RTI²-A + RTI²-B
District Capacity Assessment — Tennessee

Overview

The District Capacity Assessment –Tennessee (DCAT) allows District Leadership Teams to examine district infrastructure needed to support aligned implementation of RTI²-A and RTI²-B at the school level. The assessment is designed to promote self-reflection so that barriers to effective implementation can be identified and addressed through an RTI²-A + RTI²-B implementation plan.

The assessment includes 41 items that indicate aligned implementation of RTI²-A and RTI²-B. The items are grouped by four components that are essential to both tiered support systems: Leadership, Data-Based Decision Making, Instruction and Intervention, and Assessment. To complete the assessment, District Leadership Teams use the scoring rubric to evaluate and reach consensus on the status of each item. A rating of 0 – 5 is possible for each item. All scoring criteria progress across ratings (e.g., it is not possible to meet the criteria for a rating of 5 without also meeting the criteria for a rating of 3). The assessment should be completed each school semester (i.e., fall and spring, or every six months) to monitor progress.

Administration and Scoring

Step 1: Convene the District Leadership Team. When possible, include an external facilitator to lead the scoring and discussion of items.

Step 2: Each team member reads and rates all items individually using the scoring sheet. Team members then share their ratings with the group.

Step 3: After sharing individual ratings, team members engage in discussion to reach consensus on team ratings for each item.

- Averaging individual ratings is not recommended, especially if there are outliers.

- Discuss any differences in ratings and consider available evidence (e.g., meeting artifacts, activity logs, outcome reports) to help reach consensus.

- The attached rubric is designed to promote self-reflection. The rubric provides descriptions for ratings 1, 3, and 5. Consider a rating of 0 when the criterion for a rating of 1 is not met. Consider ratings of 2 and 4 when the team believes implementation falls between two of the described implementation levels.

Step 4: Summarize the results using the scoring guide on page six. Identify areas of concern to prioritize for continuous improvement.

Acknowledgements

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District Capacity Assessment — Tennessee (DCAT)
Scoring Sheet

District Name: _____   Date: _____

Team Members Completing Assessment:

- _____   - _____   - _____
- _____   - _____   - _____
- _____   - _____   - _____
- _____   - _____   - _____
- _____   - _____   - _____

LEADERSHIP	
Leadership Teaming	Score
1. A **District Leadership Team** with representation from a range of key collaborators, including collaborators with academic and behavior expertise, is formed to support RTI²-A and RTI²-B alignment and implementation.	
2. The District Leadership Team **meets regularly** to guide district-level planning and implementation of RTI²-A + RTI²-B.	
3. The District Leadership Team uses **standard meeting structures** (e.g., norms, roles, agenda).	
4. The District Leadership Team has a designee with **authority to influence** infrastructures (e.g., budget, policy, data systems) necessary for school-level implementation of RTI²-A + RTI²-B.	
5. The District Leadership Team is led by a **District Coordinator** with (a) knowledge of tiered supports and data-based decision making and (b) adequate effort dedicated to coordinating RTI²-A + RTI²-B.	
Notes:	

LEADERSHIP

Policy and Alignment	Score
6. The district establishes RTI^2-A + RTI^2-B as a goal or priority through a **vision statement** that is aligned with district policy and endorsed by district leaders.	
7. The District Leadership Team shares **technical assistance briefs and procedural guides** with school personnel.	
8. The District Leadership Team reviews and regularly refines **policies and guidance** to enhance their effects on RTI^2-A + RTI^2-B fidelity of implementation.	
9. The District Leadership Team regularly assesses and aligns **funding** to support and sustain RTI^2-A + RTI^2-B operating structures and capacity-building activities.	
10. The District Leadership Team updates a **resource map** annually to display distinctions, overlap, and alignment of RTI^2-A and RTI^2-B resources.	
11. The District Leadership Team or district reviews **potential initiatives** for fit with existing academic and behavioral initiatives, cultural context, and available resources before deciding whether to adopt them.	
Notes:	

