

School District:		Date::	Completed By:		
Drivers	1-Creating District Infrastructure	2- Initial District Implementation	3- Full District Implementation	Score	
Competency Drivers					
<i>Selection</i>	Staff already employed by the organization are <u>appointed</u> to the new position without much discussion.	Interviews to determine a new hire to a position include questions clearly related to RTI activities at any position level (i.e. teacher, coach, admin).	Interviews to determine a new hire to a position include questions clearly related to RTI AND behavior vignettes or assessment activities to elicit responses from candidates		
<i>Training</i>	District has not dedicated specific times for professional development opportunities for RTI activities. (i.e. schools determine when and how they will provide their own professional development related to RTI).	<p>Two of the following must be present.</p> <p>District has clearly dedicated specific times to provide training on RTI activities.</p> <p>Training is based on a needs assessment, is sequential in nature and is clearly related to RTI implementation activities.</p> <p>Training includes behavioral rehearsals of the skills being taught.</p>	<p>All three must be present</p> <p>District has clearly dedicated specific times to provide training on RTI activities.</p> <p>Training is based on a needs assessment, is sequential in nature and is clearly related to RTI implementation activities.</p> <p>Training includes behavioral rehearsals of the skills being taught.</p>		
<i>Coaching</i>	District does not have coaches, or there is no district based plan or organizational structures for coaching related to RTI.	District has coaches but does not have a district based plan or organizational structure in place.	District has a coaching service delivery plan that addresses the coaching functions, when and how coaching will occur and supervision of the coaches		
<i>Performance Assessment (Fidelity)</i>	District employee performance assessments are not linked to RTI.	Some essential district employee performance assessments are linked to RTI.	All essential district employee performance assessments are intentionally linked to RTI.		
Organization Drivers					
<i>Systems Intervention</i>	District does not use a Policy Enabled Practice-Practice Informed Policy (PEP-PIP) cycle.	District informally uses the Policy Enabled Practice-Practice Informed Policy (PEP-PIP) cycle.	District has developed a formal process to establish Policy Enabled Practice-Practice Informed Policy (PEP-PIP) cycles		
<i>Facilitative Administration</i>	District leaders do not have a formal process to review & revise policy and procedures for the district.	District leaders have a formal process to review & revise policy and procedures to support the new way of work, but do not have a method of ensuring accountability for the staff.	District leaders have a formal process to review & revise policies and procedures to support the new way of work and have a process to hold staff accountable for following the new policies and procedures		
<i>Decision Support Data System</i>	District does not develop student outcome goals based on a formal data system (e.g. DIBELS, other CBMs, OAKS, etc.).	<p>District develops student outcome goals based on a formal data system (e.g. DIBELS, other CBMs, OAKS, etc.).</p> <p>District does not have a formal process to review goals or only reviews goals once a year.</p>	<p>District develops student outcome goals based on a formal data system ((e.g. DIBELS, other CBMs, OAKS, etc.).</p> <p>District has a formal process to review goals frequently (at least 2 times a year) and makes necessary changes to meet goals.</p>		



OregonRTI District Implementation Evaluation Tool- District Based (DIET-DB)



To be completed by district leaders (district office administrators, principals, RTI coordinator, etc)

Directions:

1. At the top, record your district name, date, and who is completing the form.
2. For each driver, read the accompanying descriptors for each score category (1 - Creating Infrastructure, 2 - Initial Implementation, 3 - Full Implementation) and provide an item score (1, 2, or 3) in the right-hand column that ***best describes*** your district. ***Each descriptor serves as a general indicator of a district's level of implementation and is not meant to be a comprehensive evaluation of all components related to that driver.***
3. Add up the item scores for the drivers and record overall score in the total box.
4. Return this form via email to Christie Rivas at crivas@ttsd.k12.or.us