Wyoming MTSS Fidelity of Implementation Rubric

The MTSS Fidelity of Implementation Rubric is for use by individuals who are responsible for monitoring school-level fidelity of MTSS implementation. The rubric is adapted from the *RTI Fidelity of Implementation Rubric* (Center on Response to Intervention, 2014).

Date Completed:	re Completed: Completed by:		
School: Grades:		:: Foc	us:
AssessmentsSe	creening, progress monitoring, and other	er supporting assessments are used to info	orm data-based decision making.
Measures	1	3	5
1. ScreeningThe	MTSS framework accurately identifies s	tudents at risk of poor learning outcomes	or challenging behaviors.
a. Screening Tools	Insufficient evidence that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, predictions of risk status are accurate, but staff is unable to articulate the supporting evidence.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, and staff is able to articulate the supporting evidence.
b. Universal Screening	One or none of the following conditions is met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	Two of the following conditions are met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	All of the following conditions are met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).
c. Data Points to Verify Risk	Screening data are not used or are used alone to verify decisions about whether a student is or is not at risk.	Screening data are used in concert with at least one other data source (e.g., classroom performance, curriculum-based	Screening data are used in concert with at least two other data sources (e.g., classroom performance, performance on

assessments, diagnostic assessment data, short-term progress monitoring) to verify decisions about whether a student is or is not at risk. 2. Progress Monitoring—Ongoing and frequent monitoring of progress quantifies rates of improvement and informs instructional practice and the levelopment of individualized programs. Measures are appropriate for the student's grade and/or skill level. 3. Progress—Monitoring Tools Selected progress-monitoring tools meet no more than one of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of-year performance; and (4) reliability and validity information for the performance-level score is available. 3. Progress—Neither of the following conditions is 4. Progress Monitoring—Ongoing and frequent monitoring of progress quantifies rates of improvement and informs instructional practice and the validity evel. 5. Selected progress-monitoring tools meet two or three of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of-year performance; and (4) reliability and validity information for the performance-level score is available. 5. Progress—Noitoring and frequent monitoring of progress quantifies rates of improvement and informs instructional practice and the verify decisions about whether a student is or is not at risk. 5. Selected progress-monitoring tools meet two or three of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervals based on interv				
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secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are accurate.	Monitoring Process	met: (1) progress monitoring occurs at	met: (1) progress monitoring occurs at	(1) progress monitoring occurs at least
least weekly for students receiving intensive intervention; and (2) intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are accurate, decision-making rules are intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).		least monthly for students receiving	least monthly for students receiving	monthly for students receiving secondary-
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appropriate students are tested, scores are accurate, decision-making rules are applied consistently). decision-making rules are applied consistently).		procedures are in place to ensure	place to ensure implementation accuracy	implementation accuracy (i.e., appropriate
are accurate, decision-making rules are applied consistently). consistently).		implementation accuracy (i.e.,	(i.e., appropriate students are tested,	students are tested, scores are accurate,
		appropriate students are tested, scores	scores are accurate, decision-making rules	decision-making rules are applied
applied consistently).		are accurate, decision-making rules are	are applied consistently).	consistently).
		applied consistently).		

3. Data-Based Decision Making---Data-based decision-making processes are used to inform instruction, movement within the multi-level system, and disability identification (in accordance with state law).

