| New York State Self-Assessment Tool for RtI Readiness and Implementation	
MARSHALL SCHOOL	
ADMINISTERED: December 14, 2009	
NUMBER OF SURVEYS ANALYZED = 19	
REPSONSE RATE = 58% (19/33)	

# of respondents by position	
Position	**# of Respondents**
General Education Teacher	8
Special Education Teacher	1
Administrator	1
Support staff (school psychologist, social worker, reading specialist, academic intervention support teacher, speech language therapist, guidance counselor)	5
Specialty area teacher (art, music, physical education)	1
Paraprofessional/Teacher Aide or Assistant	0
Other	1
Missing	2

Tier 1 Instruction

Legend: ■ 1- Not implementing ■ 2- Partial implementation ■ 3- Full implementation ■ DK- Don't Know

	1	2	3	4	5	6	7	8
DK- Don't Know			7%	11%	11%	11%	11%	
3- Full implementation	100%	95%	61%	58%	63%	32%	47%	42%
2- Partial implementation		5%	29%	32%	26%	47%	37%	58%
1- Not implementing			6%			11%	5%	
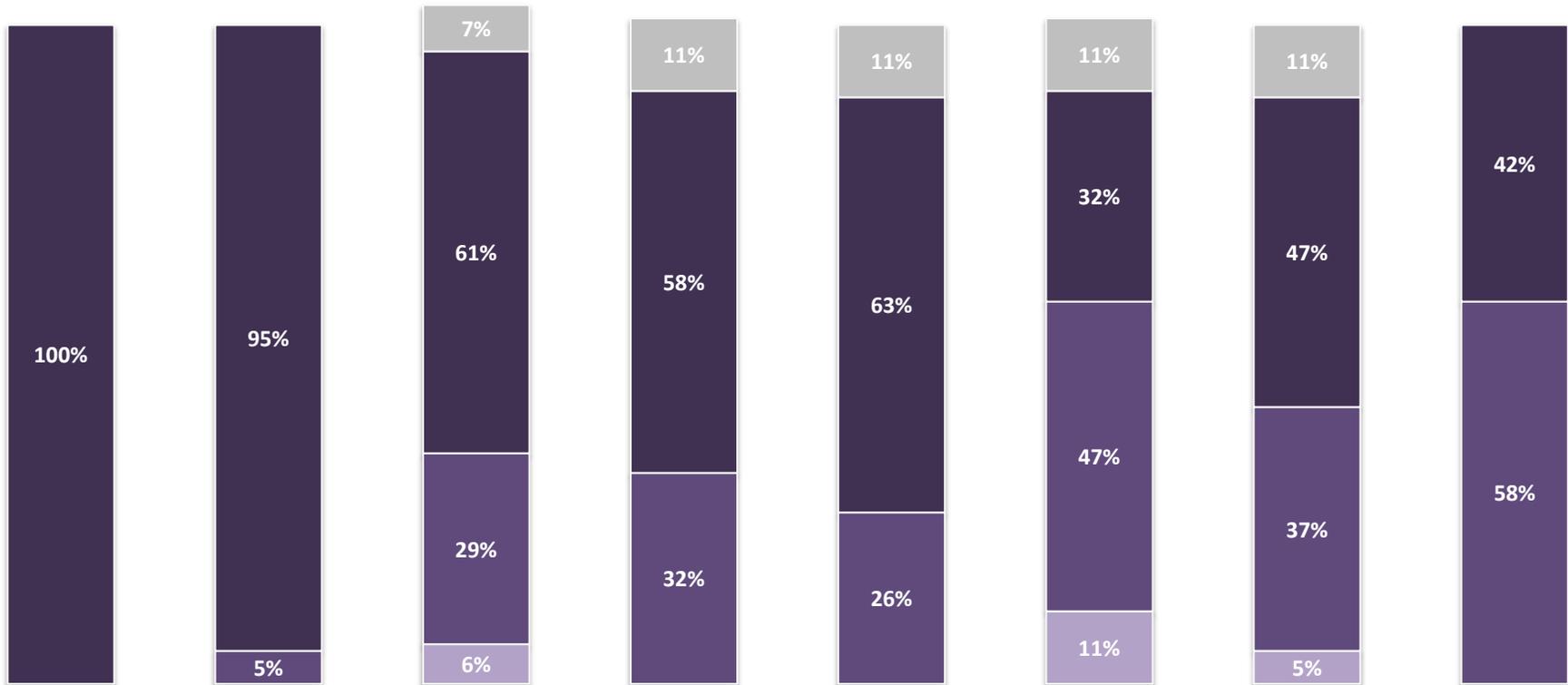
1. The core reading program(s) addresses the 5 pillars of reading: phonemic awareness, decoding/phonics/word recognition, fluency,

2. The core reading program(s) is aligned to NYS ELA standards and grade level expectations.

3. Core reading program meets the needs of at least 80% of **ALL** students as demonstrated by benchmark assessments.

4. Core reading program is research-validated for the population of learners with whom it is being used; including students whose native language is not English.

5. Core reading instruction reflects research-based instruction that is systematic and explicit.

6. Fidelity of core instruction in reading is established and routinely implemented.

7. Teachers differentiate core reading instruction based on the abilities and needs of all students.

8. Core reading instruction is provided during an uninterrupted 90⁺ minute block per day.

Tier 2 Intervention

■ 1- Not implementing ■ 2- Partial implmentation ■ 3- Full implementation ■ DK- Don't know

