Response to Intervention (RtI) Readiness and Implementation:
Self Assessment Tool

This self-assessment tool is intended to assist schools/districts to determine initial readiness and next steps toward implementation of Pennsylvania's Response to Intervention strategy for meeting the learning needs of ALL students. The overarching purpose of RtI implementation is to improve educational outcomes for all students.

The tool addresses **10** indicators of the current level implementation (LOI). The tool may be used by individual school staff and/or be used by a school team to stimulate group conversations and to formulate a school profile. Rate your school's current level of implementation using a three point scale (1=low, 2=medium, 3=high). To determine "next steps," it is important not only to gauge the current implementation status of each item, but to also determine its relative priority. Two basic planning formats have been provided at the end of the checklist to document specific actions around the top priority items. These priority actions become the school's RtI focus for the academic school year.

Foundational principles underlying this RtI strategy:
- RtI is a one of many school improvement strategies in a standards aligned system and is a part of, not separate from, the school's comprehensive school improvement plan
- It relies on the premise that all students receive research-based and standards-driven instruction in general education.
- The learning of all students is assessed early and often (ongoing progress monitoring).
- If there are concerns about student progress, increasingly intense tiers of intervention are available to groups or individuals.
- Individual student data gathered through the process may be used to determine appropriateness of a special education referral (e.g., in the case of students who do not respond adequately to intervention or who require ongoing intensive intervention in order to sustain growth) and as part of a comprehensive evaluation for determination of eligibility.

LOI	Indicators of School Readiness	PR
	HIGH QUALITY STANDARDS-ALIGNED CURRICULUM AND RESEARCH–BASED INSTRUCTION	

	1. General education core curriculum and instructional practices are aligned to the PA standards and are research based.
	• Reading: Addresses 5 big ideas (phonemic awareness, decoding, fluency, vocabulary, comprehension)
	   o 90+uninterrupted minutes minimum per day
	Math: Addresses math content standards (numbers and operations, measurement, geometry, algebraic concepts, data analysis and probability), process standards (problem solving, reasoning and proof, communication, connections, representations)
	and the five strands of mathematical proficiency (conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.
	   o 60+uninterrupted minutes minimum per day.
	• Behavior: Includes school wide behavioral expectations with 3-5 Big Rules. Positive behavior is actively reinforced.
	• A system is in place to ensure core instruction is delivered with fidelity and includes routine fidelity checks and a feedback system to improve teaching practices.	

	2. All staff general, remedial and special education participates in the design and delivery of core instruction.	
	3. Instruction is systematic, explicit, and follows research-based effective teaching principles.	
	4. Teachers are skilled in the use of effective instruction including techniques to differentiate instruction to meet diverse learning needs.	
	UNIVERSAL SCREENING	
	1. A system is in place to assess the strengths and challenges of all students in academic content areas. All students are screened benchmarked a minimum of three times per year to determine academic and behavior status against grade-level standards. • Screenings are research-based, predictive of future performance on standards, and benchmarked. • Efficiently administered by trained staff. • Administration fidelity is monitored.	
	2. Screening data is shared with administrative teams, grade level teams, student specific teams and parents, and: • Maintained in a database which generates user friendly summaries of data. • Graphed for easy display, analysis and interpretation. • Demonstrates the degree of risk for individual students and groups of students at specific grades.	
	3. Grade level teams analyze screening data in a timely manner (within one week of administration) to design and adjust instruction using a structured team facilitation process and format.	
	SHARED OWNERSHIP	
	1. All staff (general, special, remedial, ESL) assumes an active role in all aspects of assessment, curriculum and instruction in the standards aligned system. • All staff own and share all students. • Training is provided to staff assuming non-traditional roles in the RtI instructional framework. • All role changes are strategically planned and supported with appropriate training and coaching.	
	2. School resources and staff expertise are allocated based on student need. Expert teachers and specialists are assigned to the most needy students.	

