

Arizona Response to Intervention (RTI) Self-Assessment

This self assessment is intended to assist LEAs in determining their initial readiness towards implementation of RTI to meet the learning needs of ALL students. Foundational principles of RTI include:

- All students receive research-based and standards-driven instruction in general education.
- The learning of all students is assessed early and regularly (ongoing progress monitoring).
- If there are concerns about student progress, increasingly intense tiers of intervention are available to groups or individuals.
- Individual student data gathered through the process may be used to determine appropriateness of a special education referral (e.g., in the case of students who do not respond adequately to intervention or who require ongoing intensive intervention in order to sustain growth) and as part of a comprehensive evaluation for determination of special education eligibility.
- The self assessment (adapted from Kansas Multi-Tier System of Support) is designed to facilitate the gathering of baseline information regarding current resources and practices addressing scientific research-based instruction, progress monitoring, ongoing assessment, levels of intervention and problem-solving.

The self assessment addresses five areas of implementation: Leadership, Assessment, Curriculum, Instruction, Data Based Decisions, Integration and Sustainability. This tool should be used by a collaborative team (e.g., superintendent, principals, general and special education administrators and teachers, curriculum specialists, paraprofessionals, related service providers, parents) to stimulate group conversations and to formulate a profile by rating your current level of implementation for each indicator.

The status scoring scale is:

N=Not started (This activity occurs less than 24% of the time)

I=In Progress (This activity occurs approximately 25%-74% of the time.

A=Achieved (This activity occurs 75%-100% of the time.

M=Maintaining (This activity was rated as achieved last time and continues to occur 75%-100% of the time.

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SCHOOL NAME _____
CONTACT NAME _____
CONTACT TITLE _____

CONTACT EMAIL _____
CONTACT PHONE _____

Indicator	I. District and School level preparedness:	STATUS	COMMENTS/EVIDENCE
I.A	District level leadership provides active commitment and support for RTI implementation.		
I.B	Building leadership (principal, assistant principal, etc.) supports a 3-5 year implementation of RTI.		
I.C	Building leadership provides training and support for the Leadership Team in the components of RTI (assessment, curriculum and instruction, problem solving, etc.).		
I.D	Building Leadership Team Membership is established, RTI belief statements adopted, member's roles are defined and building policies and procedures are established.		
I.E	Building Leadership Team implements staff training and skill development necessary to lead and support the implementation of RTI.		
I.F	Building Leadership Team establishes a regular meeting schedule for data analysis and problem-solving activities.		
I.G	Building Leadership Team communicates the RTI plan to parents and community.		

Comments, needs and actions:

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Indicator	Related Action Planning and Activities	Resources Needed	Responsible Person	Completed
	<i>Leadership</i>			
I.A&B	Establish an understanding and agreement for adoption of RTI practices.			
I.A&B	Obtain commitment to support RTI from appropriate decision makers (administrators, teachers, paraprofessionals, parents, etc.).			
I.D	Come to consensus around the meaning of core RTI belief for the system.			
I.A&B	Design and implement ongoing activities to bring more people into consensus.			
I.D	Integrate RTI core belief with school values, mission, and vision.			
I.D	Develop and share a statement addressing the rationale for adoption of RTI and the roles and responsibility of each member of the team.			
I.C	Provide training to leadership teams on the components of RTI (data analysis, tiered instruction, curriculum and data based decisions).			
I.D	Identify how the leadership team will guide school improvement activities within RTI.			
I.E	At least 80% of faculty/staff support and are actively involved with RTI.			
I.D	Identify how professional development experiences are aligned with improving student performance.			
I.D	Identify how staff involvement in decision making is recognized and reinforced.			
I.D	Develop ongoing communication regarding how resources will be used to support implementation of RTI.			
I.G	Develop ongoing communication plans regarding progress of implementation of RTI to stakeholders.			

