

WASHINGTON | RESPONSE TO INTERVENTION

**Report of Activities
and Findings**

2008-09 School Year

January 2010

E R S

Evaluation Research Services

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Washington RTI

Report of Activities and Findings

Overview of Contents

Under contract with the Washington Office of Superintendent of Public Instruction (OSPI), Evaluation Research Services (ERS) implemented a theory-driven, multi-method, stakeholder-oriented evaluation of *Improving Core Subject Instruction for All Students Pilot Project* (HB 2136) and *Re-Tooling Instruction through Response to Intervention* (RTI²) in early 2009 to “assess the effectiveness of implementing RTI and the impact of RTI implementation on the referral of students in special education programs (HB 2136)” and to “determine the effectiveness of professional development and supports for the implementation of RTI systems as provided by the project (RTI²).” This report summarizes year-one activities and findings to date. It is intended primarily for officials at Washington Office of Superintendent of Public Instruction (OSPI) and other stakeholders in the state, and its contents and organization reflect the likely interests of these readers. We provide a brief overview of Year 1 evaluation-related activities (*Overview of Activities*), followed by a summary of findings to date (*Summary of Findings to Date*) organized by evaluation question. For each, we identify the relevant data sources (*Data Sources*), summarize their use in addressing the question (*Year-one Findings*), and discuss conclusions (*Conclusions*). The focus in this section of the report is on the implementation of RTI-related activities and structures. We summarize 2008-2009 student outcome data, as well, as a means of establishing a baseline for comparison in year 2 (and possibly year 3) evaluation. We also discuss next steps in our ongoing efforts to address each question.

General recommendations, for practice and for continued evaluation, are included in a third section of the main report (*Recommended Next Steps*). Information in sections 2 and 3 is presented in bulleted format. A mixed-methods approach (see ERS’ Proposal for Evaluation, 2008) is being used to collect and interpret data on each question. Key data sources include site visit data, survey data collected from personnel in demonstration districts and schools, data from the 2008 administration of the Washington Assessment of Student Learning (WASL), district-provided information on referrals to special education and on referrals, suspensions, and expulsions for disciplinary purposes. Details on methods, procedures, measures, and analyses are included in the appendices.

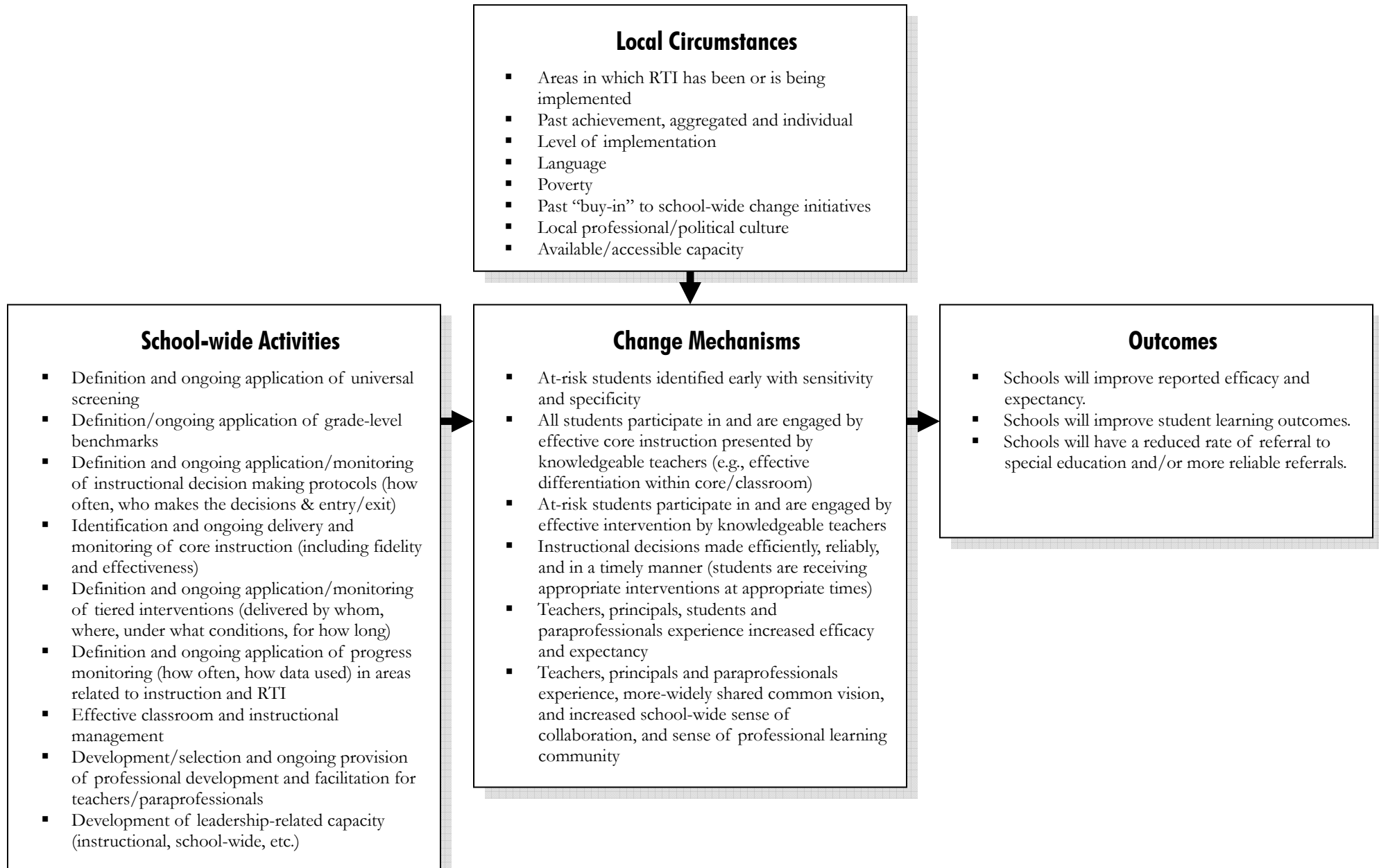
Overview of Activities

The Program Model (Figure 1), developed over a series of meetings with OSPI officials and a state-wide stakeholder group during the winter of 2008 and early spring of 2009 (see Interim Report, June 2009 for details), represents the norm for RTI implementation in Washington State (i.e., the planned model). It provides the basis for evaluating levels of RTI implementation in demonstration districts and schools and serves as a vehicle for generating evaluation questions and identifying measures. The Washington stakeholder group identified five general questions as key:

- To what extent are the *School-wide Activities* in Figure 1 implemented in demonstration districts?
- To what extent do *Local Circumstances* in Figure 1 inhibit or facilitate implementation of *School-wide Activities*?
- To what extent are *School-wide Activities* related to the *Change Mechanisms* in Figure 1?
- To what extent are *School-wide Activities* related to *Outcomes* in Figure 1?
- To what extent are *Change Mechanisms* related to *Outcomes* in Figure 1?

As suggested above, this report focuses on the implementation of RTI-related elements. We also describe local circumstances for participating districts and summarize 2008-2009 achievement, behavior, special education referral data as a prelude to more fully addressing Questions 3, 4 and 5 in subsequent years. For purposes of this evaluation, we are using the implementation framework developed by the National Center on State Scaling-up of Evidence-based Practices (SISEP) and endorsed by the National Center on Response to Intervention (NCRTI) and by the Center on Instruction (COI). Like similar theories of adoption and use, the SISEP framework is built around stages of implementation that represent increasingly sophisticated levels of program use. While stage theories may oversimplify some features of what is an exceedingly complex process, they can, when well developed, provide a meaningful summary of the more critical aspects of successful implementation. The SISEP model is built around seven stages: 1) no implementation, 2) exploration, 3) installation, 4) initial implementation, 5) full implementation, 6) innovation, and 7) sustainability. A reasonable sense of each stage can be achieved by reviewing the survey items used in their measurement (Appendix B).

Figure 1: Program Model



A particularly important element of the early stages of implementation is users' level of knowledge about a new practice or program. A number of open-ended, knowledge-related items were included on the survey as a way of gathering information on levels of knowledge. The focus of these was assessment, including screening and progress monitoring. Responses were evaluated according to six categories, created a priori based on the definitions of *screening* and *progress monitoring* measures in *The Washington State Diagnostic Assessment Guide*. The categories include: 1) no response, 2) other, 3) off topic, 4) incorrect definition, 5) broad/vague definition, 6) partial definition, 7) full definition. We also included a number of survey items related to *implementation coherence*, a concept that has been meaningful in past evaluations of similar initiatives (e.g., Reading First). Coherence represents many of the elements in the *Local Circumstances* part of Figure 1, particularly those related to capacity for change. We used a measure with strong evidence of validity and reliability (Roberts et al., 2004). Finally, per Figure 1, the survey included questions about respondents' levels of self-efficacy and outcome-expectancy.

Of the 12 districts funded by some combination of *Improving Core Subject Instruction for All Students Pilot Project* (HB 2136) and *Re-Tooling Instruction through Response to Intervention (RTI)*², 9 submitted completed surveys in May 2009. Shoreline and Renton were excused from this round of surveys given the delay in their funding. Vancouver failed to return completed surveys. All instructional personnel in the demonstration districts were included. Responses were received from 1098 teachers, 203 para-educators, and 70 other providers of supplemental instruction, representing an overall response rate of 24%. Paraeducator surveys were received from East Valley (Spokane), Kiona-Benton, Odessa, and Walla Walla. "Other" responders include paraeducators, parent volunteers, specialized teachers, and instructional staff that self-identified themselves as "other provider". Responses for each demonstration district are summarized in Appendix B. Copies of the surveys are available upon request. Elements from the survey data are used in the next section of this report to address the evaluation questions.

Ten districts participated in the site visits. The two nonparticipating districts will begin participating in fall of 2009. Site visits included key informant interviews (principal, reading coaches, district officials), teacher focus groups, and observations of classroom instruction. District contact persons selected the schools to visit. Elementary schools were the focus of site visits in 2009 (with follow-up visits in fall of 2009). Interviews with middle school personnel

were also conducted as a prelude to site visits planned for the fall of 2009. For purposes of summarizing site visit information, we organized data into 4 general categories: 1) Consensus, 2) Building/Leadership, 3) Data Collection and Management, 4) Multi-Tiered System of Instruction, and Special Education. A summary of each site visit is in Appendix A, along with a brief summary of the middle school interview.

Table 1: Funded and Matched Districts

Status	District	Total Enrollment	Pct. Special Education (3 to 21)	Pct. free/reduced lunch	Pct. minority (non-white)
RTI	Odessa	221	14%	45%	5%
Match	Curlew	233	12%	51%	9%
RTI	Stevenson-Carson	1,127	14%	37%	17%
Match	Chimacum	1,129	13%	37%	14%
RTI	Kiona-Benton City	1,528	16%	57%	33%
Match	White Salmon Valley	1,229	16%	47%	36%
RTI	Hoquiam	1,980	10%	56%	22%
Match	Aberdeen	3,459	15%	59%	30%
RTI	East Valley	4,182	14%	48%	13%
Match	Cheney	3,877	15%	43%	16%
RTI	White River	4,329	12%	25%	11%
Match	Stanwood-Camano	5,362	13%	22%	11%
RTI	Walla Walla	6,186	12%	52%	37%
Match	Eastmont	5,482	11%	53%	39%
RTI	Longview	7,271	13%	48%	26%
Match	Kelso	5,185	13%	45%	20%
RTI	Shoreline	9,168	12%	22%	38%
Match	Central Kitsap	11,886	14%	25%	32%
RTI	Richland	10,599	12%	30%	18%
Match	Peninsula	9,443	12%	21%	20%
RTI	Vancouver	22,622	11%	48%	28%
Match	Evergreen (Clark)	26,100	12%	36%	27%

For purposes of this report, the unit of analysis is *school district*. To evaluate progress of the demonstration districts, we will be using student performance in 12 non-demonstration districts matched with the funded group on total enrollment, percent served by special education, percent free-reduced lunch, and percent minority. The funded and matched districts are summarized in Table 1. In this year-one report, we summarize these outcome data and evaluate the degree to which the matched and unmatched groups are comparable in these respects. In subsequent years, the evaluation will focus more directly on group differences in student outcomes and on the ways in which these differences may correspond with other elements of the Program Model.

Within the 5 general evaluation questions, we focus on the following specific questions in this report:

- To what extent are the *School-wide Activities* in Figure 1 implemented in demonstration districts?
- What *Local Circumstances* do districts and schools find challenging?
- What are the 2008-2009 levels of student outcomes in the funded and matched districts?

Summary of Findings to Date

Question 1: To what extent are the *School-wide Activities* in Figure 1 implemented in demonstration districts?

Data Sources

- Survey items asking about aspects of implementation
- Information collected during site visits (summaries for each visited site are in Appendix A)
- Survey data represent implementation across all funded schools, though the relatively low response rate suggests caution in generalizing these data to all teachers in demonstration districts. Site visit data, by contrast, reflect implementation at a district-selected school. A district-level perspective is also included in the site visit information.

Year One Findings

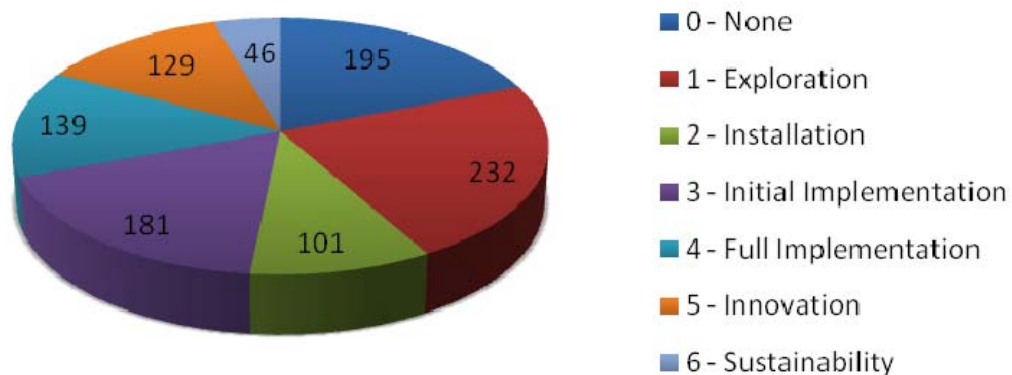
- Based on district data (i.e., reports of RTI implementation), implementation of RTI is most prominent in reading. About 60% of teachers *who report implementing RTI* are doing so in reading. Another 39% are implementing in math and almost 20% in behavior-related areas. These figures total to more than 100% because many teachers report implementing in more than one area. Table 2 provides additional detail.

Table 2: RTI Implementation Areas

CONTENT AREA IMPLEMENTED	Teacher	Para-educator	Other	N %
None (these respondents are considered “non-implementers” in the district summary)	166 15%	22 11%	16 23%	
Reading	643 59%	144 71%	29 41%	
Mathematics	394 36%	56 28%	17 24%	
Science	93 8%	12 6%	5 7%	
Social Studies	114 10%	13 6%	5 7%	
Behavior	214 19%	38 19%	10 14%	
Written Language	231 21%	42 21%	14 20%	
Other	64 6%	8 4%	8 11%	

- Figure 2 summarizes reported levels of implementation in terms of the earlier-described SISEP implementation framework. About 18% of teachers report no implementation (n=195). Another 24% (n = 232) are in the process of exploring RTI and 9% are installing RTI. Approximately 30% (n=282) are implementing (initial or full). Sixteen percent (16%) report being at the innovation or sustainability levels of implementation.

Figure 2: Levels of RTI Implementation



- In terms of RTI-related assessment knowledge (i.e., screening and progress monitoring), about 50% of respondents gave at least a partial definition of screening (Table 3). Forty-three percent (43%) gave a partial or full definition of progress monitoring (Table 4). A

sizable minority of responses were either vague (21% for screening and 29% for progress monitoring) or incorrect (20% and 11% for screening and progress monitoring, respectively).

- The response rate for the survey was relatively low (24%), so it is difficult to know the extent to which these responses reflect the knowledge of all teachers in demonstration districts. To the extent that the data are representative and the responses legitimate (i.e., and honest reflection of knowledge), there is a relatively low knowledge level among teachers in demonstration districts. These data are not disaggregated by grade level taught (i.e., elementary, middle, or secondary), and it is possible that assessment-related knowledge is less prevalent among teachers of older students (grades 5 and above) compared to early elementary school teachers (50% of the sample teach grades k through 4). Follow-up analyses can address this question if OSPI has an interest.

Table 3: Knowledge of Screening

	Teacher	Para-Educator	Other	
0 – No Response	160 14.6%	45 22.2%	17 25.4%	N %
1 – Other/Off Topic	4 0.4%	0 0%	0 0%	
2 – Incorrect Definition	207 18.9%	35 17.2%	15 22.4%	
3 – Broad/Vague Definition	230 20.9%	44 21.7%	14 20.9%	
4 – Partial Definition	213 19.4%	44 21.7%	11 16.4%	
5 – Full Definition	283 25.8%	34 16.7%	10 14.9%	

Table 4: Knowledge of Progress Monitoring

	Teacher	Para-Educator	Other	
0 – No Response	177 16.1%	37 18.2%	17 25.4%	N %
1 – Other/Off Topic	6 0.5%	0 0%	0 0%	
2 – Incorrect Definition	122 11.1%	26 12.8%	8 11.9%	
3 – Broad/Vague Definition	318 29.0%	72 35.5%	18 26.9%	
4 – Partial Definition	386 35.2%	48 23.6%	17 25.4%	
5 – Full Definition	88 8.0%	20 9.9%	7 10.4%	

- Table 5 summarizes reported use and frequency of screening and progress monitoring. The values are in the expected range. For example, screening measures are administered 2 to 3 times a year, which is typical of most RTI models. Progress monitoring measures for struggling students (Tier 2 and Tier 3) are administered every 4 to 6 weeks. This average frequency is generally aligned with recommendations of many RTI researchers and practitioners. The frequency of data review for purposes of making instructional decisions within a given tier (every 1 to 2 data points, on average) is also appropriate, as is the frequency of review for purposes of considering a new tier. For many schools, within-tier and between-tier decisions may not differ in terms of occasion (i.e., decisions of both type are made during data review meetings).

Table 5: Use of RTI-Related Assessment

	Teacher	Para-Educator	Other	
How often were screening measures administered in the past year? (1 = never; 2 = once; 3 = twice; 4 = three times; 5 = more than 3 times)	962 3.61	182 3.65	60 3.27	N mean
How often are progress monitoring measures administered in Tier II? (1 = never; 2 = 6 weeks; 3 = 4/5 weeks; 4 = 2/3 weeks; 5 = weekly or more often)	889 2.82	167 3.02	54 2.24	
How often are progress monitoring measures administered in Tier III? (1 = never; 2 = 6 weeks; 3 = 4/5 weeks; 4 = 2/3 weeks; 5 = weekly or more often)	896 2.67	151 3.05	55 2.33	
How often is student data reviewed to make instructional decisions (e.g. to change an intervention within the same tier of instruction)? (1 = never; 2 = 1/2 data points; 3 = 3-5 data points; 4 = 6 data points; 5 = >6 data points)	876 2.13	153 2.22	48 2.27	
How often is data reviewed to determine if students need to be provided with a different tier of instruction? (1 = never; 2 = 3x per year; 3 = 6 weeks; 4 = monthly; 5 = more often than monthly)	928 2.71	154 2.61	53 2.36	

- Table 6 reflects findings from visits in spring of 2008 and follow up visits to the same schools in the fall of 2009. For each general section (Consensus/Leadership Building, etc.), we list areas where schools seem to be *moving forward* based on comparison of information from the spring and fall visits. *Lingering issues* represent areas identified both in the spring and fall as challenging for visited schools. We also offer *Questions Districts Might Want to Consider* as they look to support schools in these areas. Summaries of all spring school visits are in Appendix A.

Table 6: Elementary Level Site Visits in Spring and Fall of 2009

Consensus/Leadership Building
Moving Forward
More reports of PD for more personnel (para-educators)
Reaching out to parents
Redesigning SIT meetings to be more efficient and include more personnel
Using PD to promote RTI model concepts (ex. research based strategies)
Lingering Issues
Still having trouble with buy-in and knowledge of RTI concepts
Many districts requested more feedback about their RTI model
Some districts have divided campuses resulting in personnel not being on the same page
Questions Districts Might Want to Consider
Are you continuing to offer PD to ALL personnel? (paras? New staff?)
Is PD mandatory for ALL staff (including upper grade teachers)
What have you done to increase parent awareness of RTI model?
Data Collection/Management
Moving Forward
Some districts beginning to use data for instructional purposes
Some districts are progress monitoring (in addition to just using benchmark scores)
Some districts meeting more often to analyze data
Focused ongoing data collection in most districts (but mostly in reading)
Most districts using data to drive instructional decisions and decisions about movement through the tiers
Many districts could still use PD to help teachers learn how to utilize data
Some districts trying to simplify use of data (ex. using data for multiple purposes) and are being more intentional about their use of data
Lingering Issues
Still not getting all teachers to use data or see value of it (mainly upper grades)
Still mainly focusing on assessments in reading (most districts can't find adequate math tools)
Some districts still having trouble deciding how to group students by need as determined by data
Questions Districts Might Want to Consider
Who is administering the assessments and does this help teachers learn how to use data?
Is your district only using PM for reading?
Do you have a system for tracking special education referrals?
Are staff meeting regularly to collaborate about data?

Table 6: Elementary Level Site Visits in Spring and Fall of 2009, continued

Multi-tiered System of Instruction
Moving Forward
Some campuses are implementing (or beginning to implement) a 3 tier model in math or behavior
Some campuses are using PD to promote concepts such as “active participation” and using other features of effective instruction in class
Some districts report placing students in intervention more quickly
Lingering Issues
Most districts still working on issues related to movement through the tiers
Most districts still struggling with finding appropriate screening tools that relate to the intervention
The differentiation between tiers 2/3 continues to be a challenge
Difficulty implementing math interventions (or anything other than reading)
Trouble having enough staff to implement interventions
Most campuses want more PD for interventions
Questions Districts Might Want to Consider
Are you tracking students into Tier 1, 2, 3?
Are you providing enough PD to ensure accurate implementation of the interventions?
Are you differentiating between tiers?
How do you define Tier III
Is anyone monitoring fidelity?
Special Education
Moving Forward
Most districts still use data gathered from RTI when determining eligibility
Districts are promoting RTI as a general education model
Many districts report that they are seeing a decline in the amount of special education referrals
Most districts report that they are including special education students in general education classes as much as possible
Lingering Issues
None reported
Questions Districts Might Want to Consider
Are you using data to make decisions about special education eligibility?
Are the number of referrals declining?

