



Transforming State Systems
to Improve Outcomes for
Children with Disabilities

Supporting MTSS Implementation: The Integrated MTSS Fidelity Rubric (IMFR)

Research to Practice Spotlight Series: Session 3

Jennifer Pierce, Ph.D. (AIR/NCSI)

Laura Berry Kuchle, Ph.D., and Lauren Artzi, Ph.D. (NCSI)

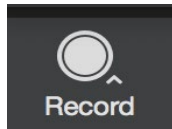
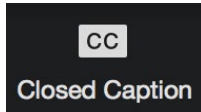
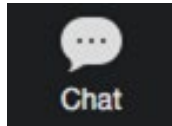
June 2024

Thank you for joining us today!

While we wait to start, feel free to share what brings you to this event and any questions you may have.



Zoom Housekeeping



- Microphones and videos are off for this event.
- Look for the flashing orange alert, which will take you to the chat box when it is active.
- Closed captions are available.
- This webinar is being recorded.

Agenda

- Welcome and Overview
- Background: Integrated Multi-Tiered Systems of Support (I-MTSS) and the Need for the Integrated MTSS Fidelity Rubric (IMFR)
- Study Overview, Key Findings, and Implications
 - Discussion: Questions and SEA Considerations
- Suite of IMFR Materials
 - Discussion: Questions and SEA Considerations
- Closing and Additional Resources

Welcome and Introduction to NCSI

The National Center for Systemic Improvement (NCSI) supports states to transform systems to improve outcomes for students with disabilities.



Series Overview

- Unpacks key evidence-based practices to promote learning for students with disabilities and others struggling to learn reading and math
- Shares considerations for SEAs and LEAs to support educators with implementation
- <https://ncsi.wested.org/research-to-practice-webinar-series/>

Introducing the Handout



Note-Taking Guide

Supporting MTSS Implementation: *The Integrated MTSS Fidelity Rubric (IMFR)*

During the webinar, note key takeaways from each section (what), connections or implications for your role (so what), and key actions you might take (now what). Also, determine whether there are questions you would like to put in the chat for discussion during the webinar.

Session Topic	Key Takeaways (What?)	Connections to Make (So What?)	Actions to Take (Now What?)
1. Background: I-MTSS and the Need for the IMFR			

Meet Jennifer Pierce, Ph.D.

- Senior Technical Assistance Consultant/Researcher at American Institutes for Research (AIR)
- Project Director of the IMFR Study
- NCSI Staff

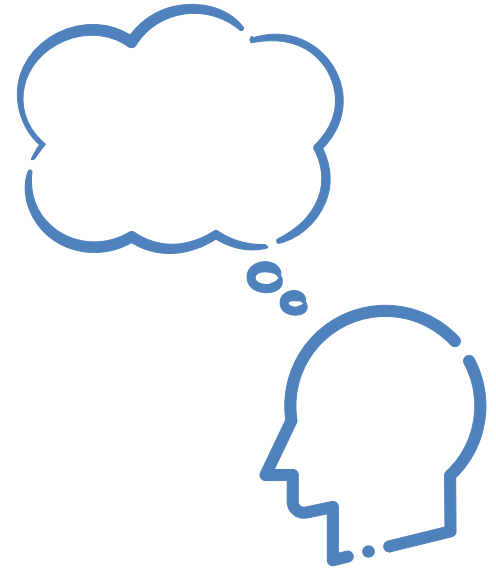


Setting the Stage: A Few Ways SEAs Can Support Local Implementation

- Define MTSS so that LEAs understand the key domains of the framework
- Offer guidance to LEAs on how to accurately measure MTSS
- Support LEAs with advancing MTSS implementation

Guiding Questions

- What questions do you have about I-MTSS, the IMFR, or how SEAs can support their use?
- Do you have relevant experiences to share?





Background

Defining Integrated MTSS and
the Need for the IMFR

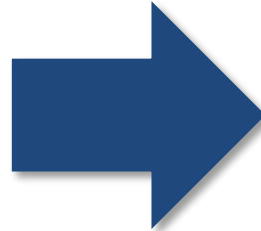
Defining Integrated MTSS

“An integrated MTSS model provides all students with the best opportunities to succeed both academically and behaviorally in school. MTSS focuses on providing high-quality instruction and interventions matched to student need across domains and monitoring progress frequently to make decisions about changes in instruction or goals. It is not simply the implementation of both academic RTI and PBIS systems. ***There is a systematic and careful integration of these systems to enhance the efficiency and effectiveness of all school systems.***”

McIntosh & Goodman, 2016

McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS*. Guilford Publications.

Goal = Purposeful Integration



Intentionally combined

Sources. Black and white tangle of thread Photo by Kier in Sight Archives on Unsplash at <https://unsplash.com/photos/black-and-white-heart-sketch-4bhhwmsYl-c>
Embroidery thread skeins Photo by Mel Poole on Unsplash at <https://unsplash.com/photos/yellow-blue-and-pink-thread-4J1sjmMr0Ro>
Friendship bracelets Photo by Nasim Keshmiri on Unsplash <https://unsplash.com/photos/person-wearing-beaded-bracelets-and-bracelet-EI1M7wTLrM>

The Need for the IMFR

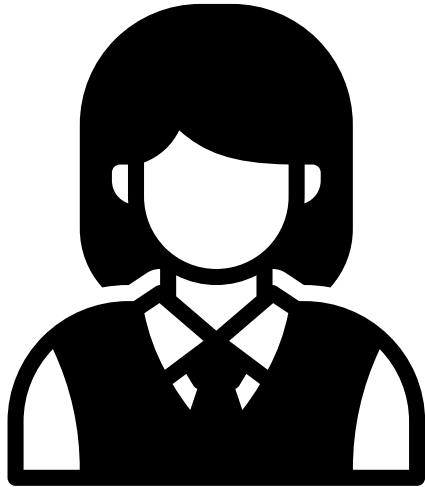
- Many tools exist for measuring tiered systems or aspects of tiered systems.
- Some tools have been examined for psychometric properties (e.g., do they yield data that is consistently accurate and measures what is intended to be measured?).
- There was a lack of a valid, reliable measure of *integrated* MTSS.



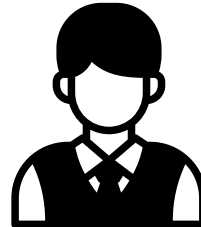
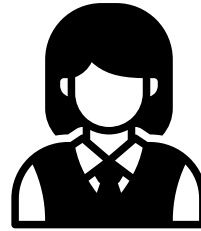
Meeting the Needs of Students, Schools, and Researchers

- **Schools** need a valid, reliable measure of I-MTSS to better understand what I-MTSS “looks like,” their current implementation status, and ways to improve implementation so that **students’** increasingly complex needs are better met.
- **Researchers** need a valid and reliable tool to measure I-MTSS.

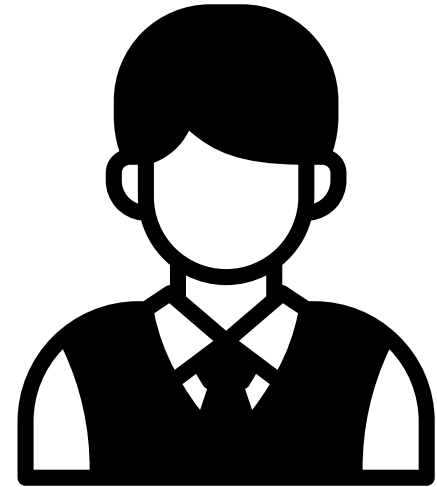
Students' Increasingly Complex Needs



Reading Needs



Math Needs

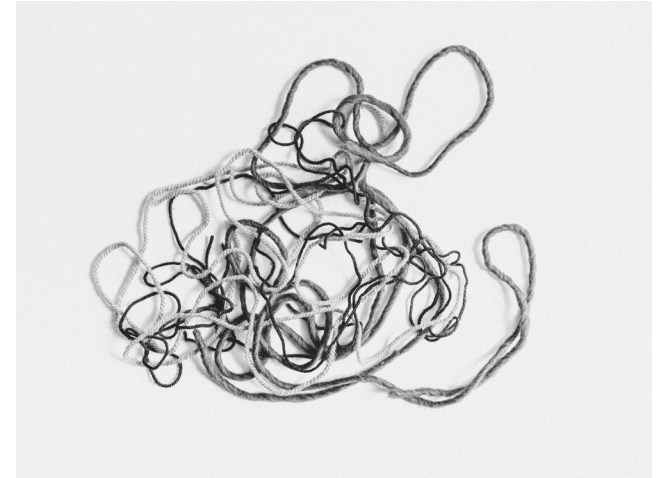
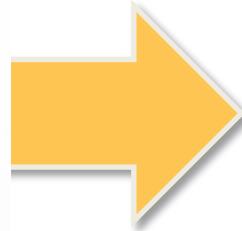


Behavior Needs

Meeting Students' Complex Needs



Siloed Practices



“Combined” Practices

Sources. Black and white tangle of thread photo by Kier in Sight Archives on Unsplash at <https://unsplash.com/photos/black-and-white-heart-sketch-4bhwm5YI-c>
Embroidery thread skeins photo by Mel Poole on Unsplash at <https://unsplash.com/photos/yellow-blue-and-pink-thread-4J1sjmMr0Ro>

Purposeful Integration



*Intentionally
Combined Practices*

Source. Friendship bracelets photo by Nasim Keshmiri on Unsplash <https://unsplash.com/photos/person-wearing-beaded-bracelets-and-bracelet-EI1M7wTLrM>



The IMFR Study

Study Overview
Key Findings
Implications

The IMFR Study at a Glance

- 5-year study (2019–2024)
- Up to 114 schools in 26 districts in 9 states
- Funded by the National Center for Special Education Research (NCSER), Institute of Education Sciences (IES), U.S. Department of Education
- AIR & University of Missouri (UM)

IMFR Research Team



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The I-MTSS Research Network



This project involves a related set of investigations that evaluate whether self-regulation strategies, embedded within reading and math interventions, have positive effects on academic and behavioral skills.