	1	2	3	4	5	6	7	8	9	10
DK- Don't know	26%	16%	21%	11%	16%			5%	16%	22%
3- Full implementation	16%	37%	37%	63%	37%	63%	42%	58%	11%	22%
2- Partial implmentation	47%	37%	37%		47%	26%	53%	26%	63%	39%
1- Not implementing	11%	11%	5%	26%		11%	5%	11%	11%	17%
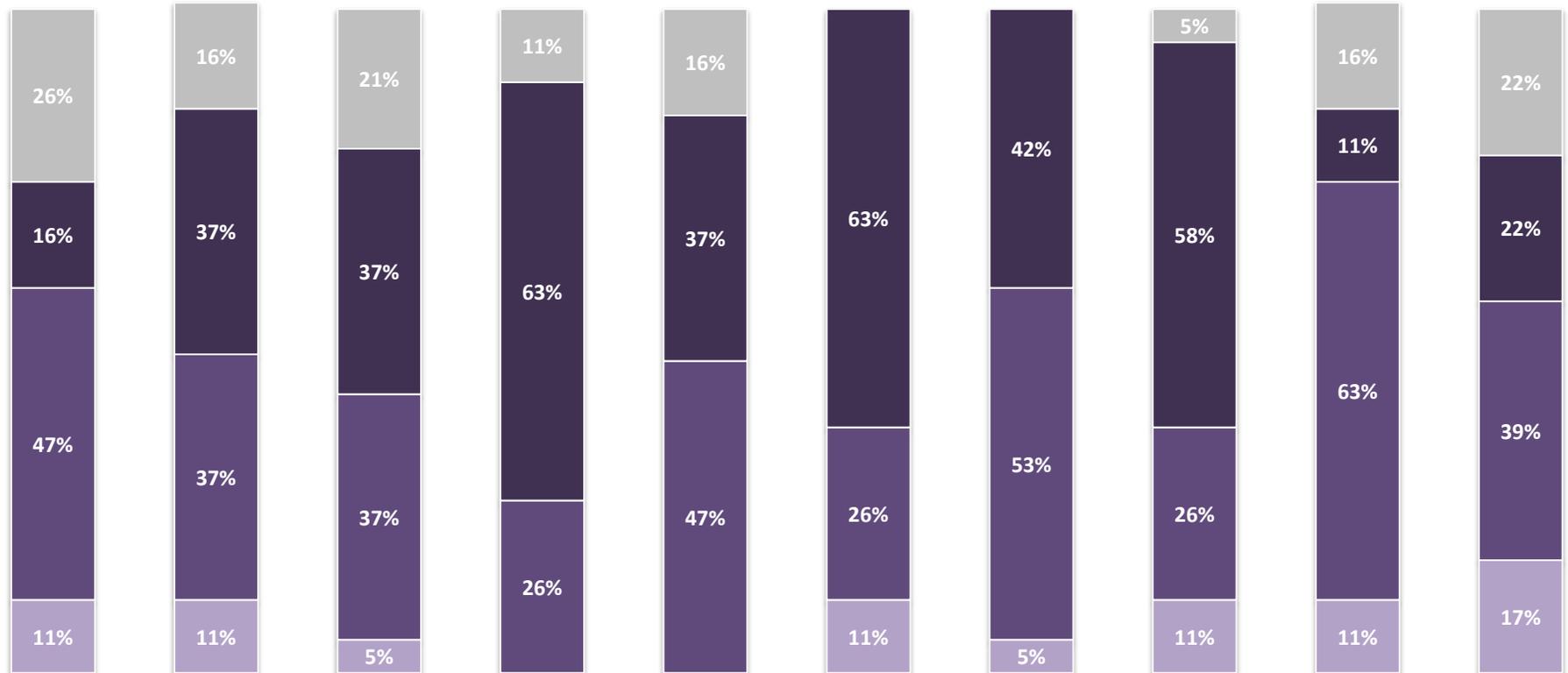
1. A menu of research-based instructional interventions is available for the purposes of matching instruction to students' needs

2. Supplemental instruction time (at least 20-30 minutes per session, 3-4 times per week) is offered in addition to the 90+ minutes of core reading instruction.

3. Checks for fidelity of intervention are conducted on a regular basis.

4. Data from progress monitoring are used to evaluate a student's response to tiered intervention

5. Interventions are provided on a consistent basis at a level that is specified by research or program.

6. Tier 2 interventions are research-based and implemented by staff who are knowledgeable about the student's needs and trained in the needed area of instruction.

7. Interventions are matched to students' specific needs.

8. Tier 2 interventions are delivered in homogenous, small group formats (no more than 5 or 6 students per group

9. Tier 2 interventions are provided as soon as student's at-risk status is determined.

10. Instruction in Tier 2 is consistent with core instruction in terms of vocabulary and strategies.

Tier 3 Intervention

Legend: ■ 1– Not implementing ■ 2– Partial implementation ■ 3- Full implementation ■ DK- Don't know

| Category	1 – Not implementing	2 – Partial implementation	3 - Full implementation	DK - Don't know
1. Supplemental instructional (at least 60 minutes per session, 5 times per week) is offered in addition to the 90+ minutes provided in core reading instruction.	26%	21%	32%	21%
2. Interventions are matched to students' specific needs.	11%	37%	42%	11%
3. Intervention is delivered in smaller grouping format than Tier 2 (1:1 or 1:2).	16%	42%	16%	26%
4. Checks for fidelity of implementation of intervention are conducted on a regular basis.	11%	47%	16%	26%
5. Progress monitoring data are used to evaluate whether the student is responding to the intervention delivered at this tier.	5%	37%	47%	11%
6. Interventions are implemented on a consistent basis at a level that is specified by research or program.	11%	32%	42%	16%
7. Interventions are research-based and implemented by staff who are knowledgeable about the student's needs and trained in the needed area of instruction.	11%	32%	42%	16%

