

RSU Intervention Support System (RISS) Response to Intervention System Needs Assessment School-Level Rti Assessment

The items on this assessment describe the ideal practices in a school in which 80% of students reach grade level benchmarks in their regular classrooms and up to 20% receive more intensive support both in and out of their classrooms. **Instructions: Put a checkmark in the column that best describes the implementation level across the school. Use the notes section to explain your choices.**

SCHOOL NAME:

PART I: Tier I (80%)				
School-level Indicators of Full Implementation	Current Practice			
	1 Not yet present	2 Beginning implementation	3 Partially implemented	4 Fully implemented
A. Professional development				
1. Professional development to support Tier I interventions is driven by student learning needs.				
2. Professional development to support Tier I interventions is designed to impact classroom practice through:				
a. Workshops and training with classroom follow-up.				
b. Time for teachers to improve practice through peer observation, coaching, and/or action research.				
c. The active support of existing staff with expertise in core Rti components and content-area expertise.				
Notes:				
B. Collaborative structures				
3. Grade level teams have consistent time to work collaboratively to identify and address student learning needs.				
4. Grade level teams:				
a. Set measurable grade-wide goals based on student achievement data.				
b. Develop or identify classroom strategies to meet identified goals.				
c. Monitor student progress toward goals.				
d. Adjust core instruction.				
e. Monitor that teachers are fully implementing intervention strategies.				
5. Building-based teams share leadership and responsibility for monitoring the effectiveness of Tier I interventions.				
6. The school provides consistent opportunities for parents to learn how to support their child's learning.				
Notes:				

School-level Indicators of Full Implementation	Current Practice			
	1 No	2 Unsure	3 Yes	
C. Leadership				
1. The school has a yearly RtI plan.				
If a plan is in place:				
2. The plan includes:	1 Not present/ unsure	2 Partially included	3 Fully addressed	
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 in all tiers.				
c. Measurable short term objectives to reach the RtI goal of 80% of students achieving benchmarks in their regular classrooms.				
d. Measurable short term objectives to ensure effective, intensive interventions at the school level.				
e. Continuous progress monitoring and evaluation processes.				
f. Human, technical, and financial supports necessary for RtI design, implementation, and continuous improvement.				
Leadership (continued):	1 Not yet present	2 Beginning implementation	3 Partially implemented	4 Fully implemented
3. The school's leadership:				
a. Establishes and maintains purpose and direction for RtI.				
b. Provides follow-up support to ensure RtI implementation.				
c. Integrates RtI with existing programs and practices.				
d. Assesses how well student achievement goals and objectives are being addressed.				
e. Ensures RtI goals, objectives, and activities are effective in improving teaching and learning.				
f. Acts on information about the effectiveness of RtI implementation.				
Notes:				

TIER 1 SUMMARY

Strengths	Important next steps

Part II: Tiers II & III

Instructions: Put a checkmark in the column that best describes the implementation level across the school. Use the notes section to explain your choices.

Tiers II & III School-level Indicators of Full Implementation	Current Practice			
	1 Not yet present	2 Beginning implementation	3 Partially implemented	4 Fully implemented
A. Measurable outcomes and benchmarks				
1. Tier II and III interventions address specific student learning outcomes and identified benchmarks.				
B. Instructional intensity				
1. Students receive increasingly intense interventions targeted at assessed skill deficits in addition to core classroom instruction.				
2. Tier II students receive at least 30 additional minutes of targeted, intensive instruction per day.				
3. Tier III students receive 30-60 additional minutes (added to Tier II increased time) of targeted, intensive instruction per day.				
4. Progress monitoring data determine student movement through the tiers.				
5. Decision rules governing student movement up and down tiers are clearly articulated and uniformly used.				
Notes:				
C. Parent participation				
1. Parents of all students have information about the RtI process, including their right to request a special education evaluation at any point during RtI.				
2. Parents are notified as soon as students begin receiving Tier II and III intensive support.				
3. Parents of students receiving Tier II and III support receive, at regular intervals, detailed reports on their child's interventions, goals, and progress.				
Notes:				
D. Problem-solving teams				
1. Problem-solving teams use student learning data to identify increasingly intensive Tier II and III interventions for individual students				
2. Problem-solving teams:				
a. Include regular education, Title I, special education, and other school staff.				
b. Have the capacity to document individual student progress over time with a sufficient number of data points to determine progress toward identified benchmarks.				
Notes:				

Tiers II & III School-level Indicators of Full Implementation (Continued)	Current Practice			
	1 Not yet present	2 Beginning implementation	3 Partially implemented	4 Fully implemented
E. Information Management				
1. The school's data management system has the capacity to track individual student progress across tiers of intervention.				
F. Leadership				
1. School leaders:				
a. Continually reinforce RtI as the organizing structure for student learning in the building.				
b. Monitor Tier II and III implementation.				
c. Revise school policies and procedures to support RtI's three-tiered system.				
d. Ensure the school's schedule provides time for Tier II and III interventions.				
e. Support and/or intervene with classroom teachers as appropriate to ensure effective instruction.				
Notes:				

TIERS II & III SUMMARY

Strengths	Important next steps