

## RtI IMPLEMENTATION RUBRIC: SCHOOL-LEVEL

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.

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### 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.

<i>Date</i>				
<b>Component</b>	<b>Emerging</b>	<b>Developing</b>	<b>Operationalizing</b>	<b>Optimizing</b>
<i>Leadership</i>	←.....→			
<i>Problem-Solving</i>	←.....→			
<i>Curriculum and Instruction</i>	←.....→			
<i>Assessment</i>	←.....→			
<i>Positive School Climate</i>	←.....→			
<i>Family and Community Partnering</i>	←.....→			

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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

Anchors and Guiding Questions	Emerging*: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
<b>Structures:</b> 1. <i>How is a vision and commitment for RtI established?</i>	School leadership and staff discuss how RtI could fit within their school, and develop a common understanding and definition of RtI.	School leadership commits to RtI implementation by: <ul style="list-style-type: none"> <li>• sharing a vision of collaboration and commitment to creating positive outcomes</li> <li>• creating momentum for implementation</li> <li>• working with other school structures (e.g., <i>paras, PTA, school-based teams, community, etc</i>) to outline steps for implementation.</li> </ul>	Leadership is actively involved in RtI implementation through various activities, such as: <ul style="list-style-type: none"> <li>• supervision of implementation process</li> <li>• celebrating successes</li> <li>• ensuring motivation for implementation</li> <li>• building staff ownership</li> <li>• facilitating or attending meetings</li> <li>• ensuring roles and procedures are followed</li> <li>• coordinating trainings and building capacity</li> </ul>	School leadership, staff, and families actively participate in a systemic, culturally-resonant model of RtI. Current data is examined to refine implementation progress.
2. <i>How are resources (e.g., personnel, time, materials, etc) aligned to support RtI implementation?</i>	Leadership examines current resources to identify effective and ineffective practices.	Leadership collaboratively works with staff and outlines a plan that devotes resources to RtI implementation, such as adjusting the master schedule, purchasing programs, or evaluating roles of staff.	School leadership has aligned resources to needs based on data and continually ensures staff has appropriate resources. Resources are shared among various school departments/units.	Leadership reviews and refines allocation of resources as part of a continuous cycle of improvement.
3. <i>How are current policies and structures aligned with RtI initiatives?</i>  <b>**see "Problem-Solving" Rubric</b>	Leadership examines purposes and overlap among current school teams.	Leadership and staff establish RtI/Problem-Solving teams. Existing teams and/or roles may be re-structured or combined to increase efficiency and effectiveness.	Leadership, staff, and families participate in problem-solving teams and RtI implementation for each learner's success.	Leadership, staff, and families are engaged in collaborative problem-solving and data-sharing as part of the school's culture. They routinely examine multiple sources of data for addressing continuing challenges and improving the system's effectiveness.

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

Anchors and Guiding Questions	Emerging*: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
<b>Processes and Procedures:</b> 4. <i>How is collaboration and momentum for RtI implementation ensured?</i>	Leadership and staff discuss current school culture and identify effective and ineffective practices.	Leadership communicates a vision of collaboration and working together to improve students' success and implementation of RtI. Leadership identifies ways to ensure collaboration, such as providing structure for meeting times, ensuring PLCs meet, or modeling the problem-solving process.	Leadership actively works to improve collaboration among staff. Families & community members are actively partnering with the school. Activities may include: <ul style="list-style-type: none"> <li>• communicating with staff about RtI implementation</li> <li>• sharing implementation progress and recognizing work of staff</li> <li>• providing structure or training around collaboration and PS</li> </ul>	Leadership and school staff collaborate as part of routine practice. Leadership and staff routinely examine practices and processes to ensure they are effective for all staff, students, and families.
		Leadership and staff develop a plan for implementation and identify priorities with input from all stakeholder groups ( <i>e.g. faculty, families, community members, etc.</i> ).	Leadership and staff follow plan of implementation and use data to guide implementation progress.	School leadership, staff, and families collaborate as embedded practice. Data is regularly reviewed to proactively identify and correct barriers to collaboration.
5. <i>How is the information on implementation used to improve practices?</i>	Leadership and staff understand that implementation must be monitored and that it is a 3-5 year process.	Leadership and staff identify ways to measure implementation and gather feedback from staff and families on RtI implementation. Tools and data to use for monitoring implementation are identified.	Leadership and staff regularly monitor progress using identified evaluation tools and data. Leadership and staff work to ensure fidelity of model and that implementation goes well.	Leadership and staff evaluate progress, and focus on data to make adjustments that improve implementation. A continuous cycle of improvement is embedded practice.
<b>Professional Development (PD):</b> 6. <i>How is professional development used to ensure a thorough understanding of RtI?</i>	Leadership and staff engage in discussions around a thorough understanding of both how to implement RtI and why it's being implemented.	School leadership and staff take stock on their readiness for RtI to identify areas for PD. A plan of PD is outlined (see other rubrics' PD sections).	Professional development is provided in an ongoing fashion to strengthen school leadership and staff's knowledge and skills.	Leadership and staff use evaluations to gather data on knowledge and skills needed to ensure continuous improvement.