Assessment: Screening

Legend: ■ 1- Not implementing ■ 2- Partial implementation ■ 3- Full implementation ■ DK- Don't know
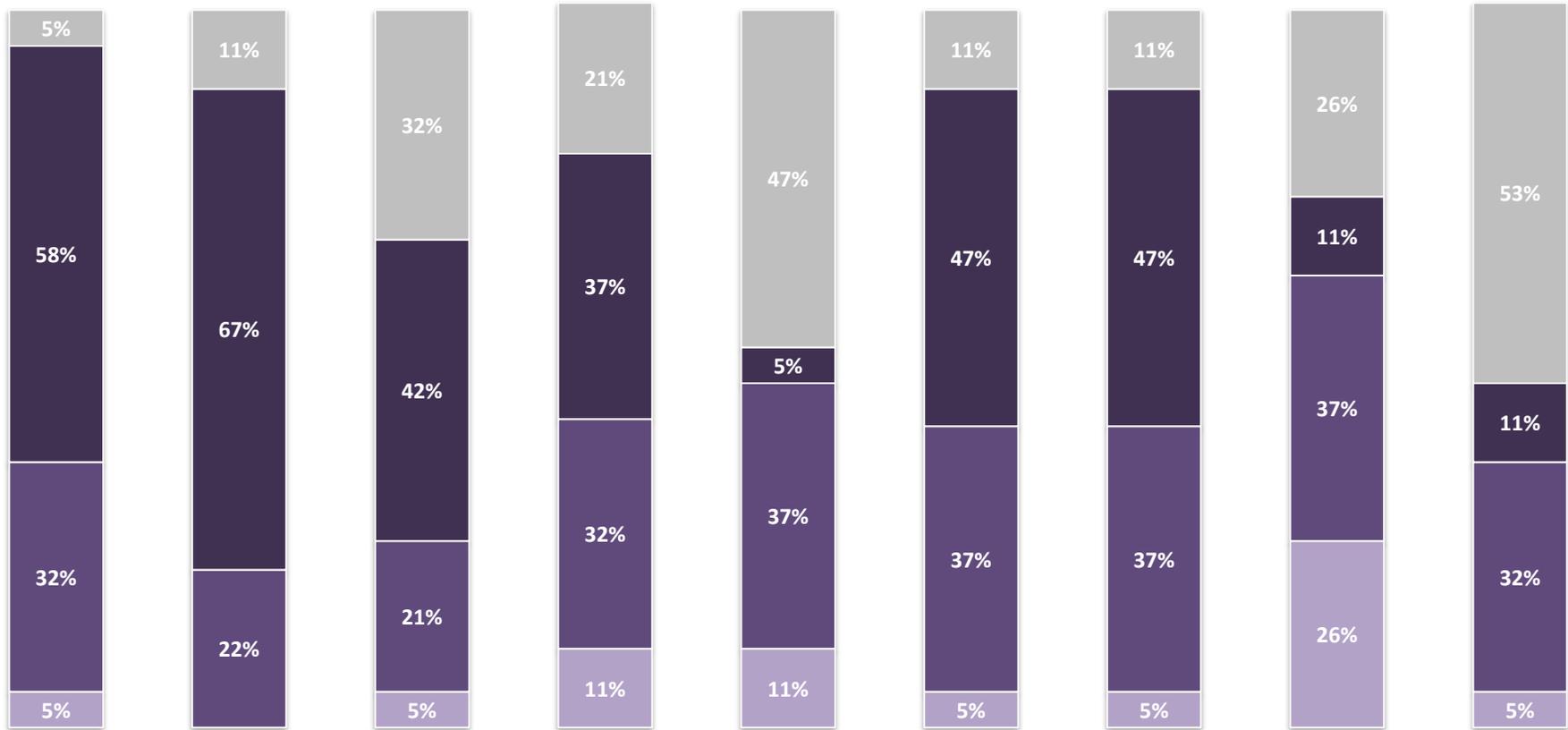
Item	1- Not implementing	2- Partial implementation	3- Full implementation	DK- Don't know
1. My school has an already identified screening/benchmarking tool for determining at-risk status.	5%	32%	58%	5%
2. My school has established a regular schedule for screening ALL students in grades K-4 a minimum of three times per year.	22%	—	67%	11%
3. Logistical arrangements involving screening have been established: who, what, where, and when.	5%	21%	42%	32%
4. Data from each screening administration are graphed according to grade level and classroom per skill area assessed.	11%	32%	37%	21%
5. Data obtained from each screening session are routinely shared at staff meetings, and/or grade level team meetings.	11%	37%	5%	47%
6. Fidelity of screening procedures is conducted on a regular basis.	5%	37%	47%	11%
7. All staff have received initial training on the administration of screening measures at their respective grade levels.	5%	37%	47%	11%
8. "Refresher" or booster practice sessions are provided prior to each screening administration.	26%	37%	11%	26%
9. Decision rules that include cut scores use established local or national norms to identify students who may require differentiated instruction or additional intervention.	5%	32%	11%	53%

Assessment: Progress Monitoring (PM)

