

NCRTI District RTI Capacity and Implementation Rubric and Worksheet

Overview

This two-part rubric and worksheet is for use by individuals responsible for monitoring (1) district-level capacity to support response to intervention (RTI) implementation and (2) district-wide fidelity of RTI implementation.

Implementing RTI is a process that requires thoughtful, purposeful planning and continuous evaluation and refinement. In order to assess both the capacity of the district and the fidelity of implementation in the district, we have divided the tools into two parts. We have designed Part I and Part II for use together, with the belief that districts need to build their capacity to adequately support schools before effective district-wide implementation can occur. However, for some intended outcomes, the user may appropriately choose to employ only one part. An overview of each part follows.

Part I. District RTI Capacity Building

Districts can use this information to answer the following questions:

- What are our strengths in supporting district-wide implementation of RTI?
- What areas need improvement? In other words, in what ways can the district improve on current practices to better support district-wide implementation?
- Are we where we need to be in order to increase the likelihood of effective implementation?
- How can we increase our capacity to support district-wide RTI implementation?

The basis for the rubric:

Using implementation science and lessons learned from working with states and districts, the NCRTI presents a rubric for assessing RTI implementation in four stages. Descriptions of the four stages, a simplified version of Fixsen, Naoom, Blase, Friedman, and Wallace's (2005) six stages of implementation, follow. Visit the NCRTI website (<http://www.rti4success.org/Howtoimplementrtilandig>) for more information and resources on implementing RTI.

Stage 1: Exploring and Adopting

During the exploring and adopting stage, districts (1) assess the needs of the school(s), (2) gather information about the RTI framework, (3) determine whether there is a match between the needs of the school(s) and expected outcomes of RTI, and (4) achieve a consensus among key stakeholders on putting RTI into place.

Stage 2: Planning

In the planning stage, districts prepare for implementation. During this stage, effective use of data is central to the development of the action plan and to obtaining measureable benchmarks of progress.

Stage 3: Implementing

Full operation of RTI occurs when practitioners embrace the RTI framework and integrate it into all schools and classrooms with integrity. RTI at this stage is “business as usual” and has become part of the culture of the school. In addition, staff are skilled in data-based decision making, instruction is evidence-based and culturally responsive, administrators and leaders support and facilitate new practices, procedures and processes are routine, community members understand and accept the framework, and expected outcomes are clear.

Stage 4: Continuously Improving

Stage 4 ensures that the RTI framework remains relevant to the needs of the district and schools. During this stage, districts evaluate their progress, adjust practices on the basis of evaluation findings, and monitor changes to ensure sustainability of RTI.

Part II. District RTI Essential Components Implementation Integrity

Districts can use this information to answer the following questions:

- To what extent are we implementing the essential components district-wide?
- What are the strengths in our district-wide implementation of the essential components of RTI?
- What areas of implementation are in need of improvement?
- Where do we need to focus our technical assistance and professional development?

The basis for the rubric:

The basis for this document are the essential components of RTI implementation outlined in the NCRTI's *Essential Components of RTI—A Closer Look at Response to Intervention* (http://www.rti4success.org/pdf/rtiessentialcomponents_042710.pdf). The document aligns closely with the school-level version of the rubric, *RTI Essential Components Integrity Rubric*. Brief descriptions of the essential components of RTI follow. Please visit www.rti4success.org for more information.

Screening. The RTI framework accurately identifies students who are at risk for poor learning outcomes or challenging behaviors.

Multi-level prevention/intervention system. The framework includes school-wide, multi-level systems for preventing school failure.

Progress monitoring. Ongoing and frequent monitoring of progress quantifies rates of improvement, and informs instructional practice and the development of individualized programs.

Data-based decision making. Data-based decision making processes are used to inform instruction, movement within the multi-level system, and identification of disability (in accordance with district regulations and state law).

Districts may use this rubric and its accompanying worksheet for self-appraisal. NCRTI did not design these materials for compliance monitoring, however, and therefore districts should not use them for this purpose.

References

Fixsen, D., Naoom, S. F., Blase, D. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature* (FMHI Publication 231). Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network.

National Center for Response to Intervention. (2011). *Implementing RTI*. Retrieved July 12, 2011, from <http://www.rti4success.org/Howtoimplementrtilandig>

Part I. District RTI Capacity Building Worksheet

District: _____

Date: _____

Grades of student population: K 1 2 3 4 5 6 7 8 9 10 11 12

Persons interviewed: _____

Interviewer: _____

Focus Area:	<input type="checkbox"/> Reading/Language Arts	Grades: _____
	<input type="checkbox"/> Mathematics	Grades: _____
	<input type="checkbox"/> Behavior	Grades: _____

The *NCRTI District RTI Capacity and Implementation Rubric and Worksheet* is for use by individuals responsible for monitoring district-level capacity to support the implementation of RTI and implementation integrity of district-wide RTI. The purpose of this worksheet is to provide a framework for collecting relevant information and for recording a district's rating on various items related to district capacity to support district-wide implementation of RTI and the fidelity of RTI implementation.

Districts may use the rubric and accompanying worksheet for self-appraisal; NCRTI did not design them for compliance monitoring, however, and therefore districts should not use them for this purpose.

NCRTI designed the rubric and worksheet for use together and has aligned them with the Center's stages on RTI implementation and the essential components of RTI.

General Instructions—The purpose of the worksheet is to provide a framework for collecting relevant information and for recording a district's rating on various items related to RTI capacity and implementation. The "NCRTI District RTI Capacity and Implementation Rubric" provides descriptions for ratings for each item. **Please see the "Overview" section of the "NCRTI District RTI Capacity and Implementation Rubric" for descriptions of how the Center created the rubrics and how districts can use the resulting information to learn.**

Interviews with the district RTI leadership team (sample interview questions are provided below), observations, and document reviews should provide raters with information about district-level implementation. Users may consider having two or more people individually rate each item and then, together, come to consensus on a single rating for each. Although using multiple raters is not a requirement, they can increase the validity of the findings and decrease misinterpretation of the provided information and any

bias. Users may also consider using outside individuals, as opposed to district team members, to facilitate the process and rate the district. External facilitators may find it easier to ask difficult questions, when necessary, and provide more unbiased ratings.

