

Directions: Use the criteria below to select a rating of 1, 2, or 3 for placing on the RTI Scoring Form tab.

Component 1. Screening. The RTI system accurately identifies students at risk of poor learning outcomes.

Item	Questions to Consider	1	2	3
Universal Screening	Are all students screened for academic or behavior concerns three times a year?	Neither condition is met: (1) Screening is conducted for all students; (2) screening is conducted three times each year	Only one condition is met: (1) Screening is conducted for all students; (2) screening is conducted three times each year	Both conditions are met: (1) Screening is conducted for all students; (2) screening is conducted three times each year
Screening Tools	Do you use a screening tool that has documented reliability and validity for predicting who is at risk on the outcome of interest?	Insufficient evidence that the screening tools are reliable; or that correlations between screens and outcomes is strong	Evidence that screening tools are reliable & correlations are strong but insufficient evidence that predictions of risk status accurate.	Evidence that screeners are reliable, correlations are strong and predicted status is accurate.
	Are there defined cut scores for determining who is at risk, who is at some risk, and who is not at risk for poor outcomes?	No evidence that defined cut scores are used for predicting risk status	Evidence that defined cut scores are used, but cut scores are not grounded in research or in analysis of past performance.	Evidence that defined cut scores that are grounded in research or based on previous analysis.
	After a student is identified by the screening tool as at some risk or at risk, is there a follow up to confirm?	No evidence of procedures to confirm risk status.	Some follow-up procedure but the procedure is not systematic or consistent across student groups.	Evidence that initial identifications are systematically confirmed through further assessment that is consistent across students.
	Are different (or additional) measures used to identify students who are ELL as at-risk?	No evidence of procedures to confirm risk status for ELL students.	Some follow-up procedure but the procedure is not systematic or consistent across ELL students.	Evidence that initial identifications are systematically confirmed through further assessment that is grounded in best practice for ELL students.
Screening Decision Rules	Does the school review screening decisions to determine their accuracy and adjust decision rules or follow up procedures accordingly?	No evidence of screening decision review.	Decision rules are adjusted, but are not based on a systematic review of the data.	Evidence that the school analyzes data and resulting decisions to make needed adjustments in decision rules.
	Are the decision rules consistently applied for all students across all grades?	No evidence that procedures are in place to ensure implementation accuracy of decision rules.		Procedures are in place to ensure implementation accuracy of decision rules.

Component 2. Core Instruction. The core instructional program is evidence-based, aligned vertically, mapped to standards, implemented with fidelity and teachers are provided with PD.

Item	Questions to Consider	1	2	3
Research-based Curriculum Materials	Are your core curriculum materials research-based? What evidence from the vendor/publisher/reviewer was used to determine the effectiveness of these materials?	The core curriculum materials are largely not research based for the target population of learners.	Some of the core curriculum materials are research based for the target population of learners.	All of the core curriculum materials are research-based for the target population of learners.
Fidelity	Is the core curriculum delivered with fidelity? If so, what evidence indicates this?	Limited or no evidence supports fidelity of implementation.	Some evidence supports fidelity of implementation but it is not compelling or consistent across grades/classes.	The preponderance of evidence supports fidelity
	Are procedures in place to monitor the fidelity of delivery of the core curriculum?	No procedures are in place to monitor the fidelity of implementation of the core curriculum.	Procedures are in place but not carried out to monitor fidelity of implementation.	Procedures are in place and implemented to monitor fidelity.
	What efforts have been made to articulate teaching and learning within grade levels or subject areas?	Teaching and learning is not well-articulated. Student experiences vary greatly depending on teacher.	Teaching and learning is somewhat articulated so that students experiences do not vary greatly depending on teacher.	Teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of assigned teacher.
	Do same grade level teachers have time to collaborate about teaching and learning expectations across the grade?	No procedures are in place to allow for collaboration across grades.	Procedures are in place for collaboration, but collaboration time is not monitored (or not used appropriately).	Procedures are in place and used appropriately to facilitate collaboration.

