

Response To Intervention Case Review Protocol

Student:

School:

Grade:

Standard	Intervention 1	Intervention 2
Problem Identification		
<ul style="list-style-type: none"> An initial discrepancy was defined in observable measurable terms and was quantified. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Documented Data from at least two sources converge to support the discrepancy statement. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Student baseline data in the area of concern is collected using a measurement system with sufficient technical adequacy for ongoing frequent measurement, and includes a minimum of 3 data points with standardized procedures for assessment. Baseline data are graphed. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Problem Analysis		
<ul style="list-style-type: none"> Data from a variety of sources (RIOT) and domains (ICEL) were collected to consider multiple hypotheses for the cause of the identified discrepancy. These data are documented 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> A single hypothesis for the cause of the discrepancy was selected. At least two pieces of data converge to support this hypothesis. At least one of these is quantitative. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Plan Development		
<ul style="list-style-type: none"> A data-based goal was established that describes the learner, conditions (time and materials for responding), expected performance, and a goal date. The goal is indicated on a graph. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> The intervention selected meets federal definition of scientifically research-based intervention. The selected intervention directly addresses the specific identified problem and the hypothesis for the cause of the discrepancy. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> A written intervention plan was clearly defined that explicitly describes what will be done, where, when, how often, how long (per session), by whom, and with what resources. Portions of the intervention that are in replacement of and supplemental to the core curriculum are indicated 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> ■ A written description of the progress-monitoring plan was completed and includes who will collect data, data collection methods, conditions for data collections, and schedule. 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■
<ul style="list-style-type: none"> ■ A decision making rule was selected for use. 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■
<ul style="list-style-type: none"> ■ A plan evaluation meeting was set for no more than 8 weeks after the plan is established. 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■
Plan Implementation		
<ul style="list-style-type: none"> ■ A direct observation of the intervention was completed at least one time. Any discrepancies between the written plan and the intervention in action were noted and resolved. Observations continued until the intervention being delivered and the written intervention plan matched. Written documentation of each observation was made. 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■
<ul style="list-style-type: none"> ■ Team documented agreement that the plan was carried out as intended. 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■
<ul style="list-style-type: none"> ■ Team documented agreement that the student participated in the intervention as planned. 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■
Plan Evaluation		
<ul style="list-style-type: none"> ■ Data were collected and graphed as stated in plan. The required number of data points were collected under the same intervention conditions after integrity was established. 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■
<ul style="list-style-type: none"> ■ Team accurately determined and documented the level of student response to intervention on the plan evaluation form 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■
<ul style="list-style-type: none"> ■ Team decided to continue the plan unmodified, develop a modified plan, fade, or terminate the plan. Team documented this decision. 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■
Referral for Entitlement Evaluation Decision Guidelines – (to be considered only when all other boxes indicate “YES”)		
A. After implementation of at least two scientifically research-based interventions, student’s slope of growth continues to be below expectation. (See SCRED guidance for assistance with interpretation)		
B. After implementation of at least two scientifically research-based interventions, student’s level of performance continues to be at the 5 th percentile or below compared to state or national norms. (Consider local in addition)		

Multi-Tiered Systems of Support (MTSS) Framework
Implementation Status Checklist

Parent Involvement

	Not in Place	Limited Practice	Partially Implemented	Well Established
1. All parents are provided a description of the school's essential components of MTSS and what it means for them and their child.				
2. Communication with families exists in a language or mode that is meaningful to them.				
3. Parents are notified about their child's performance on school-wide assessments.				
4. There is meaningful communication between families and staff about all students' strengths and needs, and additional collaboration when concerns are identified.				
5. Parents are notified when their child begins a supplemental (tier 2 or 3) intervention.				
6. Parents are provided with a description of assurances of what general education problem solving will provide (e.g., intervention plan, timelines, data to be collected, decision making rules).				
7. Parent participation in the problem solving process is solicited.				
8. Parents are provided with materials and training in the provision of curricular supports in the home setting when appropriate.				
9. Parents of children who receive intensive intervention are provided reports on their child's interventions, goals, and progress toward their goals.				
10. Parents are informed of their right to request a special education evaluation.				

Multi-Tiered Systems of Support (MTSS) Framework
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School Leadership, Climate, and Infrastructure

	Not in Place	Limited Practice	Partially Implemented	Well Established
1. All educators have attended an overview presentation of the MTSS framework that included information on implications for curriculum & instruction, assessment practices, and school-wide organization and problem solving.				
2. The principal and school leadership team are actively committed to a multi-year implementation of the MTSS framework.				
3. The principal shares a description of the school's essential components of MTSS and data-based decision-making and keeps staff regularly informed of any changes.				
4. All educators understand that MTSS is a building-wide framework designed to benefit ALL students, not solely or primarily related to special education.				
5. Building and/or district leadership demonstrate active commitment to and support of the MTSS framework.				
6. Educators feel shared responsibility and play meaningful roles in ongoing activities to sustain the MTSS framework.				
7. Research-based practices are understood and accepted by educators.				
8. Research-based practices are consistently incorporated within classroom instruction				
9. Professional development is institutionalized and structured so that all teachers continuously examine, reflect upon, and improve instructional practice, decision-making, and delivery of instruction.				
10. Resources are adequately allocated to support MTSS implementation.				
11. Schoolwide schedules are aligned to support delivery of multiple levels of high quality instruction based on student's needs.				

Multi-Tiered Systems of Support (MTSS) Framework
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12. Adequate additional time is built in for interventions.				
13. Shared responsibility for all children is evident among educators.				
14. Expectations for academic performance and positive behavior have been agreed upon and shared with all stakeholders.				
15. Educators believe that communication with families and community is an integral part of their jobs.				
16. Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant instructional practices, assessments, and intervention programs.				
17. The school conducts regular evaluation of its progress toward achieving high levels of success for all students.				