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### PROBLEM-SOLVING

The Problem-Solving Process (PS) involves creating a collaborative culture in which the PS model is used. The PS model is 4-step process 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?*).

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<b>Structures:</b> 1. <i>How are school teams and the roles of staff and families created to support a problem solving culture?</i>	All staff members are introduced to the problem-solving (PS) model. An understanding of why this model is best practice is discussed.	School leadership and/or staff form team(s) for the purpose of individual PS and school-level/group-level PS. Roles and responsibilities are defined for the members of the team(s).	The school leadership communicates in an ongoing way to all staff members: <ul style="list-style-type: none"> <li>• the purposes and differences between <i>individual PS</i> and <i>school-wide or group-level PS</i></li> <li>• how problems are identified and defined within a PS model</li> </ul>	The PS team(s) evaluates and adjusts the structures, roles, and purposes based on student data, stakeholder feedback, and other relevant data as a part of a continuous improvement cycle.
		Individual and school-level PS team(s) develops a regular meeting schedule and agendas.	PS team(s) follows established agendas and schedules. Adjustments to meeting times and agendas are made as needed.	Responsibility of agendas and focus of teams is shared among staff and not one person's sole responsibility (i.e., turnover or absences don't stall the process).
		School leadership and/or PS team(s) develop or identify forms to document the problem-solving process for both individuals and groups of students.	School leadership and/or PS team(s) use and adjust their documentation forms as needed to increase efficiency and clarity.	The staff documents universal and individual supports in a formal plan. Staff regularly review records of student progress in order to continually refine the PS process.
<b>Professional Development (PD):</b> 2. <i>How is PD differentiated and provided to all staff members to support effective and sustainable PS processes?</i>	The school leadership: <ul style="list-style-type: none"> <li>• takes inventory of the skills and PD needs of staff and families</li> <li>• identifies PD needs of the members of the PS team(s)</li> </ul>	The school leadership provides training on: <ul style="list-style-type: none"> <li>• the PS process and skills needed to analyze and use individual and school-wide data</li> <li>• the roles of the PS team(s) members to support the functionality of the team</li> <li>• consultant skills and roles</li> <li>• setting and monitoring goals</li> <li>• info on PS model to families</li> </ul>	Staff receives ongoing coaching on use of newly learned skills and processes. Staff participates in PD that is: <ul style="list-style-type: none"> <li>• differentiated for staff members</li> <li>• job embedded and supported in an ongoing manner</li> <li>• updated and adjusted as school needs are realized</li> <li>• focused on consultation and collaboration</li> </ul>	School leadership and/or PS team(s) regularly analyze feedback and outcomes to identify PD needs of staff in support of a continuous improvement cycle.

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<p><b>Processes and Procedures:</b>  3. <i>How is the PS process used by educators and families to improve outcomes for <b>groups of students</b>?</i></p>	<p>Staff members agree to meet with peers (e.g., grade-level, content) at regularly scheduled times and work collaboratively to meet the needs of <i>all students</i> (i.e., those receiving universal, targeted, and/or intensive instruction).</p>	<p>The school-level PS team and/or school leadership collaboratively define a procedure (i.e., who, what, when, where, etc) for:</p> <ul style="list-style-type: none"> <li>examining data to determine if academic, behavior, and social-emotional curriculum and instruction are effective</li> <li>examining data to ensure curriculum and instruction are matched to groups of students' needs</li> <li>accessing school leadership or school-level support when greater assistance is needed for groups of students</li> </ul>	<p>The school-level or group-level PS team(s) consistently:</p> <ul style="list-style-type: none"> <li>discusses screening data at regular intervals during the year for academics, behavior, and social-emotional needs</li> <li>determines the effectiveness of the curriculum and classroom instruction across school, grade-level, and content</li> <li>examines school, grade-level, and content data for global trends and effectiveness</li> <li>informs changes in curriculum, instruction, and school climate based on student achievement and growth</li> <li>collects data on and considers fidelity of curriculum and intervention</li> </ul>	<p>PS practices are embedded in school culture as a part of a continuous improvement cycle. The PS team(s) routinely analyzes data in order to:</p> <ul style="list-style-type: none"> <li>provide feedback to the staff on the effectiveness of academic, behavior, and social-emotional instruction and supports</li> <li>adjust programming based on student data/results</li> <li>evaluate the quality of interventions available</li> <li>evaluate systemic trends</li> </ul>
<p>4. <i>How is the PS process used by educators and families to improve outcomes for <b>individual students</b>?</i></p>	<p>Staff members agree to meet with peers (e.g., grade-level, content) at regularly scheduled times and work collaboratively to meet the needs of <i>individual students</i>.</p>	<p>A procedure is developed for:</p> <ul style="list-style-type: none"> <li>identifying and providing students with targeted and intensive academic, social-emotional, &amp; behavioral supports</li> <li>accessing school leadership when greater assistance is needed for individual students</li> <li>use of types of data and criteria for interventions and support</li> <li>partnering with families</li> <li>setting and monitoring goals</li> </ul>	<p>The individual PS team(s) meets on a regular basis and uses multiple sources of data (including data on fidelity) to inform decision-making and to analyze the effectiveness of interventions for individual students. The team consistently follows the process for accessing school-level support.</p>	<p>The PS team(s) analyzes results to inform decisions for individual students as an embedded and routine practice. Overall quality and effectiveness of all individual interventions is routinely analyzed and adjusted to meet the needs of the students.</p>
	<p>School leadership, staff, and/or PS team(s) discuss and understand the role of consultants for supporting classroom teachers.</p>	<p>The school-level PS team outlines roles &amp; responsibilities for consultants and a process for supporting classroom teachers.</p>	<p>Consultants provide support for classroom teachers. The consultant(s) and staff work collaboratively and use data to ensure efficacy and effectiveness of interventions.</p>	<p>The consultant role is integrated consistently within the PS process and the role is adjusted based on data.</p>

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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 21<sup>st</sup> 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.

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<p><b>Structures:</b> 1. <i>How are the school and staff building a standards-based curriculum in all content areas for all students?</i></p>	<p>School leadership and/or district leadership discuss vertical and horizontal alignment and articulation of curriculum &amp; instruction. The school leadership and staff identify key learning milestones by grade-level (what should students know and be able to do when).</p>	<p>The school:</p> <ul style="list-style-type: none"> <li>• develops horizontal and vertical alignment of curriculum &amp; instruction to state standards</li> <li>• ensures school-wide vision is connected to the curricular scope and sequence in all content areas</li> <li>• aligns district tools and resources to the curriculum &amp; instruction (<i>software, texts, assessments, etc</i>)</li> <li>• develops ways to measure implementation of the curriculum &amp; instruction</li> </ul>	<p>With support from school leadership, the staff:</p> <ul style="list-style-type: none"> <li>• implements and refines aligned curriculum, instruction, and its tools/resources to ensure consistency with state standards</li> <li>• refines measurement of the implementation of the curriculum &amp; instruction</li> </ul>	<p>The school leadership regularly works with the staff to make adjustments to the curriculum &amp; instruction based on multiple sources of data. Evaluation of curriculum &amp; instruction is an embedded practice within a continuous improvement cycle.</p>
<p>2. <i>How is a 21st Century and Post Secondary and Workforce Ready learning-based system being designed?</i></p>	<p>Staff examine and understand:</p> <ul style="list-style-type: none"> <li>• the conceptual framework of universal, targeted, and indicated levels of instruction</li> <li>• the five 21<sup>st</sup> century learning skills</li> </ul>	<p>The school leadership and staff develop a range of instructional programs, materials, and strategies for all content areas to use within a tiered model. They also develop ways to incorporate 21<sup>st</sup> century skills into the school system's instruction.</p>	<p>The school leadership and/or staff use, monitor, and adjust the developed tiers to ensure:</p> <ul style="list-style-type: none"> <li>• the inclusion of enrichment, acceleration, and remediation opportunities</li> <li>• that research-based materials and methods are available for all students' needs</li> <li>• students are learning 21<sup>st</sup> century skills</li> </ul>	<p>The school leadership, staff, and families regularly monitor the effect of the tiers on learner outcomes and make adjustments accordingly within a continuous improvement cycle.</p>
<p><b>Processes and Procedures:</b> 3. <i>How is equitable access for all students ensured?</i></p>	<p>The staff and school leadership evaluate their history of providing equitable access and least restrictive environment to all students &amp; families, and identify over- or under-served populations.</p>	<p>The staff identifies and develops ways to improve equitable access for all students and to ensure a range of instructional strategies and interventions are available to meet the needs of all students.</p>	<p>The staff uses formative assessments to ensure all students are benefiting from a comprehensive curriculum in all content areas. Family partnering is used to support learning goals.</p>	<p>The staff and leadership regularly ensure all students are benefiting from a rich and balanced curriculum. Family input and partnering is included in planning and implementation.</p>

