

Thompson School District RtI Implementation Evaluation Rubric

Area of Implementation	Components	Adoption Readiness (1)	Initial Implementation (2)	Best Practice (3)	Exemplar (4)
<p>Curriculum and Instruction</p> <p><i>The RtI model is a three-tiered system designed to meet the needs of ALL students. Curriculum based on the state standards and quality instruction is essential for student success.</i></p> <p><i>Tier I provides core instruction for all students using high quality, research-based curricula and instructional strategies that support the district's curriculum guidelines. Flexible grouping that targets specific skills is included so that the instructional goals of all students can be met.</i></p> <p><i>Tier II offers supplemental instruction designed to meet the needs of students not progressing as expected in Tier I. The majority of these supports take place in the classroom but, at times, a student may require support outside of the classroom.</i></p> <p><i>Tier III instruction includes more explicit instruction that is focused on a specific skill need, whether that be an accelerated need or a remedial need.</i></p>	<p>Pyramid of Interventions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School does not have a tiered pyramid of interventions. 	<ul style="list-style-type: none"> <input type="checkbox"/> School has some interventions available for students in need of additional academic and/or behavioral assistance. <input type="checkbox"/> School has begun to document available interventions in a pyramid. 	<ul style="list-style-type: none"> <input type="checkbox"/> School has a formal, documented pyramid of interventions that includes reading, writing, math and behavioral interventions. <input type="checkbox"/> School uses district supported, research-based interventions, and follows the process for planning and requesting materials and professional development support. <input type="checkbox"/> School has multiple interventions available for students in need of additional academic and/or behavioral assistance in a variety of content areas. <input type="checkbox"/> School utilizes multiple interventions from the pyramid. 	<ul style="list-style-type: none"> <input type="checkbox"/> School has a formal, documented pyramid of interventions that includes reading, writing, math and behavioral interventions. <input type="checkbox"/> School uses district supported, research-based interventions, and follows the process for planning and requesting materials and professional development support. <input type="checkbox"/> School has evaluated existing resources including available interventions and staff skill levels. <input type="checkbox"/> A range of systemic interventions are used for students at risk of not reaching their potential, including those identified as gifted/talented or those already experiencing academic failure in all content areas. <input type="checkbox"/> Reading interventions exist to address the five components of reading: phonemic awareness; fluency; decoding/phonics/word recognition; vocabulary; and comprehension. <input type="checkbox"/> Math interventions exist to address the four essential domains: problem-solving; arithmetic skill/fluency; conceptual knowledge/number sense; and, reasoning ability. <input type="checkbox"/> Interventions exist to address written expression, oral expression and listening comprehension. <input type="checkbox"/> A range of systematic interventions are used for behavior, including appropriate re-direction for major as well as minor infractions. <input type="checkbox"/> Interventions are identified for advanced students who need additional challenges.

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Curriculum and Instruction	High Quality Standards Based Instruction at Tier I	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional design is not aligned to standards and benchmarks. <input type="checkbox"/> Differentiated instruction is not demonstrated in classrooms. <input type="checkbox"/> Rigor and relevance is not evident in classrooms. <input type="checkbox"/> Tier I instructional best practices are not evident in classrooms. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some instruction is aligned to standards and benchmarks <input type="checkbox"/> Differentiated instruction is demonstrated in some classrooms. <input type="checkbox"/> Rigor and relevance is evident in some classrooms. <input type="checkbox"/> Research-based Tier I instructional best practices are evident in some classrooms. <input type="checkbox"/> Culturally responsive and linguistically appropriate teaching is evident in some classrooms 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers use backwards design principles to align instruction with standards and benchmarks. <input type="checkbox"/> Differentiated instruction is demonstrated in most classrooms. <input type="checkbox"/> Rigor and relevance is expected and is evident in most classrooms throughout the school. <input type="checkbox"/> Research-based Tier I instructional best practices are used in most classrooms (McRel Strategies, Cornell Notetaking, SIOP, Reciprocal Teaching, Gradual Release, etc.) <input type="checkbox"/> Culturally responsive and linguistically appropriate teaching is evident in most classrooms. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers collaboratively use backwards planning to align standards and benchmarks. Students know their learning targets, know what proficiency looks like, and know what they need to do to meet or exceed proficiency. <input type="checkbox"/> Differentiated instruction is demonstrated in every classroom. <input type="checkbox"/> Rigor and relevance is present in every classroom. <input type="checkbox"/> Numerous research-based Tier I instructional best practices are present in every classroom. <input type="checkbox"/> Grade level or department teams work collaboratively to look at student work and align grading practices. <input type="checkbox"/> Culturally responsive and linguistically appropriate teaching is universally evident in all classrooms.
