

NYS Self-Assessment Tool for RTI Middle School Readiness & Implementation Survey

Survey Description

This survey was developed to examine your school's current RtI practices. The information obtained from this survey will be anonymous and can be used to assist in the development of an RtI plan for your school.

This survey should be completed by each member of your RtI Leadership Team to evaluate how each RtI practice is currently being implemented in their school.

A link to a glossary of terms is provided on the top of each page. The glossary of terms contains definitions for terms listed in some of the questions. Please review these terms briefly before beginning the self-assessment and leave the tab/window open to review as needed.

This survey will take approximately 20-30 minutes to complete and should be completed in one sitting.

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Demographic Information

Provide demographic information regarding your school and current position by answering the questions below

Today's Date

MM DD YYYY
[] / [] / []

School Name

I am responding to this survey as a: (select one)

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Tier 1: Content Area Instruction

Please read each Rtl indicator and assess your school's current level of implementation:

not currently implementing = not currently implementing or using this practice

partial implementation = partially implements this practice, but not consistently and with fidelity

full implementation = fully implements this practice with fidelity on a consistent basis

don't know = I don't know or am unsure how well this practice is being implemented

N/A = not applicable

[link to glossary of terms](#)

1. All content-area teachers (not just ELA teachers) share responsibility to work toward improving our students' literacy skills.

not currently
implementing

partial implementation

full implementation

don't know

N/A

2. Teachers meet the needs of at least 80% of ALL students in the general education program as demonstrated by universal screening.

disagree

neutral

agree

don't know

N/A

3. A system for determining fidelity of content area instruction is established and routinely implemented.

not currently
implementing

partial implementation

full implementation

don't know

N/A

4. When appropriate, teachers devote a regular portion of their instruction to vocabulary development that includes repeated exposure to new words, sufficient modeling, and practice with opportunities to use words in multiple contexts (i.e., writing, discussion, extended reading).

not currently
implementing

partial implementation

full implementation

don't know

N/A

5. Teachers include direct and explicit comprehension strategy instruction that enhances their students' ability to comprehend texts within their content area.

not currently implementing	partial implementation	full implementation	don't know	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Teachers include writing instruction that is specific to their disciplinary area (e.g., writing as a scientist, mathematician, historian, etc.).

not currently implementing	partial implementation	full implementation	don't know	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Teachers differentiate instruction (e.g., text level, supported instruction) based on the reading/writing levels and needs of their students.

disagree	neutral	agree	don't know	N/A
<input type="radio"/>				

8. Teachers use small and large-group formats to encourage high-quality discussions about texts.

not currently implementing	partial implementation	full implementation	don't know	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Teachers deliberately design and adjust their instructional environment to increase student motivation and academic engagement in learning (e.g., explicit rules/behavioral expectations, class-wide reinforcements and consequences, opportunities for active responding, frequent teacher feedback and encouragement).

not currently implementing	partial implementation	full implementation	don't know	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Teachers explicitly teach self-regulatory, academic, and social skills that promote learning in their content area (e.g., considering others' viewpoints, respectful communication, asking for help, study skills, following directions).

not currently implementing	partial implementation	full implementation	don't know	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Tiered Intervention: Tier 2 - Supplemental Intervention

Please read each Rtl indicator and assess your school's current level of implementation:

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N/A = not applicable

[link to glossary of terms](#)

11. Additional or supplemental instructional time in reading/writing (at least 20-30 minutes per session, 3-4 times per week, staff to student ratio approximately 1:5) is offered in addition to ELA instruction for at-risk readers.

not currently
implementing

partial implementation

full implementation

don't know

N/A

12. Interventions provided at Tier 2 are research-based and implemented directly by staff who are knowledgeable about students needs and trained in the needed area of instruction.

disagree

neutral

agree

don't know

N/A

13. Technology-based interventions provided at Tier 2 are research-based.

disagree

neutral

agree

don't know

N/A

14. Interventions are matched to students' specific needs.

disagree

neutral

agree

don't know

N/A

15. Interventions are provided for students who show significant social/emotional/behavioral problems that interrupt learning and adjustment in school.

not currently
implementing

partial implementation

full implementation

don't know

N/A

16. Tier 2 interventions are provided as soon as a student's at-risk status is determined.

disagree	neutral	agree	don't know	N/A
<input type="radio"/>				

17. Data from progress monitoring assessments are used to evaluate whether the student is responding to the intervention in this tier.

not currently implementing	partial implementation	full implementation	don't know	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Checks for fidelity of implementation of the intervention are conducted on a regular basis.

not currently implementing	partial implementation	full implementation	don't know	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Tiered Intervention: Tier 3 – Supplemental and Customized Intervention

Please read each Rtl indicator and assess your school's current level of implementation:

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N/A = not applicable

[link to glossary of terms](#)

19. Additional or supplemental instructional time (at least 40 minutes per session, 5 times per week in smaller grouping format than Tier 2) is offered in addition to ELA instruction for students at high risk.

