

URBAN SCHOOLS AND TIERED  
SYSTEMS:  
THE IMPORTANCE OF GROWTH AS  
AN INDICATOR OF RTII  
EFFECTIVENESS

RTII IMPLEMENTERS' FORUM

JUNE 26, 2013

2:45-4:15

*STACEY CHERNY*, SCHOOL IMPROVEMENT ADMINISTRATOR

*CINDY H. GOLDSWORTHY, ED.D.*, CONSULTANT,  
EVIDENCE TO ACTION: K-12 CONSULTING SERVICES

TODAY'S FOCUS

**Share one urban district's experiences in using PVAAS in planning, monitoring, and evaluating the implementation of RtII in K-12 schools.**

**Provide opportunities for networking and discussion about the use of PVAAS in urban settings in the planning and implementation of RtII.**

## GETTING TO KNOW YOU..

**Who is here today?**

**What do you hope to learn in this session?**

**What is your knowledge and implementation level of RtII?**

**What is your knowledge and use of PVAAS?**

## HARRISBURG SCHOOL DISTRICT: DEMOGRAPHICS

**2012-2013:**

- Total School Buildings: 10
  - two high schools, 8 schools with varying K-8 configurations
    - Reconfiguration in 13-14 SY
  
- Student Population: 6311
- Economically Disadvantaged: 78.1%
- Special Education: 22.9%
- ELL:11.4%

# HARRISBURG SCHOOL DISTRICT

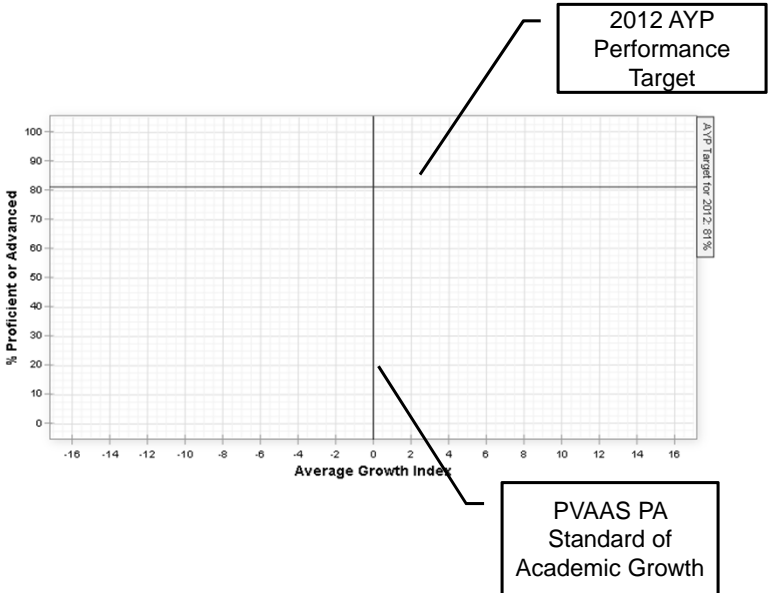
A Look at Our Achievement and Growth Data



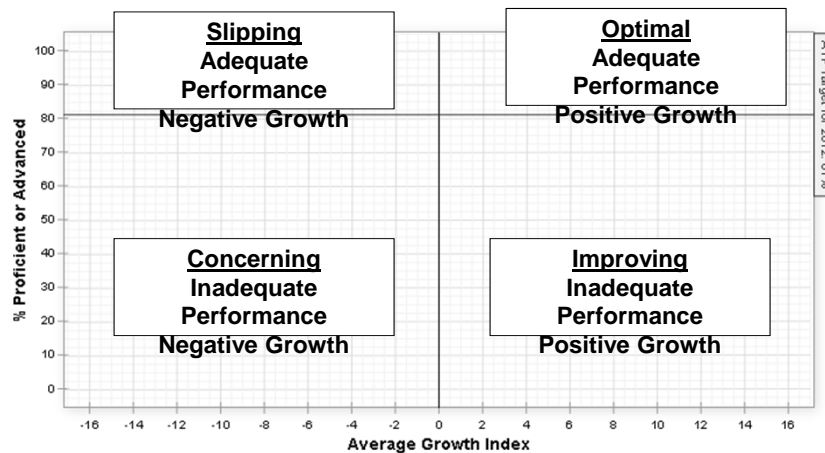
The Key to How the District Looks at Data!



