DOINGWHATWORKS

RtI Implementation Self Report

Pennsylvania Department of Education

Topic: Response to Intervention in Primary Grade Reading

Practice: RtI Implementation

Developed by the Pennsylvania Department of Education, the *RtI Implementation Self Report* provides structure for schools to document the status of RtI implementation across 10 key effectiveness indicators. The indicators represent key areas of the state's RtI framework with explanations or "look-fors" listed under each indicator. Indicators include high quality standards-aligned curriculum, research-based instruction, universal screening, data-based decision making, tiered intervention and service delivery, parent engagement, leadership, and professional development.

Using Response to Intervention (RtI) for SLD Determination: Documentation and Evidence of RtI Implementation Status
Self Report: Elementary Schools

This tool provides the structure for schools to document the current status of RtI implementation across **10** key effectiveness indicators. The indicators represent key areas of PA's RtI framework with explanations or "look-fors" listed under each indicator.

Directions:
- Read each indicator and the explanations/"look- fors" carefully.
- Document the evidence of your implementation of each indicator. Describe in detail the processes, procedures and activities implemented in the building specific to each indicator. Complete a self-report for each building implementing RtI for purposes of SLD determination.
- Team completing the Self-Report shall include the building principal, general education teacher(s), special education teacher(s), specialist(s), and others as appropriate.
- Forms, formats, or other evidence of your effort must be available upon request.
- Submit the completed report(s) electronically to Lynda A. Lupp, Special Education Advisor, Bureau of Special Education at lylupp@state.pa.us .

School _____ School District: _____ IU: _____

Contact Person(s): _____ Telephone#: _____ Email: _____

RtI Areas of Implementation (check only those that apply to your building): Reading_____, Math_____, Behavior_____, Other_____

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RTI INDICATORS	EVIDENCE OF IMPLEMENTATION FIDELITY
I. **HIGH QUALITY STANDARDS-ALIGNED CURRICULUM AND RESEARCH–BASED INSTRUCTION**	

1. General education core curriculum and instructional practices are aligned to the PA standards and are research based.
   • Reading: Addresses five big ideas (phonemic awareness, decoding, fluency, vocabulary, comprehension)
      o 90+ uninterrupted minutes minimum per day
   • Math: Addresses math content standards (numbers and operations, measurement, geometry, algebraic concepts, data analysis and probability), processes standards (problem solving, reasoning and proof, communication, connections, representations) and the five strands of mathematical proficiency (conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.
      o 60 uninterrupted minutes minimum per day.
   • Behavior: Includes school wide behavioral expectations with 3-5 Big Rules. Positive behavior is actively reinforced.
   • A system is in place to ensure core instruction is delivered with fidelity and includes routine fidelity checks and a feedback system to improve teaching practices.
2. All staff (general, remedial and special education) participates in the design and delivery of core instruction as appropriate.
3. Instruction is systematic, explicit, and follows research-based effective teaching principles.
4. Teachers are skilled in the use of effective instruction including techniques to differentiate instruction to meet diverse learning needs.	

II. **UNIVERSAL SCREENING**	
1. A system is in place to assess the strengths and challenges of all students in academic content areas. All students are screened/benchmarked a minimum of three times per year to determine academic and behavior status against grade-level standards.	

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• Screenings are research-based, predictive of future performance on standards, and benchmarked.
• Efficiently administered by trained staff.
• Administration fidelity is monitored.
2. Screening data is shared with administrative teams, grade level teams, student specific teams and parents, and:
    • Maintained in a database which generates user-friendly summaries of data.
    • Graphed for easy display, analysis and interpretation.
    • Demonstrates the degree of risk for individual students and groups of students at specific grades.
3. Grade level teams analyze screening data in a timely manner (within one week of administration) to design and adjust instruction using a structured team facilitation process and format.	

III. SHARED OWNERSHIP	

1. All staff (general, special, remedial, ESL) assumes an active role in all aspects of assessment, curriculum and instruction in the standards aligned system.
    • All staff own and share all students.
    • Training is provided to staff assuming non-traditional roles in the RtI instructional framework.
    • All role changes are strategically planned and supported with appropriate training and coaching.
2. School resources and staff expertise are allocated based on student need. Expert teachers and specialists are assigned to the neediest students.	

IV. DATA-BASED DECISION MAKING	

1. Building, grade level and student-centered teams meet collaboratively to review assessment data and make instructional decisions.
    • Teachers receive user-friendly data in advance.
    • A structured team facilitation process and format are used.
2. Grade level teams set measurable grade-wide goals, develop and implement strategies to achieve these goals, and monitor	

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3

student progress toward these benchmark goals (i.e. _____% of students will meet benchmark by January).

- Adjust core instruction.
- Research-based supplement to core program.
- Implementation logistics are planned and staff is trained.
- Strategies are monitored and fine tuned in response to progress data.
- Implementation fidelity is monitored.

