



MTSS IMPLEMENTATION RUBRIC

I. LEADERSHIP

The *leadership team* is essential to the development and implementation of an MTSS and sustaining the system of supports. The *leadership team* is responsible for but not limited to the criteria below:

- creating a clear vision and commitment to the MTSS process;
- inspiring, facilitating, and monitoring growth and improvement, along with holding high standards for everyone;
- promoting the essential components of MTSS and significant systemic changes needed to implement MTSS with fidelity;
- committing resources, time, and energy to building capacity and sustaining the momentum needed for change; and
- supporting collaborative problem-solving approaches with colleagues, families, and community members to build partnerships

Effective Leadership Teams

Guiding Questions	Not Implementing	Emerging Understandings	Transitioning	Innovating and Sustaining
<i>How is the MTSS leadership team developed and how are the roles and responsibilities identified?</i>	No evidence of implementation.	Leadership is identified by position such as superintendent, principal, department chairs, or other titled positions within the district or school and general roles and responsibilities are identified for some leadership team members.	Leadership teams exist at some levels or include representation from some but not all of the following: <ul style="list-style-type: none"> • Administration • Staff (HQ certified and classified) • Families • Community partners The roles and responsibilities of each leadership team member are determined by individual team members rather than by the team as a whole.	Leadership teams exist at all levels (e.g., district, school) and include representation from all of the following: <ul style="list-style-type: none"> • Administration • Staff (HQ certified and classified) • Families • Community partners The roles and responsibilities of each leadership team member are clearly identified and agreed upon by the team as a whole.
<i>How is a vision and commitment to MTSS created and communicated?</i>	No evidence of implementation.	District and school administrators understand the need for MTSS for academics and/or behavior, understand it is a 3-5 year implementation process, and are developing a plan for implementation.	Leadership team is actively involved in communication of MTSS for academics and/or behavior through activities, such as: <ul style="list-style-type: none"> • Aligning school and district policies with the MTSS mission and vision to support student success • Implementing, supervising, and supporting MTSS school and a district-wide data collection system • Facilitating or attending meetings 	Leadership team has an active role in sustaining a culturally-responsive MTSS for academics and behavior and building capacity of staff is a continual focus. The transitioning activities are supported by data that is regularly collected , analyzed and communicated to improve MTSS implementation and effectiveness.



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Guiding Questions	Not Implementing	Emerging Understandings	Transitioning	Innovating and Sustaining
			<ul style="list-style-type: none"> • Building staff ownership • Monitoring and celebrating successes • Coordinating trainings and building capacity 	
<i>How are expectations for a proactive and supportive environment created and communicated?</i>	No evidence of implementation.	Supports for struggling students beyond entitlement programs are left up to individual or small groups of staff to design and implement.	Supports for struggling students beyond entitlement programs are designed for the system but are implemented inconsistently.	The system, which includes staff and families, impacts learning through the intentional design and redesign of the curriculum, instruction, assessment and environment.
<i>Does the leadership team demonstrate the importance of participating actively in data-based decision making across school or district?</i>	No evidence of implementation.	District/building/site level data are reviewed by the leadership team, but results are not shared with others.	The leadership team has formal meetings to analyze district or site level data, but the data/software system does not provide all the necessary reports for the team to engage in a formal process of problem solving for academics and/or behavior. Data are shared with selected groups/individuals.	The leadership team regularly engages in formal problem solving using district, and site level data which is supported by a data software system that provides frequent and up-to-date reports. These reports allow data-based decision making to occur to address both academics and behavior. Data are shared with district, building, and community.
<i>How are professional learning opportunities used to ensure a thorough understanding of the MTSS System? (academic and positive school culture)</i>	No evidence of implementation.	The administration plans professional learning opportunities based on perceived needs. Data and staff input are not used to plan professional learning opportunities nor is there a plan to build behavior and academic expertise.	The leadership team asks staff and community collaborators for input regarding professional development needs and considers that input in relationship to academic and behavioral data. There is limited focus on building academic and behavioral expertise at each tier of support.	The leadership team uses data and input from staff and community collaborators to determine needs for professional learning opportunities. The team plans and supports professional learning opportunities for building expertise specific to both academic and behavior to meet the needs of learners at each tier of support.
<i>How are resources (e.g., personnel, time, materials, etc.) aligned to support MTSS implementation?</i>	No evidence of implementation.	Leadership examines current resources to identify effective and ineffective MTSS practices.	Leadership collaboratively works with staff and outlines a plan that devotes resources to MTSS implementation, such as adjusting the master schedule, purchasing programs, or evaluating roles or staff.	Leadership team (district, school, etc.) reviews, refines, and aligns allocations of resources to MTSS as part of continuous improvement based on data to ensure schools have appropriate resources.



