

Slide 1

RTI SC LITERACY ASSESSMENT IN RTI

Good data-based decisions require good data

Slide 2

In RTI, progress isn't enough

- Trajectories matter
- We have to monitor trajectories and provide timely instruction whenever and wherever needed to:
 - Maintain a healthy trajectory
 - Accelerate and recover trajectories that are too slow

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Concept of Acceleration: what is it?

Slide 3

Grade-level trajectory

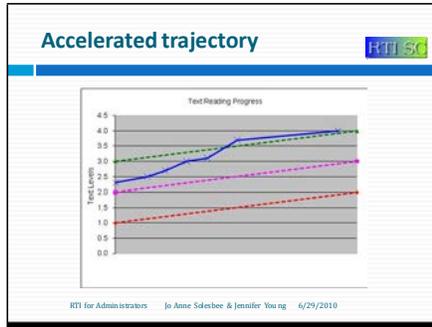
Test Reading Progress

Date	Test Level
8/20/07	1.5
9/20/07	1.8
10/21/07	2.1
11/20/07	2.4
12/21/07	2.7
1/21/08	3.0
2/20/08	3.3
3/21/08	3.6
4/20/08	3.9
5/21/08	4.2

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Here is a healthy, grade-level trajectory for a second grader. She begins a little above grade level at the beginning of the year and makes about a year of progress over the year, winding up a little above grade level at the end of the year. This is a healthy trajectory, but one we want to keep an eye on; it would be easy for this child to make less than a year of progress and fall below grade level.

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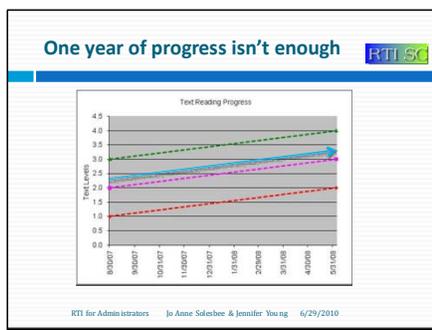


Here is another healthy trajectory...this one is of a third grader who started the year below grade level and made accelerated progress. Check out the slope of the progress line...it is steeper than the rate of grade-level progress, enabling this child to catch up to her peers in about half a year's time. In this case, the school has decided that progress isn't enough and they have arranged for acceleration.

So we pay attention to trajectories and we have to set goals for maintaining or changing the trajectory of children's learning so they either continue along a proficient trajectory or they accelerate so they can catch up within a specified period of time. Everyone has to get on board with monitoring progress and adjusting progress.

The effectiveness of our interventions must be judged according to changes in a child's performance in the classroom. Is he able to benefit from classroom instruction? Is he engaged in reading and writing? Is the trajectory of progress meeting the goals we set forth?

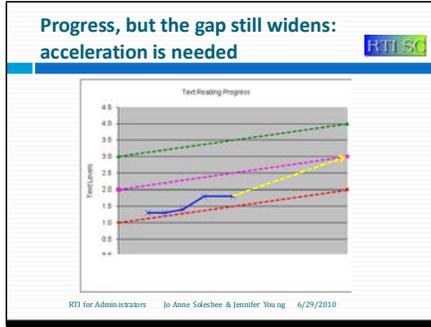
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This looks like the same trajectory we were pleased with for a grade-level child. But this time, we are looking at a third grader. He made almost a year of progress, the problem is, he is no closer to grade level at the end of the year than he was at the beginning. The good news is, he is no farther away, either. But this child needed opportunities to accelerate learning. His response to instruction was enough to help him make a year of progress, but not enough to catch him up.

We need to get used to not being okay with this picture. One year per year is not enough if this child is to reach reading proficiency. So it becomes everybody's business to figure out what to do to make up the difference.