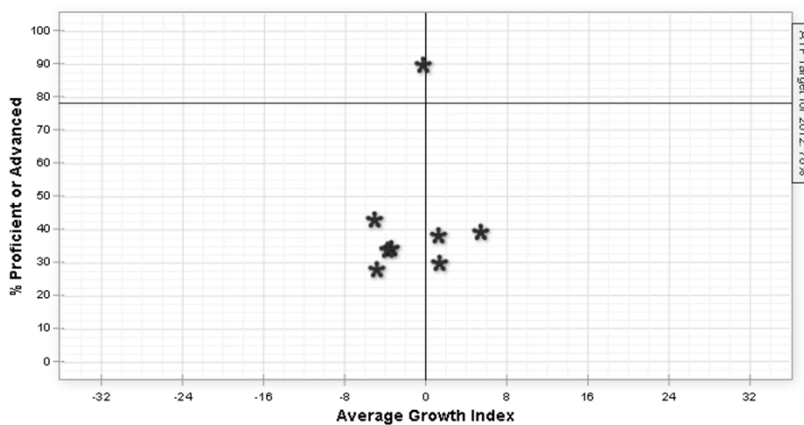
## INTERPRETING A SCATTERPLOT



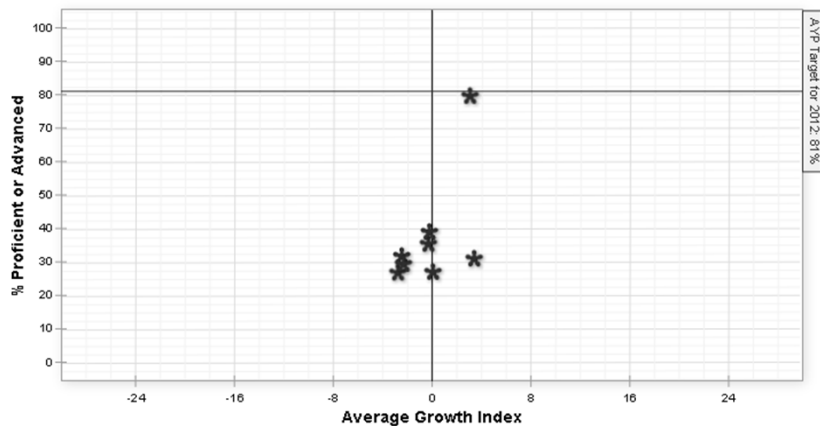
# INTERPRETING A SCATTERPLOT



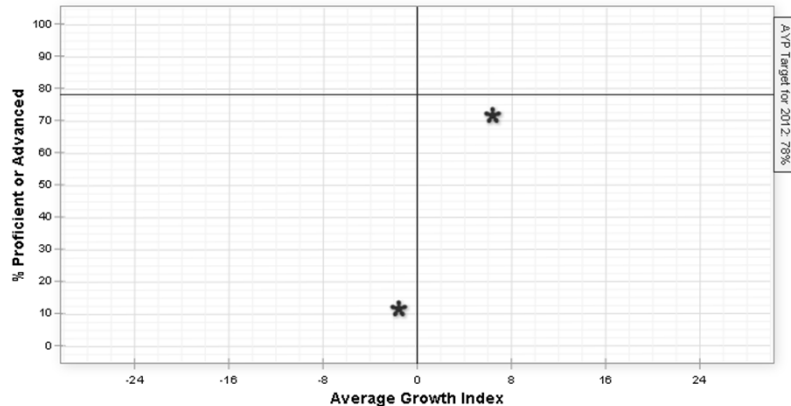
# HARRISBURG MATH – GR 4-8



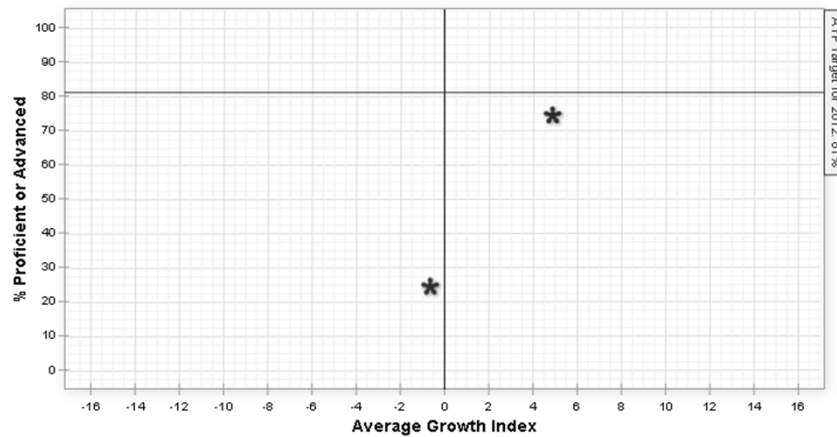
## HARRISBURG READING - GR 4-8



## HARRISBURG MATH - GR 11



## HARRISBURG READING - GR 11



## HARRISBURG SCHOOL DISTRICT, 13-14 SY

### **Chief Recovery Officer (CRO) Plan approved by school board**

- Financial and academic recovery plan
- Superintendent and CRO working collaboratively

### **Reconfiguration of Schools**

- Moving to 5-8 configuration of schools ( 3 schools, grades 5-8; 5 schools K-4; 2 schools 9-12)

