

## Response to Intervention Indicators

<b>Leadership</b> Support or RTI	
RTI-LD1	The principal provides resources of staff, time, and materials to support the RTI process.
RTI-LD2	The principal provides managerial leadership for a 3-Tier model for focused academic and discipline/student management processes.
RTI-LD3	The principal provides clear direction for assessment strategies, including determination for universal screening.
RTI-LD4	The principal participates actively with the RTI Team.
RTI-LD5	The principal keeps a focus on instructional improvement and student learning outcomes.
RTI-LD6	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.

<b>Leadership</b> Quality Assurance	
RTI-LD7	The principal routinely monitors the fidelity of ongoing RTI implementation.
RTI-LD8	The principal systematically assesses RTI fidelity at least twice a year and prepares a summary report of findings and recommendations.
RTI-LD9	The principal monitors curriculum and classroom instruction regularly.

<b>Leadership</b> Professional Development	
RTI-LD10	The principal ensures that all staff receive on-going RTI training.
RTI-LD11	The principal participates in on-going RTI training.
RTI-LD12	Staff development for RTI is built into the school schedule for support staff as well as classroom teachers.
RTI-LD13	New staff members are trained and included in the RTI process.

<b>Teams and Processes</b> RTI Team Structure	
RTI-TM1	The RTI Team includes a core membership of teachers and professional staff with various roles and expertise to provide critical input to the process.
RTI-TM2	The RTI Team meets regularly and for a sufficient amount of time to conduct the business of the team.
RTI-TM3	The RTI team operates with agendas and minutes for their meetings, and these documents are maintained in a file by a person designated by the team and also by the principal.
RTI-TM4	All core members consistently attend team meetings.
RTI-TM5	The RTI Team meetings include additional people with pertinent information about a particular student under review, such as parents, referring teacher, speech-language pathologist, gifted/talented, Title I, English language learning.

## Teams and Processes

### RTI Team Resources

RTI-TM6	The RTI Team has inventoried schoolwide resources and created a resource map that it uses in team interventions.
RTI-TM7	The RTI Team has inventoried community resources and created a resource map that it uses in team interventions.
RTI-TM8	The RTI Team regularly updates its resource maps.
RTI-TM9	The RTI Team maintains a list of RTI-related resources to access beyond the school for consultation, advice, and support.

## Teams and Processes

### RTI Team Culture

RTI-TM10	The RTI Team focuses on student outcomes rather than eligibility for special education services.
RTI-TM11	The RTI Team fosters an atmosphere in which the entire school community is welcomed and supported.
RTI-TM12	The RTI Team provides a system of support for teachers through coaching, resource materials, mentoring, peer observations, and problem-solving.

## Teams and Processes

### The Referral and Intervention Process Identify and Define

RTI-TM13	The RTI Team receives referrals from teams, teachers, other staff, and parents about a student or group of students whose academic progress and/or behavior suggests a possible need for intervention.
RTI-TM14	The RTI Team collects background and baseline data on the referred student(s) to be used at the initial intervention meeting.
RTI-TM15	The RTI Team defines the specific area of need(s) based on the data collected.

## Teams and Processes

### The Referral and Intervention Process Analyze for Causes

RTI-TM16	The RTI Team considers a variety of data sources in determining the cause of the problem and if an intervention is necessary.
RTI-TM17	The RTI Team considers a variety of data sources in determining whether the situation calls for a standard treatment protocol or individual problem solving.

## Teams and Processes

### The Referral and Intervention Process Develop a Plan

RTI-TM18	The RTI Team sets clear, objective, measureable goals for student progress in the student's Individual Intervention Plan.
RTI-TM19	The Individual Intervention Plan includes specific tasks, persons responsible, and timelines for completion.

## Teams and Processes

### The Referral and Intervention Process Implement and Monitor the Plan

RTI-TM20	The RTI Team documents the quality of the implementation of the Individual Intervention Plan to assure intervention integrity.
RTI-TM21	The RTI Team holds follow-up meetings with the referring teacher and parents to review student progress and judge whether the intervention is effective.

## Teams and Processes

The Referral and Intervention Process  
Evaluate and Adjust the Plan

RTI-TM22 The RTI Team, at key decision points, determines the degree to which the intervention has been adequately executed to evaluate its effectiveness.

