**Oregon RTIi District Implementation Evaluation Tool – School Based (DIET-SB2)**

***Scoring Formulas: How was my school’s DIET-SB2 score calculated?***

The DIET-SB2 takes data from 3 different assessment sources to evaluate RTI Implementation at your school:

1. **Oregon RTIi Staff Implementation Survey** (**SS**) – *Taken online by your school staff*
2. **DIET-SB2 Interview** (**I**) – *Conducted by ORTIi coach or trained district personnel with your school principal and RTI “expert”*
3. **DIET-SB2 Evidence Review** (**E**) – *Conducted by ORTIi coach or trained district personnel*

Each of the 37 DIET-SB2 items are evaluated on a 3-point scale, by using some combination of information from the Staff Survey (SS), Interview (I), and/or evidence review (E). Items that earn 3 points can be viewed as a **Relative Strength**. Items that earn 1 or 2 points can be viewed as an **Improvement Area**. Items that earn 0 points can be viewed as a **High Needs Area**. See the table below for a description of how each of the various assessment sources are used to obtain scores for each of the DIET-SB2 items:

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| **CULTURE** | | | | | |
| **Item** | **Assessed with:** | | | **Pts** | **Results** |
| **Staff Survey Question(s)** | **DIET-SB2 Interview Questions** | **DIET-SB2 Evidence** |
| 1. **Majority of staff believe that all students can learn** | **SS2:** I believe I can impact powerful educational outcomes for my students |  |  | **3** | >80% of staff agree |
| **2** | 60-79% of staff agree |
| **SS3:** I believe that at least 80% of students in my school can be proficient readers with effective core instructional supports | **1** | 40-59% of staff agree |
| **0** | <40% of staff agree |
| 1. **The school seeks input and uses teacher feedback in developing and implementing RTI systems** | **SS28:** I believe that school leadership actively seeks out and uses teacher feedback in developing and implementing our RTI system |  |  | **3** | >80% of staff agree |
| **2** | 60-79% of staff agree |
| **1** | 40-59% of staff agree |
| **0** | <40% of staff agree |
| 1. **The school has a culture of collaboration and teachers working together to improve student outcomes** | **SS4**: I believe that staff at my school collaborate effectively to improve learning outcomes for all of our students |  |  | **3** | >80% of staff agree |
| **2** | 60-79% of staff agree |
| **1** | 40-59% of staff agree |
| **0** | <40% of staff agree |

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| **LEADERSHIP** | | | | | |
| **Item** | **Assessed with:** | | | **Pts** | **Results** |
| **Staff Survey Question(s)** | **DIET-SB2 Interview Questions** | **DIET-SB2 Evidence** |
| 1. **Building Implementation Team (BIT) meets regularly to analyze school-wide reading data and develops an action plan** |  | **I1:** Do you have a BIT? How often does it meet? What does it do? |  | **3** | BIT Team meets monthly or every other month |
| **2** | BIT Team meets less than every other month |
| **0** | No BIT Team |
| 1. **Principal regularly attends AND provides instructional leadership at RTI meetings** | **SS6**: My administrator regularly attends RTI team meetings (e.g. 100% meetings, 20% meetings, leadership meetings) and takes an active role (e.g. interpreting data, allocating resources, etc.) |  |  | **3** | >80% of staff agree |
| **2** | 60-79% of staff agree |
| **1** | 40-59% of staff agree |
| **0** | <40% of staff agree |
| 1. **Principal communicates a clear vision that creates and maintains an environment of learning for all staff and students** | **SS1:** My school/district has communicated a long term vision for RTI |  |  | **3** | >80% of staff agree |
| **2** | 60-79% of staff agree |
| **1** | 40-59% of staff agree |
| **0** | <40% of staff agree |
| 1. **Principal monitors instructional practices (e.g. walkthroughs) and provides actionable feedback to staff\*** | **SS12:** My principal (or other school leader) regularly does walkthroughs in my classroom to ensure fidelity of core implementation and effective instructional practices  *(Gen Ed teachers only)* | **I3:** How do you monitor fidelity of core implementation and effective instructional strategies? | *Review Core walkthrough form as additional evidence* | **+1** | >70% of General Ed teachers staff agree with survey **SS12** |
| **+1** | >70% of General Ed teachers staff agree with survey **SS13** |
| **SS13:** I am provided with actionable feedback from principal walkthroughs  *(Gen Ed teachers only)* |
| **+1** | Walkthrough process directly tied to district standards of practice |
| 1. **School staff report that strong leadership guides the RTI system** | **SS5:** I believe that there is strong leadership guiding our RTI system |  |  | **3** | >80% of staff agree |
| **2** | 60-79% of staff agree |
| **1** | 40-59% of staff agree |
| **0** | <40% of staff agree |