After collecting sufficient data, facilitators should use their notes and the “NCRTI District RTI Capacity and Implementation Rubric” to rate the district on each item. For Part I, the “District RTI Capacity Building Worksheet,” facilitators should select the level of implementation that best represents the district for each item, using the provided four-point scale. For Part II, the “District RTI Essential Components Implementation Worksheet,” facilitators should select the rating that best describes the level of implementation for each item. The rubric provides a five-point rating scale and descriptions of practices that would score a 1, 3, and 5. If a facilitator judges a district’s practice to fall between the described ratings, he or she should assign the district a rating of 2 or 4. For example, if a facilitator judges a district 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, he or she should rate the school as performing at a 4.



Part I. District RTI Capacity Building Worksheet

Intended Use—The “District RTI Capacity Building Worksheet” is for use by individuals responsible for monitoring district-level capacity to support the implementation of RTI. This worksheet aligns with the NCRTI’s stages of RTI implementation (National Center for Response to Intervention, 2011). **Please refer to the “Overview” section for additional information regarding the worksheet.** The Center designed it for use with the “NCRTI District RTI Capacity Building Rubric.”

Districts may use the *NCRTI District RTI Capacity and Implementation Rubric and Worksheet* for self-appraisal; the Center did not design them for compliance monitoring, however, and therefore districts should not use them for this purpose.

Item	Sample Interview Questions	Comments/Remarks	Ratings
Vision and Goals			
<p>Vision and Goals To what extent has your district developed its vision and goals for supporting RTI implementation?</p>	<p>What are your vision and goals for RTI implementation?</p> <p>What are the benefits and expected outcomes of district-level support of RTI implementation?</p> <p>How do you share the vision and goals with other district and school staff? Describe your dissemination plan.</p> <p>Is there a process for ongoing review and refinement of the vision and goals? Please describe.</p>		① ② ③ ④
<p>Outreach and Consensus Building To what extent has your district built consensus for district support of RTI implementation?</p>	<p>How do you obtain input on stakeholder needs and desires?</p> <p>To what extent is there consensus on the district framework for RTI?</p> <p>Describe the process for gaining consensus on the vision and goals among key leadership, among key stakeholders, and at implementation sites.</p> <p>How do you determine readiness for implementation sites?</p> <p>Is there a process for maintaining consensus and support for RTI implementation activities? Please describe.</p>		① ② ③ ④

Item	Sample Interview Questions	Comments/Remarks	Ratings
<p>Essential Components</p> <p>To what extent does your district RTI implementation align with the essential components of RTI, as recommended by the NCRTI?</p>	<p>To what extent do team members understand RTI and its essential components? What about key leadership, stakeholders, and implementation sites?</p> <p>Describe the components of the district's RTI framework or model. How do they align with the essential components that NCRTI has identified?</p> <p>To what extent have you disseminated the components of the district's RTI framework?</p> <p>To what extent have you explained the components to implementation sites?</p> <p>Describe the process for reviewing and refining the district's RTI framework. How are stakeholders involved?</p>		<p>① ② ③ ④</p>
Leadership			
<p>Executive Leadership</p> <p>How supportive of RTI implementation is the top leadership within your district?</p>	<p>Describe the RTI knowledge level of top leadership.</p> <p>To what extent has top leadership become involved in decisions about RTI implementation?</p> <p>To what extent does top leadership support RTI implementation?</p> <p>What efforts are in place to increase or maintain top leadership's current knowledge of and support for RTI?</p>		<p>① ② ③ ④</p>
<p>Leadership Team</p> <p>To what extent has your district established a leadership team and procedures for district support of RTI?</p>	<p>Who are the members of the district leadership team?</p> <p>How often and for what purpose does the team meet?</p> <p>How consistently do individual team members participate?</p> <p>To what extent do the team and its members have authority over decisions about district-wide RTI implementation?</p> <p>How are you gaining or maintaining the stability and the authority of the leadership team?</p>		<p>① ② ③ ④</p>

Item	Sample Interview Questions	Comments/Remarks	Ratings
<p>Action Plan</p> <p>To what extent has your district's leadership team developed a plan for district support of RTI?</p>	<p>How are you identifying stakeholders and their needs for scale-up?</p> <p>What plans are in place to support initial implementation of RTI?</p> <p>What plans are in place to support sustained, full implementation of RTI?</p> <p>How do you monitor, refine, or evaluate plans?</p>		<p>① ② ③ ④</p>
Implementation			
<p>Site Identification</p> <p>To what extent is your district identifying implementation sites?</p>	<p>How do or did you identify sites for initial implementation?</p> <p>How will you identify future implementation sites?</p>		<p>① ② ③ ④</p>
<p>Written Guidance</p> <p>To what extent is your district providing written guidance on RTI implementation at the district and school levels?</p>	<p>What is the RTI knowledge level of the leadership team members?</p> <p>Describe the extent to which you define the district RTI conceptual framework or model.</p> <p>To whom and to what extent has the district disseminated its RTI conceptual framework or model?</p> <p>What are the nature and intensity of technical assistance activities that you are providing to initial implementation sites to support RTI implementation?</p> <p>What processes are in place for continuous refinement of the district conceptual framework or model?</p>		<p>① ② ③ ④</p>
<p>District-Wide System Of Support For RTI</p> <p>To what extent has your district established a district-wide system of support for RTI implementation?</p>	<p>What resources and supports have you identified for initial and future implementation sites?</p> <p>What plans are available for supporting initial implementation sites?</p> <p>To what extent are you providing professional development and technical assistance to initial implementation sites? What about more advanced implementation sites?</p>		<p>① ② ③ ④</p>

