



# Learning Support Effectiveness Tool



This tool provides a starting point for leaders to assess their school's approach to intervention and consider adjustments to better support all students. Reflect on each question and select the response that best applies to your school's current practices.

Question Prompt	1	2	3	Score
<b>How much of your school's or District's resources (time, personnel, budget) are allocated to intervention programs compared to Tier 1 universal instruction?</b>	Minimal allocation	Balanced allocation	Significant portion of resources	
<b>Are intervention programs the primary way learning gaps and challenging behaviors are addressed in your school or District?</b>	No, interventions are just one aspect of support	Yes, but support is also offered in other ways	Yes, almost exclusively	
<b>How frequently do you analyze classroom data by subgroups to identify learning patterns and trends?</b>	Regularly, as part of ongoing assessment	Occasionally, as needed	Rarely or never	
<b>How frequently do you analyze student data by classroom to identify learning patterns and trends?</b>	Regularly, as part of ongoing assessment	Occasionally, as needed	Rarely or never	
<b>Are educators coached on making instruction accessible to all students, including those with diverse needs?</b>	Yes, regularly and effectively	Somewhat, but more support is needed	No, this is not a focus area	
<b>Are educators provided with training and professional development on differentiation and effective universal instructional strategies?</b>	Yes, regularly and effectively	Somewhat, but more support is needed	No, this is not a focus area	
<b>How much does intervention support impact the overall schedule, potentially reducing time for specials like art and music?</b>	Negligible impact on specials time	Moderately, some impact on specials time	Significantly, leading to reduced specials time	
<b>Are your special education teachers and interventionists providing small group or pull out services for most of the school day?</b>	Pull out intervention is balanced with push in and consultative support	Most of the day is busy with intervention	Yes, they have back to back intervention	
<b>Do intervention plans include criteria for success or information about how the team will know the student is no longer in need of support?</b>	Yes, there is a comprehensive transition plan	Yes, there is mention of follow-up	No, the plan has no timeline	
<b>Do you have one or more classrooms where greater than 25% of the students are receiving pull-out intervention services?</b>	No, and we have checks in place to prevent that from happening	I don't know	Yes, there is more than one	



# How'd You Do? Check Your Score!



**10-18: A OK!** Your school or District is likely implementing intervention in a way that reflects student needs, appropriately utilizes staff and resources, and strategically aims to integrate services throughout the school day. You may have one or two areas for improvement, but overall, you're heading in the right direction.

**19 -25: Danger Zone.** While there is not yet a full-out overreliance on intervention, you may want to start implementing some systems or processes to track the quality of your intervention program as a whole. Engaging in periodic step backs, regular focus groups, or aggregate data analysis may help your school or District keep intervention effective, ensuring it is one tool of many at your disposal for meeting student needs.

**26-30: Time for Action.** You need a plan to assess your intervention program and begin to reallocate resources toward focusing on your tier 1, universal classroom instructional quality. Look closely at student data by classroom to see who is receiving intervention, what their needs are, and start to build the capacity of your content area teachers to fill in gaps in student learning.