<p><i>Standard protocol interventions are intensive, short-term instructional interventions conducted with a small group of targeted students with similar needs using research-based materials to supplement the general education curriculum. School or grade level teams review student data and recommend standard protocol interventions outside the Problem Solving Team.</i></p>	Tier II Standard Protocol Interventions	<ul style="list-style-type: none"> <input type="checkbox"/> School does not utilize Tier II standard protocol interventions. 	<ul style="list-style-type: none"> <input type="checkbox"/> School identifies some students for Tier II interventions outside the Problem Solving Team process. 	<ul style="list-style-type: none"> <input type="checkbox"/> School has standard protocol for identifying most groups of students for Tier II interventions outside the Problem Solving Team process. 	<ul style="list-style-type: none"> <input type="checkbox"/> School utilizes a standard protocol to provide Tier II interventions to all groups of students with similar needs, including gifted and talented students. <input type="checkbox"/> School has a systematic approach to providing Tier II interventions outside the Problem Solving Team process to any student with unique needs (e.g., new students). <input type="checkbox"/> A clear administrative process exists for Tier II standard protocol intervention scheduling. <input type="checkbox"/> Standard protocol interventions are progress monitored and students exit the intervention upon attaining benchmark goals.
	Fidelity of Use	<ul style="list-style-type: none"> <input type="checkbox"/> Research-based interventions are not routinely used. When they are used, it is not with the appropriate frequency, intensity and duration. 	<ul style="list-style-type: none"> <input type="checkbox"/> Research-based interventions are used but not with appropriate frequency, intensity and duration. 	<ul style="list-style-type: none"> <input type="checkbox"/> Most research-based interventions are used with the appropriate frequency, intensity and duration. 	<ul style="list-style-type: none"> <input type="checkbox"/> Research-based interventions are used with the appropriate frequency, intensity and duration. <input type="checkbox"/> The school has a process in place to periodically evaluate research-based interventions as to the integrity/fidelity of use. <input type="checkbox"/> Teachers follow intervention protocols consistent with specific research-based intervention(s).
	Instructional Scheduling	<ul style="list-style-type: none"> <input type="checkbox"/> School's master schedule is not flexible to meet the needs of students. 	<ul style="list-style-type: none"> <input type="checkbox"/> School has made attempts to adjust the master schedule to meet the needs of Tier II and III interventions. 	<ul style="list-style-type: none"> <input type="checkbox"/> School has identified staff, trained staff and specified schedules to deliver interventions. <input type="checkbox"/> School utilizes a flexible schedule to meet the needs of Tier II and Tier III students. 	<ul style="list-style-type: none"> <input type="checkbox"/> School has identified staff, trained staff and specified schedules to deliver interventions. <input type="checkbox"/> Schedules exist that incorporate multiple interventions at Tier II and Tier III, including levels of challenge for advanced students. <input type="checkbox"/> School has flexible and creative uses of staffing across all roles to provide various interventions.