Conclusions

- Demonstration districts appear to be in the early stages of implementation, not unsurprising given that the funding has only been in place for one year.
- Knowledge of screening and progress monitoring is relatively low.
- At the same time, respondents appear to be administering screening and progress monitoring measures in ways that are aligned with best practices. There may be questions concerning the quality with which the data are being used.
- It needs to be stressed that the survey data may be biased. Low response rates cast doubt on the degree to which the sampled responses represent the larger group from which they were drawn.

Question 2: What *Local Circumstances* do districts and schools find challenging?

Data Sources

- Survey items asking about implementation coherence.
- Information collected during site visits (summaries for each visited site are in Appendix A)

Year One Findings

- A majority of respondents reported high levels of capacity for school management. For example, 86% agreed that they have “explicit goals for what we want students to achieve (learning outcomes) at each grade level,” and 77% reported that “programs for improving student performance are coordinated” at their school.
- At the same time, there was a relatively sizable minority of respondents who “do not know” about many of the capacity-related elements. While 67% agreed that their school is “often one of the first to adopt a new program, practice, or educational model,” almost 20% did not know. The notion of fidelity was also associated with a lack of respondent knowledge. About 20% of respondents did not know “the fidelity criteria used (i.e., what is being looked for or at) when instruction is observed.” Whether this is due to a lack of awareness or to the absence of such criteria is not clear. It may be that criteria exist, but have not been made explicit by those doing the observing.
- It is worth noting that about 20% of respondents disagreed with 6 of these 8 items. The two items that were most strongly endorsed and about which respondents reported highest awareness (i.e., “Everyone who delivers instruction (core, intervention and supplemental) to students in my classroom is knowledgeable” and “This school has explicit goals for what we want students to achieve (learning outcomes) at each grade level”) reflect areas for which respondents are more directly responsible.

Table 7: School Capacity

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
This school is often one of the first to adopt a new program, practice, or educational model.	18.1%	2.7%	12.2%	42.4%	24.6%
This school has explicit goals for what we want students to achieve (learning outcomes) at each grade level.	4.0%	3.1%	6.8%	44.9%	41.1%
There is a system in place to ensure that all instruction (core, intervention and supplemental) is being delivered with fidelity (i.e., faithfully, or as it was intended by the creator, developer or publisher).	15.1%	5.3%	19.3%	45.0%	15.2%
At this school, we know what the fidelity criteria are (i.e., what is being looked for or at) when instruction is observed.	20.2%	5.1%	15.5%	44.6%	14.6%
Programs for improving student performance are coordinated at this school.	6.0%	3.6%	13.7%	52.1%	24.5%
Everyone who delivers instruction (core, intervention and supplemental) to students in my classroom is knowledgeable.	4.8%	2.6%	5.7%	45.2%	41.7%
There is a system in place for me to access help with managing my instruction.	12.5%	3.0%	14.6%	48.1%	21.7%
There is a system in place for me to access help with classroom management.	11.0%	3.3%	13.2%	47.4%	25.1%

- A majority of respondents agreed that building administrators provide instructional support. Particularly encouraging is that 75% reported that administrators spend time observing instruction and provide direction in matters of curriculum, teaching, and learning.
- Note though that these items do not ask for *the amount of time spent observing* instruction or for an assessment of the quality of whatever instructional guidance is being provided.
- Also, 15% to 20% of respondents reported that leadership in their school was ineffective and/or unsupportive or simply lacked the knowledge to be effective in RTI-related realms. This was also a minor theme in several site visits.

Table 8: Leadership

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
The administrators at this school spend time in class observing instruction.	4.6%	5.6%	14.5%	50.2%	25.2%
At this school, administrators use assessment information to help make decisions about instruction.	18.1%	3.7%	8.9%	43.8%	25.5%
Leaders in this school provide educators with resources they need to meet student achievement goals.	11.7%	3.8%	14.3%	52.5%	17.7%
Leaders at this school provide direction in matters of curriculum, teaching, and learning.	8.3%	3.9%	12.7%	54.6%	20.5%
Leaders in my school have been offered adequate opportunities to increase their ability to assist with RTI implementation.	33.6%	4.5%	14.3%	36.6%	11.0%

- About three quarters of survey respondents reported that their school is providing an adequate education for all students. The survey responses have not been linked to the 2008 WASL district data, so it is possible that respondents are from schools where students are “making the grade” and their optimism is well founded. However, the relatively low passing rates in many of the demonstration districts and the consistency of low performance across grade levels suggests otherwise.

Table 9: School Success

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
Goals and objectives for students’ learning outcomes are being met at this school.	9.4%	1.9%	10.0%	62.8%	15.9%
Educators at this school are meeting the needs of struggling students.	7.3%	1.8%	16.8%	55.3%	18.7%

- On items (Table 10) asking about existing RTI-aligned practices (though not identified as RTI), respondents were generally positive, with several exceptions. First, while respondents tended to agree that “(t)his school has a set of clear, predetermined, grade-level benchmarks (i.e., cut scores, goals/targets, or percentiles) that are used to determine which students are at risk”, they were less certain about the presence of “clear entry and exit criteria for all levels of instruction/intervention (core & interventions).” Further, almost 20% professed not to know on the latter of these 2 items, while another 17%

were not sure about the “use (of) data from each screening to ensure that core instruction is meeting the needs of most of our students.”

- Despite the fact that a sizable minority claimed not to know about the mechanics of data use, as suggested by the above, almost 90% reported that “teachers use assessment information to help make decisions about instruction.” Note also the strong endorsement of personal efficacy items related to data use in Table 11.
- These results are not necessarily in conflict. It is possible that teachers are using data in their classrooms (albeit with different levels of effectiveness), but lack a school- or district-wide model for how data are to be used to make decisions about placement in tiers, about progress through tiers, or about movement into or out of tiers. If so, it may be useful to think in terms of increasingly sophisticated levels of data use: 1) teacher use of data, 2) effective teacher use of data, and 3) effective use of data within a school-wide multi-tiered instructional program. Administrator and instructional coach reports from the site visits suggest that teachers are struggling with the use of student data. Teacher focus group reports suggest that a coherent, integrated school-wide system for using data may not be in place at many schools.

Table 10: RTI-Aligned Practices

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
All students receive core instruction in the general education classroom.	10.0%	6.4%	14.6%	35.6%	33.5%
There is a systematic process for intervening with struggling students at this school.	4.8%	3.1%	14.0%	51.6%	26.5%
This school has a set of clear, predetermined, grade-level benchmarks (i.e., cut scores, goals/targets, or percentiles) that are used to determine which students are at risk.	7.9%	2.5%	9.1%	45.3%	35.2%
This school has a set of clear, predetermined entry and exit criteria for all levels of instruction/intervention (core and interventions).	16.4%	3.8%	20.5%	42.7%	16.5%
At this school, we use data from each screening to ensure that core instruction is meeting the needs of most of our students.	16.7%	2.8%	11.8%	47.2%	21.4%
At this school, teachers use assessment information to help make decisions about instruction.	7.3%	1.7%	4.2%	53.7%	33.2%
Core instruction is designed to engage all students (e.g., differentiated or adapted to meet each student’s needs).	7.9%	3.2%	10.5%	48.0%	30.3%

- Efficacy-type items are high in social desirability (i.e., some responses are perceived as being more desirable by respondents) and when participants can be identified, they are generally interested in providing the most “flattering” response. The response patterns in Table 11 are typical of efficacy-type items when respondents are not anonymous. While this survey did not ask for respondents’ names, completed surveys were collected by a designated local official and mailed en masse to ERS. It would not be unreasonable for respondents to worry about disclosing their identity when returning their completed survey to the local person tasked with their collection, and such a concern may have biased their responses.
- The alternative, of course, is that the group of respondents is very efficacious in terms of their teaching skills and their ability to use data to make instructional decisions.

Table 11: Personal Efficacy Related to RTI-Related Skills and Practices

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
I am able to interpret assessment data.	5.6%	2.0%	5.3%	51.6%	35.4%
I am able to make instructional decisions based upon assessment data.	7.4%	2.4%	5.2%	49.0%	36.0%
In general, I think I am capable of managing my instruction (e.g., differentiating instruction, pacing, etc).	5.3%	1.8%	3.1%	49.0%	40.6%
In general, I think I am capable of managing my students (e.g., behavior).	3.1%	2.0%	2.1%	44.2%	48.6%

- The most notable aspect of responses to the RTI-related capacity is the preponderance of “do not know(s).” There are several possible reasons. The most likely is that the relative newness of RTI implementation in many of these schools and districts made responding to these items difficult because of a lack of information or experience. Most of these items reflect different stages of implementation. Responding would require some experience in those respects.
- Among those responding affirmatively (i.e., other than “do not know”), the replies were encouraging. Most agreed or strongly agreed that RTI implementation is a collaborative and well-planned initiative.

Table 12: RTI-Related Capacity

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
Educators at this school have an influence on RTI-related school policies and activities.	29.9%	4.5%	13.9%	38.5%	13.2%
Educators at this school work together to solve RTI-related challenges.	22.8%	3.0%	11.3%	44.4%	18.6%
At this school, professional development related to RTI is coordinated.	24.7%	5.7%	20.3%	39.7%	9.6%
Educators at this school are prepared to implement RTI.	23.3%	6.9%	17.8%	39.8%	12.2%

- As with the items in Table 12, those asking about RTI-related outcomes (Table 13) are strongly influenced by replies of “do not know.” It is worth noting, however, that their prevalence varies depending on the nature of the question. Items that ask about student outcomes (e.g., “Since implementing RTI, our students’ learning outcomes have improved in all areas in which RTI was implemented”, “Since implementing RTI, the number of referrals to Special Education has decreased”, “Since implementing RTI, there have been fewer referrals to Special Education that did not result in identification”, and “Since implementing RTI, fewer students who are not at risk have been identified as being at risk”) are characterized by a greater incidence of “do not know.” Respondents were more informed, and positively inclined in general, on questions asking about process-related aspects of RTI (e.g., “Since implementing RTI, instructional decisions are made efficiently (i.e., students do not have to wait to receive appropriate instruction”) or about more proximal types of outcomes (e.g., “Since implementing RTI, our school has a more-widely shared common vision”).
- Again, this appears to relate to the nature of early stages of program implementation. Because respondents have had occasion to engage in the RTI process, they have experiences on which to base opinions. The same cannot be said for more distal outcomes, which generally involve student learning and referrals to special education. On these, the data (formal and informal) are sparse because implementation is early. A response of “do not know” seems appropriate for most respondents.

Table 13: RTI-Related Outcomes

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
Since implementing RTI, our school has a more-widely shared common vision.	29.7%	3.5%	12.2%	40.0%	14.6%
Since implementing RTI, our students' learning outcomes have improved in all areas in which RTI was implemented.	45.0%	2.9%	8.8%	32.4%	10.9%
Since implementing RTI, the number of referrals to Special Education has decreased.	66.2%	2.3%	7.9%	17.4%	6.1%
Since implementing RTI, there have been fewer referrals to Special Education that did not result in identification.	70.9%	1.8%	5.0%	16.4%	5.8%
Since implementing RTI, instructional decisions are made in a timely manner.	30.7%	3.4%	14.0%	39.5%	12.3%
Since implementing RTI, instructional decisions are made efficiently (i.e., students do not have to wait to receive appropriate instruction).	29.1%	3.7%	16.3%	37.8%	13.0%
Since implementing RTI, instructional decisions are made reliably (i.e., students receive instruction appropriate to their level of need).	26.0%	2.3%	9.8%	46.8%	15.1%
Since implementing RTI, at-risk students are identified early.	24.0%	3.2%	10.4%	44.2%	18.2%
Since implementing RTI, all at-risk students are identified.	28.7%	3.4%	18.1%	35.8%	14.0%
Since implementing RTI, fewer students who are not at risk have been identified as being at risk.	43.9%	2.4%	9.2%	36.0%	8.5%

Conclusions

- Most respondents were relatively confident about their school’s capacity for achieving acceptable outcomes, though levels of confidence seem to increase as items becomes increasingly “personal.” Responses to the efficacy items suggest that educators were confident that they can successfully do what needs to be done for students to learn.
- Survey respondents tended to positively endorse items that describe RTI-aligned practice when the item did not specifically mention RTI. Many were confident that their school can implement and manage RTI, but a sizable minority “do not know” in these respects, presumably because RTI is newly implemented in their school or district. Also, site visitors reported challenges with teacher “buy in” of RTI. There was a reported lack of clarity on what RTI is and how it works, and a number of site visit participants had

questions about the degree to which their “model” aligns with research or best practice. These concerns are common to early stages of implementation.

- A major theme of the site visits was the need for ongoing, embedded professional development. Most survey respondents reported having only 1 or 2 PD opportunities on RTI to date. Effective implementation depends on users developing declarative and procedural knowledge related to the program or initiative in question. Levels of knowledge in the surveyed and visited schools and districts were relatively low, which is not unexpected in the early stages of implementation. However, for implementation to continue beyond the exploration and installation stages, teachers and others in implementing schools and classrooms will need opportunities to build knowledge and hone skills. They will need well-validated tools and procedures (assessment, curricula), as well. In early reading and early math, this is not an issue, and the elementary schools and districts in Washington State appear to be well equipped and informed in these respects.
- Principals and district-level officials will also benefit from guidance on the effective support of implementation. Effective leadership is essential, and the knowledge of evidence-based “drivers” of implementation is useful for managing the change process. Several resources are recommended in this respect:
 - The National Implementation Research Network
 - National Center on State Implementation of Scaling-up of Evidence-based Practices
- At the middle and high school levels, tools, models, etc. are evolving. Nationally, research and development are underway in these areas. In many localities, including Washington state, implementation is moving ahead of research (generally not uncommon), making it difficult to deliver well-informed technical assistance or to provide meaningful guidance on “best practices”. Nonetheless, several groups are working to collect and organize what is available in these respects:
 - The National Center on Response to Intervention
 - The National High School Center
 - The National Center on Instruction
 - National Center on Learning Disabilities
 - The Texas Center on Learning Disabilities

Question 3: What are the 2008-2009 levels of student outcomes in the funded and matched districts?

Data Sources

- 2008-2009 WASL data
- District-provided data on special education referrals, behavioral referrals, suspensions, and expulsions.

Year One Findings

- Tables 14 and 15 present the percentage of students passing the 2008 WASL in Reading and Math, respectively. These data will provide a baseline for ongoing comparison of changes in student outcomes. Ideally, the values within a matched pair would be very similar and in the majority of cases they are. There are differences, however (highlighted in Table 14 and Table 15). In reading, there are only 5 cases of extreme difference (more than 20 percentage points apart) and they occur in 5 different districts and, with one exception, in the 8th or 10th grade.
- In math, the Odessa/Curlew match may be problematic given the extreme differences across all grade levels except 4th and the fact that the differences seem not to favor either district consistently. Odessa (the demonstration district) has the advantage at 3 grade levels and Curlew in 3. These are very small districts, which may account for the instability across grade levels.
- These differences can be handled analytically in several ways. In general, they do *not* represent a threat to the matched design.
- Table 16 summarizes available data for referrals to special education and office referrals for behavior. These values are raw counts across all grade levels, and the behavior data do not include suspensions or expulsions, only referrals (with several exceptions, which are noted in the table). In several cases there are surprisingly large differences for districts that are so closely matched in many other respects. For, example, Hoquiam and Aberdeen are well matched on demographics and relatively well matched on achievement. However, they differ in the number of students referred to special education in 2008-2009 (53 in Hoquiam and 125 in Aberdeen). As before, this circumstance (and others that are similar) does not necessarily compromise the matched

design. However, it does suggest several questions for the next round of site visits. It also suggests several modifications to the overall evaluation design, which we discuss in the Next Steps section of this report.

Table 14: Pct. Passing 2008 Reading WASL

Status	District	Pct. Passing 2008 Reading WASL						
		3 rd	4 th	5 th	6 th	7 th	8 th	10 th
RTI	Odessa	0.89	0.63	0.71	0.56	0.85	0.50	0.89
Match	Curlew	0.68	0.64	0.74	0.69	0.50	0.62	0.73
RTI	Stevenson-Carson	0.58	0.70	0.68	0.71	0.56	0.68	0.40
Match	Chimacum	0.75	0.73	0.80	0.57	0.62	0.62	0.77
RTI	Kiona-Benton City	0.42	0.45	0.49	0.60	0.64	0.63	0.70
Match	White Salmon Valley	0.67	0.66	0.58	0.44	0.60	0.60	0.78
RTI	Hoquiam	0.64	0.58	0.65	0.55	0.52	0.53	0.60
Match	Aberdeen	0.58	0.67	0.64	0.59	0.49	0.61	0.39
RTI	East Valley	0.67	0.62	0.75	0.58	0.53	0.62	0.76
Match	Cheney	0.72	0.71	0.75	0.77	0.61	0.73	0.83
RTI	White River	0.78	0.79	0.81	0.68	0.67	0.74	0.65
Match	Stanwood-Camano	0.77	0.76	0.82	0.68	0.62	0.71	0.71
RTI	Walla Walla	0.54	0.63	0.76	0.62	0.54	0.57	0.72
Match	Eastmont	0.70	0.76	0.70	0.71	0.64	0.63	0.46
RTI	Longview	0.60	0.59	0.67	0.54	0.47	0.49	0.65
Match	Kelso	0.59	0.74	0.72	0.63	0.59	0.71	0.55
RTI	Shoreline	0.77	0.78	0.81	0.81	0.71	0.74	0.81
Match	Central Kitsap	0.71	0.75	0.77	0.70	0.62	0.69	0.69
RTI	Richland	0.74	0.80	0.81	0.69	0.57	0.57	0.62
Match	Peninsula	0.78	0.81	0.83	0.81	0.74	0.74	0.76
RTI	Vancouver	0.65	0.65	0.71	0.63	0.57	0.66	0.60
Match	Evergreen (Clark)	0.67	0.71	0.75	0.64	0.63	0.67	0.47

Table 15: Pct. Passing 2008 Math WASL

Status	District	Pct. Passing 2008 Math WASL						
		3 rd	4 th	5 th	6 th	7 th	8 th	10 th
RTI	Odessa	0.84	0.44	0.18	0.39	0.77	0.36	0.58
Match	Curlew	0.53	0.57	0.58	0.62	0.38	0.58	0.3
RTI	Stevenson-Carson	0.52	0.49	0.58	0.52	0.39	0.41	0.13
Match	Chimacum	0.65	0.23	0.48	0.44	0.42	0.45	0.46
RTI	Kiona-Benton City	0.33	0.28	0.33	0.41	0.43	0.42	0.31
Match	White Salmon Valley	0.58	0.43	0.39	0.24	0.46	0.56	0.47
RTI	Hoquiam	0.58	0.27	0.5	0.36	0.36	0.34	0.27
Match	Aberdeen	0.6	0.45	0.5	0.45	0.41	0.48	0.12
RTI	East Valley	0.67	0.52	0.63	0.44	0.43	0.44	0.42
Match	Cheney	0.73	0.53	0.61	0.48	0.58	0.55	0.57
RTI	White River	0.79	0.57	0.68	0.48	0.47	0.42	0.32
Match	Stanwood-Camano	0.78	0.69	0.72	0.51	0.55	0.55	0.39
RTI	Walla Walla	0.52	0.39	0.54	0.4	0.38	0.4	0.38
Match	Eastmont	0.69	0.54	0.62	0.42	0.52	0.43	0.23
RTI	Longview	0.6	0.43	0.52	0.38	0.35	0.39	0.38
Match	Kelso	0.65	0.53	0.6	0.37	0.39	0.4	0.23
RTI	Shoreline	0.76	0.66	0.71	0.66	0.63	0.6	0.59
Match	Central Kitsap	0.68	0.57	0.61	0.53	0.58	0.62	0.43
RTI	Richland	0.7	0.61	0.68	0.55	0.58	0.55	0.39
Match	Peninsula	0.77	0.6	0.71	0.6	0.63	0.65	0.52
RTI	Vancouver	0.59	0.45	0.55	0.43	0.41	0.45	0.37
Match	Evergreen (Clark)	0.67	0.53	0.59	0.49	0.47	0.51	0.28

Table 16: Numbers of Referrals for Special Education and Behavior

Status	District	Referral to Special Education	Behavioral Referral
RTI	Odessa	0	0
Match	Curlew	4	11
RTI	Stevenson-Carson	23	333
Match	Chimacum	27	514
RTI	Kiona-Benton City	28	1868
Match	White Salmon Valley	25	226
RTI	Hoquiam	53	5340
Match	Aberdeen	125	NP
RTI	East Valley	22	75
Match	Cheney	NP	NP
RTI	White River	77	6779
Match	Stanwood-Camano	99	1244
RTI	Walla Walla	141	270*
Match	Eastmont	NP	4639
RTI	Longview	84	4319
Match	Kelso	114	7309
RTI	Shoreline	213	298*
Match	Central Kitsap	375	NP
RTI	Richland	116	10199
Match	Peninsula	NP	NP
RTI	Vancouver	375	2002
Match	Evergreen (Clark)	NP	NP

* School suspensions only

Recommended Next Steps

Most schools and districts funded by *Improving Core Subject Instruction for All Students Pilot Project* (HB 2136) and *Re-Tooling Instruction through Response to Intervention* (RTI²) are in the early stages of implementation. Based on survey data and site visits, many are in the process of learning about RTI's elements, how those elements are best implemented, and the extent to which they may have positive impacts on teacher practice and ultimately on student outcomes. Teachers appear to be confident about their instructional capacity, and they appear to see RTI as having potential. However, there is a degree of reluctance, typical of the early stages of implementation, particularly when attempting to push a relatively complex initiative on a large scale.

