RTI: What Every Administrator Needs to Know about RTI & Accountability Standards

Dawne McDougall, M.S.Ed.
Doris Scoggin, M.Ed.
Today’s Conversation

- How does Response to Intervention (RTI) impact accountability for my school/district?
- How do summative and formative assessments differ?
- What are the benefits of using formative assessment during core instruction?
- What is the role of the administrator in meeting and exceeding standards?
- What is the connection between school growth rates and RTI?
What is RTI?

• RTI is the practice of providing high quality instruction (and) intervention matched to student needs and using **learning rate over time** and **level of performance** to make important instructional decisions.

» National Association of State Directors of Special Education Policy
How Does RTI Impact Accountability?

**Learning Rate &**
- What is the rate of learning needed to meet common core standards?
- What is the rate of improvement needed within a school year?

**Level of Performance**
- Does the student have enrolled grade level skills in reading, math, and writing in order to access the general curriculum?
- If not enrolled grade level, where is the student’s level of performance?
Do You Know the Difference?

Summative Assessment
- Tells you what *happened*
- State assessments which measure the knowledge students learn *after instruction*
- Has the student mastered the enrolled grade level curriculum?

Formative Assessment
- Tells you what’s *happening*
- Process of assessing student achievement frequently *during instruction*
- Does the student have critical skills in the areas of reading, math, and writing?
Rethinking the Role of Formative Assessment

• Formative assessment is not simply something to be administered or taken.

• Formative assessment is an integral part of the instructional process and should not be isolated from it.
And then there is....

Diagnostic Assessment

- Measures that indicate **specific skill strengths and those areas needing improvement**
- May indicate skill areas needing intervention/instruction
- May address which intervention to use
Three Types of Assessment

<table>
<thead>
<tr>
<th>Summative Assessment</th>
<th>Formative Assessment</th>
<th>Diagnostic Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tells what happened after instruction</td>
<td>Tells what’s happening during instruction</td>
<td>Identifies individual student’s strengths &amp; needs</td>
</tr>
<tr>
<td>Benefits</td>
<td>Formative Assessments</td>
<td>Summative Assessments</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Assessment that informs instruction</td>
<td>Curriculum Based Measurement (CBM) Benchmarks AIMSweb</td>
<td>State Tests SAT, ACT Local Benchmarks</td>
</tr>
<tr>
<td>Answers different questions</td>
<td>Do students have basic, broad academic skills?</td>
<td>Have students mastered the curriculum?</td>
</tr>
<tr>
<td>Benefits</td>
<td>Formative Assessments</td>
<td>Summative Assessments</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Different instructional focus</td>
<td>Essential reading, math, &amp; writing skills</td>
<td>Curriculum &amp; learner objectives on state assessments</td>
</tr>
<tr>
<td>How do you know if your strategies are successful?</td>
<td>Frequent progress monitoring results</td>
<td>Annual state assessment results</td>
</tr>
</tbody>
</table>
Making Formative Assessment an Integral Part of Core Instruction

- Analyze data from formative assessments
- Determine if core instruction is effective
- Adjust the intensity of intervention based on student’s response to intervention
Using Formative Assessment During Core Instruction

- **Universal Screening**
  - Benchmark all students in targeted skills at enrolled grade level 3 times per year
  - Monitor students in the 25th – 74th percentile (average) & 75th percentile and above (above and well above average) for expected learning rates
  - Examine core curriculum in light of benchmark results

- **Strategic Monitoring**
  - Consider monthly progress monitoring at enrolled grade level
  - May target those “bubble” students in the 25th – 49th percentile

- **Progress Monitoring**
  - Consider targeted intervention for students who fall below the 25th percentile
  - Provide frequent progress monitoring for struggling students
Link these Four Components in order to Meet & Exceed Standards

- Instruction
- Curriculum
- Formative Assessment
- Professional Development
Role of the Administrator in Meeting and Exceeding Standards

1. **Instructional Leader**
   - Provides the vision and establishes high expectations
   - Checks for alignment of state assessment and district’s curriculum
   - Appraises a teacher’s quality of instruction that includes differentiation, acceleration, and enrichment
   - Ensures fidelity of instruction, intervention and assessment
Before you begin RTI, make sure the entire staff:

- Know how to analyze data
- Know how to enrich/differentiate/accelerate instruction
- Understand rationale for why certain accommodations are used
- Have access to research-based interventions that they implement with fidelity
- Know how to administer benchmark and progress monitoring assessments
Role of Administrator in Meeting & Exceeding Standards

2. Resource Manager

- “Do More with Less” given reduced budgets
- Use data to determine effective staffing patterns
- Be flexible with time during the school day
- Be prepared to re-align resources to meet changing student needs
Administrators as Resource Managers

- Prioritize time in order to commit ongoing support, coaching, & mentoring for RTI

- Determine how funds will be allocated in order to support enrichment, differentiation, and acceleration of instruction
Use RTI Data to Align Resource Allocation

**Universal Screening**

- Identify students ranging from advanced to struggling
- Assign services based on available resources

**Universal Screening**

- Predict student success on state assessment
- Evaluate program effectiveness
Comparing Norm-Referenced & Criterion-Referenced Reports:

**“RESOURCE ALLOCATION”**

Norm-Referenced Report

Color-assignment is based on a normative distribution (i.e. curve) of performance among all students in comparison group.