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Indicator	Related Action Planning and Activities	Resources Needed	Responsible Person	Completed
	<i>Leadership continued</i>			
I.D	Ensure the procedures to identify students who need additional support. This is determined by analyzing whether all groups of students are making progress toward the previously identified indicators of success. This analysis should be done by grade, gender, SES, ethnicity, ELL and all entitlement program.			
I.D	Ensure system responds quickly to student needs. This can be determined by analyzing the number of students that move into/out of tiers of support and length of time at each tier.			
I.D	Ensure students are receiving appropriate supplemental and intensive instruction. This can be determined by analyzing group size, amount of supplemental and intense intervention, percentage of identified students served and amount of progress made by those students.			
I.F	Schedule regular meetings (Leadership Team, Grade Level Teams, Department Teams, etc.) to review data on curriculum, instruction and problem solving.			
I.D	Determine the key elements of data-based decision making and problem solving to be monitored for fidelity.			
I.D	Develop and implement a plan to provide training and coaching to teams who need additional assistance in conducting data-based decision making and using the problem solving model. Monitor the plan for fidelity of implementation.			

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Indicator	II. Assessment Planning	STATUS	COMMENTS/EVIDENCE
II.A.	Instruments for four types of assessments are established:		
II.B	Screening Assessment(s)		
II.C	Diagnostic Assessment(s)		
II.D	Progress Monitoring Assessment(s)		
II.E	Outcome Assessment(s)		
II.F	Establish a calendar for scheduling assessments throughout the year.		
II.G	Develop a plan and provide training to staff members on assessments.		
II.H	Develop a method to monitor fidelity of the assessment system.		
II.I	Collect school wide data through an efficient and effective systematic process.		
II.J	Develop a plan and communicate with staff and parents the assessment system and results of data.		

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Indicator	Related Action Planning and Activities	Resources Needed	Responsible Person	Completed
	<i>Assessment</i>			
II.B	Identify current screening assessments being used or potential screening assessment(s).			
II.B	Evaluate reliability and validity of screening assessment(s).			
II.B	Determine screening assessments that will be used.			
II.A	Identify proficiency cut points for selected assessment(s).			
II.F	Identify who will administer the screening assessment.			
II.G	Provide training to staff responsible for conducting and/or interpreting the screening assessment.			
II.F	Schedule screening assessments 3 or more times per year (e.g., early fall, mid-term, and late spring).			
II.F	Conduct screening assessments 3 or more times per year (e.g., early fall, mid-term, and late spring).			
II.C	Identify current diagnostic assessments being used or potential diagnostic assessments.			
II.C	Evaluate reliability and validity of diagnostic assessments.			
II.C	Determine which diagnostic assessments that will be used.			
II.F	Identify who will give the diagnostic assessments.			
II.G	Provide training to staff responsible for conducting and/or interpreting the diagnostic assessments/procedures			
II.F	Determine and document decisions for when diagnostic assessments will be administered.			
II.D	Identify current progress monitoring assessments being used or potential progress monitoring assessment.			

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Indicator	Related Action Planning and Activities	Resources Needed	Responsible Person	Completed
	<i>Assessment continued</i>			
II.D	Evaluate reliability and validity of progress monitoring assessment.			
II.D	Determine progress monitoring assessments that will be used.			
II.F	Identify who will administer the progress assessment.			
II.G	Provide training to staff responsible for conducting and/or interpreting the screening assessment.			
II.G	Conduct progress monitoring assessments: <ul style="list-style-type: none"> - Tier 2: bi-weekly for academics - Tier 3: weekly for academics 			
II.C	Determine and document decision made for when a change in instruction is necessary. (e.g., time, grouping, program, assessment)			
II.E	Identify current outcome assessments being used or potential outcome assessments.			
II.E	Evaluate reliability and validity of outcome assessments.			
II.E	Determine alignment of outcomes assessments with Arizona Standards.			
II.E	Determine outcome assessments that will be used.			
II.G	Review and revise results-based staff development plan to include the provision of professional development to all appropriate staff (including ELL, Title, SPED, etc.) specifically addressing administration and interpretation of assessments.			
II.H	Determine key elements of assessment implementation (e.g. administered consistent with instructions, administered for fidelity).			

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Indicator	Related Action Planning and Activities	Resources Needed	Responsible Person	Completed
	<i>Assessment continued</i>			
II.H	Determine and implement of method (e.g., walk through, peer coaching, etc.) to monitor key elements for fidelity.			
II.H	Provide training and coaching to staff who need assistance as identified through fidelity monitoring.			
II.I	Organize the assessment results (e.g. graphs and tables) to identify missing pieces of a comprehensive assessment system.			
II.I	Analyze assessment plan to determine whether assessment system is aligned with selected indicators of success.			
II.J	Develop and implement a communication plan to support staff and parents in understanding why four types of assessments are being administered and how results will be used.			