Legend: ■ 1- Not implementing   ■ 2- Partial implementation   ■ 3- Full implementation   ■ DK- Don't know
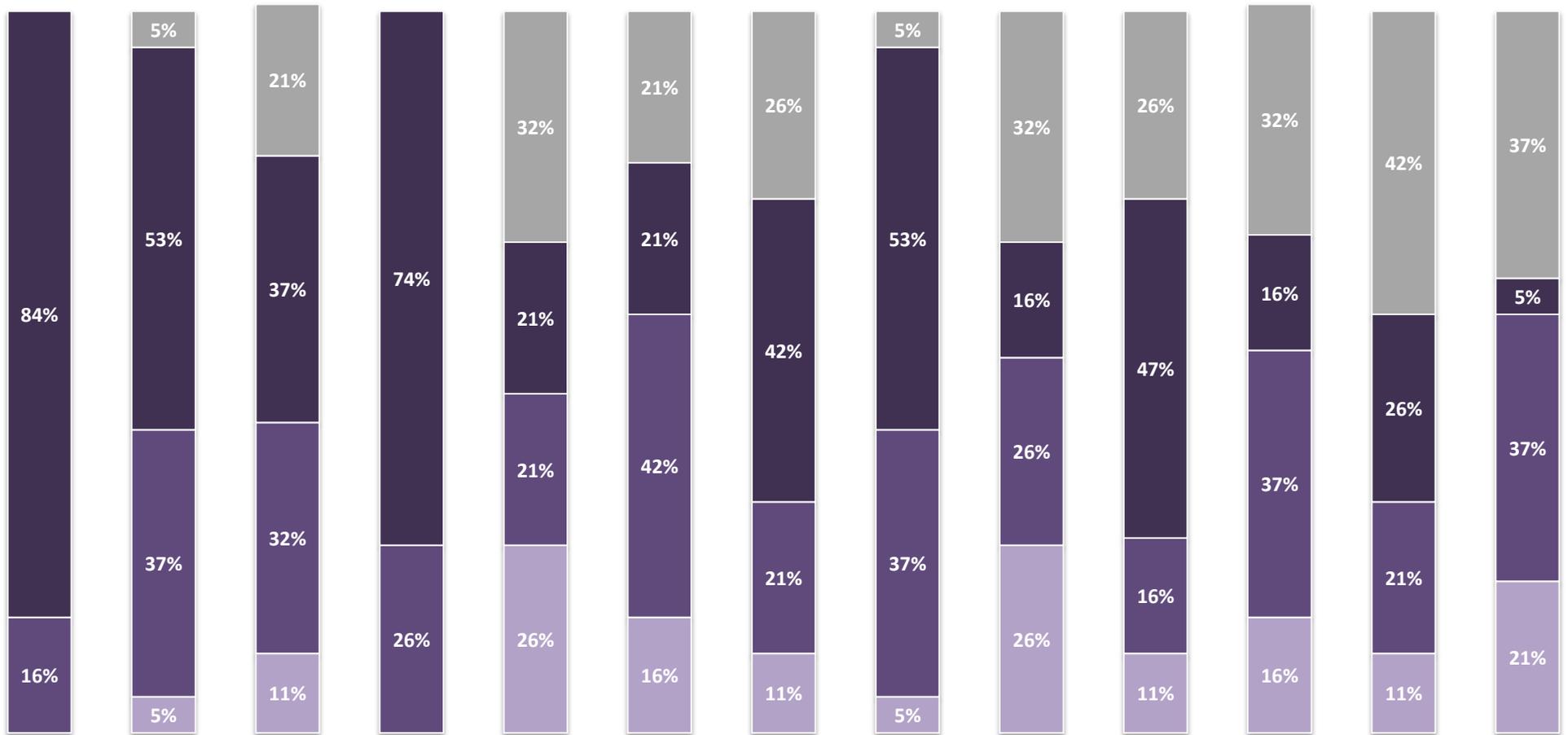
#	Item	1- Not implementing	2- Partial implementation	3- Full implementation	DK- Don't know
1	My school has identified a PM tool that monitors individual student response to interventions in terms of level of performance and rate of progress.	16%		84%	
2	PM tools include CBM and informal measures (to gauge progress and inform instruction.	5%	37%	53%	5%
3	Data from student PM measures are graphed in terms of level of performance as well as rate of progress.	11%	32%	37%	21%
4	Students performing below grade level expectations are PM frequently (weekly and/or biweekly).	26%		74%	
5	PM data are shared at each grade level with teachers, administrators, and parents.	26%	21%	21%	32%
6	All staff has received training in the administration and interpretation of PM measures.	16%	42%	21%	21%
7	PM data are maintained on every student requiring the level of assessment.	11%	21%	42%	26%
8	PM data are used to determine interventions' effectiveness.	5%	37%	53%	5%
9	PM data are graphed and used to inform individual student movement through tiers..	26%	26%	16%	32%
10	Logistical decisions involving PM have been determined: who, what, where, when and frequency of monitoring at each tier.	11%	47%	16%	26%
11	Decision rules are established that determine student movement through tiers.	16%	37%	16%	32%
12	Regular checks of fidelity of PM administration are conducted.	11%	21%	26%	42%
13	"Refresher" or booster practice sessions are provided as needed and indicated by fidelity checks.	21%	37%	5%	37%

Infrastructure

Legend: ■ 1- Not implementing ■ 2- Partial implementation ■ 3- Full implementation ■ DK- Don't know

	1	2	3	4	5	6	7	8
DK- Don't know	21%	26%	42%	26%	37%	67%	37%	42%
3- Full implementation	42%	32%	26%	5%	11%	11%	16%	11%
2- Partial implementation	26%	32%	11%	32%	11%	17%	11%	11%
1- Not implementing	11%	11%	21%	37%	42%	6%	37%	37%
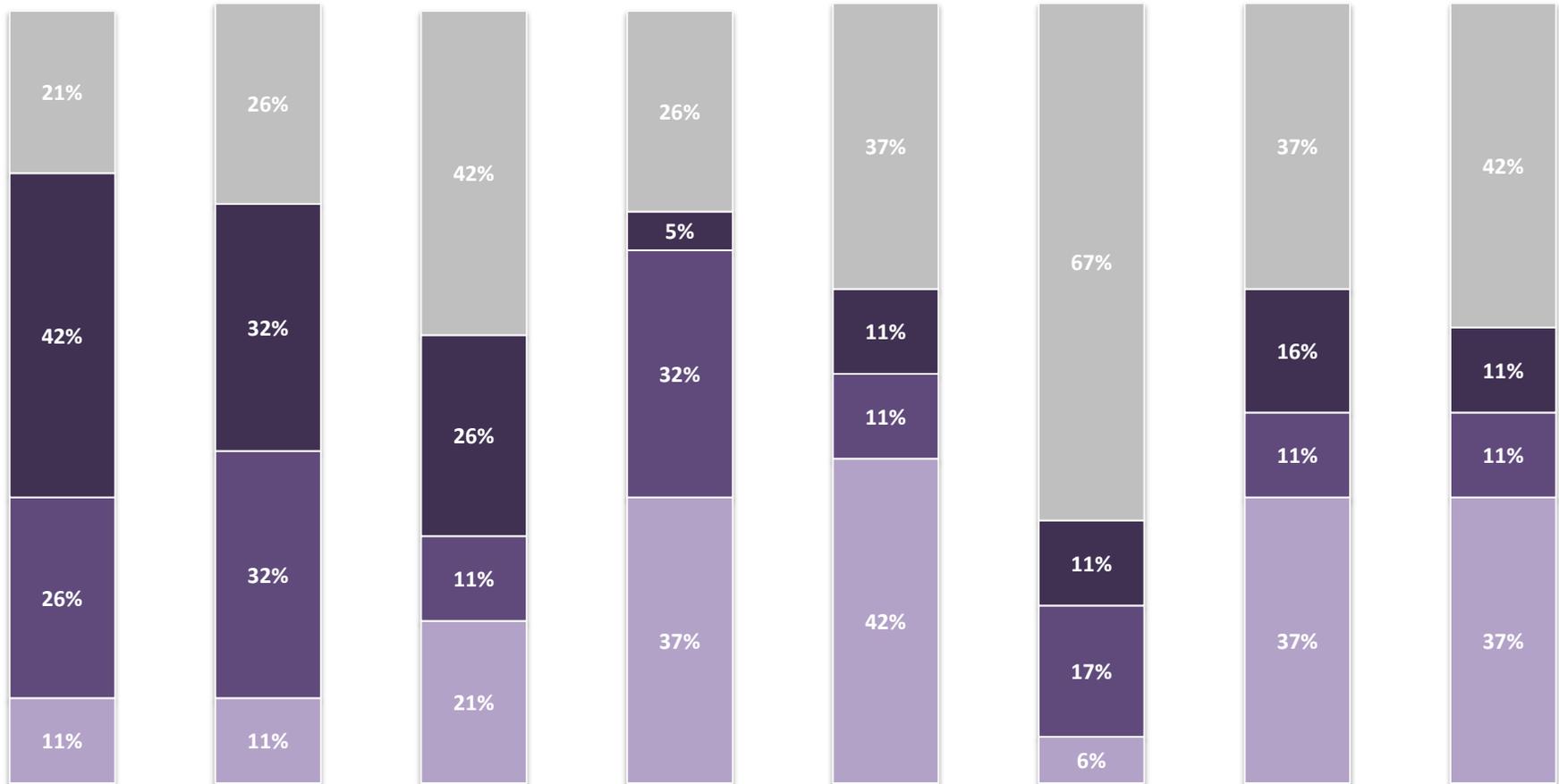
1. A data management system has been established that houses student performance data electronically.