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| **PROFESSIONAL LEARNING & SUPPORT** | | | | | |
| **Item** | **Assessed with:** | | | **Pts** | **Results** |
| **Staff Survey Question(s)** | **DIET-SB2 Interview Questions** | **DIET-SB2 Evidence** |
| 1. **Hiring process includes questions related to RTI practices and has candidates demonstrate the skills that they will need to perform\*\*** | **SS29:** Recently/newly hired staff (teachers, admin, specialists, etc.) share the values and skills necessary to be an effective member of my school's RTI system | **I16:** Does your hiring process include questions related to RTI practices AND activities related to RTI (e.g., behavior vignettes, data analysis, lesson demos, etc.) |  | **+1** | >70% of staff agree with survey **SS29** |
| **2** | Hiring process includes BOTH RTI questions AND activities |
| **1** | Hiring process includes RTI questions OR activities |
| **0** | Hiring process does not include RTI questions or activities |
| 1. **Staff receives initial training and ongoing professional development to support RTI implementation** | **SS8:** My school provides professional around using data to make decisions about students |  |  | **3** | >70% of staff agree on at least ***3*** of these questions: **SS8. SS14, SS20, SS22** |
| **SS14:** My school provides professional development around skills/strategies to improve core instructional practices. | **2** | >70% of staff agree on ***2*** of these questions: **SS8. SS14, SS20, SS22** |
| **SS20:** My school provides professional around interventions for struggling learners | **1** | >70% of staff agree on ***1*** of these question: **SS8. SS14, SS20, SS22** |
| **SS22:** My school provides professional development around how to monitor students' progress and use progress monitoring data | **0** | <70% of staff agree on all of these questions: **SS8. SS14, SS20, SS22** |
| 1. **District provides ongoing coaching to support trained practices** | **SS23:** I receive coaching/mentoring to help me implement instructional supports and/or data-based decision making |  |  | **3** | >80% of staff agree |
| **2** | 60-79% of staff agree |
| **1** | 40-59% of staff agree |
| **0** | <40% of staff agree |
| 1. **Principal monitors instructional practices and provides actionable feedback to staff *\*(same as item 7)*** | **SS12:** My principal (or other school leader) regularly does walkthroughs in my classroom to ensure fidelity of core implementation and effective instructional practices  *(Gen Ed teachers only)* | **I3:** How do you monitor fidelity of core implementation and effective instructional strategies? | *Review Core walkthrough form as additional evidence* | **+1** | >70% of General Ed teachers staff agree with survey **SS12** |
| **+1** | >70% of General Ed teachers staff agree with survey **SS13** |
| **SS13:** I am provided with actionable feedback from principal walkthroughs  *(Gen Ed teachers only)* | **+1** | Walkthrough process directly tied to district standards of practice |
| 1. **Intervention fidelity checked multiple times a year using a form or checklist\*\*\*** |  | **I12:** Who checks for fidelity of interventions? How often? Is there a form used? | *Review Intervention fidelity forms as additional evidence* | **3** | Intervention fidelity checked multiple times yearly using a form |
| **2** | Intervention fidelity checked multiple times yearly with no form |
| **1** | Intervention fidelity checked inconsistently |
| **0** | Intervention fidelity not checked |