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4. <i>How is the staff using research-based instruction to support all students?</i>	The school leadership and staff develop a common understanding of research-based instructional strategies and why they are important to use.	The school leadership and/or staff: <ul style="list-style-type: none"> <li>• identify research-based instructional strategies to use across all tiers of instruction</li> <li>• identify home-school practices to enhance learning</li> <li>• provide all staff with guidance on how to embed research-based instructional strategies within all content- &amp; grade-levels</li> </ul>	The school leadership works collaboratively with all staff to: <ul style="list-style-type: none"> <li>• ensure they are using research-based instructional strategies effectively</li> <li>• continually provide instructional coaching and training to ensure that all students master all academic standards</li> <li>• implement instructional changes based on formative and summative assessments to engage all students</li> </ul>	The school leadership and staff follow a continuous cycle of improvement in order to: <ul style="list-style-type: none"> <li>• evaluate the effectiveness of instruction</li> <li>• ensure all staff members have appropriate support for implementing instructional strategies</li> <li>• ensure useful and appropriate interventions are being used</li> </ul>
5. <i>How does the school monitor the implementation and quality of instructional practices?</i>	The staff builds an understanding of the importance and the need to monitor the quality of instruction provided to students.	The school leadership develops a monitoring process to measure the degree and quality of implementation of instructional practices. School leadership also develops a monitoring process to ensure differentiation occurs based on student need.	The school leadership works collaboratively with the school to reflect upon and improve the staff's use of instructional strategies. Monitoring tools are adjusted as needed. Goals and timelines for reaching certain levels of fidelity are agreed upon and followed.	The school leadership and staff routinely measure their quality of instruction, make adjustments accordingly, and provide support to teachers effectively and efficiently.
<b>Professional Development (PD):</b> 6. <i>How is professional development being provided to the staff to support a 21<sup>st</sup> century learning based system?</i>	The school leadership identifies PD needs of staff, including but not limited to: <ul style="list-style-type: none"> <li>• 21<sup>st</sup> century skills</li> <li>• research-based instructional skills</li> <li>• differentiation of instruction</li> <li>• using data to inform instruction</li> </ul>	The school leadership makes available PD opportunities for all staff that will enable staff to effectively support and teach their population(s).	The school leadership provides ongoing, differentiated professional development to staff. Includes follow-up support and coaching that enables teachers to regularly monitor use of effective instructional strategies.	The school leadership regularly monitors, evaluates, and provides PD to staff. New methods and practices are learned and incorporated into practice as dictated by learner and family needs, cultural and linguistic differences, and data. Coaching and collaborative training is embedded practice.

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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.