not currently
implementing

partial implementation

full implementation

don't know

N/A

20. Interventions provided at Tier 3 are research-based and implemented directly by staff who are knowledgeable about the student's needs and trained in the needed area of instruction.

not currently
implementing

partial implementation

full implementation

don't know

N/A

21. Technology-based interventions provided at Tier 3 are research-based.

disagree

neutral

agree

don't know

N/A

22. Tier 3 interventions are matched to each student's specific academic needs.

disagree

neutral

agree

don't know

N/A

23. Students who have intensive social/emotional/ behavioral needs that impact academic learning and adjustment to school are provided interventions, such as individual counseling, crisis counseling, behavior intervention plans based on functional behavior assessments, community based intervention, and/or medical intervention.

not currently
implementing

partial implementation

full implementation

don't know

N/A

24. Data from progress monitoring assessments are used to evaluate whether the student is responding to the intervention delivered at this tier.

not currently
implementing

partial implementation

full implementation

don't know

N/A

25. Checks for fidelity of implementation of intervention are conducted on a regular basis.

not currently
implementing

partial implementation

full implementation

don't know

N/A

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Assessment: Screening

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N/A = not applicable

[link to glossary of terms](#)

26. My school conducts academic screening for ALL students a minimum of two to three times per year.

not currently
implementing

partial implementation

full implementation

don't know

N/A

27. Data obtained from each academic screening session are routinely shared at staff meetings and/or grade level team meetings.

not currently
implementing

partial implementation

full implementation

don't know

N/A

28. Teachers and appropriate staff have been provided adequate professional development to understand and make informed decisions based on academic screening data.

not currently
implementing

partial implementation

full implementation

don't know

N/A

29. Screening data are used to prioritize students for tiered academic intervention based on intensity and nature of need.

not currently
implementing

partial implementation

full implementation

don't know

N/A

30. Logistical arrangements involving screening have been established: who, what, where, and when.

not currently implementing partial implementation full implementation don't know N/A

31. All staff have received initial training or professional development relative to the administration of screening measures at their respective grade levels.

not currently implementing partial implementation full implementation don't know N/A

32. "Refresher" or booster practice sessions are provided prior to each screening administration.

not currently implementing partial implementation full implementation don't know N/A

33. Decision rules to identify students who may require additional instruction or intervention are established and used.

not currently implementing partial implementation full implementation don't know N/A

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Assessment: Progress Monitoring

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N/A = not applicable

[link to glossary of terms](#)

34. Students performing below grade level expectations are progress monitored frequently (1 time per week to 1 time per month depending on measure).

not currently
implementing

partial implementation

full implementation

don't know

N/A

35. Progress monitoring data are graphed and routinely shared at the relevant grade level with teachers and administrators.

not currently
implementing

partial implementation

full implementation

don't know

N/A

36. Teachers and appropriate staff have been provided adequate professional development to understand and make informed decisions based on progress monitoring data.

disagree

neutral

agree

don't know

N/A

37. Instruction/intervention is modified when progress monitoring data indicate limited progress.

not currently
implementing

partial implementation

full implementation

don't know

N/A

38. Progress monitoring data are routinely shared with parents.

not currently implementing partial implementation full implementation don't know N/A

39. Logistical decisions involving progress monitoring have been determined: who, what, where, when, and frequency of monitoring at each tier.

not currently implementing partial implementation full implementation don't know N/A

40. Decision rules are established and used to determine student movement through tiers.

disagree neutral agree don't know N/A

41. Regular checks of fidelity of progress monitoring administration are conducted.

not currently implementing partial implementation full implementation don't know N/A

42. "Refresher" or booster practice sessions are provided for progress monitoring as needed and indicated by fidelity checks.

not currently implementing partial implementation full implementation don't know N/A

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Infrastructure

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N/A = not applicable

[link to glossary of terms](#)

43. A building-based Rtl leadership team has been established and reflects a multi-disciplinary composition (e.g., building principal, content area teacher reps, special educator, school psychologist, interventionists, ESL/bilingual teacher, guidance counselor, social worker).

not currently
implementing

partial implementation

full implementation

don't know

N/A

44. There is a school-wide plan to identify and address academic needs of all students.

not currently
implementing

partial implementation

full implementation

don't know

N/A

45. There is a school-wide plan to identify and address social/emotional/behavioral needs of all students.

not currently
implementing

partial implementation

full implementation

don't know

N/A

46. A data management system has been established that electronically stores student performance data.

not currently
implementing

partial implementation

full implementation

don't know

N/A

47A. Data are used to determine the effectiveness of Rtl by examining the number of students meeting benchmark per grade level per year.

not currently implementing	partial implementation	full implementation	don't know	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47B. Data are used to determine the effectiveness of Rtl by examining the number of students receiving Tier 2 and 3 interventions by grade per year.

not currently implementing	partial implementation	full implementation	don't know	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47C. Data are used to determine the effectiveness of Rtl by examining the number of students referred to special education by grade per year.

not currently implementing	partial implementation	full implementation	don't know	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47D. Data are used to determine the effectiveness of Rtl by examining the movement of students across tiers over time.

