

# RTI/MTSS for Academics: District-Wide Planning Tool

Directions: This planning tool guides school districts to audit their current RTI/MTSS system for academic support, select priority goals to be addressed immediately, and decide which goals can be temporarily postponed. Follow these steps:

1. Appoint a recorder.
2. For every category below, review each RTI/MTSS goal. If you judge a goal as accomplished, mark the 'Status' column with a '0'. If you decide that a goal should be a priority to complete during the current school year, mark it with a '1'. If you believe a goal can be delayed until at least the next school year, mark it with a '2'.
3. Use the Discussion column to record any notes about a goal, including its current implementation, next steps, person(s) responsible, etc.

**Tier 1: Core Instruction.** The teacher delivers high-quality core instruction— at least 80% of students at each grade level perform at or above academic screening benchmarks through classroom instructional support alone.

<i>Status</i> (0,1,2)	<i>GOALS: The teacher's whole-group instruction:</i>	<i>Discussion (current implementation; questions; next steps; persons responsible, etc.)</i>
	- <b>[A.1.1]</b> maximizes time devoted to instruction by reducing or avoiding interruptions—e.g., overlong transitions, episodes of problem behavior, etc.	
	- <b>[A.1.2]</b> incorporates essential elements of explicit and systematic instruction into lessons.	
	- <b>[A.1.3]</b> for reading and mathematics instruction, uses programs and/or practices supported by research.	

	<p>- <b>[A.1.4]</b> provides differentiated instruction matched to student needs.</p>	
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**Tier 1: Classroom Intervention: Building Capacity.** The school has prepared a 'toolkit' of resources and procedures to assist teachers in carrying out classroom (Tier 1) interventions.

<i>Status (0,1,2)</i>	<i>GOALS: The school has:</i>	<i>Discussion (current implementation; questions; next steps; persons responsible, etc.)</i>
	<p>- <b>[A.1.5]</b> created a bank of academic intervention ideas accessible by all staff.</p>	
	<p>- <b>[A.1.6]</b> created a bank of classroom data-collection methods accessible by all staff.</p>	
	<p>- <b>[A.1.7]</b> defined the 'essentials' of Tier 1 intervention-planning meetings, including an agenda and setting (e.g., grade-level or instructional-team meetings; 1:1 meetings with consultants).</p>	
	<p>- <b>[A.1.8]</b> developed standardized form(s) to record classroom interventions.</p>	
	<p>- <b>[A.1.9]</b> developed at-risk profiles of students requiring Tier 1 intervention plans (e.g., elementary: candidate for retention; middle/high school: failing 2 consecutive marking periods).</p>	

**Tier 1: Classroom Intervention: Teacher Skills.** The classroom teacher is the 'first responder' for students with academic delays. That teacher gives additional individualized support to struggling students beyond what is provided in group instruction.

<i>Status (0,1,2)</i>	<i>GOALS: The teacher:</i>	<i>Discussion (current implementation; questions; next steps; persons responsible, etc.)</i>
	- <b>[A.1.10]</b> defines the student's presenting academic problem(s) in clear and specific terms.	
	- <b>[A.1.11]</b> chooses appropriate academic intervention(s) supported by research	
	- <b>[A.1.12]</b> selects method(s) of data collection suitable for tracking the student's intervention progress.	
	- <b>[A.1.13]</b> documents the classroom intervention plan in writing.	

**Tiers 2/3: Strategic/Intensive Intervention: Building Capacity.** Students needing academic support at Tiers 2 and 3 receive high-quality interventions that target their specific academic deficit(s). Approximately 10-15% of students may need Tier 2/3 services across a school year.

<i>Status (0,1,2)</i>	<i>GOALS: The school:</i>	<i>Discussion (current implementation; questions; next steps; persons responsible, etc.)</i>

	- <b>[A.2.1]</b> verifies that Tier 2/3 academic services target off-grade-level skills gaps – rather than reteaching course content or providing homework help or test preparation.	
	- <b>[A.2.2]</b> has inventoried its Tier 2/3 programs and practices to ensure that they sufficiently address areas of need and are supported by research.	
	- <b>[A.2.3]</b> provides sufficient contact time (Tier 2: at least 3 times per week for 30 minutes; Tier 3: daily for 30 minutes) and a cap on group size (Tier 2: 7 students; Tier 3: 3 students).	
	- <b>[A.2.4]</b> has a process to periodically measure <i>intervention integrity</i> via direct observation, educator self-rating, work products, and/or attendance.	