### **Significant focus on improved student outcomes**

- PVAAS will continue to play a critical role in measuring progress towards closing the gap!

## HISTORY OF RTII IMPLEMENTATION IN HBGSD

- RtII Planning:10-11SY
- Developed district RtII Guidance Document, 2011
- Implemented RtII,11-12 SY
  - Training for teachers and principals
  - Support from IU/PaTTAN consultants
  - Focus on Tier One initially
  - Beginning & gradual move to system of tiered supports

## RTII AND URBAN CHALLENGES

### **Climate of low expectations and “defeat”**

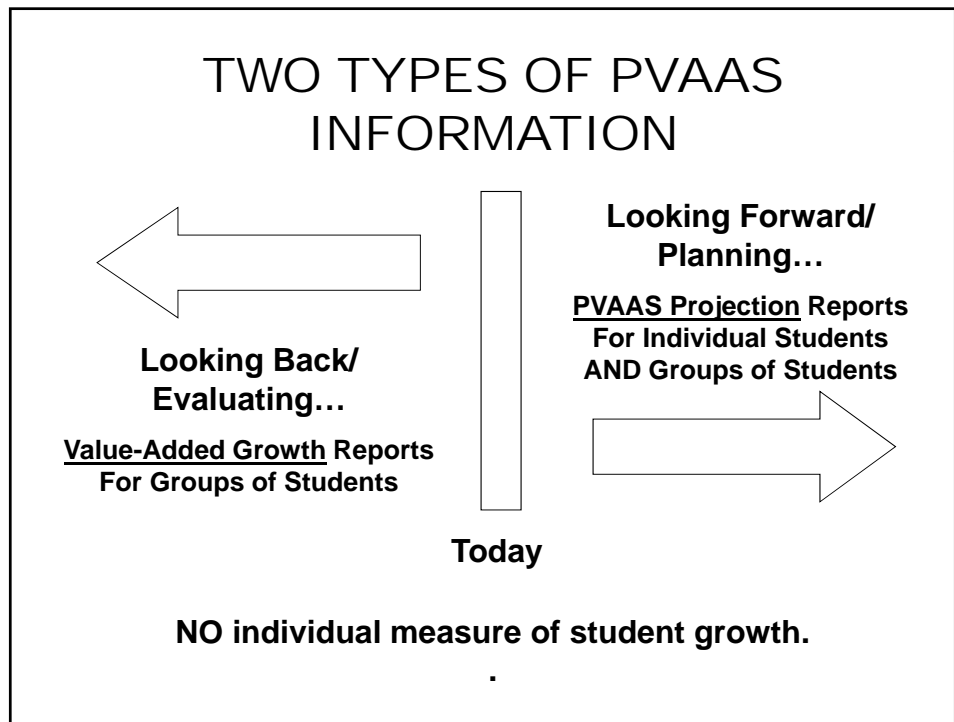
- Focus solely in past on “published” achievement scores

