NYS Self-Assessment Tool for RTI Middle School Readiness & Implementation School Personnel Survey (Abbreviated)

Survey Description

This survey was developed to examine your school's current RtI practices. The information obtained from this survey will be anonymous and can be used to assist in the development of an RtI plan for your school.

This survey should be completed by each member of your school to evaluate how each RtI practice is currently being implemented in their school.

A link to a glossary of terms is provided on the top of each page. The glossary of terms contains definitions for terms listed in some of the questions. Please review these terms briefly before beginning the self-assessment and leave the tab/window open to review as needed.

This survey will take approximately 20 minutes to complete and should be completed in one sitting.

![Collaboration · Data Driven · Tiered Supports logo]

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Demographic Information

Provide demographic information regarding your school and current position by answering the questions below

Today's Date

MM   DD   YYYY

.   [   ] / [   ] / [   ]

School District

[   ]

School Name

[⬍]

[   ]

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

[⬍]

[   ]

Tier 1: Content Area Instruction

Please read each RtI indicator and assess your school's current level of implementation:

not currently implementing = not currently implementing or using this practice
partial implementation = partially implements this practice, but not consistently and with fidelity
full implementation = fully implements this practice with fidelity on a consistent basis
don't know = I don't know or am unsure how well this practice is being implemented
N/A = not applicable

link to glossary of terms

1. I devote a regular portion of my instruction to vocabulary development that includes repeated exposure to new words, sufficient modeling, and practice with opportunities to use words in multiple contexts (i.e., writing, discussion, extended reading).

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

2. I include direct and explicit comprehension strategy instruction that enhances my students' ability to comprehend texts within my content area.

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

3. I include writing instruction that is specific to my disciplinary area (e.g., writing as a scientist, mathematician, historian, etc.).

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

4. I differentiate instruction (e.g., text level, supported instruction) based on the reading/writing levels and needs of my students.

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

5. I use small and large-group formats to encourage high-quality discussions about texts.

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

6. I intentionally design and adjust my instructional environment to increase student motivation and academic engagement in learning (e.g., explicit rules/behavioral expectations, class-wide reinforcements and consequences, opportunities for active responding, frequent teacher feedback and encouragement).

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

7. I explicitly teach self-regulatory, academic, and social skills that promote learning in my content area (e.g., considering others' viewpoints, respectful communication, asking for help, study skills, following directions).

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

Tiered Intervention: Tier 2 - Supplemental Intervention

Please read each RtI indicator and assess your school's current level of implementation:

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8. Additional or supplemental instructional time in reading/writing (at least 20-30 minutes per session, 3-4 times per week, staff to student ratio approximately 1:5) is offered in addition to ELA instruction for at-risk readers.

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

9. Tier 2 Interventions are matched to students' specific needs.

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

10. Interventions are provided for students who show significant social/emotional/behavioral problems that interrupt learning and adjustment in school.

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

11. Interventions provided at Tier 2 are research-based and implemented directly by staff who are knowledgeable about students needs and trained in the needed area of instruction.

disagree	neutral	agree	don't know	N/A
○	○	○	○	○

12. Technology-based interventions provided at Tier 2 are research-based.

disagree	neutral	agree	don't know	N/A
○	○	○	○	○

Tiered Intervention: Tier 3 – Supplemental and Customized Intervention

Please read each RtI indicator and assess your school's current level of implementation:

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13. Additional or supplemental instructional time (at least 40 minutes per session, 5 times per week in smaller grouping format than Tier 2) is offered in addition to ELA instruction for students at high risk.

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

14. Tier 3 interventions are matched to the student's specific academic needs.

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

15. Students who have intensive social/emotional/ behavioral needs that impact academic learning and adjustment to school are provided interventions, such as individual counseling, crisis counseling, behavior intervention plans based on functional behavior assessments, community based intervention, and/or medical intervention.

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

16. Interventions provided at Tier 3 are research-based and implemented directly by staff who are knowledgeable about the student's needs and trained in the needed area of instruction.

disagree	neutral	agree	don't know	N/A
○	○	○	○	○

17. Technology-based interventions provided at Tier 3 are research-based.

disagree	neutral	agree	don't know	N/A
○	○	○	○	○

Assessment: Screening

Please read each RtI indicator and assess your school's current level of implementation:

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18. My school conducts academic screening for ALL students a minimum of two to three times per year.

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

19. Data obtained from each academic screening session are routinely shared at staff meetings and/or grade level team meetings.

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

20. Screening data are used to prioritize students for tiered academic intervention based on intensity and nature of need.

