

Colorado Multi-Tiered System of Supports

Office of Learning Supports

School Fidelity Tool

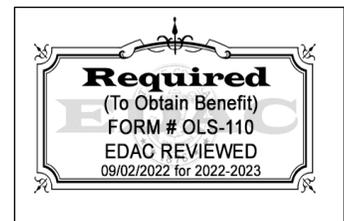
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Most importantly, the OLS recognizes the hard work and dedication of creating and piloting this tool from the following OLS team members: Dr. Erin Ax (COMTSS Specialist), Lynne DeSousa (Specialist/Response to Intervention and Positive Behavioral Interventions and COMTSS Supports Integration Coordinator), and Milcah Hawk (COMTSS Regional Specialist).

Finally, we want to thank the following Colorado districts and schools for piloting the initial COMTSS School Fidelity Tool:

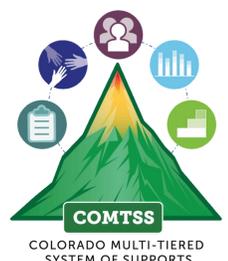
- Center School Consolidated Schools, Haskin Elementary
- Mountain Valley, Mountain Valley Elementary School
- Ellicott School District, Ellicott Elementary and High School
- Center Consolidated School District, Skoglund Middle School
- Center Consolidated School District, Center High School
- Ignacio School District, Ignacio Elementary School
- Aspen School District, Aspen Middle School



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Questions, comments, ideas, and resources are encouraged and should be sent to COMTSS@cde.state.co.us. For additional COMTSS resources please visit the [COMTSS website](#). To access the COMTSS Online Academy and Training Webpage please visit [COMTSS Training Page](#).

Introduction

The School Fidelity Tool (SFT) is based on the COMTSS [School Practice Profiles](#). The COMTSS School Practice Profiles show what COMTSS looks like in practice at the school level. There are also COMTSS [Regional and District Practice Profiles](#) that illustrate what COMTSS looks like in practice at the region and district levels.

The word [fidelity](#) refers to how closely practices are followed as defined. For example, school fidelity looks at how educators implement instruction, interventions, and assessments as intended.

The SFT measures how school staff are using the five COMTSS components at the school level. The five COMTSS components include [Team- Driven Shared Leadership](#), [Data-Based Problem Solving and Decision-making](#), [Family School and Community Partnerships](#), [Comprehensive Screening and Assessment System](#), and [Layered Continuum of Supports](#).

Purpose

The purpose of the SFT is to help the COMTSS School Implementation Team use the information detailed in each component for action planning and decision making. The action planning and decision-making process helps schools move through the stages of implementation to strengthen their system for support to improve student outcomes. The COMTSS District Implementation Teams can use the SFT results to provide different levels of learning opportunities in identified growth areas to create alignment across their system.

Administration

Who is the SFT for: The SFT is meant to be completed by a representative school team that is responsible for implementation and scale-up of a system of supports in their school. This representative school team makes up the COMTSS School Implementation Team. Some SFT items refer to decision-making teams. Decision-making teams refer to other teams that may be in the school that influence implementation and outcomes of various initiatives. Some examples of decision-making teams include grade-level teams, department teams, implementation teams, multi-disciplinary teams.



Facilitator: It is recommended that an outside facilitator (e.g., the district COMTSS coordinator) help complete the SFT to increase accuracy, answer questions, and provide information where needed.

Schedule: The SFT should be taken yearly to show growth, identify areas for improvement, and inform action planning at the school level. The completion of the 45 items within the SFT should take approximately 60 minutes.

Scoring: Items are scored on a scale of 0 to 2 based upon the degree that each item is in place: (0) not yet in place, (1) partially in place, (2) fully in place. All the items under each of the five COMTSS components must be fully in place to score the item as a “2”. If the team feels they are in between two scores, a general rule is to score lower as the purpose is to show areas needing improvement. Once a school achieves 70% of the total score on the SFT, the school system of supports is considered fully implemented and efforts can then focus on sustaining and improving student supports.

Materials Needed:

- Hard copy or electronic copy of the SFT and writing utensil for everyone participating in the administration
- 3 by 5 index cards for each voting member with the numbers “0”, “1”, “2” and “I don’t know” printed on them
- Access to the Google Form to enter final scores

Completing the Survey:

The SFT may be completed using paper and pencil or by using the form on Google Forms. Each member of the school team should be given a hard copy or an electronic copy of the SFT from which to view the items. Giving members a copy of the SFT ahead of time will help the school time understand the SFT items and speed up the administration.