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II. ASSESSMENT

Assessment is the ongoing process of gathering information to make educational decisions for both academics and behavior. A complete assessment system within MTSS enables educators to (1) screen students to identify those at risk, (2) use diagnostic assessments to determine factors contributing to at-risk status, (3) use formative assessment to monitor the effects of instruction, and (4) use summative assessments to make outcome-based decisions about mastery of skills and standards.

Validity is an indication of the extent to which an assessment or tool actually measures what it is designed to measure. The validity of a measure is the combined responsibility of the measure’s author and publisher and the user of the measure.

Reliability is defined as the consistency or repeatability of scores among like populations, across evaluators, and over time. A test must be reliable to be valid.

Comprehensive Assessment System

Guiding Questions	Not Implementing	Emerging Understandings	Transitioning	Innovating and Sustaining
<i>How are assessment types understood and selected by school or district personnel to build a comprehensive assessment system to address academics and behavior?</i>	No evidence of implementation.	Staff learn the 5 assessment types and their purposes within an MTSS framework and understand the need for the 5 types of assessments: <ol style="list-style-type: none"> 1. Universal screening 2. Diagnostic/functional behavioral assessment 3. Progress monitoring 4. Formative assessment 5. Summative assessment 	School leadership and staff apply the knowledge of assessment purposes to select measures for the 5 assessment types for all content areas and for social/emotional and behavioral skills. Selected tools are to be: <ul style="list-style-type: none"> • Reliable, valid, accessible • Culturally, linguistically, and developmentally appropriate 	School leadership and staff collaboratively and systematically evaluate and adjust their assessment practices in an effort to produce accurate and useful data that informs instruction. Staff evaluates assessment tools for their continued value, usefulness, and cultural, linguistic, and developmental appropriateness.
<i>Are professional learning opportunities provided to ensure the validity and reliability of assessments?</i>	No evidence of implementation.	The staff members having responsibility for data collection receive information and have been adequately trained to reliably and validly administer the instruments but the fidelity of administration is not monitored.	The staff members having responsibility for data collection receive information and have been adequately trained to reliably and validly administer the instruments but the fidelity of administration is inconsistently monitored.	The staff members having responsibility for data collection receive information and have been adequately trained to reliably and validly administer the instruments and the fidelity of administration is consistently monitored.
<i>How are assessment data made transparent to all stakeholders?</i>	No evidence of implementation.	The data are publicly reported only when required by law/regulation.	The data are publicly reported and shared with some stakeholders.	The data are openly and regularly shared with all stakeholders.



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III. CURRICULUM

A **Curriculum** is adopted by a school or district to support standards-based instruction. The Curriculum adoption should include a process that focuses on the alignment to the adopted state standards for each specific core content area and provides a plan that guides high-quality classroom instruction with scientific research-based tiered interventions. The curriculum also includes assessments throughout to check for understanding and to measure growth. It is important to remember that standards are not the curriculum.

Evidence Based Curriculum

Guiding Questions	Not Implementing	Emerging Understandings	Transitioning	Innovating and Sustaining
<i>Are all academic and behavioral curricula evidence based and aligned to current standards?</i>	No evidence of implementation.	Insufficient evidence base for academic and behavioral curricular materials. (i.e., no evidence-based documentation)	Academic and behavioral curricular materials are evidence based or aligned to current standards.	Academic and behavioral curricular materials are evidence based and aligned to current standards.

Implementation and Support of a Curriculum

Guiding Questions	Not Implementing	Emerging Understandings	Transitioning	Innovating and Sustaining
<i>How are the school/district leadership team and staff implementing a standard-based curriculum in all content areas for all students?</i>	No evidence of implementation.	School or district leadership team and staff discuss vertical and horizontal alignment and articulation of curriculum. The school or district leadership team and staff identify key learning mile-stones by grade/level (what should students know and be able to do [standards] and when [across the school year, sequencing, and pacing]).	The school, district, or staff <ul style="list-style-type: none"> • develop horizontal and vertical alignment of curriculum to state standards; • Ensures school/district vision is connected to the curriculum scope and sequence in all content areas; • Aligns school/district tools and resources to the curriculum. (software, texts, assessments, etc.); • Develops ways to measure implementation of the curriculum. 	The school/district leadership team regularly works with the staff to: <ul style="list-style-type: none"> • Implement and refine aligned curriculum, and its tools/resources to ensure consistency with state standards; • Refine measurement of the implementation of the curriculum.
<i>How are professional learning opportunities provided to support the knowledge and understanding of academic standards, instructional best practices, behavioral expectations and curricula?</i>	No evidence of implementation.	The leadership makes available professional learning opportunities for some staff in any of the following areas: <ul style="list-style-type: none"> • State standards • Instructional practices • Behavioral expectations • Curricula 	The leadership provides ongoing, differentiated professional learning opportunities for all staff in any of the following areas: <ul style="list-style-type: none"> • State standards • Instructional practices • Behavioral expectations • Curricula 	The leadership regularly provides, monitors, and evaluates, professional learning opportunities and coaching for staff in any of the following areas: <ul style="list-style-type: none"> • State standards • Instructional practices • Behavioral expectations • Curricula