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<p>Assessment & Use of Data</p> <p><i>A major feature of the RtI Model is its use of data to drive decision making at the individual student, classroom and school levels.</i></p> <p><i>Reliable and ongoing information must be available to:</i></p> <ul style="list-style-type: none"> • <i>Identify academic and behavioral needs of individual students</i> • <i>Inform the problem-solving process</i> • <i>Design and modify instruction to meet student needs, and</i> • <i>Evaluate the effectiveness of instruction at different levels (e.g., classroom, school, and district).</i> 	<p>Universal Screening K – 3 (and grades 4-8 ILP students): DIBELS Grades 3 – 10 : Acuity Diagnostic Literacy Assessments: DRA-2, CTOPP, GDRT, CELA EOY Assessment: CSAP</p>	<p><input type="checkbox"/> School does not utilize state or district-wide assessments for universal screening protocols.</p>	<p><input type="checkbox"/> School utilizes state or district-wide assessments for some universal screening, but standard protocols do not exist.</p>	<p><input type="checkbox"/> Universal screening assessments are utilized at the beginning of the year to identify at-risk students for intensive interventions (standard protocol).</p> <p><input type="checkbox"/> Results from universal screening along with school or classroom evaluations are utilized to screen students for Tier I intervention and evaluate ongoing classroom interventions and instruction.</p>	<p><input type="checkbox"/> Universal screening assessments are utilized at the beginning of the year to identify at-risk students for intensive interventions (standard protocol) as well as students who have reached benchmarks and need to be challenged.</p> <p><input type="checkbox"/> Results from universal screening along with school or classroom evaluations are used to inform initial classroom interventions and establish classroom progress monitoring needs and procedures.</p> <p><input type="checkbox"/> Anecdotal information gathered during universal screening process is embedded into body of evidence and used to inform initial classroom instructional design and interventions.</p>
	<p>Data Dialogues</p>	<p><input type="checkbox"/> School does not regularly review student data for instructional decisions.</p>	<p><input type="checkbox"/> School reviews some data; it is generally compiled and analyzed by a single individual and presented to teachers.</p>	<p><input type="checkbox"/> Grade level, department and/or goal teams meet regularly to review student and school data.</p> <p><input type="checkbox"/> Structured data conversations occur.</p>	<p><input type="checkbox"/> Grade level, department and/or goal teams meet regularly to review student and school data.</p> <p><input type="checkbox"/> Structured data conversations occur to inform curriculum decisions, instructional scheduling and student groupings school-wide.</p> <p><input type="checkbox"/> Students engage in regular data dialogues and are able to set goal and analyze their own learning progress in multiple settings across a variety of content areas.</p>
	<p>Progress Monitoring</p>	<p><input type="checkbox"/> School does not regularly progress monitor interventions at any level (Tier I, Tier II, Tier III)</p>	<p><input type="checkbox"/> School utilizes approved progress monitoring tools to monitor some interventions in Tier I, Tier II and Tier III.</p>	<p><input type="checkbox"/> School utilizes approved progress monitoring tools to monitor interventions in Tier I, Tier II and Tier III.</p> <p><input type="checkbox"/> Designated staff are trained in progress monitoring data collection and data entry.</p> <p><input type="checkbox"/> School has a progress monitoring schedule for evaluating academic or behavioral intervention progress.</p> <p><input type="checkbox"/> All progress monitoring assessments are documented.</p> <p><input type="checkbox"/> Student data folders exist for all students in Tier II and Tier III interventions.</p>	<p><input type="checkbox"/> Progress monitoring is focused on specific skills that are deficient or advanced in Tier I, Tier II and Tier III.</p> <p><input type="checkbox"/> School has a progress monitoring schedule and data point requirements for evaluating academic or behavioral intervention progress and making decisions on intervention changes that meet or exceed district guidelines.</p> <p><input type="checkbox"/> All progress monitoring assessments are documented; trends and errors are analyzed.</p> <p><input type="checkbox"/> Students in Tier II and Tier III interventions monitor their progress through the use of data folders.</p>
	<p>Short-Cycle Diagnostic Assessments (formative assessments)</p>	<p><input type="checkbox"/> School does not utilize short-cycle diagnostic assessments to assess targeted skills.</p>	<p><input type="checkbox"/> School utilizes some short-cycle diagnostic assessments to assess targeted skills.</p>	<p><input type="checkbox"/> School utilizes some short-cycle diagnostic assessments to assess targeted skills and uses the results to modify instruction or interventions.</p>	<p><input type="checkbox"/> School routinely evaluates the need for diagnostic instruments to assess targeted skills, and uses the results to modify instruction and interventions.</p>
	<p>Gap Analysis</p>	<p><input type="checkbox"/> School does not utilize gap analysis for individual student intervention planning.</p>	<p><input type="checkbox"/> School has begun to look at gap analysis to assess student goals for Tier II and/or Tier III interventions.</p>	<p><input type="checkbox"/> School routinely utilizes gap analysis to assess student goals for Tier II and/or Tier III interventions.</p>	<p><input type="checkbox"/> School routinely includes gap analysis between benchmarks and achievement to assess interventions and instructional practices at all Tiers.</p> <p><input type="checkbox"/> Students, parents and families can articulate the plan for closing individual achievement gaps.</p>

