

Evaluating MTSS Implementation Levels and Integrity of Implementation

Evaluation of the degree to which the district implements MTSS with integrity is important for a number of reasons. First, the School Board has the responsibility to ensure that the district is implementing initiatives approved by the Board, the degree to which those initiatives are implemented and the timeline and the impact of implementation. Second, the district can use the levels of implementation to allocate training and technical assistance supports consistent with individual building need. Third, the district can evaluate the relationship between implementation levels, staff development and perspectives and student outcomes. Fourth, the district can use the implementation and integrity data to establish individual building goals for implementation levels and the timelines for those goals. Finally, school staff perception of their own MTSS skills and the implementation practices at the school can be assessed to determine the effects of professional development training on staff skills and the degree to which the school staff, as a whole, perceives implementation (including support for staff to implement MTSS) occurring.

Evaluation models should be driven by questions posed by school leadership teams, district administration and the School Board. Examples of evaluation questions include:

1. How is the level of MTSS implementation measured?

Implementation level is measured by assessing the degree to which schools have achieved consensus to implement, have put the infrastructure in place (e.g., school leadership teams, data systems, data evaluation processes, coaching) to support implementation and have actually implemented the practices required to create an MTSS model. Assessment tools exist to conduct “progress monitoring” of the levels of implementation at individual school buildings. One example of such a tool is the Self-Evaluation of Problem-Solving Implementation (SAPSI).

2. How are data collected with the SAPSI, who collects the data and how frequently are the data collected?

The SAPSI is a rating scale assessing building Consensus, Infrastructure and Implementation development. The SAPSI is completed by the school-based leadership team (SBLT) no more frequently than two times per year, with at least four months occurring between administrations. The SAPSI is completed by individual team members prior to a group meeting during which a group evaluation of each question will be made based on the individual team member responses. The amount of time required of each team member prior to the group meeting is approximately 15-20 minutes.

3. *How is the SAPSI used to measure levels of implementation?*

A level of implementation, ranging from “High” to “Low” is determined, based on the total score on the SAPSI. The stage of implementation (Consensus, Infrastructure, Implementation) is determined by the overall scores for each *section* of the SAPSI. Individual schools can set “benchmarks” for implementation at the end of the year based on the building scores at the beginning of the year. Therefore, each school can determine its own goal for rate of implementation based on the resources available to the school.

4. *What is the difference between LEVEL of implementation and implementation INTEGRITY?*

The level of implementation is the degree to which the school has actually implemented the critical components of MTSS. Implementation integrity is the *quality* of that implementation. The *level* of implementation is determined through the ratings of the SBLT on the SAPSI and the ratings of the school staff on the Perceptions of Practices Survey. Implementation *integrity* is assessed through direct observation of the school implementation of the critical components of MTSS.

5. *How is implementation integrity assessed, how often does this occur and does it take time away from other important school functions (e.g., teaching)?*

The assessment of implementation integrity is done through the use of an observation checklist that is completed by school staff during data-based problem-solving activities that occur at the building level. This assessment is designed to ensure that all steps in the problem-solving process are included. This is not an assessment of individual teachers or other staff members. Because the observation checklist is completed during normal MTSS activities, no additional time or staff is required to complete this assessment. The number of times the assessment is completed is determined by the district- and school-level administrators.

6. *How is school staff (teachers and other non-instructional, professional staff) included in the evaluation process?*

Teachers and other non-instructional staff provide their perspectives of MTSS implementation through the use of two rating scales: Perception of MTSS Skills and Perception of MTSS Practices surveys. These surveys are completed by staff anonymously once each year and require approximately 15-20 minutes to complete. The Perceptions of Skills is designed to assess staff member *self-evaluation* of the degree to which they possess skills necessary to implement MTSS. The Perceptions of Practices survey assesses

staff perceptions of the degree to which actual MTSS practices are occurring in the building. These practices assess the critical elements of MTSS, including the degree to which the staff feels supported to implement MTSS.

7. *Does the collection of these important data interfere with other school duties or take time away from instruction?*

No. The SAPSI can be completed when the SBLT members have the time to do so. The Integrity Checklist is completed during existing problem-solving meetings at the school. The Perceptions of Skills and the Perception of Practices are completed on-line, anonymously and at any time staff members can access the internet to complete the rating scale.

8. *What evaluation questions can be answered using these four assessment tools combined with existing student performance data?*

- a. What is the current level of school implementation of MTSS and what is the rate of implementation over time?
- b. Did the school building reach its benchmark for implementation of MTSS?
- c. What is the rate of implementation across elementary, middle and high school levels?
- d. Is the school building implementing MTSS with integrity?
- e. What is the overall level and range of implementation across buildings in the district?
- f. Does the school staff perceive that the level of MTSS implementation is consistent with the perceptions of the SBLT?
- g. Does the school staff perceive an increase in their own MTSS skills following professional development training activities and coaching/technical assistance?
- h. What is the relationship between level of MTSS implementation, implementation integrity and student outcomes?
- i. What is the relationship between level of MTSS implementation, staff perceptions of skills and practices and student outcomes?

- j. How can level of implementation and student outcome data be used to determine differentiation of district resources across buildings to improve implementation and outcomes?

Sample Data Collection Rubric

	Administration	Completed By	Method
Assessment Tool			
SAPSI	2X Each Year (Beginning and End)	School-Based Leadership Team Members	Paper/Pencil
Perceptions of Skills	Once Each Year (End of Year)	All School Staff	On-Line
Perception of Practices	Once Each Year (Beginning or End)	All School Staff	On-Line
Integrity Observation	During Team Meetings	One or two Leadership Team Members	Paper/Pencil