

Inclusive MTSS Implementation Scale (IMIS)

Technical Specification and Instructions

This report provides an overview of the Inclusive MTSS Implementation Scale (IMIS), reliability and validity evidence, and instructions for administering the survey through the [districttools.org website](https://districttools.org). For instructions on general use of the website, [click here](#).

In this document, you will find the following sections:

1. [Overview](#)
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Overview

A multi-tier system of supports (MTSS) focuses on prevention, early identification, and intervention to ensure each student succeeds. **The Inclusive MTSS Implementation Scale (IMIS)¹ is an online tool that surveys instructional staff and administrators and is designed to...**

- **Measure** a school's implementation of key MTSS components in the areas of:
 - Reading,
 - Math,
 - Behavior/social-emotional learning (BSEL), and
 - Empowering culture.
- **Generate** a variety of building- and district-level reports automatically, which help inform decision making and provide evidence of your district's progress on and achievement of targeted goals for the Kansas Education Systems Accreditation (KESA) and the Kansas Can Design Principles (see Table 1 for alignment) by:
 - Documenting areas of strong implementation and implementation progress over time,
 - Determining the effectiveness of existing communication structures, and
 - Targeting areas for growth and setting priority goals.

Responses are confidential. No personally identifiable data is collected, though in small schools the role of the individual may inadvertently reveal identifiable information (for example, a school may only have one special education teacher). To mitigate this possible concern, summary reports only generate when a minimum of three responses can be displayed. Additionally, district- and building-level data will not be available to anyone if they are neither a website administrator nor expressly granted access to the results through a membership invitation on your District Dashboard page. If you have any questions or concerns regarding your data, please contact tasneval@ku.edu.

¹ Gaumer Erickson, A.S., Noonan, P.N., Monroe, K.M. (2017). *Inclusive MTSS Implementation Scale*. Kansas State Department of Education, Technical Assistance Systems Network. <https://districttools.org>.

Table 1: Alignment to accreditation rubrics and design principles.

IMIS ¹ Item(s) That Provide Evidence for...	Kansans Can Design Principles ^{2,3}	KESA ⁴
Behavior/Social-Emotional Learning (BSEL) Scale Student Outcomes Scale (BSEL)	Student Success Skills Integrate the approach to student success skills , which include the five areas of a successful high school graduate: <ul style="list-style-type: none"> • Academics • Technical skills • Cognitive skills • Employability skills, including social-emotional • Civic engagement 	Foundational Structures Design Principles Curriculum, Instruction, and Assessment Leadership and Culture Data-Based Decision Making
Math Scale Reading Scale Student Outcomes Scale (Reading and Math)	Personalized Learning Place the whole child at the center of instruction through personalized learning that: <ul style="list-style-type: none"> • is informed by strong educator/student/family/ community relationships. • provides equity and choice in time, place, path, pace, and demonstration of learning. Real World Application Make learning relevant through real-world application.	Foundational Structures Design Principles Curriculum, Instruction, and Assessment Leadership and Culture Data-Based Decision Making
Family Engagement Subscale	Family, Business & Community Partnerships Develop family, business, and community partnerships based on mutually beneficial partnerships.	Foundational Structures Design Principles Data-Based Decision Making
Empowering Culture Scales Building Leadership Teaming Collaborative Teaming	Continuous Improvement Implement and continuously improve using an iterative process that produces positive results.	Foundational Structures Leadership and Culture Data-Based Decision Making
	Learning Organization Culture Develop and grow a collaborative learning culture through shared leadership.	Foundational Structures Leadership and Culture Data-Based Decision Making

The Inclusive MTSS Implementation Scale (IMIS) consists of six domains with items rated on Likert-type scales. An introductory set of questions identifying a respondent’s role and team participation determines which scales and questions will follow. Through branching, educators only answer items pertinent to their content areas and team participation. The survey requires approximately **10 minutes** for completion by **instructional staff** and **5 minutes** for completion by **administrators**. **Figure 1** (on page 4) provides an overview of the survey’s flow. The complete IMIS with all items can be found in Appendix A.

Recommended citation for the IMIS: Gaumer Erickson, A.S., Noonan, P.N., Monroe, K.M. (2017). *Inclusive MTSS Implementation Scale*. Kansas State Department of Education, Technical Assistance Systems Network. <https://districttools.org>.