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<p>Problem Solving Process</p> <p><i>The Problem Solving process assists the classroom teacher and parents in designing and selecting strategies for improving student academic and/or behavioral performance.</i></p> <p><i>Team membership should include individuals who have a diverse set of skills and expertise that can address a variety of behavioral and academic needs.</i></p> <p><i>The problem solving process includes a structure for analyzing the reasons for a student's academic or behavioral needs, planning and implementing interventions and evaluating the effectiveness of an intervention.</i></p>	<p>Membership and Team Meetings</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School does not have a Problem Solving Team. 	<ul style="list-style-type: none"> <input type="checkbox"/> Members of the Problem Solving Team are not consistent. <input type="checkbox"/> School has identified a Problem Solving Team; however, the team does not meet on a regular basis. 	<ul style="list-style-type: none"> <input type="checkbox"/> School has a Problem Solving Team that meets on a regular basis. <input type="checkbox"/> School has consistent core members of the Problem Solving Team. <input type="checkbox"/> There is shared responsibility among general educators and specific program area specialists (e.g., SPED, GT, ELA, Title I, etc.). <input type="checkbox"/> One core member of the Problem Solving Team is designated to coordinate the process. <input type="checkbox"/> In addition to the Coordinator, specific roles are assigned to the members of the Problem Solving Team (facilitator, time keeper, recorder, etc.). 	<ul style="list-style-type: none"> <input type="checkbox"/> Problem Solving Team meets on a regular basis, every week or every other week. <input type="checkbox"/> Consistent core members of the Problem Solving Team attend all meetings. <input type="checkbox"/> There is shared responsibility among general educators and specific program area specialists (e.g., SPED, GT, ELA, Title I, etc.). <input type="checkbox"/> A case liaison is assigned. The case liaison supports the referring teacher throughout the process, and ensures that forms and data analysis are completed prior to the team meeting. <input type="checkbox"/> Team meetings are efficient and effective; little time is wasted. A systematic approach to meeting facilitation and clear routines are established and evident.
	<p>Protocols for referral to Problem Solving Team</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School does not utilize the Problem Solving Team model to identify and support individual student needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is not a clearly defined process for student referral to the Problem Solving Team. <input type="checkbox"/> Forms used to refer students to the Problem Solving Team are not the district standard forms. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some protocols and processes exist to support the Problem Solving Team referral process. <input type="checkbox"/> School utilizes standard district forms to document student referral to the Problem Solving Team. <input type="checkbox"/> There is evidence that student data is used to support referral to the Problem Solving Team. <input type="checkbox"/> Data includes academic, behavioral, social, emotional, linguistic, and cultural elements. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is school-wide evidence that consistent protocols and processes are used for referrals to the Problem Solving Team. <input type="checkbox"/> School utilizes standard district forms to document student referral to the Problem Solving Team. <input type="checkbox"/> Tier I Grade Level, Department or Data Teams initiate referrals to the Problem Solving Team after reviewing student data. <input type="checkbox"/> Protocols are consistently used to ensure that academic, behavioral, social, emotional, linguistic and cultural data is embedded in the problem solving process.

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Problem Solving Process (con't)	Protocols for Problem Solving Team processes	<ul style="list-style-type: none"> <input type="checkbox"/> School does not utilize the Problem Solving Team model to identify and support individual student needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is not a clearly defined process for Problem Solving Team meeting and decision making. <input type="checkbox"/> Problem Solving Team meetings focus on eligibility and testing, not outcomes. <input type="checkbox"/> Some student data is reviewed by the Problem Solving Team; however, review processes are not consistent. <input type="checkbox"/> Gap analysis is not routinely used by the Problem Solving Team to assist in making determination about student services. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is a defined process for Problem Solving Team meetings and decision making which has been shared with school staff. <input type="checkbox"/> The focus of the Problem Solving Team is student outcomes, not eligibility (team's main purpose is not a special education referral). <input type="checkbox"/> There is evidence that student data is used to support instructional and behavioral intervention decisions by the team. <input type="checkbox"/> Gap analysis is used by the Problem Solving Team to assist in making determination about student services. <input type="checkbox"/> Movement of students between tiers and exit of students upon achievement of goals is evident in the Problem Solving Team process. <input type="checkbox"/> A process for referral for SLD determination using an RtI model has been defined. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is a documented, defined process for Problem Solving Team meetings and decision making which has been shared with school staff. <input type="checkbox"/> The focus of the Problem Solving Team is student outcomes, not eligibility (team's main purpose is not a special education referral). <input type="checkbox"/> The Problem Solving Team makes instructional and behavioral intervention decisions based on appropriate data reviewed by the team. <input type="checkbox"/> Gap analysis is used by the Problem Solving Team to assist in making determination about student services and monitoring student growth. <input type="checkbox"/> Review and follow-up of individual students reviewed by the Problem Solving Team is regularly scheduled. <input type="checkbox"/> Students exit from the Problem Solving Team process upon achievement of benchmark or goals and a process is in place for follow-up by classroom teachers to ensure students maintain benchmark performance. <input type="checkbox"/> Movement of students between tiers is evident in the Problem Solving Team process. <input type="checkbox"/> A consistent process for referral for SLD determination using an RtI model has been documented and shared with all staff.

