Vision: Every child in every district receives the instruction that they need and deserve…every day.

Neah-Kah-Nie Implementation and Staff Survey Data Board Presentation

October 2015

ORTIi

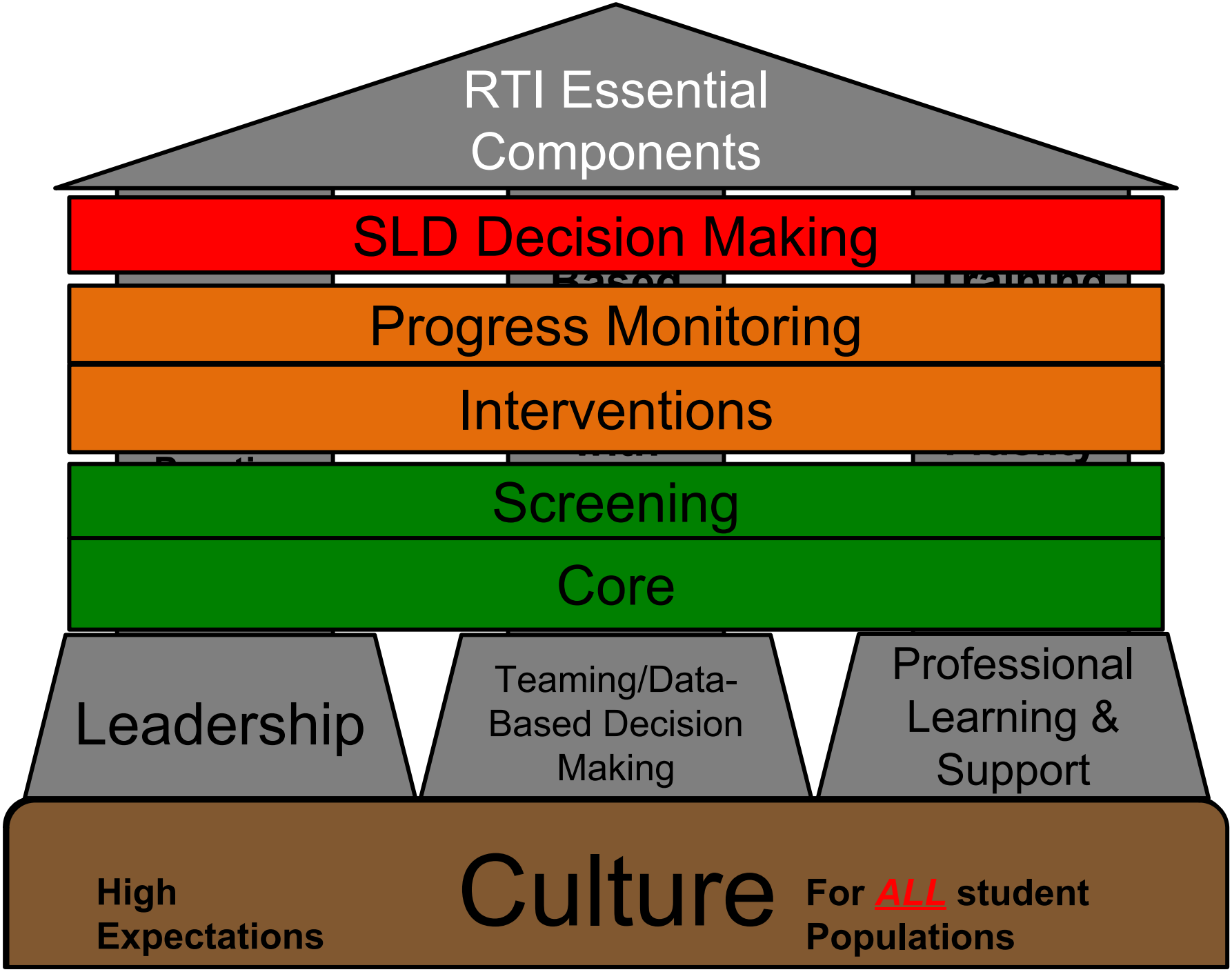
Reach & Teach *All* Students

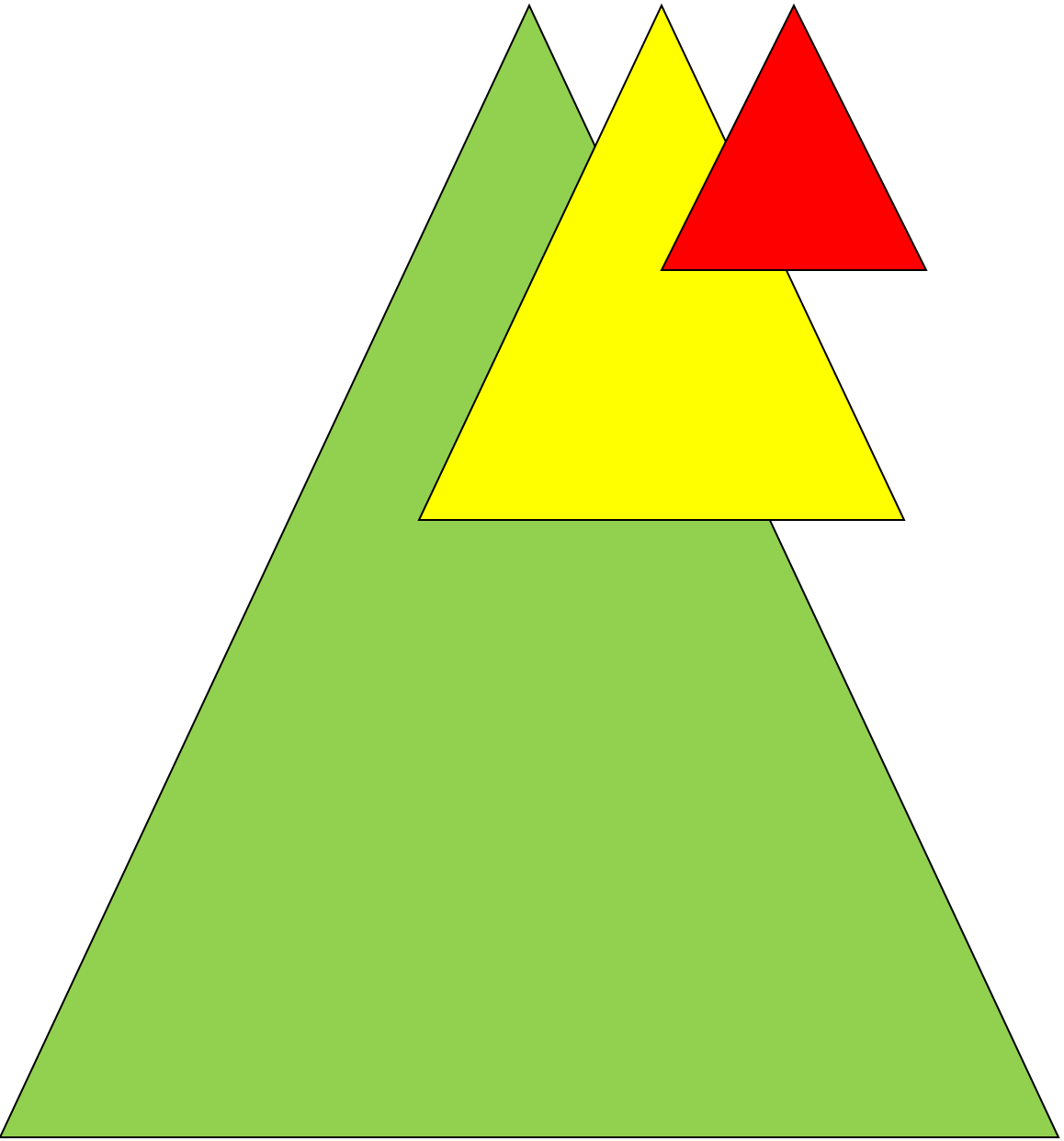
- Goals:
  - Review RTI Essential Components
  - Check in and see where is NKN in implementation of RTI components
  - Review DIBELS Data
  - Plan for system wide success