Communication and Engagement	Score
12. The District Leadership Team engages in ongoing, two-way **communication with executive leadership** to share progress and outcomes related to RTI^2-A + RTI^2-B implementation and to solicit feedback.	
13. The District Leadership Team engages in ongoing, two-way **communication with other key collaborators** to share progress and outcomes related to RTI^2-A + RTI^2-B implementation and to solicit feedback.	
14. The District Leadership Team provides **progress reports** twice a year on RTI^2-A + RTI^2-B to the school board.	
15. The District Leadership Team creates and distributes **annual reports** tailored to external collaborators at least annually on activities and outcomes related to RTI^2-A + RTI^2-B implementation.	
Notes:	

DATA-BASED DECISION MAKING

Data Sources	Score
16. The District Leadership Team has access to a **data system** that provides implementation data on RTI^2-A + RTI^2-B.	
17. The District Leadership Team has access to **data systems** that provide academic and behavioral student outcome data.	
18. The District Leadership Team regularly collects **RTI^2-A + RTI^2-B implementation data** at district and school levels.	
19. The District Leadership Team has access to data that are **current, comprehensive, and in a usable format**.	
Notes:	

Data-Based Process	Score
20. The District Leadership Team follows a **problem-solving process** to identify and address barriers to school-level implementation.	
21. The District Leadership Team develops an annual **implementation plan** informed by district capacity data and prioritized district improvement goals.	
22. The District Leadership Team regularly monitors, revises, and continuously improves **use of the implementation plan**.	
Notes:	

INSTRUCTION AND INTERVENTION

Workforce Capacity	Score
23. The district considers knowledge, skill, and experience related to implementation of RTI^2-A + RTI^2-B in **hiring criteria** and the **selection of district personnel**, including administrators and coaches.	
24. The district allocates and structures personnel **roles and/or full-time equivalency (FTE)** to support implementation of RTI^2-A + RTI^2-B.	
Notes:	

Coaching	Score
25. District personnel provide **coaching** to schools to support implementation of RTI^2-A + RTI^2-B.	
26. The District Coordinator develops and implements a **coaching plan** that clarifies differentiation of coaching for school teams.	
27. The District Coordinator regularly reviews the **effectiveness of coaching** using a variety of data sources.	
28. The District Coordinator provides regular **professional development** on coaching functions and components of school-level RTI^2-A + RTI^2-B implementation to the district's coaches.	
29. The district provides schools with access to **specialized support personnel** (e.g., literacy coaches, behavior interventionists, counselors, school psychologists, social workers) to address domain-specific needs (e.g., literacy, writing, behavior).	
Notes:	

INSTRUCTION AND INTERVENTION	
Professional Development	Score
30. **Training capacity** is established such that district personnel are responsible for conducting school training.	
31. The district provides comprehensive **professional learning opportunities** that support alignment of RTI^2-A and RTI^2-B.	
32. The District Leadership Team has a professional **learning plan** to support district personnel's understanding of RTI^2-A + RTI^2-B.	
33. The district provides RTI^2-A + RTI^2-B **core and refresher trainings** for new and continuing staff.	
34. The District Leadership Team provides **peer networking opportunities** on RTI^2-A and RTI^2-B alignment, systems, and practices.	
35. The District Leadership Team recognizes schools demonstrating improved or exemplary implementation and promotes them as **local demonstrations** of process and outcomes.	
Notes:	

ASSESSMENT	
Assessment Guidance	Score
36. The district provides guidance on the selection and use of **universal screeners**.	
37. The district provides guidance on the selection and use of **diagnostic assessments.**	
38. The district provides guidance on the selection and use of **progress monitoring tools**.	
39. The district provides guidance on the selection and use of **implementation fidelity tools**.	