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Indicator	III. Curriculum and Instruction Planning:	STATUS	COMMENTS/EVIDENCE
III.A	District instructional program is aligned for universal, targeted and intensive tiers		
III.B	Develop a plan and provides professional development to staff on the universal, supplemental and intervention curriculum		
III.C	Identify evidence-based instructional practices to be used at each grade level for universal, targeted and intensive instruction.		
III.D	A master schedule is developed, that includes: <ul style="list-style-type: none"> - 60-90 minutes of protected universal instruction. - Additional 30 minutes of targeted instruction. - 60 (30+30) minutes of intense instruction time beyond core. 		
III.E	School wide data are used to evaluate universal and intervention instruction.		
III.F	A method is developed to check the fidelity of instructional practices/strategies across all settings.		

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Indicator	Related Action Planning and Activities	Resources Needed	Responsible Person	Completed
	<i>Curriculum</i>			
III.A.	Identify all universal curriculum currently used or being considered for use.			
III.A.	Determine whether all important components of curriculum are included at appropriate grade levels.			
III.A.	Identify the universal curriculum that will be implemented across grade levels (school wide, primary, intermediate, etc.).			
III.A.	Identify when skills are taught within each grade level.			
III.A.	Determine whether all critical skills within each grade level are taught in appropriate sequence and with appropriate time allowances.			
III.C	Determine if the universal curriculum is evidence-based.			
III.A	Identify curriculum to be replaced due to lack of evidence or need.			
III.A	Identify all supplemental or intervention curriculums currently used or considered for use for targeted instruction.			
III.C	Determine if evidence-based supplemental or intervention curriculum address the targeted instructional components.			
III.A	Determine whether the curriculums used in universal and targeted instruction are aligned.			
III.A	Identify curriculum to be discontinued or replaced due to lack of evidence or need.			
III.A	Identify all intervention curriculums currently used or considered for use for intensive instruction.			
III.C	Determine if evidence-based intervention curriculum for intense support address essential instructional components			
III.A	Determine whether the universal curriculum and intervention curriculum for intense support are aligned.			

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Indicator	Related Action Planning and Activities	Resources Needed	Responsible Person	Completed
	<i>Curriculum continued</i>			
III.A	Determine if evidence-based replacement curriculum for intense supports address the essential instructional components.			
III.A	Identify curriculum to be discontinued or replaced due to lack of evidence or need.			
III.B	Review and revise building professional development plan to include all instructional staff (EII, Title, SPED, paraprofessionals, etc.) specifically addressing how to effectively use the selected evidence based curriculum.			
III.F	Determine the key elements of each curriculum that need to be monitored for fidelity of implementation.			
III.F	Determine and implement a method (e.g. walk through, coaching, etc.) to monitor key elements for fidelity.			
III.B	Provide training and coaching to staff who need assistance as identified through fidelity monitoring.			

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Indicator	Related Action Planning and Activities	Resources Needed	Responsible Person	Completed
	<i>Instruction</i>			
III.A	Identify current instructional practices used in the universal curriculum.			
III.C	Identify evidence based instructional strategies to be implemented across the universal curriculum.			
III.C	Identify how the universal instruction will be differentiated.			
III.C	Identify instructional practices to be discontinued or replaced due to lack of evidence or need.			
III.A	Identify the instructional practices used for targeted instruction.			
III.C	Identify evidence based instructional strategies to be implemented for targeted instruction.			
III.C	Identify how the targeted instruction will be made more direct and explicit.			
III.C	Identify instructional practices to be discontinued or replaced due to lack of evidence or need.			
III.C	Identify appropriate group size for targeted instruction.			
III.C	Determine and document decision rules for regrouping.			
III.A	Identify the instructional practices used for intense instruction.			
III.C	Identify evidence based instructional strategies to be implemented for intense instruction.			
III.C	Identify how the intensive instruction will be made more direct and explicit.			
III.C	Identify instructional practices to be discontinued or replaced due to lack of evidence or need.			

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Indicator	Related Action Planning and Activities	Resources Needed	Responsible Person	Completed
	<i>Instruction continued</i>			
III.C	Identify appropriate group size for intensive instruction.			
III.C	Determine and document decision rules for regrouping.			
III.C	Select service delivery models (push in, pull out, walk to read, etc.) for implementing core, supplemental and intense instruction.			
III.D	Develop specific schedule for universal, targeted and intense instruction.			
III.F	Determine the key elements of instruction that need to be monitored for fidelity.			
III.F	Determine method (e.g. walk through, coaching, etc.) to monitor key elements for fidelity.			
III.F	Develop and implement a plan to provide training and coaching to instructional staff who need additional assistance in providing instruction as identified through monitoring. Monitor the plan for fidelity of implementation.			