Item	Sample Interview Questions	Comments/Remarks	Ratings
	What processes are in place to ensure the effectiveness and sustainability of the district-wide system of support for RTI implementation?		
Evaluation of RTI Implementation			
Monitoring To what extent is your district monitoring the RTI implementation at the district and school levels?	Describe the district's plan for monitoring RTI implementation at the district and school levels. To what extent are you implementing the monitoring plan? To what degree does RTI implementation align with vision, goals, and essential components of RTI? How is the district sustaining or will the district sustain monitoring efforts?		① ② ③ ④
Evaluation To what extent is your district evaluating the RTI implementation?	Describe the district's plan for evaluating the effectiveness of RTI implementation. Who will conduct and oversee the evaluation process? How are you using evaluation findings to inform implementation? To what extent have you embedded evaluation procedures into ongoing RTI implementation? How are you evaluating the effectiveness of RTI?		① ② ③ ④

Part I. District RTI Capacity Building Rubric

Intended Use—The “District RTI Capacity Building Rubric” is for use by individuals responsible for monitoring district-level capacity to support the implementation of RTI. This rubric aligns with the NCRTI’s stages of RTI implementation (National Center for Response to Intervention, 2011). Please refer to the “Overview” section for additional information regarding the rubric. The Center designed it for use with the “NCRTI District RTI Capacity Building Worksheet.”

Districts may use the *NCRTI District RTI Capacity and Implementation Rubric and Worksheet* for self-appraisal; the Center did not design them for compliance monitoring, however, and therefore districts should not use them for this purpose.

Trait	1—Exploring and Adopting	2—Planning	3—Full Implementation	4—Continuously Improving
Vision and Goals				
Vision and Goals To what extent has your district developed its vision and goals for supporting RTI implementation?	We are developing a vision and goals (e.g., breadth of implementation, target population) for district support of RTI implementation.	We are refining the vision and goals for district support of RTI implementation, to better articulate the benefits and expected outcomes of RTI implementation at district and school levels.	We are disseminating the vision and goals to stakeholders and others in the district, to help them understand the benefits and expected outcomes of the RTI implementation at district and school levels. Accomplishing the vision and goals is the explicit purpose of all activities, helping to ensure the sustainability of the purpose of RTI implementation at district and school levels.	There is an established mechanism for ongoing review, revision, and communication of the vision and goals with key stakeholders.
Outreach and Consensus Building To what extent has your district built consensus for district support of RTI implementation?	We are gathering stakeholder input and determining stakeholder needs and desires regarding district support for RTI.	We are evaluating the level of consensus on the RTI conceptual model and the district vision and goals among leadership team members and other key stakeholders. We are making adjustments or providing information or training, as needed. We are evaluating readiness (e.g., buy-in, preparedness) for RTI	We are providing information, initial training, and orientation to all stakeholders, to build consensus for RTI initial site implementation.	A mechanism is in place for providing information, initial training, and orientation to all stakeholders, to maintain support for district-wide RTI implementation.

Trait	1—Exploring and Adopting	2—Planning	3—Full Implementation	4—Continuously Improving
		implementation at potential sites and revising plans and timelines accordingly.		
Essential Components To what extent does your district RTI implementation align with the essential components of RTI as recommended by the NCRTI?	We are in the process of learning about the essential components of RTI and are examining our initial ideas about RTI with respect to the essential components.	We are refining the design of our RTI plan to better address the essential components. We are disseminating our interpretation of the essential components, to make them an explicit part of district- and school-level implementation of RTI.	Addressing the essential components of RTI is the explicit purpose of RTI implementation at the district and school levels.	A mechanism is in place for ongoing review, revision, and communication of our interpretation of the essential components with key stakeholders.
Leadership				
Executive Leadership How supportive of RTI implementation is the top leadership within your district?	Top leadership is in the process of learning about the potential benefits of district support of RTI implementation.	Top leadership has some understanding of the benefits and goals for district support of RTI implementation and has provided some input and guidance on the design; The top leadership cautiously supports the initial implementation of RTI at pilot sites.	The top leadership proactively supports RTI implementation and is doing everything possible to ensure that RTI will be successfully implemented (e.g., adequate allocation of staff and resources).	A mechanism is in place to ensure that top leadership remains current on RTI and that all members are proponents of district support for RTI implementation.
Leadership Team To what extent has your district established a leadership team and procedures for district support of RTI?	We are in the process of creating an RTI leadership team by conducting activities such as holding an initial meeting, developing expectations for participation, and identifying relevant program involvement.	We are conducting regular meetings, but we are still adjusting membership and negotiating with programs, to ensure that the leadership team has the appropriate membership, authority, and program commitment to lead a successful RTI implementation.	The established leadership team meets regularly, and the representation from all the relevant programs has remained relatively stable. The leadership team maintains the appropriate authority and commitment to successful RTI implementation.	A mechanism is in place to ensure the ongoing stability and authority of the RTI leadership team.