3. Continuous progress monitoring data drives instructional decisions throughout the three-tier process.
    - Progress monitoring measures are standards aligned, reliable, efficient, and determine student and grade level progress toward prescribed benchmarks.
    - Progress in all tiers is monitored, graphed, and analyzed according to specified processes and decision rules.

4. Academic and behavioral progress is monitored with increasing frequency as students receive additional tiered interventions.
    - Tier 1 - minimum of three times per year; Tier 2-minimum twice monthly; Tier 3-minimum weekly.

Time is scheduled for grade-level and student level team collaboration and follow-up activities.

V. TIERED INTERVENTION AND SERVICE DELIVERY SYSTEM	
1. Students receive increasingly intense research-based interventions targeted at assessed skill deficits **in addition** to standards-aligned core instruction immediately after need is identified through assessment. A range of research-based instructional interventions for any student at risk of academic or behavioral failure is in place. All staff participates in interventions. • The team uses screening and informal assessment data to identify instructional needs and appropriate interventions for students. • Tier 2 intervention provides additional instructional time (at least 30 minutes/day). • Tier 3 provides additional instructional time (30-60 minutes/day).	

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4

- Intervention logistics (including training) are carefully planned (Who, What, Where, When).
- Interventions vary by grouping, expertise, duration, frequency and time.
2. Standard protocol interventions are used in designing instruction for students at Tiers 2 and 3.
3. A system is in place to ensure that interventions are implemented with fidelity.
4. Progress monitoring data determines the effectiveness of interventions and drives student movement through the tiers.
   - Team identifies student specific appropriate Rate of Improvement.
   - Progress monitoring logistics are identified (Who, What, Where, When).
   - Student progress is graphed and decision rules are identified.
5. Interventions are monitored and adjusted based on progress monitoring data.
6. A system is in place to move students among tiers as needed.
   - Students making acceptable progress in Tier 2 return to Tier 1 or may remain at Tier 2. Students not making acceptable progress are referred for Tier 3 intervention.
   - Students making acceptable progress in Tier 3 return to Tier 2 or Tier 1 intervention or may remain at Tier 3.
   - Students not making acceptable progress may be referred for special education eligibility determination or continue at Tier 3 with progress monitoring and modified support to ensure student success.

VI.	PARENT ENGAGEMENT	

1. Parents are provided information on the RtI process, including an overview of the RtI framework, tiered instruction, types of programs used, and tips to support their children and school to implement the RtI strategy. The overview includes timelines, explanations of interventions, and expectations.
2. Parents are notified and requested to participate in the three-tier process as soon as their children begin tiered supports.

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5

3. Parents receive at least quarterly detailed reports on their child's interventions, goals, and progress. 4. Parents are informed and understand their right to request a special education evaluation at any time during RtI.	
VII. BEHAVIOR	

1. The school conducts universal screening of emotional, social, and behavior adjustments at all grade levels.
2. School staff understands the relationship between effective instruction and behavior.
3. Expected behaviors are explicitly taught, practiced, and positively reinforced in all settings.
4. Staff members receive instruction in the principles of schoolwide positive behavior support.
   • Expectations and consequences are consistent, known and understood by staff and students.
   • A system is in place to positively reinforce appropriate student behavior.
   • Staff utilizes de-escalation techniques with inappropriate student behavior.
5. A continuum of services including behavioral health services is available through the three-tier process.	

VIII. ELIGIBILITY DETERMINATION	

1. Policies and processes are in place to ensure compliance with all federal and state regulations, timelines and assurances.
2. A system is in place to use RtI data to diagnose specific learning disability. The determination includes RtI outcome data and is part of a comprehensive evaluation of student eligibility.
   • The evaluation team uses research-based norms or benchmarks to determine the magnitude of a student's deficit in basic academic skills.
   • The team uses student progress data to compare the referred student's slope of progress to the goal line needed to close the achievement gap in the academic skill deficit.
   • The team considers other factors (vision, hearing,	

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6

language, social/behavioral, medical, etc.) that may explain the student's difficulties in conducting the comprehensive evaluation, and assesses the degree of student need.	
IX. LEADERSHIP (SUPPORTS, INFRASTRUCTURE, FLEXIBLE USE OF RESOURCES)	
1. Building Administrators lead and support RtI with demonstrated commitment to the efficient and flexible use of time and resources. 2. School district policies and procedures have been revised, as necessary to implement the model (Title 1, Sp. Ed. Plan). 3. The building infrastructure (i.e. schedule) supports RtI. 4. Scheduling supports time allocations required for implementation (screening, data analysis teaming (grade level and student specific), intervention planning/implementation/monitoring, professional development, etc.). 5. Administration supports change in staff role in addressing student needs (general, remedial, special education).	
X. PROFESSIONAL DEVELOPMENT	
1. Professional development is ongoing, job-embedded and includes the relevant areas essential to the effective implementation of RtI and improved student outcomes. 2. All personnel have received an overview of the RtI framework and its implications for change from a traditional instructional model. The overview is provided by the building's instructional leaders. 3. All staff receives training in effective use of data for instructional decision making (data analysis teaming), progress monitoring, effective instruction, principles of differentiation, parent engagement, reading and mathematics instruction, schoolwide behavior support and other areas as identified. Guided practice is an integral component of professional development activities. 4. Key school personnel are identified for enhanced training in specific components of the three-tier model (screening,	

