidence of any of the following (1) representative team; (2) consistent meeting schedule; (3) communication with CSCT – Comprehensive School and Community Treatment ( <b>if available</b> ); (4) structured meeting agenda	Only two conditions are met (1) representative team; (2) consistent meeting schedule; (3) communication with CSCT – Comprehensive School and Community Treatment ( <b>if available</b> ); (4) structured meeting agenda	All conditions are met (1) representative team, (2) consistent meeting schedule; (3) communication with CSCT – Comprehensive School and Community Treatment ( <b>if available</b> ); (4) structured meeting agenda	<ul style="list-style-type: none"> <li>• Team Flowchart</li> <li>• Meeting minutes/agenda</li> </ul>

<b>Essential Component</b>	<b>Novice</b>	<b>Nearing Proficient</b>	<b>Proficient</b>	<b>Evidence</b>
Administrator involvement	Insufficient evidence of regular attendance at Leadership Team meetings	Administrator attends less than 90% of Leadership Team meetings.	Administrator attends 100% of Leadership Team meetings.	<ul style="list-style-type: none"> <li>• Team meeting minutes</li> </ul>
Data management system	Neither of the following conditions is met: a system exists to collect, summarize, and use data for decision making for behavior and academics	Only one condition is met: a system exists to collect, summarize, and use data for decision making for behavior or academics	Both conditions are met: a system exists to collect, summarize, and use data for decision making for behavior <u>and</u> academics	<ul style="list-style-type: none"> <li>• STAR</li> <li>• SWIS</li> <li>• AimsWeb</li> </ul>
Action plan	Only one of the following criteria is met (1) an action plan is developed; (2) the action plan is reviewed 3x per year; (3) action plan includes professional development to support implementation	Only two of the following criteria is met (1) an action plan is developed; (2) the action plan is reviewed 3x per year; (3) action plan includes professional development to support implementation	All of the following criteria is met (1) an action plan is developed; (2) the action plan is reviewed 3x per year; (3) action plan includes professional development to support implementation	<ul style="list-style-type: none"> <li>• District Action Plan</li> <li>• MTSS Action Plan with PD implications</li> </ul>
Universal screening	Neither condition is met for academics or behavior: (1) screening is conducted for all students (i.e., universal); (2) procedures are in place to insure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate)	Only one condition is met for academics <u>and</u> behavior: (1) screening is conducted for all students (i.e., universal); (2) procedures are in place to insure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate)	Both conditions are met for academics and behavior: (1) screening is conducted for all students (i.e., universal); (2) procedures are in place to insure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate)	<ul style="list-style-type: none"> <li>• Calendar of scheduled screening dates</li> <li>• Data triangles for academic and behavior</li> <li>• Document of cut points/decisions for all three areas</li> </ul>

Essential Component	Novice	Nearing Proficient	Proficient	Evidence
Decision making process <i>Problem Solving Process and/or Standard Protocol used in conjunction with data cut points and/or benchmarks</i>	Mechanism for making decisions about the participation of students in the prevention levels meets no more than one of the following criteria: the process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders, (3) is operationalized with objective criteria	Mechanism for making decisions about the participation of students in the prevention levels meets two of the following criteria for behavior <u>and</u> academics: the process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders, (3) is operationalized with objective criteria	Mechanism for making decisions about the participation of students in the prevention levels meets all of the following criteria for behavior <u>and</u> academics: the process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders, (3) is operationalized with objective criteria	<ul style="list-style-type: none"> <li>• Grade Level Meeting Form</li> <li>• MTSS Problem-Solving Model</li> <li>• 6 Step Problem-Solving Model</li> <li>• Pathways</li> <li>• Tier II Flowchart</li> </ul>
<b>IMPLEMENTATION: Stage 3 (all of Stage 1, Stage 2, and the following) School is actively engaged in implementing and supporting MTSS</b>				
Standards based curriculum	Neither condition is met for instructional curriculum materials: (1) aligned with content standards for academics and behavior; (2) are research based for the target population of learners (including subgroups, i.e. students with low incident disabilities)	Only one condition is met for instructional curriculum materials: (1) aligned with content standards for academics and behavior; (2) are research based for the target population of learners (including subgroups, i.e. students with low incident disabilities)	Both conditions are met for instructional curriculum materials: (1) aligned with content standards for academics and behavior; (2) are research based for the target population of learners (including subgroups, i.e. students with low incident disabilities)	<ul style="list-style-type: none"> <li>• Skill Builder with Scope &amp; Sequence;</li> <li>• Walk-through</li> <li>• Curricular fidelity checks</li> <li>• Curriculum Map</li> <li>• Curricular Rubric</li> <li>• Includes behavior lesson plans and schedule</li> <li>• Professional Development Plan</li> </ul>
Instruction	Neither condition is met: (1) most or all teachers differentiate instruction;	Only one condition is met: (1) most or all teachers differentiate	Both conditions are met: (1) most or all teachers differentiate instruction;	<ul style="list-style-type: none"> <li>• Walk-throughs</li> <li>• Self-Checks</li> <li>• Peer Observations</li> </ul>

