



# School RtI All-Staff Perception Survey

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## Purpose of the Survey:

The RtI All-Staff Perception Survey is used by school staff for initial and annual assessment of perceptions of implementation of reading and mathematics multi-level support systems in their school. The survey examines the status and need for improvement of four domains: (a) high quality instruction; (b) balanced assessments; (c) collaboration; and (d) leadership and organizational structures. Each question in the survey relates to one of the four domains.

The survey results are summarized and used for a variety of purposes including:

- An **integral part of decision making and annual action planning** in each content area.
- A means for **identifying staff awareness of specific RtI practices** in a school that may or may not have been implemented;
- A way to **compare leadership team perceptions (SIR results)** with overall staff perceptions of RtI implementation;
- A way to **assess the progress of staff awareness and/or perception** on an annual basis;
- A **supplement to the SIR**, but is not a substitute for the SIR.

## Instructions for completion by school staff

1. Complete the survey independently and in one sitting.
2. Schedule 10-20 minutes to complete the entire survey.
3. Base ratings on individual experiences in the school and specified content area (i.e. reading or mathematics).
4. Complete the left side of the screen for current status first (i.e. in place; partially in place, not in place);
5. Next, for the same feature, move to the right side of the screen for the priority level for improvement and indicate the degree to which improvements are needed (i.e. high, medium, low).
6. Responses to this survey will be anonymous.

School Name:

SIR Completion Date:

SIR All-Staff Perceptions Completion Date Range:

**a. Do we have HIGH QUALITY INSTRUCTION on multiple levels?**

<i>Current Status</i>			<i>Feature</i>	<i>Priority</i>		
<i>In Place</i>	<i>Partial in Place</i>	<i>Not in Place</i>		<i>High</i>	<i>Medium</i>	<i>Low</i>
			<b><i>Delivery of <u>universal curriculum and instruction</u> is:</i></b>			
			1. Determined by grade-level/course benchmarks			
			2. Based on the WI Common Core Standards or other standards			
			3. Differentiated to match each student's need			
			4. Reviewed for quality and effectiveness			
			5. Responsive to the cultural beliefs, practices and experiences of all students			
			6. Furthered through engagement with parents/guardians			

<i>Current Status</i>			<i>Feature</i>	<i>Priority</i>		
<i>In Place</i>	<i>Partial in Place</i>	<i>Not in Place</i>		<i>High</i>	<i>Medium</i>	<i>Low</i>
			<b><i>Delivery of <u>interventions</u> for students is:</i></b>			
			7. Provided in addition to the universal curriculum for students <u>below</u> a defined benchmark			
			8. Provided in addition to the universal curriculum for students <u>exceeding</u> a defined benchmark			
			9. Aligned to the universal curriculum and standards			
			10. Reviewed for quality and effectiveness			
			11. Responsive to the cultural beliefs, practices and experiences of all students			
			12. Furthered through engagement with parents/guardians			

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**b. Do we use BALANCED ASSESSMENTS to continuously review student progress?**

<i>Current Status</i>			<i>Feature</i>	<i>Priority</i>		
<i>In Place</i>	<i>Partial in Place</i>	<i>Not in Place</i>		<i>High</i>	<i>Medium</i>	<i>Low</i>
			<i>A formal universal <u>screening process</u> (i.e. assessment at the universal level) is:</i>			
			13. Dependent on using multiple measures			
			14. Administered to <b>all</b> students <b>multiple times</b> each year			
			15. Used to determine the effectiveness of universal supports			
			16. Used to determine additional student supports and adjust accordingly			
			17. Used to analyze results by student demographic groups (e.g. by gender, race/ethnicity, disability status, etc.)			
			18. Supported through engagement with parents/guardians			

<i>Current Status</i>			<i>Feature</i>	<i>Priority</i>		
<i>In Place</i>	<i>Partial in Place</i>	<i>Not in Place</i>		<i>High</i>	<i>Medium</i>	<i>Low</i>
			<i>A formal <u>progress monitoring process</u> at the <u>selected and intensive levels</u> is:</i>			
			19. Provided for all students <u>below benchmark</u> receiving interventions			
			20. Provided for all students <u>above benchmark</u> receiving additional challenges			
			21. Documented for individual and small group student problem solving and decision making			

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			22. Used to analyze results by student demographic groups (e.g. by gender, race/ethnicity, disability status, etc.)			
			23. Supported through engagement with parents/guardians			

**c. Do we COLLABORATE within our multi-level system of support?**

<i>Current Status</i>			<i>Feature</i>	<i>Priority</i>		
<i>In Place</i>	<i>Partial in Place</i>	<i>Not in Place</i>		<i>High</i>	<i>Medium</i>	<i>Low</i>
			<i>To strengthen the effect of our <u>Universal curriculum/instruction, we...</u></i>			
			24. Collaborate frequently in grade level/content area teams			
			25. Follow a consistent process to guide grade level/content area team discussions and decisions			
			26. Collaborate periodically <i>across</i> grade levels/content			

<i>Current Status</i>			<i>Feature</i>	<i>Priority</i>		
<i>In Place</i>	<i>Partial in Place</i>	<i>Not in Place</i>		<i>High</i>	<i>Medium</i>	<i>Low</i>
			<i>To strengthen the effect of our <u>selected and intensive interventions/challenges, we...</u></i>			
			27. Involve multiple staff roles in grade level/content area teams when determining student support			
			28. Work collectively to provide interventions/challenges			
			29. Use a process to access timely building-level problem-solving team support			
			30. Follow a data-based process to guide building-level problem-solving team decisions			

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**d. Do we have school-wide LEADERSHIP AND ORGANIZATIONAL STRUCTURES to support full RtI implementation?**

<i>Current Status</i>			<i>Feature</i>	<i>Priority</i>		
<i>In Place</i>	<i>Partial in Place</i>	<i>Not in Place</i>		<i>High</i>	<i>Medium</i>	<i>Low</i>
			<b><i>The RtI implementation for our school is:</i></b>			
			31. Defined by a common vision or purpose for our building			
			32. Actively supported by our principal			
			33. Actively supported by all school staff			
			34. Supported by school-wide schedules			
			35. Supported by a leadership team			
			36. Supported by clearly defined staff roles			
			37. Responsive to the cultural beliefs, practices and experiences of all students			
			38. Supported through engagement with parents/guardians			