not currently implementing	partial implementation	full implementation	don't know	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

48. Teams meet a minimum of two to three times per year to review and address grade level benchmark data.

not currently implementing	partial implementation	full implementation	don't know	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

49. Student, grade, and school level efficacy data are used to make improvements to the school's overall Rtl process.

not currently implementing	partial implementation	full implementation	don't know	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

50. An RtI model, which specifies the number of tiers, types of interventions at each tier, and screening and progress-monitoring protocols, has been adopted by my school or district and communicated with staff.

not currently implementing	partial implementation	full implementation	don't know	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

51. Scheduling allows for students to receive additional or supplemental intervention.

not currently implementing	partial implementation	full implementation	don't know	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

52. RtI is an important process for my school's or district's initiatives to improve student achievement.

disagree	neutral	agree	don't know	N/A
<input type="radio"/>				

53. My school or district has a detailed plan for evaluating the effectiveness of the overall RtI implementation. The plan includes who will be conducting the evaluation, what types of data need to be collected and when.

disagree	neutral	agree	don't know	N/A
<input type="radio"/>				

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Leadership

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N/A = not applicable

[link to glossary of terms](#)

54. The principal articulates the school's Rtl vision and how it can be used to support ALL students.

disagree

neutral

agree

don't know

N/A

55. The principal actively participates in grade-level team meetings to analyze student performance data and to help teachers plan instruction.

not currently
implementing

partial implementation

full implementation

don't know

N/A

56. The building principal and other district leaders allocate the necessary resources essential for effective Rtl implementation.

disagree

neutral

agree

don't know

N/A

57. The principal regularly communicates with district/central office regarding the Rtl process, student data, and professional development needs in his/her building.

disagree

neutral

agree

don't know

N/A

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Professional Development

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N/A = not applicable

[link to glossary of terms](#)

58. I have received professional development that provides an overview of Rtl and its critical features.

disagree

neutral

agree

don't know

N/A

59. Professional development relative to Rtl is part of the school's overall school improvement /strategic plan.

disagree

neutral

agree

don't know

N/A

60. Professional development is provided to help teachers prevent social/emotional/behavioral concerns from impacting instruction and providing strategies and interventions when it does.

not currently
implementing

partial implementation

full implementation

don't know

N/A

61. Professional development is provided to help teachers integrate academic learning behaviors (e.g, (group processing skills, following directions) with content area instruction.

not currently
implementing

partial implementation

full implementation

don't know

N/A

62. Opportunities for follow-up professional development are provided that allow for integration of PD content into classroom practice.

not currently
implementing

partial implementation

full implementation

don't know

N/A

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Parent Involvement

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don't know = I don't know or am unsure how well this practice is being implemented

N/A = not applicable

[link to glossary of terms](#)

63. All parents are given information regarding the Rtl process which involves an introduction or overview of Rtl as a tiered prevention/intervention process, types of interventions, and ways they can support their child at home.

not currently
implementing

partial implementation

full implementation

don't know

N/A

64. Parents of students deemed at risk are notified about their child's performance on screening measures.

not currently
implementing

partial implementation

full implementation

don't know

N/A

65. Parents of students who receive interventions at Tier 2 or 3 are provided progress reports (e.g., at a minimum once per quarter) on their child's interventions, goals, and improvement.

not currently
implementing

partial implementation

full implementation

don't know

N/A

66. I understand the purpose of the Rtl Leadership Team and its specific functions.

disagree

neutral

agree

don't know

N/A

67. The Rtl leadership team is given adequate time to meet regularly to discuss student data.

disagree

neutral

agree

don't know

N/A

68. Data from fidelity checks are used to inform instruction and professional development topics.

not currently
implementing

partial implementation

full implementation

don't know

N/A

69. A communication system has been established to relay Rtl information to central administration.

not currently
implementing

partial implementation

full implementation

don't know

N/A

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Professional Development

Please assess your need for professional development in the following areas and decide whether professional development in this area is a high priority, medium priority, or low priority. You may also select don't know if you are not sure.

[link to glossary of terms](#)

I need professional development to address critical elements of effective RtI implementation such as:

	low priority	medium priority	high priority	don't know
A. Using data to inform instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Collaborative teaming/professional learning communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Research-based interventions for middle school students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Differentiated instruction across the content areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Discipline specific literacy instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Direct and explicit reading comprehension strategy instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. How to conduct assessment used for screening and progress monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Diagnostic reading assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. Diagnostic writing assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. Curriculum based measurement in reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K. Curriculum based measurement in math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

low priority

medium priority

high priority

don't know

L. Computer adaptive-testing (e.g., STAR, NWEA/MAP, FAST, iReady)

M. Setting realistic and ambitious goals for progress monitoring

N. Preventing students' social/emotional/behavioral concerns from impacting instruction and learning through effective classroom management strategies.

O. Addressing students' social/emotional/behavioral concerns to minimize impact on instruction and learning.

P. Other (please describe)