Curriculum and Instruction

Universal Level	Not in Place	Limited Practice	Partially Implemented	Well Established
1. All core curriculum materials are research based for the target population of learners (including subgroups).				
2. There are clear, high quality core curricula in academic and social behavior areas implemented with well-defined scope and sequence plans across grades.				
3. Staff can articulate information and factors they consider when adopting culturally and linguistically relevant core instructional practices and assessments				
4. The teaching and learning objectives are well articulated from one grade to another and within grade levels so that students have similar experiences regardless of teacher.				
5. Teachers are well trained to implement core curricula.				
6. Curricula and instruction are differentiated based on student needs.				
7. Ongoing work to align the core curricula with state standards is evident.				

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8. Universal screening results are linked to ongoing discussions about high quality core curriculum for academics <u>and</u> social behavior.				
9. The district has a plan for systematically evaluating the fidelity of core curriculum implementation on a regular basis, and addressing deficiencies.				
10. Systematic evaluation of the effectiveness of core instruction for both all and subgroups of students is conducted on a regular basis based on data from multiple measures.				
11. Teachers are knowledgeable about and implement principles of effective instruction, (i.e., high rates of engagement, opportunities to respond, immediate error corrections, etc.)				
12. Teachers are knowledgeable about and implement research-based principles for effective instruction in basic skill areas (reading, writing, math).				
13. Teachers understand how to embed basic skills instruction within content area classes, and do this regularly.				
14. The school provides enrichment opportunities for students exceeding benchmarks at all grade levels.				

Strategic Level	Not in Place	Limited Practice	Partially Implemented	Well Established
1. The school has standardized evidence-based strategic intervention curricula, instruction, and/or strategies identified and available across grade levels and content areas.				
2. Staff can articulate information and factors they consider when adopting culturally and linguistically relevant strategic intervention practices and assessments				

Multi-Tiered Systems of Support (MTSS) Framework
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3. Strategic intervention is well aligned with core instruction and incorporates foundational skills that support the learning objectives of core instruction.				
4. School schedules allow for maximum use of time for supplemental strategic interventions.				
5. Strategic interventions supplement core instruction.				
6. Data-based criteria and procedures for moving between tiers of intervention are set.				
7. Instructional staff members are trained in interventions to be used.				
8. Group size and dosage are optimal for the age and needs of students.				
9. Strategic evidence-based interventions are delivered as intended with integrity.				
10. Systematic evaluation of the effectiveness of supplemental, tiered instruction for individuals and sub-groups of students is conducted on a regular basis (i.e., at least 3 times a year)				
11. By combining high quality core instruction with intensive tiered supports, the school has a plan to accelerate learning for all at risk students so they meet grade level standards in 1-2 years.				

Intensive Level	Not in Place	Limited Practice	Partially Implemented	Well Established
1. The school has standardized, evidence-based intensive intervention curricula, instruction, and/or strategies identified for intensive intervention.				
2. Staff can articulate information and factors they consider when adopting culturally and linguistically relevant intensive intervention practices and assessments				
3. School schedules allow for maximum use of time for intensive interventions.				
4. The intervention is individualized.				

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5. Decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to students need.				
6. Intensive interventions address the general education curriculum in an appropriate manner for students.				
7. Data-based criteria and procedures for moving between tiers of intervention are set.				
8. Instructional staff members are trained in intensive interventions to be used.				
9. Intensive evidence-based interventions are delivered as intended with integrity.				
10. Systematic evaluation of the effectiveness of intensive, tiered instruction is conducted on a regular basis.				
11. By combining high quality core instruction with intensive tiered supports, the school has a plan to accelerate learning for all at risk students so they meet grade level standards in 1-2 years.				

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Measurement and Assessment

	Not in Place	Limited Practice	Partially Implemented	Well Established
1. The school/district has a clearly articulated local assessment plan that includes all of the following (1) screening procedures for all students multiple times per year; (2) diagnostic assessment as needed; (3) a plan for progress monitoring those at risk, and (4) outcomes evaluation at least annually.				
2. The measures identified in the local assessment plan are all reliable and valid for the purposes for which they are used.				
3. Procedures are in place to ensure implementation accuracy (i.e., all students tested, accurate scores and cut points/decisions)				
4. Screening data are used in concert with at least two other data sources (e.g., classroom performance, diagnostic assessment, short-term progress monitoring) to verify decisions about whether a student is at risk.				
5. Professionals are trained to a high degree of reliability in the standard administration and scoring of all assessments used.				
6. Fidelity of assessment administration and scoring procedures is evaluated on a regular basis and refresher trainings are provided as needed.				
7. Data are stored in a database that is easily accessible by all teachers and administrators in a timely manner.				
8. A data system is in place that allows users to document and access individual student data and instructional decisions.				
9. A data system is in place that allows for the graphical display of data and supports a process for setting and evaluating goals.				
10. Educators understand and can communicate about the purposes and value of the assessments used, as well as their limitations.				

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11. Educators are skilled at interpreting assessment results and making decisions based on these results.				
12. School-wide assessment data are used to evaluate the effectiveness of core academic and behavior programs.				
13. School-wide assessment data are used to identify students who may be at risk in academic or social-behavioral areas.				
14. Reliable and valid diagnostic assessments occur as needed to better understand specific needs of identified at-risk students.				
15. The school uses valid and reliable progress monitoring tools to monitor the progress of students receiving supplemental or intensive interventions.				
16. Schedules for progress monitoring are set based on the intensity of students' needs, and assessment occurs at least monthly for all identified students.				
17. Progress monitoring tools have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals.				
18. Progress monitoring tools specify minimum acceptable growth and provide benchmarks for minimum acceptable end of year performance.				
19. Teachers regularly use data from progress monitoring to drive instructional decisions throughout the continuum of supports.				
20. The school evaluates the outcomes of interventions on an annual basis using data to determine effectiveness.				

