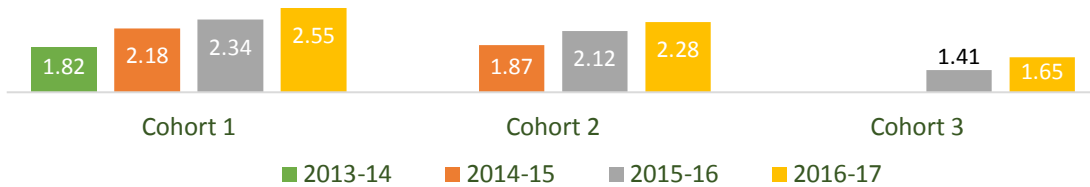


## Vermont K-12 MTSS Implementation Rubric Summary

The VT MTSS-RTII Implementation Rubrics served as a guide for determining system capacity for implementing an MTSS-RTII approach. The rubrics were aligned to the five components and the key characteristics of the VT MTSS-RTII Field Guide and Self-Assessment. Each rubric, using a set of guiding questions aligned to Implementation Drivers describes what MTSS-RTII looks like across the five components of the VT MTSS-RTII Field Guide and Self-Assessment and corresponding Implementation Drivers, and across four growth stages (i.e., emerging, developing, operationalizing, optimizing). The data below reflect the results of Vermont schools and Supervisory Unions (SUs) who completed an Implementation Rubric during each year they participated in the VT SPDG K-12 systems professional development.

**Chart 1: Average Implementation Rubric Rating across Cohorts**

(Scale: 1 = Emerging, 2 = Developing, 3 = Operationalizing, 4 = Optimizing)

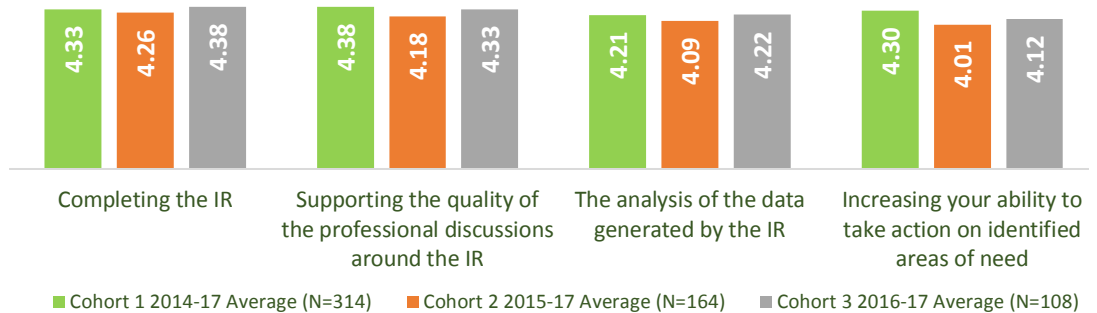


### Testimonies

- ✓ *Our coach is wonderful and has a real talent for being able to ask questions that focus and guide our team's thinking.*
- ✓ *Our coach always posed questions that forced us to think. We became a better team thanks to her guidance and encouragement!*
- ✓ *We were fortunate to have an exceptionally skilled coach who helped us engage in professional dialogue about the current status of our MTSS Implementation.*

**Chart 2: Impact of VT MTSS Systems Coaching on the Use of Implementation Rubrics**

(Scale: 1 = No Impact, 2 = Little Impact, 3 = Neutral, 4 = Some Impact, 5 = A Lot of Impact)



**Summary:** On average, the sustaining 19 Cohort 1, 23 Cohort 2, and 14 Cohort 1 schools showed gains in each of the five MTSS components on each successive administration of their Implementation Rubrics (see Chart 1). Cohort 1 and 2 schools had similar baseline data and demonstrated similar growth in their MTSS systems implementation. Cohort 3 schools began with a lower average implementation rubric score than the first two cohorts, but had a similar amount of growth as the previous cohorts, in their second year.

Participating school K-12 MTSS Leadership Teams were surveyed the last three years to assess the impact of the VT MTSS systems coaches on the implementation of IRs. Respondents reported that the systems coaches had between “some” and “a lot” of impact on their capacity to complete IRs, to support the quality of professional discussions around the IR and the analysis of data generated by the IR, and to take action on identified areas of need (see Chart 2).