The reasons for user reluctance vary and may be as complex as the implementation process itself. A lack of knowledge contributes, both declarative (what is it) and procedural (how is it done), as do individual and collective concerns with RTI-related efficacy (i.e., confidence that one can do the task in question or that one's school or district can do the task). Expectancy beliefs (i.e., the belief that doing the task in question will result in valued outcomes) should also be considered, given the relatively prevalent concern in the site visit data with RTI's potential effect (or lack thereof) on achievement and special education referrals. Again, these challenges, and others, typify early implementation, and successful adoption and widespread effective use of a new program or practice depends, in large measure, on acknowledging each and planning accordingly. The "theory and science of implementation" is increasingly well articulated, and its direct application to RTI over the past several years by the National RTI Center and the National Center on State Scaling-up of Evidence-based Practices offers a framework for considering next steps for implementation in Washington state.

Recommendations for State-level Practice

- Begin or continue a working relationship with the western regional support person from the National RTI Center. We can arrange an introduction if you have not already made the contact. The OSEP-funded Regional Resource Center may also have resources for assisting with implementation. The important point, in our view, is to think about implementation as a process that is predictable (probabilistic but predictable) which means that it (the process) can be influenced if planned for with intent and monitored with vigor. The National RTI Center shares this perspective.

- We encourage OSPI to consider a more narrow focus for RTI implementation (or perhaps prioritization of focuses). Little is known about RTI in middle and high school settings and the tools available for effective implementation are limited in many respects. Taking a “wait and see” approach to implementation at these levels would allow the evidence and practice bases to mature, benefiting Washington state’s attempts in these areas.
- Whatever the decision about focus (i.e., elementary schools, middle schools, etc.), we strongly encourage an investment in professional development. RTI is complex and it is hard work, even in areas where a great deal is known (i.e., elementary grade levels, reading). Schools and districts need guidance on what RTI is in Washington state (and what it is not), how it works, and where each individual fits. Existing roles may be subject to redefinition. New skills and different capacities may become necessary. Our view is that a well articulated policy regarding RTI’s elements will give local decision makers what they need to begin work in these respects. This, in turn, will establish the agenda for moving forward, with professional development, practice, and ongoing evaluation.
- Of course, this is far easier said... Again, we believe you have a strong ally in the National RTI Center and we encourage that relationship. We also encourage continued collaboration with the RTI coordinators' working group that has been a very vital partner in the external evaluation to date.
- Finally, we recommend that a more direct link with important data sources be established, if possible. Leslie Pyper and her team did a tremendous job with the very difficult task of pulling together achievement, behavior, referral, and child count data in the funded and matched districts, a process that required working directly with the different district offices. We know that SEAs operate within sometimes restrictive boundaries when student data are involved. We also know that these restrictions vary from state to state, so we offer this recommendation with the understanding that little may be possible in this respect. Still, the considerable benefits of being able to draw down school-level and case-level data directly from a well-maintained data warehouse, whether for ongoing internal evaluation or for external evaluation, make it worth mentioning.

Recommendations for Ongoing Evaluation

- The benefit of better data access for program evaluation is related in part to the nature of the data themselves. Because the data are “nested” (students in classrooms, classrooms in schools, and schools in districts), “effects” operate at multiple levels. For example, there are effects at the school level and others that may be more classroom-related. When the nested structure of the data is not represented in the analysis or design, it is very difficult to distill the total effect of a program or intervention into its various components (i.e., “school component”, “classroom component”, etc.). This matters to the extent that information about effects at these different levels of the educational infrastructure are of interest to and potential use by the OSPI team. From OSPI’s perspective, we see compelling arguments on both sides of this issue, and we can describe the pros and cons in more detail by phone. The bottom line, however, is that estimates of RTI’s impact (where *impact* is the difference in outcomes *caused* by RTI versus differences merely associated with RTI) are increasingly reliable and robust to the extent that data are available at more fundamental levels (school level is okay, student level is much better).
- Whatever the decision about state-level data access, we think there may be merit in focusing a part of the evaluation on RTI’s impact in *a district or in schools where implementation is relatively far along*. To be manageable, it would require a very narrow focus, in terms of content area, grade level, and school district. We should be able to identify high implementers using year 1 data, and to the extent that those schools have historical data on student achievement and referrals, they would serve as their own controls (i.e., no matching). This would require a considerable level of data access, but narrowing the scope and working with very successful schools may increase the likelihood of such access. We would continue the other aspects of the evaluation as proposed, but our sense is that most sites, particularly at the upper levels, will be in the early phases of implementation for the next several years (at least), and to aggressively evaluate outcomes (i.e., at the same level that we propose for the narrow impact evaluation) in these districts and schools would be a misuse of resources.

- We are taking steps to increase the response rate on the survey. The 2008 administration served as a very useful pilot, and we are planning to use virtually the same instrument in the fall of 2009 and spring of 2010. We are making changes in methods of collection and management.

Appendix A

Summaries of Spring 2009 Site Visits

District: East Valley

Schools: Skyview Elementary and Continuous Curriculum School/ Secondary School Psychologists

Date: Spring 2009

RTI Evaluation Summary

Skyview Elementary and Continuous Curriculum School collaborate together in one building and jointly implement a four-tier Response to Intervention (RTI) framework in reading and math in grades Kindergarten through eighth. The site visit to these schools included classroom observations of reading instruction in Tiers I, II, and III; a classroom observation of math instruction in Tier III; a teacher focus group; and a focus group with the RTI leadership team. Follow-up communication regarding a student intervention data meeting took place after the site visit. Findings from this site visit are summarized in four categories representing a school's capacity to improve student achievement using an RTI framework: consensus building/leadership, data collection and management, multi-tiered system of instruction, and special education instruction. Further, a focus group interview was completed with the district's secondary school psychologists at the middle school to gather information regarding the district's secondary RTI implementation.

Consensus Building/Leadership

- These schools have a strong RTI leadership team with support from a variety of instructional leaders. Teachers and leaders are committed to implementing RTI practices to improve student outcomes.
- Focus group participants report improved communication between general and special educators regarding resources, scheduling, and meeting the specific needs of all students.
- Focus group participants report a need for information regarding the availability of RTI-related PD to continue to strengthen and develop RTI capacity.

Data Collection and Management

- The schools have a data collection system in place (i.e., screening, progress monitoring); however, systematic progress monitoring and accessibility to collected data is challenging.

- The schools utilize ‘data profile’ meetings and Study Study Teams to analyze student data and progress. However, focus group participants report teachers are frequently unsure how to use the data to drive instruction.

Multi-Tiered System of Instruction

- A multi-tiered system of instruction for reading and math exists.
- Research-based curriculum is delivered by varied school personnel (i.e., general and special educators, occupational therapist, speech pathologist, counselor). The schools are moving forward with RTI implementation in writing and behavior.
- Leaders report differentiating reading instruction has developed; however, differentiating in other subject areas is challenging. The leadership team requested RTI-related PD focused on differentiating instruction and alternative models for scheduling interventions.

Special Education

- The leadership team reports that RTI data is used during special education referrals. Further, they report evidence suggests students currently qualifying for special education are those with the greatest needs.

Secondary Summary

The Secondary School Psychologists reported:

- Overall, RTI leadership is coordinated at the district level and secondary schools are gradually being introduced to RTI-related practices (i.e., data collection, tiered instructional system).
- RTI-related PD was completed at both the middle and high school; however, the middle school appears to be more progressed.
- Secondary schools are beginning to utilize data to determine interventions and a multi-tiered instructional system is developing.
- RTI data is used when determining special education eligibility at the middle school, but not at the high school.

District: Hoquiam
Schools: Washington Elementary/Middle School Principal and SPED Director
Date: Spring 2009

RTI Evaluation Summary

Washington Elementary implements a three-tier Response to Intervention (RTI) framework in reading, behavior, and Tier 3 Math in grades Kindergarten through sixth. The site visit to Washington Elementary included classroom observations of reading instruction in Tiers I, II, and III; observations in Tier 2 Math; a teacher focus group with two teachers; and a focus group with the RTI leadership team. It was not possible to observe a student intervention data meeting; however, a teacher who oversees the RTI model on campus provided an overview of the processes and procedures used to make decisions about interventions and placements in intervention groups. Findings from this site visit are summarized in four categories representing a school's capacity to improve student achievement using an RTI framework: consensus building/leadership, data collection and management, multi-tiered system of instruction, and special education instruction. Further, an interview and building tour were completed with the district's sole middle school principal and Director of Special Education at the middle school to gather information regarding the district's secondary RTI implementation.

Consensus Building/Leadership

- Overall, Washington Elementary is enthusiastic about implementing and further developing effective RTI practices. The staff is committed to ensuring each student receives effective academic and behavioral interventions needed to make appropriate progress.
- Although the district purchased research-based curriculum, there is a lack of understanding regarding implementation. Ongoing PD is needed focused on intervention delivery and the RTI process to develop RTI leadership capacity.

Data Collection and Management

- Washington Elementary has a data collection system in place. Screening and progress monitoring are completed frequently and systematically.

- Team members collaboratively analyze data to drive instruction and select appropriate interventions to meet students' needs.
- Consistent math core curriculum and assessment measures (i.e., screening, progress monitoring) are lacking.

Multi-Tiered System of Instruction

- A multi-tiered system of instruction is in place for reading and math.
- Students “walk to read/math” during core reading and math instruction (e.g., a 5th grader reading at a 3rd grade level receives core instruction in the 3rd grade core materials).
- Leadership is concerned about the fidelity of implementation of both core and intervention curriculum.

Special Education

- RTI data is used as one piece of data to inform special education eligibility. The team reported special education referrals have recently decreased.

Secondary Summary

The Middle School Principal and SPED Director reported:

- Although there has been inconsistent secondary building leadership, they are enthusiastic to further develop and implement RTI practices.
- There is some evidence of a data management system. Multi-tiered instruction in reading is present at the middle school.
- Considerable concern regarding teachers' understanding of effective instructional strategies and overall understanding of the RTI process.
- No data regarding the high school's RTI implementation. Future evaluations need to include this.

District: Kiona Benton
Schools: Kiona Benton City Elementary/Secondary RTI Leadership Team
Date: Spring 2009

RTI Evaluation Summary

Kiona Benton City Elementary implements a two-tier Response to Intervention (RTI) framework in reading in grades Kindergarten through fifth. The site visit to Kiona Benton Elementary included classroom observations of reading instruction in Tiers I and II; a teacher focus group with observed teachers and the RTI coach; a focus group with the RTI leadership team; and an observation of a problem-solving meeting led by the RTI coach. Findings from this site visit are summarized in four categories representing a school's capacity to improve student achievement using an RTI framework: consensus building/leadership, data collection and management, multi-tiered system of instruction, and special education instruction. Further, a focus group was held with the district's secondary RTI Leadership Team to gather information regarding the district's secondary RTI implementation.

Consensus Building/Leadership

- Overall, Kiona Benton benefits from the strong leadership provided by a variety of instructional leaders. Currently they are in the planning stages or “just trying to figure it out”.
- The leadership team and teachers view RTI as an overall school improvement plan rather than just a process to identify students for special education.
- Confusion exists among staff regarding RTI implementation. The leadership team and staff would benefit from on-going RTI-related PD to increase overall understanding of RTI practices and responsibilities. Further, communication among all participants regarding the “next steps” in implementation may be beneficial.

Data Collection and Management

- Kiona Benton Elementary does not have a systematic, well-developed data collection system in place. Screening is completed and data is kept at the district-level. Further, progress monitoring is not completed.

- The leadership team and teachers report DIBELS assessments will be used in the future to screen and PM students' progress.
- Teachers report a lack of understanding regarding how to analyze student data to guide instruction. Future PD are needed to address this area as well as how to monitor student progress.

Multi-Tiered System of Instruction

- Confusion exists among staff regarding the number of tiers currently in place. For example, the leadership team reports a two-tier system of reading instruction while teachers report a three-tier system is in place.
- Students “walk to read” for approximately 90-minutes of core reading instruction. Tier two interventions typically occur in small groups during this block. Teachers report confusion regarding which interventions to use and who is responsible for implementation.
- The leadership team reports the current focus is on improving CORE curriculum and instruction.
- A variety of personnel (i.e., ESL, reading specialist, Title 1) collaborate together to deliver intervention instruction.

Special Education

- RTI data is not typically used to inform special education eligibility; however it has been considered in isolated cases. The team reported special education referrals have recently decreased.

Secondary Summary

The RTI Secondary Leadership Team Reported:

- They are very excited to take advantage of “the perfect storm” to implement much needed RTI practices. Further, the staff is supportive of implementing RTI practices to improve student outcomes.
- Secondary leaders and staff received various RTI-related PD and observed area schools implementing RTI practices.

- Evidence of a data management system exists. Screening and progress monitoring occurs; however explicit details are not clear.
- A two-tiered system of instruction exists in the high school; however, information regarding the middle school is not clear.
- Currently secondary schools are not using RTI data to determine special education eligibility.

District: Longview
Schools: Mint Valley Elementary
Date: May 27, 2009

RTI Evaluation Summary

Mint Valley Elementary implements a three-tier Response to Intervention (RTI) framework in reading in grades?? The site visit included classroom observations of reading instruction in Tiers I, II, and III; a teacher focus group; a focus group with the RTI leadership team; and observation of a student intervention data meeting. Findings from the site visit are summarized in four categories representing a school's capacity to improve student achievement using an RTI framework: consensus building/leadership, data collection and management, multi-tiered system of instruction, and special education instruction. A meeting with the district's secondary team to gather information regarding the district's secondary RTI implementation was not completed.

Consensus Building/Leadership

- Ten years of RTI implementation have facilitated wide acceptance of the RTI model amongst Mint Valley Elementary' School's staff.
- The strong RTI leadership team has support from a variety of leaders and is committed to promoting appropriate interventions for all students.
- The school's RTI process has evolved from a focus on special education referral/eligibility to providing a systematic framework aimed at improving outcomes for all students.

Data Collection and Management

- A well-developed data management system exists (i.e., screening, progress monitoring) to frequently and systematically collect student data.
- Frequent RTI data grade level meetings are held to analyze student progress and adjust interventions as needed to promote student achievement.

Multi-Tiered System of Instruction

- A three-tiered system of instruction is in place for reading.

- Teachers expressed the need for more staff to provide the intensity and number of intervention groups they would ideally like to implement.

Special Education

- Special education eligibility is based on the IQ/achievement discrepancy model. It is not clear whether the district also considers RTI data as an additional source to determine special education eligibility.

Secondary Summary

- Secondary RTI information was not gathered thus resulting in the need to investigate the district's secondary RTI implementation in the future.

District: Richland
Schools: White Bluffs Elementary/Executive Director for Special Programs
Date: May 15, 2009/June 25, 2009

RTI Evaluation Summary

White Bluffs Elementary implements a three-tier Response to Intervention (RTI) framework in reading and incorporates behavior and math when necessary in grades Kindergarten through fifth. The site visit to White Bluffs included classroom observations of reading instruction in Tiers I, II, and III; an observation of a student intervention data meeting; a teacher focus group with all observed teachers, reading specialists, and educational assistants; and a focus group with the RTI leadership team. Findings from this site visit are summarized in four categories representing a school's capacity to improve student achievement using an RTI framework: consensus building/leadership, data collection and management, multi-tiered system of instruction, and special education instruction. Further, a telephone interview was completed with the district's Executive Director for Special Programs to gather information regarding the district's secondary RTI implementation.

Consensus Building/Leadership

- White Bluffs has a strong leadership team with support from a variety of instructional leaders. Staff was specifically retained and recruited based on their willingness to participate in RTI practices.
- White Bluffs has made RTI and related Professional Learning Communities the core components for building consensus and leadership capacity.

Data Collection and Management

- White Bluffs has an extensive data collection system in place. Screening and progress monitoring are completed frequently and systematically.
- Team members collaboratively analyze data to drive instruction and select appropriate interventions to meet students' needs.

Multi-Tiered System of Instruction

- Observations indicate a multi-tiered instructional system is in place at all grade levels.

- Highly trained educational assistants implement the core of the school's research-based intervention practices.
- Observed intervention instruction included effective instructional and behavioral management strategies.

Special Education

- The leadership team reported that RTI data is not used during special education referrals. However, they also reported that the RTI process has led to less special education re-evaluations.

Secondary Summary

The Executive Director for Special Services reported:

- Each secondary school is at a different place along the continuum for implementing a multi-tiered instructional system. High schools are generally more developed than middle schools.
- Shared teacher leadership has contributed to some successful implementation practices. Focus on professional learning communities has helped to facilitate systemic change.
- There is very little evidence of a systematic data system (i.e., screening, progress monitoring) and using data to drive instructional change and monitor students' progress.
- RTI reading data is used as one source when determining special education eligibility.

District: Stevenson-Carson
Schools: Stevenson Elementary and Carson Elementary
Date: May 13, 2009

RTI Evaluation Summary

Stevenson Elementary and Carson Elementary implement a three-tier Response to Intervention (RTI) framework in reading in grades K-6. The site visits included classroom observations of reading instruction in Tiers I, II, and III; a teacher focus group; and a focus group with the RTI leadership team. An observation of a student intervention data meeting was not completed. Findings from the site visit are summarized in four categories representing a school's capacity to improve student achievement using an RTI framework: consensus building/leadership, data collection and management, multi-tiered system of instruction, and special education instruction. A meeting with the district's secondary team to gather information regarding secondary RTI implementation was not completed.

Consensus Building/Leadership

- The RTI leadership team has support from a variety of leaders and is committed to promoting appropriate interventions for all students.
- There appears to be a common understanding and language regarding RTI implementation.
- School staff has widely accepted the RTI Model and work collaboratively to provide interventions; however, both are concerned with the amount of work/time required and the ability of assessments to comprehensively assess students.
- The RTI leadership team and teacher focus groups report the need for on-going, proactive RTI-related PD. Further, having all staff attend trainings and creating an RTI handbook (i.e., job roles, processes, tasks) would facilitate RTI implementation.

Data Collection and Management

- A well-developed data management system exists (i.e., screening, progress monitoring) to frequently and systematically collect student data.
- The reading coach reports monthly RTI data grade level meetings are held to analyze student progress and adjust interventions as needed to promote student achievement.

Multi-Tiered System of Instruction

- A three-tiered system of instruction is in place for reading.
- Both schools use a variety of research-based curriculum in all three tiers of reading instruction.
- Student movement between tiers is based upon aim line data points. Students who move back to Tier I are PM often and may still receive some intervention so they do not regress.

Special Education

- Special education eligibility is based on the IQ/achievement discrepancy model. However, the district also considers RTI data as an additional source to determine special education eligibility.

Secondary Summary

- Secondary RTI information was not gathered thus resulting in the need to investigate the district's secondary RTI implementation in the future.

District: Walla Walla
Schools: Prospect Point Elementary /Secondary RTI Coordinator
Dates: May 11, 2009/June 29, 2009

RTI Evaluation Summary

Prospect Point Elementary implements a three-tier Response to Intervention (RTI) framework in reading and behavior in grades K- 5. They have recently begun to implement RTI in behavior and math. The site visit to Walnut Grove included classroom observations of reading instruction in Tiers I, II, and III; a teacher focus group with all observed teachers; and, a focus group with the building RTI Leadership team. Further, a video-recorded student intervention data meeting including leadership personnel such as the principal and counselor as well as other school personnel was used to inform this summary. Findings from this site visit and video-recorded student intervention data meeting are summarized in four categories representing a school's capacity to improve student achievement using an RTI framework: consensus building/leadership, data collection and management, multi-tiered system of instruction, and special education instruction. Further, a telephone interview was completed with the district's secondary RTI Coordinator to gather information regarding the district's secondary RTI implementation.

Consensus Building/Leadership

- Prospect Point leadership and teachers value collaborative work and see it as an effective system to build internal trust, accountability, and maximize educational outcomes for all students.
- The team reports they have made effective use of resources and personnel in their system in order to meet the needs of all students (e.g., ELL, Title, behavior, and special education)
- There appears to be a lack of familiarity regarding RTI terminology /language regarding implementation. Perhaps PD that includes this common terminology/language may facilitate collaboration and communication.

Data Collection/Management

- Teachers and specialists use a variety of data to make decisions about students and their academic needs. Overall, there is an extensive data system in place (e.g., screening, progress monitoring) that involves teachers, students, and parents.
- Staff members collaboratively analyze student data to ensure adequate progress is demonstrated and interventions are appropriate.

Multi-Tiered System of Instruction

- Observed instruction suggests effective elements of instruction utilized within a multi-tiered instructional system to support students in reading is in place.
- There is emphasis in the district on providing effective interventions for students, through CAST meetings, grade level meetings, and student problem solving meetings.
- Administrators and teachers both described goals to expand the tiered intervention framework into behavior and math.

Special Education

- RTI data is used as an additional data source to identify students for special education eligibility. Data presented indicates a decrease in special education referrals during the past year.

Secondary Summary

The Secondary RTI Coordinator reported:

- High schools are progressing towards RTI reading and math implementation while middle schools are in the beginning implementation stages.
- PD focused on differentiating instruction during core instruction, collecting and analyzing data, identifying appropriate interventions, and collaborative skills is needed.
- RTI reading data is used as an additional data source to determine special education eligibility.

District: White River
Schools: Foothills Elementary/Secondary leaders
Date: June 9, 2009

RTI Evaluation Summary

Foothills Elementary implements a three-tier Response to Intervention (RTI) framework in reading in Kindergarten through fifth. The site visit to Foothills included classroom observations of reading instruction in Tiers I, II, and III; an observation of a student intervention data meeting; a teacher focus group; and a focus group with the RTI leadership team. Findings from this site visit are summarized in four categories representing a school's capacity to improve student achievement using an RTI framework: consensus building/leadership, data collection and management, multi-tiered system of instruction, and special education instruction. Further, a focus group interview was completed at Foothills with leaders from the district's secondary schools to gather information regarding the district's secondary RTI implementation.

Consensus Building/Leadership

- The leadership team and the third grade team are leading the effort to adopt RTI practices school-wide; however not all grade levels/teachers are required to participate until the 2009 school year.
- The leadership team plans to target general educators' understanding and willingness to participate in RTI practices. Further, they report collaboration and trust between teachers needs to be developed as well as RTI-related job role responsibilities.
- All teachers participated in reading-related PD; however teachers may need further PD focused on understanding the RTI process, intervention strategies, and using data to drive instruction.

