

RSU Intervention Support System (RISS) Response to Intervention System Needs Assessment District-Level RtI Assessment

The items on this assessment describe the ideal practices in a district in which 80% of students reach grade level benchmarks in their regular classrooms and an additional 20% receive increasingly intensive support in addition to the core program. The district ensures an effective Response to Intervention system by providing schools and teachers with the leadership, direction, professional development, time, resources, and shared responsibility and accountability necessary to continuous improvement in student learning. **Instructions: Put a checkmark in the column that best describes the implementation level across the school. Use the notes section to explain your choices.**

I. Foundations: A guaranteed and viable system of written curriculum, instruction, assessment, and information management is in use and current.				
District-Level Indicators of Full Implementation	Current Practice			
	1 Not yet present	2 Beginning implementation	3 Partially implemented	4 Fully implemented
A. Written Curriculum				
1. Curriculum clearly aligns with current state and/or national content and performance standards in the areas.				
2. Specific, measurable learner outcomes and grade level benchmarks in the behaviors and performances identified for intervention are clearly articulated.				
3. Curriculum is aligned and continuous within and across grade levels in these areas.				
4. Curriculum includes research-based strategies aligned with the outcomes and benchmarks.				
5. Curriculum is subject to a regular and ongoing review and evaluation process.				
6. Organizational structures are in place and functioning to assure attention to curriculum on an ongoing basis.				
7. Curriculum leadership roles and responsibilities are clearly identified and provided for.				
8. Professional development regarding implementing curriculum effectively and efficiently is accessible and available for all staff.				
Priority Needs:				
B. Instruction				
1. School board policies guide continuous improvement in instruction.				
2. The district provides appropriate research-based materials to support instruction.				
C. Assessment				
1. A system of formative and summative assessments includes multiple, aligned assessments (classroom, grade level, school, and external).				
2. The assessments in use are aligned with the content and performance standards.				
3. The same universal screening assessments are used at prescribed intervals throughout the system.				
4. Universal screening assessments are valid measures. They are:				
a. Aligned with outcomes and benchmarks in the written curriculum.				
b. Uniformly administered.				
c. Informative about specific learning needs for which interventions are needed.				
Priority Needs:				

District-Level Indicators of Full Implementation	Current Practice			
	1 Not yet present	2 Beginning implementation	3 Partially implemented	4 Fully implemented
D. Information Management				
1. The district's data management system has the capacity to track individual student learning and behavioral progress. The system:				
a. Records individual student data from universal and progress monitoring assessments.				
b. Provides skill level information to guide intervention strategies.				
c. Allows for correlation of academic and behavioral data.				
d. Can be used to monitor and evaluate RtI system effectiveness.				
e. Is accessible to all instructional staff.				
2. The district regularly analyzes district, school, grade-level and classroom data to:				
a. Set district and school improvement goals.				
b. Set curricular priorities.				
c. Evaluate the effectiveness of programs over time.				
d. Set professional development priorities.				
Priority Needs:				
II. Leadership provides visible commitment to and support for RtI system planning, development, implementation and ongoing progress assessment and monitoring.				
A. Leaders' professional development				
1. The district's leadership is knowledgeable about RtI's:				
a. Purpose, structure, and essential components.				
b. Use of assessments and assessment data				
c. Use of research-based strategies				
d. Implications at the classroom, school, and district levels.				
e. Integration and alignment with existing programs				
f. State and federal requirements				
Priority Needs:				
B. Comprehensive plan				
1. The district has a comprehensive RtI plan.				
	1 No	2 Unsure	3 Yes	

<i>If a comprehensive district plan is in place:</i>	1 Not present/unsure	2 Partially included	3 Fully present	
2.The comprehensive district-wide RtI plan includes:				
a. Data identifying student learning needs in relation to the academic and behavioral learner outcomes and benchmarks.				
b. Best practices in RtI design and implementation.				
c. Measurable short and long-term objectives to reach the RtI Tier I goal of 80%.				
d. Measurable short and long-term objectives to ensure effective, intensive interventions at the school level.				
e. Continuous progress monitoring and evaluation processes at the school and RSU levels				
f. Human, technical, and financial supports necessary for RtI design, implementation, and continuous improvement.				
C. Policies				
1. Written RSU policies describe:				
a. RtI design, implementation, and continuous improvement.				
b. The RtI framework or model to be used at the RSU and building levels.				
c. Leadership and teacher roles and responsibilities at each tier.				
d. Parent involvement, notification, and participation at each tier.				
e. Data management procedures.				
f. How students will experience a “seamless” transition into grade spans and across schools.				
Priority Needs				
III. A system of ongoing, effective professional development is in operation.				
District-Level Indicators of Full Implementation	Current Practice			
	1 Not yet present	2 Beginning implementation	3 Partially implemented	4 Fully implemented
1. All staff receive high quality professional development to support the implementation and ongoing improvement of the RtI system.				
1. Professional development includes RtI’s:				
a. Purpose, tiered structure and essential components.				
b. Use of assessments and assessment data.				
c. Implications for classroom practice.				
d. Use of research-based strategies.				
2. Key RtI staff members are identified and receive enhanced training in core aspects of RtI.				
Priority Needs				

IV. A comprehensive, fully implemented system of accountability and ongoing improvement is in operation.				
District-Level Indicators of Full Implementation	Current Practice			
	1 Not yet present	2 Beginning implementation	3 Partially implemented	4 Fully implemented
1. The district's leadership:				
a. Establishes and maintains purpose and direction for RtI.				
b. Monitors the implementation of the RtI plan across the district.				
c. Assesses how well student achievement goals and objectives are being addressed.				
d. Evaluates the value RtI goals, objectives, and activities add to teaching and learning for all students in the district.				
e. Intentionally and systematically acts on information about the effectiveness of RtI to improve quality and deepen implementation.				
Priority Needs				
V. External supports and resources from a variety of sources are mobilized strategically and practically to implement, supplement, and/or extend priorities.				
A. External supports				
1. An assets inventory is periodically conducted to identify current and needed supports and resources: grants, donations, volunteers, partnerships/collaborations, and consultants.				
2. Partnerships exist between district/schools and community-based organizations that support RtI efforts.				
3. External support providers participate in district/school RtI planning and/or service delivery.				
4. Community stakeholders are periodically informed on progress in district/school RtI efforts.				
B. Strategic Use of Resources				
1. A combination of federal, state, local and private funding sources provide adequate fiscal resources for planning, implementing and continuously improving RtI efforts.				
2. External support providers' services and skills are aligned with district/school priorities and needs.				
3. Potential support services are researched before adoption or implementation.				
4. External evaluators are periodically engaged to conduct program evaluations.				
Priority Needs				