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Collaborative Teams

	Not in Place	Limited Practice	Partially Implemented	Well Established
1. Grade level, building level and district level teams exist.				
2. Grade-level, building-level, and district-level teams all consistently follow a problem-solving process with clear procedures to make data based educational decisions that promote improvement in academic and social-behavioral outcomes for all students.				
3. There is common understanding of the purpose and unique roles of each team within the building or district, and of they ways in which these teams interrelate.				
4. All teams are viewed as having the primary mission and responsibility of supporting student success within general education, and not as vehicles to promote special education identification.				
5. Team meetings at all levels are regularly scheduled as part of the school and district master schedules and meetings are of sufficient duration and frequency (e.g., monthly GLT meetings, weekly PST meetings) to complete necessary tasks. All members of teams regularly attend the meetings.				
6. Grade level teams exist and meet regularly in grades K-8, and include all general and special educators who serve students at each grade level, including staff who work with subgroups of students.				
7. Building-based problem solving teams exist and have balanced representation from all stakeholders, including general and specialized teaching groups.				
8. Students' cultural and linguistic needs are taken into account when teams identify and implement interventions and corresponding progress monitoring.				
9. Multiple staff members in grade level and content teams are involved when determining the appropriate type, level, and intensity of interventions for students.				

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10. All building and district instructional staff are provided with a descriptions of the school/district MTSS and data-based decision-making process.				
11. All building and district instructional staff are updated regularly about changes in the MTSS and data-based decision-making process.				
12. Teachers who refer students to a problem solving team meet directly with the team to discuss intervention options and plans.				
13. All team members are trained with regard to procedures, forms, and available resources for their team.				
14. Meeting agendas are clearly communicated and include goals and tasks.				
15. There is effective facilitation/leadership at each team meeting.				
16. The building administrator actively participates in team meetings.				
17. All team members attend regularly and participate actively during meetings.				
18. All teams maintain records on students they have served				
19. Effective communication exists between teams.				
20. Data on team functioning are collected regularly (number of students served, fidelity to problem solving process).				

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Problem – Solving Process

	Not in Place	Limited Practice	Partially Implemented	Well Established
1. School-wide screening results for academics and behavior are used to identify students for problem solving by grade level or building level teams				
2. Team members effectively and efficiently identify and prioritize problems for every student or group of students served through intervention services.				
3. The prioritized problem for each student or group of students is observable and measurable and is described as a discrepancy between what is expected and what is occurring as measured on one assessment tool, with additional converging evidence from other sources.				
4. Teams generate multiple hypotheses across the domains of instruction, curriculum, environment, and learner (ICEL) when considering the cause of the identified problem.				
5. Teams generate hypotheses that are relevant, alterable, and observable.				
6. Teams systematically analyze information from a variety of sources (Review, Interview, Observation, Testing) to support or refute each generated hypothesis.				
7. An individual, specific, and measurable goal is set for each student or group of students.				
8. Interventions selected by the problem-solving team are supported by research.				
9. Interventions selected by the problem-solving team address the student need identified in the discrepancy and hypothesis statements.				
10. Intervention plans are implemented in a timely manner.				
11. A plan to gather regular valid and reliable progress monitoring data toward the student goal is a part of each intervention plan.				

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12. Intervention fidelity is always assessed through direct observation, and any issues are quickly resolved.				
13. Intervention sessions are documented and of sufficient intensity, duration and frequency to expect growth.				
14. Teams use decision-making rules to evaluate progress toward goals (e.g., slope vs. trend or consecutive data point rule).				
15. Decisions about responsiveness to interventions are based on reliable and valid progress monitoring data that reflect progress toward the attainment of a goal at the end of the intervention.				
16. Intervention plans are evaluated in a timely manner and resulting decisions are documented.				
17. The team cycles through the problem solving process again and again when students' performance is not sufficiently responsive to the current intervention.				

Intensive Intervention Practice Categories Checklist

The following checklist is intended to help teachers and intervention teams think about practices for intensifying interventions across various dimensions. This list is not exhaustive, and teams may add to it over time.

Intensification Practice Category #1: Change Intervention Dosage or Time

Possible Approaches	Notes
<p>___ Increase daily intervention time.</p> <p>___ Increase duration/number of sessions.</p> <p>___ Increase frequency of sessions (e.g. twice per day).</p> <p>___ Provide extended instruction (e.g. after school).</p> <p>___ Other: _____</p> <p>___ Other: _____</p>	

Intensification Practice Category #2: Change the Learning Environment to Promote Attention and Engagement

Possible Approaches	Notes
<p>___ Reduce group size.</p> <p>___ Create homogeneous groups.</p> <p>___ Change the instructional setting.</p> <p>___ Other: _____</p> <p>___ Other: _____</p> <p>___ Other: _____</p>	

Intensification Practice Category #3: Combine Cognitive Processing Strategies with Academic Learning

Possible Approaches	Notes
<p>Memory</p> <ul style="list-style-type: none"> ___ Teach note-taking skills. ___ Review prior learning before presenting new information. ___ Speak and write/draw/project information as you present it. ___ Repeat important instructions, key words, and so on. ___ Model procedures to provide students with a visual image of the steps. ___ Teach students to visualize information in a text, including stories, word problems, and so on. ___ Teach routines for important procedures. ___ Use visual or verbal cues as reminders. ___ Model out-loud verbal rehearsal. ___ Develop a mnemonic device to help students remember information or routines. ___ Check for understanding frequently. ___ Teach students to self-check for understanding and ask for clarification when needed. ___ Other: _____ ___ Other: _____ <p>Self-Regulation and Self-Monitoring</p> <ul style="list-style-type: none"> ___ Model thinking aloud when you introduce new concepts. ___ Include students in goal setting and monitoring their progress. ___ Explicitly teach and model use of strategies and routines. ___ Offer specific feedback that highlights behaviors leading to improved achievement. ___ Ask students to read the text aloud and think about what the author is saying. ___ When solving word problems, teach students to ask themselves whether they understand the question. ___ Teach students to ask, “Does my answer make sense?” ___ Teach students to be metacognitive and to identify “breakdowns” in their understanding. 	