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Indicator	IV. Data Based Decisions Planning:	STATUS	COMMENTS/EVIDENCE
IV.A	Data are used to make instructional decisions. (DIBELS, AIMSweb, SWIS, AZ/Safe)		
IV.B	A data management system is utilized		
IV.C	Established a "Leadership" team to analyze building data and plan for instruction.		
IV.D	Define roles and responsibilities of each "Leadership" team member.		
IV.E	Establish data based decision model and procedures.		
IV.F	Provided professional development for the "Leadership" team on data based decision making (analyze, plan, implement, evaluate).		
IV.G	Schedule for systems level data-based decision making meetings at least 3 times per year.		
IV.H	Schedule meetings to review progress of small groups or individuals receiving Targeted or Intense supports at least every 6 weeks.		
IV.I	Develop and plan for professional development and ongoing support of all staff in conducting data-based decision making.		

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Indicator	Related Action Planning and Activities	Resources Needed	Responsible Person	Completed
	<i>Data Based Decisions</i>			
IV.C	Identify teams to conduct data-based decision making at all levels: <ul style="list-style-type: none"> - System level - Small group level - Individual student level 			
IV.D	Delineate the roles and responsibilities of the teams conducting data-based decision making at each level.			
IV.F	Ensure that all team members have formal training on the problem-solving model.			
IV.F	Ensure that all team members have formal training in how to analyze data and interpret results.			
IV.F	Ensure that all team members have a full and clear understanding of the selected assessment indicators.			
IV.E	Determine how fidelity to the problem-solving model and decisions will be monitored and refined.			
IV.E	Review decisions made to determine what data is being collected.			
IV.E	Identify needed information for the following: <ul style="list-style-type: none"> - Screening/benchmark assessments - Outcomes assessments - Progress monitoring Other indicators			
IV.E	Identify criteria for success for each indicator.			
IV.F	Analyze the effectiveness of the curriculum through a data-based decision making at least 3 times a year.			
IV.F	Analyze outcome and screening data to determine the sufficiency of the core and to make recommendations for adjustments to the core.			

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Indicator	Related Action Planning and Activities	Resources Needed	Responsible Person	Completed
	<i>Data Based Decisions continued</i>			
IV.E	If the core is determined to be sufficient, analyze information regarding fidelity of implementation of curriculum, instruction and assessment.			
IV.E	Develop a plan to address the areas within the curriculum that are inadequate. <ul style="list-style-type: none"> • Determine resources necessary to implement the plan. • Implement plan and monitor fidelity of implementation of plan and effectiveness. 			
IV.G	Schedule and conduct small group data-based decision making meetings on a regular basis.			
IV.E	Analyze screening, diagnostic and progress monitoring data of individual students within a small group to determine sufficiency and effectiveness of small group instruction.			
IV.E	If the small group instruction is determined to be insufficient, analyze information regarding fidelity of implementation of curriculum, instruction and assessment.			
IV.E	If fidelity of curriculum, instruction and assessment are assured, consider adequacy of the current curriculum and instruction in relationship to the needs of the students.			
IV.E	Develop a plan for small group and individual students to address the areas within the curriculum that are inadequate.			
IV.E	Determine resources necessary to implement the plan.			
IV.E	Implement, plan and monitor fidelity of implementation and effectiveness.			
IV.F	Schedule and conduct meetings to review the individual progress of intensive (Tier 3) student at least every 3 weeks.			
IV.E	Monitor individual student's assessments and adjust the interventions if the progress is below the individual plan's aim line.			

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Indicator	V. Integration and Sustainability Checklist	STATUS	COMMENTS/EVIDENCE
V.A	Determine how instruction changes and results for individual students will be communicated with parents.		
V.B	Establish process for annual data-based decision making specific to: <ul style="list-style-type: none"> - Are the structures operating efficiently and effectively? - Are the teams fulfilling roles and responsibilities? - Is information making it from leadership to staff and from staff to staff? - Are changes occurring? 		
V.C	A method is developed to monitor fidelity of implementation of the multi-tier system as designed.		
V.D	Review current policies and procedures to determine if it supports or inhibits the quality of implementation.		