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| **DATA-BASED DECISION MAKING** | | | | | |
| **Item** | **Assessed with:** | | | **Pts** | **Results** |
| **Staff Survey Question(s)** | **DIET-SB2 Interview Questions** | **DIET-SB2 Evidence** |
| **(Tier 1) 100% Meetings** | | | | | |
| 1. **100% meetings are held 3 times a year to review the performance of all students at each grade level** |  | **I5:** How often do you review your core data with each grade level? |  | **3** | 100% Meetings occur **3** times per year |
| **2** | 100% Meetings occur **2** times per year |
| **0** | No 100% Meetings |
| 1. **Screening data are used to evaluate core effectiveness, identify common instructional needs, & create an action plan** | **SS17:** My school has grade level teams that use universal screening data to evaluate the effectiveness of core instruction & create an action plan that addresses the common instructional needs of all students (e.g. 100% meetings) |  | **E1:** Completed 100% Meeting Agenda | **+1** | >70% of General Ed teachers staff agree with **SS17** |
| **+1** | Completed agenda has an ACTION PLAN |
| **+1** | Completed agenda has SCREENING DATA and a GOAL |
| **(Tier 2/3) Intervention Placement** | | | | | |
| 1. **Screening data are used to identify at-risk students who will receive interventions** | **SS19:** My school has a team that uses screening data to identify students in need of intervention | **I6:** How do you identify students to receive an intervention? About what percentage of students do you serve in interventions? |  | **+1** | >70% of staff staff agree with **SS19** |
| **2** | Students identified for interventions primarily based on screening data |
| **1** | Students identified for interventions primarily based on teacher referral |
| **0** | No interventions currently in place |
| 1. **There is a system for matching intervention to student need based on multiple data sources** |  | **I7:** Of the students receiving interventions, how do you determine which interventions they receive? | *Review Intervention placement decision rules as additional evidence* | **3** | Intervention placement based on MULTIPLE pieces of data |
| **2** | Intervention placement based on a SINGLE pieces of data |
| **0** | Intervention placement not based on data |

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| **DATA-BASED DECISION MAKING (cont)** | | | | | |
| **Item** | **Assessed with:** | | | **Pts** | **Results** |
| **Staff Survey Question(s)** | **DIET-SB2 Interview Questions** | **DIET-SB2 Evidence** |
| **(Tier 2/3) Group Intervention Review** | | | | | |
| 1. **Grade level teams meet to review progress monitoring data regularly (e.g. every 6-8 weeks)** |  | **I8:** How often do grade level teams meet to review the progress monitoring data for all students in interventions at the grade level (e.g. 20% meetings)? |  | **3** | Teams meet consistently every 4-8 weeks to review student progress |
| **0** | No consistent meeting times to review student progress |
| 1. **Decision rules are created and followed for when to change interventions** |  | **I9:** How do you use decision rules to determine when to change intervention for a student? | *Review Intervention change decision rules and a sample student PM graph as additional evidence* | **3** | Evidence of documented decision rules followed on student PM graphs |
| **1** | Decision rules for when to change an intervention created but not followed |
| **0** | No documented decision rules for when to change an interventions |
| 1. **Decision rules are created for what qualifies as an intervention change** |  | **I10**: What qualifies as a “change” in intervention? | *Review Intervention change decision rules as additional evidence* | **3** | Documented decision rules for what’s considered a “change” in intervention and for exiting a student |
| **2** | Documented decision rules for what’s considered a “change” in intervention |
| **0** | No documented rules for what’s considered a “change” in intervention |
| **(Tier 3) Individual Problem Solving** | | | | | |
| 1. **Individual problem solving occurs after unsuccessful group interventions. Includes all problem solving steps and data in all domains (e.g. Instruction, Curriculum, Environment, Learner)** |  | **I11:** Do you have a process for intensifying interventions after a student has been unsuccessful in-group interventions (e.g. Individual Problem Solving or IPS)? | *If yes, Review a completed IPS form as additional evidence* | **3** | Individual problem solving process contains problem solving steps and data in ALL domains (ICEL) |
| **2** | Individual problem solving process contains SOME problem solving steps or data in SOME domains (ICEL) |
| **1** | Individual problem solving process does not have clear steps of data related to ICEL |
| **0** | No formal individual problem solving process |

