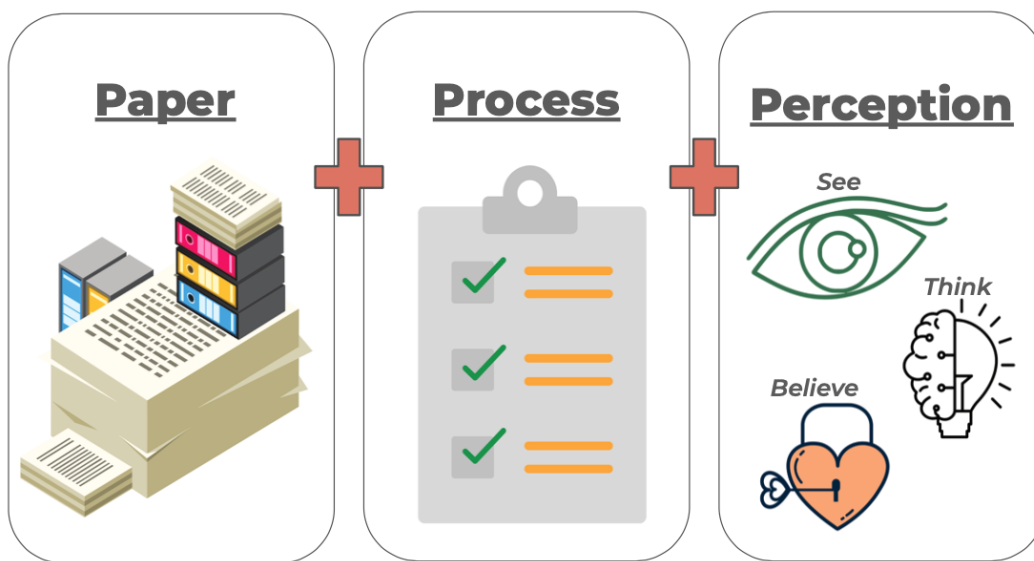


A. Implementation Fidelity

- **“Paper Fidelity”** refers to having evidence that this component has been completed and/or is in place. Often this takes the form of webpages, protocols, policies, or other tangible evidence of the work being completed.
- **“Process Fidelity”** refers to having a way to track whether this component is being utilized as intended. Often this takes the form of checklists, observations, fidelity tools, or other data sources that provide evidence of implementation.
- **“Perception Fidelity”** refers to whether various stakeholder groups believe that a component is in place and is having an impact. This often takes the form of surveys and focus groups that provide feedback regarding the various viewpoints of implementation and its impacts.



While not always the case, there is a typical timeline for the development of fidelity measures from the creation of a paper/digital document (Paper Fidelity), to tracking the Process and/or Perception Fidelity after that. This is especially true for Process Fidelity measures, as they often take the form of an observation, checklist, or data source that directly reflects the utilization of the features of a document or process. As we look at the various types of fidelity, there should be more evidence of Paper Fidelity since the other types of fidelity are somewhat dependent on those existing in order to measure their implementation impact.

Educational initiatives often fail to achieve lasting impacts not necessarily due to an incorrect approach, but from implementation errors. In the case of student level interventions, Hagermoser-Sanetti and Collier-Meek have noted that most implementers struggle to deliver interventions for more than 10 days. Long standing research has indicated that between 41 to 84% of implementers experience “implementation drift” and/or discontinue practices over time. For these reasons, it’s

important for school districts to have clarity in where they are headed (Paper Fidelity), progress monitor along the way (Process Fidelity), and ensure that stakeholders are on board with the intent and details of the journey (Perception Fidelity).

Essential Components of MTSS

B. Goal or Agreement on the “Skills” that Students Should Develop

Our school makes sure that students have the necessary **Literacy/Math/Behavior and Social Emotional** skills to be successful. There should be agreement by all certified and non-certified staff on what these skills are, and collective effort towards ensuring that all students gain these skills.

1. What are these _____ skills?
2. How will we teach them?
3. How will we know if they have them?
4. What will we do if they don't?
5. How can we make sure all students gain these _____ skills?

C. Universal Screener Details

Universal Screening uses a systematic process for identifying students who may be at risk for poor learning outcomes, including academic, behavioral, social-emotional, school completion, and college and career readiness outcomes. Screening data can also be used to identify schools that need support due to large numbers of struggling students. The universal screening process depends on access to and use of data connected to reliable and valid indicators of the desired outcome within the selected grade levels.

To ensure accuracy of the data, educators follow initial screening with additional testing or short-term progress monitoring to confirm students' risk status. With screening, teams select valid and reliable indicators, monitor and ensure fidelity of implementation, and use data to identify students at-risk and improve Tier 1 implementation and impact. The screening process should reflect cultural and linguistic responsiveness and recognition of student needs and strengths.

D. Tiers of Instruction and Support Details

The multi-level prevention system includes three tiers of intensity for instruction, intervention, and supports. Tier 1 includes high-quality, schoolwide academic, social, emotional and behavioral programming and supports designed to meet the needs of all students. At Tier 2, schools provide small group, standardized academic interventions or targeted behavioral or mental health supports using validated intervention programs to support students identified as at-risk. Tier 3 includes intensive intervention for students not responding to Tier 2 through instruction and supports that are intensified and individualized based on student need. At all levels, attention should be on selection of

evidence-based practices and fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

E. Progress Monitoring Details

At the student level, progress monitoring is used to assess students' performance, to quantify a student's rate of improvement or responsiveness to instruction/intervention, and to evaluate the effectiveness of instruction using valid and reliable measures. With progress monitoring, teams use valid and reliable tools, and focus on fidelity of implementation for interventions, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

F. Data-Based Decision Making

Data analysis and decision making occur at all levels of MTSS implementation, from individual students to the district level. Teams use screening and progress monitoring data to make decisions about instruction, movement within the multi-level prevention system, intensification of instruction and supports, and identification of students with disabilities (in accordance with state law). Teams use implementation data to evaluate the extent to which their assessments, interventions, and supports have been implemented as intended and identify areas of improvement.

Component Terms and Details provided by the AIR's Center on Multi-Tiered System of Supports @ <https://mtss4success.org/essential-components>

Directions: Use the following page to document the present level of MTSS implementation within a school. Within each Component, teams work to identify whether the "Criteria" has been accomplished for Reading, Math, and/or Behavior and Social-Emotional. Teams should make notes within the columns for future decision making.

Based upon the findings of this implementation audit, schools should prioritize completion of any remaining "Paper" Components and critical criteria, and then proceed with developing and implementing Process and Perception Components from there.

Criteria

1. Do we have it (Perception Implementation)?
2. Where are these details kept (Paper Implementation)?
3. Do we use it (Perception Implementation)?
4. Do we have data that shows we use it (Process Implementation)?

School and Grades:

Date:

MTSS Component	Reading	Math	Behavior and Social-Emotional
A. Goal or Agreement on the “Skills” that Students Should Develop	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.
B. Universal Screening	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.
C. Tiers of Instructional and Support	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.
D. Progress Monitoring	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.
E. Data-Based Decision Making	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.
Notes			