

# CULTURALLY AND LINGUISTICALLY RESPONSIVE RESPONSE TO INTERVENTION WITHIN MULTI-TIERED SYSTEM OF SUPPORTS: FIDELITY OF IMPLEMENTATION RUBRIC

Adapted from the *National Center on RTI Integrity Rubric*, 2011

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## Overview

The Culturally and Linguistically Responsive (CLR)–Response to Intervention (RTI) Fidelity Rubric is used by individuals who are responsible for monitoring school-level fidelity of RTI implementation within a multi-tiered system of supports (MTSS). The rubric is aligned with the essential components of RTI and the infrastructure that is necessary for successful implementation. It is accompanied by a worksheet with guiding questions and score points for use in an interview with a school’s RTI leadership team.

## Definitions

**English learners (ELs):** K–12 learners whose native language is not English or who come from an environment where a language other than English is dominant, which has a significant impact on their level of English language proficiency (modified from the federal definition of “students who are limited in English proficiency”)

**Literacy:** Includes reading, writing, speaking, and/or listening depending on the context and areas of RTI being implemented (for ELs, speaking and listening must also be included when reading or writing is addressed)



# Assessments

Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making.

**Screening**—The RTI framework accurately identifies students at risk for poor learning outcomes.

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<b>Screening Tools</b>		
There is insufficient evidence that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, <b>but staff is unable</b> to articulate the supporting evidence.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, and <b>staff is able</b> to articulate the supporting evidence.
<b>Linguistically Matched Screening Tools</b>		
Screening tools assess language and literacy only in English and not students' native language(s).	Evidence of <b>one</b> of the following: <ul style="list-style-type: none"> <li>• Screening tools match language(s) of instruction.</li> <li>• Screening tools assess students' native language literacy skills (to the extent feasible) and English.</li> </ul>	Evidence of <b>both</b> of the following: <ul style="list-style-type: none"> <li>• Screening tools match language(s) of instruction.</li> <li>• Screening tools assess students' native language literacy skills (to the extent feasible) and English.</li> </ul>

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<b>Universal Screening</b>		
<p><b>One or none</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>• Screening is conducted for all students (i.e., is universal).</li> <li>• Procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate).</li> <li>• A process to screen all students occurs more than once per year (e.g., fall, winter, spring).</li> </ul>	<p><b>Two</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>• Screening is conducted for all students (i.e., is universal).</li> <li>• Procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate).</li> <li>• A process to screen all students occurs more than once per year (e.g., fall, winter, spring).</li> </ul>	<p><b>All</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>• Screening is conducted for all students (i.e., is universal).</li> <li>• Procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate).</li> <li>• A process to screen all students occurs more than once per year (e.g., fall, winter, spring).</li> </ul>
<b>Linguistically Aligned Universal Screening Process</b>		
<p><b>None or one</b> of the following conditions is met: All students are screened in:</p> <ul style="list-style-type: none"> <li>• Their native language (if feasible)</li> <li>• English</li> <li>• The language of instruction if different than their native language</li> </ul>	<p><b>Two</b> of the following conditions are met: All students are screened in:</p> <ul style="list-style-type: none"> <li>• Their native language (if feasible)</li> <li>• English</li> <li>• The language of instruction if different than their native language</li> </ul>	<p><b>All</b> of the following conditions are met: All students are screened in:</p> <ul style="list-style-type: none"> <li>• Their native language (if feasible)</li> <li>• English</li> <li>• The language of instruction if different than their native language</li> </ul>
<b>Data Points to Verify Risk</b>		
<p>Screening data are <b>not used</b> or are used alone to verify decisions about whether a student is or is not at risk.</p>	<p>Screening data are <b>used</b> in concert with <b>at least one</b> other data source (e.g., classroom performance, curriculum-based assessment, performance on state assessments, diagnostic assessment data, short-term progress monitoring, dynamic assessment) to verify decisions about whether a student is or is not at risk.</p>	<p>Screening data are used in concert with at least <b>two</b> other data sources (e.g., classroom performance, performance on state assessments, diagnostic assessment data, short-term progress monitoring, dynamic assessment) to verify decisions about whether a student is or is not at risk.</p>
<b>Language Assessments Used for Instructional Planning</b>		
<p>Oral language assessment data are <b>not collected</b> or are not used for instructional planning for ELs.</p>	<p>Oral language assessment data are <b>collected but are not used</b> or are inconsistently used for instructional planning for ELs.</p>	<p>Oral language assessment data are <b>collected and used</b> for instructional planning for all ELs.</p>