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| **CORE** | | | | | |
| **Item** | **Assessed with:** | | | **Pts** | **Results** |
| **Staff Survey Question(s)** | **DIET-SB2 Interview Questions** | **DIET-SB2 Evidence** |
| 1. **Time: 90 minutes of core reading instruction at ALL grade levels** |  |  | **E2:** Building Schedule | **3** | 90 minute reading block at ALL grades |
| **2** | 90 minute reading block at SOME grades |
| **0** | 90 minute reading block at NO grades |
| 1. **Standards of practice for core addresses materials & instructional strategies AND has been communicated to staff** | **SS9:** I have a clear understanding of what the expectations are for using our district adopted core materials and effective instructional strategies in my school. | **I2:** does your school or district have standards of practice for core including core materials and instructional strategies? What are they? | *Review Core Standards of Practice document as additional evidence* | **+1** | >70% of General Ed teachers staff agree with **SS9** |
| **2** | Standards of Practice includes BOTH materials AND instructional strategies |
| **1** | Standards of Practice created but only includes one of the following: materials OR instructional strategies |
| **0** | No Standards of Practice created |
| 1. **Materials: A Research-Based Core Program is used consistently** | **SS10:** I use the district adopted core curriculum as the primary instructional materials (e.g. more than 80% of the time) during my reading block |  |  | **3** | >80% of Gen Ed teachers agree |
| **2** | 60-79% of Gen Ed teachers agree |
| **1** | 40-59% of Gen Ed teachers agree |
| **0** | <40% of Gen Ed teachers agree |
| 1. **Instructional Strategies: Explicit, effective instructional practices are used consistently** | **SS11:** I regularly use the district's agreed-upon instructional strategies for engagement and explicit instruction during my core reading block. |  |  | **3** | >80% of Gen Ed teachers agree |
| **2** | 60-79% of Gen Ed teachers agree |
| **1** | 40-59% of Gen Ed teachers agree |
| **0** | <40% of Gen Ed teachers agree |
| 1. **Principal monitors instructional practices for core and provides actionable feedback to staff *\*(same as item 7)*** | **SS12:** My principal (or other school leader) regularly does walkthroughs in my classroom to ensure fidelity of core implementation and effective instructional practices  *(Gen Ed teachers only)* | **I3:** How do you monitor fidelity of core implementation and effective instructional strategies? | *Review Core walkthrough form as additional evidence* | **+1** | >70% of General Ed teachers staff agree with survey **SS12** |
| **+1** | >70% of General Ed teachers staff agree with survey **SS13** |
| **SS13:** I am provided with actionable feedback from principal walkthroughs  *(Gen Ed teachers only)* | **+1** | Walkthrough process directly tied to district standards of practice |

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| **SCREENING** | | | | | |
| **Item** | **Assessed with:** | | | **Pts** | **Results** |
| **Staff Survey Question(s)** | **DIET-SB2 Interview Questions** | **DIET-SB2 Evidence** |
| 1. **All students screened 3 times per year using a research-based screener** |  |  | **E3:** Universal Screening Database | **3** | All students screened 3 times per year |
| **0** | All students NOT screened 3 times per year |
| 1. **All assessors are provided yearly refresher trainings** |  | **I4:** How do you train your staff who give the screening assessments? How often? |  | **3** | Initial AND yearly refresher trainings provided |
| **2** | Initial training only |
| **0** | No formal training |