Trait	1—Exploring and Adopting	2—Planning	3—Full Implementation	4—Continuously Improving
<p>Action Plan</p> <p>To what extent has your district's leadership team developed a plan for district support of RTI?</p>	We are identifying stakeholders at all levels that would be affected by district support of RTI.	We are determining stakeholders' needs with respect to RTI implementation or scale-up. We are developing a plan based on needs assessment, findings from initial evaluation, technical assistance support, and research evidence.	We are overseeing implementation of the RTI action plan and monitoring related activities.	There is an established mechanism to ensure that the district maintains, follows, and continuously improves the plans for support of RTI, using lessons learned from evaluation or new research.
Implementation				
<p>Site Identification</p> <p>To what extent is your district identifying implementation sites?</p>	We are deciding whether to use pilot sites, demonstration sites, or model sites for initial implementation.	We are identifying potential initial implementation sites, which could involve either calling for volunteer sites or developing selection criteria and application processes.	We are identifying current and future sites for full implementation of RTI, (e.g., Year 1 sites, specific schools or regions, all Reading First schools, schools with low achievement).	We are developing and implementing procedures for sustaining the site identification process.
<p>Written Guidance</p> <p>To what extent is your district providing written guidance on RTI implementation at the district and school levels?</p>	We are reviewing the RTI literature and research findings for information such as appropriate evidence-based practices and components, key instructional components appropriate for RTI implementation, and examples of RTI models or frameworks (e.g., key components, number of tiers).	We are refining the RTI conceptual model or framework (e.g., key components, number of tiers) for our district and clearly defining the essential elements of an effective RTI system at the district and school levels, including development and selection of instructional programs, interventions, and assessments.	The broadly disseminated RTI written guidance is available to all district staff and schools in the district, and we are providing technical assistance and support for implementing RTI according to the guidance documents at initial implementation sites.	A mechanism is in place for the continuous refinement of the written guidance.



Trait	1—Exploring and Adopting	2—Planning	3—Full Implementation	4—Continuously Improving
<p>District-Wide System Of Support For RTI</p> <p>To what extent has your district established a district-wide system of support for RTI implementation?</p>	We are in the process of identifying resources and expertise for RTI implementation and evaluating these resources in comparison with the vision, goals, and essential components of RTI.	We are developing plans to support the initial implementation sites, including resources and supports, professional development, technical assistance, multi-agency partnerships, and evaluation procedures.	We are providing targeted professional development and technical assistance on the RTI vision, conceptual model, and RTI essential components at initial implementation sites. All sites can access targeted professional development and technical assistance that is aligned with the RTI vision, conceptual model, and RTI essential components.	The district-wide system of support for RTI is well established and supported, and a mechanism is in place to continuously refine and improve the effectiveness of RTI implementation.
Evaluation of RTI Implementation				
<p>Monitoring</p> <p>To what extent is your district monitoring the RTI implementation at the district and school levels?</p>	We are investigating the need for the district to monitor the district- and school-level implementation of RTI.	We are developing plans and piloting tools for monitoring district- and school-level implementation, to assess the degree to which it aligns with the vision, goals, and essential components of RTI.	We are monitoring district- and school-level implementation of RTI, to determine the degree to which it aligns with the vision, goals, and essential components of RTI.	The RTI monitoring system is well established, and we use it to continuously target services and assess the needs of districts and schools implementing RTI.
<p>Evaluation</p> <p>To what extent is your district evaluating the RTI implementation?</p>	We are assessing the need for and scope of an evaluation of the RTI implementation.	We are developing an evaluation plan that examines the outputs, outcomes, and overall impact of RTI, and we are identifying an objective evaluator to conduct the evaluation.	Evaluation data collection is in place, and we are using findings to inform implementation and to determine the overall effectiveness of the RTI implementation.	Ongoing evaluation of the RTI implementation is well established, and measures are in place to ensure that the evaluation is fair and objective and maintains appropriate rigor.



Part II. District RTI Essential Components Implementation Integrity Worksheet

Intended Use—The “District RTI Essential Components Implementation Integrity Worksheet” is for use by individuals who are responsible for monitoring district-wide fidelity of RTI implementation. This worksheet aligns with the essential components of RTI (National Center on Response to Intervention, 2010). The Center designed it for use with the “NCRTI District RTI Essential Components Implementation Integrity Rubric.”

Districts may use the *NCRTI District RTI Essential Components Implementation Integrity Rubric and Worksheet* for self-appraisal; the Center did not design them for compliance monitoring, however, and therefore districts should not use them for this purpose.

Item	Sample Interview Questions	Comments/Remarks	Ratings
Screening—The RTI system accurately identifies students at risk for poor learning outcomes or challenging behaviors.			
Screening tools	<p>What tools do you use for universal screening?</p> <p>Does your district select or recommend screening tools to schools?</p> <p>When your district (or schools) selected the screening tool(s), how much attention did it (they) pay to the evidence from the vendor regarding the validity, reliability, and accuracy of the tool?</p> <p>Does your district (or do your schools) have documentation from the vendor that these tools have proved to be valid, reliable, and accurate (including with subgroups)?</p> <p>Do you have reason to believe that the screening tool(s) that your district (or schools) use may have issues with validity, reliability, or accuracy (including with subgroups)? If so, please explain.</p>		① ② ③ ④ ⑤
Universal screening	<p>Does your district (or do your schools) screen all students at the target grade levels at the beginning of the school year?</p> <p>Does your district (or do your schools) conduct screening throughout the school year? If so, how many times during the school year are students in the target grade levels screened?</p> <p>Does your district (or do your schools) use a well-defined cut score to identify students at risk?</p> <p>Does your district (or do your schools) conduct a follow-up assessment, to ensure that the results of the initial screening were accurate before placing a student in secondary prevention? If so, please describe.</p>		① ② ③ ④ ⑤

Item	Sample Interview Questions	Comments/Remarks	Ratings
	<p>Describe the process for conducting the screenings.</p> <p>To what extent does your district (or do your schools) consistently follow this process?</p> <p>How closely does the administration of the screening follow the developer guidelines?</p> <p>Are there differences in the process for different students? If so, describe these differences.</p> <p>Is there anything about the process that you feel would jeopardize the accuracy of the results? If so, please describe.</p>		
Multi-Level Prevention/Intervention System—The framework includes a school-wide, multi-level system for preventing school failure.			
Primary Level Prevention/Core Curriculum			
Research-based curriculum materials	<p>Does your district select or recommend core instructional materials to schools?</p> <p>When your district (or schools) selected the core instructional materials, how much attention did it (they) pay to the evidence from the vendor regarding effectiveness of the materials when used with fidelity?</p> <p>Does your district (or do your schools) have a practice of maintaining documentation from the vendor about the evidence of the effectiveness of the materials when used with fidelity?</p>		① ② ③ ④ ⑤
Fidelity	<p>Do your schools deliver the core curriculum with fidelity? If so, what evidence indicates this?</p> <p>Are procedures in place to monitor the fidelity of delivery of the core curriculum?</p>		① ② ③ ④ ⑤
Articulation of teaching and learning (in and across grade levels)	<p>What efforts has your district (or have your schools) made to articulate teaching and learning from one grade to another?</p> <p>Describe the process that supports the articulation of teaching and learning from one grade to another.</p> <p>What efforts has your district (or have your schools) made to articulate teaching and learning within grade levels or subject areas?</p> <p>Describe the process that supports the articulation of teaching and learning from one teacher to another within the same grade.</p> <p>How consistent is the learning experience among students with different teachers in the same grade and subject?</p>		① ② ③ ④ ⑤

