RtI IMPLEMENTATION RUBRIC:
DISTRICT-LEVEL

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The *RtI Implementation Rubrics* are a set of rubrics that serve as an overview of implementation for Response to Intervention (RtI). Rubrics are available for the classroom, school, and district level. Each rubric describes what RtI looks like across the 6 components of RtI *(i.e., problem solving, curriculum & instruction, assessment, leadership, family & community partnering, positive school climate)* and across 4 growth stages *(i.e., emerging, developing, operationalizing, optimizing)*.

The purpose of the rubrics is to:
1. serve as an informational resource (i.e., blueprint, roadmap of RtI implementation)
2. measure fidelity of RtI implementation
3. assist with planning for an action plan or school improvement plan

Growth stages:
- **Emerging**- The goal of this stage is to build consensus and buy-in for RtI implementation.
- **Developing**- This stage involves designing the infrastructure to implement RtI.
- **Operationalizing**- During this stage, the school implements the structures that were designed during the Developing stage and works to build consistency and fidelity.
- **Optimizing**- Within this stage, the model is embedded and done with fidelity. Schools now focus on how effective the model is and make changes based on data to ensure it is effective.

Each component has a list of anchors & guiding questions on the far left column. For the sake of consistency, each component has the same three anchors:

    Structures- The pieces of an RtI model that are static and do not necessarily change (e.g., structure of a team).
    Processes and Procedures- The pieces of an RtI model that are fluid and involve interactions among the structures.
    Professional Development- The skills taught to staff and how the skills are monitored and used.

Directions:
1. Determine if you're going to focus on one component, several, or all of them.
2. Read the rows and columns to get a sense of the scope of the component.
3. Using existing data, work your way through the rubric and highlight or circle the cells that describe your site.
4. Once you have completed a rubric, write that growth stage your site is in on the *Scoring Summary*.
5. Identify desired level of implementation.
6. Compare the gap between desired level and current level.
7. Create an action plan for next steps.
8. Check on progress throughout the school year.

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Scoring Summary:

Place an X along the continuum to indicate your site's level of implementation. Date when you reviewed the rubric and use a different color for each date reviewed.

Date				
Component	**Emerging**	**Developing**	**Operationalizing**	**Optimizing**
Leadership	◄•••►			
Problem-Solving	◄•••►			
Curriculum and Instruction	◄•••►			
Assessment	◄•••►			
Positive School Climate	◄•••►			
Family and Community Partnering	◄•••►			

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LEADERSHIP

Leadership refers to the activities of leaders, and includes:
- creating a clear vision and commitment to the RtI process
- inspiring, facilitating, & monitoring growth & improvement, along with holding high standards for everyone
- promoting the essential components of RtI & the significant systemic changes needed to implement RtI with fidelity
- committing resources, time, & energy to building capacity & sustaining the momentum needed for change
- supporting collaborative problem-solving approaches with colleagues, families, learners, & community members to build partnerships

Key Anchors and Guiding Questions:	Emerging:* Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
Structures: 1. *How is a district leadership team formed?*	District personnel discuss the need for a change in practices. An understanding of RtI's rationale, definition, and general education purpose is understood.	A district leadership team and/or coordinator is formed that is responsible for scaling up RtI. Duties include, but aren't limited to: • building understanding of the need for RtI across district • identifying funding sources and budget allocation • aligning initiatives with RtI • coordinating PD • outlining roles of principals, supervisors, office admins & support staff	Leadership team meets on a regular basis and works through the action plan or goals of district-level RtI implementation. Team works with stakeholders, schools, and families to achieve goals.	Leadership team is continually refining RtI implementation as it analyzes data from students, families, and schools on the model's effectiveness.
2. *How is a vision and commitment to RtI created?*	District administrators understand the need for RtI and understand it is a 3-5 year implementation process.	District administrators, faculty, and families draft a vision statement for RtI implementation. The district commits to a three-tiered model of academics, behavior, and social-emotional support for all students.	District administrators and faculty: • share the mission statement • align district policies with the RtI vision to support student success • implement and support RtI district-wide	Administrators, faculty, and families actively participate in a systemic, culturally-responsive RtI model. Data on its effectiveness is regularly analyzed to improve RtI implementation and effectiveness.
Processes and Procedures: 3. *How does the district support the changing roles of professionals?*	District stakeholders and departments examine current roles and job descriptions. They discuss foreseeable changes in roles that coincide with RtI.	Leadership team: • modifies or creates jobs to support RtI implementation, such as an RtI coordinator, data specialist, etc • develops avenues for schools to understand their role change, such as Communities of Practice	Leadership team and district stakeholders work with schools to support and embrace new roles.	New roles and job duties are firmly established and part of the routine.