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| **INTERVENTIONS** | | | | | |
| **Item** | **Assessed with:** | | | **Pts** | **Results** |
| **Staff Survey Question(s)** | **DIET-SB2 Interview Questions** | **DIET-SB2 Evidence** |
| 1. **Implemented interventions are chosen from a district protocol** | **SS18:** Students in need of additional support receive interventions that have been selected from a district protocol |  | **E5:** District Reading Protocol & sample student intervention file | **+1** | >70% of staff agree with **SS18** |
| **2** | Sample student’s intervention chosen from the district reading protocol |
| **1** | Sample student’s intervention not listed on district reading protocol |
| **0** | No district reading protocol |
| 1. **Interventions are research-based** |  |  | **E5:** District Reading Protocol | **3** | ALL interventions on district reading protocol are research-based |
| **2** | Some interventions on district reading protocol are research-based |
| **0** | Interventions on protocol are not research-based |
| 1. **Interventions occur outside of the 90 minutes of core** |  |  | **E2:** Building Schedule | **3** | Additional intervention time scheduled (34-45 minutes daily) |
| **0** | No additional intervention time scheduled |
| 1. **Interventionists receive initial training and ongoing support** |  | **I13:** Who teaches intervention? What training do they receive? How often? |  | **3** | Interventionists receive initial AND ongoing support |
| **2** | Interventionists receive initial training only |
| **0** | No formal training for interventionists |
| 1. **Intervention fidelity checked multiple times a year using a form or checklist \*\**\*(same as item 13)*** |  | **I12:** Who checks for fidelity of interventions? How often? Is there a form used? | *Review Intervention fidelity forms as additional evidence* | **3** | Intervention fidelity checked multiple times yearly using a form |
| **2** | Intervention fidelity checked multiple times yearly with no form |
| **1** | Intervention fidelity checked inconsistently |
| **0** | Intervention fidelity not checked |

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| **PROGRESS MONITORING** | | | | | |
| **Item** | **Assessed with:** | | | **Pts** | **Results** |
| **Staff Survey Question(s)** | **DIET-SB2 Interview Questions** | **DIET-SB2 Evidence** |
| 1. **Research-based progress monitoring measures are used** |  |  | **E4:** Progress monitoring database | **3** | Research-based progress monitoring measures used |
| **0** | No research-based progress monitoring measures used |
| 1. **Progress monitoring is matched to instructional need & frequency is appropriate (e.g. the most intensive students are monitored weekly)** |  |  | **E4:** Progress monitoring database | **3** | BOTH of the following is present: 1. Progress monitoring tool is matched to the skills taught AND 2. Frequency of monitoring is appropriate |
| **2** | ONE of the following is present: 1. Progress monitoring tool is matched to the skills taught OR 2. Frequency of monitoring is appropriate |
| **0** | No consistent guidelines for progress monitoring |
| 1. **Staff member is identified who is responsible for managing progress monitoring data** |  | **I14:** Who is responsible for managing progress monitoring data? |  | **3** | One primary person identified to manage progress monitoring data |
| **2** | Progress monitoring data managed by multiple teachers or interventionists |
| **0** | No identified person/persons who manage progress monitoring data |

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| **SLD DECISION MAKING** | | | | | |
| **Item** | **Assessed with:** | | | **Pts** | **Results** |
| **Staff Survey Question(s)** | **DIET-SB2 Interview Questions** | **DIET-SB2 Evidence** |
| 1. **All SLD Evaluations done with RTI. Reports include ALL necessary components (e.g. description of low skills, slow progress, instructional need, exclusionary factors, etc.)** |  | **I15:** Do you use RTI for special education eligibility? | *If yes, Review a sample SLD report as additional evidence* | **3** | ALL Specific Learning Disability (SLD) evaluations done using RTI. Reports include ALL necessary components |
| **2** | ALL Specific Learning Disability (SLD) evaluations done using RTI. Reports include SOME necessary components |
| **1** | SOME Specific Learning Disability (SLD) evaluations done using RTI |
| **0** | Not currently using RTI for Specific Learning Disability (SLD) identification |