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Here is a second grader who starts out almost a year below grade level, makes a bit of a spurt, and levels off. Again, “progress” isn’t enough. The yellow line indicates what will have to happen if she is to catch up to grade level by the end of the year: she will have to make about 1.3 years of growth in half a year. This is doable...especially if you have a well-trained reading specialist working collaboratively with a classroom teacher who provides the foundation for learning to read by reading.

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7 **Literacy Assessment in RTI**

- Different purposes: different assessments
- Valid assessments
- Systems approach to data-based decision-making

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So we have looked at snapshots of what need to happen for kids. How do we use assessment instruments to get this going in RTI?

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Data-based decision-making requires collecting data that matters RTI 50

“Struggling readers need to read a lot because it is **during the actual reading** that they can practice all those complicated strategies and skills they are developing in unison. There is good evidence (Torgeson & Hudson, 2006) that we can design interventions that include word recognition skills and strategies and **still be left with students who cannot read fluently and with comprehension...**”

-Allington, R. A. (2009). *What Really Matters in Response to Intervention: Research-based Designs*. Boston, MA: Pearson Education.

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In the area of assessment, we often hear that “assessment should drive instruction.” This is true...but what happens when assessments designed for one purpose are used for another purpose? What happens when a teacher narrows instruction to only those things the assessment covers?

This quote, which we used in the last set of slides indicates that “it is possible to design interventions that include word recognition skills and strategies and still be left with students who cannot read fluently and with comprehension.” This is because reading with fluency and comprehension requires a GREAT DEAL MORE than word recognition strategies! If the only thing we are measuring with our assessment

instruments is word recognition, one of the parts and pieces of literacy—when reading is a deep and wide construct that is a lot more than a collection of skills—then we are likely to miss the mark with instruction, too. Because instruction tends to morph in the direction of what we assess. So let's take a critical look at assessment...

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Different types and purposes of Assessments in RTI	
Assessment Instrument:	Helps to Determine:
<ul style="list-style-type: none">□ Universal Screening (twice-yearly snapshots of entire student population)□ Formative and Diagnostic Assessments (ongoing assessments to determine needs of individuals)□ Progress Monitoring (periodic monitoring of individuals and groups of students)	<ul style="list-style-type: none">□ Who needs extra help?□ Help with what? What kind of help?□ How is the child responding to instruction?

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Different types of assessment function for different purposes in RTI and it is important that we understand these functions and how we are supposed to choose and use these assessments.

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Universal Screening 

“The main purpose of a screening instrument is to **identify** students whose performance on the measure warrants **further investigation**.”

National Research Center on Learning Disabilities

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So what do we need to know about universal screening? This is its purpose...

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Universal Screening RTI 50

- Does **not** directly **result in diagnosis**
- Due to measurement error, it is important to cast a rather wide net to identify potentially at-risk students

National Research Center on Learning Disabilities

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And we have to realize that its purpose is pretty narrow. A universal screen is NOT designed to diagnose student needs. It is only to identify who is potentially at risk. So it is important for US's to cast a wide net because...(next slide)

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Expect Error RTI 50

Because screening does not directly result in diagnosis, it is better for a screening instrument to **err on the side of false positives** (students identified as at risk, who through more intense assessment are found to have been misidentified) than on the side of **false negatives** (students not identified through screening who later turn out to be at risk). Therefore, a **wider net** with which to **capture potentially at-risk students** can be cast with screening measures.

National Research Center on Learning Disabilities

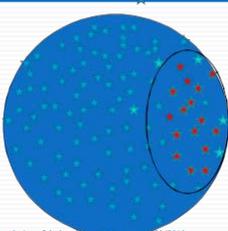
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Every assessment instrument has error associated with it. A good universal screen should cast a "wide net" so that we wind up catching a few kids who are NOT in need of extra help. Erring on this side is better than failing to catch the kids who need help that the instrument failed to gather up. Recall that this was one of the major criticisms of DIBELS. About 15% of kids who were having difficulty with comprehension were not identified by DIBELS used as a universal screen.

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Screening: who might need more help? RTI 50

Cast a rather wide net: which students may require further investigation?