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<p><b>Structures:</b> 1. <i>How are the 4 purposes of assessments understood and used by the staff?</i></p>	<p>Staff collaboratively learn the 4 assessment purposes within an RtI framework and understand the need for various types of assessments:                      (1) <i>universal screening &amp; benchmarking</i>                      (2) <i>diagnostic/prescriptive assessment</i>                      (3) <i>formative evaluation (progress monitoring)</i>                      (4) <i>summative evaluation (outcome)</i></p>	<p>School leadership and/or staff collaboratively reflect on their current assessments and their relevance. They select measures for the 4 assessment purposes/types for all content areas and for social/emotional and behavioral skills. Selected tools are:</p> <ul style="list-style-type: none"> <li>• reliable, valid, accessible</li> <li>• culturally, linguistically, and developmentally appropriate.</li> </ul>	<p>Staff engages in assessments with fidelity and uses:</p> <ul style="list-style-type: none"> <li>• screeners to identify students who are at-risk 3-4 times/year</li> <li>• diagnostics to pinpoint why a student is at-risk</li> <li>• formative assessments to monitor growth</li> <li>• summative assessments to determine outcomes</li> </ul>	<p>School leadership and/or staff collaboratively and systematically evaluate and adjust their assessment practices in an effort to have accurate and useful data that informs instruction. Staff evaluates assessment tools for their continued value, usefulness, and cultural, linguistic, and developmental appropriateness.</p>
<p>2. <i>How is a decision-making protocol created for the staff?</i></p>		<p>School leadership outlines a <i>decision-making protocol</i> that includes:</p> <ul style="list-style-type: none"> <li>• when to screen students</li> <li>• use of diagnostic assessments</li> <li>• frequency of progress monitoring relative to intensity of instruction &amp; intervention</li> <li>• the criteria for receiving instruction across tiers</li> </ul>	<p>Staff engages in assessments and follows the guidelines of the protocol. Assessments are:</p> <ul style="list-style-type: none"> <li>• administered consistently and with fidelity</li> <li>• within a designated timeline</li> <li>• within the parameters of the protocol</li> <li>• used appropriately</li> </ul>	<p>School leadership and/or staff regularly evaluate the adherence to and effectiveness of their decision-making protocol. They ensure the protocol is efficient, useful, and relevant for students and staff. Data is used to make any adjustments to the protocol.</p>
<p>3. <i>How is the data managed and accessed?</i></p>	<p>School leadership has examined and selected a data-management system for tracking and reporting both academic achievement and behavior. The system includes the ability to graphically display data for efficient analysis of student progress.</p>	<p>School leadership outlines roles and responsibility for data collection, entry, and management. Staff is provided training on the use and accessibility of the data-management system.</p>	<p>The PS team(s) and staff are effectively using the data management system. Staff is provided ongoing assistance on the data-management system.</p>	<p>The functionality, efficiency, and usefulness of the data-management system are periodically reviewed and necessary changes made. Staff is proficient and independent with data management. Staff can assist and train new members with ease.</p>

