BUILDING RTI CAPACITY

Campus Needs Assessment Tool (CNAT): Mathematics

The Campus Needs Assessment Tool : Mathematics

This and other resources for implementing response to intervention can be found at http://buildingRTI.utexas.org.

Campus Needs Assessment Tool: Mathematics

Planning and Evaluating Response to Intervention (RTI) Implementation

DIRECTIONS

This needs assessment survey focuses on four elements of RTI implementation, presented in sections. For each section item, circle the number that best corresponds to practices on your campus. At the end of each section, compute an average for that section and record your averaged score on the chart to make it easier to summarize grade-level results.

Name/Position: _____

Date Completed: _____

Element	Average Score
1. Framework for Success	
2. Assessment	
3. Instruction	
4. Intervention	

Framework for Success

1. Establishing Campus RTI Goals and Objectives

1 Annual goals for response to intervention (RTI) implementation in our campus improvement plan are either absent, OR they are under development.

2 Our campus leadership team has established annual RTI goals, but teachers cannot state them, explain how our campus is moving toward these goals, or tell how they know RTI is working to reduce the number of students who are struggling.

3 Annual RTI campus goals and grade-level objectives are clearly defined and quantifiable at each grade level. Teachers know that goals focus on providing evidence-based instruction, making data-based intervention decisions, and reflecting on what works to improve students' learning.

2. Developing an RTI Model to Meet All Students' Needs

1 Our campus has not yet developed an RTI model, OR it is under development.

2 Our campus RTI model addresses the needs of many students, but some student subgroups (ESL, Title 1, dyslexia, special education, etc.) participate in other programs.

3 Our comprehensive campus RTI model addresses the needs of all students, including ESL, Title I, dyslexia, special education, etc. It describes scheduling, intervention entry and exit criteria, instructional and intervention program(s), duration of intervention, who delivers intervention, locations for delivering intervention, and professional development. All staff members share in the success of all students.

3. Monitoring Progress of Our Campus RTI Goals

1 The campus team collects and tracks student assessment data and reports it to the district.

2 The campus team uses student assessment data to develop our campus RTI plan and annually meets to review data.

3 The campus team meets periodically during the year to review student data to determine whether RTI activities are implemented as planned; whether the performance targets will be met; and the impact of RTI activities on students, teachers, and other school personnel.

4. Scheduling Mathematics Instruction and Intervention

1 Our campus instructional schedule provides a block for daily mathematics instruction in all classrooms.

2 Our campus instructional schedule provides a block for daily mathematics instruction in all classrooms. Teachers determine times for interventions.

3 Our campus schedule prioritizes time for learning: we provide a daily minimum amount of uninterrupted mathematics instruction, and provide an additional 20 minutes or more of daily intervention instruction to all at-risk students.

5. Monitoring Grade-level Progress Toward Meeting RTI Objectives

1 The campus team and grade-level teams need to develop grade-level objectives to meet the campus RTI performance goals.

2 We have established grade-level objectives but we still need to disaggregate and examine grade-level data to identify intervention needs and establish priorities.

3 Our team has disaggregated grade-level data to identify needs and determine instructional and intervention priorities, and has established benchmarks that will close learning gaps. Additionally, the campus team reports to stakeholders about whether or not student performance has improved.

6. Using Assessment Data to Plan Professional Development

1 Student assessment data is sometimes used to identify needs and plan professional development, including RTI professional development.

2 The principal and grade-level teams meet to discuss classroom observations and progress-monitoring data and to review student progress.

3 The principal and campus team regularly analyze campus-wide benchmark assessment data to plan professional development. Grade-level teams meet with campus leaders to analyze and compare grade-level progress with campus-wide assessment data, and to participate in professional development decisions.

7. Building Capacity Through Collaboration

1 RTI activities and those of related efforts (e.g., Title I, 21st Century Community Learning Centers, IDEA, §504) tend to be independently implemented. Grade-level meetings tend to focus on administrative activities.

2 RTI activities are somewhat coordinated with other efforts that target at-risk students (after-school, Title I, etc.). Special education teachers and assessment personnel actively participate in RTI professional development and implementation activities.

3 A communication infrastructure is in place that builds capacity through information sharing and instructional collaboration among all stakeholders involved in RTI implementation. Regular meetings are held to use data to improve instruction and solve problems to meet student needs.

	Total points for Framework for Success Section	
	Average for Framework for Success Section (divide by 7)	

Assessment

1. Selecting Instructional Assessments

1 Teachers on our campus use a variety of measures to assess student mathematics performance.

2 Teachers on our campus use evidence-based screening, diagnostic, and progress-monitoring instruments in combination with other information to assess student mathematics performance.

3 Teachers on our campus systematically administer only the appropriate evidence-based screening, diagnostic, and progress-monitoring instruments, as identified in our campus plan, to assess student mathematics performance.