	Data-based Decision Making	
	1. Building, grade level and student-centered teams meet collaboratively to review assessment data and make instructional decisions. • Teachers receive user-friendly data in advance. • A structured team facilitation process and format are used.	
	2. Grade level teams set measurable grade-wide goals, develop and implement strategies to achieve these goals, and monitor student progress toward these benchmark goals (i.e. _____% of students will meet benchmark by January). • Adjust core instruction • Research-based supplement to core program. • Implementation logistics are planned and staff is trained. • Strategies are monitored and fine tuned in response to progress data. • Implementation fidelity is monitored.	
	3. Continuous progress monitoring data drives instructional decisions throughout the three-tier process. • Progress monitoring measures are standards aligned, reliable, efficient, and determine student and grade level progress toward prescribed benchmarks. • Progress in all tiers is monitored, graphed, and analyzed according to specified processes and decision rules.	
	4. Academic and behavioral progress is monitored with increasing frequency as students receive additional tiered interventions. • Tier 1 - minimum of three times per year; Tier 2- minimum twice monthly; Tier 3-minimum weekly.	
	5. Time is scheduled for grade-level and student level team collaboration and follow-up activities.	
	Tiered Intervention and Service Delivery System	
	1. Students receive increasingly intense research-based interventions targeted at assessed skill deficits **in addition** to standards-aligned core instruction immediately after need is identified through assessment. A range of research-based instructional interventions for any student at risk of academic or behavioral failure is in place. All staff participates in interventions. • The team uses screening and informal assessment data to identify instructional needs and appropriate interventions for students. • Tier 2 intervention provides additional instructional time (at least 30 minutes/day. • Tier 3 provides additional instructional time (30-60 minutes/day). • Intervention logistics (including training) are carefully planned (Who, What, Where, When). • Interventions vary by grouping, expertise, duration, frequency and time.	
	2. Standard protocol interventions are used in designing instruction for students at Tiers 2 and 3.	
	3. A system is in place to ensure that interventions are implemented with fidelity.	
	4. Progress monitoring data determines the effectiveness of interventions and drive student movement through the tiers. • Team identifies student specific appropriate Rate of Improvement. • Progress monitoring logistics are identified (Who, What, Where, When) • Student progress is graphed and decision rules are identified. • Interventions are monitored and adjusted based on progress monitoring data.	
	5. A system is in place to move student among tiers as needed. • Students making acceptable progress in Tier 2 return to Tier 1 or may remain at Tier 2. Students not making acceptable progress are referred for Tier 3 intervention. • Students making acceptable progress in Tier 3 return to Tier 2 or Tier 1 intervention or may remain at Tier 3. Students not making acceptable progress may be referred for special education eligibility determination or continue at Tier 3 with progress	

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	monitoring and modified support to ensure student success.	
	Parent Engagement	
	1. Parents are provided information on the RtI process, including an overview of the RtI framework, tiered instruction, types of programs used, and tips to support their children and school to implement the RtI strategy. The overview includes timelines, explanations of interventions, and expectations.	
	2. Parents are notified and requested to participate in the three-tier process as soon as their children begin tiered supports.	
	3. Parents receive at least quarterly detailed reports on their child's interventions, goals, and progress.	
	4. Parents are informed and understand their right to request a special education evaluation at any time during RtI.	
	Behavior	
	1. The school conducts universal screening of emotional, social, and behavior adjustments at all grade levels.	
	2. School staff understands the relationship between effective instruction and behavior.	
	3. Expected behaviors are explicitly taught, practiced, and positively reinforced in all settings.	
	4. Staff members receive instruction in the principles of schoolwide positive behavior support. • Expectations and consequences are consistent, known and understood by staff and students. • A system is in place to positively reinforce appropriate student behavior. • Staff utilizes de-escalation techniques with inappropriate student behavior.	
	5. A continuum of services including behavioral health services is available through the three tier process.	
	Eligibility Determination	
	1. Policies and processes are in place to ensure compliance with all federal and state regulations, timelines and assurances.	
	2. A system is in place to use RtI data to diagnose specific learning disability. The determination includes RtI outcome data and is part of a comprehensive evaluation of student eligibility. • The evaluation team uses research-based norms or benchmarks to determine the magnitude of a student's deficit in basic academic skills. • The team uses student progress data to compare the referred student's slope of progress to the goal line needed to close the achievement gap in the academic skill deficit. • The team considers other factors (vision, hearing, language, social/behavioral, medical, etc.) that may explain the student's difficulties in conducting the comprehensive evaluation, and assesses the degree of student need.	
	Leadership (Supports, Infrastructure, Flexible Use of Resources)	
	1. Central administration of the school district strongly endorses the three-tier model as an organizing structure for instruction and resources.	
	2. Building Administrators lead and support RtI with demonstrated commitment to the efficient and flexible use of time and resources.	
	3. School district policies and procedures have been revised, as necessary to implement the model (Title 1, Sp. Ed. Plan).	
	4. The building infrastructure (i.e. schedule) supports RtI.	
	5. Scheduling supports time allocations required for implementation (screening, data analysis teaming (grade level and student specific) , intervention planning/implementation/monitoring, professional development, etc.).	
	6. Administration supports change in staff role in addressing student needs (general, remedial, special education.	