Possible Approaches	Notes
<p>___ Keep track of how long it takes a student to achieve mastery of a new skill.</p> <p>___ Teach students to ask for help when they need it.</p> <p>___ Teach students to set goals.</p> <p>___ Teach students to graph and monitor their progress toward their goals.</p> <p>___ Other: _____</p> <p>___ Other: _____</p> <p>Attribution</p> <p>___ Help students to develop strategies or scripts when they engage in negative self-talk, and reinforce them for using those strategies or scripts.</p> <p>___ Include students in goal setting and monitoring to help them connect their hard work with increased academic success.</p> <p>___ Celebrate progress, and provide explicit feedback that connects it with their use of new/appropriate learning strategies, skills, or behaviors.</p> <p>___ Other: _____</p> <p>___ Other: _____</p> <p>Other</p> <p>___ Other: _____</p> <p>___ Other: _____</p>	

Intensification Practice Category #4: Modify Delivery of Instruction

Possible Approaches	Notes
<p>Content</p> <ul style="list-style-type: none">___ Prioritize and engage students in what you want them to know.___ Ensure instructional content aligns with students' demonstrated needs.___ Use precise, frequent progress monitoring to determine if learning is occurring.___ Other: ________ Other: _____ <p>Systematic and Explicit Instruction</p> <ul style="list-style-type: none">___ Sequence learning chunks from easier to more difficult.___ Break steps into small, simple chunks.___ Provide temporary supports to control the level of difficulty.___ Tell students what you want them to know.___ Provide an advance organizer.___ Assess background knowledge.___ Model ("I do").___ Provide extensive guided practice ("You do").___ Provide independent practice ("We do").___ Check for maintenance of skills.___ Provide concrete learning opportunities with manipulatives or visual aids.___ Scaffold instruction, and fade levels of support as students demonstrate independence.___ Other: ________ Other: _____ <p>Precise, Simple, Replicable Language</p> <ul style="list-style-type: none">___ Plan precise, specific language for parts of your lessons that involve the explanation of an important idea.___ Use correct vocabulary for the discipline that is appropriate for students.___ Use the same language every time.	

Possible Approaches	Notes
<p>___ Other: _____</p> <p>___ Other: _____</p> <p>Feedback and Error Correction</p> <p>___ Tie your feedback directly to the student’s actions and the learning goals.</p> <p>___ If students make errors, explain why they are incorrect, model the correct response, and have the student provide a correct response before moving on.</p> <p>Other</p> <p>___ Other: _____</p> <p>___ Other: _____</p> <p>___ Other: _____</p>	

**Specific Learning Disabilities (SLD): Test your IQ
True or False?**

1. IDEA '04 prohibits the use of I.Q. tests in the identification of specific learning disabilities (SLD).
Notes:

2. Response to Intervention (RtI) is required by IDEA '04 in order to identify SLD.
Notes:

3. To adequately identify SLD a test of cognitive processes is essential to determine goals for the individual educational program (IEP).
Notes:

4. When conducting an intervention as part of RtI, it is essential to measure the fidelity of implementation.
Notes:

5. Determining a child eligible for special education services as having SLD usually results in a better educational outcome (i.e. earning a high school diploma, etc.).
Notes:

6. The ability-achievement discrepancy model meets APA standards for reliability.
Notes:

7. The ability-achievement discrepancy model meets APA criteria for validity.

Notes:

8. The current six component definition of specific learning disabilities (IDEA '97) is supported by more than 30 years of research on SLD.

Notes:

9. Students who receive ineffective instruction in reading in early grades develop persistent reading problems that are resistant to intervention, including special education, in middle and high school.

Notes:

10. Screening and evaluation of academic skills for all students in early grades is too costly and inefficient for use by schools.

Notes:

11. Identification of SLD at grades 4 to 7 results in the most beneficial outcomes for those students (increased high school diplomas, etc.).

Notes:

12. Identification of SLD using the ability-achievement discrepancy approach is cost efficient (standardized & reliable routine professional practices).

Notes:

RTI Fidelity of Implementation Rubric

The Response to Intervention (RTI) Fidelity Rubric is for use by individuals who are responsible for monitoring school-level fidelity of RTI implementation. The rubric is aligned with the essential components of RTI and the infrastructure that is necessary for successful implementation. It is accompanied by a worksheet with guiding questions and score points for use in an interview with a school's RTI leadership team.

Assessments — <i>Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making.</i>				
Measures		1	3	5
Screening — <i>The RTI framework accurately identifies students at risk of poor learning outcomes or challenging behaviors.</i>				
Screening Tools	Insufficient evidence that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, but staff is unable to articulate the supporting evidence.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, and staff is able to articulate the supporting evidence.	
Universal Screening	One or none of the following conditions is met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	Two of the following conditions are met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	All of the following conditions are met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	
Data Points to Verify Risk	Screening data are not used or are used alone to verify decisions about whether a student is or is not at risk.	Screening data are used in concert with at least one other data source (e.g., classroom performance, curriculum-based assessment, performance on state	Screening data are used in concert with at least two other data sources (e.g., classroom performance, performance on state assessments, diagnostic assessment	

		assessments, diagnostic assessment data, short-term progress monitoring) to verify decisions about whether a student is or is not at risk.	data, short-term progress monitoring) to verify decisions about whether a student is or is not at risk.
Progress Monitoring—Ongoing and frequent monitoring of progress quantifies rates of improvement and informs instructional practice and the development of individualized programs. Measures are appropriate for the student’s grade and/or skill level.			
Progress-Monitoring Tools	Selected progress-monitoring tools meet no more than one of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of-year performance; and (4) reliability and validity information for the performance-level score is available.	Selected progress-monitoring tools meet two or three of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of-year performance; and (4) reliability and validity information for the performance-level score is available.	Selected progress-monitoring tools meet all of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of-year performance; and (4) reliability and validity information for the performance-level score is available and staff is able to articulate the supporting evidence.
Progress-Monitoring Process	Neither of the following conditions is met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).	Only one of the following conditions is met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).	Both of the following conditions are met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).

Data-Based Decision Making —Data-based decision-making processes are used to inform instruction, movement within the multilevel system, and disability identification (in accordance with state law).				
Measures	1	3	5	
Decision-Making Process	The mechanism for making decisions about the participation of students in the instruction/ intervention levels meets more than one of the following criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).	The mechanism for making decisions about the participation of students in the instruction/ intervention levels meets two of the following criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).	The mechanism for making decisions about the participation of students in the instruction/ intervention levels meets all of the following criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).	
Data System	A data system is in place that meets two or fewer of the following conditions: (1) the system allows users to document and access individual student- level data (including screening and progress-monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.	A data system is in place that meets three of the following four conditions: (1) the system allows users to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.	A data system is in place that meets all of the following conditions: (1) the system allows users to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.	
Responsiveness to Secondary and Intensive Levels of Intervention	Neither of the following conditions is met: (1) decisions about responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.	Only one of the following conditions is met: (1) decisions about responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.	Both of the following conditions are met: (1) decisions about responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.	

Multilevel Instruction —The RTI framework includes a school-wide, multilevel system of instruction and interventions for preventing school failure. Commonly represented by the three-tiered triangle, multilevel instruction also is known as the multi-tiered system of support (MTSS).				
Measures		1	3	5
Primary-Level Instruction/Core Curriculum (Tier I)				
Research-Based Curriculum Materials	Few core curriculum materials are research based for the target population of learners (including subgroups).	Some core curriculum materials are research based for the target population of learners (including subgroups).	All core curriculum materials are research based for the target population of learners (including subgroups).	
Articulation of Teaching and Learning (in and across grade levels)	Neither of the following conditions is met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Only one of the following conditions is met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Both of the following conditions are met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	
Differentiated Instruction	Neither of the following conditions is met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.	Only one of the following conditions is met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.	Both of the following conditions are met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use data to identify and address the needs of students.	
Standards-Based	The core curriculum (reading and mathematics) is not aligned with the Common Core or other state standards.	The core curriculum (reading and mathematics) is partially aligned with the Common Core or other state standards.	The core curriculum (reading and mathematics) is aligned with the Common Core or other state standards.	

Exceeding Benchmark	Neither of the following conditions is met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.	One of the following conditions is met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.	Both of the following conditions are met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.
Secondary-Level Intervention (Tier II)			
Evidence-Based Intervention	Secondary-level interventions are not evidence based in content areas and grade levels where they are available.	Some secondary-level interventions are evidence based in content areas and grade levels where they are available.	All secondary-level interventions are evidence based in content areas and grade levels where they are available.
Complements Core Instruction	Secondary-level intervention is poorly aligned with core instruction and incorporates different topics, even though those topics are not foundational skills that support core program learning objectives.	Secondary-level intervention incorporates foundational skills, but these only occasionally align with the learning objectives of core instruction.	Secondary-level intervention is well aligned with core instruction and incorporates foundational skills that support the learning objectives of core instruction.
Instructional Characteristics	One or none of the following conditions is met: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.	Two of the following conditions are met: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.	All three of the following conditions are met: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.
Addition to Primary	Secondary-level interventions replace core instruction.	Secondary-level interventions sometimes supplement core instruction and sometimes replace core instruction.	Secondary-level interventions supplement core instruction.

Intensive Intervention—Individualized with a focus on the academic needs of students with disabilities and those significantly below grade level (Tier III)				
Data-Based Interventions Adapted Based on Student Need	Intensive interventions are not more intensive (e.g., no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than secondary interventions.	Intensive interventions are more intensive than secondary interventions based only on preset methods to increase intensity (e.g., sole reliance on increased duration or frequency, change in interventionist, decreased group size, or change in intervention program).	Intensive interventions are more intensive than secondary interventions and are adapted to address individual student needs in a number of ways (e.g., increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention) through an iterative manner based on student data.	
Instructional Characteristics	None of the following conditions is met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.	Only one of the following conditions is met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.	All of the following conditions are met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.	
Relationship to Primary	Neither of the following conditions is met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards.	Only one of the following conditions is met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions address the general education curriculum in an appropriate manner for students.	Both of the following conditions are met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions address the general education curriculum in an appropriate manner for students.	

Infrastructure and Support Mechanisms —Knowledge, resources, and organizational structures necessary to operationalize all components of RTI in a unified system to meet the established goals.				
Measures		1	3	5
Prevention Focus		Staff generally perceives RTI as a program that solely supports the prereferral process for special education.	Some staff understand that RTI is a framework to prevent all students, including students with disabilities, from having academic problems.	All staff understand that RTI is a framework to prevent all students, including students with disabilities, from having academic problems.
Leadership Personnel		Decisions and actions by school and district leaders undermine the effectiveness of the essential components of the RTI framework at the school.	Decisions and actions by school and district leaders are inconsistent and only somewhat supportive of the essential components of the RTI framework at the school; support for RTI implementation is not very evident.	Decisions and actions by school and district leaders proactively support the essential components of the RTI framework at the school, and help make the RTI framework more effective; support for RTI implementation is a high priority.
School-Based Professional Development		The school has no well-defined, school-based professional development mechanism to support continuous improvement of instructional practice, data-based decision making, and delivery of interventions.	Some forms of school-based professional development are available, but most are not consistent or job embedded to ensure continuous improvement in instructional practice, data-based decision making, and delivery of interventions.	School-based professional development is institutionalized and structured so that all teachers continuously examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of interventions.
Schedules		School wide schedules are not aligned to support multiple levels of intervention based on student need; inadequate time is available for interventions.	School wide schedules are partially aligned to support multiple levels of intervention based on student need; some additional time is built in for interventions.	School wide schedules are aligned to support multiple levels of intervention based on student need; adequate additional time is built in for interventions.
Resources		Resources (e.g., funds, programs) are not allocated to support RTI implementation.	Resources (e.g., funds, programs) are partially allocated to support RTI implementation.	Resources (e.g., funds, programs) are adequately allocated to support RTI implementation.
Cultural and Linguistic Responsiveness		One or none of the following conditions is met: Staff can articulate information and factors that they consider when adopting	Two of the following conditions are met: Staff can articulate information and factors that they consider when adopting	All three of the following conditions are met: Staff can articulate information and factors that they consider when adopting

	culturally and linguistically relevant (1) instructional practices, (2) assessments, and (3) intervention programs.	culturally and linguistically relevant (1) instructional practices, (2) assessments, and (3) intervention programs.	culturally and linguistically relevant (1) instructional practices, (2) assessments, and (3) intervention programs.
Communications With and Involvement of Parents	One or none of the following conditions is met: (1) a description of the school's essential components of RTI is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; and (3) parents are involved during decision making regarding the progress of students receiving intensive intervention.	Two of the following conditions are met: (1) a description of the school's essential components of RTI is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; and (3) parents are involved during decision making regarding the progress of students receiving intensive intervention.	All of the following conditions are met: (1) a description of the school's essential components of RTI is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; and (3) parents are informed about decision making regarding the progress of students receiving intensive intervention.
Communication With and Involvement of All Staff	One or none of the following conditions is met: (1) a description of the school's essential components of RTI and data-based decision-making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.	At least two of the following conditions are met: (1) a description of the school's essential components of RTI and data-based decision-making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.	All of the following conditions are met: (1) a description of the school's essential components of RTI and data-based decision-making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.
RTI Teams	Only one of the following conditions is met: (1) the RTI team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.	At least two of the following conditions are met: (1) the RTI team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.	All of the following conditions are met: (1) the RTI team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.