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7

| intervention, data analysis) to build school capacity and to ensure sustainability of the RtI strategy.
5. The school district professional development calendar provides sufficient time and flexibility for professional development in the components of RtI. | |

Using RtI for SLD Eligibility: School Self Report. PDE/BSE, November, 2008.

8

Using Response to Instruction and Intervention (RtII) for SLD Determination:
Scoring Rubric

The primary purpose of this rubric is to guide the BSE review team's process in rating and approving applications from schools seeking to use RtII for SLD determination. In addition, this rubric may be helpful to schools contemplating the application process in assessing the current status of RtII implementation. The rubric describes evidence along the three-point scale toward full implementation fidelity outlined below.

3 = Evidence of full implementation fidelity:
Evidence indicates that **all** relevant details/look-fors for this indicator are in place as described. Timelines, frequencies, staff involvement, student behaviors, curricular and intervention parameters are documented and supported with evidence, with only minor variations. Evidence suggests the indicator has been institutionalized throughout the school.

2 = Partial implementation fidelity:
Evidence indicates that **some** of the relevant details/look-fors for this indicator are in place as described. Timelines, frequencies, staff involvement, student behaviors, curricular and intervention parameters are as described in most situations, with only minor variations. Many students and staff are involved. Evidence indicates that the school is implementing this indicator with fidelity, but has details yet to address in this indicator.

1 = Lacks evidence of implementation fidelity:
Evidence indicates that **none or few** of the relevant explanations/look-fors are present for the indicator. Systems and or activities are not in place or fall outside the criteria of the PA RtI Framework. Timelines, frequencies, staff involvement, student behaviors, curricular and intervention parameters are not in place. Few staff or only targeted students are involved. Evidence indicates that the school is not on course to implement this indicator with fidelity.

For Scoring Use ONLY:

Approval (27 POINTS): The school's plan is approved if a "3" is given to each of the following indicators: 1) High Quality Standards-Aligned Curriculum and Research-Based Instruction in Reading 2) Universal Screening; 3) Shared Ownership; 4) Data-Based Decision-Making; 5) Tiered Intervention and Service Delivery System; 6) Parent Engagement; 7) Eligibility Determination; 8) Leadership; and 9) Professional Development.

Conditional Approval (26-24 POINTS): Conditional Approval Status indicates that the school must submit additional information/evidence to the BSE.

No Approval (23 POINTS or less): No approval may be given at this time.

Name of School: _____

Total Points/Approval Status: _____/_____

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I. HIGH QUALITY STANDARDS-ALIGNED CURRICULUM AND RESEARCH–BASED INSTRUCTION	**I. HIGH QUALITY STANDARDS-ALIGNED CURRICULUM AND RESEARCH–BASED INSTRUCTION**	**I. HIGH QUALITY STANDARDS-ALIGNED CURRICULUM AND RESEARCH–BASED INSTRUCTION**	**Additional Scoring Guidance**
1. General education core curriculum and instructional practices are aligned to the PA standards and are research based. • Reading: Addresses 5 big ideas (phonemic awareness, decoding, fluency, vocabulary, comprehension) o 90+ uninterrupted minutes minimum per day • A system is in place to ensure core instruction is delivered with fidelity and includes routine fidelity checks and a feedback system to improve teaching practices. 2. Teachers (general ed., remedial and special education, etc.) and specialists participate in the design and delivery of core instruction, as appropriate. 3. Instruction is differentiated, systematic, explicit, and follows research-based effective teaching principles (active engagement , teacher modeling, scaffolding, etc.).	1. General education core curriculum and instructional practices are **partially** aligned to the PA standards and are research based. • Reading: Addresses 5 big ideas (phonemic awareness, decoding, fluency, vocabulary, comprehension) o **Less than 90** uninterrupted minutes minimum per day • A system is in place to ensure core instruction is delivered with fidelity **but lacks** routine fidelity checks and/or a feedback system to improve teaching practices. 2. Teachers (general ed., remedial and special education, etc.) and specialists **provide some input** in the design and delivery of core instruction, as appropriate. 3. Instruction is differentiated, systematic, explicit, and follows research-based effective teaching principles (active engagement, teacher modeling, scaffolding, etc.). (partial evidence)	1. General education core curriculum and instructional practices are **not** aligned to the PA standards and are **not** research based. • Reading: Addresses 5 big ideas (phonemic awareness, decoding, fluency, vocabulary, comprehension) o **Less than 60** uninterrupted minutes minimum per day • A system is **not** in place to ensure core instruction is delivered with fidelity and includes routine fidelity checks and a feedback system to improve teaching practices. 2. Teachers (general ed., remedial and special education, etc.) and specialists as appropriate participate in the design and delivery of core instruction. 3. Instruction is **not** differentiated, systematic, explicit, and **does not** follows research-based effective teaching principles (active engagement, teacher modeling, scaffolding, etc.). (no evidence)	The building provides evidence that it strongly protects core instructional time by not scheduling assemblies, announcements, etc. during the time allotted for core reading and math instruction. Core reading instructional blocks reflect a combination of standards-aligned whole and small group instruction. Pull-out services such as supplemental intervention, speech/language, OT/PT, ESL, etc. are "in addition to" core reading and math instruction. Recess may be scheduled as a developmentally appropriate break during core instruction but should not be included as part of the 90 or 60 instructional minutes.