In Project ENHANCE, we partner with districts to develop professional learning structures to install Comprehensive, Integrated, Three-tiered (Ci3T) models to meet students' academic, behavioral, and social well-being needs.



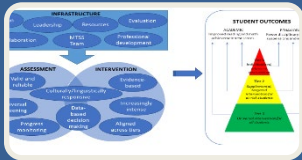
This project aims to develop a fully validated rubric for schools to use as a self-assessment and researchers to use in studies about integrated MTSS.



The UConn I-MTSS Project evaluates the effects of three tiers of integrated reading and behavior support on student outcomes in K-2 classrooms.

<https://mtss.org/>

3 Research Questions (RQs)



1. What are the essential components of an integrated MTSS framework?

The table is titled "Integrated MTSS Validity Rubric" and lists several validity criteria with their descriptions:

Validity Criterion	Description
Content, substantive, and structural validity	Ensures the IMFR measures what it is intended to measure and that the items are relevant and representative of the construct.
Predictive validity	Ensures the IMFR can accurately predict the outcomes it is intended to measure.
Generalizability	Ensures the IMFR can be used across different contexts and populations.
Concurrent validity	Ensures the IMFR measures the same construct as other established measures.

2. Does analytic evidence support the validity and reliability of the IMFR?

- Content, substantive, and structural validity
- Predictive validity
- Generalizability
- Concurrent validity

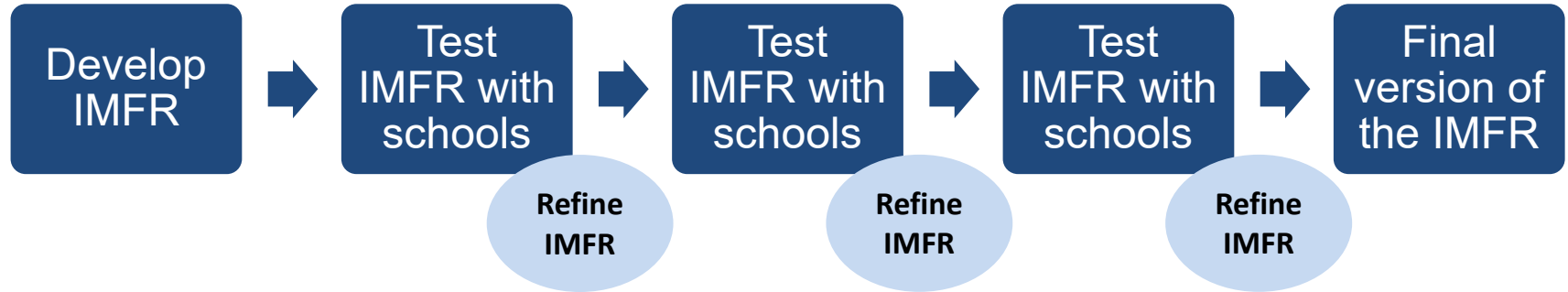


3. What is the cost of the IMFR relative to its perceived benefit?

- Usability and cost

Source. Dollar bills Photo by Alexander Grey on Unsplash <https://unsplash.com/photos/1-usa-dollar-banknotes-8lnbXtxFGZw>

IMFR Development and Testing Process



Sample (N=Districts)



- Connecticut (N=1)
- Massachusetts (N=2)
- Michigan (N=4)
- Missouri (N=5)
- Montana (N=1)
- Nebraska (N=1)
- Nevada (N=1)
- Ohio (N=2)
- Washington (N=3)

Source. Map Photo by JOSHUA COLEMAN on Unsplash <https://unsplash.com/photos/green-trees-and-brown-wooden-fence-under-blue-sky-and-white-clouds-during-daytime-Pef6Lt29ggM>

Key Findings at a Glance

Integrated MTSS Fidelity Rubric Study

Jennifer D. Pierce, PhD and Allison Gandhi, PhD



Study Purpose

- To develop and test the psychometric properties of the Integrated MTSS Fidelity Rubric (IMFR)
- Rubric aims to measure the degree to which schools strategically combine academic areas and social, emotional, and behavioral well-being (SEBW) supports for students

Research Questions

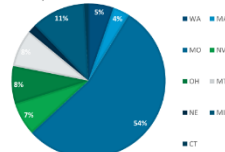
- Does analytic evidence support the validity and reliability of the IMFR?
- What are the costs and benefits associated with the IMFR?

Method

- Many-facet Rasch analytic model (Linacre, 1989)
- Confirmatory factor analysis
- Usability focus groups

Participants

- N = up to 114 schools in 26 districts in 9 states across 3 years

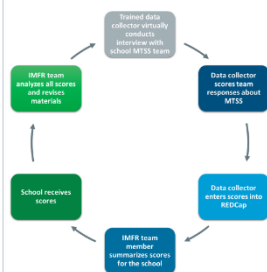


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Rubric Development

- Reviewed existing tiered systems measures
- Compiled, sorted, refined, and resorted items to identify domains and constructs
- Identified scales and scale categories
- Consulted with tiered systems experts on domains, constructs, and scale categories
- Created support materials and beta tested
- Refined materials in preparation for testing

Three Testing Cycles



IMFR Materials

- IMFR (the Rubric), Interview Protocol, Scoring Worksheet, IMFR Manual, and IMFR Training Modules

Key Findings

- Strong content validity (14/15 items < 1.5 for infit weighted and outfit unweighted MS)

Item	Admin 1 Infit MS	Admin 2 Infit MS	Admin 3 Infit MS	Admin 1 Outfit MS	Admin 2 Outfit MS	Admin 3 Outfit MS
Tier One	0.86	1.32	1.1	0.81	1.36	1.13
Tier Two	0.89	0.85	0.79	0.87	0.83	0.77
Tier Three	1.08	0.87	0.96	1.11	0.82	0.8
Universal Screening	1.08	0.94	0.77	1.03	0.89	0.76
Diagnostic Assessment	0.94	1.32	1.01	0.91	1.19	0.98
Progress Monitoring	0.94	0.81	0.77	0.89	0.78	0.75
Universal DBDM	NA	1.14	0.88	NA	0.97	0.76
Targeted DBDM	NA	0.69	0.81	NA	0.62	0.69
Intensive DBDM	NA	0.85	1.12	NA	0.75	1.2
Continuous Improvement	1.16	1.21	1.03	1.22	1.47	0.85
District Leadership	0.96	1.11	0.95	0.88	1.23	0.92
School Leadership	0.91	1.02	1.77	0.81	1.55	2.36
Schoolwide Culture	1.06	0.63	0.91	1.09	0.54	0.94
Professional Learning	0.87	0.93	0.88	0.81	0.9	0.8
Resources	1.13	1.33	1.48	0.98	1.44	1.49

- Improved substantive validity, but *aligning* did not show up as a meaningful scale category
- Improved structural validity (CFA results close to fit index goals)

Admin 2 RMSEA fit index < .05	Admin 3 RMSEA fit index < .05	Admin 2 Goodness of Fit > .90	Admin 3 Goodness of Fit > .90	Admin 2 Comparative Fit > .90	Admin 3 Comparative Fit > .90
.071	.058	.870	.868	.947	0.940













- Strong IRR, with Kappa increasing from .587 in year 1, to .681 in year 2, to .752 in year 3.

Implications

- The IMFR is a psychometrically adequate tool for measuring elementary school I-MTSS.
- Schools looking to move toward an effective, efficient system that supports students with both academic and SEBW needs, can use the IMFR.
- The IMFR may serve as a meaningful measure for researchers conducting studies on I-MTSS implementation.

The research presented here was supported in part by the Institute of Education Sciences, U.S. Department of Education, through Grant Number R341ED000729 to American Institutes for Research. The opinions expressed are those of the authors and do not represent those of the Institute or the U.S. Department of Education.

RQ 2. Does analytic evidence support the validity and reliability of the IMFR?

	Test 1	Test 2	Test 3
Content Validity: Do we have the right <i>items</i> (i.e., domains and constructs)?			
Substantive Validity: Do we have the right rubric rating <i>scale</i> ?			
Structural Validity: Do we have the right level of <i>score reporting</i> ? Can we collapse domains and constructs into 1 score? 4 scores?			
Generalizability: Do we have <i>consistency</i> in scores and interpretations across populations, items, time, setting, and raters?			

RQ3. What is the cost of the IMFR relative to its perceived benefit?

Benefits	Costs
<ul style="list-style-type: none">• IMFR ratings provided valuable information to the school about their implementation of I-MTSS.• Ratings were a fair representation of I-MTSS implementation.• Schools would recommend using the IMFR to other schools.	<ul style="list-style-type: none">• Schools need additional guidance on using IMFR ratings.• The total time required to participate (i.e., 3–4 hours annually) was challenging.

The Final Tool: Domains of Integrated MTSS

Domain	Items
Domain 1. Instruction and Intervention	<ul style="list-style-type: none">• 1.1 Tier 1• 1.2 Tier 2• 1.3 Tier 3
Domain 2. Assessment	<ul style="list-style-type: none">• 2.1 Universal Screening• 2.2 Diagnostic Assessment• 2.3 Progress Monitoring
Domain 3. Data-Based Decision Making (DBDM)	<ul style="list-style-type: none">• 3.1 Universal DBDM• 3.2 Targeted DBDM• 3.3 Intensive DBDM• 3.4 Continuous Improvement
Domain 4. Infrastructure	<ul style="list-style-type: none">• 4.1 District Leadership• 4.2 School Leadership• 4.3 Schoolwide Culture• 4.4 Professional Learning

Areas Measured:

- ✓ Academics:
Reading & Math
- ✓ Social-Emotional
Behavioral (SEB)
Supports

Rating Scale for Instruction, Assessment, and Data-Based Decision Making

Beginning	Exploring	Aligning	Integrating	Sustaining
<p>A <i>Beginning</i> rating on an item indicates that a school <u>does not meet all criteria</u> in any academic or SEB area.</p>	<p>An <i>Exploring</i> rating on an item indicates that a school <u>meets all criteria</u> in at least <u>one academic area</u> or at least <u>one SEB area</u>.</p>	<p>An <i>Aligning</i> rating on an item indicates that a school <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, but academic and SEB areas <u>are not combined</u> (i.e., they operate separately).</p>	<p>An <i>Integrating</i> rating on an item indicates that a school <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, and academic and SEB areas <u>are intentionally combined</u>.</p>	<p>A <i>Sustaining</i> rating on an item indicates that <u>for at least two years</u>, a school has <u>met all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, and academic and SEB areas <u>are intentionally combined and documented in policies and procedures</u>.</p>