Data Collection and Management

- The third grade team developed an extensive data collection system (i.e., screening, progress monitoring); however, other grade levels are just beginning implementation.
- The third grade team demonstrated using data to drive instruction and group students homogeneously for intervention. Data is used to determine students' intervention needs.

Multi-Tiered System of Instruction

- Foothills Elementary utilizes research-based interventions; however, the use/adoption of curriculum (i.e., core, intervention) varies greatly among teachers.
- The third grade team implements a systematic, tiered instructional system. It is unclear if the other grade levels are implementing a tiered system; however, it was reported that varied school personnel implement interventions daily (i.e., Title 1, SPED, GE) based on student need and availability.
- Report data lacked detailed description of teachers' instructional and behavioral strategies used during interventions.

Special Education

- The district does not utilize RTI data to determine eligibility for special education; however, it was reported that the number of elementary special education referrals has decreased and those referred typically qualify for eligibility.

Secondary Summary

Secondary Leaders Reported:

- Secondary schools are in their first year of RTI implementation and are moving towards focusing on students' needs.
- The high school is developing core curriculum and Tier three interventions. The middle school is focused on developing progress monitoring tools. Both are unsure how to implement Tier two interventions.
- Detailed information regarding how secondary schools are implementing an RTI framework is needed.

Appendix B

School Summaries of Survey Responses

Description of Survey Respondents

Totals	Teacher	Paraeducator	Other	
Total Number of Respondents	1098 (4520)	203	70	N (reported total)
Years as an educator	1072 15.74 (0.5 – 43)	194 10.71 (0 – 32)	70 16.88 (1 – 38)	N mean (range)
Years at current school	1077 9.01 (0.5 – 39)	194 7.77 (0.5 – 28)	70 9.9 (1 – 39)	
Years in current class (grade level, content area, level of instruction)	1057 8.5 (0 – 43)	177 6.94 (0.5 – 27)	65 9.89 (0 – 35)	
Highest Degree	Teacher	Paraeducator	Other	
High School	1 0%	101 50%	6 9%	N %
Associate's Degree	4 0%	51 25%	6 9%	
Bachelor's Degree	320 29%	39 19%	10 14%	
Master's Degree	744 68%	3 1%	44 63%	
Doctorate	6 1%	0 0%	0 0%	
Other	55 5%	49 24%	6 9%	
Highly Qualified?	96.7%	0%	87.0%	%
SPED Endorsement	15.1%	1.5%	14.7%	
Other Certification	51.4%	17.5%	52.5%	

Description of Survey Respondents, Continued

		Teacher	Paraeducator	Other	
Content Area Taught	Reading	727 66%	185 91%	34 49%	N %
	Mathematics	648 59%	134 66%	29 41%	
	Science	527 48%	36 18%	8 11%	
	Social Studies	558 51%	24 12%	12 17%	
	Behavior	462 42%	70 34%	22 31%	
	Written Language	623 57%	76 37%	27 39%	
	Other	293 27%	27 13%	31 44%	
Grades Taught	Elementary (K-4)	552 50%	164 80%	28 40%	N %
	Middle (5-8)	437 40%	90 44%	28 40%	
	High (9-12)	228 21%	23 11%	30 43%	
Level Of Instruction Taught	Tier I	887 81%	48 24%	38 54%	N %
	Tier II	627 57%	136 67%	40 57%	
	Tier III	350 32%	116 57%	36 51%	
	Accelerated	191 17%	4 2%	8 11%	
	Other	52 5%	20 10%	7 10%	

Survey Results by District each district (excluding self-reported “non-implementers” as indicated by a response of “none” to the question, “In what area(s) is RTI being used (select all that apply) in the classroom in which you work?”)

Description of Survey Respondents

		East Valley	Hoquiam	Kiona-Benton	Longview	Odessa	Richland	Stevenson-Carson	Walla Walla	White River	
Totals	Teachers	99 (211)	59 (106)	25 (108)	142 (384)	12 (20)	330 (645)	23 (76)	129 (366)	116 (239)	N (reported total)
	Paraeducators	19 (89)	11	1 (29)	24	0 (10)	59	13	30 (126)	25	
	Others	10	1	0	6	0	8	12	10	7	
	Years as an educator	126 16.01 9.39	70 16.67 11.25	24 16.22 8.65	165 16.71 9.88	12 10.83 8.71	389 14.09 9.32	47 13.43 9.68	164 14.67 9.71	142 14.94 8.62	N mean s.d.
	Years at current school	125 10.49 8.21	69 10.08 9.36	25 11.91 9.28	166 9.68 7.11	12 8.33 6.43	390 7.56 7.01	48 8.63 7.69	162 8.77 6.98	145 8.42 5.95	
	Years in current class (grade level, content area, level of instruction)	125 9.46 8.03	67 9.55 9.73	26 10.32 8.48	163 7.6 6.07	12 6 5.94	380 7.9 7.63	47 8.26 7.57	156 7.68 7.8	133 8.23 7.3	
Highest Degree	High School	14 11%	9 13%	1 4%	17 10%	0 0%	21 5%	6 13%	12 7%	13 9%	N %
	Associate’s Degree	10 8%	1 1%	0 0%	5 3%	0 0%	19 5%	4 8%	11 7%	8 5%	
	Bachelor’s Degree	27 21%	23 32%	11 42%	40 23%	6 50%	108 27%	9 19%	50 30%	38 26%	
	Master’s Degree	74 58%	36 51%	14 54%	102 59%	6 50%	239 60%	26 54%	90 53%	84 57%	
	Doctorate	0 0%	0 0%	0 0%	3 2%	0 0%	2 1%	0 0%	0 0%	0 0%	
	Other	8 6%	7 10%	0 0%	9 5%	0 0%	28 7%	5 10%	24 14%	13 9%	
	Highly Qualified?	97.9%	96.1%	96.0%	98.4%	100.0%	97.5%	87.5%	98.3%	93.4%	%
	SPED Endorsement	16.1%	15.7%	11.5%	13.1%	25.0%	15.8%	8.5%	11.8%	13.0%	
	Other Certification	50.9%	27.9%	45.5%	42.6%	72.7%	48.1%	46.3%	51.0%	50.7%	

Description of Survey Respondents, Continued

		East Valley	Hoguiam	Kiona-Benton	Longview	Odessa	Richland	Stevenson-Carson	Walla Walla	White River	
Content Area Taught	Reading	97 76%	53 75%	17 65%	150 87%	12 100%	264 66%	37 77%	136 80%	97 66%	N %
	Mathematics	88 69%	48 68%	20 77%	136 79%	11 92%	217 55%	18 38%	111 66%	97 66%	
	Science	59 46%	35 49%	16 62%	108 63%	10 83%	163 41%	12 25%	67 40%	58 39%	
	Social Studies	66 52%	34 48%	17 65%	105 61%	10 83%	182 46%	12 25%	75 44%	48 32%	
	Behavior	58 45%	42 59%	12 46%	112 65%	8 67%	155 39%	17 35%	66 39%	44 30%	
	Written Language	69 54%	39 55%	17 65%	119 69%	11 92%	210 53%	17 35%	112 66%	68 46%	
	Other	31 24%	12 17%	7 27%	37 22%	2 17%	84 21%	9 19%	42 25%	30 20%	
Grades Taught	Elementary (K-4)	75 59%	44 62%	13 50%	156 91%	11 92%	202 51%	29 60%	104 62%	69 47%	N %
	Middle (5-8)	63 49%	28 39%	7 27%	60 35%	2 17%	160 40%	13 27%	66 39%	65 44%	
	High (9-12)	12 9%	14 20%	7 27%	0 0%	0 0%	84 21%	14 29%	22 13%	43 29%	
Level Of Instruction Taught	Tier I	91 71%	54 76%	23 88%	127 74%	11 92%	279 70%	30 63%	114 67%	103 70%	N %
	Tier II	88 69%	31 44%	12 46%	104 60%	6 50%	276 70%	25 52%	113 67%	89 60%	
	Tier III	44 34%	24 34%	7 27%	74 43%	2 17%	198 50%	21 44%	38 22%	60 41%	
	Accelerated	12 9%	2 3%	3 12%	25 15%	3 25%	85 21%	7 15%	21 12%	21 14%	
	Other	6 5%	0 0%	0 0%	5 3%	1 8%	20 5%	4 8%	16 9%	9 6%	

RTI Implementation

		East Valley	Hoquiam	Kiona-Benton	Longview	Odesa	Richland	Stevenson-Carson	Walla Walla	White River	
Content Area Implemented	Non-Implementers (these respondents were removed from the rest of this summary)	32 20%	11 13%	11 30%	8 4%	2 14%	59 13%	22 31%	30 15%	25 15%	N %
	Reading	80 63%	50 70%	18 69%	135 78%	12 100%	269 68%	33 69%	119 70%	94 64%	
	Mathematics	58 45%	32 45%	17 65%	87 51%	3 25%	142 36%	3 6%	63 37%	59 40%	
	Science	13 10%	6 8%	3 12%	19 11%	2 17%	35 9%	3 6%	18 11%	9 6%	
	Social Studies	21 16%	7 10%	8 31%	16 9%	2 17%	39 10%	1 2%	25 15%	10 7%	
	Behavior	35 27%	24 34%	5 19%	55 32%	1 8%	70 18%	1 2%	39 23%	29 20%	
	Written Language	36 28%	10 14%	8 31%	45 26%	2 17%	92 23%	4 8%	52 31%	33 22%	
	Other	8 6%	0 0%	2 8%	11 6%	0 0%	24 6%	5 10%	13 8%	11 7%	
Intervention Provider	Classroom teacher	90 70%	57 80%	22 85%	120 70%	8 67%	307 77%	21 44%	130 77%	111 75%	N %
	Specialized teacher	62 48%	27 38%	9 35%	85 49%	4 33%	125 31%	11 23%	85 50%	59 40%	
	Paraprofessional	50 39%	38 54%	9 35%	88 51%	9 75%	204 51%	25 52%	95 56%	69 47%	
	Parent Volunteer	18 14%	2 3%	2 8%	40 23%	3 25%	36 9%	1 2%	15 9%	20 14%	
	Research Staff	6 5%	71 100%	1 4%	2 1%	12 100%	3 1%	1 2%	7 4%	2 1%	
	Other	8 6%	2 3%	2 8%	10 6%	1 8%	16 4%	4 8%	22 13%	6 4%	

RTI Implementation, Continued

		East Valley	Hoquiam	Kiona-Benton	Longview	Odesa	Richland	Stevenson-Carson	Walla Walla	White River	
Level Of RTI Implementation	0 – None/Don't know	15 11.7%	9 12.7%	0 0%	17 9.9%	0 0%	52 13.1%	5 10.4%	25 14.8%	12 8.1%	N %
	1 – Exploration	36 28.1%	18 25.4%	13 50%	41 23.8%	2 16.7%	74 18.6%	4 8.3%	37 21.9%	29 19.6%	
	2 – Installation	4 3.1%	6 8.5%	3 11.5%	22 12.8%	1 8.3%	38 9.6%	0 0%	6 3.6%	19 12.8%	
	3 – Initial Implementation	19 14.8%	6 8.5%	6 23.1%	33 19.2%	5 41.7%	70 17.6%	1 2.1%	31 18.3%	29 19.6%	
	4 – Full Implementation	18 14.1%	16 22.5%	1 3.8%	25 14.5%	1 8.3%	64 16.1%	5 10.4%	35 20.7%	20 13.5%	
	5 – Innovation	17 13.3%	8 11.3%	2 7.7%	15 8.7%	2 16.7%	62 15.6%	13 27.1%	10 5.9%	22 14.9%	
	6 - Sustainability	11 8.6%	8 11.3%	0 0%	6 3.5%	0 0%	20 5%	11 22.9%	15 8.9%	12 8.1%	

Professional Development Frequency (Scale: 1 – 4)

	East Valley	Hogiam	Kiona-Benton	Longview	Odessa	Richland	Stevenson-Carson	Walla Walla	White River	
In the past year, how many professional development activities have been offered (and/or provided) to you that helped you implement an RTI framework of instruction? (1 = none; 2 = 1 or 2; 3 = 3 or 4; 4 = 5 or more)	116 1.84	68 2.15	24 2.46	159 1.75	12 2.42	373 1.84	35 2.89	157 1.82	141 2.18	N Mean

Screening and Progress Monitoring: Assessment Knowledge

		East Valley	Hoquiam	Kiona-Benton	Longview	Odessa	Richland	Stevenson-Carson	Walla Walla	White River	
Screening Measure Definitions	0 – No Response	22 17.5%	12 16.9%	4 15.4%	19 11.0%	2 16.7%	54 13.6%	12 25.0%	18 10.7%	13 8.8%	N %
	1 – Other/Off Topic	0 0%	1 1.4%	0 0%	0 0%	0 0%	1 0.3%	0 0%	0 0%	0 0%	
	2 – Incorrect Definition	37 29.4%	8 11.3%	6 23.1%	27 15.7%	0 0%	61 15.4%	7 14.6%	37 21.9%	32 21.6%	
	3 – Broad/Vague Definition	20 15.9%	14 19.7%	5 19.2%	40 23.3%	3 25.0%	76 19.1%	9 18.8%	35 20.7%	53 35.8%	
	4 – Partial Definition	29 23.0%	15 21.1%	5 19.2%	47 27.3%	3 25.0%	85 21.4%	9 18.8%	28 16.6%	21 14.2%	
	5 – Full Definition	18 14.3%	21 29.6%	6 23.1%	39 22.7%	4 33.3%	118 29.7%	11 22.9%	51 30.2%	29 19.6%	
Progress Monitoring Definitions	0 – No Response	26 20.6%	13 18.3%	5 19.2%	16 9.3%	2 16.7%	57 14.4%	11 22.9%	16 9.5%	17 11.5%	N %
	1 – Other/Off Topic	0 0%	1 1.4%	0 0%	0 0%	0 0%	2 0.5%	0 0%	2 1.2%	0 0%	
	2 – Incorrect Definition	17 13.5%	10 14.1%	3 11.5%	12 7.0%	0 0%	33 8.3%	2 4.2%	19 11.2%	21 14.2%	
	3 – Broad/Vague Definition	29 23.0%	16 22.5%	12 46.2%	47 27.3%	3 25.0%	124 31.2%	21 43.8%	51 30.2%	55 37.2%	
	4 – Partial Definition	40 31.7%	26 36.6%	6 23.1%	81 47.1%	5 41.7%	145 36.5%	10 20.8%	61 36.1%	42 28.4%	
	5 – Full Definition	14 11.1%	5 7.0%	0 0%	16 9.3%	2 16.7%	35 8.8%	4 8.3%	20 11.8%	13 8.8%	

Screening and Progress Monitoring: Assessment Frequency (scale: 1 – 5)

	East Valley	Hoquiam	Kiona-Benton	Longview	Odessa	Richland	Stevenson-Carson	Walla Walla	White River	
How often were screening measures administered in the past year? (1 = never; 2 = once; 3 = twice; 4 = three times; 5 = more than 3 times)	102 3.72	64 3.55	22 3.91	143 4.24	8 4.38	354 3.73	37 3.7	153 3.82	135 4.1	N Mean
How often are progress monitoring measures administered in Tier II? (1 = never; 2 = 6 weeks; 3 = 4/5 weeks; 4 = 2/3 weeks; 5 = weekly or more often)	91 2.75	61 3.41	21 2.1	137 3.44	8 3.38	329 2.81	33 3.36	139 3.1	122 3.2	
How often are progress monitoring measures administered in Tier III? (1 = never; 2 = 6 weeks; 3 = 4/5 weeks; 4 = 2/3 weeks; 5 = weekly or more often)	91 2.43	62 3.24	22 1.86	138 3.45	10 3.6	326 2.94	32 3.5	130 2.29	119 3.23	
How often is student data reviewed to make instructional decisions (e.g. to change an intervention within the same tier of instruction)? (1 = never; 2 = 1/2 data points; 3 = 3-5 data points; 4 = 6 data points; 5 = >6 data points)	94 2.18	59 2.44	19 1.68	133 2.34	9 2.78	321 2.11	34 2.38	133 2.38	119 2.34	
How often is data reviewed to determine if students need to be provided with a different tier of instruction? (1 = never; 2 = 3x per year; 3 = 6 weeks; 4 = monthly; 5 = more often than monthly)	98 2.46	64 2.72	23 2.48	149 3.16	10 2.9	322 2.73	36 3.86	143 2.69	135 2.76	

Implementation Coherence: East Valley (Spokane)

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
	Row N %	Row N %	Row N %	Row N %	Row N %
This school is often one of the first to adopt a new program, practice, or educational model.	22.9%	2.6%	21.6%	43.1%	9.8%
This school has explicit goals for what we want students to achieve (learning outcomes) at each grade level.	6.8%	3.0%	10.6%	47.0%	32.6%
Goals and objectives for students' learning outcomes are being met at this school.	13.5%	.8%	10.5%	63.9%	11.3%
There is a system in place to ensure that all instruction (core, intervention and supplemental) is being delivered with fidelity (i.e., faithfully, or as it was intended by the creator, developer or publisher).	21.1%	3.3%	13.8%	49.3%	12.5%
At this school, we know what the fidelity criteria are (i.e., what is being looked for or at) when instruction is observed.	30.2%	6.7%	10.1%	44.3%	8.7%
The administrators at this school spend time in class observing instruction.	10.4%	6.7%	14.9%	38.1%	29.9%
Programs for improving student performance are coordinated at this school.	10.0%	5.4%	11.5%	52.3%	20.8%
Everyone who delivers instruction (core, intervention and supplemental) to students in my classroom is knowledgeable.	5.2%	1.9%	7.1%	43.5%	42.2%
All students receive core instruction in the general education classroom.	13.8%	6.6%	9.2%	29.6%	40.8%
Core instruction is designed to engage all students (e.g., differentiated or adapted to meet each student's needs).	11.8%	3.3%	9.2%	43.1%	32.7%
There is a systematic process for intervening with struggling students at this school.	9.2%	2.1%	9.9%	48.6%	30.3%
Educators at this school are meeting the needs of struggling students.	9.4%	.7%	15.4%	54.4%	20.1%
This school has a set of clear, predetermined, grade-level benchmarks (i.e., cut scores, goals/targets, or percentiles) that are used to determine which students are at risk.	14.5%	.7%	9.9%	51.3%	23.7%
This school has a set of clear, predetermined entry and exit criteria for all levels of instruction/intervention (core and interventions).	20.5%	3.3%	22.5%	42.4%	11.3%
At this school, we use data from each screening to ensure that core instruction is meeting the needs of most of our students.	23.3%	3.3%	11.3%	47.3%	14.7%
At this school, administrators use assessment information to help make decisions about instruction.	30.1%	3.0%	10.5%	39.1%	17.3%
At this school, teachers use assessment information to help make decisions about instruction.	12.5%	1.6%	6.3%	58.6%	21.1%
I am able to interpret assessment data.	8.5%	2.3%	6.9%	52.3%	30.0%
I am able to make instructional decisions based upon assessment data.	10.9%	2.3%	3.9%	51.2%	31.8%

Implementation Coherence: East Valley (Spokane), Continued

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
Since implementing RTI, instructional decisions are made in a timely manner.	45.0%	1.3%	8.1%	36.2%	9.4%
Since implementing RTI, instructional decisions are made efficiently (i.e., students do not have to wait to receive appropriate instruction).	46.7%	2.7%	7.3%	32.7%	10.0%
Since implementing RTI, instructional decisions are made reliably (i.e., students receive instruction appropriate to their level of need).	41.3%	2.7%	6.0%	38.0%	12.0%
Since implementing RTI, at-risk students are identified early.	42.7%	2.7%	4.0%	35.3%	15.3%
Since implementing RTI, all at-risk students are identified.	51.0%	3.4%	8.1%	26.8%	10.7%
Since implementing RTI, fewer students who are not at risk have been identified as being at risk.	57.2%	2.8%	7.6%	27.6%	4.8%
Leaders in this school provide educators with resources they need to meet student achievement goals.	17.7%	3.4%	13.6%	55.1%	10.2%
Leaders at this school provide direction in matters of curriculum, teaching, and learning.	19.2%	5.4%	11.5%	46.9%	16.9%
At this school, professional development related to RTI is coordinated.	44.2%	5.4%	15.5%	27.9%	7.0%
Educators at this school are prepared to implement RTI.	41.4%	6.3%	14.1%	32.0%	6.3%
Leaders in my school have been offered adequate opportunities to increase their ability to assist with RTI implementation.	44.0%	4.7%	12.7%	26.0%	12.7%
In general, I think I am capable of managing my instruction (e.g., differentiating instruction, pacing, etc).	8.8%	2.7%	1.4%	46.6%	40.5%
There is a system in place for me to access help with managing my instruction.	17.7%	2.0%	16.3%	45.6%	18.4%
In general, I think I am capable of managing my students (e.g., behavior).	6.7%	2.0%	2.0%	42.0%	47.3%
There is a system in place for me to access help with classroom management.	15.2%	2.6%	13.9%	44.4%	23.8%
Educators at this school have an influence on RTI-related school policies and activities.	46.3%	4.0%	8.1%	28.2%	13.4%
Educators at this school work together to solve RTI-related challenges.	39.2%	3.4%	6.8%	33.8%	16.9%
Since implementing RTI, our school has a more-widely shared common vision.	43.8%	3.4%	7.5%	30.8%	14.4%
Since implementing RTI, our students' learning outcomes have improved in all areas in which RTI was implemented.	57.0%	2.7%	6.7%	25.5%	8.1%
Since implementing RTI, the number of referrals to Special Education has decreased.	71.4%	2.0%	10.2%	15.6%	.7%
Since implementing RTI, there have been fewer referrals to Special Education that did not result in identification.	69.0%	1.4%	9.7%	15.9%	4.1%