Measures	1	3	5
a. Decision-Making	The mechanism for making decisions	The mechanism for making decisions	The mechanism for making decisions
Process	about the participation of students in	about the participation of students in the	about the participation of students in the
	the instruction/intervention levels	instruction/intervention levels meets two	instruction/intervention levels meets all of
	meets no more than one of the	of the following criteria: The process (1) is	the following criteria: The process (1) is
	following criteria: The process (1) is	data-driven and based on validated	data-driven and based on validated
	data-driven and based on validated	methods; (2) involves a broad base of	methods; (2) involves a broad base of
	methods; (2) involves a broad base of	stakeholders; and (3) is operationalized	stakeholders; and (3) is operationalized
	stakeholders; and (3) is operationalized	with clear, established decision rules (e.g.,	with clear, established decision rules (e.g.,
	with clear, established decision rules	movement between levels or tiers,	movement between levels or tiers,
	(e.g., movement between levels or	determination of appropriate instruction	determination of appropriate instruction
	tiers, determination of appropriate	or interventions).	or interventions).
	instruction or interventions).		
b. Data System	A data system is in place that meets	A data system is in place that meets three	A data system is in place that meets all of
	two or fewer of the following	of the following four conditions: (1) the	the following conditions: (1) the system
	conditions: (1) the system allows users	system allows users to document and	allows users to document and access
	to document and access individual	access individual student-level data	individual student-level data (including
	student-level data (including screening	(including screening and progress-	screening and progress-monitoring data)
	and progress-monitoring data) and	monitoring data) and instructional	and instructional decisions; (2) data are
	instructional decisions; (2) data are	decisions; (2) data are entered in a timely	entered in a timely manner; (3) data can
	entered in a timely manner; (3) data	manner; (3) data can be represented	be represented graphically; and (4) there
	can be represented graphically; and (4)	graphically; and (4) there is a process for	is a process for setting/evaluating goals.
	there is a process for setting/evaluating	setting/evaluating goals.	
	goals.		
c. Responsiveness	Neither of the following conditions is	Only one of the following conditions is	Both of the following conditions are met:
to Secondary and	met: (1) decisions about	met: (1) decisions about responsiveness to	(1) decisions about responsiveness to
Intensive Levels of	responsiveness to intervention are	intervention are based on reliable and	intervention are based on reliable and
Intervention	based on reliable and valid progress-	valid progress-monitoring data that reflect	valid progress-monitoring data that reflect
	monitoring data that reflect slope of	slope of improvement or progress toward	slope of improvement or progress toward
	improvement or progress toward the	the attainment of a goal at the end of the	the attainment of a goal at the end of the
	attainment of a goal at the end of the	intervention; and (2) these decision-	intervention; and (2) these decision-
	intervention; and (2) these decision-	making criteria are implemented	making criteria are implemented
	making criteria are implemented	accurately.	accurately.
	accurately.		

4. Multilevel Instruction---The MTSS framework includes a school-wide, multilevel system of instruction and interventions for preventing school failure. Commonly represented by the three-tiered triangle, multilevel instruction also is known as the multi-tiered system of support