Essential Component	Novice	Nearing Proficient	Proficient	Evidence
	(2) teachers use students' assessment data to identify the needs of students	instruction; (2) teachers use students' assessment data to identify the needs of students	(2) teachers use students' assessment data to identify the needs of students	
Progress monitoring	Neither condition is met: (1) Frequency is at least monthly for all students; (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested; scores are accurate; decision-making rules are applied consistently)	Only one condition is met: (1) Frequency is at least monthly for all students; (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested; scores are accurate; decision-making rules are applied consistently)	Both conditions are met: (1) Frequency is at least monthly for all students; (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested; scores are accurate; decision-making rules are applied consistently)	<ul style="list-style-type: none"> <li>• Data Sheets</li> <li>• SWIS reports</li> <li>• Meeting minutes</li> <li>• Agendas</li> <li>• Students Files</li> <li>• End of Unit tests</li> </ul>
Data based determination to responsiveness to Tier I core Instruction	Neither condition is met for academics or behavior: (1) decisions about responsiveness to Tier I core instruction are based on reliable and valid benchmarking data to reflect slope of improvement or status; (2) these decision making criteria are implemented accurately	Only one condition is met for academics <u>and</u> behavior: (1) decisions about responsiveness to Tier I core instruction are based on reliable and valid benchmarking data to reflect slope of improvement or status; (2) these decision making criteria are implemented accurately	Both conditions are met for academics <u>and</u> behavior: (1) decisions about responsiveness to Tier I core instruction are based on reliable and valid benchmarking data to reflect slope of improvement or status; (2) these decision making criteria are implemented accurately	<ul style="list-style-type: none"> <li>• Graphs or reports</li> <li>• TIPS Problem Solving Process</li> <li>• Meeting Minutes</li> <li>• Diagnostic Results</li> </ul>
Implementation fidelity at Tier I	Neither conditions is met for behavior or academics: (1) procedures are in place to monitor the fidelity of	Only one condition for behavior <u>and</u> academics is met: (1) procedures are in place to monitor the fidelity of	Both conditions for behavior <u>and</u> academics are met: (1) procedures are in place to monitor the fidelity of	<ul style="list-style-type: none"> <li>• Curricular fidelity checks</li> <li>• District alignment to content standards</li> </ul>

Essential Component	Novice	Nearing Proficient	Proficient	Evidence
	implementation; (2) the preponderance of evidence supports fidelity	implementation; (2) the preponderance of evidence supports fidelity	implementation; (2) the preponderance of evidence supports fidelity	<ul style="list-style-type: none"> <li>• SET report</li> <li>• Self-checks</li> <li>• Walk-throughs</li> </ul>
Communications with and involvement of parents	No conditions are met: (1) a description of the school's essential components of MTSS is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving strategic and intensive interventions; (3) parents are involved during decision-making regarding participation of their child in prevention levels	At least one condition is met: (1) a description of the school's essential components of MTSS is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving strategic and intensive interventions; (3) parents are involved during decision-making regarding participation of their child in prevention levels	All conditions are met: (1) a description of the school's essential components of MTSS is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving strategic and intensive interventions; (3) parents are involved during decision-making regarding participation of their child in prevention levels	<ul style="list-style-type: none"> <li>• District/ School Website</li> <li>• Informational brochures</li> <li>• MTSS Overview at Open House</li> <li>• Student Handbook</li> <li>• Parent Focus Groups</li> <li>• Documentation of parent contact for intervention placement and progress</li> <li>• Standards based report cards</li> </ul>
Data based determination to responsiveness to intervention at Tier II strategic and Tier III intensive	Neither condition is met for academics or behavior: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of strategic level	Only one condition is met for academics <u>and</u> behavior: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of strategic level	Both conditions are met for academics <u>and</u> behavior: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of strategic level	<ul style="list-style-type: none"> <li>• Reports or graphs</li> <li>• Meeting minutes with problem solving process</li> <li>• Data sheets</li> </ul>