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IV. INSTRUCTION

Instruction requires teachers to understand the standards, the essential concepts and skills, and to utilize a variety of methods and strategies to teach and reinforce the desired outcome. It includes providing access to the general education curriculum for all students. Effective instruction engages teachers in a process which uses student and assessment data to make sound instructional decisions to meet the needs of individual students.

Instructional Practices

Guiding Questions	Not Implementing	Emerging Understandings	Transitioning	Innovating and Sustaining
<i>How are school/district leadership team and staff selecting and implementing effective instructional practices/strategies for all students?</i>	No evidence of implementation.	School or district leadership team and staff discuss vertical and horizontal alignment and articulation of instruction. The school or district leadership team and staff identify key learning mile stones by grade/level (what students should know and be able to do [standards] and when [across the school year, sequencing, and pacing]). The staff selects a set of academic and behavioral instructional practices/strategies for use with all learners in all settings.	The school or district leadership team and staff <ul style="list-style-type: none"> • Develops horizontal and vertical alignment of curriculum to state standards; • Ensures the vision is connected to the curriculum scope and sequence in all content areas; • Aligns tools and resources to the curriculum. (software, texts, assessments, etc.); • Develops ways to measure implementation of the curriculum; • Selects instructional practices/strategies that are an appropriate match for the needs of each learner, academically and behaviorally. 	The school/district leadership team regularly works with the staff: <ul style="list-style-type: none"> • Implements and refines aligned curriculum, and its tools/resources to ensure consistency with state standards; • Refines measurement of the implementation of the curriculum; • Selects evidence-based instructional practices/strategies that are an appropriate match for the needs of each learner, academically and behaviorally.
<i>How is instruction differentiated for all learners?</i>	No evidence of implementation.	Learners are assigned to existing programs without consideration of individual needs.	Some learners are provided purposeful, strategic, and data-driven differentiated instruction.	All learners are provided purposeful, strategic, and data-driven differentiated instruction.



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Guiding Questions	Not Implementing	Emerging Understandings	Transitioning	Innovating and Sustaining
<i>How does the schedule provide for sufficient instructional time for core, supplemental and intensive instruction?</i>	No evidence of implementation.	The schedule provides sufficient time for core, supplemental and intensive instruction and it's left up to individual staff members to ensure that planned time is utilized for tiered instruction.	The schedule provides sufficient time for core, supplemental and intensive instruction but it is not protected from controllable interruptions nor monitored to ensure that planned time is utilized for tiered instruction.	The schedule provides sufficient time for core, supplemental, and intensive instruction, is protected from all controllable interruptions, and is monitored to ensure that planned time is utilized for tiered instruction.
<i>How does the staff acquire new learning and implement new instructional practices/strategies?</i>	No evidence of implementation.	Some staff members (e.g., site administrator, instructional coach, special education staff, title teacher, and counselor) receive training in use of evidence-based instructional practices/strategies.	Selected staff members are trained in the use of evidence-based instructional practices/strategies for academic and behavior. The staff members share with and train other staff members on new learnings through professional learning communities PLC's, grade-level team meetings, staff meetings, etc.	All staff members who works with students are specifically trained in the use of targeted evidence-based instructional practices/strategies for academics and behavior. All staff members share in the implementation of instructional practices/strategies. Ongoing support and coaching is provided as staff members implement the instructional practices/strategies.
<i>How does the school monitor the implementation and quality of instructional practices?</i>	No evidence of implementation.	The school leadership team develops a monitoring process to measure the degree and quality of implementation of instructional practices. The school leadership team also develops a monitoring process to ensure differentiation occurs based on student need.	The school leadership tam works collaboratively with the staff to reflect upon and improve the staff's implementation of instructional strategies. Monitoring tools are adjusted as needed.	The school leadership team and staff routinely reflect on and measure the quality of instruction, make adjustments accordingly, and provides support through professional learning communities (PLC's), professional learning opportunities, and observation and coaching. Goals and timelines for reaching certain levels of fidelity are agreed upon and followed.



