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# Using Response to Intervention Data to Advance Learning Outcomes

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The full chapter is available from the Center on Innovations  
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## Action Principles

### Key Action 1: Conduct Screening to Yield High-Quality Data

- a. Faculty overview has been provided and screening materials selected.
- b. Screening has been scheduled to occur on a single day, and screening schedule has been planned.
- c. All materials for screening are available and have been organized by class, including a written protocol for screening.
- d. Trainee has been observed to correctly administer and score screening materials.

### Key Action 2: Interpret Screening Data Beginning With an Aerial View

- a. Trainee has ruled out school-level, grade-level, and whole-class performance problems prior to selecting individual children for follow-up assessment and possibly intervention.
- b. Data have been organized by grade and by class.
- c. Data have been examined for identified vulnerable or high-risk groups of students to identify potential performance patterns (e.g., high numbers of new students scoring in the risk range, disproportionately high numbers of special education students scoring in the risk range).

### Key Action 3: Treat Systemic Problems With Systemic Solutions

- a. Classwide interventions have been started in classes with classwide problems.
- b. Data teams have examined core instructional procedures in classes and grades with systemic problems.
- c. Vertical teaming has occurred across grades and schools within the feeder pattern to share screening data and systemic intervention data.
- d. Lower percentages of students fall in the risk range across consecutive screenings within and across years.
- e. Higher percentages of students meet the proficiency criterion on the year-end accountability measure over time.
- f. Historically vulnerable students show learning gains and fall into the risk range at lower rates. Performance gaps between those at risk and not at risk are reduced with intervention.
- g. All students, including those in the higher performing groups and the lower performing groups, show gains with intervention and over time.
- h. Students found to be at risk become proportionate by demographics with interventions.

### Key Action 4: Monitor Implemented Solution Effects and Manage Implementation Effectively

- a. Interventions have written protocols available for teachers to use.
- b. The teacher has been provided with all needed materials to conduct the intervention and has demonstrated correct and independent use of the intervention prior to being considered trained.

- c. An in-class trainer or coach is available to model correct intervention use and provide in-vivo training for the teacher.
- d. A tracking log is available showing at a glance who is experiencing intervention in the school.
- e. A master schedule is followed to deliver classwide, small-group, and individual interventions.
- f. Weekly progress monitoring data are collected for all children experiencing intervention.
- g. Progress monitoring data are graphed, and interventions are adjusted weekly with in-class support where growth is not occurring as anticipated.

**Key Action 5: Conduct Follow-up Screening to Verify Improvements**

- a. The data team organizes data across consecutive screenings to show a reduced risk status accompanying the intervention.
- b. Intervention effects are monitored for vulnerable or at-risk students over time.