

RTI Essential Components Worksheet

School: _____ District: _____ Date: _____

Person(s) Interviewed: _____

Interviewer(s): _____

Purpose:

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

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

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

Progress Monitoring—Ongoing and frequent monitoring of progress quantifies rates of improvement and informs instructional practice and the development of individualized programs. Measures are appropriate for the student’s grade and/or skill level.

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

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

<p>Responsiveness to Secondary and Intensive Levels of Intervention</p>	<p>Describe how decisions about responsiveness to secondary-level interventions or intensive intervention are made.</p> <ul style="list-style-type: none"> ▪ Are progress monitoring data used? ▪ How is baseline performance established? ▪ What goal setting method is used? (e.g., end-of-year benchmarks, rate of improvement, intra-individual framework? Are rates or norms provided by the vendor/developer? ▪ What decision rules are used? <p>Are the criteria implemented accurately and consistently?</p>	<p>Notes</p> <p>Evidence Sources</p> <p>Recommendations</p>	<p>Rating: ① ② ③ ④ ⑤</p> <p>Justification of Rating</p>
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Multilevel Instruction—The RTI framework includes a school-wide, multilevel system of instruction and interventions for preventing school failure. Commonly represented by the three-tiered triangle, multilevel instruction also is known as the multi-tiered system of support (MTSS).

Item	Sample Interview Questions	Comments/Remarks	Ratings
Primary-Level Instruction/Core Curriculum (Tier I)			
Research-Based Curriculum Materials	<p>Describe primary-level instruction (core curriculum) materials.</p> <p>What is the research base?</p> <p>When your school selected its core instructional materials, how much attention was paid to the research base?</p>	<p>Notes</p> <p>Evidence Sources</p> <p>Recommendations</p>	<p>Rating: ① ② ③ ④ ⑤</p> <p>Justification of Rating</p>
Articulation of Teaching and Learning (in and across grade levels)	<p>Describe the process that supports the articulation of teaching and learning from one grade to another.</p> <p>Describe the process that supports the articulation of teaching and learning among teachers in the same grade.</p> <p>How consistent is the learning experience among students in the same grade and subject with different teachers?</p>	<p>Notes</p> <p>Evidence Sources</p> <p>Recommendations</p>	<p>Rating: ① ② ③ ④ ⑤</p> <p>Justification of Rating</p>

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

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

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

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

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

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

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

Fidelity and Evaluation—System for collecting and analyzing data to measure fidelity and effectiveness of the RTI model.

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