Implementation Coherence: Hoquiam

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
	Row N %	Row N %	Row N %	Row N %	Row N %
This school is often one of the first to adopt a new program, practice, or educational model.	19.8%	3.7%	9.9%	38.3%	28.4%
This school has explicit goals for what we want students to achieve (learning outcomes) at each grade level.	.0%	2.5%	3.8%	35.4%	58.2%
Goals and objectives for students' learning outcomes are being met at this school.	10.8%	2.7%	10.8%	64.9%	10.8%
There is a system in place to ensure that all instruction (core, intervention and supplemental) is being delivered with fidelity (i.e., faithfully, or as it was intended by the creator, developer or publisher).	12.7%	7.6%	15.2%	51.9%	12.7%
At this school, we know what the fidelity criteria are (i.e., what is being looked for or at) when instruction is observed.	11.4%	11.4%	16.5%	43.0%	17.7%
The administrators at this school spend time in class observing instruction.	1.3%	12.7%	12.7%	43.0%	30.4%
Programs for improving student performance are coordinated at this school.	2.6%	3.8%	9.0%	55.1%	29.5%
Everyone who delivers instruction (core, intervention and supplemental) to students in my classroom is knowledgeable.	2.5%	1.2%	11.1%	49.4%	35.8%
All students receive core instruction in the general education classroom.	8.9%	12.7%	15.2%	34.2%	29.1%
Core instruction is designed to engage all students (e.g., differentiated or adapted to meet each student's needs).	3.7%	1.2%	11.1%	61.7%	22.2%
There is a systematic process for intervening with struggling students at this school.	4.9%	4.9%	12.3%	46.9%	30.9%
Educators at this school are meeting the needs of struggling students.	9.1%	3.9%	13.0%	55.8%	18.2%
This school has a set of clear, predetermined, grade-level benchmarks (i.e., cut scores, goals/targets, or percentiles) that are used to determine which students are at risk.	7.4%	3.7%	6.2%	39.5%	43.2%
This school has a set of clear, predetermined entry and exit criteria for all levels of instruction/intervention (core and interventions).	12.7%	5.1%	11.4%	48.1%	22.8%
At this school, we use data from each screening to ensure that core instruction is meeting the needs of most of our students.	11.1%	6.2%	11.1%	40.7%	30.9%
At this school, administrators use assessment information to help make decisions about instruction.	13.9%	10.1%	15.2%	41.8%	19.0%
At this school, teachers use assessment information to help make decisions about instruction.	3.9%	2.6%	7.9%	52.6%	32.9%
I am able to interpret assessment data.	8.8%	3.8%	3.8%	55.0%	28.8%
I am able to make instructional decisions based upon assessment data.	7.7%	2.6%	2.6%	56.4%	30.8%
Since implementing RTI, instructional decisions are made in a timely manner.	29.1%	6.3%	12.7%	40.5%	11.4%

Implementation Coherence: Hoquiam, Continued

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
Since implementing RTI, instructional decisions are made efficiently (i.e., students do not have to wait to receive appropriate instruction).	28.2%	5.1%	17.9%	33.3%	15.4%
Since implementing RTI, instructional decisions are made reliably (i.e., students receive instruction appropriate to their level of need).	22.8%	3.8%	7.6%	43.0%	22.8%
Since implementing RTI, at-risk students are identified early.	22.8%	2.5%	10.1%	43.0%	21.5%
Since implementing RTI, all at-risk students are identified.	25.0%	5.3%	9.2%	39.5%	21.1%
Since implementing RTI, fewer students who are not at risk have been identified as being at risk.	39.5%	3.9%	11.8%	36.8%	7.9%
Leaders in this school provide educators with resources they need to meet student achievement goals.	7.5%	5.0%	20.0%	55.0%	12.5%
Leaders at this school provide direction in matters of curriculum, teaching, and learning.	5.1%	3.8%	17.7%	57.0%	16.5%
At this school, professional development related to RTI is coordinated.	14.5%	2.6%	17.1%	55.3%	10.5%
Educators at this school are prepared to implement RTI.	18.2%	6.5%	15.6%	49.4%	10.4%
Leaders in my school have been offered adequate opportunities to increase their ability to assist with RTI implementation.	19.0%	1.3%	15.2%	51.9%	12.7%
In general, I think I am capable of managing my instruction (e.g., differentiating instruction, pacing, etc).	3.8%	2.6%	7.7%	56.4%	29.5%
There is a system in place for me to access help with managing my instruction.	12.8%	2.6%	20.5%	51.3%	12.8%
In general, I think I am capable of managing my students (e.g., behavior).	.0%	1.3%	2.5%	53.2%	43.0%
There is a system in place for me to access help with classroom management.	11.4%	5.1%	20.3%	46.8%	16.5%
Educators at this school have an influence on RTI-related school policies and activities.	22.5%	5.0%	20.0%	43.8%	8.8%
Educators at this school work together to solve RTI-related challenges.	18.7%	5.3%	13.3%	45.3%	17.3%
Since implementing RTI, our school has a more-widely shared common vision.	21.3%	4.0%	12.0%	50.7%	12.0%
Since implementing RTI, our students' learning outcomes have improved in all areas in which RTI was implemented.	42.3%	3.8%	9.0%	33.3%	11.5%
Since implementing RTI, the number of referrals to Special Education has decreased.	66.7%	2.6%	6.4%	15.4%	9.0%
Since implementing RTI, there have been fewer referrals to Special Education that did not result in identification.	71.8%	3.8%	3.8%	12.8%	7.7%

Implementation Coherence: Kiona-Benton

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
	Row N %	Row N %	Row N %	Row N %	Row N %
This school is often one of the first to adopt a new program, practice, or educational model.	17.1%	11.4%	42.9%	22.9%	5.7%
This school has explicit goals for what we want students to achieve (learning outcomes) at each grade level.	8.3%	5.6%	22.2%	44.4%	19.4%
Goals and objectives for students' learning outcomes are being met at this school.	19.4%	8.3%	22.2%	41.7%	8.3%
There is a system in place to ensure that all instruction (core, intervention and supplemental) is being delivered with fidelity (i.e., faithfully, or as it was intended by the creator, developer or publisher).	16.7%	16.7%	22.2%	38.9%	5.6%
At this school, we know what the fidelity criteria are (i.e., what is being looked for or at) when instruction is observed.	19.4%	13.9%	22.2%	38.9%	5.6%
The administrators at this school spend time in class observing instruction.	2.8%	5.6%	19.4%	61.1%	11.1%
Programs for improving student performance are coordinated at this school.	11.4%	8.6%	28.6%	37.1%	14.3%
Everyone who delivers instruction (core, intervention and supplemental) to students in my classroom is knowledgeable.	8.3%	.0%	8.3%	27.8%	55.6%
All students receive core instruction in the general education classroom.	16.7%	.0%	8.3%	38.9%	36.1%
Core instruction is designed to engage all students (e.g., differentiated or adapted to meet each student's needs).	8.3%	.0%	11.1%	55.6%	25.0%
There is a systematic process for intervening with struggling students at this school.	.0%	5.6%	44.4%	44.4%	5.6%
Educators at this school are meeting the needs of struggling students.	5.6%	2.8%	41.7%	41.7%	8.3%
This school has a set of clear, predetermined, grade-level benchmarks (i.e., cut scores, goals/targets, or percentiles) that are used to determine which students are at risk.	20.0%	2.9%	40.0%	22.9%	14.3%
This school has a set of clear, predetermined entry and exit criteria for all levels of instruction/intervention (core and interventions).	22.2%	2.8%	44.4%	30.6%	.0%
At this school, we use data from each screening to ensure that core instruction is meeting the needs of most of our students.	19.4%	2.8%	27.8%	47.2%	2.8%
At this school, administrators use assessment information to help make decisions about instruction.	30.6%	5.6%	22.2%	33.3%	8.3%
At this school, teachers use assessment information to help make decisions about instruction.	11.1%	2.8%	5.6%	63.9%	16.7%
I am able to interpret assessment data.	.0%	2.9%	8.8%	61.8%	26.5%
I am able to make instructional decisions based upon assessment data.	5.9%	2.9%	11.8%	55.9%	23.5%
Since implementing RTI, instructional decisions are made in a timely manner.	44.4%	11.1%	22.2%	16.7%	5.6%

Implementation Coherence: Kiona-Benton, Continued

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
Since implementing RTI, instructional decisions are made efficiently (i.e., students do not have to wait to receive appropriate instruction).	38.9%	13.9%	25.0%	13.9%	8.3%
Since implementing RTI, instructional decisions are made reliably (i.e., students receive instruction appropriate to their level of need).	40.0%	8.6%	28.6%	20.0%	2.9%
Since implementing RTI, at-risk students are identified early.	27.8%	13.9%	25.0%	27.8%	5.6%
Since implementing RTI, all at-risk students are identified.	25.0%	8.3%	36.1%	22.2%	8.3%
Since implementing RTI, fewer students who are not at risk have been identified as being at risk.	58.3%	2.8%	19.4%	16.7%	2.8%
Leaders in this school provide educators with resources they need to meet student achievement goals.	22.2%	8.3%	27.8%	33.3%	5.6%
Leaders at this school provide direction in matters of curriculum, teaching, and learning.	14.3%	11.4%	28.6%	37.1%	8.6%
At this school, professional development related to RTI is coordinated.	25.0%	16.7%	11.1%	47.2%	.0%
Educators at this school are prepared to implement RTI.	19.4%	13.9%	25.0%	38.9%	2.8%
Leaders in my school have been offered adequate opportunities to increase their ability to assist with RTI implementation.	27.8%	11.1%	11.1%	41.7%	8.3%
In general, I think I am capable of managing my instruction (e.g., differentiating instruction, pacing, etc).	5.6%	2.8%	8.3%	50.0%	33.3%
There is a system in place for me to access help with managing my instruction.	22.2%	5.6%	16.7%	33.3%	22.2%
In general, I think I am capable of managing my students (e.g., behavior).	2.8%	2.8%	2.8%	38.9%	52.8%
There is a system in place for me to access help with classroom management.	8.6%	2.9%	20.0%	57.1%	11.4%
Educators at this school have an influence on RTI-related school policies and activities.	27.8%	8.3%	36.1%	25.0%	2.8%
Educators at this school work together to solve RTI-related challenges.	27.8%	8.3%	27.8%	30.6%	5.6%
Since implementing RTI, our school has a more-widely shared common vision.	38.9%	11.1%	13.9%	36.1%	.0%
Since implementing RTI, our students' learning outcomes have improved in all areas in which RTI was implemented.	55.6%	13.9%	.0%	25.0%	5.6%
Since implementing RTI, the number of referrals to Special Education has decreased.	83.3%	8.3%	5.6%	2.8%	.0%
Since implementing RTI, there have been fewer referrals to Special Education that did not result in identification.	83.3%	5.6%	2.8%	8.3%	.0%

Implementation Coherence: Longview

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
	Row N %	Row N %	Row N %	Row N %	Row N %
This school is often one of the first to adopt a new program, practice, or educational model.	11.4%	5.7%	13.7%	43.4%	25.7%
This school has explicit goals for what we want students to achieve (learning outcomes) at each grade level.	.6%	2.8%	2.2%	42.1%	52.2%
Goals and objectives for students' learning outcomes are being met at this school.	4.7%	2.4%	11.8%	67.6%	13.5%
There is a system in place to ensure that all instruction (core, intervention and supplemental) is being delivered with fidelity (i.e., faithfully, or as it was intended by the creator, developer or publisher).	9.6%	2.3%	17.5%	52.0%	18.6%
At this school, we know what the fidelity criteria are (i.e., what is being looked for or at) when instruction is observed.	16.5%	1.1%	12.5%	51.7%	18.2%
The administrators at this school spend time in class observing instruction.	2.8%	2.8%	6.2%	58.4%	29.8%
Programs for improving student performance are coordinated at this school.	4.6%	1.1%	12.6%	51.4%	30.3%
Everyone who delivers instruction (core, intervention and supplemental) to students in my classroom is knowledgeable.	2.3%	2.3%	5.1%	41.5%	48.9%
All students receive core instruction in the general education classroom.	3.4%	7.3%	19.2%	32.2%	37.9%
Core instruction is designed to engage all students (e.g., differentiated or adapted to meet each student's needs).	2.8%	3.4%	9.7%	48.9%	35.2%
There is a systematic process for intervening with struggling students at this school.	2.3%	1.7%	13.0%	51.4%	31.6%
Educators at this school are meeting the needs of struggling students.	5.1%	1.7%	16.6%	59.4%	17.1%
This school has a set of clear, predetermined, grade-level benchmarks (i.e., cut scores, goals/targets, or percentiles) that are used to determine which students are at risk.	2.8%	2.3%	2.8%	39.5%	52.5%
This school has a set of clear, predetermined entry and exit criteria for all levels of instruction/intervention (core and interventions).	9.7%	1.7%	18.2%	48.9%	21.6%
At this school, we use data from each screening to ensure that core instruction is meeting the needs of most of our students.	6.8%	1.1%	7.4%	56.8%	27.8%
At this school, administrators use assessment information to help make decisions about instruction.	10.7%	1.1%	3.4%	48.0%	36.7%
At this school, teachers use assessment information to help make decisions about instruction.	2.8%	2.3%	1.1%	51.1%	42.6%
I am able to interpret assessment data.	4.0%	.6%	4.0%	49.2%	41.8%
I am able to make instructional decisions based upon assessment data.	5.7%	2.8%	4.0%	43.2%	44.3%
Since implementing RTI, instructional decisions are made in a timely manner.	24.0%	1.7%	18.9%	44.0%	11.4%

Implementation Coherence: Longview, Continued

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
Since implementing RTI, instructional decisions are made efficiently (i.e., students do not have to wait to receive appropriate instruction).	21.0%	2.8%	19.3%	42.0%	14.8%
Since implementing RTI, instructional decisions are made reliably (i.e., students receive instruction appropriate to their level of need).	14.6%	.6%	9.4%	60.8%	14.6%
Since implementing RTI, at-risk students are identified early.	12.7%	4.6%	16.8%	47.4%	18.5%
Since implementing RTI, all at-risk students are identified.	18.7%	4.2%	24.1%	41.6%	11.4%
Since implementing RTI, fewer students who are not at risk have been identified as being at risk.	35.9%	.6%	11.2%	41.8%	10.6%
Leaders in this school provide educators with resources they need to meet student achievement goals.	4.1%	2.9%	9.9%	63.7%	19.3%
Leaders at this school provide direction in matters of curriculum, teaching, and learning.	2.9%	3.5%	6.4%	62.2%	25.0%
At this school, professional development related to RTI is coordinated.	18.8%	6.5%	22.9%	43.5%	8.2%
Educators at this school are prepared to implement RTI.	21.1%	4.7%	22.2%	39.8%	12.3%
Leaders in my school have been offered adequate opportunities to increase their ability to assist with RTI implementation.	38.1%	4.8%	16.1%	33.9%	7.1%
In general, I think I am capable of managing my instruction (e.g., differentiating instruction, pacing, etc).	.6%	2.4%	1.8%	47.0%	47.6%
There is a system in place for me to access help with managing my instruction.	4.7%	2.9%	9.4%	56.5%	25.9%
In general, I think I am capable of managing my students (e.g., behavior).	.0%	2.3%	.6%	45.3%	51.2%
There is a system in place for me to access help with classroom management.	2.9%	4.6%	8.7%	52.6%	30.6%
Educators at this school have an influence on RTI-related school policies and activities.	28.1%	1.8%	13.5%	44.4%	12.3%
Educators at this school work together to solve RTI-related challenges.	16.2%	1.2%	11.0%	52.6%	19.1%
Since implementing RTI, our school has a more-widely shared common vision.	24.0%	1.8%	15.8%	44.4%	14.0%
Since implementing RTI, our students' learning outcomes have improved in all areas in which RTI was implemented.	41.6%	1.7%	12.7%	35.3%	8.7%
Since implementing RTI, the number of referrals to Special Education has decreased.	62.2%	3.5%	15.1%	15.7%	3.5%
Since implementing RTI, there have been fewer referrals to Special Education that did not result in identification.	65.1%	2.3%	10.5%	18.0%	4.1%

Implementation Coherence: Odessa

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
	Row N %	Row N %	Row N %	Row N %	Row N %
This school is often one of the first to adopt a new program, practice, or educational model.	23.1%	.0%	.0%	23.1%	53.8%
This school has explicit goals for what we want students to achieve (learning outcomes) at each grade level.	.0%	.0%	.0%	46.2%	53.8%
Goals and objectives for students' learning outcomes are being met at this school.	.0%	.0%	.0%	69.2%	30.8%
There is a system in place to ensure that all instruction (core, intervention and supplemental) is being delivered with fidelity (i.e., faithfully, or as it was intended by the creator, developer or publisher).	7.7%	7.7%	15.4%	38.5%	30.8%
At this school, we know what the fidelity criteria are (i.e., what is being looked for or at) when instruction is observed.	7.7%	7.7%	7.7%	38.5%	38.5%
The administrators at this school spend time in class observing instruction.	.0%	.0%	30.8%	53.8%	15.4%
Programs for improving student performance are coordinated at this school.	7.7%	.0%	15.4%	38.5%	38.5%
Everyone who delivers instruction (core, intervention and supplemental) to students in my classroom is knowledgeable.	.0%	.0%	.0%	30.8%	69.2%
All students receive core instruction in the general education classroom.	.0%	7.7%	23.1%	38.5%	30.8%
Core instruction is designed to engage all students (e.g., differentiated or adapted to meet each student's needs).	.0%	7.7%	.0%	46.2%	46.2%
There is a systematic process for intervening with struggling students at this school.	.0%	7.7%	7.7%	69.2%	15.4%
Educators at this school are meeting the needs of struggling students.	9.1%	.0%	18.2%	54.5%	18.2%
This school has a set of clear, predetermined, grade-level benchmarks (i.e., cut scores, goals/targets, or percentiles) that are used to determine which students are at risk.	15.4%	.0%	.0%	30.8%	53.8%
This school has a set of clear, predetermined entry and exit criteria for all levels of instruction/intervention (core and interventions).	23.1%	.0%	7.7%	46.2%	23.1%
At this school, we use data from each screening to ensure that core instruction is meeting the needs of most of our students.	7.7%	7.7%	7.7%	53.8%	23.1%
At this school, administrators use assessment information to help make decisions about instruction.	23.1%	.0%	.0%	46.2%	30.8%
At this school, teachers use assessment information to help make decisions about instruction.	.0%	.0%	.0%	41.7%	58.3%
I am able to interpret assessment data.	.0%	.0%	7.7%	38.5%	53.8%
I am able to make instructional decisions based upon assessment data.	.0%	.0%	.0%	36.4%	63.6%
Since implementing RTI, instructional decisions are made in a timely manner.	16.7%	16.7%	16.7%	41.7%	8.3%

Implementation Coherence: Odessa, Continued

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
Since implementing RTI, instructional decisions are made efficiently (i.e., students do not have to wait to receive appropriate instruction).	7.7%	15.4%	30.8%	38.5%	7.7%
Since implementing RTI, instructional decisions are made reliably (i.e., students receive instruction appropriate to their level of need).	7.7%	7.7%	23.1%	38.5%	23.1%
Since implementing RTI, at-risk students are identified early.	7.7%	7.7%	7.7%	61.5%	15.4%
Since implementing RTI, all at-risk students are identified.	8.3%	16.7%	8.3%	50.0%	16.7%
Since implementing RTI, fewer students who are not at risk have been identified as being at risk.	8.3%	.0%	25.0%	58.3%	8.3%
Leaders in this school provide educators with resources they need to meet student achievement goals.	9.1%	9.1%	.0%	63.6%	18.2%
Leaders at this school provide direction in matters of curriculum, teaching, and learning.	.0%	9.1%	.0%	63.6%	27.3%
At this school, professional development related to RTI is coordinated.	15.4%	7.7%	23.1%	30.8%	23.1%
Educators at this school are prepared to implement RTI.	15.4%	15.4%	15.4%	38.5%	15.4%
Leaders in my school have been offered adequate opportunities to increase their ability to assist with RTI implementation.	30.8%	15.4%	7.7%	38.5%	7.7%
In general, I think I am capable of managing my instruction (e.g., differentiating instruction, pacing, etc).	7.7%	.0%	7.7%	30.8%	53.8%
There is a system in place for me to access help with managing my instruction.	7.7%	.0%	23.1%	53.8%	15.4%
In general, I think I am capable of managing my students (e.g., behavior).	.0%	.0%	.0%	46.2%	53.8%
There is a system in place for me to access help with classroom management.	.0%	.0%	15.4%	61.5%	23.1%
Educators at this school have an influence on RTI-related school policies and activities.	15.4%	7.7%	23.1%	53.8%	.0%
Educators at this school work together to solve RTI-related challenges.	8.3%	.0%	8.3%	58.3%	25.0%
Since implementing RTI, our school has a more-widely shared common vision.	23.1%	7.7%	15.4%	30.8%	23.1%
Since implementing RTI, our students' learning outcomes have improved in all areas in which RTI was implemented.	23.1%	7.7%	23.1%	30.8%	15.4%
Since implementing RTI, the number of referrals to Special Education has decreased.	61.5%	.0%	30.8%	7.7%	.0%
Since implementing RTI, there have been fewer referrals to Special Education that did not result in identification.	69.2%	.0%	23.1%	7.7%	.0%

Implementation Coherence: Richland

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
	Row N %	Row N %	Row N %	Row N %	Row N %
This school is often one of the first to adopt a new program, practice, or educational model.	18.2%	1.1%	10.8%	40.4%	29.4%
This school has explicit goals for what we want students to achieve (learning outcomes) at each grade level.	4.2%	2.9%	7.8%	45.9%	39.2%
Goals and objectives for students' learning outcomes are being met at this school.	9.6%	1.6%	7.1%	60.1%	21.6%
There is a system in place to ensure that all instruction (core, intervention and supplemental) is being delivered with fidelity (i.e., faithfully, or as it was intended by the creator, developer or publisher).	15.6%	5.8%	21.2%	42.0%	15.4%
At this school, we know what the fidelity criteria are (i.e., what is being looked for or at) when instruction is observed.	20.5%	5.8%	17.0%	40.6%	16.1%
The administrators at this school spend time in class observing instruction.	4.5%	4.3%	14.1%	51.1%	26.0%
Programs for improving student performance are coordinated at this school.	5.2%	3.4%	14.5%	54.1%	22.6%
Everyone who delivers instruction (core, intervention and supplemental) to students in my classroom is knowledgeable.	5.8%	2.7%	6.3%	45.0%	40.3%
All students receive core instruction in the general education classroom.	10.5%	4.2%	11.8%	38.2%	35.3%
Core instruction is designed to engage all students (e.g., differentiated or adapted to meet each student's needs).	8.5%	2.7%	9.2%	45.7%	33.9%
There is a systematic process for intervening with struggling students at this school.	4.7%	2.7%	13.1%	53.6%	26.0%
Educators at this school are meeting the needs of struggling students.	7.8%	2.0%	15.7%	54.1%	20.4%
This school has a set of clear, predetermined, grade-level benchmarks (i.e., cut scores, goals/targets, or percentiles) that are used to determine which students are at risk.	5.6%	2.7%	7.6%	50.6%	33.6%
This school has a set of clear, predetermined entry and exit criteria for all levels of instruction/intervention (core and interventions).	15.6%	4.4%	19.8%	42.0%	18.2%
At this school, we use data from each screening to ensure that core instruction is meeting the needs of most of our students.	16.0%	2.9%	12.7%	46.8%	21.4%
At this school, administrators use assessment information to help make decisions about instruction.	13.3%	2.9%	8.4%	45.3%	30.0%
At this school, teachers use assessment information to help make decisions about instruction.	7.6%	1.6%	3.6%	54.8%	32.4%
I am able to interpret assessment data.	5.2%	1.8%	6.8%	52.0%	34.2%
I am able to make instructional decisions based upon assessment data.	6.9%	2.9%	6.3%	50.1%	33.8%
Since implementing RTI, instructional decisions are made in a timely manner.	26.6%	3.8%	15.1%	39.0%	15.3%