9 Essential Features of RTI

1. Culture
2. Leadership
3. Professional Learning
4. Data-Based Decision Making
5. Core
6. Screening
7. Interventions
8. Progress Monitoring
9. SLD

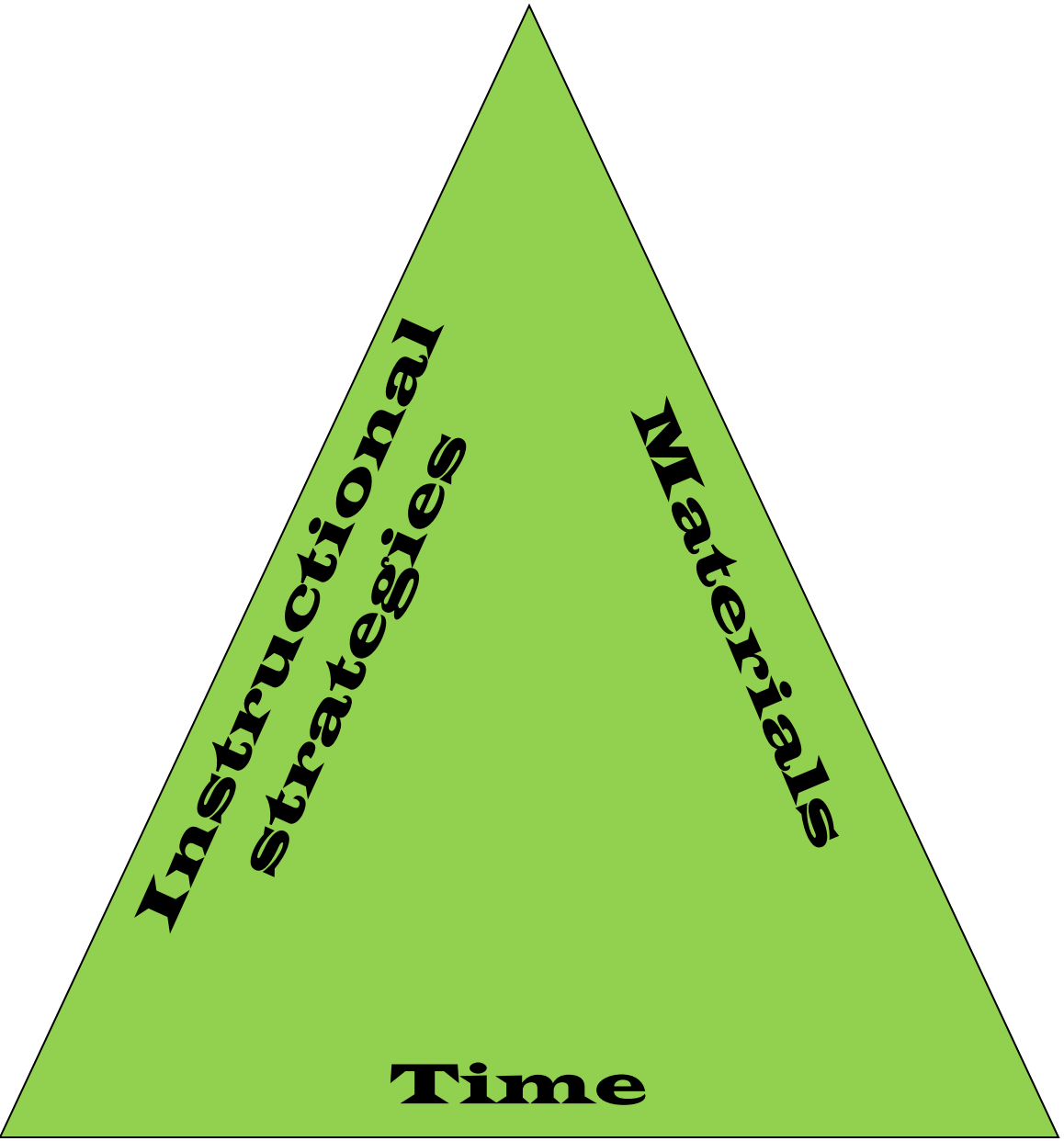
ORTIi
Reach & Teach All Students


RTI Essential Components
SLD Decision Making
Progress Monitoring
Interventions
Screening
Core
Leadership
Teaming/Data-Based Decision Making
Professional Learning & Support
High Expectations
Culture
For ALL student Populations



Core is for all students

The goal of tier 1 instruction is that 75 to 80% of the students are proficient.



Core is for all students

The goal of tier 1 instruction is that 75 to 80% of the students are proficient.

Systems lead to success…

- video

Systems lead to success…

- video

How is our system?

School Oregon RTIi Staff Implementation Survey

Neah-Kah-Nie

District Summary Report
Spring 2014

Download Date: 10/07/15

The School Staff Survey is designed to gain input from all instructional staff (teachers, administrators and certified staff) regarding the implementation of evidence-based practices that support student achievement. This survey asks participants to rate their own behavior in implementing these elements:

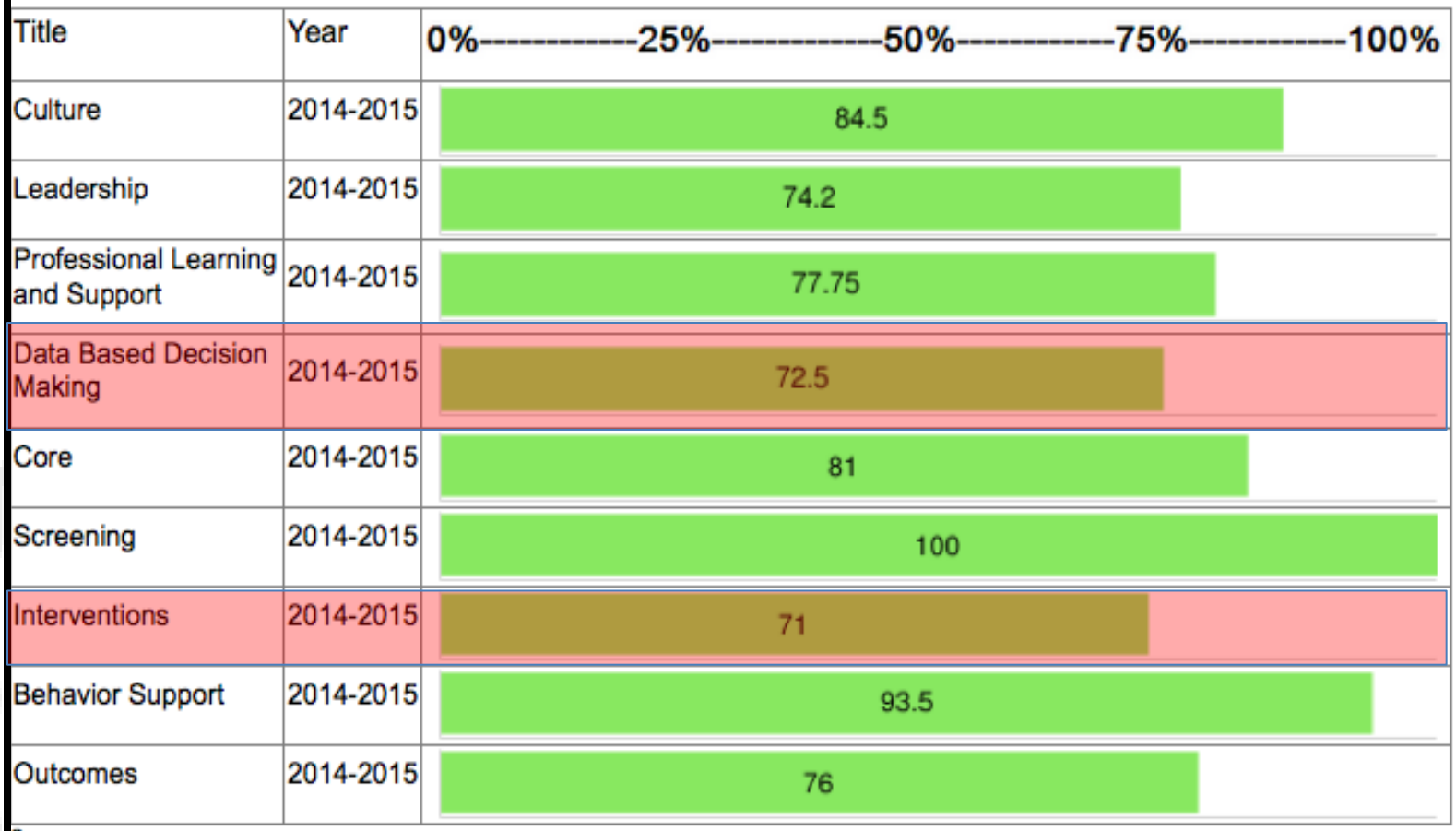
1. Leadership
2. Culture
3. Core
4. Screening
5. Interventions
6. Progress Monitoring
7. Teaming/Data-Based Decision Making
8. SLD Decision Making
9. Behavior Support
10. Staff Development & Support
11. Outcomes

