Responsive to Intervention (RTI) for SLD Determination Fidelity Tool
Download editable RTI for SLD Determination Fidelity Tool

Directions for Use:

This RTI SLD Fidelity Tool is required to evaluate fidelity of implementation of an LEA's Multi-Tiered System of Supports (MTSS) for use of Response to Intervention (RTI) for the Determination of Specific Learning Disabilities. The LEA must also include an MTSS IU and/or Regional PaTTAN Designee in their formal review. This tool must be submitted to Shannon Eye, BSE Adviser sheye@pa.gov for formal approval. For all initial applications, the LEA will receive notice from BSE regarding their status as *approved, disapproved, or in need of revision*.

For all LEAs who are currently approved to implement RTI for SLD Determination, please continue to use the RTI for SLD Determination Tool for internal review at your discretion. In addition, you are required to outline use of RTI for SLD Determination as part of the School District comprehensive special education plan and Charter School annual report assurances within the Future Ready Comprehensive Planning Portal (FRCPP).

Meeting Date(s):	
Team Member Name & Title (Role and Function)	**School You are Representing within District**
MTSS IU and/or PaTTAN Designee:	

Response to Intervention (RTI) for SLD Determination Fidelity Tool

Directions: Each cross-disciplinary district level team with school level representatives across the district and a regional MTSS/RTI Intermediate Unit consultant and/or PaTTAN designee will collaboratively complete each component by rating each item on a scale of 0= not implemented, 1= somewhat implemented, 2 = fully implemented (per recommended artifacts). Teams are encouraged to add discussion notes and explore summary ratings to identify areas of improvement.

The components include Standards-Aligned Core Instruction, Universal Screening, Shared Ownership, Data-Based Decision-Making, Responsiveness to Intervention (RTI), Family Engagement, RTI/SLD Determination and Professional Learning.

Component: PA Standards-Aligned, High Quality Core Instruction

Guided Discussion	Evidenced through Discussion	0=Not Implemented 1 = Somewhat Implemented 2=Fully Implemented (Provide Clarification)
1. Describe how general education teachers typically design and implement high-quality, standards-aligned core instruction for all students.	a. There should be evidence that teachers are expanding their continuum of "differentiation" strategies, so a range of evidence-based strategies should be identified (e.g., explicit design and delivery of instruction, feedback matched to the learner, questioning and discussion techniques, reciprocal teaching, cooperative learning, opportunities to respond, etc.). b. Practitioners use the Universal Design for Learning (UDL) Framework to customize and adjust learning to meet individual needs. c. Student engagement is evidenced by planned verbal, written, or action-oriented responses that are apparent in the lesson design. d. Example/s that fidelity of core instruction has been a focus and priority (e.g., regular evaluation of student performance relative to grade-level goals; increasing percentages of students who reach benchmark status on time; professional development for all practitioners in the science of reading and/or math; differentiated coaching for teachers to enhance core instruction, professional development on providing equitable access to core instruction, etc.).	

2. Describe how teachers ask students to respond and how they provide corrective feedback to students when answers are incorrect (e.g., please consider evidence that may be present in fidelity checks, action plans, building goals, classroom observations).	a. There is evidence showing that teachers are constantly evaluating where students are in the learning process and using that information to decide how often to check for understanding and provide corrective feedback and/or the nature of feedback (e.g., confirm correct responses, provide immediate corrective feedback, ask class to confirm correct response, ask guiding questions, have a student explain why a response was correct, ask students to elaborate/explain answer, elaborate on student responses, etc.). b. Identification of an informal or formal formative assessment technique is provided (e.g., questioning, discussion, feedback, and peer/self-assessment). c. Examples may include administrative walk-through data, teacher self-report, classroom engagement/observational data, analysis of lesson design, peer feedback, etc.	
3. Describe the process for monitoring fidelity of core instruction.	a. Response indicates that educators receive and review feedback about fidelity of core instructional practices/implementation and use that feedback to make changes to instruction (e.g., use of validated fidelity and implementation checklists such as the Reading Tiered Fidelity Inventory (RTFI); analysis of student performance, walkthrough, and/or coaching data, etc.). b. Grade-level goal setting occurs at regular intervals and is informed by reliable and valid data sources (i.e. universal screeners, benchmark assessments, state assessments, summative/outcomes measures, etc.). c. Identification and integration of evidence-based academic, behavioral and social-emotional learning practices matched to student needs based upon student performance data.	
4. Provide evidence of how a grade level team works to continuously improve student performance/outcomes.	a. Evidence is provided that grade level teams are able to identify a range of evidence-based academic, behavioral and SEL strategies that have been implemented with fidelity as evidenced by student growth. b. Response demonstrates that there is tracking of grade level goals, whether they were attained and that timely and substantive changes are made by classroom teachers when students do not reach benchmark status on time (i.e., identification of 2-3 evidence-based practices that were used with fidelity to enhance student growth). c. Response indicates that practitioners have been provided with high-quality professional development and/or resources for enhancing core instruction (e.g., https://www.pdesas.org/; The Collaboration for Effective Educator	