Implementation Coherence: Richland, Continued

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
Since implementing RTI, instructional decisions are made efficiently (i.e., students do not have to wait to receive appropriate instruction).	23.3%	3.6%	20.8%	36.9%	15.4%
Since implementing RTI, instructional decisions are made reliably (i.e., students receive instruction appropriate to their level of need).	22.5%	1.4%	12.3%	47.5%	16.4%
Since implementing RTI, at-risk students are identified early.	19.4%	2.3%	10.8%	45.9%	21.6%
Since implementing RTI, all at-risk students are identified.	25.4%	2.5%	19.5%	36.2%	16.5%
Since implementing RTI, fewer students who are not at risk have been identified as being at risk.	41.5%	2.0%	9.1%	36.5%	10.9%
Leaders in this school provide educators with resources they need to meet student achievement goals.	10.5%	3.0%	15.5%	52.3%	18.9%
Leaders at this school provide direction in matters of curriculum, teaching, and learning.	6.6%	3.0%	15.8%	52.4%	22.2%
At this school, professional development related to RTI is coordinated.	19.2%	6.2%	24.9%	38.4%	11.4%
Educators at this school are prepared to implement RTI.	17.3%	6.6%	20.7%	39.9%	15.5%
Leaders in my school have been offered adequate opportunities to increase their ability to assist with RTI implementation.	30.1%	4.6%	15.3%	36.7%	13.4%
In general, I think I am capable of managing my instruction (e.g., differentiating instruction, pacing, etc).	7.5%	1.1%	3.4%	49.3%	38.5%
There is a system in place for me to access help with managing my instruction.	14.5%	2.7%	17.5%	45.8%	19.5%
In general, I think I am capable of managing my students (e.g., behavior).	3.4%	1.6%	2.0%	44.3%	48.6%
There is a system in place for me to access help with classroom management.	12.5%	2.5%	12.7%	44.9%	27.4%
Educators at this school have an influence on RTI-related school policies and activities.	23.6%	5.5%	13.1%	41.7%	16.1%
Educators at this school work together to solve RTI-related challenges.	19.1%	3.2%	11.8%	44.9%	21.0%
Since implementing RTI, our school has a more-widely shared common vision.	25.6%	3.9%	12.8%	41.6%	16.0%
Since implementing RTI, our students' learning outcomes have improved in all areas in which RTI was implemented.	40.5%	2.5%	9.5%	34.2%	13.3%
Since implementing RTI, the number of referrals to Special Education has decreased.	62.5%	.9%	4.3%	22.1%	10.2%
Since implementing RTI, there have been fewer referrals to Special Education that did not result in identification.	71.5%	1.1%	2.7%	17.4%	7.2%

Implementation Coherence: Stevenson-Carson

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
	Row N %	Row N %	Row N %	Row N %	Row N %
This school is often one of the first to adopt a new program, practice, or educational model.	34.4%	1.6%	1.6%	37.7%	24.6%
This school has explicit goals for what we want students to achieve (learning outcomes) at each grade level.	9.8%	3.3%	3.3%	41.0%	42.6%
Goals and objectives for students' learning outcomes are being met at this school.	11.9%	1.7%	10.2%	59.3%	16.9%
There is a system in place to ensure that all instruction (core, intervention and supplemental) is being delivered with fidelity (i.e., faithfully, or as it was intended by the creator, developer or publisher).	14.8%	6.6%	16.4%	47.5%	14.8%
At this school, we know what the fidelity criteria are (i.e., what is being looked for or at) when instruction is observed.	18.6%	5.1%	11.9%	50.8%	13.6%
The administrators at this school spend time in class observing instruction.	8.2%	.0%	16.4%	41.0%	34.4%
Programs for improving student performance are coordinated at this school.	9.8%	6.6%	11.5%	37.7%	34.4%
Everyone who delivers instruction (core, intervention and supplemental) to students in my classroom is knowledgeable.	9.8%	1.6%	4.9%	45.9%	37.7%
All students receive core instruction in the general education classroom.	16.7%	8.3%	30.0%	23.3%	21.7%
Core instruction is designed to engage all students (e.g., differentiated or adapted to meet each student's needs).	13.3%	10.0%	18.3%	41.7%	16.7%
There is a systematic process for intervening with struggling students at this school.	9.8%	1.6%	8.2%	44.3%	36.1%
Educators at this school are meeting the needs of struggling students.	11.5%	1.6%	13.1%	54.1%	19.7%
This school has a set of clear, predetermined, grade-level benchmarks (i.e., cut scores, goals/targets, or percentiles) that are used to determine which students are at risk.	11.5%	1.6%	8.2%	34.4%	44.3%
This school has a set of clear, predetermined entry and exit criteria for all levels of instruction/intervention (core and interventions).	18.3%	3.3%	18.3%	36.7%	23.3%
At this school, we use data from each screening to ensure that core instruction is meeting the needs of most of our students.	31.1%	3.3%	8.2%	29.5%	27.9%
At this school, administrators use assessment information to help make decisions about instruction.	20.0%	1.7%	6.7%	35.0%	36.7%
At this school, teachers use assessment information to help make decisions about instruction.	19.7%	3.3%	1.6%	31.1%	44.3%
I am able to interpret assessment data.	6.6%	3.3%	1.6%	42.6%	45.9%
I am able to make instructional decisions based upon assessment data.	9.8%	3.3%	6.6%	37.7%	42.6%
Since implementing RTI, instructional decisions are made in a timely manner.	45.0%	.0%	10.0%	31.7%	13.3%

Implementation Coherence: Stevenson-Carson, Continued

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
Since implementing RTI, instructional decisions are made efficiently (i.e., students do not have to wait to receive appropriate instruction).	45.8%	1.7%	13.6%	25.4%	13.6%
Since implementing RTI, instructional decisions are made reliably (i.e., students receive instruction appropriate to their level of need).	50.0%	3.6%	1.8%	30.4%	14.3%
Since implementing RTI, at-risk students are identified early.	43.9%	3.5%	1.8%	31.6%	19.3%
Since implementing RTI, all at-risk students are identified.	44.6%	3.6%	5.4%	30.4%	16.1%
Since implementing RTI, fewer students who are not at risk have been identified as being at risk.	55.2%	5.2%	3.4%	29.3%	6.9%
Leaders in this school provide educators with resources they need to meet student achievement goals.	23.7%	3.4%	1.7%	39.0%	32.2%
Leaders at this school provide direction in matters of curriculum, teaching, and learning.	20.3%	3.4%	5.1%	45.8%	25.4%
At this school, professional development related to RTI is coordinated.	44.8%	3.4%	5.2%	32.8%	13.8%
Educators at this school are prepared to implement RTI.	39.0%	5.1%	3.4%	35.6%	16.9%
Leaders in my school have been offered adequate opportunities to increase their ability to assist with RTI implementation.	50.8%	3.4%	5.1%	27.1%	13.6%
In general, I think I am capable of managing my instruction (e.g., differentiating instruction, pacing, etc).	10.2%	1.7%	.0%	40.7%	47.5%
There is a system in place for me to access help with managing my instruction.	15.8%	.0%	8.8%	43.9%	31.6%
In general, I think I am capable of managing my students (e.g., behavior).	10.0%	3.3%	1.7%	35.0%	50.0%
There is a system in place for me to access help with classroom management.	22.0%	.0%	13.6%	35.6%	28.8%
Educators at this school have an influence on RTI-related school policies and activities.	46.6%	3.4%	3.4%	20.7%	25.9%
Educators at this school work together to solve RTI-related challenges.	39.7%	3.4%	1.7%	24.1%	31.0%
Since implementing RTI, our school has a more-widely shared common vision.	51.8%	1.8%	1.8%	23.2%	21.4%
Since implementing RTI, our students' learning outcomes have improved in all areas in which RTI was implemented.	53.4%	1.7%	6.9%	24.1%	13.8%
Since implementing RTI, the number of referrals to Special Education has decreased.	78.6%	3.6%	3.6%	12.5%	1.8%
Since implementing RTI, there have been fewer referrals to Special Education that did not result in identification.	84.5%	1.7%	1.7%	10.3%	1.7%

Implementation Coherence: Walla Walla

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
	Row N %	Row N %	Row N %	Row N %	Row N %
This school is often one of the first to adopt a new program, practice, or educational model.	18.6%	1.5%	10.3%	45.9%	23.7%
This school has explicit goals for what we want students to achieve (learning outcomes) at each grade level.	4.6%	3.6%	7.2%	40.0%	44.6%
Goals and objectives for students' learning outcomes are being met at this school.	7.8%	1.0%	10.9%	62.2%	18.1%
There is a system in place to ensure that all instruction (core, intervention and supplemental) is being delivered with fidelity (i.e., faithfully, or as it was intended by the creator, developer or publisher).	15.4%	4.1%	22.1%	36.4%	22.1%
At this school, we know what the fidelity criteria are (i.e., what is being looked for or at) when instruction is observed.	21.5%	2.1%	16.4%	42.1%	17.9%
The administrators at this school spend time in class observing instruction.	5.1%	4.6%	16.8%	52.6%	20.9%
Programs for improving student performance are coordinated at this school.	7.2%	1.5%	11.9%	50.0%	29.4%
Everyone who delivers instruction (core, intervention and supplemental) to students in my classroom is knowledgeable.	5.7%	1.5%	4.6%	50.0%	38.1%
All students receive core instruction in the general education classroom.	9.7%	6.1%	15.8%	35.7%	32.7%
Core instruction is designed to engage all students (e.g., differentiated or adapted to meet each student's needs).	5.2%	4.1%	10.8%	47.9%	32.0%
There is a systematic process for intervening with struggling students at this school.	3.6%	3.1%	12.2%	51.0%	30.1%
Educators at this school are meeting the needs of struggling students.	7.3%	1.0%	14.0%	54.4%	23.3%
This school has a set of clear, predetermined, grade-level benchmarks (i.e., cut scores, goals/targets, or percentiles) that are used to determine which students are at risk.	6.6%	1.0%	9.2%	42.9%	40.3%
This school has a set of clear, predetermined entry and exit criteria for all levels of instruction/intervention (core and interventions).	19.5%	1.0%	19.0%	42.1%	18.5%
At this school, we use data from each screening to ensure that core instruction is meeting the needs of most of our students.	15.4%	1.0%	9.2%	47.2%	27.2%
At this school, administrators use assessment information to help make decisions about instruction.	22.8%	3.0%	7.6%	40.1%	26.4%
At this school, teachers use assessment information to help make decisions about instruction.	5.7%	1.0%	4.2%	52.1%	37.0%
I am able to interpret assessment data.	6.2%	2.1%	3.6%	50.3%	37.9%
I am able to make instructional decisions based upon assessment data.	7.7%	1.0%	5.2%	45.9%	40.2%
Since implementing RTI, instructional decisions are made in a timely manner.	35.1%	1.0%	8.4%	42.9%	12.6%

Implementation Coherence: Walla Walla, Continued

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
Since implementing RTI, instructional decisions are made efficiently (i.e., students do not have to wait to receive appropriate instruction).	34.6%	1.6%	8.9%	43.5%	11.5%
Since implementing RTI, instructional decisions are made reliably (i.e., students receive instruction appropriate to their level of need).	29.3%	.5%	5.2%	47.1%	17.8%
Since implementing RTI, at-risk students are identified early.	25.0%	1.0%	7.3%	46.4%	20.3%
Since implementing RTI, all at-risk students are identified.	30.5%	1.1%	16.3%	36.8%	15.3%
Since implementing RTI, fewer students who are not at risk have been identified as being at risk.	45.8%	.0%	6.3%	38.4%	9.5%
Leaders in this school provide educators with resources they need to meet student achievement goals.	14.7%	1.1%	8.9%	50.0%	25.3%
Leaders at this school provide direction in matters of curriculum, teaching, and learning.	8.9%	1.6%	11.5%	52.4%	25.7%
At this school, professional development related to RTI is coordinated.	35.6%	3.7%	18.6%	32.4%	9.6%
Educators at this school are prepared to implement RTI.	30.6%	5.2%	14.5%	37.3%	12.4%
Leaders in my school have been offered adequate opportunities to increase their ability to assist with RTI implementation.	39.8%	2.6%	14.1%	32.5%	11.0%
In general, I think I am capable of managing my instruction (e.g., differentiating instruction, pacing, etc).	2.1%	1.6%	4.7%	50.5%	41.1%
There is a system in place for me to access help with managing my instruction.	8.3%	2.1%	8.8%	47.2%	33.7%
In general, I think I am capable of managing my students (e.g., behavior).	3.1%	2.6%	3.6%	42.0%	48.7%
There is a system in place for me to access help with classroom management.	10.4%	2.6%	10.4%	45.1%	31.6%
Educators at this school have an influence on RTI-related school policies and activities.	37.4%	2.1%	12.6%	35.8%	12.1%
Educators at this school work together to solve RTI-related challenges.	28.6%	.5%	9.0%	44.4%	17.5%
Since implementing RTI, our school has a more-widely shared common vision.	36.2%	1.1%	10.6%	37.8%	14.4%
Since implementing RTI, our students' learning outcomes have improved in all areas in which RTI was implemented.	51.6%	1.6%	5.3%	28.9%	12.6%
Since implementing RTI, the number of referrals to Special Education has decreased.	69.8%	2.1%	6.9%	14.3%	6.9%
Since implementing RTI, there have been fewer referrals to Special Education that did not result in identification.	72.5%	.5%	3.2%	15.3%	8.5%

Implementation Coherence: White River

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
	Row N %	Row N %	Row N %	Row N %	Row N %
This school is often one of the first to adopt a new program, practice, or educational model.	13.4%	3.5%	7.6%	50.6%	25.0%
This school has explicit goals for what we want students to achieve (learning outcomes) at each grade level.	2.9%	3.5%	5.8%	55.2%	32.6%
Goals and objectives for students' learning outcomes are being met at this school.	9.3%	2.3%	12.2%	68.6%	7.6%
There is a system in place to ensure that all instruction (core, intervention and supplemental) is being delivered with fidelity (i.e., faithfully, or as it was intended by the creator, developer or publisher).	15.4%	6.5%	20.7%	49.7%	7.7%
At this school, we know what the fidelity criteria are (i.e., what is being looked for or at) when instruction is observed.	18.8%	4.7%	18.2%	51.2%	7.1%
The administrators at this school spend time in class observing instruction.	2.9%	11.1%	18.7%	49.7%	17.5%
Programs for improving student performance are coordinated at this school.	4.1%	5.9%	16.5%	57.6%	15.9%
Everyone who delivers instruction (core, intervention and supplemental) to students in my classroom is knowledgeable.	2.3%	5.8%	2.3%	48.5%	40.9%
All students receive core instruction in the general education classroom.	9.9%	8.7%	15.1%	41.3%	25.0%
Core instruction is designed to engage all students (e.g., differentiated or adapted to meet each student's needs).	11.7%	2.3%	13.5%	52.0%	20.5%
There is a systematic process for intervening with struggling students at this school.	4.7%	5.3%	20.0%	54.7%	15.3%
Educators at this school are meeting the needs of struggling students.	4.7%	2.3%	22.2%	59.1%	11.7%
This school has a set of clear, predetermined, grade-level benchmarks (i.e., cut scores, goals/targets, or percentiles) that are used to determine which students are at risk.	10.5%	5.3%	15.2%	47.4%	21.6%
This school has a set of clear, predetermined entry and exit criteria for all levels of instruction/intervention (core and interventions).	17.6%	8.2%	25.9%	41.2%	7.1%
At this school, we use data from each screening to ensure that core instruction is meeting the needs of most of our students.	21.9%	3.6%	16.0%	47.3%	11.2%
At this school, administrators use assessment information to help make decisions about instruction.	21.5%	7.6%	11.6%	49.4%	9.9%
At this school, teachers use assessment information to help make decisions about instruction.	5.8%	1.2%	6.4%	58.5%	28.1%
I am able to interpret assessment data.	5.3%	2.4%	4.7%	54.7%	32.9%
I am able to make instructional decisions based upon assessment data.	7.0%	1.8%	4.7%	53.8%	32.7%
Since implementing RTI, instructional decisions are made in a timely manner.	24.7%	5.9%	17.6%	42.4%	9.4%

Implementation Coherence: White River

	Do not know	Strongly disagree	Disagree	Agree	Strongly agree
Since implementing RTI, instructional decisions are made efficiently (i.e., students do not have to wait to receive appropriate instruction).	24.9%	5.3%	14.8%	45.6%	9.5%
Since implementing RTI, instructional decisions are made reliably (i.e., students receive instruction appropriate to their level of need).	21.3%	5.3%	11.2%	51.5%	10.7%
Since implementing RTI, at-risk students are identified early.	24.6%	4.7%	12.3%	48.5%	9.9%
Since implementing RTI, all at-risk students are identified.	23.8%	4.8%	24.4%	38.1%	8.9%
Since implementing RTI, fewer students who are not at risk have been identified as being at risk.	42.2%	6.0%	9.6%	38.0%	4.2%
Leaders in this school provide educators with resources they need to meet student achievement goals.	9.4%	8.2%	22.4%	48.8%	11.2%
Leaders at this school provide direction in matters of curriculum, teaching, and learning.	5.9%	6.5%	11.2%	65.7%	10.7%
At this school, professional development related to RTI is coordinated.	16.6%	5.9%	19.5%	50.9%	7.1%
Educators at this school are prepared to implement RTI.	17.2%	11.2%	17.2%	45.6%	8.9%
Leaders in my school have been offered adequate opportunities to increase their ability to assist with RTI implementation.	24.4%	6.0%	15.5%	48.2%	6.0%
In general, I think I am capable of managing my instruction (e.g., differentiating instruction, pacing, etc).	3.5%	2.3%	1.2%	51.5%	41.5%
There is a system in place for me to access help with managing my instruction.	12.4%	6.5%	16.0%	51.5%	13.6%
In general, I think I am capable of managing my students (e.g., behavior).	1.8%	1.8%	1.8%	47.3%	47.3%
There is a system in place for me to access help with classroom management.	9.5%	5.9%	16.6%	55.0%	13.0%
Educators at this school have an influence on RTI-related school policies and activities.	24.7%	6.5%	18.2%	41.8%	8.8%
Educators at this school work together to solve RTI-related challenges.	14.0%	4.7%	15.8%	52.0%	13.5%
Since implementing RTI, our school has a more-widely shared common vision.	21.3%	5.3%	16.0%	43.8%	13.6%
Since implementing RTI, our students' learning outcomes have improved in all areas in which RTI was implemented.	39.9%	4.2%	10.1%	38.7%	7.1%
Since implementing RTI, the number of referrals to Special Education has decreased.	63.9%	3.6%	10.1%	18.3%	4.1%
Since implementing RTI, there have been fewer referrals to Special Education that did not result in identification.	67.5%	3.6%	4.1%	20.1%	4.7%

Efficacy and Expectancy (Scale: 1 = Increased; 2 = No Change; 3 = Decreased)

	Teacher	Paraeducator	Other	
How do you think implementing RTI has changed your confidence in your ability to meet the needs of all of your students?	993 1.59 0.61	175 1.54 0.59	54 1.65 0.55	N mean s.d.
How do you think implementing RTI has changed your confidence in your school's ability to meet the needs of all students?	991 1.5 0.62	174 1.47 1	54 1.52 0.54	
How do you think implementing RTI has changed your expectations for your students' academic (or behavioral) performance?	979 1.55 0.58	176 1.53 0.57	54 1.63 0.52	
How do you think implementing RTI has changed expectations at your school for students' academic (or behavioral) performance?	967 1.46 0.59	171 1.39 0.57	53 1.53 0.5	

Quantitative Measures Proposal

Proposed Data Collection

Proposed measures/data to be used for the Washington RTI Evaluation are as follows:

WA OSPI Measures

ERS proposes that we use *applicable questions* from the following measures:

- Readiness Checklist Data Summary
- Assessment System Survey
- Curriculum
- Effective Behavior & Instructional Support Teams
- Screening Data Summary
- RTI Pilot School Profile
- District Response to Intervention Blueprint
- Indicators 4, 9, 10 from OSPI Special Education Indicators
- Other OSPI Special Education Indicators as relevant

Data Collected in Schools

In addition, ERS proposes that the following data be used:

- Case-level (school- or student-level) longitudinal high-stakes test data (e.g. WA state tests)
- Case-level longitudinal screening data
- Other data being collected by schools/districts (to be discussed)
- Information gathered from site visits (Jade to discuss)

ERS-developed Measure

Finally, ERS will create a single survey to measure other activities, change mechanisms, and local circumstances that are not captured by data above.