(MTSS).	(MTSS).			
Measures	1	3	5	
4a. Primary-Level	Instruction/Core Curriculum (Tier I)			
i. Research-Based	Few core curriculum materials are	Some core curriculum materials are	All core curriculum materials are research	
Curriculum	research based for the target	research based for the target population	based for the target population of learners	
Materials	population of learners (including subgroups).	of learners (including subgroups).	(including subgroups).	
ii. Articulation of	Neither of the following conditions is	Only one of the following conditions is	Both of the following conditions are met:	
Teaching and	met: (1) teaching and learning	met: (1) teaching and learning objectives	(1) teaching and learning objectives are	
Learning (in and	objectives are well articulated from one	are well articulated from one grade to	well articulated from one grade to	
across grade	grade to another; and (2) teaching and	another; and (2) teaching and learning is	another; and (2) teaching and learning is	
levels)	learning is well articulated within grade	well articulated within grade levels so that	well articulated within grade levels so that	
	levels so that students have highly	students have highly similar experiences,	students have highly similar experiences,	
	similar experiences, regardless of their assigned teacher.	regardless of their assigned teacher.	regardless of their assigned teacher.	
iii. Differentiated	Neither of the following condition is	Only one of the following conditions is	Both of the following conditions are met:	
Instruction	met: (1) interviewed staff can describe	met: (1) interviewed staff can describe	(1) interviewed staff can describe how	
	how most teachers in the school	how most teachers in the school	most teachers in the school differentiate	
	differentiate instruction for students	differentiate instruction for students on,	instruction for students on, below, or	
	on, below, or above grade level; and (2)	below, or above grade level; and (2)	above grade level; and (2) interviewed	
	interviewed staff can explain how most	interviewed staff can explain how most	staff can explain how most teachers in the	
	teachers in the school use student data	teachers in the school use student data to	school use student data to identify and	
	to identify and address the needs of	identify and address the needs of	address the needs of students.	
	students.	students.		
iv. Standards-	The core curriculum (reading and	The core curriculum (reading and	The core curriculum (reading and	
Based	mathematics) is not aligned with the	mathematics) is partially aligned with the	mathematics) is aligned with the Common	
	Common Core or other state standards.	Common Core or other state standards.	Core or other state standards.	
v. Exceeding	Neither of the following conditions is	One of the following conditions is met: (1)	Both of the following conditions are met:	
Benchmark	met: (1) the school provides	the school provides enrichment	(1) the school provides enrichment	
	enrichment opportunities for students	opportunities for students exceeding	opportunities for students exceeding	
	exceeding benchmarks; and (2)	benchmarks; and (2) teachers implement	benchmarks; and (2) teachers implement	
	teachers implement those	those opportunities consistently at all	those opportunities consistently at all	
	opportunities consistently at all grade	grade levels.	grade levels.	
-	levels.			
<u>-</u>	el Intervention (Tier II)			
i. Evidence-Based	Secondary-level interventions are not	Some secondary- level interventions are	All secondary-level interventions are	

Intervention	evidence based in content areas and	evidence based in content areas and grade	evidence based in content areas and grade
intervention			
	grade levels where they are available.	levels where they are available.	levels where they are available.
ii. Complements	Secondary-level intervention is poorly	Secondary-level intervention incorporates	Secondary-level intervention is well
Core Instruction	aligned with core instruction and	foundational skills, but these only	aligned with core instruction and
	incorporates different topics, even	occasionally align with the learning	incorporates foundational skills that
	though those topics are not	objectives of core instruction.	support the learning objectives of core
	foundational skills that support core		instruction.
	program learning objectives.		
iii. Instructional	One or none of the following conditions	Two of the following conditions are met:	All three of the following conditions are
Characteristics	is met: (1) interventions are	(1) interventions are standardized; (2)	met: (1) interventions are standardized;
	standardized; (2) secondary-level	secondary-level interventions are led by	(2) secondary-level interventions are led
	interventions are led by staff trained in	staff trained in the intervention according	by staff trained in the intervention
	the intervention according to	to developer requirements; and (3) group	according to developer requirements; and
	developer requirements; and (3) group	size and dosage are optimal (according to	(3) group size and dosage are optimal
	size and dosage are optimal (according	research) for the age and needs of	(according to research) for the age and
	to research) for the age and needs of	students.	needs of students.
	students.		
iv. Addition to	Secondary-level interventions replace	Secondary-level interventions sometimes	Secondary-level interventions supplement
Primary	core instruction.	supplement core instruction and	core instruction.
		sometimes replace core instruction.	

4c. Intensive Interv	4c. Intensive Intervention (Tier III)Individualized with a focus on the academic needs of students with disabilities and those significantly			
below grade level				
i. Data-Based Interventions Adapted Based on Student Need	Intensive interventions are not more intensive (e.g., no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than secondary interventions.	Intensive interventions are more intensive than secondary interventions based only on preset methods to increase intensity (e.g., sole reliance on increased duration or frequency, change in interventionist, decreased group size, or change in intervention program).	Intensive interventions are more intensive than secondary interventions and are adapted to address individual student needs in a number of ways (e.g., increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention) through an iterative manner based on student data.	
ii. Instructional Characteristics	None of the following conditions is met: (1) the intervention is	Only one or two of the following conditions is met: (1) the intervention is	All of the following conditions are met: (1) the intervention is individualized; (2)	