When completing the SFT, one person reads each item aloud. Upon reading the item, each team member should individually rate the degree to which the item is in place at the school ranging from not yet in place, partially in place, and fully in place. Ratings should be public and completed right away by all respondents with the facilitator pausing for reflection and then saying “Ready, Set, Vote”. Once the signal is given, each member holds up the index cards representing their vote or the card representing “I don’t know.”

A discussion can then follow, first asking those in the minority why they gave the rating they did and then going to those in the majority. A second vote is taken and the response with the most votes is recorded. If there are still members with different scores, they are asked if they



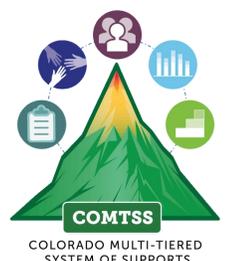
can live with the vote that scored the most votes and publicly support the majority rating. If teams cannot arrive at a consensus, the facilitator can skip an item and return to it at the end. Scores can be recorded in Google Forms immediately or documented on a hard copy and entered later. It is important to write down the discussion notes for each round of votes. These notes will be used by the team when identifying focus areas and action planning.

To make the SFT easier to read, the COMTSS School Implementation Team is noted as the C-SIT and the Family, School, and Community Partnerships as FSCP throughout the SFT. Where possible, the resources are linked for easy access. As more resources are developed, those resources will be linked in the SFT.

Colorado Multi-Tiered System of Supports School Fidelity Tool

Team-Driven Shared Leadership

Item Number	Item	In Place	Partially In Place	Not Yet In Place
1	C-SIT forms a representative team to lead COMTSS work that includes administrator(s) with decision making power.	2	1	0
2	C-SIT creates a common vision for COMTSS.	2	1	0
3	C-SIT selects focus areas for COMTSS implementation and aligns those focus areas with the vision of the Unified Improvement Plan or strategic plan.	2	1	0
4	C-SIT gives time and resources to educators to support ongoing, high-quality professional learning (aligned to a district's professional development plan) for the COMTSS components.	2	1	0
5	C-SIT examines current school decision making teams' purpose to identify overlaps and reduce redundancies (e.g., Committee Audit).	2	1	0
6	C-SIT guides all decision-making teams (e.g., grade-level, department, implementation, and multi-disciplinary teams) at the school to use evidence-based teaming structures and processes.	2	1	0
7	C-SIT uses a communication plan to engage staff, administrators, students, and families in the development of school-wide efforts for promoting students' academic achievement, and social, emotional, and behavioral development.	2	1	0
8	C-SIT uses the COMTSS SFT data to inform planning at least once a year.	2	1	0



Item Number	Item	In Place	Partially In Place	Not Yet In Place
9	C-SIT evaluates and adjusts distribution of resources for improvement.	2	1	0

Team-Driven Shared Leadership Subtotal

_____/18

Data-based Problem Solving and Decision Making

Item Number	Item	In Place	Partially In Place	Not Yet In Place
10	School decision making teams always use a formal problem-solving process that includes problem identification and analysis and plan implementation and evaluation.	2	1	0
11	C-SIT coordinates training and coaching of the problem-solving process.	2	1	0
12	Staff, students, and families connect formally and informally to support students and groups of students. For example, they work together to identify solutions and make decisions about academic achievement, social, emotional, and behavioral development.	2	1	0
13	C-SIT collects, analyzes, and breaks down student-level assessment and non-assessment data into various student groups at least twice a year for the purpose of examining and responding to cultural and general trends.	2	1	0
14	C-SIT uses various types of assessment and non-assessment data. This improves the quality, equity, and accessibility of curriculum, instruction, interventions, and environment.	2	1	0
15	C-SIT uses fidelity data to make equity-based decisions about implementation.	2	1	0
16	C-SIT regularly evaluates the use and effectiveness of their decision-making practices.	2	1	0
17	C-SIT develops an implementation plan (e.g., simple action plan) to prioritize activities, measure progress, and determine next steps for COMTSS implementation.	2	1	0

Data-based Problem Solving and Decision Making Subtotal:

_____/16



Family, School, and Community Partnerships

Item Number	Item	In Place	Partially In Place	Not Yet In Place
18	C-SIT evaluates Family, School, and Community Partnerships (FSCP) by completing the FSCP P-12 Framework User's Guide as needed.	2	1	0
19	C-SIT prioritizes shared responsibility with families in data-based problem-solving and decision making across the tiers of supports.	2	1	0
20	School leadership inserts high impact strategies for FSCP throughout the school's Unified Improvement Plan or strategic plan.	2	1	0
21	School decision making teams create an inclusive culture by using multiple means of two-way communication such as focus groups, and feedback surveys.	2	1	0
22	School staff practice high impact strategies to build trusting relationships with students and families.	2	1	0
23	The family engagement lead provides opportunities for families to be active partners in school.	2	1	0
24	School decision making teams actively pursue family and student voice to build shared leadership.	2	1	0
25	C-SIT uses a communication plan to inform students and families about assessments and their purposes, frequencies, dates, outcomes, and how to understand results.	2	1	0
26	Families are aware of and know how to access the continuum of interventions and supports available from their child's school.	2	1	0

Family, School, and Community Partnerships Subtotal: _____/18

Comprehensive Screening and Assessment System

Item Number	Item	In Place	Partially In Place	Not Yet In Place
27	C-SIT considers function, time, resources, and cultural sensitivity when selecting assessment practices.	2	1	0
28	C-SIT coordinates ongoing training and coaching on the use of the district's selected data-management system.	2	1	0



Item Number	Item	In Place	Partially In Place	Not Yet In Place
29	School decision making teams use assessment measures aligned to the four assessment purposes. These include universal screening/benchmarking, diagnostic, progress monitoring, and outcome.	2	1	0
30	C-SIT identifies non-assessment measures targeting school climate, culture, and environment (e.g. staff, student, and family surveys or focus groups) to inform and support equitable decision-making practices across student groups.	2	1	0
31	C-SIT identifies universal screeners and progress monitoring assessments needed across the tiers of supports. This includes academic, social, emotional, and internalizing and externalizing behaviors.	2	1	0
32	School decision making teams collect, analyze, and use implementation data for continuous improvement.	2	1	0
33	C-SIT coordinates training and/or coaching for selected assessments and how the assessments connect with curriculum and instruction.	2	1	0
34	C-SIT uses a communication plan to regularly share assessment and non-assessment data to various stakeholder groups (e.g., district's written guidance).	2	1	0
35	C-SIT evaluates the clearness and usability of their communications about assessment data that are delivered to the learning community.	2	1	0

Comprehensive Screening and Assessment System Subtotal

_____/18

Layered Continuum of Supports- Evidence Based Practices, Instruction, and Interventions

Item Number	Item	In Place	Partially In Place	Not Yet In Place
36	C-SIT defines and organizes Tier 1, 2, and 3 supports intended to meet the needs of students' academic, social, emotional, and behavioral development (e.g., resource map).	2	1	0
37	C-SIT uses a process to select and deselect evidence-based programs (e.g., Hexagon Tool , district's written process).	2	1	0



Item Number	Item	In Place	Partially In Place	Not Yet In Place
38	C-SIT coordinates and evaluates professional learning on the delivery of each academic, social, emotional, and behavioral practice within the tiers of support.	2	1	0
39	C-SIT defines Best, First Instruction at the universal level and evidence-based classroom management strategies that consider the needs of the learning community (e.g., Universal Design for Learning, High Leverage Practices, Positive Behavioral Intervention and Supports).	2	1	0
40	C-SIT provides training and coaching on Best, First Instruction focusing on the ability to provide equitable access to instructional practices, intended to meet students' academic, social, emotional, and behavioral development.	2	1	0
41	School decision making teams use Colorado academic standards and Colorado essential skills . Efforts are made to align curriculum in key academic, social, emotional, and behavioral content areas across the system.	2	1	0
42	C-SIT coordinates teaching, reteaching, and reinforcing 3-5 school wide behavioral expectations for students, staff, and families. (e.g. teaching matrix , acknowledgment system).	2	1	0
43	C-SIT develops and uses a discipline system that is proactive, instructional, and restorative (e.g., acknowledging students' expected behavior 4 times more often than correcting unexpected/unwanted behavior, using effective de-escalation strategies, processes to restore students back to their learning environment).	2	1	0
44	C-SIT aligns with the district's written process to determine when student supports need to be intensified or faded and creates guidance on how to intensify/fade interventions and supports using a continuum of strategies.	2	1	0
45	C-SIT ensures all staff receive yearly training with the safety and crisis plans. These include how to recognize and respond to early symptoms of mental health challenges and everyday strategies for promoting mental health in themselves and their students.	2	1	0

Layered Continuum of Supports Subtotal

_____/20

Sum of the subtotals ____/90 X 100 = _____% implementation