Rating Scale for Infrastructure

Initial	Developing	Proficient	Advanced
An <i>Initial</i> rating on an item indicates that a school <u>does not meet all criteria</u> in any academic or SEB area.	A <i>Developing</i> rating on an item indicates that a school <u>meets all criteria</u> in at least <u>one academic area</u> or at least <u>one SEB area</u> .	A <i>Proficient</i> rating on an item indicates that a school <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u> .	An <i>Advanced</i> rating on an item indicates that for at least two years, a school has <u>met all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u> , and <u>documented in policies and procedures</u> .

Support for integration

Implications

1. The IMFR is a psychometrically adequate tool for measuring elementary school I-MTSS.
 - *Recommendation: Administer the IMFR by a trained person who does not work at the school.*
2. Schools looking to better understand what I-MTSS “looks like” and their current implementation status and to improve I-MTSS implementation as a pathway for supporting students’ comprehensive needs can use the IMFR.
3. The IMFR can serve as a meaningful measure for researchers conducting studies on I-MTSS implementation.

Frequently Asked Questions

Does the IMFR replace other fidelity tools for tiered systems?

- No. The IMFR has a specific purpose: To measure the integration of tiered systems. If your need matches that purpose, you may find the IMFR useful.

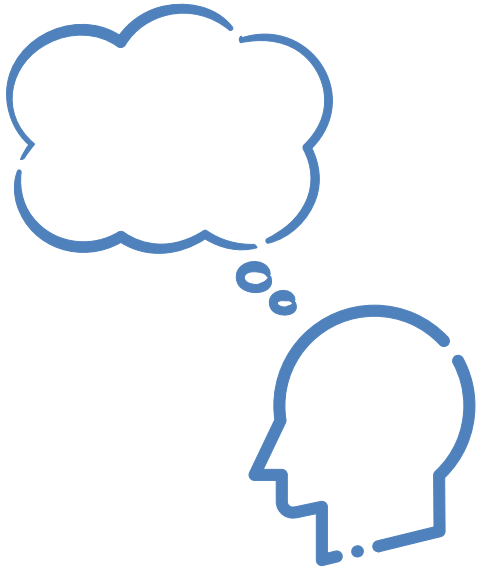
Why does it take so long to administer the IMFR?

- The study team found that several hours were needed to fully understand tiered system implementation in schools and to gather adequate information to accurately rate the implementation effort.

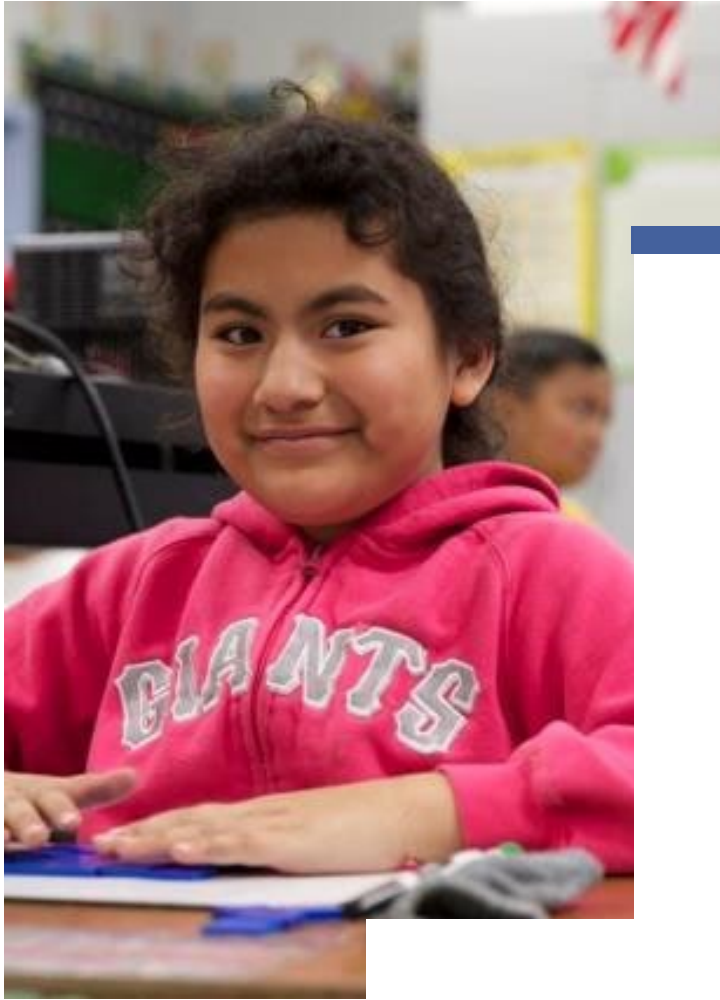
Can a school MTSS team member and/or school-based coach administer the IMFR?