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<p>School Climate & Culture</p> <p><i>A positive school climate provides the foundation on which instruction will occur and all students will be engaged in learning. Positive school climate depends on four essential elements:</i></p> <ol style="list-style-type: none"> 1. <i>Creating a caring school community.</i> 2. <i>Teaching appropriate behavior and social problem-solving skills.</i> 3. <i>Implementing positive behavior support (PBS) or a similar systematic strategy for achieving important social and learning outcomes while preventing problem behavior.</i> 4. <i>Providing rigorous academic instruction.</i> 	<p>Positive School Climate</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School has completed the District Readiness Checklist with their assigned PBIS coach. <input type="checkbox"/> School has some evidence of systems to support behavioral aspects of student achievement and social competence. 	<ul style="list-style-type: none"> <input type="checkbox"/> A systematic school-wide approach is implemented and functioning with involvement of all classrooms and a central organization / implementation structure. <input type="checkbox"/> School's climate has been assessed to determine cultural/linguistic sensitivity. 	<ul style="list-style-type: none"> <input type="checkbox"/> School scores 70 on the Benchmarks of Quality (BoQ). <input type="checkbox"/> School practices are culturally responsive. <input type="checkbox"/> The school has planned for and carried out the introduction of School-wide PBIS and training of new staff and students throughout the school year. 	<ul style="list-style-type: none"> <input type="checkbox"/> School has a formal, behavioral, and systematic school-wide approach involving all classrooms and non-classroom areas (lunchroom, hallways, restrooms, etc.) with school-wide organization and structure. <input type="checkbox"/> School is a PBIS site and has achieved 85-100 on the BoQ evaluation. <input type="checkbox"/> School ensures positive community relations through effectively engaging culturally and linguistically diverse populations.
	<p>Behavior Expectations Established and Taught</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School has a common language for acknowledging and responding to behavior, but utilization is sporadic. <input type="checkbox"/> School posts behavior expectations, but does not systematically teach expected behaviors. 	<ul style="list-style-type: none"> <input type="checkbox"/> Most staff were involved in providing feedback/input into development of the school-wide expectations and rules (i.e., survey, feedback, initial brainstorming sessions, election process, etc.) <input type="checkbox"/> School posts behavior expectations and has a plan for teaching expected behaviors. <input type="checkbox"/> School utilizes a common language for acknowledging and responding to behavior in most instances. 	<ul style="list-style-type: none"> <input type="checkbox"/> School routinely utilizes a common language for acknowledging and responding to behavior. <input type="checkbox"/> School posts behavior expectations school-wide (hallways, library, lunchroom, as well as classrooms) and regularly teaches expected behaviors. <input type="checkbox"/> Lesson plans are developed and used to teach rules and expectations and include examples of appropriate behavior and examples of inappropriate behavior. 	<ul style="list-style-type: none"> <input type="checkbox"/> PBIS team has communicated that expectations apply to all students and all staff. <input type="checkbox"/> Booster sessions are planned and delivered to re-teach staff/students at least once in the year and additionally at times when the data suggests problems by an increase in discipline referrals. <input type="checkbox"/> Lesson plans are taught using at least 3 different teaching strategies (i.e., modeling, role-playing, videotaping). <input type="checkbox"/> Nearly all teachers embed behavior teaching into subject area curriculum on a daily basis. <input type="checkbox"/> School has planned for the introduction and on-going involvement of school-wide PBIS to families/community (i.e., newsletter brochure, PTO, open-house, team member, etc.)