RTI-TM23 The RTI Team, at key decision points, determines whether the intervention should be continued, adjusted, or terminated.

## Assessment

Information Systems

RTI-AS1 The school maintains a current inventory of selected screening measures, diagnostic assessments, progress monitoring assessments and tools, and outcome assessments.

RTI-AS2 A data management system is in place with necessary technology support to provide the School Support Team, teachers, and professional staff with timely information on each student.

RTI-AS3 Data included in the management system are data collected from a variety of sources; i.e. academic, medical, developmental, vision/hearing, familial/cultural, curriculum-based measures, parent and student interviews, and behavioral and classroom management data.

## Assessment

Screenings

RTI-AS4 A written universal screening system plan is in place and used by the school to assess the academic and behavioral strengths and needs of all students.

RTI-AS5 Screening assessments are conducted 3 or 4 times a year.

RTI-AS6 The school's teams (Leadership, Instructional, RTI, for example) each meets to examine the building-wide data after each screening to consider core effectiveness and instructional groups.

## Assessment

Diagnostic Assessments

RTI-AS7 Diagnostic assessments are conducted for individual students as needed to adapt instruction and support interventions to student needs.

## Assessment

Progress Monitoring

RTI-AS8 Progress monitoring data is sufficiently designed and collected to make clear decisions about the effectiveness of an intervention.

RTI-AS9 Academic and behavioral progress is monitored with increasing frequency as students receive additional tiered interventions.

RTI-AS10 Progress monitoring assessments are conducted monthly for those receiving supplemental instruction (as Tier 2) and weekly or bi-weekly for those receiving intensive instruction.

RTI-AS11 The RTI Team bases decisions about interventions (instructional and support) on data from continuing progress monitoring throughout the three-tiered process.

## Assessment

Professional Development

RTI-AS12 School staff receive ongoing professional development on all assessments and assessment procedures.

## Family Community Engagement

RTI-FC1	Parents are informed of the RTI process and it is made clear that the process is not intended to delay referral for special education evaluation.
RTI-FC2	Parents are informed of the RTI process and intervention options available for their child before interventions are implemented.
RTI-FC3	Written information is given to parents at Tier 2 that addresses the concerns and needs of students who show emerging deficits.
RTI-FC4	Information is gathered from parents about how the child functions in a variety of settings (e.g. family and home, church, childcare, community activities).
RTI-FC5	Parent and student interviews are conducted covering the child's history and any significant events occurring in the life of the child or the family.
RTI-FC6	Individualized Intervention Plans address the family culture and resources available to the child.
RTI-FC7	Community resources (individuals, organizations, programs) are included in Intervention Plans when appropriate.

## Curriculum and Instruction

### Curriculum

RTI-CI1	The school maintains an official document that clearly defines the curriculum and instruction for each of three tiers in reading, mathematics, written language, and social behavior.
RTI-CI2	All teachers are guided by an evidence-based core curriculum.
RTI-CI3	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.

## Curriculum and Instruction

### Instruction

RTI-CI4	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.
RTI-CI5	All teachers assign learning tasks in a variety of formats such as auditory, visual, tactile, motor, and hands-on for all students.
RTI-CI6	Units of instruction include standards-based objectives and criteria for mastery.
RTI-CI7	All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).
RTI-CI8	All teachers have access to evidence-based instructional interventions for students identified at risk (Tier 2).
RTI-CI9	All teachers have access to evidence-based instructional enhancements for students identified as achieving above the general class level.

## Curriculum and Instruction

### Professional Development

RTI-CI10	School staff receive ongoing professional development on the subject content they are expected to teach.
RTI-CI11	School staff receive ongoing professional development on instructional methodology for the programs they are expected to teach.
RTI-CI12	School staff receive ongoing professional development on social behavior and classroom management strategies for the programs they are expected to teach.

## District Response to Intervention Success Indicator

RTI-DT1	The district has an RTI team that regularly supports and evaluates the school RTI implementation to assure fidelity.
RTI-DT2	District leadership has developed a written policy and/or procedures, approved by the school board, to insure consistency of RTI implementation across the district.
RTI-DT3	The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.
RTI-DT4	The district sets district, school, and student subgroup achievement targets.
RTI-DT5	The district regularly reallocates resources to support school, staff, and instructional improvement.