Development
http://ceedar.education.ufl.edu/cems/; CAST: Universal Design for Learning
http://www.cast.org/our-work/about-udl.html#.Wyft-IpKh3g; Center on Instruction
http://www.center-on-instruction.org/index.cfm; Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. New York, NY, US: Routledge/Taylor & Francis Group; IES Practice Guides
https://ies.ed.gov/ncee/wwc/PracticeGuides; National Implementation Research Network https://nirn.fpg.unc.edu/; National Institute for Direct Instruction https://www.nifdi.org/; National Instructional Materials Access Center http://www.nimac.us/; OESE
https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/index.html; The Danielson Group: The Framework for Teaching
https://www.danielsongroup.org/framework/; WIDA
https://www.wida.us/; National Center for Systemic Improvement
https://www.wested.org/project/national-center-for-systemic-improvement/; National Center for School Leadership http://www.ncfsl.org/; Campus RTI/MTSS Implementation and Data Driven Decision Making
http://buildingrti.utexas.org/; https://www.pattan.net/Multi-Tiered-System-of-Support/Literacy; https://www.pattan.net/multi-tiered-system-of-support/mathematics/

Recommended Artifacts
One example of a grade level lesson that meets the following criteria: a) exists within the range for which you are seeking approval (e.g., K-2, K-4); b) is aligned with PA curriculum and embeds a student-friendly, clear and measurable learning objective; c) specifies typical methods that are used to give learners various ways to acquire information and knowledge, demonstrate what they know and engage them
Copy of master schedule that shows allocated time for reading and/or math each day. (Attached master schedule sample that meets specified criteria/recommendations e.g., core reading minimum of 90 minutes per day, core writing minimum of 30 minutes per day; core math minimum of 60 minutes per day)
Completed data meeting protocols used to facilitate data analysis and grade level goal-setting for multiple grade levels as evidenced by 80% of students meeting with proficiency on benchmark assessments and/or other technically adequate measures
Completed fidelity tool (core instruction) or checklist.

Recording of fidelity of implementation of Explicit Core Instruction

Summary for PA Standards-Aligned High Quality Core Instruction:

Component: Universal Screening

Guided Discussion	Evidenced through Discussion	0=Not Implemented 1 = Somewhat Implemented 2=Fully Implemented (Provide Clarification)
1. Indicate the measure/tool/assessment that you use, how often it is used to conduct universal screening each year and the core purposes of screening.	a. Response indicates use of a technically adequate (reliable and valid) screener, how often it is used and depth of knowledge regarding the purposes of universal screening (e.g.,https://intensiveintervention.org/tools-charts/identifying-assessments; http://www.rtinetwork.org/learn/research/universal-screening-within-a-rti-model; https://promotingprogress.org/;https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/; https://ies.ed.gov/ncee/edlabs/projects/ews.asp)	
2. Describe how adherence to standardization of test administration and scoring rules are monitored.	a. Response indicates that there is a periodic review of test administration procedures and additional opportunities for	

	professional development to include scoring practice as needed.	
3. Describe how universal screening data are used to inform core instruction and which students are in need of advanced tier (Tier 2 or Tier 3) supports and services matched to student needs. **Example:** School A determined that only 50 percent of first graders were reaching benchmark status in winter for several consecutive years and decided to train all first grade teachers in how to design and deliver explicit phonemic awareness, phonics, fluency, vocabulary and comprehension skills within an integrated core reading lesson. **Example:** School B determined that all students who exhibited well below benchmark status and significantly below average performance on an additional norm-referenced measure would be provided with Tier 3 supports and services. **Example:** School C identifies percentages of students who are at-risk in accordance with national guidelines (Tier 1 - 80%, Tier 2 - 15%, and Tier 3 - 5%)		