Recommended citation for this report: Gaumer Erickson, A.S., Monroe, K.M., Calvert, C. (2021). *Inclusive MTSS Implementation Scale: Technical Specifications and Instructions*. Kansas State Department of Education, Technical Assistance Systems Network. <https://districttools.org>.

Reliability and validity.

Reliability. The Inclusive MTSS Implementation Scale (IMIS) demonstrates strong reliability across domains and roles. In a sample of four districts that administered the IMIS in three consecutive years (2019, 2020, and 2021), a total of 2,110 responses were collected. Internal consistency, as measured by Cronbach’s coefficient alpha, is strong in each domain and for the subgroups of general education teachers and special education teachers. As shown in the following table, the scales of tiered reading instruction, tiered math instruction, and tiered behavior and social-emotional (BSEL) instruction each include subscales for core and interventions. Each scale represents the educators who provide instruction in that area (i.e., reading, math, or BSEL) or who participate on collaborative and/or building leadership teams; using logic, only applicable items are asked of the survey participants.

² Kansas State Department of Education (KSDE) (2020). *Kansans Can School Redesign Project*. KSDE Division of Learning Services.

³ Kansas State Department of Education (KSDE) (2021). *Redesign Success Rubric*. KSDE Division of Learning Services.

⁴ Kansas State Department of Education (KSDE) (2020). *Kansas Education Systems Accreditation Guidance: 2019-2020*. KSDE Teacher Licensure & Accreditation.

Table 2: Reliability estimates by domain and subdomain.

Reliability by Scale	Items	N (All Roles)	α	N (General Educators)	α	N (Special Educators)	α
Tiered Reading Instruction	20	1,045	0.941	657	0.935	163	0.941
Reading Core	9	1,121	0.869	697	0.858	175	0.863
Reading Interventions	9	1,149	0.904	700	0.903	182	0.908
Tiered Math Instruction	20	873	0.945	559	0.936	139	0.958
Math Core	9	935	0.864	596	0.822	150	0.888
Math Interventions	9	936	0.919	587	0.917	152	0.932
Tiered BSEL Instruction	19	1,123	0.941	675	0.935	151	0.951
BSEL Core	12	1,194	0.913	712	0.904	162	0.925
BSEL Interventions	4	1,251	0.888	724	0.885	180	0.917
Collaborative Teaming	4	1265	0.876	791	0.871	190	0.893
Building Leadership Teaming	6	428	0.923	200	0.933	52	0.901
Data Shared With Families	6	731	0.906	470	0.884	123	0.934

Substantive validity. The IMIS underwent pilot testing prior to full release. In 2017, leadership in three districts launched the survey to all instructional staff. Summarized results for each school were shared with the school and district leadership. Three focus groups (one per district) were held with principals and district leadership. Focus group participants reviewed the summarized data, determining whether the results matched their perceptions of implementation and whether the data were informative for decision making. Revisions were made to item wording and reporting features based on input from these focus groups. Overall, school and district administration unanimously agreed that the data produced by the IMIS were beneficial for determining areas to target for improved implementation of MTSS constructs.

Structural validity. The domains were purposefully determined based on research across initiatives that focus on whole school implementation (e.g., MTSS, Response to Intervention, positive behavioral interventions and supports, turnaround principles). The Kansas MTSS and Alignment state training team provided item wording matching the tenants of MTSS. As shown by the reliability analyses, each scale demonstrates strong internal reliability. Because the survey uses logic to only ask items appropriate for the educator (e.g., only educators who provide math instruction complete the math instruction domain), analyses of the full scale using Cronbach’s alpha are not appropriate.

Generalizability validity. The IMIS is a population measure as opposed to a sampling measure—all instructional staff in a school are asked to reflect on their personal implementation of MTSS constructs as well as the school structures that promote their implementation. Other scales of MTSS implementation ask a building leadership team to estimate implementation across their school, though research has shown that individuals on a building leadership team frequently overestimate implementation compared to the results when all instructional staff provide input (Gaumer Erickson et al., 2012)⁵. The IMIS produces strong generalizability for schools and districts, representing the on-the-ground implementation and perceptions of all instructional staff, with options for viewing the results by role.

