

RTI Questions and Steps

CORE (Tier1)

<input type="checkbox"/>	1. Is our core cycle sufficient?	
	Step 1: Identify screening tools.	
	Step 2: Identify scoring guide points on screening tools for highly proficient, proficient, and not proficient	
	Step 3: Collect universal screening data.	
	Step 4: Enter, organize, and summarize data.	
	Step 5: Establish desired percentage of students scoring in the highly proficient and proficient ranges.	
	Step 6: Determine actual percentage of students scoring in the highly proficient, proficient and not proficient ranges.	
	Step 7: Make comparison.	
	Step 8: What work, if any, do we need to do within our core cycle?	
<input type="checkbox"/>	2. If the core is not sufficient, why not?	
	Step 1: Review Assessment	
	Step 2: Review Instruction	
	Step 3: Review Curriculum/Standards	
	Step 4: Review CIA Alignment	
	Step 5: Review Environment	
	Step 6: Consider other distal factors	
<input type="checkbox"/>	3. How will needs identified in core be addressed?	
	Step 1: Determine needs.	
	Step 2: Identify resources/training needed to address identified needs.	
	Step 3: Develop an action plan.	
	Step 4: Implement the plan	
	Step 5: Evaluate the impact of the plan on the core cycle.	
<input type="checkbox"/>	4. How will the sufficiency and effectiveness of the core cycle be monitored over time?	
	Step 1: What are the key indicators of success?	
	Step 2: What is the baseline performance?	
	Step 3: What is the desired goal?	
	Step 4: Determine your data collection plan.	
	Step 5: Make decisions about the sufficiency and effectiveness of core.	
<input type="checkbox"/>	5. Have improvements to the core been effective?	
	Step 1: Consider student achievement data (Screening).	
	Step 2: Compare current performance with baseline data.	
	Step 3: Consider implementation data.	
	Step 4: Make decision about effectiveness.	
	Step 5: Begin needs assessment again.	

<input type="checkbox"/>		
	<i>SUPPLEMENTAL and INTENSIVE (Tier 2 and Tier 3)</i>	
	6. For which students is the core cycle sufficient and not sufficient, and why?	
	Step 1: List students for whom the core is not sufficient (significantly exceeding or less than proficient).	
	Step 2: Determine diagnostic assessment tool(s)/process to identify instructional/curricular needs.	
	Step 3: Determine expectations of performance for the diagnostic tool(s)/process.	
<input type="checkbox"/>	Step 4: Plan logistics and collect diagnostic data	
	Step 5: Organize, summarize, and display results.	
	7. What specific supplemental and intensive instruction/curriculum is needed?	
<input type="checkbox"/>	Step 1: Identify resources district currently has to match students' needs.	
	Step 2: Identify additional resources needed to match students' needs.	
	8. How will specific supplemental and intensive cycles be implemented? (Steps in no particular order)	
	Step 1: Review materials/strategies/processes selected for instructional groups.	
	Step 2: Determine who will provide instruction/curriculum.	
	Step 3: Establish when, where, and how often instruction will occur.	
	Step 4: Determine how you will monitor fidelity of implementation.	
<input type="checkbox"/>	Step 5: Document in written form (intervention form, personalized education plan-TAG, individualized education plan-IEP)	
	9. How will the effectiveness of supplemental and intensive cycles be monitored?	
	Step 1: Select progress monitoring/formative assessments.	
	Step 2: Set goals for student performance using baseline data.	
	Step 3: Organize materials for on-going data collection.	
	Step 4: Determine who will collect the data and how often.	
<input type="checkbox"/>	Step 5: Determine decision-making rule.	
	Step 6: Provide instruction/curriculum as designed and monitor implementation integrity and student performance .	
	10. Which students need to move to a different cycle?	