<i>Fidelity and Evaluation—System for collecting and analyzing data to measure fidelity and effectiveness of the RTI model.</i>				
Measures	1	3	5	
Fidelity	Neither of the following conditions is met: (1) procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions; and (2) procedures are in place to monitor the processes of administering and analyzing assessments.	One of the following conditions is met: (1) procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions; and (2) procedures are in place to monitor the processes of administering and analyzing assessments.	Both of the following conditions are met: (1) procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions; and (2) procedures are in place to monitor the processes of administering and analyzing assessments.	
Evaluation	None of the following conditions are met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the RTI framework (i.e., core curriculum is effective, interventions are effective, screening process is effective); and (3) implementation data (e.g., walk-throughs) are reviewed to monitor fidelity and efficiency across all components of the RTI framework.	At least one of the following conditions is met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the RTI framework (i.e., core curriculum is effective, interventions are effective, screening process is effective); and (3) implementation data (e.g., walk-throughs) are reviewed to monitor fidelity and efficiency across all components of the RTI framework.	All of the following conditions are met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the RTI framework (i.e., core curriculum is effective, interventions are effective, screening process is effective); and (3) implementation data (e.g., walk-throughs) are reviewed to monitor fidelity and efficiency across all components of the RTI framework.	

RTI Essential Components Worksheet

School: _____ District: _____ Date: _____

Person(s) Interviewed: _____

Interviewer(s): _____

Purpose:

The purpose of this worksheet is to provide a tool for collecting relevant information and for recording a school's rating on various items related to response to intervention (RTI) implementation. Descriptions of ratings for each item are provided on the RTI Essential Components Integrity Rubric (the Rubric).

Information about school-level implementation (Grades K–8) may be collected through interviews with school personnel and through observations and document review. After all of the information has been collected, use your notes and the Rubric to rate the school on each item. The Rubric provides a five-point rating scale and descriptions of practices that would score a 1, 3, or 5. Data collectors may assign the school a rating of 2 or 4 if the information collected suggests the school falls between the rubric descriptions. For example, if the reviewer judges a school to be performing at a level higher than the Rubric describes for a 3 rating but not quite at the level described for a 5, then the reviewer should rate the school as performing at a 4.

Assessments: Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making.			
Item	Sample Interview Questions	Comments/Remarks	Ratings
Screening—The RTI system accurately identifies students at risk of poor learning outcomes or challenging behaviors.			
1. Screening Tools	What tools do you use for universal screening (probe across content areas)?	Notes Evidence Sources Recommendations	Rating: ① ② ③ ④ ⑤ Justification for rating
	How much attention was given to the vendor's evidence regarding the validity, reliability, and accuracy of the tools when selected?		
	Does your school have documentation from the vendor that these tools have been shown to be valid, reliable, and accurate with subgroups in your school?		
	Does staff understand how the tool is intended to be used?		
	Can you or other staff provide evidence of the technical adequacy (i.e., reliability, validity, classification accuracy) of the tools?		

2. Universal Screening	<p>Describe the process for conducting screening in your school. To what extent is this process consistently followed?</p> <p>Are all students screened?</p> <p>How many times during the school year are students screened?</p> <p>Do you use a well-defined cut score or decision point to identify students at risk?</p> <p>How do you ensure that administration of screening assessments follows the developer's guidelines?</p>	<p>Notes</p> <p>Evidence Sources</p> <p>Recommendations</p>	<p>Rating: ① ② ③ ④ ⑤</p> <p>Justification of Rating</p>
3. Data Points to Verify Risk	<p>Do you review other information to help verify that the results of the initial screening are accurate before placing a student in secondary-level or intensive intervention? If so, what other types of assessment data do you use?</p>	<p>Notes</p> <p>Evidence Sources</p> <p>Recommendations</p>	<p>Rating: ① ② ③ ④ ⑤</p> <p>Justification of Rating</p>

Progress Monitoring —Ongoing and frequent monitoring of progress quantifies rates of improvement and informs instructional practice and the development of individualized programs. Measures are appropriate for the student's grade and/or skill level.			
Item	Sample Interview Questions	Comments/Remarks	Ratings
Progress Monitoring Tools	What tools does your school use for progress monitoring (probe across content areas)?	Notes	Rating: ① ② ③ ④ ⑤ Justification of Rating
	Did school or district staff consider the evidence from the vendor regarding the validity, reliability, and accuracy of the progress monitoring tool(s) when selecting it/them?	Evidence Sources	
	Does your school have documentation from the vendor that the tool(s) have been shown to be valid, reliable, and accurate with subgroups in your school? Can staff articulate the evidence supporting the rigor of the tool(s)?	Recommendations	
Progress Monitoring Process	Describe the process used for monitoring progress.	Notes	Rating: ① ② ③ ④ ⑤ Justification of Rating
	How often is the progress of students in secondary level interventions monitored?	Evidence Sources	
	How often is the progress of students in intensive intervention monitored? Does monitoring occur with sufficient frequency to show a trend in academic progress over time? How closely does administration of the progress monitoring tool(s) follow the developer's guidelines? To what extent is this process	Recommendations	

	consistently followed?		
Data-Based Decision-Making—Data-based decision-making processes are used to inform instruction, movement within the multilevel system, and disability identification (in accordance with state law).			
Item	Sample Interview Questions	Comments/Remarks	Ratings
Decision-Making Process	<p>Describe how decisions are made to move students between tiers.</p> <p>Who is involved in decision making?</p> <p>What data are used to inform those decisions, and how are they used?</p> <p>What criteria and guidelines are used for making decisions?</p> <p>To what extent are the screening, progress monitoring, and other assessment data used to inform instruction at all tiers, including the core instruction?</p>	<p>Notes</p> <p>Evidence Sources</p> <p>Recommendations</p>	<p>Rating: ① ② ③ ④ ⑤</p> <p>Justification of Rating</p>
Data System	<p>Is there a system for collecting and organizing student academic data, screening data, progress monitoring data, and other forms of data? If so, please describe.</p> <p>Is the system used consistently across school staff?</p> <p>Are instructional decisions made about students tracked in the data system or through another method (including movement between tiers)?</p>	<p>Notes</p> <p>Evidence Sources</p> <p>Recommendations</p>	<p>Rating: ① ② ③ ④ ⑤</p> <p>Justification of Rating</p>

