

Response to Intervention: School Building Level Self-Assessment

The purpose of this section is to help building staff determine the extent to which the different components of Response to Intervention are in place at the building level. For each item below, indicate the extent to which that item is in place using the scale in the column labeled "Implementation Rating." Action planning can be documented in the final column.

RATING SCALE		
0 = No evidence available or no work has been done to start implementation.	1 = Some evidence that work has started to implement and is ongoing.	2 = Component fully implemented and in place.

Component 1: Consensus Building

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Action 1: Provide information and coordinate with district administration.		
Step 1: Establish rationale for building adoption of Rtl practices.		
Step 2: Determine who will share rationale and how it will be shared.		
Step 3: Identify district- and building-level leadership responsibilities for implementation of Rtl.		
Step 4: Identify the resources necessary to build consensus.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Action 2: Provide information to school staff and others about Rtl.		
Step 1: Establish rationale for building adoption of Rtl practices.		
Step 2: Determine who will share rationale and how it will be shared.		
Step 3: Discuss the resources and commitments necessary to build consensus.		
Action 3: Identify consensus level among staff necessary for implementing Rtl.		
Step 1: Identify the level of agreement needed to proceed with Rtl.		
Step 2: Survey staff to determine the percent of staff who are supportive of Rtl.		
Action 4: Determine next steps.		
Step 1: Compare current consensus level to that needed to proceed. ○ If desired consensus is		

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<p>achieved, go to Action 5.</p> <ul style="list-style-type: none"> ○ If desired consensus not achieved, go to Step 2. 		
<p>Step 2: Design and implement ongoing consensus-building activities until desired consensus is achieved.</p>		
Action 5: Plan to support change initiative.		
<p>Step 1: Integrate Rtl principles and beliefs with school values, mission and vision.</p>		
<p>Step 2: Identify supports necessary to facilitate the change process.</p>		
<p>Step 3: Develop a systematic, ongoing communication plan with all stakeholders.</p>		

Component 2: Infrastructure Building

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Action 1: Form a leadership team.		
Step 1: Establish a leadership team.		
Function 1: Data Mentor		
Function 2: Content Specialist		
Function 3: Facilitator		
Function 4: Staff Liaison		
Function 5: Instructional Leader/ Resource Allocation		
Action 2: Leadership team receives appropriate training and skill development to lead the Rtl initiative.		
Step 1: Leadership team receives specific training on Rtl.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Step 2: Ongoing coaching is provided to leadership teams.		
Action 3: The leadership team will work through ten basic questions to develop action plans.		
Question 1: Is our core program sufficient?		
Step 1: Identify screening tool(s).		
Step 2: Identify proficiency cut points for identified tools.		
Step 3: Collect universal screening data.		
Step 4: Enter, organize, summarize and display data.		
Step 5: Determine the acceptable percentage of proficiency.		
Step 6: Identify the percentage of students who are proficient and not proficient.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Step 7: Make a comparison.		
Step 8: Fork in the Road – Determine what worked and if anything needs to be done with the core programming.		
Question 2: If the core program is not sufficient, what led to this?		
Step 1: Review assessment.		
Step 2: Review curriculum and standards.		
Step 3: Review instruction.		
Step 4: Review alignment of curriculum, instruction and assessment.		
Step 5: Consider other distal factors.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Question 3: How will the needs identified in the core program be addressed?		
Step 1: Determine needs.		
Step 2: Identify resources/training needed to address identified needs.		
Step 3: Develop an action plan.		
Step 4: Implement the plan.		
Step 5: Evaluate the impact of the plan on the core program.		
Question 4: How will the sufficiency and effectiveness of the core program be monitored over time?		
Step 1: Determine key indicators of success.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Step 2: Determine baseline performance.		
Step 3: Establish desired goals.		
Step 4: Develop the data collection plan.		
Step 5: Make decisions about sufficiency and effectiveness of the core program.		
Question 5: Have improvements to the core program been effective?		
Step 1: Review student achievement screening data.		
Step 2: Compare current data with baseline data.		
Step 3: Consider implementation data.		
Step 4: Make decisions about effectiveness.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Step 5: Begin needs assessment again.		
Question 6: For which students is the core instruction sufficient or not sufficient? Why or why not?		
Step 1: List students for whom the core instruction is not sufficient (significantly exceeding or less than proficient).		
Step 2: Determine diagnostic assessment tool(s)/process to identify instructional need.		
Step 3: Determine expectations for the performance of the diagnostic tool(s)/process.		
Step 4: Plan logistics and collect diagnostic data.		
Step 5: Organize, summarize and display results.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Question 7: What specific supplemental and intensive instructions are needed?		
Step 1: Group students with similar instructional needs.		
Step 2: Identify current resources to match instructional needs.		
Step 3: Identify additional resources needed to match instructional needs.		
Question 8: How will specific supplemental and intensive instruction be delivered?		
Step 1: Review materials, strategies and processes selected for instructional groups.		
Step 2: Decide who will provide instruction.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Step 3: Decide when, where and how often instruction will occur.		
Step 4: Determine how treatment integrity will be monitored.		
Step 5: Document on a written intervention form.		
Question 9: How will the effectiveness of supplemental and intensive instruction be monitored?		
Step 1: Select progress monitoring/ formative assessments.		
Step 2: Set goals for student performance using baseline data.		
Step 3: Organize materials for on-going data collection.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Step 4: Determine who will collect the data and how often.		
Step 5: Determine the decision-making rule.		
Question 10: How will you determine which students need to move to a different level of instruction?		
Step 1: Develop a process to review progress monitoring/ formative assessment data.		
Step 2: Develop a process to plan to make instructional changes if needed.		

