

RSU Intervention Support System (RISS) Response to Intervention System Needs Assessments

The RISS RtI needs assessment was developed from a variety of sources, including the RtI literature and research base, school improvement and effectiveness research and practice, continuous improvement principles, and existing RtI inventories, readiness tools, and self-assessments. The RISS needs assessment describes the ideal classroom, school, and district practices seen in an effectively designed and implemented RtI system at each of three intervention tiers. It is a tool to help teachers, schools, and districts understand the current level of RtI implementation in relation to best practices, identify priorities for short and long-term action at the school and district levels to meet student learning needs, and develop a continuous improvement cycle at all levels of the system.

The RISS needs assessment is organized in four parts. All are designed for use after staff members have an initial understanding of Response to Intervention's purpose, structure, and goals. The results of each part are used by school and district RtI leadership teams to identify priorities for action, develop RtI implementation plans, and create a cycle of continuous improvement of RtI over time at all levels of the system.

Classroom level practices: A teacher survey to explore how prevalent ideal practices are at the classroom level to address the Tier I 80% goal and Tier II and III regular classroom interventions. This assessment is completed as a survey by individual teachers who have received an initial overview of RtI. Data from this survey is used by the school's RtI leadership team to identify priorities for short and long term planning. Aggregated survey data across the schools in the district is used by the district's RtI leadership group to identify priorities for short and long term planning, and as a tool to monitor the progress and impact of district and school RtI implementation activities.

School-level needs assessment: This needs assessment is organized in two parts. **Part I** assesses indicators of ideal Tier 1 school-level practices, and **Part II** assesses school practices at Tiers II and III. This needs assessment is intended for completion by either 1) school staff working individually or in small groups; or 2) the school's RtI Leadership Team. Data from this assessment is used to plan and continuously monitor progress at both the school and district levels. By the end of RISS' first project year, this assessment will be translated into a collaborative review process to evaluate RtI progress in the school.

District-level needs assessment: District-level indicators encompass all tiers of the RtI system, provide district RtI Leadership Teams with information about the extent to which:

1. A guaranteed and viable system of written curriculum, instruction, assessment, and information management is in use and current.
2. Leadership provides visible commitment to and support for RtI system planning, development, implementation and ongoing progress assessment and monitoring.
3. A system of ongoing, effective professional development is in operation.
4. A comprehensive, fully implemented system of accountability and ongoing improvement is in place to increase student achievement.
5. External supports and resources from a variety of sources are mobilized strategically and practically to implement, supplement, and/or extend priorities.

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Definitions

Best practice is a technique, method, process, activity, incentive or reward that is believed to be more effective at delivering a particular outcome than any other technique, method, process, etc. The idea is that with proper processes, checks, and testing, a desired outcome can be delivered with fewer problems and unforeseen complications. Best practices can also be defined as the most efficient (least amount of effort) and effective (best results) way of accomplishing a task, based on repeatable procedures that have proven themselves over time for large numbers of people.

Evidence-Based Practice. Evidence-based practices are educational practices and instructional strategies that are supported by scientific research studies.

Fidelity of Implementation. Fidelity refers to the accurate and consistent provision or delivery of instruction in the manner in which it was designed or prescribed according to research findings and/or developers' specifications. Five common aspects of fidelity include: adherence, exposure, program differentiation, student responsiveness, and quality of delivery.

Intensive Intervention. Intensive academic and/or behavioral interventions are characterized by their increased focus for students who fail to respond to less intensive forms of instruction. Intensity can be increased through many dimensions including length, frequency, and duration of implementation. Within RTI, intensive is sometimes referred to as Tier III intervention.

Progress Monitoring. Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Response to Intervention (Rti). Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

Screening. Screening means a brief procedure, done periodically, designed to identify children who should receive more intensive diagnosis or evaluation. A systematic process conducted by individuals appropriately trained in the screening procedure.

Tier I Intervention. Tier I is the universal core program that all students receive.



Tier II Intervention. Secondary intervention supplements primary intervention (i.e., the universal core program) such that students receive additional research-based preventative treatment. Tier II interventions are often short-term, implemented in small group settings, and may be individualized.

Tier III. Tier III intervention supplements primary and secondary interventions to intensify instruction (see intensive intervention). Tier III level of intervention often occurs under the auspices of special education. Individualized education program (IEP) goals are established; individualized student programs are developed formatively using systematic progress monitoring; and student progress data are also used to determine when a student may return to secondary or primary prevention. Tier III level of intervention is usually implemented individually or in very small groups.

Universal Screening. Universal screening is conducted, usually as a first stage within a screening process, to identify or predict students who may be at risk for poor learning outcomes. Universal screening tests are typically brief; conducted with all students at a grade level; and followed by additional testing or short-term progress monitoring to corroborate students' risk status.

Sources: *05-071 Chapter 101, Maine Unified Special Education Regulation Birth to Age Twenty Emergency Adoption* Effective June 22, 2009; *National Center on Response to Intervention*, <http://www.rti4success.org>.

RSU Intervention Support System (RISS) Response to Intervention System Needs Assessment Components

TIER I	<ul style="list-style-type: none"> ✓ Written Curriculum ✓ Instruction ✓ Assessment ✓ Information Use and Management 	<ul style="list-style-type: none"> ✓ Measurable Outcomes and Benchmarks ✓ Instructional Intensity ✓ Parent Participation ✓ Problem Solving Teams ✓ Information Management ✓ Leadership 	<ol style="list-style-type: none"> 1. FOUNDATIONS <ul style="list-style-type: none"> • Written Curriculum • Instruction • Assessment • Information Management 2. LEADERSHIP AND GOVERNANCE 3. PROFESSIONAL DEVELOPMENT SYSTEM 4. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT 5. EXTERNAL SUPPORTS AND RESOURCES
	<p>PRACTICE LEVEL</p> 	<p>SCHOOL LEVEL</p> 	<p>DISTRICT LEVEL</p> 