*Each phase of implementation includes and extends the prior phase.

Key Anchors and Guiding Questions:	Emerging:* Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
4. *How does the district monitor and ensure implementation of RtI?*	District stakeholders and leadership team examine possible ways to measure implementation of RtI.	Leadership team identifies tools and data to use to examine as part of monitoring implementation.	Leadership team and district personnel regularly take data to measure implementation, which is used to target areas for improvement and to celebrate successes.	Leadership team and district personnel continue to analyze and adjust implementation based on data.
		Leadership team identifies an avenue for schools and personnel to give feedback to district regarding implementation *(e.g., monthly meetings, forums, contact person, etc).*	Leadership collects feedback on implementation and how schools are doing with RtI.	Data is routinely analyzed and evaluated in order to make implementation smoother.

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RtI IMPLEMENTATION RUBRIC: *DISTRICT-LEVEL*

PROBLEM-SOLVING

The Problem-Solving process (PS) is a 4-step model used to solve identified concerns. Within this culturally-responsive approach, educators, families, and students collaboratively work together in order to:
1. Define the problem *(What is the problem?)*
2. Analyze contributing factors to the problem *(Why is it occurring?)*
3. Develop a plan, monitor its implementation, and adjust the plan as needed *(What can be done to solve it?)*
4. Evaluate the effectiveness of the plan. *(Did it work?)*

Key Anchors and Guiding Questions:	Emerging: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
Structures: *1. How are teams formed to meet the needs of PS?*	District administrators are committed to using student-centered data on academics, behavior, and social-emotional skills to guide important educational decisions.	Collaborative, cross-departmental and district-wide teams are formed for the purpose of data-driven dialogue.	Data dialogue meetings are scheduled at regular intervals to analyze assessment data at the district, school, and grade levels in order to evaluate the effectiveness of curriculum and instruction.	
2. How is documentation of the PS process ensured?	District examines current documentation processes.	District identifies parameters or provides forms for schools to use to document the PS process.	The district provides training and guidance for use with the forms. District works with schools to gain consistency with forms and documentation.	The district examines efficiency and ease of use of forms. Forms are updated and adjusted as needed.
Processes and Procedures: *3. How is support with the PS model provided to sites?*	District personnel understand and embrace: • the problem-solving model • the need to change systems to create more positive outcomes for students and teachers • the difference between problem-solving for individual students vs. for group/school-level	District outlines a plan: • to provide support to PS teams for purpose of individual problem-solving vs. group PS • for accessing district-level support for individual students • for a consultation model or regional contacts for support • to examine performance of schools at the school & grade/content level to identify targeted support	District provides support to schools for PS for individual students and group PS, which includes: • technical assistance • ongoing coaching by consultants • access to district-level resources • guidance on procedures • identifying ways to improve outcomes of schools who need support • training on programs & instructional practices	District regularly works with schools in order to ensure schools are meeting performance benchmarks. District personnel analyze data to adjust support provided to schools.

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Key Anchors and Guiding Questions:	Emerging: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
4. How does district leadership use the PS process to examine their current practice?	District examines district's history of performance across academics, behavior, and social-emotional skills. District personnel understand the need to change systems and practices in order to improve outcomes.	District examines and identifies areas needed for improvement in terms of academics, social-emotional skills, and behavior. The district outlines a plan to improve outcomes at the district level.	District implements plan for improvement. Continually examines district performance relative to criteria for universal, targeted, and intensive tiers. Aims to close gap.	Assessment, curriculum, instruction, and results are analyzed in an ongoing manner in order to ensure effectiveness of model.
5. How are collaborative consultants used?		District examines current consultation and collaborative practices between the district and schools to identify areas for improvement.	District identifies a plan to provide training and coaching on the PS model to schools and PS teams.	District provides ongoing training on the PS model and provides assistance to teams to increase functionality of PS teams.

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ASSESSMENT

Assessment is the ongoing process of gathering information to make educational decisions for both academics and behavior. A complete assessment system within RTI enables educators to (1) screen students to identify those at risk, (2) use diagnostic assessments to determine factors contributing to at-risk status, (3) use formative assessments (progress monitoring) to monitor the effects of instruction, and (4) use summative assessments to make outcome-based decisions about mastery of skills and standards.