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School Climate & Culture (cont.)	Positive Acknowledgement System	<input type="checkbox"/> School has explored/discussed a positive acknowledgement system to support behaviors.	<input type="checkbox"/> School has a positive acknowledgement system to support positive behaviors of students. <input type="checkbox"/> The reward system guidelines are used inconsistently because several staff choose not to participate or participation does not follow the established criteria. <input type="checkbox"/> At least 50% participation.	<input type="checkbox"/> School has a positive acknowledgement system to support positive behaviors of students and staff. <input type="checkbox"/> Rewards are provided for behaviors that are identified in the rules/expectations and staff verbalizes appropriate behaviors when giving rewards. <input type="checkbox"/> At least 75% participation.	<input type="checkbox"/> Almost all members of the school are participating appropriately: at least 90% participation. <input type="checkbox"/> Ratio of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are high (e.g.,4:1). <input type="checkbox"/> Rewards are varied throughout the year and reflect students' interests (consider the student age, culture, gender, ability level to maintain student interest). <input type="checkbox"/> The system includes incentives for staff/faculty and they are delivered consistently.
	Use of Behavioral Data	<input type="checkbox"/> School collects and reports behavioral data. Review of behavioral data is sporadic.	<input type="checkbox"/> The school scheduled time to present and train faculty and staff on the discipline procedures and data system including checks for accuracy of information. <input type="checkbox"/> School utilizes SWIS to collect and report behavioral data, and implements interventions based on that data. <input type="checkbox"/> Data are printed, analyzed, and put into graph format or other easy to understand format by a member of the team and shared with the PBIS team and faculty less than once a month.	<input type="checkbox"/> Data are printed, analyzed, and put into graph format or other easy to understand format by a member of the team and shared with the PBIS team and faculty at least once a month.	<input type="checkbox"/> School routinely reviews and analyzes behavioral data and utilizes the data in the problem solving process for all levels of the triangle: the individual, targeted, and universal systems. <input type="checkbox"/> The team collects and considers data other than discipline data to help determine progress and successes (i.e. attendance, grades, faculty attendance, school surveys, etc.).
See Section on Curriculum/Instruction for more information on Behavioral Interventions at the Universal, Targeted and Intensive Levels.	Use of Behavioral Interventions in connection to disciplinary referrals.	<input type="checkbox"/> School provides some behavioral intervention after disciplinary referral.	<input type="checkbox"/> School systematically assigns a behavioral intervention using SWIS data at the universal and targeted level.	<input type="checkbox"/> School systematically assigns and monitors behavioral interventions within the problem solving process to design interventions at the intensive levels	<input type="checkbox"/> School systematically uses behavioral data to monitor progress of universal, targeted, and intensive interventions, determine their effectiveness, and adjust as needed.

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<p>Leadership</p> <p><i>Leadership is critical for effective implementation and sustainability of RtI. RtI is a significant change, requiring administrators to prioritize resource allocation to support the effort, offer professional development to school staff and champion and monitor the significant systemic changes that need to occur to execute implementation with fidelity.</i></p>	<p>School-wide understanding and focus</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Little evidence of RtI implementation. 	<ul style="list-style-type: none"> <input type="checkbox"/> RtI is centered around one or two individuals or departments for organization and implementation. 	<ul style="list-style-type: none"> <input type="checkbox"/> RtI is implemented and functioning with involvement of Principal/Asst Principal, SPED and regular education, GT, ELA, Counselor, School Psychologists, and Instructional Coaches. <input type="checkbox"/> Leadership team embeds planning and monitoring of school goals related to RtI implementation. 	<ul style="list-style-type: none"> <input type="checkbox"/> RtI has a school-wide general education focus involving all departments (Principal, APs, SPED, GT, Counselors, School Psychologists, and Instructional Coaches). <input type="checkbox"/> Leadership team embeds planning and monitoring of school goals related to RtI implementation. <input type="checkbox"/> All staff understands the school-wide RtI process.