			The building provides evidence by citing one or more of the following: frequent classroom walkthroughs, peer coaching and observation, self-monitoring checklists, etc. The process contains a system for feedback outside of the evaluation process.
			Professional Development has been provided on a regular basis to assist teachers in the effective delivery of core and differentiated instruction. Effective/differentiated instruction is routine and observable throughout the day.
			The building can provide evidence that there is a pattern of increasing student proficiency.
			Remedial and Special Education teachers report that they allocate instructional time to the delivery of core instruction.
II. UNIVERSAL SCREENING	**II. UNIVERSAL SCREENING**	**II. UNIVERSAL SCREENING**	
1. A system is in place to assess the strengths and challenges of all	1. A system is in place to assess the strengths and challenges of **some**	1. A system is **not** in place to assess the strengths and challenges of all	Screening tools are time

students in academic content areas. All students are screened/benchmarked a minimum of three times per year to determine academic and behavior status against grade-level standards. • Screening tools are research-based, predictive of future performance on standards, and align with grade level benchmarks. • Efficiently administered by trained staff. • Administration fidelity is monitored. 2. Screening data is shared with administrative teams, grade level teams, student specific teams and parents, and: • Maintained in a database which generates user friendly summaries of data. • Graphed for easy display, analysis and interpretation. • Demonstrates the degree of risk for individual students and groups of students at specific grades. 3. Grade level teams analyze screening data in a timely manner (within one week of administration) to design and adjust instruction using a structured team facilitation process and format.	students in academic content areas. **Some** students are screened/benchmarked **less than** three times per year to determine academic and behavior status against grade-level standards. • Screening tools are research-based, predictive of future performance on standards, and align with grade level benchmarks. • Efficiently administered by trained staff. • Administration fidelity is **infrequently** monitored. 2. Screening data is shared with **some** administrative teams, grade level teams, student specific teams and parents, and: • Maintained in a database which generates user friendly summaries of data. • Graphed for easy display, analysis and interpretation. • Demonstrates the degree of risk for individual students and groups of students at specific grades. 3. Grade level teams **may** analyze screening data in a **un**timely manner (**more than** one week following administration) to **possibly** design and adjust instruction using a structured team facilitation process and format.	students in academic content areas. Students are **not** screened/benchmarked to determine academic and behavior status against grade-level standards. • Screening tools are **not** research-based, predictive of future performance on standards, and align with grade level benchmarks. • Efficiently administered by trained staff. • Administration fidelity is **not** monitored. 2. Screening data is **not** shared with administrative teams, grade level teams, student specific teams and parents, and: • Maintained in a database which generates user friendly summaries of data. • Graphed for easy display, analysis and interpretation. • Demonstrates the degree of risk for individual students and groups of students at specific grades. 3. Grade level teams **do not** analyze screening data in a timely manner (within one week of administration) to design and **do not** adjust instruction using a structured team facilitation process and format.	efficient (e.g., 3-10 minutes per student). Screening tools have published and strong psychometric properties (e.g., adequate reliability and validity co-efficients) and are nationally normed. Teams provide evidence of teaming (e.g., use of structured protocols, grade level goals are developed and grade-wide interventions are implemented and monitored.., student reports, etc.)