Alignment of teaching and learning within grade level	How consistent is the learning experience among students in the same grade and subject with different teachers?	No procedures are in place to ensure consistency in learning experiences among teachers of the same subject and grade.	Procedures are in place for consistency in learning experiences, but not monitored (or not used appropriately).	Procedures are in place and used appropriately to ensure consistency in learning experiences across teachers of the same subject and
Alignment of teaching and learning across grade levels	What efforts have been made to articulate teaching and learning across grade levels or subject areas? What data is used to inform the extent of alignment across grades?	Teaching and learning is not well-articulated. Vertical alignment and content alignment is not evident.	Teaching and learning is somewhat articulated across grades. Some attempts for content and vertical alignment have been made.	Teaching and learning is well articulated across grade levels and content so learning is supported.
	Do content area teachers from different grades have the opportunity to collaborate about teaching and learning progressions across grade levels?	No procedures are in place to allow for collaboration across grades.	Procedures are in place for collaboration, but collaboration time is not monitored (or not used appropriately).	Procedures are in place and used appropriately to facilitate collaboration.
Instruction	Do teachers adjust/differentiate their core instruction based on assessment data and student feedback to meet the needs of all learners?	Neither condition is met: (1) Most or all teachers differentiate instruction: (2) teachers use students' assessment data to identify the needs of students.	Only one condition is met: (1) Most or all teachers differentiate instruction: (2) Teachers use students' assessment data to identify the needs of students.	Both conditions are met: (1) Most or all teachers differentiate instruction: (2) teachers use students' assessment data to identify the needs of students.
School Based Professional Development	Do teachers regularly participate in school-based professional development in order to reflect on and improve their practice?	The school has no well-defined school based professional development mechanism to support continuous improvement of instructional practice.	Some forms of professional development are available to teachers, but most are not school-based and do not establish a mechanism to continuously improve instructional practice.	School based professional development is structured so that all teachers continuously examine, reflect upon,, and improve instructional practice.
	What percentage of teachers participate?	0 - 25%	26-75%	> 75%

Component 3. Tier 2 Intervention. Interventions that target specific skill/conceptual deficits are provided to struggling learners to support success in core instruction.

Item	Questions to Consider	1	2	3
Research-based Interventions	What programs are used for Tier 2 Intervention? Have the programs (methods) demonstrated efficacy with the target populations?	Tier two programs are not evidence based.	Tier 2 consists of a variety of strategies, of which only some are evidence based and some are not.	Tier 2 strategies and interventions are evidence-based.
Support Core Instruction	Does Tier 2 focus on foundational skills that support student progress in core instruction?	Tier 2 is poorly aligned with core instruction and incorporates topics that are not foundational skills.	Tier 2 is generally aligned with core but only occasionally incorporates foundational skills that support core instruction.	Tier 2 is well-aligned with core instruction and incorporates foundational skills that support core instruction.
Fidelity	Are procedures in place to monitor fidelity and does the evidence indicate that the intervention is implemented with fidelity?	Neither condition is met: 1) procedures are in place to monitor fidelity; 2) tier 2 is generally implemented with fidelity.	Only one condition is met: 1) procedures are in place to monitor fidelity; 2) tier 2 is generally implemented with fidelity.	Both conditions are met: 1) procedures are in place to monitor fidelity; 2) tier 2 is generally implemented with fidelity.
Quality of Instruction in Tier 2	Are Tier 2 Interventions provided by a highly qualified teacher who uses explicit instruction?	Explicit instruction is not provided by a certified teacher or under the direct supervision of a highly qualified teacher	Explicit instruction is provided by a certified teacher but not one who is highly qualified in intervention or the content area.	Explicit instruction is provided by a highly qualified teacher.
	Is the group size for tier 2 small? Ideally no more than 8 students in lower grades and no more than 12 in middle - high school?	Group size > 15	Group size between 10-15	Group size < 8 OR Group size < 12 (secondary)
	Are Tier 2 interventions provided frequently and for long enough? Ideally 4-5 times/week for 30-60 minutes?	Neither condition is met: 1) Tier 2 provided with sufficient frequency and 2) frequent duration.	Only one condition is met: 1) Tier 2 provided with sufficient frequency and 2) frequent duration.	Both conditions are met: 1) Tier 2 provided with sufficient frequency and 2) frequent duration.
Progress Monitoring	What are the decision rules for determining when a child is making progress, when a child needs an instructional change and when a child might be referred to a more intensive tier?	Neither condition is met: 1) decisions about RTI are based on reliable and valid PM data to reflect rate of improvement or final status; 2) decision are implemented accurately.	Only one condition is met: 1) decisions about RTI are based on reliable and valid PM data to reflect rate of improvement or final status; 2) decision are implemented accurately.	Both conditions are met: 1) decisions about RTI are based on reliable and valid PM data to reflect rate of improvement or final status; 2) decision are implemented accurately.
	What rules/guidelines are used to set targets for growth and final performance? Are standardized CBMs used to monitor progress in Tier 2?	Growth and performance targets are idiosyncratic. No CBMs used.	Growth and performance targets are systematic but do not support grade level performance. Some CBMs used.	Growth and performance targets are set to support student achievement of grade level standards. Standardized CBMs are used.