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So notice in this picture, there are a number of kids caught in the net who, upon further investigation, wind up NOT being in need of extra help (blue). But also note that there are not kids who need help who we failed to gather together with the US (red). Again, US's are intended help us to answer the question: Who probably needs more help than the core curriculum provides? They don't tell us WHAT they need help with, and we cannot even be 100% positive that everyone we identified needs extra help, or for that matter, that the ones we identified as not needing help don't also need help.

All it is, is our first, best pass at figuring out who to consider for further assessment and further instruction.

For those of us who got picked up by the universal screen for Tree pose, we would have to do some more investigation before we make any hard and fast decisions about whether to provide extra help or what to provide help with.

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Reliability Estimates RTI 50

- Establishing reliability first requires that the measure reflect the construct it is intended to measure
- Different ways to estimate reliability
 - Test-retest
 - Parallel forms
 - Inter-rater

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We all know that there are various ways that text constructors control error both in the construction of instruments and their administration and scoring so that can establish and ensure the reliability of an instrument. Reliability has to do with consistency or dependability, and that is of critical importance when we are gathering data for use in making decisions.

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Universal screening measures should have high validity

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We also know that universal screens should have high validity...but we have to be concerned about validity of a particular type.

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Different types of validity RTI 50

- **Construct validity**
- **Predictive validity**
- Internal Validity
- External Validity
- Conclusion validity

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There are a number of different types of validity. For universal screening and progress monitoring, we are most concerned with understanding the first two.

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Universal Screens RTI 50

- **Predictive Validity:** the instrument is able to **predict** something it should theoretically be able to predict
 - Fairly accurate in **identifying** at-risk students
 - Cast a **wide net** and leave out few to no students who require a closer look
- **Quick** to administer and score

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Construct validity has to do with how well an idea (a construct—in this case, the idea about what reading “is”) is translated into reality (in this case, a measurement instrument). But for universal screening measures, construct validity is not our primary concern; we are after predicting who needs help so we need ensure that our universal screening measures have the ability to make predictions about an individual’s future performance in the wider construct—to predict which students are likely to have trouble with reading. They don’t tell us what kids need help *with*, only that they are probably at risk.

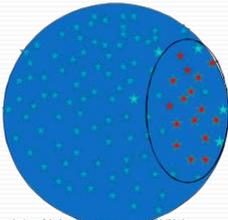
And so, for example, even though a test of reading nonsense words doesn’t resemble real reading with fluency and comprehension, it has been shown to correlate highly with reading achievement and so it has high predictive validity and can be used as a universal screening tool.

Universal screens also must be easy-to-administer and quick to score

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Predictive Validity RTI SC

Ability of an instrument to **predict** how students are **likely** to perform in the future **if** something is not done to **alter** their **trajectory** of progress



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So US's help us to answer the question: Who probably needs more help than the core curriculum provides? This is why these measures must have high ***predictive validity***.

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Screening measures RTI SC

- Should demonstrate high reliability (consistency or dependability)
- High predictive validity: able to predict which students are likely to experience difficulty learning

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Now, before you all make a conscious decision to nap during this part, we need to let you know why it is really important for you to know all of this stuff about reliability and validity.

According to all of the guidelines we have been able to find everywhere on RTI, from national and regional support centers for RTI to federal sites that provide information and support, to our own SDE guidelines for RTI, the selection of universal measures and progress monitoring measures is supposed to be a collaborative process undertaken by rather inclusive groups of people in a school system.

So the expectation is that teachers and administrators should know about these things so they can help to make these decisions and so they can understand how these various tools are intended to be used. If universal screens are fully understood and if progress monitoring is fully understood in terms of reliability and validity, then teachers and school districts can make informed decisions about their use.

So hang with us and we'll try to make this understandable and useful.