Item	Sample Interview Questions	Comments/Remarks	Ratings
Instruction	<p>To what extent do teachers use student assessment data and knowledge of student readiness, language, and culture to offer different teaching and learning strategies that address individual needs?</p> <p>How consistent is this effort among the teaching staff?</p>		① ② ③ ④ ⑤
School-based professional development	<p>Do the teachers regularly participate in school-based professional development that is structured so that they continuously examine, reflect on, and improve instructional practice?</p> <p>If so, please describe this professional development.</p> <p>How frequent is this professional development?</p> <p>What percentage of the teaching staff participates?</p>		① ② ③ ④ ⑤
Secondary Level Prevention			
Evidence-based intervention	<p>Does your district select or recommend secondary interventions to schools?</p> <p>What program(s) does your district (or do your schools) use for secondary intervention?</p> <p>Have these programs demonstrated efficacy with the target populations (e.g., has research shown that the interventions positively affect student achievement)?</p>		① ② ③ ④ ⑤
Complements core instruction	<p>How do the instructors of the secondary level intervention ensure that the content that they address is well aligned and that it complements the core instruction for each student?</p> <p>How does your district (or do your schools) incorporate foundational skills that support core instruction into secondary level intervention?</p>		① ② ③ ④ ⑤
Fidelity	<p>Are procedures in place to monitor the fidelity of implementation of the secondary level interventions? If so, please describe.</p> <p>Does the evidence indicate fidelity in the implementation of the intervention?</p>		① ② ③ ④ ⑤
Instruction	<p>Does staff leading the secondary level interventions always have adequate training to implement the interventions with fidelity? If not, who provides the secondary level intervention and what is their background?</p> <p>Are the secondary interventions always with small groups of students?</p>		① ② ③ ④ ⑤



Item	Sample Interview Questions	Comments/Remarks	Ratings
	What is the maximum small-group size? Describe a typical secondary level experience for students.		
Determining responsiveness to secondary level prevention	Does your district (or do your schools) base the decisions about whether a student is responding to secondary level interventions on progress monitoring data? Does your district (or do your schools) base the decisions on the slope of a student's progress or on the student's final status at the end of secondary level prevention? Does your district (or do your schools) implement the criteria accurately and consistently?		① ② ③ ④ ⑤
Addition to primary	Does your district (or do your schools) always implement the secondary level interventions as a supplement to the core curriculum? If not, please explain.		① ② ③ ④ ⑤
<i>Tertiary Level Prevention</i>			
Evidence-based intervention	Does your district select or recommend tertiary interventions or evidence-based practices to schools? What evidence-based instructional practices has your district (or have your schools) implemented at the tertiary level? How are or were the interventions at the tertiary level developed? Are the tertiary level interventions more intensive than the secondary? If so, how are the tertiary ones more intensive?		① ② ③ ④ ⑤
Fidelity	Are procedures in place to monitor the fidelity of implementation of the tertiary level interventions? How does your district (or do your schools) ensure that the individualized instruction at the tertiary level includes evidence-based instructional practices?		① ② ③ ④ ⑤
Instruction	Does the staff who lead the tertiary level interventions always have adequate training to implement the interventions as designed? If not, who provides the tertiary level intervention, and what is their background? Does the group size allow for the interventionist to adjust and individualize instruction, to address the needs of each student? What is the maximum small-group size? Describe a typical tertiary level experience for students.		① ② ③ ④ ⑤

Item	Sample Interview Questions	Comments/Remarks	Ratings
Determining responsiveness to tertiary level prevention	<p>Does your district (or do your schools) base the decisions about whether a student is responding to tertiary level interventions on progress monitoring data?</p> <p>Does your district (or do your schools) make the decisions on the basis of the slope of a student's progress or on the student's final status at the end of tertiary level prevention?</p> <p>Do you implement the criteria accurately and consistently?</p>		① ② ③ ④ ⑤
Relationship to primary	<p>Does your district (or do your schools) always implement the tertiary level interventions as a supplement to the core curriculum, or do tertiary level interventions replace the core curriculum for some students?</p> <p>How do you decide if a student receiving tertiary instruction should remain in primary prevention?</p> <p>How do you ensure that meaningful connections exist between tertiary intervention and the core curriculum?</p>		① ② ③ ④ ⑤
<i>Progress Monitoring—Ongoing and frequent monitoring of progress quantifies rates of improvement, and informs instructional practice and the development of individualized programs.</i>			
Progress monitoring tools	<p>Does your district select or recommend progress monitoring tools to schools?</p> <p>What tools does your district (or do your schools) use for progress monitoring? How many alternate forms of equal difficulty are available?</p> <p>When your district (or schools) selected the progress monitoring tool(s), how much attention did it (or they) paid to the evidence from the vendor regarding the validity, reliability, and accuracy of the tool(s)?</p> <p>Does your district (or do your schools) have documentation from the vendor that these tools have proved to be valid, reliable, and accurate (including with subgroups)?</p> <p>Do you have reason to believe that the progress monitoring tool(s) that your district uses (or schools use) may have issues with validity, reliability, or accuracy (including with subgroups)? If so, please explain.</p> <p>Does the tool have validation for use with student populations similar to your district's?</p> <p>Does the vendor provide a scoring manual or other information that establishes benchmarks for acceptable growth?</p>		① ② ③ ④ ⑤