2. Data are used to determine the effectiveness of RtI

3. Student, classroom, and school level efficacy data are used to make improve-ments to the school's overall RtI process.

4. RtI is featured or embedded within my school's/ district's improvement plan.

5. My school and/or district has an RtI implementation plan that will guide the RtI process over the next 3-5 years.

6. The majority of faculty and staff support RtI and believe it benefits ALL students.

7. A RtI model has been adopted which specifies the # of tiers, types of interventions at each tier, screening and progress-monitoring protocols.

8. My building or district has a detailed plan for evaluating the effectiveness of the overall RtI implementation.

Leadership

Legend: ■ 1- Not implementing ■ 2- Partial implementation ■ 3- Full implementation ■ DK- Don't know

Column 1: DK 42%, Full 21%, Partial 26%, Not implementing 11%
Column 2: DK 37%, Full 11%, Partial 37%, Not implementing 16%
Column 3: DK 26%, Full 21%, Partial 37%, Not implementing 16%
Column 4: DK 26%, Full 26%, Partial 32%, Not implementing 16%
Column 5: DK 11%, Full 53%, Partial 21%, Not implementing 16%
Column 6: DK 63%, Full 21%, Partial 11%, Not implementing 5%
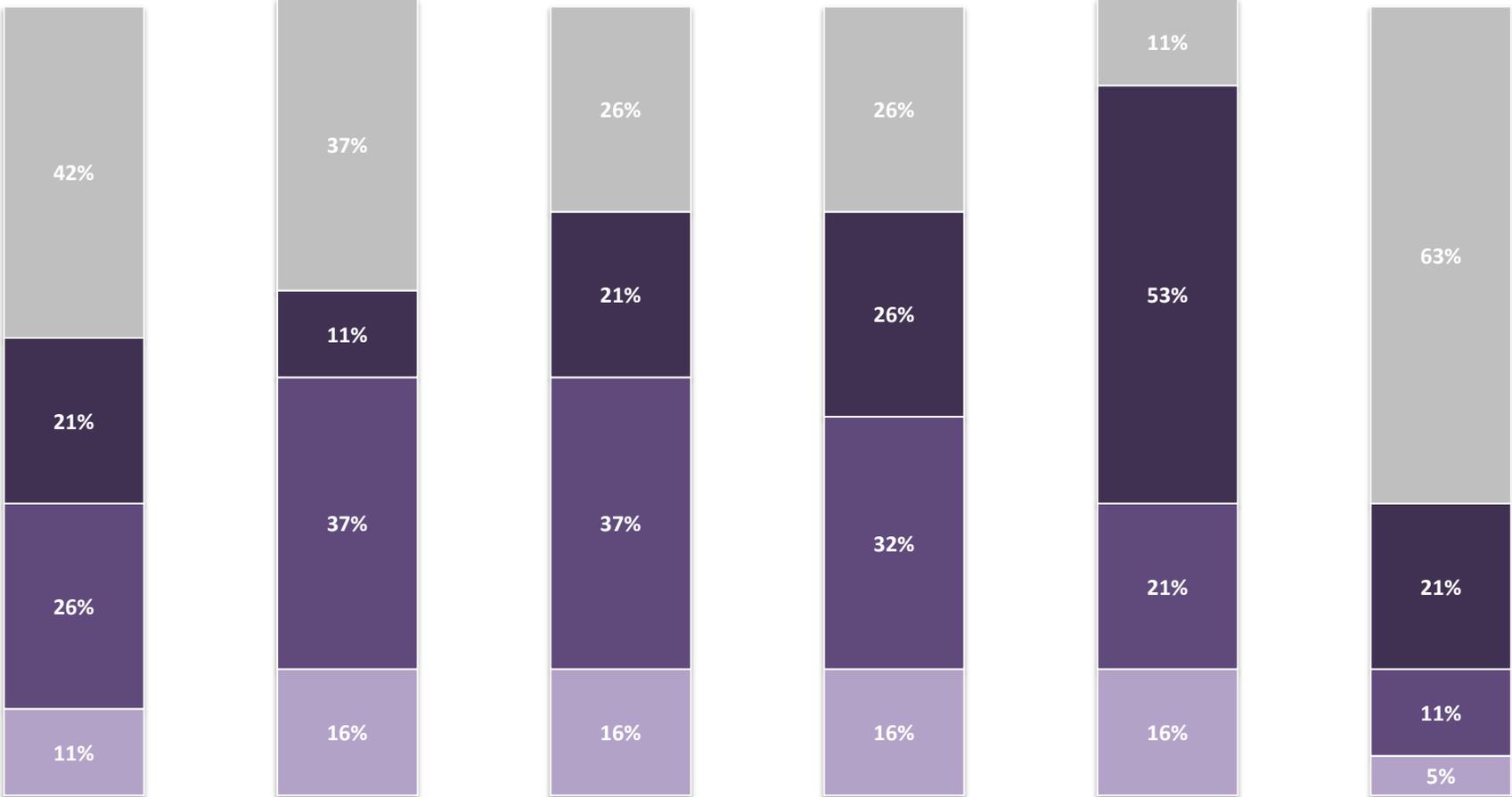
1. The principal is a fully participating member of the RtI Design Team who works with the building-based RtI Design Team to analyze student data.