	<p>Professional Development</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School staff has received little or no training in differentiated instruction and other research-based instructional strategies. <input type="checkbox"/> Some school staff has participated in RtI training. 	<ul style="list-style-type: none"> <input type="checkbox"/> School has participated in some staff development on differentiated instruction and other research-based instructional strategies used by the school. <input type="checkbox"/> Administrator and key staff participate in district or regional level RtI training and meetings. <input type="checkbox"/> Some staff have been trained in the SLD determination process. 	<ul style="list-style-type: none"> <input type="checkbox"/> The majority of classroom teachers have been trained in differentiated instruction and other key research-based instructional strategies used by the school. <input type="checkbox"/> All staff has been trained in RtI and the Problem Solving process; administrator and key staff actively participate in ongoing training. <input type="checkbox"/> Most staff have been trained in the SLD determination process. 	<ul style="list-style-type: none"> <input type="checkbox"/> All staff have been trained in differentiated instruction, research-based instructional strategies, Problem Solving and the SLD determination process. <input type="checkbox"/> Ongoing staff training is embedded; staff/team meetings include ongoing RtI training components; key staff actively participate in district/regional training and meetings. <input type="checkbox"/> Staff is supported in their efforts for continued professional development.
	<p>School-wide planning and resource commitment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> RtI strategies and interventions are not included in the School Improvement Plan. <input type="checkbox"/> Components (Problem Solving Team, progress monitoring tools, data dialogues) non-existent or centered in one or two departments (SPED, counseling). 	<ul style="list-style-type: none"> <input type="checkbox"/> Some RtI strategies and interventions are included in the School Improvement Plan. <input type="checkbox"/> Components (Problem Solving Team, progress monitoring tools, data dialogues) have been discussed and implementation plans are in place. 	<ul style="list-style-type: none"> <input type="checkbox"/> RtI strategies and interventions are included in the School Improvement Plan. <input type="checkbox"/> Principal has identified individuals in the school to support the RtI model Resources have been committed to the process. 	<ul style="list-style-type: none"> <input type="checkbox"/> RtI strategies and tiered interventions are included in the School Improvement Plan <input type="checkbox"/> Principal supports the Problem Solving Team process with personnel, time and resources.
	<p>Principal involvement</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Principal has not participated in RtI training. 	<ul style="list-style-type: none"> <input type="checkbox"/> Principal has participated in RtI training but involvement in RtI at the school level is minimal. 	<ul style="list-style-type: none"> <input type="checkbox"/> Principal has participated in RtI training and provides oversight of school level implementation <input type="checkbox"/> Principal oversees the Problem Solving Team process and intervention planning and scheduling. <input type="checkbox"/> Principal has been trained in the SLD determination process and understands its use. 	<ul style="list-style-type: none"> <input type="checkbox"/> Principal participates on the Problem Solving Team on a regular basis. <input type="checkbox"/> Principal provides leadership to staff in the use of data for instructional decisions. <input type="checkbox"/> Principal regularly observes Tier II and Tier III interventions to ensure they are utilized with fidelity. <input type="checkbox"/> Principal acts as a guide and mentor to staff throughout the RtI process. <input type="checkbox"/> Principal is knowledgeable of the SLD determination process and provides leadership for implementing new procedures according the state RtI model.

Area of Implementation	Components	Adoption Readiness (1)	Initial Implementation (2)	Best Practice (3)	Exemplar (4)
<p>Family and Community Engagement</p> <p><i>When families, schools and communities work together, children are more successful in school and schools improve. Parents and families are seen as key partners in all aspects of RtI. Effective partnership includes parents in sharing information, problem-solving and celebrating student successes.</i></p> <p><i>Staff learns from and about families in order to improve learning in the classroom. Staff works collaboratively with families to set goals and foster high expectations for student achievement.</i></p> <p><i>Staff use data to support families in understanding how their children are performing according to grade level standards.</i></p> <p><i>Staff support families and student learning at home.</i></p>	<p>Staff value and respect families in culturally competent and sensitive ways and sees families as assets to support student learning.</p>	<ul style="list-style-type: none"> □ The school makes some effort to engage families to protect the school from future criticism and prevent problems with families. □ There are regular instances of misunderstanding between the school staff and families due to cultural differences not being identified. 	<ul style="list-style-type: none"> □ The school staff engages families because they believe that knowing families better will help the staff better know, understand and support students. □ The school staff has some knowledge of families' cultures and uses this knowledge when interacting with families. 	<ul style="list-style-type: none"> □ The school staff engages families because they believe that all families want the best for their children and that family engagement will help students reach their achievement goals, regardless of parents' socioeconomic background or education level. □ Staff, families and community members implement agreed-upon partnering practices consistently. □ The school staff reflect on their cultural views and practices and their impact on relationships with families. The school staff make adjustments to the way they interact with families. 	<ul style="list-style-type: none"> □ The entire school has an embedded commitment to partnering. Staff reflects on practice, analyzes data, and refinement takes place as needed. □ Systemic, school-wide partnering is infused within: <ul style="list-style-type: none"> • Organizational infrastructure • Role descriptions • Policies and procedures • Documents • Communication □ The school staff is aware of family cultures, specifically the cultural norms for interacting with school staff and uses this knowledge to connect with families in culturally respectful ways.