III. SHARED OWNERSHIP	III. SHARED OWNERSHIP	III. SHARED OWNERSHIP	
1. All staff (general, special, remedial, ESL, specialists) assumes an active role in assessment, curriculum and instruction practices. • Staff demonstrates ownership for learning, growth and achievement of all students. • All role changes are strategically planned and supported with appropriate training and coaching. 2. School resources and staff expertise are allocated based on student need. Expert teachers and specialists are assigned to the neediest students and staff assignments are flexible based on the changing needs of students.	1. **Some** staff assumes active roles in assessment, curriculum and instruction practices. • **Some** staff demonstrates ownership for learning, growth and achievement of all students. • **Some** role changes are strategically planned and supported with appropriate training and coaching. 2. **Some** school resources and staff expertise are allocated based on student need. Expert teachers and specialists **may be** assigned to the neediest students and staff assignments are **often** flexible based on the changing needs of students.	1. **Multiple s**taff (general, special, remedial, ESL) **do not** assume an active role in assessment, curriculum and instruction practices. • Staff **do not** demonstrate ownership for learning, growth and achievement of all students. • Role changes **are not s**trategically planned and supported with appropriate training and coaching. 2. School resources and staff expertise are **not** allocated based on student need. Expert teachers and specialists are **not necessarily** assigned to the neediest students and staff assignments are **not** flexible based on the changing needs of students.	Professionals validate that "All" students are in receipt of high-quality standards-aligned instruction Professional development and administrative support has led to changes in role and function based upon skill set as needed Professionals report that the building schedule mirrors the needs of the overall student population Staff expertise, experience and skill is matched in proportion to student needs
IV. DATA-BASED DECISION MAKING	IV. DATA-BASED DECISION MAKING	IV. DATA-BASED DECISION MAKING	
1. Building, grade level and student-centered teams meet collaboratively to review assessment data and make instructional decisions. • Teachers generate or receive user-friendly data in advance. • A structured team facilitation process and format are used. 2. Grade level teams set measurable grade-wide goals, develop and implement strategies to achieve	1. Building, grade level and student-centered teams meet, **irregularly**, to review assessment data and make instructional decisions. • Teachers **do not routinely** receive data in advance. • A structured team facilitation process and format are used sometimes. 2. Grade level teams set measurable grade-wide goals, but **do not routinely** develop and implement	1. Building, grade level and student-centered teams **are not in place** to review assessment data and make instructional decisions. • Teachers **do not** generate or receive user-friendly data in advance. • A structured team facilitation process and format are **not** used. 2. Grade level teams **do not** set measurable grade-wide goals,	Evidence is provided. Examples may include: progress-monitoring graphs, schedules for tiered interventions, schedules for team data analysis and instructional matching, etc.

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these goals, and monitor student progress toward these benchmark goals (i.e. _____% of students will meet benchmark by January).
- Use data to adjust core and tiered instruction
- Identify research-based supplement to core program.
- Implementation logistics are planned and staff is trained.
- Strategies are monitored and fine tuned in response to progress data.
- Implementation fidelity is monitored.

3. Continuous progress monitoring data drives instructional decisions throughout the three-tier process.
- Progress monitoring measures are reliable, efficient, and determine student and grade level progress toward prescribed benchmarks.
- Progress in all tiers is monitored, graphed, and analyzed according to specified processes and decision rules.

4. Academic and behavioral progress is monitored with increasing frequency as students receive additional tiered interventions.
- Tier 1 - minimum of three

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strategies to achieve these goals, and monitor student progress toward these benchmark goals (i.e. _____% of students will meet benchmark by January).
- Use data to adjust core and tiered instruction **intermittently**
- Identify research-based supplement to core program **intermittently**.
- Implementation logistics are planned and staff is trained **intermittently**.
- Strategies are monitored and fine tuned in response to progress data **intermittently**.
- Implementation fidelity is monitored **intermittently**.

3. Continuous progress monitoring data drives instructional decisions throughout the three-tier process.
- Progress monitoring measures are reliable, efficient, and determine student and grade level progress toward prescribed benchmarks.
- Progress in all tiers is **intermittently** monitored, graphed, and analyzed according to specified processes and decision rules.

4. Academic and behavioral progress is monitored

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develop and implement strategies to achieve these goals, and monitor student progress toward these benchmark goals (i.e. _____% of students will meet benchmark by January).
- **Do not** use data to adjust core and tiered instruction
- **Do not** identify research-based supplement to core program.
- Implementation logistics are **not** planned and staff is trained.
- Strategies are **not** monitored and fine tuned in response to progress data.
- Implementation fidelity is **not** monitored.

3. Continuous progress monitoring data **do not** drive instructional decisions throughout the three-tier process.
- Progress monitoring measures are **not** reliable, efficient, and determine student and grade level progress toward prescribed benchmarks.
- Progress in all tiers is **not** monitored, graphed, and analyzed according to specified processes and decision rules.

4. Academic and behavioral progress is **not** monitored with increasing

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The school's data teaming structure is delineated (Teams, role, function, etc). The use of decision rules and Rate of Improvement is defined and articulated.

