NYS RtI Self-Assessment Results: 2009 + 2011

McNab Meco Elementary School
Gloversville Enlarged School District

<table>
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<tr>
<th># of Surveys Analyzed</th>
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<tbody>
<tr>
<td>2009</td>
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<td>N = 30</td>
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Note: * percentages may not add up to 100 due to rounding and/or unanswered items
* survey items have been abbreviated for spacing reasons

Abbreviations:
GE = general education  SE = Special Education  PM = progress monitoring
1. addresses the 5 pillars of reading
2. aligned to NYS ELA standards
3. meets the needs of at least 80% of ALL students in GE
4. is research-validated for the population of learners with whom it is being used
5. reflects research-based instruction that is systematic and explicit.
6. A system for determining fidelity of core rdg. instruction is established
7. GE teachers differentiate reading instruction
8. provided during an uninterrupted 90+ minute block per day.
1. A menu of research-based instructional interventions is available in my school.

2. Supplemental instructional time (at least 20-30 minutes per session, 3-4 times per week) is offered in addition to the 90+ minutes of core reading instruction.

3. Checks for fidelity of implementation of intervention are conducted.

4. Data from progress monitoring assessments are used to evaluate whether student response to intervention.

5. Interventions are implemented on a consistent basis.

6. Interventions provided at Tier 2 are research-based & implemented by trained & knowledgeable staff.

7. Interventions are matched to students’ specific needs.

8. Tier 2 interventions are delivered in small groups (no more than 5 or 6 students per group).

9. Tier 2 interventions are provided as soon as student’s at-risk status is determined.

10. Instruction in Tier 2 is consistent with core instruction in terms of vocabulary and strategies.
1. Supplemental instructional time (at least 60 minutes per session, 5 times per week) is offered in addition to the 90+ minutes of core reading instruction.

2. Interventions are matched to students’ specific needs.

3. Intervention is delivered in smaller grouping format than Tier 2 (1:1 or 1:2).

4. Checks for fidelity of implementation of intervention are conducted.

5. Data from progress monitoring assessments are used to evaluate student response to the intervention.

6. Interventions are implemented on.

7. Interventions provided at Tier 3 are research-based and implemented by trained & knowledgeable staff.

### TIER 3 INTERVENTION

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- no implementation
- partial implementation
- full implementation
- don't know
1. My school has identified a screening tool used to determine at-risk status.

2. My school has established a schedule for screening ALL students in grades K-4 a minimum of 3x/yr.

3. Logistical screening arrangements have been established: who, what, where, and when.

4. Data from each screening administration are graphed.

5. Data obtained from each screening session are routinely shared with staff.

6. Fidelity of screening procedures or administration is conducted regularly.

7. All staff have received initial training on the administration of screening measures.

8. “Refresher” sessions are provided prior to each screening administration.

9. Decision rules are used to identify students who may require intervention.

ASSESSMENT: SCREENING

- no implementation
- partial implementation
- full implementation
- don’t know
1. My school has identified a PM tool.

2. PM tools include a combination of CBMs and informal measures.

3. Data from student PM measures are graphed.

4. Students performing below grade level expectations are progress monitored frequently (weekly and/or biweekly).

5. PM data are routinely shared with staff and parents.

6. All staff has received training in the administration and interpretation of PM measures.

7. PM data are maintained on every student requiring this level of assessment (Tiers 1, 2, 3).

8. PM data are used to determine interventions’ effectiveness.

9. PM data are graphed.

10. Logistical decisions involving PM have been determined: who, what, where, when, and frequency of monitoring at each tier.

11. Decision rules are used to determine student movement through tiers.

12. Regular checks of fidelity of progress monitoring administration are conducted.

13. “Refresher” sessions are provided as needed.
1. A data management system has been established in my building.
2. Data are used to determine the effectiveness of RtI by examining the following kinds of data over time:
3. Student, classroom, and school level efficacy data are used to make improvements to the RtI process.
4. RtI is principally featured or embedded within my school’s improvement plan.
5. My school and/or district has an RtI implementation plan.
6. The majority of faculty and staff in my school support RtI.
7. A specific RtI model has been adopted by my school.
8. My building or district has a detailed plan for evaluating the effectiveness of RtI implementation.