Recommended Artifacts
Schedule for conducting Fall, Winter and Spring Benchmark Assessments & Allocated Time for Provision of Advanced Tier Supports & Services
Data System & Review of How Practitioners Receive Support with Data Analysis and Instructional Matching (i.e., Decision-Making Tree)
Evidence of Professional Development & Training (e.g., Standardization Procedures for Administering Screening, Fidelity of Scoring, Inter-Rater Reliability, Interpretation of Student Performance & Data, etc.)

Component: Shared Ownership

Guided Discussion	Evidenced through Discussion	0=Not Implemented 1 = Somewhat Implemented 2=Fully Implemented (Provide Clarification)
1. Discuss the layers of and/or various teams that you have, who is on each team and what function the team serves **Example:** School A identifies that they have a core building team, grade level teams, and an individual problem-solving team. The core building team meets every 6-8 weeks to assess system-level needs; the grade levels meet once per month to assess student growth and progress relative to grade and student level goals; the individual problem-solving team meets every 6-8 weeks to discuss RTI for specific students and their families who are in receipt of the most intensive supports and services	a. Response indicates high-quality resources that have been used to help practitioners work toward consensus, leadership and team-building Transactional and Transformational Leadership Sustaining MTSS https://school-leadership-teams	

2. Discuss how the roles and functions of existing personnel have been expanded or leveraged to facilitate fidelity of implementation and sustainability of evidence-based practices across tiered providers (all tiers). **Example:** School B indicates that the special education teacher works with both identified and non-identified students who have similar levels of performance and needs….similarly, the reading specialists provide Tier 3 supports and services to students with and without disabilities who have similar needs **Example**: School C indicates that the speech/language therapist provides coaching and whole group instruction to all Kindergarten teachers in the area of oral language development and phonemic awareness skill development **Example:** School D indicates that their Reading Specialists provide a continuum of direct and indirect services. For example, they provide targeted coaching twice per week to all K-2 teachers and reserve direct service for students who receive the most intensive supports and services (Tier 3)		

Recommended Artifacts
Core Building Team Short and Long Term Action Steps Aligned with Student Performance Data (Academic, Behavioral and Social-Emotional)
Evidence of Meaningful Family Involvement
District Strategic Plan includes MTSS (Infrastructure, Implementation and Sustainability Goals)
Fidelity of Implementation/Weekly Coaching Priorities Outlined in Schedule by Advanced Tier Provider

Summary for Shared Ownership:

Component: Data-Based Decision-Making

Guided Discussion	Evidenced through Discussion	0=Not Implemented 1 = Somewhat Implemented 2=Fully Implemented (Provide Clarification)
1. Describe how systems or tools are used to assist educators with user-friendly access to student and classroom performance data and interpretative reports.	a. Specific examples of data bases used are referenced (e.g., Early Warning System (EWS), Spring Math, Fast Bridge, AIMSweb, Acadience Learning, DIBELS 8th, Easy CBM, SWIS (School Wide	