- Yes, however the IMFR was not formally tested in these conditions. Results may or may not be accurate.

Questions and Reflections



- What questions do you have about the study, findings, and/or implications?
- How might your SEA use or support the use of the IMFR?
- Do you have relevant experiences to share?



The Suite of IMFR Materials

Three Main Items

The Materials Packet

Integrated MTSS Fidelity Rubric

MATERIALS PACKET | March 2024



The research reported here was supported in part by the Institute of Education Sciences, U.S. Department of Education, through Grant Number R324N190007-20 to American Institutes for Research. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

The Administration Manual

Integrated MTSS Fidelity Rubric

ADMINISTRATION MANUAL | MARCH 2024



- IMFR Training
 - Introduction
 - Module 1: Integrated MTSS (i) MTSS and The IMFR
 - Module 2: The IMFR
 - Module 3: The IMFR Rating Scales
 - Module 4: The Rating Scale for the Infrastructure Domain
 - Module 5: The IMFR Interview Protocol
 - Module 6: The IMFR Scoring Worksheet
 - Module 7: The Instruction and Intervention Domain
 - Module 8: The Assessment Domain

Training Series

Introduction

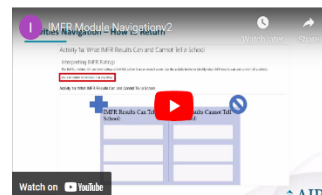


Welcome

Welcome to the IMFR Training Modules! These modules contain information about administering and scoring the IMFR. Please complete each module and their associated activities before using the tool with school teams.

Module Navigation

Use the navigation pane on the left to access each module. You may also click on module links at the top and bottom of the page to navigate to different modules. To complete an activity, click on the desired activity's link. Once you have started an activity, you may navigate to prior or subsequent activities by using the "Jump To" drop down menu or clicking on the link next to the "Jump To" drop down menu.



The Materials Packet

The IMFR ("the rubric")

Integrated MTSS Fidelity Rubric (IMFR)

Item
1.1 Tier 1
Tier 1 refers to the core curriculum and instructional practices delivered to all students.
Tier 1 criteria:
(a) Tier 1 is evidence based.
(b) Tier 1 is differentiated to address the needs of learners.
(c) Tier 1 is delivered with fidelity.
1.2 Tier 2
Tier 2 refers to interventions and supports that supplement the core curriculum and are provided to small groups of students who need more targeted instruction.
Tier 2 criteria:
(a) Tier 2 is evidence based.
(b) Tier 2 is supplemental to Tier 1.
(c) Tier 2 is delivered with fidelity to a targeted group of students.

IMFR Materials

Interview Protocol

SECTION 3 DOMAIN 1. INSTRUCTION AND INTERVENTION TIER 1: READING, MATH, & SEB (SCORING WORKSHEET 1.1, Q1)	
We'll start with Tier 1. When I say Tier 1, I am referring to the core curriculum and instructional practices delivered to all students.	
A. Scoring Criterion: Tier 1 is evidence based.	
1. What Tier 1 curriculum is used for reading ?	<p>a. <i>[Follow-up if needed]</i> Who selected this curriculum?</p> <p>b. <i>[If not district selected]</i> Was there consideration of the curriculum's research base in the selection process?</p>
2. What about in math ? What Tier 1 curriculum is used? Who selected it? Was there consideration of research on it during the selection process?	
3. What about in SEB ? What Tier 1 curriculum is used? Who selected it? Was there consideration of research on it during the selection process?	
B. Scoring Criterion: Tier 1 is differentiated to address the needs of all learners.	
1. What data do teachers use to determine how Tier 1 reading instruction will be differentiated?	<p>➤ <i>E.g., universal screening data, unit assessments.</i></p> <p>a. <i>[Follow-up if needed]</i> How do teachers differentiate Tier 1 reading instruction?</p> <p>➤ <i>E.g., use of centers/stations, small-group instruction, varied assignments, self-leveling computer-based programs.</i></p> <p>b. <i>[Follow-up if needed]</i> Which students receive differentiated instruction for Tier 1 reading?</p>
2. What about in math ? What data do teachers use to determine how Tier 1 will be differentiated? How do teachers differentiate? Which students receive differentiated instruction in Tier 1?	
3. What about in SEB ? What data do teachers use to determine how Tier 1 will be differentiated? How do teachers differentiate? Which students receive differentiated instruction in Tier 1?	

IMFR Materials

11

Scoring Worksheet

IMFR Scoring Worksheet

Domain 1. Instruction and Intervention

1.1 Tier 1

Tier 1 refers to the core curriculum and instructional practices delivered to all students.