**Tiers 2/3: Data: School-Wide Academic Screeners.** Screeners are administered to all students to identify those needing Tier 2/3 services.

<i>Status (0,1,2)</i>	<i>GOALS: The school has:</i>	<i>Discussion (current implementation; questions; next steps; persons responsible, etc.)</i>
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	- <b>[A.2.5]</b> selected a set of school-wide screeners that reliably detect significant areas of student academic risk. NOTE: These tools may screen for basic academic skills, general academic achievement, or a mix of the two.	
	- <b>[A.2.6]</b> identified any additional data sources (e.g., teacher nomination, state assessment results) to be used in determining student eligibility for Tier 2/3 services.	
	- <b>[A.2.7]</b> established specific cut-points for each data source (where appropriate) to determine eligibility for Tier 1/2/3 intervention support.	
	- <b>[A.2.8]</b> ranked all Tier 2/3 data sources in descending order of importance in determining student intervention placement decisions.	

**Tier 2: Strategic Intervention: Data Analysis Team.** The school has established a Data Analysis Team (DAT) to oversee placement of students in Tier 2 services.

<i>Status (0,1,2)</i>	<i>GOALS: The Data Analysis Team:</i>	<i>Discussion (current implementation; questions; next steps; persons responsible, etc.)</i>
	- <b>[A.2.9]</b> has a multi-disciplinary membership with a comprehensive building-wide knowledge of programs, staffing, and schedules that make	

	up Tier 2 academic support.	
	- <b>[A.2.10]</b> meets at least 3 times per year (within 1-2 weeks of each school-wide academic screening) to enter students into or exit them from Tier 2 academic programs or services.	
	- <b>[A.2.11]</b> follows a structured DAT meeting agenda to include: sharing school-wide screening results with grade-level (Tier 1) teachers; identify students qualifying for Tier 2 services; matching eligible students to appropriate Tier 2 academic programming.	
	- <b>[A.2.12]</b> ensures that Tier 2 intervention plans are documented in writing before services begin. NOTE: The DAT may choose to write all intervention plans or delegate that task to assigned Tier 2 interventionists.	
	- <b>[A.2.13]</b> verifies that Tier 2/3 interventionists are setting outcome goals and collecting regular progress-monitoring data for each student on intervention (minimum of 2 times per month for Tier 2; weekly for Tier 3).	

**Tier 3: Intensive Intervention: RTI/MTSS Problem-Solving Team.** The RTI/MTSS Problem-Solving Team meets to create individualized intervention plans for Tier 3 (intensive-need) students. Approximately 1-5% of students may be discussed by the RTI/MTSS Team in a given school year.

<i>Status (0,1,2)</i>	<i>GOALS: The RTI/MTSS Problem-Solving Team</i>	<i>Discussion (current implementation; questions; next steps; persons responsible, etc.)</i>
	- <b>[A.3.1]</b> meets on referred students within 1-2 weeks of initial referral.	
	- <b>[A.3.2]</b> has procedures in place (e.g., guidelines and a gate-keeper) to 'screen out' referrals that can be addressed at a lower level (Tier 1 or 2) of intervention support.	
	- <b>[A.3.3]</b> follows a standardized problem-solving meeting format, with formal meeting roles and steps.	
	- <b>[A.3.4]</b> produces a written record of RTI /MTSS Team meeting discussion, including a customized intervention plan.	
	- <b>[A.3.5]</b> routinely schedules follow-up meetings 6-8 instructional weeks after the initial meeting to evaluate intervention outcomes.	

**RTI/MTSS District-Wide.** The school district has adopted a process of planning and oversight to ensure that the RTI/MTSS model is implemented with fidelity and consistency across classrooms, grade levels, and schools.

<i>Status (0,1,2)</i>	<i>GOALS: The school district has:</i>	<i>Discussion (current implementation; questions; next steps; persons responsible, etc.)</i>
	<p>- <b>[A.4.1]</b> established a district-level RTI/MTSS Leadership Team composed of central office and building representatives. This team meets every 4-8 weeks to implement and update the district RT/MTSS Plan, to ensure consistent implementation of RTI/MTSS across all schools, and to find solutions to challenges as they arise.</p>	
	<p>- <b>[A.4.2]</b> developed decision rules to determine when a general-education student on RTI/MTSS intervention is a 'non-responder' and requires referral to the special education eligibility team (CSE).</p>	
	<p>- <b>[A.4.3]</b> created a written RTI/MTSS implementation plan to cover all schools.</p>	