	Information System), SSIS (Social Skills Improvement System), Tiered Fidelity Inventory, etc. .	
2. Describe the extent to which the design of the building schedule (from year to year) supports opportunities for ongoing "data examination."	a. Regular opportunities are built into the school calendar for the core team, grade level teams and individual problem-solving teams.	
3. Describe the process for determining the health of core instruction and supplemental intervention.	a. The team consistently looks at the median performance within the classroom from benchmark to benchmark to assess the health of core instruction. b. The team consistently looks at whether 75% of students who receive supplemental intervention at a Tier 2 or Tier 3 level are responding with above typical or well above typical growth.	
4. Describe the evidence-based practices that have been implemented with students who are demonstrating inadequate growth and achievement based upon disaggregated subgroup data.	a. Response indicates that all students, including students with disabilities, are provided with equitable access to high-quality core instruction (LRE). b. Response indicates that building and grade level teams are collecting and accurately interpreting multiple sources of reliable and valid growth data to inform universal and supplemental supports and services. c. Examples of "root cause" and robust evidence-based practices matched to need and aligned across tiered providers are effective based upon progress-monitoring data.	
5. Describe the process for monitoring the alignment and effectiveness of instructional matching across the tiers.	a. Response indicates that the team includes personnel who are well-versed in evidence-based practices and are coordinating specific strategies and language and other intensification efforts to be used by classroom teacher and advanced tier provider/s (i.e., science of reading, science of math). b. Response indicates that technically adequate diagnostic measures are used to identify significant weaknesses (root cause) to inform the best instructional match for a group of students or individual student (e.g. "If, Then" system for decision-making). c. Response indicates that teams of educators regularly evaluate fidelity of implementation of evidence-based practices by assessing student response to intervention. d. Response indicates that teams adhere to a problem-solving process that continuously informs instruction and intervention.	

6. Indicate what would happen if a student continued to respond inadequately to supplemental intervention.	a. Response indicates that core and supplemental instruction and intervention have been assessed for fidelity of implementation (i.e., the majority of the student's academically-like peers are responding adequately to supplemental intervention – most are evidencing "above typical" growth). b. There have been consistent efforts to make additional changes to intensify instruction and intervention based upon regular analysis of formative data. c. The team indicates that they have administered other technically adequate measures to confirm that there has been very little change or growth as a function of instruction and intervention.	
7. Identify evidence-based practices.	a. The team can cite a continuum of evidence-based academic, behavioral and SEL practices and reference supporting evidence including but not limited to peer-reviewed journals, meta-analyses, accredited technical assistance centers, independent verification of the practice if commercial, validity and reliability studies, etc.	
8. Review professional learning opportunities that have focused on data analysis and synthesis to inform instruction/intervention.	a. Response references intensive training and technical assistance offerings that have resulted in accurate data interpretation and instructional matching and/or reference to high-quality resources (i.e., https://www.pattan.net/Multi-Tiered-System-of-Support/MULTI-TIERED-SYSTEM-OF-SUPPORTS/Data-Based-Decision-Making)	

Recommended Artifacts
Provide what your team uses to document RTI for students who are receiving advanced tier supports and services.
Based upon analysis of student growth percentiles, identify the health of core instruction and supplemental intervention for all students and for students who represent subgroups.
Identify the continuum of formal and informal formative assessment measures that you use with ALL students, SOME students and a FEW students.

Summary for Data-Based Decision-Making:

Component: Responsiveness to Intervention (RTI)

Guided Discussion	Evidenced through Discussion	0=Not Implemented 1 = Somewhat Implemented 2=Fully Implemented (Provide Clarification)
1. Describe how instruction and intervention within Tiers 2 and 3 progressively increase in duration, frequency and intensity.	a. Response addresses time allocated for each tier, teacher/student ratio, family engagement, level of customization, calculation of RTI, etc.	
2. Describe how you assess the health or fidelity of Tiers 1, 2 and 3.	a. Response may include the use of specific reports in data system that show student growth and achievement over time, use of specific fidelity measures or checks, analysis of systems level improvement over time whereby the number of students who receive the most intensive supports decreases and the percentage of students who respond	

	adequately to supplemental intervention increases over time, etc.	
	b. Reference to fidelity resources http://www.rtinetwork.org/getstarted/evaluate/treatment-integrity-protocols	
3. Discuss how you determine whether a student has responded adequately and inadequately to intervention.	a. Response references that decision-making considers contextual factors, is consistently applied across time, settings and individuals, and occurs within a dynamic, team-based process.	
	b. Response includes reference to professional learning in this area and specific resources by nationally renowned researchers, academicians, and/or certified practitioners. https://www.texasldcenter.org/library/resource/the-identification-of-specific-learning-disabilities-a-summary-of-research	
4. Describe who is designated to provide the most intensive supports and services and why.	a. Response should indicate that the most highly seasoned and skilled practitioners are intervening with students who present with high levels of risk.	
5. Describe the evidence-based practices and/or methodologies that are being used in the advanced tiers.	a. Response addresses all of the criteria above and may reference evidence-based practices that have been identified via nationally established clearinghouses such as the National Center for Intensive Intervention http://www.intensiveintervention.org; Center on Multi-Tiered Systems of Support https://www.air.org/center/center-multi-tiered-system-supports-mtss-center; IRIS Center https://iris.peabody.vanderbilt.edu/; What Works Clearinghouse IES Practice Guides https://ies.ed.gov/ncee/wwc/PracticeGuides; https://www.pattan.net/Multi-Tiered-System-of-Support/MULTI-TIERED-SYSTEM-OF-SUPPORTS/Response-to-Intervention-RTI)	