Q1. Tier 1 Criteria by Area Table	Reading	Math	SEB
a. Tier 1 is evidence based.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> At least one Tier 1 curriculum/instructional practice is deemed evidence based by an external source or selected by the district. <ul style="list-style-type: none"> External source e.g., EdReports, What Works Clearinghouse, Evidence for ESSA. 			
b. Tier 1 is differentiated to address the needs of all learners.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> Educators use data to inform when and how to differentiate instruction. <ul style="list-style-type: none"> E.g., universal screening data, unit assessments, Positive Behavioral Interventions and Supports (PBIS) data. Educators provide differentiated instruction. <ul style="list-style-type: none"> Academic e.g., use of centers/stations, small-group instruction, varied assignments, self-leveling computer-based programs. Social, Emotional, and Behavioral (SEB) areas e.g., reteaching expectations, behavior safe seat/cool-down corner, classwide group contingency system (token economy, Class-Wide Function-Related Intervention Teams). Differentiated instruction is provided for all students who need it, not just those with individualized education programs (IEPs) and/or behavior plans. 			
c. Tier 1 is delivered with fidelity.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> Delivery of Tier 1 is monitored two to three times per year by principals, coaches, or other staff who conduct fidelity checks as part of walk-throughs or observations. The fidelity checks show that Tier 1 is consistently implemented as expected in most settings. <ul style="list-style-type: none"> E.g., most teachers use the curriculum as it was intended to be used; most teachers have behavioral expectations posted. 			
Fully implemented.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> "Yes" is selected for all criteria in the column above. 			

IMFR Materials

Planning Guide

SECTION 2 IMFR RATINGS AT-A-GLANCE

Summary of Administration

Teachers and administrators at [School Name] participated in a [face-to-face or virtual] interview on [Month Day, Year] with a [Name of Person Conducting the IMFR interview]. During this interview, team members answered questions related to topics on reading, math, and SEB based on I-MTSS implementation during the current school year.

Ratings At-A-Glance

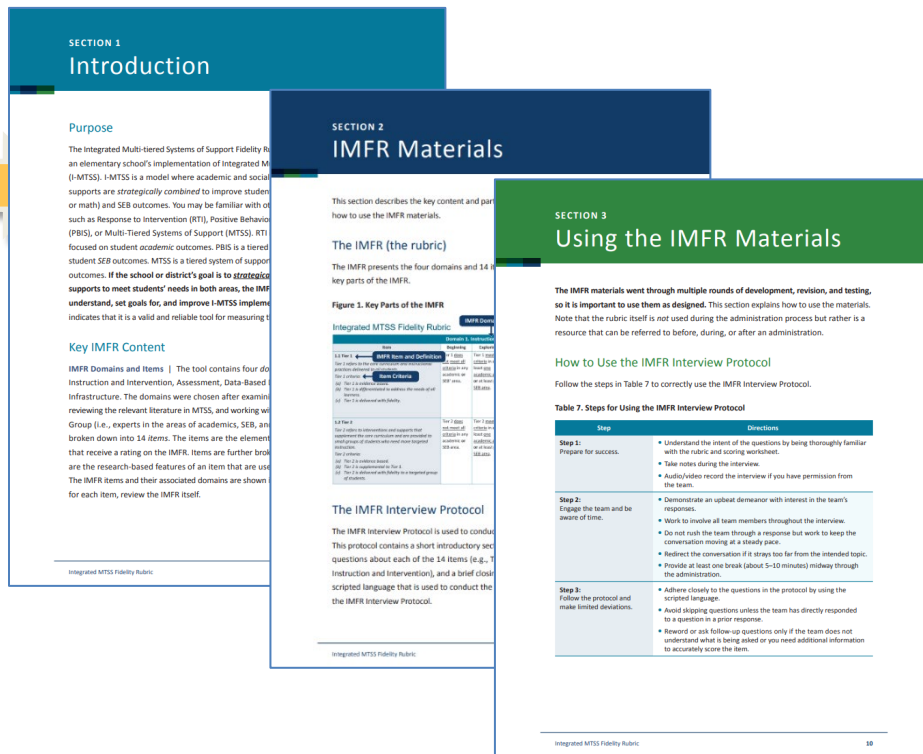
Item	Beginning	Exploring	Aligning	Integrating	Sustaining
Domain 1. Instruction and Intervention					
1.1 Tier 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Tier 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Tier 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 2. Assessment					
2.1 Universal Screening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Diagnostic Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Progress Monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 3. Data-based Decision Making					
3.1 Universal DBDM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Targeted DBDM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Intensive DBDM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Continuous Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 4. Infrastructure					
4.1 District Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 School Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Schoolwide Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Professional Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMFR Planning Guide

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The Administration Manual

- Designed to *supplement* the online training series
- Contains three sections



Self-Paced Online Training Series

- Mimics the training used during the study
- Features 11 modules on the key content of the IMFR, the materials, and how to use them
- Includes written content, videos, checks for understanding, and practice opportunities

Activity 5a: IMFR Interview Practice

Practice using the IMFR protocol and respond to the questions below.

- > Find a partner.
- > Review roles.
- > Practice using IMFR Protocol.

Interview
Practice

Important!
Completing the training series supports correct IMFR administration and scoring.

Scoring Practice




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Integrated MTSS Fidelity Rubric (IMFR)




The Integrated Multi-Tiered Systems of Support Fidelity Rubric (IMFR) is a tool created to assess an elementary school's implementation of Integrated Multi-tiered Systems of Support (I-MTSS). I-MTSS is a model where academic and social, emotional, and behavioral (SEB) supports are strategically combined to improve students' academic (e.g., reading and/or math) and SEB outcomes.