40. The district provides guidance on the selection and use of **instruction evaluation tools**.	
41. The district develops a comprehensive **assessment calendar** that is shared with district and school personnel and key external collaborators.	
Notes:	

Scoring Summary

COMPONENTS	CALCULATION	SCORE
Leadership	_____ sum of points earned / 75 possible points	= _____
Data-based Decision Making	_____ sum of points earned / 35 possible points	= _____
Instruction and Intervention	_____ sum of points earned / 65 possible points	= _____
Assessment	_____ sum of points earned / 30 possible points	= _____
TOTAL SCORE	**_____ sum of all points earned / 205 possible points**	**= _____**

RTI²-A + RTI²-B
District Capacity Assessment – Tennessee (DCAT)
Rubric

LEADERSHIP				
Leadership Teaming	**1 Point**	**3 Points**	**5 Points**	**Data Sources**
1. A **District Leadership Team** with representation from a range of key collaborators, including collaborators with academic and behavior expertise, is formed to support RTI²-A and RTI²-B alignment and implementation.	District-level RTI²-A and RTI²-B teams are formed and operate independently.	An RTI²-A + RTI²-B District Leadership Team is formed to support collaborative problem-solving and decision making to align RTI²-A and RTI²-B implementation. **AND** Team members have collective expertise in *at least four* areas listed. • Curriculum and instruction • Special education • Behavior assessment and intervention • School psychology • Student services • Counseling • Student health • Data and information management	An RTI²-A + RTI²-B team is formed, and members have collective expertise in *all* areas listed. **AND** Team members have sufficient time to allocate to DLT functions.	Agenda Calendar of events District organizational chart Meeting notes, minutes Self-report

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2. The District Leadership Team **meets regularly** to guide district-level planning and implementation of RTI²-A + RTI²-B.	The District Leadership Team adheres to *one* of the listed criteria. • District Leadership Team meets at least monthly • 80% of members attend each meeting • Meeting minutes are accessible to all members within 48 hours	*Two* of the listed criteria are met.	*All* listed criteria are met.	Attendance records Calendar of events Meeting notes, minutes
3. The District Leadership Team uses **standard meeting structures** (e.g., norms, roles, agenda).	The District Leadership Team adheres to *two* of the listed structures. • An agenda template with topics and times • Team norms that were developed collaboratively as a team • Team roles with team member and backup team member identified (e.g., facilitator, recorder, timekeepers) • Assignments and tasks are completed within designated timelines with progress documented (e.g., action plan)	The District Leadership Team adheres to *three* of the listed structures.	The District Leadership Team adheres to *all* the listed structures.	Action plan Documentation of the process for updating absent team members Meeting schedule Meeting agenda Meeting notes, minutes

4. The District Leadership Team has a designee with **authority to influence** infrastructures (e.g., budget, policy, data systems) necessary for school-level implementation of RTI^2-A + RTI^2-B.	The District Leadership Team adheres to *one* of the listed criteria. ● The team includes a designee who has the authority to influence infrastructures (e.g., budget, policy, data systems) within the district to support RTI^2-A + RTI^2-B. ● The designee consistently attends team meetings. ● When the designee is unable to attend, the team debriefs the designee.	*Two* of the listed criteria are met.	*All* listed criteria are met.	Communication plan Executive leader job description Documentation of the process for updating absent team members
5. The District Leadership Team is led by a **District Coordinator** with (a) knowledge of tiered supports and data-based decision making and (b) adequate effort dedicated to coordinating RTI^2-A + RTI^2-B.	The District Leadership Team includes a designated RTI^2-A + RTI^2-B coordinator.	**AND** The coordinator performs a lead role on the team by: ● preparing for and facilitating meetings, ● monitoring completion of assigned actions and district implementation plan, and ● makes recommendations to the team and the executive leader overseeing RTI^2-A + RTI^2-B.	**AND** The coordinator's position is solely dedicated to RTI^2-A + RTI^2-B capacity-building activities, including coordination of RTI^2-A + RTI^2-B coaching, training, and evaluation activities.	Coordinator job description Identification of executive leader(s) who work with the coordinator Time allocated for the coordinator role