Item	Sample Interview Questions	Comments/Remarks	Ratings
Monitoring progress	<p>How often does your district (or do your schools) monitor the progress of students at the secondary level?</p> <p>How often does your district (or do your schools) monitor the progress of students at the tertiary level?</p> <p>Is progress monitoring frequent enough to show a trend in academic (or behavioral) development over time?</p> <p>Describe the process used for monitoring progress.</p> <p>Does your district (or do your schools) administer the progress monitoring measures according to developer guidelines?</p> <p>To what extent does your district (or do your schools) consistently follow this process?</p> <p>Are there differences in the process for different students? If so, describe these differences.</p> <p>Is there anything about the process that would jeopardize the accuracy of the results? If so, please describe.</p>		① ② ③ ④ ⑤
<i>Data-Based Decision Making—Data-based decision making processes are used to inform instruction, movement within the multi-level system, and disability identification (in accordance with state law).</i>			
Decision making process	<p>Describe how your district makes (or schools make) decisions to move students between levels.</p> <p>Who is involved in decision making?</p> <p>What data inform these decisions, and how does the district (do the schools) use these data?</p> <p>What criteria and guidelines does your district (or do your schools) use for making decisions?</p> <p>Do you have reason to believe that the decision making process may be subject to bias or inappropriate influence?</p> <p>To what extent do the screening, progress monitoring, and other assessment data inform instruction at all levels, including the core instruction?</p> <p>Does your district (or do your schools) use consistent decision making rules for all students?</p>		① ② ③ ④ ⑤

Item	Sample Interview Questions	Comments/Remarks	Ratings
Overarching Factors—Factors that relate to the entire RTI framework			
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 views RTI as primarily a means for special education identification?</p>		① ② ③ ④ ⑤
Leadership	<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 district administrators' actions and decisions improve the effectiveness of the RTI framework at your school?</p> <p>To what extent do the school administrators' actions and decisions improve the effectiveness of the RTI framework at your school?</p> <p>Does your district have a designated person who oversees and manages RTI implementation?</p> <p>If so, what percentage of that person's time is devoted to overseeing and managing RTI?</p>		① ② ③ ④ ⑤
Staff qualifications	<p>Describe the training and qualifications of staff whom provide the secondary and tertiary interventions.</p> <p>What ongoing professional development is available to staff who provide secondary and tertiary interventions?</p>		① ② ③ ④ ⑤
Cultural and linguistic responsiveness	<p>What efforts has your district (or have your schools) made to ensure that core instruction and secondary and tertiary level interventions take into account students' cultural, linguistic, and socioeconomic factors?</p>		① ② ③ ④ ⑤
Communications with and involvement of parents	<p>Are parents knowledgeable about the RTI framework in your district?</p> <p>How do you keep parents of students at the secondary or tertiary level informed of their children's progress?</p> <p>How are students' parents involved in decision making regarding the participation of their children in secondary or tertiary levels of prevention?</p>		① ② ③ ④ ⑤

Part II. District RTI Essential Components Implementation Integrity Rubric

Intended Use—The “NCRTI District RTI Essential Components Implementation Integrity Rubric” is for use by individuals who are responsible for monitoring district-wide fidelity of RTI implementation. This rubric aligns with the essential components of RTI (National Center on Response to Intervention, 2010). The Center designed it for use with the “NCRTI District RTI Essential Components Implementation Integrity Worksheet.”

Districts may use the *NCRTI District RTI Essential Components Implementation Integrity Rubric and Worksheet* may be used by districts for self-appraisal; the Center did not design them for compliance monitoring, however, and therefore districts should not use them for that purpose.

Item	1	3	5
Screening—The RTI framework accurately identifies students who are at risk for poor learning outcomes or challenging behaviors.			
Screening tools	There is insufficient evidence that the screening instruments the district uses are reliable, that correlations between the instruments and valued outcomes are strong, or that predictions of risk status are accurate.	Evidence indicates that the screening instruments the district uses are reliable and that correlations between the instruments and valued outcomes are strong. There is insufficient evidence, however, that predictions of risk status are accurate.	Evidence indicates that the screening instruments the district uses are reliable, that correlations between the instruments and valued outcomes are strong, and that predictions of risk status are accurate.
Universal screening	Meets neither condition: (1) that there is district-wide screening for all students (i.e., that screening is universal) or (2) that procedures are in place to ensure implementation accuracy (i.e., testing includes all students; scores are accurate; cut points and decisions are accurate).	Meets only one condition: (1) that there is district-wide screening for all students (i.e., that screening is universal) or (2) that procedures are in place to ensure implementation accuracy (i.e., testing includes all students; scores are accurate; cut points and decisions are accurate).	Meets both conditions: (1) that there is district-wide screening for all students (i.e., that screening is universal) and (2) that procedures are in place to ensure implementation accuracy (i.e., testing includes all students; scores are accurate; cut points and decisions are accurate).
Multi-level Prevention/Intervention System—The framework includes school-wide, multi-level systems for preventing school failure.			
Primary Level Prevention/Core Curriculum			
Research-based curriculum materials	The district does not provide research-based core curriculum materials for the target population of learners (including subgroups).	The district provides some research-based district core curriculum materials for the target population of learners (including subgroups).	The district always provides research-based district core curriculum materials for the target population of learners (including subgroups).

