

RTI Essential Components Integrity Worksheet

School: _____

District: _____

Date: _____

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

Persons Interviewed: _____

Interviewer: _____

Focus Area:

☐ Reading/Language Arts

Grades: _____

☐ Mathematics

Grades: _____

☐ Behavior

Grades: _____

The RTI Essential Components Integrity Rubric and the RTI Essential Components Integrity Worksheet are for use by individuals responsible for monitoring the school-level fidelity of Response to Intervention (RTI) implementation. They may also be used by schools for self-appraisal; however, they were not designed for compliance monitoring and therefore should not be used for this purpose.

The rubric and the worksheet are designed to be used together and are aligned with the *Essential Components of RTI: A Closer Look at Response to Intervention* (National Center on Response to Intervention, 2010).

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

Information about school-level implementation should be collected through interviews with school personnel (sample interview questions are provided below) and through observations and document review. After all of the information has been collected, use your notes and the RTI Essential Components Integrity 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, and 5. If you judge a school's practice to fall between the described ratings, assign the school a rating of 2 or 4. For example, if you judge 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, rate the school as performing at a 4.



Item	Sample Interview Questions	Comments/Remarks	Ratings
Screening —The RTI system accurately identifies students at risk of poor learning outcomes or challenging behaviors.			
1. Screening Tools	<p>What tools do you use for universal screening?</p> <p>When your school selected the screening tool(s), how much attention was paid to the evidence from the vendor regarding the validity, reliability, and accuracy of the tool?</p> <p>Does your school have documentation from the vendor that these tools have been shown to be valid, reliable, and accurate (including with sub-groups)?</p> <p>Do you have reason to believe that the screening tool(s) that you use may have issues with validity, reliability, or accuracy (including with sub-groups)? If so, please explain.</p>		① ② ③ ④ ⑤
2. Universal Screening	<p>Are all students at the target grade levels screened at the beginning of the school year?</p> <p>Does your school conduct screening throughout the school year? If so, how many times during the school year are students in the target grade levels typically screened?</p> <p>Is a well-defined cut score used to identify students at risk?</p> <p>Do you 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> <p>Describe the process for conducting the screenings.</p> <p>To what extent is this process consistently followed?</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 yes, 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>		① ② ③ ④ ⑤



Item	Sample Interview Questions	Comments/Remarks	Ratings
<i>Multi-Level Prevention/Intervention System—The framework includes a school-wide, multi-level system for preventing school failure.</i>			
Primary Level Prevention/Core Curriculum			
3. Research-Based Curriculum Materials	<p>When your school selected its core instructional materials, how much attention was paid to the evidence from the vendor regarding effectiveness of the materials when used with fidelity?</p> <p>Does your school 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
4. Fidelity	<p>Is the core curriculum delivered 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



Item	Sample Interview Questions	Comments/Remarks	Ratings
5. Articulation of Teaching and Learning (in and across grade levels)	<p>What efforts have been 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 have been 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 in the same grade and subject with different teachers?</p>		① ② ③ ④ ⑤
6. 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
7. School-Based Professional Development	<p>Do the teachers regularly participate in school-based professional development that is structured so that teachers continuously examine, reflect upon, and improve instructional practice?</p> <p>If so, please describe this professional development.</p> <p>How frequently is professional development provided?</p> <p>What percentage of the teaching staff participates?</p>		① ② ③ ④ ⑤



Item	Sample Interview Questions	Comments/Remarks	Ratings
Secondary Level Prevention			
8. Evidence-Based Intervention	<p>What program(s) does your school use for secondary intervention?</p> <p>Have these programs demonstrated efficacy with the target populations (e.g., has research shown that the interventions positively impact student achievement)?</p>		① ② ③ ④ ⑤
9. Complements Core Instruction	<p>How do the instructors of the secondary level intervention ensure that the content that they address is well aligned and complements the core instruction for each student?</p> <p>How are foundational skills that support core instruction incorporated into secondary level intervention?</p>		① ② ③ ④ ⑤
10. 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 that the intervention is implemented with fidelity?</p>		① ② ③ ④ ⑤



Item	Sample Interview Questions	Comments/Remarks	Ratings
11. Instruction	<p>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?</p> <p>Are the secondary interventions always conducted with small groups of students?</p> <p>What is the maximum small group size?</p> <p>Describe a typical secondary level experience for students.</p>		① ② ③ ④ ⑤
12. Determining Responsiveness to Secondary Level Prevention	<p>Are the decisions about whether or not a student is responding to secondary level interventions based on progress monitoring data?</p> <p>Are the decisions made based on the slope of a student's progress or on the student's final status at the end of secondary level prevention?</p> <p>Are the criteria implemented accurately and consistently?</p>		① ② ③ ④ ⑤
13. Addition to Primary	<p>Are the secondary level interventions always implemented as a supplement to the core curriculum?</p> <p>If no, please explain.</p>		① ② ③ ④ ⑤