Policy and Alignment	1 Point	3 Points	5 Points	Data Sources
6. The district establishes RTI^2-A + RTI^2-B as a goal or priority through a **vision statement** that is aligned with district policy and endorsed by district leaders.	The district has a vision statement.	**AND** It includes rationale and support for alignment of academic and behavior supports to achieve equitable outcomes for all student groups.	**AND** It is articulated into long-term outcomes and endorsed by lead administrators and community collaborators. **AND** It is publicly shared.	District improvement plan Informal interview with key personnel Vision statement
7. The District Leadership Team shares **technical assistance briefs and procedural guides** with school personnel.	The District Leadership Team has developed or has access to RTI^2-A + RTI^2-B technical assistance briefs and guides.	**AND** The team ensures they are available publicly.	**AND** The team ensures they are distributed to school personnel.	Briefs and guides Website review
8. The District Leadership Team reviews and regularly refines **policies and guidance** to enhance their effects on RTI^2-A + RTI^2-B fidelity of implementation.	The District Leadership Team reviews and refines RTI^2-A policies and guidance to enhance their effects on fidelity of implementation. **OR** The District Leadership Team reviews and refines RTI^2-B policies and guidance to enhance their effects on fidelity of implementation.	RTI^2-A and RTI^2-B policies and guidance are reviewed and refined annually to enhance their effects on fidelity of implementation and increase alignment of RTI^2-A and RTI^2-B.	**AND** They include explicit rationale for alignment of academics and behavior tiered supports and describe how alignment is accomplished. **AND** They are distributed to district and school personnel. **AND** They are publicly posted.	Review dates for policies and guides District website

9. The District Leadership Team regularly assesses and aligns **funding** to support and sustain RTI^2-A + RTI^2-B operating structures and capacity-building activities.	The District Leadership Team assesses RTI^2-A funding at least annually. **OR** The District Leadership Team assesses RTI^2-B funding at least annually.	**AND** The District Leadership Team ensures funding for both tiered support systems is aligned to support and sustain RTI^2-A + RTI^2-B operating structures and capacity-building activities.	**AND** Funding has transitioned from external to internal sources.	District budget Meeting notes, minutes
10. The District Leadership Team updates a **resource map** annually to display distinctions, overlap, and alignment of RTI^2-A and RTI^2-B resources.	The District Leadership Team has a resource map for RTI^2-A. **OR** The District Leadership Team has a resource map for RTI^2-B.	The District Leadership Team completes a resource map to determine distinctions, overlap, and alignment of RTI^2-A and RTI^2-B resources, including initiatives, curricula, personnel, and prioritized practices.	**AND** The RTI^2-A + RTI^2-B resource map is updated and reviewed annually.	Resource maps
11. The District Leadership Team or district reviews **potential initiatives** for fit with existing academic and behavioral initiatives, cultural context, and available resources before deciding whether to adopt them.	The District Leadership Team or district follows a formalized selection process when choosing initiatives.	**AND** The selection process considers *three* of the listed factors (see Heptagon Tool[1]). ● fit ● need ● evidence ● usability ● resource availability ● capacity to implement ● capacity to collaborate	The District Leadership Team or district follows a formalized selection process that considers *all* the listed factors.	Resource map Selection process documents or guidance

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[1] Van Dyke, M., Kiser, L., and Blase, K. (2019). Heptagon Tool. Chapel Hill, NC: Active Implementation Research Network. www.activeimplementation.org/resources

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Communication and Engagement	1 Point	3 Points	5 Points	Data Sources
12. The District Leadership Team engages in ongoing, two-way **communication with executive leadership** to share progress and outcomes related to RTI^2-A + RTI^2-B implementation and to solicit feedback.	The District Leadership Team shares progress and outcomes related to RTI^2-A + RTI^2-B implementation with executive leadership.	**AND** The team gathers feedback from executive leadership.	**AND** This two-way communication occurs at least once per month.	Communication plan Documentation of communication or feedback
13. The District Leadership Team engages in ongoing, two-way **communication with other key collaborators** to share progress and outcomes related to RTI^2-A + RTI^2-B implementation and to solicit feedback.	The District Leadership Team shares progress and outcomes related to RTI^2-A + RTI^2-B implementation with key collaborators (e.g., district personnel, families, community partners).	**AND** The team gathers feedback from key collaborators.	**AND** This two-way communication occurs at least once per month.	Communication plan Documentation of communication or feedback

