

## District Level

### Oregon RTI: District MTSS Essential Components Rubric

**How to complete this rubric:** With your District Implementation Leadership Team (DILT), read each rubric item & choose the score that best describes your district. Please keep a copy of your completed rubric to help you plan next steps.

**How to interpret your results:** This rubric provides a description of essential district components of a Multi-Tiered System of Supports in Reading (MTSS-R), also known as Response to Intervention (RTI). **Please note that a high score on this rubric is not meant to indicate full and complete sustainability of MTSS-R/RTI, rather a high score suggests that essential sustainability elements are in place.**

1 - NOT IN PLACE		2- PARTIALLY IN PLACE		3 - MOSTLY IN PLACE		4 - COMPLETELY IN PLACE	
<b>Establish a District Implementation Leadership Team</b>							
1	DILT Team meets at least monthly	0	1	2	3		
2	DILT Team uses an agenda	0	1	2	3		
<b>Develop the District Infrastructure to support MTSS</b>							
3	Establish & share the vision, mission, and timeline	0	1	2	3		
4	Develop an action plan to support the installation and implementation of MTSS	0	1	2	3		
5	Use data in a continuous improvement cycle	0	1	2	3		
<b>Develop the Professional Competency to support MTSS</b>							
6	Develop the knowledge and skills of the <b>district team</b> in these areas (MTSS, Effective Reading Instruction, & Data & Teaming)	0	1	2	3		
7	Develop the knowledge and skills of the <b>school staff</b> in these areas (MTSS, Effective Reading Instruction, Data & Teaming)	0	1	2	3		
8	Develop a standardized hiring process to encompass knowledge, skills and application of MTSS and effective reading	0	1	2	3		
9	Develop a process to evaluate our Professional Learning system support of MTSS in a continuous cycle of improvement	0	1	2	3		
<b>Strengthen Family &amp; Community Partnerships</b>							
10	Develop Standards of Practice for communicating and engaging with families, caregivers and the community in these areas (MTSS, Effective Reading Instruction, Data & Teaming) in a way that is culturally affirming.	0	1	2	3		
11	Identify, plan and support Professional Learning for staff to communicate and engage with families, caregivers and the community about MTSS, Effective Reading Instruction, and Data & Teaming in a way that is culturally affirming.	0	1	2	3		
12	Monitor the practices for communicating and engaging with families and the community about MTSS, Effective Reading Instruction, and Data & Teaming.	0	1	2	3		
13	Examine and resolve barriers to family and community partnerships (policies and procedures, funding, time and support)	0	1	2	3		

**District Level**

**Please report your final scores [HERE](#)**

**Next Steps:** Use the questions below to guide your District Implementation Leadership Team in determining how to use this information to improve/refine your District MTSS-R/RTI Essential Components.

<b>1. Identify Relative Strengths and Areas of Need:</b>	
Relative Strengths	Relative Areas of Need
<b>2. Celebrate and analyze your Relative Strengths</b>	
<ul style="list-style-type: none"> <li>• What has your team done to create these strengths? (e.g. Leadership, Infrastructure, Professional Competency, Family &amp; Community Engagement) Be specific</li> </ul>	
<b>3. Create a plan to address you Relative Areas of Need</b>	
<ul style="list-style-type: none"> <li>• How can your strengths be leveraged to address your areas of need?</li> </ul>	