Item	Sample Interview Questions	Comments/Remarks	Ratings
Tertiary Level Prevention			
14. Evidence-Based Intervention	<p>What evidence-based instructional practices are implemented at the tertiary level?</p> <p>How were the interventions used at the tertiary level developed?</p> <p>Are the tertiary level interventions more intense than the secondary level intervention? If so, how are they more intense?</p>		① ② ③ ④ ⑤
15. Fidelity	<p>Are procedures in place to monitor the fidelity of implementation of the tertiary level interventions?</p> <p>How do you ensure that the individualized instruction at the tertiary level includes evidence-based instructional practices?</p>		① ② ③ ④ ⑤
16. Instruction	<p>Are the tertiary level interventions always led by staff adequately trained to implement the interventions as designed? If not, who provides the tertiary level intervention and what is their background?</p> <p>Does the group size allow for the interventionist to adjust and individualize instruction to address the needs of each student?</p> <p>What is the maximum small group size?</p> <p>Describe a typical tertiary level experience for students.</p>		① ② ③ ④ ⑤



Item	Sample Interview Questions	Comments/Remarks	Ratings
17. Determining Responsiveness to Tertiary Level Prevention	<p>Are the decisions about whether or not a student is responding to tertiary level interventions based on progress monitoring data?</p> <p>Are the decisions made based on the slope of a student's progress, or on the student's final status at the end of tertiary level prevention?</p> <p>Are the criteria implemented accurately and consistently?</p>		① ② ③ ④ ⑤
18. Relationship to Primary	<p>Are the tertiary level interventions always implemented 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 meaningful connections exist between tertiary intervention and the core curriculum?</p>		① ② ③ ④ ⑤



Item	Sample Interview Questions	Comments/Remarks	Ratings
Progress Monitoring —Ongoing and frequent monitoring of progress quantifies rates of improvement and, informs instructional practice and the development of individualized programs.			
19. Progress Monitoring Tools	<p>What tools are used for progress monitoring? How many alternate forms of equal difficulty are available?</p> <p>When your school selected the progress monitoring tool(s), how much attention was paid to the evidence from the vendor regarding the validity, reliability, and accuracy of the tool(s)?</p> <p>Does your school have documentation from the vendor that these tools have been shown to be valid, reliable, and accurate (including with sub-groups)?</p> <p>Do you have reason to believe that the progress monitoring tool(s) used may have issues with validity, reliability, or accuracy (including with sub-groups)? If so, please explain.</p> <p>Has the tool been validated for use with student populations similar to yours?</p> <p>Does the scoring manual or other information provided by the vendor provide benchmarks for acceptable growth?</p>		① ② ③ ④ ⑤



Item	Sample Interview Questions	Comments/Remarks	Ratings
20. Monitoring Progress	<p>How often is the progress of students at the secondary level monitored?</p> <p>How often is the progress of students at the tertiary level monitored?</p> <p>Is progress monitoring conducted frequently enough to show a trend in academic (or behavioral) development over time?</p> <p>Describe the process used for monitoring progress.</p> <p>Are the progress monitoring measures administered according to developer guidelines?</p> <p>To what extent is this process consistently followed?</p> <p>Are there differences in the process for different students? If yes, 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
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).			
21. Decision Making Process	<p>Describe how decisions are made to move students between levels.</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>Do you have reason to believe that the decision-making process may be subject to bias or inappropriate influence?</p> <p>To what extent are the screening, progress monitoring, and other assessment data used to inform instruction at all levels, including the core instruction?</p> <p>Are consistent decision making rules used with all students?</p>		① ② ③ ④ ⑤



Item	Sample Interview Questions	Comments/Remarks	Ratings
Overarching Factors — <i>Factors that relate to the entire RTI framework.</i>			
22. 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 view RTI as primarily a means for special education identification?</p>		① ② ③ ④ ⑤
23. 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 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?</p> <p>If yes, what percentage of that person's time is devoted to overseeing and managing RTI?</p>		① ② ③ ④ ⑤
24. Staff Qualifications	<p>Describe the training and qualifications for staff who 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



Item	Sample Interview Questions	Comments/Remarks	Ratings
25. Culturally and Linguistically Responsive	What efforts have been made to ensure that core instruction and secondary and tertiary level interventions take into account cultural, linguistic, and socioeconomic factors for students?		① ② ③ ④ ⑤
26. Communications With and Involvement of Parents	<p>Are parents knowledgeable about the RTI framework in your school?</p> <p>How are parents of students at the secondary or tertiary level kept informed of the progress of their child?</p> <p>How are parents involved in decision making regarding the participation of their child in secondary or tertiary levels of prevention?</p>		① ② ③ ④ ⑤

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