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<p><b>Processes &amp; Procedures:</b> 4. <i>How is assessment data used to drive instructional practices for both groups of students and individual students?</i></p> <p><b>**Consult "Problem Solving" rubric</b></p>	<p>School leadership and staff are committed to using student-centered data for both academics and behavior to guide important educational decisions. Staff discusses and understands the connection between assessment, curriculum, and instruction.</p>	<p>Teams are formed for the purpose of problem solving and interpreting data to improve instructional practices and interventions. Roles and responsibilities are outlined and understood.</p>	<p>Staff members meet on an ongoing basis and use PS data on individuals and groups of students:</p> <ul style="list-style-type: none"> <li>• to focus on alterable variables when making decisions in academics &amp; behavior</li> <li>• to adjust instruction &amp; intervention for achievement, pacing, depth, and complexity</li> <li>• to identify focused assessment for students who are struggling or who are advanced</li> <li>• for establishing a body of evidence for eligibility for gifted, compensatory, and special education services</li> </ul>	<p>School leadership and/or staff regularly evaluate assessment practices, assessments used, and the effectiveness of their instruction &amp; interventions in order to ensure overall effectiveness and efficiency of assessment system. They also engage in a cyclical process of examining instruction/intervention and assessment results as a way to ensure all students achieve standards.</p>
<p>5. <i>How are families and students involved in the problem-solving &amp; assessment process?</i></p>	<p>Staff looks at how families are currently involved in their assessment and PS practices.</p>	<p>School leadership and/or staff outline parameters for including families and students in the assessment process. Things to consider may include:</p> <ul style="list-style-type: none"> <li>• communication with families</li> <li>• sharing of results</li> <li>• inclusion of families in data collection and PS</li> <li>• student's role in assessment</li> </ul>	<p>Students and families are collaboratively engaged in the collection of assessment data and the sharing of results. Students may be involved in monitoring their own progress and in setting their own goals.</p>	<p>School leadership and/or staff evaluate their collaboration with families in terms of assessment practices. Adjustments are made to improve the system as part of a continuous improvement cycle.</p>
<p><b>Professional Development (PD):</b> 6. <i>How is PD provided to support an effective, sustainable student-centered assessment system?</i></p>	<p>The school leadership determines PD for the staff that covers:</p> <ul style="list-style-type: none"> <li>• assessment purposes and types</li> <li>• role of assessment in making instructional decisions</li> <li>• review of current assessments being utilized and those being considered</li> </ul>	<p>The staff engages in job-embedded PD focusing on:</p> <ul style="list-style-type: none"> <li>• administration of selected assessment tools</li> <li>• analysis and utilization of results to improve instruction</li> <li>• communicating &amp; partnering with families about data and assessment practices</li> <li>• using various types of data to inform instructional practices</li> </ul>	<p>The staff engages in ongoing PD and coaching related to the administration of assessments and interpretation of its data. PD includes:</p> <ul style="list-style-type: none"> <li>• changes or updates to assessments</li> <li>• changes to data collection, tracking, and analysis</li> <li>• ongoing coaching on interpreting results and instructional practices</li> </ul>	<p>School leadership team analyzes feedback and outcomes to identify PD needs in the area of assessment in support of a continuous improvement cycle. Staff also engages in independent professional development as it relates to RtI and personal needs.</p>

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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 School-wide Evaluation Tool (SET) and/or Benchmarks of Quality (BoQ) to measure implementation fidelity.*

Anchors and Guiding Questions	Emerging*: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
<b>Structures:</b> <i>1. How are school teams and roles established to support a positive school climate?</i>	Staff and family surveys and other data on current climate and culture in the school are examined. Staff identifies and discusses the need to improve the school climate and establish buy-in. A school leadership team that represents and includes staff and families is established.	The leadership team develops a vision statement that supports the implementation of a multi-tiered framework of positive school climate and culture (e.g., PBIS). Meeting times, agendas, and team member roles and responsibilities are outlined and assigned.	The leadership team meets on a regular basis, using current data to support the school's goals that are outlined in the vision statement.	The leadership team is well established and new members are easily integrated. The vision statement and responsiveness of the team is adjusted as the school's needs and data warrant.
<i>2. How are expectations for a proactive and supportive environment created and communicated?</i>	The leadership team examines practices currently in place across non-classroom and classroom settings; using data to determine what is working, what is not working, and what is missing.	The leadership team (with input from staff and families) develops and disseminates a process that includes lesson plans to define, teach, reinforce, and correct the non-classroom and classroom expectations and rules.	Staff explicitly teaches expectations in all classroom and non-classroom settings, using examples of appropriate and inappropriate behaviors and the team-developed lesson plans. Families are partnered in two-way communication re: expectations.	The staff frequently and annually teaches and re-teaches expectations. A process for incorporating new members is used, and current data guides the adjustment of teaching the expectations.
<i>3. How are safety and crisis plans created and ensured?</i>	Staff examines current safety and crisis plans for strengths and areas for improvement.	The leadership team identifies a referral process that clarifies between behaviors that are office referrals versus ones that are classroom-managed. Process includes family partnering.	Staff follows referral process and increases consistency on the difference between classroom-managed and office-managed behaviors.	Referral process is adjusted based on data and staff & family feedback in order to increase efficiency and effectiveness.
<i>3. How are safety and crisis plans created and ensured?</i>	Staff examines current safety and crisis plans for strengths and areas for improvement.	The leadership team clarifies current safety and crisis plans or creates new plans for school. Staff practices plans to ensure they are understood and followed.	All staff understands and follows current safety and crisis plans.	The leadership team evaluates the effectiveness and efficiency of crisis plans to ensure they are appropriate for students and staff.