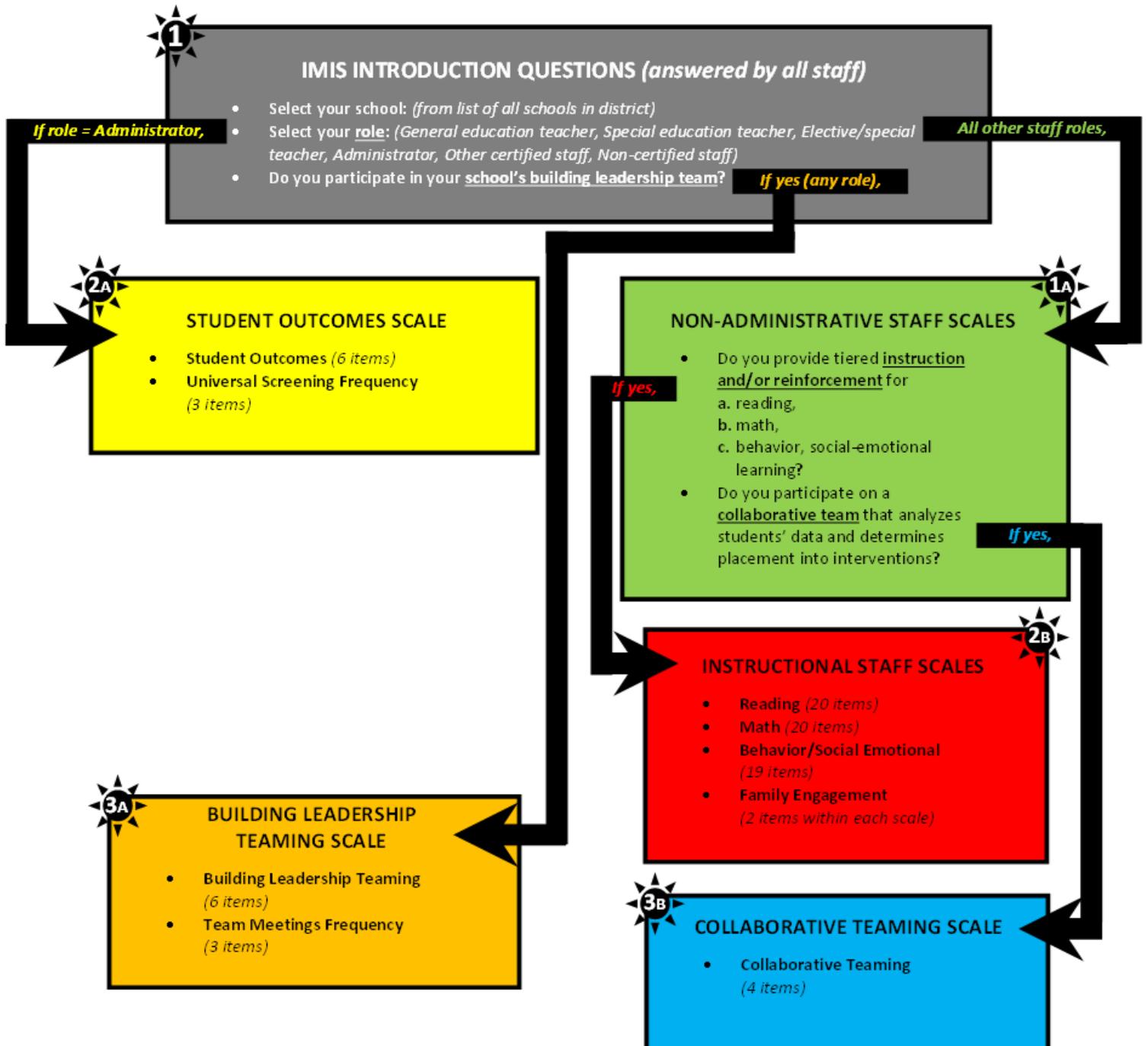
Fairness. The IMIS has been utilized by urban, rural, and remote school districts. Results are applicable for decision making in districts and schools regardless of size and the number of instructional staff. The Kansas MTSS and Alignment state training team reviewed IMIS results for schools that they support. The results aligned with other implementation data for these schools.

Consequential validity. The IMIS is sensitive to change. When utilized across years, the IMIS Snapshot shows significant increases as schools improve their implementation of MTSS constructs. The IMIS Snapshot also reveals areas that are stagnant or have not been effectively maintained. Item analyses inform actions that district and school teams can undertake to continue to improve and maintain the implementation of MTSS elements.