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14. The District Leadership Team provides **progress reports** twice a year on RTI^2-A + RTI^2-B to the school board.	The District Leadership Team provides an RTI^2-A or RTI^2-B progress report to the school board.	At least twice per year, the District Leadership Team provides an RTI^2-A + RTI^2-B progress report to the school board that includes *three* of the listed elements. • a summary of training and coaching plans (including goals, activities, and progress), • fidelity of implementation data on RTI^2-A + RTI^2-B, • student outcomes in academic and behavior areas, • initiative health (number of schools implementing), and • next steps.	At least twice per year, the District Leadership Team provides an RTI^2-A + RTI^2-B progress report to the school board that includes *all* the listed elements.	Progress report School board meeting notes, minutes School board work session notes, minutes

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15. The District Leadership Team creates and distributes **annual reports** tailored to external collaborators at least annually on activities and outcomes related to RTI^2-A + RTI^2-B implementation.	The District Leadership Team creates and shares annually an RTI^2-A report tailored to external collaborators on activities and outcomes related to implementation. **OR** The District Leadership Team creates and shares annually an RTI^2-B report tailored to external collaborators on activities and outcomes related to implementation.	The District Leadership Team creates and shares annually an RTI^2-A + RTI^2-B report tailored to external collaborators that includes *three* of the listed elements. • Progress, action steps, goals and activities related to RTI^2-A + RTI^2-B scale up • Fidelity of implementation data on RTI^2-A + RTI^2-B • Student outcomes for academics and behavior • Alignment progress	The District Leadership Team creates and shares annually an RTI^2-A + RTI^2-B report tailored to external collaborators that includes *all* the listed elements.	Annual report

DATA-BASED DECISION MAKING				
Data Sources	**1 Point**	**3 Points**	**5 Points**	**Data Sources**
16. The District Leadership Team has access to a **data system** that provides implementation data on RTI^2-A + RTI^2-B.	The District Leadership Team has access to a data system that includes implementation fidelity data for RTI^2-A. **OR** The District Leadership Team has access to a data system that includes implementation fidelity data for RTI^2-B.	The District Leadership Team has access to a data system that includes fidelity data on RTI^2-A + RTI^2-B.	**AND** All members of the team can access the data systems independently and instantaneously.	Evidence of access or login Implementation fidelity database

17. The District Leadership Team has access to **data systems** that provide academic and behavioral student outcome data.	The District Leadership Team has access to a data system that includes student outcome data for academics. **OR** The District Leadership Team has access to a data system that includes student outcome data for behavior.	The District Leadership Team has access to student outcome data for academics *and* behavior.	**AND** All members of the team can access the data systems independently and instantaneously.	Evidence of access or login
18. The District Leadership Team regularly collects RTI^2-A + RTI^2-B **implementation data** at district and school levels.	The District Coordinator ensures fidelity of implementation data are collected and reviewed once per year at district and school levels.	The District Coordinator ensures fidelity of implementation data are collected and reviewed twice per year at district and school levels.	**AND** Throughout the year, the District Coordinator collects data on RTI^2-A + RTI^2-B training and coaching facilitated by the district.	District training and coaching records School implementation fidelity data
19. The District Leadership Team has access to data that are **current, comprehensive,** and in a **usable format**.	The District Leadership Team has access to student outcome data that can be disaggregated and displayed using visual elements (e.g., graphs, charts).	**AND** The team has access to RTI^2-A + RTI^2-B implementation fidelity data at the school level that can be disaggregated and displayed using visual elements.	**AND** The team has access to RTI^2-A + RTI^2-B training and coaching data that can be disaggregated and displayed using visual elements.	Data displays Data reports

