# New York State Self-Assessment Tool
# for RtI Readiness and Implementation

The New York State Self-Assessment Tool for RtI Readiness and Implementation was developed by consortium members of the NYS Response to Intervention Technical Assistance Center (NYS RtI TAC) in collaboration with personnel from the NYSED Office of Vocational & Educational Services for Individuals with Disabilities.  The tool incorporates best practice indicators of RtI implementation and reflects key principles of the RtI policy framework established by the Board of Regents.  The Regents policy has recognized RtI as a "school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners and recognized it as one of the research-based Contracts for Excellence allowable programs "(NYSED, 2008).

As a self-assessment tool, it is intended to: (1) assist individual schools/districts in evaluating their current level of RtI readiness and implementation and 2) formulate an RtI Implementation plan that will address RtI indicators that require improvement or development.  The self-assessment tool addresses seven key elements or features specific to RtI:  Tiered Instruction (Tiers 1, 2, 3), Assessment (Screening and Progress Monitoring), Infrastructure, Leadership, Professional Development, Teaming/Collaboration and Parent Involvement.

The assessment tool should be completed by **all** individual school staff, members of a school's building–based RtI Design Team or by key members of a district's RtI Design Team.   It offers an opportunity for the school community to engage in reflective conversations around the topic of RtI.  Individuals or groups completing the self-assessment should evaluate each indicator in terms of degree of level of implementation or "how well each practice is currently being implemented" at their respective school or in their district.   Please do not leave any item unanswered. A glossary of terms is provided on the next page.  Please review briefly   before completing the self-assessment.

| DIRECTIONS |
|---|
| **First**, provide demographic information regarding your school and current position below. |
| **Second**, read each RtI indicator in each RtI Indicator area. |
| **Third**, assess your school's current level of implementation using the following scale: |
|     **1** = My school/district **is not** currently implementing this practice. |
|     **2** = My school/district **partially** implements this practice, but not consistently and with fidelity. |
|     **3** = My school/district **fully** implements this practice with fidelity on a consistent basis by all staff  members. |
|     **DK** = I **don't know** or am unsure how well this practice is being implemented in my school. |

**I am responding to this survey as a**: (check one)

☐  General education teacher        ☐  Special education teacher        ☐  Administrator

☐  Support staff (school psychologist, social worker, reading specialist, academic intervention support teacher, speech language therapist, guidance counselor)

☐  Specialty area teacher (art, music, physical education, etc.)

☐  Paraprofessional/Teacher Aide or Assistant

☐  Other (please define) _____

# Glossary of Terms

**Benchmark**—a specified level of student performance that is expected of students at a particular grade level.  A student's performance is measured against an established benchmark to determine how they are performing relative to same age or grade level peers.

**Core Reading Program -** any reading program(s), commercial or school-developed, used in the general education classroom for all students, for the purpose of providing foundational and   developmental reading instruction.

**Curriculum Based Measurement**—an assessment approach used for the purposes of screening students and monitoring their progress across core subject areas:  reading, mathematics, writing, spelling.  CBM makes use of short, standardized probes that help school personnel determine a student's risk status and their response to intervention.

**Data-based Decision Making**—the process of using student data to determine the efficacy of instruction and/or intervention.

**Differentiated Instruction**—involves adjusting the curriculum, teaching/learning environment, and/or instruction to provide appropriate learning opportunities for all students to meet their needs.  When teachers differentiate instruction they typically make adjustments to content, process, product and/or the learning environment.

**Fidelity of Implementation**—refers to how accurately and consistently a prescribed intervention or instruction or assessment is delivered/administered in the way it was intended.

**Progress Monitoring**:  an assessment process that entails the collection and analysis of student data to evaluate their academic performance on specific skills or general outcomes.   Typically curriculum-based measures are used to quantify level of performance relative to peers and rate of progress.

**Rate of Progress**—student performance across time determined by analyzing multiple points (minimum of three) of data that are graphed.

**Research-based instruction**—involves educational practices, instructional strategies, and interventions that have been validated as effective through well-designed and independent  empirical research studies.