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times per year; Tier 2- minimum twice monthly; Tier 3-minimum weekly. 5. Time is scheduled for grade-level and student level team collaboration and follow-up activities.	**intermittently** with increasing frequency as students receive additional tiered interventions. • Tier 1 - minimum of three times per year; Tier 2- **less than** twice monthly; Tier 3- **less than** weekly. 5. Time is scheduled **intermittently** for grade-level and student level team collaboration and follow-up activities.	frequency as students receive additional tiered interventions. • Tier 1 - minimum of three times per year; Tier 2- minimum twice monthly; Tier 3-minimum weekly. 5. Time is **not** scheduled for grade-level and student level team collaboration and follow-up activities.	
V. TIERED INTERVENTION AND SERVICE DELIVERY SYSTEM	**V. TIERED INTERVENTION AND SERVICE DELIVERY SYSTEM**	**V. TIERED INTERVENTION AND SERVICE DELIVERY SYSTEM**	
1. Students receive increasingly intense research-based interventions targeted at assessed skill deficits in addition to standards-aligned core instruction immediately after need is identified through assessment. A range of research-based interventions for any student at risk of academic or behavioral failure is in place. • The team uses screening and informal assessment data to identify instructional needs and appropriate interventions for students. • Tier 2 intervention provides additional instructional time (at least 30 minutes/day. • Tier 3 provides additional instructional time (30-60	1. **Some** students receive increasingly intense research-based interventions targeted at assessed skill deficits in addition to standards-aligned core instruction immediately after need is identified through assessment. A range of research-based interventions for **some** students at risk of academic or behavioral failure is in place. • The team uses screening and informal assessment data to identify instructional needs and appropriate interventions for **some** students. • Tier 2 intervention provides additional instructional time (**less than** 30 minutes/day. • Tier 3 provides additional instructional time (**less than**	1. Students **do not** receive increasingly intense research-based interventions targeted at assessed skill deficits **in addition** to standards-aligned core instruction immediately after need is identified through assessment. A range of research-based interventions for any student at risk of academic or behavioral failure is **not** in place. • The team **does not** use screening and informal assessment data to identify instructional needs and appropriate interventions for students. • Tier 2 intervention **does not** provide additional instructional time (at least 30 minutes/day.	Evidence is provided (e.g., standard protocol intervention list, extra time allocated toward small group intervention, number of groups and size, number of resource personnel that provide supplemental intervention, progress-monitoring schedule, etc.) Decision rules for Tier movement and eligibility

minutes/day). • Intervention logistics (including training) are carefully planned (Who, What, Where, When). • Interventions vary by grouping, expertise, duration, frequency and time. 2. Standard protocol interventions are used at Tiers 2 and 3. 3. A system is in place to ensure that interventions are implemented with fidelity. 4. Progress monitoring data determines the effectiveness of interventions and drive student movement through the tiers. • Team identifies student specific appropriate Rate of Improvement. • Progress monitoring logistics are identified (Who, What, Where, When) • Student progress is graphed and decision rules are identified and used to make instructional decisions. 5. Interventions are monitored and adjusted based on progress monitoring data. 6. A system is in place to move student among tiers as needed. • Students making acceptable progress in Tier 2 return to Tier 1 or may remain at Tier 2. Students not making	30-60 minutes/day). • Intervention logistics (including training) are carefully planned (Who, What, Where, When) **intermittently**. • Interventions vary by grouping, frequency and time **only**. 2. Standard protocol interventions are used at Tiers 2 and 3 **intermittently**. 3. A system is **emerging** to ensure that interventions are implemented with fidelity. 4. Progress monitoring data determines the effectiveness of interventions and drive student movement through the tiers **intermittently**. • Team identifies student specific appropriate Rate of Improvement **intermittently**. • Progress monitoring logistics are identified (Who, What, Where, When) **intermittently** • Student progress is graphed and decision rules are identified and used to make instructional decisions **intermittently**. 5. Interventions are **not** monitored and adjusted based on progress monitoring data. 6. A system is **emerging** to move student among tiers as needed.	• Tier 3 **does not** provide additional instructional time (30-60 minutes/day). • Intervention logistics (including training) are **not** carefully planned (Who, What, Where, When). • Interventions **do not** vary by grouping, expertise, duration, frequency and time. 2. Standard protocol interventions are **not** used at Tiers 2 and 3. 3. A system is **not** in place to ensure that interventions are implemented with fidelity. 4. Progress monitoring data **does not** determine the effectiveness of interventions and drive student movement through the tiers. • Team **does not** identify student specific appropriate Rate of Improvement. • Progress monitoring logistics are **not** identified (Who, What, Where, When) • Student progress is graphed and decision rules are identified and used to make instructional decisions. 5. Interventions are **not** monitored and adjusted based on progress monitoring data. 6. A system is **not** in place to move student among tiers as needed. • Students making acceptable progress in Tier 2 return to	determination are clearly articulated and are consistent applied.

Using RtI for SLD Eligibility: School Self Report. PDE/BSE, 12/09.

8

acceptable progress are referred for Tier 3 intervention. • Students making acceptable progress in Tier 3 return to Tier 2 or Tier 1 intervention or may remain at Tier 3. Students not making acceptable progress may be referred for special education eligibility determination or continue at Tier 3 with progress monitoring and modified support to ensure student success.	• Students making acceptable progress in Tier 2 return to Tier 1 or may remain at Tier 2. Students not making acceptable progress are referred for Tier 3 intervention. • Students making acceptable progress in Tier 3 return to Tier 2 or Tier 1 intervention or may remain at Tier 3. Students not making acceptable progress may be referred for special education eligibility determination or continue at Tier 3 with progress monitoring and modified support to ensure student success.	Tier 1 or may remain at Tier 2. Students not making acceptable progress are referred for Tier 3 intervention. • Students making acceptable progress in Tier 3 return to Tier 2 or Tier 1 intervention or may remain at Tier 3. Students not making acceptable progress may be referred for special education eligibility determination or continue at Tier 3 with progress monitoring and modified support to ensure student success.	
VI. PARENT ENGAGEMENT	**VI. PARENT ENGAGEMENT**	**VI. PARENT ENGAGEMENT**	**VI.**
1. Parents are provided information on the RtI process, including an overview of the RtII framework, tiered instruction, types of programs used, and tips to support their children and school to implement the RtI strategy. The overview includes decision rules, timelines, explanations of interventions, and expectations. 2. Parents are notified and requested to participate in the	1. Parents are provided **some** information on the RtII process, **which may** include an overview of the RtI framework, tiered instruction, types of programs used, and tips to support their children and school to implement the RtI strategy. The overview **does not routinely** include decision rules, timelines, explanations of interventions, and expectations.	1. Parents are **not** provided information on the RItI process, including an overview of the RtI framework, tiered instruction, types of programs used, and tips to support their children and school to implement the RtI strategy. The overview **does not** include decision rules, timelines, explanations of interventions, and expectations. 2. Parents are **not** notified and	Evidence of broad and specific examples of parent communication are provided.

three-tier process as soon as their children begin tiered supports. 3. Parents receive at least quarterly detailed reports on their child's interventions, goals, and progress. 4. Parents are informed and understand their right to request a special education evaluation at any time during RtI.	2. Parents are **not routinely** notified and requested to participate in the three-tier process as soon as their children begin tiered supports. 3. Parents receive **less than** quarterly detailed reports on their child's interventions, goals, and progress. 4. Parents are **sometimes** informed and understand their right to request a special education evaluation at any time during RtI.	requested to participate in the three-tier process as soon as their children begin tiered supports. 3. Parents **do not** receive reports on their child's interventions, goals, and progress. 4. Parents are **not** informed and do not understand their right to request a special education evaluation at any time during RtI.	
VII. ELIGIBILITY DETERMINATION	**VIII. ELIGIBILITY DETERMINATION**	**VIII. ELIGIBILITY DETERMINATION**	
1. Policies and processes are in place to ensure compliance with all federal and state regulations, timelines and assurances. 2. A system is in place to use RtI data to diagnose specific learning disability. The determination includes RtII outcome data and is part of a comprehensive evaluation of student eligibility. • The evaluation team uses research-based norms or benchmarks to determine the magnitude of a student's deficit in basic academic skills. • The team uses student progress data to compare the referred student's slope of progress to the goal line needed to close the achievement gap in the academic skill deficit.	3. **Some** policies and processes are in place to ensure compliance with all federal and state regulations, timelines and assurances. 4. **Parts** of a system are in place to use RtII data to diagnose specific learning disability. The determination includes RtI outcome data and is part of a comprehensive evaluation of student eligibility. • The evaluation team **sometimes** uses research-based norms or benchmarks to determine the magnitude of a student's deficit in basic academic skills. • The team s**ometimes** uses student progress data to compare the referred student's slope of progress to	5. Policies and processes are **not** in place to ensure compliance with all federal and state regulations, timelines and assurances. 6. A system is **not** in place to use RtI data to diagnose specific learning disability. The determination includes RtII outcome data and is part of a comprehensive evaluation of student eligibility. • The evaluation team **does not** use research-based norms or benchmarks to determine the magnitude of a student's deficit in basic academic skills. • The team **does not** use student progress data to compare the referred student's slope of progress to the goal line needed to close the achievement gap in the academic skill deficit.	Evidence may be provided through sample Evaluation Report (ER). Decision rules, rates of improvement should be clearly articulated with evidence of consistency in application.