### INFRASTRUCTURE

- **2011**
  - 7% no implementation
  - 11% partial implementation
  - 21% full implementation
  - 30% don’t know
  - 21% 5%
  - 20% 40%
  - 33% 23%
  - 68% 63%
  - 33% 5%
  - 20% 33%
  - 79% 37%
  - 37% 16%
  - 20% 21%
  - 80% 79%
  - 23% 33%
  - 40% 16%
  - 33% 37%
  - 16% 16%
  - 11% 11%
  - 47% 47%
  - 20% 47%
  - 33% 47%
  - 20% 33%
  - 21% 5%
  - 5% 20%
  - 7% 17%
  - 17% 21%
  - 40% 79%
  - 20% 79%
  - 30% 79%
  - 30% 30%
  - 47% 68%
  - 26% 79%
  - 20% 90%
  - 11% 11%
  - 33% 63%
  - 11% 58%
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  - 7% 33%
  - 21% 40%
  - 40% 30%
  - 20% 58%
  - 20% 40%

- **2009**
  - 7% no implementation
  - 11% partial implementation
  - 21% full implementation
  - 30% don’t know
  - 21% 5%
  - 20% 40%
  - 33% 23%
  - 68% 63%
  - 33% 5%
  - 20% 33%
  - 79% 37%
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  - 20% 21%
  - 80% 79%
  - 23% 33%
  - 40% 16%
  - 33% 37%
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  - 11% 11%
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  - 21% 5%
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  - 7% 17%
  - 17% 21%
  - 40% 79%
  - 20% 79%
  - 30% 79%
  - 30% 30%
  - 47% 68%
  - 26% 79%
  - 20% 90%
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  - 33% 63%
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  - 40% 21%
  - 33% 20%
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  - 7% 33%
  - 21% 40%
  - 40% 30%
  - 20% 58%
  - 20% 40%
1. The principal is a fully participating member of the RtI Design Team
2. The principal actively participates in grade-level team meetings to analyze student reading performance data
3. The principal participates in all PD opportunities.
4. The building principal allocates the necessary resources essential for RtI implementation.
5. The principal schedules core reading instruction that ensures an uninterrupted block of time (a minimum of 90 minutes).
6. The principal regularly communicates with district/central office regarding the RtI process.
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<td>1. Classroom, grade level, and school-wide screening and progress monitoring data focus the topics and intensity of PD.</td>
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<td>95%</td>
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<td>2. All school staff have received an Overview of RtI</td>
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<td>3. All faculty and staff have received training in the administration/interpretation of screening &amp; progress monitoring measures.</td>
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<td>4. The RtI Literacy Coach has received PD relative to the five pillars of reading</td>
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<td>2011</td>
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<td>5. PD is on-going, job-embedded &amp; reflects key elements of effective RtI implementation.</td>
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<td>6. Opportunities for follow-up to PD are provided</td>
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<td>7. RtI PD is part of the school's overall improvement/strategic plan.</td>
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**Legend:**
- no implementation
- partial implementation
- full implementation
- don't know
PROFESSIONAL DEVELOPMENT A-I

A. Using data to inform instruction
B. Research-based instructional practices & interventions
C. Assessment protocol/procedures involving screening & progress monitoring
D. Informal reading assessment
E. Differentiated instruction
F. CBM
G. CBM in math
H. Scientifically – based instruction in reading
I. Collaborative teaming/professional learning communities

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11% | 16% | 20% | 5% | 40% | 70% | 10% | 16% | 17% | 67% | 3% | 42% | 10% | 21%
7% | 13% | 16% | 16% | 40% | 70% | 10% | 16% | 17% | 67% | 3% | 42% | 10% | 21%
16% | 16% | 16% | 16% | 79% | 79% | 17% | 23% | 27% | 23% | 3% | 16% | 10% | 21%
3% | 10% | 10% | 10% | 79% | 79% | 3% | 16% | 10% | 10% | 10% | 16% | 10% | 21%
6% | 6% | 6% | 6% | 84% | 84% | 6% | 6% | 6% | 6% | 6% | 6% | 6% | 6%
1. A multi-disciplinary, building-based RtI Design Team has been established.
2. The purpose of the building-based, RtI Design Team has been identified.
3. A RtI problem-solving team is established for the purposes of reviewing student data and making decisions about students' RtI.
4. A RtI literacy coach has been identified.
5. The RtI literacy coach meets regularly with teachers to assist them with core reading instruction.
6. Team discussions are driven by student and classroom data.
7. Shared responsibility for all children is evident among educators.
8. The building-based RtI problem-solving team is given adequate time to meet regularly.
9. Data from fidelity checks are used to inform instruction and PD.
10. A communication system has been established to relay building-specific RtI information.

TEAMING/COLLABORATION

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- no implementation
- partial implementation
- full implementation
- don't know
1. All parents are given info regarding the RtI process

2. Parents are notified about their child’s performance on screening measures.

3. Parents are notified; their participation in the RtI process is solicited when their child begins a Tier 2 or 3 intervention.

4. Parents of children who receive tiered interventions are provided reports (once per quarter)

5. Parents are provided info regarding their right to ask for an evaluation for SE services/programs at any time during the RtI process.