2. The principal actively participates in grade-level team meetings to analyze student reading performance data and to help teachers plan instruction.

3. The principal participates in all RtI-related professional development opportunities.

4. The building principal allocates the necessary resources essential for effective RtI implementation.

5. The principal schedules core reading instruction that ensures an uninterrupted block of time (a minimum of 90 minutes).

6. The principal regularly communicates with district/central office regarding the RtI process, student data, and professional development needs in his/her building.

Professional Development

■ 1- Not implementing ■ 2- Partial implementation ■ 3- Full implementation ■ DK- Don't know
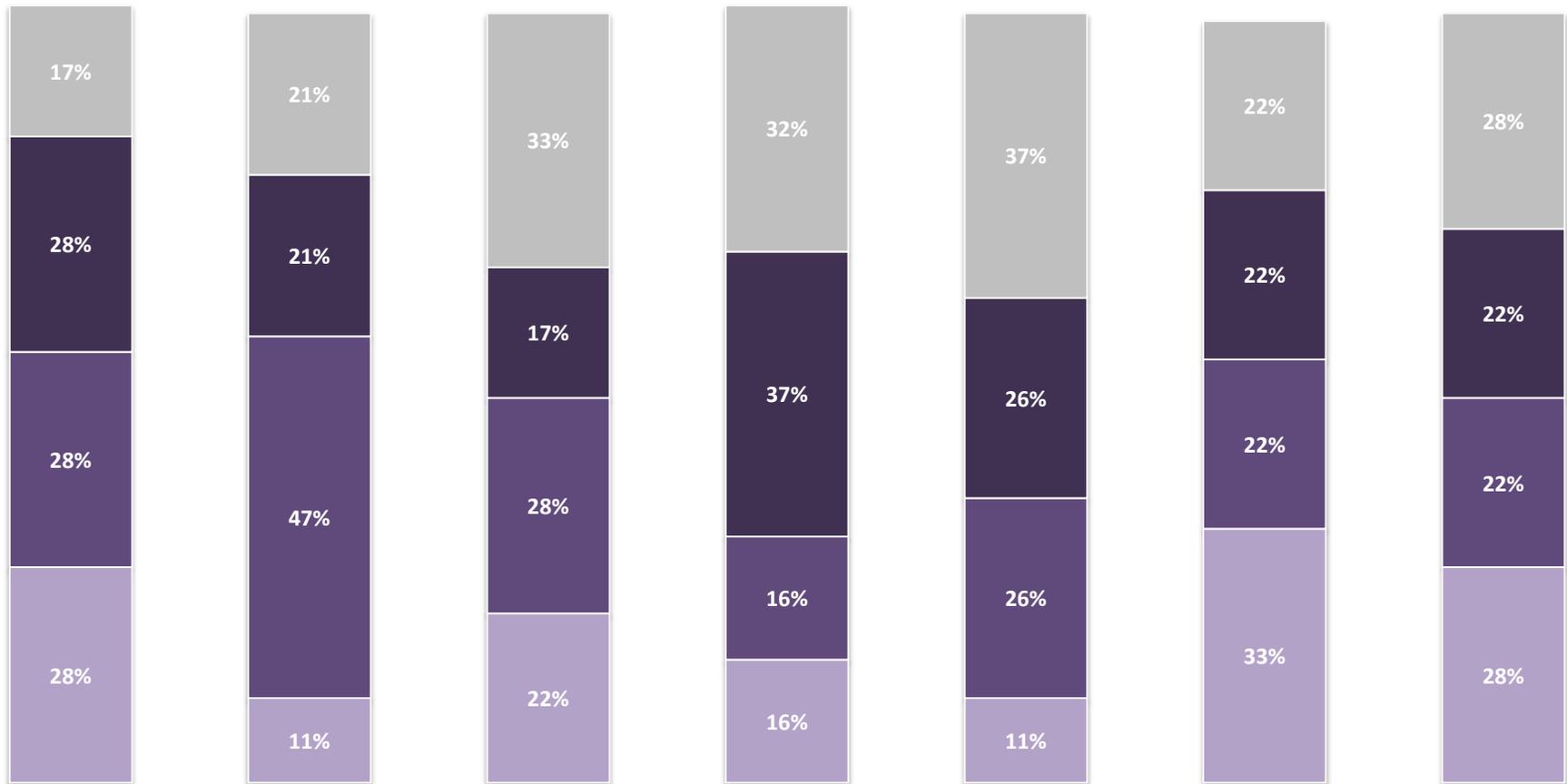
1. The classroom, grade level, and school-wide screening and progress monitoring data focus the topics and intensity of PD.
- DK: 17%
- 3: 28%
- 2: 28%
- 1: 28%