This summary report provides graphs of each item within each element as well as composite scores. When viewing the results, please note that information is organized by the essential elements. A higher rating illustrates that survey statements more closely represent the behavior of individuals in your school. The results are intended to support school leaders and collaborative teams in their data-based decision making and school-wide implementation of effective practices that support student achievement.

Essential Elements

Essential Elements

The following graphs provide the percentage of respondents from each school with average ratings of '3' or '4' on the five point scale within each essential element.

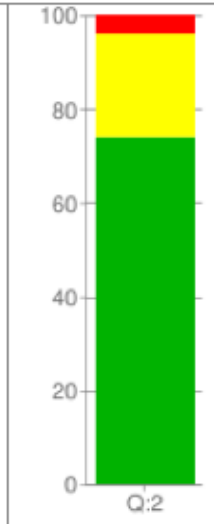
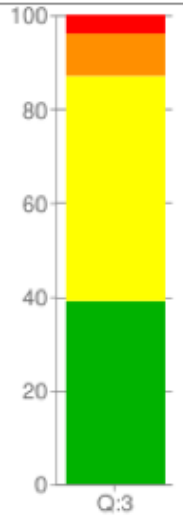
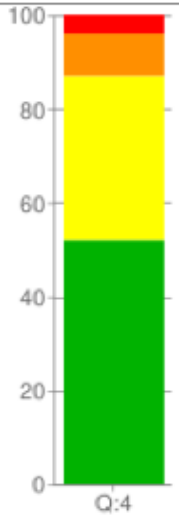
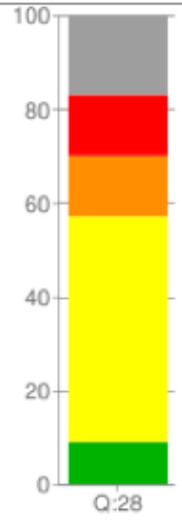


Title	Year	0%----------25%----------50%----------75%----------100%
Culture	2014-2015	84.5
Leadership	2014-2015	74.2
Professional Learning and Support	2014-2015	77.75
Data Based Decision Making	2014-2015	72.5
Core	2014-2015	81
Screening	2014-2015	100
Interventions	2014-2015	71
Behavior Support	2014-2015	93.5
Outcomes	2014-2015	76

0

Culture

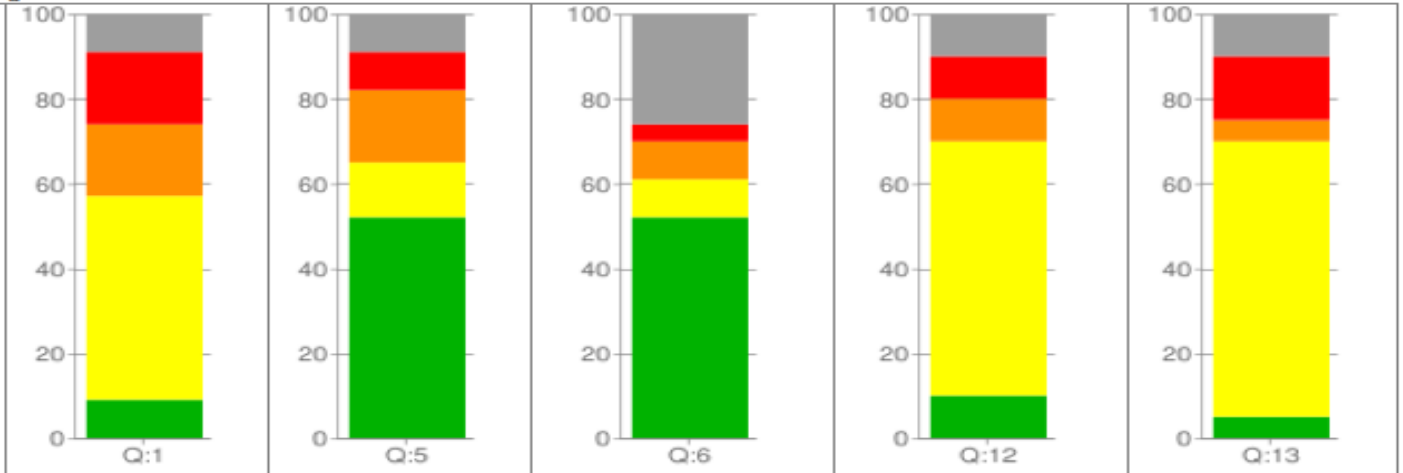
Culture

Graph				
Question	2. I believe I can impact powerful educational outcomes for my students	3. I believe that at least 80% of students in my school can be proficient readers with effective core instructional supports	4. I believe that staff at my school collaborate effectively to improve learning outcomes for all of our students.	28. I believe that school leadership actively seeks out and uses teacher feedback in developing and implementing our RTI system
0s	0%	0%	0%	17%
1s	4%	4%	4%	13%
2s	0%	9%	9%	13%
3s	22%	48%	35%	48%
4s	74%	39%	52%	9%