Key Anchors and Guiding Questions:	Emerging: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
Structures: 1. *How are assessment tools understood and selected by district personnel?*	District personnel learn and understands the 4 *assessment purposes* within an RTI framework*:* (1) *universal screening & benchmarking* (2) *diagnostic/prescriptive assessment* (3) *formative evaluation* (4) *summative evaluation*	District outlines parameters or generates a list of measures for each of the 4 assessment purposes for all content areas, and for social-emotional and behavioral skills. Selected tools are reliable, valid, accessible, and culturally, linguistically, and developmentally appropriate .	District provides ongoing support and training to schools, with the goal of building fidelity and consistency with the use of the tools.	District personnel collect data to ensure the tools are used appropriately and with fidelity. Changes to assessment tools are made when data dictate.
2. *How are assessment tools aligned with instructional practices?*	District identifies the extent that: • current assessment tools align with instructional practices • current assessment data is used to inform instruction	District outlines how selected assessments tools align with universal, targeted, and intensive instruction.	District personnel provide training and support to ensure schools use assessment tools appropriately and follow the alignment between the 4 assessment purposes and instruction.	The alignment of instruction and assessment is regularly reviewed as part of a continuous improvement cycle to ensure assessment effectively informs instruction.
3. *How is the data stored and accessed by schools and district personnel?*	District examines current data management systems in relation to their needs.	The district selects or refines the current data management system to manage academic, social-emotional, and behavior data. The system has the ability to display data in a graphical form.	District personnel and schools regularly access and use the current data system. District provides ongoing training and support to schools to ensure the system is used accurately.	District analyzes the efficiency and usefulness of the current data-management system to ensure it is appropriate and useful.
Processes & Procedures: 4. *How is a decision-making protocol outlined or created for schools?*	District personnel understand the fluidity of an RtI model and examine possible decision-making protocols and guidelines.	District creates a *decision-making protocol* for the tiers or outlines parameters for schools to create one that addresses: • screening & use of diagnostic assessments • frequency of progress monitoring in relation to intensity of instruction • criteria for receiving instructional tiers	District provides support to schools to ensure they are using the district's protocol or developing protocols that are within the parameters of the district's guidelines.	The district refines its protocol or its parameters as data and the needs of schools indicate. The parameters or protocol is evaluated for efficiency and effectiveness.

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CURRICULUM AND INSTRUCTION

A curriculum is an organized plan designed to meet or exceed state standards, and instruction is designed to support the mastery of these goals. High quality district curricula: (a) embodies 21st century skills, (b) is comprehensive, ensuring, at a minimum, access to all discipline areas specified in state legislation, (c) is connected within and across content areas, (d) is relevant and applicable, and (e) is guaranteed, viable, and appropriate for the instructional level of each individual student.

Key Anchors and Guiding Questions:	Emerging: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
Structures: *1. How does the district ensure standards based curriculum in all content areas for all students?*	District personnel examine current curriculum in relation to state standards.	District personnel identify curricular needs and identify a team/personnel to support schools with their curricular needs. District ensures that curricula: • has a defined connection to state standards • addresses all content areas • embodies 21st century skills • has equitable access	District personnel provide ongoing training and support to schools to ensure they are implementing appropriate curricula	District reviews and adjust curricula based on data indicating its effectiveness and appropriateness.
2. How is a 21st Century being designed?	District personnel: • take stock on current practices • build consensus for possible changes of practices • identify areas for improvement	District personnel: • outline effective practices for schools to adopt and use at universal, targeted, & intensive tiers • define procedures for examining and collecting data on instructional practices • establish policies that reinforce use of research-based strategies • outline the expected features of instruction, and how that instruction looks at all tiers	District provides assistance and feedback as schools implement effective instructional practices. District provides routine coaching and feedback to ensure schools are using effective instructional practices.	District works with schools to adjust and update instructional practices to ensure all students receive high-quality instruction based on data indicating effectiveness of current instruction.
Process: *3. How is the district ensuring a 21st Century Learning System is being established and supported within schools?*	District personnel identify current practices being used related to academic, behavior, and social-emotional skills.	District examines schools and relevant information to identify areas of strength and areas to support for schools as they build 21st Century Learning Systems.	District provides differentiated support to schools, based on areas identified during the previous growth stage.	District routinely analyzes how each school is performing and its structure of a 21st Century Learning System. The district routinely uses a continuous improvement cycle to provide support to schools.

