

Response to Intervention Innovation Configuration Map: A Model for Implementation and
Evaluation of a School-based Response to Intervention Program

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ABSTRACT

The Individuals with Disabilities Improvement Act (IDEA) was reauthorized by Congress in 2004 (IDEA, 2004). The new legislation permits educational practitioners to identify students suspected of having a learning disability by continuing to use the ability-achievement discrepancy model or by the analysis of the child's response to prescriptive intervention delivered through a systematic multi-tiered instructional intervention approach which has become to be known as Response to Intervention (RtI). However, the change in the federal legislation does not provide specific guidelines for the planning and implementation of intervention services.

The examination of the effectiveness of instructional intervention programs, the reliability of the ability-achievement discrepancy model to identify a child of having a suspected learning disability, and an introduction to the concept of Response to Intervention (RtI) is included in this work. The purpose of the present work is the development of a RtI Innovation Configuration Map that may be utilized as a guide for the planning, development, and implementation of a school-based RtI program that is also useful to assess the operationalization of a school-based RtI program in use. The procedures followed for the development of the RtI Innovation Configuration Map included the selection of a national review panel of educational practitioners from across the country to confirm the essential components and action steps to be considered when planning for the implementation of a RtI program. A RtI Innovation Configuration Map Team was selected from a school in Virginia that had successfully operationalized a RtI program as a result of the schools participation in the Virginia Department of Education's RtI Initiative. The RtI Map Team developed a RtI Innovation Configuration Map that included varying levels of implementation of the essential components and action steps that were identified by the national review panel. To assess the utility of the RtI Innovation Configuration Map to illustrate the varying levels of implementation of a school-based RtI program, individuals from four schools taking part in the Virginia Department of Education's RtI initiative were randomly selected and interviewed regarding the RtI program being implemented in their school. Based on those interviews and other evidence obtained at the four schools, the utility of the RtI Innovation Configuration Map was revised.

DEDICATION

To my mother, who instilled in me that we are placed on this earth to help others.

To my dad, who taught me that hard work and sacrifice are honorable.

To my sons, who have honored our family by their character and accomplishments.

Finally, to my wife, Debbie, who has provided me guidance and support for more than 33 years.

I can never thank you enough.

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CHAPTER I

INTRODUCTION TO THE PROBLEM

Introduction

The No Child Left Behind initiative (No Child Left Behind Act of 2001, 2002) has forced educators to evaluate their instructional programs to ensure that all children receive instruction that provides for the development of minimum competency levels in reading and mathematics. Educators are knowledgeable of the benchmarks for the percentage of students meeting the minimum competency levels as established by the federal mandates for state accountability testing increases annually with the goal that 100% of students will demonstrate minimum competency by the year 2014 (Irons & Harris, 2007). The task appears to be overwhelming when considering the wide range of intellectual abilities in today's classroom that includes students from different socio-economic and ethnic backgrounds (Irons & Harris, 2007). To meet this wide range of ability, educational leaders and teachers must employ a variety of instructional methods and strategies. Still, we have students who fall behind (Choi, Seltzer, Herman, & Yamashiro, 2007).

Educators have recognized that the cognitive diversity of students must be served through different means and have developed intervention programs to provide instruction to meet the needs of students who are experiencing difficulty (Justice, 2006). Generally, the guidelines established for intervention programs address the core subjects to be taught, the minimum and maximum student/teacher ratio, and the total number of instructional hours to be incorporated to be eligible for funding. In addition, the guidelines for these programs request the use of summative data after a period of time to evaluate the success or cognitive gains of students. Consider the following scenario:

Mrs. Jones is a sixth grade math teacher. The content for the class lesson for the past three days has been the addition and subtraction of fractions. Following a test, 23 of the students perform rather well while two of her students perform poorly. Mrs. Jones may question the students about their understanding and/or their preparation for the test and may offer some help to these students in an effort to provide for a better understanding of the material. The next section in math class is the multiplication and division of fractions. Regrettably, the same two students did not perform as well on this test as their peers, actually scoring lower on this test than the previous test on fractions. Mrs. Jones recommends that these students participate in an intervention program. If the intervention program is not successful, often the next step is to recommend that the students participate in a summative evaluation to determine if the student's are eligible for placement into special education.

Generally, the analysis of a student's performance to instructional intervention prior to the recommendation of the student's to be evaluated for placement into special education is often haphazard. A systematic approach that integrates assessment and intervention should be employed to help struggling learners that can be used not only to guide the instructional intervention delivered to students, but can also provide data that can be helpful in determining the eligibility of a child for placement into special education.

Statement of the Problem

Those who are in the business of implementing educational practices must incorporate the use of multiple assessments as a means to gather data to evaluate student performance, and more specifically to use these data to determine what can be done to provide assistance to the students who are struggling (Jenkins, 2007). Even though teachers prepare and administer quizzes and tests during the course of the year to assign grades and make predictions about student performance on the end of the year state assessments, the question that comes to mind is do teachers use these quizzes and tests as measurements for student mastery of the content at specific intervals? Periodic assessments administered throughout the scholastic year may provide data that will lead to the development of specific intervention instructional strategies for the student who is falling behind (Jenkins, 2007). Another factor to consider is the student who performs poorly from one grading period to the next may be referred to an evaluation committee or child study committee for a possible referral to special education without the use of strategic interventions for a period of time prior to the referral.

The body of evidence presented in these evaluations or child study committee meetings generally compares the student's I.Q. to their present level of academic achievement in one or more academic core subjects. Is it an example of educational best practice to recommend a change in placement for a child without the documentation of the student's response to systemic intervention that was targeted to the specific weaknesses of the child? Educational leaders and teachers are struggling to identify a process that will provide a variety of data to make data driven decisions about the educational placement of children (Jenkins, 2007).

Significance and Purpose

The reauthorization of the Individuals with Disabilities Education Act in 2004 includes language that provides the opportunity for educators to determine the eligibility and educational placement of child into special education following the evaluation of student performance data generated from curriculum-based measurements collected while a child is participating in an intervention program (IDEA, 2004). The process is a movement away from the use of the ability-achievement discrepancy model as a standalone method of identifying children of having a suspected learning disability. However, the reauthorization of the Individuals with Disabilities Education Act of 2004 does not establish a specific criteria or program that should be utilized for the purpose of identification or placement of children into special education programs when incorporating the analysis of a child's response, good or bad, to prescriptive interventions. The development of an intervention program and the process for its implementation is at the discretion of educational institutions, including K-12 schools, school divisions, and state education agencies (IDEA, 2004). Therefore, the purpose of the work reported in this document was the creation of an Innovation Configuration Map (Hall & Hord, 2001) to guide the development and implementation of a RtI program in a school. Identifying the necessary components and action steps to be taken while planning for the implementation of a RtI program should prove to be beneficial to teachers and school and division administrators.

Significance

High stakes testing and mandates of the No Child Left Behind legislation are examples of the forces that have required educators to implement change (Hall & Hord, 2001). When

considering change is a process rather than an event, careful planning for the introduction and implementation of an innovation is essential for the success of the innovation (Hall & Hord, 2001). The significance of the work reported in this document is the development of an Innovation Configuration Map as a diagnostic tool to guide and implement RtI programs.

Purpose

The creation and pilot testing of an Innovation Configuration Map to guide the development and implementation of a RtI program was the purpose. The map identifies the components and actions steps to be taken while planning for the implementation of a RtI program and serve as a guide for teachers and school and division administrators.

Conceptual Framework

The Concerns-Based Adoption Model (CBAM; Hall & Hord, 2001) serves as the conceptual framework for the development of an Innovation Configuration Map (Figure 1). The Concerns-Based Adoption Model is a concept that provides a framework and diagnostic tools for educational leaders as the facilitators of change (Hall & Hord, 2001). Educational leaders are represented in the CBAM diagram as the Change Facilitator. Teachers and other educational professionals are represented in the CBAM diagram as Innovation Users and Nonusers. It is important to note that Hall and Hord (2001) describe change as a process rather than an event and note that for the individual, change is a highly personal experience. While considering an educational initiative as a change or innovation, for the individual or teacher, change entails developmental growth in terms of feelings about and skill in using the innovation. As the facilitators for the implementation of an educational change or innovation, educational leaders have the responsibility to probe for the understanding of teachers for the understanding and implementation of the innovation. Educational leaders have the additional responsibility to assist teachers with developmental growth as innovation users and nonusers through the implementation process. Hall and Hord (2001) identify three diagnostic tools of the Concerns-Based Adoption Model: a) Stages of Concern; b) Levels of Use, and c) Innovation Configurations. These diagnostic tools provide for the understanding of the personal side of change; to illustrate implementation over time; and a rubric for assessing innovation implementation.

Stages of Concern

Hall and Hord (2001) define concern as the “representation of the feelings, preoccupation, thought, and consideration given to a particular issue” (p.81). Stages of Concern address the “affective side of change-people’s reactions, feelings, perception, and attitudes” (p.81). Hall and Hord (2001) indicate the Stages of Concern as representative of different categories, self, management, and impact. The categories are theorized in a hierarchal order in that participants will move from the level or stage of self to the impact level as the participants become more familiar and gain an understanding of the innovation (Hall & Hord, 2001). A complete listing can be found on page 63 of the text (Hall & Hord, 2001).

Levels of Use

Levels of Use have to do with behavior and portray how people are acting with respect to the specified change or innovation (Hall & Hord, 2001). Table 1 provides a framework and corresponding explanation for varied level of users and nonusers that can be assigned following a period of observation. Hall and Hord (2001) note that this is a scale of the degree of use by the user due in part to the continuum of implementation.

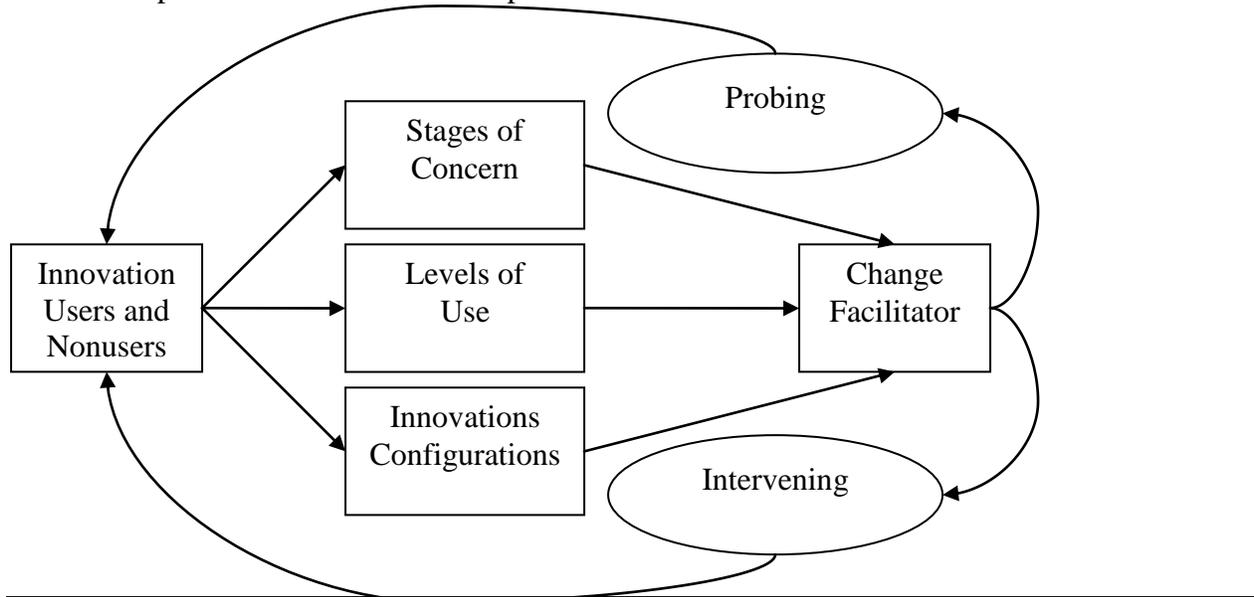


Figure 1. The concerns-based adoption model. Adapted from Hall and Hord, 2001, p.34.

Innovation Configurations

The third aspect of the Concerns-Based Adoption Model is Innovation Configuration. As a tool for facilitators, Innovation Configurations are used to clarify the change or innovation to be implemented for the purpose of creating a clear vision for the meaning of the change or innovation. Innovation Configurations address the idealized images of the change facilitator and the various operational forms that change can take upon implementation by the people implementing the change (Hall & Hord, 2001). Hall and Hord (2001) provides an example to demonstrate how an innovation can take different forms upon implementation. The innovation of teaming in schools is discussed as implemented in different geographical locations of Texas, Nebraska, and Massachusetts. The Texas model of teaming utilized five teachers, three teachers and two aides, each teaching 100 students a different subject for which each teacher was responsible. The Nebraska model of teaming used three teachers. Half of the day involved the students who moved from teacher to teacher for three different subjects, with each teacher teaching the same subject in which the teacher specialized. In the afternoon, the students returned to their homeroom class. The Massachusetts model of team teaching consisted of two teachers with classes of twenty-five to thirty students each. The teachers divided the subjects and developed lesson plans that they would share with each other, but each teacher taught their own students (Hall & Hord, 2001). Even though the teachers were practicing what they believed the innovation of teaming was supposed to be, what they were practicing most likely was very different than what was intended. Hall and Hord (2001) call these variations in the

implementation of innovations as adaptations. Hall and Hord point out that it is with each teacher teaching the same subject in which the teacher specialized. In the afternoon, the students returned to their homeroom class. The Massachusetts model of team teaching consisted of two teachers with classes of twenty-five to thirty students each. The teachers divided the subjects and developed lesson plans that they would share with each other, but each teacher taught their own students (Hall & Hord, 2001). Even though the teachers were practicing what they believed the innovation of teaming was supposed to be, what they were practicing most likely was

Table 1

Levels of Use

| Nonusers | |
|-----------------------|--|
| Nonuse | User has little or no knowledge of the innovation. |
| Orientation | User is acquiring knowledge for the use of the innovation. |
| Preparation | User is preparing for the use of the innovation. |
| Users | |
| Mechanical Use | User is engaged in a day-to-day stepwise implementation. |
| Routine | User is stable for the use of the innovation with no thought on improvement. |
| Refinement | User awareness permits variation to increase impact on clients. |
| Integration | User awareness and understanding is able to integrate the use of the innovation with their colleagues. |
| Renewal | User approaches facilitator status for evaluation for the use of the innovation. |

Levels of Use. Adapted from Hall and Hord, 2001

very different than what was intended. Hall and Hord (2001) call these variations in the implementation of innovations as adaptations. Hall and Hord point out that it is not whether the adaptation of the innovation is good or bad, but that the phenomenon of adaptation will occur; that there is a way to chart these adaptations; and that these adaptations have direct and indirect implications for facilitating and assessing the change processes (Hall & Hord, 2001).

Definition of Terms

Ability-Achievement Discrepancy Model – The traditional model used to compare a student’s academic achievement to the student’s measured intelligence or IQ to determine eligibility for Special Education Services as Learning Disabled (Jenkins, 2007).

Benchmark – An assessment that measures academic skill proficiency at a specific time (Bender & Shores, 2007).

Curriculum Based Measurement – As one of the components of a RtI model, it will be defined as an assessment tool derived directly from the curriculum that a student is expected to learn. These are short assessments targeted to specific skill deficits (Bender & Shores, 2007).

Innovation Configuration Map – A chart that presents descriptions of different variations of implementing an innovation (Hall & Hord, 2001).

Intervention – Instruction provided to a student according to identified academic skill deficits (Bender & Shores, 2007).

Learning Disabled – A condition identifier assigned to a student who has been found to have a significant discrepancy between their academic achievement and the student’s measured intelligence (Jenkins, 2007).

Progress Monitoring – A procedure employed to monitor the progress of students in a specific skill over time (Quinn, 2010).

Problem Solving Model – A component of RtI composed of a team that includes parents, teachers and administrators assembled to discuss the lack of skill acquisition of a student who is struggling while receiving instructional intervention to develop an in-depth intervention plan (Jenkins, 2007).

Response to Intervention (RtI) – The process of recording and analyzing a student’s response, positive or negative, to prescriptive instructional multi-tiered intervention matched to the identified needs of a child (Quinn, 2010).

Standard Protocol Method – A component of RtI where instructional intervention is provided to all students who do not score above the established minimum benchmark score (Jenkins, 2007).

Tier – Period of instructional intervention that increases in intensity and length of time according to the established tier level (Jenkins, 2007; Bender & Shores, 2007).

Universal Screening – The administration of a standardized test to all students to generate an academic skill level score to be compared to an established benchmark score (Quinn, 2010).

Limitations

The limitations associated with the effort to develop an Innovation Configuration Map for guiding the development, implementation, and evaluation of a RtI program include:

- (a) The identification of the essential components and actions steps has been limited to the perspective of a particular national review panel. A different panel might have confirmed different components and action steps.
- (b) The identification of the varying levels of implementation has been limited to a particular RtI Innovation Configuration Map Team. A different team might have been identified additional levels of implementation for the components and actions steps.

- (c) The pilot testing to assess the utility of the RtI Innovation Configuration Map to illustrate the planning and implementation of a school-based RtI program has been limited to particular schools. Different schools might have produced different modifications to the final version of the RtI Innovation Configuration Map.

Delimitations

The primary delimitation is that the RtI Innovation Configuration Map was developed and pilot tested in four schools in Virginia, which provided schools a particular blueprint to follow in the development and implementation of RtI programs. Therefore, the initial use of the RtI Innovation Configuration Map should be limited to Virginia.

Description of the RtI Innovation Configuration Map Development

The description of the development of the RtI Innovation Configuration Map includes: a) a review of the literature that presents the historical background of services provided to struggling learners, b) the benefits of instructional interventions provided to struggling learners, c) the use ability-achievement criterion as identifying students as learning disabled, d) the benefits of incorporating RtI as an alternative methodology to provide assistance to struggling learners and the capacity of a RtI as a diagnostic tool for identifying students as being learning disabled, e) the principles of change for the purpose of understanding the process of implementing instructional innovations, f) and the creation of an Innovation Configuration Map as a tool to serve as a guide for educational practitioners to plan, implement, and evaluate a RtI Program.

Summary

High stakes accountability testing has lead educators to evaluate the instructional services that are provided to all students. The No Child Left Behind initiative demands that professionals in education provide instructional intervention to students who have been identified as struggling learners. RtI should be recognized a paradigm shift from the traditional use of the ability-achievement discrepancy model to identify students as eligible for the instructional support of special education. The reauthorization of IDEA has spawned the winds of change for the identification of students suspected as having a learning disability. Recognizing change as a process rather than an event dictates careful planning for success of the innovation to be introduced and implemented.

CHAPTER II

REVIEW OF LITERATURE

Structure of the Literature Review

The literature review includes how educational leaders and teachers can utilize an intervention program that provides measurements to monitor student performance while generating data to guide instruction. The review also examines intervention as a method to provide data that can be utilized for eligibility determination for placement of students into a special education program. The intent of the literature review is to provide an analysis of program components that contribute to students' improved academic skill acquisition and the benefits of instructional intervention are also intended.

The literature review begins with a presentation of the current status and historical background for serving students in special education programs, followed by examining the results of current intervention programs and the cognitive gains made by students. As part of that review, an analysis of the number of students who participated in an intervention program and were ultimately placed in a special education program in an effort to meet their diagnosed discrepancy of their ability and achievement is presented. The literature review will continue with the presentation of research in the field examining the accuracy of the ability-achievement discrepancy model for predicting specific learning disabilities. The literature review will also include the discussion of a well-planned intervention program that provides for the analysis of data to guide prescriptive instruction for students and a description of the framework of a RtI program. The literature review will conclude with a discussion of the change process.

Search Methodology

Varied methods were used to obtain and review literature to gain an in-depth knowledge of RtI. The use of several web-based programs that included ERIC and PsycINFO as a method to obtain scholarly publications for the topic of RtI. Searches were conducted from February, 2008 through September, 2010. Keywords for these searches included Response to Intervention, Learning Disabilities, Ability-Achievement Discrepancy Model, Special Education, and the names of authors of publications found in the literature obtained through the use of various search engines. Reading various books on the subject of RtI included: *When a Child Struggles in School*, (Jenkins, 2007); *Response to Intervention: Research for Practice* (Giffiths, Parson, Burns, VanDerheyden & Tilly, 2007); *Implementing Change: Patterns, Principles, and Potholes* (Hall & Hord 2001); *Response to Intervention: A Practical Guide for Every Teacher* (Bender & Shores, 2007); and *Ultimate RtI: Everything a Teacher Needs to Know to Implement RtI* (Quinn, 2010).

Exploring the Historical Background and Current Status of Services Provided to Struggling Learners

The No Child Left Behind initiative (Pub. L. No. 107-110, § 1, 115 Stat. 1433 (2002)) is an educational reform that examines and monitors the progress and success of all students (Packer, 2007). Career educational professionals with more than two decades of experience can

reflect on the educational services provided in the not too distant past for the struggling learner and note that, prior to the accountability component of the No Child Left Behind initiative, educators may have been just going through the motions of providing differentiated instructional practices for students who had fallen behind without concern for the cognitive growth of these students. Historically, struggling learners were thought to be so different in their ability to learn that it was permissible by law to exclude the student from attending public school and force them to enroll in a special school (Wright, 2005). As the landmark civil rights case of *Brown vs. The Board of Education* in 1964 disallowed discrimination of individuals based on race (Yell, Rogers, & Rogers, 1998), civil rights protection has extended to persons with disabilities and public schools have been charged with the responsibility to provide appropriate accommodations for disabled children (Yell et al., 1998).

Federal support for struggling learners became reality in 1976 with the passage of the Education for All Handicapped Children Act of 1975 (Public Law 94-142). This legislation was hailed as one of the most influential federal laws for improving the instruction to disabled children and was renewed with the passage of the Individuals with Disabilities Act of 1990 (101-476, IDEA) and again reauthorized in 1997 (IDEA, 1997). IDEA 97 identifies thirteen categories of disability. The largest category is Learning Disabilities with 52% of students in the United States served in this category (Gresham, 2001). The definition and the determination of eligibility into this category are surrounded by controversy (Schroeder, 2005). Traditionally, children have been identified as learning disabled based on a discrepancy model where there is a gap between their ability level (i.e., their I.Q.) and their achievement level or performance (Harris-Murri, King, & Rostenberg, 2006; Wodrich, Spencer, & Daley, 2006). This model supports the “wait to fail” mentality before specialized services are provided for support (Harris-Murri et al., 2006). Teachers and instructional leaders have come to realize the importance of providing additional assistance to the struggling learner through intervention programs (Eckert, 2005). The Individuals with Disabilities Education Improvement Act (IDEA, 2004) provides teachers and instructional leaders with the opportunity to use data obtained from intervention programs as a basis for diagnosing student disability (Wodrich et al., 2006). The Individuals With Disabilities Education Improvement Act (IDEA, 2004) is legislation that provides teachers and instructional leaders with the opportunity to broaden the analysis of the problems and weaknesses of the struggling learner and to provide the support of intervention prior to being labeled as having a disability (Harris-Murri et al., 2006).

Examining Theoretical and Commentary Literature

The No Child Left Behind legislation (PL 107-110, the No Child Left Behind Act of 2001) has had a profound influence in education and has provided for closing the achievement gaps among a diverse population of students, raising the achievement level of students as measured by statewide tests in reading and mathematics, and insuring that teachers are highly qualified (Packer, 2007). The disaggregation of the summative data provided by these assessments permits evaluation of program effectiveness and leads to evidence-based decision making to guide and critique instructional practice (Henig, 2008; Hess, 2008; Packer, 2007).

Every school is challenged to match instruction to the needs of students who require instructional modifications because they are not keeping up with their peers (Lose, 2008). In fact, many students have special learning needs, but this does not mean that they are learning disabled. Harry and Klingner (2007) argue that students should not have to be labeled as having a disability to receive instructional support for deficits. In this regard, the use of pre-referral

interventions is an important component for determining if a child is learning disabled. Student performance data compiled from explicit and appropriate instructional intervention can provide accurate estimates of the student's academic ability and should be utilized in determining if a child is learning disabled (Flanagan, Ortiz, Alfonso, & Dyna, 2006).

According to Ofiesh (2006), the RtI model is a pre-referral intervention model that is defined as a framework for prescriptive multi-tiered levels of instruction for the purpose of intervention with the opportunity to gather empirical evidence to measure a student's response to the intervention utilized. Berninger (2006) endorses the RtI model and validated instructional practices that are prescribed as a result of universal screening for the purpose of intervention to be as important as medical professionals screening newborns for medical disorders.

RtI utilized in the general education classroom setting provides for three distinct applications: screening and prevention, early intervention, and disability determination (Griffiths, 2007). While there is no research that supports the use of RtI as a stand alone component of disability determination at present, there is strong evidence that the use of the components of RtI improves instruction and can be one part of disability determination (Griffiths, 2007).

Analysis of Research Studies

The literature review that follows begins with the investigation of research conducted to determine the effectiveness and efficiency of an early intervention reading program and continues with a review of a related study which expands on the analysis of a reading intervention program and the effects on the rate of referral and placement of children in a special education program. Next, a review of the historical trends influencing legislation from the inception of the use of the ability-achievement discrepancy model and its limitations and the interpretation of what the law establishes as the guidelines about using assessments and RtI is presented. A review of the use of standardized testing within a discrepancy analysis and a brief introduction to RtI follows. The review of literature concludes with an article that provides an appraisal of the practice of progress monitoring as a method to make data driven decisions for implementing prescriptive intervention strategies and tracking the cognitive growth of the struggling learner.

Review of Effectiveness Research

Schwartz (2005) conducted a study to investigate the effectiveness and efficiency of Reading Recovery, an early intervention program for first graders, as a pre-referral service to reduce the number of children who find themselves in need of the long-term support of special education. Forty-seven Reading Recovery teachers from 14 states submitted the names of two students for whom consent for participation in the study was obtained from their parents. These students were randomly assigned to one of two options in a Reading Recovery web-based program: one beginning the school-term (first-round), and the other beginning the second semester (second-round). Data obtained from the administration of six tasks of Clay's Observation Survey from participating students were submitted by the Reading Recovery teachers at the end of the school year for analysis. Some of the students moved during the course of the study, resulting in data from 74 students providing the basis for the data analysis. A comparison group was identified by the participating teachers submitting names of students from the same classrooms who also participated in the Reading Recovery program that were low-average and high-average achieving students, which resulted in the comparison group having a

total of 148 first graders balanced with respect to gender, socioeconomic status, and ethnicity serving as a comparison group. Schwartz (2005) reported several different analyses of the data he obtained. Using a repeated measures analysis of variance to assess intervention effectiveness using six tasks from Clay's Observation Survey (Clay, 2002) (i.e., Letter Identification, the Ohio Word Test, Concepts About Print, Writing Vocabulary, Hearing and Recording Sounds in Word, and Text Reading Level), Schwartz found the midyear transition period to be the most critical test of intervention effectiveness. The effects for each of the Observation Survey measures were significant: Text Level, $F(3, 129) = 22.77, p < .005$; Letter Identification, $F(3, 129) = 7.54, p < .005$; Ohio Word Test, $F(3, 129) = 16.59, p < .005$; Concepts About Print, $F(3, 129) = 8.70, p < .005$; Writing Vocabulary, $F(3, 129) = 6.67, p < .005$; and Hearing and Recording Sounds in Word, $F(3, 129) = 10.29, p < .005$. Those students who entered the Reading Recovery program at the beginning of the school term (first-round) and remained in the Reading Recovery program throughout the school term scored higher on all Observation Survey measures at the transition period than those students who did not enter the Reading Recovery program until the beginning of the second semester (second-round). These differences were found to be statistically significant, ($p < .005$) and the effect size (Cohen, 1988), to be large ($d > 0.80$), with Text Level ($d = 2.02$), the Ohio Word Test ($d = 1.38$), Concepts About Print ($d = 1.10$), Writing Vocabulary ($d = 0.90$), and Hearing and Recording Sounds in Word ($d = 1.06$) (Schwartz, 2005).

Schwartz (2005) also examined the efficiency of the intervention program in terms of the number of students who were in possible need of long-term support based on their rate of progress in reading level while participating in the intervention program. He found that 62% of the students who participated in the reading intervention program increased their reading level, while 24% of the students exhibited lower than expected progress. Based on his findings, Schwartz (2005) concluded: (a) early reading intervention for students who receive reading intervention for the full school-term closed the performance gap with their average peers and showed marked improvement over students who enter the program a mid-semester and (b) intensive early intervention provides the necessary screening for the identification of children who may in fact need the long-term support services of special education. Thus, there is evidence that instructional interventions provide the opportunity for students who lag behind their peers to close the performance gap.

In a related study, O'Conner and Simic (2002) examined the effect of Reading Recovery on the rate of students referred for special education services and placed into a special education program. The participants were 2,354 first grade students who had completed a Reading Recovery program and a comparison group of 1,770 students who had not. The children who had completed the Reading Recovery program were divided into two subgroups: the Reading Recovery discontinued group and the Reading Recovery recommended group. The Reading Recovery discontinued group consisted of students who exited the program by successfully meeting program benchmarks. The Reading Recovery recommended group consisted of students who were identified as needing additional services after completing the program and did not meet the exit criteria. A comparison group was composed of students who performed slightly better than those students who were selected to participate in the Reading Recovery program, but still considered to be at-risk for reading failure at the beginning of the school year. The groups were similar in gender, with slightly more males than females, and in race, with slightly more whites than blacks. Both groups consisted of a high percentage of students who received free or reduced priced meals.

O’Conner and Simic (2002) employed the *Observation Survey of Early Literacy Achievement* (Clay, 1993) measurement procedures to assess reading achievement. The components and guidelines of the survey are as follows:

The observation survey consists of six literacy tasks:

- (a) running record: the child has to read increasingly more leveled books until the teacher is able to obtain the child’s reading level;
- (b) letter identification: the examinee has to identify 52 upper- and lower-case letters;
- (c) concepts about print: measures the child’s knowledge of our written language;
- (d) word test: consists of 20 high-frequency words that the child has to identify;
- (e) writing vocabulary: the examinee writes as many words as he/she knows in 10 minutes; and
- (f) hearing and recording sounds in words (dictation): the examiner dictates a story that the child writes down.

The child receives credit for each sound that he/she correctly identifies (see Clay, 1993, for further information on the *Observation Survey*). Only teachers who have been trained to give the *Observation Survey* administer the six tasks (O’Conner & Simic, 2002).

O’Conner and Simic (2002) used chi-square analyses to determine whether Reading Recovery significantly reduced the need for special education services or the referral and placement of first-graders into special education. First, the researchers found that 9% of the 2,354 Reading Recovery students were referred for the long-term support of special education versus 14% of the 1,778 students in the comparison group. This 5-percentage-point difference has a small effect size ($\phi=.07$), but is considered statistically significant; $\chi^2(1, N = 4,124) = 19.6, p < .0001$. An analysis of placement rates revealed that 51 of 2,134 students or 2% were placed into special education, compared with 5% of the comparison-group students, a statistically significant difference, $\chi^2(1, N = 2,354) = 31.2, p < .0001$, even though the calculated effect size is small ($\phi = .11$). These results indicate that students who participated in the Reading Recovery program were less likely to be referred for testing and/or placed into special education. Additional analyses revealed that Reading Recovery students who completed the program accounted for 79% of students who met the program benchmarks and were discontinued from the program. The remainder of the students received a recommendation for further action. Of the students who were recommended for continued intervention, 28% were referred to special education, of which 8% were placed in special education, significantly more, $\chi^2(1, N = 1,878) = 6.1, p < .013$, with a small effect size ($\phi = .06$), than the 1,770 comparison students of which 96 (5%) who were placed in special education.

O’Conner and Simic also found that Reading Recovery significantly reduced referrals to and placement of students in special education. Over a three year period, there was a 5% reduction in the referral rate and a 3% decrease of students actually placed in special education programs. This evidence would suggest that Reading Recovery intervention serves as a successful remedy for many low-achieving students and helps with the identification of students who may need further services. When considering students from all groups who were placed in special education, the Reading Recovery recommended group had a significantly higher percentage of students classified as learning disabled. Of the students who successfully completed Reading Recovery, only 3 of the 1,862 were later classified as learning disabled. O’Conner and Simic concluded that the practice of using performance data generated through interventions to students who were experiencing difficulty made instructional and placement decisions better.

Review of Historical Trends

Holdnack and Weiss (2006) reviewed the methods utilized to diagnose students as having a disability and the validity of the ability-achievement discrepancy method as a standalone assessment tool for making instructional and placement decisions. The authors' cite changes in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA, 2004) as legislation that requires evidence be established to determine if a discrepancy exists between the cognitive ability and achievement of a child. Holdnack and Weiss addressed the following: the historical trends that have led to the current legislation, the misconception that the ability-achievement discrepancy model and comprehensive tests are equivalent, and the criticism of intellectual assessments as standalone data to be used to make instructional placement decisions for children. The authors review the interpretation of the law in reference to assessment and RtI and the importance of the integration of these two procedures to be in compliance with federal regulations and to provide for best instructional practices for student learning. The authors make note that the modifications in the law are an expansion of legislators' goal to improve the education for all students and to focus on the improvement of minority children and children with disabilities.

Holdnack and Weiss (2006) proclaim the obvious, that the introduction of new legislation plays an important role in the development of the rules and regulations and establish the guidelines for the implementation of the law. Historically, the establishment of social security led to the first disability law, the Social Security Disability Act of 1956. This law provided the procedure on how the term disability would be defined and who was eligible for the entitlements of the law. The authors state that it is important to be knowledgeable of this history to understand the written language for which the identification of specific learning disabilities was derived. Holdnack and Weiss report that the term disability is defined under Social Security as the inability to work and the documentation of severe impairment in functioning. The Social Security Disability Act of 1956 was followed by the Equal Education Opportunities Act of 1974, then by the Education for All Handicapped Children Act in 1975. It was at this time the theme "Free and Appropriate Public Education" was adopted for the protection of student rights to an equal education. The Education for All Handicapped Children Act of 1975 eventually became the Individuals with Disabilities Education Act of 2001 (see Table 2).

The Education for All Handicapped Children Act of 1975 marked the movement from the traditional practice of qualified professionals outside of the school evaluating students as having a disability to trained professionals within the school determining the presence of a disability, the severity of the disorder, and the degree of educational impairment. The Individuals with Disabilities Education Improvement Act of 2004 (IDEA, 2004), defines a child with a disability as:

a child with mental retardation, hearing impairments, speech or language impairments, visual impairments, serious emotional disturbances, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disability. (p. 873)

Some conditions require supporting documentation from the diagnosis of a qualified physician, while other conditions are assessed by school personnel. Some controversy has surrounded assessment of disability, with the most prominent centering on the ability-achievement discrepancy model for identifying students as having a specific learning disability and the

Table 2

Historical Legislation on the Determination of Disabilities

| Legislation | Date |
|---|------|
| Social Security Disability Act | 1956 |
| Equal Education Opportunities Act | 1974 |
| Education for All Handicapped Children Act | 1975 |
| Individuals with Disabilities Education Act | 2001 |

Adapted from Holdnack and Weiss (2006), p. 872-873.

eligibility criteria in place (Holdnack & Weiss, 2006). The definition of specific learning disability specifies that a disorder in one or more basic psychological processes is the cause of the academic impairment, while the eligibility criterion requires a severe discrepancy between the measurement of ability and academic performance. Holdnack and Weiss maintain the ability-achievement model provides a format for determining if a child could be considered as having a specific learning disability, but does not satisfy the legal definition of specific learning disability or promote an understanding of the cause of a child’s poor academic performance.

Use of Standardized Testing Within a Discrepancy Analysis

Another concern presented by Holdnack and Weiss (2006) is the use of norm- referenced tests to compare an individual child to the general population. Applying a single diagnostic criterion may result in false-positives or false-negatives:

The rigid application of single criterion sets the scenario for problems in the practice of school psychology and external research. The approach of using a single criterion has not been endorsed by school psychologists or by test publishers, but is always used as an administrative tool. Therefore, school psychologists are forced to use that criterion in states that strictly enforce its application, even in cases where it may go against their clinical judgment. (p.874)

Holdnack and Weiss state that the practice of identifying students for the services of special education by the ability-achievement discrepancy model is not an example of instructional best practice. Rather, they argue it is important to employ a more sophisticated analysis as a means to provide appropriate interventions and diagnostic information. The use of a single criterion to identify children for special education services allows school psychologists to make inferences from the evaluation conducted as long as there was a discrepancy between the child’s ability and achievement, but is limited to the determination of eligibility. The ability-achievement model

restricts school psychologists to the diagnosis that there is a problem, but does not allow them to identify the root of the problem or recommend a possible solution. If a struggling learner exhibits no discrepancy between ability and achievement, even though their ability and achievement are both low, these slow learners would not qualify for the assistance of special education.

During the 1990's there was a strong movement for research-based interventions (Holdnack & Weiss, 2006). Accountability equates with being able to show treatment and intervention. Using intellectual assessments has led to the over identification of children as having a specific learning disability, resulting in placement of students into special education programs rather than employing intervention strategies to remediate instructional weaknesses. Intellectual assessments are also believed to contribute to the overrepresentation of minorities in special education. The use of intellectual assessments has also failed to identify children because some children did not meet the criteria of having a disorder, but rather they exhibited low functioning and do not receive the services of special education (Holdnack & Weiss). These concerns have fostered discussions in congressional hearings to establish a different methodology for the identifying student's eligibility for special education.

Holdnack and Weiss (2006) present the testimony of individuals who have spoken out against the ability-discrepancy model. Dr. Robert Pasternak, former Assistant Secretary for Special Education and Rehabilitative Services, testified in 2002 before the Subcommittee on Education Reform (Pasternak, 2002), that the use of IQ tests for the ability-discrepancy model all too often misidentified some children while services are being denied to children who are slow learners. Dr. Pasternak cited the testimony to the Subcommittee on Education Reform by Dr. Douglas Carnie, director of the National Center to Improve the Tools of Educators at the University of Oregon, that the need to do something better and improve early intervention efforts and identification of students who may be considered eligible for special education (Conference Report, House Report 108-077, 2003). He suggested a RtI model. The model provides for a multiple tier intervention program that utilizes scientifically based and strategic instructional intervention for the specific area(s) of weakness as determined by the use of universal screening assessments delivered periodically to students during the year, and monitoring student progress to the intervention to make instructional and placement decisions.

Response to Intervention: Standard Protocol Method

Response to Intervention (RtI) is a relatively simple concept and involves the practice of providing high-quality instructional intervention matched to the student needs or skill deficits. Components of RtI following the Standard Protocol method includes the practices of: (a) universal screening; (b) providing systematic tiered instructional intervention to students identified with skill deficits; (c) progressing monitoring the student's response to the instructional intervention to analyze gains or the lack thereof; and d) a data-driven decision-making team (Jenkins, 2007; Quinn, 2010).

Universal Screening

Universal screening is the act of administering a benchmark test to all students to measure the skill acquisition at a specific point in time or the time of the school year. The benchmark score is a numerical value that has been established to be the minimum score that a student should receive that demonstrates the student has acquired essential skills to be proficient in that academic subject (Jenkins, 2007; Quinn, 2010).

Tiered Instructional Intervention

Tiered instructional intervention is best described as periods of instructional intervention that increase in intensity and length of time according to the established tier level (Jenkins, 2007; Bender & Shores, 2007). It is important to note that a student receiving instructional intervention, regardless of the level of intervention, should not be released or miss the class for the subject that the student is receiving the intervention. Tiered intervention is to be offered in addition to the regular class instructional time.

Tier I intervention is provided by the regular classroom teacher for a period of 30 minutes to students who have been identified to be less than proficient in an academic core subject from results of the universal screening. If the student shows no improvement as determined by the administration of quick curriculum based assessments, commonly referred to as curriculum based measurements that are delivered two or three times a week, the student moves to a more intensive Tier II intervention (Fuchs & Fuchs, 2006; Jenkins, 2007).

Tier II intervention involves an additional 30 minutes of intervention addressing the identified needs of the student coupled with the previously implemented and ongoing Tier I intervention. The total amount of intervention time has increased to 60 minutes. If the student does not show improvement at this level, the student is moved to Tier III intervention (Fuchs & Fuchs, 2006; Jenkins, 2007).

Tier III intervention involves an additional 30 minutes of intervention for a total of 90 minutes of intervention addressing the skill deficits of the student. Again, the student is not permitted to miss the class for which they are receiving the intervention. At any time that the student shows progress, the intensity or level of intervention is decreased to the previous lower level. If the student does not show improvement at Tier III level of intervention, a disability could be suspected and further evaluation would be warranted to discuss placement into special education (Fuchs & Fuchs, 2006; Jenkins, 2007).

Progress Monitoring

Progress monitoring is the act of recording the results or response to curriculum based measurements administered after a relatively short period of intervention that have been targeted to specific skill deficit. The results of the students response to the instructional intervention provides data to determine if the student requires additional time for intervention or no longer has specific skill deficits (Jenkins, 2007; Quinn, 2010).

Data-Driven Decision-Making Team

A data-driven decision-making team is the team that is composed of a varied of stakeholders, including the parent, general education teachers, special education teachers, and administrators. The team's purpose to make suggestions or recommendations based upon review of the data obtained from the interventions provided (Fuchs & Fuchs, 2006; Jenkins, 2007).

Response to Intervention: Problem Solving Method

The Problem Solving method of RtI is less favored than the Standard Protocol method by RtI practitioners (Fuchs & Fuchs, 2006). The Problem Solving method involves the teacher discussing the academic problems with the student's parents and a building assistance team composed of teachers (general and special education), administrators, and other instructional

specialists working in the building. The goal of the team is to identify and analyze the academic problems to help the teacher select, implement, and monitor the effectiveness of the intervention (Fuchs & Fuchs, 2006). Absence of success dictates the consideration for further evaluation and possible placement into special education (Fuchs & Fuchs, 2006).

The Individuals with Disabilities Education Improvement Act of 2004 permits a change of the procedures utilized for identifying children that might be considered to be found eligible for placement into special education. The Act specifies that a process needs to be developed that addresses specific academic weaknesses and is flexible and uses a multidisciplinary team with access to data to make instructional decisions. The revisions to the law do not mean the abandonment of psychological assessments but rather the law favors the incorporation of in-depth assessments for an understanding of the child's strengths and weaknesses in order that specific intervention can be provided. (Holdnack & Weiss, 2006).

Appraisal of the Practice of Progress Monitoring

The Individuals with Disabilities Education Act of 2004 requires that eligibility determination for special education services be based on a full and individual evaluation. The legislation also endorses the use of a variety of assessment tools and strategies to gather functional, developmental, and academic information. The Act does not prohibit the use of the ability-achievement discrepancy model, where the child's I.Q. is compared to the child's present level of performance, and documenting if there is a discrepancy between the scores to assist in the determination of eligibility of a child for services of special education. However, the Act clearly states that ability-achievement discrepancy measurement should not be used alone in making special education eligibility decisions but that additional sources of information should also be incorporated.

Holdnack and Weiss (2006) reviewed the practices of the Learning Disabilities Association of Ontario, Canada, which established criteria for the diagnosis of a learning disability which must be based on more than one source of information. The distinguishing difference in the diagnostic process for Canada and the United States is that the Canadians use the ability-achievement discrepancy model as a beginning rather than the end of the diagnostic process. RtI is the opportunity for educators to adopt an additional evaluation strategy that is endorsed by the Individuals with Disabilities Education Act of 2004 (Holdnack & Weiss, 2006).

Dykeman (2006) provides commentary about the limitations of standardized norm-referenced tests used in the ability-achievement discrepancy analysis and an appraisal of the evaluation strategies often employed in RtI measurements as an alternative to assessing special education needs in children. He states that standardized, norm-referenced assessment procedures are the cornerstone to evaluating the learning needs of students, particularly when diagnosing a suspected learning disability in children. Dykeman writes:

Inherent within the diagnosis is a child who needs special education services to make adequate educational progress. For instance, age- or grade-equivalencies for children with a suspected developmental disability are compared to the typical performance of other children his or her age across all domains of functioning, i.e., cognition, adaptive skills, speech and language, fine and gross motor, and social and emotional function. A significant discrepancy between a child's actual and expected performance on a number of these domains based upon typical performance of same age children, can result in a diagnosis of a developmental disability. (p.266)

The resulting diagnosis can lead to labeling the student having one or more disabilities. Section 614 of the Individual with Disabilities Education and Improvement Act of 2004 (IDEA, 2004) is specific for the definitions for numerous special education disabling conditions, but the assessment strategy that is most often employed is a single assessment, where as a significant discrepancy between a child's ability and achievement can result in a diagnosis of a disability. Dykeman suggests that the assessment strategy employed should gather functional, developmental, and academic data to assess behavioral, physical, and developmental factors that could be related to a suspected disability. Dykeman's discussion identifies RtI as an additional assessment process to gather much needed information.

The Individual with Disabilities Education and Improvement Act of 2004, as presented by Dykeman (2006), mandates broad parameters assessment practice, but the law endorses no specific assessment strategy. The long history of the assumed reliability and validity of standardized norm-referenced tests are viewed by some as best practice. The tests scores of children suspected of having mental retardation, speech-language difficulty, and orthopedic impairments can be compared to the developmental norms of the same-age children. Each case may result in a diagnostic label due in part to performance deviation from the typical performance of their same aged peers. Historically, this is the procedure that has been followed for identifying children with learning disabilities. Dykeman presents a powerful statement, in that a significant deviation between the observed and the expected performance does not necessarily implicate a special need. Even though it is widely practiced and is permissible by the guidelines of the Individuals with Disabilities Education Improvement Act of 2004, the language of the new legislation encourages alternative assessments be used to assist in the identification of a learning disability. Ortiz's study (as cited in Dykeman, 2006) identifies difficulties of the ability-achievement model, in that IQ score may misrepresent the true ability of a child. IQ tests vary and methods of calculating discrepancies between ability and achievement differ from state to state. RtI, according to Dykeman, does not rely on any one assessment method and should incorporate a variety of assessment methods. His endorsement of multiple assessments as best practice labels the use of the ability-achievement model as a single assessment to make educational decisions a fallacy of reasoning. Certainly IQ tests may be included as providing information as part of the RtI process, but additional assessment strategies should be included.

Dykeman (2006) reviewed the assessment practices of different states. Iowa, Minnesota, Ohio, and Pennsylvania employ a variety of assessment strategies to provide an empirical analysis of a child's ability. By using multiple assessments, the intent is to identify the appropriate assistance necessary to bring the child up to the achievement level of his/her grade level peers, absolving the need for an eligibility hearing for special education. The abundance of information obtained from the prescriptive assessments given to the child also provides documentation useful if the attempted interventions prove to be unsuccessful and placement into a special education program may be considered. The viewpoint of some researchers (e.g., Fuchs, 2003) is presented for the endorsement of RtI as an appropriate pre-referral intervention strategy, but this intervention strategy lacks sufficient evidence of its effectiveness as a vehicle to determine eligibility for consideration for special education. Dykeman counters this argument, offering that literature suggests that the combination of the various intervention strategies of RtI can provide evidence that can assist in the assessment of special education needs. While the process of RtI is an appropriate procedure to utilize in providing assistance to the struggling learner, it may serve as a method to improve behavioral issues as well. In both cases, RtI looks for the cause of a problem to develop a remedy. The use of authentic assessments should be

incorporated, in which real-world activities provide the evaluation of relevant, meaningful tasks, i.e., an assessment of a child's reading skills should be based on tasks that are of age-appropriate materials in a familiar setting such as the home or school. The benefits of authentic assessments include the child's interest of participating in an activity that is relevant. Drawbacks include the probability of assessing prior skills rather than the child's ability to learn.

Dykeman (2006) suggests the use of curriculum-based assessments as an alternative to overcome the weaknesses of nationally normed standardized tests of achievement. He contends that norm-referenced tests do not provide specific diagnostic outcomes, whereas curriculum-based assessments are specific and represent a better measure of academic achievement. The use of curriculum-based assessments may serve as an appropriate alternative method of identifying children with special needs and provides for progress monitoring of the skill development of a child.

RtI is a valuable resource with an assessment strategy that provides for the selection of treatment, thus avoiding the wait-to-fail approach of the discrepancy-analysis model (Dykeman, 2006). He further states the focus shifts from what's wrong to what's right. Establishing a relationship between evidence-based assessment and evidence-based treatment is important for the fidelity of the program.

RtI is an example of a practical application of gathering data from the use of universal screening to monitor a student's progress, providing an opportunity for teachers to improve instruction (Safer & Fleishman, 2005). When considering that a school's success is defined as ensuring the achievement for all students (Safer & Fleishman, 2005), educators need tools to aid in the identification of students who are at risk academically and to provide instructional strategies to improve student performance. Progress monitoring provides an ongoing process to evaluate the cognitive gains of a student and permits for the evaluation of the effectiveness of the intervention provided based on the achievement goals and the rate of progress that has been established for the student in need of intervention. The teacher measures the progress of students regularly probing to assess the skills that the students are required to learn. Progress monitoring, according to the research as stated by Safer and Fleishman, allows students to learn more, be more aware of their own performance, and allows the teachers to make better instructional decisions for the success of all students within their classrooms (Deno, 2003; Fuchs, Deno, & Mirkin, 1984). Originally used to assess the growth of special education students, progress monitoring (also referred to as curriculum based measurement) is beneficial in early literacy programs. The use of systematic progress monitoring and charting the performance of students allows teachers to make better instructional decisions for students who may be in need of additional or different forms of instruction. Monitoring student performance to prescribed intervention is the heart of RtI.

A concern of the use of RtI in the identification of students with learning disabilities is that schools will incorporate very different practices for diagnosis when considering that the traditional ability-discrepancy model is believed to be consistently implemented and therefore are reliable. Research has indicated that the traditional approach has not been consistently implemented and that there are substantial differences between discrepancy models (Griffiths, Parsons, Burns, VanDerheyden, & Tilly, 2007). A child may be diagnosed in one state as having a learning disability and may not be found to have a learning disability in another. Not only can the diagnosis vary from one state to another, it can from district to district within the same state. The reliability of the ability-achievement discrepancy model is questionable when considering different outcomes for eligibility determination and/or the diagnosis of a learning disability are

obtained from the application of the ability-achievement discrepancy model in different locations (Griffiths, 2007).

Research on the Actuarial Classification of Children: Fundamental Studies of Classification Agreement

Research conducted by Macmann, Barnett, Lombard, Belton-Kocher, and Sharpe (1989) involved two studies that were conducted to determine the dependability and the reliability of the learning disability criteria in the interpretation of numerical data for classifying students as having a learning disability when utilizing the ability-achievement discrepancy model. The first study examined the number of “real” students identified as having an ability-achievement discrepancy, commonly used to determine the identification of children with learning disabilities, when two different methods of calculating discrepancy scores and three different measures of academic achievement were employed. The second study involved computer-simulated data for 5000 “pretend” students to develop hypothetical results. Various cutoff criteria were manipulated to examine the effect on classification rates Macmann et al.

In the first study, Macmann et al. (1989) selected participants from a pool of 373 students, with 57% of these students enrolled in kindergarten to grade 6, 30% in grades 7-9, and 13% in grades 10-12. Fifty-four percent were referred for an initial evaluation to determine their eligibility for special education, while 46% of the participants were reevaluated to determine if they remained eligible for special education services. The methods used to determine the dependability and reliability of the ability-achievement discrepancy model involved qualified examiners administering the Wechsler Intelligence Scale for Children and one or more achievement tests to students as determined by a multidisciplinary team. The achievement tests included administering components of the Woodcock-Johnson Psychoeducational Battery, the Wide Range Achievement Test-Revised Reading and the Woodcock Reading Mastery Test Macmann et al. Table 3 reports the number of students who participated in the varied components of the specified achievement tests. Although 373 students represented the total sample, only 68 students participated in the same components of all three measures of achievement (Macmann et al.).

Two methods were utilized by Macmann et al. (1989) to determine the ability-achievement discrepancy scores: the standard-score comparison method and the regression-prediction method. The cutoff criteria were established based on the guidelines provided by the Minnesota Department of Education for identifying students as severe underachievers. To classify severe underachievement for the standard-score comparison method, a cutoff criteria of ≤ -22 points was used. To classify severe underachievement for the regression-prediction method, a standardized discrepancy of ≤ -1.96 was used (Macmann et al.). Data analysis was conducted using *t*-tests to examine mean score differences for the students that the same components of the achievement measures. Descriptive statistics were utilized to examine for ability-achievement discrepancy scores generated by the two methods. Three strategies were employed to evaluate the comparability of the ability-achievement discrepancy scores for the standard score vs. regression prediction and for the achievement measures that measured the same domain (e.g., Woodcock-Johnson Psychoeducational Battery Reading vs. Wide Range Achievement Test-Revised Reading). This included the use of Pearson correlations across the

Table 3

Students Participation in Aptitude and Achievement Measures

| Measure | <i>n</i> |
|--|----------|
| Wechsler Intelligence Scale for Children (Reading) | 373 |
| Woodcock-Johnson Psychoeducational Battery | |
| Reading | 298 |
| Math | 290 |
| Written Language | 290 |
| Wide Range Achievement Test-Revised | |
| Reading | 106 |
| Math | 147 |
| Spelling | 149 |
| Woodcock Reading Mastery Test | 220 |

Adapted from Macmann, Barnett, Lombard, Belton-Kocher, and Sharpe, 1989, p. 133.

full range of discrepancy scores, the use of chi-squared analyses to examine differences in the proportion of students classified as severe underachievers, and a 2 X 2 factorial analysis of variance of four measures of classification agreement. These measures included: (a) general agreement, which is defined as the proportion of agreement on both the presence and absence of a severe discrepancy; (b) specific agreement defined as representing the proportion of agreement on the presence of a severe discrepancy when comparing two classification procedures; (c) disagreement ratio, defined as the total number of inconsistent classifications divided by the total number of agreements on the presence of a severe discrepancy; and (d) Kappa, which represents the proportion of agreement on both the presence and absence of a severe discrepancy (Macmann et al.).

Macmann et al.'s (1989) findings indicated many inconsistencies in eligibility determinations. As shown in the Table 4 the comparisons of same-domain achievement measures revealed significant mean differences. Scores of the Woodcock- Johnson Psycho-Educational Battery was higher than that of the Wide Range Achievement Test-Revised. Scores on the Woodcock Reading Mastery Test were greater than that of the Woodcock-Johnson Psychoeducational Battery Reading scores and the Wide Range Achievement Test-Revised

Reading scores. The variability among achievement tests resulted in inconsistent identification of students depending on the achievement test being used. In many cases, students are identified as having a severe discrepancy on one test but not on another. Macmann et al. found the standard-score comparison or regression-prediction discrepancy scores resulted in low levels of classification agreement that are unacceptable. The estimates for Kappa range from .19 to .47 on the standard-score comparison, and .23 to .47 on the regression-prediction method (Macmann et al.). Examination of the Disagreement Ratio indicated that the use of different achievement measures resulted in many inconsistent classifications of a severe discrepancy. At best, there are as many consistent as inconsistent classifications of a severe discrepancy. At worst, there are more than four inconsistent classifications of a severe discrepancy for every consistent classification. Macmann et al. suggested that even more inconsistent ability-achievement discrepancies would have occurred if different intellectual tests had been employed (Macmann et al.).

Table 4

Correlations and Mean Differences Across Achievement Measures

| Same-Domain | | | | | | |
|---------------------------|----------|----------|-------|-----------|-----------|----------|
| Achievement Measures | <i>n</i> | <i>r</i> | Mean | <i>SD</i> | <i>df</i> | <i>t</i> |
| Woodcock-Johnson | | | | | | |
| Psychoeducational Reading | 98 | .78 | 84.30 | 8.94 | 97.00 | 4.54 |
| Wide Range Achievement | | | | | | |
| Test-Revised Reading | | | 79.80 | 14.96 | | |
| Woodcock-Johnson | | | | | | |
| Psychoeducational Reading | 157 | .74 | 83.20 | 9.22 | 156.00 | -4.37 |
| Woodcock Reading | | | | | | |
| Mastery Test Total | | | 85.78 | 10.95 | | |
| Wide Range Achievement | | | | | | |
| Test-Revised Reading | 74 | .61 | 76.30 | 12.96 | 73.00 | -7.81 |
| Woodcock Reading | | | | | | |
| Mastery Test Total | | | 86.03 | 10.86 | | |
| Woodcock-Johnson | | | | | | |
| Psychoeducational Math | 109 | .60 | 88.20 | 11.19 | 108.00 | 5.95 |
| Wide Range Achievement | | | | | | |
| Test-Revised Math | | | 82.83 | 9.62 | | |
| Woodcock-Johnson | | | | | | |
| Psychoeducational Written | 110 | .67 | 83.67 | 9.22 | 109.00 | 6.29 |
| Wide Range Achievement | | | | | | |
| Test-Revised Spelling | | | | | | |
| | | | 78.59 | 11.12 | | |

Adapted from Macmann, Barnett, Lombard, Belton-Kocher, and Sharpe, 1989, p. 134.

The second study conducted by Macmann et al. (1989) to illustrate the reliability of decisions examined two principles of accurate classification: the magnitude of the correlation between measures and the cutoff score using computer-simulated data. The methodology of Macmann et al.'s second study involved generating data for 5,000 cases on two measures utilizing the Statistical Package for the Social Sciences (SPSS). Different correlations (i.e., $r = .80$ vs. $r = .95$, with a -1.96 cutoff) and cutoff criteria were applied to the data (i.e., $1-1.96$ vs. -1.00 , with $r = .60$). They then created a series of bivariate scatter plots to examine the correlations of the two measures for consistency of classifications. They also determined that when different cutoff criteria were applied to the data, the more extreme cutoff criterion resulted in less dependable rather than more dependable classifications of extreme performance. The probability of a student being identified as a "low" performer on one measure and then again on a parallel measure had a low correlation ($r = .48$). Thus, the determination that a student would meet the eligibility criteria of having a severe discrepancy depended on the criterion used .

The data provided by Macmann et al. (1989) provides a strong argument against the use of the ability-achievement discrepancy model to consistently diagnose a student as having a disability. They suggested the inconsistency of student eligibility identification by the use of the ability-achievement discrepancy model was related to the use of a specific test, therefore the ability-achievement criterion is not reliable. They also recommended focusing resources on treatment response as opposed to testing would be more reliable and helpful to students.

Discrepancy between Definitions of Learning Disabilities and School Practices: An Empirical Investigation

A statistic of concern for educators is that the learning disabled category of special education is growing exponentially (MacMillan, Gresham, & Bocian, 1998). In that context, MacMillan et al. conducted research to address two specific questions. First, is the learning disabled category in special education being used by schools to label students who actually have a discrepancy between ability and achievement or are the students being labeled as learning disabled because they have low achievement or other behaviors of concern? Second, do school evaluation teams determine which students are labeled as learning disabled? Participants in MacMillan et al.'s study included 150 students from five school divisions, representing 24 elementary schools, from Grades 2 ($n = 46$), 3 ($n = 56$), and 4 ($n = 48$), that were referred to a school study team. The ethnic categories represented in the sample included white ($n = 55$), black ($n = 43$), and Hispanic ($n = 52$) students. There were slightly more males ($n = 89$) than females ($n = 61$). The methodology employed included examining the data generated for students who had been referred for an evaluation to determine eligibility for special education services who were administered ability and achievement tests that included the Wechsler Intelligence Scale for Children-III and the Wide Range Achievement Test-Revised. In addition, teachers completed several checklists and rating scales: the Social Skills Rating System-Teacher, the Critical Events Index, and the Conner's Teacher Rating Scale-28.

MacMillan et al. (1998) collected data generated by school assessment teams that were considered for determining the eligibility of the sample students in the areas of learning disabled, Mental Retardation, Emotional and Behavior Disorders and Attention Deficit Hyperactivity Disorder. MacMillan et al. compared the number of students found eligible for special education services by the school study teams to the number of students he identified meeting state

eligibility for special education as a method to evaluate if a disproportionate number of children from any ethnic group were identified as qualifying as learning disabled. MacMillan et al. noted that even though Attention Deficit Hyperactivity Disorder is not a category for determining eligibility for special education services, it was considered a related condition when a student qualified under another existing sanctioned condition. MacMillan et al. screened 150 cases and found 46 students that met the state criteria to be considered eligible for special education (see Table 5) with a Full Scale I.Q. of 82 or higher with a 22-point discrepancy between the Wechsler Intelligence Scale for Children-III Full Scale I.Q. and at least one of the Wide Range Achievement Test-Revised subscale scores (MacMillan et al.). These students

Table 5

Project-Identified Students as Learning Disabled by Ethnic Group

| Project Classification | White | Black | Hispanic | Total |
|------------------------|-------|-------|----------|-------|
| Learning Disabled | 20 | 10 | 16 | 46 |
| Not Learning Disabled | 35 | 32 | 37 | 104 |
| Total | 55 | 42 | 53 | 150 |
| % Learning Disabled | 36.4% | 23.8% | 30.2% | 30.7% |

Adapted from MacMillan, Gresham, and Bocian, 1998, p. 320

were considered project-identified learning disabled students. The school study teams identified 61 students as eligible for special education services out of 113 cases (see Table 6). Thirty-seven students were not included in the data generated by the school. These students either moved away while the assessments were being conducted or were pending a final decision for eligibility at the time that the data were collected. The guidelines for applying the state criteria suggested that only approximately 30% of the total sample would qualify as learning disabled, thus leading to the inference by MacMillan et al. (1998) that the schools over-identified students as learning disabled. In an attempt to evaluate this discrepancy of identification of the two groups, MacMillan et al. developed a contingency table to determine the eligibility agreement for the 113 cases between the school and the project-identified group.

Table 6

School-Identified Students as Learning Disabled by Ethnic Group

| Project Classification | White | Black | Hispanic | Total |
|------------------------|-------|-------|----------|-------|
| Learning Disabled | 24 | 18 | 19 | 61 |
| Not Learning Disabled | 23 | 13 | 16 | 52 |
| Total | 47 | 31 | 35 | 113 |
| % Learning Disabled | 51.1% | 58.1% | 54.3% | 54.0% |

Adapted from MacMillan, Gresham, and Bocian, 1998, p. 320

He found that just over half of the school identified students ($n = 32$) failed to be projected-identified as defined by the state criteria (see Table 7). Of these 32 students, 4 had an I.Q. ≥ 82 but failed to exhibit the required 22-point discrepancy, 9 students had a Full Scale I.Q. of ≤ 82 but did meet the discrepancy criteria, and 19 students who were school-identified had neither a Full Scale I.Q. ≥ 82 nor the 22-point discrepancy (MacMillan et al., 1998).

MacMillan et al. (1998) sought to explain the various outcomes displayed in the contingency table, including the agreement of cases identified as learning disabled by both groups, agreements by both groups for the cases that were ineligible, false positives, and false negatives. To conduct a Pairwise Comparison analysis, only students deemed eligible or ineligible from either school or project classifications were considered. Fifty-five students were deleted from the analysis because students moved out of the division during the assessment period ($n = 12$), the decision was still pending ($n = 25$), students who were identified as either speech or language impaired ($n = 5$), one student found to be severely emotionally disturbed ($n = 1$), or students were classified as ineligible by the school but project-identified as mentally retarded ($n = 12$). The remaining 95 students were classified into four outcome groups for the analysis: Agree LD, where both the school and project classifications were in agreement; False Positives, cases in which the students were school-identified but not project-identified; False Negatives, cases in which the students were not identified by the school but were project-identified; and Agree Ineligible, where both the school and the project classifications were in agreement for the students being ineligible for special education. The four groups, Agree Learning Disabled, False Positives, False Negatives, and Agree Ineligible were compared with respect to three different dependent variable measures: (a) Wide Range Achievement Test-

Revised subscale scores (i.e., Reading, Spelling, and Arithmetic), (b) Wechsler Intelligence Scale for Children-III Verbal I.Q. and Performance I.Q. scores, and (c) Social Skills Rating System-Teacher subscales (Problems Behaviors, Social Skills, and Academic Competence). MacMillan et al. reported the findings as follows.

Wide Range Achievement Test-Revised subscale scores

MacMillan et al. (1998) found that there was a significant difference in performance across the three achievement subscales, $F(2,89) = 49.33, p < .001$.

Table 7

Contingency Table Contrasting Project-Identified and School-Identified Decisions

| School-identified | Project-identified | | |
|-----------------------|--------------------|-----------------------|-------|
| | Learning Disabled | Not Learning Disabled | Total |
| Learning Disabled | 29 | 32 | 61 |
| Not Learning Disabled | 7 | 52 | 52 |
| Total | 36 | 77 | 113 |

Adapted from MacMillan, Gresham, and Bocian, 1998, p. 320.

MacMillan et al. also found that there was a significant interaction of Group x Subscale: $F(6, 178) = 4.63, p < .0002$, indicating that the performance across the three achievement subscales was different among the four groups. MacMillan et al. also tested the difference among the groups and found the groups differed significantly on the Wide Range Achievement Test-Revised Reading subscale, $F(3, 93) = 22.56, p < .0001$; the Wide Range Achievement Test-Revised Spelling subscale, $F(3, 93) = 18.13, p < .0001$; and the Wide Range Achievement Test-Revised Arithmetic subscale, $F(3, 93) = 4.89, p < .003$.

Wechsler Intelligence Scale for Children-III Verbal I.Q. and Performance I.Q. Scores

McMillan et al. (1998) found significant differences between the two scales of the Wechsler Intelligence Scale for Children-III (Verbal I.Q. vs. Performance I.Q., $F(1, 91) = 10.53, p < .002$, but significant interaction of Group x Wechsler Intelligence Scale for Children-III scores. For each of the Wechsler Intelligence Scale for Children-III scales, MacMillan et al. found significant differences on the Wechsler Intelligence Scale for Children-III Verbal I.Q., $F(3, 94) = 23.34, p < .0001$, and the Wechsler Intelligence Scale for Children-III Performance I.Q., $F(3, 94) = 29.49, p < .0001$.

Social Skills Rating System-Teacher Subscales

MacMillan et al. (1998) found there was a significant difference in performance across the three Social Skills Rating System-Teacher subscales, $F(2, 90) = 142.7, p < .0001$. MacMillan et al. reports there was a significant interaction of Group x Subscale, $F(6, 180) = 3.09, p < .006$, indicating that the performance across the three Social Skills Rating System-Teacher subscales was different across the four groups. MacMillan et al. tested the difference among the groups and found significance in each case: the groups were significantly different on the Academic Competence subscale, $F(3, 94) = 5.19, p < .002$; on the Problem Behavior subscale, $F(3, 94) = 3.56, p < .02$; and on the Social subscale, $F(3, 94) = 3.05, p < .04$.

Based on their analysis MacMillan et al. (1998) concluded that public schools do not adhere to the state criteria for identifying students as learning disabled. Instead, MacMillan et al. found a huge gap between what is specified by the state guidelines for identifying students as learning disabled and the practices that public schools employed when deciding which students qualify for special education with learning disabled. MacMillan et al. further indicated that the definitions and criteria of the state regulations are measurement bound, but argue that this is not the practice of the public schools when compared to the state protocol followed by MacMillan et al. for identifying students as learning disabled. MacMillan et al. concluded that the use of the ability-achievement discrepancy model is inconsistently applied and therefore an unreliable method of identifying students as learning disabled.

In sum, the ability-achievement discrepancy model is used to establish the identification and eligibility of a child for special education instructional services (IDEA, 2004). However, states and school divisions have established varied ranges of the discrepancy model for the purpose of identifying children with a learning disability, thus questioning the reliability of the diagnosis (MacMillan et al., 1998). Not only is the diagnosis dependent upon an inconsistent applied criteria, data to assist in the planning of the instructional services to be provided for the child appear to be nonexistent.

Utility of Intelligence Test for Treatment Planning, Classification, and Placement Decisions: Recent Empirical Findings and Future Decisions

Gresham and Witt (1997) examined the use of IQ tests for guiding instructional decisions and argued that IQ tests do not provide reliable information for the planning, implementation, and evaluation of instructional interventions for children. They further argue that IQ tests are not useful for the diagnostic and classification of students with mild disabilities. They also stipulate that the amount of time that is devoted by school psychologists for IQ testing is not a cost effective use of the school psychologist's time as since treatment is offered as a result of the testing. According to Gresham and Witt, these arguments are sustained by the absence of empirical evidence supporting the concept identified as an Aptitude by Treatment Interaction.

An Aptitude by Treatment Interaction is defined as the measurement of aptitudes (characteristics or traits) and how these aptitudes interact with various treatments (instructional methods) (Gresham & Witt, 1997). The fundamental concept of Aptitude by Treatment Interaction is that of matching an instructional treatment to a specific aptitude, a process known as capitalization. The rationale for capitalization is the belief that learners have strengths and that these strengths can assist in overcoming areas of weakness. An example provided is that of a verbal learner. If the child demonstrates that he/she is a verbal learner, then a verbal instructional

method should be employed. They maintain that many Aptitude by Treatment Interactions exist in school psychology and special education; verbal learners should receive verbal instruction as visual learners should receive visual instruction. Regrettably, there is little empirical support for specific treatment on different abilities in the research even though school psychologists interpret test results and recommend treatment.

To support the claim for the lack of empirical evidence for specific treatment on different abilities, Gresham and Witt (1997) identified three Aptitude by Treatment Interaction models that have been used in school psychology and special education literature that seek to identify the relationships between aptitude and treatment. Included are the modality matching model, cognitive style or processing model, and the neurological model.

The modality matching model identifies processing strengths (visual, auditory, kinesthetic, and tactile) and attempts to match instructional methods to these strengths. The cognitive style or processing model uses an identical logic, except aptitudes are couched in terms of cognitive processes (simultaneous and sequential/successive, field dependent/field independent, reflective/impulsive). The neuropsychological model treats brain functioning as the underlying aptitude and attempts to match treatments to inferred strengths (left/right hemispheric strengths, intact frontal/temporal lobe functioning). (Gresham & Witt, 1997, p. 252) Gresham and Witt affirm that Aptitude by Treatment Interaction has a logical attractiveness, but state that there is little significant evidence for the existence of Aptitude by Treatment Interactions in the school psychology and special education literature for all three models. Therefore, the measures obtained based on Aptitude by Treatment are irrelevant in making instructional recommendations to teachers.

In a discussion of treatment validity, Gresham and Witt (1997) state for a test to have treatment validity, it must lead to a better treatment. In previous research on the treatment validity of the Wechsler Intelligence Scale for Children-Revised, Gresham and Witt suggests the Wechsler Intelligence Scale for Children-Revised lacks treatment validity because it does not enhance remedial interventions for children who show specific skill deficiencies. Gresham and Witt extend this view to all cognitive ability measures.

Gresham and Witt (1997) suggest the results of cognitive ability measures are not particularly useful in making diagnostic, classification, or placement decisions. They state that an argument commonly presented by many to defend the use of the intelligence tests in the absence of treatment validity is that the administration of intelligence tests is essential for the diagnosis and classification of students. Gresham and Witt suggest the use of intelligence tests is similar to the use of a thermometer, in that the thermometer does not translate directly into a treatment, and neither do intelligence tests. The use of IQ tests does not contribute to beneficial outcomes for students. It is time to move away from the use of I.Q. testing for making classification and placement decisions and adopt assessment procedures directly related to instructional interventions for children.

Response to Intervention: An Alternative Approach to the Identification of Learning Disabilities

In a related study, Gresham (2002) discusses the weaknesses that are associated with the ability-achievement discrepancy criterion for determining a child as having a learning disability. Gresham (2002) concludes that the use of the ability-achievement discrepancy modality to

identify children as learning disabled is confusing, unfair, and logically inconsistent. Substantial proportions of students identified as learning disabled by schools (i.e. 52% to 70%) fail to meet state and federal eligibility criteria. Rather than interpreting these findings as the total disregard of the school to adhere to state and federal guidelines for eligibility determination, the classification of students as learning disabled may be attributable to three purposes: advocacy, services, and scientific study. They indicated that many children exhibiting disabilities such as mild mental retardation are not labeled as such, despite being found psychometrically eligible with an IQ less than 75. Often these students are classified by school assessment teams as leaning disabled. When considering these classification practices of school assessment teams, Gresham concluded that it is not surprising that the growth rate of students who have been classified as learning disabled has grown at the astronomical rate of 283% in the twenty year period from 1977-1997. Additionally, an analysis of the current classification practices of schools suggest an unknown number of children are overlooked and /or are not referred for an eligibility determination for special education services despite low academic performance.

Paradigms of Learning Disability Classification

Gresham (2002) states the accepted model or practice employed by schools for determining the eligibility and classification of students for special education follows three steps or gates. The first gate is the decision of a child's general education teacher to refer the child for an evaluation. The second gate is the administration of an IQ test as part of a psychological evaluation to generate scores to be compared to specific state criteria as a prerequisite for eligibility. The third and final gate is the review of the evidence provided from the previous steps that lead to the deliberation of a school placement team for the consideration of eligibility and classification of the child in special education (Gresham, 2002). These three gates, with the later having more weight than the previous, have various factors that result in three competing paradigms for the identification process which include:

- (a) the nature and role of professional judgment permitted at a specific gate,
- (b) the concept or question addressed by those involved in the decision making at a particular gate,
- (c) the use of local versus national norms employed at various gates, and
- (d) the extent to which sociocultural and contextual factors are considered (Gresham 2002, LD Classification section, ¶ 1).

The view of the identification process as competing paradigms may serve to clarify the process employed by schools identifying children as learning disabled and why there is a gap between the students identified by schools as compared to those identified from research criteria. The following sections offer an explanation of how four factors may operate in competition with each of the three paradigms or gates of the identification process (Gresham, 2002).

Referral

A requirement for a student being school-identified learning disabled is a referral by a general education teacher. The issue guiding a teacher at this step is the gap that exists when comparing the academic deficiencies of a student to the academic performance of classmates and the probability that the referring teacher can close this gap. When the teacher concludes that this gap cannot be significantly narrowed without assistance, the works of Bahr, Fuchs, Stecker, and Fuchs; Gerber and Semmel; Gresham, MacMillan, and Bocian; and Gresham, Reschly, and

Carey (as cited by Gresham, 2002) indicate the high probability that a referral will be forthcoming. The decision to refer a student can be and often is not made on the basis of sociocultural and contextual factors. Teachers may refrain from making a referral based on the circumstances of the home or for health concerns of the child.

Testing

Children who are referred for an evaluation to determine eligibility for special education are most likely to be subject to a psychoeducational evaluation or IQ test, the second gate. This is no surprise when considering 98% of the states in the United States include ability-achievement discrepancy as the definition of or criteria for the identification of students with learning disabled according to the work of Mercer (as cited by Gresham, 2002). Test results are viewed in terms of acceptability. If a child has a severe discrepancy between aptitude that is determined to be in the normal range or higher and their academic performance is low, this low performance is deemed as unexpected. On the other hand, if a child performs very low academically and the measure of intelligence is also low, the student is determined to be doing as well as can be expected and does not meet the criteria to be identified as learning disabled. This reflects the concept of expected underachievement.

Team Recommendation

A multidisciplinary team will deliberate on the information gathered from the previous steps to determine eligibility and recommend placement for the referred student. Although consideration for eligibility and placement is a team decision based on factual information gathered by individuals (e.g., the general education teacher who assessed the child's performance based on local norms), and the school psychologist who assesses the child based on national norms, the decision for eligibility and placement of a child in special education is a result of team judgment. Parental wishes and concerns also factor in the decision of the child's eligibility for and placement in special education (Gresham, 2002). The concept guiding the team decision regarding placement is profitability, which is defined as whether the child will or will not benefit from the placement in special education. The notion of profitability permits eligibility and placement decisions to be based less on empirical data and more on the non-scientific practice of judgment and differential weighting of the factors that are considered for a child to be determined to be eligible and placed in special education.

Implications of Competing Paradigms in Learning Disabled Identification

Gresham (2002) concludes his examination of the various steps for the determination of eligibility and classification for a student to be considered for the services of special education by pointing out the lack of a consistent definition in policy or practice in the identification of learning disabled students. In addition, he notes that general education teacher referrals are often challenged by the use of psychoeducational (i.e., I.Q.) tests, where in fact that the teachers' evaluations of a child's performance should be sought to lead to instructional decisions. Gresham states the limitations of the ability-achievement discrepancy model include the lack for the identification of specific skill deficiencies that could be utilized for the development of an instructional plan or intervention to address these deficiencies.

The point of view expressed by Gresham (2002) implies that the current use of the ability-achievement discrepancy model for the identification and placement of students in special education as learning disabled does not provide data specific enough to do so. The work of Keogh and Spence; MacMillan, Gresham, and Bocian; and McLeskey and Waldron (as cited by Gresham, 2002) suggest that teachers would rather make eligibility and placement decisions based on judgment rather than a set of rigid criteria. What would one think if you went to the doctor because you are not feeling well, who then finds your temperature to be elevated and announces “you’re sick.” You would not dispute that you are sick; the question is why. The physician is likely to order any one of a variety of tests and procedures to determine the cause of your ailment. Likewise, educational practitioners should incorporate more in-depth diagnostic procedures as well. Teachers and administrators should establish assessment procedures that lead to interventions in an effort to remediate the identified deficiencies of struggling learners.

Principles of Change

The No Child Left Behind initiative has lead teachers and administrators to evaluate current educational assessment procedures, leading to the implementation of a variety of changes (Hall & Hord, 2001). It is critical to view change as a process rather than an event that requires a strategic planning if the change is to be implemented successfully (Hall & Hord). They discuss 12 principles of change that provide the conceptual framework for the development of an instrument to guide and assess the creation, implementation, operation, and evaluation of a RtI program.

Change Principle 1: Change Is a Process, Not an Event

Hall and Hord (2001) write that the first principle of change is that it is not accomplished by a one-time announcement by an executive officer, a two day training, or the delivery of a new curriculum or technology to a school, change is a process through which people and organizations move as they progressively come to understand and become skilled in the new ways of doing things. Hall and Hord note that policy makers do not accept the principles of change as a process, labeling this mindset as “event mentality.” This event mentality is costly to the participants as there is no time to foster understanding for the innovation. Hall and Hord further notes it takes time to implement change, sometimes years. Quick change leads to less understanding and sadness when the old way that they like and are accustomed to is abandoned. There must be the consideration for a strategic plan to provide for time and support for implementation of the proposed change.

Change Principle 2: There are significant differences in what is entailed in development and implementation of an innovation

Hall and Hord (2001) identify the second principle of change as having two distinct components: development and implementation. Development, defined as including all of the steps and actions in creating, testing and packaging an innovation, and implementation, defined as involving all of the steps and actions involved in learning how to use it, are like a coin with two sides. Hall and Hord indicate that there must be balance for planning, people and money on both the development side and the implementation side, similar to a seesaw. Change facilitators

on the development side need to be visible and dynamic while change implementers need to be patient in working with those who are trying to figure out the innovation.

Change Principle 3: An organization does not change until the individuals within it change

Hall and Hord (2001) introduce their third principle as having considerations for the individuals implementing the innovations in that many of the interventions of the change process must be done with and for individuals. Although the innovation is introduced at the same time to all members of the organization, the degree of development of the innovation and implementation skill can be varied. Referred to as “laggards” by Hall and Hord, there is the real possibility that some intervention may need to be provided to individuals.

Change Principle 4: Innovations Come in Different Sizes

Innovations come with different requirements regarding the amount of time, resources, and effort Hall and Hord’s (2001) fourth principle of change. Hall and Hord indicate that innovations can be considered either products or processes. Products are defined as computers, curriculum texts, and assessment techniques while processes are defined as constructivist teaching techniques, principles of self-esteem in character education, or student teamwork. Hall and Hord have found that initiatives can be masquerading as one innovation where in fact there are several innovations. Even though the innovation may have one label, the innovation may be composed of several smaller innovations. Hall and Hord state that size is another important characteristic of innovations and determine the amount of time and effort necessary for successful implementation Hall & Hord. Some are relatively small and simple while others are enormous as reflected in the Hall and Hord’s Innovation Category (HiC) Scale (see Figure 1). The HiC Scale, in a fashion similar to the Richter Scale, which ranks earthquakes in terms of severity of movement, reflects the amount of effort required to achieve successful implementations and the number of changes produced in people, organizations, and systems.

Change Principle 5: Interventions are the Actions and Events That Are Key to the Success of the Change Process

Hall and Hord (2001) define intervention as the actions and events that people take to influence the change process as for the fifth principle of change. Even though workshops are the most common and obvious intervention, Hall and Hord state that interventions come in different sizes and are delivered using different methods as well. Some of the most crucial interventions are the little ones. These can also be considered as casual interventions with one major type is the “one-legged interview”. The name is derived from the notion that a person cannot stand on one leg for an extended period of time and often occur when a principal and a teacher briefly stop in the hall to discuss the intervention, with the need to be somewhere else at the time. Many leaders of change fail to appreciate the value of the little interventions and the casual conversations that they have with implementing staff members for new innovations.

Change Principal 6: Although Both Top-Down and Bottom-Up Change Work, a Horizontal Perspective Is Best

Hall and Hord (2001) introduce the sixth principle of change from the perspective that a collaborative and shared effort between the leaders of change and the implementers of the change effort as being most beneficial. Teachers generally consider themselves at the bottom of the organization during the change process, believing the principal and superintendent to be at the top. Hall and Hord define this as a “top-down” approach. At times the change process is shaped from the bottom-up, such as by the teachers since they are closer to the action. For change to succeed, Hall and Hord state that all people involved should participate in a shared collaborative effort for implementation of the innovation (i.e., a horizontal approach for change). All people are part of one system with all participants doing their job well and trusting in the other members along the continuum. In regard to the “top-down” or “bottom-up”, Hall and Hord believe that there are flaws to the self-centered vertical approach mentality. Included is the lack of knowledge and understanding about the jobs of different people along the continuum, and the absence of mutual trust and respect. The horizontal approach allows everyone at all points along the way to focus on the goal of the whole system and to stop trying to force accountability to members elsewhere in the system. Therefore, the development of respect and trust is fostered along the way.

Change Principal 7: Administrator Leadership Is Essential to Long-Term Change Success

The seventh principle of change of Hall and Hord (2001) is that administrator leadership is essential to long-term change success. If administrators do not engage in ongoing active support, it is more than likely that the change effort will die, even though the program begins successfully with teachers. Support from administrators is necessary to secure infrastructure changes and long-term resource support and policy makers need to design policies that fuel the infrastructure changes and innovative practices and encourage the continued use of the innovation.

Change Principle 8: Mandates Can Work

In Hall and Hord’s (2001) eighth principle of change, they define the “top-down” approach of a mandate as a strategy that is often used to set the priority as clear and can be successful if there is continuing communication, ongoing training, on-site coaching, and time for implementation. They further note that for a mandate to be successful there is the need for the support from other interventions.

| Level | Name | Examples |
|-------|----------------|--|
| 0 | Cruise Control | 1950s Teacher in same classroom for many years |
| 1 | Whisper | Pronouncements by officials Commission reports |
| 2 | Tell | New rules and more regulations of old practices |
| 3 | Yell | Prescriptive policy mandates |
| 4 | Shake | New text Revised Curriculum |
| 5 | Rattle | Change principal Team teaching |
| 6 | Roll | Change Teacher's classroom Change grade configurations |
| 7 | Redesign | Evening kindergarten Integrated curriculum |
| 8 | Restructure | Site-based decision making Differentiated instruction |
| 9 | Mutation | Teachers and principals belong to the same union Changing the role of school boards Coordinated services |
| 10 | Reconstitution | Local constitutional convention |

Figure 2. The HiC scale of the relative size of innovations. Adapted from Hall and Hord, 2001, p.24-26

Change Principle 9: The School Is the Primary Unit for Change

The key organizational unit for making change successful is the school is Hall and Hord's (2001) ninth principle of change. However, the school cannot achieve success alone and that there must be the support of other components of the system (Hall & Hord, 2001). Change is a complex, dynamic, and resource consuming endeavor and schools will move likely at different rates and will have different change successes and challenges. Intervention support will need to be targeted specifically for each school from other parts of the system.

Change Principle 10: Facilitating Change Is a Team Effort

Many people will be involved in the change process and the success of implementing successful change, according to the Hall and Hord's (2001) tenth principle of change. Teachers and principals must share the belief that implementing successful change is a team effort.

Change Principle 11: Appropriate Interventions Reduce the Challenges of Change

Hall and Hord (2001) suggest in the eleventh principle of change that the use of appropriate interventions reduce the challenges of change. They suggest if the change process is facilitated well, change can be fun and productive.

Change Principle 12: The Context of the School Influences the Process of Change

Considering the school as the unit of change, two important dimensions that affect individuals and organization change efforts are: (a) physical features, which are defined as the size and arrangement of the facility, the resources, policies structures and schedules that shape the staff's work; and (b) people factors, which are defined to include attitudes, beliefs, and values of individuals as well as the relationships and norms that guide the individuals behaviors (Hall & Hord, 2001). As Hall and Hord's twelfth principle of change, these physical features and people factors have a profound effect on staff performance and learner outcomes.

Innovation Configuration Mapping

An Innovation Configuration Map should be considered an innovation road map, in that it shows how to get from one "place" (i.e., the innovation is not in place) to another (i.e., the innovation is in place). An Innovation Configuration Map is composed of the different components of an innovation, accompanied by the operational variations or adaptations of each component (Hall & Hord, 2001). The Innovation Configuration Map will sequentially identify how the variations of a component has been operationalized by implementers, with the practices described from desirable (i.e., ideal or good) to less than desirable (i.e., weak or poor). For example, one component of the RtI Innovation Configuration map would be Consensus Building. The implementation variations of the Consensus Building component might be the varying degrees of teacher knowledge and understanding of a RtI program. The typical innovation configuration map structure for such a component is presented in Figure 2. The vertical lines are referred to as Fidelity Lines that serve to separate implementation variations in terms of ideal practices from less than ideal practices. The score column permits a numerical value to be assigned to the implementation variation of a particular component (Hall & Hord, 2001).

Summary

Research provides empirical evidence that early intervention is beneficial to children who are falling behind (Schwartz 2005; O'Conner & Simic, 2002). However, all too often the student who is falling behind is identified as a slow learner. These children should not be considered as slow learners, but rather as struggling learners. Teachers and educational leaders need to intervene and provide additional instruction that better suits the learning style of these students. Even though we have long acknowledged that students learn in a variety of ways, intervention practices typically have not been matched to the needs of the struggling learning. Educators should target specific weaknesses and provide prescriptive intervention according to the diagnosed weaknesses.

One fact is simple; the number of children who have been labeled as having a learning disability in this country has exploded (O'Connor & Simic, 2002). American

| Consensus Building | Implementation Levels | | | | | Score |
|--|--|---|--|--|--|-----------------------|
| | 5 (Ideal) | 4 (Good) | 3 (Neutral) | 2 (Weak) | 1 (Poor) | |
| Implementation Variation: Teacher knowledge and understanding of the concept of RtI. | All teachers fully understand the concept of a RtI and are eager to plan for implementation. | All teachers have a good working knowledge and understanding of the concept of RtI and are prepared to plan for implementation. | A majority of teachers are aware of the components of a RtI program. Additional training is needed prior to planning for implementation. | Only half of teachers understand the concept of RtI to discuss implementation. | Only a small percentage of teachers understand the concept of RtI to discuss implementation. | 5 4 3 2 1 |

Figure 3. Example of an innovation configuration map. Adapted from Hall and Hord, 2001, p 43.

educational practices have permitted the use of the ability-discrepancy model as a means to identify students as being eligible for special education. With the reauthorization of the Individuals with Disabilities Act on December 3, 2004, states and school divisions are permitted to employ a different procedure to identify children as having a learning disability (IDEA, 2004). We have come to realize that the ability-achievement discrepancy model used as a standalone method to determine a child’s eligibility for special education may have been more harmful than helpful to students in our attempts to address the needs of the struggling learner.

Albert Einstein once defined the term “insanity” as continuing to do what you have always done and expecting different results. By Einstein’s definition, the American educational system is “insane.” The educational system has been reformed countless times in countless ways and yet nothing really changes. We’ve had holistic approaches, back-to-basic movements, Gestalt movements, math and science movements, and even the let-them-learn-by-experimentation movements. For the past several years, we have had the accountability movement of No Child Left Behind. (McCook, 2006)

With the reauthorization of the federal regulations for the identification of students as having a learning disability, the necessity for an alternative model for providing educational assistance to students in need has been recognized (Jenkins, 2007). The model that fits into the new guidelines established by the federal government is commonly referred to as RtI. RtI should be considered as a proactive, preventative model of assessing and monitoring student progress to prescriptive intervention rather than waiting for the student to fail in the classroom (Angell, 2006). Planning for the successful implementation of a RtI model in a school is important to ensure that this change away from the ability-achievement discrepancy model provides the intended benefit to students (Angell, 2006). Planning for the framework and implementation of a RtI program is essential. An Innovation Configuration Map of the components and action steps to be considered while planning for the implementation of a RtI program could serve as a guide to answer questions.

CHAPTER III METHODOLOGY

Introduction

The chapter includes: (a) a statement of purpose of the instrument development effort; (b) a description of the procedures used to identify/confirm the components, actions, and steps considered to be essential to implementing a RtI Program; (c) a description of the procedures employed to develop a RtI Program Innovation Configuration Map (Hall & Hord, 2001) based on the identified components, actions, and steps, and (d) a description of the procedures implemented to conduct a pilot test to determine if the Innovation Configuration Map developed was usable in a field context.

Purpose

The purpose of the instrument development effort was: (a) to develop a RtI Innovation Configuration Map that identifies the components and action steps to be considered when planning and implementing a RtI program and (b) to test the utility of the RtI Innovation Configuration Map in capturing the varying levels of implementation of a RtI program operating in a school. Once developed, it is intended that the RtI Innovation Configuration Map be used as a guide for implementing a RtI program and/or as a tool for assessing and evaluating the implementation fidelity of such a program.

Procedures to Identify/Confirm Essential RtI Components, Actions, and Steps

The components included in the RtI Innovation Configuration Map were confirmed using a Delphi-like process. First, a group of curriculum and instruction experts, practitioners, and researchers who had been involved in the process of implementing and/or operationalizing RtI programs in schools was established. The national review panel was selected according to their specific occupation in the field of education and their practical expertise with RtI programs. The panel included: (a) a representative from the Virginia Department of Education, (b) a director of special education for a school division, (c) a school psychologist, (d) a school administrator of an elementary school, (e) a teacher, and (f) an active researcher in the RtI field. This was accomplished by identifying states and school divisions practicing RtI via web-search and contacting individuals in the various identified educational occupations via telephone and/or email, inquiring on the perspective candidate's willingness to serve as a national review panel member. A description of the credentials of each panel member follows:

- The representative from the Virginia Department of Education was a full-time employee and familiar with the of the Department of Education's RtI initiative. This individual has worked closely with the pilot schools selected by the Virginia Department of Education, assisting with the evaluation of each pilot school's progress for the planning and implementation of an RtI program.
- The director of special education for a school division that served on the panel of experts was employed by a large school division in northern Utah. The director's credentials include previous employment as an assistant professor for a large

university in the State of Utah and service as the coordinator of academic services for the university. The director has been involved with the planning and implementation of RtI for the director's school division since 2007.

- The school psychologist for a school division that served on the panel of experts was employed in a school division in central North Carolina. The psychologist has been a practitioner of RtI in the school division in which the psychologist is employed since the inception of the State of North Carolina adopting the process of RtI in 2004.
- The school administrator of an elementary school that served on the panel of experts was a principal of an elementary school in a school division in southern Florida. Under the direction of this principal, the elementary school has been selected as a model school for the State of Florida's RtI program.
- The teacher that served on the panel of experts is a regular education teacher and was a former Teacher of the Year for the State of Iowa. The teacher has more than twenty years of experience as an elementary school teacher in the State of Iowa. Iowa has utilized RtI as part of Iowa's Special Education eligibility standards since 2006.
- The active researcher in the field of RtI that served on the panel of experts is an educational consultant in the State of North Carolina. The researcher has presented at numerous events on the topic of RtI, and is the author of various publications on the topic of RtI.

Once established, the members were asked to individually review the components and action steps (see Table 8) that have been identified by the National Association of State Directors of Special Education (Kurns & Tilley, 2008) as being essential to the successful operation of a RtI program.

Table 8

RtI: Components and Action Steps

Component 1: Consensus Building

Action Steps

- 1) Coordination and support from the division office.
- 2) Provide information to school staff and others about RtI.
- 3) Identify consensus level among staff necessary for implementing RtI.
- 4) Compare current consensus level to that needed to proceed.
- 5) Plan to support change initiative.

Component 2: Infrastructure Building

Action Steps

- 1) Form a leadership team
- 2) Professional development for Leadership Team to lead RtI initiative.
- 3) Determine sufficiency of core program.
 - a) Develop a data collection/analysis system that will permit multiple data collections.
 - b) Analyze the proficiency data.
 - c) Secure an inventory of research based intervention currently in place in the school.
 - d) Evaluate the results to determine the sufficiency of the core program.
- 4) Determine the professional development needs of the staff for implementation of the core program.
- 5) Determine how the sufficiency and effectiveness of the core program be monitored overtime.
- 6) Which RtI model will be adopted, Standard Protocol or Problem Solving Model? Mixed method?
- 7) Determine logistics of assessments and data analysis and progress monitoring format.
 - a) School-wide data-based decision making.
 - b) Small group data-based decision making.
 - c) Individual data-based decision making.
 - d) Progress monitoring (monthly for those receiving supplemental instruction, weekly or biweekly for those receiving intense instruction)

Component 3: Implementation

Action Steps

- 1) Provide professional development and ongoing supports for those administering assessments and providing intervention.
- 2) Implement logistics of assessments and periodic data analysis.
- 3) Monitor the implementation of instructional programs.
- 4) Collect and summarize program evaluation data.
- 5) Communicate regularly with stakeholders.

Adapted from Kurns and Tilley, 2008, p. 5.

Round 1 National Review Panel Questionnaire Administration

The questionnaire used by the national review panel to review the components and action steps identified by the National Association of State Directors of Special Education (Kurns & Tilley, 2008) was created in a MicroSoft Word ® format file and distributed to the national review panel via electronic mail. An example of a questionnaire item is presented in Figure 4 and the complete questionnaire may be found in Appendix A.

| |
|---|
| <p>Action Step 1: Coordination and support from the division office. (This step includes: establishing a rationale for the school adopting RtI practices; determining who will share the rationale with the district’s central office and how it will be delivered; sharing the rationale with the district’s central office; identifying division- and building-level leadership responsibilities for the implementation of RtI; and identifying the resources necessary to build consensus.)</p> <p><input type="checkbox"/>Essential <input type="checkbox"/>Important <input type="checkbox"/>Nice to Have <input type="checkbox"/>Minimally Important <input type="checkbox"/>Not needed</p> <p>Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer): </p> |
|---|

Figure 4. Example of national review panel questionnaire.

The completed questionnaires were received from the national review panel in a timely manner via electronic mail. The national review panel’s assessments of the degree of importance of each action step and suggestions for additional activities/comments for consensus building, infrastructure building, and implementation were organized into a table. The table identifies the action step, the descriptive statement of the action step, the assessment of the degree of importance of the action step received from the national review panel, and the suggested additional activities and/or comments submitted by the national review panel. If 80% or greater of the national review panel indicated an action step was essential or important, the action step was marked for inclusion in the Round 2 Questionnaire. If less than 80% of the national review panel did not identify an action step as essential or important, the action step was not marked for inclusion in the second round administration of the questionnaire. Any additional components or activities and/or comments for an action step submitted by the national review panel were included in the second round administration of the questionnaire.

Round 1 National Review Panel Questionnaire Analysis

The analysis of the questionnaires returned from the national review panel indicated that all components and component action steps except for Consensus Building Action Step 4 (Compare current consensus level to that needed to proceed) were considered essential/important. The national review panel’s responses are presented below in Table 9, Table 10, and Table 11.

Table 9

Round 1 National Review Panel Response Data for Consensus Building

| Component: Consensus Building | | | | | | | |
|---|-----------|-----------|--------------|---------------------|------------|----------------------------------|--|
| Action Step | Rating | | | | | Percentage Essential / Important | Additional Activities and/or Comments Suggested by Panel Members |
| | Essential | Important | Nice to Have | Minimally Important | Not Needed | | |
| 1. Coordination and support from the division office. | 5 | 1 | 0 | 0 | 0 | 100% | a.) Share pre-implementation data with parent stakeholders. |
| 2. Provide information to the school staff and others about RtI. | 5 | 1 | 0 | 0 | 0 | 100% | a.) Focus on data. b.) Present to staff an overview of RtI and how the model differs from current school practice. |
| 3. Identify consensus level among staff necessary for implementing RtI. | 3 | 2 | 1 | 0 | 0 | 83.33% | No additional activities or comments provided. |
| 4. Compare current consensus level to that needed to proceed. | 3 | 0 | 3 | 0 | 0 | 50% | a.) Building consensus continues into the implementation phase. b.) It is important to assess consensus, but if you wait for a ‘desired’ level you may never implement. The fact of the matter is some staff may need to consider a job change. |
| 5. Plan to support change initiative. | 5 | 1 | 0 | 0 | 0 | 100% | No additional activities or comments provided. |

Table 10

Round 2 National Review Panel Response Data for Infrastructure Building

| Component: Infrastructure Building | | | | | | | |
|--|-----------|-----------|--------------|---------------------|------------|----------------------------------|---|
| Action Step | Rating | | | | | Percentage Essential / Important | Additional Activities and/or Comments Suggested by Panel Members |
| | Essential | Important | Nice to Have | Minimally Important | Not Needed | | |
| 1. Form a leadership team. | 5 | 1 | 0 | 0 | 0 | 100% | a.) Helpful to have leadership team consist of primarily regular education teachers. |
| 2. Plan professional development for Leadership Team to lead RtI initiative. | 6 | 0 | 0 | 0 | 0 | 100% | a.) Skills are critical to realizing outcomes for students. b.) Staff should be prepared for numerous training sessions. |
| 3. Determine the sufficiency of core program. | 5 | 1 | 0 | 0 | 0 | 100% | a.) Conduct an inventory of research based interventions in the school (get rid of everything else). |
| 4. Determine the professional development needs of the staff for implementation of the core program. | 6 | 0 | 0 | 0 | 0 | 100% | No additional activities or comments provided. |
| 5. Determine how the sufficiency and effectiveness of the core program will be monitored. | 5 | 1 | 0 | 0 | 0 | 100% | No additional activities or comments provided. |
| 6. Determine which RtI model will be adopted, i.e. Standard Protocol, Problem Solving, and mixed method. | 5 | 1 | 0 | 0 | 0 | 100% | a.) Consider deleting “to access fidelity of implementation” from the descriptive statement. |
| 7. Determine the logistics of assessments and data analysis and program format. | 4 | 2 | 0 | 0 | 0 | 100% | a.) Share data with stakeholders. |

Table 11

Round 2 National Review Panel Response Data for Implementation

| Component: Implementation | | | | | | | |
|---|-----------|-----------|--------------|---------------------|------------|----------------------------------|--|
| Action Step | Rating | | | | | Percentage Essential / Important | Additional Activities and/or Comments Suggested by Panel Members |
| | Essential | Important | Nice to Have | Minimally Important | Not Needed | | |
| 1. Provide professional development and ongoing supports for those administering assessments and providing instruction. | 5 | 1 | 0 | 0 | 0 | 100% | a.) Consistently survey staff to determine their needs as they change to provide ongoing or additional professional development in the area of evaluating assessments. |
| 2. Implement logistics of assessments and periodic analysis. | 4 | 2 | 0 | 0 | 0 | 100% | a.) Communicate with stakeholders. |
| 3. Monitor the implementation of the instructional programs. | 5 | 1 | 0 | 0 | 0 | 100% | No additional activities or comments provided. |
| 4. Collect and summarize program evaluation data. | 4 | 2 | 0 | 0 | 0 | 100% | a.) Collect data on the fidelity of implementation. |
| 5.) Communicate regularly with stakeholders. | 4 | 1 | 1 | 0 | 0 | 100% | a.) Yes! |

Round 2 National Review Panel Questionnaire Administration

All components and component action steps except for Consensus Building Action Step 4 (Compare current consensus level to that needed to proceed) from the Round 1 Questionnaire were marked for inclusion in the Round 2 Questionnaire. The additional activities and/or comments provided by the national review panel were synthesized into the descriptive statements of the components and action steps for the Round 2 Questionnaire administration. No additional components were suggested by the panel. The Round 2 Questionnaire may be found in Appendix B.

Round 2 National Review Panel Questionnaire Analysis

The completed Round 2 Questionnaires were received from the national review panel in a timely manner via electronic mail. The national review panel's assessment of the degree of importance of each component and action step is summarized below in Table 12, Table 13, and Table 14. Each table identifies the component, the action step, the descriptive statement of the action step, and the assessment of the degree of importance of the action step received from the national review panel. As in the Round 1 Questionnaire, the Round 2 Questionnaire responses of essential and important were combined and revealed that all components and action steps described in the Round 2 Questionnaire were assessed as essential/important by the national review panel. No additional activities and/or comments for any of the actions steps were submitted. Therefore, the components action steps described in the Round 2 Questionnaire were employed in the development of a RtI Innovation Configuration Map.

Table 12

Round 2 National Review Panel Response Data for Consensus Building

| Component: Consensus Building | | | | | | | |
|---|-----------|-----------|--------------|---------------------|------------|----------------------------------|--|
| Action Step | Rating | | | | | Percentage Essential / Important | Additional Activities and/or Comments Suggested by Panel Members |
| | Essential | Important | Nice to Have | Minimally Important | Not Needed | | |
| 1. Coordination and support from the division office. | 6 | 0 | 0 | 0 | 0 | 100% | No additional activities or comments provided. |
| 2. Provide information to the school staff and others about RtI. | 5 | 1 | 0 | 0 | 0 | 100% | No additional activities or comments provided. |
| 3. Identify consensus level among staff necessary for implementing RtI. | 1 | 4 | 1 | 0 | 0 | 83.33% | No additional activities or comments provided. |
| 4. Plan to support change initiative. | 2 | 3 | 1 | 0 | 0 | 83.33% | No additional activities or comments provided. |

Table 13

Round 2 National Review Panel Response Data for Infrastructure Building

| Component: Infrastructure Building | | | | | | | |
|--|-----------|-----------|--------------|---------------------|------------|----------------------------------|--|
| Action Step | Rating | | | | | Percentage Essential / Important | Additional Activities and/or Comments Suggested by Panel Members |
| | Essential | Important | Nice to Have | Minimally Important | Not Needed | | |
| 1. Form a leadership team. | 6 | 0 | 0 | 0 | 0 | 100% | No additional activities or comments provided. |
| 2. Plan professional development for Leadership Team to lead RtI initiative. | 6 | 0 | 0 | 0 | 0 | 100% | No additional activities or comments provided. |
| 3. Determine the sufficiency of core program. | 5 | 1 | 0 | 0 | 0 | 100% | No additional activities or comments provided. |
| 4. Determine the professional development needs of the staff for implementation of the core program. | 5 | 1 | 0 | 0 | 0 | 100% | No additional activities or comments provided. |
| 5. Determine how the sufficiency and effectiveness of the core program will be monitored. | 5 | 1 | 0 | 0 | 0 | 100% | No additional activities or comments provided. |
| 6. Determine which RtI model will be adopted, i.e. Standard Protocol, Problem Solving, and mixed method. | 4 | 2 | 0 | 0 | 0 | 100% | No additional activities or comments provided. |
| 7. Determine the logistics of assessments and data analysis and program format. | 6 | 0 | 0 | 0 | 0 | 100% | No additional activities or comments provided. |

Table 14

Round 2 National Review Panel Response Data for Implementation

| Action Step | Rating | | | | | Percentage Essential / Important | Additional Activities and/or Comments Suggested by Panel Members |
|---|-----------|-----------|--------------|---------------------|------------|----------------------------------|--|
| | Essential | Important | Nice to Have | Minimally Important | Not Needed | | |
| 1. Provide professional development and ongoing supports for those administering assessments and providing instruction. | 4 | 2 | 0 | 0 | 0 | 100% | No additional activities or comments provided. |
| 2. Implement logistics of assessments and periodic analysis. | 6 | 0 | 0 | 0 | 0 | 100% | No additional activities or comments provided. |
| 3. Monitor the implementation of the instructional programs. | 4 | 2 | 0 | 0 | 0 | 100% | No additional activities or comments provided. |
| 4. Collect and summarize program evaluation data. | 6 | 0 | 0 | 0 | 0 | 100% | No additional activities or comments provided. |
| 5. Communicate regularly with stakeholders. | 5 | 1 | 0 | 0 | 0 | 100% | No additional activities or comments provided. |

RtI Innovation Configuration Map Development

Once the essential or important components and action steps were determined, an Innovation Configuration Mapping Team was selected from one of the pilot schools which had successfully implemented a school-based RtI Program as part of the Virginia Department of Education’s RtI program planning initiative. The mapping team included a school administrator, a special education teacher, a regular education teacher, and a guidance counselor (all members of the pilot school’s leadership team) and a representative from the central office who served the pilot school. An individual from outside the school division with practical experience in the development of Innovation Configuration Maps served as a facilitator from the Innovation Configuration Mapping Team. Led by the facilitator, the Innovation Configuration Mapping Team reviewed the identified components and action steps that had been certified by the National Review Panel as being essential or important, and identified levels of implementation of the action steps for each component. In addition, the team identified the sources of data that would validate and determine the level of implementation of the components and action steps: interviews with the school leadership teams, reviews of minutes of various RtI related meetings, Response to Intervention Blueprint documents provided to the schools as part of the Virginia RtI initiative, surveys, and questionnaires. For each component [A] and corresponding action step [B], the team established possible levels of implementation [C] (see Figure 5). A rating scale for each action was established by the team in accordance with the number of levels of implementation, such that the most favorable (ideal) level of implementation receives the highest score and the least favorable (not implemented) receives the lowest score (section [D] of Figure 5). Possible sources of data for validating implementation levels were listed at the bottom of the Innovation Configuration Map in section [E] (see Figure 5).

| [A] Component | [C] Implementation Levels | | | [D] Score |
|-----------------------|------------------------------|------|------|--------------|
| | 3 | 2 | 1 | |
| [B] Action step(s) | Ideal | Good | Poor | 3 2 1 |

[E] Validation Evidence:

Figure 5. Innovation configuration map labeling. Adapted from Hall and Hord, 2001, p 43.

The RtI Innovation Configuration Map Development Team suggestions were recorded on a large poster by the Map Facilitator and later transcribed for verification by the team (see Appendix C). After verification was received, a draft RtI Innovation Configuration Map was developed and submitted to the team for further review and certification. No additional changes or suggestions were offered and the final draft of the RtI Innovation Configuration Map was completed and is presented in Appendix D.

Pilot Testing

After the RtI Innovation Configuration Map was developed, a pilot test of its use was conducted. Four of the thirteen pilot schools chosen by the Virginia Department of Education to participate in the development of a RtI programs for their school were randomly selected as sites for pilot testing the RtI Innovation Configuration Map. RtI Requests for schools to participate in the pilot testing of the RtI Innovation Configuration Map were mailed to the principals of the selected schools and their division superintendents describing the purpose of the pilot study. An example of the letter is presented in Appendix E. All of the division superintendents and principals of the selected schools agreed to participate in the pilot test and completed the Interest Questionnaire (see an example of the Interest Questionnaire in Appendix F). The Interest Questionnaire provided an opportunity for the superintendents and principals to agree or not agree to participate in the study or request additional information prior to accepting or rejecting the invitation to participate in the study. The selected school principals were contacted and a school visit was scheduled at times that were convenient and least disruptive to the school day.

The purpose of each school visit was to determine if enough of the appropriate evidence could be obtained at a school to ascertain the nature and degree of implementation of the components and actions steps identified on the RtI Innovation Configuration Map. Interview questions were developed to solicit such information from school principals and school leadership team members (see Appendix G). Those individuals interviewed received and signed an Informed Consent Form (see Appendix H). The interviews were recorded, transcribed, and sent back to the interviewees for certification of the accuracy of the information contained in the interviews. A table was created to record the interview responses and the validation evidence gathered (see Appendix I).

Summary

The purpose of the instrument development effort was to create an Innovation Configuration Map for a RtI program that can be utilized as a guide by educational practitioners in implementing and evaluating a RtI Program in other schools and/or school divisions. The methodology for confirming/identify the components and action steps of a RtI Program was detailed. Next, the process for the development of a RtI Innovation Configuration Map was described. Lastly, the procedures for the conduct of a pilot test the RtI Innovation Configuration Map were presented.

CHAPTER IV REPORT AND FINDINGS

Introduction

The procedures followed for the development of the RtI Innovation Configuration Map are presented in the first part of this chapter. Included is the identification of the key components and actions steps to be considered for the planning and subsequent implementation of a school-based RtI Program. A description of the development of a questionnaire and the selection of a national review panel to evaluate and certify the components and corresponding action steps for the planning and implementation of a school-based RtI Program are presented. The selection of a RtI Innovation Configuration Map Development Team and Innovation Configuration Map Development Team Facilitator for the purpose of developing the RtI Innovation Configuration Map is described.

The process employed to assess the utility of the RtI Innovation Configuration Map is presented in the later sections of this chapter. Included is the selection of schools participating in the Virginia Department of Education's RtI Pilot Program in which to pilot test the RtI Innovation Configuration Map, the steps taken to interview the School Leadership Teams of the selected schools, the reporting of the responses to the interviews with the School Leadership Teams, and a record of validation evidence received during the interviews.

Innovation Configuration Map Development

The first step in the process of developing the RtI Innovation Configuration Map was to form a national review panel of experts (see Chapter 3) to confirm the components and actions steps to be included in the RtI Innovation Configuration Map. Next, a questionnaire was created that was distributed to the national review panel of experts to solicit their opinions regarding the necessary components and action steps. Based on the national panel's input, a RtI Innovation Configuration Map Development Team created a RtI Innovation Configuration Map. These processes and procedures and the associated outcomes are reported in Chapter 3.

Testing the Utility of the Innovation Configuration Map

Institutional Review Board Approval

An application for Institution Review Board (IRB) approval was submitted to the Office of Research Compliance of Virginia Tech to conduct the pilot study of the use of the RtI Innovation Configuration Map and was accepted. Included in the application was a description and purpose of the pilot study and the research procedures to be followed. The IRB Acceptance Letter is presented in Appendix J.

RtI Innovation Configuration Map Pilot Test

To test the utility of the RtI Innovation Configuration Map, four of the thirteen schools participating in the Virginia Department of Education's RtI pilot program were randomly

selected and visited. The pilot test of the RtI Configuration Map was conducted in accordance to the procedures outlined in Chapter 3.

Interview Responses and Validation Evidence

The interview responses and the validation evidence gathered are provided in Appendix K, Tables K1-K20. Each table is identified by component and action step for that component. The interview question associated with each component and action step is presented and identified by a Question Sequence Number with a Component Action Step Reference to the level of implementation of the established RtI Innovation Configuration Map. The response of each school and sources of validation evidence is also detailed.

School Leadership Team Interview Results and Validation Evidence Findings

Consensus Building – Action Step 1: Coordination and support from the division office

Interviews with the School Leadership Teams indicated that there were varying degrees of collaboration between the schools and their respective division offices regarding establishing a rationale for developing a RtI Plan, determining the resources needed to build consensus for developing a RtI Plan, and determining who would share the rationale with identified stakeholders. Some schools maintained better records than others of the minutes of meetings that described collaborations while all of the schools maintained a record of the discussion and collaborations in the Response to Intervention Blueprint provided by the Virginia Department of Education. Interviews with the School Leadership Team indicated varying levels of collaboration between the schools and the division office as a function of budget concerns and resulting limited financial support for training and staff development for some of the schools and as a function of administrative changes within the division office that impacted the fidelity of the support received by some schools from the division office. The primary source, and sometimes the only source, of validation evidence available regarding consensus building was leadership team interviews followed by the Response to Intervention Blueprint and minutes of meetings. Other sources of evidence were sporadic or nonexistent (see Appendix K, Table K1).

Consensus Building – Action Step 2: Provide information to the school staff and others about RtI

Interviews with the School Leadership Teams indicated that the teams did provide information to the school staff and other stakeholders that identified the need for a RtI Program. Along with leadership team interviews, multimedia presentations made to the school staff and the minutes of meetings were the main sources of validation evidence found. It appears that some of the schools incorporated more elaborate data presentations as part of these multimedia presentations while some of the schools did not. The less elaborate presentations present student performance on the end of year state accountability testing more generically in terms of declining results compared to increasing benchmark goals.

Interviews with the School Leadership Teams indicated that the personal concerns and inquires of the staff were addressed, but the evidence obtained indicated this was limited with the main source of validation evidence being leadership team interviews followed by the minutes of meetings. While some schools conducted meetings that fostered discussion of the goals and responsibilities of the school staff for the success of a RtI Program, one school employed more

of a hard line approach for the need of a RtI Program and the personal concerns of the school staff appeared not to be as important.

Interviews with the School Leadership Teams indicated that the teams assumed the task of educating the school staff about RtI. Leadership team interviews and the minutes of meetings were the main sources of validation evidence. Additional validation evidence in the form of multimedia presentations and information pamphlets were also found. The methods employed by the schools as indicated in the agendas of scheduled meetings indicated that most of the schools included multimedia presentations to the school staff at faculty meetings and the development of brochures by some of the schools that provided information to other identified stakeholders about RtI. The School Leadership Teams indicated that a large percentage, ranging from 80% to 100% of the school staff understood the concept of RtI. One school administered a survey to inquire about the staff's knowledge and understanding of the concept of RtI, while the remaining schools appear to have made an inference for this determination which is endorsed by the records of the numerous meetings that were conducted with the school staffs for this purpose (see Appendix K, Table K2 and Table K3).

Consensus Building – Action Step 3: Identify consensus level among staff necessary for implementing RtI

Interviews with the School Leadership Teams indicated some variances in the percentages of the school staff who were in agreement for the need a RtI Program between the schools. The primary sources of validation evidence were the interviews with teachers and the minutes of meetings which support the response of three of the School Leadership Teams that 100% of their staff were in agreement for the need of a RtI Program, while one school conducted a survey that determined that 75% of the staff agreed for the need of the program.

Information gathered from the interviews with the School Leadership Teams indicated that 75% to 100% of the school staffs were supportive of the development of a RtI Program. No additional validation evidence was found to reflect these percentages for three of the schools, while one school provided validation evidence in the form a survey that allowed the determination of this percentage (see Appendix K , Table K4).

Consensus Building – Action Step 4: Plan to support the change initiative

When the School Leadership Teams were asked if they developed a written plan to support the change initiative for the development of a RtI Plan, three of the four schools indicated that they had developed such a written plan. Evidence provided in the form of a Response to Intervention Handbook and goals and objectives written in the school improvement plans are supportive of this response. One school indicated that they did not write a formal written plan to support the change initiative for a RtI Plan, but they did include goals and objectives for increased student performance in their school improvement plan by incorporating the principles of RtI for student instructional support. Leadership team interviews and copies of the written plans or school improvement plans were the primary sources of validation evidence (see Appendix K, Table K5).

Interviews with the School Leadership Teams indicated that the principles of RtI were integrated into some of the schools' value and mission statements. Validation evidence in the form of a Response to Intervention Handbook developed by some of the schools and the school improvement plans developed by other schools verified this response. Included within the

Response to Intervention Handbook of some of the schools and/or school improvement plan of the remaining schools were plans for the reaffirmation of the RtI program. The plans included the analysis of student performance data on state accountability testing and/or the analysis of data generated from curriculum based measurements administered to students following instructional intervention to determine the effectiveness of the current program and procedures in place (see Appendix K, Table K5).

Infrastructure Building – Action Step 1: Form a leadership team

Interviews with School Leadership Teams indicated that the responsibilities assigned to the team were assumed by the school instructional staff over a period of time. During the planning stages of developing a RtI Plan, the school leadership team included content specialists, administrators, facilitator, staff liaison, and a data mentor. As the schools progressed in the development of their school’s RtI Plan, all of the schools indicated that these positions and responsibilities were shared by all of the school staffs across grade level teams. Meeting agendas, minutes of meetings, and notes maintained in the Response to Intervention Blueprint verified this response and were the primary sources of validation evidence (see Appendix K, Table K6).

Infrastructure Building – Action Step 2: Plan professional development for the leadership team to lead the RtI initiative

Interviews with the School Leadership Teams indicated that a written professional development plans and schedules were developed that would enable the teams to lead the RtI initiative for their schools. The professional development plan and schedule were developed by the Virginia Department of Education for the pilot schools as part of the state’s RtI initiative. A copy of this professional development plan was obtained and was the primary source of validation evidence along with the minutes of meetings. While one school’s leadership team attended nearly all of the scheduled professional development events planned, the attendance of the other teams varied and decreased throughout the planning stages. The teams indicated that the decline in attendance was the result of the lack of continued division support for the cost of attending these events due to budget cuts and the desire to decrease the amount of time that staff members were away from their schools. All of the schools indicated that members of the School Leadership Team and other staff members shared the opportunity to attend the various professional development activities scheduled (see Appendix K, Table K7).

Infrastructure Building – Action Step 3: Determine the sufficiency of the core program

Interviews with the School Leadership Teams indicated that all of the schools followed the steps to determine the sufficiency of the core program as outlined in the Response to Intervention Blueprint written by the National Association of State Directors of Special Education (NASDSE) that was provided to the pilot schools by the Virginia Department of Education. These steps included the identification of screening tools, identifying the proficiency cut scores for the identified tools, collecting universal screening data, determining the acceptable percentage of proficiency, identifying the percentage of students who are proficient and not proficient, and comparing these results to determine the sufficiency of the core program. The analysis of the intervention strategies that the schools utilized had also taken place. The Response to Intervention Blueprint maintained by all of the schools, the minutes of meetings,

and the numerous data analysis records and leadership team interviews were the sources of validation evidence (see Appendix K, Table K8).

Infrastructure Building – Action Step 4: Determine the professional development needs of the staff for implementation of the core program

Interviews with the School Leadership Teams indicated that a variety of steps were taken to determine the professional development needs of the staff for the implementation of the core program. This is reflected in the agendas of staff meetings that were scheduled for the analysis of student performance data and professional development events scheduled as part of the schools RtI Plan. All schools indicated that surveys were administered to the school staff to determine the professional development needs for the implementation of the core program and that a written plan was developed according to the identified needs. Validation evidence provided by the schools in the form of the agenda and/or minutes of meetings, notes maintained by some of the schools in the Response to Intervention Blueprint and notes by other schools in a Response to Intervention Handbook. Review of the surveys utilized appears to support the response of the schools for the process of determining the professional development needs of the staff for implementation of the core program (see Appendix K, Table K9).

Infrastructure Building – Action Step 5: Determine how the sufficiency and effectiveness of the core program will be monitored

Interviews with the School Leadership Teams indicated that the schools established specific goals for increased student performance that involved the periodic review of student performance data. The primary source of validation evidence was agendas and minutes of meetings for the numerous data analysis sessions conducted by all of the schools and the data tables that subsequently were developed by the schools. Included in these sessions was the ongoing analysis of student performance data that was compared to baseline data that had been established to determine the sufficiency and effectiveness of the core program. Additional validation evidence for the procedures followed by the schools for monitoring the sufficiency and effectiveness of the core program includes the school improvement plan for two of the schools, while the other two schools maintained a record of these procedures in the school's Response to Intervention Blueprint document (see Appendix K, Table K10).

Infrastructure Building – Action Step 6: Determine which RtI model will be adopted, i.e., standard protocol, problem solving, or mixed model

Interviews with the School Leadership Teams indicated that the process for determining which RtI model was utilized by the school involved numerous discussions with the school staff and the School Leadership Team while considering the varying elements of the different models. Two schools developed a mixed model, combining the Standard Protocol model and the Problem Solving model; while the two other schools decided to utilize the Problem Solving model. Validation evidence in the form of agendas and minutes of meetings provided by the schools adopting the Problem Solving model was sketchy regarding the deliberations of which model should be utilized, with the size of the school appearing to be a contributing factor in this decision. The schools that adopted a mixed model appear to have had more discussions for

determining which model should be utilized. The primary source of validation evidence for the schools that developed a mixed model were agendas and minutes of meetings, the analysis of student performance data, and records maintained in the school Response to Intervention Blueprint (see Appendix K, Table K11).

Infrastructure Building – Action Step 7: Determine the logistics of assessments and data analysis and program format

Interviews conducted with the School Leadership Teams inquiring whether the school had a written plan for determining and implementing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments indicated that the schools analyzed the data generated from the assessments administered to the children. However, there was no evidence that a formal written plan had been developed. Evidence found in the form of minutes of meetings, data tables maintained for analysis by the school staff, and notes maintained in the school Response to Intervention Blueprint verified that the practice of making data-based decisions for children following the administration of assessments had been conducted. Even though the schools did not have a formal written plan, the schools did have a procedure that was followed (see Appendix K, Table K12).

Interviews with the School Leadership Teams indicated that the schools did develop a written plan or schedule that established the frequency of the administration of school-wide, small group, and individual student assessments. This response was validated by evidence provided in the form of agendas of meetings, data tables generated from the periodic analysis of data conducted by the school staff, the school's Response to Intervention Handbook, the school improvement plan, and the school's Response to Intervention Blueprint (see Appendix K, Table K12).

Interviews conducted with the School Leadership Teams inquiring whether the schools had a written plan for reporting the process of the logistics of assessments indicated that two of the schools did have a written plan but no written plan was found to verify this response. The schools' Response to Intervention Blueprint documents were presented as the primary source of validation evidence along with leadership team interviews. The other two schools did not have a written plan, even though these schools indicated that there was an established practice in place for the logistics of assessments.

When the School Leadership Teams were asked if the school had a written plan that established the data analysis format, two schools indicated that they did have a written plan while the other two schools indicated that they did not have a plan. The agendas and minutes of meetings, data analysis tables, and notes in the Response to Intervention Blueprint provide validation evidence for the two schools that indicated that there was a written plan for data analysis. Even though the other two schools indicated that there was not a formal written plan, the agendas and minutes of meetings and data analysis tables indicated that the schools did conduct a data analysis following the administration of assessments.

The School Leadership Teams were asked if a written plan had been established to monitor the procedures followed by the school instructional personnel and other stakeholders. Three of the four schools indicated that they did have a written plan while one school indicated that they did not. Agendas of meetings and schedules for data analysis provided only limited evidence for validation of this response. The primary source of validation evidence was the

information maintained by the schools in the school's Response to Intervention Blueprint (see Appendix K, Table K13).

Implementation – Action Step 1: Provide professional development and ongoing supports for those administering assessments and providing instruction

The School Leadership Teams were asked what steps had been taken to establish the need of veteran and new staff for administering and evaluating assessments for the purpose of RtI. The responses received from the School Leadership Teams indicated that schools varied on the methodology of determining the needs of their staff. Meetings were conducted to discuss the processes and procedures to be utilized for the administration and evaluation of assessments for staff members in some schools, but the validation evidence was judged to be sketchy based upon the review of the minutes of meetings which contained limited notes recorded pertaining to the outcomes of these discussions. One school had a written plan for the training of the school staff for the administration and evaluation of assessments for RtI; validation evidence in the form of the Response to Intervention Handbook developed by this school confirmed this response. One school conducted surveys to gather information of the needs of the school staff but the only validation evidence available was the surveys developed to assess needs of the staff. The surveys were generic and covered a broad range of topics not specifically designed to assess the needs of the staff for administering and evaluating assessments given to students as part of the school's RtI Program. One school included the procedures to be followed for the analysis of student performance as part of the data analysis charts used to evaluate student performance on various curriculum based measurements administered to students while another school acknowledged the needs of veteran and new staff should be determined. However, no evidence was found that this had ever taken place.

When the School Leadership Teams were asked what steps had been taken to establish the need of veteran and new staff that would provide core, supplemental, and intensive instruction and the implementation of new instructional practices, various responses were received. Two schools indicated that surveys were administered and meetings were conducted with the school staff to determine the needs of the veteran and new staff members. The main source of validation evidence was the agendas and minutes of meetings, records maintained in the schools' Response to Intervention Blueprint, and the surveys utilized for this purpose. The other two schools indicated that the steps taken to determine the needs of the staff were limited, with generic professional development provided to all of their school staff as a division initiative. The only source of validation evidence for this response was the interviews with the leadership teams (see Appendix K, Table K14).

Implementation – Action Step 2: Implement logistics of assessments and periodic analysis

The School Leadership Teams were asked if the schools had implemented the plan for organizing and implementing ongoing decision making procedures to be utilized following the administration of school-wide, small groups, and individual student assessments. Three of the four schools indicated that their plan was operational. This response was verified by the evidence provided in the form of agendas and minutes of meetings, with the primary source of validation evidence in the form of the data analysis tables that were developed for this purpose. The schools indicated that they had not formulated a formal written plan for the purpose of organizing and implementing ongoing decision making procedures for the various assessments, but did analyze

the results of these assessments given to students. Even though the schools did not have a formal written plan, the numerous data tables that were developed by the instructional staff validate the schools analyzed the data (see Appendix K, Table K15).

When the School Leadership Teams were asked if the frequency of administration of school-wide, small group, and individual student assessments had been established, responses indicated variable schedules for the administration of these assessments. Three of the four schools indicated that school-wide assessments were administered three times a year while one school indicated that school-wide assessments were given every four and one-half weeks. Two schools indicated that small group assessments were administered at least once a week following a progress monitoring format while the other schools indicated that small group assessments were administered every six to ten days. When the School Leadership Teams were asked what frequency had been established for the administration of individual assessments, the two schools that previously indicated that they followed a progress monitoring format for the administration of small group assessments also indicated they followed the same format for administration of individual student assessments. One school indicated that individual student assessments were administered weekly while the other school indicated that individual student assessments were administered every two weeks. The validation evidence in the form of the agendas and minutes of meetings and data analysis tables was obtained with the primary sources being assessment schedules published in a school Response to Intervention Handbook and/or published on a school or school division website (see Appendix K, Table K16).

When the School Leadership Teams were asked if the written plan for reporting the processes of the logistics of assessments had been implemented, the two schools that had previously reported that they had developed a written plan for this purpose indicated that the written plan had been implemented but no written plan was found to verify that fact. Primary sources of validation evidence for the schools that developed a written plan for reporting the processes of the logistics of assessments were the written plan and the school's Response to Intervention Blueprint. All of the schools indicated that they had implemented a data analysis format. Data tables presented validated this response (see Appendix K, Table K17).

The School Leadership Teams were asked if the program monitoring plan had been implemented. All four schools indicated that their program monitoring plan had been implemented. This response was validated at a majority of the schools by various records maintained by the schools that included meeting agendas and the minutes of meetings, a written plan in the school's Response to Intervention Handbook, and the Response to Intervention Blueprint (see Appendix K, Table K17).

Implementation – Action Step 3: Monitor the implementation of the instructional program

During the interviews with the School Leadership Teams, the teams were asked if the school had implemented the written plan to evaluate all instructional programs. All of the schools indicated that their written plan had been implemented. Validation evidence was presented that included the minutes of meetings and schedules of data analysis sessions conducted by the faculty. The primary source of validation evidence for three of the schools was the school improvement plan. One school provided a checklist for the evaluation of all their instructional programs while another school's evidence was their Response to Intervention Blueprint (see Appendix K, Table K18).

Implementation – Action Step 4: Collect and summarize program evaluation data

The School Leadership Teams were asked if the school had implemented the plans to collect and analyze data regarding the percent of students considered to need core, supplemental, and intensive instruction. All schools indicated that they had implemented the school plan developed for this purpose. Validation evidence provided by all the schools included a variety of data analysis tables that had been developed for the study of student performance to guide instructional decisions for the children being served (see Appendix K, Table K19).

The School Leadership Teams were asked if data had been collected to determine the number of initial special education identifications and if an analysis of those data had been conducted. All schools indicated that they had collected and conducted an analysis of the data at the request of the Virginia Department of Education. The Virginia Department of Education employed the services of Interactive, Inc. to analyze the initial special education identifications. All of the schools provided a copy of the initial special education identification analyses submitted to the Virginia Department of Education as validation evidence (see Appendix K, Table K19).

Implementation – Action Step 5: Communicate regularly with stakeholders

The School Leadership Teams were asked if they had developed and implemented a written plan to communicate with stakeholders. All of the schools indicated that they had accomplished this task and provided a variety of evidence that verified this response including reporting to stakeholders as part of the school Response to Intervention Handbook and/or the school improvement plan. Some of the schools had placed a link on the school's website to communicate with stakeholders about RtI while other schools developed colorful informative pamphlets about their school's RtI program (see Appendix K, Table K20).

Pilot School Summary

The information gathered from the pilot school visits is summarized in the Component Summary Tables presented in Appendix L. Each table presents the validation evidence found during the visit to each pilot school, an assessment of the level of implementation at each pilot school based on the available evidence, an assessment of data collection instrument/procedures based on the experience at each pilot school, and an assessment of adequacy each component of the RtI Innovation Configuration Map in capturing the level of implementation at each pilot school. A summary of the revisions to be made to the RtI Innovation Configuration Map follows.

Findings of Pilot Testing

The information gleaned from the Component Summary Tables for each school has been synthesized and is presented in the Analysis Summary Table. The Analysis Summary Table includes the identification of the RtI Innovation Configuration Map component, suggestions for the revision of the data collection procedures, and suggestions for the revisions to be made to the RtI Innovation Configuration Map (see Table 15). A revised RtI Innovation Configuration Map is presented in Chapter 5.

Table 15

Analysis Summary Table

| Component | Revise Data Collection Procedures | Revise the Response to Intervention IC Map |
|------------------|--|---|
| CB 1 | <ul style="list-style-type: none"> • Interview with a central office representative suggested. • Conduct one-on-one leadership team interviews. | <ul style="list-style-type: none"> • No revisions suggested. |
| CB 2 | <ul style="list-style-type: none"> • Conduct one-on-one leadership team interviews. | <ul style="list-style-type: none"> • Revision to the description of implementation level to state “determine the personal concerns and inquiries of the school staff for implementing a Response to Intervention Program are suggested. |
| CB 3 | <ul style="list-style-type: none"> • An additional School Leadership Team interview question to ask how the level of understanding, agreement, and support of the school staff for a Response to Intervention Program was determined is suggested. • Conduct one-on-one leadership team interviews. | <ul style="list-style-type: none"> • Additional levels of implementation should be developed to permit the level of implementation to be assessed according to the percentage of the school staff that understand the concept of Response to Intervention, agree for the need of a Response to Intervention Program, and if the staff would be supportive of a Response to Intervention Program independently. |
| CB 4 | <ul style="list-style-type: none"> • Conduct one-on-one leadership team interviews. | <ul style="list-style-type: none"> • A change in the descriptive language of the levels of implementation should be made so that the school’s value statement does not appear across all levels of implementation. |
| INF B 1 | <ul style="list-style-type: none"> • Conduct one-on-one leadership team interviews. | <ul style="list-style-type: none"> • Consideration should be given to editing the language of the levels of implementation to suggest that the leadership team includes a facilitator or an administrator, not both, to better capture the level of implementation. • Additional levels of implementation should be developed to distinguish the formation of a School Leadership Team from the formation of Grade Level Teams. |
| INF B 2 | <ul style="list-style-type: none"> • Conduct one-on-one leadership team interviews. | <ul style="list-style-type: none"> • Consideration should be given to edit the language of implementation level 5 to read that the written plan and/or schedule for the Leadership Team has been implemented and attended by a majority of the School Leadership Team rather than the entire team. |
| INF B 3 | <ul style="list-style-type: none"> • Conduct one-on-one leadership team interviews. | <ul style="list-style-type: none"> • No revisions suggested. |
| INF B 4 | <ul style="list-style-type: none"> • Consideration should be given pose an additional School Leadership Team interview question that specifically asks if a written plan was developed that provides ongoing professional development for the school staff to implement the core program. • Conduct one-on-one leadership team interviews. | <ul style="list-style-type: none"> • No revisions suggested. |

(table continued)

Table 15 (continued)

| | | |
|------------------|---|--|
| INF B 5 | <ul style="list-style-type: none"> • Conduct one-on-one leadership team interviews. | <ul style="list-style-type: none"> • The language of implementation level 4a should be edited to assess if data were utilized in the process of determining the sufficiency and effectiveness of the core program rather than a description of an apparatus in which data might be organized. |
| INF B 6 | <ul style="list-style-type: none"> • Consideration should be given pose an additional School Leadership Team interview question that specifically assesses the level of collaboration between the School Leadership Team and school staff. • Conduct one-on-one leadership team interviews. | <ul style="list-style-type: none"> • The levels of implementation should be edited so that the collaboration between the School Leadership Team and the school staff can be assessed independently of the desired activities described in the action steps. Additional levels of implementation should be developed so that the determining the delivery of supplementary and intensive instruction, and the establishment of a written plan for the development and delivery of Curriculum Based Measurements can be assessed independently of the assessment of the collaboration for the decision of which Response to Intervention model would be adopted. |
| INF B 7 A | <ul style="list-style-type: none"> • Conduct one-on-one leadership team interviews. | <ul style="list-style-type: none"> • An additional level of implementation should be developed so that an assessment can be made for the level of implementation following the administration of school-wide, small group, and individual student assessments in making instructional decisions for students independently, with and without a written plan. |
| INF B 7 B | <ul style="list-style-type: none"> • Consideration should be given to pose a School Leadership Team interview question to assess the implementation level while considering the Response to Intervention model that has been adopted. • Conduct one-on-one leadership team interviews. | <ul style="list-style-type: none"> • Additional levels of implementation should be developed to assess the frequency established for the administration of student assessments, with or without a written plan, while considering the Response to Intervention model adopted by the school. |
| INF B 7 C | <ul style="list-style-type: none"> • Conduct one-on-one leadership team interviews. | <ul style="list-style-type: none"> • The language of the implementation levels should be modified to reflect whether a school has developed a written plan for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders or has developed a practice for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders that is known but not written. |

(table continued)

Table 15 (continued)

| | | |
|----------------|--|--|
| IMP 1 A | <ul style="list-style-type: none"> • Conduct one-on-one leadership team interviews. | <ul style="list-style-type: none"> • The language should be edited to clarify that the objective of this component is to determine the professional development needs of the staff for the evaluation of assessments for the purpose of Response to Intervention, not the method employed to determine the needs of the staff to meet this objective. • A third level of implementation should be added that reflects the professional development needs of the school staff separate and apart from the school staff professional development needs related to evaluating assessments as part of the school’s Response to Intervention Program. |
| IMP 1 B | <ul style="list-style-type: none"> • Conduct one-on-one leadership team interviews. | <ul style="list-style-type: none"> • No revisions suggested. |
| IMP 2 A | <ul style="list-style-type: none"> • Conduct one-on-one leadership team interviews. | <ul style="list-style-type: none"> • No revisions suggested. |
| IMP 2 B | <ul style="list-style-type: none"> • Conduct one-on-one leadership team interviews. | <ul style="list-style-type: none"> • The descriptions of the levels of implementation should be edited to reflect the possibility of an assessment schedule is being implemented without a reference to a specific time table. |
| IMP 2 C | <ul style="list-style-type: none"> • Conduct one-on-one leadership team interviews. | <ul style="list-style-type: none"> • Additional implementation levels should be developed to assess the implementation of the logistics of assessments that are operational but not included in a written plan established for reporting the logistics processes associated with student assessments. |
| IMP 3 A | <ul style="list-style-type: none"> • Conduct one-on-one leadership team interviews. | <ul style="list-style-type: none"> • No revisions suggested. |
| IMP 4 A | <ul style="list-style-type: none"> • Conduct one-on-one leadership team interviews. | <ul style="list-style-type: none"> • An additional level of implementation should be developed to assess if the school collected data regarding the percent of students considered to need core, supplemental, and intensive instruction independently from assessing if the school collected data regarding the number of initial special education identifications. |
| IMP 4 B | <ul style="list-style-type: none"> • Conduct one-on-one leadership team interviews. | <ul style="list-style-type: none"> • An additional level of implementation should be developed to assess if the school conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction independently from assessing if the school conducted an analysis of data regarding the number of initial special education identifications. |
| IMP 5 | <ul style="list-style-type: none"> • Conduct one-on-one leadership team interviews. | <ul style="list-style-type: none"> • The development of additional levels of implementation to assess if the school communicates regularly with stakeholders with or without a formal written plan is suggested. |

CHAPTER V

RESPONSE TO INTERVENTION INNOVATION CONFIGURATION MAP

Introduction

Based on the pilot study of the use of the RtI Configuration Map, several modifications have been made. Each component is reviewed with respect to both suggested data collection procedures and modifications and the revised RtI Map is presented. The limitations, conclusions, and suggestions for further development are presented at the end of the chapter.

RtI Innovation Configuration Map for Consensus Building

Consensus Building: CB 1

The CB 1 component of Consensus Building of the RtI Innovation Configuration Map captures the levels of implementation that would be observed in schools. No changes regarding language, descriptions of levels of implementation, or number of levels of implementation have been made (see Figure 6) based on the pilot study. The data collection procedures have also been modified to include one-on-one interviews with a central office representative familiar with the RtI program and each member of the School Leadership Team.

Consensus Building: CB 2

The CB 2 component of Consensus Building of the RtI Innovation Configuration Map captures the levels of implementation that would be observed in schools. The level of implementation description of level 4b of the component has been edited based on the information collected during the pilot study to state “determine the personal concerns and inquiries of the school staff for implementing a RtI program” to better depict circumstances at schools not addressing the personal concerns and inquires of the school staff about the need for a RtI Program (see Figure 7). In addition, the data collection procedures have been modified to include individual interviews with the members of the School Leadership Team.

| CB 1 Consensus Building | Implementation Levels | | | | | Score |
|---|--|---|--|--|--|--|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Coordination and support from the division office.</i></p> <p><i>This step includes the collective leadership responsibilities of the school and the division office to:</i></p> <p><i>a) create a rationale for developing a RtI Plan,</i></p> <p><i>b) determine the resources needed to build consensus for developing a RtI plan, and</i></p> <p><i>c) determine who will share the rationale with the identified stakeholders.</i></p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI Plan,</p> <p>b) determined the resources needed to build consensus for developing a RtI plan, and</p> <p>c) determined who will share the rationale with the identified stakeholders.</p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI Plan, and</p> <p>b) determined the resources needed to build consensus for developing a RtI plan</p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI Plan, and</p> <p>b) determined who will share the rationale with the identified stakeholders.</p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI Plan.</p> | <p>Neither the school nor the division office has created a rationale for developing a RtI Plan.</p> | <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Individual interviews with the members of the School Leadership Team, interviews with the district office instructional administration, the agendas and minutes of leadership team meetings, data tables, the school Response to Intervention Blueprint document, multimedia presentations, and the professional development plans for the school.

Figure 6. Response to intervention innovation configuration map for CB 1 consensus building.

| CB 2 Consensus Building | Implementation Levels | | | | Score |
|--|---|---|--|---|-------------------------------------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Provide information to the school staff and others about RtI.</i></p> <p><i>This action step includes:</i></p> <p><i>a) identifying the need for a RtI program based on data while addressing personal concerns and inquiries of the school staff, and</i></p> <p><i>b) determining who and what method will be utilized to educate the school staff about RtI .</i></p> | <p>There is evidence that:</p> <p>a) the identification of the need for a RtI program is based on data, and</p> <p>b) determine the personal concerns and inquiries of the school staff for implementing a RtI program, and</p> <p>c) the determination of who and what method will be utilized to educate the school staff about RtI has been completed.</p> | <p>There is evidence that:</p> <p>a) the identification of the need for a RtI program is based on data and,</p> <p>b) the determination of who and what method will be utilized to educate the school staff about RtI has been completed.</p> | <p>There is evidence that the identification of the need for a RtI program is based on data.</p> | <p>There is no evidence that the identification of the need for a RtI program based on data has been completed.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Individual interviews with the members of the School Leadership Team, the agendas and minutes of leadership team meetings, data tables, the school’s Response to Intervention Blueprint document, the School Improvement Plan, the teacher surveys or other evidence utilized as a method of inquiry, and budget allocations for staff training.

Figure 7. Response to intervention innovation configuration map for CB 2 consensus building.

Consensus Building: CB 3

The information accumulated during the pilot study indicated that the CB 3 component of Consensus Building of the RtI Innovation Configuration Map does not capture all the levels of implementation that would be observed in schools. Therefore, the component description has been rewritten to include the employment of a methodology for determining the levels of agreement for the understanding, need, and support of the school staff for the implementation of a RtI program. The component has also been revised to incorporate additional levels of implementation so that the understanding, agreement, and support of the school staff for the development of a RtI Program can be assessed independently (see Figure 8). The data collection procedures have also been modified to include an interview question to ask how the level of understanding, agreement, and support of the school staff for a RtI program was determined and to include one-on-one interviews with each member of the School Leadership Team.

| CB 3 Consensus Building | Implementation Levels | | | | | Score |
|---|--|--|--|---|---|-------|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Identify the consensus level among staff necessary for implementing RtI.</i></p> <p><i>This action step includes the employment of a methodology for determining the levels of agreement for the understanding, need and support of the school staff for the implementation of a RtI program.</i></p> | There is evidence that: a) 80% of the school staff understands the concept of RtI , | There is evidence that: a) 80% of the school staff understands the concept of RtI , and | There is evidence that: a) 80% of the school staff understands the concept of RtI , and | There is evidence that: a) 80% of the school staff understands the concept of RtI. | There is evidence that less than 80% of the school staff understand the concept of RtI. | 5 |
| | b) 80% of the school staff agrees on the need for a RtI program, and | b) 80% of the school staff support the development of a RtI program | b) 80% of the school staff agrees on the need for a RtI program. | | | 4 |
| | c) 80% of the school staff support the development of a RtI program | | | | | 3 |
| | | | | | | 2 |
| | | | | | | 1 |

Validation Evidence: Individual interviews with the members of the School Leadership Team, the agendas and minutes of leadership team meetings, data tables, the school’s Response to Intervention Blueprint document, any presentation evidence, any documents utilized as a method of inquiry.

Figure 8. Response to intervention innovation configuration map for CB 3 consensus building.

Consensus Building: CB 4

The pilot study data indicated that the CB 4 component of Consensus Building of the RtI Innovation Configuration Map does not capture all the levels of implementation that would be observed in schools. As a result, the component description has been rewritten to assess if schools incorporate the principles of RtI into their value, mission and vision statements (see Figure 9). In addition, the data collection procedures have been modified to include individual interviews with the members of the School Leadership Team.

RtI Innovation Configuration Map for Infrastructure Building

Infrastructure Building: INF B 1

The INF B 1 component of Infrastructure Building of the RtI Innovation

| CB 4 Consensus Building | Implementation Levels | | | | | Score |
|--|--|--|--|---|---|--|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Plan to support change initiative.</i></p> <p><i>This step includes the development of a written plan that:</i></p> <p><i>a) integrates the principles of RtI into the school value statement,</i></p> <p><i>b) integrates the principles of RtI into the school mission and vision statements, and</i></p> <p><i>c) specifies a process for the evaluation and reaffirmation of the plan.</i></p> | <p>A plan has been written that:</p> <p>a) integrates the principles of RtI into the school value statement,</p> <p>b) integrates the principles of RtI into the school mission and vision statements, and</p> <p>c) specifies a process for the evaluation and reaffirmation of the plan.</p> | <p>A plan has been written that:</p> <p>a) integrates the principles of RtI into the school mission and vision statements, and</p> <p>b) specifies a process for the evaluation and reaffirmation of the plan.</p> | <p>A plan has been written that:</p> <p>a) integrates the principles of RtI into the school value statement,</p> <p>b) integrates the principles of RtI into the school mission and vision statements.</p> | <p>A plan for two of the following has been written that:</p> <p>a) integrates the principles of RtI into the school value statement,</p> <p>b) integrates the principles of RtI into the school mission and vision statements, and</p> <p>c) specifies a process for the evaluation and reaffirmation of the plan.</p> | <p>A plan one or less of the following has been written that:</p> <p>a) integrates the principles of RtI into the school value statement,</p> <p>b) integrates the principles of RtI into the school mission and vision statements, and</p> <p>c) specifies a process for the evaluation and reaffirmation of the plan.</p> | <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Individual interviews with the members of the School Leadership Team, the agendas and minutes of leadership team meetings, the professional development plan, the school mission and vision statements, the school Response to Intervention Handbook, and the school’s Response to Intervention Blueprint document.

Figure 9. Response to intervention innovation configuration map for CB 4 consensus building.

Configuration Map captures the levels of implementation that would be observed in schools. However, based on the information acquired in the pilot study, the language of the implementation level has been modified to describe the leadership team as including a facilitator or an school administrator, not both. The component has been revised to incorporate an additional level of implementation to distinguish the school as having one School Leadership Team or multiple grade level teams (see Figure 10). Additionally, the data collection procedures have been modified to include individual interviews with the members of the School Leadership Team.

| INF B 1 Infrastructure Building | Implementation Levels | | | | | Score |
|---|---|--|--|--|---|-----------------------|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Form a leadership team.</i></p> <p><i>This action step includes the identification of team members to include: a data mentor/data collector, 2 content specialists, 2 staff liaisons, and an administrator.</i></p> | A School Leadership Team has been established that includes a data mentor/data collector, 2 content specialists, 2 staff liaisons, and an administrator or facilitator. | A School Leadership Team has been established that includes less than a full complement of the identified leadership team members. | Grade Level Teams has been established that includes a data mentor/data collector, 2 content specialists, 2 staff liaisons, and an administrator or facilitator. | Grade Level Teams has been established that includes less than a full complement of the identified Grade Level Team members. | Neither a School Leadership Team nor Grade Level Teams have been established. | 5 4 3 2 1 |

Validation Evidence: Individual interviews with the members of the School Leadership Team, the agendas and minutes of leadership team meetings, the agendas and minutes of grade level team meetings, data tables, the school’s Response to Intervention Blueprint document.

Figure 10. Response to intervention innovation configuration map INF B 1 for infrastructure building.

Infrastructure Building: INF B 2

The INF B 2 Infrastructure Building of the RtI Innovation Configuration Map captures the levels of implementation that would be observed in schools. Nevertheless, based on the findings of the pilot study, the current language of implementation level 5 has been edited to capture whether or not a written plan and/or schedule for the Leadership Team has been implemented and attended by a majority of the School Leadership Team rather than the entire team (see Figure 11). Also, the data collection procedures have been modified to include one-on-one interviews with the School Leadership Team.

| INF B 2 Infrastructure Building | Implementation Levels | | | | | Score |
|--|---|--|---|---|---|-----------------------|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Professional development for the leadership team to lead the RtI initiative.</i></p> <p><i>This action step includes developing a written professional development plan and/or schedule for the leadership team that will enable the leadership team to share with teachers on how RtI can be implemented and operationalized in the school.</i></p> | A written professional development plan and/or schedule for the leadership team has been implemented and attended by a majority of the leadership team that has enabled the leadership team to share with teachers on how RtI can be implemented and operationalized in the school. | A written professional development plan and/or schedule for the leadership team has been implemented and attended by a limited number of the members of the leadership team that has enabled the leadership team to share with teachers on how RtI can be implemented and operationalized in the school. | A professional development plan and/or schedule have not been written for the leadership team which has led the majority of the leadership team to participate in professional development events and/or activities occasionally. | A professional development plan and/or schedule have been written, but the leadership team has not participated in any of the events and/or activities. | A professional development plan has NOT been written and the leadership team has not participated in any professional development events and/or activities. | 5 4 3 2 1 |

Validation Evidence: Individual interviews with the members of the School Leadership Team, the agendas and minutes of leadership team meetings, data tables, the written professional development plan and/or schedule, the school’s Response to Intervention Blueprint document.

Figure 11. Response to intervention innovation configuration map for INF B 2 infrastructure building.

Infrastructure Building: INF B 3

The INF B 3 component of Infrastructure Building of the RtI Innovation Configuration Map captures the levels of implementation that would be observed in schools. No changes regarding language, descriptions of levels of implementation, or number of levels of implementation have been made based on the pilot study data (see Figure 12). There are no suggested modifications in the data collection procedures for this component.

| INF B 3 Infrastructure Building | Implementation Levels | | | | | Score |
|--|---|---|--|--|---|--|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Determine the sufficiency of the core program.</i></p> <p><i>This action step includes the school:</i></p> <p><i>a) developing a data collection/analysis system that will permit multiple data collections,</i></p> <p><i>b) analyzing the proficiency data,</i></p> <p><i>c) securing an inventory of research based interventions currently in place in the school, and</i></p> <p><i>d) evaluating the results to determine the sufficiency of the core program.</i></p> | <p>The school has:</p> <p>a) developed a data collection/analysis system that will permit multiple data collections,</p> <p>b) completed the analysis of the proficiency data,</p> <p>c) secured an inventory of research based interventions currently in place in the school, and</p> <p>d) completed the evaluation of the results to determine the sufficiency of the core program.</p> | <p>The school has:</p> <p>a) developed a data collection/analysis system that will permit multiple data collections,</p> <p>b) completed the analysis of the proficiency data, and</p> <p>c) secured an inventory of research based interventions currently in place in the school.</p> | <p>The school has:</p> <p>a) developed a data collection/analysis system that will permit multiple data collections, and</p> <p>b) completed the analysis of the proficiency data.</p> | <p>The school has secured an inventory of research based interventions currently in place in the school.</p> | <p>No tasks have been completed to determine the sufficiency of the core program.</p> | <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Individual interviews with the members of the School Leadership Team, the agendas and minutes of leadership team meetings, data tables, and the school’s Response to Intervention Blueprint document.

Figure 12. Response to intervention innovation configuration map for INF B 3 infrastructure building.

Infrastructure Building: INF B 4

The INF B 4 component of Infrastructure Building of the RtI Innovation Configuration Map captures the levels of implementation that would be observed in schools; no changes regarding language, descriptions of levels of implementation, or number of levels of implementation have been made based on the pilot study (see Figure 13). However, the data collection procedures have been modified to include an additional School Leadership Team interview question that specifically asks if a written plan was developed that provides ongoing professional development for the school staff to implement the core program and to include one-on-one interviews with the members of the School Leadership Team.

| INF B 4 Infrastructure Building | Implementation Levels | | | | Score |
|---|--|---|--|---|-------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determine the professional development needs of the staff for implementation of the core program.</i></p> <p><i>This action step includes:</i></p> <p><i>a) identifying the professional development needs of the staff to implement the core program,</i></p> <p><i>b) developing a written plan to provide the identified professional development needed and,</i></p> <p><i>c) writing a plan to provide ongoing professional development for the staff to implement the core program.</i></p> | The school has: a) identified the professional development needs of the staff to implement the core program, b) developed a written plan to provide the identified professional development needed and, c) planned for implementing ongoing professional development for the staff to implement the core program. | The school has: a) identified the professional development needs of the staff to implement the core program, and b) developed a written plan to provide the identified professional development needed. | The school has identified the professional development needs of the staff to implement the core program. | The school had NOT made any provisions for the professional development needs of the staff. | 4 |
| | | | | | 3 |
| | | | | | 2 |
| | | | | | 1 |

Validation Evidence: Individual interviews with the members of the School Leadership Team, the agendas and minutes of leadership team meetings, data tables, the school Response to Intervention Handbook, document of methods of inquiry, and the school’s Response to Intervention Blueprint document.

Figure 13. Response to intervention innovation configuration map for INF B 4 infrastructure building.

Infrastructure Building: INF B 5

The INF B 5 component of Infrastructure Building of the RtI Innovation Configuration Map captures the levels of implementation that would be observed in schools. The data obtained from the pilot study indicated that language of implementation level 4a should be edited to better depict if data were utilized in the process of determining the sufficiency and effectiveness of the core program rather than a description of a mechanism by which data might be organized (see Figure 14). In addition, the data collection procedures have been modified to include individual interviews with the members of the School Leadership Team.

| INF B 5 Infrastructure Building | Implementation Levels | | | | Score |
|---|--|--|--|---|-------------------------------------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determine how the sufficiency and effectiveness of the core program will be monitored.</i></p> <p><i>This action step includes:</i> <i>a) maintaining a record of data for analysis to determine baseline data,</i> <i>b) establishing goals for student performance, and</i> <i>c) analyzing student performance data for the purpose of determining the sufficiency and effectiveness of the core program.</i></p> | <p>The school has: a) maintained a record of data for analysis to determine baseline data, b) established goals for student performance, and c) has completed an analysis of student performance data for the purpose of determining the sufficiency and effectiveness of the core program.</p> | <p>The school has: a) maintained a record of data for analysis to determine baseline data, and b) has established goals for student performance.</p> | <p>The school has maintained a record of data for analysis to determine baseline data.</p> | <p>The school has not taken any steps in preparation for the analysis of data for the purpose of determining the sufficiency and effectiveness of the core program.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Individual interviews with the members of the School Leadership Team, the agendas and minutes of leadership team meetings, data tables, the school Response to Intervention Handbook, and the school’s Response to Intervention Blueprint document.

Figure 14. Response to intervention innovation configuration map INF B 5 for infrastructure building.

Infrastructure Building: INF B 6

The INF B 6 component of Infrastructure Building of the RtI Innovation Configuration Map captures the levels of implementation that would be observed in schools. However, based on the information gained in the pilot study, the levels of implementation have been modified so that the collaboration between the School Leadership Team and the school staff can be assessed independently of the desired activities described in the action steps. Additional levels of implementation have been incorporated so that determining the delivery of supplementary and intensive instruction and the establishment of a written plan for the development and delivery of Curriculum Based Measurements can be assessed independently of the assessment of the collaboration for the decision of which RtI model has been adopted (see Figure 15). The data collection procedures have also been modified to pose an additional School Leadership Team interview question that specifically assesses the level of collaboration between the School Leadership Team and school staff and to include one-on-one interviews with the School Leadership Team.

| INF B 6 Infrastructure Building | Implementation Levels | | | | | Score |
|--|---|---|--|--|--|--|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Determining which RtI model will be adopted, i.e. Standard Protocol, Problem Solving, or a mixed method.</i></p> <p><i>This action step includes:</i> <i>a) determining the understanding of the teachers and leadership team of the different models of RtI,</i> <i>b) determining which RtI model best fits the needs of the school as decided collaboratively by the school staff and leadership team,</i> <i>c) determining the delivery method of the specific supplemental and intensive instruction, and</i> <i>d) establishing a written plan for the development and delivery of Curriculum Based Measurements.</i></p> | <p>Collaboratively, the teachers and leadership team have:</p> <p>a) determined the understanding of the staff and leadership team of the different models of RtI, b) determined which RtI model best fits the needs of the school, c) determined the delivery method of the specific supplemental and intensive instruction, and d) established a written plan for the development and delivery of Curriculum Based Measurements.</p> | <p>Less than 100% of the teachers and the leadership team have:</p> <p>a) determined the understanding of the staff and leadership team of the different models of RtI , b) determined which RtI model best fits the needs of the school, c) determined the delivery method of the specific supplemental and intensive instruction, and d) established a written plan for the development and delivery of Curriculum Based Measurements.</p> | <p>Only the leadership team has:</p> <p>a) determined the understanding of the staff and leadership team of the different models of RtI , b) determined which RtI model best fits the needs of the school, c) determined the delivery method of the specific supplemental and intensive instruction, and d) established a written plan for the development and delivery of Curriculum Based Measurements.</p> | <p>Less than 100% of the teachers and the leadership team have:</p> <p>a) determined the delivery method of the specific supplemental and intensive instruction, and b) established a written plan for the development and delivery of Curriculum Based Measurements.</p> | <p>Neither the teachers nor leadership team has taken any steps to determine which RtI model best fits the school.</p> | <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Individual interviews with the members of the School Leadership Team, the agendas and minutes of leadership team meetings, data tables, and the school’s Response to Intervention Blueprint document.

Figure 15. Response to intervention innovation configuration map INF B 6 for infrastructure building.

Infrastructure Building: INF B 7 A

The INF B 7 A component of Infrastructure Building of the RtI Innovation Configuration Map captures most of the levels of implementation that would be observed in schools. Additional levels of implementation have been added based on the pilot study so that an assessment can be made for the level of implementation following the administration of school-wide, small group, and individual student assessments in making instructional decisions for students independently, with and without a written plan. (see Figure 16). Furthermore, the data collection procedures have been modified to include individual interviews with the members of the School Leadership Team.

| INF B 7 A Infrastructure Building | Implementation Levels | | | | | Score |
|---|---|--|---|--|--|-----------------------|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Determine the logistics of assessments and data analysis and a program monitoring format.</i></p> <p><i>This action step centers on the development of a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments.</i></p> | The school has a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. | The school has a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide and small group assessments. | The school has a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide assessments only. | The school has a practice for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide, and/or small group, and/or individual student assessments without a written plan. | The school has not developed a written plan or implemented a practice for determining the data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. | 5 4 3 2 1 |

Validation Evidence: Individual interviews with the members of the School Leadership Team, the agendas and minutes of leadership team meetings, data tables, the school Response to Intervention Handbook, and the school's Response to Intervention Blueprint document.

Figure 16. Response to intervention innovation configuration map INF B 7 A for infrastructure building.

Infrastructure Building: INF B 7 B

The INF B 7 B component of Infrastructure Building of the RtI Innovation Configuration Map captures the levels of implementation that would be observed in schools. However, based on the pilot study, the levels of implementation have been modified to illustrate the administration of school-wide, small group, and individual student assessments in making instructional decisions for students independently while considering the RtI model that has been adopted by a school, with and without a written plan (see Figure 17). The data collection procedures have also been modified to pose a School Leadership Team interview question to assess the implementation level while considering the RtI model that has been adopted and to include one-on-one interviews with the members of the School Leadership Team.

Infrastructure Building: INF B 7 C

The INF B 7 C component of Infrastructure Building of the RtI Innovation Configuration Map captures the most of the levels of implementation that would be observed in schools. Based on the pilot study findings, additional levels of implementation have been incorporated to assess if a school has developed a written plan or has established a practice for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders (see Figure 18). Additionally, the data collection procedures have been modified to include individual interviews with the members of the School Leadership Team.

| INF B 7 B Infrastructure Building | Implementation Levels | | | | | Score |
|--|---|--|--|---|--|------------------|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Determine the logistics of assessments and data analysis and program monitoring format.</i></p> <p><i>This action step includes developing a written plan for determining the frequency of the administration of school-wide, small group, and individual student assessments while considering the RTI model adopted by the school.</i></p> | The school has developed a written plan that establishes the frequency of the administration of school-wide, small group, and individual student assessments while considering the RTI model adopted by the school. | The school has developed a written plan that establishes the frequency of the administration of school-wide and small group assessments while considering the RTI model adopted by the school. | The school has developed a written plan that establishes the frequency of the administration of school-wide assessments while considering the RTI model adopted by the school. | The school has a practice for the frequency of the administration of school-wide, and/or small group, and/or individual student assessments while considering the RTI model adopted by the school without a written plan. | The school has not written a plan that establishes the frequency of the administration of assessments. | 4 3 2 1 |

Validation Evidence: Individual interviews with the members of the School Leadership Team, the agendas and minutes of leadership team meetings, data tables, published assessment schedules, the school Response to Intervention Handbook, and the school’s Response to Intervention Blueprint document.

Figure 17. Response to intervention innovation configuration map INF B 7 B for infrastructure building.

| INF B 7 C Infrastructure Building | Implementation Levels | | | Score |
|--|--|--|---|-------------|
| | 3 | 2 | 1 | |
| <p><i>Determine the logistics of assessments and data analysis and program monitoring format.</i></p> <p><i>This action step includes developing a written plan for:</i></p> <p><i>a) reporting the processes of the logistics of assessments,</i></p> <p><i>b) instituting a data analysis format, and</i></p> <p><i>c) implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders.</i></p> | The school has developed a written plan for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders. | The school has implemented a practice for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders. | The school has NOT developed a written plan nor implemented a practice for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed to the school instructional personnel and other stakeholders. | 3 2 1 |

Validation Evidence: Individual interviews with the members of the School Leadership Team, the agendas and minutes of leadership team meetings, data tables, the school Response to Intervention Handbook, the School Improvement Plan, and the school’s Response to Intervention Blueprint document.

Figure 18. Response to intervention innovation configuration map INF B 7 C for infrastructure building.

RtI Innovation Configuration Map for Implementation

Implementation: IMP 1 A

The IMP 1 A component of Implementation of the RtI Innovation Configuration Map captures the levels of implementation that would be observed in schools. However, as a function

of the information gained in the pilot study, the language of the action step and levels of implementation has been edited to clarify the objective of this component is to determine the professional development needs of the staff for the evaluation of assessments for the purpose of RtI, not the method employed to determine the needs of the staff to meet this objective. A third level of implementation has been incorporated to reflect the professional development needs of the school staff separate and apart from the school staff professional development needs related to evaluating assessments as part of the school’s RtI Program (see Figure 19). Furthermore, the data collection procedures have been modified to include one-on-one interviews with the members of the School Leadership Team.

| IMP 1 A Implementation | Implementation Levels | | | | Score |
|--|---|---|--|---|-------------------------------------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Provide professional development and ongoing supports for those administering assessments for the purpose of RtI and providing instructional intervention.</i></p> <p><i>This action step includes determining the professional development needs of:</i> <i>a) those who will provide instructional intervention, and</i> <i>b) those who will evaluate assessments for the purpose of RtI.</i></p> | <p>The school has determined the professional development needs for:</p> <p>a) those who will provide instructional intervention, and b) those who will evaluate assessments for the purpose of RtI.</p> | <p>The school has determined the professional development needs for those who will provide instructional intervention only.</p> | <p>The school has determined the professional development needs for those who will evaluate assessments for the purpose of RtI only.</p> | <p>The school has NOT determined the professional development needs neither for those who will provide instructional intervention NOR for those who will evaluate assessments for the purpose of RtI.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Individual interviews with the members of the School Leadership Team, the agendas and minutes of leadership team meetings, data tables, the school Response to Intervention Handbook, document of methods of inquiry, and the school’s Response to Intervention Blueprint document.

Figure 19. Response to intervention innovation configuration map IMP 1 A for implementation.

Implementation: IMP 1 B

The IMP 1 B component of Implementation of the RtI Innovation Configuration Map captures the levels of implementation that would be observed in schools. No changes regarding language, descriptions of levels of implementation, or number of levels of implementation have been made (see Figure 20). The data collection procedures have been modified to include individual interviews with the members of the School Leadership Team.

Implementation: IMP 2 A

The IMP 2 A component of Implementation of the RtI Innovation Configuration Map captures the levels of implementation that would be observed in schools. Therefore,

| IMP 1 B Implementation | Implementation Levels | | Score |
|---|--|--|-------------------|
| | 2 | 1 | |
| <p><i>Provide professional development and ongoing supports for those administering assessments for the purpose of RtI and providing instruction intervention.</i></p> <p><i>This action step includes surveying the veteran teachers and new teachers to determine the professional development needs for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices.</i></p> | <p>The school has conducted a survey of the veteran teachers and new teachers to determine the professional development needs for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices.</p> | <p>The school has NOT conducted a survey of the veteran teachers and new teachers to determine the professional development needs for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices.</p> | <p>2</p> <p>1</p> |

Validation Evidence: Individual interviews with the members of the School Leadership Team, the agendas and minutes of leadership team meetings, data tables, the school Response to Intervention Handbook, documents of methods of inquiry, and the school’s Response to Intervention Blueprint document.

Figure 20. Response to intervention innovation configuration map INF 1 B for implementation.

no changes regarding language, descriptions of levels of implementation, or number of levels of implementation have been made (see Figure 21). However, the data collection procedures have been changed to include one-one-one interviews with the members of the School Leadership Team.

Implementation: IMP 2 B

The IMP 2 B component of Implementation of the RtI Innovation Configuration Map captures the levels of implementation that would be observed in schools. Based on the pilot study, the levels of implementation have been rewritten to reflect the implementation of an assessment schedule without a reference to a specific time table (see Figure 22). The data collection procedures have also been modified to include individual interviews with the members of the School Leadership Team.

| IMP 2 A Implementation | Implementation Levels | | | | | Score |
|--|--|---|---|---|--|--|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Implement logistics of assessments and periodic analysis.</i></p> <p><i>This action step includes organizing and implementing ongoing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments.</i></p> | <p>The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments.</p> | <p>The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide and small group assessments.</p> | <p>The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide assessments.</p> | <p>The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of small group assessments.</p> | <p>The school has NOT organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments.</p> | <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Individual interviews with the members of the School Leadership Team, the agendas and minutes of leadership team meetings, data tables, the school Response to Intervention Handbook, information posted on the school or division website, and the school’s Response to Intervention Blueprint document.

Figure 21. Response to intervention innovation configuration map IMP 2 A for implementation.

| IMP 2 B Implementation | Implementation Levels | | | | Score |
|--|--|---|---|---|-------------------------------------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Implement logistics of assessments and periodic analysis.</i></p> <p><i>This action step includes the implementation the administration of school-wide at established intervals, and the implementation of small group and individual student assessments while considering the RtI model adopted by the school.</i></p> | The school has implemented the established plan for the frequency of the administration of school-wide, small group, and individual student assessments while considering the RtI model adopted by the school. | The school has implemented the established plan for the frequency of the administration of school-wide and small group assessments while considering the RtI model adopted by the school. | The school has implemented the established plan for the frequency of the administration of school-wide assessments while considering the RtI model adopted by the school. | The school has not implemented the administration of assessments at established time intervals. | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Individual interviews with the members of the School Leadership Team, the agendas and minutes of leadership team meetings, data tables, the school Response to Intervention Handbook, information posted on the school or division website, and the school’s Response to Intervention Blueprint document.

Figure 22. Response to Intervention Innovation Configuration Map IMP 2 B for Implementation

Implementation: IMP 2 C

Based on the pilot study, it was decided that IMP 2 C Implementation of the RtI Innovation Configuration Map captures most of the levels of implementation that would be observed in schools. Additional implementation levels have been incorporated to better depict the implementation of the logistics of assessments that are operational but not included in a written plan established for reporting the logistics processes associated with student assessments (see Figure 23). Furthermore, the data collection procedures have been adapted to include individual interviews with the members of the School Leadership Team.

| IMP 2 C Implementation | Implementation Levels | | | | | Score |
|---|--|---|---|---|--|-------|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Implement logistics of assessments and periodic analysis.</i></p> <p><i>This action step includes the implementation of</i></p> <p><i>a) the written plan established for reporting the processes of the logistics of assessments,</i></p> <p><i>b) a data analysis format, and</i></p> <p><i>c) the program monitoring procedures to be followed by the school instructional personnel and other stakeholders.</i></p> | The school has implemented: a) the written plan established for reporting the processes of the logistics of assessments, b) a data analysis format, and c) the program monitoring procedures to be followed by the school instructional personnel and other stakeholders. | The school has implemented the written plan for TWO of the following: a) for reporting the processes of the logistics of assessments, and/or b) a data analysis format, and/or c) the program monitoring procedures to be followed by the school instructional personnel and other stakeholders. | The school has implemented: a) the written plan established for reporting the processes of the logistics of assessments. | The school has implemented the written plan for ONE of the following: a) for reporting the processes of the logistics of assessments, and/or b) a data analysis format, and/or c) the program monitoring procedures to be followed by the school instructional personnel and other stakeholders. | The school has NOT implemented: a) the written plan established for reporting the processes of the logistics of assessments, b) a data analysis format, and c) the program monitoring procedures to be followed to the school instructional personnel and other stakeholders. | 5 |
| | | | | | | 4 |
| | | | | | | 3 |
| | | | | | | 2 |
| | | | | | | 1 |

Validation Evidence: Individual interviews with the members of the School Leadership Team, the agendas and minutes of leadership team meetings, data tables, the school Response to Intervention Handbook, and the school’s Response to Intervention Blueprint document.

Figure 23. Response to Intervention Innovation Configuration Map IMP 2 C for Implementation

Implementation: IMP 3 A

The IMP 3 A Implementation of the RtI Innovation Configuration Map captures the levels of implementation that would be observed in schools. No changes regarding language, descriptions of levels of implementation, or number of levels of implementation have been made based on the pilot study (see Figure 24). However, one-one-one interviews with the members of the School Leadership Team have been added to the data collection procedures.

| IMP 3 A Implementation | Implementation Levels | | Score |
|--|---|---|-------|
| | 2 | 1 | |
| <p><i>Monitor implementation of the instructional programs.</i></p> <p><i>This action steps includes developing a written plan to evaluate all instructional programs.</i></p> | The school has developed a written plan to evaluate all instructional programs. | The school has NOT developed a written plan to evaluate all instructional programs. | 2 |
| | | | 1 |

Validation Evidence: Individual interviews with the members of the School Leadership Team, the agendas and minutes of leadership team meetings, data tables, the school Response to Intervention Handbook, the School Improvement Plan, instructional evaluation documents, and the school’s Response to Intervention Blueprint document.

Figure 24. Response to Intervention Innovation Configuration Map IMP 3 A for Implementation

Implementation: IMP 4 A

The pilot study information indicated that IMP 4 A Implementation of the RtI Innovation Configuration Map captures most of the levels of implementation that would be observed in schools. An additional level of implementation has been incorporated to capture whether or not a school collected data regarding the percentage of students considered to need core, supplemental, and intensive instruction independently from assessing if the school collected data regarding the number of initial special education identifications (see Figure 25). The data collection procedures have also been modified to include one-one-one interviews with the members of the School Leadership Team.

Implementation: IMP 4 B

The IMP 4 B Implementation of the RtI Innovation Configuration Map captures most of the levels of implementation that would be observed in schools. An additional level of implementation has been added, based on the pilot study, to assess if a school conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction independently from assessing if the school conducted an analysis of data regarding the number of initial special education identifications (see Figure 26). Further, individual interviews with the members of the School Leadership Team were added to the data collection procedures.

Implementation: IMP 5

The IMP 5 Implementation of the RtI Innovation Configuration Map captures the levels of implementation that would be observed in schools. However, the pilot study indicated that the language of the levels of implementation should be modified. Changes were made to reflect whether or not a school communicates regularly with stakeholders with or without a formal written plan (see Figure 27). Also, the data collection procedures have been modified to include one-one-one interviews with the members of the School Leadership Team.

| IMP 4 A Implementation | Implementation Levels | | | | Score |
|--|---|--|---|---|-------------------------------------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Collect and summarize program evaluation data. This action step includes:</i></p> <p><i>a) collecting data regarding the percent of students considered to need core, supplemental, intensive instruction, and</i></p> <p><i>b) collecting data regarding the number of initial special education identifications.</i></p> | <p>The school has:</p> <p>a) collected data regarding the percent of students considered to need core, supplemental, and intensive instruction, and</p> <p>b) collected data regarding the number of initial special education identifications.</p> | <p>The school has collected data regarding the percent of students considered to need core, supplemental, and intensive instruction.</p> | <p>The school has collected data regarding the number of initial special education identifications.</p> | <p>The school has NEITHER:</p> <p>a) collected data regarding the percent of students considered to need core, supplemental, intensive instruction, nor</p> <p>b) collected data regarding the number of initial special education identifications.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Individual interviews with the members of the School Leadership Team, the agendas and minutes of leadership team meetings, data tables, the school Response to Intervention Handbook, and the School Improvement Plan.

Figure 25. Response to Intervention Innovation Configuration Map IMP 4 A for Implementation

| IMP 4 B Implementation | Implementation Levels | | | | Score |
|--|---|--|---|--|-------------------------------------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Collect and summarize program evaluation data. This action step includes:</i></p> <p><i>a) the analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction, and</i></p> <p><i>b) the analysis of data regarding the number of initial special education identifications.</i></p> | <p>The school has:</p> <p>a) conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction, and</p> <p>b) conducted an analysis of data regarding the number of initial special education identifications.</p> | <p>The school has conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction only.</p> | <p>The school has conducted an analysis of data regarding the number of initial special education identifications only.</p> | The school has NEITHER: | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |
| | | | | a) conducted an analysis of data regarding the percent of students considered to need core, supplemental, intensive instruction, nor | |
| | | | | b) conducted an analysis of data regarding the number of initial special education identifications. | |
| | | | | | |

Validation Evidence: Individual interviews with the members of the School Leadership Team, the agendas and minutes of leadership team meetings, and data tables.

Figure 26. Response to Intervention Innovation Configuration Map IMP 4 B for Implementation

| IMP 5 Implementation | Implementation Levels | | | | | Score |
|--|--|--|--|--|--|--|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Communicate regularly with stakeholders. This action step includes developing a written operational plan to communicate with teachers, school staff, central office personnel, students, and parents as identified stakeholders.</i></p> | <p>The school has developed a written operational plan to communicate with teachers, school staff, central office personnel, students, and parents as identified stakeholders.</p> | <p>The school has developed a written operational plan to communicate with teachers, and three of the following identified stakeholders:</p> <ul style="list-style-type: none"> • school staff • central office personnel • students • parents | <p>The school has developed a written operational plan to communicate with teachers, and two of the following identified stakeholders:</p> <ul style="list-style-type: none"> • school staff • central office personnel • students • parents | <p>The school has developed a practice to communicate with teachers, school staff, central office personnel, students, and parents as identified stakeholders.</p> | The school has NOT developed a written operational plan | <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> |
| | | | | | NOR implemented a practice to communicate with any stakeholders. | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Validation Evidence: Individual interviews with the members of the School Leadership Team, the agendas and minutes of leadership team meetings, data tables, the school Response to Intervention Handbook, information published and/or posted on the school and/or division website, and the school's Response to Intervention Blueprint document.

Figure 27. Response to Intervention Innovation Configuration Map IMP 5 B for Implementation

Limitations

The development of the RtI Innovation Configuration Map is a work in progress and, as such, has limitations naturally associated with such work. The pilot study did provide evidence that, in general, the map could be used to describe the implementation of a RtI program

developed and put into operation in four schools participating in the Virginia Department of Education RtI Initiative. Whether the map as currently configured and modified would sufficiently assess the implementation and operation of RtI programs developed and used outside of the Virginia Initiative is not known. The changes made in the data collection procedures may, when used in future applications of the map, produce evidence that requires additional modifications of the descriptions of components and implementation levels.

Conclusions

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) made important amendments regarding the identification of students with learning disabilities. The new language permits local education agencies to use procedures that document a child's response to systematic, research based interventions as part of the evaluation process. This has become to be known as RtI. However, the change in federal legislation does not provide specific guidelines for the implementation of intervention services. Based on the pilot study, the conclusion is that the RtI Innovation Configuration Map can be used to assess levels of implementation of components and action steps associated with a school-based RtI Program. Furthermore, the RtI Innovation Configuration Map provides an understandable guide that can assist educational leaders with the wide array of issues associated with the development, implementation, operation, and evaluation of RtI Programs within the Commonwealth of Virginia and elsewhere. Research and development efforts need to continue to assure that the RtI Innovation Configuration Map can fulfill its potential as a useful tool. Specifically, the revised RtI Innovation Configuration Map needs additional field testing to assure that the modifications do indeed result in better assessments of a school's efforts to create and operate a RtI program and/or more efficient development and implementation of such programs.

Recommendations for Further Research and Development

Continued research in the field of the service delivery and implementation of RtI is needed to assist schools and school districts to prepare for the planning and subsequent implementation of RtI programs. The utility of the revised RtI Innovation Configuration Map in that planning and implementation of RtI programs should be examined and the RtI Innovation Configuration Map further revised as need. Additional development and research should be undertaken that incorporate into the revised RtI Innovation Configuration Map multi-tiered instructional intervention while considering the design and assignments of instructional personnel to meet the needs of struggling learners as part of a school's RtI Program is suggested to assure that the revised RtI Innovation Configuration Map is viable and useful to school personnel.

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APPENDIX A

Action Step Assessment: Round 1

The action steps for the components to be considered when planning and implementing a school-based RtI program are presented below in conjunction with a brief description of the activities deemed to be part of each action step. For each action step, please use the scale provided to indicate your belief of the step’s importance to a RtI program. A space has also been provided for you to identify any activities that you think should be part of the action step.

After completing your responses please save the document and return it to me via email to kylerrhodes@scsb.org.

Consensus Building

The objectives for school level consensus building are to develop staff support for RtI and for the school staff to understand the importance of building consensus before moving forward with the infrastructure development and implementation.

Action Step 1: Coordination and support from the division office. (This step includes: establishing a rationale for the school adopting RtI practices; determining who will share the rationale with the district’s central office and how it will be delivered; sharing the rationale with the district’s central office; identifying division- and building-level leadership responsibilities for the implementation of RtI; and identifying the resources necessary to build consensus.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Action Step 2: Provide information to the school staff and others about RtI. (This step includes: establishing a rationale for the school adopting RtI practices; determining who will share the rationale with the school staff and how it will be delivered; sharing the rationale with the school staff; and discuss the resources and commitments necessary to build consensus within the school.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Action Step 3: Identify consensus level among staff necessary for implementing RtI. (This step includes: identifying of the level of agreement among the school staff needed to proceed with RtI, and determining the percentage of the school staff who are supportive of RtI.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Action Step 4: Compare current consensus level to that needed to proceed. (This step includes: designing and implementing ongoing consensus-building activities until the desired level of consensus is achieved.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Action Step 5: Plan to support change initiative. (This step includes: developing a plan to integrate RtI principles and beliefs into assertions of school values, and school mission and vision statements.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Infrastructure Building

The objectives for school level infrastructure building are for schools to identify and appoint a building leadership team and to secure appropriate training and skill development to enable the school level leadership team to lead the RtI initiative.

Action Step 5: Determine how the sufficiency and effectiveness of the core program will be monitored. (This step includes: determining baseline data; establishing desired goals; developing a data collection plan; reviewing data; and discussing the sufficiency and effectiveness of the core program.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Action Step 6: Determining which RtI model will be adopted, i.e. Standard Protocol, Problem Solving, or a mixed method. (This step includes: determining staff members' understanding of the application of models; determining what specific supplemental and intensive instruction will be utilized; determining how the specific supplemental and intensive instruction will be delivered; and creating a plan for the development and delivery of Curriculum Based Measurements to assess fidelity of implementation.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Action Step 7: Determine logistics of assessments and data analysis and program monitoring format. (This step includes: determining and implementing school-wide data-based decision making processes; establishing and initiating small group data-based decision making processes; creating and operationalizing individual data-based decision making processes; determining and implementing monthly progress monitoring procedures for those students receiving supplemental instruction; and determining and implementing weekly or biweekly progress monitoring procedures for those students receiving intense instruction.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Implementation

Implementation should include scheduling considerations in light of the instruction, intervention, and assessment plan established.

Action Step 1: Provide professional development and ongoing supports for those administering assessments and providing instruction. (This step includes: establishing and implementing professional development for school staff who will evaluate assessments and for school staff who will provide core, supplemental, and intensive instruction; and creating and initiating ongoing professional development for school staff and for new-to-the-building school personnel regarding new instructional practices.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Action Step 2: Implement logistics of assessments and periodic analysis. (This step includes: organizing and implementing ongoing data-based decision making processes and procedures regarding the RtI infrastructure for school-wide, small group, and individual student data-based decision making; designing and initiating a plan to conduct screening assessments three or four times per year; and developing and operationalizing a plan to conduct progress monitoring monthly for those students receiving supplemental instruction and weekly or biweekly for those students receiving intensive instruction.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Action Step 3: Monitor implementation of instructional programs. (This step includes: devising and initiating a plan to evaluate all instructional programs; developing and implementing systematic methods to monitor the implementation of instructional programs; and creating and putting into operation a plan to adjust the RtI program based on ongoing analysis of implementation fidelity and other data.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Action Step 4: Collect and summarize program evaluation data. (This step includes: developing and initiating a plan to examine data regarding the percent of students considered to need core, supplemental, and intensive instruction; examining accountability data; and reviewing data regarding the number and nature of initial special education identifications.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Action Step 5: Communicate regularly with stakeholders. This step includes: creating and putting into operation a plan to regularly and systematically provide program data to teachers, school administrative staff, central office staff, students, and parents.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(You have finished. Please save and send as an attachment to kylerrhodes@scsb.org.)

Thank you for your participation. The data received will be synthesized into a single document and sent to you again for your review as part of the second round of this proposed study.

Submitted by:

Date:

Action Step 3: Identify consensus level among staff necessary for implementing RtI. (This step includes: identifying of the level of agreement among the school staff needed to proceed with RtI, and determining the percentage of the school staff who are supportive of RtI.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Action Step 4: Plan to support change initiative. (This step includes: developing a plan to integrate RtI principles and beliefs into assertions of school values, and school mission and vision statements.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Infrastructure Building

The objectives for school level infrastructure building are for schools to identify and appoint a building leadership team and to secure appropriate training and skill development to enable the school level leadership team to lead the RtI initiative.

Action Step 1: Form a leadership team. (This step includes: establishing a leadership team composed of general education teachers and appointing a data mentor, a content specialist, a facilitator, a staff liaison, and an instructional leader.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Action Step 2: Professional development for Leadership Team to lead RtI initiative. (This step includes: providing the leadership team specific, immediate, and ongoing training regarding the implementation and operation of a RtI initiative, and the awareness of the leadership team of the importance that the skills learned from numerous training sessions are critical to desired learner outcomes.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Action Step 3: Determine sufficiency of core program. (This step includes: identifying a screening tool and proficiency cuts; collecting universal screening data; determining the acceptable percentage of proficiency; identifying the percentage of students who are proficient and not proficient; comparing proficiency percentages to performance data; conducting an inventory of researched based interventions currently in place in the school; and determining what works and if changes in the core planning are needed.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Action Step 4: Determine the professional development needs of the staff for implementation of the core program. (This step includes: identifying the needs of the staff to implement the core program; developing an action plan; and implementing the action plan.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Action Step 5: Determine how the sufficiency and effectiveness of the core program will be monitored. (This step includes: determining baseline data; establishing desired goals; developing a data collection plan; reviewing data; and discussing the sufficiency and effectiveness of the core program.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Action Step 6: Determining which RtI model will be adopted, i.e. Standard Protocol, Problem Solving, or a mixed method. (This step includes: determining staff members' understanding of the application of models; determining what specific supplemental and intensive instruction will be utilized; determining how the specific supplemental and intensive instruction will be delivered; and creating a plan for the development and delivery of Curriculum Based Measurements.

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Action Step 7: Determine logistics of assessments and data analysis and program monitoring format. (This step includes: determining and implementing school-wide data-based decision making processes; establishing and initiating small group data-based decision making processes; creating and operationalizing individual data-based decision making processes; determining and implementing monthly progress monitoring procedures for those students receiving supplemental instruction; determining and implementing weekly or biweekly progress monitoring procedures for those students receiving intense instruction; and a plan for reporting these processes to school instructional personnel and other stakeholders.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Implementation

Implementation should include scheduling considerations in light of the instruction, intervention, and assessment plan established.

Action Step 1: Provide professional development and ongoing supports for those administering assessments and providing instruction. (This step includes: continuing to survey staff to establish and implement professional development for those who will evaluate assessments and for school staff who will provide core, supplemental, and intensive instruction; and creating and initiating ongoing professional development for school staff and for new-to-the-building school personnel regarding new instructional practices.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Action Step 2: Implement logistics of assessments and periodic analysis. (This step includes: organizing and implementing ongoing data-based decision making processes and procedures regarding the RtI infrastructure for school-wide, small group, and individual student data-based decision making; designing and initiating a plan to conduct screening assessments three or four times per year; developing and operationalizing a plan to conduct progress monitoring monthly for those students receiving supplemental instruction and weekly or biweekly for those students receiving intensive instruction; and a plan for reporting these procedures to school instructional personnel and other stakeholders.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Action Step 3: Monitor implementation of instructional programs. (This step includes: devising and initiating a plan to evaluate all instructional programs; developing and implementing systematic methods to monitor the implementation of instructional programs; and creating and putting into operation a plan to adjust the RtI program based on ongoing analysis of implementation fidelity and other data.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Action Step 4: Collect and summarize program evaluation data. (This step includes: collecting data on the fidelity of implementation; developing and initiating a plan to examine data regarding the percent of students considered to need core, supplemental, and intensive instruction; examining accountability data; and reviewing data regarding the number and nature of initial special education identifications.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(Please continue to the next action step.)

Action Step 5: Communicate regularly with stakeholders. This step includes: creating and putting into operation a plan to regularly and systematically provide program data to teachers, school administrative staff, central office staff, students, and parents.)

Essential Important Nice to Have Minimally Important Not needed

Additional activities, if any, that should be included in this step (Put your cursor on the grey box that follows and type your answer):

(You have finished. Please save and send as an attachment to kylerrhodes@scsb.org.)

Thank you for your participation. Please enter your name and date below. You will be contacted about the results of this second round and if an additional round is necessary.

Submitted by:

Date:

APPENDIX C

Innovation Configuration Map Development Team Rating Scale and Data Source Development

Consensus Building

The objectives for school level consensus building are to develop staff support for RtI and for the school staff to understand the importance of building consensus before moving forward with the infrastructure development and implementation.

Action Step 1: Coordination and support from the division office. (This step includes: sharing pre-implementation data with school and parent stakeholders to establish a rationale for the school adopting RtI practices; determining who will share the rationale with the district's central office and how it will be delivered; sharing the rationale with the district's central office; identifying division- and building-level leadership responsibilities for the implementation of RtI; and identifying the resources necessary to build consensus.)

Collective Leadership Responsibilities include:

Developing a rationale for developing a plan (both play in the evolution)

Who will share with stakeholders

Resources to build consensus (Professional development

Level of Implementation:

Division: Yes

Division: No

Division: Yes

Division: No

School: Yes

School: Yes

School: No

School: No

Evidence:

Mission Statement

School Improvement Plan

School Division Six Year Plan

Interviews w/ school and district office

Meeting Agendas

PD Records for personnel

Action Step 2: Provide information to the school staff and others about RtI. (This step includes: focusing on data while introducing the principles of RtI to the current practice in the school to establish a rationale for the school adopting RtI practices; determining who will share the rationale with the school staff and how it will be delivered; sharing the rationale with the school staff; and discuss the resources and commitments necessary to build consensus within the school.)

Components:

- Identified need based on data
- Training/Explanation
- Personal Concerns
- Take Away (No bus duty)
- Who will provide/secure above-principal
- How will it happen (job responsibilities)

Levels of accomplishment/implementation

All of the above Need and explain Need Nothing

Evidence:

- PPT Presentation
- School Improvement Plan
- Minutes of Meetings
- Budget
- Survey's of Teachers
- Job Responsibilities

Infrastructure Building

The objectives for school level infrastructure building are for schools to identify and appoint a building leadership team and to secure appropriate training and skill development to enable the school level leadership team to lead the RtI initiative.

Action Step 1: Form a leadership team. (This step includes: establishing a leadership team composed of general education teachers and appointing a data mentor, a content specialist, a facilitator, a staff liaison, and an instructional leader.)

Team Members:

Data Mentor/Data Collector (Reading Specialist, Guidance Counselor, Math Specialist, School Psychologist.

2 Content Specialists: Reading Specialist, Math Specialist, Special Education Teacher, Title I Teacher.

Facilitator: Has leadership skills, depends on the school.

2 Staff Liaisons: Good communication skills, knowledge of the innovation, Reflector of the school.

Administrator: Principal or assistant principal.

Degree of suggested team makeup:

| | | | |
|---------------------|-------------------|-------------|-------------|
| Ideal | Less than ideal | Poor | Undesirable |
| (All of the stated) | No Administrators | No Teachers | No Team |

Evidence:

Minutes of meetings, Agenda

Schedule

Team Roster/listing

Interviews w/ principal, team, parents, and non-members

Data tables/records

Action Step 2: Professional development for Leadership Team to lead RtI initiative. (This step includes: providing the leadership team specific, immediate, and ongoing training regarding the implementation and operation of a RtI initiative, and the awareness of the leadership team of the importance that the skills learned from numerous training sessions are critical to desired learner outcomes.)

Components:

Written Plan or PD schedule
Consistent participation of the leadership team
Plan how fits in school
Sharing with school staff (Bring back)

Degree of Implementation of identified components:

Ideal: Whole team Acceptable: Limited participation
Less than acceptable: No Plan – Did attend Poor: Plan w/ no attendance
Unacceptable: No PD

Evidence:

PD Plan
School Improvement Plan

Action Step 3: Determine sufficiency of core program. (This step includes: identifying a screening tool and proficiency cuts; collecting universal screening data; determining the acceptable percentage of proficiency; identifying the percentage of students who are proficient and not proficient; comparing proficiency percentages to performance data; conducting an inventory of researched based interventions currently in place in the school; and determining what works and if changes in the core planning are needed.)

Components:

Do you have a data collection/analysis system

Multiple Data Collections to determine proficiency (P), comparing proficiency data(C), inventory of researched based interventions currently in place(I), evaluation of results to guide decisions of core program analysis(E).

Degree of compliance with identified steps:

| | | | |
|---------|-----------------|------|---------------|
| Ideal | Less than ideal | Poor | Non-compliant |
| P,C,I,E | P,C,I | I | (NOTHING) |

Evidence:

School Improvement Plan
 Minutes of Meetings
 Interviews

Action Step 4: Determine the professional development needs of the staff for implementation of the core program. (This step includes: identifying the needs of the staff to implement the core program; developing an action plan; and implementing the action plan.)

Components:

Purposeful Professional development that includes:

Identifying (I), Developing (D), Implementing ongoing w/ follow-up (IMP)

Level of Compliance

| | | | |
|---------|-----------------|------|---------------|
| Ideal | Less than Ideal | Poor | Non-compliant |
| I,D,IMP | I,D | IMP | Not addressed |

Evidence:

PD Schedule
 School Improvement Plan
 Minutes of Meetings

Action Step 5: Determine how the sufficiency and effectiveness of the core program will be monitored. (This step includes: determining baseline data; establishing desired goals; developing a data collection plan; reviewing data; and discussing the sufficiency and effectiveness of the core program.)

Components:

Data notebook
Goals
Review
Reflection

Level of Completion:

| | | | |
|---------|-----------------|------|---------------|
| Ideal | Less than Ideal | Poor | Not Completed |
| D,G,R,R | D,G | D | Nothing |

Evidence:

Data Notebook
School Improvement Plan
Minutes of Meetings

Action Step 6: Determining which RtI model will be adopted, i.e. Standard Protocol, Problem Solving, and mixed method. (This step includes: determining staff members' understanding of the application of models; determining what specific supplemental and intensive instruction will be utilized; determining how the specific supplemental and intensive instruction will be delivered; and creating a plan for the development and delivery of Curriculum Based Measurements.)

Components:

Understanding
Which
Delivery
Measures

Components Addressed:

| | | | |
|--|-----------------|-----------------|---------------|
| Ideal | Less than Ideal | Poor | Not Addressed |
| Entire Staff (S) | Some Staff | Only Leadership | None |
| Entire Leadership (L) (Administration and Leadership Team for above) | Some Leadership | | |

Evidence:

Leadership Team Minutes
Faculty Meeting Agendas

Action Step 7: Determine logistics of assessments and data analysis and program monitoring format. (This step includes: determining and implementing school-wide data-based decision making processes; establishing and initiating small group data-based decision making processes; creating and operationalizing individual data-based decision making processes; determining and implementing monthly progress monitoring procedures for those students receiving supplemental instruction; determining and implementing weekly or biweekly progress monitoring procedures for those students receiving intense instruction; and a plan for reporting these processes to school instructional personnel and other stakeholders.)

Determine a system for periodic review.
 Written Pacing Guide for Testing (Progress Monitoring)

Components:

A. Determine Data Sources and Decision Making Procedures

| | | | |
|------------------|-----------------|------|------------------|
| Ideal | Less than Ideal | Poor | Not Determined |
| School Wide (SW) | SW, SG | SW | No determination |
| Small Group (SG) | | | |
| Individual (I) | | | |

B. Determine Frequency

| | | | |
|--|-----------------|------|----------------|
| Ideal | Less than Ideal | Poor | Not Determined |
| Beginning, middle and end of year (BME)) | (BME) (M) | BME | None |
| Monthly (M) | | | |
| Weekly/Bi-weekly (W/BW) | | | |

C. Reporting Plan

| | |
|----------------|----------------|
| Ideal | Not considered |
| Plan completed | No plan |

Evidence:

- Written Plan
- School Improvement Plan
- Minutes of Meeting and discussions

Implementation

Implementation should include scheduling considerations in light of the instruction, intervention, and assessment plan established.

Action Step 1: Provide professional development and ongoing supports for those administering assessments and providing instruction. (This step includes: continuing to survey staff to establish and implement professional development for those who will evaluate assessments and for school staff who will provide core, supplemental, and intensive instruction; and creating and initiating ongoing professional development for school staff and for new-to-the-building school personnel regarding new instructional practices.)

Component:

Have a written plan to determine the professional development needs of veteran staff and for new staff for evaluating assessments and new instructional practices.

Tasks:

Evaluating Assessment needs for veteran and new staff (survey).

Yes

No

New Instructional Practices (survey).

Yes

No

Evidence:

Written Plan

School Improvement Plan

Professional Development Plan

Copy of surveys

Action Step 2: Implement logistics of assessments and periodic analysis. (This step includes: organizing and implementing ongoing data-based decision making processes and procedures regarding the RtI infrastructure for school-wide, small group, and individual student data-based decision making; designing and initiating a plan to conduct screening assessments three or four times per year; developing and operationalizing a plan to conduct progress monitoring monthly for those students receiving supplemental instruction and weekly or biweekly for those students receiving intensive instruction; and a plan for reporting these procedures to school instructional personnel and other stakeholders.)

Components:

A. Determine Data Sources and Decision Making Procedures

| Ideal | Less than Ideal | Poor | Not Determined |
|------------------|-----------------|------|------------------|
| School Wide (SW) | SW, SG | SW | No determination |
| Small Group (SG) | | | |
| Individual (I) | | | |

B. Determine Frequency

| Ideal | Less than Ideal | Poor | Not Determined |
|--|-----------------|------|----------------|
| Beginning, middle and end of year (BME)) | (BME) | BME | None |
| Monthly (M) | (M) | | |
| Weekly/Bi-weekly (W/BW) | | | |

C. Reporting Plan

| | |
|----------------|----------------|
| Ideal | Not considered |
| Plan completed | No plan |

Evidence:

Written Plan
 School Improvement Plan
 Minutes of Meeting and discussions

Action Step 3: Monitor implementation of instructional programs. (This step includes: devising and initiating a plan to evaluate all instructional programs; developing and implementing systematic methods to monitor the implementation of instructional programs; and creating and putting into operation a plan to adjust the RtI program based on ongoing analysis of implementation fidelity and other data.)

Components:

Have a written plan to-

- | | |
|--|----|
| A. <u>Develop the plan</u> | |
| Yes | No |
| B. <u>Implement the Plan</u> | |
| Yes | No |
| C. Evaluate the Plan | |
| Yes | No |
| D. <u>Make modifications to the plan</u> | |
| Yes | No |

Evidence:

Written Document

Class observations

Action Step 4: Collect and summarize program evaluation data. (This step includes: collecting data on the fidelity of implementation; developing and initiating a plan to examine data regarding the percent of students considered to need core, supplemental, and intensive instruction; examining accountability data; and reviewing data regarding the number and nature of initial special education identifications.)

Component:

- A. Collect
- B. Analyze

Yes No

Evidence:

Assessing the “hit rate”

Action Step 5: Communicate regularly with stakeholders. This step includes: creating and putting into operation a plan to regularly and systematically provide program data to teachers, school administrative staff, central office staff, students, and parents.)

Component:

Developing a written operational plan to communicate with the identified stakeholders

Stakeholders: Teachers (T), school staff (SS), central office (CO), students (S), parents (P).

| Ideal | Less than Ideal | Partial | Limited | Poor |
|-------|-----------------|---------|---------|------------------|
| (T) | (T) | (T) | (T) | No communication |
| (SS) | (SS) | (SS) | | |
| (CO) | (CO) | | | |
| (S) | | | | |
| (P) | | | | |

Evidence:

What-School performance data, benchmark test data, planned data day, what RtI is, what has been learned, Team meetings open, percentages in different tiers, newsletters, documents, interviews, posters, scheduled parent/teacher conferences.

APPENDIX D

Response to Intervention Innovation Configuration Map

| CB 1 Consensus Building | Implementation Levels | | | | | Score |
|---|--|---|--|--|--|--|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Coordination and support from the division office.</i></p> <p><i>This step includes the collective leadership responsibilities of the school and the division office to:</i></p> <p><i>a) create a rationale for developing a RtI plan,</i></p> <p><i>b) determine the resources needed to build consensus for developing a RtI plan, and</i></p> <p><i>c) determine who will share the rationale with the identified stakeholders.</i></p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI plan,</p> <p>b) determined the resources needed to build consensus for developing a RtI plan, and</p> <p>c) determined who will share the rationale with the identified stakeholders.</p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI plan, and</p> <p>b) determined the resources needed to build consensus for developing a RtI plan</p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI plan, and</p> <p>b) determined who will share the rationale with the identified stakeholders.</p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI plan.</p> | <p>Neither the school nor the division office has created a rationale for developing a RtI plan.</p> | <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence Review of the school mission and vision statement, school improvement plan, the division Six Year Plan, interviews with the school administration and lead teachers, interviews with the district office instructional administration, review of RtI meeting agendas, and a review of the professional development plans for the school and school division.

| CB 2 Consensus Building | Implementation Levels | | | | Score |
|--|--|--|--|---|-------------------------------------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Provide information to the school staff and others about Response to Intervention.</i></p> <p><i>This action step includes:</i> <i>a)identifying the need for a RtI program based on data while addressing personal concerns and inquiries of the school staff, and</i> <i>b)determining who and what method will be utilized to educate the school staff about RtI.</i></p> | <p>There is evidence that:</p> <p>a) the identification of the need for a RtI program is based on data</p> <p>b) the identification of the need for a RtI program addresses the personal concerns and inquiries of the school staff, and</p> <p>c) the determination of who and what method will be utilized to educate the school staff about RtI has been completed.</p> | <p>There is evidence that:</p> <p>a) the identification of the need for a RtI program is based on data and,</p> <p>b) the determination of who and what method will be utilized to educate the school staff about RtI has been completed..</p> | <p>There is evidence that the identification of the need for a RtI program is based on data.</p> | <p>There is no evidence that the identification of the need for a RtI program based on data has been completed.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Review of any presentation evidence, e.g. a PowerPoint presentation, review of the school improvement plan, minutes of school leadership team meetings, review of the assignment of responsibilities for RtI planning, teacher surveys, and budget allocations for staff training.

| CB 3 Consensus Building | Implementation Levels | | Score |
|---|---|--|-------------------|
| | 2 | 1 | |
| <p><i>Identify the consensus level among staff necessary for implementing RtI.</i></p> <p><i>This action step includes the identification of the levels of agreement for the understanding, need and support for the implementation of a RtI program.</i></p> | <p>There is evidence that:</p> <p>a) 80% of the school staff understand the concept of RtI ,</p> <p>b) 80% of the school staff agree on the need for a RtI program, and</p> <p>c) 80% of the school staff support the development of a RtI program.</p> | <p>There is evidence that less than 80% of the school staff understand the concept of RtI.</p> | <p>2</p> <p>1</p> |

Validation Evidence: Interviews with the school administration and leadership team, review of RtI planning meetings.

| CB 4 Consensus Building | Implementation Levels | | | | Score |
|--|---|---|---|---|-------------------------------------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Plan to support change initiative.</i></p> <p><i>This step includes the development of a written plan that:</i></p> <p><i>a) integrates the principles of RtI into the school value statement,</i></p> <p><i>b) integrates the principles of RtI into the school mission and vision statements, and</i></p> <p><i>c) specifies a process for the evaluation and reaffirmation of the plan.</i></p> | <p>A plan has been written that :</p> <p>a) integrates the principles of RtI into the school value statement,</p> <p>b) integrates the principles of RtI into the school mission and vision statements, and</p> <p>c) specifies a process for the evaluation and reaffirmation of the plan.</p> | <p>A plan has been written that :</p> <p>a) integrates the principles of RtI into the school value statement,</p> <p>b) integrates the principles of RtI into the school mission and vision statements.</p> | <p>A plan has been written that integrates the principles of RtI into the school value statement.</p> | <p>A plan has NOT been written that :</p> <p>a) integrates the principles of RtI into the school value statement,</p> <p>b) integrates the principles of RtI into the school mission and vision statements, and</p> <p>c) specifies a process for the evaluation and reaffirmation of the plan.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Review of the written plan to support the RtI change initiative, review of the school improvement plan, review of the professional development plan, review of the school mission and vision statements, review of the planned resources that are available for teachers, and review of the mentoring plan for instructional staff.

| INF B 1 Infrastructure Building | Implementation Levels | | | Score |
|--|---|--|--|----------------------------|
| | 3 | 2 | 1 | |
| <p><i>Form a Leadership Team.</i></p> <p><i>This action step includes the identification of team members to include: a data mentor/data collector, 2 content specialists, a facilitator, 2 staff liaisons, and an administrator.</i></p> | <p>A leadership team has been established that includes a data mentor/data collector, 2 content specialists, a facilitator, 2 staff liaisons, and an administrator.</p> | <p>A leadership team has been established that includes less than a full complement of the identified Leadership Team members.</p> | <p>A leadership team has not been established.</p> | <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Review of the minutes of RtI planning meetings; review of the school schedule; review of the leadership team roster and positions assigned within the school; interviews with school administration, team members, parents, and non-members of the leadership team; and the review of data charts and records.

| INF B 2 Infrastructure Building | Implementation Levels | | | | | Score |
|--|--|--|---|--|---|-------|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Professional Development for the Leadership Team to lead the RtI initiative.</i></p> <p><i>This action step includes developing a written professional development plan and/or schedule for the Leadership Team that will enable the Leadership Team to share with teachers on how RtI can be implemented and operationalized in the school.</i></p> | A written professional development plan and/or schedule for the leadership team has been implemented and attended by the entire leadership team that has enabled the leadership team to share with teachers on how RtI can be implemented and operationalized in the school. | A written professional development plan and/or schedule for the leadership team has been implemented and attended by a limited number of the members of the leadership team that has enabled the leadership team to share with teachers on how RtI can be implemented and operationalized in the school. | A professional development plan and/or schedule has not been written for the leadership team which has lead the majority of the leadership team to participate in professional development events and/or activities occasionally. | A professional development plan and/or schedule has been written, but the leadership team has not participated in any of the events and/or activities. | A professional development plan has NOT been written and the leadership team has not participated in any professional development events and/or activities. | 5 |
| | | | | | | 4 |
| | | | | | | 3 |
| | | | | | | 2 |
| | | | | | | 1 |

Validation Evidence: Review of the school improvement plan and the school professional development plan and interviews with members of the Leadership Team.

| INF B 3 Infrastructure Building | Implementation Levels | | | | | Score |
|--|--|--|---|---|--|-------|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Determine the sufficiency of the core program.</i></p> <p><i>This action step includes the school:</i> <i>a) developing a data collection/analysis system that will permit multiple data collections,</i> <i>b) analyzing the proficiency data,</i> <i>c) securing an inventory of research based interventions currently in place in the school, and</i> <i>d) evaluating the results to determine the sufficiency of the core program.</i></p> | The school has: a) developed a data collection/analysis system that will permit multiple data collections, b) completed the analysis of the proficiency data, c) secured an inventory of research based interventions currently in place in the school, and d) completed the evaluation of the results to determine the sufficiency of the core program. | The school has: a) developed a data collection/analysis system that will permit multiple data collections, b) completed the analysis of the proficiency data, and c) secured an inventory of research based interventions currently in place in the school. | The school has: a) developed a data collection/analysis system that will permit multiple data collections, and b) completed the analysis of the proficiency data. | The school has secured an inventory of research based interventions currently in place in the school. | No tasks have been completed to determine the sufficiency of the core program. | 5 |
| | | | | | | 4 |
| | | | | | | 3 |
| | | | | | | 2 |
| | | | | | | 1 |

Validation Evidence: Interview with the school leadership team, review of the school improvement plan, and review of the minutes of Leadership Team planning meetings.

| INF B 4 Infrastructure Building | Implementation Levels | | | | Score |
|---|---|--|---|--|-------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determine the professional development needs of the staff for implementation of the core program.</i></p> <p><i>This action step includes:</i> <i>a) identifying the professional development needs of the staff to implement the core program,</i> <i>b) developing a written plan to provide the identified professional development needed and,</i> <i>c) writing a plan to provide ongoing professional development for the staff to implement the core program.</i></p> | <p>The school has: a) identified the professional development needs of the staff to implement the core program, b) developed a written plan to provide the identified professional development needed and, c) planned for implementing ongoing professional development for the staff to implement the core program.</p> | <p>The school has: a) identified the professional development needs of the staff to implement the core program, and b) developed a written plan to provide the identified professional development needed.</p> | <p>The school has identified the professional development needs of the staff to implement the core program.</p> | <p>The school had NOT made any provisions for the professional development needs of the staff.</p> | 4 |
| | | | | | 3 |
| | | | | | 2 |
| | | | | | 1 |

Validation Evidence: Review of the school professional development schedule, review of the school improvement plan, and the review of the minutes of Leadership Team planning meetings.

| INF B 5 Infrastructure Building | Implementation Levels | | | | Score |
|--|---|---|---|---|-------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determine how the sufficiency and effectiveness of the core program will be monitored.</i></p> <p><i>This action step includes:</i> <i>a) maintaining a data notebook for analysis to determine baseline data,</i> <i>b) establishing goals for student performance, and</i> <i>c) analyzing student performance data for the purpose of determining the sufficiency and effectiveness of the core program.</i></p> | <p>The school has: a) maintained a data notebook for analysis to determine baseline data, b) established goals for student performance, and c) has completed an analysis of student performance data for the purpose of determining the sufficiency and effectiveness of the core program.</p> | <p>The school has: a) maintained a data notebook for analysis to determine baseline data, and b) established goals for student performance.</p> | <p>The school has maintained a data notebook for analysis to determine baseline data.</p> | <p>The school has not taken any steps in preparation for the analysis of data for the purpose of determining the sufficiency and effectiveness of the core program.</p> | 4 |
| | | | | | 3 |
| | | | | | 2 |
| | | | | | 1 |

Validation Evidence: Review of the school data notebook, review of the school improvement plan, and the review of the minutes of Leadership Team planning meetings.

| INF B 6 Infrastructure Building | Implementation Levels | | | | Score |
|--|--|---|--|--|-------------------------------------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determining which RtI model will be adopted, i.e. Standard Protocol, Progress Monitoring, or a mixed method.</i></p> <p><i>This action step includes:</i> <i>a) determining the understanding of the teachers and Leadership Team of the different models of RtI,</i> <i>b) determining which RtI model best fits the needs of the school as decided collaboratively by the school staff and Leadership Team,</i> <i>c) determining the delivery method of the specific supplemental and intensive instruction, and</i> <i>d) establishing a written plan for the development and delivery of Curriculum Based Measurements.</i></p> | <p>Collaboratively, the teachers and Leadership Team have:</p> <p>a) determined the understanding of the staff and Leadership Team of the different models of RtI, b) determined which RtI model best fits the needs of the school, c) determined the delivery method of the specific supplemental and intensive instruction, and d) established of a written plan for the development and delivery of Curriculum Based Measurements.</p> | <p>Less than 100% of the teachers and the Leadership Team have:</p> <p>a) determined the understanding of the staff and Leadership Team of the different models of RtI, b) determined which RtI model best fits the needs of the school, c) determined the delivery method of the specific supplemental and intensive instruction, and d) established of a written plan for the development and delivery of Curriculum Based Measurements.</p> | <p>Only the Leadership Team has:</p> <p>a) determined the understanding of the staff and Leadership Team of the different models of RtI, b) determined which RtI model best fits the needs of the school, c) determined the delivery method of the specific supplemental and intensive instruction, and d) established of a written plan for the development and delivery of Curriculum Based Measurements.</p> | <p>Neither the teachers nor leadership team has taken any steps to determine which RtI model best fits the school.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Review of leadership team minutes and faculty meeting agendas; interviews the Leadership Team members.

| INF B 7 A Infrastructure Building | Implementation Levels | | | | Score |
|---|--|---|--|--|-------------------------------------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determine the logistics of assessments and data analysis and a program monitoring format.</i></p> <p><i>This action step centers on the development of a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments.</i></p> | <p>The school has a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments.</p> | <p>The school has a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide and small group assessments.</p> | <p>The school has a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide assessments only.</p> | <p>The school has not written a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Review of the written plan, school improvement plan, and minutes of Leadership Team meetings.

| INF B 7 B Infrastructure Building | Implementation Levels | | | | Score |
|--|--|---|---|--|-------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determine the logistics of assessments and data analysis and program monitoring format.</i></p> <p><i>This action step includes developing a written plan for determining the frequency of the administration of school-wide, small group, and individual student assessments.</i></p> | The school has developed a written plan that establishes the frequency of school-wide assessments to be administered at the beginning, middle and end of the school year; small group assessments to be administered monthly; and individual student assessments to be administered weekly or bi-weekly. | The school has developed a written plan that establishes the frequency of school-wide assessments to be administered at the beginning, middle and end of the school year; and small group assessments to be administered monthly. | The school has developed a written plan that establishes the frequency of school-wide assessments to be administered at the beginning, middle and end of the school year. | The school has not written a plan that establishes the frequency of the administration of assessments. | 4 |
| | | | | | 3 |
| | | | | | 2 |
| | | | | | 1 |

Validation Evidence: Review of the written plan, school improvement plan, review of the minutes of Leadership Team meetings, and an interview with the Leadership Team.

| INF B 7 C Infrastructure Building | Implementation Levels | | Score |
|--|--|--|-------|
| | 2 | 1 | |
| <p><i>Determine the logistics of assessments and data analysis and program monitoring format.</i></p> <p><i>This action step includes developing a written plan for:</i></p> <p><i>A)reporting the processes of the logistics of assessments,</i></p> <p><i>b) instituting a data analysis format, and</i></p> <p><i>c) implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders.</i></p> | The school has developed a written plan for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders. | The school has NOT developed a written plan for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed to the school instructional personnel and other stakeholders. | 2 |
| | | | |

Validation Evidence: Review of the written plan, school improvement plan, review of the minutes of Leadership Team meetings, and an interview with the Leadership Team.

| IMP 1 A Implementation | Implementation Levels | | Score |
|---|--|--|--------|
| | 2 | 1 | |
| <p><i>Provide professional development and ongoing supports for those administering assessments for the purpose of RtI and providing instruction intervention.</i></p> <p><i>This action step includes surveying the veteran staff and new staff to establish and implement professional development for those who will evaluate assessment for the purpose of RtI.</i></p> | The school has conducted staff surveys to establish and implement professional development for those who will evaluate assessments for the purpose of RtI. | The school has NOT conducted staff surveys to establish and implement professional development for those who will evaluate assessments for the purpose of RtI. | 2 1 |

Validation Evidence: Review of the written professional development plan, school improvement plan, and copies of the staff survey utilized.

| IMP 1 B Implementation | Implementation Levels | | Score |
|---|---|---|--------|
| | 2 | 1 | |
| <p><i>Provide professional development and ongoing supports for those administering assessments for the purpose of RtI and providing instruction intervention.</i></p> <p><i>This action step includes surveying the veteran teachers and new teachers to determine the professional development needs for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices.</i></p> | The school has conducted a survey of the veteran teachers and new teachers to determine the professional development needs for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices. | The school has NOT conducted a survey of the veteran teachers and new teachers to determine the professional development needs for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices. | 2 1 |

Validation Evidence: Review of the written professional development plan, school improvement plan, and copies of the staff surveys utilized.

| IMP 2 A Implementation | Implementation Levels | | | | | Score |
|--|---|--|--|--|---|-------|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Implement logistics of assessments and periodic analysis.</i></p> <p><i>This action step includes organizing and implementing ongoing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments.</i></p> | The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. | The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide and small group assessments. | The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide assessments. | The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of small group assessments. | The school has NOT organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. | 5 |
| | | | | | | 4 |
| | | | | | | 3 |
| | | | | | | 2 |
| | | | | | | 1 |

Validation Evidence: Review of the written plan, school improvement plan, and minutes of Leadership Team meetings.

| IMP 2 B Implementation | Implementation Levels | | | | Score |
|--|--|--|--|---|-------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Implement logistics of assessments and periodic analysis.</i></p> <p><i>This action step includes the implementation the administration of school-wide, small group, and individual student assessments at the established time intervals.</i></p> | The school has implemented: a) school-wide assessments to be administered at the beginning, middle and end of the school year, b) small group assessments to be administered monthly, and c) individual student assessments to be administered weekly or bi-weekly. | The school has implemented: a) school-wide assessments to be administered at the beginning, middle and end of the school year and b) small group assessments to be administered monthly. | The school has implemented school-wide assessments to be administered at the beginning, middle and end of the school year. | The school has not implemented the administration of assessments at established time intervals. | 4 |
| | | | | | 3 |
| | | | | | 2 |
| | | | | | 1 |
| | | | | | |

Validation Evidence: Review of the written plan, school improvement plan, and minutes of school leadership team meetings.

| IMP 2 C Implementation | Implementation Levels | | | | Score |
|---|---|--|--|---|-------------------------------------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Implement logistics of assessments and periodic analysis.</i></p> <p><i>This action step includes the implementation of</i> <i>a) the written plan established for reporting the processes of the logistics of assessments,</i> <i>b) a data analysis format, and</i> <i>c) the program monitoring procedures to be followed by the school instructional personnel and other stakeholders.</i></p> | <p>The school has implemented: a) the written plan established for reporting the processes of the logistics of assessments, b) a data analysis format, and c) the program monitoring procedures to be followed by the school instructional personnel and other stakeholders.</p> | <p>The school has implemented: a) the written plan established for reporting the processes of the logistics of assessments, and b) a data analysis format.</p> | <p>The school has implemented: a) the written plan established for reporting the processes of the logistics of assessments.</p> | <p>The school has NOT implemented: a) the written plan established for reporting the processes of the logistics of assessments, b) a data analysis format, and c) the program monitoring procedures to be followed to the school instructional personnel and other stakeholders.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Review of the written plan, school improvement plan, and minutes of school leadership team meetings.

| IMP 3 A Implementation | Implementation Levels | | Score |
|--|--|--|-------------------|
| | 2 | 1 | |
| <p><i>Monitor implementation of the instructional programs.</i></p> <p><i>This action steps includes developing a written plan to evaluate all instructional programs.</i></p> | <p>The school has developed a written plan to evaluate all instructional programs.</p> | <p>The school has NOT developed a written plan to evaluate all instructional programs.</p> | <p>2</p> <p>1</p> |

Validation Evidence: Review of the written plan and discussions with the school administration regarding how the implementations of instructional programs are monitored and evaluated.

| IMP 4 A Implementation | Implementation Levels | | | Score |
|--|---|---|---|-------|
| | 3 | 2 | 1 | |
| <p><i>Collect and summarize program evaluation data.</i></p> <p><i>This action step includes:</i></p> <p><i>a) collecting data regarding the percent of students considered to need core, supplemental, intensive instruction, and</i></p> <p><i>b) collecting data regarding the number of initial special education identifications.</i></p> | <p>The school has:</p> <p>a) collected data regarding the percent of students considered to need core, supplemental, and intensive instruction, and</p> <p>b) collected data regarding the number of initial special education identifications.</p> | <p>The school has:</p> <p>a) collected data regarding the percent of students considered to need core, supplemental, and intensive instruction.</p> | <p>The school has NEITHER:</p> <p>a) collected data regarding the percent of students considered to need core, supplemental, intensive instruction, nor</p> <p>b) collected data regarding the number of initial special education identifications.</p> | 3 |
| | | | | 2 |
| | | | | 1 |

Validation Evidence: Review of school data for students who were considered to need core, supplemental, and intensive instruction

| IMP 4 B Implementation | Implementation Levels | | | Score |
|--|---|--|---|-------|
| | 3 | 2 | 1 | |
| <p><i>Collect and summarize program evaluation data.</i></p> <p><i>This action step includes:</i></p> <p><i>a) the analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction, and</i></p> <p><i>b) the analysis of data regarding the number of initial special education identifications.</i></p> | <p>The school has:</p> <p>a) conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction, and</p> <p>b) conducted an analysis of data regarding the number of initial special education identifications.</p> | <p>The school has:</p> <p>a) conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction.</p> | <p>The school has NEITHER:</p> <p>a) conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction, nor</p> <p>b) conducted an analysis of data regarding the number of initial special education identifications.</p> | 3 |
| | | | | 2 |
| | | | | 1 |

Validation Evidence: Review of the analysis of school data for students who were considered to need core, supplemental, and intensive instruction.

| IMP 5 Implementation | Implementation Levels | | | | | Score |
|--|--|--|--|--|--|-------|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Communicate regularly with stakeholders.</i></p> <p><i>This action step includes developing a written operational plan to communicate with teachers, school staff, central office personnel, students, and parents as identified stakeholders.</i></p> | <p>The school has developed a written operational plan to communicate with teachers, school staff, central office personnel, students, and parents as identified stakeholders.</p> | <p>The school has developed a written operational plan to communicate with teachers, and three of the following identified stakeholders:</p> <ul style="list-style-type: none"> • school staff • central office personnel • students • parents | <p>The school has developed a written operational plan to communicate with teachers, and two of the following identified stakeholders:</p> <ul style="list-style-type: none"> • school staff • central office personnel • students • parents | <p>The school has developed a written operational plan to communicate with teachers, and one of the following identified stakeholders:</p> <ul style="list-style-type: none"> • school staff • central office personnel • students • parents | <p>The school has NOT developed a written operational plan to communicate with any stakeholders.</p> | 5 |
| | | | | | | 4 |
| | | | | | | 3 |
| | | | | | | 2 |
| | | | | | | 1 |

Validation Evidence: Review of the written plan, school data analysis procedures utilized, minutes of Leadership Team meetings, school newsletters, and interviews with identified stakeholders.

APPENDIX E

Dissertation Participation Letter

KYLE N. RHODES
115 TRANQUILITY LANE
MARION, VIRGINIA 24354

(Date)
(Superintendent/School Principal)
(Address of Office/School)
(City, State, Zip)

Dear (Superintendent/School Principal):

I am currently a doctoral candidate at Virginia Tech working to complete my doctoral dissertation in Education Leadership and Policy Studies under the guidance of Dr. James R. Craig and Dr. Theodore B. Creighton. I am requesting your permission to allow the administration and leadership team of (name of school), which was selected as a pilot school in the Virginia Department of Education RtI development program, to participate in my dissertation research entitled, *RtI: An Analysis for Implementation*.

The purpose of my study is to develop and assess the utility of Innovation Configuration Map to guide the planning, implementation, and evaluation of a RtI program. At this point, I am seeking permission to visit (name of school) to collect data to assess the utility of the Innovation Configuration Map that have already been developed. If given approval, I would interview the administration and leadership team members of (name of school) at times that would be convenient to them and that would be the least disruptive to their school day. All data collected to evaluate the Innovation Configuration Map will be kept strictly confidential and destroyed within one year of completion of the study.

I hope that you will decide to allow (name of school) to participate in the utility assessment of the RtI Innovation Configuration Map that have been developed. The input from (name of school) will be a valuable contribution to the processes and procedures associated with the planning, implementing, and evaluating RtI Programs. If you have any questions, please feel free to contact me at kylerrhodes@scsb.org or 276-783-8865, ext. 2229.

Sincerely,

Kyle N. Rhodes, Ed.D. Candidate

James R. Craig, Ph.D.
Candidate Dissertation Co-chair

Theodore B. Creighton, Ph.D.
Candidate Dissertation Co-chair

APPENDIX F

Interest Questionnaires

KYLE N. RHODES
115 TRANQUILITY LANE
MARION, VIRGINIA 24354

Superintendent Interest Questionnaire

Dissertation Title: *RtI: An Analysis of Implementation*

Name: _____

Date: _____

School Division: _____

Phone Number: _____

Email: _____

After Reading the letter of invitation concerning the pilot study to assess the utility of Innovation Configuration Map to guide the planning, implementation, and evaluation of a RtI program:

_____ I am granting permission for the school administration and leadership team at (school name) to participate in the pilot study.

_____ I am granting permission for the school administration and leadership team at (school name) to participate in the pilot study, but would like more information prior to your discussions with the school administration and leadership team at (school name).

_____ I am NOT granting permission for the school administration and leadership team at (school name) to participate in the pilot study.

All data will be kept strictly confidential and destroyed within one year of completion of the study.

Please return this Interest Questionnaire in the self-addressed stamped envelop provided within the next 10 days.

Should you need to contact me, you may reach me at my office, 276-783-8865, ext. 2229, or kylerrhodes@scsb.org.

Thank you.

KYLE N. RHODES
115 TRANQUILITY LANE
MARION, VIRGINIA 24354

Principal Interest Questionnaire

Dissertation Title: *RtI: An Analysis of Implementation*

Name: _____

Date: _____

School: _____

Phone Number: _____

Email: _____

After Reading the letter of invitation concerning the pilot study to assess the utility of Innovation Configuration Map to guide the planning, implementation, and evaluation of a RtI program:

_____ I am granting permission for the school administration and leadership team at (school name) to participate in the pilot study.

_____ I am granting permission for the school administration and leadership team at (school name) to participate in the pilot study, but would like more information prior to your discussions with the school administration and leadership team at (school name).

_____ I am NOT granting permission for the school administration and leadership team at (school name) to participate in the pilot study.

All data will be kept strictly confidential and destroyed within one year of completion of the study.

Please return this Interest Questionnaire in the self-addressed stamped envelop provided within the next 10 days.

Should you need to contact me, you may reach me at my office, 276-783-8865, ext. 2229, or kylerhodes@scsb.org.

Thank you.

APPENDIX G
Interview Questions

Introduction Statement: I would like to discuss with you the various action steps that have been taken for the planning and implementation of your school's RtI program. If there are any questions you would prefer not to answer, please let me know and we will skip those questions.

Interview Questions:

CB 1 C.5a

- 1.) Did the school leadership team work collaboratively with the division office to establish a rationale for developing a RtI Plan?

CB 1 C.5b

- 2.) Did the school leadership team work collaboratively with the division office to determine the resources needed to build consensus for developing a RtI Plan?

CB 1 C.5c

- 3.) Did the school leadership team work collaboratively with the division office to determine who will share the rationale for developing a RtI Plan with identified stakeholders?

CB 1 C.5abc

- 4.) Are there minutes of meetings or other documents that describe/summarize these collaborations? (If "yes," who should I contact to request copies of those documents?)

CB 2 .4a

- 5.) Did the school leadership team provide information to the school staff and others that identified the need for a RtI Program based on data?

CB 2.4b

- 6.) Did the school leadership team provide information to the school staff and others that identified the need for a RtI Program that addresses the personal concerns and inquiries of the school staff? (If "yes," who should I contact to request copies of the information that was distributed?)

CB 2.4ab

- 7.) Did the school leadership team determine who would educate the school staff about RtI? Who was that individual?

CB 2.4c

- 8.) Did the school leadership team determine what method would be utilized to educate the school staff about RtI? What was that method?

CB 2.4c

- 9.) Are there minutes of meetings or other documents that describe/summarize the distribution process? (If “yes,” who should I contact to request copies of those documents?)

CB 2.4c

- 10.) What percentage of the school staff understands the concept of RtI? Are there minutes of meetings or other documents that reflect the determination of this percentage? (If “yes”, who should I contact to request copies of these documents?)

CB 3.2a

- 11.) What percentage of the school staff agree for the need for a RtI program? Are there minutes of meetings or other documents that reflect the determination of this percentage? (If “yes”, who should I contact to request copies of these documents?)

CB 3.2b

- 12.) What percentage of the school staff supports the development of a RtI program? Are there minutes of meetings or other documents that reflect the determination of this percentage? (If “yes”, who should I contact to request copies of these documents?)

CB 4.4a

- 13.) Did the school leadership team develop a written plan to support a change initiative for RtI that integrates the principles of RtI into the school value statement? (If “yes”, who should I contact to request copies of this document?)

CB 4.4b

- 14.) Are the principles of a RtI program integrated into the school mission and vision statements? (If “yes”, who should I contact to request copies of these documents?)

CB 4.4c

- 15.) Does the school plan specify a process for the evaluation and reaffirmation of the RtI plan? (If “yes”, who should I contact to request copies of this process?)

INF B1.3

- 16.) Describe the school leadership team in terms of the function of each individual as a member of the team? Is there a written record of these assigned functions? (If “yes”, who should I contact to request a copy of these assignments?)

INF B2.5

- 17.) Is there a written professional development plan or schedule for the school leadership team with the goal to lead the RtI initiative? (If “yes”, who should I contact to get a copy of this plan?)

INF B2.5

- 18.) What percentage of the leadership team has attended these planned professional development events? Who should I contact to request a record of attendance?

INF B3

- 19.) What steps have been taken by the school to determine the sufficiency of the core program?

INF B3

- 20.) Are there minutes of meetings or other documents that describe/summarize these steps? (If “yes,” who should I contact to request copies of those documents?)

INF B4

- 21.) What steps have been taken to determine the professional development needs of the staff for implementation of the core program?

INF B4

- 22.) Are there minutes of meetings or other documents that describe/summarize these steps? (If “yes,” who should I contact to request copies of those documents?)

INF B5

- 23.) What steps are utilized to determine how the sufficiency and effectiveness of the core program will be monitored?

INF B5

- 24.) Are there minutes of meetings or other documents that describe/summarize these steps? (If “yes,” who should I contact to request copies of those documents?)

INF B6

- 25.) While determining the RtI model to be utilized by the school, who was involved in the process?

INF B6

- 26.) Is there a written record of who was involved in this process? (If “yes”, who should I contact to request a copy of this record?)

INF B 7A

- 27.) Does the school have a written plan for determining and implementing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments? (If yes, who may I contact to request a copy of this plan?)

INF B7A

- 28.) Is there a written plan that established the frequency of the administration of school-wide, small group, and individual student assessments? (If yes, who may I contact to request a copy of this plan?)

INF B7C.a

- 29.) Is there a written plan for reporting the processes of the logistics of assessments? (If yes, who may I contact to request a copy of this plan?)

INF B7C.b

- 30.) Is there a written plan that establishes the data analysis format? (If yes, who may I contact to request a copy of this plan?)

INF B7C.c

- 31.) Has a written plan been established to monitor procedures followed by school instructional personnel and other stakeholders? (If yes, who may I contact to request a copy of this plan?)

IMP 1A

- 32.) What steps have been taken to establish the need of veteran and new staff for administering and evaluating assessments for the purpose of Response to Intervention?

IMP 1A

- 33.) Are there minutes of meetings or other documents that describe/summarize these steps? (If “yes,” who should I contact to request copies of those documents?)

IMP 1B

- 34.) What steps have been taken to establish the need of veteran and new staff that will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices? If so, is there a written record of the steps taken. (If yes, who may I contact to request a copy of these steps?)

IMP 2A

- 35.) Has the school implemented the plan for organizing and implementing ongoing data-based decision making procedures to be utilized following the administration of school-wide assessments?

IMP 2A

- 36.) Has the school implemented the plan for organizing and implementing ongoing data-based decision making procedures to be utilized following the administration of small group assessments?

IMP 2A

- 37.) Has the school implemented the plan for organizing and implementing ongoing data-based decision making procedures to be utilized following the administration of individual student assessments?

IMP 2B

38.) What is the frequency that has been established for the administration of school-wide assessments?

IMP 2B

39.) What is the frequency that has been established for the administration of small group assessments?

IMP 2B

40.) What is the frequency that has been established for the administration of individual student assessments?

IMP 2C.4a

41.) Has the school implemented the written plan for reporting the processes of the logistics of assessments?

IMP 2C.4b

42.) Has the school implemented the data analysis format established?

IMP 2C.4c

43.) Has the program monitoring plan been implemented? Is there a written record of this monitoring? (If yes, who may I contact to request a copy of this document?)

IMP 3A

44.) Has the school implemented the written plan to evaluate all instructional programs? Is there a written record of this evaluation? (If yes, who may I contact to request a copy of this document?)

IMP 4A.3c

45.) Has the school implemented the plan to collect data regarding the percent of considered to need core, supplemental, and intensive instruction? (If yes, who may I contact request a copy of the data collected?)

IMP 4A.3b

46.) Has the school collected data regarding the number of initial special education identifications? (If yes, who may I contact request a copy of the data collected?)

IMP 4B.3a

47.) Has the school conducted an analysis of data regarding the percent of considered to need core, supplemental, and intensive instruction? (If yes, who may I contact to request a copy of this data analysis?)

IMP 4B.3b

- 48.) Has the school conducted an analysis of data regarding the number of initial special education identifications? (If yes, who may I contact to request a copy of this data analysis?)

IMP 5

- 49.) Has the school developed and implemented a written plan to communicate with stakeholders? (If yes, who are these identified stakeholders? Is there a written record of the identified stakeholders? (If yes, who may I contact to request a copy of this document?))

III. Concluding Statement: Thank you for your time and the information that has been provided. A written transcript of this interview will be provided to the school leadership team so that the leadership team may provide feedback, deletions, or necessary changes to accurately reflect your views of the actions steps that the school as taken for the planning and implementation of the school's RtI program.

APPENDIX H

Informed Consent Form

Title of Research: *RtI: An Analysis for Implementation*

Investigators: Dr. Jim Craig, Dr. Ted Creighton

Purpose: As part of my graduate work at Virginia Tech, I am researching the action steps that are to be considered for the planning and implementation of a RtI program. I am seeking to test the utility of RtI Innovation Configuration Map that have been developed for this purpose.

Procedure: An interview will be conducted. During this time, I would like to discuss with you the various action steps that have been taken for the planning and implementation of the school's RtI program. You will have the opportunity to answer a series of questions in as much detail as you would like. If you would prefer not to answer any question asked, please let me know and we will skip that question.

Benefits: The information obtained from the interview will help researchers test the utility of the RtI Innovation Configuration Map that may serve as a guide for schools considering implementing a RtI program or wish to evaluate the current RtI program that is on place. No promise or guarantees of benefits are being made to encourage you to participate.

Risk: There are no known risks associated with this project that are greater than those ordinarily encountered in daily life.

Confidentiality: The information gathered from the interviews will be kept anonymous. If quotes must be used to enhance the information provided in the research, pseudonyms will be used to protect your identity. All potential interview participants will be informed that with their consent, all interviews will be recorded and transcribed by the doctoral student conducting the research. Only researchers directly involved in the conduct and completion of the project will have access to the data collected and at no time will the researchers release the results of the study to anyone other than individuals working on the project without your written consent. All data will be destroyed within one year of completion of the study. It is possible that the Institutional Review Board (IRB) may view this study's collected data for auditing purposes. The IRB is responsible for the oversight of the protection of human subjects involved in research.

Compensation: You will not be compensated for participating in the interview nor are there any other direct benefits to you for participating in this study.

Freedom to Withdraw: Participation in this study is completely voluntary. You are free to withdraw from the study and to not respond to interview questions at any time without penalty.

Subject's Responsibilities: I voluntarily agree to participate in this study. I have the responsibility to answer the interview questions asked to the best of my ability.

Subject's Permission: I have read the Consent Form and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent.

RESEARCH PARTICIPANT'S RIGHTS AND CONTACT PERSONS

If I should have any questions about the protection of human research participants regarding this study, I may contact Dr. David Moore, Chair Virginia Tech Institutional Review Board for the Protection of Human Subjects, telephone: (540) 231-4991; email: moored@vt.edu; address: Office of Research Compliance, 2000 Kraft Drive, Suite 2000 (0497), Blacksburg, VA 24060. If you have any questions about this study, you may contact Dr. Jim Craig at 540-231-1631 or jimcraig@vt.edu.

Thank you for participating in this important study! We appreciate the time and effort you are offering!

Participant's Signature Date

Participant's Name (Please Print)

Researcher's Signature Date

Researcher's Name (Please Print)

APPENDIX I
Evidence Validation Table

| Component: | | | | | | | | | | | | | | |
|----------------------------|---------------------------------|--------------------|------------------|----------------------------|--------------------------------|-----------------------|-------------------------|-------------------------|---------------------------|-----------|-----------|------------------------|------------------|--|
| Action Step: | | | | | | | | | | | | | | |
| Interview Question Number | Component Action Step Reference | Interview Question | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| Validation Evidence Source | | | | | | | | | | | | | | |
| Question Number | Component Action Step Reference | School | General Response | Leadership Team Interviews | Agenda's / Minutes of Meetings | Schedule / Data Table | Written Plan / Handbook | School Improvement Plan | School / Division Website | Checklist | Blueprint | Video / PPT / Pamphlet | Survey / Inquiry | |
| 29 | | 1 | | | | | | | | | | | | |
| | | 2 | | | | | | | | | | | | |
| | | 3 | | | | | | | | | | | | |
| | | 4 | | | | | | | | | | | | |
| 30 | | 1 | | | | | | | | | | | | |
| | | 2 | | | | | | | | | | | | |
| | | 3 | | | | | | | | | | | | |
| | | 4 | | | | | | | | | | | | |
| 31 | | 1 | | | | | | | | | | | | |
| | | 2 | | | | | | | | | | | | |
| | | 3 | | | | | | | | | | | | |
| | | 4 | | | | | | | | | | | | |

APPENDIX J
IRB Acceptance Letter

Office of Research Compliance

Institutional Review Board

2000 Kraft Drive, Suite 2000 (0497)
Blacksburg, Virginia 24060
540/231-4606 Fax 540/231-0959
e-mail irb@vt.edu
Website: www.irb.vt.edu

MEMORANDUM

DATE: July 15, 2010

TO: James Craig, Kyle Rhodes

FROM: Virginia Tech Institutional Review Board (FWA00000572, expires June 13, 2011)

PROTOCOL TITLE: RtI: An Analysis of Implementation

IRB NUMBER: 10-472

Effective July 15, 2010, the Virginia Tech IRB Administrator, Carmen T. Green, approved the new protocol for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at

<http://www.irb.vt.edu/pages/responsibilities.htm> (please review before the commencement of your research).

PROTOCOL INFORMATION:

Approved as: Expedited, under 45 CFR 46.110 category(ies) 6, 7

Protocol Approval Date: 7/15/2010

Protocol Expiration Date: 7/14/2011

Continuing Review Due Date*: 6/30/2011

*Date a Continuing Review application is due to the IRB office if human subject activities covered

under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant

proposals / work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does

not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol,

and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

Invent the Future

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

IRB Number 10-472 page 2 of 2 Virginia Tech Institutional Review Board 10-472 page 2 of 2 Virginia Tech Institutional Review Board

Date* OSP Number Sponsor Grant Comparison Conducted?

*Date this proposal number was compared, assessed as not requiring comparison, or comparison information was revised.

If this IRB protocol is to cover any other grant proposals, please contact the IRB office (irbadmin@vt.edu) immediately.

cc: File

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

APPENDIX K

Response to Intervention Innovation Configuration Map

Table K1

Validation Evidence Table for Consensus Building for Action Step 1: Coordination and support from the division office

| Component: Consensus Building | | | | | | | | | | | | | |
|---|---------------------------------|---|------------------|----------------------------|--------------------------------|-----------------------|-------------------------|-------------------------|---------------------------|-----------|-----------|------------------------|------------------|
| Action Step 1: Coordination and support from the division office. | | | | | | | | | | | | | |
| Interview Question Number | Component Action Step Reference | Interview Question | | | | | | | | | | | |
| 1 | CB 1 C.5a | Did the school leadership team work collaboratively with the division office to establish a rationale for developing a RtI Plan? | | | | | | | | | | | |
| 2 | CB 1 C.5b | Did the school leadership team work collaboratively with the division office to determine the resources needed to build consensus for developing a RtI Plan? | | | | | | | | | | | |
| 3 | CB 1 C.5c | Did the school leadership team work collaboratively with the division office to who will share the rationale for developing a RtI Plan with identified stakeholders? | | | | | | | | | | | |
| 4 | CB 1 C.5abc | Are there minutes of meetings or other documents that describe/summarize these collaborations? (If “yes”, who should I contact to request copies of these documents?) | | | | | | | | | | | |
| Validation Evidence Source | | | | | | | | | | | | | |
| Question Number | Component Action Step Reference | School | General Response | Leadership Team Interviews | Agenda's / Minutes of Meetings | Schedule / Data Table | Written Plan / Handbook | School Improvement Plan | School / Division Website | Checklist | Blueprint | Video / PPT / Pamphlet | Survey / Inquiry |
| 1 | CB 1 C.5a | 1 | YES | X | | | | | | | | X | |
| | | 2 | YES | X | | | | | | | X | | |
| | | 3 | LIMITED | X | | | | | | | X | | |
| | | 4 | YES | X | | | | | | | X | X | |
| 2 | CB 1 C.5b | 1 | YES | X | | | | | | | | | |
| | | 2 | YES | X | | | | | | | X | | |
| | | 3 | LIMITED | X | | | | | | | | | |
| | | 4 | YES | X | | X | | | | | | | |
| 3 | CB 1 C.5c | 1 | YES | X | | | | | | | X | | |
| | | 2 | YES | X | | | | | | | X | | |
| | | 3 | LIMITED | X | | X | X | | | | | | |
| | | 4 | YES | X | | | | | | | X | | |
| 4 | CB 1 C.5abc | 1 | YES | X | X | | | X | | | | | |
| | | 2 | YES | X | | X | X | | | | X | | |
| | | 3 | YES | X | | X | X | | | | | | |
| | | 4 | YES | X | | X | | | | | | | X |

Table K2

Validation Evidence Table for Consensus Building Action Step 2: Provide information to the school and others about RtI

| Component: Consensus Building | | | | | | | | | | | | | |
|--|---------------------------------|---|------------------|----------------------------|--------------------------------|-----------------------|-------------------------|-------------------------|---------------------------|-----------|-----------|------------------------|------------------|
| Action Step 2: Provide information to the school staff and others about RtI. | | | | | | | | | | | | | |
| Interview Question Number | Component Action Step Reference | Interview Question | | | | | | | | | | | |
| 5 | CB 2.4a | Did the school leadership team provide information to the school staff and others that identified the need for a RtI Program based on data? | | | | | | | | | | | |
| 6 | CB 2.4b | Did the school leadership team provide information to the school staff and others that identified the need for a RtI Program that addresses the personal concerns and inquiries of the school staff? (If “yes”, who should I contact to request copies of these documents?) | | | | | | | | | | | |
| 7 | CB 2.4ab | Did the school leadership team determine who would educate the school staff about RtI? Who was that individual? | | | | | | | | | | | |
| Validation Evidence Source | | | | | | | | | | | | | |
| Question Number | Component Action Step Reference | School | General Response | Leadership Team Interviews | Agenda's / Minutes of Meetings | Schedule / Data Table | Written Plan / Handbook | School Improvement Plan | School / Division Website | Checklist | Blueprint | Video / PPT / Pamphlet | Survey / Inquiry |
| 5 | CB 2.4a | 1 | YES | X | | X | | | | | | | |
| | | 2 | YES | X | X | X | | | | | | X | |
| | | 3 | YES | X | | | X | | | | X | X | |
| | | 4 | YES | X | X | X | | | | | | X | |
| 6 | CB 2.4b | 1 | YES | X | | | | | | | | | |
| | | 2 | YES | X | X | | | | | | | X | |
| | | 3 | YES | X | | | | | | | X | | |
| | | 4 | LIMITED | X | X | | | | | | | | |
| 7 | CB 2.4ab | 1 | YES | X | | | | | | | | | |
| | | 2 | YES | X | X | | | | | | X | | |
| | | 3 | YES | X | X | | | | X | | X | X | |
| | | 4 | YES | X | | | | | | | | | |

Table K3

Validation Evidence Table for Consensus Building Action Step 2: Provide information to the school staff and others about RtI

| Component: Consensus Building | | | | | | | | | | | | | |
|--|---------------------------------|--|------------------|----------------------------|--------------------------------|-----------------------|-------------------------|-------------------------|---------------------------|-----------|-----------|------------------------|------------------|
| Action Step 2: Provide information to the school staff and others about RtI. | | | | | | | | | | | | | |
| Interview Question Number | Component Action Step Reference | Interview Question | | | | | | | | | | | |
| 8 | CB 2.4c | Did the school leadership team determine what method would be utilized to educate the school staff about RtI? What was that method? | | | | | | | | | | | |
| 9 | CB 2.4c | Are there minutes or other documents that describe/summarize the distribution process? (If “yes”, who should I contact to request copies of these documents?) | | | | | | | | | | | |
| 10 | CB 2.4c | What percentage of the school staff understands the concept of RtI? Are there minutes of meetings or other documents that reflect the determination of this percentage? (If “yes”, who should I contact to request copies of these documents?) | | | | | | | | | | | |
| Validation Evidence Source | | | | | | | | | | | | | |
| Question Number | Component Action Step Reference | School | General Response | Leadership Team Interviews | Agenda's / Minutes of Meetings | Schedule / Data Table | Written Plan / Handbook | School Improvement Plan | School / Division Website | Checklist | Blueprint | Video / PPT / Pamphlet | Survey / Inquiry |
| 8 | CB 2.4c | 1 | YES | X | X | | | | | | | X | |
| | | 2 | YES | X | X | | | | | | X | X | |
| | | 3 | YES | X | X | | | | | | X | X | |
| | | 4 | YES | X | X | | | | | | | X | |
| 9 | CB 2.4c | 1 | YES | X | X | | | | X | | | X | |
| | | 2 | YES | X | X | | | | | | X | | |
| | | 3 | YES | X | X | | | | | | X | X | |
| | | 4 | YES | X | X | | | | | | | X | |
| 10 | CB 2.4c | 1 | 100 | X | X | | | X | | | X | | |
| | | 2 | 90 | X | X | | | | | | | | X |
| | | 3 | 100 | X | X | | | X | | | | | |
| | | 4 | >80% | X | X | | | | | | | X | |

Table K4

Validation Evidence Table for Consensus Building Action Step 3: Identify consensus level among staff necessary for implementing RtI

| Component: Consensus Building | | | | | | | | | | | | | |
|---|--------------------------|---|------------------|----------------------------|--------------------------------|-----------------------|-------------------------|-------------------------|---------------------------|-----------|-----------|------------------------|------------------|
| Action Step 3: Identify consensus level among staff necessary for implementing RtI. | | | | | | | | | | | | | |
| Interview Question Number | Reference Catalog Number | Interview Question | | | | | | | | | | | |
| 11 | CB 3.2a | What percentage of the school staff agree for the need for a RtI program? Are there minutes of meetings or other documents that reflect the determination of this percentage? (If “yes”, who should I contact to request copies of these documents?) | | | | | | | | | | | |
| 12 | CB 3.2b | What percentage of the school staff supports the development of a RtI program? Are there minutes of meetings or other documents that reflect the determination of this percentage? (If “yes”, who should I contact to request copies of these documents?) | | | | | | | | | | | |
| Validation Evidence Source | | | | | | | | | | | | | |
| Question Number | Reference Number | School | General Response | Leadership Team Interviews | Agenda's / Minutes of Meetings | Schedule / Data Table | Written Plan / Handbook | School Improvement Plan | School / Division Website | Checklist | Blueprint | Video / PPT / Pamphlet | Survey / Inquiry |
| 11 | CB 3.2a | 1 | 100 | X | X | X | | | | | X | | |
| | | 2 | 75 | X | X | | | | | | | | X |
| | | 3 | 100 | X | X | | | X | | | | | |
| | | 4 | 100% | X | X | X | | | | | | | |
| 12 | CB 3.2b | 1 | 100 | X | X | | | | | | X | | |
| | | 2 | 75 | X | X | | | | | | | | X |
| | | 3 | 100 | X | X | | | | | | | | |
| | | 4 | 80-85% | X | | | | | | | | | |

Table K5

Validation Evidence Table for Consensus Building Action Step 4: Plan to support change initiative

| Component: Consensus Building | | | | | | | | | | | | | |
|---|--------------------------|--|------------------|----------------------------|--------------------------------|-----------------------|-------------------------|-------------------------|---------------------------|-----------|-----------|------------------------|------------------|
| Action Step 4: Plan to support change initiative. | | | | | | | | | | | | | |
| Interview Question Number | Reference Catalog Number | Interview Question | | | | | | | | | | | |
| 13 | CB 4.4a | Did the school leadership team develop a written plan to support a change initiative for RtI that integrates the principles of RtI into the school value statement? (If “yes”, who should I contact to request copies of these documents?) | | | | | | | | | | | |
| 14 | CB 4.4b | Are the principles of a RtI program integrated into the school mission and vision statement? (If “yes”, who should I contact to request copies of these documents?) | | | | | | | | | | | |
| 15 | CB 4.4c | Does the school plan specify a process for the evaluation and reaffirmation of the RtI plan? (If “yes”, who should I contact to request copies of these documents?) | | | | | | | | | | | |
| Validation Evidence Source | | | | | | | | | | | | | |
| Question Number | Reference Number | School | General Response | Leadership Team Interviews | Agenda's / Minutes of Meetings | Schedule / Data Table | Written Plan / Handbook | School Improvement Plan | School / Division Website | Checklist | Blueprint | Video / PPT / Pamphlet | Survey / Inquiry |
| 13 | CB 4.4a | 1 | YES | X | | | X | | | | | X | |
| | | 2 | YES | X | | | X | | | | | | |
| | | 3 | YES | X | X | | | | X | | | | |
| | | 4 | Not really | X | | | | | X | | | | |
| 14 | CB 4.4b | 1 | YES | X | | | X | | | | | | |
| | | 2 | YES | X | | | X | | | | | | |
| | | 3 | YES | X | | | | | X | | | | |
| | | 4 | YES | X | | | | | X | | | | |
| 15 | CB 4.4c | 1 | YES | X | X | | X | | | | | X | |
| | | 2 | YES | X | X | | | | | | X | | |
| | | 3 | YES | X | X | | | | X | | | | |
| | | 4 | YES | X | X | | | | X | | | | |

Table K6

Validation Evidence Table for Infrastructure Building Action Step 1: Form a leadership team

| Component: Infrastructure Building | | | | | | | | | | | | | |
|--|---------------------------------|--|------------------|----------------------------|--------------------------------|-----------------------|-------------------------|-------------------------|---------------------------|-----------|-----------|------------------------|------------------|
| Action Step 1: Form a leadership team. | | | | | | | | | | | | | |
| Interview Question Number | Component Action Step Reference | Interview Question | | | | | | | | | | | |
| 16 | INF B 1.3 | Describe the school leadership team in terms of the function of each individual as a member of the team. Is there a written record of these assigned functions? (If “yes”, who should I contact to request copies of these documents?) | | | | | | | | | | | |
| Validation Evidence Source | | | | | | | | | | | | | |
| Question Number | Component Action Step Reference | School | General Response | Leadership Team Interviews | Agenda's / Minutes of Meetings | Schedule / Data Table | Written Plan / Handbook | School Improvement Plan | School / Division Website | Checklist | Blueprint | Video / PPT / Pamphlet | Survey / Inquiry |
| 16 | INF B 1.3 | 1 | YES | X | X | X | | | | | X | | |
| | | 2 | YES | X | X | | | | | | X | | |
| | | 3 | YES | X | X | | | | | | X | | |
| | | 4 | YES | X | X | X | | | | | | | |

Table K7

Validation Evidence Table for Infrastructure Building Action Step 2: Plan professional development for the Leadership Team to lead the RtI initiative

| Component: Infrastructure Building | | | | | | | | | | | | | |
|--|---------------------------------|--|------------------|----------------------------|--------------------------------|-----------------------|-------------------------|-------------------------|---------------------------|-----------|-----------|------------------------|------------------|
| Action Step 2: Plan professional development for the Leadership Team to lead the RtI initiative. | | | | | | | | | | | | | |
| Interview Question Number | Component Action Step Reference | Interview Question | | | | | | | | | | | |
| 17 | INF B 2.5 | Is there a written professional development plan or schedule for the school leadership team with the goal to lead the RtI initiative? (If “yes”, who should I contact to get a copy of this plan?) | | | | | | | | | | | |
| 18 | INF B 2.5 | What percentage of the school leadership team has attended these planned professional development events? Who should I contact to request a record of attendance? | | | | | | | | | | | |
| Validation Evidence Source | | | | | | | | | | | | | |
| Question Number | Component Action Step Reference | School | General Response | Leadership Team Interviews | Agenda's / Minutes of Meetings | Schedule / Data Table | Written Plan / Handbook | School Improvement Plan | School / Division Website | Checklist | Blueprint | Video / PPT / Pamphlet | Survey / Inquiry |
| 17 | INF B 2.5 | 1 | YES | X | | X | | | | | | | |
| | | 2 | YES | X | X | X | | | | | | | |
| | | 3 | YES | X | X | X | | | | | X | | |
| | | 4 | YES | X | X | X | | | | | | | |
| 18 | INF B 2.5 | 1 | 100-50-30 | X | | X | | | | | | | |
| | | 2 | 90-100 | X | X | X | | | | | X | | |
| | | 3 | 100-10 | X | | X | | | | | | | |
| | | 4 | 100-50-30 | X | | X | | | | | X | | |

Table K8

Validation Evidence Table for Infrastructure Building INF B 3

| Component: Infrastructure Building | | | | | | | | | | | | | |
|---|---------------------------------|--|------------------|----------------------------|--------------------------------|-----------------------|-------------------------|-------------------------|---------------------------|-----------|-----------|------------------------|------------------|
| Action Step 3: Determine the sufficiency of the core program. | | | | | | | | | | | | | |
| Interview Question Number | Component Action Step Reference | Interview Question | | | | | | | | | | | |
| 19 | INF B 3 | What steps have been taken by the school leadership team to determine the sufficiency of the core program? | | | | | | | | | | | |
| 20 | INF B 3 | Are there minutes of meetings or other documents that describe/summarize these steps? (If “yes”, who should I contact to request copies of those documents?) | | | | | | | | | | | |
| Validation Evidence Source | | | | | | | | | | | | | |
| Question Number | Component Action Step Reference | School | General Response | Leadership Team Interviews | Agenda's / Minutes of Meetings | Schedule / Data Table | Written Plan / Handbook | School Improvement Plan | School / Division Website | Checklist | Blueprint | Video / PPT / Pamphlet | Survey / Inquiry |
| 19 | INF B 3 | 1 | YES | X | | X | | | | | X | | |
| | | 2 | YES | X | X | X | | | | | X | | |
| | | 3 | YES | X | X | X | | | | | X | | X |
| | | 4 | YES | X | X | X | | | | | X | | |
| 20 | INF B 3 | 1 | YES | X | X | X | | | | | X | | |
| | | 2 | YES | X | X | X | | | | | X | | |
| | | 3 | YES | X | X | X | | | | | X | | X |
| | | 4 | YES | X | X | X | | | | | X | | |

Table K9

Validation Evidence Table for Infrastructure Building Action Step 4: Determine the professional development needs of the staff for implementation of the core program

| Component: Infrastructure Building | | | | | | | | | | | | | |
|--|---------------------------------|--|------------------|----------------------------|--------------------------------|-----------------------|-------------------------|-------------------------|---------------------------|-----------|-----------|------------------------|------------------|
| Action Step 4: Determine the professional development needs of the staff for implementation of the core program. | | | | | | | | | | | | | |
| Interview Question Number | Component Action Step Reference | Interview Question | | | | | | | | | | | |
| 21 | INF B 4 | What steps have been taken to determine the professional development needs of the staff for implementation of the core program? | | | | | | | | | | | |
| 22 | INF B 4 | Are there minutes of meetings or other documents that describe/summarize these steps? (If “yes”, who should I contact to request copies of those documents?) | | | | | | | | | | | |
| Validation Evidence Source | | | | | | | | | | | | | |
| Question Number | Component Action Step Reference | School | General Response | Leadership Team Interviews | Agenda's / Minutes of Meetings | Schedule / Data Table | Written Plan / Handbook | School Improvement Plan | School / Division Website | Checklist | Blueprint | Video / PPT / Pamphlet | Survey / Inquiry |
| 21 | INF B 4 | 1 | YES | X | X | X | X | | | | | | X |
| | | 2 | YES | X | X | | | | | | X | | X |
| | | 3 | YES | X | X | X | X | | | | | | X |
| | | 4 | YES | X | X | | | | | | | | X |
| 22 | INF B 4 | 1 | YES | X | X | X | X | | | | | | X |
| | | 2 | YES | X | X | | | | | | X | | X |
| | | 3 | YES | X | X | X | X | | | | | | X |
| | | 4 | YES | X | X | | | | | | | | X |

Table K10

Validation Evidence Table for Infrastructure Building Action Step 5: Determine how the sufficiency and effectiveness of the core program will be monitored

| Component: Infrastructure Building | | | | | | | | | | | | | |
|---|---------------------------------|--|------------------|----------------------------|--------------------------------|-----------------------|-------------------------|-------------------------|---------------------------|-----------|-----------|------------------------|------------------|
| Action Step 5: Determine how the sufficiency and effectiveness of the core program will be monitored. | | | | | | | | | | | | | |
| Interview Question Number | Component Action Step Reference | Interview Question | | | | | | | | | | | |
| 23 | INF B 5 | What steps are utilized to determine how the sufficiency and effectiveness of the core program will be monitored? | | | | | | | | | | | |
| 24 | INF B 5 | Are there minutes of meetings or other documents that describe/summarize these steps? (If “yes”, who should I contact to request copies of those documents?) | | | | | | | | | | | |
| Validation Evidence Source | | | | | | | | | | | | | |
| Question Number | Component Action Step Reference | School | General Response | Leadership Team Interviews | Agenda's / Minutes of Meetings | Schedule / Data Table | Written Plan / Handbook | School Improvement Plan | School / Division Website | Checklist | Blueprint | Video / PPT / Pamphlet | Survey / Inquiry |
| 23 | INF B 5 | 1 | YES | X | X | X | | X | | | | | |
| | | 2 | YES | X | X | X | | X | | | X | | |
| | | 3 | YES | X | X | X | X | | | | X | | |
| | | 4 | YES | X | X | X | | | | | | | |
| 24 | INF B 5 | 1 | YES | X | X | X | | X | | | | | |
| | | 2 | YES | X | X | X | | X | | | X | | |
| | | 3 | YES | X | X | X | | | | | X | | |
| | | 4 | YES | X | X | X | | | | | | | |

Table K11

Validation Evidence Table for Infrastructure Building Action Step 6: Determine which RtI model, i.e. Standard Protocol, Problem Solving, or a mixed method

| Component: Infrastructure Building | | | | | | | | | | | | | |
|---|---------------------------------|---|------------------|----------------------------|--------------------------------|-----------------------|-------------------------|-------------------------|---------------------------|-----------|-----------|------------------------|------------------|
| Action Step 6: Determine which RtI model will be adopted, i.e. Standard Protocol, Problem Solving, or a mixed method. | | | | | | | | | | | | | |
| Interview Question Number | Component Action Step Reference | Interview Question | | | | | | | | | | | |
| 25 | INF B 6 | While determining the RtI model to be utilized by the school, who was involved in the process? | | | | | | | | | | | |
| 26 | INF B 6 | Is there a written record of who was involved in this process? (If “yes”, who should I contact to request a copy of this record?) | | | | | | | | | | | |
| Validation Evidence Source | | | | | | | | | | | | | |
| Question Number | Component Action Step Reference | School | General Response | Leadership Team Interviews | Agenda's / Minutes of Meetings | Schedule / Data Table | Written Plan / Handbook | School Improvement Plan | School / Division Website | Checklist | Blueprint | Video / PPT / Pamphlet | Survey / Inquiry |
| 25 | INF B 6 | 1 | STAFF/TEAM | X | X | X | | | | | X | | |
| | | 2 | STAFF/TEAM | X | X | | | | | | X | | |
| | | 3 | STAFF/TEAM | X | X | X | | | | | | | |
| | | 4 | STAFF/TEAM | X | | X | | | | | | | |
| 26 | INF B 6 | 1 | YES | X | X | | | | | | X | | |
| | | 2 | YES | X | X | | | | | | X | | |
| | | 3 | YES | X | X | X | | | | | | | |
| | | 4 | YES | X | X | | | | | | | | |

Table K12

Validation Evidence Table for Infrastructure Building Action Step 7: Determine the logistics and data analysis and program format

| Component: Infrastructure Building | | | | | | | | | | | | | |
|---|---------------------------------|---|------------------|----------------------------|--------------------------------|-----------------------|-------------------------|-------------------------|---------------------------|-----------|-----------|------------------------|------------------|
| Action Step 7: Determine the logistics of assessments and data analysis and program format. | | | | | | | | | | | | | |
| Interview Question Number | Component Action Step Reference | Interview Question | | | | | | | | | | | |
| 27 | INF B 7A | Does the school have a written plan for determining and implementing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments? (If “yes”, who may I contact to request a copy of this plan?) | | | | | | | | | | | |
| 28 | INF B 7A | Is there a written plan that establishes the frequency of the administration of school-wide, small group, and individual student assessments? (If “yes”, who may I contact to request a copy of this plan?) | | | | | | | | | | | |
| Validation Evidence Source | | | | | | | | | | | | | |
| Question Number | Component Action Step Reference | School | General Response | Leadership Team Interviews | Agenda's / Minutes of Meetings | Schedule / Data Table | Written Plan / Handbook | School Improvement Plan | School / Division Website | Checklist | Blueprint | Video / PPT / Pamphlet | Survey / Inquiry |
| 27 | INF B 7A | 1 | NO | X | X | X | X | X | | | X | | |
| | | 2 | YES | X | X | | X | | | | X | | |
| | | 3 | YES | X | X | X | X | | | | | | |
| | | 4 | YES | X | X | X | | | | | X | | |
| 28 | INF B 7B | 1 | YES | X | | | X | | | | | X | |
| | | 2 | YES | X | X | | X | | X | | X | | |
| | | 3 | YES | X | | | | X | | | | | |
| | | 4 | YES | X | X | X | X | | | | X | | |

Table K13

Validation Evidence Table for Infrastructure Building Action Step 7: Determine the logistics and data analysis and program format

| Component: Infrastructure Building | | | | | | | | | | | | | |
|---|---------------------------------|--|------------------|----------------------------|--------------------------------|-----------------------|-------------------------|-------------------------|---------------------------|-----------|-----------|------------------------|------------------|
| Action Step 7: Determine the logistics of assessments and data analysis and program format. | | | | | | | | | | | | | |
| Interview Question Number | Component Action Step Reference | Interview Question | | | | | | | | | | | |
| 29 | INF B 7C.a | Is there a written plan for reporting the processes of logistics of assessments? (If “yes”, who may I contact to request a copy of this plan?) | | | | | | | | | | | |
| 30 | INF B 7C.b | Is there a written plan that establishes the data analysis format? (If “yes”, who may I contact to request a copy of this plan?) | | | | | | | | | | | |
| 31 | INF B 7C.c | Has a written plan been established to monitor procedures followed by the school instructional personnel and other stakeholders? (If “yes”, who may I contact to request a copy of this plan?) | | | | | | | | | | | |
| Validation Evidence Source | | | | | | | | | | | | | |
| Question Number | Component Action Step Reference | School | General Response | Leadership Team Interviews | Agenda's / Minutes of Meetings | Schedule / Data Table | Written Plan / Handbook | School Improvement Plan | School / Division Website | Checklist | Blueprint | Video / PPT / Pamphlet | Survey / Inquiry |
| 29 | INF B 7C.a | 1 | NO | X | | X | X | X | | | | | |
| | | 2 | YES | X | | X | | | X | | X | | |
| | | 3 | NO | X | | | | | | | | | |
| | | 4 | YES | X | | | | | | | X | | |
| 30 | INF B 7C.b | 1 | YES | X | X | X | X | X | | | X | | |
| | | 2 | NO | X | X | X | | | X | | | | |
| | | 3 | NO | X | | | | | | | | | |
| | | 4 | YES | X | X | X | | | | | X | | |
| 31 | INF B 7C.c | 1 | YES | X | X | X | X | X | | | X | | |
| | | 2 | YES | X | X | X | | | | | X | | |
| | | 3 | NO | X | | | | | | | | | |
| | | 4 | YES | X | X | X | | | | | X | | |

Table K14

Validation Evidence Table for Implementation Action Step 1: Provided professional development and ongoing supports for those administering assessments and providing instruction

| Component: Implementation | | | | | | | | | | | | | |
|---|---------------------------------|--|------------------|----------------------------|--------------------------------|-----------------------|-------------------------|-------------------------|---------------------------|-----------|-----------|------------------------|------------------|
| Action Step 1: Provide professional development and ongoing supports for those administering assessments and providing instruction. | | | | | | | | | | | | | |
| Interview Question Number | Component Action Step Reference | Interview Question | | | | | | | | | | | |
| 32 | IMP 1 A | What steps have been taken to establish the need of veteran and new staff for administering and evaluating assessments for the purpose of RtI? | | | | | | | | | | | |
| 33 | IMP 1 A | Are there minutes of meetings or other documents that describe/summarize these steps? (If “yes”, who should I contact to request copies of those documents?) | | | | | | | | | | | |
| 34 | IMP 1 B | What steps have been taken to establish the need of veteran and new staff that will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices? If so, is there a written record of the steps taken? (If “yes”, who may I contact to request a copy of these steps?) | | | | | | | | | | | |
| Validation Evidence Source | | | | | | | | | | | | | |
| Question Number | Component Action Step Reference | School | General Response | Leadership Team Interviews | Agenda's / Minutes of Meetings | Schedule / Data Table | Written Plan / Handbook | School Improvement Plan | School / Division Website | Checklist | Blueprint | Video / PPT / Pamphlet | Survey / Inquiry |
| 32 | IMP 1 A | 1 | YES | X | X | X | | | | | | | X |
| | | 2 | YES | X | X | | X | | | | X | | |
| | | 3 | YES | X | | | X | | | | | | |
| | | 4 | YES | X | X | | | | | | | | |
| 33 | IMP 1 A | 1 | YES | X | X | | | | | | | | X |
| | | 2 | YES | X | X | | X | | | | X | | |
| | | 3 | YES | X | X | | X | | | | | | |
| | | 4 | YES | X | X | | | | | | | | |
| 34 | IMP 1 B | 1 | YES | X | X | | | | | | | | X |
| | | 2 | YES | X | X | | | | | | X | | X |
| | | 3 | LIMITED | X | | | | | | | | | |
| | | 4 | LIMITED | X | | | | | | | | | |

Table K15

Validation Evidence Table for Implementation Action Step 2: Implement logistics of assessments and periodic analysis

| Component: Implementation | | | | | | | | | | | | | |
|--|---------------------------------|--|------------------|----------------------------|--------------------------------|-----------------------|-------------------------|-------------------------|---------------------------|-----------|-----------|------------------------|------------------|
| Action Step 2: Implement logistics of assessments and periodic analysis. | | | | | | | | | | | | | |
| Interview Question Number | Component Action Step Reference | Interview Question | | | | | | | | | | | |
| 35 | IMP 2 A | Has the school implemented the plan for organizing and implementing ongoing data-based decision making procedures to be utilized following the administration of school-wide assessments? | | | | | | | | | | | |
| 36 | IMP 2 A | Has the school implemented the plan for organizing and implementing ongoing data-based decision making procedures to be utilized following the administration of small group assessments? | | | | | | | | | | | |
| 37 | IMP 2 A | Has the school implemented the plan for organizing and implementing ongoing data-based decision making procedures to be utilized following the administration of individual student assessments? | | | | | | | | | | | |
| Validation Evidence Source | | | | | | | | | | | | | |
| Question Number | Component Action Step Reference | School | General Response | Leadership Team Interviews | Agenda's / Minutes of Meetings | Schedule / Data Table | Written Plan / Handbook | School Improvement Plan | School / Division Website | Checklist | Blueprint | Video / PPT / Pamphlet | Survey / Inquiry |
| 35 | IMP 2 A | 1 | YES | X | X | X | | X | | | | | |
| | | 2 | YES | X | X | X | X | | X | | | | |
| | | 3 | NO | X | | | X | | | | | | |
| | | 4 | YES | X | X | X | | | | | | | |
| 36 | IMP 2 A | 1 | YES | X | X | X | | X | | | | | |
| | | 2 | YES | X | X | X | X | | | | | | |
| | | 3 | NO | X | | | X | | X | | | | |
| | | 4 | YES | X | X | X | | | | | | | |
| 37 | IMP 2 A | 1 | YES | X | X | X | | X | | | | | |
| | | 2 | YES | X | X | X | X | | | | | | |
| | | 3 | NO | X | | | X | | X | | | | |
| | | 4 | YES | X | X | X | | | | | | | |

Table K16

Validation Evidence Table for Implementation Action Step 2: Implement logistics of assessments and periodic analysis

| Component: Implementation | | | | | | | | | | | | | |
|--|---------------------------------|---|------------------|----------------------------|--------------------------------|-----------------------|-------------------------|-------------------------|---------------------------|-----------|-----------|------------------------|------------------|
| Action Step 2: Implement logistics of assessments and periodic analysis. | | | | | | | | | | | | | |
| Interview Question Number | Component Action Step Reference | Interview Question | | | | | | | | | | | |
| 38 | IMP 2 B | What is the frequency that has been established for the administration of school-wide assessments? | | | | | | | | | | | |
| 39 | IMP 2 B | What is the frequency that has been established for the administration of small group assessments? | | | | | | | | | | | |
| 40 | IMP 2 B | What is the frequency that has been established for the administration of individual student assessments? | | | | | | | | | | | |
| Validation Evidence Source | | | | | | | | | | | | | |
| Question Number | Component Action Step Reference | School | General Response | Leadership Team Interviews | Agenda's / Minutes of Meetings | Schedule / Data Table | Written Plan / Handbook | School Improvement Plan | School / Division Website | Checklist | Blueprint | Video / PPT / Pamphlet | Survey / Inquiry |
| 38 | IMP 2 B | 1 | 4 X Year | X | | X | | | | | | | |
| | | 2 | 3 X Year | X | X | X | X | | X | | | | |
| | | 3 | 3 X Year | X | | X | | | | | | | |
| | | 4 | 3 X Year | X | X | X | | | | | | | |
| 39 | IMP 2 B | 1 | Progress Monitor | X | | X | | | | | | | |
| | | 2 | Every 6 Days | X | X | X | X | | X | | | | |
| | | 3 | Progress Monitor | X | | X | | | | | | | |
| | | 4 | Every 10 Days | X | X | X | | | | | | | |
| 40 | IMP 2 B | 1 | Progress Monitor | X | | X | | | | | | | |
| | | 2 | Every 2 Weeks | X | X | X | X | | X | | | | |
| | | 3 | Progress Monitor | X | | X | | | | | | | |
| | | 4 | Weekly | X | X | X | | | | | | | |

Table K17

Validation Evidence Table for Implementation Action Step 2: Implement logistics of assessments and periodic analysis

| Component: Implementation | | | | | | | | | | | | | | |
|--|---------------------------------|---|------------------|----------------------------|--------------------------------|-----------------------|-------------------------|-------------------------|---------------------------|-----------|-----------|------------------------|------------------|--|
| Action Step 2: Implement logistics of assessments and periodic analysis. | | | | | | | | | | | | | | |
| Interview Question Number | Component Action Step Reference | Interview Question | | | | | | | | | | | | |
| 41 | IMP 2 C.4a | Has the school implemented the written plan for reporting the processes of the logistics of assessments? | | | | | | | | | | | | |
| 42 | IMP 2 C.4b | Has the school implemented the data analysis format established? | | | | | | | | | | | | |
| 43 | IMP 2 C.4c | Has the program monitoring plan been implemented? Is there a written record of this monitoring? (If “yes”, who may I contact to request a copy of this document?) | | | | | | | | | | | | |
| Validation Evidence Source | | | | | | | | | | | | | | |
| Question Number | Component Action Step Reference | School | General Response | Leadership Team Interviews | Agenda's / Minutes of Meetings | Schedule / Data Table | Written Plan / Handbook | School Improvement Plan | School / Division Website | Checklist | Blueprint | Video / PPT / Pamphlet | Survey / Inquiry | |
| 41 | IMP 2 C.4a | 1 | NO | X | | X | X | | | | | | | |
| | | 2 | YES | X | X | X | X | | | | | | | |
| | | 3 | NO | X | | | | | | | | | | |
| | | 4 | YES | X | X | | | | | | | | | |
| 42 | IMP 2 C.4b | 1 | YES | X | X | X | | | | | | | | |
| | | 2 | YES | X | X | X | X | | | | X | | | |
| | | 3 | YES | X | | | X | | | | | | | |
| | | 4 | YES | X | X | | | | | | | | | |
| 43 | IMP 2 C.4c | 1 | YES | X | X | X | | | | | X | | | |
| | | 2 | YES | X | X | X | | | | | X | | | |
| | | 3 | YES | X | | | | X | | | | | | |
| | | 4 | YES | X | | | X | | | | X | | | |

Table K18

Validation Evidence Table for Implementation Action Step 3: Monitor the implementation of the instructional program

| Component: Implementation | | | | | | | | | | | | | |
|---|---------------------------------|---|------------------|----------------------------|--------------------------------|-----------------------|-------------------------|-------------------------|---------------------------|-----------|-----------|------------------------|------------------|
| Action Step 3: Monitor the implementation of the instructional program. | | | | | | | | | | | | | |
| Interview Question Number | Component Action Step Reference | Interview Question | | | | | | | | | | | |
| 44 | IMP 3 | Has the school implemented the written plan to evaluate all instructional programs? Is there a written record of this evaluation? (If “yes”, who may I contact to request a copy of this document?) | | | | | | | | | | | |
| Validation Evidence Source | | | | | | | | | | | | | |
| Question Number | Component Action Step Reference | School | General Response | Leadership Team Interviews | Agenda's / Minutes of Meetings | Schedule / Data Table | Written Plan / Handbook | School Improvement Plan | School / Division Website | Checklist | Blueprint | Video / PPT / Pamphlet | Survey / Inquiry |
| 44 | IMP 3 | 1 | YES | X | X | | | X | | X | | | |
| | | 2 | YES | X | X | | | | | | X | | |
| | | 3 | YES | X | X | | | X | | | | | |
| | | 4 | YES | X | X | X | | X | | | | | |

Table K19

Validation Evidence Table for Implementation Action Step 4: Collect and summarize program evaluation data

| Component: Implementation | | | | | | | | | | | | | |
|---|---------------------------------|--|------------------|----------------------------|--------------------------------|-----------------------|-------------------------|-------------------------|---------------------------|-----------|-----------|------------------------|------------------|
| Action Step 4: Collect and summarize program evaluation data. | | | | | | | | | | | | | |
| Interview Question Number | Component Action Step Reference | Interview Question | | | | | | | | | | | |
| 45 | IMP 4 A.3c | Has the school implemented the plan to collect data regarding the percent of students considered to need core, supplemental, and intensive instruction? (If “yes”, who may I contact to request a copy of the data collected?) | | | | | | | | | | | |
| 46 | IMP 4 A.3b | Has the school collected data regarding the number of initial special education identifications? (If “yes”, who may I contact to request a copy of the data collected?) | | | | | | | | | | | |
| 47 | IMP 4 B.3a | Has the school conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction? (If “yes”, who may I contact to request a copy of this data analysis?) | | | | | | | | | | | |
| 48 | IMP 4 B.3b | Has the school conducted an analysis of data regarding the number of initial special education identifications? (If “yes”, who may I contact to request a copy of this data analysis?) | | | | | | | | | | | |
| Validation Evidence Source | | | | | | | | | | | | | |
| Question Number | Component Action Step Reference | School | General Response | Leadership Team Interviews | Agenda's / Minutes of Meetings | Schedule / Data Table | Written Plan / Handbook | School Improvement Plan | School / Division Website | Checklist | Blueprint | Video / PPT / Pamphlet | Survey / Inquiry |
| 45 | IMP 4 A.3c | 1 | YES | X | X | X | | X | | | | | |
| | | 2 | YES | X | X | X | | | | | | | |
| | | 3 | YES | X | | | X | | | | | | |
| | | 4 | YES | X | X | X | | | | | | | |
| 46 | IMP 4 A.3b | 1 | YES | X | | X | | | | | | | |
| | | 2 | YES | X | | | X | | | | | | |
| | | 3 | YES | X | | | X | | | | | | |
| | | 4 | YES | X | | | X | | | | | | |
| 47 | IMP 4 B.3a | 1 | YES | X | X | X | | | | | | | |
| | | 2 | YES | X | | | X | | | | | | |
| | | 3 | YES | X | X | X | | | | | | | |
| | | 4 | YES | X | X | X | | | | | | | |
| 48 | IMP 4 B.3b | 1 | YES | X | | X | | | | | | | |
| | | 2 | YES | X | | | X | | | | | | |
| | | 3 | YES | X | X | X | | | | | | | |
| | | 4 | YES | X | X | X | | | | | | | |

Table K20

Validation Evidence Table for Implementation Action Step 2: Implement logistics of assessments and periodic analysis

| Component: Implementation | | | | | | | | | | | | | |
|---|---------------------------------|--|------------------|----------------------------|--------------------------------|-----------------------|-------------------------|-------------------------|---------------------------|-----------|-----------|------------------------|------------------|
| Action Step 5: Communicate regularly with stakeholders. | | | | | | | | | | | | | |
| Interview Question Number | Component Action Step Reference | Interview Question | | | | | | | | | | | |
| 49 | IMP 5 | Has the school developed and implemented a written plan to communicate with stakeholders? (If “yes”, who are these identified stakeholders? Is there a written record of the identified stakeholders? If “yes”, who may I contact to request a copy of this document?) | | | | | | | | | | | |
| Validation Evidence Source | | | | | | | | | | | | | |
| Question Number | Component Action Step Reference | School | General Response | Leadership Team Interviews | Agenda's / Minutes of Meetings | Schedule / Data Table | Written Plan / Handbook | School Improvement Plan | School / Division Website | Checklist | Blueprint | Video / PPT / Pamphlet | Survey / Inquiry |
| 49 | IMP 5 | 1 | YES | X | | | X | | X | | | X | |
| | | 2 | YES | X | | | | | X | | | X | |
| | | 3 | YES | X | | | | X | | | | | |
| | | 4 | YES | X | | | | | | | X | X | |

APPENDIX L
Component Summary Tables

Component Summary of CB 1 Consensus Building for School 1

| CB 1 Consensus Building | Implementation Levels | | | | | Score |
|---|--|---|--|--|--|--|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Coordination and support from the division office.</i></p> <p><i>This step includes the collective leadership responsibilities of the school and the division office to:</i></p> <p><i>a) create a rationale for developing a RtI plan,</i></p> <p><i>b) determine the resources needed to build consensus for developing a RtI plan, and</i></p> <p><i>c) determine who will share the rationale with the identified stakeholders.</i></p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI plan,</p> <p>b) determined the resources needed to build consensus for developing a RtI plan, and</p> <p>c) determined who will share the rationale with the identified stakeholders.</p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI plan, and</p> <p>b) determined the resources needed to build consensus for developing a RtI plan</p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI plan, and</p> <p>b) determined who will share the rationale with the identified stakeholders.</p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI plan.</p> | <p>Neither the school nor the division office has created a rationale for developing a RtI plan.</p> | <p style="text-align: center;">5</p> <p style="text-align: center; color: red;">4</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p> |

Validation Evidence: Five sources of validation evidence were found during the school visit. The School Leadership Team indicated during the group interview with the team that the school did work collaboratively with the division office in establishing a rationale for developing a Response to Intervention Program and determining the resources needed to build consensus for developing a Response to Intervention Plan. The School Leadership Team also indicated during the team interview that a multi-media presentation (e.g., Power Point) was utilized to share the rationale with school and division staff members as identified stakeholders. A printed copy of the handout of the multi-media presentation was obtained. Printed copies the agenda's of leadership team meetings, data tables of declining student performance on state accountability tests, and the School Improvement Plan which provided evidence of collaboration between the school and the division office were provided.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of a multi-media presentation which was presented to the school board and contained data tables created by the school and central office personnel. The multi-media presentation validated the collaboration efforts of the school with the division office in creating a rationale for developing a Response to Intervention Plan. The multi-media presentation and the School Improvement Plan provided evidence that the school and the division office collaboratively identified resources needed to build consensus. The School Leadership Team indicated during the interview with the team that the division office assisted the school in providing professional development as a resource to educate the staff about the concept of Response to Intervention and the benefits of implementing the program. During the team interview, the School Leadership Team indicated that the team would share the rationale for developing a Response to Intervention Plan with identified

stakeholders. No additional evidence was provided to verify this response. Therefore, based on the sum total of the evidence collected, the level of implementation of the CB 1 C Consensus Building action step was assessed as being a 4 for School 1.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The group interview also led to the identification of Leadership Team meeting agendas, a handout that was developed from the multimedia presentation which was presented to stakeholders, data tables that were presented to stakeholders, and the School Improvement Plan. However, additional evidence of collaboration between the school and the division office may have been identified from an interview with a representative from the division office and/or individual interviews with members of the School Leadership Team; neither was conducted. Both data collection procedures should be employed in the future when collecting data to assess the level of implementation using the Response to Intervention Innovation Configuration Map.

Assessment of the CB1C component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the component could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation based on the evidence collected at School 1.

Component Summary of CB 1 Consensus Building for School 2

| CB 1 Consensus Building | Implementation Levels | | | | | Score |
|---|--|---|--|--|--|---|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Coordination and support from the division office.</i></p> <p><i>This step includes the collective leadership responsibilities of the school and the division office to:</i></p> <p><i>a) create a rationale for developing a RtI plan,</i></p> <p><i>b) determine the resources needed to build consensus for developing a RtI plan, and</i></p> <p><i>c) determine who will share the rationale with the identified stakeholders.</i></p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI plan,</p> <p>b) determined the resources needed to build consensus for developing a RtI plan, and</p> <p>c) determined who will share the rationale with the identified stakeholders.</p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI plan, and</p> <p>b) determined the resources needed to build consensus for developing a RtI plan</p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI plan, and</p> <p>b) determined who will share the rationale with the identified stakeholders.</p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI plan.</p> | <p>Neither the school nor the division office has created a rationale for developing a RtI plan.</p> | <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Four sources of validation evidence were found during the school visit. The School Leadership Team indicated during the group interview with the team that the school did work collaboratively with the division office in establishing a rationale for developing a Response to Intervention Program and determining the resources needed to build consensus for developing a Response to Intervention Plan. The School Leadership Team also indicated during the team interview that meetings were conducted to share the rationale with school and division staff members as identified stakeholders. Printed copies the agenda's of

leadership team meetings, data tables that compare student performance data on state accountability tests to annual performance objectives of the No Child Left Behind (NCLB) initiative for Adequate Yearly Progress (AYP), and the notes maintained in the school's Response to Intervention Blueprint document provided evidence of collaboration between the school and the division office were provided.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the discussion of student performance and requirements of NCLB which was attended by the school staff and central office personnel validate the collaboration efforts of the school with the division office in creating a rationale for developing a Response to Intervention Plan. The notes maintained in the school's Response to Intervention Blueprint document provided validation evidence that the school and the division office collaboratively identified resources needed to build consensus. The School Leadership Team indicated during the interview with the team that the division office assisted the school in providing professional development as a resource to educate the staff about the concept of Response to Intervention and the benefits of implementing the program. During the team interview the School Leadership Team indicated that the team would share the rationale for developing a Response to Intervention Plan with identified stakeholders. Agendas of meetings and the notes maintained in the school's Response to Intervention Blueprint document verified that a schedule was developed to allow the School Leadership Team to provide information to the school staff about the concept of Response to Intervention. Based on the sum total of the evidence collected, the level of implementation of the CB 1 C Consensus Building action step was assessed as being 5 for School 2.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The group interview also led to the identification of Leadership Team meeting agendas, data tables generated for the analysis of student performance on state accountability testing, and notes maintained in the school's Response to Intervention Blueprint document.

However, additional evidence of collaboration between the school and the division office may have been identified from an interview with a representative from the division office and/or individual interviews with members of the School Leadership Team; neither was conducted. Both data collection procedures should be employed in the Response to Intervention e future when collecting data to assess the level of implementation using the Response to Intervention Innovation Configuration Map.

Assessment of the CB 1 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the components could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation based on the evidence collected at School 2.

Component Summary of CB 1 Consensus Building for School 3

| CB 1 Consensus Building | Implementation Levels | | | | | Score |
|---|--|---|--|--|--|--|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Coordination and support from the division office.</i></p> <p><i>This step includes the collective leadership responsibilities of the school and the division office to:</i></p> <p><i>a) create a rationale for developing a RtI plan,</i></p> <p><i>b) determine the resources needed to build consensus for developing a RtI plan, and</i></p> <p><i>c) determine who will share the rationale with the identified stakeholders.</i></p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI plan,</p> <p>b) determined the resources needed to build consensus for developing a RtI plan, and</p> <p>c) determined who will share the rationale with the identified stakeholders.</p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI plan, and</p> <p>b) determined the resources needed to build consensus for developing a RtI plan</p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI plan, and</p> <p>b) determined who will share the rationale with the identified stakeholders.</p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI plan.</p> | <p>Neither the school nor the division office has created a rationale for developing a RtI plan.</p> | <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Three sources of validation evidence were found during the school visit. The School Leadership Team indicated during the group interview with the team that the school only experienced limited collaboration with the division office. The School Leadership Team conducted numerous discussions to establish rationale for developing a Response to Intervention Program as evidenced by the agendas and minutes of meetings that were held for this purpose. A printed copy of the agendas and minutes of some of the meetings provided validation evidence that the School Leadership Team and a representative from the division office worked collaboratively to establish a rationale for developing a Response to Intervention Plan. The School Leadership Team indicated during the interview with the team that division office was supportive of the schools participation in the Response to Intervention pilot program, but collaborations were limited because of administrative changes at the central office. The School Leadership Team with limited contributions from the division office determined that the resources needed to build consensus involved professional development of the team to educate the school staff about the concept and benefits of a Response to Intervention program. Copies of meetings agendas provided by the School Leadership Team validate these discussions. The interview with the School Leadership Team indicated that personnel from the division office were invited to these deliberations. There is no record if anyone from the division office attended these meetings. Printed copies the agenda’s of meetings and data tables developed for the analysis of student performance data on state accountability tests verify the School Leadership Teams planning to educate the school staff about the concept of Response to Intervention, but there is no evidence that the division office attended any of these meetings.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team interview, meeting agendas, and data analysis tables validate that School Leadership Team conducted numerous discussions to establish rationale for developing a Response to Intervention Plan. Printed copies of the agendas of some of the meetings verify that a representative from the division office attended meetings conducted for establishing a rationale for the development of a Response to Intervention Plan. The School Leadership Team interview and leadership team meeting agendas validate that the School Leadership Team deliberated about the resources needed to build consensus for developing a Response to Intervention Program, but there is no evidence that any

collaboration between the school and the division office had occurred for determining the resources needed to build consensus for developing a Response to Intervention Plan. Due to budget cuts to the school division, the School Leadership Team indicated that the division office provided only limited funding for the School Leadership Team to attend scheduled professional development activities. Data tables that were to be presented to the school staff for the purpose sharing the rationale for developing a Response to Intervention Plan were provided by the School Leadership Team that indicated some collaborations between personnel of the division office for gathering this data, but there is no evidence for the methodology of the way this information was presented to the school staff or if anyone from the division office attended these presentations. The only validation evidence that was provided by the School Leadership Team verified some limited collaboration between the school and division office for establishing a rationale for developing a Response to Intervention Plan; therefore, based on the total sum of the evidence collected, the level of implementation of the CB 1 C Consensus Building action step was assessed as being 2 for School 3.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The validation evidence that was identified included the agendas of leadership team meetings and data tables generated for the analysis of student performance on state accountability testing. However, additional evidence of collaboration between the school and the division office may have been identified from an interview with a representative from the division office and/or individual interviews with members of the School Leadership Team; neither was conducted. Both data collection procedures should be employed in the Response to Intervention in the future when collecting data to assess the level of implementation using the Response to Intervention Innovation Configuration Map.

Assessment of the CB 1 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the components could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation based on the evidence collected at School 3.

Component Summary of CB 1 Consensus Building for School 4

| CB 1 Consensus Building | Implementation Levels | | | | | Score |
|---|--|---|--|--|--|---|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Coordination and support from the division office.</i></p> <p><i>This step includes the collective leadership responsibilities of the school and the division office to:</i></p> <p><i>a) create a rationale for developing a RtI plan,</i></p> <p><i>b) determine the resources needed to build consensus for developing a RtI plan, and</i></p> <p><i>c) determine who will share the rationale with the identified stakeholders.</i></p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI plan,</p> <p>b) determined the resources needed to build consensus for developing a RtI plan, and</p> <p>c) determined who will share the rationale with the identified stakeholders.</p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI plan, and</p> <p>b) determined the resources needed to build consensus for developing a RtI plan</p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI plan, and</p> <p>b) determined who will share the rationale with the identified stakeholders.</p> | <p>Through a collaborative effort both the school and division office have:</p> <p>a) created a rationale for developing a RtI plan.</p> | <p>Neither the school nor the division office has created a rationale for developing a RtI plan.</p> | <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Four sources of validation evidence were found during the school visit. The School Leadership Team indicated during the group interview with the team that the school did work collaboratively with the division office in establishing a rationale for developing a Response to Intervention Program and determining the resources needed to build consensus for developing a Response to Intervention Plan. Printed copies of the agendas and minutes of meetings verified the collaborative efforts of the school and division office. The School Leadership Team also indicated during the team interview that a multi-media presentation (e.g., Power Point) was utilized to share the rationale with the school staff at a faculty meeting and to division staff members at a monthly school board meeting as identified stakeholders. A printed copy of the handout of the multi-media presentation that was utilized at both meetings was obtained. Printed copies the agenda’s of leadership team meetings and the School Improvement Plan which provided evidence of collaboration between the school and the division office were provided.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of a multi-media presentation which was presented to the school staff and school board by the school and central office personnel. The multi-media presentation validated the collaboration efforts of the school with the division office in creating a rationale for developing a Response to Intervention Plan. The multi-media presentation and the School Improvement Plan provided evidence that the school and the division office collaboratively to identify resources needed to build consensus. The School Leadership Team indicated during the interview with the team that the division office assisted the school in providing professional development as a resource to educate the staff about the concept of Response to Intervention and the benefits of implementing the program. During the team interview the School Leadership Team indicated that the team would share the rationale for developing a Response to Intervention Plan with identified stakeholders. Printed copies of the agendas of meetings were provided that verified this response. Therefore, based on the sum total of the evidence collected, the level of implementation of the CB 1 C Consensus Building action step was assessed as being 5 for School 4.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. However, additional evidence of collaboration between the school and the division office may have been identified from an interview with a representative from the division office and/or individual interviews with members of the School Leadership Team; neither were conducted. Both data collection procedures should be employed in the Response to Intervention e future when collecting data to assess the level of implementation using the Response to Intervention Innovation Configuration Map.

Assessment of the CB 1 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the components could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation based on the evidence collected at School 4.

Component Summary of CB 2 Consensus Building for School 1

| CB 2 Consensus Building | Implementation Levels | | | | Score |
|--|--|--|--|---|-------------------------------------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Provide information to the school staff and others about Response to Intervention.</i></p> <p><i>This action step includes:</i> <i>a)identifying the need for a RtI program based on data while addressing personal concerns and inquiries of the school staff, and</i> <i>b)determining who and what method will be utilized to educate the school staff about RtI.</i></p> | <p>There is evidence that: a) the identification of the need for a RtI program is based on data b) the identification of the need for a RtI program addresses the personal concerns and inquiries of the school staff, and c) the determination of who and what method will be utilized to educate the school staff about RtI has been completed.</p> | <p>There is evidence that: a) the identification of the need for a RtI program is based on data and, b) the determination of who and what method will be utilized to educate the school staff about RtI has been completed..</p> | <p>There is evidence that the identification of the need for a RtI program is based on data.</p> | <p>There is no evidence that the identification of the need for a RtI program based on data has been completed.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Five sources of validation evidence were found during the school visit. The School Leadership Team indicated during the group interview that data were considered during the discussions for the need for a Response to Intervention program and that the personal concerns and inquiries of the school staff were discussed. Printed copies of the data tables, the School Improvement Plan, and the school’s Response to Intervention Blueprint which provided evidence of the data analysis conducted by the school were obtained. The School Leadership Team indicated during the interview with the team that they shared the responsibility to educate the school staff about Response to Intervention and did so during regular staff meetings through the use of a multi-media presentation. A printed copy of the agendas of meetings and the handout developed from the multi-media presentation that was distributed to the school staff was obtained. The school also created a link on the school’s website to provide information about the school’s Response to Intervention Program. The School Leadership Team indicated during the interview with the team that they believed that 100% of the school staff understands the concept of Response to Intervention, which appears to be validated by the numerous agendas of meetings conducted with the faculty to discuss Response to Intervention.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas, data tables that were developed, the notes maintained in the school's Response to Intervention Blueprint document, and the multimedia presentation validate that the team did provide information to the school staff and others the need for a Response to Intervention Program. The School Leadership Team indicated during the interview with the team that the personal concerns of the staff were discussed; however, no evidence was found to verify this response. Based on the sum total of the evidence collected, the level of implementation for CB 2 action step was assessed as being 3 for School 1.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The validation evidence that was identified during the interview with the School Leadership Team included data tables generated for the analysis of student performance on state accountability testing, the School Improvement Plan, the agendas of faculty meetings that schedule multi-media presentations to the school staff, and notes maintained in the school's Response to Intervention Blueprint document. However, there was no evidence provided by the school that identification of the need of a Response to Intervention Program addressed the personal concerns or inquiries of the school staff. Consideration should be given to edit the current interview question in regard to assessing if the personal concerns of the school staff were addressed while identifying the need for a Response to Intervention Program. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the CB 2 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available at School 1 that an assessment of the component could be made and the levels of implementation seem to capture the variability that was observed. However, based on the information collected at School 1, a change in regard to the description of level 4b should be rewritten to state "determine the personal concerns and inquiries of the school staff for implementing a Response to Intervention Program" to better capture the implementation level of component CB 2.

Component Summary of CB 2 Consensus Building for School 2

| CB 2 Consensus Building | Implementation Levels | | | | Score |
|--|---|--|--|---|--|
| | 4 | 3 | 2 | 1 | |
| <p><i>Provide information to the school staff and others about Response to Intervention.</i></p> <p><i>This action step includes:</i> <i>a)identifying the need for a RtI program based on data while addressing personal concerns and inquiries of the school staff, and</i> <i>b)determining who and what method will be utilized to educate the school staff about RtI.</i></p> | <p>There is evidence that: a) the identification of the need for a RtI program is based on data b) the identification of the need for a RtI program addresses the personal concerns and inquiries of the school staff, and c) the determination of who and what method will be utilized to educate the school staff about RtIhas been completed.</p> | <p>There is evidence that: a) the identification of the need for a RtI program is based on data and, b) the determination of who and what method will be utilized to educate the school staff about RtI has been completed..</p> | <p>There is evidence that the identification of the need for a RtI program is based on data.</p> | <p>There is no evidence that the identification of the need for a RtI program based on data has been completed.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Six sources of validation evidence were found during the school visit. The School Leadership Team indicated during the group interview that data were considered during the discussions for the need for a Response to Intervention program, but the personal concerns and inquiries of the school staff were not discussed. Printed copies of the data tables and the school’s Response to Intervention Blueprint which provided evidence of the data analysis conducted by the school were obtained. The School Leadership Team indicated during the interview with the team that they shared the responsibility to educate the school staff about Response to Intervention and did so during regular staff meetings through the use of a multi-media presentation. A printed copy of the agendas of faculty meetings and the handout developed from the multi-media presentation that was distributed to the school staff was obtained. The School Leadership Team indicated during the group interview that they believed that 90% of the school staff understand the concept of Response to Intervention, which is validated by the numerous agenda’s of the meetings conducted with the faculty to discuss Response to Intervention and by a survey that developed and administered to the school staff to assess the understanding of the school staff about Response to Intervention. A copy of this survey was provided.

Assessment of Level of Implementation Based on the Available Evidence: The faculty meeting agendas, data tables that were developed, the notes maintained in the school’s Response to Intervention Blueprint document, and the multimedia presentation validate that the team did provide information to the school staff and others the need for a Response to Intervention Program based on data and were presented to the school staff by the School Leadership Team. The School Leadership Team indicated during the group interview with the team that the personal concerns of the staff were not discussed and no evidence was found. Based on the sum total of the evidence collected, the level of implementation for CB 2 action step was assessed as being 3 for School 2.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The evidence that was identified during the interview with the School Leadership Team included the agendas of faculty meetings, data tables generated for the analysis of student performance on state accountability testing, notes maintained in the school’s Response to Intervention Blueprint document, the handout that was distributed to staff for the purpose of providing information about the concept of Response to Intervention, and surveys administered to the school staff for the purpose of assessing the staff’s understanding of the concept of Response to Intervention. The

school indicated that they did not employ a process that addressed the personal concerns and inquires of the school staff while identifying the need for a Response to Intervention Program. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the CB 2 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the components could be made and the levels of implementation seem to capture the variability that was observed. However, based on the evidence found at School 2, a change in regard to the description of level 4b should be rewritten to state “determine the personal concerns and inquiries of the school staff for implementing a Response to Intervention Program” to better capture the implementation level of component CB 2.

Component Summary of CB 2 Consensus Building for School 3

| CB 2 Consensus Building | Implementation Levels | | | | Score |
|--|--|--|--|---|-------------------------------------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Provide information to the school staff and others about Response to Intervention.</i></p> <p><i>This action step includes:</i> <i>a) identifying the need for a RtI program based on data while addressing personal concerns and inquiries of the school staff, and</i> <i>b) determining who and what method will be utilized to educate the school staff about RtI.</i></p> | <p>There is evidence that: a) the identification of the need for a RtI program is based on data b) the identification of the need for a RtI program addresses the personal concerns and inquiries of the school staff, and c) the determination of who and what method will be utilized to educate the school staff about RtI has been completed.</p> | <p>There is evidence that: a) the identification of the need for a RtI program is based on data and, b) the determination of who and what method will be utilized to educate the school staff about RtI has been completed..</p> | <p>There is evidence that the identification of the need for a RtI program is based on data.</p> | <p>There is no evidence that the identification of the need for a RtI program based on data has been completed.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Six sources of validation evidence were found during the school visit. The School Leadership Team indicated during the group interview that data were considered during the discussions for the need for a Response to Intervention program and that the personal concerns and inquiries of the school staff were discussed. Printed copies of the data tables and the school’s Response to Intervention Blueprint which provided evidence of the data analysis conducted by the school were obtained. The School Leadership Team indicated during the group interview with the team it was the team’s responsibility to educate the school staff about Response to Intervention and did so during regular staff meetings through the use of multi-media presentations. A printed copy of the agendas of leadership team meetings, the School Improvement Plan, and the handout developed from the multi-media presentation that was distributed to the school staff was obtained. The School Leadership Team indicated during the group interview that they believed that 100% of the school staff understand the concept of Response to Intervention, which is validated by the numerous agenda’s of the meetings conducted with the faculty to discuss Response to Intervention.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas, data tables that were developed, the School Improvement Plan, the notes maintained in the school’s Response to Intervention Blueprint document, and the multimedia presentation validate that the team did provide information to the school staff and others the need for a Response to Intervention Program based on data. The School Leadership Team

indicated during the interview with the team that the personal concerns of the staff were discussed. No validation evidence was found to support this response. Based on the sum total of the evidence collected, the level of implementation for CB 2 action step was assessed as being 3 for School 3.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The evidence that was identified during the group interview with the School Leadership Team included the agendas of leadership team meetings, data tables generated for the analysis of student performance on state accountability testing, the School Improvement Plan, notes maintained in the school’s Response to Intervention Blueprint document, and surveys administered to the school staff for the purpose of assessing the staff’s understanding of the concept of Response to Intervention. However, there was no evidence provided by the school that identification of the need of a Response to Intervention Program addressed the personal concerns or inquiries of the school staff. Consideration should be given to edit the current interview question in regard to assessing if the personal concerns of the school staff were addressed while identifying the need for a Response to Intervention Program. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the CB 2 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the components could be made and the levels of implementation seem to capture the variability that was observed. However, based on the evidence collected at School 3, a change in regard to the description of level 4b should be rewritten to state “determine the personal concerns and inquiries of the school staff for implementing a Response to Intervention Program” to better capture the implementation level of component CB 2.

Component Summary of CB 2 Consensus Building for School 4

| CB 2 Consensus Building | Implementation Levels | | | | Score |
|--|--|--|--|---|-------------------------------------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Provide information to the school staff and others about Response to Intervention.</i></p> <p><i>This action step includes:</i> <i>a)identifying the need for a RtI program based on data while addressing personal concerns and inquiries of the school staff, and</i> <i>b)determining who and what method will be utilized to educate the school staff about RtI.</i></p> | <p>There is evidence that: a) the identification of the need for a RtI program is based on data b) the identification of the need for a RtI program addresses the personal concerns and inquiries of the school staff, and c) the determination of who and what method will be utilized to educate the school staff about RtI has been completed.</p> | <p>There is evidence that: a) the identification of the need for a RtI program is based on data and, b) the determination of who and what method will be utilized to educate the school staff about RtI has been completed..</p> | <p>There is evidence that the identification of the need for a RtI program is based on data.</p> | <p>There is no evidence that the identification of the need for a RtI program based on data has been completed.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Four sources of validation evidence were found during the school visit. The School Leadership Team indicated during the group interview that data were considered during the discussions for the need for a Response to Intervention program, but the personal concerns and inquiries of the school staff were discussed on a limited basis. Printed copies of the agendas of leadership team meetings and data tables provided evidence that a data analysis conducted by the school were obtained. The School Leadership Team indicated during the interview with the team it was the School Leadership Team’s the responsibility to

educate the school staff about Response to Intervention. Meetings were conducted by the School Leadership Team to educate the school staff about Response to Intervention through the use of a multi-media presentation. A printed copy of the agendas of meetings and the handout developed from the multi-media presentation that was distributed to the school staff was obtained. The School Leadership Team indicated during the interview that they believed that greater than 80% of the school staff understand the concept of Response to Intervention, which is validated by the numerous agenda's of the meetings conducted with the faculty to discuss Response to Intervention.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas, data tables that were developed, and the multimedia presentation validate that the team did provide information to the school staff and others the need for a Response to Intervention Program. The School Leadership Team indicated during the interview with the team that discussions addressing the personal concerns of the staff were limited. No evidence was found to indicate that any discussions were conducted that addressed the personal concerns of the staff. Therefore, based on the sum total of the evidence collected, the level of implementation for CB 2 action step was assessed as being a 3 for School 4.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The evidence included the agendas of leadership team meetings that indicate the scheduling of data analysis sessions conducted to establish a need for a Response to Intervention Program, and scheduled multi-media presentations delivered by the School Leadership Team to educate the school staff about the concept of Response to Intervention. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the CB 2 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the components could be made and the levels of implementation seem to capture the variability that was observed. However, based on the evidence collected at School 4, a change in regard to the description level 4b should be rewritten to state “determine the personal concerns and inquiries of the school staff for implementing a Response to Intervention Program” to better capture the implementation level of component CB 2.

Component Summary of CB 3 Consensus Building for School 1

| CB 3 Consensus Building | Implementation Levels | | Score |
|---|---|--|---------------------------------------|
| | 2 | 1 | |
| <p><i>Identify the consensus level among staff necessary for implementing RtI.</i></p> <p><i>This action step includes the identification of the levels of agreement for the understanding, need and support for the implementation of a RtI program.</i></p> | <p>There is evidence that:</p> <p>a) 80% of the school staff understand the concept of RtI ,</p> <p>b) 80% of the school staff agree on the need for a RtI program, and</p> <p>c) 80% of the school staff support the development of a RtI program.</p> | <p>There is evidence that less than 80% of the school staff understand the concept of RtI.</p> | <p style="color: red;">2</p> <p>1</p> |

Validation Evidence: Four sources of validation evidence were found during the school visit. The School Leadership Team indicated during the interview with the team that the team believes that 100% of the school staff agrees for the need of a Response to Intervention program and that 100% support the development of the program. Printed copies of validation evidence in the form of the agendas of leadership team meetings, data analysis tables, and notes maintained in the school’s Response to Intervention Blueprint document were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team interview, numerous meeting agendas, and notes maintained in the school’s Response to Intervention Blueprint document support the inference of the School Leadership Team that greater than 80% of the school staff understand, agree, and support the development of a Response to Intervention program. Based on the evidence collected, the level of implementation of CB3 Consensus Building action step was assessed as being 2 for School 1.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. That evidence included meeting agendas from numerous meetings that were conducted to discuss the topic of Response to Intervention, data tables utilized for the analysis of student performance on state accountability testing, and the notes maintained in the school Response to Intervention Blueprint document. An interview question should be added that asks how the level of understanding, agreement, and support of the school staff for a Response to Intervention Program was determined in order to permit a more accurate assessment of the level of implementation of CB 3 Consensus Building. In addition, individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the CB 3 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available at School 1 that an assessment of the component could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation.

Component Summary of CB 3 Consensus Building for School 2

| CB 3 Consensus Building | Implementation Levels | | Score |
|---|---|--|--------------------------|
| | 2 | 1 | |
| <p><i>Identify the consensus level among staff necessary for implementing RtI.</i></p> <p><i>This action step includes the identification of the levels of agreement for the understanding, need and support for the implementation of a RtI program.</i></p> | <p>There is evidence that:</p> <p>a) 80% of the school staff understand the concept of RtI ,</p> <p>b) 80% of the school staff agree on the need for a RtI program, and</p> <p>c) 80% of the school staff support the development of a RtI program.</p> | <p>There is evidence that less than 80% of the school staff understand the concept of RtI.</p> | <p>2</p> <p>1</p> |

Validation Evidence: Three sources of validation evidence were found during the school visit. The School Leadership Team indicated during the group interview with the team that the team believes that 75% of the school staff agrees for the need of a Response to Intervention program and that 75% support the development of the program. Printed copies of validation evidence in the form of the agendas of leadership team meetings, data analysis tables, and surveys administered to the school staff assessing the understanding of the school staff were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team interview, leadership team meeting agendas, and notes maintained in the school’s Response to Intervention Blueprint document provide evidence that supports the efforts of the School Leadership Team to foster understanding, agreement, and support of the school staff for the development of a Response to Intervention Program. The School Leadership Team administered a survey to determine the level of understanding of the school staff of the concept of Response to Intervention, but the calculated results were unavailable. Based on the response of the School Leadership Team that 75% of the school staff agree and support the need for a Response to Intervention Program, the level of implementation of CB3 Consensus Building action step was assessed as being a 1 for School 2.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The evidence that was identified during the interview included leadership team meeting agendas from numerous meetings that were conducted to discuss the topic of Response to Intervention, data tables utilized for the analysis of student performance on state accountability testing, and surveys that were utilized to assess the understanding of the school staff for the concept of Response to Intervention. An interview question posed to inquire if surveys were utilized to assess the understanding of the school staff of the concept of Response to Intervention, the agreement of the school staff for the need of a Response to Intervention Program, and for the support of the school staff for a Response to Intervention Program would provide for a more accurate assessment of the level of implementation of CB 3 Consensus Building. In addition, individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the CB 3 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available at School 2 that an assessment of the components could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested

changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation.

Component Summary of CB 3 Consensus Building for School 3

| CB 3 Consensus Building | Implementation Levels | | Score |
|---|---|--|--------------------------|
| | 2 | 1 | |
| <p><i>Identify the consensus level among staff necessary for implementing RtI.</i></p> <p><i>This action step includes the identification of the levels of agreement for the understanding, need and support for the implementation of a RtI program.</i></p> | <p>There is evidence that:</p> <p>a) 80% of the school staff understand the concept of RtI ,</p> <p>b) 80% of the school staff agree on the need for a RtI program, and</p> <p>c) 80% of the school staff support the development of a RtI program.</p> | <p>There is evidence that less than 80% of the school staff understand the concept of RtI.</p> | <p>2</p> <p>1</p> |

Validation Evidence: Three sources of validation evidence were found during the school visit. The School Leadership Team indicated during the interview with the team that the team believes that 100% of the school staff agrees for the need of a Response to Intervention program and that 80-85% support the development of the program. Printed copies of validation evidence in the form of the agendas and minutes of meetings and the School Improvement Plan were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team interview and meeting agendas indicate that numerous discussions on the topic of Response to Intervention did occur. The School Improvement Plan developed by the school staff lists instructional intervention as an improvement strategy and was submitted by the School Leadership Team as a source of evidence for the level of agreement for the need and support of the school staff for a Response to Intervention Program. No evidence was found in the School Improvement Plan that would indicate that greater than 80% of the school staff understand, agree for the need, or are supportive of a Response to Intervention Program. When considering the evidence collected, the level of implementation of CB3 Consensus Building action step was determined to be 1 for School 3.

Assessment of Data Collection Instruments/Procedures: The interviews conducted with the School Leadership Teams were not found to be a beneficial data collection procedure and did not lead to the identification of validation evidence to assess the level of implementation of CB 3 for School 3. The evidence that was identified during the interview with the School Leadership Team included the meeting agendas from numerous meetings that were conducted to discuss the topic of Response to Intervention. Additional validation evidence that was identified during the interview with the School Leadership Team included the School Improvement Plan that outlined specific objectives for student learning and strategies to meet these objectives. Minutes of meetings in which the School Improvement Plan was discussed during regularly scheduled faculty meetings, but the level of understanding and support of the school staff cannot be determined. An interview question should be added that asks how the level of understanding, agreement, and support of the school staff for a Response to Intervention Program was determined in order to permit a more accurate assessment of the level of implementation of CB 3 Consensus Building. In addition, individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the CB 3 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available at School 3 that an assessment of the components could be made and the levels of implementation seem to capture the variability that was observed. The incorporation of additional levels of implementation that would permit the level of implementation to be assessed according to the percentage of the school staff that understand the concept of Response to Intervention, agree for the need of a Response to Intervention Program, and if the staff would be supportive of a Response to Intervention Program independently would provide a more accurate assessment of the level of implementation of CB 3.

Component Summary of CB 3 Consensus Building for School 4

| CB 3 Consensus Building | Implementation Levels | | Score |
|---|---|--|--------------------------|
| | 2 | 1 | |
| <p><i>Identify the consensus level among staff necessary for implementing RtI.</i></p> <p><i>This action step includes the identification of the levels of agreement for the understanding, need and support for the implementation of a RtI program.</i></p> | <p>There is evidence that:</p> <p>a) 80% of the school staff understand the concept of RtI ,</p> <p>b) 80% of the school staff agree on the need for a RtI program, and</p> <p>c) 80% of the school staff support the development of a RtI program.</p> | <p>There is evidence that less than 80% of the school staff understand the concept of RtI.</p> | <p>2</p> <p>1</p> |

Validation Evidence: Three sources of validation evidence were found during the school visit. The School Leadership Team indicated during the group interview with the team that the team believes that 100% of the school staff agrees for the need of a Response to Intervention program and that 80-85% support the development of the program. Printed copies of validation evidence in the form of the agendas and minutes of leadership team meetings and data tables were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team interview and meeting agendas reflect numerous discussions for the topic of Response to Intervention. Data analysis tables provide evidence that student performance on state accountability testing was evaluated, but there is no evidence that would indicate that greater than 80% of the school staff understand, agree for the need, or are supportive of a Response to Intervention Program. Based on the sum total of the evidence collected, the level of implementation of CB3 Consensus Building action step was assessed as being 1 for School 4.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided limited evidence regarding the implementation of CB 3. That evidence included the agendas of meetings and data tables which verified numerous meetings on the topic of Response to Intervention, but a determination of the percentage of the school staff that understand, agree for the need, and are supportive of a Response to Intervention Program cannot be ascertained from this information. An interview question should be added to the School Leadership Interview that asks how the level of understanding, agreement, and support of the school staff for a Response to Intervention Program was determined in order to permit a more accurate

assessment of the level of implementation of CB 3 Consensus Building. In addition, individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the CB 3 component of the Response to Intervention Innovation Configuration Map: There was not enough evidence available at School 4 that an assessment of the CB 3 could be made. The incorporation of additional levels of implementation that would permit the level of implementation to be assessed according to the percentage of the school staff that understand the concept of Response to Intervention, agree for the need of a Response to Intervention Program, and would be supportive of a Response to Intervention Program independently and, thereby, would provide a more accurate assessment of the level of implementation of CB 3.

Component Summary of CB 4 Consensus Building for School 1

| CB 4 Consensus Building | Implementation Levels | | | | Score |
|--|---|---|---|---|--|
| | 4 | 3 | 2 | 1 | |
| <p><i>Plan to support change initiative.</i></p> <p><i>This step includes the development of a written plan that:</i></p> <p><i>a) integrates the principles of RtI into the school value statement,</i></p> <p><i>b) integrates the principles of RtI into the school mission and vision statements, and</i></p> <p><i>c) specifies a process for the evaluation and reaffirmation of the plan.</i></p> | <p>A plan has been written that :</p> <p>a) integrates the principles of RtI into the school value statement,</p> <p>b) integrates the principles of RtI into the school mission and vision statements, and</p> <p>c) specifies a process for the evaluation and reaffirmation of the plan.</p> | <p>A plan has been written that :</p> <p>a) integrates the principles of RtI into the school value statement,</p> <p>b) integrates the principles of RtI into the school mission and vision statements.</p> | <p>A plan has been written that integrates the principles of RtI into the school value statement.</p> | <p>A plan has NOT been written that :</p> <p>a) integrates the principles of RtI into the school value statement,</p> <p>b) integrates the principles of RtI into the school mission and vision statements, and</p> <p>c) specifies a process for the evaluation and reaffirmation of the plan.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Four sources of validation evidence were found during the school visit. The School Leadership Team indicated during the group interview with the team that the school did develop a written plan to support a change initiative for Response to Intervention that integrates the principles of Response to Intervention into the school value statement and the mission and vision statement. The School Leadership Team indicated during the group interview with the team that a process was in place for the evaluation and reaffirmation of the school’s Response to Intervention Plan. Printed copies of the agendas of leadership team meetings, the Response to Intervention Handbook that was developed by the school and handouts of the multi-media presentation that was developed were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team developed a Response to Intervention Handbook and multi-media presentation that states the mission and vision statement of the school. The mission and vision statement appears to incorporate the principles of Response to Intervention, but is a generic statement that is typically stated by all schools for student learning. There was no evidence that the school incorporated the principles of Response to Intervention into the school’s value statement. The Response to Intervention Handbook developed by the School Leadership Team provides guidance for the evaluation and reaffirmation of the school’s Response to Intervention practices which includes the evaluation of the effectiveness of

instruction based on student performance data. Instructional strategies and interventions are discussed to determine instructional effectiveness that is reflected in the agendas of meetings that were conducted for this purpose. Even though the school incorporated the principles of Response to Intervention into the schools' mission and vision statement and a process for the evaluation and reaffirmation of the school's Response to Intervention Plan was in place, no evidence was provided by the school that the principles of Response to Intervention were incorporated into a school value statement. Based on the evidence collected, the level of implementation for CB 4 Consensus Building action step was assessed as being a 1 for School 1.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team did not lead to the identification of sufficient validation evidence for CB 4. The information collected included the school's mission and vision statement that did appear to incorporate the principles of Response to Intervention, but the current design of the Response to Intervention Innovation Configuration Map for CB 4 for Consensus Building does not capture the level of implementation of this aspect of consensus building. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the CB 4 component of the Response to Intervention Innovation Configuration Map: There was not enough evidence available that an assessment of the level of implementation of the CB 4 component could be made at School 1. A change in the descriptive language of the levels of implementation should be made so that the school's value statement does not appear across all levels of implementation for CB 4. Such a change would serve to provide a more accurate assessment of the level of implementation of CB 4 Consensus Building of the Response to Intervention Innovation Configuration Map.

Component Summary of CB 4 Consensus Building for School 2

| CB 4 Consensus Building | Implementation Levels | | | | Score |
|--|---|---|---|---|-------------------------------------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Plan to support change initiative.</i></p> <p><i>This step includes the development of a written plan that:</i></p> <p><i>a) integrates the principles of RtI into the school value statement,</i></p> <p><i>b) integrates the principles of RtI into the school mission and vision statements, and</i></p> <p><i>c) specifies a process for the evaluation and reaffirmation of the plan.</i></p> | <p>A plan has been written that :</p> <p>a) integrates the principles of RtI into the school value statement,</p> <p>b) integrates the principles of RtI into the school mission and vision statements, and</p> <p>c) specifies a process for the evaluation and reaffirmation of the plan.</p> | <p>A plan has been written that :</p> <p>a) integrates the principles of RtI into the school value statement,</p> <p>b) integrates the principles of RtI into the school mission and vision statements.</p> | <p>A plan has been written that integrates the principles of RtI into the school value statement.</p> | <p>A plan has NOT been written that :</p> <p>a) integrates the principles of RtI into the school value statement,</p> <p>b) integrates the principles of RtI into the school mission and vision statements, and</p> <p>c) specifies a process for the evaluation and reaffirmation of the plan.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Four sources of validation evidence were found during the school visit. The School Leadership Team indicated during the group interview with the team that the school did develop a written plan to support a change initiative for Response to Intervention that integrates the principles of Response to Intervention into the school value statement and the mission and vision statement. The School Leadership Team indicated during the group interview with the team that a process was in place for the evaluation and reaffirmation of the school's Response to Intervention Plan. Printed copies of the agendas of leadership

team meetings, the Response to Intervention Handbook that was developed by the school, and the school's Response to Intervention Blueprint document were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team developed a Response to Intervention Handbook that states the mission and vision statement of the school. The mission and vision statement is a generic statement that can be interpreted as incorporating the principles of Response to Intervention. No validation evidence was provided that the school had a value statement. The Response to Intervention Blueprint document maintained by the School Leadership Team specifies a process for the evaluation of the schools Response to Intervention practices which includes the analysis of student performance on various curriculum based measurements. The agendas of leadership team meetings validate these discussions. The Response to Intervention Handbook developed by the school specifies a process for the reaffirmation of the schools Response to Intervention practices that includes the analysis of student performance and the school's instructional strategies utilized. Even though the school incorporated the principles of Response to Intervention into the schools' mission and vision statement and a process for the evaluation and reaffirmation of the school's Response to Intervention Plan was in place, no evidence was provided by the school that the principles of Response to Intervention were incorporated into a school value statement. Based on the evidence collected, the level of implementation for CB 4 Consensus Building action step was assessed as being a 1 for School 2.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team did not lead to the identification of sufficient validation evidence for CB 4. The information collected included the school's mission and vision statement that did appear to incorporate the principles of Response to Intervention, but the current design of the Response to Intervention Innovation Configuration Map for CB 4 for Consensus Building does not capture the level of implementation of this aspect of consensus building. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the CB 4 component of the Response to Intervention Innovation Configuration Map: There was not enough evidence available that an assessment of the level of implementation of the CB 4 component could be made at School 2. A change in the descriptive language of the levels of implementation should be made so that the school's value statement does not appear across all levels of implementation for CB 4. Such a change would serve to provide a more accurate assessment of the level of implementation of CB 4 Consensus Building of the Response to Intervention Innovation Configuration Map.

Component Summary of CB 4 Consensus Building for School 3

| CB 4 Consensus Building | Implementation Levels | | | | Score |
|--|---|---|---|---|--|
| | 4 | 3 | 2 | 1 | |
| <p><i>Plan to support change initiative.</i></p> <p><i>This step includes the development of a written plan that:</i></p> <p><i>a) integrates the principles of RtI into the school value statement,</i></p> <p><i>b) integrates the principles of RtI into the school mission and vision statements, and</i></p> <p><i>c) specifies a process for the evaluation and reaffirmation of the plan.</i></p> | <p>A plan has been written that :</p> <p>a) integrates the principles of RtI into the school value statement,</p> <p>b) integrates the principles of RtI into the school mission and vision statements, and</p> <p>c) specifies a process for the evaluation and reaffirmation of the plan.</p> | <p>A plan has been written that :</p> <p>a) integrates the principles of RtI into the school value statement,</p> <p>b) integrates the principles of RtI into the school mission and vision statements.</p> | <p>A plan has been written that integrates the principles of RtI into the school value statement.</p> | <p>A plan has NOT been written that :</p> <p>a) integrates the principles of RtI into the school value statement,</p> <p>b) integrates the principles of RtI into the school mission and vision statements, and</p> <p>c) specifies a process for the evaluation and reaffirmation of the plan.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Three sources of validation evidence were found during the school visit. The School Leadership Team indicated during the group interview with the team that the school did develop a written plan to support a change initiative for Response to Intervention that integrates the principles of Response to Intervention into the school value statement the mission and vision statement. The School Leadership Team indicated during the group interview with the team that a process was in place for the evaluation and reaffirmation of the school’s Response to Intervention Plan. Printed copies of the agendas of meetings and the School Improvement Plan were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The school developed a School Improvement Plan in which the principles of Response to Intervention appear to be incorporated into the schools mission and vision statement. No evidence was provided that the school had a value statement. The School Improvement Plan developed by the school provides a framework for the evaluation and reaffirmation of the school’s Response to Intervention Plan. The school utilizes a web-based improvement plan that provides detailed procedures for the evaluation of the instructional strategies employed by the school which also provides a mechanism for the reaffirmation of the school’s Response to Intervention Plan. A printed copy of this improvement plan verifies this response. Even though the school incorporated the principles of Response to Intervention into the schools’ mission and vision statement and a process for the evaluation and reaffirmation of the school’s Response to Intervention Plan was in place, no evidence was provided by the school that the principles of Response to Intervention were incorporated into a school value statement.. Based on the evidence collected, the level of implementation for CB 4 Consensus Building action step was assessed as 1 for School 3.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Teams did not lead to the identification of sufficient validation evidence for CB 4. The information collected included the school’s mission and vision statement did appear to incorporate the principles of Response to Intervention, but the current design of the Response to Intervention Innovation Configuration Map for CB 4 for Consensus Building does not capture the level of implementation of this aspect of consensus building. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the CB 4 component of the Response to Intervention Innovation Configuration Map: There was not enough evidence available that an assessment of the level of implementation of the CB 4 component could be made at School 3. A change in the descriptive language of the levels of implementation should be made so that the school’s value statement does not appear across all levels of implementation for CB 4. Such a change would serve to provide a more accurate assessment of the level of implementation of CB 4 Consensus Building of the Response to Intervention Innovation Configuration Map.

Component Summary of CB 4 Consensus Building for School 4

| CB 4 Consensus Building | Implementation Levels | | | | Score |
|--|---|---|---|---|-------------------------------------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Plan to support change initiative.</i></p> <p><i>This step includes the development of a written plan that:</i></p> <p><i>a) integrates the principles of RtI into the school value statement,</i></p> <p><i>b) integrates the principles of RtI into the school mission and vision statements, and</i></p> <p><i>c) specifies a process for the evaluation and reaffirmation of the plan.</i></p> | <p>A plan has been written that :</p> <p>a) integrates the principles of RtI into the school value statement,</p> <p>b) integrates the principles of RtI into the school mission and vision statements, and</p> <p>c) specifies a process for the evaluation and reaffirmation of the plan.</p> | <p>A plan has been written that :</p> <p>a) integrates the principles of RtI into the school value statement,</p> <p>b) integrates the principles of RtI into the school mission and vision statements.</p> | <p>A plan has been written that integrates the principles of RtI into the school value statement.</p> | <p>A plan has NOT been written that :</p> <p>a) integrates the principles of RtI into the school value statement,</p> <p>b) integrates the principles of RtI into the school mission and vision statements, and</p> <p>c) specifies a process for the evaluation and reaffirmation of the plan.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Three sources of validation evidence were found during the school visit. The School Leadership Team indicated during the group interview with the team that the school did not develop a written plan to support a change initiative for Response to Intervention that integrates the principles of Response to Intervention into the school value statement. The School Leadership Team further indicated during the group interview with the team that they did not change the school’s mission and vision statement, but believed the school’s mission and vision statement to be reflective of the principles of Response to Intervention. The School Leadership Team indicated during the group interview with the team that a process was in place for the evaluation and reaffirmation of the school’s Response to Intervention Plan. Printed copies of the agendas of meetings and the School Improvement Plan were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The school developed a School Improvement Plan that includes the school’s mission and vision statement. Even though the School Leadership Team stated that the school’ mission and vision statement were not specifically written for the practice of Response to Intervention, it appears to reflect the principles of Response to Intervention. No validation evidence was provided that the school had a value statement. The School Improvement Plan developed by the school provides a framework for the evaluation and reaffirmation of the school’s Response to Intervention Plan. The school utilizes on web based improvement plan that provides detailed procedures for the evaluation of the instructional strategies employed by the school which also provides a mechanism for the reaffirmation of the school’s Response to Intervention Plan. A printed copy of this improvement plan verifies this response. Even though the school incorporated the principles of Response to Intervention into the schools’ mission and vision statement and a process for the evaluation and reaffirmation of the school’s Response to Intervention Plan was in place, no evidence was provided by the school that the principles of Response to Intervention were incorporated into a school value statement.. Based on the evidence collected, the level of implementation for CB 4 Consensus Building action step was assessed as being a 1 for School 4.

Assessment of Data Collection Instruments/Procedures: The interview conducted with the School Leadership Teams did not lead to the identification of sufficient validation evidence for CB 4. The information collected included the school’s mission and vision statement that did appear to incorporate the principles of Response to Intervention, but the current design of the Response to Intervention Innovation Configuration Map for CB 4 for Consensus Building does not capture the level of implementation of this aspect of consensus building. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the CB 4 component of the Response to Intervention Innovation Configuration Map: There was not enough evidence available that an assessment of the level of implementation CB 4 component could be made for School 4. A change in the descriptive language of the levels of implementation should be made so that the school’s value statement does not appear across all levels of implementation for CB 4. Such a change would serve to provide a more accurate assessment of the level of implementation of CB 4 Consensus Building of the Response to Intervention Innovation Configuration Map.

Component Summary of INF B 1 for Infrastructure Building for School 1

| INF B 1 Infrastructure Building | Implementation Levels | | | Score |
|--|---|--|--|-----------------------------------|
| | 3 | 2 | 1 | |
| <p><i>Form a leadership team.</i></p> <p><i>This action step includes the identification of team members to include: a data mentor/data collector, 2 content specialists, a facilitator, 2 staff liaisons, and an administrator.</i></p> | <p>A leadership team has been established that includes a data mentor/data collector, 2 content specialists, a facilitator, 2 staff liaisons, and an administrator.</p> | <p>A leadership team has been established that includes less than a full complement of the identified leadership team members.</p> | <p>A leadership team has not been established.</p> | <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Four sources of evidence were found. The School Leadership Team interview substantiated that the school did form a leadership team and that the members were assigned specific responsibilities. Further, the School Leadership Team interview indicated that the team that a written record of those assignments which was maintained in the school’s Response to Intervention Blueprint document. Copies of leadership team meetings agendas and minutes, data analysis tables, and the school’s Response to Intervention Blueprint document were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The agendas of leadership team meetings and the notes maintained in the school’s Response to Intervention indicate that, in the planning stages, a full complement of the identified Leadership Team members was established and that these members were assigned specific responsibilities. Meeting agendas and data tables discussed in the scheduled meetings obtained indicated that as the school progressed in the development of a Response to Intervention Plan, grade level teams were formed and responsibilities were assigned to the members of the teams. The evidence indicates that, generally, the school grade level teams met at the same time, which prohibited the administrator from being in all of the meetings at the same time. However, the minutes of the meetings were presented to the school administrators. Based on the evidence obtained, it appears that the leadership team evolved to be less than a full complement of the identified leadership team members as outlined in INF B 1 of the Response to Intervention

Innovation Configuration Map; therefore, based on the evidence collected, the level of implementation of the INF B 1 Infrastructure Building component was assessed as being a 2 for School 1.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided information regarding the implementation of the Response to Intervention in School 1. The evidence included the agendas of leadership team meetings conducted by the leadership team, the assignment of responsibilities to the individual leadership team members recorded in the school’s Response to Intervention Blueprint document, and the data tables that were developed by the data mentor/collector to analyze student performance on the state accountability testing. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Component Summary of INF B 1 for Infrastructure Building for School 2

| INF B 1 Infrastructure Building | Implementation Levels | | | Score |
|--|---|--|--|-----------------------------------|
| | 3 | 2 | 1 | |
| <p><i>Form a leadership team.</i></p> <p><i>This action step includes the identification of team members to include: a data mentor/data collector, 2 content specialists, a facilitator, 2 staff liaisons, and an administrator.</i></p> | <p>A leadership team has been established that includes a data mentor/data collector, 2 content specialists, a facilitator, 2 staff liaisons, and an administrator.</p> | <p>A leadership team has been established that includes less than a full complement of the identified leadership team members.</p> | <p>A leadership team has not been established.</p> | <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Three sources of validation evidence were found. The School Leadership Team substantiated that the school did form a leadership team and that the members were assigned specific responsibilities. Further, the School Leadership Team interview that a written record of those assignments which was maintained in the school’s Response to Intervention Blueprint document. Copies of leadership team agendas and minutes and the school’s Response to Intervention Blueprint document were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The minutes of leadership team meetings and the notes maintained in the school’s Response to Intervention indicate a full complement of the identified leadership team members was established and that these members were assigned specific responsibilities. Meeting agendas of the scheduled meetings conducted by the leadership team indicated as the school progressed in the development of a Response to Intervention Plan, grade level representatives were added to the leadership team. During the group interview with the School leadership Team the team indicated that the team format established was appropriate when considering the low numbers of students who attended the school. Based on the evidence obtained, it appears that a full complement of the identified leadership team members as outlined in INF B 1 of the Response to Intervention Innovation Configuration Map; therefore,. Based on the evidence collected, the level of implementation of the INF B 1 Infrastructure Building component was assessed as being 3 for school 2.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided information regarding the implementation of the Response to Intervention in School 2. The evidence included the minutes of leadership team meetings reflect the assigned roles of the leadership team members that are also noted in the school’s Response to Intervention Blueprint document. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 1 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 1 component could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation based on the evidence collected at School 2.

Component Summary of INF B 1 for Infrastructure Building for School 3

| INF B 1 Infrastructure Building | Implementation Levels | | | Score |
|--|--|---|---|-----------------------------------|
| | 3 | 2 | 1 | |
| <p><i>Form a leadership team.</i></p> <p><i>This action step includes the identification of team members to include: a data mentor/data collector, 2 content specialists, a facilitator, 2 staff liaisons, and an administrator.</i></p> | A leadership team has been established that includes a data mentor/data collector, 2 content specialists, a facilitator, 2 staff liaisons, and an administrator. | A leadership team has been established that includes less than a full complement of the identified leadership team members. | A leadership team has not been established. | <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Three sources of validation evidence were found. The School Leadership Team substantiated that the school did form a leadership team and that the members were assigned specific responsibilities. Further, the School Leadership Team interview that a written record of those assignments which was maintained in the school’s Response to Intervention Blueprint document. Copies of leadership team agendas and minutes and the school’s Response to Intervention Blueprint document were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The agendas of leadership team meetings and the notes maintained in the school’s Response to Intervention indicate that, in the planning stages, a full complement of the identified Leadership Team members was established and that these members were assigned specific responsibilities. Based on the evidence obtained, it appears that a full complement of the identified leadership team members as outlined in INF B 1 of the Response to Intervention Innovation Configuration Map; based on the evidence collected, the level of implementation of the INF B 1 Infrastructure Building component was assessed as being a 3 for school 3.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The evidence included the minutes of leadership team meetings reflect the assigned roles of the

leadership team members that are also noted in the school’s Response to Intervention Blueprint document. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 1 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 1 component could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation based on the evidence collected at School 3.

Component Summary of INF B 1 for Infrastructure Building for School 4

| INF B 1 Infrastructure Building | Implementation Levels | | | Score |
|--|---|--|--|----------------------------|
| | 3 | 2 | 1 | |
| <p><i>Form a leadership team.</i></p> <p><i>This action step includes the identification of team members to include: a data mentor/data collector, 2 content specialists, a facilitator, 2 staff liaisons, and an administrator.</i></p> | <p>A leadership team has been established that includes a data mentor/data collector, 2 content specialists, a facilitator, 2 staff liaisons, and an administrator.</p> | <p>A leadership team has been established that includes less than a full complement of the identified leadership team members.</p> | <p>A leadership team has not been established.</p> | <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Three sources of evidence were found. The School Leadership Team interview substantiated that the school did form a leadership team and that the members were assigned specific responsibilities. Further, the School Leadership Team interview indicated that the team that a written record of those assignments which was maintained in the school’s Response to Intervention Blueprint document. Copies of leadership team meetings agendas and minutes and data analysis tables were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The agendas and minutes of leadership team meetings reflect that a Leadership Team was established, but there is no record that the leadership team members were assigned specific responsibilities. Evidence in the form of the agendas and minutes of leadership team meetings along with the data analysis tables discussed in the scheduled meetings indicated that the roles of the leadership team were shared among the members of the leadership team assuming different responsibilities at different times. Based on the evidence obtained, it appears that the leadership team was less than a full complement of the identified leadership team members as outlined in INF B 1 of the Response to Intervention Innovation Configuration Map; therefore, based on the evidence collected, the level of implementation of the INF B 1 Infrastructure Building component was assessed as being a 2 for School 4.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The evidence included the agendas and minutes of leadership team meetings conducted by the leadership team and the data tables that were utilized during these meetings. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 1 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 1 component could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation based on the evidence collected at School 4.

Component Summary of INF B 2 for Infrastructure Building for School 1

| INF B 2 Infrastructure Building | Implementation Levels | | | | | Score |
|--|--|--|---|--|---|--|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Professional development for the leadership team to lead the RTI initiative.</i></p> <p><i>This action step includes developing a written professional development plan and/or schedule for the leadership team that will enable the leadership team to share with teachers on how RTI can be implemented and operationalized in the school.</i></p> | A written professional development plan and/or schedule for the leadership team has been implemented and attended by the entire leadership team that has enabled the leadership team to share with teachers on how RtI can be implemented and operationalized in the school. | A written professional development plan and/or schedule for the leadership team has been implemented and attended by a limited number of the members of the leadership team that has enabled the leadership team to share with teachers on how RtI can be implemented and operationalized in the school. | A professional development plan and/or schedule has not been written for the leadership team which has lead the majority of the leadership team to participate in professional development events and/or activities occasionally. | A professional development plan and/or schedule has been written, but the leadership team has not participated in any of the events and/or activities. | A professional development plan has NOT been written and the leadership team has not participated in any professional development events and/or activities. | <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Two sources of evidence were found during the school visit. The School Leadership Team indicated during the interview with them that the School Leadership Team and other school staff members did attend professional development events that were scheduled by the Virginia Department of Education for the schools that were participating in the Response to Intervention initiative. Printed copies of the calendar for the professional development events scheduled as part of the Virginia Department of Education’s Response to Intervention initiative were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The evidence presented by the School Leadership Team in the form of the scheduled professional development events verified that a written professional development schedule developed by the Virginia Department of Education and that the School Leadership Team had attended the professional development events in the beginning planning stages. However, the number attending subsequent professional development events decreased due to budget constraints. No validation evidence was provided to determine the percentage of the School Leadership Team attending the planned professional development events; therefore, based on the sum total of the evidence collected, the level of implementation of the INF B 2 Infrastructure Building component was determined to be 4 for School 1.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The primary source of evidence was the professional development events schedule established by

the Virginia Department of Education for the Virginia Response to Intervention Initiative. An additional data collection procedure of conducting individual interviews with the members of the School Leadership Team is suggested.

Assessment of the INF B 2 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 2 component could be made. The levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for the INF B component.

Component Summary of INF B 2 for Infrastructure Building for School 2

| INF B 2 Infrastructure Building | Implementation Levels | | | | | Score |
|--|---|---|--|---|--|----------|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Professional development for the leadership team to lead the RtI initiative.</i></p> <p><i>This action step includes developing a written professional development plan and/or schedule for the leadership team that will enable the leadership team to share with teachers on how RtI can be implemented and operationalized in the school.</i></p> | <p>A written professional development plan and/or schedule for the leadership team has been implemented and attended by the entire leadership team that has enabled the leadership team to share with teachers on how RtI can be implemented and operationalized in the school.</p> | <p>A written professional development plan and/or schedule for the leadership team has been implemented and attended by a limited number of the members of the leadership team that has enabled the leadership team to share with teachers on how RtI can be implemented and operationalized in the school.</p> | <p>A professional development plan and/or schedule has not been written for the leadership team which has lead the majority of the leadership team to participate in professional development events and/or activities occasionally.</p> | <p>A professional development plan and/or schedule has been written, but the leadership team has not participated in any of the events and/or activities.</p> | <p>A professional development plan has NOT been written and the leadership team has not participated in any professional development events and/or activities.</p> | 5 |
| | | | | | | 4 |
| | | | | | | 3 |
| | | | | | | 2 |
| | | | | | | 1 |

Validation Evidence: Four sources of evidence were found during the school visit. The School Leadership Team indicated during the interview with them that the School Leadership Team did attend professional development events that were scheduled by the Virginia Department of Education for the schools that were participating in the Response to Intervention initiative. Printed copies of the minutes of leadership team meetings, the school’s Response to Intervention Blueprint document, and a calendar of the professional development events scheduled as part of the Virginia Department of Education’s Response to Intervention initiative were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The evidence presented by the School Leadership Team in the form of the scheduled professional development events and the notes maintained in the school’s Response to Intervention Blueprint document verified that a written professional development schedule had been developed by the Virginia Department of Education and that the School Leadership Team attended the professional development events scheduled by the Virginia Department of Education as part of the Response to Intervention initiative. During the group interview with the School Leadership Team the team indicated that all members of the School Leadership Team attended the professional development events that were scheduled by the Virginia Department of Education and rarely missed an event. Attendance to these professional development events was verified by the minutes of

leadership team meetings that have a record of the leadership team discussions for attending the planned professional development events. Based on the sum total of the evidence collected, the level of implementation of the INF B 2 Infrastructure Building action step was assessed as being a 5 for School 2.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The primary source of validation evidence was the professional development events schedule established by the Virginia Department of Education for Virginia Response to Intervention Initiative. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 2 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 2 component could be made. The levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for the INF B component.

Component Summary of INF B 2 for Infrastructure Building for School 3

| INF B 2 Infrastructure Building | Implementation Levels | | | | | Score |
|--|--|--|---|--|---|-------|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Professional development for the leadership team to lead the RtI initiative.</i></p> <p><i>This action step includes developing a written professional development plan and/or schedule for the leadership team that will enable the leadership team to share with teachers on how RtI can be implemented and operationalized in the school.</i></p> | A written professional development plan and/or schedule for the leadership team has been implemented and attended by the entire leadership team that has enabled the leadership team to share with teachers on how RtI can be implemented and operationalized in the school. | A written professional development plan and/or schedule for the leadership team has been implemented and attended by a limited number of the members of the leadership team that has enabled the leadership team to share with teachers on how RtI can be implemented and operationalized in the school. | A professional development plan and/or schedule has not been written for the leadership team which has lead the majority of the leadership team to participate in professional development events and/or activities occasionally. | A professional development plan and/or schedule has been written, but the leadership team has not participated in any of the events and/or activities. | A professional development plan has NOT been written and the leadership team has not participated in any professional development events and/or activities. | 5 |
| | | | | | | 4 |
| | | | | | | 3 |
| | | | | | | 2 |
| | | | | | | 1 |

Validation Evidence: Four sources of evidence were found during the school visit. The School Leadership Team indicated during the group interview with them that the School Leadership Team did attend professional development events that were scheduled by the Virginia Department of Education for the schools that were participating in the Response to Intervention initiative. Printed copies of the minutes of leadership team meetings, the school’s Response to Intervention Blueprint document, and a calendar of the professional development events scheduled as part of the Virginia Department of Education’s Response to Intervention initiative were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The evidence presented by the School Leadership Team in the form of the scheduled professional development events and the school’s Response to Intervention Blueprint document verified that a written professional development

schedule had been developed by the Virginia Department of Education and that the entire team planned to attend the professional development events scheduled; however, there is no evidence which members of the School Leadership Team actually attended the planned professional development activities. During the interview with the School Leadership Team the team indicated because of budget cuts, the division office decreased the funding for the School Leadership Team to attend professional development events scheduled that were related to Response to Intervention that required an overnight stay. Based on the evidence collected, the level of implementation of the INF B 2 Infrastructure Building component was assessed as being a 4 for School 3.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The primary source of validation evidence was the professional development events established by the Virginia Department of Education for the Virginia Response to Intervention Initiative. An additional data collection procedure of conducting individual interviews with the members of the School Leadership Team is suggested.

Assessment of the INF B 2 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 2 component could be made. The levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for the INF B component.

Component Summary of INF B 2 for Infrastructure Building for School 4

| INF B 2 Infrastructure Building | Implementation Levels | | | | | Score |
|--|---|---|--|---|--|----------|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Professional development for the leadership team to lead the RTI initiative.</i></p> <p><i>This action step includes developing a written professional development plan and/or schedule for the leadership team that will enable the leadership team to share with teachers on how RTI can be implemented and operationalized in the school.</i></p> | <p>A written professional development plan and/or schedule for the leadership team has been implemented and attended by the entire leadership team that has enabled the leadership team to share with teachers on how RTI can be implemented and operationalized in the school.</p> | <p>A written professional development plan and/or schedule for the leadership team has been implemented and attended by a limited number of the members of the leadership team that has enabled the leadership team to share with teachers on how RTI can be implemented and operationalized in the school.</p> | <p>A professional development plan and/or schedule has not been written for the leadership team which has lead the majority of the leadership team to participate in professional development events and/or activities occasionally.</p> | <p>A professional development plan and/or schedule has been written, but the leadership team has not participated in any of the events and/or activities.</p> | <p>A professional development plan has NOT been written and the leadership team has not participated in any professional development events and/or activities.</p> | 5 |
| | | | | | | 4 |
| | | | | | | 3 |
| | | | | | | 2 |
| | | | | | | 1 |

Validation Evidence: Three sources of evidence were found during the school visit. The School Leadership Team indicated during the interview with the them that the School Leadership Team did attend professional development events that were scheduled by the Virginia Department of Education for the schools that were participating in the Response to Intervention initiative. Printed copies of the school’s Response to Intervention Blueprint document and a calendar of the professional development events scheduled as part of the Virginia Department of Education’s Response to Intervention initiative were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The evidence presented by the School Leadership Team in the form of the scheduled professional development events verified that a written professional development schedule had been developed by the Virginia Department of Education. The school's Response to Intervention Blueprint document provided evidence that the entire team planned to attend the events scheduled by the Virginia Department of Education. The names of the School Leadership Team members who attended the professional development events were recorded on a copy of the professional development schedule. During the group interview with the School Leadership Team the team indicated the only reason that a member of the leadership would not attend a scheduled professional development event was if the individual leadership team member had a conflict. Based on the evidence collected, the level of implementation of the INF B 2 Infrastructure Building component was determined to be 5 for School 4.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The primary source of evidence was the professional development events established by the Virginia Department of Education for the Virginia Response to Intervention Initiative. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 2 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 2 component could be made. The levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for the INF B component.

Component Summary of INF B 3 for Infrastructure Building for School 1

| INF B 3 Infrastructure Building | Implementation Levels | | | | | Score |
|--|---|---|--|--|---|---|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Determine the sufficiency of the core program.</i></p> <p><i>This action step includes the school:</i> <i>a) developing a data collection/analysis system that will permit multiple data collections,</i> <i>b) analyzing the proficiency data,</i> <i>c) securing an inventory of research based interventions currently in place in the school, and</i> <i>d) evaluating the results to determine the sufficiency of the core program.</i></p> | <p>The school has: a) developed a data collection/analysis system that will permit multiple data collections, b) completed the analysis of the proficiency data, c) secured an inventory of research based interventions currently in place in the school, and d) completed the evaluation of the results to determine the sufficiency of the core program.</p> | <p>The school has: a) developed a data collection/analysis system that will permit multiple data collections, b) completed the analysis of the proficiency data, and c) secured an inventory of research based interventions currently in place in the school.</p> | <p>The school has: a) developed a data collection/analysis system that will permit multiple data collections, and b) completed the analysis of the proficiency data.</p> | <p>The school has secured an inventory of research based interventions currently in place in the school.</p> | <p>No tasks have been completed to determine the sufficiency of the core program.</p> | <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Three sources of evidence were found during the visit to School 1. The interview of the School Leadership Team revealed that the school followed the recommended procedures for determining the sufficiency of the core program that were provided in the Response to Intervention Blueprint document. Printed copies of the Response to Intervention Blueprint document and the data tables that were developed for the analysis of the sufficiency of the core program were obtained.

Assessment of Level of Implementation Based on the Available Evidence: Evidence from the notes maintained in the school’s Response to Intervention document verified the procedures that the school had taken to determine the sufficiency of the core program. The School Leadership Team indicated during the team interview that a multistep process was followed to determine the sufficiency of the core program. The process included the identification of screening tools and the proficiency cut scores for the identified tools, the collection of universal screening data and determining the acceptable percentage of proficiency, and the identification of the percentage of students who were proficient and not proficient and comparing these results to determine the sufficiency of the core program. An inventory of the research based strategies that were being used in the school was generated and presented as evidence. Data tables generated from the steps followed to determine the sufficiency of the core program provided an additional source of evidence. Based on the evidence collected, the level of implementation of the INF B 3 Infrastructure Building component was assessed as being a 5 for School 1.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team indicated that the implementation of the Response to Intervention program in the school had followed the Response to Intervention Blueprint document. That fact was also reflected in the data tables that were generated in the process of determining the sufficiency of the core instructional program. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 3 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 3 component could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for INF B 3.

Component Summary of INF B 3 for Infrastructure Building for School 2

| INF B 3 Infrastructure Building | Implementation Levels | | | | | Score |
|--|---|---|--|--|---|----------|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Determine the sufficiency of the core program.</i></p> <p><i>This action step includes the school:</i></p> <p><i>a) developing a data collection/analysis system that will permit multiple data collections,</i></p> <p><i>b) analyzing the proficiency data,</i></p> <p><i>c) securing an inventory of research based interventions currently in place in the school, and</i></p> <p><i>d) evaluating the results to determine the sufficiency of the core program.</i></p> | <p>The school has:</p> <p>a) developed a data collection/analysis system that will permit multiple data collections,</p> <p>b) completed the analysis of the proficiency data,</p> <p>c) secured an inventory of research based interventions currently in place in the school, and</p> <p>d) completed the evaluation of the results to determine the sufficiency of the core program.</p> | <p>The school has:</p> <p>a) developed a data collection/analysis system that will permit multiple data collections,</p> <p>b) completed the analysis of the proficiency data, and</p> <p>c) secured an inventory of research based interventions currently in place in the school.</p> | <p>The school has:</p> <p>a) developed a data collection/analysis system that will permit multiple data collections, and</p> <p>b) completed the analysis of the proficiency data.</p> | <p>The school has secured an inventory of research based interventions currently in place in the school.</p> | <p>No tasks have been completed to determine the sufficiency of the core program.</p> | 5 |
| | | | | | | 4 |
| | | | | | | 3 |
| | | | | | | 2 |
| | | | | | | 1 |

Validation Evidence: Four sources of evidence were found during the visit to School 2. The interview of the School Leadership Team revealed that the school followed the recommended procedures for determining the sufficiency of the core program that were provided in the Response to Intervention Blueprint document. Printed copies of the agendas of leadership team meetings, the Response to Intervention Blueprint document, and the data tables that were developed for the analysis of the sufficiency of the core program were obtained.

Assessment of Level of Implementation Based on the Available Evidence: Evidence from the agendas of leadership team meetings and notes maintained in the school’s Response to Intervention document verified the procedures that the school had taken to determine the sufficiency of the core program. The School Leadership Team indicated during the group interview with the team that a multistep process was followed to determine the sufficiency of the core program. The process included the identification of screening tools and the proficiency cut scores for the identified tools, the collection of universal screening data and determining the acceptable percentage of proficiency, and the identification of the percentage of students who were proficient and not proficient and comparing these results to determine the sufficiency of the core program. An inventory of the research based strategies that were being used in the school was generated and

presented as evidence. Data tables generated from the steps followed to determine the sufficiency of the core program provided an additional source of evidence. Based on the evidence collected, the level of implementation of the INF B 3 Infrastructure Building component was assessed as being a 5 for School 2.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team indicated that the implementation of the Response to Intervention program in the school had followed the Response to Intervention Blueprint document. That fact was also reflected in the data tables that were generated in the process of determining the sufficiency of the core instructional program. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 3 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 3 component could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for INF B 3.

Component Summary of INF B 3 for Infrastructure Building for School 3

| INF B 3 Infrastructure Building | Implementation Levels | | | | | Score |
|--|--|--|---|---|--|----------|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Determine the sufficiency of the core program.</i></p> <p><i>This action step includes the school:</i></p> <p><i>a) developing a data collection/analysis system that will permit multiple data collections,</i></p> <p><i>b) analyzing the proficiency data,</i></p> <p><i>c) securing an inventory of research based interventions currently in place in the school, and</i></p> <p><i>d) evaluating the results to determine the sufficiency of the core program.</i></p> | The school has: a) developed a data collection/analysis system that will permit multiple data collections, b) completed the analysis of the proficiency data, c) secured an inventory of research based interventions currently in place in the school, and d) completed the evaluation of the results to determine the sufficiency of the core program. | The school has: a) developed a data collection/analysis system that will permit multiple data collections, b) completed the analysis of the proficiency data, and c) secured an inventory of research based interventions currently in place in the school. | The school has: a) developed a data collection/analysis system that will permit multiple data collections, and b) completed the analysis of the proficiency data. | The school has secured an inventory of research based interventions currently in place in the school. | No tasks have been completed to determine the sufficiency of the core program. | 5 |
| | | | | | | 4 |
| | | | | | | 3 |
| | | | | | | 2 |
| | | | | | | 1 |

Validation Evidence: Five sources of validation evidence were found during the school visit. The interview of the School Leadership Team revealed that the school followed the recommended procedures for determining the sufficiency of the core program that were provided in the Response to Intervention Blueprint.

document. Printed copies of the agendas of leadership team meetings, the Response to Intervention Blueprint document, data tables that were developed for the analysis of the sufficiency of the core program, and the survey that was administered to staff were obtained.

Assessment of Level of Implementation Based on the Available Evidence: Evidence from the agendas of leadership team meetings and notes maintained in the school's Response to Intervention document verified the procedures that the school had taken to determine the sufficiency of the core program. The School Leadership Team indicated during the interview with the team that a multistep process was followed to determine the sufficiency of the core program. The process included the identification of screening tools and the proficiency cut scores for the identified tools, the collection of universal screening data and determining the acceptable percentage of proficiency, and the identification of the percentage of students who were proficient and not proficient and comparing these results to determine the sufficiency of the core program. An inventory of the research based strategies that were being used in the school was generated and presented as evidence. Data tables generated from the steps followed to determine the sufficiency of the core program provided an additional source of evidence. In addition to the procedures followed, surveys were administered to the staff to assess the agreement of the school staff for the evaluation procedures followed to determine the sufficiency of the core program. Based on the evidence collected, the level of implementation of the INF B 3 Infrastructure Building component was assessed as being a 5 for School 3.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team indicated that the implementation of the Response to Intervention program in the school had followed the Response to Intervention Blueprint document. That fact was also reflected in the data tables that were generated in the process of determining the sufficiency of the core instructional program. The school leadership team also administered a survey to the school staff to assess the level of agreement for the results determined for the sufficiency of the core instructional program. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 3 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 3 component could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for INF B 3.

Component Summary of INF B 3 for Infrastructure Building for School 4

| INF B 3 Infrastructure Building | Implementation Levels | | | | | Score |
|--|---|---|--|--|---|---|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Determine the sufficiency of the core program.</i></p> <p><i>This action step includes the school:</i></p> <p><i>a) developing a data collection/analysis system that will permit multiple data collections,</i></p> <p><i>b) analyzing the proficiency data,</i></p> <p><i>c) securing an inventory of research based interventions currently in place in the school, and</i></p> <p><i>d) evaluating the results to determine the sufficiency of the core program.</i></p> | <p>The school has:</p> <p>a) developed a data collection/analysis system that will permit multiple data collections,</p> <p>b) completed the analysis of the proficiency data,</p> <p>c) secured an inventory of research based interventions currently in place in the school, and</p> <p>d) completed the evaluation of the results to determine the sufficiency of the core program.</p> | <p>The school has:</p> <p>a) developed a data collection/analysis system that will permit multiple data collections,</p> <p>b) completed the analysis of the proficiency data, and</p> <p>c) secured an inventory of research based interventions currently in place in the school.</p> | <p>The school has:</p> <p>a) developed a data collection/analysis system that will permit multiple data collections, and</p> <p>b) completed the analysis of the proficiency data.</p> | <p>The school has secured an inventory of research based interventions currently in place in the school.</p> | <p>No tasks have been completed to determine the sufficiency of the core program.</p> | <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Three sources of validation evidence were found during the school visit. The interview of the School Leadership Team revealed that the school followed the recommended procedures for determining the sufficiency of the core program that were provided in the Response to Intervention Blueprint document. Printed copies of the agendas of leadership team meetings and the school’s Response to Intervention Blueprint document were obtained.

Assessment of Level of Implementation Based on the Available Evidence: Evidence from the notes maintained in the school’s Response to Intervention document verified the procedures that the school had taken to determine the sufficiency of the core program. The School Leadership Team indicated during the team interview with the team that a multistep process was followed to determine the sufficiency of the core program. . The process included the identification of screening tools and the proficiency cut scores for the identified tools, the collection of universal screening data and determining the acceptable percentage of proficiency, and the identification of the percentage of students who were proficient and not proficient and comparing these results to determine the sufficiency of the core program. An inventory of the research based strategies that were being used in the school was generated and presented as evidence. The agendas of leadership team meetings list the activity of determining the sufficiency of the core program as an additional source of evidence. Based on the evidence collected, the level of implementation of the INF B 3 Infrastructure Building component was assessed as being a 5 for School 4.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team indicated that the implementation of the Response to Intervention program in the school had followed the Response to Intervention Blueprint document. That fact is also reflected in the agendas of leadership team meetings scheduled for the purpose of determining the sufficiency of the core instructional program. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 3 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 3 component could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for INF B 3.

Component Summary of INF B 4 for Infrastructure Building for School 1

| INF B 4 Infrastructure Building | Implementation Levels | | | | Score |
|---|---|--|---|--|--|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determine the professional development needs of the staff for implementation of the core program.</i></p> <p><i>This action step includes:</i> <i>a) identifying the professional development needs of the staff to implement the core program,</i> <i>b) developing a written plan to provide the identified professional development needed and,</i> <i>c) writing a plan to provide ongoing professional development for the staff to implement the core program.</i></p> | <p>The school has: a) identified the professional development needs of the staff to implement the core program, b) developed a written plan to provide the identified professional development needed and, c) planned for implementing ongoing professional development for the staff to implement the core program.</p> | <p>The school has: a) identified the professional development needs of the staff to implement the core program, and b) developed a written plan to provide the identified professional development needed.</p> | <p>The school has identified the professional development needs of the staff to implement the core program.</p> | <p>The school had NOT made any provisions for the professional development needs of the staff.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Five sources of evidence were found during the school visit. The School Leadership Team interview revealed that surveys administered to the school staff was the primary method of assessing the professional development needs of the school staff to implement the core program and that a professional development plan was developed from the information obtained from the surveys. . Printed copies of the agendas and minutes of leadership team meetings, data analysis tables, the school’s Response to Intervention Handbook that had been developed by the School Leadership Team, and the surveys utilized were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas and minutes and data analysis tables indicate that the professional development needs of the school staff to implement the core program were discussed based on the surveys administered to the school staff and from the analysis of the sufficiency of the core program. A written plan for the identifying professional development needs of the school staff was as part of the school’s Response to Intervention Handbook that was developed by the School Leadership Team. However, the written professional development plan does not specify the ongoing professional development for the school staff to implement the core program. Therefore, based on the information collected, the level of implementation of the INF B 4 of Infrastructure Building action step was assessed as being a 3 for School 1.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The evidence identified during the interview included the agendas and minutes of leadership team meetings and data analysis tables which appear to validate the discussion of determining the professional development needs of the school staff to implement the core program based on the analysis of the efficiency of the core program. The surveys administered to the school staff provide additional information regarding how the school determined the professional development needs of the school staff to implement the core program. In addition, the school’s Response to Intervention Handbook contained a written plan to provide the identified professional development to the school staff to implement the core program. The interview questions developed to assess the level of implementation of INF B 4 did not obtain enough evidence to determine if an ongoing professional development plan for the school staff to implement the core program had been written. A question should be posed during the School Leadership Team interview that specifically asks if a written plan was developed that provides ongoing professional development for the school staff to implement the core program. Individual interviews with members of the School Leadership Team as an additional data collection procedure should also be considered.

Assessment of the INF B 4 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 4 component could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for the INF B 4 component.

Component Summary of INF B 4 for Infrastructure Building for School 2

| INF B 4 Infrastructure Building | Implementation Levels | | | | Score |
|---|--|---|--|---|-------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determine the professional development needs of the staff for implementation of the core program.</i></p> <p><i>This action step includes:</i> <i>a) identifying the professional development needs of the staff to implement the core program,</i> <i>b) developing a written plan to provide the identified professional development needed and,</i> <i>c) writing a plan to provide ongoing professional development for the staff to implement the core program.</i></p> | The school has: a) identified the professional development needs of the staff to implement the core program, b) developed a written plan to provide the identified professional development needed and, c) planned for implementing ongoing professional development for the staff to implement the core program. | The school has: a) identified the professional development needs of the staff to implement the core program, and b) developed a written plan to provide the identified professional development needed. | The school has identified the professional development needs of the staff to implement the core program. | The school had NOT made any provisions for the professional development needs of the staff. | 4 |
| | | | | | 3 |
| | | | | | 2 |
| | | | | | 1 |

Validation Evidence: Three sources of evidence were found during the school visit. The School Leadership Team interview revealed that surveys administered to the school staff was the primary method of assessing the professional development needs of the school staff to implement the core program and that a professional development plan was developed from the information obtained from the surveys. Printed copies of the agendas and minutes of leadership team

meetings, data analysis tables, the school's Response to Intervention Handbook that had been developed by the School Leadership Team, and the surveys utilized were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas and minutes and data analysis tables indicate that the professional development needs of the school staff to implement the core program were discussed based on the surveys administered to the school staff and from the analysis of the sufficiency of the core program. A written plan for the identifying professional development needs of the school staff was as part of the school's Response to Intervention Blueprint document maintained by the School Leadership Team. However, a written professional development plan that specifies ongoing professional development for the school staff to implement the core program appears not to exist. Based on the evidence collected, the level of implementation of the INF B 4 of Infrastructure Building component was assessed as being a 3 for School 2.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The evidence identified during the interview included the agendas and minutes of meetings and surveys administered to the school staff validate that the school determined the professional development needs of the school staff to implement the core program. Evidence included the school's Response to Intervention Blueprint document that contained a written plan to provide the identified professional development to the school staff to implement the core program. The interview questions developed to assess the level of implementation of INF B 4 did not obtain enough evidence to determine if an ongoing professional development plan for the school staff to implement the core program had been written. A question should be posed during the School Leadership Team that specifically asks if a written plan was developed that provides ongoing professional development for the school staff to implement the core program. Individual interviews with members of the School Leadership Team as an additional data collection procedure should also be considered.

Assessment of the INF B 4 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 4 component could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for the INF B 4 component.

Component Summary of INF B 4 for Infrastructure Building for School 3

| INF B 4 Infrastructure Building | Implementation Levels | | | | Score |
|---|--|---|--|---|-------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determine the professional development needs of the staff for implementation of the core program.</i></p> <p><i>This action step includes:</i> <i>a) identifying the professional development needs of the staff to implement the core program,</i> <i>b) developing a written plan to provide the identified professional development needed and,</i> <i>c) writing a plan to provide ongoing professional development for the staff to implement the core program.</i></p> | The school has: a) identified the professional development needs of the staff to implement the core program, b) developed a written plan to provide the identified professional development needed and, c) planned for implementing ongoing professional development for the staff to implement the core program. | The school has: a) identified the professional development needs of the staff to implement the core program, and b) developed a written plan to provide the identified professional development needed. | The school has identified the professional development needs of the staff to implement the core program. | The school had NOT made any provisions for the professional development needs of the staff. | 4 |
| | | | | | 3 |
| | | | | | 2 |
| | | | | | 1 |

Validation Evidence: Five sources of evidence were found during the school visit. The School Leadership Team interview revealed that surveys administered to the school staff was the primary method of assessing the professional development needs of the school staff to implement the core program, and that a professional development plan was developed from the information obtained from the surveys. Printed copies of the agendas and minutes of leadership team meetings, data analysis tables, the school’s Response to Intervention Handbook that had been developed by the School Leadership Team, and the surveys utilized were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas and minutes and data analysis tables indicate that the professional development needs of the school staff to implement the core program were discussed based on the surveys administered to the school staff and from the analysis of the sufficiency of the core program. A written plan for the identifying professional development needs of the school staff was as part of the school’s Response to Intervention Handbook that was developed by the School Leadership Team. However, the written professional development plan does not specify the ongoing professional development for the school staff to implement the core program. Based on the evidence collected, the level of implementation of the INF B 4 of Infrastructure Building component was assessed as being a 3 for School 3.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The evidence identified during the interview included the agendas and minutes of leadership team meetings and data analysis tables which appear to validate the discussion of determining the professional development needs of the school staff to implement the core program based on the analysis of the efficiency of the core program. The surveys administered to the school staff provide an additional information regarding how the school determined the professional development needs of the school staff to implement the core program. In addition, the school’s Response to Intervention Handbook contained a written plan to provide the identified professional development to the school staff to implement the core program. The interview questions developed to assess the level of implementation of INF B 4 did not obtain enough validation evidence to determine if an ongoing professional development plan for the school staff to implement the core

program had been written. A question should be posed during the School Leadership Team interview that specifically asks if a written plan was developed that provides ongoing professional development for the school staff to implement the core program. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 4 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 4 component could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for the INF B 4 component.

Component Summary of INF B 4 for Infrastructure Building for School 4

| INF B 4 Infrastructure Building | Implementation Levels | | | | Score |
|---|--|---|--|---|-------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determine the professional development needs of the staff for implementation of the core program.</i></p> <p><i>This action step includes:</i></p> <p><i>a) identifying the professional development needs of the staff to implement the core program,</i></p> <p><i>b) developing a written plan to provide the identified professional development needed and,</i></p> <p><i>c) writing a plan to provide ongoing professional development for the staff to implement the core program.</i></p> | The school has: a) identified the professional development needs of the staff to implement the core program, b) developed a written plan to provide the identified professional development needed and, c) planned for implementing ongoing professional development for the staff to implement the core program. | The school has: a) identified the professional development needs of the staff to implement the core program, and b) developed a written plan to provide the identified professional development needed. | The school has identified the professional development needs of the staff to implement the core program. | The school had NOT made any provisions for the professional development needs of the staff. | 4 |
| | | | | | 3 |
| | | | | | 2 |
| | | | | | 1 |

Validation Evidence: Three sources of evidence were found during the school visit. The School Leadership Team interview revealed that surveys administered to the school staff was the primary method of assessing the professional development needs of the school staff to implement the core program, and that a professional development plan was developed from the information obtained from the surveys. Printed copies of the agendas and minutes of leadership team meetings and the surveys utilized were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas and minutes indicate that the professional development needs of the school staff to implement the core program were discussed based on the surveys administered to the school staff. A written plan for the identifying professional development needs of the school staff and a written professional development plan that specifies ongoing professional development for the school staff to implement the core program appear not to exist. Therefore, based on the information collected, the level of implementation of the INF B 4 of Infrastructure Building component was assessed as being a 2 for School 4.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The evidence identified during the interview included the agendas and minutes of leadership team meetings and surveys administered to the school staff appear to validate that the school determined the professional development needs of the school staff to implement the core program. The surveys administered to the school staff provide additional information regarding how the school determined the professional development needs of the school staff to implement the core program. The interview questions developed to assess the level of implementation of INF B 4 did not obtain enough validation evidence to determine if a written plan to identify the professional development needs of the school staff to implement the core program, nor enough validation evidence to determine if a written plan to provide ongoing professional development for the school staff to implement the core program had been written. A question should be posed during the School Leadership Team interview that specifically asks if a written plan was developed that provides ongoing professional development for the school staff to implement the core program, and a question that specifically asks if there is a written plan to provided ongoing professional development to the school staff to implement the core program. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 4 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 4 component could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for the INF B 4 component.

Component Summary of INF B 5 for Infrastructure Building for School 1

| INF B 5 Infrastructure Building | Implementation Levels | | | | Score |
|--|---|---|---|---|--|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determine how the sufficiency and effectiveness of the core program will be monitored.</i></p> <p><i>This action step includes:</i> <i>a) maintaining a data notebook for analysis to determine baseline data,</i> <i>b) establishing goals for student performance, and</i> <i>c) analyzing student performance data for the purpose of determining the sufficiency and effectiveness of the core program.</i></p> | <p>The school has: a) maintained a data notebook for analysis to determine baseline data, b) established goals for student performance, and c) has completed an analysis of student performance data for the purpose of determining the sufficiency and effectiveness of the core program.</p> | <p>The school has: a) maintained a data notebook for analysis to determine baseline data, and b) established goals for student performance.</p> | <p>The school has maintained a data notebook for analysis to determine baseline data.</p> | <p>The school has not taken any steps in preparation for the analysis of data for the purpose of determining the sufficiency and effectiveness of the core program.</p> | <p style="text-align: center;">4</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p> |

Validation Evidence: Four sources of evidence were found during the school visit. The School Leadership Team indicated during the group interview that the school did determine the sufficiency and effectiveness of the core program by the systematic analysis of student performance data. Printed copies of the agendas of leadership team meeting, data analysis tables, and the School Improvement Plan were obtained.

Assessment of Level of Implementation Based on the Available Evidence: Information gleaned from the agendas of leadership team meetings and data maintained by the school verified that the school has developed a process to monitor the sufficiency and effectiveness of the core program. The School Leadership Team indicated during the team interview that the school administers formal and informal assessments to students that are compared to baseline assessments to monitor the sufficiency and the effectiveness of the core program while establishing school-wide and individual student performance goals. Additional evidence was found in the School Improvement Plan which identified the analysis of student performance on formal and informal assessments as a method to monitor the sufficiency and effectiveness of the core program and to assist in determining the instructional intervention to be provided to students. Based on the evidence collected, the level of implementation of the INF B 5 Infrastructure Building component was assessed as being a 4 for School 1.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided agendas of leadership team meetings that documented discussions of the procedures followed to determine the sufficiency and effectiveness of the core instructional program regarding the implementation of the Response to Intervention program. Additional evidence was found in the School Improvement Plan which states that formal and informal assessments and the data generated from these assessments was to be used to determine if the core program was adequate for student learning. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 5 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 5 component could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for the INF B 5 component.

Component Summary of INF B 5 for Infrastructure Building for School 2

| INF B 5 Infrastructure Building | Implementation Levels | | | | Score |
|--|--|--|--|--|----------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determine how the sufficiency and effectiveness of the core program will be monitored.</i></p> <p><i>This action step includes:</i> <i>a) maintaining a data notebook for analysis to determine baseline data,</i> <i>b) establishing goals for student performance, and</i> <i>c) analyzing student performance data for the purpose of determining the sufficiency and effectiveness of the core program.</i></p> | The school has: a) maintained a data notebook for analysis to determine baseline data, b) established goals for student performance, and c) has completed an analysis of student performance data for the purpose of determining the sufficiency and effectiveness of the core program. | The school has: a) maintained a data notebook for analysis to determine baseline data, and b) has established goals for student performance. | The school has maintained a data notebook for analysis to determine baseline data. | The school has not taken any steps in preparation for the analysis of data for the purpose of determining the sufficiency and effectiveness of the core program. | 4 |
| | | | | | 3 |
| | | | | | 2 |
| | | | | | 1 |

Validation Evidence: Five sources of evidence were found during the school visit. The School Leadership Team indicated during the group interview that the school did determine the sufficiency and effectiveness of the core program by the systematic analysis of student performance data. Printed copies of the agendas of leadership team meetings, data analysis tables, the School Improvement Plan, and the school's Response to Intervention Blueprint document were obtained.

Assessment of Level of Implementation Based on the Available Evidence: Information gleaned from the agendas of meetings and data maintained by the school verified that the school has developed a process to monitor the sufficiency and effectiveness of the core program. The School Leadership Team indicated during the team interview that the school utilizes universal screening assessments to students that are compared to baseline assessments to monitor the sufficiency and the effectiveness of the core program to establish school-wide and individual student performance goals. Additional evidence was found in the School Improvement Plan and notes maintained in the school's Response to Intervention Blueprint document verified that the universal screening administered to students provided the methodology of monitoring the sufficiency and effectiveness and lead to identifying the instructional intervention needs of students. Based on the evidence collected, the level of implementation of the INF B 5 Infrastructure Building component was assessed as being a 4 for School 2.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided agendas of leadership team meetings that documented discussions of the procedures followed to determine the sufficiency and effectiveness of the core instructional program regarding the implementation of the school's Response to Intervention program. Additional evidence was found in the School Improvement Plan and the school's Response to Intervention Blueprint document which document that universal screening data was to be used to determine if the core program was adequate for student learning. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 5 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 5 component could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for the INF B 5 component.

Component Summary of INF B 5 for Infrastructure Building for School 3

| INF B 5 Infrastructure Building | Implementation Levels | | | | Score |
|--|---|---|---|---|----------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determine how the sufficiency and effectiveness of the core program will be monitored.</i></p> <p><i>This action step includes:</i></p> <p><i>a) maintaining a data notebook for analysis to determine baseline data,</i></p> <p><i>b) establishing goals for student performance, and</i></p> <p><i>c) analyzing student performance data for the purpose of determining the sufficiency and effectiveness of the core program.</i></p> | <p>The school has:</p> <p>a) maintained a data notebook for analysis to determine baseline data,</p> <p>b) established goals for student performance, and</p> <p>c) has completed an analysis of student performance data for the purpose of determining the sufficiency and effectiveness of the core program.</p> | <p>The school has:</p> <p>a) maintained a data notebook for analysis to determine baseline data, and</p> <p>b) has established goals for student performance.</p> | <p>The school has maintained a data notebook for analysis to determine baseline data.</p> | <p>The school has not taken any steps in preparation for the analysis of data for the purpose of determining the sufficiency and effectiveness of the core program.</p> | 4 |
| | | | | | 3 |
| | | | | | 2 |
| | | | | | 1 |

Validation Evidence: Six sources of evidence were found during the school visit. The School Leadership Team indicated during the group interview that the school did determine the sufficiency and effectiveness of the core program by the systematic analysis of student performance data. Printed copies of the agendas

of leadership team meeting, data analysis tables, the schools Response to Intervention Handbook, the School Improvement Plan, and the school's Response to Intervention Blueprint document were obtained.

Assessment of Level of Implementation Based on the Available Evidence: Information gleaned from the agendas of leadership team meetings and data maintained by the school verified that the school has developed a process to monitor the sufficiency and effectiveness of the core program. The School Leadership Team indicated during the team interview with the team the school administers formal and informal assessments to students that are compared to baseline assessment data to monitor the sufficiency and the effectiveness of the core program while establishing school-wide and individual student performance goals. Additional evidence was found in the School Improvement Plan which identified the analysis of student performance on formal and informal assessments as a method to monitor the sufficiency and effectiveness of the core program and to assist in determining the instructional intervention to be provided to students. Based on the evidence collected, the level of implementation of the INF B 5 Infrastructure Building component was assessed as being a 4 for School 3.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided agendas of leadership team meetings that documented discussions of the procedures followed to determine the sufficiency and effectiveness of the core instructional program regarding the implementation of the school's Response to Intervention program. Additional evidence was found in the school's Response to Intervention Handbook, the School Improvement Plan, and the school's Response to Intervention Blueprint document which documented that universal screening data was to be used to determine if the core program was adequate for student learning. Data obtained from the administration of universal screening was maintained on a variety of forms with the primary data record maintained on note cards and data boards. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 5 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 5 component could be made and the levels of implementation seem to capture the variability that was observed. A suggestion to change the description of the implementation level 4a should be considered; e.g., a change of the current language from "the school maintains a data notebook" to "data is maintained by the school" would be more appropriate of describing that the desired activity is the utilization of data in determining the sufficiency and effectiveness of the core program, not the identification of an apparatus utilized for maintaining data.

Component Summary of INF B 5 for Infrastructure Building for School 4

| INF B 5 Infrastructure Building | Implementation Levels | | | | Score |
|--|--|--|--|--|----------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determine how the sufficiency and effectiveness of the core program will be monitored.</i></p> <p><i>This action step includes:</i> <i>a) maintaining a data notebook for analysis to determine baseline data,</i> <i>b) establishing goals for student performance, and</i> <i>c) analyzing student performance data for the purpose of determining the sufficiency and effectiveness of the core program.</i></p> | The school has: a) maintained a data notebook for analysis to determine baseline data, b) established goals for student performance, and c) has completed an analysis of student performance data for the purpose of determining the sufficiency and effectiveness of the core program. | The school has: a) maintained a data notebook for analysis to determine baseline data, and b) has established goals for student performance. | The school has maintained a data notebook for analysis to determine baseline data. | The school has not taken any steps in preparation for the analysis of data for the purpose of determining the sufficiency and effectiveness of the core program. | 4 |
| | | | | | 3 |
| | | | | | 2 |
| | | | | | 1 |

Validation Evidence: Three sources of evidence were found during the school visit. The School Leadership Team indicated during the group interview that the school did determine the sufficiency and effectiveness of the core program by the systematic analysis of student performance data. Printed copies of the agendas of leadership team meeting and data tables were obtained.

Assessment of Level of Implementation Based on the Available Evidence: Information obtained from the agendas of meetings and data maintained by the school verified that the school did conduct the analysis of data to monitor the sufficiency and effectiveness of the core program. The School Leadership Team indicated during the team interview that the school utilizes universal screening assessments that are compared to baseline assessment data to monitor the sufficiency and the effectiveness of the core program to establish school-wide and individual student performance goals. Based on the evidence collected, the level of implementation of the INF B 5 Infrastructure Building component was determined to be 4 for School 4.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided agendas of leadership team meetings that documented discussions of the procedures followed to determine the sufficiency and effectiveness of the core instructional program regarding the implementation of the Response to Intervention program. Additional evidence was found in the form of universal screening data and subsequent data tables that were utilized in the process for determining if the core program was adequate for student learning. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 5 component of the Response to Intervention Innovation Configuration Map:

There was enough evidence available that an assessment of the INF B 5 component could be made and the levels of implementation seem to capture the variability that was observed. A suggestion to change the description of the implementation level 4a should be considered; e.g., a change of the current language from “the school maintains a data notebook” to “data is maintained by the school” would be more appropriate of describing that the desired activity is the utilization of data in determining the sufficiency and effectiveness of the core program, not the identification of an apparatus utilized for maintaining data.

Component Summary of INF B 6 for Infrastructure Building for School 1

| INF B 6 Infrastructure Building | Implementation Levels | | | | Score |
|--|--|---|--|--|--|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determining which RtI model will be adopted, i.e. Standard Protocol, Problem Solving, or a mixed method.</i></p> <p><i>This action step includes:</i> <i>a) determining the understanding of the teachers and leadership team of the different models of RtI,</i> <i>b) determining which RtI model best fits the needs of the school as decided collaboratively by the school staff and leadership team,</i> <i>c) determining the delivery method of the specific supplemental and intensive instruction, and</i> <i>d) establishing a written plan for the development and delivery of Curriculum Based Measurements.</i></p> | <p>Collaboratively, the teachers and leadership team have:</p> <p>a) determined the understanding of the staff and leadership team of the different models of RtI, b) determined which RtI model best fits the needs of the school, c) determined the delivery method of the specific supplemental and intensive instruction, and d) established of a written plan for the development and delivery of Curriculum Based Measurements.</p> | <p>Less than 100% of the teachers and the leadership team :</p> <p>a) determined the understanding of the staff and Leadership Team of the different models of RtI, b) determined which RtI model best fits the needs of the school, c) determined the delivery method of the specific supplemental and intensive instruction, and d) established of a written plan for the development and delivery of Curriculum Based Measurements.</p> | <p>Only leadership team has:</p> <p>a) determined the understanding of the staff and leadership team of the different models of RtI, b) determined which RtI model best fits the needs of the school, c) determined the delivery method of the specific supplemental and intensive instruction, and d) established of a written plan for the development and delivery of Curriculum Based Measurements.</p> | <p>Neither the teachers nor leadership team has taken any steps to determine which RtI model best fits the school.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Four sources of evidence were found during the school visit. The School Leadership Team indicated during the group interview that the school determined which Response to Intervention Model best fits the school through a collaborative process that involved the School Leadership Team and the school staff. A record of these collaborations was maintained in the school’s Response to Intervention Blueprint document. Printed copies of the agendas and minutes of leadership team meetings, the professional development schedule established by the Virginia Department of Education to provide training to the selected pilot schools, and the school’s Response to Intervention Blueprint document were obtained.

Assessment of Level of Implementation Based on the Available Evidence: Information obtained from the review of the notes maintained in the school’s Response to Intervention Blueprint document indicate that the School Leadership Team did participate in the scheduled professional development provided by the Virginia Department of Education. The training was provided during a summer session for the purpose of educating School Leadership Teams about the Standard Protocol Model and Problem Solving Model of Response to Intervention. The School Leadership Team indicated during the interview of the team that the differences of the two models were shared with the school staff, and a collaborative decision was made that combining the two models was more appropriate to meeting the needs of the students. The agendas and minutes of leadership team meetings and the school’s Response to Intervention Blueprint document provides a record that the delivery of supplementary and intensive instruction was considered when determining which Response to Intervention Model would be adopted. The agendas and minutes of leadership team meetings also provide evidence that the development and delivery of Curriculum Based Measurements were considered when the School Leadership Team and school staff were determining which Response to Intervention model would be adopted. The school’s Response to Intervention Blueprint document provides a written framework for the development and delivery of Curriculum Based Measurements. Based on the

evidence collected, the level of implementation of the INF B 6 Infrastructure Building action step was assessed to be a 3 for School 1 because there is no record that 100% of the school staff participated in the collaborative decision for determining which Response to Intervention model would be adopted.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The evidence obtained in the form of the agendas and minutes of leadership meetings and the notes maintained in the school’s Response to Intervention Blueprint document revealed the discussions and collaborative efforts of the School Leadership Team and school staff for determining which Response to Intervention model would be adopted. Consideration should be given pose an interview question that specifically assesses the level of collaboration between the School Leadership Team and school staff should be developed. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 6 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the component INF B 6 component could be made and the levels of implementation seem to capture the variability that was observed. However, the language of implementation level 3 of INF B 6 should be changed to better capture the desired level of collaboration for determining the Response to Intervention model to be adopted.

Component Summary of INF B 6 for Infrastructure Building for School 2

| INF B 6 Infrastructure Building | Implementation Levels | | | | Score |
|--|--|---|--|--|-------------------------------------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determining which RtI model will be adopted, i.e. Standard Protocol, Problem Solving, or a mixed method.</i></p> <p><i>This action step includes:</i> <i>a) determining the understanding of the teachers and leadership team of the different models of RtI,</i> <i>b) determining which RtI model best fits the needs of the school as decided collaboratively by the school staff and leadership team,</i> <i>c) determining the delivery method of the specific supplemental and intensive instruction, and</i> <i>d) establishing a written plan for the development and delivery of Curriculum Based Measurements.</i></p> | <p>Collaboratively, the teachers and leadership team have: a) determined the understanding of the staff and leadership team of the different models of RtI, b) determined which RtI model best fits the needs of the school, c) determined the delivery method of the specific supplemental and intensive instruction, and d) established of a written plan for the development and delivery of Curriculum Based Measurements.</p> | <p>Less than 100% of the teachers and the leadership team : a) determined the understanding of the staff and Leadership Team of the different models of RtI, b) determined which RtI model best fits the needs of the school, c) determined the delivery method of the specific supplemental and intensive instruction, and d) established of a written plan for the development and delivery of Curriculum Based Measurements.</p> | <p>Only leadership team has: a) determined the understanding of the staff and leadership team of the different models of RtI, b) determined which RtI model best fits the needs of the school, c) determined the delivery method of the specific supplemental and intensive instruction, and d) established of a written plan for the development and delivery of Curriculum Based Measurements.</p> | <p>Neither the teachers nor leadership team has taken any steps to determine which RtI model best fits the school.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Three sources of evidence were found during the school visit. The School Leadership Team indicated during the group interview that the school determined which Response to Intervention Model best fits the school through a collaborative process that involved the School Leadership Team and the school staff. A record of these collaborations was maintained in the school’s Response to Intervention Blueprint document. Printed copies of the agendas and minutes of leadership team meetings and the school’s Response to Intervention Blueprint document were obtained.

Assessment of Level of Implementation Based on the Available Evidence: Information obtained from the review of the notes maintained in the school's Response to Intervention Blueprint document indicate that the School Leadership Team did participate in the scheduled professional development provided by the Virginia Department of Education. The training was provided during a summer session for the purpose of educating School Leadership Teams about the Standard Protocol Model and Problem Solving Model of Response to Intervention. The School Leadership Team indicated during the interview with the team that the relatively small size of the school was considered in the decision making process. The School Leadership Team and the school staff considered the Problem Solving Model to be more appropriate to meeting the needs of the students. The agendas and minutes of leadership team meetings and the school's Response to Intervention Blueprint document notes the discussion for the delivery of supplementary and intensive instruction was considered when determining which Response to Intervention Model would be adopted. The agendas and minutes of leadership team meetings also provide evidence that the development and delivery of Curriculum Based Measurements were considered when the School Leadership Team and school staff were determining which Response to Intervention model would be adopted. The school's Response to Intervention Blueprint document provides a record of the collaborative effort of the School Leadership Team and the school staff of establishing a written plan that addresses the development and delivery of Curriculum Based Measurements. Based on the evidence collected, the level of implementation of the INF B 6 Infrastructure Building action step was assessed to be a 3 for School 2 because there is no record that 100% of the school staff participated in the collaborative decision for determining which Response to Intervention model would be adopted.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The evidence obtained in the form of the agendas and minutes of leadership team meetings and the notes maintained in the school's Response to Intervention Blueprint document revealed the discussions and collaborative efforts of the School Leadership Team and school staff for determining which Response to Intervention model would be adopted. Consideration should be given pose an interview question that specifically assesses the level of collaboration between the School Leadership Team and school staff should be developed. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 6 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 6 component could be made and the levels of implementation seem to capture the variability that was observed. However, consideration should be given to change the language of implementation level 3 of INF B 6 to provide for a more accurate assessment of the desired level of collaboration for determining the Response to Intervention model to be adopted.

Component Summary of INF B 6 for Infrastructure Building for School 3

| INF B 6 Infrastructure Building | Implementation Levels | | | | Score |
|--|--|---|--|--|-------------------------------------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determining which RtI model will be adopted, i.e. Standard Protocol, Problem Solving, or a mixed method.</i></p> <p><i>This action step includes:</i> <i>a) determining the understanding of the teachers and leadership team of the different models of RtI,</i> <i>b) determining which RtI model best fits the needs of the school as decided collaboratively by the school staff and leadership team,</i> <i>c) determining the delivery method of the specific supplemental and intensive instruction, and</i> <i>d) establishing a written plan for the development and delivery of Curriculum Based Measurements.</i></p> | <p>Collaboratively, the teachers and leadership team have:</p> <p>a) determined the understanding of the staff and leadership team of the different models of RtI, b) determined which RtI model best fits the needs of the school, c) determined the delivery method of the specific supplemental and intensive instruction, and d) established of a written plan for the development and delivery of Curriculum Based Measurements.</p> | <p>Less than 100% of the teachers and the leadership team :</p> <p>a) determined the understanding of the staff and Leadership Team of the different models of RtI, b) determined which RtI model best fits the needs of the school, c) determined the delivery method of the specific supplemental and intensive instruction, and d) established of a written plan for the development and delivery of Curriculum Based Measurements.</p> | <p>Only leadership team has:</p> <p>a) determined the understanding of the staff and leadership team of the different models of RtI, b) determined which RtI model best fits the needs of the school, c) determined the delivery method of the specific supplemental and intensive instruction, and d) established of a written plan for the development and delivery of Curriculum Based Measurements.</p> | <p>Neither the teachers nor leadership team has taken any steps to determine which RtI model best fits the school.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Three sources of evidence were found during the school visit. The School Leadership Team indicated during the group interview that the school determined which Response to Intervention Model best fits the school through a collaborative process that involved the School Leadership Team and the school staff. A record of these collaborations was maintained in the school’s Response to Intervention Blueprint document. Printed copies of the agendas and minutes of leadership team meetings and the professional development schedule established by the Virginia Department of Education to provide training to the selected pilot schools were obtained.

Assessment of Level of Implementation Based on the Available Evidence: Information obtained from the review of the agendas and minutes of leadership team meetings indicate that the School Leadership Team did participate in the scheduled professional development provided by the Virginia Department of Education. The training was conducted during the summer months for the purpose of educating School Leadership Teams about the Standard Protocol Model and Problem Solving Model of Response to Intervention. The School Leadership Team indicated during the interview of the team that the leadership team believed that combining the two models for the development of a mixed model was more appropriate to meeting the needs of the students. The leadership team indicated that the school staff was not involved in the decision of which Response to Intervention model would be adopted. The agendas and minutes of leadership team meetings provide information that supplementary and intensive instruction and Curriculum Based Measurements were discussed; but there is no evidence indicating the discussion for the delivery of the supplementary and intensive instruction, nor was there evidence provided that verifies that a written plan was developed for the development and delivery of Curriculum Based Measurements. Based on the evidence collected, the level of implementation of the INF B 6 Infrastructure Building component was determined to be 2 for School 3 because only the School Leadership Team was involved in the decision for which Response to Intervention model would be adopted.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The evidence obtained in the form of the agendas and minutes of leadership team meetings verified that the determination of which Response to Intervention model would be adopted was made by the School Leadership Team without seeking the collaboration of the school staff. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 6 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 6 component could be made and the levels of implementation seem to capture the variability that was observed. However, the language of the implementation levels should be changed so that the collaboration between the School Leadership Team and the school staff can be assessed independently of the desired activities described in the action steps. Additional levels of implementation should be developed so that the determining the delivery of supplementary and intensive instruction, and the establishment of a written plan can be assessed.

Component Summary of INF B 6 for Infrastructure Building for School 4

| INF B 6 Infrastructure Building | Implementation Levels | | | | Score |
|--|--|---|--|--|--|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determining which RtI model will be adopted, i.e. Standard Protocol, Problem Solving, or a mixed method.</i></p> <p><i>This action step includes:</i> <i>a) determining the understanding of the teachers and leadership team of the different models of RtI,</i> <i>b) determining which RtI model best fits the needs of the school as decided collaboratively by the school staff and leadership team,</i> <i>c) determining the delivery method of the specific supplemental and intensive instruction, and</i> <i>d) establishing a written plan for the development and delivery of Curriculum Based Measurements.</i></p> | <p>Collaboratively, the teachers and leadership team have:</p> <p>a) determined the understanding of the staff and leadership team of the different models of RtI, b) determined which RtI model best fits the needs of the school, c) determined the delivery method of the specific supplemental and intensive instruction, and d) established of a written plan for the development and delivery of Curriculum Based Measurements.</p> | <p>Less than 100% of the teachers and the leadership team :</p> <p>a) determined the understanding of the staff and Leadership Team of the different models of RtI, b) determined which RtI model best fits the needs of the school, c) determined the delivery method of the specific supplemental and intensive instruction, and d) established of a written plan for the development and delivery of Curriculum Based Measurements.</p> | <p>Only leadership team has:</p> <p>a) determined the understanding of the staff and leadership team of the different models of RtI, b) determined which RtI model best fits the needs of the school, c) determined the delivery method of the specific supplemental and intensive instruction, and d) established of a written plan for the development and delivery of Curriculum Based Measurements.</p> | <p>Neither the teachers nor leadership team has taken any steps to determine which RtI model best fits the school.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Three sources of evidence were found during the school visit. The School Leadership Team indicated during the group interview that the school determined which Response to Intervention Model best fits the school through a collaborative process that involved the School Leadership Team and the school staff. A record of these collaborations was maintained in the school’s Response to Intervention Blueprint document. Printed copies of the agendas and minutes of leadership team meetings and the professional development schedule established by the Virginia Department of Education to provide training to the selected pilot schools were obtained.

Assessment of Level of Implementation Based on the Available Evidence: Information obtained from the review of the agendas and minutes of leadership team meetings indicate that the School Leadership Team did participate in the scheduled professional development provided by the Virginia Department of Education, but only a limited number of the team members attended. The training was conducted during the summer months for the purpose of educating School Leadership Teams about the Standard Protocol Model and Problem Solving Model of Response to Intervention. The School Leadership Team considered the Progress Monitoring model to be more appropriate to meeting the needs of the students; however, the leadership team indicated that the school staff was not involved in the decision of which Response to Intervention model would be adopted. The agendas and minutes of leadership team meetings provide information that supplementary and intensive instruction and Curriculum Based Measurements were discussed; but there is no validation evidence indicating the discussion for the delivery of the supplementary and intensive instruction, nor was there validation evidence provided that verifies that a written plan was developed for the development and delivery of Curriculum Based Measurements. Based on the evidence collected, the level of implementation of the INF B 6 Infrastructure Building component was assessed to be 1 for School 4 because only the School Leadership Team was involved in the decision for which Response to Intervention model would be adopted.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The evidence obtained in the form of the agendas and minutes of leadership team meetings verified that the determination of which Response to Intervention model would be adopted was made by the School Leadership Team without seeking the collaboration of the school staff. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 6 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 6 component could be made and the levels of implementation seem to capture the variability that was observed. However, the language of the implementation levels should be changed so that the collaboration between the School Leadership Team and the school staff can be assessed independently of the desired activities described in the action steps. Additional levels of implementation should be developed so that the determining the delivery of supplementary and intensive instruction, and the establishment of a written plan can be assessed.

Component Summary of INF B 7 A for Infrastructure Building for School 1

| INF B 7 A Infrastructure Building | Implementation Levels | | | | Score |
|---|---|--|---|---|-------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determine the logistics of assessments and data analysis and a program monitoring format.</i></p> <p><i>This action step centers on the development of a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments.</i></p> | The school has a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. | The school has a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide and small group assessments. | The school has a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide assessments only. | The school has not written a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. | 4 |
| | | | | | 3 |
| | | | | | 2 |
| | | | | | 1 |

Validation Evidence: Six sources of evidence were found during the visit to School 1. The School Leadership Team interview revealed that the school did not have a formal written plan for determining and implementing data-based decision making procedures to be utilized following the administration of student assessments. The School Leadership Team indicated during the team interview that the school staff did conduct an analysis of the data obtained from the administration student assessments however. Printed copies the agenda’s of School Leadership Team meetings, data tables generated from the administration of school-wide, small group, and individual student assessments, the school’s Response to Intervention Handbook, the School Improvement Plan, the school’s Response to Intervention Blueprint document, and the schedule established for the administration of student assessments were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of staff meetings for the analysis of the data generated from the administration of student assessments. The data analysis tables, the school’s Response to Intervention Handbook, the School Improvement Plan, and the school’s Response to Intervention Blueprint document provide evidence that the school considered the analysis of data in making instructional decisions for children. The School Leadership Team indicated during the group interview that the school had not developed a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of student assessments. Based on the evidence collected and that the development of a written plan is assessed across all levels of implementation for this component, the level of implementation of the INF B 7 A component was assessed as 1 for School 1.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The group interview also led to the identification of Leadership Team meeting agendas, data tables generated from the administration of school-wide, small group, and individual student assessments, the school’s Response to Intervention, the School Improvement Plan, and the school’s Response to Intervention Blueprint document. During the group interview conducted with the School Leadership Team, the team members indicated that a formal written plan had not been developed for the purpose of determining and implementing data-based decisions following the administration of student assessments. Individual interviews with members of the School Leadership Team as an additional data collection procedure should be considered.

Assessment of the INF B 7 A component of the Response to Intervention Innovation Configuration Map: The current format of INF B 7 A of the Response to Intervention Innovation Configuration Map does not permit an accurate assessment of the level of implementation. The descriptive statements of INF B 7 A should be edited to assess if the school, with and without a written plan, considers data following the administration of student assessments in making instructional decision for students.

Component Summary of INF B 7 A for Infrastructure Building for School 2

| INF B 7 A Infrastructure Building | Implementation Levels | | | | Score |
|---|---|--|---|---|---|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determine the logistics of assessments and data analysis and a program monitoring format.</i></p> <p><i>This action step centers on the development of a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments.</i></p> | The school has a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. | The school has a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide and small group assessments. | The school has a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide assessments only. | The school has not written a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Four sources of evidence were found during the visit to School 2. The School Leadership Team revealed that the team that the school did not have a formal written plan for determining and implementing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments; however, the leadership team indicated that the school did conduct an analysis of the data obtained from the administration of student assessments. Printed copies the agenda’s of School Leadership Team meetings, the school’s Response to Intervention Handbook, the School Improvement Plan, and the school’s Response to Intervention Blueprint document were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of staff meetings for the analysis of the data generated from the administration of student assessments. The school’s Response to Intervention Handbook, the School Improvement Plan, and the school’s Response to Intervention Blueprint document provide evidence that the school considered the analysis of data in making instructional decisions for children. The School Leadership Team indicated during the group interview that the school had not developed a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of student assessments. Based on the evidence collected and that the development of a written plan is assessed across all levels of implementation for this component, the level of implementation of the INF B 7 A Infrastructure Building component was assessed as being a 1 for School 2.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The group interview also led to the identification of Leadership Team meeting agendas, data tables generated from the administration of school-wide, small group, and individual student assessments, the school’s Response to Intervention Handbook, the School Improvement Plan, the school’s Response to Intervention Blueprint document, and the schedule established for the administration of school-wide, small group,

and individual student assessments. During the group interview conducted with the School Leadership Team, the team members indicated that a formal written plan had not been developed for the purpose of determining and implementing data-based decisions following the administration of student assessments. Individual interviews with members of the School Leadership Team as an additional data collection procedure should be considered.

Assessment of the INF B 7 A component of the Response to Intervention Innovation Configuration Map: The current format of INF B 7 A of the Response to Intervention Innovation Configuration Map does not permit an accurate assessment of the level of implementation. The descriptive statements of INF B 7 A should be edited to assess if the school, with or without a written plan, considers data following the administration of student assessments in making instructional decision for students.

Component Summary of INF B 7 A for Infrastructure Building for School 3

| INF B 7 A Infrastructure Building | Implementation Levels | | | | Score |
|---|---|--|---|---|--|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determine the logistics of assessments and data analysis and a program monitoring format.</i></p> <p><i>This action step centers on the development of a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments.</i></p> | The school has a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. | The school has a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide and small group assessments. | The school has a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide assessments only. | The school has not written a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Four sources of evidence were found during the visit to School 3. The School Leadership Team revealed that the school did not have a formal written plan for determining and implementing data-based decision making procedures to be utilized following the administration student assessments, but did conduct an analysis of the data obtained from the administration of student assessments. Printed copies the agenda’s of School Leadership Team meetings, the school’s Response to Intervention Handbook, and the data tables generated following the administration of student assessments were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of staff meetings for the analysis of the data generated from the administration of student assessments. The school’s Response to Intervention Handbook and the data tables presented by the leadership team provide evidence that the school considered the analysis of data in making instructional decisions for children following the administration of student assessments. The School Leadership Team indicated during the group interview that the school has not developed a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of student assessments. Based on the evidence collected, and that the development of a written plan is assessed across all levels of implementation for this component, the level of implementation of the INF B 7 A Infrastructure Building component was assessed as being a 1 for School 3.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The group interview also led to the identification of Leadership Team meeting agendas, data tables generated from the administration of school-wide, small group, and individual student assessments, and the school’s Response to Intervention Handbook. During the group interview conducted with the School Leadership Team, the team members indicated that a formal written plan had not been developed for the purpose of determining and implementing data-based decisions following the administration of student assessments. Individual interviews with members of the School Leadership Team as an additional data collection procedure should be considered.

Assessment of the INF B 7 A component of the Response to Intervention Innovation Configuration Map: The current format of INF B 7 A of the Response to Intervention Innovation Configuration Map does not permit an accurate assessment of the level of implementation. The descriptive statements of INF B 7 A should be edited to assess if the school, with or without a written plan, considers data following the administration of student assessments in making instructional decision for students.

Component Summary of INF B 7 A for Infrastructure Building for School 4

| INF B 7 A Infrastructure Building | Implementation Levels | | | | Score |
|---|---|--|---|---|--|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determine the logistics of assessments and data analysis and a program monitoring format.</i></p> <p><i>This action step centers on the development of a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments.</i></p> | The school has a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. | The school has a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide and small group assessments. | The school has a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide assessments only. | The school has not written a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Four sources of evidence were found during the visit to School 4. The School Leadership Team revealed that the school did not have a formal written plan for determining and implementing data-based decision making procedures to be utilized following the administration of student assessments; however, the leadership team indicated during that the school staff did conduct an analysis of the data obtained from the administration of student assessments. Printed copies the agenda’s of School Leadership Team meetings, the school’s Response to Intervention Blueprint document, and the data tables generated following the administration of student assessments were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of staff meetings for the analysis of the data generated from the administration of student assessments. The school’s Response to Intervention Blueprint document and the data tables presented by the leadership team provide evidence that the school considered the analysis of data in making instructional decisions for children following the administration of student assessments. The School Leadership Team indicated during the group interview that the school had not developed a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of student assessments.

Based on the evidence collected, and that the development of a written plan is assessed across all levels of implementation for this component, the level of implementation of the INF B 7 A Infrastructure Building component was assessed as being a 1 for School 4.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The group interview also led to the identification of Leadership Team meeting agendas, data tables generated from the administration of school-wide, small group, and individual student assessments, and the school’s Response to Intervention Blueprint document. During the group interview conducted with the School Leadership Team, the team members indicated that a formal written plan had not been developed for the purpose of determining and implementing data-based decisions following the administration of student assessments. Individual interviews with members of the School Leadership Team as an additional data collection procedure should be considered.

Assessment of the INF B 7 A component of the Response to Intervention Innovation Configuration Map: The current format of INF B 7 A of the Response to Intervention Innovation Configuration Map does not permit an accurate assessment of the level of implementation. The descriptive statements of INF B 7 A should be edited to assess if the school, with or without a written plan, considers data following the administration of student assessments in making instructional decision for students.

Component Summary of INF B 7 B for Infrastructure Building for School 1

| INF B 7 B Infrastructure Building | Implementation Levels | | | | Score |
|--|--|---|---|--|----------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determine the logistics of assessments and data analysis and program monitoring format.</i></p> <p><i>This action step includes developing a written plan for determining the frequency of the administration of school-wide, small group, and individual student assessments.</i></p> | The school has developed a written plan that establishes the frequency of school-wide assessments to be administered at the beginning, middle and end of the school year; small group assessments to be administered monthly; and individual student assessments to be administered weekly or bi-weekly. | The school has developed a written plan that establishes the frequency of school-wide assessments to be administered at the beginning, middle and end of the school year; and small group assessments to be administered monthly. | The school has developed a written plan that establishes the frequency of school-wide assessments to be administered at the beginning, middle and end of the school year. | The school has not written a plan that establishes the frequency of the administration of assessments. | 4 |
| | | | | | 3 |
| | | | | | 2 |
| | | | | | 1 |

Validation Evidence: Three sources of evidence were found during the school visit. The School Leadership Team indicated during the interview with the team that the school did develop a written plan for determining the frequency of the administration of student assessments. Printed copies the school’s Response to Intervention Handbook and the schedule established for the administration of student assessments were obtained.

Assessment of Level of Implementation Based on the Available Evidence: Evidence of a written plan that established the frequency of the administration of student assessments was found to be part of the school’s Response to Intervention Notebook that had been developed by the leadership team. The written plan

developed by the leadership team established the frequency of school-wide assessments to be administered at the beginning, middle and end of the school year; small group assessments to be administered monthly; and individual student assessments to be administered weekly or bi-weekly. Additional evidence was found in a printed pamphlet that contained the schedule for the administration schedule for school-wide assessments. Based on the evidence collected, the level of implementation of the INF B 7 B component was assessed as being a 4 for School 1.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the existence of a written plan that established the frequency of the administration of student assessments. The group interview led to the identification of the school’s Response to Intervention Handbook that contained the schedule for the administration of student assessments and to the identification of a printed pamphlet with the school’s schedule for the administration of school-wide assessments. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 7 B component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 7 B component could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for component INF B 7 B.

Component Summary of INF B 7 B for Infrastructure Building for School 2

| INF B 7 B Infrastructure Building | Implementation Levels | | | | Score |
|--|---|--|--|---|-------------------------------------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determine the logistics of assessments and data analysis and program monitoring format.</i></p> <p><i>This action step includes developing a written plan for determining the frequency of the administration of school-wide, small group, and individual student assessments.</i></p> | <p>The school has developed a written plan that establishes the frequency of school-wide assessments to be administered at the beginning, middle and end of the school year; small group assessments to be administered monthly; and individual student assessments to be administered weekly or bi-weekly.</p> | <p>The school has developed a written plan that establishes the frequency of school-wide assessments to be administered at the beginning, middle and end of the school year; and small group assessments to be administered monthly.</p> | <p>The school has developed a written plan that establishes the frequency of school-wide assessments to be administered at the beginning, middle and end of the school year.</p> | <p>The school has not written a plan that establishes the frequency of the administration of assessments.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Five sources of evidence were found during the school visit. The School Leadership Team indicated during the interview with the team that the school did develop a written plan for determining the frequency of the administration of student assessments. Printed copies the agendas of meetings, school’s Response to Intervention Handbook, the school’s Response to Intervention Blueprint document, and the schedule established for the administration of school-wide, small group, and individual student assessments were obtained.

Assessment of Level of Implementation Based on the Available Evidence: Evidence of a written plan that established the frequency of the administration of school-wide assessments was found to be part of the school's Response to Intervention Notebook that had been developed by the leadership team. The written plan reflects the schedule of the school-wide assessment to be administered three times a year; in the fall, at midyear, and in the spring. Additional evidence was found in notes maintained in the school's Response to Intervention Blueprint document and on the school's website a printed pamphlet that contained the schedule for the administration schedule for school-wide assessments. There was no evidence to verify that a written plan for the administration of small group and individual student assessments had been developed. Based on the evidence collected, the level of implementation of the INF B 7 B Infrastructure Building component was assessed as being a 2 for School 2.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the existence of a written plan that established the frequency of the administration of small group and individual student assessments. The group interview led to the identification of the school's Response to Intervention Handbook that contained the schedule for the administration of school-wide assessments however. The group interview also led to the identification of the school website with the school's schedule for the administration of school-wide assessments. The interview question asked to assess the implementation of INF B 7 B appears to be better suited to assess the implementation level of INF B 7 B for a school that has implemented a Standard Protocol or mixed model, rather than the Progress Monitoring model that had been adopted by School 2. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 7 B component of the Response to Intervention Innovation Configuration Map: The current format of INF B 7 B of the Response to Intervention Innovation Configuration Map does not permit an accurate assessment of the level of implementation. Additional levels of implementation should be developed to assess the frequency established for the administration of student assessments, with or without a written plan, while considering the Response to Intervention model adopted by the school.

Component Summary of INF B 7 B for Infrastructure Building for School 3

| INF B 7 B Infrastructure Building | Implementation Levels | | | | Score |
|--|--|---|---|--|-------------------------------------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determine the logistics of assessments and data analysis and program monitoring format.</i></p> <p><i>This action step includes developing a written plan for determining the frequency of the administration of school-wide, small group, and individual student assessments.</i></p> | The school has developed a written plan that establishes the frequency of school-wide assessments to be administered at the beginning, middle and end of the school year; small group assessments to be administered monthly; and individual student assessments to be administered weekly or bi-weekly. | The school has developed a written plan that establishes the frequency of school-wide assessments to be administered at the beginning, middle and end of the school year; and small group assessments to be administered monthly. | The school has developed a written plan that establishes the frequency of school-wide assessments to be administered at the beginning, middle and end of the school year. | The school has not written a plan that establishes the frequency of the administration of assessments. | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Two sources of evidence were found during the school visit. The School Leadership Team indicated during the group interview that the school did develop a written plan for determining the frequency of the administration of student assessments. A printed copy the school’s Response to Intervention Handbook was obtained.

Assessment of Level of Implementation Based on the Available Evidence: Evidence of a written plan that established the frequency of the administration of school-wide and small group assessments was found to be part of the school’s Response to Intervention Notebook that had been developed by the leadership team. The school’s Response to Intervention Handbook established the frequency of school-wide assessment to be administered three times a year; in the fall, in the winter, and in the spring. The school’s Response to Intervention Handbook indicated that the administration of small group assessments were to be administered weekly. There was not printed evidence to verify that a written plan for the administration of individual student assessments had been developed. Based on the evidence collected, the level of implementation of the INF B 7 B Infrastructure Building component was assessed as being a 2 for School 3.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the existence of a written plan that established the frequency of the administration student assessments in the school. The group interview led to the identification of the school’s Response to Intervention Handbook that contained the schedule for the administration of school-wide and small group assessments. The interview question asked to assess the implementation of INF B 7 B appears to be better suited to assess the implementation level of INF B 7 B for a school that has implemented a Standard Protocol model, rather than the mixed model that had been adopted by School 3. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 7 B component of the Response to Intervention Innovation Configuration Map: The current format of INF B 7 B of the Response to Intervention Innovation Configuration Map does not permit an accurate assessment of the level of implementation. Additional levels of implementation should be developed to assess the frequency established for the administration of student assessments, with or without a written plan, while considering the Response to Intervention model adopted by the school.

4omponent Summary of INF B 7 B for Infrastructure Building for School 4

| INF B 7 B Infrastructure Building | Implementation Levels | | | | Score |
|--|---|--|--|---|-------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Determine the logistics of assessments and data analysis and program monitoring format.</i></p> <p><i>This action step includes developing a written plan for determining the frequency of the administration of school-wide, small group, and individual student assessments.</i></p> | <p>The school has developed a written plan that establishes the frequency of school-wide assessments to be administered at the beginning, middle and end of the school year; small group assessments to be administered monthly; and individual student assessments to be administered weekly or bi-weekly.</p> | <p>The school has developed a written plan that establishes the frequency of school-wide assessments to be administered at the beginning, middle and end of the school year; and small group assessments to be administered monthly.</p> | <p>The school has developed a written plan that establishes the frequency of school-wide assessments to be administered at the beginning, middle and end of the school year.</p> | <p>The school has not written a plan that establishes the frequency of the administration of assessments.</p> | 4 |
| | | | | | 3 |
| | | | | | 2 |
| | | | | | 1 |

Validation Evidence: Five sources of evidence were found during the visit to School 4. The School Leadership Team indicated during the interview with the team that the school did develop a written plan for determining the frequency of the administration of student assessments. Printed copies the agendas of meetings, school’s Response to Intervention Handbook, the school’s Response to Intervention Blueprint document, and the schedule established for the administration of student assessments were obtained.

Assessment of Level of Implementation Based on the Available Evidence: Evidence of a written plan that established the frequency of the administration of school-wide assessments was found to be part of the school’s Response to Intervention Notebook that had been developed by the leadership team. The written plan reflects the schedule of the school-wide assessment to be administered three times a year; in the fall, at midyear, and in the spring. Additional evidence for the administration schedule for school-wide assessments was found in notes maintained in the school’s Response to Intervention Blueprint document, on the school’s website, and on a printed pamphlet developed by the school. No evidence was provided that verified that a written plan for the administration of small group and individual student assessments had been developed. Based on the evidence collected, the level of implementation of the INF B 7 B Infrastructure Building component was assessed as being a 2 for School 4.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the existence of a written plan that established the frequency of the administration of student assessments. The group interview led to the identification of the school’s Response to Intervention Handbook that contained the schedule for the administration of school-wide assessments. The group interview also led to the identification of the school website with the school’s schedule for the administration of school-wide assessments. The interview question asked to assess the implementation of INF B 7 B appears to be better suited to assess the implementation level of INF B 7 B for a school that has implemented a Standard Protocol or mixed model, rather than the Progress Monitoring model that had been adopted by School 3. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 7 B component of the Response to Intervention Innovation Configuration Map: The current format of INF B 7 B of the Response to Intervention Innovation Configuration Map does not permit an accurate assessment of the level of implementation. Additional levels of implementation should be developed to assess the frequency established for the administration of student assessments, with or without a written plan, while considering the Response to Intervention model adopted by the school.

Component Summary of INF B 7 C for Infrastructure Building for School 1

| INF B 7 C Infrastructure Building | Implementation Levels | | Score |
|--|---|---|--------------------------|
| | 2 | 1 | |
| <p><i>Determine the logistics of assessments and data analysis and program monitoring format.</i></p> <p><i>This action step includes developing a written plan for:</i></p> <p><i>a)reporting the processes of the logistics of assessments,</i></p> <p><i>b) instituting a data analysis format, and</i></p> <p><i>c) implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders.</i></p> | <p>The school has developed a written plan for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders.</p> | <p>The school has NOT developed a written plan for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed to the school instructional personnel and other stakeholders.</p> | <p>2</p> <p>1</p> |

Validation Evidence: Four sources of evidence were found during the visit to the school. The School Leadership Team indicated during the group interview that the school did not develop a written plan for reporting the processes of the logistics of assessments, but did develop a written plan for instituting a data analysis format. In addition, the leadership team members indicated that a plan had been written for implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders. Printed copies of data tables developed by the school, the school’s Response to Intervention Handbook, and the School Improvement Plan was obtained and contained information regarding both written plans.

Assessment of Level of Implementation Based on the Available Evidence: Based on the leadership team interview, it was determined that a written plan had not been developed for reporting the logistics processes associated with student assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders. Evidence submitted in the form of the data analysis tables generated by the school following the administration of student assessments indicated that the practice of analyzing data occurred; a formal written plan for instituting a data analysis format was not found. However, evidence was found in the school’s Response to Intervention Notebook developed by the School Leadership Team that a plan had been written for implementing the program monitoring procedures to be followed to the school instructional personnel and other stakeholders. Based on the evidence collected, the level of implementation of the INF B 7 C component was assessed as being a 1 for School 1.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The group interview led to the identification of the school’s Response to Intervention Handbook that indicated the school had developed a written for implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders even though no evidence of a written plan for reporting the processes of the logistics of assessments was found. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 7 C component of the Response to Intervention Innovation Configuration Map: There was enough not evidence available that an assessment of the INF B 7 C component could be made. A more accurate assessment of the level of implementation would be obtained by revising INF B 7 C level’s of implementation descriptions. Specifically, the language should be modified to reflect whether a school has developed a written plan for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders or has developed a practice for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders that is known but not written.

Component Summary of INF B 7 C for Infrastructure Building for School 2

| INF B 7 C Infrastructure Building | Implementation Levels | | Score |
|--|---|---|--------------------------|
| | 2 | 1 | |
| <p><i>Determine the logistics of assessments and data analysis and program monitoring format.</i></p> <p><i>This action step includes developing a written plan for:</i></p> <p><i>a)reporting the processes of the logistics of assessments,</i></p> <p><i>b) instituting a data analysis format, and</i></p> <p><i>c) implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders.</i></p> | <p>The school has developed a written plan for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders.</p> | <p>The school has NOT developed a written plan for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed to the school instructional personnel and other stakeholders.</p> | <p>2</p> <p>1</p> |

Validation Evidence: Three sources of evidence were found during the visit to School 2. The School Leadership Team indicated during the group interview that the school did develop a written plan for reporting the processes of the logistics of assessments, for instituting a data analysis format. In addition, the leadership team members indicated that a plan had been written for implementing the program monitoring procedures to be followed by the school instructional personnel

and other stakeholders. Printed copies of data tables developed by the school, the schedule developed for the administration of assessments, and the school's Response to Intervention Blueprint document was obtained contained information regarding both written plans.

Assessment of Level of Implementation Based on the Available Evidence: Based on the leadership team interview, it was determined that a written plan had not been developed by the leadership team for reporting the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders. Evidence submitted in the form of the data analysis tables generated by the school following the administration of student assessments, indicated that the practice of analyzing data occurred, but the development of a formal written plan for instituting a data analysis format was not part of this schedule. The school indicated that an online assessment that had been purchased for the school as part of their Response to Intervention Program provided assistance for monitoring procedures to be followed by the school instructional personnel and other stakeholders for the administration of the established assessments and the analysis of data, but evidence in the form of a formal written plan was not found. Based on the evidence collected, the level of implementation of the INF B 7 C Infrastructure Building component was assessed as being a 1 for School 2.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The group interview led to the identification of the school's Response to Intervention Blueprint document and data analysis tables generated from the administration of a variety of assessments to students that indicated that the school had a practice for the objectives of reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders; however, a formal written plan developed to meet these objectives was not found. Individual interviews with members of the School Leadership Team as an additional data collection procedure should be considered.

Assessment of the INF B 7 C component of the Response to Intervention Innovation Configuration Map: There was enough not evidence available that an assessment of the INF B 7 C component could be made. A more accurate assessment of the level of implementation would be obtained by revising INF B 7 C level's of implementation description. Specifically, the language should be modified to reflect whether a school has developed a written plan for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders, or has developed a practice for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders that is known but not written.

Component Summary of INF B 7 C for Infrastructure Building for School 3

| INF B 7 C Infrastructure Building | Implementation Levels | | Score |
|--|---|---|--------------------------|
| | 2 | 1 | |
| <p><i>Determine the logistics of assessments and data analysis and program monitoring format.</i></p> <p><i>This action step includes developing a written plan for:</i> <i>a)reporting the processes of the logistics of assessments,</i> <i>b) instituting a data analysis format, and</i> <i>c) implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders.</i></p> | <p>The school has developed a written plan for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders.</p> | <p>The school has NOT developed a written plan for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed to the school instructional personnel and other stakeholders.</p> | <p>2</p> <p>1</p> |

Validation Evidence: No evidence was found during the school visit. The School Leadership Team indicated during the group interview that the school did not develop a written plan for reporting the processes of the logistics of assessments, for instituting a data analysis format, and for implementing the program monitoring procedures to be followed to the school instructional personnel and other stakeholders, and did not provide validation evidence to be considered for INF B 7 C.

Assessment of Level of Implementation Based on the Available Evidence: Information presented by the School Leadership Team determined that a written plan had not been developed by the leadership team for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders. Based on the evidence collected, the level of implementation of the INF B 7 C Infrastructure Building component was assessed as being a 1 for School 3.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The group interview led to the determination that a formal written plan had not been developed for the purpose of reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders by School 3. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 7 C component of the Response to Intervention Innovation Configuration Map: There was enough not evidence available that an assessment of the INF B 7 C component could be made. A more accurate assessment of the level of implementation would be obtained by revising INF B 7 C level’s of implementation description. Specifically, the language should be modified to reflect whether a school has developed a written plan for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders, or has developed a practice for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders that is known but not written.

Component Summary of INF B 7 C for Infrastructure Building for School 4

| INF B 7 C Infrastructure Building | Implementation Levels | | Score |
|--|---|---|--------------------------|
| | 2 | 1 | |
| <p><i>Determine the logistics of assessments and data analysis and program monitoring format.</i></p> <p><i>This action step includes developing a written plan for:</i></p> <p><i>a)reporting the processes of the logistics of assessments,</i></p> <p><i>b) instituting a data analysis format, and</i></p> <p><i>c) implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders.</i></p> | <p>The school has developed a written plan for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders.</p> | <p>The school has NOT developed a written plan for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed to the school instructional personnel and other stakeholders.</p> | <p>2</p> <p>1</p> |

Validation Evidence: Three sources of validation evidence were found during the visit to School 4. The School Leadership Team indicated during the group interview that the school did develop a written plan for reporting the processes of the logistics of assessments, for instituting a data analysis format, and for implementing the program monitoring procedures to be followed to the school instructional personnel and other stakeholders. Printed copies agendas and minutes of meetings and the school’s Response to Intervention Blueprint document were obtained.

Assessment of Level of Implementation Based on the Available Evidence: Evidence could not be found to support that a written plan had been developed by the leadership team for reporting the processes of the logistics of assessments. Evidence submitted in the form of the data received from the reports generated from the online assessment utilized by the school indicted that the practice of analyzing data occurred, but the development of a formal written plan for instituting a data analysis format was not part of these reports. However, evidence was found in the school’s Response to Intervention Blueprint document that a written plan had been established for monitoring procedures to be followed by the school instructional personnel and other stakeholders for the administration of the established assessments. Based on the evidence collected, the level of implementation of the INF B 7 C Infrastructure Building component was assessed as being a 1 for School 4.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The group interview also led to the identification of the school’s Response to Intervention Blueprint document that contained a written plan for implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders. No evidence of a written plan for reporting the processes of the logistics of assessments and a data analysis format was found. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the INF B 7 C component of the Response to Intervention Innovation Configuration Map: There was enough not evidence available that an assessment of the INF B 7 C component could be made. A more accurate assessment of the level of implementation would be obtained by revising INF B 7 C level’s of implementation description. Specifically, the language should be modified to reflect whether a school has developed a written plan for reporting the

processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders, or has developed a practice for reporting the processes of the logistics of assessments, instituting a data analysis format, and implementing the program monitoring procedures to be followed by the school instructional personnel and other stakeholders that is known but not written.

Component Summary of IMP 1 A for Implementation for School 1

| IMP 1 A Implementation | Implementation Levels | | Score |
|---|---|---|--------------------------|
| | 2 | 1 | |
| <p><i>Provide professional development and ongoing supports for those administering assessments for the purpose of RtI and providing instruction intervention.</i></p> <p><i>This action step includes surveying the veteran staff and new staff to establish and implement professional development for those who will evaluate assessment for the purpose of RtI.</i></p> | <p>The school has conducted staff surveys to establish and implement professional development for those who will evaluate assessments for the purpose of RtI.</p> | <p>The school has NOT conducted staff surveys to establish and implement professional development for those who will evaluate assessments for the purpose of RtI.</p> | <p>2</p> <p>1</p> |

Validation Evidence: Four sources of evidence were found during the school visit. The School Leadership Team indicated during the interview with the team that the school did conduct staff surveys to establish and implement professional development for those who will evaluate assessments for the purpose of Response to Intervention. Printed copies the agenda’s of leadership meetings, data tables, and the survey utilized by the staff were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of staff meetings for the purpose of discussing the professional development needs of the school staff. The leadership team meeting agendas validated the efforts of the leadership team to determine the needs of the school staff for the purpose of evaluating assessments for the purpose of Response to Intervention. The data tables presented demonstrated that the school did conduct data analysis sessions as part of the professional development provided to the school staff. The survey developed by the School Leadership Team indicated that the school did seek the input of the school staff for the purpose of determining the professional development needs of the school staff for evaluating the data obtained from the administration of assessments as part of the school’s Response to Intervention Program. However, the survey appeared to be very generic and not specifically designed to determine the professional development needs of the school staff for evaluating assessments as part of their Response to Intervention Program. Based on the evidence collected, the level of implementation of the IMP 1 A Implementation component was assessed as being a 1 for School 1.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The evidence that was identified during the interview with the School Leadership Team included

the agendas of meetings, data tables, and the survey developed by the School Leadership Team. However, individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 1 A component of the Response to Intervention Innovation Configuration Map: There was enough evidence available at School 1 that an assessment of the level of implementation of the IMP 1 A component could be made. However, the current levels of implementation associated with the IMP 1A component do not appear to capture the variability that was observed at School 1. A third level of implementation should be added that reflects the professional development needs of the school staff separate and apart from the school staff professional development needs related to evaluating assessments as part of the school’s Response to Intervention Program.

Component Summary of IMP 1 A for Implementation for School 2

| IMP 1 A Implementation | Implementation Levels | | Score |
|---|---|---|--------------------------|
| | 2 | 1 | |
| <p><i>Provide professional development and ongoing supports for those administering assessments for the purpose of RtI and providing instruction intervention.</i></p> <p><i>This action step includes surveying the veteran staff and new staff to establish and implement professional development for those who will evaluate assessment for the purpose of RtI.</i></p> | <p>The school has conducted staff surveys to establish and implement professional development for those who will evaluate assessments for the purpose of RtI.</p> | <p>The school has NOT conducted staff surveys to establish and implement professional development for those who will evaluate assessments for the purpose of RtI.</p> | <p>2</p> <p>1</p> |

Validation Evidence: Four sources of evidence were found during the school visit. The School Leadership Team indicated during the interview with the team that the school did conduct meetings to establish and implement professional development for those who will evaluate assessments for the purpose of Response to Intervention. Printed copies the agenda’s of leadership team meetings, the school’s Response to Intervention Handbook, and the school’s Response to Intervention Blueprint document were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of staff meetings for the purpose of discussing the professional development needs of the school staff. The leadership team meeting agendas demonstrated the efforts of the leadership team to determine the needs of the school staff. The school’s Response to Intervention Handbook and Response to Intervention Blueprint document indicate the need for professional development for the school staff for the purpose of evaluating the data obtained from the administration of assessments as part of the school’s Response to Intervention Program, but there is no evidence that professional development was identified for the purpose of evaluating assessments as part of the school’s Response to Intervention Program. Based on the evidence collected, the level of implementation of the IMP 1 A Implementation component was determined to be 1 for School 2.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The evidence that was identified during the interview with the School Leadership Team included the agendas of meetings, the school’s Response to Intervention Handbook, and the school’s Response to Intervention Blueprint document. However, individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 1 A component of the Response to Intervention Innovation Configuration Map: There was enough evidence available at School 2 that an assessment of the level of implementation of the IMP 1 A component could be made. However, the language of the IMP 1 A component of the Response to Intervention Innovation Configuration Map should be edited to clarify the objective of this component is to determine the professional development needs of the staff for the evaluation of assessments for the purpose of Response to Intervention, not the method employed to determine the needs of the staff to meet this objective. The current levels of implementation associated with the IMP 1A component do not appear to capture the variability that was observed at School 2. A third level of implementation should be added that reflects the professional development needs of the school staff separate and apart from the school staff professional development needs related to evaluating assessments as part of the school’s Response to Intervention Program.

Component Summary of IMP 1 A for Implementation for School 3

| IMP 1 A Implementation | Implementation Levels | | Score |
|---|---|---|--------------------------|
| | 2 | 1 | |
| <p><i>Provide professional development and ongoing supports for those administering assessments for the purpose of RtI and providing instruction intervention.</i></p> <p><i>This action step includes surveying the veteran staff and new staff to establish and implement professional development for those who will evaluate assessment for the purpose of RtI.</i></p> | <p>The school has conducted staff surveys to establish and implement professional development for those who will evaluate assessments for the purpose of RtI.</p> | <p>The school has NOT conducted staff surveys to establish and implement professional development for those who will evaluate assessments for the purpose of RtI.</p> | <p>2</p> <p>1</p> |

Validation Evidence: Three sources of evidence were found during the school visit. The School Leadership Team indicated during the interview with the team that the school did conduct meetings to establish and implement professional development for those who will evaluate assessments for the purpose of Response to Intervention. Printed copies the agenda’s of leadership team meetings and the data tables developed by the leadership team were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of staff meetings for the purpose of discussing the professional development needs of the school staff. The leadership team meeting agendas demonstrated the efforts of the leadership team to determine the needs of the school staff for the purpose of evaluating assessments for the purpose of Response to Intervention. The data

tables presented indicated that the school did conduct data analysis sessions as part of the professional development provided to the school staff. The School Leadership Team indicated during the group interview that professional development for the school staff for the purpose of evaluating assessments was important to the school’s Response to Intervention Program, but there is no evidence that professional development was provided to the school staff specifically for the purpose of evaluating assessments as part of the school’s Response to Intervention Program. Based on the evidence collected, the level of implementation of the IMP 1 A Implementation component was determined to be 1 for School 3.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The evidence that was identified during the interview with the School Leadership Team included the agendas of meetings and data tables. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 1 A component of the Response to Intervention Innovation Configuration Map: There was enough evidence available at School 3 that an assessment of the level of implementation of the IMP 1 A component could be made. However, the language of the IMP 1 A component of the Response to Intervention Innovation Configuration Map should be edited to clarify the objective of this component is to determine the professional development needs of the staff for the evaluation of assessments for the purpose of Response to Intervention, not the method employed to determine the needs of the staff to meet this objective. The current levels of implementation associated with the IMP 1A component do not appear to capture the variability that was observed at School 3. A third level of implementation should be added that reflects the professional development needs of the school staff separate and apart from the school staff professional development needs related to evaluating assessments as part of the school’s Response to Intervention Program.

Component Summary of IMP 1 A for Implementation for School 4

| IMP 1 A Implementation | Implementation Levels | | Score |
|---|---|---|--------------------------|
| | 2 | 1 | |
| <p><i>Provide professional development and ongoing supports for those administering assessments for the purpose of RtI and providing instruction intervention.</i></p> <p><i>This action step includes surveying the veteran staff and new staff to establish and implement professional development for those who will evaluate assessment for the purpose of RtI.</i></p> | <p>The school has conducted staff surveys to establish and implement professional development for those who will evaluate assessments for the purpose of RtI.</p> | <p>The school has NOT conducted staff surveys to establish and implement professional development for those who will evaluate assessments for the purpose of RtI.</p> | <p>2</p> <p>1</p> |

Validation Evidence: Two sources of evidence were found during the school visit. The School Leadership Team indicated during the interview that the school did conduct meetings to establish and implement professional development for those who will evaluate assessments for the purpose of Response to Intervention. Printed copies the agenda’s of leadership team meetings were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of staff meetings for the purpose of discussing the professional development needs of the school staff. The leadership team meeting agendas demonstrated the efforts of the leadership team to provide professional development to the school staff for the purpose of evaluating assessments for the purpose of Response to Intervention. The data tables presented indicated that the school did conduct data analysis sessions as part of the professional development provided to the school staff. The School Leadership Team indicated during the interview that professional development was provided to the school staff for the interpretation of data by an assessment vendor that had been employed by the school. However, there is no evidence that the school staff was involved in the decision process of determining the needs of the school staff for the purpose of evaluating assessments as part of the school’s Response to Intervention Program. Based on the evidence collected, the level of implementation of the IMP 1 A Implementation component was determined to be 1 for School 4.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The evidence that was identified during the interview with the School Leadership Team included the agendas of meetings and data tables. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 1 A component of the Response to Intervention Innovation Configuration Map: There was enough evidence available at School 4 that an assessment of the level of implementation of the IMP 1 A component could be made. However, the language of the IMP 1 A component of the Response to Intervention Innovation Configuration Map should be edited to clarify the objective of this component is to determine the professional development needs of the staff for the evaluation of assessments for the purpose of Response to Intervention, not the method employed to determine the needs of the staff to meet this objective. The current levels of implementation associated with the IMP 1A component do not appear to capture the variability that was observed at School 4. A third level of implementation should be added that reflects the professional development needs of the school staff separate and apart from the school staff professional development needs related to evaluating assessments as part of the school’s Response to Intervention Program.

Component Summary of IMP 1 B for Implementation for School 1

| IMP 1 B Implementation | Implementation Levels | | Score |
|---|--|--|--------------------------|
| | 2 | 1 | |
| <p><i>Provide professional development and ongoing supports for those administering assessments for the purpose of RtI and providing instruction intervention.</i></p> <p><i>This action step includes surveying the veteran teachers and new teachers to determine the professional development needs for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices.</i></p> | <p>The school has conducted a survey of the veteran teachers and new teachers to determine the professional development needs for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices.</p> | <p>The school has NOT conducted a survey of the veteran teachers and new teachers to determine the professional development needs for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices.</p> | <p>2</p> <p>1</p> |

Validation Evidence: Three sources of evidence were found during the school visit. The School Leadership Team indicated during the team interview that the school did conduct a staff survey to establish and implement professional development for those who would provide core, supplemental, intensive instruction,

and for the implementation of new instructional practices. Printed copies the agenda’s of leadership team meetings and the survey utilized by the staff were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of staff meetings for the purpose of discussing the professional development needs of the school staff. The leadership team meeting agendas validated the efforts of the team to determine the professional development needs for those who would provide core, supplemental, intensive instruction, and for the implementation of new instructional practices. The survey developed by the School Leadership Team indicated that the school did seek the input of the school staff for the purpose of identifying the needs of the school staff to provide core, supplemental, intensive instruction, and for the implementation of new instructional practices. Based on the collected, the level of implementation of the IMP 1 B Implementation component was assessed as being a 2 for School 1.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. In addition, the interview with the School Leadership Team produced agendas of meetings and the survey developed by the School Leadership Team. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 1 B component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the IMP 1 B component could be made and the levels of implementation presented on the Response to Intervention Innovation Configuration Map seem to capture the variability that was observed at School 1. Based on the information collected at School 1, there are no suggested changes regarding language, descriptions of levels of implementation, or number of levels of implementation.

Component Summary of IMP 1 B for Implementation for School 2

| IMP 1 B Implementation | Implementation Levels | | Score |
|---|--|--|---------------------------------|
| | 2 | 1 | |
| <p><i>Provide professional development and ongoing supports for those administering assessments for the purpose of RtI and providing instruction intervention.</i></p> <p><i>This action step includes surveying the veteran teachers and new teachers to determine the professional development needs for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices.</i></p> | <p>The school has conducted a survey of the veteran teachers and new teachers to determine the professional development needs for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices.</p> | <p>The school has NOT conducted a survey of the veteran teachers and new teachers to determine the professional development needs for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices.</p> | <p>2</p> <p>1</p> |

Validation Evidence: Four sources of evidence were found during the visit to School 2. The School Leadership Team indicated during the interview that the school did conduct a staff survey to establish and implement professional development for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices. Printed copies the agenda’s of leadership team meetings, the school’s Response to Intervention Blueprint document, and the survey utilized by the staff were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of monthly staff meetings for the purpose of discussing the professional development needs of the school staff. The leadership team meeting agendas and the notes maintained in the school’s Response to Intervention Blueprint document validated the efforts of the team to determine the professional development needs for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices. The survey developed by the School Leadership Team indicated that the school did seek the input of the school staff for the purpose of identifying the needs of the school staff to provided core, supplemental, intensive instruction, and for the implementation of new instructional practices. Based on the evidence collected, the level of implementation of the IMP 1 B Implementation component was assessed as being a 2 for School 2.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. In addition, the interview with the School Leadership Team produced agendas of meetings, the school’s Response to Intervention Blueprint document, and the survey developed by the School Leadership Team. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 1 B component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the IMP 1 B component could be made and the levels of implementation presented on the Response to Intervention Innovation Configuration Map seem to capture the variability that was observed at School 2. Based on the information collected at School 2, there are no suggested changes regarding language, descriptions of levels of implementation, or number of levels of implementation.

Component Summary of IMP 1 B for Implementation for School 3

| IMP 1 B Implementation | Implementation Levels | | Score |
|---|--|--|-------------------|
| | 2 | 1 | |
| <p><i>Provide professional development and ongoing supports for those administering assessments for the purpose of RtI and providing instruction intervention.</i></p> <p><i>This action step includes surveying the veteran teachers and new teachers to determine the professional development needs for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices.</i></p> | <p>The school has conducted a survey of the veteran teachers and new teachers to determine the professional development needs for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices.</p> | <p>The school has NOT conducted a survey of the veteran teachers and new teachers to determine the professional development needs for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices.</p> | <p>2</p> <p>1</p> |

Validation Evidence: One source of evidence was found during the visit to School 3. The School Leadership Team indicated during the interview that limited discussions were conducted with the school staff to establish and implement professional development for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team indicated during the group interview that the team determined the professional development needs for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices without input from the school staff. Based on the response received from the group interview with the School leadership Team, the level of implementation of the IMP 1 B Implementation component was determined to be 1 for School 3.

Assessment of Data Collection Instruments/Procedures: The interviews conducted with the School Leadership Teams were found to be an appropriate data collection procedure, but did not lead to the identification of validation evidence for IMP 1 B Implementation component for School 3. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 1 B component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the IMP 1 B component could be made and the levels of implementation presented on the Response to Intervention Innovation Configuration Map seem to capture the variability that was observed at School 3. Based on the information collected at School 3, there are no suggested changes regarding language, descriptions of levels of implementation, or number of levels of implementation.

Component Summary of IMP 1 B for Implementation for School 4

| IMP 1 B Implementation | Implementation Levels | | Score |
|---|--|--|--------------------------|
| | 2 | 1 | |
| <p><i>Provide professional development and ongoing supports for those administering assessments for the purpose of RTI and providing instruction intervention.</i></p> <p><i>This action step includes surveying the veteran teachers and new teachers to determine the professional development needs for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices.</i></p> | <p>The school has conducted a survey of the veteran teachers and new teachers to determine the professional development needs for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices.</p> | <p>The school has NOT conducted a survey of the veteran teachers and new teachers to determine the professional development needs for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices.</p> | <p>2</p> <p>1</p> |

Validation Evidence: One source of v evidence was found during the school visit. The School Leadership Team indicated during the group interview that limited discussions were conducted with the school staff to establish and implement professional development for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team indicated during the interview with the team that the school staff was not involved in the decision process for determining the needs for those who will provide core, supplemental, intensive instruction, and for the implementation of new instructional practices without input from the school staff. Based on the evidence collected, the level of implementation of the IMP 1 B Implementation component was determined to be 1 for School 4.

Assessment of Data Collection Instruments/Procedures: The interviews conducted with the School Leadership Teams were found to be an appropriate data collection procedure, but did not lead to the identification of validation evidence for IMP 1 B Implementation component for School 4. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 1 B component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the INF B 1 component could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation based on the evidence collected at School 4.

Component Summary of IMP 2 A for Implementation Building for School 1

| IMP 2 A Implementation | Implementation Levels | | | | | Score |
|--|---|--|--|--|---|----------|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Implement logistics of assessments and periodic analysis.</i></p> <p><i>This action step includes organizing and implementing ongoing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments.</i></p> | The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. | The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide and small group assessments. | The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide assessments. | The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of small group assessments. | The school has NOT organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. | 5 |
| | | | | | | 4 |
| | | | | | | 3 |
| | | | | | | 2 |
| | | | | | | 1 |

Validation Evidence: Four sources of validation evidence were found during the visit to School 1. The School Leadership Team indicated during the team interview that the school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. Printed copies of the agendas of leadership team meetings, data analysis tables, and the School Improvement Plan were obtained that provided additional evidence regarding the logistics of implementing assessments and periodic analysis.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of grade level staff meetings for the analysis of the data generated from the administration of school-wide, small group, and individual student assessments. The data analysis tables obtained provide evidence that the school considered the analysis of data in making instructional decisions for children following assessments. The School Improvement Plan employs the strategy of analyzing student assessment data as method of improving school performance on the state accountability testing. The School Leadership Team indicated during the team interview that the school had not developed a written plan for determining and implementing the data-based decision making procedures to be utilized following the administration of assessments but the evidence found indicates that the school does utilize the

data generated from the assessments to make instructional decisions. Based on the evidence collected, the level of implementation of the IMP 2 A Infrastructure Building component was assessed as being a 5 for School 1.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of data-based decision making procedures used following the administration of student assessments at School 1. The additional evidence gleaned from Leadership Team meeting agendas, data tables generated from the administration of school-wide, small group, and individual student assessments and the School Improvement Plan indicated that data-based discussions were conducted at School 1 following the administration of student assessments. There are no suggested changes regarding language, descriptions of levels of implementation, or number of levels of implementation for component IMP 2 A. However, individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 2 A component of the Response to Intervention Innovation Configuration Map: There was sufficient evidence collected at School 1 that an assessment of the IMP 2 A component could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the IMP 2 A component of the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation.

Component Summary of IMP 2 A for Implementation Building for School 2

| IMP 2 A Implementation | Implementation Levels | | | | | Score |
|--|---|--|--|--|---|----------|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Implement logistics of assessments and periodic analysis.</i></p> <p><i>This action step includes organizing and implementing ongoing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments.</i></p> | The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. | The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide and small group assessments. | The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide assessments. | The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of small group assessments. | The school has NOT organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. | 5 |
| | | | | | | 4 |
| | | | | | | 3 |
| | | | | | | 2 |
| | | | | | | 1 |

Validation Evidence: Five sources of evidence were found during the visit to School 2. The School Leadership Team indicated during the interview that the school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. Printed copies of the agendas of leadership team meetings, data analysis tables, the school’s Response to Intervention Handbook, and the schedule that had been posted on the school website for the administration of various student assessments were obtained that provided additional evidence regarding the logistics of implementing assessments and periodic analysis.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of grade level staff meetings for the analysis of the data generated from the administration of school-wide, small group, and individual student assessments. The leadership team had developed a Response to Intervention Handbook that verified that the data generated from the administration of student assessments were to be considered when making instructional decisions for children. The data analysis tables provide evidence that the school considered the analysis of data in making instructional decisions for children following the administration of student assessments. The School Leadership Team indicated during the team interview that the school had the assessment schedule for the administration of the various assessments utilized to generate data to make instructional decisions for children posted on the school website so that all of the school staff would be knowledgeable of the schedule that had been established for this task. Based on the he evidence collected, the level of implementation of the IMP 2 A Infrastructure Building component was assessed as being a 5 for School 2.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of data-based decision making procedures used following the administration of student assessments at School 2. The group interview also led to the identification of Leadership Team meeting agendas, data tables generated from the administration of student assessments, and the School Improvement Plan. During the interview conducted with the School Leadership Team, the team provided evidence that verified that school-wide, small group, and individual student assessments were considered when making data-based decisions for children. The School Leadership Team employed a Progress Monitoring model of Response to Intervention and that the data generated from the administration of individual assessments were considered when data-based discussions were conducted following the administration of small group and individual student assessments. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 2 A component of the Response to Intervention Innovation Configuration Map: There was sufficient evidence collected at School 2 that an assessment of the IMP 2 A component could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the IMP 2 A component of the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation.

Component Summary of IMP 2 A for Implementation Building for School 3

| IMP 2 A Implementation | Implementation Levels | | | | | Score |
|--|---|--|--|--|---|-------|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Implement logistics of assessments and periodic analysis.</i></p> <p><i>This action step includes organizing and implementing ongoing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments.</i></p> | The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. | The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide and small group assessments. | The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide assessments. | The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of small group assessments. | The school has NOT organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. | 5 |
| | | | | | | 4 |
| | | | | | | 3 |
| | | | | | | 2 |
| | | | | | | 1 |

Validation Evidence: Three sources of evidence were found during the school visit. The School Leadership Team indicated during the interview that the school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. Printed copies of the data analysis tables and the School Improvement Plan were obtained that provided additional evidence regarding the logistics of implementing assessments and periodic analysis.

Assessment of Level of Implementation Based on the Available Evidence: The data analysis tables provided evidence that the school considered the analysis of data in making instructional decisions for children following the administration of school-wide and small group assessments, but there was no evidence provided to indicate that the analysis of data following the administration of individual student assessments is conducted by School 3. The School Improvement Plan lists the analysis of data generated from administration of a universal screening assessments to students and small group assessments as an improvement strategy, but does not specifically mention the analysis of data generated from the administration of individual student assessments as a strategy for school improvement. Based on the evidence collected, the level of implementation of the IMP 2 A Infrastructure Building component was assessed as being a 4 for School 3.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of data-based decision making procedures used following the administration of school-wide and small group assessments at School 3. No evidence was found to indicate how the data generated from the administration of individual student assessments were used for making data-based decisions for children. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 2 A component of the Response to Intervention Innovation Configuration Map: There was sufficient evidence collected at School 3 that an assessment of the IMP 2 A component could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the IMP 2 A component of the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation.

Component Summary of IMP 2 A for Implementation Building for School 4

| IMP 2 A Implementation | Implementation Levels | | | | | Score |
|--|---|--|--|--|---|---|
| | 5 | 4 | 3 | 2 | 1 | |
| <p>Implement logistics of assessments and periodic analysis.</p> <p><i>This action step includes organizing and implementing ongoing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments.</i></p> | The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. | The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide and small group assessments. | The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide assessments. | The school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of small group assessments. | The school has NOT organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. | <p style="text-align: center;">5</p> <p style="text-align: center;">4</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p> |

Validation Evidence: Three sources of evidence were found during the school visit. The School Leadership Team indicated during the interview that the school has organized and implemented ongoing data-based decision making procedures to be utilized following the administration of school-wide, small group, and individual student assessments. Printed copies of the agendas of leadership team meetings and data analysis tables were obtained that provided additional evidence regarding the logistics of implementing assessments and periodic analysis.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of grade level staff meetings for the analysis of the data generated from the administration of school-wide, small group, and individual student assessments. The leadership team indicated that students were placed into tier groups following the administration of the universal screening assessment to provide progress monitoring for the purpose of generating data to make instructional decisions for children. Evidence in the form of the various data tables generated from the administration of school-wide, small group, and individual assessments indicate that data was considered to make instructional decisions for children which included the placement into a specific tier level for instructional intervention. Based on the evidence collected, the level of implementation of the IMP 2 A Infrastructure Building action step was assessed as being a 5 for School 4.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of data-based decision making procedures used following the administration of student assessments at School 4. The interview conducted with the team led to the identification of evidence in the form of data tables that indicated that the school did consider the data generated from the administration of student assessments when making data-based decisions for children. The leadership team indicated that the school adopted the Progress Monitoring model of Response to Intervention and indicated that the data generated from the assessments determined the tier level placement of children for intervention. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 2 A component of the Response to Intervention Innovation Configuration Map: There was sufficient evidence collected at School 4 that an assessment of the IMP 2 A component could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the IMP 2 A component of the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation.

Component Summary of IMP 2 B for Implementation Building for School 1

| IMP 2 B Implementation | Implementation Levels | | | | Score |
|--|--|--|--|---|-------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Implement logistics of assessments and periodic analysis.</i></p> <p><i>This action step includes the implementation the administration of school-wide, small group, and individual student assessments at the established time intervals.</i></p> | The school has implemented: a) school-wide assessments to be administered at the beginning, middle and end of the school year, b) small group assessments to be administered monthly, and c) individual student assessments to be administered weekly or bi-weekly. | The school has implemented: a) school-wide assessments to be administered at the beginning, middle and end of the school year and b) small group assessments to be administered monthly. | The school has implemented school-wide assessments to be administered at the beginning, middle and end of the school year. | The school has not implemented the administration of assessments at established time intervals. | 4 |
| | | | | | 3 |
| | | | | | 2 |
| | | | | | 1 |

Validation Evidence: Two sources of validation evidence were found during the visit to School 1. Members of the School Leadership Team indicated during the interview that the school did implement the administration of school-wide, small group, and individual assessments according to an established time interval determined by the school. Printed copies of the data tables generated from the student assessments were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The data tables maintained by School 1 provided evidence that school-wide student assessments were administered every 4 ½ weeks., The Leadership Team also reported that small group and individual assessments were administered weekly, a procedure they indicated they believed was the best format to follow when considering the school had adopted a mixed model of Response to Intervention. Based on the evidence collected at School 1, the level of implementation of the IMP 2 B component was assessed as being a 2 for School 1.

Assessment of Data Collection Instruments/Procedures: The School Leadership Team group interview and the additional evidence provided by the data tables generated from the administration student assessments indicated that the assessments were being accomplished in accordance with an established time schedule at School 1. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 2 B component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the IMP 2 B component could be made at School 1. However, based on the information assemble for School 1, the descriptions of the levels of implementation for IMP 2 B should be edited to reflect the possibility of an assessment schedule is being implemented without a reference to a specific time table.

Component Summary of IMP 2 B for Implementation Building for School 2

| IMP 2 B Implementation | Implementation Levels | | | | Score |
|--|--|--|--|---|-------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Implement logistics of assessments and periodic analysis.</i></p> <p><i>This action step includes the implementation the administration of school-wide, small group, and individual student assessments at the established time intervals.</i></p> | The school has implemented: a) school-wide assessments to be administered at the beginning, middle and end of the school year, b) small group assessments to be administered monthly, and c) individual student assessments to be administered weekly or bi-weekly. | The school has implemented: a) school-wide assessments to be administered at the beginning, middle and end of the school year and b) small group assessments to be administered monthly. | The school has implemented school-wide assessments to be administered at the beginning, middle and end of the school year. | The school has not implemented the administration of assessments at established time intervals. | 4 |
| | | | | | 3 |
| | | | | | 2 |
| | | | | | 1 |

Validation Evidence: Five sources of validation evidence were found during the visit to School 2. The School Leadership Team indicated during the interview that the school did implement the administration of school-wide, small group, and individual assessments according to an established time interval determined by the school. Printed copies of the agendas of leadership team meeting, data tables generated from the administration of student assessments, the school’s Response to Intervention Handbook, and the schedule posted on the school website were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The data tables maintained by the School 2 provide evidence the administration of student assessments had been established. The School Leadership Team reported that school-wide assessments were administered at the beginning, middle and end of the school year, small group assessments are administered every 6 days, and individual assessments are administered every two weeks. Based on the evidence collected, the level of implementation of the IMP 2 B component was assessed as being a 2 for School 2.

Assessment of Data Collection Instruments/Procedures: The interview conducted with the School Leadership Team and the additional evidence provided by the data tables generated from the administration student assessments indicate that the assessments were being administered according to the established assessment schedule developed by School 2. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 2 B component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the IMP 2 B component could be made at School 2. However, based on the information collected for School 2, the descriptions of the levels of implementation for IMP 2 B should be edited to reflect the possibility of an assessment schedule is being implemented without a reference to a specific time table.

Component Summary of IMP 2 B for Implementation Building for School 3

| IMP 2 B Implementation | Implementation Levels | | | | Score |
|--|--|--|--|---|-------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Implement logistics of assessments and periodic analysis.</i> <i>This action step includes the implementation the administration of school-wide, small group, and individual student assessments at the established time intervals.</i></p> | The school has implemented: a) school-wide assessments to be administered at the beginning, middle and end of the school year, b) small group assessments to be administered monthly, and c) individual student assessments to be administered weekly or bi-weekly. | The school has implemented: a) school-wide assessments to be administered at the beginning, middle and end of the school year and b) small group assessments to be administered monthly. | The school has implemented school-wide assessments to be administered at the beginning, middle and end of the school year. | The school has not implemented the administration of assessments at established time intervals. | 4 |
| | | | | | 3 |
| | | | | | 2 |
| | | | | | 1 |

Validation Evidence: Two sources of evidence were found during the school visit. The School Leadership Team indicated during the interview that the school did implement the administration of school-wide, small group, and individual assessments according to an established time interval determined by the school. Printed copies data tables generated from the administration of student assessments were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The data tables maintained by School 3 provide evidence the administration school-wide assessments were administered at the beginning, middle and end of the school year, small group assessments are administered on a flexible schedule depending on the progress of the child, and individual assessments are administered weekly. Based on the evidence collected, the level of implementation of the IMP 2 B component was assessed as being a 2 for School 3.

Assessment of Data Collection Instruments/Procedures: The interview conducted with the School Leadership Team and the additional evidence provided by the data tables generated from the administration student assessments indicate that the assessments were being administered according to the established assessment schedule developed by School 3. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 2 B component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the IMP 2 B component could be made at School 3. However, based on the information collected for School 3, the descriptions of the levels of implementation for IMP 2 B should be edited to reflect the possibility of an assessment schedule is being implemented without a reference to a specific time table.

Component Summary of IMP 2 B for Implementation Building for School 4

| IMP 2 B Implementation | Implementation Levels | | | | Score |
|--|---|---|---|--|-------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Implement logistics of assessments and periodic analysis.</i> <i>This action step includes the implementation the administration of school-wide, small group, and individual student assessments at the established time intervals.</i></p> | <p>The school has implemented: a) school-wide assessments to be administered at the beginning, middle and end of the school year, b) small group assessments to be administered monthly, and c) individual student assessments to be administered weekly or bi-weekly.</p> | <p>The school has implemented: a) school-wide assessments to be administered at the beginning, middle and end of the school year and b) small group assessments to be administered monthly.</p> | <p>The school has implemented school-wide assessments to be administered at the beginning, middle and end of the school year.</p> | <p>The school has not implemented the administration of assessments at established time intervals.</p> | 4 |
| | | | | | 3 |
| | | | | | 2 |
| | | | | | 1 |

Validation Evidence: Two sources of evidence were found during the visit to School 4. Members of the School Leadership Team indicated during the interview that the school did implement the administration of school-wide, small group, and individual assessments according to an established time interval determined by the school. Printed copies of the agendas of leadership team meetings and the data tables generated from the administration of student assessments were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The data tables maintained by the School 3 provide evidence the administration of student assessments had been established. The School Leadership Team reported that school-wide assessments were administered at the beginning, middle and end of the school year small group assessments are administered every two weeks, and individual assessments are administered weekly. Based on the evidence collected, the level of implementation of the IMP 2 B component was assessed as being a 2 for School 4.

Assessment of Data Collection Instruments/Procedures: The interview conducted with the School Leadership Team and the additional evidence provided by the data tables generated from the administration student assessments indicate that the assessments were being administered according to the established assessment schedule developed by School 4. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 2 B component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the IMP 2 B component could be made at School 4. However, based on the information collected for School 4, the descriptions of the levels of implementation for IMP 2 B should be edited to reflect the possibility of an assessment schedule is being implemented without a reference to a specific time table.

Component Summary of IMP 2 C for Implementation Building for School 1

| IMP 2 C Implementation | Implementation Levels | | | | Score |
|---|---|--|--|---|--|
| | 4 | 3 | 2 | 1 | |
| <p><i>Implement logistics of assessments and periodic analysis.</i></p> <p><i>This action step includes the implementation of</i> <i>a) the written plan established for reporting the processes of the logistics of assessments,</i> <i>b) a data analysis format, and</i> <i>c) the program monitoring procedures to be followed by the school instructional personnel and other stakeholders.</i></p> | <p>The school has implemented: a) the written plan established for reporting the processes of the logistics of assessments, b) a data analysis format, and c) the program monitoring procedures to be followed by the school instructional personnel and other stakeholders.</p> | <p>The school has implemented: a) the written plan established for reporting the processes of the logistics of assessments, and b) a data analysis format.</p> | <p>The school has implemented: a) the written plan established for reporting the processes of the logistics of assessments.</p> | <p>The school has NOT implemented: a) the written plan established for reporting the processes of the logistics of assessments, b) a data analysis format, and c) the program monitoring procedures to be followed to the school instructional personnel and other stakeholders.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Three sources of evidence relative to the IMP 2 C component were found during the visit to School 1. The School Leadership Team indicated during the group interview that the school did not develop therefore could not implement a written plan for reporting the processes of the logistics of assessments. However, the interview for the School Leadership Team did reveal that a data analysis format and program monitoring procedures to be followed to the school instructional personnel and other stakeholders was created and implemented. Printed copies of data tables developed by the school and the school’s Response to Intervention Notebook were obtained.

Assessment of Level of Implementation Based on the Available Evidence: A written plan had not been developed by the School Leadership Team for reporting the processes of the logistics of assessments at School 1. However, evidence was found in the school’s Response to Intervention Notebook developed by the School Leadership Team that an analysis practice was created and implemented. Specifically, evidence submitted in the form of the data analysis tables generated following the administration student assessments indicated that the practice of analyzing data by school instructional personnel and other stakeholders occurred. Based on the evidence collected, the level of implementation of the IMP 2 Implementation component was assessed as being a 1 for School 1.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. Specifically, the group interview led to the identification of data tables developed for data analysis and the school’s Response to Intervention Handbook that provided evidence that the school had created and implemented program monitoring procedures to be followed by the school instructional personnel and other stakeholders. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 2 C component of the Response to Intervention Innovation Configuration Map: A written plan had not been developed by the School Leadership Team for reporting the processes of the logistics of assessments at School 1. However, there was evidence that the school had implemented a plan for reporting the processes of the logistics of assessments without a written plan being developed for this purpose. Therefore, based on the information obtained at School 1, a more accurate assessment of the IMP 2 C component would require that additional implementation levels be developed to assess the implementation of the logistics of assessments that are operational but not included in a written plan established for reporting the logistics processes associated with student assessments.

Component Summary of IMP 2 C for Implementation Building for School 2

| IMP 2 C Implementation | Implementation Levels | | | | Score |
|---|---|--|--|---|---|
| | 4 | 3 | 2 | 1 | |
| <p><i>Implement logistics of assessments and periodic analysis.</i></p> <p><i>This action step includes the implementation of</i></p> <p><i>a) the written plan established for reporting the processes of the logistics of assessments,</i></p> <p><i>b) a data analysis format, and</i></p> <p><i>c) the program monitoring procedures to be followed by the school instructional personnel and other stakeholders.</i></p> | <p>The school has implemented:</p> <p>a) the written plan established for reporting the processes of the logistics of assessments,</p> <p>b) a data analysis format, and</p> <p>c) the program monitoring procedures to be followed by the school instructional personnel and other stakeholders.</p> | <p>The school has implemented:</p> <p>a) the written plan established for reporting the processes of the logistics of assessments, and</p> <p>b) a data analysis format.</p> | <p>The school has implemented:</p> <p>a) the written plan established for reporting the processes of the logistics of assessments.</p> | The school has NOT implemented: | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |
| | | | | a) the written plan established for reporting the processes of the logistics of assessments, | |
| | | | | b) a data analysis format, and | |
| | | | | c) the program monitoring procedures to be followed to the school instructional personnel and other stakeholders. | |

Validation Evidence: Five sources of evidence were found during the visit to School 2. The School Leadership Team indicated during the interview that the school did not develop therefore could not implement a written plan for reporting the processes of the logistics of assessments. However, the interview with the School Leadership Team revealed that a data analysis format and program monitoring procedures to be followed to the school instructional personnel and other stakeholders had been developed and implemented. Printed copies of the agendas of meetings, data tables developed by the school, the schedule developed for the administration of assessments, the school’s Response to Intervention Handbook, and the school’s Response to Intervention Blueprint document were obtained.

Assessment of Level of Implementation Based on the Available Evidence: A written plan had not been developed by the School Leadership Team for reporting the processes of the logistics of assessments at School 2. The school’s Response to Intervention Blueprint document maintained by the School Leadership Team and the data analysis tables generated by the school following the administration of student assessment provide evidence that the practice of analyzing data is conducted. Evidence was found in the school Response to Intervention Blueprint document that the school had developed and implemented program monitoring procedures to be followed by the school instructional personnel and other stakeholders. Based on the evidence collected, the level of implementation of the IMP 2 C Implementation component was assessed as being a 1 for School 2.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in School 2. The group interview led to the identification of the agendas of meetings, the school’s Response to Intervention Handbook, data tables that were developed for data analysis, and the school’s Response to Intervention Blueprint document that provides evidence of the use of an online assessment to assist with the program monitoring procedures to be followed by the school instructional personnel and other stakeholders. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 2 C component of the Response to Intervention Innovation Configuration Map: The School Leadership Team for School 2 had not developed a written plan for reporting the processes of the logistics of assessments. However, there was evidence that the school had implemented a plan for

reporting the processes of the logistics of assessments without a written plan being developed for this purpose. Therefore, based on the information obtained at School 2, a more accurate assessment of the IMP 2 C component would require that additional implementation levels be developed to assess the implementation of the logistics of assessments that are operational but not included in a written plan established for reporting the logistics processes associated with student assessments.

Component Summary of IMP 2 C for Implementation Building for School 3

| IMP 2 C Implementation | Implementation Levels | | | | Score |
|---|---|--|--|---|-------------------------------------|
| | 4 | 3 | 2 | 1 | |
| <p><i>Implement logistics of assessments and periodic analysis.</i></p> <p><i>This action step includes the implementation of</i></p> <p><i>a) the written plan established for reporting the processes of the logistics of assessments,</i></p> <p><i>b) a data analysis format, and</i></p> <p><i>c) the program monitoring procedures to be followed by the school instructional personnel and other stakeholders.</i></p> | <p>The school has implemented:</p> <p>a) the written plan established for reporting the processes of the logistics of assessments,</p> <p>b) a data analysis format, and</p> <p>c) the program monitoring procedures to be followed by the school instructional personnel and other stakeholders.</p> | <p>The school has implemented:</p> <p>a) the written plan established for reporting the processes of the logistics of assessments, and</p> <p>b) a data analysis format.</p> | <p>The school has implemented:</p> <p>a) the written plan established for reporting the processes of the logistics of assessments.</p> | <p>The school has NOT implemented:</p> <p>a) the written plan established for reporting the processes of the logistics of assessments,</p> <p>b) a data analysis format, and</p> <p>c) the program monitoring procedures to be followed to the school instructional personnel and other stakeholders.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Three sources of evidence were found during the visit to School 3. The School Leadership Team indicated during the interview that the school did not develop therefore could not implement a written plan for reporting the processes of the logistics of assessments, but did create and implement a data analysis format and program monitoring procedures to be followed to the school instructional personnel and other stakeholders. Printed copies of data tables developed by the school and the school’s Response to Intervention Notebook were obtained.

Assessment of Level of Implementation Based on the Available Evidence: A written plan had not been developed by the School Leadership Team for reporting the processes of the logistics of assessments at School 2. Evidence submitted in the form of the data analysis tables generated by the school following the administration of student assessment indicated that the practice of analyzing does occur. No evidence was found that the school had implemented a program monitoring procedures to be followed by the school instructional personnel and other stakeholders. Based on the evidence collected, the level of implementation of the IMP 2 C Implementation component was assessed as being a 1 for School 3.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. Specifically, the group interview led to the identification of data tables and the school’s Response

to Intervention Notebook that provides evidence that the school has created and implemented a data analysis format. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 2 C component of the Response to Intervention Innovation Configuration Map: The School Leadership Team for School 3 had not developed a written plan that included the guidelines for reporting the processes of the logistics of assessments and the program monitoring procedures to be followed by the instructional personnel and other stakeholders. However, there was evidence that the school had developed and implemented a data analysis format without a written plan being developed for this purpose. Therefore, based on the information obtained at School 3, a more accurate assessment of the IMP 2 C component would require that additional implementation levels be developed to assess the implementation of the logistics of assessments that are operational but not included in a written plan established for reporting the logistics processes associated with student assessments and the program monitoring procedures to be followed by the school instructional personnel and other stakeholders.

Component Summary of IMP 2 C for Implementation Building for School 4

| IMP 2 C Implementation | Implementation Levels | | | | Score |
|---|---|--|--|---|---|
| | 4 | 3 | 2 | 1 | |
| <p><i>Implement logistics of assessments and periodic analysis.</i></p> <p><i>This action step includes the implementation of</i></p> <p><i>a) the written plan established for reporting the processes of the logistics of assessments,</i></p> <p><i>b) a data analysis format, and</i></p> <p><i>c) the program monitoring procedures to be followed by the school instructional personnel and other stakeholders.</i></p> | <p>The school has implemented:</p> <p>a) the written plan established for reporting the processes of the logistics of assessments,</p> <p>b) a data analysis format, and</p> <p>c) the program monitoring procedures to be followed by the school instructional personnel and other stakeholders.</p> | <p>The school has implemented:</p> <p>a) the written plan established for reporting the processes of the logistics of assessments, and</p> <p>b) a data analysis format.</p> | <p>The school has implemented:</p> <p>a) the written plan established for reporting the processes of the logistics of assessments.</p> | <p>The school has NOT implemented:</p> <p>a) the written plan established for reporting the processes of the logistics of assessments,</p> <p>b) a data analysis format, and</p> <p>c) the program monitoring procedures to be followed to the school instructional personnel and other stakeholders.</p> | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Four sources of evidence relative to IMP 2 C component were found during the visit to School 4. The School Leadership Team indicated during the group interview with the team that the school did not develop therefore could not implement a written plan for reporting the processes of the logistics of assessments. However, the School Leadership Team members revealed in the interview that the school did create and implement a data analysis format and program monitoring procedures to be followed to the school instructional personnel and other stakeholders. Printed copies of the agendas of leadership team meetings, data tables developed by the school, and the school’s Response to Intervention Blueprint document was obtained.

Assessment of Level of Implementation Based on the Available Evidence: A written plan had not been developed by the School Leadership Team for reporting the processes of the logistics of assessments at School 4. The school’s Response to Intervention Blueprint document maintained by the School Leadership Team and the data analysis tables generated by the school following the administration of student assessment provide evidence that the practice of analyzing data is conducted. Evidence was found in the school Response to Intervention Blueprint document that the school had developed and implemented

program monitoring procedures to be followed by the school instructional personnel and other stakeholders. Based on the evidence collected, the level of implementation of the IMP 2 C Implementation component was assessed as being a 1 for School 4.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. Specifically, the group interview led to the identification of the agendas of leadership team meetings, data tables that were developed for data analysis, and the school’s Response to Intervention Blueprint document that provided evidence of the use of an online assessment program to assist in the school’s data analysis procedures and program monitoring procedures to be followed by the school instructional personnel and other stakeholders. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 2 C component of the Response to Intervention Innovation Configuration Map: A written plan had not been developed by the School Leadership Team for reporting the processes of the logistics of assessments at School 4. However, there was evidence that the school had implemented a plan for reporting the processes of the logistics of assessments without a written plan being developed for this purpose. Therefore, based on the information obtained at School 4, a more accurate assessment of the IMP 2 C component would require that additional implementation levels be developed to assess the implementation of the logistics of assessments that are operational but not included in a written plan established for reporting the logistics processes associated with student assessments.

Component Summary of IMP 3 A for Implementation Building for School 1

| IMP 3 A Implementation | Implementation Levels | | Score |
|--|---|---|---------------------------------------|
| | 2 | 1 | |
| <p><i>Monitor implementation of the instructional programs.</i></p> <p><i>This action steps includes developing a written plan to evaluate all instructional programs.</i></p> | The school has developed a written plan to evaluate all instructional programs. | The school has NOT developed a written plan to evaluate all instructional programs. | <p style="color: red;">2</p> <p>1</p> |

Validation Evidence: Four sources of evidence were found during the school visit. The School Leadership Team indicated during the interview with the team that the school did develop a written plan to evaluate all instructional programs. A printed copy of the leadership team meeting agendas, the School Improvement Plan, and a checklist developed to evaluate instructional programs were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas indicated that meetings with the school staff had been conducted for the purpose of discussing the school instructional program. The School Improvement Plan included strategies designed to improve student performance on the state accountability assessments based the analysis of data from benchmark tests administered to students to determine the intervention needs of students who are placed in small groups to receive instructional intervention. Additional evidence included checklists utilized by the school administration to evaluate the instructional program. Based on the evidence collected, the level of implementation of the IMP 3 A component was assessed as being a 2 for School 1.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school and included the agendas of meetings, a checklist that was developed by the school administration to evaluate the instructional program, and the School Improvement Plan which identified strategies to improve student performance, including the implementation of the school’s Response to Intervention Program. The data collection procedures should include individual interviews with the members of the School Leadership Team.

Assessment of the IMP 3 A component of the Response to Intervention Innovation Configuration Map:

There was enough evidence available that an assessment of the components could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for the IMP 3 A component.

Component Summary of IMP 3 A for Implementation Building for School 2

| IMP 3 A Implementation | Implementation Levels | | Score |
|--|---|---|--------------------------|
| | 2 | 1 | |
| <p><i>Monitor implementation of the instructional programs.</i></p> <p><i>This action steps includes developing a written plan to evaluate all instructional programs.</i></p> | The school has developed a written plan to evaluate all instructional programs. | The school has NOT developed a written plan to evaluate all instructional programs. | <p>2</p> <p>1</p> |

Validation Evidence: Three sources of evidence were found during the school visit. The School Leadership Team indicated during the interview with the team that the school did develop a written plan to evaluate all instructional programs. A printed copy of the leadership team meeting agendas and the school’s Response to Intervention Blueprint document were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas indicated that meetings with the school staff had been conducted for the purpose of discussing the school instructional program. The primary source of evidence was the school’s Response to Intervention Blueprint document that indicated the analysis of data obtained from the administration of assessments given to children was used in the process of evaluating the effectiveness of the instructional programs. Based on the evidence collected the level of implementation of the IMP 3 A Implementation component was assessed as being a 2 for School 2.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school and included the agendas of meetings and the school’s Response to Intervention Blueprint document. The data collection procedures should include individual interviews with the members of the School Leadership Team.

Assessment of the IMP 3 A component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the components could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for the IMP 3 A component.

Component Summary of IMP 3 A for Implementation Building for School 3

| IMP 3 A Implementation | Implementation Levels | | Score |
|--|---|---|--------------------------|
| | 2 | 1 | |
| <p><i>Monitor implementation of the instructional programs.</i></p> <p><i>This action steps includes developing a written plan to evaluate all instructional programs.</i></p> | The school has developed a written plan to evaluate all instructional programs. | The school has NOT developed a written plan to evaluate all instructional programs. | <p>2</p> <p>1</p> |

Validation Evidence: Three sources of evidence were found during the school visit. The School Leadership Team indicated during the interview with the team that the school did develop a written plan to evaluate all instructional programs. A printed copy of the meeting agendas and the School Improvement Plan were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas indicated that meetings with the school staff had been conducted for the purpose of discussing the school instructional program. The primary source of evidence was the School Improvement Plan that identified specific goals and objectives for evaluating and improving the school’s instructional program that was made available by the Virginia Department of Education to School 3. Based on the evidence collected, the level of implementation of the IMP 3 A Implementation component was assessed as being a 2 for School 3.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school and included the agendas of meetings and the School Improvement Plan. The data collection procedures should include individual interviews with the members of the School Leadership Team.

Assessment of the IMP 3 A component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the components could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for the IMP 3 A component.

Component Summary of IMP 3 A for Implementation Building for School 4

| IMP 3 A Implementation | Implementation Levels | | Score |
|--|---|---|---------------------------------|
| | 2 | 1 | |
| <p><i>Monitor implementation of the instructional programs.</i></p> <p><i>This action steps includes developing a written plan to evaluate all instructional programs.</i></p> | The school has developed a written plan to evaluate all instructional programs. | The school has NOT developed a written plan to evaluate all instructional programs. | <p>2</p> <p>1</p> |

Validation Evidence: Four sources of evidence were found during the school visit. The School Leadership Team indicated during the interview with the team that the school did develop a written plan to evaluate all instructional programs. A printed copy of the leadership team meeting agendas, data tables, and the School Improvement Plan were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas indicated that data analysis sessions were conducted for the purpose of evaluating the effectiveness of the school’s instructional program. The primary sources of evidence were the data analysis tables and the School Improvement Plan that includes the analysis of data as strategy for school improvement while measuring the effectiveness of the school’s the instructional program. Based on the evidence collected, the level of implementation of the IMP 3 A Implementation component was assessed as being a 2 for School 4.

Assessment of Data Collection Instruments/Procedures: The interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school and included the agendas of meetings, data tables, and the School Improvement Plan that includes the analysis of data as strategy for school improvement while measuring the effectiveness of the school’s the instructional program. The data collection procedures should include individual interviews with the members of the School Leadership Team.

Assessment of the IMP 3 A component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the components could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation IMP 3 A component.

Component Summary of IMP 4 A for Implementation Building for School 1

| IMP 4 A Implementation | Implementation Levels | | | Score |
|--|---|---|---|-----------------------------------|
| | 3 | 2 | 1 | |
| <p><i>Collect and summarize program evaluation data.</i></p> <p><i>This action step includes:</i> <i>a) collecting data regarding the percent of students considered to need core, supplemental, intensive instruction, and</i> <i>b) collecting data regarding the number of initial special education identifications.</i></p> | <p>The school has: a) collected data regarding the percent of students considered to need core, supplemental, and intensive instruction, and b) collected data regarding the number of initial special education identifications.</p> | <p>The school has: a) collected data regarding the percent of students considered to need core, supplemental, and intensive instruction.</p> | <p>The school has NEITHER: a) collected data regarding the percent of students considered to need core, supplemental, intensive instruction, nor b) collected data regarding the number of initial special education identifications.</p> | <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Four sources of evidence were found during the school visit. The School Leadership Team indicated during the team interview that the school collected data regarding the percent of students considered to need core, supplemental, and intensive instruction, and collected data regarding the number of initial special education identifications. Printed copies the agenda’s of School Leadership Team meetings, data tables, and the School Improvement Plan provided additional program evaluation information.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of meetings for the purpose of collecting data generated from a universal screening assessments used to determine the percent of students considered to need core, supplemental, and intensive instruction as part of the procedure to determine the effectiveness of core instruction. Additional evidence was found in the form of the data tables that were created to record the number of the students considered to need core, supplemental, and intensive instruction. The School Improvement Plan provided evidence that the school employed instructional intervention strategies to improve the performance of students on the state accountability assessment. Furthermore, data tables were found that had been completed by the school staff for initial special education identifications that were submitted to an agency contracted to conduct an analysis of various types for the schools participating in the Virginia Response to Intervention Pilot Program sponsored by the Virginia Department of Education. Based on the evidence collected, the level of implementation of the IMP 4 A Implementation component was assessed as being a 3 for School 1.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The group interview also led to the identification of Leadership Team meeting agendas, data tables generated for analysis, and the School Improvement Plan which provide additional information useful in assessing the level of implementation of the IMP 4 A component. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 4 A component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the IMP 4 A component could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation based on the evidence accumulated for School 1.

Component Summary of IMP 4 A for Implementation Building for School 2

| IMP 4 A Implementation | Implementation Levels | | | Score |
|--|---|---|---|-----------------------------------|
| | 3 | 2 | 1 | |
| <p><i>Collect and summarize program evaluation data.</i></p> <p><i>This action step includes:</i> <i>a) collecting data regarding the percent of students considered to need core, supplemental, intensive instruction, and</i> <i>b) collecting data regarding the number of initial special education identifications.</i></p> | <p>The school has: a) collected data regarding the percent of students considered to need core, supplemental, and intensive instruction, and b) collected data regarding the number of initial special education identifications.</p> | <p>The school has: a) collected data regarding the percent of students considered to need core, supplemental, and intensive instruction.</p> | <p>The school has NEITHER: a) collected data regarding the percent of students considered to need core, supplemental, intensive instruction, nor b) collected data regarding the number of initial special education identifications.</p> | <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Three sources of evidence were found during the visit to School 2. The School Leadership Team indicated during the interview with the team that the school collected data regarding the percent of students considered to need core, supplemental, and intensive instruction, and collected data regarding the number of initial special education identifications. Printed copies the agenda’s of School Leadership Team meetings and data tables were provided.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of meetings for the purpose of collecting data generated from the administration of a universal screening assessments used to determine the percent of students considered to need core, supplemental, and intensive instruction as part of the procedure to determine the effectiveness of core instruction. Additional evidence was found in the form of the data tables that were created to record the number of the students considered to need core, supplemental, and intensive instruction. Additional evidence in the form of data tables were found that had been completed by the school staff for initial special education identifications that were submitted to an agency contracted to conduct an analysis of various types for the schools participating in the Virginia Response to Intervention Pilot Program sponsored by the Virginia Department of Education. Based on the evidence collected, the level of implementation of the IMP 4 A Implementation component was assessed as being a 3 for School 2.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The group interview also led to the identification of Leadership Team meeting agendas and data tables generated for analysis for assessing the level of implementation of the IMP 4 A component. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 4 A component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the IMP 4 A component could be made and the levels of implementation seem to capture the variability that was observed. Based on the evidence collected at School 2, there are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation.

Component Summary of IMP 4 A for Implementation Building for School 3

| IMP 4 A Implementation | Implementation Levels | | | Score |
|--|--|--|--|-------|
| | 3 | 2 | 1 | |
| <p><i>Collect and summarize program evaluation data.</i></p> <p><i>This action step includes:</i></p> <p><i>a) collecting data regarding the percent of students considered to need core, supplemental, intensive instruction, and</i></p> <p><i>b) collecting data regarding the number of initial special education identifications.</i></p> | The school has: a) collected data regarding the percent of students considered to need core, supplemental, and intensive instruction, and b) collected data regarding the number of initial special education identifications. | The school has: a) collected data regarding the percent of students considered to need core, supplemental, and intensive instruction. | The school has NEITHER: a) collected data regarding the percent of students considered to need core, supplemental, intensive instruction, nor b) collected data regarding the number of initial special education identifications. | 3 |
| | | | | 2 |
| | | | | 1 |

Validation Evidence: Two sources of evidence were found during the school visit. The School Leadership Team indicated during the interview with the team that the school collected data regarding the percent of students considered to need core, supplemental, and intensive instruction, and collected data regarding the number of initial special education identifications.

Printed copies the agenda’s of School Leadership Team meetings and data tables were provided.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of meetings for the purpose of analyzing data generated from the administration of a universal screening assessments used to determine the percent of students considered to need core, supplemental, and intensive instruction as part of the procedure to determine the effectiveness of core instruction. No data tables were provided that verified that the analysis of the percent of students considered needing core, supplemental, and intensive instruction as part of the procedure to determine the effectiveness of core instruction occurred. However, evidence was found in the form of data tables that had been completed by the school staff for the number of initial special education identifications that were to an agency contracted to conduct an analysis of various for the schools participating in the Virginia Response to Intervention Pilot Program sponsored by the Virginia Department of Education. Based on the evidence collected, the level of implementation of the IMP 4 A Implementation component was assessed as being a 1 for School 3.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The group interview also led to the identification of Leadership Team meeting agendas and data tables generated for analysis that provided information useful in assessing the level of implementation of the IMP 4 A component. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 4 A component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the IMP 4 A component could be made, but the levels of implementation do not appear to capture the variability that was observed. Based on the evidence collected at School 3, an additional level of implementation should be developed to assess if the school collected data regarding the percent of students considered to need core, supplemental, and intensive instruction, independently from assessing if the school collected data regarding the number of initial special education identifications to provide a more accurate assessment of the level of implementation of IMP 4 A Implementation of the Response to Intervention Innovation Configuration Map.

Component Summary of IMP 4 A for Implementation Building for School 4

| IMP 4 A Implementation | Implementation Levels | | | Score |
|--|---|---|---|-----------------------------------|
| | 3 | 2 | 1 | |
| <p><i>Collect and summarize program evaluation data.</i></p> <p><i>This action step includes:</i> <i>a) collecting data regarding the percent of students considered to need core, supplemental, intensive instruction, and</i> <i>b) collecting data regarding the number of initial special education identifications.</i></p> | <p>The school has:</p> <p>a) collected data regarding the percent of students considered to need core, supplemental, and intensive instruction, and</p> <p>b) collected data regarding the number of initial special education identifications.</p> | <p>The school has:</p> <p>a) collected data regarding the percent of students considered to need core, supplemental, and intensive instruction.</p> | <p>The school has NEITHER:</p> <p>a) collected data regarding the percent of students considered to need core, supplemental, intensive instruction, nor</p> <p>b) collected data regarding the number of initial special education identifications.</p> | <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Three sources of evidence were found during the school visit. The School Leadership Team indicated during the interview with the team that the school collected data regarding the percent of students considered to need core, supplemental, and intensive instruction, and collected data regarding the number of initial special education identifications. Printed copies the agenda’s of School Leadership Team meetings and data tables were provided.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of meetings for the purpose of analyzing data generated from the administration of a universal screening assessments used to determine the percent of students considered to need core, supplemental, and intensive instruction as part of the procedure to determine the effectiveness of core instruction. Additional evidence was found in the form of the data tables that were created for the analysis of the students considered to need core, supplemental, and intensive instruction. In addition, data tables were found that had been completed by the school staff for initial special education identifications that were submitted to an agency contracted to conduct an analysis of various types for the schools participating in the Virginia Response to Intervention Pilot Program sponsored by the Virginia Department of Education. Based on the evidence collected, the level of implementation of the IMP 4 A Implementation component was assessed as being a 3 for School 4.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The group interview also led to the identification of Leadership Team meeting agendas and data tables generated for analysis that provided information useful in assessing the level of implementation of the IMP 4 A component. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 4 A component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the IMP 4 A components could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation based on the evidence collected at School 4.

Component Summary of IMP 4 B for Implementation Building for School 1

| IMP 4 B Implementation | Implementation Levels | | | Score |
|--|--|--|--|-------|
| | 3 | 2 | 1 | |
| <p><i>Collect and summarize program evaluation data.</i></p> <p><i>This action step includes:</i></p> <p><i>a) the analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction, and</i></p> <p><i>b) the analysis of data regarding the number of initial special education identifications.</i></p> | The school has: | The school has: | The school has NEITHER: | |
| | a) conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction, and | a) conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction. | a) conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction, nor | 3 |
| | b) conducted an analysis of data regarding the number of initial special education identifications. | | b) conducted an analysis of data regarding the number of initial special education identifications. | 2 |
| | | | | 1 |

Validation Evidence: Three sources of evidence were found during the school visit. The School Leadership Team interview revealed that the school had conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction, and had collected data regarding the number of initial special education identifications. Printed copies the agenda’s of School Leadership Team meetings and data tables were provided which supported School 1’s School Leadership Team’s interview comments.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of meetings for the purpose of analyzing data generated from the administration of a universal screening assessment to determine the percent of students considered to need core, supplemental, and intensive instruction as part of the procedure to determine the effectiveness of core instruction. Additional evidence was found in the form of the data tables that were created for the analysis of the students considered to need core, supplemental, and intensive instruction and for the number of initial special education identifications. School 1 submitted the number of initial special education identifications to an agency contracted to conduct an analysis of various types of data for the schools participating in the Virginia Response to Intervention Pilot Program sponsored by the Virginia Department of Education. The interview with the School Leadership Team revealed that the data regarding the number of initial special education identifications submitted to the agency was returned to the school and were presented to the school staff for analysis. Based on the evidence collected, the level of implementation of the IMP 4 B component was assessed as being a 3 for School 1.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. In addition, the group interview also led to the identification of Leadership Team meeting agendas and data tables generated for analysis that were related to the IMP 4 B component. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 4 B component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the components could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for component IMP 4 B.

Component Summary of IMP 4 B for Implementation Building for School 2

| IMP 4 B Implementation | Implementation Levels | | | Score |
|--|---|--|---|-----------------------------------|
| | 3 | 2 | 1 | |
| <p><i>Collect and summarize program evaluation data.</i></p> <p><i>This action step includes:</i></p> <p><i>a) the analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction, and</i></p> <p><i>b) the analysis of data regarding the number of initial special education identifications.</i></p> | <p>The school has:</p> <p>a) conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction, and</p> <p>b) conducted an analysis of data regarding the number of initial special education identifications.</p> | <p>The school has:</p> <p>a) conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction.</p> | <p>The school has NEITHER:</p> <p>a) conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction, nor</p> <p>b) conducted an analysis of data regarding the number of initial special education identifications.</p> | <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Three sources of evidence were found during the school visit. The School Leadership Team revealed during the interview that the school had conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction, and collected data regarding the number of initial special education identifications. Printed copies the agenda’s of School Leadership Team meetings and data tables were obtained.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of meetings for the purpose of analyzing data generated from the administration of a universal screening assessment to determine the percent of students considered to need core, supplemental, and intensive instruction as part of the procedure to determine the effectiveness of core instruction. Additional evidence was found in the form of the data tables that were created for the analysis of the students considered to need core, supplemental, and intensive instruction and for the number of initial special education identifications. School 2 submitted the number of initial special education identifications to an agency contracted to conduct an analysis of various types of data for the schools participating in the Virginia Response to Intervention Pilot Program sponsored by the Virginia Department of Education. The interview with the School Leadership Team revealed that the data submitted to the agency in regard to the number of initial special education identifications was returned to the school and presented to the school staff for analysis. Based on the evidence collected, the level of implementation of the IMP 4 B Implementation component was assessed as being a 3 for School 2.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. Furthermore, the interview also led to the identification of Leadership Team meeting agendas and data tables generated for analysis that provided useful in assessing the implementation level of the IMP 4 B component. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 4 B component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the components could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for component IMP 4 B.

Component Summary of IMP 4 B for Implementation Building for School 3

| IMP 4 B Implementation | Implementation Levels | | | Score |
|--|--|---|--|-------|
| | 3 | 2 | 1 | |
| <p><i>Collect and summarize program evaluation data.</i></p> <p><i>This action step includes:</i></p> <p><i>a) the analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction, and</i></p> <p><i>b) the analysis of data regarding the number of initial special education identifications.</i></p> | The school has: a) conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction, and b) conducted an analysis of data regarding the number of initial special education identifications. | The school has: a) conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction. | The school has NEITHER: a) conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction, nor b) conducted an analysis of data regarding the number of initial special education identifications. | 3 |
| | | | | 2 |
| | | | | 1 |

Validation Evidence: Two sources of evidence were found during the school visit. The School Leadership Team indicated during the interview with the team that the school conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction, and collected data regarding the number of initial special education identifications. Printed copies the agenda’s of School Leadership Team meetings and data tables were provided.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of meetings for the purpose of collecting data generated from the administration of a universal screening assessment to determine the percent of students considered to need core, supplemental, and intensive instruction as part of the procedure to determine the effectiveness of core instruction. No data tables were provided that verified that the analysis of the percent of students considered to need core, supplemental, and intensive instruction as part of the procedure to determine the effectiveness of core instruction occurred. However, evidence was found in the form of data tables that were completed by the school staff for the number of initial special education identifications. The school submitted the number of initial special education identifications to an agency contracted to conduct an analysis of various types of data for the schools participating in the Virginia Response to Intervention Pilot Program sponsored by the Virginia Department of Education. The interview with the School Leadership Team revealed that the data regarding the number of initial special education identifications submitted to the agency was returned to the school and were presented to the school staff for analysis. Based on the evidence collected, the level of implementation of the IMP 4 B Implementation component was assessed as being a 1 for School 3.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The group interview also led to the identification of Leadership Team meeting agendas and data tables generated for analysis that assisted in assessing the level of implementing for IMP 4 B for School 3. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 4 B component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the IMP 4 B component could be made, but the levels of implementation do not appear to capture the variability that was observed. Based on the information accumulated at School 3, an additional level of implementation should be developed to assess if the school conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction, independently from assessing if the school conducted an analysis of data regarding the number of initial special education identifications to provide a more accurate assessment of the level of implementation of IMP 4 B Implementation of the Response to Intervention Innovation Configuration Map.

Component Summary of IMP 4 B for Implementation Building for School 4

| IMP 4 B Implementation | Implementation Levels | | | Score |
|--|---|--|---|-----------------------------------|
| | 3 | 2 | 1 | |
| <p><i>Collect and summarize program evaluation data.</i></p> <p><i>This action step includes:</i> <i>a) the analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction, and</i> <i>b) the analysis of data regarding the number of initial special education identifications.</i></p> | <p>The school has:</p> <p>a) conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction, and</p> <p>b) conducted an analysis of data regarding the number of initial special education identifications.</p> | <p>The school has:</p> <p>a) conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction.</p> | <p>The school has NEITHER:</p> <p>a) conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction, nor</p> <p>b) conducted an analysis of data regarding the number of initial special education identifications.</p> | <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Three sources of evidence were found during the school visit. The School Leadership Team indicated during the interview that the school conducted an analysis of data regarding the percent of students considered to need core, supplemental, and intensive instruction, and collected data regarding the number of initial special education identifications. Printed copies the agenda’s of School Leadership Team meetings and data tables were provided.

Assessment of Level of Implementation Based on the Available Evidence: The School Leadership Team meeting agendas included the scheduling of meetings for the purpose of collecting data generated from the administration of a universal screening assessments to determine the percent of students considered to need core, supplemental, and intensive instruction as part of the procedure to determine the effectiveness of core instruction. Additional evidence was found in the form of the data tables that were created to record the number of the students considered to need core, supplemental, and intensive instruction. In addition, data tables were found that had been completed by the school staff for initial special education identifications that were submitted to an agency contracted to conduct an analysis of various types for the schools participating in the Virginia Response to Intervention Pilot Program sponsored by the Virginia Department of Education. Based on the evidence collected, the level of implementation of the IMP 4 B Implementation component was assessed as being a 3 for School 4.

Assessment of Data Collection Instruments/Procedures: The interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The interview also led to the identification of Leadership Team meeting agendas and data tables

generated for analysis that assisted in assessing the level of the IMP 4 B component. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 4 B component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the components could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for component IMP 4 B.

Component Summary of IMP 5 for Implementation Building for School 1

| IMP 5 Implementation | Implementation Levels | | | | | Score |
|--|--|--|--|--|--|--|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Communicate regularly with stakeholders.</i></p> <p><i>This action step includes developing a written operational plan to communicate with teachers, school staff, central office personnel, students, and parents as identified stakeholders.</i></p> | <p>The school has developed a written operational plan to communicate with teachers, school staff, central office personnel, students, and parents as identified stakeholders.</p> | <p>The school has developed a written operational plan to communicate with teachers, and three of the following identified stakeholders:</p> <ul style="list-style-type: none"> • school staff • central office personnel • students • parents | <p>The school has developed a written operational plan to communicate with teachers, and two of the following identified stakeholders:</p> <ul style="list-style-type: none"> • school staff • central office personnel • students • parents | <p>The school has developed a written operational plan to communicate with teachers, and one of the following identified stakeholders:</p> <ul style="list-style-type: none"> • school staff • central office personnel • students • parents | <p>The school has NOT developed a written operational plan to communicate with any stakeholders.</p> | <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

Validation Evidence: Four sources of evidence were found during the visit to School 1. The School Leadership Team indicated during the interview with the team that the school did develop a written plan to communicate with identified stakeholders. Printed copies the school’s Parent Handbook, a school newsletter that contained information about the school’s Response to Intervention initiative, and the informational brochure developed by the school on the topic of Response to Intervention were provided.

Assessment of Level of Implementation Based on the Available Evidence: The faculty meeting agendas included the scheduling of discussions conducted by the faculty pertaining to the school’s Response to Intervention Program. Furthermore, the school developed a Parent Handbook distributed to all parents that contained information about Response to Intervention as a method to provide instructional assistance to children. Additional information was found on the school website and in the brochure developed by the school to communicate with parents about Response to Intervention. While it appears that the school communicates with a variety of identified stakeholders, but there was no evidence identified in any of the sources of communication with the school support staff. Therefore, the level of implementation of the IMP 5 component was assessed as being a 4 for School 1.

Assessment of Data Collection Instruments/Procedures: The group interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The group interview also led to the identification of faculty meeting agendas, the Parent Handbook developed by the school, and the school website that contained information about the Response to Intervention program being implemented in School 1. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 5 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the IMP 5 component could be accomplished. The levels of implementation seem to capture the variability that was observed so there are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for the IMP 5 component.

Component Summary of IMP 5 for Implementation Building for School 2

| IMP 5 Implementation | Implementation Levels | | | | | Score |
|--|--|--|--|--|--|-------|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Communicate regularly with stakeholders.</i></p> <p><i>This action step includes developing a written operational plan to communicate with teachers, school staff, central office personnel, students, and parents as identified stakeholders.</i></p> | <p>The school has developed a written operational plan to communicate with teachers, school staff, central office personnel, students, and parents as identified stakeholders.</p> | <p>The school has developed a written operational plan to communicate with teachers, and three of the following identified stakeholders:</p> <ul style="list-style-type: none"> • school staff • central office personnel • students • parents | <p>The school has developed a written operational plan to communicate with teachers, and two of the following identified stakeholders:</p> <ul style="list-style-type: none"> • school staff • central office personnel • students • parents | <p>The school has developed a written operational plan to communicate with teachers, and one of the following identified stakeholders:</p> <ul style="list-style-type: none"> • school staff • central office personnel • students • parents | <p>The school has NOT developed a written operational plan to communicate with any stakeholders.</p> | 5 |
| | | | | | | 4 |
| | | | | | | 3 |
| | | | | | | 2 |
| | | | | | | 1 |

Validation Evidence: Three sources of evidence were found during the school visit. The School Leadership Team indicated during the interview that the school did develop a written plan to communicate with identified stakeholders. Printed copies the school’s Parent Handbook and school newsletter were provided.

Assessment of Level of Implementation Based on the Available Evidence: During the interview with the School Leadership Team, the team indicated that the school’s Response to Intervention Program is discussed regularly during parent teacher organization meetings. The Parent Handbook that was developed and distributed to all parents that contains information about the school’s Response to Intervention provided evidence of the school’s efforts to communicate with parent stakeholders. Additional evidence for communicating with stakeholders about Response to Intervention was found on the school website. However, there was no evidence that the school developed a written plan to communicate regularly with stakeholders. Therefore, based on the evidence collected, the level of implementation of the IMP 5 Implementation component was assessed as being a 1 for School 2.

Assessment of Data Collection Instruments/Procedures: The interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The interview also led to the identification of evidence of communicating regularly with stakeholders during parent teacher organization meetings, information published in the Parent Handbook developed by the school, and the school website that contains information about Response to Intervention program being implemented in School 2. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 5 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the IMP 5 component could be made. However, to provide for a more accurate assessment of the level of implementation, the descriptions of the levels of implementation of IMP 5 of the Response to Intervention Innovation Configuration Map should be edited to assess if the school communicates regularly with stakeholders with or without a formal written plan.

Component Summary of IMP 5 for Implementation Building for School 3

| IMP 5 Implementation | Implementation Levels | | | | | Score |
|--|--|--|--|--|--|-------|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Communicate regularly with stakeholders.</i></p> <p><i>This action step includes developing a written operational plan to communicate with teachers, school staff, central office personnel, students, and parents as identified stakeholders.</i></p> | <p>The school has developed a written operational plan to communicate with teachers, school staff, central office personnel, students, and parents as identified stakeholders.</p> | <p>The school has developed a written operational plan to communicate with teachers, and three of the following identified stakeholders:</p> <ul style="list-style-type: none"> • school staff • central office personnel • students • parents | <p>The school has developed a written operational plan to communicate with teachers, and two of the following identified stakeholders:</p> <ul style="list-style-type: none"> • school staff • central office personnel • students • parents | <p>The school has developed a written operational plan to communicate with teachers, and one of the following identified stakeholders:</p> <ul style="list-style-type: none"> • school staff • central office personnel • students • parents | <p>The school has NOT developed a written operational plan to communicate with any stakeholders.</p> | 5 |
| | | | | | | 4 |
| | | | | | | 3 |
| | | | | | | 2 |
| | | | | | | 1 |

Validation Evidence: Two sources of evidence were found during the visit to School 3. The School Leadership Team indicated during the interview that the school did develop a written plan as part of the School Improvement Plan that was developed by the school to communicate with stakeholders. Printed copies the School Improvement Plan was obtained.

Assessment of Level of Implementation Based on the Available Evidence: During the interview with the School Leadership Team, the team indicated that communicating regularly with stakeholders is part of the strategies written in the school’s School Improvement Plan, however, this strategy appears not to be specifically written for the purpose of communicating regularly with stakeholders as part of the implementation of the school’s Response to Intervention Program. Therefore, based on the evidence collected, the level of implementation of the IMP 5 Implementation component was assessed as being a 1 for School 3.

Assessment of Data Collection Instruments/Procedures: The interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The interview also led to the identification of one source of evidence in the form of the School Improvement Plan. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 5 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the IMP 5 component could be made. However, to provide for a more accurate assessment of the level of implementation, the descriptions of the levels of implementation of IMP 5 of the Response to Intervention Innovation Configuration Map should be edited to assess if the school communicates regularly with stakeholders with or without a formal written plan.

Component Summary of IMP 5 for Implementation Building for School 4

| IMP 5 Implementation | Implementation Levels | | | | | Score |
|--|--|--|--|--|--|-------|
| | 5 | 4 | 3 | 2 | 1 | |
| <p><i>Communicate regularly with stakeholders.</i></p> <p><i>This action step includes developing a written operational plan to communicate with teachers, school staff, central office personnel, students, and parents as identified stakeholders.</i></p> | <p>The school has developed a written operational plan to communicate with teachers, school staff, central office personnel, students, and parents as identified stakeholders.</p> | <p>The school has developed a written operational plan to communicate with teachers, and three of the following identified stakeholders:</p> <ul style="list-style-type: none"> • school staff • central office personnel • students • parents | <p>The school has developed a written operational plan to communicate with teachers, and two of the following identified stakeholders:</p> <ul style="list-style-type: none"> • school staff • central office personnel • students • parents | <p>The school has developed a written operational plan to communicate with teachers, and one of the following identified stakeholders:</p> <ul style="list-style-type: none"> • school staff • central office personnel • students • parents | <p>The school has NOT developed a written operational plan to communicate with any stakeholders.</p> | 5 |
| | | | | | | 4 |
| | | | | | | 3 |
| | | | | | | 2 |
| | | | | | | 1 |

Validation Evidence: Three sources of evidence were found during the school visit. The School Leadership Team indicated during the interview that the school did develop a written plan to communicate with identified stakeholders about the school’s Response to Intervention program. Printed copies the school’s Response to Intervention Blueprint document and brochures developed to inform parents about Response to Intervention were provided.

Assessment of Level of Implementation Based on the Available Evidence: Evidence was found in the school’s Response to Intervention Blueprint document that a written plan was developed to communicate with stakeholders. Additional evidence for communicating with stakeholders about Response to Intervention was found in a brochure developed by the school for this purpose. It appears that the school communicates with a variety of identified stakeholders, but the evidence suggests that the communication of the school to stakeholders is limited to only students and parents. Therefore, based on the evidence collected, the level of implementation of the IMP 5 Implementation component was assessed as being a 3 for School 4.

Assessment of Data Collection Instruments/Procedures: The interview conducted with the School Leadership Team provided evidence regarding the implementation of the Response to Intervention in the school. The interview also led to the identification of evidence in the form of the school’s Response to

Intervention Blueprint document and brochures developed to inform parents about Response to Intervention. Individual interviews with members of the School Leadership Team as an additional data collection procedure are suggested.

Assessment of the IMP 5 component of the Response to Intervention Innovation Configuration Map: There was enough evidence available that an assessment of the components could be made and the levels of implementation seem to capture the variability that was observed. There are no suggested changes to the Response to Intervention Innovation Configuration Map regarding language, descriptions of levels of implementation, or number of levels of implementation for the IMP 5 component.