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

21. I have been provided adequate professional development to understand and make informed decisions based on academic screening data.

disagree	neutral	agree	don't know	N/A
○	○	○	○	○

Assessment: Progress Monitoring

Please read each RtI indicator and assess your school's current level of implementation:

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22. Students performing below grade level expectations are progress monitored frequently (1 time per week to 1 time per month depending on measure).

not currently implementing	partial implementation	full implementation	don't know	N/A
◯	◯	◯	◯	◯

23. Progress monitoring data are graphed and routinely shared at each grade level with teachers and administrators.

not currently implementing	partial implementation	full implementation	don't know	N/A
◯	◯	◯	◯	◯

24. Instruction/intervention is modified when progress monitoring data indicate limited progress.

not currently implementing	partial implementation	full implementation	don't know	N/A
◯	◯	◯	◯	◯

25. I have been provided adequate professional development to understand and make informed decisions based on progress monitoring data.

disagree	neutral	agree	don't know	N/A
○	○	○	○	○

Infrastructure

Please read each RtI indicator and assess your school's current level of implementation:

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26. A building-based RtI leadership team has been established and reflects a multi-disciplinary composition (e.g., building principal, content area teacher reps, special educator, school psychologist, interventionists, ESL/bilingual teacher, etc.).

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

27. There is a school-wide plan to identify and address academic needs of all students.

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

28. There is a school-wide plan to identify and address social/emotional/behavioral needs of all students.

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

29. Teams meet a minimum of two to three times per year to review and address grade level benchmark data.

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

30. An RtI model, which specifies the number of tiers, types of interventions at each tier, and screening and progress-monitoring protocols, has been adopted by my school or district and communicated with staff.

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

31. Scheduling allows for students to receive additional or supplemental intervention.

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

32. RtI is an important process for my school's or district's initiatives to improve student achievement.

disagree	neutral	agree	don't know	N/A
○	○	○	○	○

Leadership

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33. The principal articulates the school's RtI vision and how it can be used to support ALL students.

disagree	neutral	agree	don't know	N/A
○	○	○	○	○

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

disagree	neutral	agree	don't know	N/A
○	○	○	○	○

35. The building principal and other district leaders allocate the necessary resources essential for effective RtI implementation.

disagree	neutral	agree	don't know	N/A
○	○	○	○	○

Professional Development

Please read each RtI indicator and assess your school's current level of implementation:

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36. I have received professional development that provides an overview of RtI and its critical features.

disagree	neutral	agree	don't know	N/A
◯	◯	◯	◯	◯

37. Professional development relative to RtI is part of the school's overall school improvement /strategic plan.

disagree	neutral	agree	don't know	N/A
◯	◯	◯	◯	◯

38. Professional development is provided to help teachers prevent social/emotional/behavioral concerns from impacting instruction and providing strategies and interventions when it does.

disagree	neutral	agree	don't know	N/A
◯	◯	◯	◯	◯

39. Professional development is provided to help teachers integrate academic learning behaviors (e.g, (group processing skills, following directions) with content area instruction.

disagree	neutral	agree	don't know	N/A
◯	◯	◯	◯	◯

Parent Involvement

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40. All parents are given information regarding the RtI process which involves an introduction or overview of RtI as a tiered prevention/intervention process, types of interventions, and ways they can support their child at home.

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

41. Parents of students deemed at risk are notified about their child's performance on screening measures.

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

42. Parents of children who receive interventions at Tier 2 or 3 are provided progress reports (e.g., at a minimum once per quarter) on their child's interventions, goals, and improvement.

not currently implementing	partial implementation	full implementation	don't know	N/A
○	○	○	○	○

Professional Development

Please assess your need for professional development in the following areas and decide whether professional development in this area is a high priority, medium priority, or low priority. You may also select don't know if you are not sure.

link to glossary of terms

I need professional development to addresses critical elements of effective RtI implementation such as:

	low priority	medium priority	high priority	don't know
A. Using data to inform instruction	◯	◯	◯	◯
B. Collaborative teaming/professional learning communities	◯	◯	◯	◯
C. Research-based interventions for middle school students	◯	◯	◯	◯
D. Differentiated instruction across the content areas	◯	◯	◯	◯
E. Discipline specific literacy instruction	◯	◯	◯	◯
F. Direct and explicit reading comprehension strategy instruction	◯	◯	◯	◯
G. How to conduct assessment used for screening and progress monitoring	◯	◯	◯	◯
H. Diagnostic reading assessment	◯	◯	◯	◯
I. Diagnostic writing assessment	◯	◯	◯	◯

	low priority	medium priority	high priority	don't know
J. Curriculum based measurement in reading	○	○	○	○
K. Curriculum based measurement in math	○	○	○	○
L. Computer adaptive tests (CATs)	○	○	○	○
M. Setting realistic and ambitious goals for progress monitoring	○	○	○	○
N. Preventing students' social/emotional/behavioral concerns from impacting instruction and learning through effective classroom management strategies.	○	○	○	○
O. Addressing students' social/emotional/behavioral concerns to minimize impact on instruction and learning.	○	○	○	○

P. Other (please describe)