• The team considers other factors (vision, hearing, language, social/behavioral, medical, etc.) that may explain the student's difficulties in conducting the comprehensive evaluation, and assesses the degree of student need.	the goal line needed to close the achievement gap in the academic skill deficit. • The team **sometimes** considers other factors (vision, hearing, language, social/behavioral, medical, etc.) that may explain the student's difficulties in conducting the comprehensive evaluation, and assesses the degree of student need.	• The team **does not** consider other factors (vision, hearing, language, social/behavioral, medical, etc.) that may explain the student's difficulties in conducting the comprehensive evaluation, and assesses the degree of student need.	
VIII. LEADERSHIP (SUPPORTS, INFRASTRUCTURE, FLEXIBLE USE OF RESOURCES)	**VIII. LEADERSHIP (SUPPORTS, INFRASTRUCTURE, FLEXIBLE USE OF RESOURCES)**	**VIII. LEADERSHIP (SUPPORTS, INFRASTRUCTURE, FLEXIBLE USE OF RESOURCES)**	
1. Building Administrators lead and support RtI with demonstrated commitment to the efficient and flexible use of time and resources. 2. School district policies and procedures have been revised, as necessary to implement the model (Title 1, Sp. Ed. Plan). 3. The building infrastructure (i.e. schedule) supports RtII. 4. Scheduling supports time allocations required for implementation (screening, data analysis teaming (grade level and student specific) , intervention planning/implementation/monitoring, professional development, etc.). 5. Administration supports change in staff role in addressing student	1. Building Administrators lead and support RtII with demonstrated commitment to the efficient and flexible use of time and resources **to some extent**. 2. **Some** school district policies and procedures have been revised, as necessary to implement the model (Title 1, Sp. Ed. Plan). 3. The building infrastructure (i.e. schedule) to **some extent** supports RtI. 4. Scheduling, **some extent,** supports time allocations required for implementation (screening, data analysis teaming (grade level and student specific) , intervention planning/implementation/monitoring, professional development,	1. Building Administrators do not support RtII with demonstrated commitment to the efficient and flexible use of time and resources. 2. School district policies and procedures have **not** been revised, as necessary to implement the model (Title 1, Sp. Ed. Plan). 3. The building infrastructure (i.e. schedule) **does not** support RtII. 4. Scheduling **does not** support time allocations required for implementation (screening, data analysis teaming (grade level and student specific), intervention planning/implementation/monitoring, professional development, etc.). 5. Administration **does not** support	Building and district administration provide evidence of coordination, communication and support for RtII initiative and implementation (e.g., district RtII steering committee or task force, focus groups, expenditures, school improvement planning/strategic planning, etc.)

needs (general, remedial, special education.	etc.). 5. Administration, to **some extent**, supports change in staff role in addressing student needs (general, remedial, special education.	change in staff role in addressing student needs (general, remedial, special education.	
IX. PROFESSIONAL DEVELOPMENT	**IX. PROFESSIONAL DEVELOPMENT**	**IX. PROFESSIONAL DEVELOPMENT**	
1. Professional development is ongoing, job-embedded and includes the relevant areas essential to the effective implementation of RtII and improved student outcomes. 2. All personnel have received an overview of the RtII framework and its implications for change from a traditional instructional model. The overview is provided by the buildings instructional leaders. 3. All staff receives training in effective use of data for instructional decision making (data analysis teaming), progress monitoring, effective instruction, differentiated instruction, parent engagement, reading and mathematics instruction, schoolwide behavior support and other areas as identified. Guided practice is an integral component of professional development activities. 4. Key school personnel are identified for enhanced training	1. **Some** professional development is ongoing, job-embedded and includes the relevant areas essential to the effective implementation of RtII and improved student outcomes. 2. **Most** personnel have received an overview of the RtII framework and its implications for change from a traditional instructional model. The overview is **may be** provided by the buildings instructional leaders. 3. **Most** staff receives training in effective use of data for instructional decision making (data analysis teaming), progress monitoring, effective instruction, differentiated instruction, parent engagement, reading and mathematics instruction, schoolwide behavior support and other areas as identified. Guided practice is **may be** an integral component of professional development activities. 4. **Some** key school personnel are identified for enhanced training in	1. Professional development is **not** ongoing, job-embedded and **does not** include the relevant areas essential to the effective implementation of RtII and improved student outcomes. 2. **Few** personnel have received an overview of the RtII framework and its implications for change from a traditional instructional model. The overview is provided by the buildings instructional leaders. 3. **Few** staff receives training in effective use of data for instructional decision making (data analysis teaming), progress monitoring, effective instruction, differentiated instruction, parent engagement, reading and mathematics instruction, schoolwide behavior support and other areas as identified. Guided practice is an integral component of professional development activities. 4. Key school personnel are **not** identified for enhanced training in	Professional development calendar reflects components of RtII framework over course of implementation

Using RtI for SLD Eligibility: School Self Report. PDE/BSE, 12/09.

12

in specific components of the three-tier model (screening, intervention, data analysis) to build school capacity and to ensure sustainability of the RtII strategy. 5. The district professional development calendar provides sufficient time and flexibility for professional development in the components of RtII.	**some** specific components of the three-tier model (screening, intervention, data analysis) to build school capacity and to ensure sustainability of the RtII strategy. 5. The district professional development calendar **provides time** and flexibility for professional development in the components of RtII.	specific components of the three-tier model (screening, intervention, data analysis) to build school capacity and to ensure sustainability of the RtII strategy. 6. The district professional development calendar **does not** provide sufficient time and flexibility for professional development in the components of RtII.	

Using RtI for SLD Eligibility: School Self Report. PDE/BSE, 12/09.

13