⁵ Gaumer Erickson, A.S., Noonan, P.M., & Jensen, R. (2012). The *School Implementation Scale*: Measuring implementation in response to intervention models. *Learning Disabilities: A Contemporary Journal*, 10(2), 33-52.

Figure 1: IMIS flowchart.

All survey respondents answer the introduction section questions in **1** below. A survey respondent's answers to the role and team participation questions in this section determine which scales and questions will follow in **2** and **3** below.



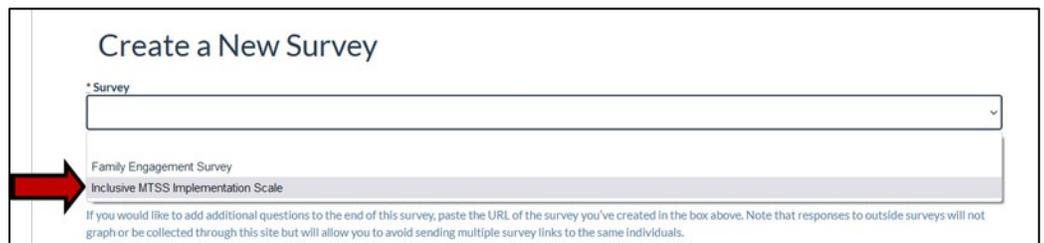
Launching the IMIS

To access the IMIS, a district or school leader must request access at <https://www.districttools.org/>. For instructions on general use of the website, [click here](#). After access is granted, if you have an account for the ksdetasn.org website, you can login with those credentials; if you do not have a ksdetasn.org account, you can create a new account at <https://www.districttools.org/>. Once you've logged in and are ready to launch the IMIS for your district or any of its buildings:

1. Click the **Create New Survey** button on your district's Dashboard page.



2. Select **Inclusive MTSS Implementation Scale** from the *Survey* dropdown menu.



3. **Create a short URL** for your survey by typing text in the *Short URL* box. This gives respondents a simple option for accessing the survey. In the example below, respondents could type [districttools.org/usd100imis2021](https://www.districttools.org/usd100imis2021) into their web browser to access the survey. Additional ideas to simplify survey dissemination are included in the next section, **Distributing the Survey**.

The screenshot shows the 'Create a New Survey' form with the 'Short URL' field filled with 'https://districttools.org/usd100imis2021'. A red arrow points to the 'Short URL' field. Below the field, it says 'This creates a short URL for your survey, like: https://districttools.org/example'. The 'Buildings' section is also visible, with checkboxes for 'Example Elementary', 'Example Middle', 'Elem 12', and 'Example High School'. A red arrow points to the 'Buildings' section.

4. Ensure that all building(s) for which you want to gather responses are included in the list and that the boxes beside these school names are checked. For instructions on adding buildings to your district, refer to **Adding Buildings** in the [General Site Usage Instructions](#).

5. Click **Create Survey**. If you would like to add items customized to your districts, the **Additional Questions** option allows for linking to other survey software such as Google Forms. Once an individual completes the IMIS items, the survey will advance to the additional, customized items.

Distributing the survey. Now that your survey is ready to go, it's time to gather responses! Strategize ways to provide staff with the survey link you created (in the example survey created in the previous section, this link would be: www.districttools.org/usd100imi

The screenshot shows the 'Inclusive MTSS Implementation Scale' survey page. The district is 'Example District'. Below the title is a table with the following data:

Survey Name	Status	First Opened	Closed	Responses	Share
Inclusive MTSS Implementation Scale	Open	2021-11-05	Close Survey	7	https://districttools.org/usd100imis2021

A red arrow points to the 'Share' column in the table.

Ideas for disseminating the survey link include:

- Having staff complete the survey as part of a staff in-service, meeting, or some other school event.
- Emailing staff the survey link.
- In both cases, making it clear how the results will be used and shared back with all staff.

If you need to access this link again, click on the survey name on your district's Dashboard page. If you've administered the IMIS across multiple years, the First Opened date differentiates the surveys.