2. All staff has received PD that provides an overview of RtI.
- DK: 21%
- 3: 21%
- 2: 47%
- 1: 11%

3. All staff have received training in the administration and interpretation of screening and progress monitoring measures.
- DK: 33%
- 3: 17%
- 2: 28%
- 1: 22%

4. The RtI Literacy Coach has received PD relative to the five pillars of reading and key elements of effective coaching.
- DK: 32%
- 3: 37%
- 2: 16%
- 1: 16%

5. PD is on-going, job-embedded, and reflects key elements essential to effective RtI implementation.
- DK: 37%
- 3: 26%
- 2: 26%
- 1: 11%

6. Opportunities for follow-up to PD are provided that allow for infusion of content into classroom practice.
- DK: 22%
- 3: 22%
- 2: 22%
- 1: 33%

7. PD relative to RtI is part of the school's overall school improvement/ strategic plan.
- DK: 28%
- 3: 22%
- 2: 22%
- 1: 28%

Professional Development - *continued*

■ 1- Not implementing　■ 2- Partial implementation　■ 3- Full implementation　■ DK- Don't know

	1- Not implementing	2- Partial implementation	3- Full implementation	DK- Don't know
A. Using data to inform instruction	17%	33%	28%	22%
B. Research-based instructional practices and interventions		44%	33%	22%
c. Assessment protocol & procedures involving screening & progress monitoring		56%	22%	22%
d. Informal reading assessment		39%	33%	28%
e. Differentiated instruction		44%	28%	28%
f. Curriculum based measurement in reading	6%	39%	28%	28%
g. Curriculum based measurement in math		33%	28%	39%
h. Scientifically–based instruction in reading	11%	39%	11%	39%
i. Collaborative teaming/prof-essional learning communities	17%	28%	17%	39%

8. Professional development addresses critical elements of effective RtI implementation such as:

A. Using data to inform instruction

B. Research-based instructional practices and interventions

c. Assessment protocol & procedures involving screening & progress monitoring

d. Informal reading assessment

e. Differentiated instruction

f. Curriculum based measurement in reading

g. Curriculum based measurement in math

h. Scientifically –based instruction in reading

i. Collaborative teaming/prof-essional learning communities

Teaming /Collaboration

Legend:
- 1- Not implementing
- 2- Partial implementation
- 3- full implementation
- DK- Don't know
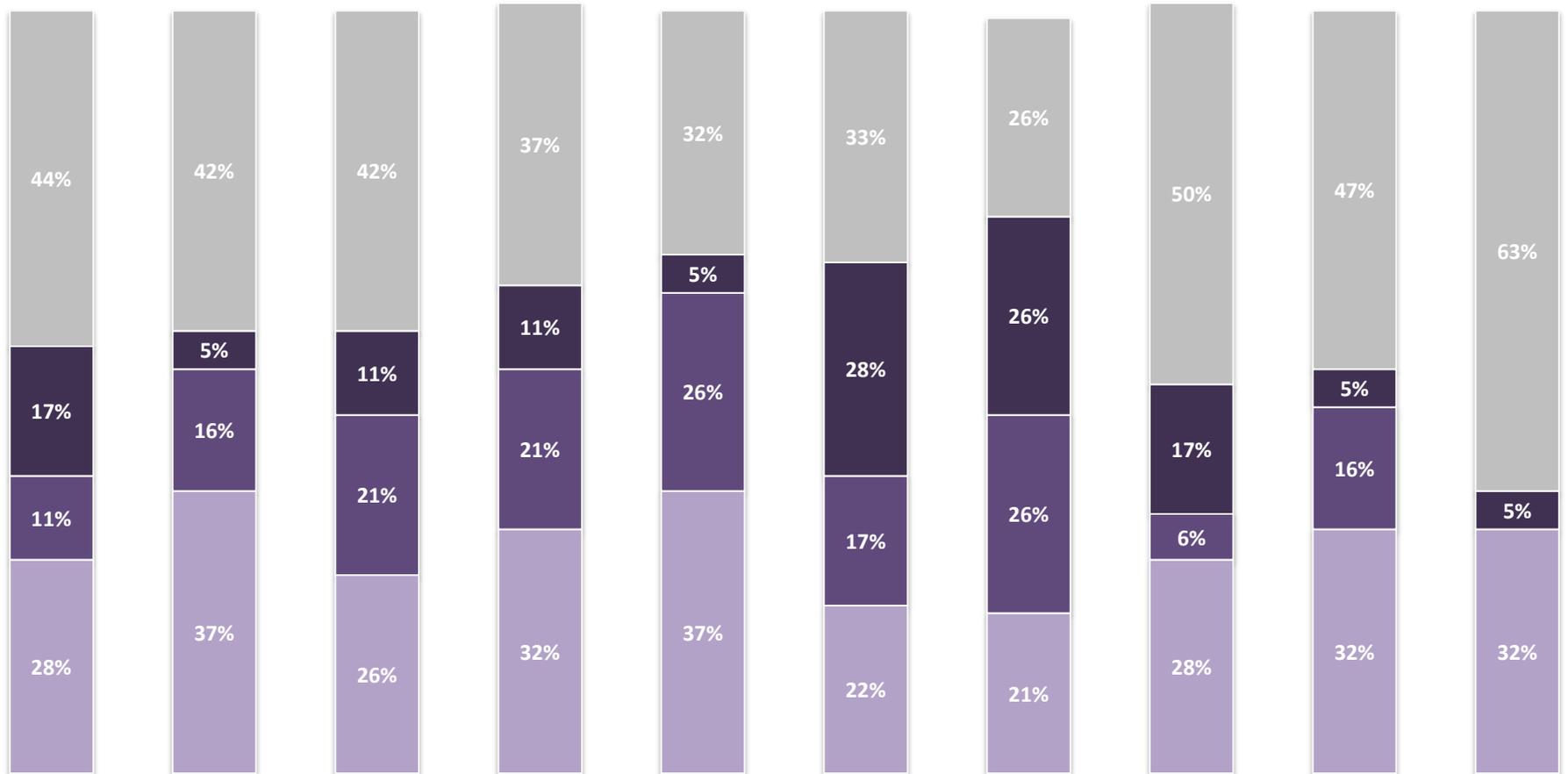
Item	1- Not implementing	2- Partial implementation	3- full implementation	DK- Don't know
1. A building-based and/ RtI Design Team has been established: members reflect a multi-disciplinary composition	28%	11%	17%	44%
2. The purpose of the RtI Design Team has been identified along with specific functions.	37%	16%	5%	42%
3. A RtI problem-solving team at my building has been established for the purposes of reviewing student data and making decisions about tiered interventions.	26%	21%	11%	42%
4. A RtI literacy coach has been identified and his/her role has been clearly defined.	32%	21%	11%	37%
5. The RtI literacy coach meets regularly with teachers to assist them with core instruction & the RtI process.	37%	26%	5%	32%
6. Team discussions are driven by student and classroom data.	22%	17%	28%	33%
7. Shared responsibility for all children is evident among all school personnel .	21%	26%	26%	26%
8. The RtI problem-solving team has adequate time to meet regularly to discuss student data.	28%	6%	17%	50%
9. Data from fidelity checks are used to inform instruction and professional development topics, methods, and intensity.	32%	16%	5%	47%
10. A communication system has been established to relay building-specific RtI information to central administration.	32%	5%		63%

