Component 1: Allocation of Time for Interventions in the Daily Schedule				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
• The daily schedule does not have intervention time allocated to support academic interventions.	• The daily schedule is currently being evaluated to determine how to appropriately support the implementation of academic interventions.	• Intervention time is allocated in the daily schedule for less than 75% of students in need of academic interventions.	• Intervention time is allocated in the daily schedule for all students in need of academic interventions.	• Intervention time is allocated in the daily schedule for all students in need of academic intervention. • *The schedule is developed with input from teachers, staff, and administrators.*

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measureable evidence and b) documentation of consistent use.

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Component 2: Professional Development				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
• School based professional development for academic interventions does not occur, is not on the schedule and/or teachers do not attend.	• School based professional development for academic interventions is being developed.	• School based professional development for academic interventions has been provided to teachers at least once in the past three years.	• School based professional development for academic interventions is provided to teachers annually. • The effectiveness of the professional development is evaluated.	• School based professional development for academic interventions is provided to teachers annually *and more often if necessary*. • The effectiveness of the professional development is evaluated *and results are incorporated into future professional development*.

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measureable evidence and b) documentation of consistent use.

Component 3: Identifying Students in Need of Academic Interventions				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
• Teachers have inconsistent or no procedures in place to identify students in need of academic interventions.	• Teachers only use classroom scores/assignments to identify students in need of academic interventions.	• In addition to classroom scores/assignments, screening data are utilized annually to determine which students are in need of academic interventions.	• Classroom scores/assignments and screening data are utilized, at least three times per year, to determine which students are in need of academic interventions and to identify specific skills to be targeted.	• Classroom scores/assignments and screening data are utilized, at least three times per year, to determine which students are in need of academic interventions and to identify specific skills to be targeted. • *Information collected is also used to determine grade level needs and effectiveness of school level interventions.*

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measureable evidence and b) documentation of consistent use.

Component 4: Evaluation of Target Concerns				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
• Identified at-risk students' academic concerns are not further evaluated.	• The school is developing a systematic approach for analyzing at-risk performance.	• The school has developed a systematic approach for analyzing at-risk performance. • Additional assessments are in place and are conducted to identify and refine targets in some academic areas but not all.	• The school has developed a systematic approach for analyzing at-risk performance. • Additional assessments are in place and are conducted to identify and refine targets in *all academic areas (math, reading, and writing).*	• The school has developed a systematic approach for analyzing at-risk performance. • Additional assessments are in place and are conducted to identify and refine targets in all academic areas (math, reading, and writing). • *These additional assessments are provided to the at-risk population when problem refinement or intervention modifications are warranted.*

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measureable evidence and b) documentation of consistent use.

Component 5: Availability of Intervention Materials					RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**	
• The school has no academic intervention materials available for any academic area.	• Academic intervention needs are being evaluated to determine what intervention materials need to be developed or purchased.	• Academic intervention materials are available for students in need of interventions in one academic area based on the identified needs of the school.	• Research-based academic intervention materials are available in all academic areas based on the identified needs of the school in quantities effective to meet the needs of the school.	• Research-based academic intervention materials have been developed or purchased based on the identified needs of the school in all academic areas in quantities effective to meet the needs of the school. • *Intervention materials are evaluated for effectiveness through data analysis.*	

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measureable evidence and b) documentation of consistent use.

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Component 6: Matching Academic Interventions to Targeted Skills				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
• Teachers have no process in place to appropriately match interventions to targeted skills.	• Teachers implement intervention strategies, however, there is not an identifiable link between the interventions and the targeted skills.	• Teachers identify and utilize interventions designed specifically to impact targeted skills in limited academic areas (i.e. reading only).	• Teachers identify and utilize interventions designed specifically to impact targeted skills in all academic areas.	• Teachers identify and utilize interventions designed specifically to impact targeted skills in all academic areas. • *The instruction of the targeted skill is taught across multiple discipline areas.*

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measureable evidence and b) documentation of consistent use.

Component 7: Progress Monitoring				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
• Progress monitoring of student outcomes does not occur.	• Administrators and teachers have been trained on progress monitoring skills and tools, but the process is not currently being implemented.	• Progress monitoring of student outcomes occurs in one or some, but not all academic areas (i.e., reading only).	• Progress monitoring of student outcomes occurs in all academic areas. • Student progress is monitored for the effectiveness and need for interventions.	• Progress monitoring of student outcomes occurs in all academic areas. • *Data from additional diagnostic assessments are also used to determine outcomes, effectiveness, and need.*

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measureable evidence and b) documentation of consistent use.

Component 8: Utilizing Decision Making Strategies				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
• Teachers have no process in place to evaluate the effectiveness of academic interventions.	• Individual teachers are responsible for developing their own decision making strategies to evaluate the effectiveness of the interventions.	• Teachers collaborate to develop strategies for evaluating the effectiveness of interventions.	• All teachers follow a consistent and effective written process to document, analyze, and utilize intervention data to make necessary adjustments to interventions.	• All teachers follow a consistent and effective written process to document, analyze, and utilize intervention data. • *Teachers and administrators (and other professionals, as needed) meet on a regular basis to make necessary adjustments to instruction and interventions.*

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measureable evidence and b) documentation of consistent use.