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Diagnostic and progress monitoring measures must move beyond predictive validity 

Construct Validity

- **Construct:** an idea
- **Validity:** the way we translate it into practice (reading, swimming, writing, bike riding...)
- **Instructional Design:** How well does instruction help students to learn whatever they need to learn to perform well within the construct?
- **Measurement:** How well does a particular instrument measure what children are learning—whatever it says it is measuring?

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Once you understand the difference between predictive validity and construct validity, and once you understand what universal screens are designed to do, you start to get a feeling for why it is really important for everyone to understand this. Because if assessment drives instruction, (and it does, and it should), then the last thing we want is for an assessment with high predictive validity but low construct validity to tell us what to do to help students learn. US instruments are not designed to do that. We need other sources of data to provide that evidence.

So now we have to move beyond the notion of Predictive Validity and get into the realm of Construct Validity. If we are going to get a valid assessment of what students can do and need help to do in reading and writing, we have assess them while they are reading and writing and look at samples of their work.

And as we move into instruction, we have to be concerned with whether or not we are teaching what it is we think particular kids need to learn how to do—not just those areas that a test said they are weak in.

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From the SC RTI Guidance Manual: 

- An individual screening measure should not be used in isolation to identify at-risk students
- The use of multiple sources of data (e.g., teacher observations or additional grade-, school- and district-level assessments) improves the reliability of decision-making regarding the identification of at-risk students SC RTI Guidance Document

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The RTI SC Guidance Manual says that...the use of multiple data sources is necessary in order to reliably identify students at risk and make decisions about students. We need multiple sources of data to make data-based decisions.

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Further investigation to reveal areas of strength and need 

- Comprehension
- Fluency
- Vocabulary (including concept vocabulary, technical vocabulary, and high frequency vocabulary)
- Word analysis skills (phonics and phonemic awareness)

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So after universal screening, we will need to assess relative strengths and weaknesses in each of these areas, as well, using formative, diagnostic measures.

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Further investigation can be accomplished in several ways 

- Assessment or observation of students **actually doing** what it is we are trying to teach them to do determines areas of strength and need:
 - Student work samples
 - Running records of text reading
 - Fluency measures (rate, expression, phrasing)
 - Comprehension measures (including retellings, summaries, written responses)
 - Writing samples

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This further investigation can be accomplished in a number of ways. Probably the best way to collect further data is by observing students actually reading and writing and by looking at samples of their work...

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Many ways to assess reading on continuous text 

- DRA
- Observation Survey
- Dominic
- Running records
- Qualitative Reading Inventory 4
- Critical Reading Inventory
- Retelling, summarizing, discussing
- Reading Assessment: A Primer for Teachers and Coaches (Caldwell, 2008)
- Understanding and Using Reading Assessment K-12 (Afflerbach, 2007)

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These assessments give us an opportunity to observe kids during actual reading, and assessments like these should be used along with universal screening data to make decisions.

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Using Student Achievement Data
USDOE: What Works Clearinghouse

RTI SC

Examples of classroom and other data

- Curriculum-based unit tests
- Class projects
- Classwork and homework
- Attendance records
- Records from parent meetings and phone calls
- Classroom behavior charts
- Individualized educational plans (IEPs)
- Prior data from students' cumulative folders

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The US DOE's What Works Clearinghouse also lists sources of data that can be used to further investigate who needs help and what they need help with.

It is important that we understand this; one of the things we heard from teachers is that they have been told that they cannot use children's work samples and running records, etc. with RTI. That simply is not true! These measures are extremely important to diagnose strengths and needs and to design and monitor a child's response to instruction.

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Diagnostic and progress monitoring measures

RTI SC

- Should be sensitive to changes in children's learning
- Should closely reflect the curriculum—what children are being taught
- Should detect changes in learning in response to adjustments in instruction
- Should be highly reflective of the construct we are measuring (reading and writing)

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So how are progress monitoring and diagnostic measures intended to be different from screening measures? They must be highly reflective of the construct of the complex act of reading and highly reflective of what we are trying to teach children to do. We use diagnostic measures to determine what to teach, and we match progress monitoring measures to document the changes in learning in response to that instruction. This is why we cannot choose "one-test fits all" assessments based on claims that they are reliable and valid we have to know how to evaluate these claims!

