

**Midwest Instructional Leadership Council
RtI Survey Data - Beliefs All Respondents
Example**

Scale			
Strong Consensus		80%+	
Nearing Consensus		70% -79%	
Low Consensus		51% - 69%	
Poor Consensus		50% and below	
#	Strong Consensus 80%+	Agree	Disagree
4	General education teachers should implement more differentiated and flexible instructional practices to address the needs of a more diverse student body	94.20%	5.90%
5	Prevention and early intervention strategies in schools would result in fewer referrals to problem-solving teams and placements in special education	94.10%	5.90%
8	Evaluating a student's response to intervention is a more effective way of determining what a student is capable of achieving that using scores from "tests"	85.90%	14.10%
10	The goal of assessment is to generate and measure effectiveness of instruction/intervention.	81.20%	18.80%
#	Nearing Consensus 70% - 79%	Agree	Disagree
7	Using student-based data to determine intervention effectiveness is more accurate than using only "teacher judgment"	74.10%	25.90%
#	Low Consensus 51% -69%	Agree	Disagree
2	The primary purpose of supplemental instruction is to ensure that students meet grade level benchmarks/standards in the core curriculum	68.30%	31.80%
6	The severity of a student's academic and behavioral problems are determined not by how far the student is in terms of his/her academic or behavioral performance, but rather by how quickly a student responds to intervention	67.10%	33.00%
1	I believe that ALL children have the ability to achieve to high academic and behavioral standards.	58.80%	41.10%
#	Poor Consensus 50% and Below	Agree	Disagree
3	Students with high incidence disabilities receiving special education services are capable of achieving grade level benchmarks/standards in reading	50.60%	49.50%
9	All students can achieve grade level benchmarks if they have sufficient support	31.70%	68.30%