Leadership

Leadership

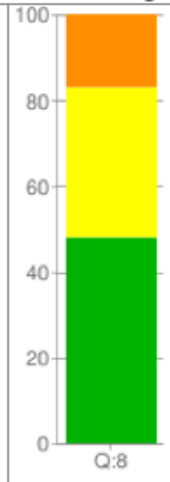
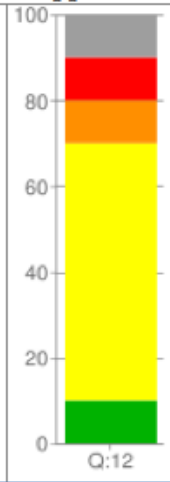
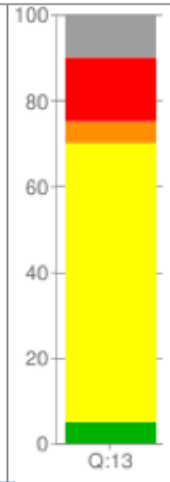
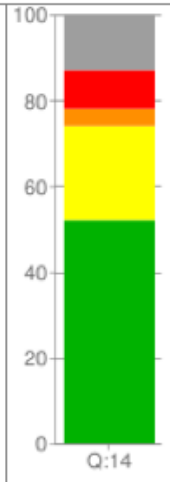
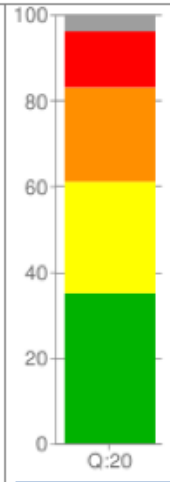
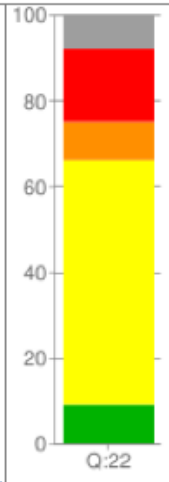
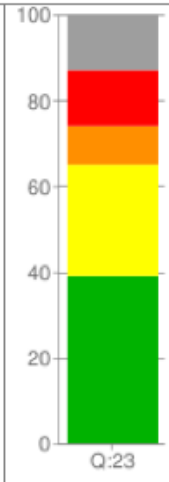
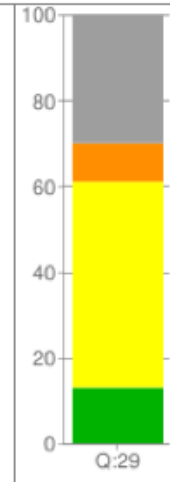
Graph



Question	1. My school has communicated a long term vision for RTI	5. I believe that there is strong leadership guiding our RTI system	6. My administrator regularly attends RTI team meetings (e.g. 100% meetings, 20% meetings, RTI leadership meetings) and takes an active role (e.g. interpreting data, allocating resources, etc.)	12. My principal (or other school leader) regularly does walkthroughs in my classroom to ensure fidelity of core implementation and effective instructional practices	13. I receive actionable and useful feedback as a result of the principal walkthroughs
0s	9%	9%	26%	10%	10%
1s	17%	9%	4%	10%	15%
2s	17%	17%	9%	10%	5%
3s	48%	13%	9%	60%	65%
4s	9%	52%	52%	10%	5%

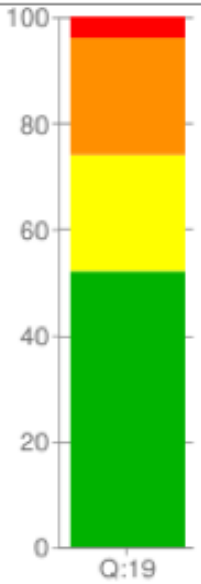
Professional Learning and Support

Professional Learning and Support

Graph								
Question	8. My school provides professional development (e.g. training, coaching, technical assistance, etc.) around using data to make decisions about students	12. My principal (or other school leader) regularly does walkthroughs in my classroom to ensure fidelity of core implementation and effective instructional practices	13. I receive actionable and useful feedback as a result of the principal walkthroughs	14. My school provides professional development (e.g. training, coaching, technical assistance, etc.) around skills/strategies to improve core instructional practices.	20. My school provides professional development (e.g. training, coaching, technical assistance, etc.) around interventions for struggling learners	22. My school provides professional development (e.g. training, coaching, technical assistance, etc.) around how to monitor students' progress and use progress monitoring data	23. I receive coaching/mentoring to help me implement instructional supports and/or data-based decision making	29. Recently and newly hired staff (teachers, administrators, specialists, etc.) share the values and skills necessary to be an effective member of my school`s RTI system
0s	0%	10%	10%	13%	4%	9%	13%	30%
1s	0%	10%	15%	9%	13%	17%	13%	0%
2s	17%	10%	5%	4%	22%	9%	9%	9%
3s	35%	60%	65%	22%	26%	57%	26%	48%
4s	48%	10%	5%	52%	35%	9%	39%	13%

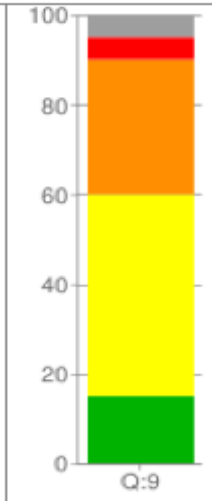
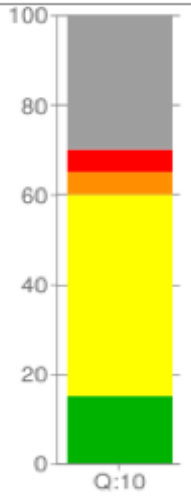
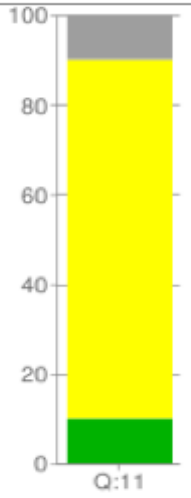
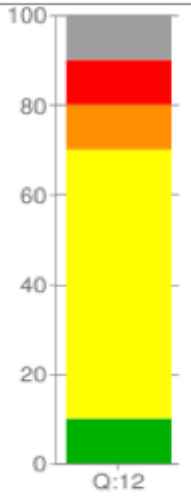
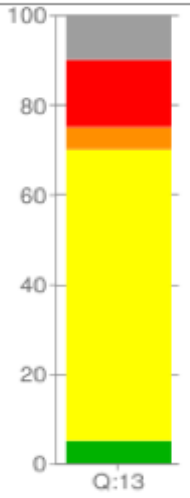
Data Based Decision Making

Data Based Decision Making

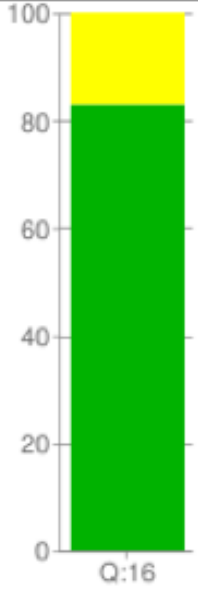
Graph		
Question	17. My school has grade level teams that use universal screening data to evaluate the effectivness of core instruction & create an action plan that addresses the common instructional needs of all students (e.g. 100% meetings)	19. My school has a team that uses screening data to identify students in need of intervention
0s	9%	0%
1s	9%	4%
2s	17%	22%
3s	26%	22%
4s	39%	52%

CORE

Core

Graph					
Question	9. I have a clear understanding of what the expectations are for using our district adopted core materials and effective instructional strategies in my school.	10. I use the district adopted core curriculum as the primary instructional materials (e.g. more than 80% of the time) during my reading block	11. I regularly use the district's agreed-upon instructional strategies for engagement and explicit instruction during my core reading block.	12. My principal (or other school leader) regularly does walkthroughs in my classroom to ensure fidelity of core implementation and effective instructional practices	13. I receive actionable and useful feedback as a result of the principal walkthroughs
0s	5%	30%	10%	10%	10%
1s	5%	5%	0%	10%	15%
2s	30%	5%	0%	10%	5%
3s	45%	45%	80%	60%	65%
4s	15%	15%	10%	10%	5%

Screening

Screening	
Graph	
Question	16. My school uses a universal screener in reading (e.g. DIBELS, easyCBM, AIMSWEB, etc.) that is given to all students three times per year
0s	0%
1s	0%
2s	0%
3s	17%
4s	83%