Proposed Timeline

- ERS proposes that data be collected 3x/year (to coincide with screening, if possible – to be discussed)
- The ERS-developed measure will be developed and piloted over the next 3 months (when is next round of screening?)
- All measures will focus on activities, change mechanisms, local circumstances, and outcomes outlined in the program model (matrix to be provided by ERS)

Site Visit Proposal

The following is a proposal for the site visit procedures to be followed for the following three semesters (spring '09, fall '09, spring '10) in each district:

Proposal:

- Conduct observations and focus groups in one elementary school in **spring '09**.
- Visit middle school in **fall '09** and high school **spring '10** (if appropriate to district RTI development)
- *Please Note: If any district strongly feels the order of visits should be switched (such as visiting the high school or middle school first), this can be worked out between ERS and the District.*
- Interviews: can be conducted on site in the school being visited or off site in some sort of district office
- The Focus group will most likely be conducted after school (unless there is a time that everyone can attend during school hours)
- Data meeting possibly after school (if the District/school has one)
- Optional: collect other artifacts which show school's devotion to and procedures for implementing RTI

1. Observations:

- 4- 5 Total Observations: 2 Tier 1 teachers teaching core curriculum (1 in ELA/Reading and 1 in Math); 1 Tier 2 intervention class; 1 Tier 3 intervention class (if available OR another Tier 2 in another content area); 1 data meeting (if possible)
- 30 minutes each

2. Focus Groups:

- 1 hour
- At minimum- all observed teachers (if possible)
- RTI Behavior personnel (if implementing RTI behavior)
- Optional (from other elementary school(s) in district)-1 tier 1 core classroom teacher (ELA/Reading or Math); 2 intervention teacher representatives

Sample Questions:

- *Whenever you start a new initiative like RTI, there are always going to be things that work well and things that can be challenging. What has gone well in your classroom/school as you implement RTI? What has been challenging?*

- *For those students that are struggling, including those not necessarily at-risk, what do you do in the classroom to support them? Is there any school-level support or intervention beyond the help offered in the Tier I classroom? If yes, what school level processes are in place to help struggling students? (Information on grouping, how students are selected and move in/ out of interventions, materials used etc.)*
- *Tell me about the professional development you have received to support your district/ school's implementation of RTI including formal and informal support, such as coaching. After you attend a RTI professional development session, what type of follow up support is offered?*
- *What has been the RTI coordinator's role on your campus this year?*
- *Tell me how you use student assessment data. (Examples: When do you examine the results? How often do you have the opportunity to analyze student data? How do you use that information (get specifics)?*

3. Primary Interview 1: Elementary

- 45 min-1 hour
- Principal and/or Vice Principal(s) of school in which observations and focus groups are held
- RTI coordinator(s)
- Other elementary level district administrator(s)
- Optional: Principal and/or Vice Principal(s) of other elementary school(s) in district with RTI implementation; Intervention "coaches" (if appropriate)

4. Secondary Interview 2: Middle and High School (Please note: During subsequent semesters, the middle or high school will become the primary interview)

- 45 min-1 hour
- Principal(s) and or Vice principal(s) of middle and high school(s) (at least 1 from each level)
- RTI coordinator(s)
- Other secondary district administrator(s)
- Intervention "coaches" (if appropriate)

Sample Interview Questions:

- *Whenever you start a new initiative like RTI, there are always going to be things that work well and things that can be challenging. What sorts of things have gone well thus far in the initiative? What has been challenging?*
- *Tell me about the professional development your teachers have received to support RTI implementation, including formal and informal support, such as coaching. After teachers attend a RTI-related professional development session, what type of follow up support is offered?*
- *What has been the RTI coordinator's role this year? How has that role changed since the beginning of the grant?*
- *What were your top two goals for this initiative? What progress have you made towards reaching those goals? What do your data tell you about your progress? What part of your school's instruction needs to change to meet those goals?*
- *Besides grouping students for intervention, how do you (and your RTI coordinator/coaches, etc.) use student assessment data?*

FAQ

1. *When will we know the site visit window and when we will be observed?*

ERS will inform each district of the site visit window during the first few weeks of the semester. The site visits will typically be conducted towards the middle-end of the semester according to school schedules and observer availability. The window will be the same for ALL districts. An assigned observer will contact your RTI coordinator to schedule the actual date you will have your site visit at least 1-2 months prior to the site visit window.

2. *Who will organize the actual site visit schedule for the observer?*

The assigned observer to your district will contact the RTI Coordinator. The RTI Coordinator may call upon some school personnel to help arrange the site visit schedule, but the RTI Coordinator will be the primary person working with the observer to make sure the schedule is set prior to the site visit.

3. *Who will be conducting our site visits?*

Either a trained ERS associate or another trained Washington RTI professional will conduct your site visit. An intense training will be conducted for all potential Washington RTI observers April 6-7 in Portland and Vancouver School District. All observers will be highly skilled in conducting focus groups, interviews, and observations. They will be professionals with a great deal of experience working in schools and possess a great deal of knowledge about RTI and the goals outlined by the program model. It is likely that the same observer will return each semester, but it is also possible that because of logistics, a new observer will conduct your site visit.

4. *Will the observer set up his/her own lodging and transportation?*

The observer will set up his/her own transportation and lodging, but may need some guidance from local district people.

5. *Do I have to provide lunch or snacks?*

You are not required to provide lunch or snacks for the meetings. An observer may bring snacks for the after school meetings. If there is time to go off campus for lunch, this is optional and can be worked out between the District personnel and the observer.

6. *What should I do with my observer if there is “down time” during the day in between observations, focus groups, and interviews?*

If there is down time, your observer can work independently on paperwork in whatever space you have available. This can be worked out between the observer and the District/school personnel.

7. *When will we get feedback from the observer and ERS?*

The observer will not give much feedback during the site visit. Feedback will be given via your RTI Coordinator after reports are completed and approved by ERS and OSPI. These “feedback loops” are TBD. Every effort will be made to make sure the information gets to your District in a timely manner. Nothing is a “secret”! You will most likely even have an opportunity to participate in providing ERS with feedback regarding your report before it is finalized. (TBD)

- 8. What if my district doesn't have a Tier III class for the observer to see? What if my district doesn't have a data meeting? What if my district only has one elementary school implementing RTI? What if my district has multiple schools who want to participate in the focus groups/interviews? What if my district isn't even implementing RTI at the secondary level?*

All of this is very important information for us to incorporate into the report(s). However, we are very aware that all Districts are not the same and this is part of the evaluation. The activities specified above in the site visit proposal are what we would ideally like to conduct/see, but we are flexible and realistic that some activities may need to be adjusted. This can be worked out with the RTI coordinator and ERS prior to setting up the site visit schedule.

- 9. What if I have other questions or concerns before or after the site visit?*

Feel free to contact Jade (Wexler) at any time regarding any concerns or questions that arise. Her email is jwexler@mail.utexas.edu and her cell phone number is (512) 799-3385.

Washington (RTI)2 and HB 2136: Survey for Providers of Supplemental Instruction

We ask that each provider of supplemental instruction using RTI at this school complete this survey. If you prefer to complete this survey electronically, send an e-mail to Saro Mohammed saro@alum.mit.edu with the Subject Line: "Washington Supplemental Provider Survey". Please include the name of your school in the body of the message.

Response to Intervention (RTI) refers to a system of instruction in which there are usually different levels or "tiers" of instruction, and different types of periodic assessments that are used to ensure that all students are receiving the level of instruction that they need.

Please answer the following questions based on your experience with or participation in RTI. You can make explanatory notes anywhere on this form, feel free to let us know if you interpreted items in a specific way, or if you had questions about any of the items. There are no right answers, so please be thoughtful and honest as you respond to the items.

DEMOGRAPHICS

- In what content area(s) do you provide supplemental instruction (select all that apply)?

<input type="checkbox"/> Reading	<input type="checkbox"/> Behavior
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Written Language
<input type="checkbox"/> Science	<input type="checkbox"/> Other (please specify): _____
<input type="checkbox"/> Social Studies	
- What grade level(s) do you teach (select all that apply)?

<input type="checkbox"/> Kindergarten	<input type="checkbox"/> Grade 7
<input type="checkbox"/> Grade 1	<input type="checkbox"/> Grade 8
<input type="checkbox"/> Grade 2	<input type="checkbox"/> Grade 9
<input type="checkbox"/> Grade 3	<input type="checkbox"/> Grade 10
<input type="checkbox"/> Grade 4	<input type="checkbox"/> Grade 11
<input type="checkbox"/> Grade 5	<input type="checkbox"/> Grade 12
<input type="checkbox"/> Grade 6	
- What level(s) of supplemental instruction/intervention do you provide (select all that apply)?
 - Tier I (general, core, universal, primary, or regular instruction) provided to the whole class
 - Tier II (targeted, secondary, or intervention) provided to (a) small group(s)
 - Tier III (intensive, tertiary, or special education) provided to (a) very small group(s)
 - Accelerated
 - Other (please specify): _____
- Including the current year, how many years have you worked with students? _____ years
- Including the current year, how many years have you worked with students at this school? _____ years

6. Including the current year, how many years have you been providing supplemental instruction in this class (this content area, grade level, and level of instruction/intervention)? _____ years
7. What is the highest level of education you have completed (select one)?
- High School
 - A.A.
 - B.A./B.S.
 - M.A./M.S./M.Ed./Ed.S.
 - Ph.D./Ed.D.
 - Other (please specify): _____
8. What is your instructional role?
- Parent Volunteer
 - Paraeducator
 - Other (please specify): _____
9. Do you currently hold a special education endorsement? Y N
10. Do you have any other specialized certifications/endorsements (e.g., reading)? Y N
If yes, please list them here: _____

RTI QUESTIONS

For this survey, please think of one class or group that you teach when answering the questions. If you provide supplemental instruction in more than one content area, grade, or level of instruction, please tell us which one you will be thinking of as you respond to the remaining questions:

Content area: _____

Grade level: _____ Number of students: _____

Level of instruction/intervention (tier I, tier II, accelerated, etc): _____

1. In what area(s) is RTI being used (select all that apply) **in the classroom in which you work?**
- None/I don't know
 - Reading
 - Mathematics
 - Science
 - Social Studies
 - Behavior
 - Written Language
 - Other (please specify): _____

2. What level of implementation below would you say applies to **your** use of RTI in the classroom in which you work?
- None/I don't know
 - I am currently learning about RTI and thinking about how it may fit into my teaching
 - I am preparing for the implementation of RTI, working on a plan for implementing, and/or figuring out what I need to put in place to begin implementation
 - I have a few pieces of RTI in place, and a plan for moving forward with the rest of implementation
 - An RTI framework is up and running in my classroom
 - I am looking for ways to improve RTI in my class, all the pieces are in place and being used, but I think I can make it even better by tweaking some aspects to be more relevant to my classroom
 - RTI is operational, innovations are applied in my classroom, and systems are in place to ensure that what we are doing is sustainable and continues to work well

3. Who delivers interventions in the classroom in which you work (select all that apply)?
- The classroom teacher
 - A specialized teacher (reading specialist, special education teacher, ELL teacher, etc)
 - A paraprofessional
 - Parent volunteers
 - Research staff (university faculty, trained graduate students, trained tutors, usually part of an ongoing research study)
 - Other/s (please specify): _____

4. How would you define a “**screening measure**”?
- _____
- _____
- _____

5. In the last year, how many times were **screening measures** administered to the students you work with (include all screening measures in the last 12 months, even if your class has changed during that time)?
- None (Don't know/Doesn't apply)
 - Once
 - Twice
 - Three times
 - More than three times

6. How would you define a “**progress monitoring measure**”?
- _____
- _____
- _____

7. How often are progress monitoring measures administered to the students you work with who are receiving **tier 2 (targeted or “secondary”) interventions**?
- Never (Don’t know/Doesn’t apply)
 - Every six weeks or less often
 - Every four to five weeks
 - Every two to three weeks
 - Weekly or more often
8. How often are progress monitoring measures administered to the students you work with who are receiving **tier 3 or even more intensive (intensive or “tertiary”) interventions**?
- Never (Don’t know/Doesn’t apply)
 - Every six weeks or less often
 - Every four to five weeks
 - Every two to three weeks
 - Weekly or more often
9. How often is student data reviewed to make instructional decisions (e.g. to change an intervention within the same tier of instruction)?
- Never, teachers recommend changes when they feel they are necessary
 - When one or two data points have been collected
 - When three to five data points have been collected
 - When six data points have been collected
 - When more than six data points have been collected
10. How often is data reviewed to determine if students need to be provided with a different tier of instruction?
- Never/I don’t know
 - Three times per academic year or less frequently
 - Once every six weeks or less frequently
 - Once per month or less frequently
 - More often than once per month
11. In the past year, how many professional development activities have been offered (and/or provided) to you that helped you implement an RTI framework of instruction?
- None
 - One or two
 - Three or four
 - Five or more
12. Where did you receive these trainings?

13. For each of the following statements, indicate how strongly you agree or disagree, based on your experience. Please use the following scale:

1 = Strongly Disagree	2 = Disagree	3 = Agree	4 = Strongly Agree	DK = Don't Know	
This school is often one of the first to adopt a new program, practice, or educational model .	1	2	3	4	DK
This school has explicit goals for what we want students to achieve (learning outcomes) at each grade level.	1	2	3	4	DK
Goals and objectives for students' learning outcomes are being met at this school.	1	2	3	4	DK
There is a system in place to ensure that all instruction (core, intervention and supplemental) is being delivered with fidelity (i.e., faithfully, or as it was intended by the creator, developer or publisher).	1	2	3	4	DK
At this school, we know what the fidelity criteria are (i.e., what is being looked for or at) when instruction is observed.	1	2	3	4	DK
The administrators at this school spend time in class observing instruction.	1	2	3	4	DK
Programs for improving student performance are coordinated at this school.	1	2	3	4	DK
Everyone who delivers instruction (core, intervention and supplemental) to students in my classroom is knowledgeable .	1	2	3	4	DK
All students receive core instruction in the general education classroom.	1	2	3	4	DK
Core instruction is designed to engage all students (e.g., differentiated or adapted to meet each student's needs).	1	2	3	4	DK
There is a systematic process for intervening with struggling students at this school.	1	2	3	4	DK
Educators at this school are meeting the needs of struggling students.	1	2	3	4	DK
This school has a set of clear, predetermined, grade-level benchmarks (i.e., cut scores, goals/targets, or percentiles) that are used to determine which students are at risk.	1	2	3	4	DK
This school has a set of clear, predetermined entry and exit criteria for all levels of instruction/intervention (core and interventions).	1	2	3	4	DK
At this school, we use data from each screening to ensure that core instruction is meeting the needs of most of our students.	1	2	3	4	DK
At this school, administrators use assessment information to help make decisions about instruction.	1	2	3	4	DK
At this school, teachers use assessment information to help make decisions about instruction.	1	2	3	4	DK
I am able to interpret assessment data.	1	2	3	4	DK
I am able to make instructional decisions based upon assessment data.	1	2	3	4	DK
Since implementing RTI, instructional decisions are made in a timely manner .	1	2	3	4	DK
Since implementing RTI, instructional decisions are made efficiently (i.e., students do not have to wait to receive appropriate instruction).	1	2	3	4	DK

Since implementing RTI, instructional decisions are made reliably (i.e., students receive instruction appropriate to their level of need).	1	2	3	4	DK
Since implementing RTI, at-risk students are identified early .	1	2	3	4	DK
Since implementing RTI, all at-risk students are identified.	1	2	3	4	DK
Since implementing RTI, fewer students who are not at risk have been identified as being at risk.	1	2	3	4	DK
Leaders in this school provide educators with resources they need to meet student achievement goals .	1	2	3	4	DK
Leaders at this school provide direction in matters of curriculum, teaching, and learning .	1	2	3	4	DK
At this school, professional development related to RTI is coordinated .	1	2	3	4	DK
Educators at this school are prepared to implement RTI.	1	2	3	4	DK
Leaders in my school have been offered adequate opportunities to increase their ability to assist with RTI implementation.	1	2	3	4	DK
In general, I think I am capable of managing my instruction (e.g., differentiating instruction, pacing, etc).	1	2	3	4	DK
There is a system in place for me to access help with managing my instruction .	1	2	3	4	DK
In general, I think I am capable of managing my students (e.g., behavior).	1	2	3	4	DK
There is a system in place for me to access help with classroom management .	1	2	3	4	DK
Educators at this school have an influence on RTI-related school policies and activities .	1	2	3	4	DK
Educators at this school work together to solve RTI-related challenges.	1	2	3	4	DK
Since implementing RTI, our school has a more-widely shared common vision .	1	2	3	4	DK
Since implementing RTI, our students' learning outcomes have improved in all areas in which RTI was implemented.	1	2	3	4	DK
Since implementing RTI, the number of referrals to Special Education has decreased.	1	2	3	4	DK
Since implementing RTI, there have been fewer referrals to Special Education that did not result in identification.	1	2	3	4	DK

14. How do you think implementing RTI has changed your **confidence in your ability** to meet the needs of all of your students?

- I am **more confident** now in **my ability** to meet the needs of all my students
- There is **no change in confidence in my ability** to meet the needs of my students
- I am **less confident** now in **my ability** to meet the needs of all my students

15. How do you think implementing RTI has changed your **confidence in your school's ability** to meet the needs of all students?

- I am **more confident** now in **my school's ability** to meet the needs of all students
- There is **no change in confidence in my school's ability** to meet the needs of all students

I am **less confident** now in **my school's ability** to meet the needs of all students

16. How do you think implementing RTI has changed your **expectations** for your students' academic (or behavioral) performance?

I have **higher expectations** for my students' academic (or behavioral) performance

There is **no change in my expectations** for my students' academic (or behavioral) performance

I have **lower expectations** for my students' academic (or behavioral) performance

17. How do you think implementing RTI has changed **expectations at your school** for students' academic (or behavioral) performance?

We have **higher expectations at my school** for students' academic (or behavioral) performance

There is **no change in expectations at my school** for students' academic (or behavioral) performance

We have **lower expectations at my school** for students' academic (or behavioral) performance

Thank you for taking the time to complete this survey. Your feedback will be used to guide the efforts of Washington (RTI)² and HB 2136.

Portions of this survey were adapted from:

Bos, C., Mather, N., Dickson, S., Podhajski, B., Chard, D. (2001). Perceptions and knowledge of preservice and inservice educators about early reading instruction. *Annals of Dyslexia, DK1*, 97-120.

Edmonds, M., Roberts, G., and Vaughn, S. (2003). *Evaluation of the Hawaii Reading Excellence Act Program, 2002-2004*. Unpublished interview protocol. Evaluation Research Services: Austin, TX.

Oregon Reading First: Pilot surveys. (2003). Unpublished survey instruments. Evaluation Research Services: Austin, TX.

Texas Reading First Baseline Surveys. (2004). Unpublished survey instruments. Center for Academic and Reading Skills at the University of Texas Health Science Center: Houston, TX.

Washington (RTI)2 and HB 2136: Survey for Teachers

We ask that each teacher using RTI at this school complete this survey. If you prefer to complete this survey electronically, send an e-mail to Saro Mohammed saro@alum.mit.edu with the Subject Line: "Washington Teacher Survey". Please include the name of your school in the body of the messages.

Response to Intervention (RTI) refers to a system of instruction in which there are usually different levels or "tiers" of instruction, and different types of periodic assessments that are used to ensure that all students are receiving the level of instruction that they need.

Please answer the following questions based on your experience with or participation in RTI. You can make explanatory notes anywhere on this form, feel free to let us know if you interpreted items in a specific way, or if you had questions about any of the items. There are no right answers, so please be thoughtful and honest as you respond to the items.

DEMOGRAPHICS

1. What content area(s) do you teach (select all that apply)?

- | | |
|---|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Behavior |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Written Language |
| <input type="checkbox"/> Science | <input type="checkbox"/> Other (please specify): _____ |
| <input type="checkbox"/> Social Studies | |

2. What grade level(s) do you teach (select all that apply)?

- | | |
|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> Grade 7 |
| <input type="checkbox"/> Grade 1 | <input type="checkbox"/> Grade 8 |
| <input type="checkbox"/> Grade 2 | <input type="checkbox"/> Grade 9 |
| <input type="checkbox"/> Grade 3 | <input type="checkbox"/> Grade 10 |
| <input type="checkbox"/> Grade 4 | <input type="checkbox"/> Grade 11 |
| <input type="checkbox"/> Grade 5 | <input type="checkbox"/> Grade 12 |
| <input type="checkbox"/> Grade 6 | |

3. What level(s) of instruction/intervention do you provide (select all that apply)?

- Tier I (general, core, universal, primary, or regular instruction) provided to the whole class
- Tier II (targeted, secondary, or intervention) provided to (a) small group(s)
- Tier III (intensive, tertiary, or special education) provided to (a) very small group(s)
- Accelerated
- Other (please specify): _____

4. Including the current year, how many years have you been a teacher? _____ years

5. Including the current year, how many years have you been teaching at this school? _____ years

6. Including the current year, how many years have you been teaching this class (this content area, grade level, and level of instruction/intervention)? _____ years

7. What is the highest degree you have earned (select one)?
- B.A./B.S.
 - M.A./M.S./M.Ed./Ed.S.
 - Ph.D./Ed.D.
 - Other (please specify): _____
8. Are you Highly Qualified to teach the grade level(s) you are currently teaching? Y N
9. Do you currently hold a special education endorsement? Y N
10. Do you have any other specialized certifications/endorsements (e.g., reading)? Y N
If yes, please list them here: _____

RTI QUESTIONS

For this survey, please think of one class or group that you teach when answering the questions. If you teach more than one content area, grade, or level of instruction, please tell us which one you will be thinking of as you respond to the remaining questions:

Content area: _____
Grade level: _____ Number of students: _____
Level of instruction/intervention (tier I, tier II, accelerated, etc): _____

1. In what area(s) is RTI being used (select all that apply) in the classroom in which you teach?
- None/I don't know
 - Reading
 - Mathematics
 - Science
 - Social Studies
 - Behavior
 - Written Language
 - Other (please specify): _____
2. What level of implementation below would you say applies to your use of RTI in the classroom in which you teach?
- None/I don't know
 - I am currently learning about RTI and thinking about how it may fit into my teaching
 - I am preparing for the implementation of RTI, working on a plan for implementing, and/or figuring out what I need to put in place to begin implementation

- I have a few pieces of RTI in place, and a plan for moving forward with the rest of implementation
- An RTI framework is up and running in my classroom
- I am looking for ways to improve RTI in my class, all the pieces are in place and being used, but I think I can make it even better by tweaking some aspects to be more relevant to my classroom
- RTI is operational, innovations are applied in my classroom, and systems are in place to ensure that what we are doing is sustainable and continues to work well

3. Who delivers interventions in the classroom in which you teach (select all that apply)?

- The classroom teacher
- A specialized teacher (reading specialist, special education teacher, ELL teacher, etc)
- A paraprofessional
- Parent volunteers
- Research staff (university faculty, trained graduate students, trained tutors, usually part of an ongoing research study)
- Other/s (please specify): _____

4. How would you define a “**screening measure**”?

5. In the last year, how many times were **screening measures** administered to your students (include all screening measures in the last 12 months, even if your class has changed during that time)?