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

Anchors and Guiding Questions	Emerging*: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
4. <i>How is the data managed and accessed?</i>	The leadership team examines current data-management system(s) for student information and achievement. The team considers the strengths and weaknesses of the current system(s).	The leadership team: <ul style="list-style-type: none"> <li>• selects or refines a data system to suit their needs</li> <li>• develops forms to track relevant data</li> <li>• outlines responsibilities for data collection, entry, &amp; management and provides training</li> </ul>	The leadership team and staff effectively use the data management system. Staff is provided ongoing assistance on the data-management system.	The functionality, efficiency, and usefulness of the data-management system are periodically reviewed and necessary changes made. Staff is proficient and independent with data management. Staff can assist and train new members with ease.
Processes & Procedures: 5. <i>How is the development of a positive climate created and monitored by the staff?</i>	The leadership team examines practices currently in place (see "Structures, #2").	Leadership team identifies and makes accessible classroom management resources for promoting appropriate behavior and reducing inappropriate behavior. Staff identifies ways to align their current classroom management systems across all settings.	All staff engage in effective classroom management including, <i>corrective feedback</i> (4-1 positive to redirects ratio), <i>use of referral system, evidenced-based practices for de-escalation of learner, alternatives to suspension, and ongoing coaching and technical assistance.</i>	Staff and school leadership use various sources of data to ensure the classroom management strategies are culturally sensitive and appropriate for their students and staff. Various sources of data are used to make adjustments.
	The leadership team takes stock of current interventions, supports, and programs currently available to examine how they fit among universal, targeted, and intensive tiers.	Leadership team creates a range of interventions and supports to serve the needs of their student population, including behavioral and social-emotional needs. Guidelines for provision of the tiers are created.	The staff follows guidelines and uses data from multiple sources, including academics and family data, to determine levels of support for students. Effectiveness and adjustment of the tiers is determined through use of 4 types of assessment data.	The staff regularly examine individual and group data to ensure students are receiving appropriate interventions. Adjustments to the types of interventions provided are based on data from individuals' and groups' needs.
		The leadership team identifies tools and data to monitor implementation ( <i>e.g., staff surveys, student questionnaires, BoQ, etc</i> ), and develops a plan to summarize and present implementation data to staff.	The leadership team regularly shares implementation data to the staff and determines progress of implementation using multiple sources of data, such as: <i>traditional climate sources, attendance &amp; grades, graduate rates, surveys, family feedback, etc</i>	The leadership team and staff use multiple sources of data to evaluate the impact of implementation. The integrated academic and behavioral tiered framework of support is evaluated as a part of a continuous improvement cycle.
Professional Development (PD): 6. <i>How is PD provided to support a positive school climate and culture?</i>	In conjunction with an examination of current practices ( <i>mentioned under "Structures"</i> ), the school leadership team identifies professional needs of staff.	The leadership team develops an action plan to address PD needs of staff, such as: <i>classroom management, de-escalation, social &amp; emotional needs, assessment tools, universal screening, data-based decision-making, etc.</i>	Staff engages in initial and job-embedded PD. Data from assessment tools on classroom practices and climate are used to inform continued PD.	Staff is regularly using practices that they have been trained on. A continuous improvement cycle is established to ensure staff and students have their needs met.

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

## RtI IMPLEMENTATION RUBRIC: SCHOOL-LEVEL

### FAMILY AND COMMUNITY PARTNERING

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.