Example District Dashboard

Instructions for General Site Use
Family Engagement Survey Overview/Instructions

Surveys

Survey Name	Status	First Opened	Closed	Responses	Edit
Inclusive MTSS Implementation Scale	Open	2021-11-05	Close Survey	7	Edit
Inclusive MTSS Implementation Scale	Open	2021-07-02	Close Survey	4	Edit

Buttons: Create Report, Create New Survey

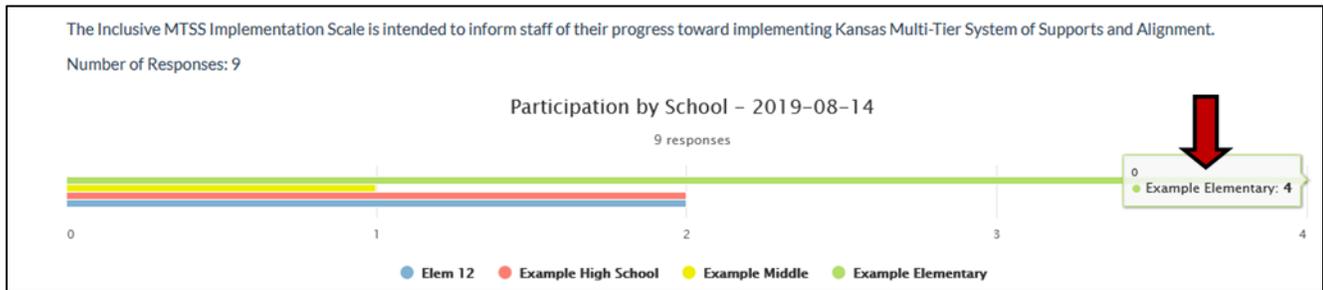
Checking response rates. In real time, you can view the total responses for your survey on your district's Dashboard page to the far right of the surveyname. To see response rates by building, **click on the survey** under *Survey Name*.

On the survey results page, make sure that **Results For: Entire District** is selected.

Role: All Instructional Staff | Results For: Entire district | Language: English

- Entire District
- Example Elementary
- Example Middle
- Elem 12
- Example High School

Here, you can view the number of responses by building. Each building's responses are displayed as a proportion of the total responses. In order to quickly see the number of responses for one particular building, simply **move your cursor over the bar** representing that building.



Analyzing the Results

Creating customized reports. By default, the survey results page displays results for all buildings selected for the survey (*Entire District*). You will see the current number of responses for each building and the average ratings for each of the survey items (organized by domain).

Example District Dashboard

Instructions for General Site Use
Family Engagement Survey Overview/Instructions

Surveys

Survey Name	Status	First Opened	Closed	Responses	Edit
Inclusive MTSS Implementation Scale	Open	2021-11-05	Close Survey	7	Edit
Inclusive MTSS Implementation Scale	Open	2021-07-02	Close Survey	4	Edit

Buttons: Create Report, Create New Survey

To customize a report, click **Create Report**.

Then, select *Inclusive MTSS Implementation Survey*.

Create a custom report

Select a Survey: Inclusive MTSS Implementation Scale 

Select Years/Administrations:

Which instances of the survey should be included in the report?



Survey Name	Status	First Opened	Closed	Responses
<input checked="" type="checkbox"/> Inclusive MTSS Implementation Scale	Open	2021-11-05	Close Survey	7
<input type="checkbox"/> Inclusive MTSS Implementation Scale	Open	2021-07-02	Close Survey	4
<input type="checkbox"/> Inclusive MTSS Implementation Scale	Open	2021-07-02	Close Survey	0
<input type="checkbox"/> Inclusive MTSS Implementation Scale	Open	2019-08-14	Close Survey	13

Select which instance(s) of the survey should be included in the report.

Then, chose the buildings you would like included in the report. You can aggregate data for all school buildings or you can select specific school(s).

Then, click **Run Report**. You will see the current number of responses for each building selected and the average rating for each of the survey items (organized by domain). The customized reports enable you to view results disaggregated by school, role, or year. You can also compare data across years. You can easily download the report by clicking Download as PDF.

Select Buildings:

Which Buildings should be included in the report? 

Example Elementary
 Example Middle
 Elem 12
 Example High School

Run Report 

Interpreting results. Inclusive MTSS Implementation Scale results generate a variety of building- and district-level reports automatically which help inform decision making and provide evidence of your district’s progress on targeted goals for Kansas Education Systems Accreditation (KESA) and the Kansans Can Design Principles (see Table 1 for alignment) by:

- Documenting areas of strong implementation and implementation progress over time,
- Determining the effectiveness of existing communication structures, and
- Targeting areas for growth and setting priority goals.