Component 3: Implementation

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Action 1: Provide professional development and ongoing supports for those administering assessments and providing instruction.		
Step 1: Provide initial professional development to those who will		

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administer, score and interpret assessments.		
Step 2: Provide initial professional development to those who will provide core, supplemental and intensive instruction.		
Step 3: Provide supports for implementers, including on-site technical assistance, coaching, mentoring and feedback opportunities.		
Step 4: Provide ongoing professional development for new instructional practices and new staff.		
Action 2: Implement logistics of assessments and periodic data analysis.		
Step 1: Organize team structure for ongoing data-based decision making.		
Function 1: Data-based decision		

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making about the RtI infrastructure.		
Function 2: School-wide data-based decision-making.		
Function 3: Small group data-based decision making.		
Function 4: Individual data-based decision making.		
Step 2: Conduct screening assessments 3-4 times per year.		
Step 3: Engage in diagnostic assessment activities as needed to match instruction or to make adjustments to individual plans when students are not successful.		
Step 4: Conduct progress monitoring assessment monthly for those receiving supplemental instruction and weekly or biweekly		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
for those receiving intensive instruction.		
Step 5: Meet in collaborative groups to examine building-wide data after each screening assessment (consider core effectiveness and instructional groups).		
Step 6: Meet in teams to examine ongoing progress monitoring data and make adjustments as needed.		
Action 3: Implement logistics of core, supplemental and intensive instruction.		
Step 1: Implement improvements to core.		
Step 2: Develop a specific schedule for supplemental and intensive instruction based on results of data analysis and needs of students.		
Step 3: Provide supplemental and intensive instruction		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
as indicated by data.		
Action 4: Monitor Implementation.		
General Considerations		
Step 1: Develop an evaluation cycle to monitor implementation of all instructional programs.		
Step 2: Use systematic methods to monitor implementation of instructional programs.		
Step 3: Adjust the program based on ongoing analysis of implementation integrity and other data.		
Action 5: Collect and summarize program evaluation data.		
General Considerations		
Step 1: Examine data on changes in the percent of students considered to need core, supplemental and intensive instruction.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Step 2: Examine data on changes in accountability data (global student achievement data).		
Step 3: Examine data on the number of initial special education identifications by grade.		
Action 6: Communicate regularly with school staff.		
Develop ongoing communication regarding logistics and implementation issues.		
Action 7: Celebrate your successes.		
Step 1: Celebrate with teachers, educators and central office staff.		
Step 2: Celebrate with parents.		
Step 3: Celebrate with students.		