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	Professional Development	
	1. Professional development is ongoing, job-embedded and includes the relevant areas essential to the effective implementation of RtI and improved student outcomes.	
	2. All personnel have received an overview of the RtI framework and its implications for change from a traditional instructional model. The overview is provided by the buildings instructional leaders.	
	3. All staff receives training in effective use of data for instructional decision making (data analysis teaming), progress monitoring, effective instruction, principles of differentiation, parent engagement, reading and mathematics instruction, schoolwide behavior support and other areas as identified. Guided practice is an integral component of professional development activities.	
	4. Key school personnel are identified for enhanced training in specific components of the three-tier model (screening, intervention, data analysis) to build school capacity and to ensure sustainability of the RtI strategy.	
	5. The district professional development calendar provides sufficient time and flexibility for professional development in the components of RtI.	

Now, use the priority rating column to identify your implementation priorities (1=low, 2=medium and 3=high). Record your priority ratings and your implementation ratings below for quick reference.

RtI Readiness and Implementation Summary

	Level of Implementation Score	Priority Score

1. Standards-aligned Curriculum and Research-based Instruction……….._____..........................._____
2. Universal Screening………………………………………………………._____..........................._____
3. Shared Ownership………………………………………………….._____..........................._____
4. Data-based Decision Making…………………………………………………_____..........................._____
5. Tiered Intervention and Service Delivery……………………………………._____..........................._____
6. Parent Engagement……………………………………………………._____..........................._____
7. Behavior………………………………………………………………._____..........................._____
8. Eligibility Determination…………………………………………………_____..........................._____
9. Leadership (Supports, Infrastructure, Flexible Use of Resources)…….._____..........................._____
10. Professional Development……………………………………………………._____..........................._____
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RtI Action Plan (1)

School _____ **Planning Team:**_____ **Date**_____

Indicator or Sub-Topic	Detailed Actions	Resources	Timeline	Lead(s)	Evidence of Change

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RtI Action Plan (2)

School: _____ Team Members Completing Action Plan_____

I. High Quality Standards-aligned Curriculum and Research-based Instruction		
Summary of Current Status	Annual Goals	Action Steps
2. Universal Screening		
Summary of Current Status	Annual Goals	Action Steps
3. Shared Ownership		
Summary of Current Status	Annual Goals	Action Steps
4. Data-based Decision-making		
Summary of Current Status	Annual Goals	Action Steps
5. Tiered Intervention and Service Delivery System		
Summary of Current Status	Annual Goals	Action Steps
6. Parent Engagement		
Summary of Current Status	Annual Goals	Action Steps
7. Behavior		
Summary of Current Status	Annual Goals	Action Steps

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8. Eligibility Determination		
Summary of Current Status	Annual Goals	Action Steps

9. Leadership (Support, Infrastructure, Flexible Use of Resources)		
Summary of Current Status	Annual Goals	Action Steps

10. Professional Development		
Summary of Current Status	Annual Goals	Action Steps

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