

A Statewide Survey of Response to Instruction (RtI) Implementation

Response to Instruction (RtI) has, for the last decade, been a popular framework that schools can use to organize curriculum, assessment and instruction so that: all students are assessed on a regular basis to identify students at-risk of not meeting standards and students who are not meeting standards are provided with support and monitored regularly. Over the last decade, research has primarily focused on the RtI framework at the elementary level in reading and mathematics. In recent years, there has been a greater focus on RtI at the middle and high school levels.

This study focused on assessing the level of implementation of RtI in all of Vermont's public schools. All schools were surveyed in the following areas: core instruction, supplemental instruction, school wide practices and overall levels of implementation. The electronic survey, administered through UVM's LIME survey portal was completed by each building-based principal in the state of Vermont during January and February.

The results of this survey will facilitate a better understanding of the degree of implementation of RtI across all school levels in order to seek external funding and statewide support for RtI implementation. Additionally, the testing and validating of the survey will provide a much-needed tool for states and districts to use in assessing their own levels of RtI implementation.