RtI 10 Question Summary

Where are we at?

CORE

☐ **1. Is our core program sufficient?**

Step 1: Identify screening tools.

Step 2: Identify proficiency cut points for identified tools.

Step 3: Collect universal screening data.

Step 4: Enter, organize, and summarize data.

Step 5: Establish what percentage of proficiency is acceptable.

Step 6: Determine what percentage of your students is proficient and not proficient.

Step 7: Make comparison.

Step 8: What work, if any, do we need to do with our core program?

☐ **2. If the core is not sufficient, why isn't core sufficient?**

Step 1: Review Assessment

Step 2: Review Instruction

Step 3: Review Curriculum/Standards

Step 4: Review CIA Alignment

Step 5: Consider other distal factors

☐ **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 your core program

☐ **4. How will the sufficiency and effectiveness of the core program 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.

☐ **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.

	SUPPLEMENTAL and INTENSIVE
☐	**6. For which students is the core instruction 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 needs.
	Step 3: Determine expectations of performance for the diagnostic tool(s)/process.
	Step 4: Plan logistics and collect diagnostic data
	Step 5: Organize, summarize, and display results.
☐	**7. What specific supplemental and intensive instruction is needed?**
	Step 1: Identify resources district currently has to match instructional needs.
	Step 2: Identify additional resources needed to match instructional needs.
☐	**8. How will specific supplemental and intensive instruction be delivered?** (Steps in no particular order)
	Step 1: Review materials/strategies/processes selected for instructional groups.
	Step 2: Determine who will provide instruction.
	Step 3: Establish when, where, and how often instruction will occur.
	Step 4: Determine how you will monitor treatment integrity.
	Step 5: Document on a written intervention form.
☐	**9. How will the effectiveness of supplemental and intensive instruction 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.
	Step 5: Determine decision-making rule.
	Step 6: Provide instruction as designed and monitor student performance and implementation integrity.
☐	**10. Which students need to move to a different level of instruction?**
	Step 1: Review progress monitoring/formative assessment data.
	Step 2: Plan for and document instructional changes if needed.