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

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<b>Progress-Monitoring Tools</b>		
<p>Selected progress-monitoring tools in English meet <b>one or none</b> of the following criteria:</p> <ul style="list-style-type: none"> <li>• Have a sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level</li> <li>• Specify minimum acceptable growth</li> <li>• Provide benchmarks for minimum acceptable, end-of-year performance</li> <li>• Reliability and validity information for the performance-level score is available</li> </ul>	<p>Selected progress-monitoring tools in English meet <b>two or three</b> of the following criteria:</p> <ul style="list-style-type: none"> <li>• Have a sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level</li> <li>• Specify minimum acceptable growth</li> <li>• Provide benchmarks for minimum acceptable, end-of-year performance</li> <li>• Reliability and validity information for the performance-level score is available</li> </ul>	<p>Selected progress-monitoring tools in English meet <b>all</b> of the following criteria:</p> <ul style="list-style-type: none"> <li>• Have a sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level</li> <li>• Specify minimum acceptable growth</li> <li>• Provide benchmarks for minimum acceptable, end-of-year performance</li> <li>• Reliability and validity information for the performance-level score is available</li> </ul>
<b>Linguistically Aligned Progress-Monitoring Tools</b>		
<p>Selected progress-monitoring tools in the native language meet <b>one or none</b> of the following criteria:</p> <ul style="list-style-type: none"> <li>• Have a sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level</li> <li>• Specify minimum acceptable growth</li> <li>• Provide benchmarks for minimum acceptable, end-of-year performance</li> <li>• Reliability and validity information for the performance-level score is available</li> </ul>	<p>Selected progress-monitoring tools in the native language meet <b>two or three</b> of the following criteria:</p> <ul style="list-style-type: none"> <li>• Have a sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level</li> <li>• Specify minimum acceptable growth</li> <li>• Provide benchmarks for minimum acceptable, end-of-year performance</li> <li>• Reliability and validity information for the performance-level score is available</li> </ul>	<p>Selected progress-monitoring tools in the native language meet <b>all</b> of the following criteria:</p> <ul style="list-style-type: none"> <li>• Have a sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level</li> <li>• Specify minimum acceptable growth</li> <li>• Provide benchmarks for minimum acceptable, end-of-year performance</li> <li>• Reliability and validity information for the performance-level score is available</li> </ul>

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<b>Progress-Monitoring Process</b>		
<p><b>Neither</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>• Progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention.</li> <li>• Procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).</li> </ul>	<p>Only <b>one</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>• Progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention.</li> <li>• Procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).</li> </ul>	<p><b>Both</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>• Progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention.</li> <li>• Procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).</li> </ul>

# Data-Based Decision Making

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

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<h2>Decision-Making Process</h2>		
<p>The mechanism for making decisions about the participation of students in the instruction/intervention levels meets <b>no more than one</b> of the following criteria:</p> <ul style="list-style-type: none"> <li>• The process is data driven and based on validated methods.</li> <li>• The process involves a broad base of stakeholders, including individuals with EL expertise.</li> <li>• The process is operationalized with clear, established decision rules (e.g., language of instruction, movement between levels or tiers, determination of appropriate instruction or interventions).</li> </ul>	<p>The mechanism for making decisions about the participation of students in the instruction/intervention levels meets <b>two</b> of the following criteria:</p> <ul style="list-style-type: none"> <li>• The process is data driven and based on validated methods.</li> <li>• The process involves a broad base of stakeholders, including individuals with EL expertise.</li> <li>• The process is operationalized with clear, established decision rules (e.g., language of instruction, movement between levels or tiers, determination of appropriate instruction or interventions).</li> </ul>	<p>The mechanism for making decisions about the participation of students in the instruction/intervention levels meets <b>all</b> of the following criteria:</p> <ul style="list-style-type: none"> <li>• The process is data driven and based on validated methods.</li> <li>• The process involves a broad base of stakeholders, including individuals with EL expertise.</li> <li>• The process is operationalized with clear, established decision rules (e.g., language of instruction, movement between levels or tiers, determination of appropriate instruction or interventions).</li> </ul>
<h2>Culturally and Linguistically Responsive Decision-Making Process</h2>		
<p>Data are <b>not collected</b> or analyzed by different student groups (by language, race, socioeconomic status, ethnicity, disability, or other relevant groups).</p>	<p>Data <b>may be collected</b>, but are <b>not regularly analyzed</b> by different student groups (by language, race, socioeconomic status, ethnicity, disability, or other relevant groups).</p>	<p>Data are <b>collected and regularly analyzed</b> by different groups (by language, race, socioeconomic status, ethnicity, disability, or other relevant groups).</p>
<h2>Data System</h2>		
<p>A data system is in place that meets <b>two or fewer</b> of the following conditions:</p> <ul style="list-style-type: none"> <li>• The system allows users to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions.</li> <li>• Data are entered in a timely manner.</li> <li>• Data can be represented graphically.</li> <li>• There is a process for setting/evaluating goals.</li> </ul>	<p>A data system is in place that meets <b>three</b> of the following four conditions:</p> <ul style="list-style-type: none"> <li>• The system allows users to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions.</li> <li>• Data are entered in a timely manner.</li> <li>• Data can be represented graphically.</li> <li>• There is a process for setting/evaluating goals.</li> </ul>	<p>A data system is in place that meets <b>all</b> of the following conditions:</p> <ul style="list-style-type: none"> <li>• The system allows users to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions.</li> <li>• Data are entered in a timely manner.</li> <li>• Data can be represented graphically.</li> <li>• There is a process for setting/evaluating goals.</li> </ul>