- None (Don’t know/Doesn’t apply)
- Once
- Twice
- Three times
- More than three times

6. How would you define a “**progress monitoring measure**”?

7. How often are progress-monitoring measures administered to your students receiving **tier 2 (targeted or “secondary”) interventions**?

- Never (Don’t know/Doesn’t apply)
- Every six weeks or less often
- Every four to five weeks
- Every two to three weeks
- Weekly or more often

8. How often are progress-monitoring measures administered to your students receiving **tier 3 or even more intensive (intensive or “tertiary”) interventions?**
- Never (Don’t know/Doesn’t apply)
 - Every six weeks or less often
 - Every four to five weeks
 - Every two to three weeks
 - Weekly or more often
9. How often is student data reviewed to make instructional decisions (e.g. to change an intervention within the same tier of instruction)?
- Never, teachers recommend changes when they feel they are necessary
 - When one or two data points have been collected
 - When three to five data points have been collected
 - When six data points have been collected
 - When more than six data points have been collected
10. How often is data reviewed to determine if students need to be provided with a different tier of instruction?
- Never
 - Three times per academic year or less frequently
 - Once every six weeks or less frequently
 - Once per month or less frequently
 - More often than once per month
11. In the past year, how many professional development activities have been offered (and/or provided) to you that helped you implement an RTI framework of instruction?
- None
 - One or two
 - Three or four
 - Five or more

12. Where did you receive these trainings?

13. For each of the following statements, indicate how strongly you agree or disagree, based on your experience. Please use the following scale:

1 = Strongly Disagree	2 = Disagree	3 = Agree	4 = Strongly Agree	DK = Don't Know	
This school is often one of the first to adopt a new program, practice, or educational model .	1	2	3	4	DK
This school has explicit goals for what we want students to achieve (learning outcomes) at each grade level.	1	2	3	4	DK
Goals and objectives for students' learning outcomes are being met at this school.	1	2	3	4	DK
There is a system in place to ensure that all instruction (core, intervention and supplemental) is being delivered with fidelity (i.e., faithfully, or as it was intended by the creator, developer or publisher).	1	2	3	4	DK
At this school, we know what the fidelity criteria are (i.e., what is being looked for or at) when instruction is observed.	1	2	3	4	DK
The administrators at this school spend time in class observing instruction.	1	2	3	4	DK
Programs for improving student performance are coordinated at this school.	1	2	3	4	DK
Everyone who delivers instruction (core, intervention and supplemental) to students in my classroom is knowledgeable .	1	2	3	4	DK
All students receive core instruction in the general education classroom.	1	2	3	4	DK
Core instruction is designed to engage all students (e.g., differentiated or adapted to meet each student's needs).	1	2	3	4	DK
There is a systematic process for intervening with struggling students at this school.	1	2	3	4	DK
Educators at this school are meeting the needs of struggling students.	1	2	3	4	DK
This school has a set of clear, predetermined, grade-level benchmarks (i.e., cut scores, goals/targets, or percentiles) that are used to determine which students are at risk.	1	2	3	4	DK
This school has a set of clear, predetermined entry and exit criteria for all levels of instruction/intervention (core and interventions).	1	2	3	4	DK
At this school, we use data from each screening to ensure that core instruction is meeting the needs of most of our students.	1	2	3	4	DK
At this school, administrators use assessment information to help make decisions about instruction.	1	2	3	4	DK
At this school, teachers use assessment information to help make decisions about instruction.	1	2	3	4	DK
I am able to interpret assessment data.	1	2	3	4	DK
I am able to make instructional decisions based upon assessment data.	1	2	3	4	DK
Since implementing RTI, instructional decisions are made in a timely manner .	1	2	3	4	DK
Since implementing RTI, instructional decisions are made efficiently (i.e., students do not have to wait to receive appropriate instruction).	1	2	3	4	DK

Since implementing RTI, instructional decisions are made reliably (i.e., students receive instruction appropriate to their level of need).	1	2	3	4	DK
Since implementing RTI, at-risk students are identified early .	1	2	3	4	DK
Since implementing RTI, all at-risk students are identified.	1	2	3	4	DK
Since implementing RTI, fewer students who are not at risk have been identified as being at risk.	1	2	3	4	DK
Leaders in this school provide educators with resources they need to meet student achievement goals .	1	2	3	4	DK
Leaders at this school provide direction in matters of curriculum, teaching, and learning .	1	2	3	4	DK
At this school, professional development related to RTI is coordinated .	1	2	3	4	DK
Educators at this school are prepared to implement RTI.	1	2	3	4	DK
Leaders in my school have been offered adequate opportunities to increase their ability to assist with RTI implementation.	1	2	3	4	DK
In general, I think I am capable of managing my instruction (e.g., differentiating instruction, pacing, etc).	1	2	3	4	DK
There is a system in place for me to access help with managing my instruction .	1	2	3	4	DK
In general, I think I am capable of managing my students (e.g., behavior).	1	2	3	4	DK
There is a system in place for me to access help with classroom management .	1	2	3	4	DK
Educators at this school have an influence on RTI-related school policies and activities .	1	2	3	4	DK
Educators at this school work together to solve RTI-related challenges.	1	2	3	4	DK
Since implementing RTI, our school has a more-widely shared common vision .	1	2	3	4	DK
Since implementing RTI, our students' learning outcomes have improved in all areas in which RTI was implemented.	1	2	3	4	DK
Since implementing RTI, the number of referrals to Special Education has decreased.	1	2	3	4	DK
Since implementing RTI, there have been fewer referrals to Special Education that did not result in identification.	1	2	3	4	DK

14. How do you think implementing RTI has changed your **confidence in your ability** to meet the needs of all of your students?

- I am **more confident** now in **my ability** to meet the needs of all my students
- There is **no change in confidence in my ability** to meet the needs of my students
- I am **less confident** now in **my ability** to meet the needs of all my students

15. How do you think implementing RTI has changed your **confidence in your school's ability** to meet the needs of all students?

- I am **more confident** now in **my school's ability** to meet the needs of all students
- There is **no change in confidence in my school's ability** to meet the needs of all students
- I am **less confident** now in **my school's ability** to meet the needs of all students

16. How do you think implementing RTI has changed your **expectations** for your students' academic (or behavioral) performance?
- I have **higher expectations** for my students' academic (or behavioral) performance
 - There is **no change in my expectations** for my students' academic (or behavioral) performance
 - I have **lower expectations** for my students' academic (or behavioral) performance
17. How do you think implementing RTI has changed **expectations at your school** for students' academic (or behavioral) performance?
- We have **higher expectations at my school** for students' academic (or behavioral) performance
 - There is **no change in expectations at my school** for students' academic (or behavioral) performance
 - We have **lower expectations at my school** for students' academic (or behavioral) performance

Thank you for taking the time to complete this survey. Your feedback will be used to guide the efforts of Washington (RTI)² and HB 2136.

Portions of this survey were adapted from:

- Bos, C., Mather, N., Dickson, S., Podhajski, B., Chard, D. (2001). Perceptions and knowledge of preservice and inservice educators about early reading instruction. *Annals of Dyslexia*, 51, 97-120.
- Edmonds, M., Roberts, G., and Vaughn, S. (2003). *Evaluation of the Hawaii Reading Excellence Act Program, 2002-2004*. Unpublished interview protocol. Evaluation Research Services: Austin, TX.
- Oregon Reading First: Pilot surveys. (2003). Unpublished survey instruments. Evaluation Research Services: Austin, TX.
- Texas Reading First Baseline Surveys. (2004). Unpublished survey instruments. Center for Academic and Reading Skills at the University of Texas Health Science Center: Houston, TX.

Basic Information Sheet

In order to assist ERS in our evaluation of HB 2136 and (RTI)2, please fill out the following information and return to the ERS evaluation prior to his/her site visit. (Ideally, it would be most beneficial for you to return this sheet when you send your evaluator their agenda). You may use bullet points, if applicable.

1. In what areas are you implementing RTI (reading, math, behavior, etc.)?
2. How many tiers are in your school's RTI model?
3. What grades and/or content or other (behavior/drop-out prevention) areas are included in your RTI model?
4. When did you start implementing RTI?
5. Briefly describe your school's screening and progress monitoring system. Include who is assessed, what measures are administered, who administers them, how often they are administered, and how data is utilized in making instructional decisions.
6. How do you ID students at risk and what happens after it is determined that a student is at risk?
7. Briefly describe your core curriculum.
8. Briefly describe any interventions offered at your school. Include who conducts the interventions and the interventions' frequency and duration as well as a description of the intervention used (i.e. a "program" vs. individually developed materials, etc.).

Tiered Instruction Coding Form

(adapted from the ICE-R Coding Form and Vaughn & Linan-Thompson, 2002)

Classroom Information

School	_____
Teacher Name	_____
Observer	_____
Subject	_____
Grade	_____
Number of Students	_____
Date	_____
Length of Observation	_____
Length of Class Period	_____

Dimension A: Instructional Grouping

1. Whole Class (instructor leading whole class in common activity or lesson)
2. Small Group (students working in groups of 3 – 8)
3. Pairs (students working in pairs)
4. Individual (student working 1:1 with an instructor)
5. Independent (students working by themselves)

Dimension B: Location

1. General Education Classroom
2. Special Education Classroom
3. Instructional Support Classroom (study hall, learning lab, etc.)
4. Other (hallway, office, etc.)

Dimension C: Materials

1. Published curriculum materials (e.g., Read Naturally, Connect Math)
2. School-developed intervention materials
3. Computer
4. Game
5. Flash cards
6. Math manipulatives
7. Other (e.g., tape recorders)

Dimension D: Instructor

1. General Education Teacher
2. Special Education Teacher
3. Educational Assistant/Paraprofessional
4. Literacy/Math Specialist
5. Other

Time	Brief Summary of Activity	Dimension			
		A	B	C	D

Teacher Behavior	Most of the time	Some of the time	Rarely/ Not at all	N/A
	3	2	1	
1a. Frames activity/lesson clearly and succinctly.				
1b. Communicates expectations by providing clear and explicit indications of goals for assignments/activities.				
2a. Uses appropriate pacing.				
2b. Monitors ongoing student performance and adjusts pacing.				
3. Models activity, skill, or task during initial instruction.				
4. Offers assistance during guided practice items and provides immediate feedback.				
5. Provides multiple opportunities for practice.				
6. Checks for understanding during an activity to be sure that students are performing correctly.				
7. Assists students in correcting errors by providing positive, corrective feedback.				
8. Assesses student learning through informal or formal measures.				
9. Scaffolds instruction for students according to need.				
10. Redirects off-task behavior as appropriate.				
11. Selects practice items/activities to meet lesson objectives.				

Average Score: _____

Teacher Effectiveness	5	4	3	2	1
1. How effective was this teacher in maximizing student engagement?					
2. Overall, how effective was this teacher in implementing instruction?					
3. Overall, how effective was this teacher in implementing flexible, accurate grouping strategies (based on data to the best of your knowledge?)					
4. Overall, how effective was this teacher in differentiating instruction? (Was there any evidence of using assessment to guide instruction?)					

5 = Excellent, 4 = Above Average, 3 = Average, 2 = Below Average, 1 = Poor,

NA = Could not be determined by this observation

Data Meeting Coding Form

School:

Observer:

Participants (roles):

Date:

Frequency of meetings:

Length of observation:

Length of meeting:

1. Who is leading the meeting?
2. Who else is present?
3. What roles are represented (teacher, coach, administrator, etc.)? Why are these roles represented?
4. Describe the meeting's structure (round table discussion, case presentation approach, etc.)?
5. Describe the engagement level of the participants?
6. What supporting documents are available (agenda, data displays, etc.)? Can we get copies with student names blocked?
7. What types of data are being discussed? How are the data displayed? Who collected the data?
8. Describe how meeting participants are connecting student data with past, ongoing, and potential instruction?
9. Are decisions being made? If so, what kind of decisions (grouping, moving students in and out of tiers or interventions, extending time of instruction, specific intervention decisions, etc.)? Is there a process for formalizing decisions (consensus, show of hand vote, etc.)?

Teacher Focus Group (FG#1)

Introduction Protocol: Washington’s Department of Education has asked Evaluation Research Services to evaluate two of the state’s initiatives: Improving Core Subject Instruction for All Students Pilot Project and Re-Tooling Instruction through Response to Intervention. Today we’re going to talk about how Response to Intervention (or RTI) is being implemented here at (school name). I want to remind you that everything discussed in this session is confidential and the information collected will not affect you or your relationship with the state in any way. Your names will not be included in the final report, and I will not discuss the content of our discussion with anyone outside of this room. This is not a personal evaluation; we are here to provide feedback to program organizers so they know where to focus their efforts in the future. In a way, this is a needs assessment to help the program administrators determine where they need to focus their efforts in the future as they continue to support you and your students.

Opening Question

1. Let’s begin by going around the group and having each of you tell me what grade you teach and how long you have taught at this school (or whichever school from the district you are here representing).

Introductory Question

2. What does the term “Response to Intervention” mean to you?

Transition Question

3. What do you see as your role in your school’s RTI model? If your role has changed, please describe the change.

Key Questions

4. Whenever you implement new initiatives like RTI, there are things that work well and things that can be challenging. What has been working well for you in terms of RTI implementation? What have been the biggest challenges in implementing RTI at your school? (**Consensus Building/Leadership**)

5. Tell me about the professional development you have received related to RTI, including formal and informal support. (**Consensus Building/Leadership**)
 - Are there any RTI-related topics you would like to be covered in future PD opportunities?
6. What additional resources could help you be more effective in your role in terms of RTI implementation? (**Consensus Building/Leadership**)
7. Tell me about how you use student data. (**Data Collection/Management**)
8. Describe your core curriculum and any interventions you use. (**Core Curriculum and Intervention**)
 - *Instructional approaches*
 - *Who conducts intervention*
 - *Location of intervention*
 - *Frequency and duration*
 - *Entry/exit criteria*

All Things Considered Question

9. Has RTI helped your school become more effective at meeting students' academic and/or behavior needs? Why or why not?

Summary Question

10. During our session together, we have discussed your roles in (school name)'s RTI implementation, the challenges you have faced, related professional development, and your overall thoughts of RTI. Some of the big ideas that have emerged include (list 2 or 3 big ideas that were generated throughout the session). Is this an adequate summary?

Final Question

11. I will use the information I learned from you all today combined with a similar focus group conducted with your administration and my observations in your classrooms to write a narrative site report on (school name). The narrative site reports from all of the schools ERS has visited will be used as the basis for evaluating how Washington's Department of Education implementation of RTI and the *Improving Core Subject Instruction for All Students Pilot*

Project (HB 2136) and Re-Tooling Instruction through Response to Intervention initiative or (RTI)2 grants. We will provide your school with a one-page summary about our visit including observations and potential recommendations. Knowing what I will be doing with this information, is there anything that I have missed?

Elementary School RTI Leadership Team Focus Group

Introduction Protocol: Washington’s Department of Education has asked Evaluation Research Services to evaluate two of the state’s initiatives: Improving Core Subject Instruction for All Students Pilot Project and Re-Tooling Instruction through Response to Intervention. Today we’re going to talk about how Response to Intervention (or RTI) is being implemented here at (school name). I want to remind you that everything discussed in this session is confidential and the information collected will not affect you or your relationship with the state in any way. Your names will not be included in the final report, and I will not discuss the content of our discussion with anyone outside of this room. This is not a personal evaluation; we are here to provide feedback to program organizers so they know where to focus their efforts in the future. In a way, this is a needs assessment to help the program administrators determine where they need to focus their efforts in the future as they continue to support you and your students.

Introductory Question

1. What does the term “Response to Intervention” mean to you?

Transition Question

2. Why did you decide to implement an RTI framework? Would you characterize RTI as a school improvement initiative, as a means for identifying LD or both?

Key Questions

3. Whenever you start a new initiative like RTI, there are always going to be things that work well and things that can be challenging. What sorts of things have gone well thus far in the initiative? What has been challenging? (**Consensus Building/Leadership**)
4. What are your top two goals for your school related to RTI? (**Consensus Building/Leadership**)
 - a. What progress have you made towards reaching these goals? How do you know? Is this an expected or adequate amount of progress?
 - b. What do your data tell you about your progress?

- c. What parts of your school's implementation of RTI need to change in order to reach your goals?
 - d. Have your "goals" changed as a result of your experiences thus far?
5. Tell me about the professional development your teachers have received to support RTI, including formal and informal support, such as coaching. After teachers attend a RTI-related professional development session, what type of follow up support is offered? (**Consensus Building/Leadership**)
6. Tell me about how you and your teachers use student assessment data. (**Data Collection/Management**)
7. How is it decided that a student should move from tier 1 to tier 2? From tier 2 to tier 1? What types of supports, if any, are in place for students transitioning from tier 2 back to tier 1? (**Data Collection/Management/Placement in intervention**)
8. Describe your core curriculum and any interventions you use. (**Core Curriculum and Intervention**)
 - *Instructional approaches*
 - *Who conducts intervention*
 - *Location of intervention*
 - *Frequency and duration*
 - *Entry/exit criteria*
9. Do you use RTI to determine eligibility for special education, and more specifically, the learning disability designation? (**SPED Identification**)

All Things Considered Question

10. What would you consider the most important "lesson learned" thus far regarding implementing RTI? What are your next steps in terms of RTI implementation? How do you plan to fine-tune your school's RTI implementation? (**Consensus Building/Leadership**)

Summary Question

11. During our session together, we have discussed how (school name)'s RTI implementation was rolled out, the challenges you have faced, related professional development, and the

lessons you have learned thus far regarding RTI. Some of the big ideas that have emerged include (list 2 or 3 big ideas that were generated throughout the session). Is this an adequate summary?

Final Question

12. I will use the information I learned from you all today combined with a similar focus group conducted with a subset of your teachers and my observations in classrooms to write a narrative site report on (school name). The narrative site reports from all of the schools ERS has visited will be used as the basis for evaluating Washington's Department of Education implementation of RTI and the *Improving Core Subject Instruction for All Students Pilot Project* (HB 2136) and *Re-Tooling Instruction through Response to Intervention* initiative or (RTI)2 grants. We will provide your school with a one-page summary about our visit including observations and potential recommendations. Knowing what I will be doing with this information, is there anything that I have missed?

Secondary School RTI Leadership Team Focus Group

Introduction Protocol: Washington’s Department of Education has asked Evaluation Research Services to evaluate two of the state’s initiatives: Improving Core Subject Instruction for All Students Pilot Project and Re-Tooling Instruction through Response to Intervention. Today we’re going to talk about how Response to Intervention (or RTI) is being implemented here at (school name). I want to remind you that everything discussed in this session is confidential and the information collected will not affect you or your relationship with the state in any way. Your names will not be included in the final report, and I will not discuss the content of our discussion with anyone outside of this room. This is not a personal evaluation; we are here to provide feedback to program organizers so they know where to focus their efforts in the future. In a way, this is a needs assessment to help the program administrators determine where they need to focus their efforts in the future as they continue to support you and your students.

Introductory Question

1. What does the term “Response to Intervention” mean to you?

Transition Question

2. Why did you decide to implement an RTI framework? Would you characterize RTI as a school improvement initiative, as a means for identifying LD, or both?

Key Questions

3. Whenever you start a new initiative like RTI, there are always going to be things that work well and things that can be challenging. What sorts of things have gone well thus far in the initiative? What has been challenging? **(Consensus Building/Leadership)**
4. What are your top two goals for your school related to RTI? **(Consensus Building/Leadership)**
 - a. What progress have you made towards reaching these goals? How do you know? Is this an expected or adequate amount of progress?
 - b. What do your data tell you about your progress?

- c. What parts of your school's implementation of RTI need to change in order to reach your goals?
- d. Have your "goals" changed as a result of your experiences thus far?
5. Tell me about the professional development your teachers have received to support RTI, including formal and informal support, such as coaching. After teachers attend a RTI-related professional development session, what type of follow up support is offered? **(Consensus Building/Leadership)**
6. Tell me about how you and your teachers use student assessment data. **(Data Collection/Management)**
7. How is it decided that a student should move from tier 1 to tier 2? From tier 2 to tier 1? What types of supports, if any, are in place for students transitioning from tier 2 back to tier 1? **(Data Collection/Management/Placement in Intervention)**
8. Describe your core curriculum and any interventions you use. **(Core Curriculum and Intervention)**
 - *Instructional approaches*
 - *Who conducts intervention*
 - *Location of intervention*
 - *Frequency and duration*
 - *Entry/exit criteria*
9. Do you use RTI to determine eligibility for special education, and more specifically, the learning disability designation? **(SPED Identification)**

All Things Considered Question

10. What would you consider the most important "lesson learned" thus far regarding implementing RTI? What are your next steps in terms of RTI implementation? How do you plan to fine-tune your school's RTI implementation? **(Consensus Building/Leadership)**

Summary Question

11. During our session together, we have discussed how (school name)'s RTI implementation was rolled out, the challenges you have faced, related professional development, and the

lessons you have learned thus far regarding RTI. Some of the big ideas that have emerged include (list 2 or 3 big ideas that were generated throughout the session). Is this an adequate summary?

Final Question

12. I will use the information I learned from you all today combined with a similar focus group conducted with a subset of your teachers and my observations in classrooms to write a narrative site report on (school name). The narrative site reports from all of the schools ERS visits will be used as a key data source for evaluating Washington's Department of Education implementation of RTI and the Improving Core Subject Instruction for All Students Pilot Project (HB 2136) and Re-Tooling Instruction through Response to Intervention initiative or (RTI)2 grants. We will provide your school with a one-page summary about our visit including observations and potential recommendations. Knowing what I will be doing with this information, is there anything that I have missed?