	<p>Family Engagement in Student Achievement and Well-Being</p>	<ul style="list-style-type: none"> □ The school has not informed its community about Instructional frameworks and academic achievement goals. □ The school informs some parents how an RtI approach will improve their children's academic achievement and well-being. 	<ul style="list-style-type: none"> □ The school has informed its community about instructional frameworks and processes in technical terms at customary events. □ The school informs parents of academic achievement goals. □ School has early and ongoing conversations with families when students are exceeding or not meeting grade level standards. □ School informs parents whether and how their children will participate in academic and /or behavioral interventions, taking into account at-risk, linguistically or culturally different students 	<ul style="list-style-type: none"> □ School has a systematic school wide process to inform its community about instructional frameworks using language that parents can understand and provided in various formats. □ School engages parents in monitoring their child's progress through a variety of methods (i.e. parent/teacher conferences, ongoing personal communication, information about accessing assessment and instructional information, etc. □ School engages all families to support academic achievement and positive behavior at home and at school, taking into account at-risk, linguistically or culturally diverse students. □ School regularly celebrates academic achievement and positive behaviors through consistent, affirmative messages delivered using a variety of methods. 	<ul style="list-style-type: none"> □ School has a process to engage its staff and parents in updating the community about instructional frameworks. □ School has a formal, documented process to engage parents in the development and refinement of academic and behavioral interventions. □ School engages and supports all families to build their capacity in order to increase academic achievement and positive behavior, taking into account at-risk, linguistically or culturally diverse students. □ School and families actively partner in a dialogue as evidenced by student achievement data, parent and student perception data. □ School regularly publishes individual and group success stories that include acknowledgment of community effort, resources and collaboration.

	<p>Family Involvement in Problem Solving Process</p>	<ul style="list-style-type: none"> □ Families are not involved in the Problem Solving Process for their child. □ Families have no opportunities to share feedback or concerns with teachers, and their efforts are met with negativity, defensiveness, or unresponsiveness 	<ul style="list-style-type: none"> □ The school informs families when their child is referred to the Problem Solving Team and invites them to participate in the process. □ The family is contacted prior to PST meeting and input is gathered regarding family perception of student functioning. □ The school has a documented method of informing families about the problem-solving process and about school and family roles in the process. 	<ul style="list-style-type: none"> □ Family attendance at their student's PST meeting is 80% or higher. □ The school is flexible in scheduling PST meetings in order for families to attend. □ The family is contacted prior to PST meeting and input is gathered regarding family perception of student functioning. □ Each teacher actively partners with families and students as part of the PST process, including goal setting and sharing progress monitoring data with students and families. □ Families assist in creating an intervention plan for their student and they leave the PST meeting with a specified task as part of the intervention plan, including relevant progress monitoring. 	<ul style="list-style-type: none"> □ Family attendance at their student's PST meeting is 90% or higher. □ When parents are unable to attend a PST meeting at a regularly scheduled time staff make arrangements to meet at an alternative time and/or location. □ The school regularly engages parents in the review of student's progress and achievement of goals and follow-up by classroom teachers.
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Sources:

Response to Intervention: A Practitioner's Guide to Implementation, Colorado Department of Education, 2008.
Response to Intervention Evaluation Rubric, Colorado Department of Education website
Response to Intervention Comprehensive Evaluation Tool, Colorado Department of Education website
Indicators of RtI Implementation: Self-Assessment Tool, rev. 6/07, Exceptional Student Services Unit, Colorado Department of Education website