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	The district examines their history of equitable access for learners within the district.	The district establishes policies that reinforce equitable access for all students in all content areas.	The district provides support and training to schools to ensure they are providing equitable access.	The district routinely examines schools and their ability to provide equitable access to ensure all students attain mastery of all standards. Support and training is provided when needed to ensure equitable access.
4. *How does the district monitor both the implementation of instructional practices and its support of schools?*	District examines current practices that are used to measure fidelity of instruction and curriculum.	District outlines or identifies ways to measure fidelity of instructional practices and curriculum (including academics, behavior, and social-emotional skills).	District uses fidelity tools to analyze implementation and adherence to the instructional practices and curriculum identified by the district and schools. The data is analyzed and action plans created to improve or sustain fidelity.	District analyzes fidelity of implementation data for the curriculum and instruction as an embedded practice.
		District identifies a way to monitor its support of schools to ensure all schools are supported.	District collects data and information on their support of schools, such as number of visits and professional development time provided to schools.	Based on information about the quality and quantity of support provided to schools, district ensure all schools are supported effectively.
Professional Development 5. *How is professional development provided to support a 21st Century Learning System?*	District collects information on professional development needs of its schools.	District outlines professional development opportunities related to a 21st Century Learning System. A differentiated range of opportunities are planned based on their schools' needs and visions.	Schools provide a variety of professional development opportunities based on need. District collects information on the effectiveness of its PD and supports schools in their application of PD.	District provides clearly articulated vision and goals regarding PD expectations. District adjusts its professional development opportunities and guidance of school based professional development based on data that examines its effectiveness and usefulness in schools.

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POSITIVE SCHOOL CLIMATE

A positive school climate is an environment that is proactive, safe, and culturally responsive. It is built upon a caring school community that welcomes, honors, supports, and builds relationships with diverse learners and families to increase academic and social emotional outcomes for all.

-Schools implementing Positive Behavioral Interventions and Supports with the Colorado initiative will continue to utilize the Benchmarks of Quality (BoQ) and/or the School-wide Evaluation Tool (SET) to measure implementation fidelity.

Key Anchors and Guiding Questions:	Emerging: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
Structures: 1. *How is a district-team established to support implementation of positive school climates within schools?*	District analyzes current district and school climate and identifies the need for a change in climate. District examines context of schools and identifies areas for improvement.	District develops a representative leadership team to support positive school climate practices. Team has representation from various stakeholders and establishes a regular meeting schedule.	Team meets monthly and follows schedule and meeting processes. Team has capacity to: • provide technical and behavioral assistance • modify policies to support positive school climates • put policy into practice • manage day-to-day operations • be updated quickly on implementation outcomes	The team functions smoothly and uses data from the field to adjust its roles and support to schools.
	District identifies the various roles needed for district implementation of positive school climate practices. Roles may include: • behavioral experts • coaches • trainers	The district identifies the specific roles and responsibilities of team members. Ensures representation across departments.	Team members are gaining consistency with their roles and functions.	The leadership team regularly reviews the function of the team and its roles. Examines effectiveness of team to ensure the roles of the team meet the schools' needs.
2. *How does the district ensure there are behavioral experts to support the schools?*	District identifies or hires people to serve as behavior experts on the leadership team.	Leadership team ensures it has behavioral expertise on the team. The team has the capacity to: • conduct FBAs • inform schools of current and effective behavioral practices • provide intervention ideas, resources, and consultation	The team provides behavioral support and technical assistance to schools, particularly for students who require more intense supports. The team also receives training on behavior in order to enhance sustainability.	The district has a smooth and consistent process for schools when accessing district-level support.

*Each phase of implementation includes and extends the prior phase.