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V. EVIDENCE-BASED DECISION MAKING

Evidence-based decisions are decisions based on the collection, management, analysis, and utilization of relevant data in making informed decisions. The MTSS decision making model can be used from a systems level down to the individual student level. For the document “Decision Making Model,” go to <http://www.azed.gov/mtss/files/2015/03/decision-making-model-2-9-15.pdf>

Decision Making Model

Guiding Questions:	Not Implementing	Emerging Understandings	Transitioning	Innovating and Sustaining
<i>Is the decision making model outlined and defined?</i>	No evidence of implementation.	Teams have an informal or incomplete decision making model for academics and behavior regarding <ul style="list-style-type: none"> • When to screen students • The use of diagnostic assessments • The frequency of progress monitoring relative to intensity of instruction and intervention • The criteria for receiving instruction across tiers. 	Teams have a documented decision making model, but they are unknown or inconsistently used by staff members for academics and behavior regarding <ul style="list-style-type: none"> • When to screen students • The use of diagnostic assessments • The frequency of progress monitoring relative to intensity of instruction and intervention • The criteria for receiving instruction across tiers. 	Teams have clearly documented and consistently follow a decision making model to ensure early identification for intervention for learners in both academics and behavior regarding <ul style="list-style-type: none"> • When to screen students • The use of diagnostic assessments • The frequency of progress monitoring relative to intensity of instruction and intervention • The criteria for receiving instruction across tiers.
<i>Who has the responsibility for data-based decision making and problem solving?</i>	No evidence of implementation.	The administration has given responsibility to staff for data-based decision making and problem solving to improve academic and behavioral achievement.	The leadership team takes responsibility for data-based decision making and problem solving for improved academic and behavioral achievement without including staff and families in the process.	The leadership team, staff, and families have a collaborative responsibility for data-based decision making and problem solving to improve academic and behavioral achievement.
<i>How are teams and roles established to support evidence based decision making?</i>	No evidence of implementation	The teams have vague understanding of their roles and responsibilities in reviewing and analyzing data for each tier.	All teams have an understanding of their roles and responsibilities to make decisions about the effectiveness of curriculum and instruction but lack a system to influence change.	All teams have a clear and consistent understanding of their roles and responsibilities in making decisions about the implementation, sufficiency, and effectiveness of the curriculum and instruction, and teams-have a system to influence change.



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Evidence-Based Decision Making for Improving the System				
Guiding Questions	Not Implementing	Emerging Understandings	Transitioning	Innovating and Sustaining
<i>How often does the team meet to analyze data?</i>	No evidence of implementation	The administration reviews system-wide academic data. A plan is being developed to review behavioral data.	An informal team meets to review system-wide academic and behavioral data.	A clearly identified team meets at regularly scheduled times to analyze system-wide data for academic and behavioral decision making.
<i>How does the team use data sources to inform decisions and make recommendations?</i>	No evidence of implementation	The team uses limited data sources to inform decisions and makes minor adjustments to the system.	The team uses some data sources to inform decisions and makes recommendations for adjustments to the system by analyzing: <ul style="list-style-type: none"> • Instructional procedures • Fidelity of implementation • Effectiveness in engaging all learners, families and communities 	The team uses multiple data sources to inform decisions and makes recommendations for adjustments to the system by analyzing: <ul style="list-style-type: none"> • Instructional procedures • Fidelity of implementation • Effectiveness in engaging all learners, families and communities



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VI. INTEGRATION AND SUSTAINABILITY

A fully **integrated system** becomes part of the school culture to a point that it is second nature. A **sustainable system** persistently and skillfully maintains its core beliefs and values and uses them to guide program adaptations as change and pressure from new initiatives occur over time.

Integration and Sustainability

Guiding Questions	Not Implementing	Emerging Understandings	Transitioning	Innovating and Sustaining
<i>What guides the implementation of MTSS?</i>	No evidence of implementation.	The implementation of MTSS is guided by a plan for general or special education only.	The implementation of MTSS is guided by an informal action plan.	The implementation of MTSS is guided by a formal multi-year action plan.
<i>How are policies and decisions regarding MTSS reviewed?</i>	No evidence of implementation.	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are inconsistent with current evidence regarding effective practices.	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are decided at the administrative level and are consistent with current evidence regarding effective practices	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are decided at the administrative level with input from individual building/site staff members and are consistent with current evidence regarding effective practices.
<i>How are professional learning opportunities integrated to sustain MTSS?</i>	No evidence of implementation.	Professional learning opportunities address multi-tier issues but lacks intentional, systematic planning to align appropriate educational practices.	Professional learning plan only addresses teachers, with all activities directly tied to instructional practices that support the implementation of multi-tier system based upon local data.	There is a formal, long term professional learning plan for all staff members and administrators with all activities directly tied to practices that support the implementation and refinement of a multi-tier system based upon local data.