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<b>Responsiveness to Secondary and Intensive Levels of Intervention</b>		
<p><b>Neither</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>• Decisions about responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect language of instruction, slope of improvement, or progress toward the attainment of a goal at the end of the intervention.</li> <li>• These decision-making criteria are implemented accurately.</li> </ul>	<p>Only <b>one</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>• Decisions about responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect language of instruction, slope of improvement, or progress toward the attainment of a goal at the end of the intervention.</li> <li>• These decision-making criteria are implemented accurately.</li> </ul>	<p><b>Both</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>• Decisions about responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect language of instruction, slope of improvement, or progress toward the attainment of a goal at the end of the intervention.</li> <li>• These decision-making criteria are implemented accurately.</li> </ul>

# Multilevel Instruction

The RTI framework includes a schoolwide, multilevel system of instruction and interventions for supporting academic success and preventing school failure. Commonly represented by the three-tiered triangle, multilevel instruction also is known as a multi-tiered system of supports (MTSS).

## Primary-Level Instruction/Core Curriculum (Tier I)

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<b>Research-Based Curriculum Materials</b>		
Few core curriculum materials are research based for the target population of learners (including ELs).	Some core curriculum materials are research based for the target population of learners (including ELs).	All core curriculum materials are research based for the target population of learners (including ELs).
<b>Culturally and Linguistically Responsive Practices</b>		
Curriculum or instruction <b>does not</b> consider students' cultural and linguistic needs.	Curriculum or instruction is <b>inconsistently</b> designed for or adapted to students' cultural and linguistic needs.	Curriculum and instruction are <b>consistently</b> designed for or adapted to students' cultural and linguistic needs.
<b>Articulation of Teaching and Learning (in and across grade levels)</b>		
<p><b>Neither</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>Teaching and learning objectives are well articulated from one grade to another.</li> <li>Teaching and learning are well articulated within grade levels so that students (including ELs) have highly similar experiences, regardless of their assigned teacher.</li> </ul>	<p>Only <b>one</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>Teaching and learning objectives are well articulated from one grade to another.</li> <li>Teaching and learning are well articulated within grade levels so that students (including ELs) have highly similar experiences, regardless of their assigned teacher.</li> </ul>	<p><b>Both</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>Teaching and learning objectives are well articulated from one grade to another.</li> <li>Teaching and learning are well articulated within grade levels so that students (including ELs) have highly similar experiences, regardless of their assigned teacher.</li> </ul>
<b>Differentiated Instruction</b>		
<p><b>Neither</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>Staff can describe the school's process for differentiating instruction (changing process, content, or product) for students (including ELs) on, below, or above grade level.</li> <li>Staff can explain and implement the school's process for using data to identify and address the needs of students (including ELs).</li> </ul>	<p>Only <b>one</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>Staff can describe the school's process for differentiating instruction (changing process, content, or product) for students (including ELs) on, below, or above grade level.</li> <li>Staff can explain and implement the school's process for using data to identify and address the needs of students (including ELs).</li> </ul>	<p><b>Both</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>Staff can describe the school's process for differentiating instruction (changing process, content, or product) for students (including ELs) on, below, or above grade level.</li> <li>Staff can explain and implement the school's process for using data to identify and address the needs of students (including ELs).</li> </ul>