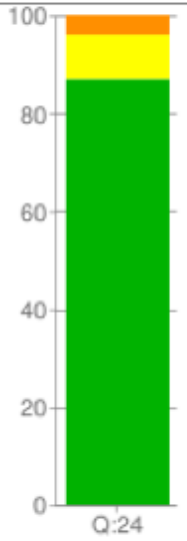
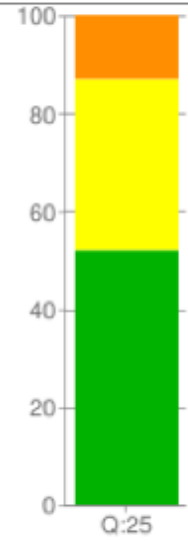
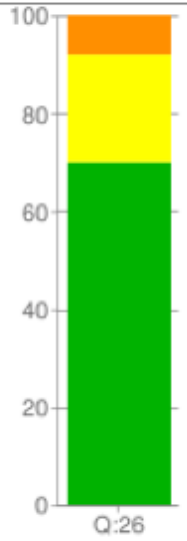
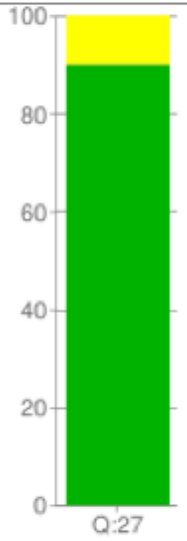
Interventions

Interventions

Graph	
Question	18. Students in need of additional support receive interventions that have been selected from a district protocol
0s	9%
1s	4%
2s	22%
3s	22%
4s	43%

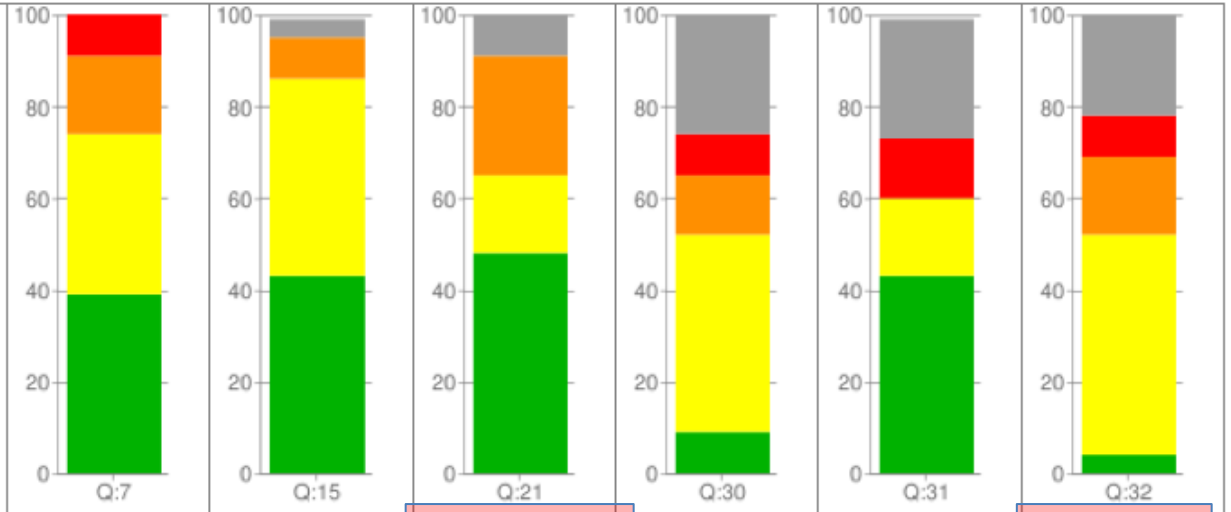
Behavior Support

Behavior Support

Graph				
Question	24. My school explicitly teaches and reinforces 3-5 positively stated school rules through our schoolwide behavior support system (for example, `Be Safe, Be Responsible, Be Respectful`)	25. My school has multi-tiered behavioral interventions for students with additional behavior support needs	26. My school has a team that addresses behavior support in the building(s)	27. I implement my school`s behavior support system in my classroom
0s	0%	0%	0%	0%
1s	0%	0%	0%	0%
2s	4%	13%	9%	0%
3s	9%	35%	22%	10%
4s	87%	52%	70%	90%

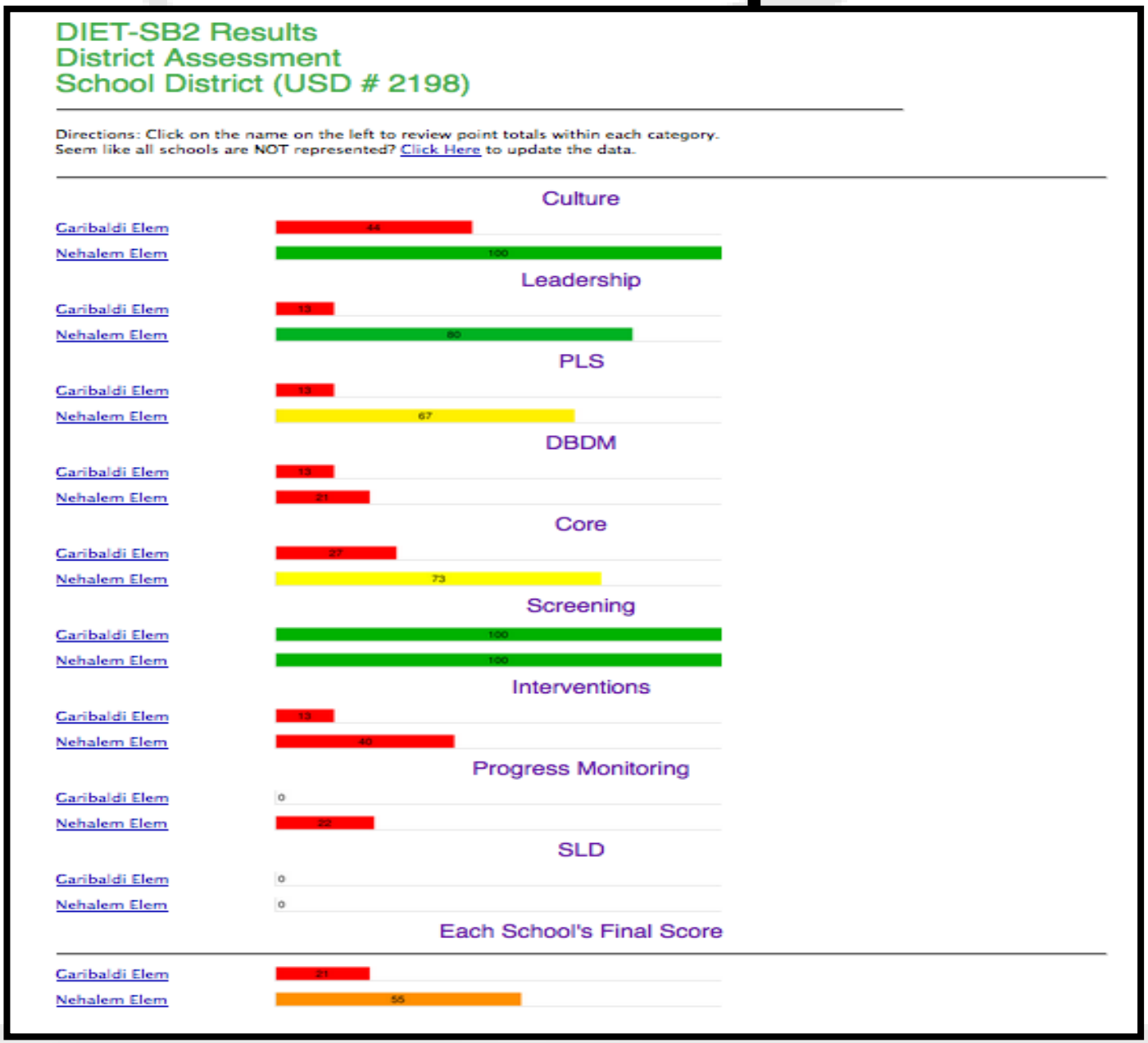
Outcomes

Outcomes

Graph						
Question	7. I believe that the data teams in my school/district are effective in making important educational decisions for students	15. I believe my school does a good job of addressing the literacy needs of students in Tier 1 (e.g. core reading curriculum & instructional strategies)	21. I believe that my school does a good job of addressing the literacy needs of students in Tier 2/3 interventions	30. I believe that my school`s RTI system is making my job more efficient and collaborative	31. I believe that my school`s RTI system is improving educational outcomes for students in my school	32. I believe that my school`s RTI system is helping to more accurately identify students with learning disabilities
0s	0%	4%	9%	26%	26%	22%
1s	9%	0%	0%	9%	13%	9%
2s	17%	9%	26%	13%	0%	17%
3s	35%	43%	17%	43%	17%	48%
4s	39%	43%	48%	9%	43%	4%