**Response to Intervention**— school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners and recognized as one of the research-based Contracts for Excellence allowable programs.

**RtI Design Team**—a collaborative and multi-disciplinary team whose major function is the planning and development of an RtI process in their respective building or district.

**RtI Problem-Solving Team**—a collaborative and multi-disciplinary team that meets on a regular basis for the purposes of (1) evaluating student data, (2) planning interventions, and (3) monitoring student response to intervention.

**Tiered Instruction** - an instructional delivery model which outlines intensity of instruction within a multi-tiered prevention/intervention system.

**Tier 1**:  Effective, standards-based reading instruction that occurs in the general   education classroom and is delivered by general education teacher.  Commonly referred to as "core instruction," it is designed to meet the needs of a minimum of 80% of all students.  At this level, the classroom teacher makes use of scientifically-based instruction or strategies and differentiates instruction to meet the needs of all students and ensure positive outcomes for all.

 **Tier 2**:   Supplemental, small group instruction designed for specifically for those students who are not making adequate progress in Tier 1.  Tier 2 interventions do not supplant Tier 1 instruction, but are provided in addition to what the student is receiving at Tier 1.   Interventions are designed to match the needs of students identified as at-risk through screening and progress monitoring measures and provide  a minimum of 20 –30 minutes per session a minimum of 3-4 times per week by trained, knowledgeable and skilled school personnel.

 **Tier 3:**  Supplemental, individualized and customized intervention provided to students in a smaller group format (1:1 or 1:2) and delivered with greater frequency and duration (5 times per week, minimum of 60 minutes daily).  Students in Tier 3 continue to receive core instruction at Tier 1.  Interventions at Tier 3 are tailored to the student's needs and provided by a highly trained, knowledgeable, and skilled educator.

**Universal Screening**—an assessment process used with all children within a given grade, school building or district for the purposes of identifying or predicting students who may be at risk academically.  Measures used within this process are brief and typically administered at a minimum of three times per year (fall, winter, spring).

| | To what degree is my school/district implementing this practice? | | | |
|---|---|---|---|---|
| | not currently implementing | partial implementation | full implementation | don't know |
| **Tiered Intervention: Tier 1 – Core Instruction in  General Education** | 1 | 2 | 3 | DK |
| 1. The core reading program(s) addresses the 5 pillars of reading:  phonemic awareness, decoding/phonics/word recognition, fluency, vocabulary, and comprehension. | | | | |
| 2. The core reading program(s) is aligned to the Common Core Learning Standards for ELA and grade level expectations. | | | | |
| 3. The core reading program meets the needs of at least 80% of **ALL** students in the general education program as demonstrated by benchmark assessments. | | | | |
| 4. The 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. Any core reading instruction reflects research-based instruction that is systematic and explicit. | | | | |
| 6. A system for determining fidelity of core instruction in reading is established and routinely implemented. | | | | |
| 7. General education teachers differentiate reading instruction based on the abilities and needs of all students in the core program. | | | | |
| 8. Core reading instruction is provided during an uninterrupted $90^+$  minute block per day. | | | | |
| **Comments/Notes:** | | | | |

| | To what degree is my school/district implementing this practice? | | | |
|---|---|---|---|---|
| | not currently implementing | partial implementation | full implementation | don't know |
| **Tiered Intervention: Tier 2 -Supplemental Intervention** | **1** | **2** | **3** | **DK** |
| 1. A menu of research-based instructional interventions is available in my school/district for the purposes of matching instruction to targeted students' needs. | | | | |
| 2. Additional or supplemental instructional time (at least 20-30 minutes per session, 3-4 times per week) is offered in addition to the 90+ minutes provided in core reading instruction. | | | | |
| 3. Checks for fidelity of implementation of intervention are conducted on a regular basis. | | | | |
| 4. Data from progress monitoring assessments are used to evaluate whether the student is responding to the intervention in this tier. | | | | |
| 5. Interventions are implemented on a consistent basis at a level that is specified by research or program. | | | | |
| 6. Interventions provided at Tier 2 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 small group formats (no more than 5 or 6 students per group); groups are homogenous. | | | | |
| 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. | | | | |
| **Comments/Notes:** | | | | |