### **An “upside down” triangle!**

- Tier One – The Focus

### **System level change/reform**

- Developing new understandings and practices system-wide



## GROWTH AND URBAN SCHOOLS

- Understanding how growth differs from, and complements achievement helps urban schools determine if they are “on the right track”**
- Addressing various patterns of growth, across buildings and within subgroups and cohorts of students at various performance levels assists in evaluating tiered system**
- Understanding that achievement, not growth, is correlated with demographics**
- Your thoughts? Why else is “the concept of growth” important to urban schools?***



## PROJECTIONS AND URBAN SCHOOLS

**-Understanding of who is at risk – marginally at risk, significantly at risk - informs type of interventions and levels of supports needed (helps urban schools prioritize)**

**-Assists in district-wide planning and allocation of resources, both fiscal and human**

**-Assists in development of master schedules to determine how to address significant needs at Tier One and also respond to needs for tiered supports**

***----Your thoughts? Why else are projection reports important to urban schools?***

## ACHIEVEMENT VS. PROGRESS

### Achievement

**Measures a student's performance at one single point in time**

**Highly correlated with a student's demographics**

**Compares student performance to a standard**

**Critical to a student's post-secondary opportunities**

### Progress

**Measures a student's progress across time; i.e., across years**

**Not related to students' demographic background when a student's prior achievement is adequately accounted for ; dependent on what happens as a result of schooling**

**Compares student performance to his/her own prior performance**

**Critical to ensuring a student's future academic success**

## CRITICAL PVAAS REPORTS/TIERED SYSTEM

Question	PVAAS Report
Curriculum and Instruction	School Value Added Report Value-Added Summary Report Performance Diagnostic Report Performance Diagnostic for Subgroups
Assessing Students' Level of Risk	Performance Diagnostic Report Projection Summary Report Student Projection Report Student Search
Supplemental Interventions	Performance Diagnostic Report Custom Diagnostic Report
Planning	Performance Diagnostic Summary Report Projection Summary Report

## CRITICAL PVAAS REPORTS

Question	PVAAS Report
<b>Tier 1 – Is Tier 1 working for all students?</b>	<b>School Value Added Report Value-Added Summary Report Performance Diagnostic Report Performance Diagnostic for Subgroups</b>
Who needs intervention?	Performance Diagnostic Report Projection Summary Report Student Projection Report Custom Student Search
Tier 2 and Tier 3: Are students responding to intervention?	Performance Diagnostic Report Custom Diagnostic Report
How can we allocate resources (time, staff, etc.) to most adequately meet student needs?	Performance Diagnostic Summary Report Projection Summary Report

## BENEFITS OF PVAAS TO HBGSD!

### **Growth measures show progress towards improved student outcomes!**

- Encouraging staff to see increments of improvement

### **Growth measures show where the successes are!**

- What is working and how can that be replicated elsewhere?

### **Projections assist in planning!**

- Where do we need to head in allocating resources, planning for instruction, curriculum alignment, etc.?