Anchors and Guiding Questions	Emerging*: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
<b>Structures:</b>  1. <i>How is family, school, and community partnering created and established?</i>	Staff, families, and community members review current partnering practices. Strengths and challenges associated are identified. Staff identifies and understands the need for improved partnering practices.	Staff, families, and community members gather relevant family information and develop/revise current partnering structures. All partnering roles & responsibilities are explicitly articulated.	Staff, families, and community members implement agreed-upon partnering consistently. The staff engages in a shared definition, understanding of rationale, and common expectations for partnering as an embedded practice.	The entire school has an embedded commitment to partnering. Staff reflects on practice, and refinement takes place as needed.
	School leadership reviews current: <ul style="list-style-type: none"> <li>• school policies &amp; procedures</li> <li>• committee composition</li> <li>• forms &amp; job description</li> <li>• communication, etc</li> </ul> for inclusive partnering language, practices, and representation.	School leadership, with input from staff and families, revises current: <ul style="list-style-type: none"> <li>• school policies &amp; procedures</li> <li>• committee composition</li> <li>• forms &amp; job description</li> <li>• communication, etc</li> </ul> to include family partnering.	Staff, families, and community members implement the revised changes, build consistency with the new changes, and ensure they are appropriate and useful for the school.	Systemic, school-wide partnering is infused within: <ul style="list-style-type: none"> <li>• organizational infrastructure</li> <li>• role descriptions</li> <li>• policies &amp; procedures</li> <li>• documents</li> <li>• communication</li> </ul>
2. <i>How is ongoing support for and commitment to partnering ensured?</i>	School leadership examines current roles of staff to identify ways to include staff liaison position(s).	School leadership identifies a staff person to support family-school-community partnering.	Collaborative liaison(s) and community support are offered as needed to staff and family members, with feedback as to effectiveness.	Collaborative liaison(s) ensures ongoing support for all staff, students, families, and community members throughout the tiers. School leadership use data to examine effectiveness and quality of partnering.
3. <i>How will the staff know their partnerships are effective?</i>	School leadership examines current data and data-collection methods to identify current usefulness of them for evaluating partnering practices.	Staff, families, and community members develop ways to measure the success of their partnering, such as: <ul style="list-style-type: none"> <li>• participation data</li> <li>• family satisfaction surveys</li> <li>• feedback questionnaires</li> <li>• students' perception</li> <li>• etc</li> </ul>	Staff, families, and community members collect data on the success of their partnering. The collected data is examined and adjustments to partnering are made accordingly.	School leadership collects ongoing feedback and data from staff and families as an embedded practice. The school regularly evaluates their partnering structures and makes adjustments based on collected data.

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

Anchors and Guiding Questions	Emerging*: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
<b>Processes &amp; Procedures:</b> 4. <i>How is partnering used to benefit each student during universal, targeted, and intensive support?</i>	Staff, families, and community members discuss and understand how collaborating together benefits learners and families. Knowledge of partnering and why it is effective is understood.	Staff, families, and community members create a tiered partnering framework as part of the tiers (see "Problem-Solving" rubric). Guidelines for partnering with families and community members throughout the tiered framework are outlined.	Families are actively involved in the problem-solving process as equal partners throughout the tiers. Partnering with parents increases as a student's needs increase.	All staff follow partnering process. Families and staff pervasively and mutually share learner data and work together to problem-solve. Adjustments to practices are made accordingly.
	Staff, families, and community members understand partnering as best practice and are committed to partnering.	Staff, families, and community members work collaboratively to develop effective solutions for previously identified challenges.	School put in place solutions, and there is acceptance of the ongoing need to identify concerns and work towards positive outcomes.	Staff, families, and community members collect data and work collaboratively to problem solve any challenges.
	Staff, families, and community members understand the law for identification of students with disabilities.	Staff, families, and community members have a mutual understanding of the law as it relates to problem-solving and the tiers. School leadership outlines clear guidelines for when a disability is suspected.	Staff consistently follows the guidelines for when a disability is suspected and collaborates with families when making decisions related to identification of disabilities.	Data is collected on clarity of and adherence to disability procedures. Adjustments are made accordingly as part of a continuous improvement cycle.
<b>Professional Development</b> 5. <i>How does the staff build their partnering skills and knowledge?</i>	Staff examines and understands the research behind partnering practices and their beliefs about school and home partnering.	Staff & families identify and receive PD related to partnering practices, including ways to build awareness with their unique student populations.	Staff, families, and community members implement the skills they are learning and receive ongoing PD.	School-wide systems are well-established. Staff regularly examines their PD, using needs-based assessments and data to identify areas for further development.
6. <i>How are families provided with learning opportunities related to partnering and student learning?</i>	Staff, families, and community members examine and collect information on the needs of their families and students related to PD opportunities.	Staff, families, and community members identify activities and events to promote learning opportunities for families and community members.	The identified activities are implemented with consistency, and data is collected to examine the impact of their use.	Family learning opportunities are an embedded practice. Needs-based assessments and data are used to make adjustments to better serve the community.

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