| Tiered Intervention: Tier 3 – Supplemental and Customized Intervention | not currently implementing | partial implementation | full implementation | don't know |
|---|---|---|---|---|
| **To what degree is my school/district implementing this practice?** | 1 | 2 | 3 | DK |
| 1. Additional or supplemental instructional time (at least 60 minutes per session, 5 times per week) is offered in addition to the 90+ minutes provided in core reading instruction. | | | | |
| 2. Interventions are matched to students' specific needs. | | | | |
| 3. Intervention is delivered in smaller grouping format than Tier 2 (1:1 or 1:2). | | | | |
| 4. Checks for fidelity of implementation of intervention are conducted on a regular basis. | | | | |
| 5. Data from progress monitoring assessments are used to evaluate whether the student is responding to the intervention delivered at this tier. | | | | |
| 6. Interventions are implemented on a consistent basis at a level that is specified by research or program. | | | | |
| 7. Interventions provided at Tier 3 are research-based and implemented by staff knowledgeable about the student's needs and trained in the needed area of instruction. | | | | |
| **Comments/Notes:** | | | | |

| | To what degree is my school/district implementing this practice? | | | |
|---|:---:|:---:|:---:|:---:|
| | not currently implementing | partial implementation | full implementation | don't know |
| **Assessment: Screening** | **1** | **2** | **3** | **DK** |
| 1. My school/district has an already identified screening/benchmarking tool that will be used for determining at-risk status. | | | | |
| 2. My school/district has established a regular schedule for screening ALL students in grades K-4 a minimum of three times per year. | | | | |
| 3. Logistical arrangements involving screening have been established: who, what, where, and when. | | | | |
| 4. Data from each screening administration are graphed according to grade level and classroom per skill area assessed. | | | | |
| 5. Data obtained from each screening/benchmarking session are routinely shared at staff meetings, and/or grade level team meetings. | | | | |
| 6. Fidelity of screening procedures or administration is conducted on a regular basis. | | | | |
| 7. All staff (teachers, interventionists, administrators) have received initial training or professional development relative to administration of screening measures at their respective grade levels. | | | | |
| 8. "Refresher" or booster practice sessions are provided prior to each screening administration. | | | | |
| 9. Decision rules that include cut scores use established local or national norms to identify students who may require differentiated instruction or additional intervention. | | | | |
| **Comments/Notes:** | | | | |

| | To what degree is my school/district implementing this practice? | | | |
|---|---|---|---|---|
| **Assessment: Progress Monitoring (PM)** | not currently implementing | partial implementation | full implementation | don't know |
| | **1** | **2** | **3** | **DK** |
| 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. | | | | |
| 2. PM tools include a combination of curriculum based measures (CBM) and informal measures (e.g. reading inventories, checklists rubric, running records) to gauge progress and inform instruction. | | | | |
| 3. Data from student PM measures are graphed in terms of level of performance as well as rate of progress per skill area assessed. | | | | |
| 4. Students performing below grade level expectations are progress monitored frequently (weekly and/or biweekly). | | | | |
| 5. PM data are routinely shared at each grade level with teachers, administrators, and parents. | | | | |
| 6. All staff has received training in the administration and interpretation of PM measures. | | | | |
| 7. PM data are maintained on every student requiring this level of assessment (Tiers 1, 2, 3). | | | | |
| 8. PM data are used to determine interventions' effectiveness. | | | | |
| 9. PM data are graphed and used to inform individual student movement through tiers. | | | | |
| 10. Logistical decisions involving PM have been determined: who, what, where, when, and frequency of monitoring at each tier. | | | | |
| 11. Decision rules are established that determine student movement through tiers. | | | | |
| 12. Regular checks of fidelity of PM administration are conducted. | | | | |
| 13. "Refresher" or booster practice sessions are provided as needed and indicated by fidelity checks. | | | | |

