

Data-driven Systems

Research in this area suggests five recommendations that inform RtI4S:

1. Make data part of an ongoing cycle of instructional improvement
2. Teach students to examine their own data and set learning goals
3. Establish a clear vision for schoolwide data use
4. Provide supports that foster a data-driven culture within the school
5. Develop and maintain a districtwide data system

Response to Intervention

Research in this area suggests five recommendations that inform RtI4S:

1. Screen all students for potential problems at the beginning of the year and regularly during the year to monitor progress
2. Provide time for differentiated instruction for all students based on assessment data.
3. Provide intensive, systematic instruction in small groups to students who score below the benchmark score on universal screening.
4. Monitor the progress of tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those students still making insufficient progress, schoolwide teams should design a tier 3 intervention plan.
5. Provide intensive instruction on a daily basis to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).

Psychology of Leadership

Research in this area suggests six recommendations that inform RtI4S:

1. Promote dialogue. Transparency of information and data, and clear communication are key to effective systems change.
2. Nurture healthy relationships. Prioritize the development of a culture of respect and professionalism.
3. Promote collegiality and collaboration. Teamwork is key to accelerated improvement.
4. Inspire initiative. Empower all members of the organization to take personal and collective responsibility for the success of the organization.
5. Be responsive. Effective leaders of change pay close attention to the effect they are having on the organization and frequently make adjustments in response.
6. Communicate a clear and inspiring goal. Aim to inspire not require.

School and District Turnaround

Research in this area suggests six recommendations that inform RtI4S:

1. Signal the need for dramatic change with strong leadership. Schools should make a clear commitment to dramatic changes from the status quo, and the leader should signal the magnitude and urgency of that change.
2. Maintain a consistent focus on improving instruction. Chronically low-performing schools need to maintain a sharp focus on improving instruction at every step of the reform process. To improve instruction, schools should use data to set goals for instructional improvement, make changes to immediately and directly affect instruction, and continually reassess student learning and instructional practices to refocus the goals.
3. Make visible improvements early in the school turnaround process (quick wins). These can rally staff around the effort and overcome resistance and inertia.
4. Build a committed staff. The school leader must build a staff that is committed to the school's improvement goals and qualified to carry out school improvement.