

**ANALYZING THE RESULTS  
of the  
New York State  
Self-Assessment Tool for  
RtI Readiness and Implementation**



The attached documents are intended for use by a school's or a district's RtI Design Team for the purposes of:

1. summarizing and analyzing the results from the NYS Self-Assessment Tool for RtI Readiness and Implementation
2. prioritizing RtI elements or features in terms of importance or priority
3. using results to construct an implementation plan that will guide the RtI process in their respective schools/districts

The attached documents include:

1. **FORM A: SUMMARIZING YOUR SCHOOL/DISTRICT SCORES**—use this form to list the scores of each individual who completed the self-assessment.
2. **FORM B: INTERPRETING RESULTS AND ESTABLISHING PRIORITY**—use this form to prioritize RtI features/elements in terms of high to low priority.
3. **FORM C: RTI IMPLEMENTATION PLAN TEMPLATE**— use this form to develop a plan that will guide and support the RtI process in your school/district

**D I R E C T I O N S**

After the self-assessment tool has been completed by school personnel, the process of summarizing and analyzing results begins.

**First**, list the results of each individual score by completing **FORM A: SUMMARIZING YOUR SCHOOL/DISTRICT SCORES**.

**Second**, prioritize those RtI elements/features from high (1) to low (3) using **FORM B: INTERPRETING RESULTS AND ESTABLISHING PRIORITY**.

**Third**, construct an implementation plan using **FORM C: RTI IMPLEMENTATION PLAN TEMPLATE** (note: plan can be developed for one, two, or more years).



**FORM B: INTERPRETING RESULTS AND ESTABLISHING PRIORITY**

**Directions:** This part of the RtI readiness and implementation analysis should be conducted by the school or district RtI Design Team.

**First,** the team should collectively average the scores of all staff who were administered the self-assessment tool in each key area and record it in the space provided.

**Second,** the team should prioritize RtI elements or features that need to be addressed by rating its relative priority according to the following scale: 1 = high priority; 2 = medium priority; 3 = low priority. Practices ranked as “1” would need to be established and implemented before those ranked as “2”; practices ranked as “2” would be addressed prior to those ranked as “3”.

**Third,** use the results obtained from Level of Implementation and Priority to develop an RtI Implementation plan. (Implementation plan template provided on following page.)

	Average Score	Priority
	Level of Implementation	
1. Tiered Intervention: Tier 1		
2. Tiered Intervention: Tier 2		
3. Tiered Intervention: Tier 3		
4. Assessment: Screening		
5. Assessment: Progress Monitoring		
6. Infrastructure		
7. Leadership		
8. Professional Development		
9. Teaming/Collaboration		
10. Parent Involvement		

Make as many copies as needed

**FORM C: RTI IMPLEMENTATION TEMPLATE**

**Name of School:** \_\_\_\_\_

**District:** \_\_\_\_\_

**RtI Implementation Plan—Year \_\_  
20\_\_ - 20\_\_**

**Key RtI Element/Feature:** \_\_\_\_\_

Specific RtI Indicator	Action	Resources	Timeline	Who's Responsible	Evidence of Change