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Data-Based Process	1 Point	3 Points	5 Points	Data Sources
20. The District Leadership Team follows a **problem-solving process** to identify and address barriers to school-level implementation.	The District Leadership Team collaborates to identify and address barriers to school-level RTI^2-A + RTI^2-B implementation.	**AND** The team uses a 4-step problem-solving process (Define, Analyze, Implement, and Evaluate) when identifying and addressing barriers.	**AND** The team meeting notes provide evidence of consistent use.	Meeting notes, minutes
21. The District Leadership Team develops an annual **implementation plan** informed by district capacity data and prioritized district improvement goals.	The District Leadership Team develops an RTI^2-A + RTI^2-B implementation plan annually.	**AND** The team develops the plan using the following data: ● District capacity data (e.g., District Capacity Assessment — Tennessee) ● Prioritized district improvement goals ● RTI^2-A + RTI^2-B implementation fidelity data ● District identified relevant data sources (e.g., graduation rate, District Report Card, office discipline referrals, etc.) **AND** Executive leadership approves the plan annually.	**AND** The plan's goals are S.M.A.R.T. (specific, measurable, achievable, relevant, time-bound). **AND** The plan includes specific activities to achieve the goals.	District implementation plan Record of approval (meeting minutes or other written communication, signature)

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	1 Point	3 Points	5 Points	Data Sources
22. The District Leadership Team regularly monitors, revises, and continuously improves **use of the implementation plan**.	The implementation plan is reviewed at least *three* times per year.	**AND** The review documents the following: ● Status of activities (e.g., completed, in progress, not started) ● Reasons activities are not completed (e.g., insufficient funding, training) ● Team decisions (e.g., providing required resources to complete activities, communicating barriers, next steps)	**AND** The plan is modified when data suggest the need.	Documentation of plan use and improvement

INSTRUCTION AND INTERVENTION				
Workforce Capacity	**1 Point**	**3 Points**	**5 Points**	**Data Sources**
23. The district considers knowledge, skill, and experience related to implementation of RTI^2-A + RTI^2-B in **hiring criteria** and the **selection of district personnel**, including administrators and coaches.	The district's hiring criteria for administrator, implementation coaches and district personnel include knowledge, skill, and experience relevant to RTI^2-A + RTI^2-B implementation.	**AND** The district's candidate selection process and hiring documents explicitly consider knowledge, skill, and experience implementing RTI^2-A + RTI^2-B.	**AND** The District Leadership Team provides guidance to schools on hiring criteria and a selection process that considers knowledge, skill, and experience implementing RTI^2-A + RTI^2-B.	Interview protocols Job descriptions Recommended policies

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24. The district allocates and structures personnel **roles and/or full-time equivalency (FTE)** to support implementation of RTI^2-A + RTI^2-B.	The district is exploring ways to allocate personnel or structure FTE to support implementation of RTI^2-A + RTI^2-B.	The district allocates and structures personnel roles and/or FTE to support implementation of RTI^2-A + RTI^2-B.	<u>**AND**</u> Personnel roles and/FTE are sufficient for the work.	Job descriptions Work assignments
Coaching	**1 Point**	**3 Points**	**5 Points**	**Data Sources**
25. District personnel provide **coaching** to schools to support implementation of RTI^2-A + RTI^2-B.	District personnel provide coaching to schools to support RTI^2-A implementation. <u>**OR**</u> District personnel provide coaching to schools to support RTI^2-B implementation.	District personnel provide coaching to schools to support implementation of RTI^2-A + RTI^2-B.	<u>**AND**</u> Coaching occurs with minimal technical assistance from external support.	Coaching plan Evidence of coaching
26. The District Coordinator develops and implements a **coaching plan** that clarifies differentiation of coaching for school teams.	The District Coordinator develops and regularly updates an RTI^2-A + RTI^2-B coaching plan.	<u>**AND**</u> The plan describes: ● coaching provided to all schools, ● intensive coaching for those schools that need more support, and how fidelity and student outcome data are used to modify and respond to coaching needs of schools.	<u>**AND**</u> The plan is consistently implemented across school sites in the district.	Coaching plan Evidence of coaching