	·	·	·
	individualized; (2) intensive	individualized; (2) intensive interventions	intensive interventions are led by well-
	interventions are led by well-trained	are led by well-trained staff experienced in	trained staff experienced in individualizing
	staff experienced in individualizing	individualizing instruction based on	instruction based on student data; and (3)
	instruction based on student data; and	student data; and (3) the group size is	the group size is optimal (according to
	(3) the group size is optimal (according	optimal (according to research) for the age	research) for the age and needs of
	to research) for the age and needs of	and needs of students. What about 2	students.
	students.	conditions met?	
iii. Relationship to	Neither of the following conditions is	Only one of the following conditions is	Both of the following conditions are met:
Primary	met: (1) decisions regarding student	met: (1) decisions regarding student	(1) decisions regarding student
	participation in both core instruction	participation in both core instruction and	participation in both core instruction and
	and intensive intervention are made on	intensive intervention are made on a case-	intensive intervention are made on a case-
	a case-by-case basis, according to	by-case basis, according to student need;	by-case basis, according to student need;
	student need; and (2) intensive	and (2) intensive interventions address the	and (2) intensive interventions address the
	interventions are aligned to the specific	general education curriculum in an	general education curriculum in an
	skill needs of students to help them	appropriate manner for students.	appropriate manner for students.
	make progress toward core curriculum		
	standards.		

Additional Items Infrastructure and Support Mechanism; Fidelity and Evaluation				
Measures	1	3	5	
5. Infrastructure	and Support Mechanism Knowledge, re	esources, and organizational structures ne	ecessary to operationalize all components	
of MTSS in a unifi	ed system to meet the established goals.			
a. Prevention	Staff generally perceive MTSS as a	Some staff understand that MTSS is a	All staff understand that MTSS is a	
Focus	program that solely supports the	framework to prevent all students,	framework to prevent all students,	
	prereferral process for special	including students with disabilities, from	including students with disabilities, from	
	education.	having academic problems.	having academic problems.	
b. Leadership	Decisions and actions by school and	Decisions and actions by school and	Decisions and actions by school and	
Personnel	district leaders undermine the	district leaders are inconsistent and only	district leaders proactively support the	
	effectiveness of the essential	somewhat supportive of the essential	essential components of the MTSS	
	components of the MTSS framework at	components of the MTSS framework at	framework at the school, and help make	
	the school.	the school; support for MTSS	the framework more effective; support for	
		implementation is not very evident.	MTSS implementation is a high priority.	
c. School-Based	The school has no well-defined, school-	Some forms of school-based professional	School-based professional development is	
Professional	based professional development	development are available, but most are	institutionalized and structured so that all	