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Indicator	Related Action Planning and Activities	Resources Needed	Responsible Person	Completed
	<i>Integration and Sustainability</i>			
V.A	Identify the critical structures that will support the sustainability of the system.			
V.A	Determine whether the structures are effective in improving and correcting the system.			
V.A	Develop a plan to refine the structures to improve the effectiveness of the system.			
V.B	Implement the plan and monitor fidelity of implementation.			
V.C	Identify and analyze sufficient allocation of current and future resources for RTI.			
V.C	Determine needs for future support of RTI.			
V.C	Develop a plan for reallocation of resources for RTI.			
V.C	Implement plan and monitor fidelity of implementation.			
V.C	Review documentation of current RTI practices.			
V.C	Identify RTI practices that would be appropriate to translate into district policies and procedures.			
V.C	Develop and implement a plan for consensus-building activities if needed.			
V.C	Follow district procedures for adding RTI practices to district policies and procedures.			

Definitions

Curriculum-Based Measurement (CBM): Standardized measures of basic skills, including reading, early literacy, early numeracy, mathematics, spelling and written expression. CBM is an approved set of testing practices based on over 25 years of federally funded research and has been reviewed as meeting professional assessment standards by the Reading First Assessment Committee and the National Center on Student Progress Monitoring. CBM was developed to be efficient, reliable and valid and to inform instruction, monitor student growth and be tied to the curriculum.

Data Collection and Management System: A system that provides for standardized collection, reporting and analysis of universal screening and progress monitoring data in order to guide educational planning. Data systems used for screening and progress monitoring within an RtI model should be consistent across all three tiers and be scientifically-based.

Fidelity of Implementation: The degree to which something is implemented as designed, intended and planned. Fidelity is important at both the school level (e.g., implementation of the process) and teacher level (e.g., implementation of scientifically-based core curriculum and progress monitoring). In terms of classroom instruction, fidelity of implementation refers to the delivery of instruction in the way that it was designed to be delivered. In an RtI model, fidelity also addresses the integrity with which screening and progress monitoring procedures are completed and interventions are implemented, as well as the manner in which an explicit decision-making model is followed. The ultimate goal of a fidelity system is to ensure that both the school process of RtI and the classroom instruction at various tiers are implemented and delivered as intended.

Problem-Solving Process: A four-step method of decision-making used across the tiers of support, to match instructional resources to educational need. The steps of the process are:

1. Define the problem by determining the discrepancy between what is expected and what is occurring.
2. Analyze the problem using data to determine why the discrepancy is occurring.
3. Establish a student performance goal, develop an intervention plan to address the goal and delineate how the student's progress will be monitored and implementation integrity will be ensured.
4. Evaluate the effectiveness of the intervention plan based on progress monitoring data.

Progress Monitoring: The process of regularly collecting student achievement data for use in making educational decisions. Within a three-tier intervention model using RTI, progressively more intensive interventions and supports are coupled with more frequent progress monitoring.

Research-Based: A term used to describe practices and programs “that have been thoroughly and rigorously reviewed to determine whether they produce positive educational results in a predictable manner.” This determination is made based on “objective, external validation” (Batsche, et al., 2005)

Response to Intervention (RTI): The practice of providing 1) a system of assessments including screening and progress monitoring and 2) Tiered instructional levels and 3) data driven educational decisions

Three-Tier Model of Support: A framework that provides for resource allocation in direct proportion to student needs by utilizing increasingly more intense instruction and interventions. Tier 1 is the foundation and consists of scientific, research-based core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum. At Tier 2, supplemental instruction and interventions are provided *in addition to core instruction* to those students for whom data suggest additional instructional support is warranted. Tier 3 consists of intensive instructional interventions provided *in addition to core instruction* with the goal of increasing an individual student’s rate of progress.

Universal screening: A systematic process for assessment of all children within a given grade, school building, or school district on critical academic and/or social–emotional skills. Universal screening yields data to make decisions about needed enhancements in the core curriculum, instruction and/or educational environment and about which students may need additional assessment and/or supplemental or intensive intervention and instruction beyond what is provided through core programming. Universal screening tools use CBMs, are typically easy to use and administer and allow for repeated administration (i.e., at least two but preferably three times per year).