The tool was developed by researchers at AIR and the University of Missouri (MU) as a part of a five-year study funded by the Institute of Education Sciences (IES). Investigators included Dr. Allison Gandhi (AIR, principal investigator), Dr. Erica Lembke (MU, co-principal investigator) and Dr. Chris Riley-Tillman (MU, co-principal investigator). Jennifer Pierce (AIR) served as project director and Heather Smith (MU) served as project coordinator.

Psychometric testing on over 100 elementary schools indicates that the IMFR is a valid and reliable tool for measuring the implementation of I-MTSS.

Contact



Jennifer Pierce
Senior TA Consultant

Related Work

Center on Multi-Tiered System of Supports (MTSS Center) ▶



<https://www.air.org/resource/guidetoolkit/integrated-mtss-fidelity-rubric-imfr>

Accessing the Suite of Materials

1. Go to [the IMFR website](#)
2. Scroll to the section called “*Where Can I Get the IMFR?*” (located at the bottom of the page).
3. Click on “*complete this short form*” and complete the form.

Where Can I Get the IMFR?

Please complete this short form to gain access to the IMFR materials. You will be asked to provide your name, email address, role, and whether you will be using the IMFR for research purposes. After submitting the form, you will receive an email with the IMFR tool, interview protocol, scoring worksheet, planning guide, and self-paced training course.

Automated Email from Airtable

- You will then receive an email from Airtable Automations, Subject Line: IMFR Suite of Materials.
- Click on the link *“Click to download the IMFR materials.”*
 - You do **not** need to login to Dropbox to download the materials.

Thank you for your interest in the IMFR! This email contains the following items:

-The IMFR Materials Packet and

-The IMFR Administration Manual, which is intended to supplement the IMFR Training Series.

Click to download the [IMFR materials](#). You will be prompted to login or you can download the materials without logging in by scrolling down to *continue with download only*.

Access to the online, self-paced the IMFR Training Series:

-An IMFR team member will use your name and email address (previously provided) to enroll you in the online, self-paced IMFR Training Series. Please allow 3-5 business days to be enrolled.

-Once enrolled, you will receive an email from Moodle, our learning management system, with your login credentials.

-Please note that you may want to check your spam or junk folder in case the email is routed there.

-When you login for the first time, you will be prompted to change your password.

-Once enrolled in the course, please watch all training videos and complete their required activities prior to conducting IMFR administrations or disseminating IMFR materials and information. Completing the training series will ensure the IMFR ratings are valid and reliable.

Please email IMFR@AIR.org if you have questions or require additional support.

The IMFR Team

The IMFR Training Series

- You will automatically be enrolled in the IMFR Training Series once you complete the website form to access the materials.
 - Expect an email from Moodle within 3–5 business days.
 - Additional directions (e.g., checking spam folder, changing your password) are in the Airtable Automations email you originally received.
- Let's preview the modules!

Questions and Reflections



- How does your SEA currently support LEAs' implementation and/or measurement of I-MTSS?
- What questions do you have about the IMFR and/or its associated materials (e.g., the Training Series, the Scoring Worksheet)?
- Do you have relevant experiences to share?

Wrap-Up



3-2-1 Reflection

- What are 3 big ideas from today's session?
- What lingering 2 questions do you have now?
- What is 1 next step you will take after the session?

Other I-MTSS Research Network Resources



Supporting Resources

This is a companion resource for the June 5, 2024, webinar, **Supporting MTSS Implementation: The Integrated MTSS Fidelity Rubric (IMFR)**, the third in the National Center for Systemic Improvement (NCSI) Research to Practice Spotlight Series (<https://ncsi.wested.org/research-to-practice-webinar-series/>). The following open-access materials from the Integrated Multi-Tiered Systems of Support (I-MTSS) Research Network support understanding and application of I-MTSS.

What Is the I-MTSS Research Network?

The Institute of Education Sciences, U.S. Department of Education, funds I-MTSS Research Network to examine elementary school MTSS that integrate behavioral and academic support systems. In addition to the IMFR, the Network's projects include the following:

- [Behavior and Academic Supports: Integration and Cohesion \(Project BASIC\)](#)
- [Enhancing Ci3T: Building a Professional Capacity for High Fidelity Implementation to Support Students' Educational Outcomes \(Project ENHANCE\)](#)
- [Evaluating the Impact of Integrated Behavior and Reading MTSS in Elementary Schools](#)

More to Come!

Stay updated with the NCSI newsletter:

<https://ncsi.wested.org/subscribe-ncsi-news/>

Other Questions?

- Jennifer Pierce jpierce@air.org
- Lauren Artzi lartzi@air.org
- Laura Kuchle lkuchle@air.org

Thank you

The content of this document was developed under a grant from the US Department of Education, #H326R190001.

However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government.

Project Officer: Perry Williams (October 2019)

WestEd is the lead organization for NCSI.

For more information about the work of WestEd, NCSI, and their partners, please visit www.ncsi.wested.org and www.wested.org.