27. The District Coordinator regularly reviews the **effectiveness of coaching** using a variety of data sources.	The District Coordinator assesses coaching effectiveness at least twice per year.	**AND** At least *three* of the listed sources of coaching effectiveness data are used. • RTI^2-A + RTI^2-B school fidelity data • Direct observations of coaching sessions • Product reviews • Coaching satisfaction survey results • Coaching records	**AND** The 4-step problem-solving model (Define, Analyze, Implement, and Evaluate) is used to inform improvements in coaching.	Coaching effectiveness data, as listed Evidence data are used to inform improvements
28. The District Coordinator provides regular **professional development** on coaching functions and components of school-level RTI^2-A + RTI^2-B implementation to the district's coaches.	District coaches meet to receive professional development.	**AND** District Coordinator provides professional development on these topics related to RTI^2-A + RTI^2-B: • Technical knowledge • Implementation Coaching skills and competencies	**AND** These professional development meetings occur monthly.	Meeting notes, minutes Professional development calendar for coaches

29. The district provides schools with access to **specialized support personnel** (e.g., literacy coaches, behavior interventionists, counselors, school psychologists, social workers) to address domain-specific needs (e.g., literacy, writing, behavior).	The district provides schools with access to specialized support personnel to address specific needs in the academic domain. **OR** The district provides schools with access to specialized support personnel to address specific needs in the behavior domain.	The district provides schools with access to specialized support personnel to address specific needs in *both* academic and behavior domains. **AND** There is a clear process for accessing the support in a timely manner.	**AND** The specialized personnel collaborate to align their support.	Documentation of referral process District organizational chart showing student services positions
Professional Development	**1 Point**	**3 Points**	**5 Points**	**Data Sources**
30. **Training capacity** is established such that district personnel are responsible for conducting school training.	District personnel facilitate RTI^2-A + RTI^2-B training with external support.	**AND** The district has training responsibilities embedded within the job descriptions of relevant personnel.	The district has training responsibilities embedded within the job descriptions of relevant personnel who conduct RTI^2-A + RTI^2-B training without external support.	Job descriptions Professional development calendar Training plan

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31. The district provides comprehensive **professional learning opportunities** that support alignment of RTI^2-A and RTI^2-B.	The district provides professional learning opportunities that support alignment of RTI^2-A and RTI^2-B.	**AND** The district shares training descriptions that describe implementation rationale, readiness requirements, and intended outcomes.	**AND** The District Leadership Team strategically disseminates information on professional learning opportunities and training descriptions to all relevant implementation collaborators (e.g., administrators, School Leadership Teams, school counselors, school psychologists).	Newsletter Professional development materials Website
32. The District Leadership Team has a professional **learning plan** to support district personnel's understanding of RTI^2-A + RTI^2-B.	The district develops a professional learning plan for RTI^2-A annually. **OR** The district develops a professional learning plan for RTI^2-B annually.	The District Leadership Team develops an RTI^2-A + RTI^2-B professional learning plan annually. **AND** The plan includes a professional learning calendar that indicates training and professional networking opportunities, and it is disseminated to district and school personnel.	**AND** The plan includes defined training goals to support understanding of RTI^2-A + RTI^2-B and improve capacity to implement at district and school levels.	Professional development plan Professional development calendar Website