**Comments/Notes:**

| | To what degree is my school/district implementing this practice? | | | |
| --- | --- | --- | --- | --- |
| **Infrastructure** | not currently implementing | partial implementation | full implementation | don't know |
| | **1** | **2** | **3** | **DK** |
| 1. A data management system has been established in my building or district that houses student performance data electronically. | | | | |
| 2. Data are used to determine the effectiveness of RtI by examining the following kinds of data over time:<br>  A.  # of students meeting benchmark per grade level per year<br>  B.  # of students receiving Tier 2 & 3 interventions by grade by year<br>  C.  # of students referred to special education by grade per year<br>  D.  Movement of students across tiers over time | | | | |
| 3. Student, classroom, and school level efficacy data are used to make improvements to the school's overall RtI process. | | | | |
| 4. RtI is principally featured or embedded within my school's or 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 in my school/district support RtI and believe it benefits ALL students. | | | | |
| 7. A specific RtI model has been adopted by my school or district which specifies the number 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.  The plan includes who will be conducting the evaluation and what types of data need to be collected. | | | | |

**Comments/Notes:**

| | To what degree is my school/district implementing this practice? | | | |
|---|---|---|---|---|
| **Leadership** | not currently implementing | partial implementation | full implementation | don't know |
| | 1 | 2 | 3 | DK |
| 1. The principal or building administrator 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 professional development opportunities that support the RtI implementation process. | | | | |
| 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. | | | | |

**Comments/Notes:**

| | To what degree is my school/district implementing this practice? | | | |
|---|:---:|:---:|:---:|:---:|
| | not currently implementing | partial implementation | full implementation | don't know |
| **Professional Development (PD)** | **1** | **2** | **3** | **DK** |
| 1. The classroom, grade level, and school-wide screening and progress monitoring data focus the topics and intensity of professional development. | | | | |
| 2. All school staff has received professional development that provides an overview of RtI, its critical features, and the use of data-based decision-making within an RtI process. | | | | |
| 3. All faculty and staff have received training in the administration and interpretation of screening and progress monitoring measures. | | | | |
| 4. The RtI Literacy Coach has received professional development relative to the five pillars of reading and key elements of effective coaching. | | | | |
| 5. Professional development is on-going, job-embedded, and reflects key elements essential to effective RtI implementation. | | | | |
| 6. Opportunities for follow-up to professional development are provided that allow for infusion of content into classroom practice. | | | | |
| 7. Professional development relative to RtI is part of the school's overall school improvement/strategic plan. | | | | |
| 8. PD 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/professional learning communities | | | | |

| | To what degree is my school/district implementing this practice? | | | |
|---|---|---|---|---|
| | not currently implementing | partial implementation | full implementation | don't know |
| **Teaming /Collaboration** | **1** | **2** | **3** | **DK** |
| 1. A building-based and/or district-based RtI Design Team has been established: members reflect a multi-disciplinary composition (e.g., district administrator, building principal, general educator, special educator, school psychologist, RtI literacy coach, ESL/bilingual teacher, speech language pathologist, parent, etc.). | | | | |
| 2. The purpose of the building-based/district based RtI Design Team has been identified along with its specific functions. | | | | |
| 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 for at-risk students. | | | | |
| 4. A RtI literacy coach has been identified and his/her role has been clearly defined. | | | | |
| 5. The RtI literacy coach meets regularly with teachers to assist them with core reading instruction and other aspects related to RtI implementation. | | | | |
| 6. Team discussions are driven by student and classroom data. | | | | |
| 7. Shared responsibility for all children is evident among general and special educators. School personnel support the RtI process. | | | | |
| 8. The building-based RtI problem-solving team is given adequate time to meet regularly to discuss student data. | | | | |
| 9. Data from fidelity checks are used to inform instruction and professional development topics, methods, and intensity. | | | | |
| 10. A communication system has been established to relay building-specific RtI information to central administration. | | | | |
| **Comments/Notes:** | | | | |

| | To what degree is my school/district implementing this practice? | | | |
|---|---|---|---|---|
| | not currently implementing | partial implementation | full implementation | don't know |
| **Parent Involvement** | 1 | 2 | 3 | DK |
| 1. All 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. | | | | |
| **Comments/Notes:** | | | | |