

Midwest Instructional Leadership Council
RtI Survey Data - Disaggregated Data Beliefs
Example

Beliefs			
Question			
1	I believe that ALL children have the ability to achieve to high academic and behavioral standards.		
	Agree	Disagree	
All Respondents	58.80%	41.10%	
Administrators	66.70%	33.30%	
Early Learning Level	100.00%	0.00%	
Elementary Level	56.40%	43.60%	
Middle Level	67.80%	32.30%	
High School Level	70.40%	29.60%	
2	The primary purpose of supplemental instruction is to ensure that students meet grade level benchmarks/standards in the core curriculum		
	Agree	Disagree	
All Respondents	68.30%	31.80%	
Administrators	80.00%	20.00%	
Early Learning Level	50.00%	50.00%	
Elementary Level	66.70%	33.40%	
Middle Level	64.50%	35.50%	
High School Level	66.70%	33.30%	
3	Students with high incidence disabilities receiving special education services are capable of achieving grade level benchmarks/standards in reading and mathematics		
	Agree	Disagree	
All Respondents	50.60%	49.50%	
Administrators	80.00%	20.00%	
Early Learning Level	100.00%	0.00%	
Elementary Level	51.30%	48.70%	
Middle Level	48.40%	51.60%	
High School Level	51.80%	48.10%	
4	General education teachers should implement more differentiated and flexible instructional practices to address the needs of a more diverse student body		
	Agree	Disagree	
All Respondents	94.20%	5.90%	
Administrators	100.00%	0.00%	
Early Learning Level	100.00%	0.00%	
Elementary Level	87.20%	12.80%	
Middle Level	100.00%	0.00%	
High School Level	100.00%	0.00%	
5	Prevention activities and early intervention strategies in schools would result in fewer referrals to problem-solving teams and placements in special education		
	Agree	Disagree	
All Respondents	94.10%	5.90%	
Administrators	100.00%	0.00%	
Early Learning Level	100.00%	0.00%	
Elementary Level	92.40%	7.70%	
Middle Level	96.80%	3.20%	
High School Level	96.30%	3.70%	

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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		
	Agree	Disagree	
All Respondents	67.10%	33.00%	
Administrators	100.00%	0.00%	
Early Learning Level	100.00%	0.00%	
Elementary Level	56.50%	43.60%	
Middle Level	74.20%	25.80%	
High School Level	77.80%	22.20%	
7	Using student-based data to determine intervention effectiveness is more accurate than using only "teacher judgment"		
	Agree	Disagree	
All Respondents	74.10%	25.90%	
Administrators	100.00%	0.00%	
Early Learning Level	100.00%	0.00%	
Elementary Level	71.70%	28.20%	
Middle Level	83.90%	16.10%	
High School Level	74.00%	25.90%	
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"		
	Agree	Disagree	
All Respondents	85.90%	14.10%	
Administrators	80.00%	20.00%	
Early Learning Level	100.00%	0.00%	
Elementary Level	82.10%	10.00%	
Middle Level	83.90%	16.10%	
High School Level	92.60%	7.40%	
9	All students can achieve grade level benchmarks if they have sufficient support		
	Agree	Disagree	
All Respondents	31.70%	68.30%	
Administrators	40.00%	60.00%	
Early Learning Level	50.00%	50.00%	
Elementary Level	35.90%	64.10%	
Middle Level	22.60%	77.50%	
High School Level	33.30%	66.70%	
10	The goal of assessment is to generate and measure effectiveness of instruction/intervention.		
	Agree	Disagree	
All Respondents	81.20%	18.80%	
Administrators	100.00%	0.00%	
Early Learning Level	50.00%	50.00%	
Elementary Level	87.10%	12.80%	
Middle Level	80.70%	19.40%	
High School Level	66.70%	33.30%	