Parent Involvement

■ 1- Not implementing ■ 2- Partial implementation ■ 3- Full implementation ■ DK- Don't know

37%	32%	32%	42%	42%
16%	32%	21%	16%	16%
	11%	5%	11%	5%
47%	26%	42%	32%	37%
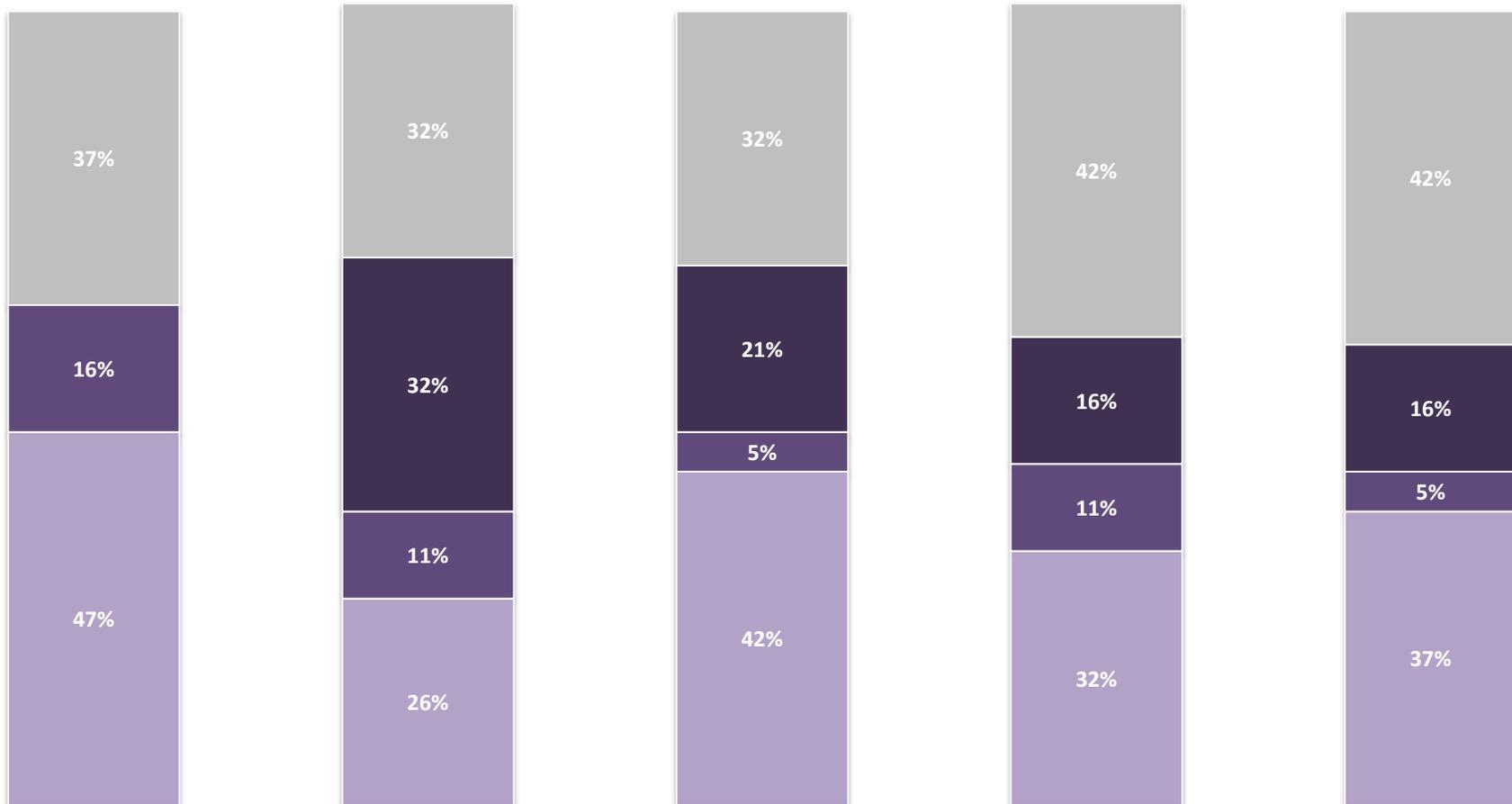
1. Parents are given information regarding the RtI process which involves an introduction or overview of RtI as a tiered prevention process, types of interventions, and ways they can support their child at home.

2. Parents are notified about their child's performance on all screening measures.

3. Parents are notified and their participation in the RtI process is solicited when their child begins a secondary or tertiary tiered intervention.

4. Parents of children who receive interventions at any tier are provided reports (once per quarter) on their child's interventions, goals and progress.

5. Parents are provided information regarding their right to ask for an evaluation for special education services/programs at any time during the RtI process.