Let's look deeper…

Neah-Kah -Nie



Let's look deeper…

eadership	2014-2015	74.2

Garibaldi

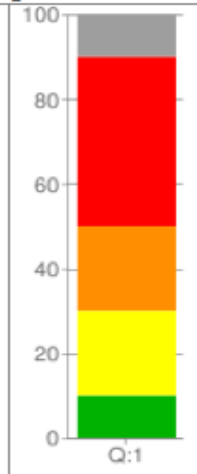
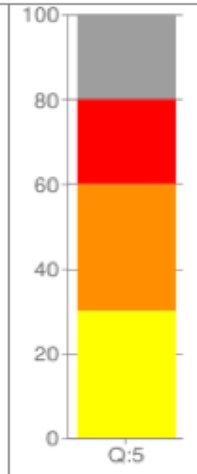
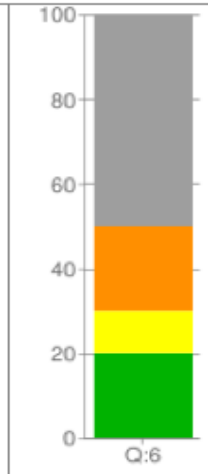
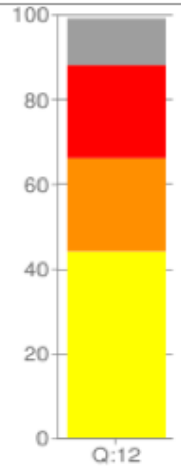
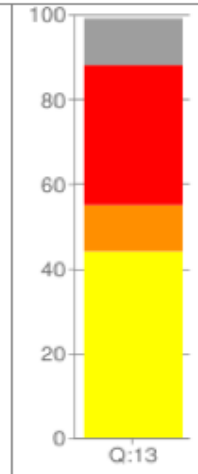
Title	Year	0%----------25%----------50%----------75%----------100%
Culture	2014-2015	64.75
Leadership	2014-2015	46.2
Professional Learning and Support	2014-2015	51.62
Data Based Decision Making	2014-2015	50
Core	2014-2015	60
Screening	2014-2015	100
Interventions	2014-2015	63
Behavior Support	2014-2015	87.5
Outcomes	2014-2015	40.83

0

Let's look deeper…leadership

Garibaldi

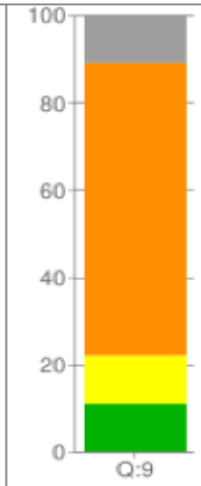
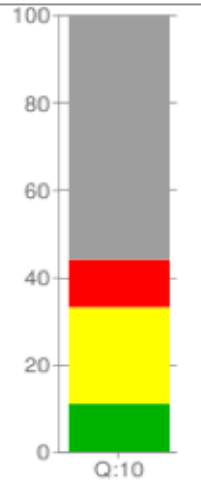
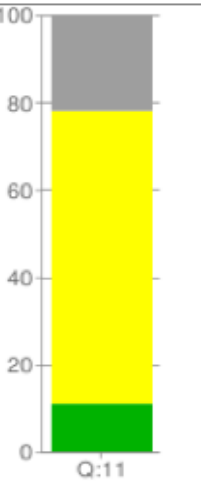
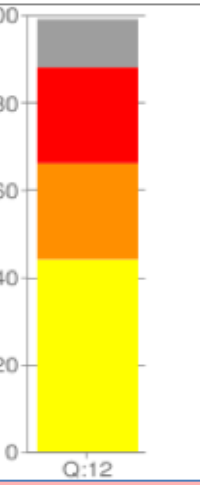
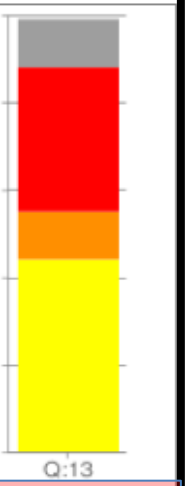
Leadership

Graph					
Question	1. My school has communicated a long term vision for RTI	5. I believe that there is strong leadership guiding our RTI system	6. My administrator regularly attends RTI team meetings (e.g. 100% meetings, 20% meetings, RTI leadership meetings) and takes an active role (e.g. interpreting data, allocating resources, etc.)	12. My principal (or other school leader) regularly does walkthroughs in my classroom to ensure fidelity of core implementation and effective instructional practices	13. I receive actionable and useful feedback as a result of the principal walkthroughs
0s	10%	20%	50%	11%	11%
1s	40%	20%	0%	22%	33%
2s	20%	30%	20%	22%	11%
3s	20%	30%	10%	44%	44%
4s	10%	0%	20%	0%	0%

Let's look deeper…core

Garibaldi

Core

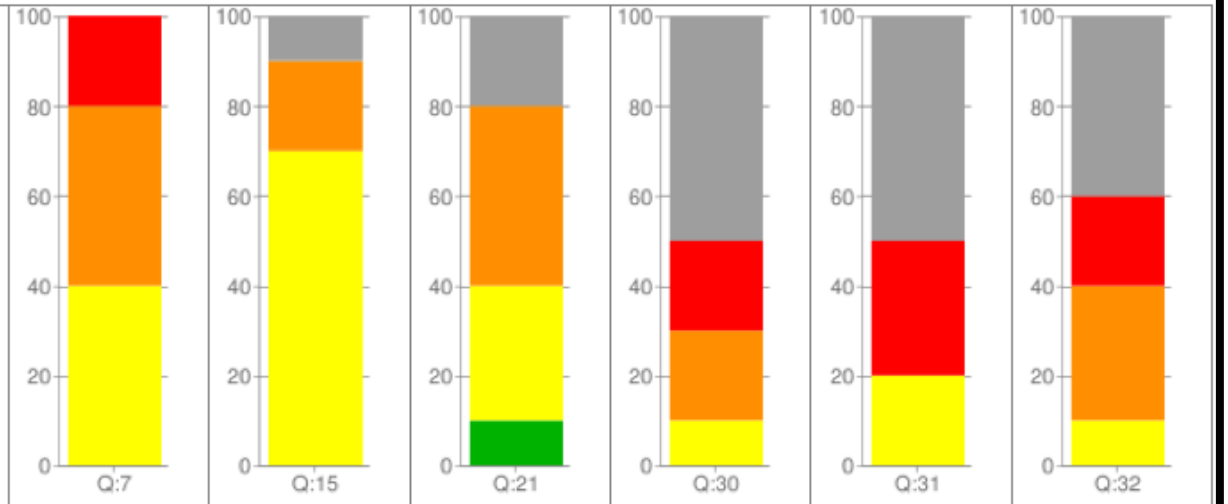
Graph					
Question	9. I have a clear understanding of what the expectations are for using our district adopted core materials and effective instructional strategies in my school.	10. I use the district adopted core curriculum as the primary instructional materials (e.g. more than 80% of the time) during my reading block	11. I regularly use the district's agreed-upon instructional strategies for engagement and explicit instruction during my core reading block.	12. My principal (or other school leader) regularly does walkthroughs in my classroom to ensure fidelity of core implementation and effective instructional practices	13. I receive actionable and useful feedback as a result of the principal walkthroughs
0s	11%	56%	22%	11%	11%
1s	0%	11%	0%	22%	33%
2s	67%	0%	0%	22%	11%
3s	11%	22%	67%	44%	44%
4s	11%	11%	11%	0%	0%