Key Anchors and Guiding Questions:	Emerging: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
3. How is data stored and accessed?	The leadership team reviews its current data-management systems to identify factors such as: • ease of use • graphical representation • problem-solving alignment • capability with other systems (e.g., SWIS, AIMSweb, etc)	District selects a data-management system that houses or aligns data across social-emotional and behavior. Personnel are identified who can train on and coordinate system.	The leadership team provides training and assistance with the data-management system(s). Ensure system(s) is easily accessible, understood, and used by all the schools	The district routinely uses and continually reviews the data-management system to ensures it meets the needs of their schools.
Processes and Procedures: *4. How is an implementation plan for positive school climate practices developed?*	District identifies ways to improve school climate and/or areas of improvement. Areas to examine across ethnicities may include: • office discipline referrals • suspension, expulsion • dropout rates • attendance and tardies	Leadership team outlines a 3-5 year action/implementation plan and secures funding. The team identifies differentiated support, ways to build capacity, and areas of improvement between schools.	Leadership progresses through the goals on the action plan and reviews progress. The team ensures each school is supported with technical assistance, coaching & feedback, budgeting issues, and data-management.	The leadership team regularly reviews, ensures adherence to, and updates the action plan as the team identifies needs of the district.
5. How does ensure accurate implementation?	District examines available implementation measures to identify ones to potentially use.	Leadership team identifies implementation measures to use and data to be collected. Outlines a meeting schedule to review the data and identifies criteria, goals, and timelines for fidelity.	The leadership team trains schools on implementation measures and collects data using them. The data is reviewed by the leadership team to check progress toward goals.	The collection of implementation data and use of measures is an embedded routine. The data informs the district on how to adjust their practices.
Professional Development: *6. How is coaching and professional development provided to the schools?*	District analyzes current support and coaching provided to schools regarding behavior, social-emotional skills, and positive climates.	Team outlines a model and schedule of coaching and training. Identifies PD to provide to schools, that includes training on : • antecedents and consequences of behavior • conducting FBAs • data-management • effective classroom strategies • district processes and support • examples of practices in action	District team or personnel provide coaching and support to schools in their development of a three-tiered positive school climate model (e.g., PBS). Schools are provided reinforcement & recognition, and successes are celebrated.	The district team regularly analyzes the PD it offers and adjusts it based on the need of the schools.

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FAMILY AND COMMUNITY PARTNERING

Family and community partnering is the collaboration of families, schools, and communities as equal partners in improving learner, classroom, school, and district outcomes. In effective partnering, each stakeholder shares responsibility for learners' success by: (a) establishing and sustaining trusting relationships, (b) understanding and integrating family and school culture, (c) maintaining reciprocal communication, (d) engaging in collaborative problem-solving, (e) coordinating learning at home, school and in the community, and (f) acknowledging and celebrating progress.

Key Anchors and Guiding Questions:	Emerging: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
Structures: *1. How are effective family and community partnering structures created and supported?*	District personnel examine and understand the need for family and community partnering.	Leadership team outlines a framework or guidelines for family partnering across the tiered model. Includes guidelines on intensifying partnering when needs of the student increases.	District personnel provide support and oversight as schools follow family partnering practices across the tiered levels of support (*e.g., training on partnering, consultation, ongoing coaching, etc*).	District examines data on the support it provides to schools to ensure it is effective and helpful to schools.
	District staff collects data from all schools regarding educator, family, and community partnering needs, strengths and challenges (*e.g. time, languages, transportation, resources, tools, expectations*).	District staff identify and implement effective solutions for previously identified challenges and there is acceptance of the ongoing need to identify concerns and work towards positive outcomes.	District and staff: • implements effective solutions for identified challenges with consistency • work towards positive outcomes • engages in ongoing evaluation of partnering practices (*e.g., participation percentages, feedback, etc).*	District ensures: • there is a focus on home-school learning • positive relationships and reciprocal communication are in all schools • allocates resources to support partnering practices • analyzes data to ensure effectiveness of practices
2. What guidelines for the identification of students with disabilities are provided to schools?	District stakeholders understand the law for identification of students with disabilities, particularly as it relates to problem solving, the tiers, and eligibility categories.	District outlines parameters regarding use of problem solving, the tiers, and identifying students suspected of having a disability.	District clarifies and provides ongoing assistance as schools implement tiered levels of support. District ensures schools are informing parents of rights and appropriately identifying students suspected of having disabilities.	District effectively identifies disabilities within an RtI system. Also continues to evaluate the efficiency and accuracy of using the system to support students suspected of having disabilities.
Processes & Procedures: *3. How are current partnering practices communicated to schools?*	District personnel analyze and understand the research on partnering practices and how it relates to student achievement and outcomes.	District outlines how best practices related to partnering can be included into daily practices within schools.	District personnel provide direct training and support on the research base and effective partnering practices.	District continues to provide support on partnering and examines how effective the practices are. New strategies are infused

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4. *How are policies and processes used to support partnering with families and community?*	District reviews its policies, procedures, committees, infrastructure, job descriptions, etc for inclusion of family partnering.	District revises its policies, procedures, committees, infrastructure, etc to include family partnering.	District provides training and assistance on any changes made to aforementioned policies, procedures, etc. Ensures schools have incorporated family processes for partnering.	District ensures systemic family and community partnering is infused within all district practices and organizational infrastructures, policies, procedures, etc. District personnel review its policy and procedures in an ongoing fashion as routine practice.

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