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Jay Samuels on DIBELS (RRQ, 2007)

RTI SC

- Almost all the validation studies for DIBELS have used a procedure that mimics what beginning readers do when they read a text, but not what fluent readers do
- One criticism is that, despite their labels, the DIBELS tests are not valid tests of the construct of fluency as it is widely understood and defined. They assess only accuracy and speed. The creators of DIBELS are guilty of reification. By attaching the term fluency to their tests, they create the false assumption that that is what their tests measure.
- Another criticism: about 15% of the students who take the Oral Reading Fluency test get misidentified as good readers, when, in fact, they have poor comprehension.

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When we select these "one-test fits all" assessments based on claims that they are reliable and valid we have to know how to evaluate these claims! As an example (ONLY an example, because the SDE is not in the business of endorsing or condemning programs and assessments, only trying to do as much research as we can and to base our own work on the best research available)...

Take a look at what external researchers have to say about one test that has been used by many districts in a "one-test fits all" way. External researchers are people

outside the company. Jay Samuels, one of the major proponents of phonics instruction, has several complaints about the reliability and validity claims made by DIBELS

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Other reading researchers 

- Goodman (2006): despite warnings, the tests have become a de facto curriculum in which the emphasis on speed convinces students that the goal in reading is to be able to read fast
- Pressley, Hilden, and Shankland (2005): DIBELS mispredicts reading performance much of the time, and at best is a measure of who reads quickly without regard to whether the reader comprehends what is read

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Goodman warns that it has become the curriculum in many places in spite of warnings that it should not.

And Pressley et. al. points out that it has caused us to size up reading achievement and performance in terms of speed, not understanding.

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Other reading researchers 

- Riedel (2005): "If the goal of DIBELS administration is to identify students at risk for reading comprehension difficulties, the present results suggest that by the middle of first grade, administration of DIBELS subtests other than ORF is not necessary. The minimal gains do not justify the time and effort."
- J. D. Pearson: "I have built a reputation for taking positions characterized as situated in 'the radical middle.' Not so on DIBELS. I have decided to join that group 'convinced that DIBELS is the worst thing to happen to the teaching of reading since the development of flash cards.'"

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Reidel's study points out that use of any subtest other than the test of oral reading fluency isn't worth the time or effort, And Pearson, known as a centrist, has now taken a radical stand against the use of the instrument. Why? Because these guys have critically evaluated the claims the company makes against the evidence concerning its use and find it lacking.

THE POINT HERE IS NOT THAT DIBELS IS BAD AND SOMETHING ELSE IS GOOD. The point is that when we select an instrument, we have to critically evaluate the reliability and validity studies, AND we have to determine whether and how the measure should be used. It is ALWAYS a danger that an assessment will serve to narrow the curriculum. We should ask, is this where we want reading instruction to go?

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Reliability and Validity RTI SC

- The “two pillars” of research: depend on one another
- Several types of validity
- Different ways to establish and determine both reliability and validity
- Important to know for yourself rather than depending on sales representatives
 - Does this assessment reflect what kids need to be learning?
 - Does this assessment do what it is supposed to do?

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So what do we need to know? We already know these things about reliability and validity. Most important, we need to know for ourselves about this stuff rather than relying on the people who stand to somehow gain monetarily from our use of an instrument.

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Beginning the process of progress monitoring RTI SC

- Identified who probably needs assistance
- Diagnosed needs
- Begin monitoring progress

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So let's look at progress monitoring and its purpose, which is to track children's responses to the instruction we provide.