Let's look deeper…outcomes

Garibaldi

Outcomes

Graph



Question	7. I believe that the data teams in my school/district are effective in making important educational decisions for students	15. I believe my school does a good job of addressing the literacy needs of students in Tier 1 (e.g. core reading curriculum & instructional strategies)	21. I believe that my school does a good job of addressing the literacy needs of students in Tier 2/3 interventions	30. I believe that my school`s RTI system is making my job more efficient and collaborative	31. I believe that my school`s RTI system is improving educational outcomes for students in my school	32. I believe that my school`s RTI system is helping to more accurately identify students with learning disabilities
0s	0%	10%	20%	50%	50%	40%
1s	20%	0%	0%	20%	30%	20%
2s	40%	20%	40%	20%	0%	30%
3s	40%	70%	30%	10%	20%	10%
4s	0%	0%	10%	0%	0%	0%

Let's look deeper…

Leadership	2014-2015	74.2

Nehalem

Essential Elements

The following graphs provide the percentage of respondents from each school with average ratings of '3' or '4' on the five point scale within each essential element.

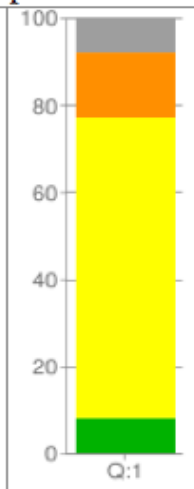
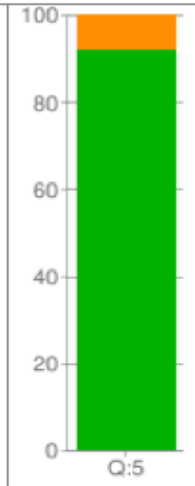
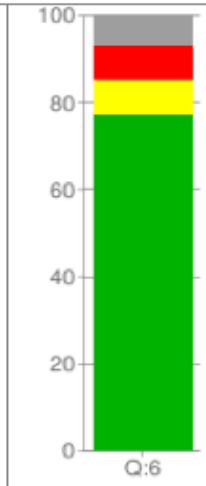
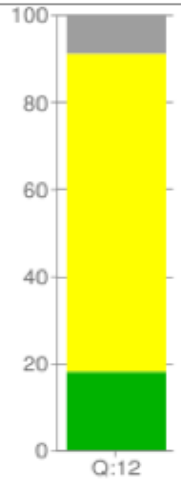
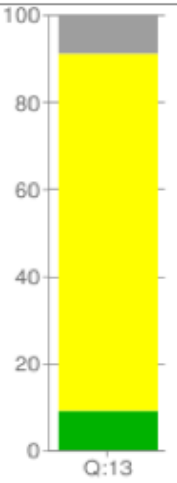
Title	Year	0%----------25%----------50%----------75%----------100%
Culture	2014-2015	98
Leadership	2014-2015	93.4
Professional Learning and Support	2014-2015	94.25
Data Based Decision Making	2014-2015	88.5
Core	2014-2015	96.2
Screening	2014-2015	100
Interventions	2014-2015	77
Behavior Support	2014-2015	98
Outcomes	2014-2015	94.83

0

Let's look deeper…leadership

Nehalem

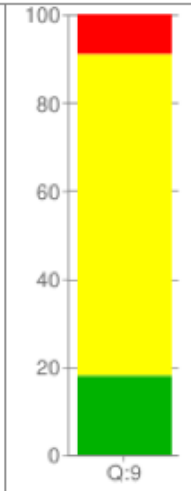
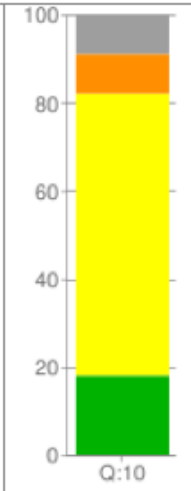
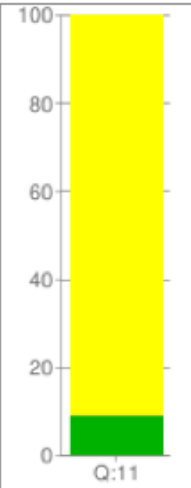
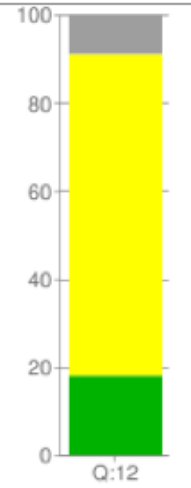
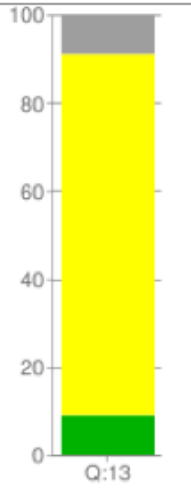
Leadership

Graph					
Question	1. My school has communicated a long term vision for RTI	5. I believe that there is strong leadership guiding our RTI system	6. My administrator regularly attends RTI team meetings (e.g. 100% meetings, 20% meetings, RTI leadership meetings) and takes an active role (e.g. interpreting data, allocating resources, etc.)	12. My principal (or other school leader) regularly does walkthroughs in my classroom to ensure fidelity of core implementation and effective instructional practices	13. I receive actionable and useful feedback as a result of the principal walkthroughs
0s	8%	0%	8%	9%	9%
1s	0%	0%	8%	0%	0%
2s	15%	8%	0%	0%	0%
3s	69%	0%	8%	73%	82%
4s	8%	92%	77%	18%	9%

Let's look deeper…core

Nehalem

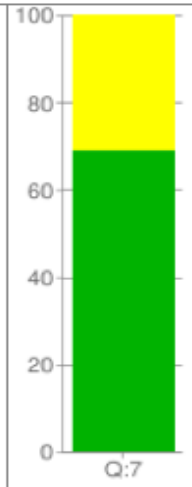
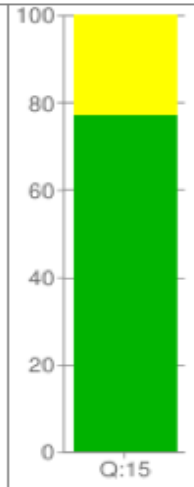
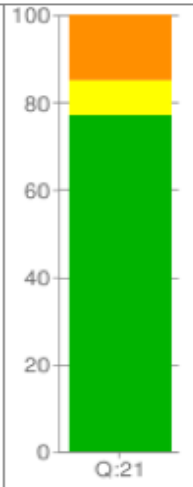
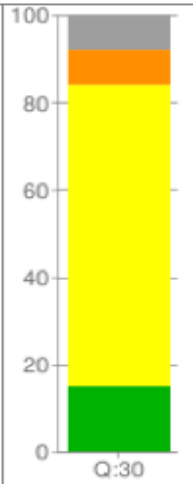
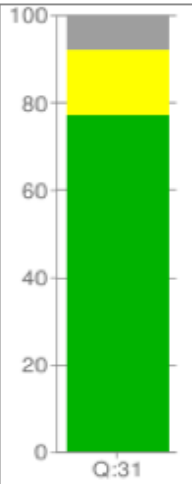
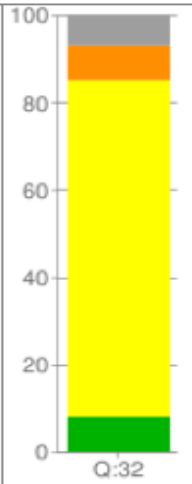
Core