Development	mechanism to support continuous	not consistent or job embedded to ensure	teachers continuously examine, reflect
2 croio pinioni	improvement of instructional practice,	continuous improvement in instructional	upon, and improve instructional practice,
	data-based decision making, and	practice, data-based decision making, and	data-based decision making, and delivery
	delivery of interventions.	delivery of interventions.	of interventions.
d. Schedules	School wide schedules are not aligned	School wide schedules are partially aligned	School wide schedules are aligned to
	to support multiple levels of	to support multiple levels of intervention	support multiple levels of intervention
	intervention based on student need;	based on student need; some additional	based on student need; adequate
	inadequate time is available for	time is built in for interventions.	additional time is built in for interventions.
	interventions.		
e. Resources	Resources (e.g., funds, programs) are	Resources (e.g., funds, programs) are	Resources (e.g., funds, programs) are
	not allocated to support MTSS	partially allocated to support MTSS	adequately allocated to support MTSS
	implementation.	implementation.	implementation.
f. Culturally and	One or none of the following conditions	Two of the following conditions are met:	All three of the following conditions are
Linguistic	is met:	Staff can articulate information and	met:
Responsiveness	Staff can articulate information and	factors that they consider when adopting	Staff can articulate information and
•	factors that they consider when	culturally and linguistically relevant (1)	factors that they consider when adopting
	adopting culturally and linguistically	instructional practices, (2) assessments,	culturally and linguistically relevant (1)
	relevant (1) instructional practices, (2)	and (3) intervention programs.	instructional practices, (2) assessments,
	assessments, and (3) intervention		and (3) intervention programs.
	programs.		
g. Communications	One or none of the following conditions	Two of the following conditions are met:	All of the following conditions are met: (1)
With and	is met: (1) a description of the school's	(1) a description of the school's essential	a description of the school's essential
Involvement of	essential components of MTSS is	components of MTSS is shared with	components of MTSS is shared with
Parents	shared with parents; (2) a coherent	parents; (2) a coherent mechanism is	parents; (2) a coherent mechanism is
	mechanism is implemented for	implemented for updating parents on the	implemented for updating parents on the
	updating parents on the progress of	progress of their child who is receiving	progress of their child who is receiving
	their child who is receiving secondary	secondary or intensive interventions; (3)	secondary or intensive interventions; (3)
	or intensive interventions; (3) parents	parents are involved during decision	parents are involved during decision
	are involved during decision making	making regarding the progress of students	making regarding the progress of students
	regarding the progress of students	receiving intensive intervention.	receiving intensive intervention.
	receiving intensive intervention.		
h. Communication	One or none of the following conditions	At least two of the following conditions	All of the following conditions are met: (1)
With and	is met: (1) a description of the school's	are met: (1) a description of the school's	a description of the school's essential
Involvement of All	essential components of MTSS and	essential components of MTSS and data-	components of MTSS and data-based
Staff	data-based decision-making process is	based decision-making process is shared	decision-making process is shared with
	shared with staff; (2) a system is in	with staff; (2) a system is in place to keep	staff; (2) a system is in place to keep staff
	place to keep staff informed; and (3)	staff informed; and (3) teacher teams	informed; and (3) teacher teams

	teacher teams collaborate frequently.	collaborate frequently.	collaborate frequently.
i. MTSS Teams	Only one of the following conditions is	At least two of the following conditions	All of the following conditions are met: (1)
	met: (1) the MTSS team is	are met: (1) the MTSS team is	the MTSS team is representative of all key
	representative of all key stakeholders;	representative of all key stakeholders; (2)	stakeholders; (2) structures and clear
	(2) structures and clear processes are in	structures and clear processes are in place	processes are in place to guide decision
	place to guide decision making; and (3)	to guide decision making; and (3) time is	making; and (3) time is set aside for the
	time is set aside for the team to meet	set aside for the team to meet regularly.	team to meet regularly.
	regularly.		

6. Fidelity and Evaluation System for collecting and analyzing data to measure fidelity and effectiveness of the MTSS model.			
Measures	1	3	5
a. Fidelity	Neither of the following conditions is met: (1) procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions; and (2procedures are in place to monitor the processes of administering and analyzing assessments.	One of the following conditions is met: (1) procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions; and (2procedures are in place to monitor the processes of administering and analyzing assessments.	Both of the following conditions are met: (1) procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions; and (2procedures are in place to monitor the processes of administering and analyzing assessments.
b. Evaluation	None of the following conditions are met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the MTSS framework (i.e., core curriculum is effective, interventions are effective, screening process is effective); and (3) implementation data (e.g., walk-throughs) are reviewed to monitor fidelity and efficiency across all components of the MTSS framework.	One or two of the following conditions is met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the MTSS framework (i.e., core curriculum is effective, interventions are effective, screening process is effective); and (3) implementation data (e.g., walk-throughs) are reviewed to monitor fidelity and efficiency across all components of the MTSS framework.	All of the following conditions are met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the MTSS framework (i.e., core curriculum is effective, interventions are effective, screening process is effective); and (3) implementation data (e.g., walk-throughs) are reviewed to monitor fidelity and efficiency across all components of the MTSS framework.