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Begin progress monitoring RTI SC

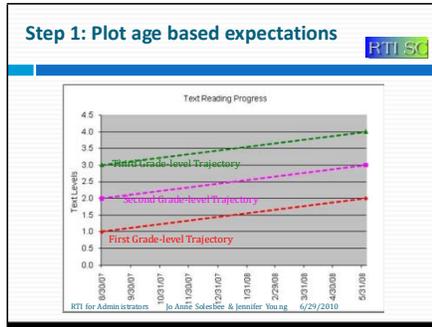
- Determine where a child is now
- Track a trajectory of progress
 - To maintain the present trajectory for students making grade-level progress
 - To accelerate the present trajectory to students can catch up within some specified period of time for students below grade level
- Use curriculum-sensitive instruments periodically
 - Frequent enough to monitor ongoing progress
 - More frequent for students below grade level
- ADJUST instruction depending on students' responses to instruction

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In progress monitoring, we follow a series of steps designed to

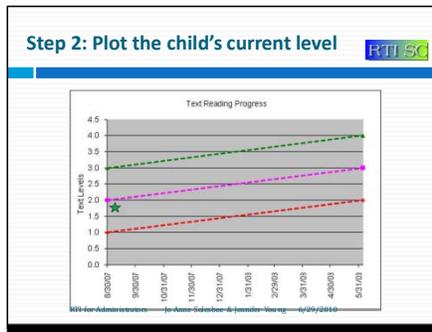
- Determine where a child is now
- Determine the trajectory of progress we want to effect
- And then select and use instruments designed to be sensitive to changes in the instruction we have deemed appropriate so we know how we are doing and
- Can adjust instruction according to the child's responses

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So step one is to know what an expected learning trajectory is for children making grade level progress. This chart shows those trajectories for first, second, and third grades in text reading. We would expect a first grader on a grade-level trajectory to be the year reading at a first grade level (1.0) and progress to a second grade level (2.0) by the end of the year. Likewise for a second grader we would expect...

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Step two is to plot the child's current level. This particular example is for a third grader who started the year reading at about a first grade, seventh month (1.7) level. Note where he is in relationship to grade level expectations (3.0).

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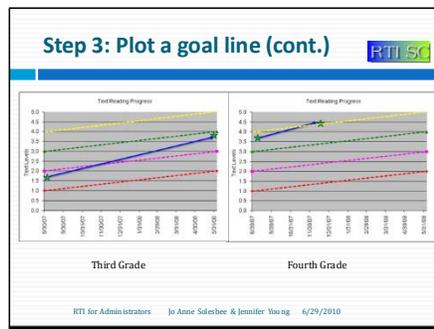


- Step 3 is to plot a goal line to represent the progress the child needs to make to catch up to grade level within some specified period of time. ("Eventually" is not a specified period!)
- It is important to remember that grade level children will make about one year of progress. This child is already 1.3 years behind, so by the end of the year, if he makes one year of progress, he will still be 1.3 years behind. To catch up to grade level by the end of the year, he will have to progress 2.3 years.
- The teacher and the SIT collaborated to set a goal of helping the child to make accelerated progress so that by the middle of his fourth grade year, he will catch up to his peers. This shows that by the end of this year, if we are successful in helping

him to accelerate learning, he will only be only 4-5 months below grade level rather than 1.3 years below. In other words, this year he will need to make almost two years of growth in one year.

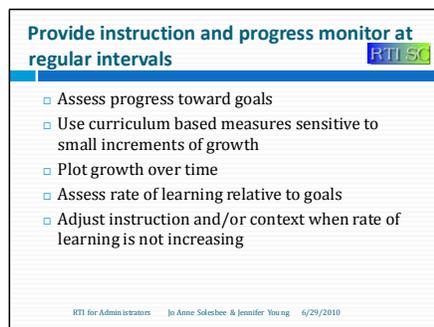
•This also means that the child will need to continue his intervention into fourth grade and that the fourth grade teacher will need to continue that trajectory. (see next slide)

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If he is able to maintain this rate of progress for one and a half years, he should be able to catch up to grade level expectations by mid fourth grade. Obviously, this will require the coordination, cooperation, and collaboration of many people to help this child to make almost 2 years of growth in one year. But it CAN be done!