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33. The district provides RTI²-A + RTI²-B **core and refresher trainings** for new and continuing staff.	The district provides district and school personnel access to RTI²-A + RTI²-B trainings.	**AND** The District Leadership Team uses a process to ensure all new School Leadership Teams receive core trainings (Overview, Tiers 1-3). **AND** The process ensures new district personnel receive training that orients them to RTI²-A + RTI²-B.	**AND** The process considers whether continuing School Leadership Teams need refresher training.	Professional development plan
34. The District Leadership Team provides **peer networking opportunities** on RTI²-A and RTI²-B alignment, systems, and practices.	The District Leadership Team provides regular networking opportunities focused on RTI²-A systems and practices. **OR** The District Leadership Team provides regular networking opportunities focused on RTI²-B systems and practices.	The District Leadership Team provides regular peer networking opportunities on RTI²-A + RTI²-B and the alignment of academic and behavior supports.	**AND** The team provides networking opportunities to multiple networks, including school administrators, implementation coaches, and School Leadership Teams.	Professional development plan

| 35. The District Leadership Team recognizes schools demonstrating improved or exemplary implementation and promotes them as **local demonstrations** of process and outcomes. | The district recognizes schools for improved or exemplary implementation fidelity for RTI^2-A.

OR
The district recognizes schools for improved or exemplary implementation fidelity for RTI^2-B. | The District Leadership Team recognizes schools demonstrating improved or exemplary implementation fidelity for RTI^2-A + RTI^2-B annually. | **AND**
The team shares information describing the accomplishments/stories of recognized schools with other schools. | Professional development plan

Professional development calendar

Recognition program applications

Evidence of recognition |

ASSESSMENT				
Assessment Guidance	**1 Point**	**3 Points**	**5 Points**	**Data Sources**
36. The district provides guidance on the selection and use of **universal screeners**.	The district provides guidance on the selection and use of academic screening tools. **OR** The district provides guidance on the selection and use of behavior screening tools.	The district provides guidance on the selection and use of academic screening tools. **AND** The district provides guidance on the selection and use of behavior screening tools.	**AND** The district has procedures to ensure consistent and appropriate use of the tools.	Guidance documents Evidence of use

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37. The district provides guidance on the selection and use of **diagnostic assessments.**	The district provides guidance on the selection and use of academic diagnostic assessments. **OR** The district provides guidance on the selection and use of behavior diagnostic assessments.	The district provides guidance on the selection and use of academic diagnostic assessments. **AND** The district provides guidance on the selection and use of behavior diagnostic assessments.	**AND** The district has procedures to ensure consistent and appropriate use of the tools.	Evidence of use Guidance documents
38. The district provides guidance on the selection and use of **progress monitoring tools**.	The district provides guidance on the selection and use of academic progress monitoring tools. **OR** The district provides guidance on the selection and use of behavior progress monitoring tools.	The district provides guidance on the selection and use of academic progress monitoring tools. **AND** The district provides guidance on the selection and use of behavior progress monitoring tools.	**AND** The district has procedures to ensure consistent and appropriate use of the tools.	Evidence of use Guidance documents
39. The district provides guidance on the selection and use of **implementation fidelity tools**.	The district provides guidance on the selection and use of academic implementation fidelity tools. **OR** The district provides guidance on the selection and use of behavior implementation fidelity tools.	The district provides guidance on the selection and use of academic implementation fidelity tools. **AND** The district provides guidance on the selection and use of behavior implementation fidelity tools.	**AND** The district has procedures to ensure consistent and appropriate use of the tools.	Evidence of use Guidance documents

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40. The district provides guidance on the selection and use of **instruction evaluation tools**.	The district provides guidance on the selection and use of evaluation tools that assess and inform instructional practices.	**AND** The tools promote instruction that provides flexible access for all students, is explicit, and is culturally responsive.	**AND** The district has procedures to ensure consistent and appropriate use of the tools.	Evidence of use Instructional practice guides or tools
41. The district develops a **comprehensive assessment calendar** that is shared with district and school personnel and key external collaborators.	The district develops and shares an assessment calendar with relevant academic assessment windows. **OR** The district develops and shares an assessment calendar with relevant behavior assessment windows.	The district develops an assessment calendar with relevant academic and behavior assessment windows.	**AND** The district posts the calendar publicly.	Assessment calendar

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