	used to monitor progress in tier 2?			Standardized CBIS are used.
	Is there a grade/school level system in place for regularly reviewing progress monitoring data?	No.	Meetings to review data are scheduled but data are not systematically reviewed during these meetings.	Procedures are in place and are used effectively to review PM data.
Culturally and Linguistically Responsive	Are interventions that support the needs of students from diverse cultural and linguistically backgrounds included?	Interventions do not account for cultural, linguistic, and SES factors.	Interventions strive to consider cultural, linguistic and SES factors, but need improvement.	Interventions reflect cultural, linguistic, and SES factors.

Component 4. Tier 3 Intervention. Interventions that are intensive and more individualized to meet the needs of students for whom core and Tier 2 is inadequate.

Item	Questions to Consider	1	2	3
Research-based Interventions	What programs are used for Tier 3? Have the programs (methods) demonstrated efficacy with the target populations?	Neither condition is met: 1) Tier 3 programs are evidence-based or based on PM methods for individualizing instruction; 2) Tier 3 is more intensive than Tier 2.	Only one condition is met: 1) Tier 3 programs are evidence-based or based on PM methods for individualizing instruction; 2) Tier 3 is more intensive than Tier 2.	Both conditions are met: 1) Tier 3 programs are evidence-based or based on PM methods for individualizing instruction; 2) Tier 3 is more intensive than Tier 2.
Relationship to Core	Are there connections between the Tier 3 instruction and the core instructional program?	Tier 3 interventions do not address the general education curriculum in an appropriate manner for students.	Tier 3 addresses the general education curriculum but is not completely appropriate for students.	Tier 3 interventions address the general education curriculum in an appropriate manner for students.
Fidelity	Are procedures in place to monitor fidelity and does the evidence indicate that Tier 3 is implemented with fidelity?	Neither condition is met: 1) procedures are in place to monitor fidelity; 2) tier 2 is generally implemented with fidelity.	Only one condition is met: 1) procedures are in place to monitor fidelity; 2) tier 2 is generally implemented with fidelity.	Both conditions are met: 1) procedures are in place to monitor fidelity; 2) tier 2 is generally implemented with fidelity.
Quality of Instruction in Tier 3	Are Tier 3 Interventions provided by a highly qualified teacher?	Explicit instruction is not provided by a certified teacher or under the direct supervision of a highly qualified teacher	Explicit instruction is provided by a certified teacher but not one who is highly qualified in intervention or the content area.	Explicit instruction is provided by a highly qualified teacher.
	Is the group size for tier 3 small?	Group size > 15	Group size between 10-15	Group size < 9
	Is Tier 3 instruction designed for the target population and grounded in principles of evidence-based practice?	Tier 3 instruction is not designed for the target population or grounded in EBP.	Only one condition is met: 1) Tier 3 is designed for target population and: 2) grounded in EBP.	Both conditions are met: 1) Tier 3 is designed for target population and: 2) grounded in EBP.
	What are the decision rules for determining when a child is making progress, and when a child needs an instructional change?	Neither condition is met: 1) decisions about RTI are based on reliable and valid PM data to reflect rate of improvement or final status; 2) decision are implemented accurately.	Only one condition is met: 1) decisions about RTI are based on reliable and valid PM data to reflect rate of improvement or final status; 2) decision are implemented accurately.	Both conditions are met: 1) decisions about RTI are based on reliable and valid PM data to reflect rate of improvement or final status; 2) decision are implemented accurately.
	What rules/guidelines are used to set targets for growth and final performance?	Growth and performance targets are idiosyncratic.	Growth and performance targets are systematic but do not support appropriate growth or performance	Growth and performance targets are set to support student achievement of appropriate performance