### **Growth measures show where the needs are**

- All students
- Subgroups (Performance Diagnostic Reports)

### **Reports allow the district to communicate the progress in another way!**

- Parents
- Students
- Teachers
- School Board
- Local media

## INITIAL STEPS

**-All administrators/principals attended Fall PVAAS consultation training sessions**

**-Provided on-site follow-up sessions with principals for in-depth discussion of how to use PVAAS in decision making in a tiered system**

**-Developed PSSA/PVAAS Communication Plan**

**Provided training session with building level parent liaison**

**-Developed understanding of PVAAS Scatterplots**

**-Met with local media to review PVAAS growth and projection reports**

**-Provided training to teacher leaders**

**-Provided training to entire K-12 professional staff, with follow-up small group sessions lead by teacher leaders**

## SOME SPECIFIC STEPS

### **Used PVAAS in Comprehensive Plan(ning)**

### **Developed K-12 Assessment Calendar**

- Demonstrating that PVAAS is one piece, yet an essential piece, of the district assessment plan
- Clarifying and “mandating” common assessments used K-12 for decision-making

### **Added PVAAS to the IDEEAL Plans (grade level data team meetings)**

### **Adjusted master schedules to accommodate “WIN” time (tiered support time)**

## SPECIFIC STEPS, CON'T.

### **Use(d) student projections in individual student conferences**

### **Use student projection for specific selection criteria**

- Algebra I
- Math/Science Academy and Sci-Tech High School
  
- Determining what core instruction is appropriate for MS students in Language Arts
- Used for determining “digging deeper” Reading assessments in grades 6-8

## WHAT CHANGES WERE MADE (PVAAS REPORTS)

### **Tier One Decisions/Changes (aided by PVAAS data)**

- Math
  - Algebra I
    - Strengthened selection criteria, including addition of PVAAS
    - Shifted majority of students to 9<sup>th</sup> grade Algebra I placement
      - (all students had previously been enrolled in 8<sup>th</sup> grade Algebra I).
  - Aligned curriculum to PA Common Core and Keystones

## WHAT CHANGES WERE MADE (PVAAS REPORTS)

### **Tier One Decisions/Changes (aided by PVAAS data)**

- Literacy:
  - Adopted a core reading program, K-12 (none existed prior)
  - Provided LETRS training to teachers to support literacy content
  - Project READ, 1<sup>st</sup> grade
  - Added REWARDS to Core with targeted groups of students
  - Integrated READ 180 core for targeted students
  - Aligned curriculum to PA Common Core and Keystones
  - Added data protocol that required teaching ELA across content areas in secondary (9-12).

## EXAMPLES

- **IDEAL Plans – form and function**
- **Instructional Decision Making Flow Charts, Literacy**
- **Algebra I criteria**

## WHERE WE ARE NOW

### **PVAAS Roster Verification pilot participants**

- “It Went OK!” (quote from Principal)



### **Every school involved in pilot 12-13 SY**

#### **Rationale for Pilot Participation:**

- Provide principals with preview before full rollout!
- Work out any system corrections
- Provide teachers with preview to heighten understanding of value added reporting for teachers
- **“Bring home” the importance of knowing PVAAS so that the teacher reports are understood within the context of concept of growth!**

## WHERE WE NEED TO GO

### **We are not there yet!**

- Continue to infuse PVAAS into data-informed discussions and decision-making

### **PVAAS and Keystone reports**

- Value added and projection

### **Custom diagnostic reports**

- Selected groups of students to determine relationships between growth and specific criteria

### **Apply PVAAS to extended learning instructional decision-making**

**Develop LEA guidelines for managing attribution of instructional time, specific to nuances and challenges of tiered systems in urban settings**

## QUESTIONS AND DISCUSSION

### **What do I need to know and be able to do in using PVAAS in RtII implementation in my urban school district?**

- Know RtII ([www.pattan.net](http://www.pattan.net))
- Know PVAAS ([pvaas.sas.com](http://pvaas.sas.com))
- Know the connections between RtII and PVAAS!
  
- Plan a system-wide, multi-step “infusion” plan to promote and sustain the use of PVAAS in decision making relative to RtII
- **Your Thoughts?**

# THANK-YOU!

**Stacey Cherny**

- [staceycherny1@yahoo.com](mailto:staceycherny1@yahoo.com)

**Cindy H. Goldsworthy, Ed. D.**

- Evidence to Action: K-12 Consulting Services
- [Goldworthy.cindy@gmail.com](mailto:Goldworthy.cindy@gmail.com)
- 717 649 8139