Recommended Artifacts

Provide an anonymous graph of individual student data that includes an aim line and trend line and provide an interpretation of the student's RTI – adequate or inadequate and explain why.

Based upon analysis of Student Growth Percentiles (SGPs), Rate of Improvement (ROI) or Mastery Measurement (commonly employed RTI methodologies), identify the health of core instruction and supplemental intervention for all students and for the student of interest relative to his/her academically-like peers who have also received Tier 3 instruction/intervention.

Team provides evidence of fidelity of implementation of tiered supports and services.

Summary for Responsiveness to Intervention (RTI):

Component: Family Engagement

Guided Discussion	Evidenced through Discussion	0=Not Implemented 1 = Somewhat Implemented 2=Fully Implemented (Provide Clarification)
1. Describe how families are empowered to participate in meetings related to the effectiveness of tiered supports for their children and how families who speak another language are supported.	a. Response may include meeting documentation with family participation and examples of translated materials. b. It is recommended that quarterly progress review meetings are scheduled with families for students who are most at-risk. c. Response may include specific evidence-based strategies designed	

	for use at home.	
	d. Response may include a review of resources that empower families (e.g., National Center on Improving Literacy https://improvingliteracy.org/; Multi-Tiered Systems of Support for English Learners https://www.mtss4els.org/; PA Equitable Practices Hub https://www.education.pa.gov/Schools/safeschools/equityandinclusion/EPH/Pages/default.aspx; PA Positive Behavior Support Network http://papbs.org/; National Center on Intensive Intervention https://intensiveintervention.org/; https://www.pattan.net/Multi-Tiered-System-of-Support/MULTI-TIERED-SYSTEM-OF-SUPPORTS/Family-Engagement; https://www.pattan.net/Supports/Family-Engagement	
2. Describe how parental right to request an evaluation is communicated.	a. District policy of right to request an evaluation. b. The LEA understands and acknowledges that it MAY NOT use MTSS as a system or the RTI assessment process to delay or deny a referral for an evaluation to determine if a child is eligible for special education. Parents have the legal right to ask the school to evaluate their child to determine if he or she is eligible for special education services at any time.	
3. Describe any efforts the school has made to build community understanding of Multi-Tiered Systems.	a. Electronic advertisement, planned calendar event, evidence-based strategies for use at home, and/or school brochure on MTSS processes and practices.	

Recommended Artifacts
Attach a sample report that a family might receive to better understand how their child is responding to intervention (please remove all identifying information).
Attach a brochure or show website with any information pertaining to the school's MTSS model

Summary for Family Engagement:

Component: RTI/SLD Eligibility Determination

Guided Discussion	Evidenced through Discussion	0=Not Implemented 1 = Somewhat Implemented 2=Fully Implemented (Provide Clarification)
1. Describe the local guidelines used to characterize a student's response to core and supplemental instruction as "inadequate"	a. Response includes reference to fidelity of Tiered Instruction as evidenced by needed growth rates (above typical and/or well above typical) b. Tier 1 is considered "healthy" when approximately 80% of students respond to core instruction as evidenced by proficient status across a	