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<b>Standards-Based</b>		
The core curriculum (language and literacy) is <b>not aligned</b> with the state standards.	The core curriculum (language and literacy) is <b>partially aligned</b> with the state standards.	The core curriculum (language and literacy) is <b>aligned</b> with the state standards.
<b>Exceeding Benchmark</b>		
<p><b>Neither</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>• The school provides enrichment opportunities for students exceeding benchmarks.</li> <li>• Teachers implement those opportunities consistently at all grade levels.</li> </ul>	<p><b>One</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>• The school provides enrichment opportunities for students exceeding benchmarks.</li> <li>• Teachers implement those opportunities consistently at all grade levels.</li> </ul>	<p><b>Both</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>• The school provides enrichment opportunities for students exceeding benchmarks.</li> <li>• Teachers implement those opportunities consistently at all grade levels.</li> </ul>

**Secondary-Level Intervention (Tier II)**—targeted academic support for students not meeting grade level benchmark

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<b>Evidence-Based Intervention</b>		
Secondary-level interventions are <b>not evidence based</b> in content areas and grade levels where they are available.	<b>Some</b> secondary-level interventions are <b>evidence based</b> in content areas and grade levels where they are available.	<b>All</b> secondary-level interventions are <b>evidence based</b> in content areas and grade levels where they are available.
<b>Cultural and Linguistic Match of Evidence-Based Intervention to ELs</b>		
The intervention does <b>not</b> take into account students’ linguistic, cultural, and instructional needs, and does not address both foundational skills and language proficiency.	The intervention <b>inconsistently</b> aligns with students’ linguistic, cultural, and instructional needs, and inconsistently addresses both foundational skills and language proficiency.	The intervention <b>consistently</b> aligns with students’ linguistic, cultural, and instructional needs, and consistently addresses both foundational skills and language proficiency.
<b>Complements Core Instruction</b>		
Secondary-level intervention is <b>poorly aligned</b> with core instruction and does not support core program learning objectives (e.g., language development and academic literacy standards in the L1 and L2).	Secondary-level intervention incorporates foundational skills, but these are only <b>occasionally aligned</b> with the learning objectives of core instruction (e.g., language development and academic literacy standards in the L1 and L2).	Secondary-level intervention is <b>well aligned</b> with core instruction and incorporates foundational skills that support the learning objectives of core instruction (e.g., language development and academic literacy standards in the L1 and L2).

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<b>Instructional Delivery</b>		
<p><b>One or none</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>Interventions are delivered systematically and are culturally and linguistically responsive.</li> <li>Secondary-level interventions are led by staff trained in the intervention and in culturally and linguistically responsive pedagogy.</li> <li>Group size and dosage are optimal (according to research) for the age and needs of students.</li> </ul>	<p><b>Two</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>Interventions are delivered systematically and are culturally and linguistically responsive.</li> <li>Secondary-level interventions are led by staff trained in the intervention and in culturally and linguistically responsive pedagogy.</li> <li>Group size and dosage are optimal (according to research) for the age and needs of students.</li> </ul>	<p><b>All</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>Interventions are delivered systematically and are culturally and linguistically responsive.</li> <li>Secondary-level interventions are led by staff trained in the intervention and in culturally and linguistically responsive pedagogy.</li> <li>Group size and dosage are optimal (according to research) for the age and needs of students.</li> </ul>
<b>Addition to Primary (Core instruction)</b>		
Secondary-level interventions replace core instruction.	Secondary-level interventions sometimes supplement core instruction and sometimes replace core instruction.	Secondary-level interventions supplement core instruction.

**Intensive Intervention (Tier III)**—Individualized support with a focus on the academic needs of students significantly below grade level and/or students with disabilities

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<b>Data-Based Interventions Adapted Based on Student Need</b>		
Intensive interventions are <b>not more intensive</b> than secondary interventions (e.g., no increase in duration or frequency, scope of skills, or frequency of progress monitoring).	Intensive interventions are <b>more intensive</b> than secondary interventions (e.g., in frequency or duration, scope of skills, or frequency of progress monitoring) but are not adapted to individual student needs (e.g., same group size, frequency, and intervention).	Intensive interventions are <b>more intensive</b> than secondary interventions <b>and are adapted to address individual student needs</b> in a number of ways (e.g., increased duration or frequency, scope of skills, or frequency of progress monitoring) based on student data.
<b>Cultural and Linguistic Match of Intervention to Students</b>		
The intervention does <b>not align</b> with students’ linguistic, cultural, and instructional needs.	The intervention <b>inconsistently aligns</b> with students’ linguistic, cultural, and instructional needs.	The intervention <b>consistently aligns</b> with students’ linguistic, cultural, and instructional needs.

1	3	5
<b>Instructional Delivery</b>		
<p><b>None</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>The intervention is individualized and is culturally and linguistically responsive.</li> <li>Intensive interventions are provided by well-trained staff experienced in individualizing instruction based on student data and in culturally and linguistically responsive pedagogy.</li> <li>The group size is optimal (according to research) for the age and needs of students.</li> </ul>	<p>Only <b>one</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>The intervention is individualized and is culturally and linguistically responsive.</li> <li>Intensive interventions are provided by well-trained staff experienced in individualizing instruction based on student data and in culturally and linguistically responsive pedagogy.</li> <li>The group size is optimal (according to research) for the age and needs of students.</li> </ul>	<p><b>All</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>The intervention is individualized and is culturally and linguistically responsive.</li> <li>Intensive interventions are provided by well-trained staff experienced in individualizing instruction based on student data and in culturally and linguistically responsive pedagogy.</li> <li>The group size is optimal (according to research) for the age and needs of students.</li> </ul>
<b>Relationship to Primary (Core) Instruction</b>		
<p><b>Neither</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>Decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need.</li> <li>Intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards.</li> </ul>	<p>Only <b>one</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>Decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need.</li> <li>Intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards.</li> </ul>	<p><b>Both</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>Decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need.</li> <li>Intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards.</li> </ul>

**Special Education Referral, Identification, and Individual Education Programs (IEPs) for English** — Individualized with a focus on the academic needs of ELs being referred for evaluation or ELs with disabilities

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<b>Problem-Solving Team and Process</b>		
<p><b>Neither</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>Problem-solving teams are in place and include knowledgeable team members (including individuals with EL expertise) for ELs being supported.</li> <li>Team members use oral language data in addition to skills data in problem solving.</li> </ul>	<p>Only <b>one</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>Problem-solving teams are in place and include knowledgeable team members (including individuals with EL expertise) for ELs being supported.</li> <li>Team members use oral language data in addition to skills data in problem solving.</li> </ul>	<p><b>Both</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>Problem-solving teams are in place and include knowledgeable team members (including individuals with EL expertise) for ELs being supported.</li> <li>Team members use oral language data in addition to skills data in problem solving.</li> </ul>

1	3	5
<b>Referral for Special Education</b>		
<p>Problem-solving team <b>does not appropriately consider</b> severity of need, EL status, and responsiveness to instruction to determine when to make a special education referral. Students are <b>frequently inaccurately referred or denied a timely referral</b>.</p>	<p>Problem-solving team <b>inconsistently considers</b> severity of need, EL status, and responsiveness to instruction to determine when to make a special education referral. Students are <b>occasionally inaccurately referred or denied a timely referral</b>.</p>	<p>Problem-solving team <b>appropriately considers</b> severity of need, EL status, and responsiveness to instruction to determine when to make a special education referral. Students are <b>neither inaccurately referred nor denied a timely referral</b>.</p>
<b>Parent and Family Involvement</b>		
<p>Parents/families are <b>not engaged as partners and are not afforded opportunities to provide feedback</b> in prereferral, evaluation, IEP development, and placement decisions. <b>One or none</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>• Parents are involved in all stages of the process or given other means to provide feedback and support their child at all stages of the process.</li> <li>• Appropriate interpreter and translation services are provided to ensure participation.</li> <li>• Parents/families are involved in the evaluation process. For example, they provide developmental history; provide family, educational, and life goals; and assess performance in home and community.</li> </ul>	<p>Parents/families are <b>not engaged as partners and are not afforded opportunities to provide feedback</b> in prereferral, evaluation, IEP development, and placement decisions. <b>Two</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>• Parents are involved in all stages of the process or given other means to provide feedback and support their child at all stages of the process.</li> <li>• Appropriate interpreter and translation services are provided to ensure participation.</li> <li>• Parents/families are involved in the evaluation process. For example, they provide developmental history; provide family, educational, and life goals; and assess performance in home and community.</li> </ul>	<p>Parents/families are <b>equal partners and are afforded opportunities to provide feedback</b> in prereferral, evaluation, IEP development, and placement decisions. <b>All</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>• Parents are involved in all stages of the process or given other means to provide feedback and support their child at all stages of the process.</li> <li>• Appropriate interpreter and translation services are provided to ensure participation.</li> <li>• Parents/families are involved in the evaluation process. For example, they provide developmental history; provide family, educational, and life goals; and assess performance in home and community.</li> </ul>
<b>Assessment Procedures, Instruments, and Interpretation for Evaluation and Qualification for Services</b>		
<p><b>One or none</b> of the following conditions is met: Assessment instruments used for qualification for special education services <b>are not</b></p> <ul style="list-style-type: none"> <li>• selected and administered by trained, knowledgeable personnel;</li> <li>• free of discrimination on a racial or cultural basis;</li> <li>• in the child's native language or other mode of communication and in the method most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally; and</li> <li>• reliable and valid for purpose used. (34 C.F.R. 300.304)</li> </ul>	<p>At least <b>two</b> of the following conditions are met: Assessment instruments used for qualification for special education services are <b>inconsistently</b></p> <ul style="list-style-type: none"> <li>• selected and administered by trained, knowledgeable personnel;</li> <li>• free of discrimination on a racial or cultural basis;</li> <li>• in the child's native language or other mode of communication and in the method most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally; and</li> <li>• reliable and valid for purpose used. (34 C.F.R. 300.304)</li> </ul>	<p><b>All</b> of the following conditions are met: Assessment instruments used for qualification for special education services <b>are</b></p> <ul style="list-style-type: none"> <li>• selected and administered by trained, knowledgeable personnel;</li> <li>• free of discrimination on a racial or cultural basis;</li> <li>• in the child's native language or other mode of communication and in the method most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally; and</li> <li>• reliable and valid for purpose used. (34 C.F.R. 300.304)</li> </ul>

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<b>Multidisciplinary Team for EL Special Education Eligibility Determination</b>		
<p>The multidisciplinary team is <b>not in place</b> and/or <b>does not include</b> knowledgeable team members (e.g., individuals with EL expertise) for ELs being evaluated, and does not use language data in addition to other assessment data to support eligibility discussion.</p>	<p>The multidisciplinary team is <b>partially in place</b> and/or <b>inconsistently includes</b> knowledgeable team members (individuals with EL expertise) for ELs being evaluated, and uses language data in addition to other assessment data to support eligibility discussion.</p>	<p>The multidisciplinary team is <b>in place</b> and <b>includes</b> knowledgeable team members (individuals with EL expertise) for ELs being evaluated, and uses language data in addition to other assessment data to support eligibility discussion.</p>
<b>IEPs for ELs</b>		
<p><b>Two or fewer</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>• IEP contains current level of performance in L1 and L2 (i.e., oral language and literacy)</li> <li>• IEPs for ELs include relevant native language and/or English language objectives in addition to academic goals and objectives.</li> <li>• IEP includes culturally and linguistically responsive interventions, supplementary aids and materials, and accommodations.</li> <li>• IEP includes designation of responsibility of intervention implementation.</li> <li>• IEP recommends least restrictive environment (e.g. bilingual special education, special education with ESL scaffolds).</li> </ul>	<p><b>Three or four</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>• IEP contains current level of performance in L1 and L2 (i.e., oral language and literacy)</li> <li>• IEPs for ELs include relevant native language and/or English language objectives in addition to academic goals and objectives.</li> <li>• IEP includes culturally and linguistically responsive interventions, supplementary aids and materials, and accommodations.</li> <li>• IEP includes designation of responsibility of intervention implementation.</li> <li>• IEP recommends least restrictive environment (e.g. bilingual special education, special education with ESL scaffolds).</li> </ul>	<p><b>All</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>• IEP contains current level of performance in L1 and L2 (i.e., oral language and literacy)</li> <li>• IEPs for ELs include relevant native language and/or English language objectives in addition to academic goals and objectives.</li> <li>• IEP includes culturally and linguistically responsive interventions, supplementary aids and materials, and accommodations.</li> <li>• IEP includes designation of responsibility of intervention implementation.</li> <li>• IEP recommends least restrictive environment (e.g. bilingual special education, special education with ESL scaffolds).</li> </ul>

