

MEASURING RtI EFFECTIVENESS AT MARYLIN AVENUE ELEMENTARY SCHOOL

PURPOSE		PARTICIPANTS		IMPLEMENTATION		RESULTS
<i>What is the intent (desired results, objectives)?</i>	<i>How will you know the intent (desired results, objectives) is being met?</i>	<i>Who is the program intended to serve?</i>	<i>Who is being served? Who is not being served?</i>	<i>What would it look like if the program were fully implemented?</i>	<i>To what degree is the program being implemented? How is implementation being measured?</i>	<i>What are the results?</i>
<p>The intent of RtI at Marylin Avenue is to:</p> <ul style="list-style-type: none"> ◆ Implement, in every classroom, quality, research-based instruction and assessment strategies that address students' needs and differences, and are based on essential learning standards. ◆ Maximize <i>all</i> students' learning. ◆ Reduce behavior problems. ◆ Ensure that <i>all</i> students are primarily educated in the general education environment, with access to the general education content, materials, and expectations. ◆ Ensure the appropriate identification of students with special needs. 	<p>When RtI is implemented as intended, instructional coherence and a continuum of learning that makes sense for all students will be evident. What students learn in one grade level will build on what they learned in the previous grade level:</p> <ul style="list-style-type: none"> ◆ Individual student achievement results will improve each year. All students will be proficient in all areas. No students will need to be retained. ◆ Progress monitoring and common formative assessments, conducted within the classroom setting, during the school day, will be utilized to identify struggling students and why they are struggling. ◆ Interventions matched to student needs will result in student learning increases for all students. ◆ Number of office referrals will be minimal. ◆ Students will not be placed in special education for the wrong reasons, such as teachers wanting students out of the classroom because of behavior or lack of learning response, poor test-taking skills, second language learning/ English language proficiency levels not having received high-quality instruction or adequate interventions. ◆ Attendance will improve. 	<p>RtI is intended to serve all students within the general education environment.</p> <p>When a student has difficulty mastering specific skills, the classroom teacher will adjust instruction in order to assist that child's learning.</p> <p>Classroom teachers, with support from others, will provide intensive additional instruction in small groups for a specified period of time, and then one-on-one.</p>	<p>The California Standards Test (CST) will show which students are proficient and which students are not proficient.</p> <p>Progress monitoring will show which students are and are not making progress, before, during, and after interventions.</p>	<p>When all teachers at Marylin Avenue are implementing RtI as designed by staff, they will:</p> <ul style="list-style-type: none"> ◆ Identify essential student learning standards, in their grade level teams. ◆ Create/adopt assessments of the standards, in their grade level teams. ◆ Administer agreed-upon assessments in their classrooms to understand what students know and do not know in order to focus their instructional strategies to meet the needs of all students. ◆ Provide instruction adjusted to student needs. ◆ Assess students every three weeks. ◆ Review assessment results with grade level team members. ◆ Provide additional instruction and interventions for the students who are not proficient. ◆ Provide regular grade level instruction to all students. ◆ Only identify students for special education when insufficient progress has been demonstrated. ◆ Ensure that students who are proficient continue to grow. 	<p>The degree to which teachers are implementing RtI is being measured through the classroom observation tool, and through the results of common formative assessments. These measures are discussed in grade level meetings.</p> <p>Classroom observations show that teachers are implementing the components of RtI.</p> <p>Data are used with the RtI flowcharts to understand if the system is working as intended.</p>	<p>CST results show there is instructional coherence in the school in some subjects.</p> <p>Most students are making the equivalent of one year's growth, or better, on state proficiency tests.</p> <p>There is a reduction of retentions.</p> <p>The percentage of the school population identified for special education services has decreased and does not exceed state or national averages.</p> <p>Students, teachers, and parents feel that students can do the work and that they are learning at adequate rates to prepare them for the future.</p> <p>Student attendance was down this year.</p> <p>Teacher morale is good, but lower in 2010.</p> <p>Staff and parents feel the school has a good public image.</p> <p>Teachers are better at meeting needs of the lowest performing students, as measured by progress monitoring assessments.</p>