

# **Illinois Response to Intervention (RtI) District Self-Assessment Template**

This self assessment is intended to assist districts 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 template 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. Your district can subsequently use the results of the self assessment to develop the District RtI Plan that must be completed by January 1, 2009. The self assessment results will also assist the Illinois State Board of Education in determining those districts that are most in need of additional support to plan for and implement an RtI process.

The self assessment addresses seven areas of implementation: Consensus Building and Collaboration; Standards-Based Curriculum and Research-Based Instruction; Research-Based Assessment Practices; Student Intervention/Problem Solving Team Process; Intervention Strategy Identification; Resources Allocation; and Ongoing Professional Development for Effective RtI. This template should be used by a collaborative district 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 district profile by rating your district's current level of implementation for each indicator. A basic action planning format has been provided at the end of each section to help your district team address those indicators that emerge as areas of need. The format allows you to document specific planning areas and associated activities, current resources, anticipated resource needs and potential funding sources. The Rating Key and definitions of key terms used throughout the self assessment are provided on the last two pages.

Please submit your completed district self assessment **no later than May 23, 2008**, to the Illinois State Board of Education by emailing it to [rtiselfassessment@isbe.net](mailto:rtiselfassessment@isbe.net). Questions about the self assessment may also be submitted via email to the same address.

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**RCDT Code:** 500820400260000

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<b>I. Consensus Building and Collaboration</b>	INDICATOR IS NOT PRESENT	INDICATOR IS KNOWN AND IMPLEMENTATION PLANNING HAS BEGUN	INDICATOR IS PRESENT IN SOME DAILY PRACTICE	INDICATOR IS FULLY INTEGRATED INTO DAILY PRACTICE
The district leadership and principal(s) provide strong support for systemic change through collaboration.			x	
A collaborative model which solicits input from and facilitates discussions among all district stakeholders is used to build consensus.		X		
A comprehensive plan exists to provide information about RtI practices to internal and external stakeholders.		X		
District stakeholders (e.g., teacher, paraprofessional and parent organizations) are included in plan development, implementation and fidelity monitoring.		X		
Parents are included in the planning and implementation of RtI.		X		
The RtI plan is integrated with other district initiatives (e.g., District Improvement Plans (DIP), Technology Integration Plans (TIP) and professional development plans).			x	

<b>Related Action Planning and Activities</b>	<b>Current Resources</b>	<b>Resources Needed</b>	<b>Funding Source</b>
Contact local Parent Teachers Together (PTT) to organize parent volunteers to assist with testing and small reading groups.	N/A	Building	N/A
RTI is integrated with the Technology Plan and the Title I e-Plan.	N/A	N/A	N/A

<b>II. Standards-Based Curriculum and Research-Based Instruction</b>	<b>INDICATOR IS NOT PRESENT</b>	<b>INDICATOR IS KNOWN AND IMPLEMENTATION PLANNING HAS BEGUN</b>	<b>INDICATOR IS PRESENT IN SOME DAILY PRACTICE</b>	<b>INDICATOR IS FULLY INTEGRATED INTO DAILY PRACTICE</b>
Curriculum, instruction and assessments are aligned with the state standards.		X		
A method for assessing the effectiveness and implementation integrity of the core curriculum areas is established and implemented on a routine basis.			X	
Reading: Addresses all five components (phonemic awareness, decoding, fluency, vocabulary and comprehension) in an explicit, systematic, intensive manner with fidelity and sufficient duration.			X	
Math: Addresses math content standards and all four of the essential domains (problem-solving, arithmetic skill/fluency, conceptual knowledge/number sense, reasoning ability).			X	
Behavior: Includes Positive Behavior Supports addressing expectations, defined, behavior curriculum developed and taught, acknowledgement system, on-going evaluation and tiered behavior supports to meet the needs of all students, expectations and reinforcements.			X	
Other Core Subjects*:				
Other Core Subjects*:				
Other Core Subjects*:				
Other Core Subjects*:				

\*Districts are reminded that this analysis should be occurring for curriculum and instruction at all grade levels.

<b>Related Action Planning and Activities</b>	<b>Current Resources</b>	<b>Resources Needed</b>	<b>Funding Source</b>
DIEBLS testing is conducted 3 times a year for all K-6 <sup>th</sup> grade students	Local Personnel		Local
Rigby Benchmark Test for Guided Reading given for grades 1-3	Title Reading		Local
Character/Social Skills training is needed		Workshop	Title
Scholastic Reading Labs instituted in grade 3-6	Teachers		Reading Grant
AutoSkills Reading and Math Academy for grades 3-6	Teachers		Local

<b>III. Research-Based Assessment Practices</b>	<b>INDICATOR IS NOT PRESENT</b>	<b>INDICATOR IS KNOWN AND IMPLEMENTATION PLANNING HAS BEGUN</b>	<b>INDICATOR IS PRESENT IN SOME DAILY PRACTICE</b>	<b>INDICATOR IS FULLY INTEGRATED INTO DAILY PRACTICE</b>
A universal screening system (e.g., curriculum-based measurement of skills or behavior) is in place and used by the district to assess the strengths and challenges of all students in academic achievement and behavior.		Behavior	Math	Reading
Teams (e.g., district, school, grade or student level) analyze data in structured, collaborative discussions designed to inform instructional decisions.			x	
Data from continuous progress monitoring drives instructional decisions throughout the three-tier process.			x	
Academic and behavioral progress is monitored with increasing frequency as students receive additional tiered interventions.		x		
A data collection and management system is in place for the purposes of screening, diagnostics and progress monitoring for academics and behavior.			x	

<b>Related Action Planning and Activities</b>	<b>Current Resources</b>	<b>Resources Needed</b>	<b>Funding Source</b>
Behavior referrals need to be tracked	SDS software	Data Recorder	Local
Analyze data trends from testing during RTI collaborative meetings	RTI team		Local
Present analysis of trends to staff during SIP workshops	RTI team/Teachers		Local

<b>IV. Student Intervention/Problem Solving Team Process</b>	<b>INDICATOR IS NOT PRESENT</b>	<b>INDICATOR IS KNOWN AND IMPLEMENTATION PLANNING HAS BEGUN</b>	<b>INDICATOR IS PRESENT IN SOME DAILY PRACTICE</b>	<b>INDICATOR IS FULLY INTEGRATED INTO DAILY PRACTICE</b>
Responsibility is shared among all educators (e.g., general education, special education, related service personnel, ELL, Title I) for the academic progress of all students.			X	
Parents are involved in the decision-making process across all tiers.		X		
The team uses data-driven decision-making and problem-solving processes at the school, classroom and individual student levels to make educational decisions.			X	
Data from universal screening and targeted assessments are used to inform instruction.			X	
Progress monitoring data results are used to inform instruction.			X	
Policies and procedures that comply with state regulations are defined regarding the use of RtI to determine special education eligibility.			x	

<b>Related Action Planning and Activities</b>	<b>Current Resources</b>	<b>Resources Needed</b>	<b>Funding Source</b>
More involvement in Tier I with parents (parental involvement is mandatory in Tiers II & III)	PTT	Time	N/A
Keep teachers informed of their responsibilities for providing accommodations	RTI team	Time	N/A

<b>V. Intervention Strategy Identification</b>	INDICATOR IS NOT PRESENT	INDICATOR IS KNOWN AND IMPLEMENTATION PLANNING HAS BEGUN	INDICATOR IS PRESENT IN SOME DAILY PRACTICE	INDICATOR IS FULLY INTEGRATED INTO DAILY PRACTICE
Universal screening and other assessment data have been reviewed to determine the percentage of students currently proficient overall and within each sub-group, and a gap analysis has been completed.			X	
Students receive increasingly intense research-based interventions targeted at assessed skill deficits <b>in addition to</b> standards-aligned core curriculum and instruction.			X	
A range of research-based instructional interventions for any student at risk of academic or behavioral failure is in place.		X		
A system is in place to continually verify that interventions are implemented with fidelity.		X		
A system utilizing progress monitoring is in place to move students among tiers as needed (e.g., students making acceptable progress in Tier 2 return to Tier 1, students not making acceptable progress may be transitioned to Tier 3).		X		
Parents are informed and invited to participate in the three-tier process as soon as their children begin tiered supports.		X		
Parents are informed of their right to request a special education evaluation at any time during the RtI process.			X	

<b>Related Action Planning and Activities</b>	<b>Current Resources</b>	<b>Resources Needed</b>	<b>Funding Source</b>
Behavior researched-based intervention material is being looked at – PBIS model		Materials	Local

<b>VI. Resources Allocation</b>	INDICATOR IS NOT PRESENT	INDICATOR IS KNOWN AND IMPLEMENTATION PLANNING HAS BEGUN	INDICATOR IS PRESENT IN SOME DAILY PRACTICE	INDICATOR IS FULLY INTEGRATED INTO DAILY PRACTICE
The district has analyzed the allocation of existing resources, including staff, professional development, funding and networking opportunities (e.g., institutions of higher education, ROEs, LEAs/cooperative).				X
Staff are allocated, utilized and supported in a way that optimizes their capacity to provide tiered interventions.			X	
Adequate research-based instructional materials and supports are available across all tiers.			x	
Sufficient time is allocated for professional development, collaborative planning and delivery of academic and behavioral interventions.		X		
The district has access to state and regional resources such as professional development, funding and networking opportunities.			x	
The district has planned for the sustainability of the RtI process.			X	

<b>Related Action Planning and Activities</b>	<b>Current Resources</b>	<b>Resources Needed</b>	<b>Funding Source</b>
Behavioral researched based instructional material is needed		Materials	Local
Character/Social Skills training is needed		Workshops	Title

<b>VII. Ongoing Professional Development for Effective RtI</b>	INDICATOR IS NOT PRESENT	INDICATOR IS KNOWN AND IMPLEMENTATION PLANNING HAS BEGUN	INDICATOR IS PRESENT IN SOME DAILY PRACTICE	INDICATOR IS FULLY INTEGRATED INTO DAILY PRACTICE
All staff involved in the implementation of RtI have received an overview of the RtI framework and its implications for changes in curriculum, instruction and assessment practices to implement a district-wide RtI process to support overall district planning.				X
All staff involved in the implementation of RtI receives training in effective use of data for instructional decision making.			X	
All staff involved in the implementation of RtI receives training in assessment tools used for universal screening and progress monitoring.			X	
All staff involved in the implementation of RtI receives training in research-based intervention strategies.		X		
All staff involved in the implementation of RtI receives training in collaborating with and involving parents.		X		
Key district and school staff (e.g., coaches, reading specialists, problem-solving team members, special education teachers and related service providers) are identified for enhanced training in specific components of RtI to build school capacity and to ensure sustainability of RtI.		X		
The district professional development plan provides sufficient time for professional development activities and collaboration on various aspects in the components of RtI.		X		
To facilitate application of data analysis skills, schools schedule time for staff to review data following universal screening.		X		
The district provides a variety of opportunities (e.g., printed materials, public meetings) for parents to learn about the three-tiered intervention model using an RtI process.	X			

<b>Related Action Planning and Activities</b>	<b>Current Resources</b>	<b>Resources Needed</b>	<b>Funding Source</b>
Involvement with PTT is needed to meet and plan	Building		Local
School Improvement Days needed to work with teachers	Building	Time	Local

## Rating Key

Indicator is not present: The element does not exist at all.	Indicator is present in some daily practice: The element is being implemented to some degree but not consistently or system-wide.
Indicator is known and implementation planning has begun: The district is aware of the element and some level of planning has begun to facilitate initial implementation.	Indicator is fully integrated into daily practice: The element is implemented consistently and system-wide.

## 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. At

Tier 1 data are collected and used as a general screening process for all students and to determine effectiveness of core instructional practices. At Tier 2 data are collected to determine the effectiveness of an intervention and determine if an instructional change is needed. At Tier 3, data are collected for the same reasons as Tier 2, but are collected on a more frequent basis so that educational decisions can be made in a more timely manner.

**Scientific, 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) high-quality instruction/intervention matched to student needs and 2) using learning rate over time and level of performance to 3) make important educational decisions.

“**High quality instruction/intervention:** Instruction or intervention, matched to student need that has been demonstrated through scientific research and practice to produce high learning rates for most students.

“**Learning rate:** A student’s growth in achievement or behavior competencies over time compared to prior levels of performance and peer growth rates.

“**Level of performance:** A student’s relative standing on some dimension of achievement/performance compared to expected performance (either criterion- or norm-referenced)” (*Response to Intervention: Policy Considerations and Implementation*. Batsche, et al. 2005).

**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).