Responsiveness to Secondary and Intensive Levels of Intervention	<p>Describe how decisions about responsiveness to secondary-level interventions or intensive intervention are made.</p> <ul style="list-style-type: none"> ▪ Are progress monitoring data used? ▪ How is baseline performance established? ▪ What goal setting method is used? (e.g., end-of-year benchmarks, rate of improvement, intra-individual framework? Are rates or norms provided by the vendor/developer? ▪ What decision rules are used? <p>Are the criteria implemented accurately and consistently?</p>	<p>Notes</p> <p>Evidence Sources</p> <p>Recommendations</p>	<p>Rating: ① ② ③ ④ ⑤</p> <p>Justification of Rating</p>
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Multilevel Instruction—The RTI framework includes a school-wide, multilevel system of instruction and interventions for preventing school failure. Commonly represented by the three-tiered triangle, multilevel instruction also is known as the multi-tiered system of support (MTSS).			
Item	Sample Interview Questions	Comments/Remarks	Ratings
Primary-Level Instruction/Core Curriculum (Tier I)			
Research-Based Curriculum Materials	Describe primary-level instruction (core curriculum) materials. What is the research base? When your school selected its core instructional materials, how much attention was paid to the research base?	Notes Evidence Sources Recommendations	Rating: ① ② ③ ④ ⑤ Justification of Rating
Articulation of Teaching and Learning (in and across grade levels)	Describe the process that supports the articulation of teaching and learning from one grade to another. Describe the process that supports the articulation of teaching and learning among teachers in the same grade. How consistent is the learning experience among students in the same grade and subject with different teachers?	Notes Evidence Sources Recommendations	Rating: ① ② ③ ④ ⑤ Justification of Rating

Differentiated Instruction	<p>To what extent do teachers in this school use student assessment data and knowledge of student readiness, language, and culture to offer students in the same class different teaching and learning strategies to address student needs?</p> <p>How consistent is this effort among the teaching staff?</p>	<p>Notes</p> <p>Evidence Sources</p> <p>Recommendations</p>	<p>Rating: ① ② ③ ④ ⑤</p> <p>Justification of Rating</p>
Standards-Based	<p>To what extent is the core curriculum in reading and mathematics aligned to state standards?</p> <p>Are the instructional materials aligned to the standards? Are model or sample lessons and activities that demonstrate effective teaching of the standards available to teachers?</p> <p>Have teachers been trained in the content of the standards and in how to use that content within their lessons?</p> <p>Are teachers utilizing their training and aligning their instruction to these standards?</p>	<p>Notes</p> <p>Evidence Sources</p> <p>Recommendations</p>	<p>Rating: ① ② ③ ④ ⑤</p> <p>Justification of Rating</p>

Exceeding Benchmark	<p>Are programs and activities provided to enrich or augment the curriculum for students exceeding benchmarks? If so, please describe.</p> <p>Are any of these programs and activities available above and beyond the core instruction?</p>	<p>Notes</p> <p>Evidence Sources</p> <p>Recommendations</p>	<p>Rating: ① ② ③ ④ ⑤</p> <p>Justification of Rating</p>
<p>Secondary-Level Intervention (Tier II)</p>			
Evidence-Based Intervention	<p>What program(s) does your school use for secondary-level intervention?</p> <p>How were these programs selected?</p> <p>Have these programs demonstrated efficacy with the target populations (e.g., has research shown that the interventions positively impact student achievement)?</p>	<p>Notes</p> <p>Evidence Sources</p> <p>Recommendations</p>	<p>Rating: ① ② ③ ④ ⑤</p> <p>Justification of Rating</p>

Complements Core Instruction	How do instructors of secondary-level interventions ensure that the content they address is well aligned and complements the core instruction for each student?	Notes Evidence Sources Recommendations	Rating: ① ② ③ ④ ⑤ Justification of Rating
Instructional Characteristics	Are the secondary level interventions always led by staff adequately trained to implement the interventions with fidelity? If not, who provides the secondary level intervention and what is their background? Are the secondary interventions always conducted with small groups of students? What is the maximum group size?	Notes Evidence Sources Recommendations	Rating: ① ② ③ ④ ⑤ Justification of Rating
Addition to Primary	Are secondary-level interventions (i.e., Tier II) always implemented as supplements to the core curriculum? If not, please explain.	Notes Evidence Sources Recommendations	Rating: ① ② ③ ④ ⑤ Justification of Rating

Intensive Intervention—Individualized with a focus on the academic needs of students with disabilities and those significantly below grade level (Tier III)			
Data-Based Interventions Adapted Based on Student Need	How are evidence-based interventions intensified or individualized at the intensive level? How are the interventions used at this level developed?	Notes Evidence Sources Recommendations	Rating: ① ② ③ ④ ⑤ Justification of Rating
	Who provides intensive intervention? Can you describe their background and level of training in providing data-based individualized instruction? Does the group size allow for the interventionist to adjust and individualize instruction to address the needs of each student? Describe an example of a student experiencing intensive intervention.	Notes Evidence Sources Recommendations	Rating: ① ② ③ ④ ⑤ Justification of Rating

Relationship to Primary	<p>Are intensive interventions always implemented as supplements to the core curriculum?</p> <p>If not, please explain.</p> <p>How do you decide if a student receiving intensive intervention should remain in primary-level instruction?</p> <p>How do you ensure meaningful connections between intensive intervention and the general education curriculum (e.g., the Common Core)?</p>	Notes	Rating: ① ② ③ ④ ⑤ Justification of Rating
		Evidence Sources	
		Recommendations	