# Infrastructure and Support Mechanisms

Knowledge, resources, and organizational structures necessary to operationalize all components of RTI within MTSS in a unified system to meet the established goals

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<b>Prevention Focus and Intervention Focus</b>		
Staff <b>generally</b> perceives RTI as a program that solely supports the prereferral process for special education.	<b>Some staff understand</b> that RTI is a framework to prevent school failure; to support the academic success of all students, including students with disabilities <b>and ELs</b> ; and to support the referral and special education processes.	<b>All staff understand</b> that RTI is a framework to prevent school failure; to support the academic success of all students, including students with disabilities <b>and ELs</b> ; and to support the referral and special education processes.
<b>Leadership Personnel</b>		
Decisions and actions by school and district leaders <b>result in ineffective implementation</b> of the essential components of the RTI framework at the school.	Decisions and actions by school and district leaders are <b>inconsistent</b> and only <b>somewhat supportive</b> of the essential components of the RTI framework at the school.	Decisions and actions by school and district leaders <b>consistently support</b> the essential components of the RTI framework at the school and help make the RTI framework more effective.
Support for RTI implementation is <b>not</b> a priority.	Support for RTI implementation is <b>somewhat</b> a priority.	Support for RTI implementation is a <b>high</b> priority.
<b>Culturally and Linguistically Responsive Leadership Personnel</b>		
Leadership staff <b>do not have knowledge</b> of the language and cultural backgrounds of the students or do not take into account students' language and culture in decision making.	Leadership staff have <b>limited knowledge</b> of the language and cultural backgrounds of the students or <b>inconsistently</b> take into account students' language and culture in decision making.	Leadership staff have <b>strong knowledge</b> of the language and cultural backgrounds of the students and <b>consistently</b> take into account students' language and culture in decision making.

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<b>School-Based Professional Learning</b>		
<p><b>One or none</b> of the following conditions is met: School-based culturally and linguistically responsive professional learning is</p> <ul style="list-style-type: none"> <li>• well-defined,</li> <li>• consistent, and</li> <li>• institutionalized,</li> </ul> <p>so that all teachers continually examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of instruction and interventions.</p>	<p><b>Two</b> of the following conditions are met: School-based culturally and linguistically responsive professional learning is</p> <ul style="list-style-type: none"> <li>• well-defined,</li> <li>• consistent, and</li> <li>• institutionalized,</li> </ul> <p>so that all teachers continually examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of instruction and interventions.</p>	<p><b>All</b> of the following conditions are met: School-based culturally and linguistically responsive professional learning is</p> <ul style="list-style-type: none"> <li>• well-defined,</li> <li>• consistent, and</li> <li>• institutionalized,</li> </ul> <p>so that all teachers continually examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of instruction and interventions.</p>
<b>Schedules</b>		
<p>Schoolwide schedules are <b>not aligned</b> to support multiple levels of intervention based on student need; <b>inadequate time</b> is available for interventions.</p>	<p>Schoolwide schedules are <b>partially aligned</b> to support multiple levels of intervention based on student need; <b>some additional time</b> is built in for interventions.</p>	<p>Schoolwide schedules are aligned to support multiple levels of intervention based on student need; <b>adequate additional time</b> is built in for interventions.</p>
<b>Resources</b>		
<p>Resources (e.g., funds, programs) are <b>not allocated</b> to support RTI implementation.</p>	<p>Resources (e.g., funds, programs) are <b>partially allocated</b> to support RTI implementation.</p>	<p>Resources (e.g., funds, programs) are <b>adequately allocated</b> to support RTI implementation.</p>
<b>Professional Learning on Cultural and Linguistic Responsiveness</b>		
<p><b>One or none</b> of the following conditions is met: Staff have received professional learning in and can articulate information and factors that they consider when adopting or adapting culturally and linguistically relevant</p> <ul style="list-style-type: none"> <li>• instructional practices,</li> <li>• assessments, and</li> <li>• intervention programs.</li> </ul>	<p><b>Two</b> of the following conditions are met: Staff have received professional learning in and can articulate information and factors that they consider when adopting or adapting culturally and linguistically relevant</p> <ul style="list-style-type: none"> <li>• instructional practices,</li> <li>• assessments, and</li> <li>• intervention programs.</li> </ul>	<p><b>All</b> of the following conditions are met: Staff have received professional learning in and can articulate information and factors that they consider when adopting or adapting culturally and linguistically relevant</p> <ul style="list-style-type: none"> <li>• instructional practices,</li> <li>• assessments, and</li> <li>• intervention programs.</li> </ul>

