

**Midwest Instructional Leadership Council  
RtI Survey Data -Practices All Respondents  
Example1**

Scale			
<b>Strong Consensus</b>		<b>80%+</b>	
<b>Nearing Consensus</b>		<b>70% -79%</b>	
<b>Low Consensus</b>		<b>51% - 69%</b>	
<b>Poor Consensus</b>		<b>50% and below</b>	
#	<b>Strong Consensus 80%+</b>	<b>Agree</b>	<b>Disagree</b>
20	In our district/school, staff value professional development	86.40%	13.50%
15	In our district/school, nationally normed curriculum-based measurement data are used in conjunction with other data sources to identify students needing targeted group intervention and individualized intervention for academics	84.00%	16.10%
4	In our school, data (e.g., CBM, office disciplinary referrals, etc.) are used to determine the present of students receiving core instruction that achieve benchmarks/grade level standards in academics	82.70%	17.30%
#	<b>Nearing Consensus 70% -79%</b>	<b>Agree</b>	<b>Disagree</b>
25	In our district/school, academic core instruction is clearly defined	77.70%	22.20%
1	In our district/school, professional development is aligned and supportive of district and building strategic plans and initiatives.	75.30%	24.70%
26	In our district/school, academic intensive strategies/programs are evidence-based	74.10%	26.00%
18	In our district/school, staff regularly seeks ideas and strategies from colleagues	70.40%	29.70%
#	<b>Low Consensus 51% -69%</b>	<b>Agree</b>	<b>Disagree</b>
6	In our school/district, progress monitoring occurs for all students receiving supplemental and/or intensive intervention in academics	69.10%	30.80%
5	In our district/school, data are used to make decisions about necessary changes to the core curriculum or discipline procedures to increase the percent of students achieving benchmarks/grade level standards in academics	67.90%	32.10%
23	In our district/school, staff value school improvement processes including goal setting and assessment of outcomes	67.90%	32.10%
10	In our district/school, district level leadership provides active commitment and support for school improvement actions (e.g., meets to review data and issues at least twice each year)	65.40%	34.60%
11	In our district/school, school leadership provides training, support, and active involvement in school improvement actions (e.g., principal is actively involved in school-based leadership team meetings)	64.20%	35.80%
7	In our district/school, a standard protocol intervention (i.e., the same type of intervention used for similar problems) is used initially for all students who require supplemental instruction for academics	61.70%	38.30%
27	In our district/school, supplemental instruction/programs are clearly identified	61.70%	38.20%
21	In our district/school, teachers are generally aware of what others are teaching	60.50%	39.50%
2	In our district/school, teachers (and other professional staff) receive ongoing embedded professional development, coaching, and support	59.30%	40.80%
17	In our district/school, the school staff employs a process to select evidence-based practices at the core level	59.30%	40.70%
13	In our district/school, a school-based leadership team is established and represents the roles of an administrator, facilitator, data mentor, content specialist, parent, and teachers from representative areas (e.g., general education, special education)	58.10%	41.90%
29	In our district/school, a strategic plan (implementation plan) exists and is used by the school-based leadership team to guide implementation of problem-solving/response to intervention	54.30%	45.60%
12	In our district/school, faculty/staff support and are actively involved with problem-solving/RtI (e.g., one of top 3 goals of the School Improvement Plan, 80% of faculty document support, three-year timeline for implementation is available)	51.90%	48.10%
22	In our district/school, staff work together to develop and evaluate programs and projects	51.80%	48.10%
28	In our district/school, teams (e.g., school-based leadership team, problem-solving team, intervention assistance team) implement effective problem-solving procedures	50.60%	49.40%
#	<b>Poor Consensus 50% and Below</b>	<b>Agree</b>	<b>Disagree</b>
9	In our district/school, problem-solving teams define the problem behavior in observable, measurable terms (e.g., Johnny reads 25 words per minute with 95% accuracy on unrehearsed grade level material)	50.60%	49.30%
8	In our district/school, a standard protocol intervention (i.e., the same type of intervention used for similar problems) is used initially for all students who require supplemental instruction for behavior	48.10%	51.90%
16	In our district/school, office disciplinary referrals are used on conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for behavior	45.60%	54.30%
19	In our district/school, staff are involved in the decision-making process	41.90%	58.10%
24	In our district/school, teachers who disagree about instructional approaches openly and professionally discuss their concerns	38.20%	61.70%
14	In our district/school, data are collected (e.g., beliefs survey, satisfaction survey) to assess level of commitment and impact of problem-solving/response to intervention on faculty/staff	37.10%	63.00%
3	In our district/school, paraprofessional receive professional development and ongoing, embedded, coaching, and support	30.80%	69.10%