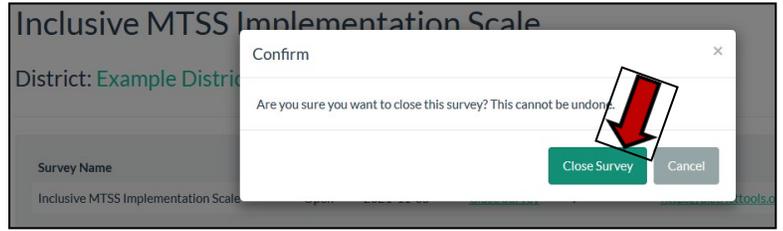
The results should be used to identify strengths and priority areas.

Guided Discussion Questions

1. Quickly glance through the data. What are your first impressions?
2. Does the number of survey participants adequately represent our staff?
3. Celebrate successes: Which items or domains show high levels of implementation? What processes are in place that support these high levels?
4. How do the results align with our impressions? Are additional data needed?
5. Prioritize needs: Which items/domains show low levels of implementation? Which items highlight areas that could be improved over the next year?
6. Next steps: How do the results influence our next steps?

Closing a survey. Once you're finished collecting responses, **click the *Close Survey* button** on the survey results page.

Once a survey is closed, **it cannot be reopened**. If you need additional results, a new Inclusive MTSS Implementation Scale Survey will have to be launched and results from the two surveys will not be aggregated automatically. If you're sure that you are done collecting responses, select *Close Survey* again in the window that pops up to confirm your decision.



Your Inclusive MTSS Implementation Scale Survey's status will now change to *Closed* on your district's Dashboard page. Anyone who accesses a link for a closed survey will receive the following message:

Example District
Inclusive MTSS Implementation Scale
We're sorry, this survey has been closed.

Additional Assistance

For additional assistance or any questions regarding districttools.org or the Inclusive MTSS Implementation Scale (IMIS), please contact tasneval@ku.edu.

Inclusive MTSS Implementation Scale Items

Administrator & Staff Items

Please select your school(s):

(List of schools in district)

Choose your role:

(General education teacher, Special education teacher, Elective/special teacher, Administrator, Other certified staff, Non-certified staff)

Do you participate in your school's Building Leadership Team?

(Yes; Yes, but to a limited extent; No)

Administrator Items

Do you participate on a District Leadership Team?

(Yes; Yes, but to a limited extent; No)

To what extent are the following in place in your school?

(No, not part of our focus; Not yet, but we will be working on this; Planned, but not yet in place; Yes, but to a limited extent; Yes, implemented school-wide; Unsure)

Area

A district leadership team, including representation from every school, has been established.

MTSS is a critical component of our accreditation process.

My school has a process for regularly sharing data with staff.

Administration ensures that training and coaching are provided to teachers to improve the fidelity of implementation.

School-wide decisions on instruction and curricula are based on data.

Students' reading, math, behavior, and social-emotional data are reviewed together to inform decisions.

We follow a communication plan to share MTSS information and data with district, building, family, and community collaborators.

Empowering Culture

How many times per year are the following administered?

(Zero times, Once, Twice, Three times or more, Unsure)

Research-based universal reading screener school-wide.

Research-based universal math screener school-wide.

Research-based universal behavior and social-emotional screener school-wide.

Universal Screeners
Frequency

Have these student outcomes improved?

(No, substantially worse; No, slightly worse; No, this has not changed; Yes, slightly improved; Yes, substantially improved; Unsure)

Students scoring at benchmark on the school's universal reading screener.

Students scoring at benchmark on the school's universal math screener.

Students scoring at benchmark on the school's universal behavior and social-emotional screener.

Students scoring at proficient or above on the state reading assessment.

Students scoring at proficient or above on the state math assessment.

Number of office disciplinary referrals or behavior incident reports.

Students' Outcomes

How often do the following teams meet?

(Less than monthly, Monthly, More than monthly, Unsure)

District leadership team

Building leadership team

Collaborative teams that analyze students' data and determine placement into interventions

Team Meetings
Frequency

Appendix A: Inclusive MTSS Implementation Scale (IMIS) Items

**Asked of any role that choose Yes or Yes, but to a limited extent for Building Leadership Team participation*
Thinking about your Building Leadership Team, please rate the following items.
(Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree, N/A)

Meetings are productive and focused on implementation fidelity and progress.	Empowering Culture – Building Leadership Teaming
My building leadership team regularly engages in formal problem solving using data to make decisions.	
My building leadership team is responsive to the needs and concerns of collaborative teacher teams.	
Building leadership team decisions are communicated to collaborative teacher teams.	
The district leadership team is responsive to the needs and concerns of building leadership teams.	
District leadership team decisions are communicated to my building leadership team.	

All Staff Items (Non-Administrative Roles)

I provide instruction and/or reinforcement for the following (select all that apply):
(Reading – Tier 1,2,3; Math – Tier 1,2,3; Behavior – Tier 1,2,3; Social Emotional – Tier 1,2,3)

Do you participate on a collaborative team that analyzes students' data and determines placement into interventions?
(Yes; Yes, but to a limited extent; No)

Please rate your agreement with each statement: <i>(Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree, N/A)</i>	Area
My school has clear, school-wide, positively stated behavior expectations.	Behavior/Social-Emotional
All students, including students with disabilities and English learners, are explicitly taught the school-wide behavior expectations.	
All staff teach expected behavior using a common, positively stated language and revisit the expectations regularly.	
I regularly provide specific praise and recognition of expected student behavior (e.g., minimum 4 to 1 ratio of positive to corrective feedback).	
All staff are trained in using in-class behavior and social-emotional interventions and supports (e.g., problem solving toolkit, behavior contracts, self-regulation, assertiveness, Check-In/Check-Out).	
My school has clearly defined response strategies for addressing students' challenging behavior.	
I follow my school's response strategies for addressing students' challenging behavior.	
Please rate your agreement with each statement: <i>(Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree, N/A)</i>	Area
Students' reading, math, behavior, and social-emotional data are reviewed together to inform decisions.	Empowering Culture
MTSS is improving education for students in my school.	

Appendix A: Inclusive MTSS Implementation Scale (IMIS) Items

Instructional Staff Items	
<p>*Asked of instructional staff who provide reading instruction. Thinking about the <u>reading</u> instruction and intervention, please rate the following: <i>(Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree, N/A)</i></p>	Area
My administrators are committed to implementing tiered levels of reading supports.	Reading
I have the technology and resources that I need to teach the core and/or intervention reading curricula with fidelity.	
The core reading curriculum is being implemented as it was intended (use of materials, sequencing, instructional strategies and routines, sufficient time for student practice).	
All students, including students with disabilities and English learners, are included in core reading instruction.	
Adequate, protected core instructional time is provided for reading.	
The data suggest that the core reading curriculum meets students' needs.	
Students that meet the benchmark on the reading universal screener receive adequate, appropriate instruction.	
When a student isn't making adequate progress in the core reading curriculum, instructional practices are adjusted.	
My school has a clear plan for supporting students who are nonresponsive to the Tier 1 reading support.	
I review reading universal screening data for every student that I teach.	
I review reading progress monitoring data for every student that I teach who receives reading interventions.	
When screening data indicate need regarding a student's reading, the student is placed in appropriate interventions.	
Diagnostic assessment data are used to inform decisions about strategic and intensive reading interventions for individual students.	
Trained staff are providing reading interventions.	
Reading interventions are being implemented as intended (use of materials, sequencing, pacing, instructional strategies and routines, sufficient time for student practice).	
The data suggest that the reading interventions meet students' needs.	
When progress monitoring data indicate need regarding a student's reading progress, the instructional practices in the interventions are adjusted.	
Decision guidelines are followed to move students among and between groups for reading interventions.	
Data are shared with families regarding their child's reading progress.	
Families are informed of their child's need for and placement into reading interventions.	
<p>*Asked of instructional staff who provide math instruction. Thinking about the <u>math</u> instruction and intervention, please rate the following: <i>(Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree, N/A)</i></p>	Area
My administrators are committed to implementing tiered levels of math supports.	Math
I have the technology and resources that I need to teach the core and/or intervention math curricula with fidelity.	
The core math curriculum is being implemented as it was intended (use of materials, sequencing, instructional strategies and routines, sufficient time for student practice).	
All students, including students with disabilities and English learners, are included in core math instruction.	
According to the timing recommendations of the math curriculum, there is sufficient time allocated to core instruction.	
The data suggest that the core math curriculum meets students' needs.	

Appendix A: Inclusive MTSS Implementation Scale (IMIS) Items

Students that meet the benchmark on the math universal screener receive adequate, appropriate instruction.	Math (cont.)
When a student isn't making adequate progress in the core math curriculum, instructional practices are adjusted.	
My school has a clear plan for supporting students who are nonresponsive to the Tier 1 math support.	
I review math universal screening data for every student that I teach.	
I review math progress monitoring data for every student that I teach who receives math interventions.	
When screening data indicate need regarding a student's math, the student is placed in appropriate interventions.	
Trained staff are providing math interventions.	
Math interventions are being implemented as intended (use of materials, sequencing, pacing, instructional strategies and routines, sufficient time for student practice).	
Frequent pre/post testing occurs within the math intervention curriculum to ensure mastery of taught concepts and movement within the curriculum.	
The data suggest that the math interventions meet students' needs.	
When progress monitoring data indicate need regarding a student's math progress, the instructional practices in the interventions are adjusted.	
Decision guidelines are followed to move students among and between groups for math interventions.	
Data are shared with families regarding their child's math progress.	
Families are informed of their child's need for and placement into math interventions.	
<p>*Asked of instructional staff who provide behavior and/or social-emotional instruction/reinforcement.</p> <p>Thinking about the <u>behavior and social emotional</u> instruction and intervention, please rate the following:</p> <p><i>(Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree, N/A)</i></p>	Area
My administrators are committed to implementing tiered levels of behavior and social-emotional supports and interventions.	Behavior/Social-Emotional
All students, including students with disabilities and English learners, are explicitly taught the social-emotional curriculum/framework.	
The social-emotional curriculum/framework is being implemented as intended (e.g., use of materials, sequencing, embedding concepts throughout the school day).	
Staff administer or complete universal behavior and social-emotional screeners correctly.	
A range of data (e.g., attendance, office disciplinary referrals/behavior incident reports, course grades, screening) is used to make adjustments to core instruction in behavior and social-emotional learning.	
A range of data (e.g., attendance, office disciplinary referrals/behavior incident reports, course grades, screening) is used to detect behavior and social-emotional risk for all students.	
Informal and formal diagnostic assessments are used to inform decisions about strategic and intensive behavioral and social-emotional interventions for individual students.	
A range of small-group and individual behavior and social-emotional interventions and supports, matched to students' needs, is provided within my school.	
Trained staff are providing behavior and social-emotional interventions.	
Validated behavior and social-emotional data are used to place students into, move students out of, and exit students from appropriate interventions and supports.	
Data are shared with all families regarding their child's behavioral and social-emotional progress.	
Families are involved in the data-based decision making process for their child's behavioral and	

Appendix A: Inclusive MTSS Implementation Scale (IMIS) Items

social-emotional interventions.	
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<p><i>*Asked if staff choose Yes or Yes, but to a limited extent for collaborative team participation.</i></p> <p>How often does your collaborative team meet? <i>(Less than monthly, Monthly, More than monthly)</i></p>	
<p>Thinking about your collaborative team, please rate your agreement with the following statements: <i>(Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree, N/A)</i></p>	
Team members follow established team norms (e.g., speak directly, ask questions, express support, restate ideas).	Empowering Culture – Collaborative Teams
All team members attend regularly.	
Meetings are productive and focused on implementation fidelity and progress.	
My collaborative team regularly shares in the responsibility of formal problem solving using data to make decisions.	
My building leadership team is responsive to the needs and concerns of collaborative teams.	
Building leadership team decisions are communicated to collaborative teams.	
<p><i>*Asked if staff choose Yes or Yes, but to a limited extent for building leadership team participation.</i></p> <p>Thinking about your Building Leadership Team, please rate the following items. <i>(Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree, N/A)</i></p>	
Meetings are productive and focused on implementation fidelity and progress.	
My building leadership team regularly engages in formal problem solving using data to make decisions.	
My building leadership team is responsive to the needs and concerns of collaborative teachers teams.	
Building leadership team decisions are communicated to collaborative teacher teams.	
The district leadership team is responsive to the needs and concerns of building leadership teams.	
District leadership team decisions are communicated to my building leadership team.	