2. Understanding Instructional Assessments

1 Some teachers, some interventionists, and the principal have received professional development on administering some of the screening, diagnostic, progress-monitoring, or outcome measures used.

2 Most teachers, most interventionists, and the principal have received professional development on administering most of the assessment measures used.

3 All teachers, and all interventionists (including newly hired staff), and the principal have received professional development on administering all of the assessment measures. "Refresher" practice sessions are provided prior to the administration of scheduled assessment measures. Student results across teachers can be compared with confidence.

3. Adhering to a Campus-wide Assessment Schedule

1 Individual teachers have discretion regarding when screening/benchmark, diagnostic, or progress-monitoring measures are administered.

2 Teachers follow an established campus schedule to administer screening/benchmark measures; however, they determine when to conduct progress monitoring of at-risk students.

3 All teachers and interventionists follow an established screening, diagnostic, and progress-monitoring assessment schedule, including an assessment "window" for each benchmark period.

4. Managing Instructional Assessment Data

1 Each teacher organizes his/her own assessment data; others do not routinely have access to this data.

2 Teachers are provided assistance in organizing screening and progress-monitoring data for all students. Data are summarized and reported by grade level.

3 There is a campus-wide system for documenting, organizing, and sharing instructional assessment data. Data is made available on specified dates. Teachers document each student's response to intervention; campus leaders have access to all appropriate data. Teachers are provided assistance in organizing data as needed.

5. Addressing Student Mobility

1 The campus does not have a plan for assessing and providing intervention instruction to students who enroll after the screening/benchmark assessments have been given.

2 Students who enroll after a screening/benchmark assessment period are assessed when teachers notice they are struggling.

3 All newly enrolled students are assessed immediately and provided with intervention if it is indicated per intervention entry criteria. Whenever possible, documentation of student response to intervention is included in the student's records if s/he moves to a new school.

6. Using Data to Promote Instructional Collaboration

1 Teachers/interventionists meet less than once a month in grade-level meetings to discuss student progress or plan mathematics instruction and intervention.

2 Teachers/interventionists hold grade-level meetings at least once a month to plan/coordinate mathematics instruction and intervention, and note students who are transitioning to/from intervention.

3 Teachers/interventionists have regularly scheduled grade-level meetings to discuss student progress, plan/coordinate mathematics instruction and intervention, and develop a plan for students who are not making adequate progress.

	Total points for Assessment Section	
	Average for Assessment Section (divide by 6)	

Mathematics Instruction

1. Understanding the Mathematics Program

1 Professional development (PD) on the mathematics program has been provided to some teachers and campus leaders.

2 General education teachers and campus leaders have participated in PD on the program/instructional framework that guides mathematics instruction.

3 All staff members who assess students or provide mathematics instruction (general education, mathematics specialists, bilingual, special education, diagnosticians, etc.) and the principal have participated in the mathematics program PD. Campus leaders know how to conduct implementation observations.

2. Alignment of Mathematics Program with State Standards and Grade-level Expectations

1 Our campus has not analyzed the mathematics program's alignment with state standards or grade-level expectations.

2 Our campus has analyzed the mathematics program for alignment with state standards and grade-level expectations. Teachers know how the mathematics program addresses student expectations for their grade level only.

3 Our campus has analyzed the mathematics program to ensure that it is aligned with state standards and grade-level expectations. Teachers know the vertical alignment of the mathematics program across state standards and grade-level expectations.

3. Implementing the Mathematics Program with Fidelity

1 Teachers use some of the mathematics program's activities and materials in addition to strategies, activities, materials, and lessons from other mathematics programs or approaches.

2 Most teachers (and special education teachers, where applicable) use the mathematics program's materials and methods of instruction, but find it challenging to understand the program's scope and follow its sequence of knowledge and skills.

3 All teachers (and special education teachers, where applicable) understand the mathematics program's scope and follow its sequence of knowledge and skills, and use its materials and instructional methods as designed.

4. Mathematics Instruction is Data-driven

1 Teachers administer screening, diagnostic, and progress-monitoring assessments and turn in the results. Few analyze the results to form small groups or change instruction based on students' needs.

2 Most teachers use assessment data primarily to form small groups and differentiate instruction.

3 All teachers can explain how they use student assessment data to make instructional decisions, i.e., they form instructional groups and adjust and differentiate instruction to meet students' needs (including making adaptations for at-risk students during core instruction, and regrouping students based on the assessment data).

5. Differentiated Instruction

1 Teachers provide the same instruction and/or use the same materials for all students during small-group instruction, centers/work stations, and/or independent practice.

2 Teachers match materials and instruction to student needs in small groups but use the same materials/activities for all students in centers/work stations and/or independent practice.

3 Teachers match materials, instruction, and time to student needs in small teacher-led and peer-led groups. Teachers model what they expect students to learn/do. Scaffolding approaches are evident in materials/activities for all students in centers/work stations and independent practice. The principal can access information on how students are grouped when observing mathematics instruction.

6. Maximizing Student Engagement

1 Most instruction is conducted in whole group; questions usually have single word responses. Students have limited opportunities to receive immediate corrective feedback or to practice to automaticity. Students often need redirection or assistance.

2 Students receive both whole- and small-group teacher-led instruction. They work independently or in small groups on tasks that may or may not be directly related to the lesson. Students need reminders to use classroom resources such as graphic organizers or charts.

3 High expectations are communicated to students at all times. All students are actively engaged in instruction; small-group and independent activities are meaningful and related to instruction that has already been provided.

	Total points for Mathematics Instruction Section	
	Average for Mathematics Instruction Section (divide by 6)	

Intervention Instruction

Note: In some schools, classroom teachers receive intervention training. When these teachers provide additional intervention instruction to at-risk students they are referred to as interventionists.

1. Providing Interventionists for All At-risk Students

1 Interventionists are not provided for all at-risk students (including bilingual students, if applicable).

2 Interventionists only work with some at-risk students and/or with some grade levels (for instance, with students who are English-speaking but not those who are bilingual). Interventionists do not share information with classroom teachers about how they are meeting students' needs.

3 Interventionists provide intervention instruction for all students, including bilingual students, if applicable. When classroom teachers are not the interventionists, they readily access interventionists' expertise and collaborate with them to meet students' needs.

2. Understanding the Effectiveness of Intervention(s)

1 Teachers, interventionists, or the designated administrator cannot identify the appropriate evidence-based intervention(s) for at-risk students, OR intervention instruction consists of classroom teachers re-teaching or providing additional practice.

2 Teachers, interventionists, and the designated administrator can identify the appropriate evidence-based intervention(s), strategies, and/or materials, and can describe how they are implemented.

3 Teachers, interventionists, and the principal can identify the appropriate intervention programs, describe how they are implemented, and describe how they are effective in reducing the number of at-risk students.

3. Using Data to Establish Intervention Entry and Exit Criteria

1 Individual teachers determine when at-risk students, either English or bilingual, enter or exit intervention.

2 The campus has partially defined entry and exit criteria for intervention (e.g., there are criteria for some grade levels, or there are criteria for English instruction but none for bilingual instruction, etc.).

3 Clear criteria have been identified for English and bilingual intervention. Entry/exit criteria for each grade level are used to make decisions for when students enter/exit intervention.

4. Intervention Decisions: Meeting Each Student's Needs

1 Progress-monitoring assessments are administered at least monthly to most at-risk students. Students receive intervention and exit as soon as progress-monitoring data indicate improvement.

2 Progress-monitoring assessments are administered every 2 weeks to all at-risk students. Assessment data are used to identify student intervention needs. Students receive intervention until they have demonstrated that they have met exit criteria per campus guidelines. Teachers continue to closely monitor students after they have exited intervention.

3 Teachers use information from progress-monitoring assessments administered every 2 weeks to regroup students and inform intervention instruction. Prior to exiting intervention, students demonstrate that they have met exit criteria for a sustained period. A problem-solving team meets to review data for students who are not making adequate progress, and to identify alternative intervention strategies or actions, i.e., "next steps," that need to occur.

5. Differentiating Intervention Instruction

1 Targeted small-group instruction is provided to some at-risk students, OR intervention instruction is based on teacher preference/experience, OR it is not consistently provided in the language used during core mathematics instruction.

2 The same small-group intervention is scheduled and provided consistently to all at-risk students.

3 Small-group intervention is scheduled and provided consistently to all at-risk students using the same language as for core instruction. Lessons target student needs based on assessment data and ongoing progress-monitoring data. Students have repeated opportunities to respond, receive immediate corrective feedback, and practice to automaticity.

	Total points for Intervention Instruction Section	
	Average for Intervention Instruction Section (divide by 5)	

Grade-Level Summary: Mathematics

DIRECTIONS

After individuals have completed their assessments independently, enter their scores in the table. Be sure to include all teachers and interventionists working with students in your grade level. To compute the average, add each column and divide by the number of participants.

Teacher or Position	Framework	Assessment	Instruction	Intervention
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
Total Score				
Average Score				

Considering the Results

1. **Review the average scores for each of the four elements of RTI implementation. Identify areas of strength.**

2. **Identify areas that need strengthening.**

Prioritizing Target Areas to Determine Action Steps

DIRECTIONS

Design a plan to strengthen weak areas. Identify three weak areas for improvement. For each target area, determine action steps, identify the team member responsible, and set dates for progress review and completion. Then incorporate these action steps into your campus' RTI implementation plan. An RTI implementation action plan template can be downloaded from the Building Capacity for Response to Intervention project Web site (http://buildingrti.utexas.org/DOC/Action_Plan_Template.doc).

Target Area	Action Steps	Who and When