Essential Component	Novice	Nearing Proficient	Proficient	Evidence
	prevention; (2) these decision making criteria are implemented accurately	prevention; (2) these decision making criteria are implemented accurately	prevention; (2) these decision making criteria are implemented accurately	
Evidence based Tier II strategic interventions	Neither condition is met: (1) Tier II strategic interventions are evidence based or report at least a minimum effect size; (2) Tier II strategies complement and support Tier I core instruction	Only one condition is met: (1) Tier II strategic interventions are evidence based or report at least a minimum effect size; (2) Tier II strategies complement and support Tier I core instruction	Both conditions are met: (1) All Tier II strategic interventions are evidence based or report at least a minimum effect size; (2) Tier II strategies complement and support Tier I core instruction	<ul style="list-style-type: none"> <li>• HOT Lunch (After School help with homework)</li> <li>• Access class to pre-teach and re-teach</li> <li>• CICO</li> <li>• S/AIG</li> <li>• Check &amp; Connect</li> </ul>
Implementation fidelity at Tier II strategic interventions	Neither condition is met for behavior <u>and</u> academics: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity	Only one condition for behavior <u>and</u> academics is met: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity	Both conditions for behavior <u>and</u> academics are met: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity	<ul style="list-style-type: none"> <li>• BAT scores</li> <li>• Self-Checks</li> <li>• Walk-throughs</li> <li>• CICO Fidelity of Implementation</li> </ul>
Evidence based Tier III intensive Interventions	None of the conditions are met: (1) Tier III intensive interventions are evidence based or report at least a minimum effect size; (2) Tier III intervention are based on a valid functional assessment; (3) Intervention is linked to function of behavior	Only two conditions are met: (1) Tier III intensive interventions are evidence based or report at least a minimum effect size; (2) Tier III intervention are based on a valid functional assessment; (3) Intervention is linked to function of behavior (4)	All conditions are met: (1) Tier III intensive interventions are evidence based or report at least a minimum effect size; (2) Tier III interventions are based on a valid functional assessment; (3) Intervention is linked to function of behavior (4)	<ul style="list-style-type: none"> <li>• Diagnostic Assessment</li> <li>• FBA-BIP</li> </ul>

Essential Component	Novice	Nearing Proficient	Proficient	Evidence
	(4) Tier III strategies complement and support Tier I core Instruction	Tier III strategies complement and support Tier I core Instruction	Tier III strategies complement and support Tier I core Instruction	
Implementation fidelity at Tier III intensive interventions	Neither condition is met for behavior or academics: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence of Tier III intensive strategies support Tier I core instruction	Only one condition for behavior <u>and</u> academics is met: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence of Tier III intensive strategies support Tier I core instruction	Both conditions for behavior <u>and</u> academics are met: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence of Tier III intensive strategies support Tier I core instruction	<ul style="list-style-type: none"> <li>• ISSET report</li> <li>• Curricular Fidelity Checks</li> <li>• Self-Checks</li> <li>• Walk-throughs</li> <li>• Individual intervention plans (BIP) should have fidelity measures written in to them.</li> </ul>
Professional development	None of the conditions are met: (1) professional development is mapped to the action plan; (2) leadership team facilitates training to support implementation; (3) procedures exist to provide training and support to new staff	Two of the conditions are met: (1) professional development is mapped to the action plan; (2) leadership team facilitates training to support implementation; (3) procedures exist to provide training and support to new staff	All of the conditions are met: (1) professional development is mapped to the action plan; (2) leadership team facilitates training to support implementation; (3) procedures exist to provide training and support to new staff	<ul style="list-style-type: none"> <li>• Professional Development Plan</li> <li>• MTSS Checklist</li> </ul>
<b>IMPLEMENTATION: Stage 4 (all of stage 1, stage 2, stage 3, and the following)</b>				
<i>MTSS is fully operational and used with all students, and all of the other realities of “doing school” with MTSS are being managed.</i>				
Relationship to primary	Neither condition is met: (1) decisions regarding student participation in strategic and intensive	Only one condition is met: (1) decisions regarding student participation in strategic	Both conditions are met: (1) decisions regarding student participation in strategic and intensive	<ul style="list-style-type: none"> <li>• Individual Student Plan</li> <li>• Tier II and/or Tier III meeting minutes</li> </ul>

