



# Wisconsin Response to Intervention School-wide Implementation Review (SIR)

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**What is the SIR?**

The Wisconsin Response to Intervention (RtI) **School-wide Implementation Review (SIR)**, is a self-assessment instrument built around the Wisconsin Department of Public Instruction's vision of RtI [[link to www.dpi.state.wi.us/rti/pdf/rti-guiding-doc.pdf](http://www.dpi.state.wi.us/rti/pdf/rti-guiding-doc.pdf)]. The Wisconsin RtI Center staff developed the SIR to fulfill these primary purposes for schools working on RtI implementation:

- To operationalize Wisconsin's RtI Framework into actionable items:  
*What does RtI look like in action?*
- To help school teams localize Wisconsin's vision of RtI:  
*What does RtI look like in our school?*
- To provide schools with an instrument to monitor annual progress toward full RtI implementation:  
*What are our RtI strengths? Where have we improved? What do we still need to work on?*

The SIR is available at no cost to Wisconsin schools on the Wisconsin RtI Center website [www.wisconsinRtIcenter.org](http://www.wisconsinRtIcenter.org)

**Who should take the SIR?**

The SIR is designed for school leadership teams, including the building principal and representatives of multiple perspectives, to complete together. While completing the review is optional, schools will likely find that collaborative completion of the SIR will help their leadership teams build a shared knowledge base of the components of Wisconsin's vision of RtI and gain a greater awareness of how their school is positioned to meet that challenge.

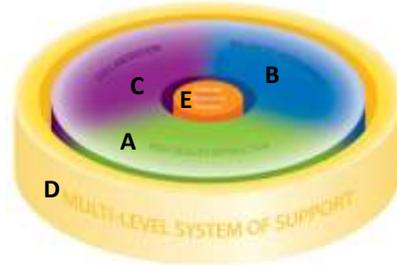
**How is the SIR organized?**



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The SIR is comprised of statements derived from the *Wisconsin Response to Intervention: A Guiding Document* that describe full implementation of RtI in schools. The first three sections of the SIR parallel the three inner ring of the Wisconsin RtI graphic (shown below right):

- (A) **High quality instruction** that is engaging, standards based, data driven, and research based
- (B) **Balanced assessment**, including screening, diagnostic assessments, and progress monitoring
- (C) **Collaboration** around student data and instruction



Each of these three sections is further divided into **multi-level systems of support (D)**, with statements that describe *universal* level practices for *all* students to *selected* and *intensive* levels of support for students who either exceed or do not meet school-defined benchmarks.

While not shown on the graphic, the fourth section of the SIR is **leadership & organizational structures**; this section defines the underlying building-level supports that, when in place, help schools to enact an RtI system. Statements regarding **culturally responsive practices (E)**, the core of the graphic and vision, are found in all sections of the SIR.

Furthermore, while the SIR is designed as a system-wide review, the Wisconsin RtI Center recognizes that many schools have made greater RtI implementation progress in some content areas over others. While piloting the SIR in spring 2011, for example, center staff found that more Wisconsin schools have begun the work in defining universal, selected, and intensive practices and supports in the areas of reading and behavior than in math or writing. For this reason, schools complete the SIR using a content area lens, giving teams a more accurate and detailed view of their implementation.

The graphic below provides a summary illustration of the organization of the SIR.



## How do schools score themselves on the SIR?

Completion of the SIR requires that school teams are familiar with research-based **levels of implementation** that successful organizations go through on the way to full implementation and, ultimately, sustainability of what they've created. To complete the SIR, school teams need to discuss and come to consensus on the *level of implementation* that best describes the school's current status for each item on the SIR. These levels include:



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**Not In Place.** At this level, schools have not yet begun to consider implementation, do not see the need to undertake a change, and/or have identified other more-pressing priorities.

**Purpose Building.** (sometimes known as the *exploration* or *consensus-building* phase.) Here, schools recognize the need to change, learn about the issues and potential solutions, and build consensus to move forward.

**Infrastructure.** (Also known as *installation* or *planning*.) At this stage, schools spend their time building capacity for the change to take hold. Activities here include identifying and securing needed resources, rethinking personnel roles and schedules, providing skill training, and creating common expectations and definitions. All of the work done at this stage helps to create clarity among stakeholders and to set the stage for successful implementation.

**Initial Implementation.** Here, the school begins using the new program or practice. As is true for most new practices, new users typically experience an “awkward phase.” The new practice does not fit old patterns, may take longer to use or do, and will likely create disruptions in old habits or routines. Schools that move successfully through this stage pay close attention to implementation barriers, providing staff with on-the-job coaching and feedback, and monitoring agreed-upon practices. Inattention or poor support at this critical stage typically results in staff “retreating” to tried-and-true methods that have worked in the past.

**Full Implementation:** Schools that successfully transition from the *initial implementation* stage move to this level of refinement, making the practice their own. At this level, the “new” practice has been integrated into habits and routines in the school. Staff is less concerned with how the new practice affects them and more concerned with the impact the practice has on student learning. Here, schools begin to refine, streamline, and document these practices so that new staff are able to understand expectations and for existing staff to guard against personalizing practices so much so that the original intent, or fidelity, of the program is lost.

To learn more about stages of implementation, visit the National Implementation Research Network website at <http://www.fpg.unc.edu/~nirn>.

### Why use the levels of implementation?

It likely goes without saying, but as an important reminder: *desirable outcomes are achieved only when effective programs are implemented well* (Fixsen, et al., 2005). Far too often, schools look to what’s *new*, without sufficiently attending to what has already been put into place. When schools don’t achieve the results expected, the tendency is often to “blame” the program without looking at whether the program has been implemented well or as intended.

Yet implementation is a difficult and messy process. Even with concerted effort at each stage of implementation, schools can take from three to five years to move from *not in place* to *full implementation*. Without on-going attention to the implementation process, schools can easily stagnate at a level or readily “slip back” into status quo practices. Armed with a deeper understanding of where their school is on the continuum of levels of implementation, school



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leadership teams will be better prepared to plan the type of professional development and support needed and to proactively address the set of barriers unique to each level to keep their school moving forward. School teams will also be prepared to anticipate a realistic set of outcomes for each level, understanding that it's not until schools reach the *full implementation* level that they realize changes in student results (Reeves, 2011).

### How often and when should schools complete the SIR?

Because completing the SIR is a time-intensive activity, school teams should plan to complete the SIR for each content area once per year; however, the time of year is up to the individual school. Some school teams, for instance, may prefer to complete the SIR in the spring so that they can put an action plan together for the upcoming school year. Other school teams may prefer to complete the SIR mid-year so that they can report results and update action plans accordingly. Still others might complete the SIR in the summer or at the start of the school year to re-focus their leadership team's priorities for the upcoming year.

### How do schools access the SIR?

Beginning in fall 2011 and at the start of each subsequent school year, Wisconsin public school principals will be emailed a school login to use to complete the web-based SIR at no cost. Each unique school login ensures that only one instance of the SIR exists for each school. Using the online version of the SIR will provide schools access to a variety of customizable reports that can be used for communicating with staff, school board, parents, and the community. Schools will be able to revisit the SIR annually for a longitudinal monitor of their progress toward meeting Wisconsin's vision for full RtI implementation.

### How do school teams learn how to complete the SIR?

The Wisconsin RtI Center has developed two options for school team to develop the background knowledge needed to complete the SIR as intended and make use of the results.

The first option is for school teams to participate in a one-day Wisconsin RtI Center foundational overview held throughout the course of the school year and across the state. The center strongly recommends this mode for school teams new to the SIR. Center staff will be on-hand to provide guidance and answer questions as they arise during school team completion of the SIR. (Visit the Wisconsin RtI Center web site at [www.wisconsinRtIcenter.org](http://www.wisconsinRtIcenter.org) and view *Upcoming Events* for a listing of upcoming Foundational Overview sessions.)

Alternatively, schools can participate in an online module about completing the SIR, available on the Wisconsin RtI Center website. The center recommends this mode for new team members or as a refresher for existing teams as they complete annual SIR updates.

### If schools take the SIR online, how will the school data be used?

By completing the SIR online, schools are granting permission to the Wisconsin RtI Center to use their data for the following purposes:

- to revise and validate the SIR over time
- to analyze and report out aggregated school results for monitoring the impact of the work of the Wisconsin RtI Center and progress of Wisconsin schools toward implementing Wisconsin's vision of RtI



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- to analyze and report out aggregated question-level results for planning professional development at the regional and state level
- to link SIR data to student outcomes

The Wisconsin RtI Center will not share any identifiable school data without the express written consent of the school administrator. For example, with permission, the Wisconsin RtI Center may showcase the progress of a school as part of a presentation or evaluation report.

**For further information or questions about the School-wide Implementation Review, please contact the Wisconsin RtI Center.**



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### References

Fixsen, D., Naoom, S., Blase, K., Friedman, R., & Wallace, F. (2005). Implementation research: A synthesis of the literature. Retrieved from [http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/pdf/Monograph\\_full.pdf](http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/pdf/Monograph_full.pdf)

Reeves, D. (2011). *Finding your leadership focus: What matters most for student success*. New York: Teacher's College Press.

Wisconsin Department of Public Instruction. (2010). Wisconsin Response to Intervention: A guiding document. Retrieved from <http://www.dpi.state.wi.us/rti/pdf/rti-guiding-doc.pdf>