**Midwest Instructional Leadership Council
RtI Survey Data - Disaggregated Data Practices
Example**

Practices		
Question		
1	In our district/school, professional development is aligned and supportive of district and building strategic plans and initiatives.	
	Agree	Disagree
All Respondents	75.30%	24.70%
Administrators	80.00%	20.00%
Early Learning Level	100.00%	0.00%
Elementary Level	76.20%	23.80%
Middle Level	80.60%	19.40%
High School Level	60.00%	40.00%
2	In our district/school, teachers (and other professional staff) receive ongoing embedded professional development, coaching, and support	
	Agree	Disagree
All Respondents	59.30%	40.80%
Administrators	66.70%	33.30%
Early Learning Level	50.00%	50.00%
Elementary Level	64.20%	35.70%
Middle Level	58.10%	41.90%
High School Level	48.00%	52.00%
3	In our district/school, paraprofessional receive professional development and ongoing. Embedded, coaching, and support and mathematics	
	Agree	Disagree
All Respondents	30.80%	69.10%
Administrators	40.00%	60.00%
Early Learning Level	0.00%	100.00%
Elementary Level	33.40%	66.70%
Middle Level	25.80%	74.20%
High School Level	20.00%	80.00%
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	
	Agree	Disagree
All Respondents	82.70%	17.30%
Administrators	80.00%	20.00%
Early Learning Level	100.00%	0.00%
Elementary Level	85.80%	14.30%
Middle Level	80.70%	19.30%
High School Level	80.00%	20.00%
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	
	Agree	Disagree
All Respondents	67.90%	32.10%
Administrators	60.00%	40.00%
Early Learning Level	0.00%	100.00%
Elementary Level	66.70%	33.40%
Middle Level	74.20%	25.80%
High School Level	56.00%	44.00%

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6	In our school/district, progress monitoring occurs for all students receiving supplemental and/or intensive intervention in academics	
	Agree	Disagree
	All Respondents	69.10%
	Administrators	60.00%
	Early Learning Level	100.00%
	Elementary Level	81.00%
	Middle Level	71.00%
	High School Level	48.00%
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	
	Agree	Disagree
	All Respondents	61.70%
	Administrators	60.00%
	Early Learning Level	50.00%
	Elementary Level	61.90%
	Middle Level	71.00%
	High School Level	52.00%
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	
	Agree	Disagree
	All Respondents	48.10%
	Administrators	40.00%
	Early Learning Level	0.00%
	Elementary Level	40.50%
	Middle Level	61.30%
	High School Level	44.00%
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 materials)	
	Agree	Disagree
	All Respondents	50.60%
	Administrators	20.00%
	Early Learning Level	0.00%
	Elementary Level	57.20%
	Middle Level	51.60%
	High School Level	32.00%
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)	
	Agree	Disagree
	All Respondents	65.40%
	Administrators	40.00%
	Early Learning Level	50.00%
	Elementary Level	64.30%
	Middle Level	74.20%
	High School Level	52.00%

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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)		
		Agree	Disagree
	All Respondents	64.20%	35.80%
	Administrators	100.00%	0.00%
	Early Learning Level	100.00%	0.00%
	Elementary Level	42.90%	57.20%
	Middle Level	87.10%	13.00%
	High School Level	84.00%	16.00%
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)		
		Agree	Disagree
	All Respondents	51.90%	48.10%
	Administrators	60.00%	40.00%
	Early Learning Level	0.00%	100.00%
	Elementary Level	52.40%	47.60%
	Middle Level	58.00%	42.00%
	High School Level	40.00%	60.00%
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)		
		Agree	Disagree
	All Respondents	58.10%	41.90%
	Administrators	40.00%	60.00%
	Early Learning Level	50.00%	50.00%
	Elementary Level	57.20%	42.80%
	Middle Level	67.70%	32.20%
	High School Level	48.00%	52.00%
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		
		Agree	Disagree
	All Respondents	37.10%	63.00%
	Administrators	0.00%	100.00%
	Early Learning Level	0.00%	100.00%
	Elementary Level	38.10%	61.90%
	Middle Level	38.70%	61.30%
	High School Level	32.00%	68.00%
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 interventions and individualized interventions for academics		
		Agree	Disagree
	All Respondents	84.00%	16.10%
	Administrators	60.00%	40.00%
	Early Learning Level	50.00%	50.00%
	Elementary Level	95.30%	4.80%
	Middle Level	77.40%	22.60%
	High School Level	72.00%	28.00%

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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		
		Agree	Disagree
	All Respondents	45.60%	54.30%
	Administrators	40.00%	60.00%
	Early Learning Level	50.00%	50.00%
	Elementary Level	21.40%	78.60%
	Middle Level	70.90%	29.10%
	High School Level	60.00%	40.00%
17	In our district/school, the school staff employs a process to select evidence-based practices at the core level		
		Agree	Disagree
	All Respondents	59.30%	40.70%
	Administrators	40.00%	60.00%
	Early Learning Level	50.00%	50.00%
	Elementary Level	69.00%	31.00%
	Middle Level	54.80%	45.10%
	High School Level	44.00%	56.00%
18	In our district/school, staff regularly seeks ideas and strategies from colleagues		
		Agree	Disagree
	All Respondents	70.40%	29.70%
	Administrators	20.00%	80.00%
	Early Learning Level	50.00%	50.00%
	Elementary Level	61.90%	38.10%
	Middle Level	74.20%	25.80%
	High School Level	80.00%	20.00%
19	In our district/school, staff are involved in the decision-making process		
		Agree	Disagree
	All Respondents	41.90%	58.10%
	Administrators	80.00%	20.00%
	Early Learning Level	50.00%	50.00%
	Elementary Level	33.30%	66.70%
	Middle Level	48.40%	51.60%
	High School Level	56.00%	44.00%
20	In our district/school, staff value professional development		
		Agree	Disagree
	All Respondents	86.40%	13.50%
	Administrators	80.00%	20.00%
	Early Learning Level	100.00%	0.00%
	Elementary Level	83.40%	16.70%
	Middle Level	90.30%	9.70%
	High School Level	84.00%	16.00%

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21 In our district/school, teachers are generally aware of what others are teaching		
	Agree	Disagree
All Respondents	60.50%	39.50%
Administrators	20.00%	80.00%
Early Learning Level	100.00%	0.00%
Elementary Level	52.40%	47.70%
Middle Level	77.50%	22.60%
High School Level	76.00%	24.00%
22 In our district/school, staff work together to develop and evaluate programs and projects		
	Agree	Disagree
All Respondents	51.80%	48.10%
Administrators	40.00%	60.00%
Early Learning Level	50.00%	50.00%
Elementary Level	50.00%	50.00%
Middle Level	51.60%	48.40%
High School Level	56.00%	44.00%
23 In our district/school, staff value school improvement processes including goal setting and assessment of outcomes		
	Agree	Disagree
All Respondents	67.90%	32.10%
Administrators	60.00%	40.00%
Early Learning Level	50.00%	50.00%
Elementary Level	61.90%	38.10%
Middle Level	67.80%	32.20%
High School Level	72.00%	28.00%
24 In our district/school, teachers who disagree about instructional approaches openly and professionally discuss their concerns		
	Agree	Disagree
All Respondents	38.20%	61.70%
Administrators	40.00%	60.00%
Early Learning Level	50.00%	50.00%
Elementary Level	31.00%	69.00%
Middle Level	45.10%	54.90%
High School Level	64.00%	36.00%
25 In our district/school, academic core instruction is clearly defined		
	Agree	Disagree
All Respondents	77.70%	22.20%
Administrators	60.00%	40.00%
Early Learning Level	100.00%	0.00%
Elementary Level	69.00%	31.00%
Middle Level	90.30%	9.70%
High School Level	84.00%	16.00%

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26	In our district/school, academic intensive strategies/programs are evidence-based		
		Agree	Disagree
	All Respondents	74.10%	26.00%
	Administrators	60.00%	40.00%
	Early Learning Level	50.00%	50.00%
	Elementary Level	76.10%	23.80%
	Middle Level	77.40%	22.60%
	High School Level	72.00%	28.00%
27	In our district/school, supplemental instruction/programs are clearly identified		
		Agree	Disagree
	All Respondents	61.70%	38.20%
	Administrators	80.00%	20.00%
	Early Learning Level	50.00%	50.00%
	Elementary Level	64.20%	35.70%
	Middle Level	70.90%	29.10%
	High School Level	44.00%	56.00%
28	In our district/school, teams (e.g., school-based leadership team, problem-solving team, intervention assistance team) implement effective problem-solving procedures		
		Agree	Disagree
	All Respondents	50.60%	49.40%
	Administrators	40.00%	60.00%
	Early Learning Level	50.00%	50.00%
	Elementary Level	40.50%	59.50%
	Middle Level	67.70%	32.30%
	High School Level	52.00%	48.00%
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		
		Agree	Disagree
	All Respondents	54.30%	45.60%
	Administrators	40.00%	60.00%
	Early Learning Level	50.00%	50.00%
	Elementary Level	50.00%	50.00%
	Middle Level	58.10%	41.90%
	High School Level	60.00%	40.00%