**“REALITY CHECK!”**

Criterion-Referenced Report:

Color-assignment is based on locally-determined (pre-defined) cut-scores for each color-range.
Role of Administrators in Meeting and Exceeding Standards

3. Establish the instructional climate

- Use frequent “walk throughs” to check fidelity of assessment/instruction

- Be present & take an active role at meetings/trainings

- When analyzing data, consider factors, not excuses
Administrator High Expectations and Follow-Through

- Intervention is a flexible component of instruction.
- Intervention time is a variable within the school day.
- Results have to be a constant—success!
A Strong Core Curriculum (Tier 1)

- “Educators who rely on interventions alone to meet the needs of students who score below proficiency will never solve the basic problem these children face. In fact, if a school does not address the core program’s (Tier 1) effectiveness, roughly the same percentage of students will require interventions year after year.”

  » Buffum, Mattos, & Weber, 2009
Core Instruction: Culturally Responsive and Evidence Based

- Core with Intense Intervention
- Core Instruction with Intervention
- Core Instruction with Differentiation
- Baseline data for Fall, plus growth in winter
- Shows movement across tiers (through fall/winter)
- Use for instructional planning
- Movement of students into different tiers
Student Growth Rates and Proposed Accountability Standards

Reform Movement

Data Driven

Part of Teacher Appraisal
School Growth Rates

• Gaining enrolled grade level skills is a moving target for students which increases from fall to winter and winter to spring.

• Struggling learners must increase their rate of improvement compared to their typically developing peers in order to “catch up”.

• Advanced learners must maintain their high learning rates through a rigorous curriculum and enrichment.
School Growth Rates

• A high achieving school must closely monitor growth rates by grade level to ensure they remain high and do not “drift” downward.

• A low achieving school can become high achieving by using RTI strategies that ensure growth rates by grade level are increasing at a faster rate than the target school.
School Growth Rates and Accountability

- Low Growth Rates will trap Low Achieving
- Low Growth Rates will cause High Achieving to “drift”
- High Growth Rates will maintain High Achieving
- High Growth Rates will lead to High Achieving
School Norm Comparison Table

<table>
<thead>
<tr>
<th>Grade</th>
<th>%ile</th>
<th>Num</th>
<th>WRC</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90</td>
<td>79</td>
<td>64</td>
<td>44</td>
<td>92</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>75</td>
<td>29</td>
<td>29</td>
<td>59</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>73</td>
<td>12</td>
<td>14</td>
<td>30</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>72</td>
<td>5</td>
<td>10</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>70</td>
<td>1</td>
<td>6</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>74</td>
<td>23</td>
<td>21</td>
<td>42</td>
<td>44</td>
</tr>
<tr>
<td>StdDev</td>
<td></td>
<td>5</td>
<td>29</td>
<td>16</td>
<td>34</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>68</td>
<td>110</td>
<td>119</td>
<td>136</td>
<td>128</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>64</td>
<td>85</td>
<td>109</td>
<td>111</td>
<td>113</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>43</td>
<td>60</td>
<td>86</td>
<td>85</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>34</td>
<td>31</td>
<td>65</td>
<td>61</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>20</td>
<td>15</td>
<td>58</td>
<td>32</td>
<td>68</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>46</td>
<td>61</td>
<td>86</td>
<td>86</td>
<td>98</td>
</tr>
<tr>
<td>StdDev</td>
<td></td>
<td>20</td>
<td>37</td>
<td>26</td>
<td>39</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>129</td>
<td>138</td>
<td>131</td>
<td>157</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>101</td>
<td>111</td>
<td>114</td>
<td>134</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>66</td>
<td>83</td>
<td>89</td>
<td>105</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>49</td>
<td>54</td>
<td>74</td>
<td>78</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>33</td>
<td>34</td>
<td>51</td>
<td>49</td>
<td>69</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>75</td>
<td>84</td>
<td>91</td>
<td>105</td>
<td>108</td>
</tr>
<tr>
<td>StdDev</td>
<td></td>
<td>37</td>
<td>40</td>
<td>34</td>
<td>42</td>
<td>35</td>
</tr>
</tbody>
</table>

- Compare your local norms to district, state, or national aggregate norms
- Compare Rates of Improvement to other groups
- Ability to view data within or across years

(All identifying information and scores are fictitious.)
School Growth Rates

Across grade levels and student groups

Data analysis depends on comparison group

Targeted skills in reading, math, & writing
In Summary

Federal & state accountability standards remain as the primary instruments for measuring success or failure of schools and districts.

RTI as a school-wide process can give administrators an “edge” in meeting and exceeding standards.
In Summary

RTI can be used to assess growth rates for all students – from struggling to advanced learners.

Use of formative assessment to guide instruction is crucial when there is no longer any room for “guessing” as a result of shrinking resources.
Questions???

Thank you!
Dawne McDougall
dawnemcd@comcast.net

Doris Scoggin
dscoggin@suddenlink.net