Item	1	3	5
Fidelity	Meets neither condition: (1) that procedures are in place to monitor the fidelity of implementation of the core curriculum or (2) that the preponderance of evidence supports fidelity (i.e., the teacher rarely deviates from the materials or vendor-recommended activities, such as lesson content or pacing).	Meets only one condition: (1) that procedures are in place to monitor the fidelity of implementation of the core curriculum or (2) that the preponderance of evidence supports fidelity (i.e., the teacher rarely deviates from the materials or vendor-recommended activities, such as lesson content or pacing).	Meets both conditions: (1) that procedures are in place to monitor the fidelity of implementation of the core curriculum and (2) that the preponderance of evidence supports fidelity (i.e., the teacher rarely deviates from the materials or vendor-recommended activities, such as lesson content or pacing).
Articulation of teaching and learning (in and across grade levels)	Meets neither condition: (1) that there is good articulation of teaching and learning from one grade to another or (2) that there is good articulation of teaching and learning within grade levels, so that students have highly similar experiences, regardless of their assigned teacher.	Meets only one condition: (1) that there is good articulation of teaching and learning from one grade to another or (2) that there is good articulation of teaching and learning within grade levels, so that students have highly similar experiences, regardless of their assigned teacher.	Meets both conditions: (1) that there is good articulation of teaching and learning from one grade to another and (2) that there is good articulation of teaching and learning within grade levels, so that students have highly similar experiences, regardless of their assigned teacher.
Instruction	Meets neither condition: (1) that most or all teachers differentiate instruction; or (2) that teachers use students' assessment data to identify their needs.	Meets only one condition: (1) that most or all teachers differentiate instruction or (2) that teachers use students' assessment data to identify their needs.	Meets both conditions: (1) that most or all teachers differentiate instruction and (2) that teachers use students' assessment data to identify their needs.
School-based professional development	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 to support continuous improvement of instructional practice, but most are not school-based and do not establish a mechanism to continuously improve instructional practice.	School-based professional development is institutionalized and structured so that all teachers continuously examine, reflect on, and improve instructional practice.
Secondary Level Prevention			
Evidence-based intervention	The secondary level interventions are not evidence-based.	The secondary level interventions consist of a variety of strategies, of which only some are evidence-based.	All secondary level interventions are evidence-based.
Complements core instruction	Secondary level prevention aligns poorly with core instruction and incorporates different topics, even though those topics are not foundational skills that support core instruction.	Secondary level prevention generally aligns with core instruction but only occasionally incorporates foundational skills that support core instruction.	Secondary level prevention aligns well with core instruction and incorporates foundational skills that support core instruction.

Item	1	3	5
Fidelity	Meets neither condition: (1) that procedures are in place to monitor the fidelity of implementation of secondary level interventions or (2) that secondary level interventions are generally implemented with fidelity, in accordance with developer guidelines.	Meets only one condition: (1) that procedures are in place to monitor the fidelity of implementation of secondary level interventions or (2) that secondary level interventions are generally implemented with fidelity, in accordance with developer guidelines.	Meets both conditions: (1) that procedures are in place to monitor the fidelity of implementation of secondary level interventions and (2) that secondary level interventions are generally implemented with fidelity, in accordance with developer guidelines.
Instruction	Meets neither condition: (1) that well-trained staff lead secondary level interventions or (2) that group size is optimal (according to research) for the age and needs of students.	Meets only one condition: (1) that well-trained staff lead secondary level interventions or (2) that group size is optimal (according to research) for the age and needs of students	Meets both conditions: (1) that well-trained staff lead secondary level interventions and (2) that group size is optimal (according to research) for the age and needs of students.
Determination of responsiveness to secondary level prevention	Meets neither condition: (1) that decisions about responsiveness to intervention are the result of reliable and valid progress monitoring data to reflect the slope of improvement or final status at the end of secondary level prevention or (2) that implementation of these decision making criteria is accurate.	Meets only one condition: (1) that decisions about responsiveness to intervention are the result of reliable and valid progress monitoring data to reflect the slope of improvement or final status at the end of secondary level prevention or (2) that implementation of these decision making criteria is accurate.	Meets both conditions: (1) that decisions about responsiveness to intervention are the result of reliable and valid progress monitoring data to reflect the slope of improvement or final status at the end of secondary level prevention and (2) that implementation of these decision making criteria is accurate.
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.
Tertiary Level Prevention			
Evidence-based intervention	Meets neither condition: (1) that tertiary level interventions are evidence-based standard protocols or the result of validated progress monitoring methods for individualizing instruction, or (2) that tertiary interventions are more intensive than secondary interventions.	Meets only one condition: (1) that tertiary level interventions are evidence-based standard protocols or the result of validated progress monitoring methods for individualizing instruction, or (2) that tertiary interventions are more intensive than secondary interventions.	Meets both conditions: (1) that tertiary level interventions are evidence-based standard protocols or the result of validated progress monitoring methods for individualizing instruction, and (2) that tertiary interventions are more intensive than secondary interventions.
Fidelity	Meets neither condition: (1) that procedures are in place to monitor the fidelity of implementation of tertiary level interventions or (2) that the preponderance of evidence supports fidelity.	Meets only one condition: (1) that procedures are in place to monitor the fidelity of implementation of tertiary level interventions or (2) that the preponderance of evidence supports fidelity.	Meets both conditions: (1) that procedures are in place to monitor the fidelity of implementation of tertiary level interventions and (2) that the preponderance of evidence supports fidelity.