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So our example so far showed the process we use before we begin progress monitoring.

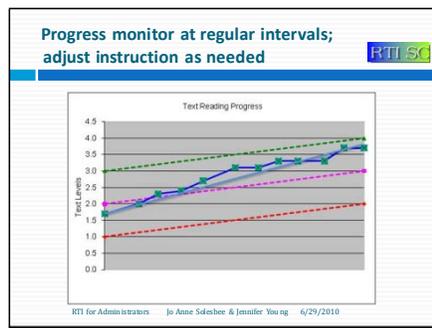
We looked at what we expect for children on grade level, then we looked at where the child is now, and we set ambitious but reasonable goals for growth.

Now we intervene, providing instruction that is focused in whatever areas we believe, based on our diagnostic data, will accelerate learning, and we periodically assess the child's response or progress toward those goals. As we plot growth or lack of growth over time, ***we are gathering the evidence we need to adjust instruction and adapt instruction to make it more effective for the learner.***

Basically, we work from the premise that if

we continue to do what we have been doing, we should continue to get the response we have been getting. If we want different results, we change what we are doing or we change the way we are doing it. We don't wait long to gather evidence about this, either. We make changes as soon as we have evidence that what we are doing is not working, or that the child has learned what we have been teaching and we need to move on. Good example: Mary Fried in RR said that if she has two bad lessons in a row with a child, she calls for help. She cannot afford to waste a child's precious time on a third unproductive lesson.

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So in our example, we plotted a goal line (light blue) for this third grader. The dark blue line with the green x's is his actual progress. Note that he makes better than expected progress for a while and then levels out after the middle of the year. The school team needs to collaborate to figure this out; quite a lot of time went by while he appeared to be "stuck" just above third grade level. It may have been that there was a lot of new learning that needed to settle in, but it may also have been that the team let too much time go by without examining why there was a leveling off.

Either way, you can see how helpful having a picture that shows expectations, goals, and a record of a child's change over time can be as professionals collaborate to design powerful instruction for students.

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The school-based team determines how often progress monitoring will take place. RTI SC

- Typically, the literature available indicates that Tier 2 students should be monitored frequently, either:
 - Monthly
 - Biweekly
 - Weekly
 - Twice a week
- Frequency of progress monitoring is in proportion to the intensity of student needs
- Students most in need are monitored more frequently in order to gather information about progress sooner so that instructional changes may be made more quickly

SC RTI Guidance, Section IV, p. 1

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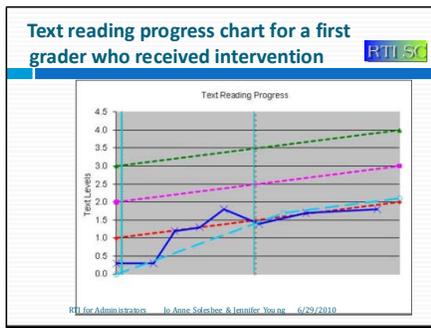
Again from our guidance doc:

The literature available indicates that students in Tier 2 and 3 should be monitored more frequently than students in Tier 1.

How frequently is up to the school team.

But generally, the amount we monitor correlates to how far children are behind...farther behind means more frequent PM'ing so we can get the info we need to make changes in a timely manner.

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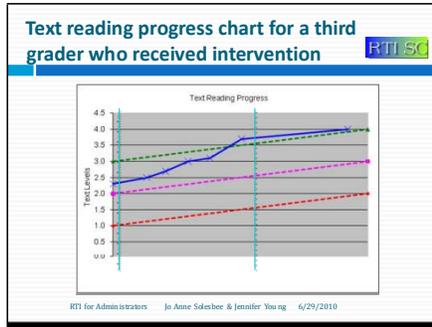


Another example: the red line is the target line for grade level. The turquoise line represents the target trajectory.