	continuum of reliable and valid data sources that are aligned to the academic standards such as benchmark assessments. c. Tier 2 and/or Tier 3 supports and services are considered to be "effective" when 75-80% of the students who receive an advanced tier support respond with at least "above typical" growth in comparison to their academically-like peers. d. Response may reference participation in specific trainings related to this topic offered at a local or state level (i.e., PaTTAN and/or IU training and technical assistance related to the use of RTI for SLD Determination that includes Tier 3 Problem-Solving, Frequently Asked Questions regarding RTI, SLD and IEP's; Evaluation Report Development; RTI Methodologies, etc.)	
2. Identify the measures and methods that are used to rule out other disabilities (e.g., intellectual disabilities, emotional disturbance) and other factors (e.g., limited English proficiency) on student learning and growth and other conditions.	a. Response should cite measures that are routinely used as part of a comprehensive multi-disciplinary evaluation. See SLD regulations.	
3. Describe how students suspected of having SLD are observed as part of the multidisciplinary evaluation process.	a. See SLD regulations, PA guidelines and https://www.pattan.net/Multi-Tiered-System-of-Support/Response-to-Intervention-RTI b. Response addresses the importance of observational data as it relates to the assessment of curricular, instructional and environmental factors known to impact learning. c. Response addresses whether observational data have been used to inform instruction and intervention across the tiers prior to SLD Determination	
4. Indicate how the student's academic level is assessed/determined	a. Response acknowledges that academic level may be determined using a number of technically adequate measures/assessments b. Response acknowledges that it is important to consider the student's academic level at the end of an intervention period or another point in the instructional period and that for identification, the end point is more important than the slope or amount of change because the information on growth is contained in the end point.	

5. Identify the procedures used to rule out lack of instruction as the reason for the student's academic concerns, including an assessment of the fidelity of core instruction and supplemental interventions.	a. Response addresses peer and student performance levels and current discrepancies. b. Response reflects the appraisal of the quality of curriculum and instruction, the effectiveness of professional development and coaching, and consistent access to high-quality instruction and intervention as evidenced by repeated measurement	
6. Identify the procedures used to inform families of the results of repeated assessments of the student's academic skills.	a. Response addresses criteria above and references written and verbal communication, face-to-face meetings with grade level teacher and interventionists, easy access to their child's performance on repeated assessments, etc.	

Recommended Artifacts

There is evidence that increasing percentages of students are meeting with proficiency on a continuum of performance measures

LEA policy or related artifact that offers guidance regarding the use of RTI for SLD Determination

Artifact that is used to assist teams in making decisions that are equitable and informed by reliable and valid data sources and are appropriately contextualized within the LEAs current MTSS framework and within

Summary for RTI/SLD Eligibility Determination:

Component: Professional Learning

Guided Discussion	Evidenced through Discussion	0=Not Implemented 1 = Somewhat Implemented 2=Fully Implemented (Provide Clarification)

1. Describe what informs professional learning opportunities and how practitioners are supported with bridging research to practice gaps (application of learning within context)	a. Response identifies how newly hired staff receive the requisite knowledge and skills to maintain and sustain effective practices and outcomes within a tiered system b. Response demonstrates that professional learning is continuously informed by district, school, grade and student level data trends and specific examples are provided c. Response indicates that professional learning occurs through structures that support regular, context embedded job opportunities with access to coaching (i.e., professional learning communities, https://www.pattan.net/Multi-Tiered-System-of-Support/MULTI-TIERED-SYSTEM-OF-SUPPORTS/Professional-Learning; PaTTAN MTSS Training Calendar https://www.pattan.net/events/, IU professional development opportunities, etc.)	
2. Describe why professional learning was mobilized for a group of practitioners, what informed the decision, and what the outcome was **Example:** School A's core MTSS team reviewed the PVAAS quintile report for their 6th grade team and found that the majority of students were realizing "below typical growth" during their 6th grade year for literacy. The school applied to participate as a cross-disciplinary team in PaTTAN's MTSS Secondary ELA series and the 6th grade team was provided with a year of content and applied practice opportunities that involved enhancing core instruction and setting up the infrastructure to provide a subset of the population with daily, supplemental evidence-based literacy intervention matched to student needs. The outcome was that enhanced instructional and intervention practices resulted in improved student growth as evidenced by PVAAS quintile data and other sources of formal and informal formative data.	a. Response provides examples of data that was interpreted and followed by appropriate action steps	

Recommended Artifacts
Cite or provide examples from near recent district professional development calendar
Badges, certificates and/or formal recognition of participation in continuous professional development

Summary for Professional Learning: