

Response to Intervention

Comprehensive Evaluation Tool Response to Intervention Model

This evaluation tool is provided to assist in identifying what components of the Response to Intervention (RtI) model are in place as well as possible needs. Administrators and school leaders should use this tool with problem-solving team members to evaluate the components necessary for successful RtI implementation: Leadership, Curriculum & Instruction, Problem-Solving Process, Assessment, School Climate & Culture, Parents & Community Engagement.

School: _____

Primary Contact for RTI process:

Name/Title

Phone

E-mail

Date of Evaluation: _____

District Administrator: _____

Low	Medium	High	Leadership	Awareness	Exploration	Implementation
			District level support (Superintendent, Curriculum, Special Education, Principals, Assistant Principals) including agreement to adopt an RtI model and allocate required resources in both general and special education			
			Understanding of and commitment to a long term change process (3 or more years) <ul style="list-style-type: none"> 1. Building staff can verbalize philosophy of RtI 2. Building leaders revisit RtI process formally with staff yearly Staff training is in place for all components of RtI			
			Long term commitment from Building Leadership of resources (staff, time and materials) for screening, assessment, and interventions			
			District leadership team with knowledge of the research relative to RtI and the desire to continue researching federal and state initiative around RtI.			
			Expertise at the building and district level with respect to research based practices for academics and behavior			
			District and building level understanding of collaborative teaming process to discuss student progress and data			

Low	Medium	High	Curriculum & Instruction	Awareness	Exploration	Implementation
			High quality, research-based curricula and instructional strategies support effective core instruction for all students.			
			Flexible grouping and differentiation address specific needs of students.			
			A tiered system of research-based instructional interventions is established.			

			Staff have the expertise/training to provide interventions with fidelity.			
			Allocation of staff for the provision of interventions is flexible across educational roles recognizing availability and expertise.			
			Supplemental interventions are available and utilized.			
			Intervention plans include frequency, intensity, and duration of intervention, as well as progress monitoring tools and timelines.			
			Interventions are evaluated for fidelity of implementation.			

Low	Medium	High	Problem-Solving Process	Awareness	Exploration	Implementation
			Commitment to collaborative teaming (general and special education) 1. Teachers are encouraged and expected to have a designated time to discuss student progress and instruction 2. Specialist are consulted to develop interventions			
			Established problem-solving teams include diverse representation across general and special education; parents; administrators, and students, if appropriate.			
			Problem-solving team members have defined roles (for example: facilitator, time keeper, recorder)			
			Willingness and availability of general education, special education, and support staff to work together at both the district and school levels with shared responsibility			
			Use of problem-solving and data driven decision making processes 1. Team identifies and evaluates problem with classroom teacher and parent 2. Team collects data relevant to identified problem 3. Team utilizes progress monitoring data to evaluate instruction/intervention 4. Team meets regularly to monitor students in RtI process			
			Coaching and peer collaboration (Building provides support to individuals implementing interventions and fidelity of interventions is monitored)			
			Parents/families are partners in the process from the beginning.			

Low	Medium	High	Assessment	Awareness	Exploration	Implementation
			School-wide supports in place to facilitate systematic review of programming to inform instructional decisions for all students (Grade and Cross-grade level meetings, Adequate Yearly Progress meetings, Positive Behavior Support)			
			Screening system to assess strengths and challenges of all students in academic achievement and behavior (example: Curriculum Based Measurement, CORE Phonics Survey, Dynamic Indicators of Basic Early Literacy Skills, Adams 50) 1. Identified screening measures 2. Staff training on administration of measures			
			Structured grade-level or content-area data dialogues inform instructional decisions.			
			Grade-level benchmarks are established and assessed at designated intervals.			
			Direct measurements of achievement and behavior that have a documented/predictable relationship to positive student outcomes			
			Ability to implement progress monitoring for selected interventions that is systematic, documented and communicated between staff and parents (Curriculum Based Measurement)			
			Data management system in place and personnel available to coordinate information			
			Targeted/Diagnostic materials available for prescriptive interventions when appropriate (examples: Comprehensive Test Of Phonological Processing, Test Of Word Reading Efficiency, Comprehensive Receptive and Expressive Vocabulary Test)			
			Changes to interventions (e.g., time, intensity, or alternate interventions) are made in response to assessment and progress monitoring data.			

Low	Medium	High	Parent & Community Engagement	Awareness	Exploration	Implementation
			District and Building RtI framework and problem-solving process is widely disseminated to families and community members.			
			Parents and educators collaborate to improve student outcomes.			
			Parents are included as equal members on problem-solving teams.			
			Students are included as members of problem-solving teams, as appropriate.			
			Community service providers are included as members of problem-solving teams as appropriate.			
			Parents participate in the implementation of intervention plans.			
			Parents receive regular progress monitoring results.			
			Community service providers participate in the implementation of intervention plans as appropriate.			

Summary of Evidence and Needs

Evidence of items determined in Implementation (please provide specific information and documentation):

Suggestions for next steps and/or staff development needs:
