2013 Minnesota Response to Intervention Implementation Survey – Elementary/K-12

Introduction

The Minnesota Department of Education is supporting schools and districts committed to closing the achievement gap through implementing Response to Intervention (RtI) or Multi-tiered Systems of Support (MTSS).* RtI and MTSS are both frameworks that provide an integrated system of high quality, standards-based instruction and intervention matched to students' academic, social-emotional, and behavioral needs.

RtI/MTSS is a school-wide framework that relies on multiple levels instructional of instruction for preventing school failure. The critical features of the framework include screening, progress monitoring, and data-based decision making for instruction and movement within the multi-level system. Effective implementation of the RtI framework ensures that evidence-based instruction and access to state standards occurs within all tiers of the educational system, including the core instruction, small group and individual student interventions. Teachers use data obtained through systematic problem-solving processes to make decisions about student movement between tiers and to make improvements to instruction and delivery.

Successful implementation of the RtI framework requires a multi-year commitment from district and school leadership. Effective implementation practices involve the careful planning of initiatives, policies, programs, or practices to ensure the highest quality results. For this reason, Wilder Research was commissioned to conduct a statewide survey to determine the level of RtI implementation among Minnesota's schools. This survey will be conducted annually for the next several years to inform changes in statewide implementation and guide stakeholders in providing technical assistance and supports.

The survey examined four areas of implementation for all students (Tier 1) and students in need of interventions (Tier 2/3):

- Leadership and organizational structures.
- Curriculum and instruction.
- Assessment.
- Collaboration among staff.

Participants were asked to rate a series of items within each area as "not in place," "exploring," "partial implementation," and "full implementation." All schools in Minnesota were invited to participate. The survey was completed in March/April of 2013 by 710 schools (a 46% response rate), including elementary, middle, high schools, and charter schools.

Results in an alternate format begin on page 10.

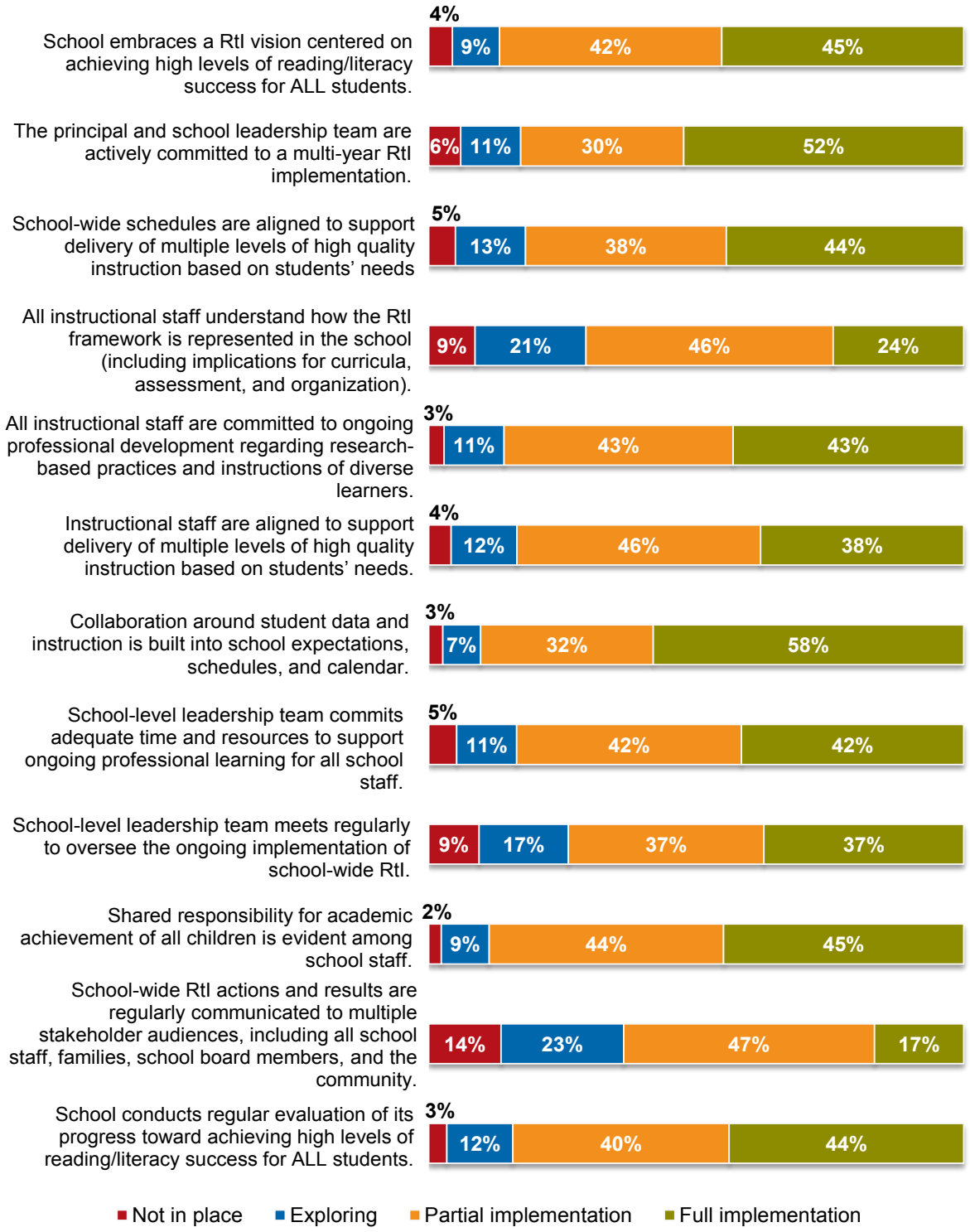
PARTICIPATING SCHOOLS OUT OF ALL SCHOOLS

Grade level	Participants	Total	Percent
Elementary/ K-12	385	825	47%
Middle School	77	206	37%
High School	163	355	46%
Charter	85	163	52%

**MTSS and RtI are viewed as similar concepts by the Minnesota Legislature and Department of Education; however, since 2012, education leaders have witnessed a systematic movement away from RtI toward MTSS*

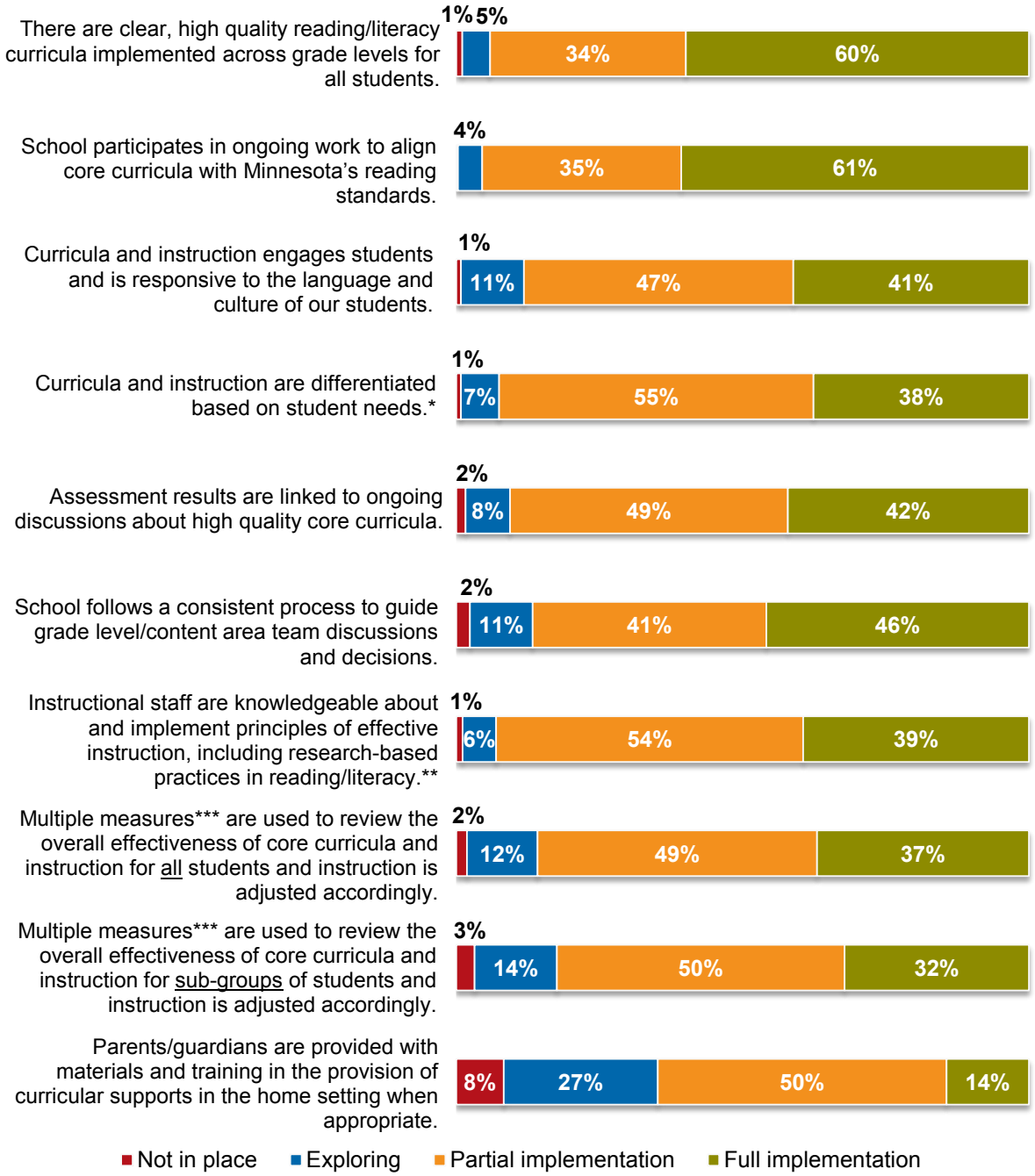
Results for elementary/K-12 schools statewide

Leadership and organization



Curriculum and instruction

Tier 1



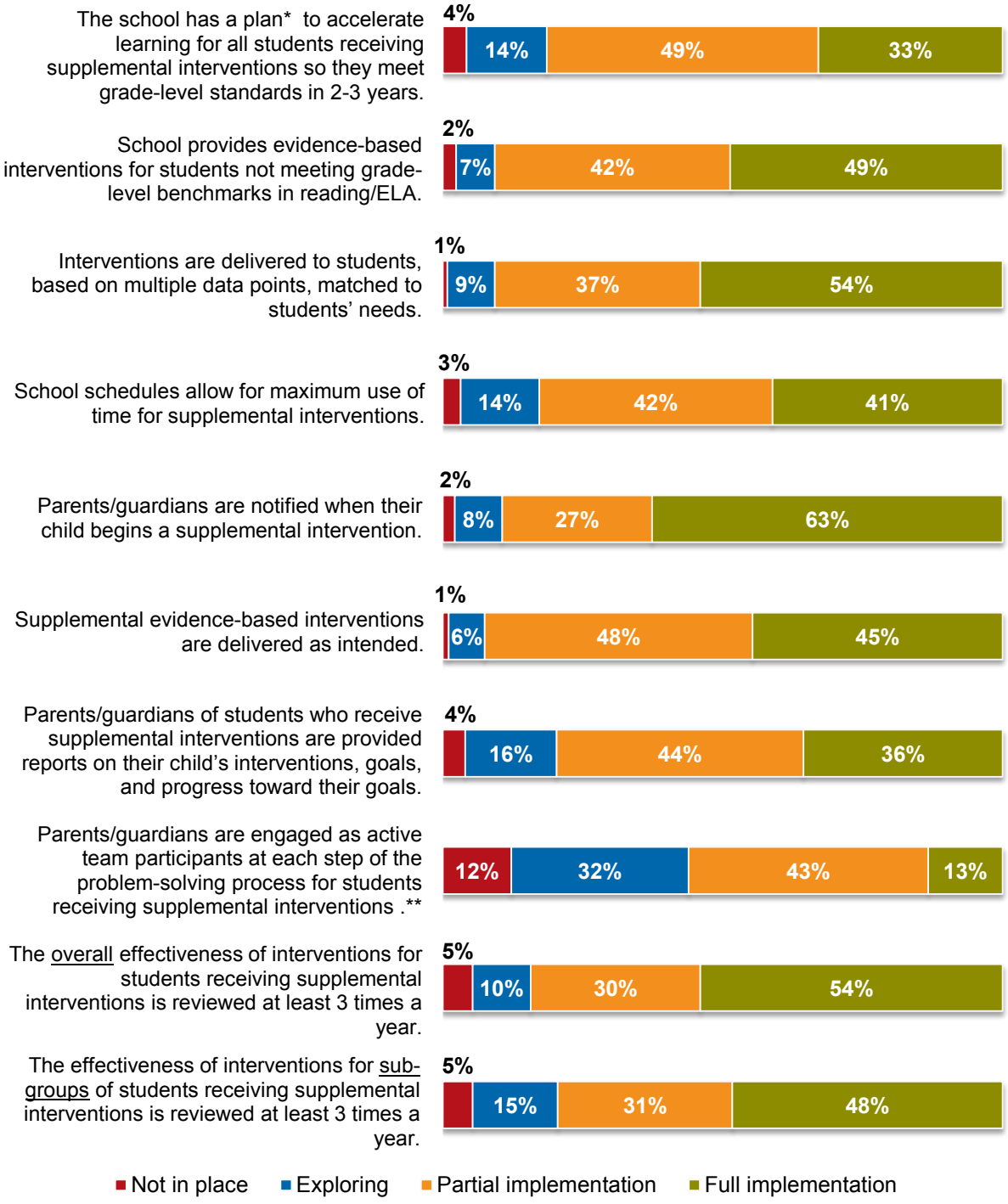
** Differentiation is what a teacher does to make instruction accessible; it is altering of process, content, product to attain end outcome.*

*** For example, high rates of engagement, small group instruction, opportunities to respond, immediate feedback.*

**** Such as screening, growth measures, formative assessments, walk-throughs, student surveys, observations.*

Curriculum and instruction

Tier 2/3

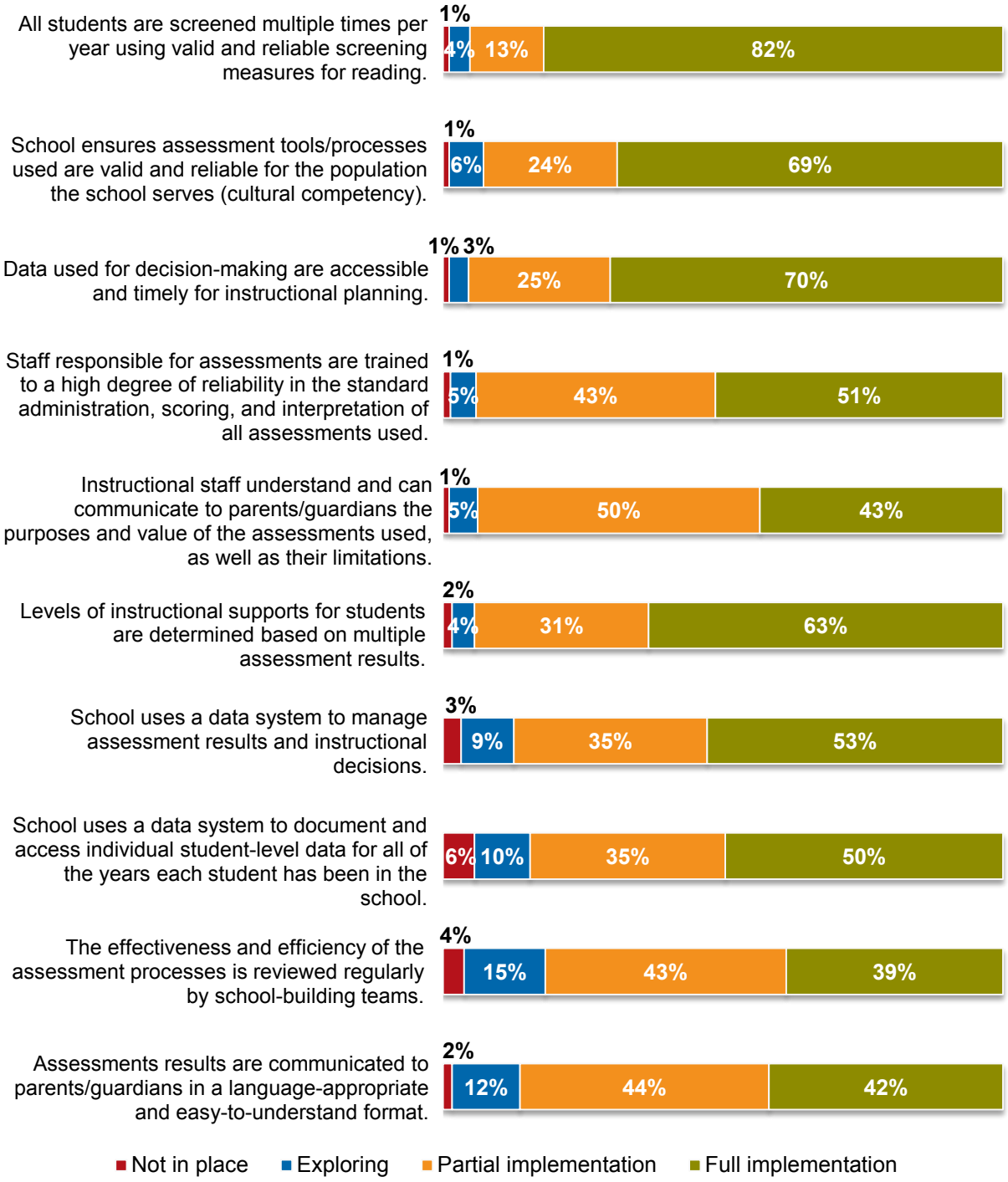


** Combining high quality core instruction with intensive tiered supports.*

*** For example, intervention plan, timelines, data to be collected, decision making rules.*

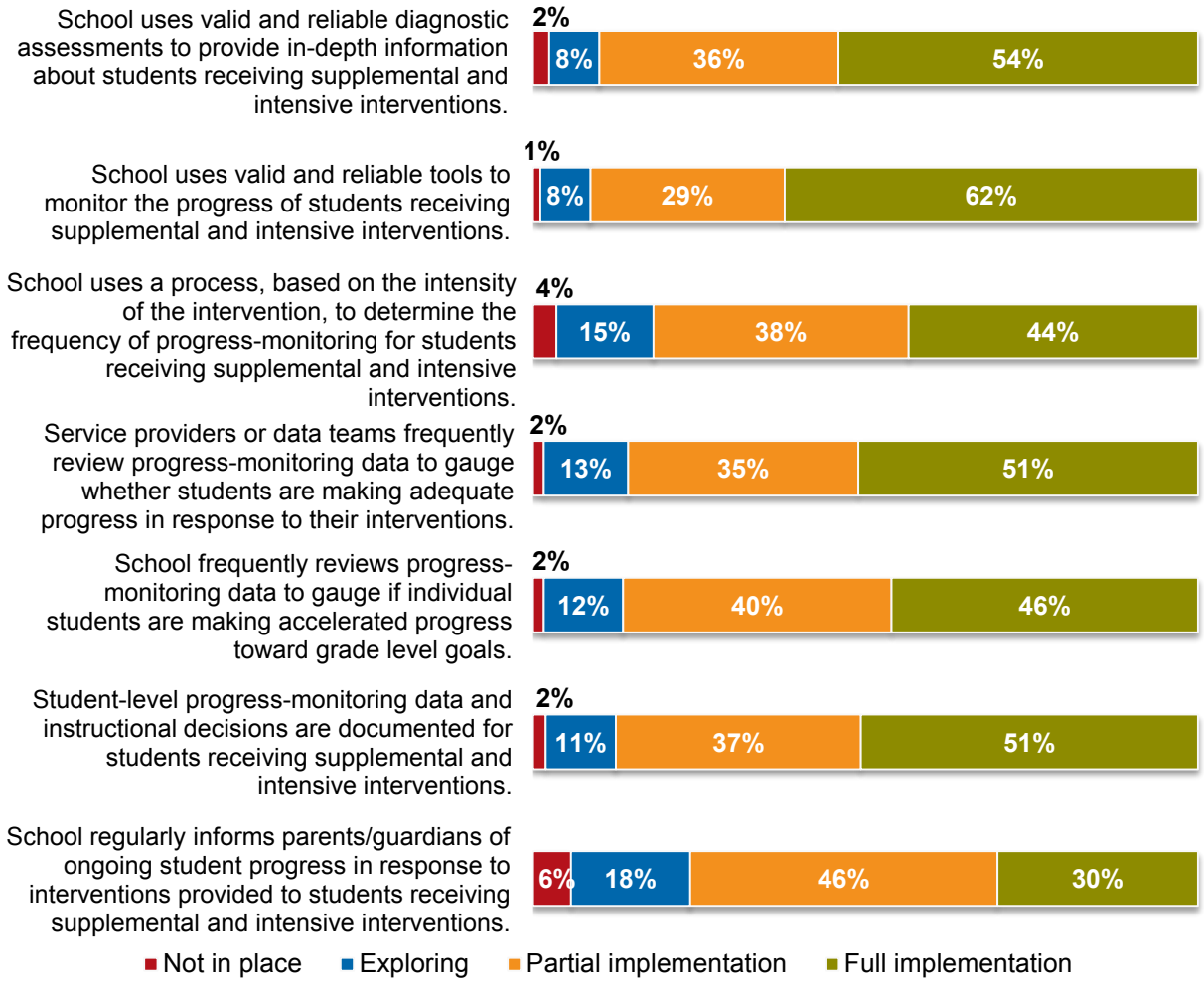
Assessment

Tier 1



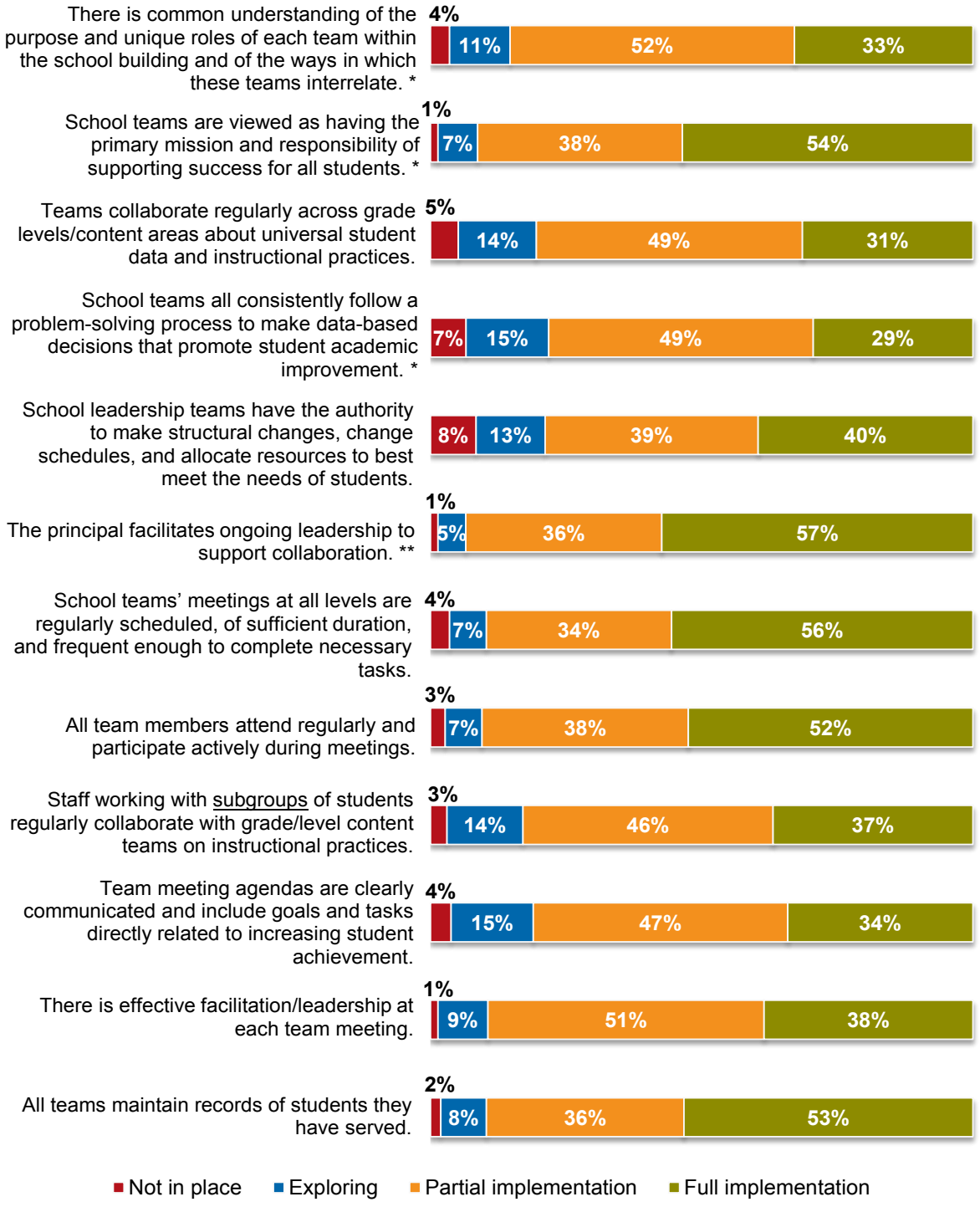
Assessment

Tier 2/3



Collaboration among staff

Tier 1

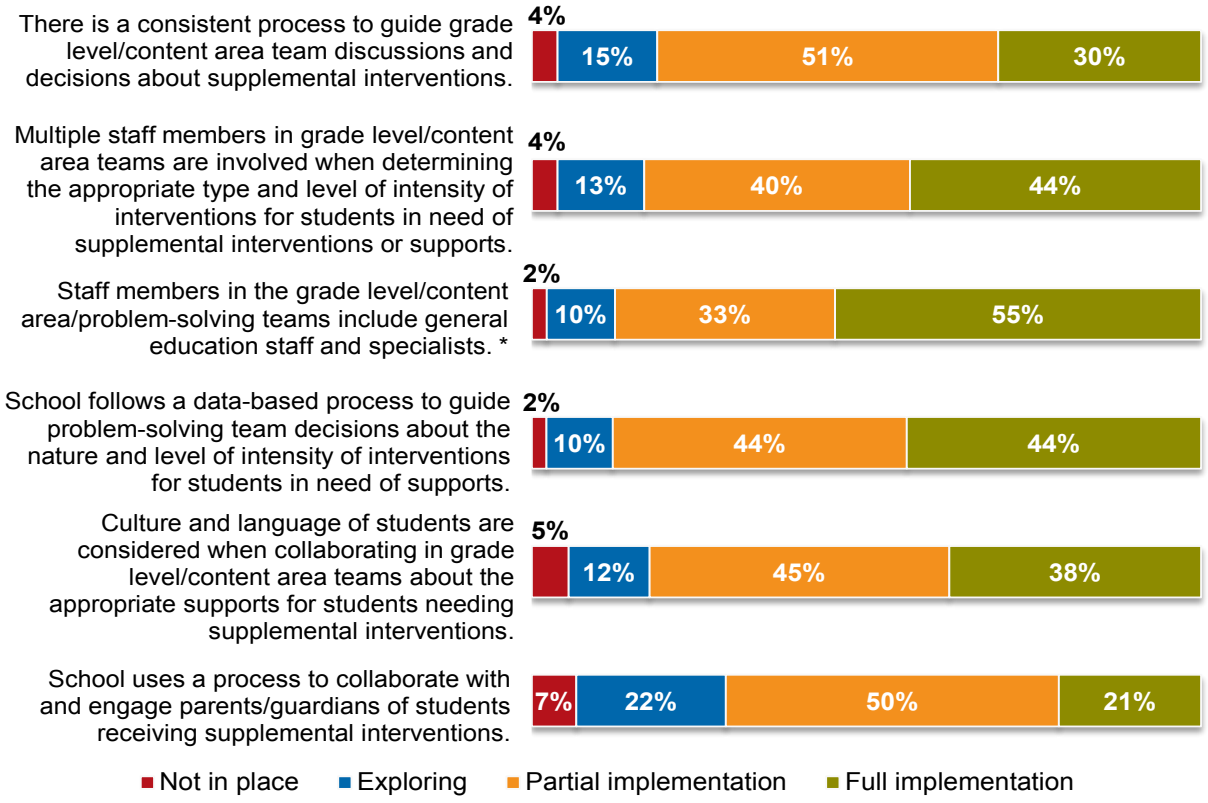


** School teams include grade-level teams, problem-solving teams, school leadership team, or other teams responsible for implementation.*

*** Collaboration to ensure resource allocation, ensure opportunities for professional learning and to maintain channels of communication around school-wide efforts.*

Collaboration among staff

Tier 2/3



** Reading, ELL, special education, and/or related service providers.*

Alternate format of results

Leadership and organization

Survey item	Not in place	Exploring	Partial implementation	Full implementation
A. School embraces a RtI vision centered on achieving high levels of reading/literacy success for ALL students.	4%	9%	42%	45%
B. The principal and school leadership team are actively committed to a multi-year RtI implementation.	6%	11%	30%	52%
C. School-wide schedules are aligned to support delivery of multiple levels of high quality instruction based on students' needs.	5%	13%	38%	44%
D. All instructional staff understand how the RtI framework is represented in the school (including implications for curricula, assessment, and organization).	9%	21%	46%	24%
E. All instructional staff are committed to ongoing professional development regarding research-based practices and instructions of diverse learners.	3%	11%	43%	43%
F. Instructional staff are aligned to support delivery of multiple levels of high quality instruction based on students' needs.	4%	12%	46%	38%
G. Collaboration around student data and instruction is built into school expectations, schedules, and calendar.	3%	7%	32%	58%
H. School-level leadership team commits adequate time and resources to support ongoing professional learning for all school staff.	5%	11%	42%	42%
I. School-level leadership team meets regularly to oversee the ongoing implementation of school-wide RtI.	9%	17%	37%	37%
J. Shared responsibility for academic achievement of all children is evident among school staff.	2%	9%	44%	45%
K. School-wide RtI actions and results are regularly communicated to multiple stakeholder audiences, including all school staff, families, school board members, and the community.	14%	23%	47%	17%
L. School conducts regular evaluation of its progress toward achieving high levels of reading/literacy success for ALL students.	3%	12%	40%	44%

Curriculum and instruction

Tier 1

Survey item	Not in place	Exploring	Partial implementation	Full implementation
A. There are clear, high quality reading/literacy curricula implemented across grade levels for all students.	1%	5%	34%	60%
B. School participates in ongoing work to align core curricula with Minnesota's reading standards.	0%	4%	35%	61%
C. Curricula and instruction engages students and is responsive to the language and culture of our students.	1%	11%	47%	41%
D. Curricula and instruction are differentiated based on student needs. (Differentiation is what a teacher does to make instruction accessible; it is altering of process, content, product to attain end outcome.)	1%	7%	55%	38%
E. Assessment results are linked to ongoing discussions about high quality core curricula.	2%	8%	49%	42%
F. School follows a consistent process to guide grade level/content area team discussions and decisions.	2%	11%	41%	46%
G. Instructional staff are knowledgeable about and implement principles of effective instruction, including research-based practices in reading/literacy (i.e., high rates of engagement, small group instruction, opportunities to respond, immediate feedback).	1%	6%	54%	39%
H. Multiple measures (such as screening, growth measures, formative assessments, walk-throughs, student surveys, observations) are used to review the overall effectiveness of core curricula and instruction for all students and instruction is adjusted accordingly.	2%	12%	49%	37%
I. Multiple measures (such as screening, growth measures, formative assessments, walk-throughs, student surveys, observations) are used to review the overall effectiveness of core curricula and instruction for sub-groups of students and instruction is adjusted accordingly.	3%	14%	50%	32%
J. Parents/guardians are provided with materials and training in the provision of curricular supports in the home setting when appropriate.	8%	27%	50%	14%

Curriculum and instruction

Tier 2/3

Survey item	Not in place	Exploring	Partial implementation	Full implementation
A. The school has a plan (combining high quality core instruction with intensive tiered supports) to accelerate learning for all students receiving supplemental interventions so they meet grade-level standards in 2-3 years.	4%	14%	49%	33%
B. School provides evidence-based interventions for students not meeting grade-level benchmarks in reading/ELA.	2%	7%	42%	49%
C. Interventions are delivered to students, based on multiple data points, matched to students' needs.	1%	9%	37%	54%
D. School schedules allow for maximum use of time for supplemental interventions.	3%	14%	42%	41%
E. Parents/guardians are notified when their child begins a supplemental intervention.	2%	8%	27%	63%
F. Supplemental evidence-based interventions are delivered as intended.	1%	6%	48%	45%
G. Parents/guardians of students who receive supplemental interventions are provided reports on their child's interventions, goals, and progress toward their goals.	4%	16%	44%	36%
H. Parents/guardians are engaged as active team participants at each step of the problem-solving process for students receiving supplemental interventions (e.g., intervention plan, timelines, data to be collected, decision making rules).	12%	32%	43%	13%
I. The overall effectiveness of interventions for students receiving supplemental interventions is reviewed at least 3 times a year.	5%	10%	30%	54%
J. The effectiveness of interventions for sub-groups of students receiving supplemental interventions is reviewed at least 3 times a year.	5%	15%	31%	48%

Assessment

Tier 1

Survey item	Not in place	Exploring	Partial implementation	Full implementation
A. All students are screened multiple times per year using valid and reliable screening measures for reading.	1%	4%	13%	82%
B. School ensures assessment tools/processes used are valid and reliable for the population the school serves (cultural competency).	1%	6%	24%	69%
C. Data used for decision-making are accessible and timely for instructional planning.	1%	3%	25%	70%
D. Staff responsible for assessments are trained to a high degree of reliability in the standard administration, scoring, and interpretation of all assessments used.	1%	5%	43%	51%
E. Instructional staff understand and can communicate to parents/guardians the purposes and value of the assessments used, as well as their limitations.	1%	5%	50%	43%
F. Levels of instructional supports for students are determined based on multiple assessment results.	2%	4%	31%	63%
G. School uses a data system to manage assessment results and instructional decisions.	3%	9%	35%	53%
H. School uses a data system to document and access individual student-level data for all of the years each student has been in the school.	6%	10%	35%	50%
I. The effectiveness and efficiency of the assessment processes is reviewed regularly by school-building teams.	4%	15%	43%	39%
J. Assessments results are communicated to parents/guardians in a language-appropriate and easy-to-understand format.	2%	12%	44%	42%

Assessment

Tier 2/3

Survey item	Not in place	Exploring	Partial implementation	Full implementation
A. School uses valid and reliable diagnostic assessments to provide in-depth information about students receiving supplemental and intensive interventions.	2%	8%	36%	54%
B. School uses valid and reliable tools to monitor the progress of students receiving supplemental and intensive interventions.	1%	8%	29%	62%
C. School uses a process, based on the intensity of the intervention, to determine the frequency of progress-monitoring for students receiving supplemental and intensive interventions.	4%	15%	38%	44%
D. Service providers or data teams frequently review progress-monitoring data to gauge whether students are making adequate progress in response to their interventions.	2%	13%	35%	51%
E. School frequently reviews progress-monitoring data to gauge if individual students are making accelerated progress toward grade level goals.	2%	12%	40%	46%
F. Student-level progress-monitoring data and instructional decisions are documented for students receiving supplemental and intensive interventions.	2%	11%	37%	51%
G. School regularly informs parents/guardians of ongoing student progress in response to interventions provided to students receiving supplemental and intensive interventions.	6%	18%	46%	30%

Collaboration among staff

Tier 1

Survey item	Not in place	Exploring	Partial implementation	Full implementation
A. There is common understanding of the purpose and unique roles of each team (e.g., grade-level teams, problem-solving teams, or other teams responsible for implementation) within the school building and of the ways in which these teams interrelate.	4%	11%	52%	33%
B. School teams are viewed as having the primary mission and responsibility of supporting success for all students. (School teams include grade-level teams, problem-solving teams, school leadership team, or other teams responsible for implementation.)	1%	7%	38%	54%
C. Teams collaborate regularly across grade levels/content areas about universal student data and instructional practices.	5%	14%	49%	31%
D. Grade-level, building-level, and district-level teams all consistently follow a problem-solving process to make data-based decisions that promote student academic improvement.	7%	15%	49%	29%
E. School leadership teams have the authority to make structural changes, change schedules, and allocate resources to best meet the needs of students.	8%	13%	39%	40%
F. The principal facilitates ongoing leadership to support collaboration, to ensure resource allocation, ensure opportunities for professional learning and to maintain channels of communication around school-wide efforts.	1%	5%	36%	57%
G. School teams' meetings at all levels are regularly scheduled, of sufficient duration, and frequent enough to complete necessary tasks.	4%	7%	34%	56%
H. All team members attend regularly and participate actively during meetings.	3%	7%	38%	52%
I. Staff working with subgroups of students regularly collaborate with grade/level content teams on instructional practices.	3%	14%	46%	37%
J. Team meeting agendas are clearly communicated and include goals and tasks directly related to increasing student achievement.	4%	15%	47%	34%
K. There is effective facilitation/leadership at each team meeting.	1%	9%	51%	38%
L. All teams maintain records of students they have served.	2%	8%	36%	53%

Collaboration among staff

Tier 2/3

Survey item	Not in place	Exploring	Partial implementation	Full implementation
A. There is a consistent process to guide grade level/content area team discussions and decisions about supplemental interventions.	4%	15%	51%	30%
B. Multiple staff members in grade level/content area teams are involved when determining the appropriate type and level of intensity of interventions for students in need of supplemental interventions or supports.	4%	13%	40%	44%
C. Staff members in the grade level/content area/problem-solving teams include general education staff and specialists (reading, ELL, special education, and/or related service providers).	2%	10%	33%	55%
D. School follows a data-based process to guide problem-solving team decisions about the nature and level of intensity of interventions for students in need of supports.	2%	10%	44%	44%
E. Culture and language of students are considered when collaborating in grade level/content area teams about the appropriate supports for students needing supplemental interventions.	5%	12%	45%	38%
F. School uses a process to collaborate with and engage parents/guardians of students receiving supplemental interventions.	7%	22%	50%	21%

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OCTOBER 2013