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

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Today’s Conversation

• How does Response to Intervention (RTI) impact accountability for my school/district?
• How do summative/formative/diagnostic 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 student growth rates, RTI, and AYP?
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 state and local standards?
- What is the rate of improvement needed to meet standards over the course of the 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?
Basic Skills Measures

- Brief & “General”
- Tell us the WHO
- Measure **basic, critical, and essential skills** (i.e., “Can the student read?)

(Skills that are **prerequisite to** or **predictors of** successful performance on other Standards-based, formative or summative assessments)

- Very sensitive to improvement and measures growth
- Used for Universal Screening & Progress Monitoring
- Used for program evaluation

Content-Related Measures

- Lengthier & “Specific”
- Tell us the WHAT
- Standards-based assessments that measure performance on specific content standards

  - **Content related**
  - Typically not designed for valid RTI progress monitoring
Rethinking the Role of Formative Assessment

• Formative assessment is not simply something to be administered or taken as a “stand-alone activity”.

• Formative assessment is an integral part of the instructional process and should not be viewed as an isolated occurrence apart from instruction.
Using Formative Assessment During Core Instruction

Universal Screening
- Benchmark all students 3 times per year
- Monitor students in the Average & Above Average ranges 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
And then there is....

Diagnostic Assessment

– Measures that indicate **specific skill strengths and those areas needing improvement**
– May indicate skill areas in need of intervention
– May address which intervention to use (not product specific)
# Three Types of Assessment

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<tr>
<th>Summative Assessment</th>
<th>Formative Assessment</th>
<th>Diagnostic Assessment</th>
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<tr>
<td>• Tells what <em>happened</em> after instruction</td>
<td>• Tells what’s <em>happening</em> during instruction</td>
<td>• Identifies individual student’s strengths &amp; needs</td>
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Role of Administrators 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 the quality of instruction that includes differentiation, acceleration, and enrichment
   - Ensures fidelity of instruction, intervention and assessment
Role of Administrators 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
Role of Administrators in Meeting and Exceeding Standards

3. Establishes 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
Role of Administrators in Meeting and Exceeding Standards

4. RTI Supervisor

Before beginning RTI, all staff must:

• Know how to administer benchmark and progress monitoring assessments

• Know how to analyze and interpret data

• Know how to enrich/differentiate/accelerate instruction

• Understand rationale for why specific accommodations are used

• Have access to research-based interventions and the skill to implement them with fidelity
RTI and Resource Management

• Prioritize time in order to commit ongoing support, coaching, and mentoring for RTI
• Adjust time in the master schedule for interventions that are added to core instruction
• Determine how funds will be allocated in order to support enrichment, differentiation, and acceleration of instruction
  – Federal and state accountability
  – College and/or career readiness
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”**

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Norm-Referenced Report

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

**“REALITY CHECK!”**

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Criterion-Referenced Report:

Color-assignment is based on locally-determined (pre-defined) cut-scores for each color-range.
Administrator High Expectations and Follow-Through

- Intervention is a flexible component of instruction
- Intervention time is a variable within the school day
- Results must lead to success!
1. Identify Need:
Students’ instructional needs are identified (typically via Universal Screening data).

2. Determine Student Performance Goal:
An ambitious, yet reasonable goal is chosen for the performance level desired for the goal period (time frame).

3. Design instruction to meet need:
Diagnostic assessments or other data are used to identify student’s skill deficits. Instructional programs are selected, documented, and delivered accordingly.

4. Measure performance:
Students assessed briefly and regularly. Data are entered into AIMSweb and reports show progress.

5. Act the program going! on the Data: If data indicate student is successful—keep. If not, ask why and adjust course!
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

1. Core Instruction with Differentiation

2. Core Instruction with Intervention

3. Core with Intense Intervention
President Obama proposed that states could opt out of NCLB.

States would be required to apply for waivers and:

- Adopt standards for college and career readiness
- Evaluate and support teacher and principal effectiveness
- Measure each student’s academic growth regardless of the performance level at which student starts
Student Growth Rates

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

• Struggling learners’ rate of improvement must be greater than that of 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 comparison group.
School Growth Rates and Accountability

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

**AIMSweb® National Norms Table**

### Reading - Curriculum Based Measurement

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- Compare your local norms to district, state, or national norms
- Compare Rates of Improvement to other student groups
- Analyze data within and across years
In Summary

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

RTI as a school-wide process can provide administrators with 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!
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