Item	1	3	5
Instruction	Meets neither condition: (1) that well-trained staff lead tertiary level interventions or (2) that group size is optimal (according to research) for the age and needs of students.	Meets only one condition: (1) that well-trained staff lead tertiary level interventions or (2) that group size is optimal (according to research) for the age and needs of students.	Meets both conditions: (1) well-trained staff lead tertiary level interventions and (2) that group size is optimal (according to research) for the age and needs of students.
Determination of responsiveness to tertiary level prevention	Meets neither condition: (1) that the bases for decisions about responsiveness to intervention are reliable and valid progress monitoring data to reflect the slope of improvement or final status at the end of tertiary level prevention, or (2) that implementation of these decision making criteria is accurate.	Meets only one condition: (1) that the bases for decisions about responsiveness to intervention are reliable and valid progress monitoring data to reflect the slope of improvement or final status at the end of tertiary level prevention, or (2) that implementation of these decision making criteria are accurate.	Meets both conditions: (1) that the bases for decisions about responsiveness to intervention are reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of tertiary level prevention, and (2) that implementation of these decision making criteria are accurate.
Relationship to primary	Meets neither condition: (1) that decisions regarding student participation in both primary and tertiary levels of prevention are on a case-by-case basis, according to student need, or (2) that tertiary level interventions address the general education curriculum in an appropriate manner for students.	Meets only one condition: (1) that decisions regarding student participation in both primary and tertiary levels of prevention are on a case-by-case basis, according to student need, or (2) that tertiary level interventions address the general education curriculum in an appropriate manner for students.	Meets both conditions: (1) that decisions regarding student participation in both primary and tertiary levels of prevention are on a case-by-case basis, according to student need, and (2) that tertiary level interventions address the general education curriculum in an appropriate manner for students.
<i>Progress Monitoring—Ongoing and frequent monitoring of progress quantifies rates of improvement, and informs instructional practice and the development of individualized programs.</i>			
Progress monitoring tools	The district's selected progress monitoring tools meet no more than one of the following criteria: (1) has at least nine alternative forms of equal and controlled difficulty, (2) specifies minimum acceptable growth, (3) provides benchmarks for minimum acceptable end-of-year performance, or (4) provides reliability and validity information for the performance-level score.	The district's selected progress monitoring tools meet two or three of the following criteria: (1) has at least nine alternative forms of equal and controlled difficulty, (2) specifies minimum acceptable growth, (3) provides benchmarks for minimum acceptable end-of-year performance, and (4) provides reliability and validity information for the performance-level score.	The district's selected progress monitoring tools meet all the following criteria: (1) has at least nine alternative forms of equal and controlled difficulty, (2) specifies minimum acceptable growth, (3) provides benchmarks for minimum acceptable end-of-year performance, and (4) provides reliability and validity information for the performance-level score.
Monitoring progress	Meets neither condition: (1) that frequency is at least monthly for students receiving secondary level interventions and at least weekly for students receiving tertiary interventions or (2) that procedures are in	Meets only one condition: (1) that frequency is at least monthly for students receiving secondary level interventions and at least weekly for students receiving tertiary interventions or (2) that	Meets both conditions: (1) that frequency is at least monthly for students receiving secondary level interventions and at least weekly for students receiving tertiary interventions, and (2) that procedures are

Item	1	3	5
	place to ensure implementation accuracy (i.e., testing of appropriate student, accurate scores, consistent application of decision making rules).	procedures are in place to ensure implementation accuracy (i.e., testing of appropriate students, accurate scores, consistent application of decision making rules).	in place to ensure implementation accuracy (i.e., testing of appropriate students, accurate scores, consistent application of decision making rules).
Data-Based Decision Making—Data-based decision making processes inform instruction, movement within the multi-level system, and disability identification (in accordance with district regulations and state law).			
Decision making process	The district's mechanism for making decisions about the participation of students in the prevention levels meets no more than one of the following criteria: that the process (1) is data-driven and based on validated methods, (2) involves a broad base of stakeholders, or (3) is operationalized with objective criteria.	The district's mechanism for making decisions about the participation of students in the prevention 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 objective criteria.	The district's mechanism for making decisions about the participation of students in the prevention levels meets all the following criteria: the process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; (3) is operationalized with objective criteria.
Overarching Factors—Factors that relate to the entire RTI framework.			
Prevention focuses	District and school staff perceive RTI as a prereferral process that students must complete in order to receive referral to special education.	Differences are noted among district and school staff in their understanding of the purpose of RTI.	District and school staff believe that the primary purpose of RTI is to use early interventions as a way to prevent students from having academic and behavioral problems.
Leadership	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 somewhat inconsistent and only somewhat supportive of the essential components of the RTI framework at the school.	Decisions and actions by school and district leaders proactively support the essential components of the RTI framework at the school and in the district, and make the RTI framework more effective.
Staff qualifications	Staff in the district responsible for providing secondary and tertiary level interventions do not have adequate training for their responsibility.	Some of the staff in the district responsible for providing secondary and tertiary level interventions have training, but gaps exist in the professional development of some staff or in their use of the evidence-based interventions.	All staff in the district responsible for providing secondary and tertiary level interventions have complete training in RTI and in evidence-based interventions, and ongoing professional development is available as necessary.



Item	1	3	5
Cultural and linguistic responsiveness	District-wide core instruction and secondary and tertiary interventions do not account for cultural, linguistic, and socioeconomic factors.	District-wide core instruction and secondary and tertiary level interventions strive to consider cultural, linguistic, and socioeconomic factors, but some areas need improvement.	District-wide core instruction and secondary and tertiary level interventions reflect cultural, linguistic, and socioeconomic factors.
Communications with and involvement of parents	Meets none of the following conditions: (1) that the district shares a description of the essential components of RTI with parents, (2) that the district implements a coherent mechanism for updating parents on the progress of their children who are receiving secondary or tertiary interventions, or (3) that the district involves parents during decision making regarding their children's participation in the prevention levels.	Meets at least one condition: (1) that the district shares a description of the essential components of RTI with parents, (2) that the district implements a coherent mechanism for updating parents on the progress of their children who are receiving secondary or tertiary interventions, or (3) that the district involves parents during decision making regarding their children's participation in the prevention levels.	Meets all conditions: (1) that the district shares a description of the essential components of RTI with parents, (2) that the district implements a coherent mechanism for updating parents on the progress of their children who are receiving secondary or tertiary interventions, and (3) that the district involves parents during decision making regarding their children's participation in the prevention levels.

Source: National Center on Response to Intervention. (2010). *Essential components of RTI—A closer look at response to intervention*. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention. This rubric was adapted from the *RTI Essential Components Integrity Rubric*.