Infrastructure and Support Mechanisms—Knowledge, resources, and organizational structures necessary to operationalize all components of RTI in a unified system to meet the established goals.			
Item	Sample Interview Questions	Comments/Remarks	Ratings
Prevention Focus	<p>To what extent do you believe the teaching staff views the purpose of RTI as primarily to prevent students from having academic and/or behavioral problems?</p> <p>What portion of the teaching staff view RTI as primarily a means for special education identification?</p>	Notes	Rating: ① ② ③ ④ ⑤ Justification of Rating
		Evidence Sources	
		Recommendations	

Leadership Personnel	<p>To what extent are the school and district administrators aware of the RTI framework at your school?</p> <p>To what extent do the actions taken and decisions made by district administrators improve the effectiveness of the RTI framework at your school?</p> <p>To what extent do the actions taken and decisions made by school administrators improve the effectiveness of the RTI framework at your school?</p> <p>Does your school have a designated person who oversees and manages RTI implementation? If yes, what percentage of that person's time is devoted to overseeing and managing RTI?</p>	<p>Notes</p> <p>Evidence Sources</p> <p>Recommendations</p>	<p>Rating: ① ② ③ ④ ⑤</p> <p>Justification of Rating</p>
School-Based Professional Development	<p>Has the staff been trained on the RTI framework and essential components?</p> <p>How often is refresher or new training provided?</p> <p>Is RTI training provided to new teachers?</p> <p>What ongoing professional development is made available for those who provide secondary-level and intensive intervention?</p>	<p>Notes</p> <p>Evidence Sources</p> <p>Recommendations</p>	<p>Rating: ① ② ③ ④ ⑤</p> <p>Justification of Rating</p>

Schedules	<p>Does the schedule reflect additional time beyond the core for secondary-level and intensive intervention?</p> <p>Is there time scheduled for teacher collaboration on instruction and interventions?</p> <p>Are all the pertinent teachers and interventionists available for these collaborative meetings?</p>	<p>Notes</p> <p>Evidence Sources</p> <p>Recommendations</p>	<p>Rating: ① ② ③ ④ ⑤</p> <p>Justification of Rating</p>
Resources	<p>Are there adequate materials, programs, and resources allocated to support interventions, assessments, professional development, staffing?</p> <p>Do the programs and materials match the needs of the students at each tier?</p> <p>Is there a process for monitoring the use of resources?</p>	<p>Notes</p> <p>Evidence Sources</p> <p>Recommendations</p>	<p>Rating: ① ② ③ ④ ⑤</p> <p>Justification of Rating</p>

Cultural and Linguistic Responsiveness	<p>What efforts have been made to ensure that core instruction, secondary-level and intensive intervention, and assessments take into account cultural and linguistic factors?</p> <p>How are the demographic and academic data of subgroups represented in your school used to inform the RTI framework?</p>	<p>Notes</p> <p>Evidence Sources</p> <p>Recommendations</p>	<p>Rating: ① ② ③ ④ ⑤</p> <p>Justification of Rating</p>
Communications With and Involvement of Parents	<p>Are parents knowledgeable about the RTI framework in your school?</p> <p>Describe how you communicate with parents about RTI and student performance.</p> <p>How are parents involved in decision making regarding the participation of their child in secondary-level or intensive intervention?</p> <p>How are parents of students at the secondary or intensive level informed of the progress of their children?</p>	<p>Notes</p> <p>Evidence Sources</p> <p>Recommendations</p>	<p>Rating: ① ② ③ ④ ⑤</p> <p>Justification of Rating</p>

Communication With and Involvement of All Staff	<p>Are teachers in your school knowledgeable about the RTI framework?</p> <p>Describe how you communicate with teachers about the school's RTI plan.</p> <p>How are teachers of students at the secondary or intensive level informed of their progress in the intervention?</p> <p>What process does your school use to ensure teacher collaboration in implementing RTI?</p>	<p>Notes</p> <p>Evidence Sources</p> <p>Recommendations</p>	<p>Rating: ① ② ③ ④ ⑤</p> <p>Justification of Rating</p>
RTI Teams	<p>Does your school have an RTI team? If so:</p> <ul style="list-style-type: none"> ▪ Who composes that team? ▪ How often does the team meet? ▪ Are there established processes and protocols that help the team work effectively? What are they? <p>How does the team communicate and collaborate with other staff?</p>	<p>Notes</p> <p>Evidence Sources</p> <p>Recommendations</p>	<p>Rating: ① ② ③ ④ ⑤</p> <p>Justification of Rating</p>

<i>Fidelity and Evaluation—System for collecting and analyzing data to measure fidelity and effectiveness of the RTI model.</i>			
Item	Sample Interview Questions	Comments/Remarks	Ratings
Fidelity	<p>Are procedures in place to monitor the fidelity of implementation of the core curriculum? Of secondary-level and intensive intervention? Of screening, progress monitoring, and the decision-making process? If so please describe.</p> <p>Who is involved in monitoring the fidelity of implementation?</p> <p>Does the evidence indicate that instruction, interventions, assessments, and decisions are implemented with fidelity?</p>	<p>Notes</p> <p>Evidence Sources</p> <p>Recommendations</p>	<p>Rating: ① ② ③ ④ ⑤</p> <p>Justification of Rating</p>
Evaluation	<p>How is RTI evaluated at your school?</p> <ul style="list-style-type: none"> ▪ Is a plan in place for evaluation? ▪ Is a process in place for reviewing student-level data for all students and for subgroups of students? ▪ Is a process in place to evaluate implementation fidelity? <p>How are evaluation data used?</p> <ul style="list-style-type: none"> ▪ Are teachers and interventionists involved in giving and receiving feedback on the effectiveness of the programs and materials? <p>Who is involved in evaluating RTI implementation?</p>	<p>Notes</p> <p>Evidence Sources</p> <p>Recommendations</p>	<p>Rating: ① ② ③ ④ ⑤</p> <p>Justification of Rating</p>