

District		
School		
Grades		
Focus Area (Math, ELA, Both)		
Date Completed		

Directions: Read through the questions associated with each RTI essential component below. Use the comments/remarks box to record information that will help you to respond to each item. Then, using the descriptions in the RTI Rubric tab and your notes, assign a score of 1,2, or 3 for each item under the Rating column. The scores will be totaled automatically for each component. When finished, use your scores on the rubric to set priorities for improvement/adjustments.

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

Item	Questions to Consider	Comments	Rating
Universal Screening	Are all students screened for academic or behavior concerns three times a 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?		
	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?		
	After a student is identified by the screening tool as at some risk or at risk, is there a follow up to confirm?		
	Are different (or additional) measures used to identify students who are ELL as at-risk?		
Screening Decision Rules	Does the school review screening decisions to determine their accuracy and adjust decision rules or follow up procedures		
	Are the decision rules consistently applied for all students across all grades?		
		Total Component Rating (% of total points)	0.00

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	Comments	Rating
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?		
Fidelity	Is the core curriculum delivered with fidelity? If so, what evidence indicates this?		
	Are procedures in place to monitor the fidelity of delivery of the core curriculum?		
Alignment of teaching and learning within grade level	What efforts have been made to articulate teaching and learning within grade levels or subject areas?		
	Do same grade level teachers have time to collaborate about teaching and learning expectations across the grade?		
	How consistent is the learning experience among students in the same grade and subject with different teachers?		
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?		
	Do content area teachers from different grades have the opportunity to collaborate about teaching and learning progressions across grade levels?		
Instruction	Do teachers adjust/differentiate their core instruction based on assessment data and student feedback to meet the needs of all learners?		
School Based Professional Development	Do teachers regularly participate in school-based professional development in order to reflect on and improve their practice?		
	What percentage of teachers participate?		
Total Component Rating (% of total points)			0.00

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	Comments	Rating
Research-based Interventions	What programs are used for Tier 2 Intervention? Have the programs (methods) demonstrated efficacy with the target populations?		
Support Core Instruction	Does Tier 2 focus on foundational skills that support student progress in core instruction?		
Fidelity	Are procedures in place to monitor fidelity and does the evidence indicate that the intervention is implemented with fidelity?		
Quality of Instruction in Tier 2	Are Tier 2 Interventions provided by a highly qualified teacher who uses explicit instruction?		
	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?		
	Are Tier 2 interventions provided frequently and for long enough? Ideally 4-5 times/week for 30-60 minutes?		
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?		
	What rules/guidelines are used to set targets for growth and final performance? Are standardized CBMs used to monitor progress in Tier 2?		
	Is there a grade/school level system in place for regularly reviewing progress monitoring data?		
Culturally and Linguistically Responsive	Are interventions that support the needs of students from diverse cultural and linguistic backgrounds included?		
		Total Component Rating (% of total points)	0.00

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

Item	Questions to Consider	Comments	Rating
Research-based Interventions	What programs are used for Tier 3? Have the programs (methods) demonstrated efficacy with the target populations?		
Relationship to Core	Are there connections between the Tier 3 instruction and the core instructional program?		
Fidelity	Are procedures in place to monitor fidelity and does the evidence indicate that Tier 3 is implemented with fidelity?		
Quality of Instruction in Tier 3	Are Tier 3 Interventions provided by a highly qualified teacher?		
	Is the group size for tier 3 small?		
	Is Tier 3 instruction designed for the target population and grounded in principles of evidence-based practice?		
Progress Monitoring	What are the decision rules for determining when a child is making progress, and when a child needs an instructional change?		
	What rules/guidelines are used to set targets for growth and final performance?		
	Is there a system in place to review progress 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?		
Culturally and Linguistically Responsive	Are interventions that support the needs of students from diverse cultural and linguistic backgrounds included?		
		Total Component Rating (% of total points)	0.00

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

Item	Questions to Consider	Comments	Rating
Communication	How are parents informed about the RTI framework in your school?		
Involvement	How are parents informed in the decision making regarding the participation of their child in Tier 2 intervention?		
	How are parents informed of their child's progress in Tier 2?		
	Are parents informed of ways they can support their child at home?		
	Do parents know who and how to communicate with their child's teachers about the instructional program and their child's		
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?		
			Total Component Rating (% of total points) 0.00

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

Item	Questions to Consider	Comments	Rating
Communication	What mechanisms are in place for staff communication?		
Infrastructure	Has the building leader (or designee) have regular staff meetings that systematically review instruction?		
	Has the building leader (or designee) have regular staff meetings that systematically review student progress in Tier 2?		
	Has the building leader (or designee) have regular staff meetings that systematically review student progress in Tier 3?		
	Does the building leader (or designee) regularly attend these meeting?		
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?		
Total Component Rating (% of total points)			0.00