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<b>Communication With and Involvement of Parents</b>		
<p><b>One or none</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>• A description of the school's essential components of RTI is shared with parents.</li> <li>• A coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions.</li> <li>• Parents are involved during decision making regarding the progress of students receiving intensive intervention.</li> </ul>	<p><b>Two</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>• A description of the school's essential components of RTI is shared with parents.</li> <li>• A coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions.</li> <li>• Parents are involved during decision making regarding the progress of students receiving intensive intervention.</li> </ul>	<p><b>All</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>• A description of the school's essential components of RTI is shared with parents.</li> <li>• A coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions.</li> <li>• Parents are involved during decision making regarding the progress of students receiving intensive intervention.</li> </ul>
<b>Communication With and Involvement of All Staff</b>		
<p><b>One or none</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>• A description of the school's essential components of RTI and data-based decision-making process is shared with staff.</li> <li>• A system is in place to keep staff informed.</li> <li>• Teacher teams collaborate frequently.</li> </ul>	<p><b>At least two</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>• A description of the school's essential components of RTI and data-based decision-making process is shared with staff.</li> <li>• A system is in place to keep staff informed.</li> <li>• Teacher teams collaborate frequently.</li> </ul>	<p><b>All</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>• A description of the school's essential components of RTI and data-based decision-making process is shared with staff.</li> <li>• A system is in place to keep staff informed.</li> <li>• Teacher teams collaborate frequently.</li> </ul>
<b>RTI Teams</b>		
<p><b>One or none</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>• The RTI team is representative of all key stakeholders.</li> <li>• Structures and clear processes are in place to guide decision making.</li> <li>• Time is set aside for the team to meet regularly.</li> </ul>	<p><b>Two</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>• The RTI team is representative of all key stakeholders.</li> <li>• Structures and clear processes are in place to guide decision making.</li> <li>• Time is set aside for the team to meet regularly.</li> </ul>	<p><b>All</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>• The RTI team is representative of all key stakeholders.</li> <li>• Structures and clear processes are in place to guide decision making.</li> <li>• Time is set aside for the team to meet regularly.</li> </ul>



# Fidelity and Evaluation

System for collecting and analyzing data to measure fidelity and effectiveness of the CLR-RTI model

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<b>Fidelity</b>		
<p><b>None</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>Procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions.</li> <li>Procedures are in place to monitor the processes of administering and analyzing assessments.</li> </ul>	<p><b>One</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>Procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions.</li> <li>Procedures are in place to monitor the processes of administering and analyzing assessments.</li> </ul>	<p><b>Both</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>Procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions.</li> <li>Procedures are in place to monitor the processes of administering and analyzing assessments.</li> </ul>
<b>Evaluation</b>		
<p><b>None</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>An evaluation plan is in place to monitor short- and long-term goals.</li> <li>Student data are reviewed for all students and sub-groups of students across the essential components to evaluate effectiveness of the CLR-RTI framework (i.e., core curriculum is effective, interventions are effective, screening process is effective).</li> <li>Implementation data (e.g., walk-through) are reviewed to monitor fidelity and efficiency across all components of the CLR-RTI framework.</li> </ul>	<p><b>At least one</b> of the following conditions is met:</p> <ul style="list-style-type: none"> <li>An evaluation plan is in place to monitor short- and long-term goals.</li> <li>Student data are reviewed for all students and sub-groups of students across the essential components to evaluate effectiveness of the CLR-RTI framework (i.e., core curriculum is effective, interventions are effective, screening process is effective).</li> <li>Implementation data (e.g., walk-through) are reviewed to monitor fidelity and efficiency across all components of the CLR-RTI framework.</li> </ul>	<p><b>All</b> of the following conditions are met:</p> <ul style="list-style-type: none"> <li>An evaluation plan is in place to monitor short- and long-term goals.</li> <li>Student data are reviewed for all students and sub-groups of students across the essential components to evaluate effectiveness of the CLR-RTI framework (i.e., core curriculum is effective, interventions are effective, screening process is effective).</li> <li>Implementation data (e.g., walk-through) are reviewed to monitor fidelity and efficiency across all components of the CLR-RTI framework.</li> </ul>