Progress Monitoring	Is there a system in place to review progress data?	No.	Meetings to review data are scheduled but data are not systematically reviewed during these meetings.	Procedures are in place and are used effectively to review PM data.
	Are either standardized progress monitoring tools or evidence-based data collection practices used to determine whether a student in Tier 3 is making sufficient progress?	Neither condition is met: 1) decisions about RTI are based on reliable and valid PM data to reflect rate of improvement or final status; 2) decision are implemented accurately.	Only one condition is met: 1) decisions about RTI are based on reliable and valid PM data to reflect rate of improvement or final status; 2) decision are implemented accurately.	Both conditions are met: 1) decisions about RTI are based on reliable and valid PM data to reflect rate of improvement or final status; 2) decision are implemented accurately.
Culturally and Linguistically Responsive	Are interventions that support the needs of students from diverse cultural and linguistically backgrounds included?	Interventions do not account for cultural, linguistic, and SES factors.	Interventions strive to consider cultural, linguistic and SES factors, but need improvement.	Interventions reflect cultural, linguistic, and SES factors.

Component 5. Parent Involvement. How are parents included in the RTI process?

Item	Questions to Consider	1	2	3
Communication	How are parents informed about the RTI framework in your school?	No parent communication provided.	Limited communication provided.	A coherent description of the school's RTI framework is systematically shared with parents.
Involvement	How are parents informed in the decision making regarding the participation of their child in Tier 2 intervention?	Parents are not informed when their child is participating in Tier 2 intervention.	Information is provided but not with a coherent mechanism or standard process.	A coherent system and mechanism for informing parents about their child's participation in Tier 2 is in place.
	How are parents informed of their child's progress in Tier 2?	Information on student progress in Tier 2 is not provided.	Information is intermittent or provided without a standard process or coherent mechanism.	A coherent mechanism for updating parents on student progress in Tier 2 is implemented.
	Are parents informed of ways they can support their child at home?	No information is provided.	Sporadic or intermittent information is provided.	A coherent system for informing parents of how to work with their child at home is provided.
	Do parents know who and how to communicate with their child's teachers about the instructional program and their child's progress?	Communication processes are not articulated to parents.	Sporadic or intermittent information is provided.	A coherent system for informing parents of how to communicate with their child's teachers is provided.
Culturally and Linguistically Responsive	What procedures are in place to ensure that parents from culturally and linguistically diverse backgrounds understand the RTI framework and their child's progress?	Communication does not account for cultural, linguistic, and SES factors.	Communications strive to consider cultural, linguistic and SES factors, but need improvement.	Communications reflect cultural, linguistic, and SES factors.

Component 6. Leadership. How do building leaders create the necessary conditions for the successful RTI implementation?

Item	Questions to Consider	1	2	3
Communication	What mechanisms are in place for staff communication?	No communication systems in place.	Limited mechanisms in place.	A coherent mechanism for staff communication in place.
Infrastructure	Has the building leader (or designee) have regular staff meetings that systematically review instruction?	Does not have regular staff meetings that systematically review student progress. (Does not participate or	Meetings are held but instruction is not systematically reviewed. (Identifies the role and manner in which they will	Participates in the data reviews and provides leadership for problem solving process.
	Has the building leader (or designee) have regular staff meetings that systematically review student progress in Tier 2?	Does not have regular staff meetings that systematically review student progress in Tier 2. (Does not participate or facilitate the problem solving	Meetings are held but instruction is not systematically reviewed. (Identifies the role and manner in which they will participate in the problem solving	Participates in the data reviews and provides leadership for problem solving process.
	Has the building leader (or designee) have regular staff meetings that systematically review student progress in Tier 3?	Does not have regular staff meetings that systematically review student progress in Tier 3. (Does not participate or facilitate the problem solving process.)	Meetings are held but instruction is not systematically reviewed. (Identifies the role and manner in which they will participate in the problem solving process.)	Participates in the data reviews and provides leadership for problem solving process.
	Does the building leader (or designee) regularly attend these meeting?	Attends 0-25% of the meetings or trainings.	Attends some (26%- 50%) of the meetings.	Attends all/most (80% or more) of the team meetings and trainings
Resources	Does the building leader ensure that staff have adequate resources (curriculum materials, collaboration time, data management systems) to effectively implement a tiered- service delivery model?	Does not provide the personnel or material reasources needed by the team to succeed.	Provides some to the personnel or material resources needed by the team to fulfill its mission	Ensures the availability of all personnel and material resources needed by the team to succeed.