Essential Component	Novice	Nearing Proficient	Proficient	Evidence
	levels of prevention are made on a case-by-case basis, according to student needs; (2) strategic and intensive interventions address Tier I core instruction in an appropriate manner for students	and intensive levels of prevention are made on a case-by-case basis, according to student needs; (2) strategic and intensive interventions address Tier I core instruction in an appropriate manner for students	levels of prevention are made on a case-by-case basis, according to student needs; (2) strategic and intensive interventions address Tier I core instruction in an appropriate manner for students	
Culturally and Linguistically Responsive	Core instruction, strategic and intensive interventions do not account for cultural, linguistic, and socioeconomic factors	Core instruction, strategic and intensive level interventions strive to consider cultural, linguistic, and socioeconomic factors, but some areas need improvement	Core instruction, strategic and intensive level interventions reflect cultural, linguistic, and socioeconomic factors	<ul style="list-style-type: none"> <li>Documentation of Indian Education For All included in instruction at all three tiers</li> </ul>
Student outcomes	Insufficient evidence of any of the following: (1) data indicate an improvement over baseline; (2) observed changes are related to intervention; (3) data indicate movement toward student success	Criteria is met for behavior and academics for two of the following: (1) data indicate an improvement over baseline; (2) observed changes are related to intervention; (3) data indicate movement toward student success	Criteria is met for behavior and academics for all of the following: (1) data indicate an improvement over baseline; (2) observed changes are related to intervention; (3) data indicate movement toward student success	<ul style="list-style-type: none"> <li>School-wide Graphs or reports</li> <li>Systems/Intervention Tracking Tool</li> <li>Student Progress Data Template</li> </ul>
<b>SUSTAINABILITY: Stage 5 (all of stage 1, stage 2, stage 3, stage 4, and the following)</b>				
<b><i>School/District ensures the continued use and effectiveness of MTSS implementation.</i></b>				
Leadership	Decisions, actions and	Decisions, actions, and	Decisions, actions, and	<ul style="list-style-type: none"> <li>MTSS Handbook</li> </ul>

<b>Essential Component</b>	<b>Novice</b>	<b>Nearing Proficient</b>	<b>Proficient</b>	<b>Evidence</b>
	policies by school and district leaders undermine the effectiveness of the essential components of the MTSS framework at the school	policies by school and district leaders are inconsistent and only somewhat supportive of the essentials components of the MTSS framework at the school	policies by school and district proactively support the essentials components of the MTSS framework to make the process more effective	<ul style="list-style-type: none"> <li>Professional Development Plan</li> </ul>
Staff Qualifications	Staff responsible for providing Tier II strategic and Tier III intensive interventions have not been adequately trained for their responsibilities	Some of the staff responsible for providing Tier II strategic and Tier III intensive interventions have been fully trained on MTSS, on evidence-based interventions, and ongoing professional development is available as needed	All of the staff responsible for providing Tier II strategic and Tier III intensive interventions has been fully trained on MTSS, on evidence-based interventions, and ongoing professional development is available as needed.	<ul style="list-style-type: none"> <li>Scheduled PIR days support of implementation of MTSS</li> <li>Agenda or documentation of Para training in Tier I instruction and Tier II and III interventions</li> <li>CSPD/ RESA trainings attendance documentation</li> <li>Web-based courses attendance documentation</li> </ul>
Policy	MTSS process and critical features of progress monitoring and interventions are not codified and incorporated in School Handbook, Special Education program narratives, Five-Year Plan, and school	Some evidence exists that MTSS process and critical features of progress monitoring and interventions are partially codified and incorporated in School Handbook, Special Education program narratives, Five-	MTSS process and critical features of progress monitoring and interventions are fully codified and incorporated in School Handbook, Special Education program narratives, Five-Year Plan, and school	<ul style="list-style-type: none"> <li>MTSS Handbook</li> <li>School/District Website contains MTSS Documents</li> <li>School Improvement Plan</li> </ul>

Essential Component	Novice	Nearing Proficient	Proficient	Evidence
	policies and procedures	Year Plan, and school policies and procedures	policies and procedures	