Graph					
Question	9. I have a clear understanding of what the expectations are for using our district adopted core materials and effective instructional strategies in my school.	10. I use the district adopted core curriculum as the primary instructional materials (e.g. more than 80% of the time) during my reading block	11. I regularly use the district's agreed-upon instructional strategies for engagement and explicit instruction during my core reading block.	12. My principal (or other school leader) regularly does walkthroughs in my classroom to ensure fidelity of core implementation and effective instructional practices	13. I receive actionable and useful feedback as a result of the principal walkthroughs
0s	0%	9%	0%	9%	9%
1s	9%	0%	0%	0%	0%
2s	0%	9%	0%	0%	0%
3s	73%	64%	91%	73%	82%
4s	18%	18%	9%	18%	9%

Let's look deeper…outcomes

Nehalem

Outcomes

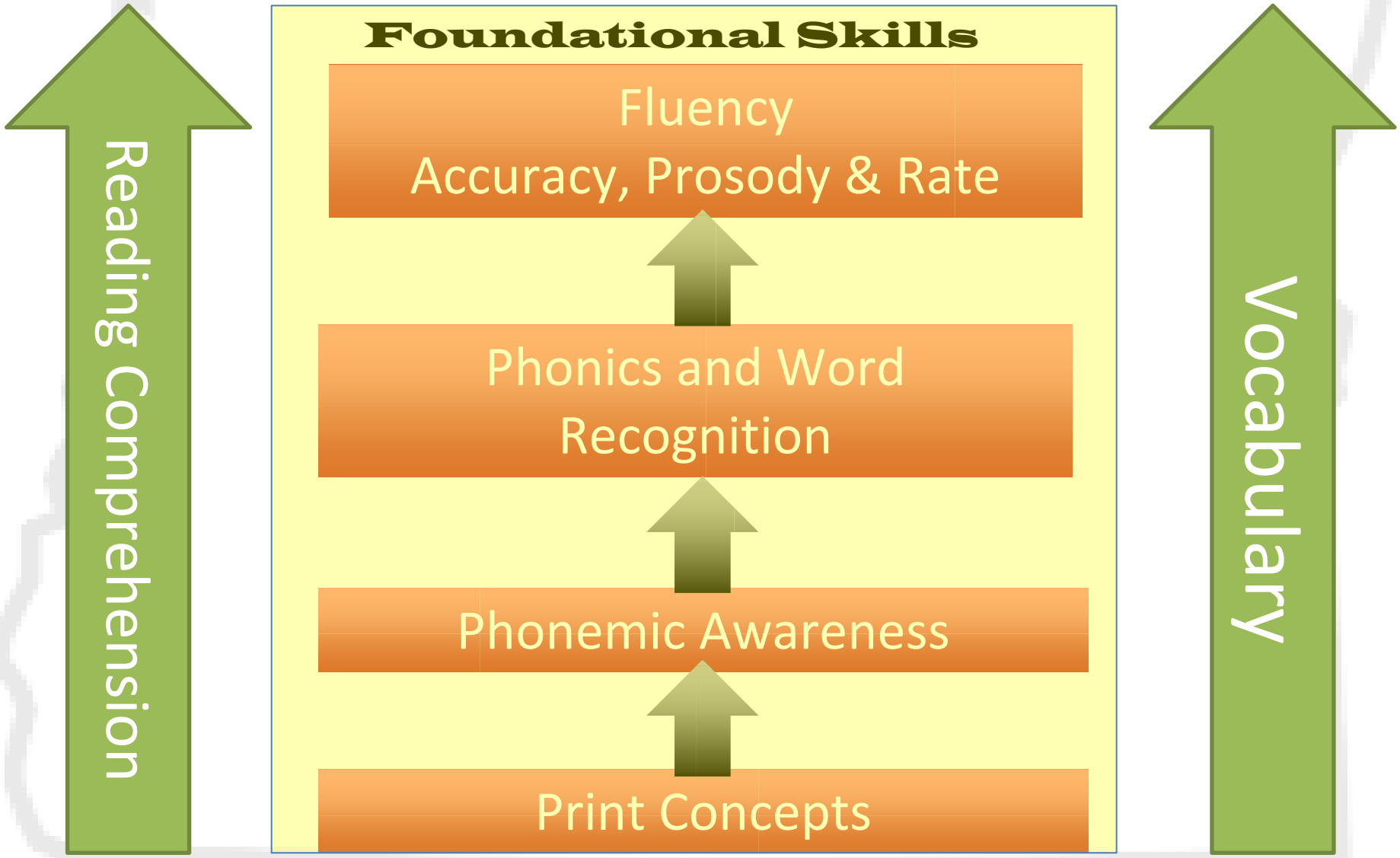
Graph						
Question	7. I believe that the data teams in my school/district are effective in making important educational decisions for students	15. I believe my school does a good job of addressing the literacy needs of students in Tier 1 (e.g. core reading curriculum & instructional strategies)	21. I believe that my school does a good job of addressing the literacy needs of students in Tier 2/3 interventions	30. I believe that my school`s RTI system is making my job more efficient and collaborative	31. I believe that my school`s RTI system is improving educational outcomes for students in my school	32. I believe that my school`s RTI system is helping to more accurately identify students with learning disabilities
0s	0%	0%	0%	8%	8%	8%
1s	0%	0%	0%	0%	0%	0%
2s	0%	0%	15%	8%	0%	8%
3s	31%	23%	8%	69%	15%	77%
4s	69%	77%	77%	15%	77%	8%

Why focus on reading?

- Results of a longitudinal study of nearly 4,000 students find that those ***who do not read proficiently by third grade are four times more likely to leave school*** without a diploma than proficient readers.
- Among children with ***two risk factors—poverty and reading skills*** below the proficient mark— ***26 percent do not graduate from high school***, compared to 9 percent with these subpar reading scores who have never experienced poverty.

Double Jeopardy Overview: How Third-Grade Reading Skills and Poverty Influence High School Graduation

Reading Skills



What is DIBELS?

- The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade.

- DIBELS are comprised of seven measures to function as indicators of **phonemic awareness**, **alphabetic principle**, **accuracy and fluency** with connected text, **reading comprehension**, and **vocabulary.**

Student Outcome Results Grades K-5

Grade Level	District	Garibaldi	Nehalem
K	58%	57%	59%
1	43%	33%	56%
2	58%	41%	76%
3	64%	59%	71%
4	69%	69%	69%
5	46%	42%	52%

Next Steps Actions to Take

- Process for supporting agreements in implementing core materials and core instruction
- Plan for transfer of learning from training sessions on tier 2-3
- Support for monitoring 100% meeting agreements
- How can we support Garibaldi?
- Parent Communication and RTI Brochure

Adopting an RTI model is about adopting best professional practice, insisting that we do what is best and necessary for all students in our schools, and, finally, rising to the challenge of doing that which is socially just. That is why we must adopt an RTI model and implement it with integrity in every school throughout the nation.

RTI Action Network

ORTIi
Reach & Teach All Students