The dark blue line represents Dominic text levels and running records of text reading. The child's teachers (classroom teacher and interventionist) plotted text reading levels regularly across the year.

Note that this child was between 7 months and a year below grade level at the beginning of the year and by the end of the year was right about at grade level.

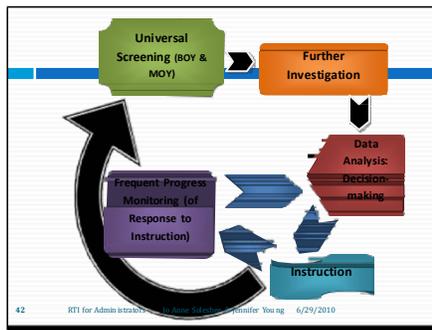
Slide 41



Here the green line is the target line for grade level with the dark blue line representing the child's progress on Dominie text levels where the child's teachers (classroom teacher and interventionist) plotted text reading levels regularly across the year.

Note that this child was also about 7 months below grade level at the beginning of the year and by the end of the year was right about at grade level—he made about 1.7 years of progress to catch up.

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So universal screening is done at the beginning of the year to gather up the group of kids we need to take a close look at. Then we do further investigation, analyze the data, and design instruction. Here we begin a cycle of instruction and progress monitoring each child's response to instruction, adjusting as often as needed to get a better response. At midyear, we do another universal screen to pick up anyone who is not progressing well, and begin the process again.

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Progress Monitoring

- Curriculum-based measures
 - (Remember construct validity?)
- Should show children's *responses to the instruction that has been provided*
- IF instruction has been focused on spelling patterns, then a test of this is valid to show a child's response to that instruction

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Remember that with progress monitoring measures, they should be highly sensitive to the curriculum—that is the instruction—that children are receiving. We cannot choose “one-size” PM measures and we cannot design “one-size” schedules for PM'ing.

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Progress Monitoring RTI SC

- IF instruction has been focused on decoding nonsense words, then a test of this is valid to show a child's response to that instruction.
- IF instruction has been focused on reading and problem-solving in connected text with fluency and comprehension, then measures of text reading with fluency and comprehension measures are valid to show a child's response to that instruction

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Different Purposes of Assessments in RtI

Assessment instruments for	Should have...	So it can help to determine:
<ul style="list-style-type: none"> □ Universal Screening 	<ul style="list-style-type: none"> • High Predictive Validity 	<ul style="list-style-type: none"> □ Who needs extra help?
<ul style="list-style-type: none"> □ Formative and Diagnostic Assessments 	<ul style="list-style-type: none"> • Construct Validity 	<ul style="list-style-type: none"> □ Help with what? What kind of help?
<ul style="list-style-type: none"> □ Progress Monitoring 	<ul style="list-style-type: none"> • Construct Validity 	<ul style="list-style-type: none"> □ How is the child responding to

So here is our review. Universal screens should have high predictive validity so they can help to determine who needs extra help. Formative and diagnostic measures should have....

And as administrators, we should have a good enough understanding about all of this so we can collaborate with our teachers and other administrators to select the tools we will use, analyze their results, and raise thoughtful questions that will help to move children's learning forward.

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Achieving change over time in SC Reading First Schools RTI SC

- School Leadership Team led the change process
- School Intervention Team to analyze data and help to make decisions about interventions
- Classroom-based small group interventions for students below grade level
- Uninterrupted literacy instruction (120 minutes)
 - Read Aloud Shared Reading
 - Sm. Grp. Guided Reading Ind. Reading
 - Additional instruction in Tier 1 for below-grade level readers

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Now let's take a look at the data on one school that was successful in using an RTI model to bring about substantive changes in student achievement in SC Reading First.

In this school...

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Achieving change over time in SC Reading First Schools

- Literacy coaches to support teachers
- Specially-trained interventionists to deliver additional, intensive instruction for students more than a year below grade level
 - Reading Recovery® for the lowest first graders
 - Small group text-based interventions

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And they had...

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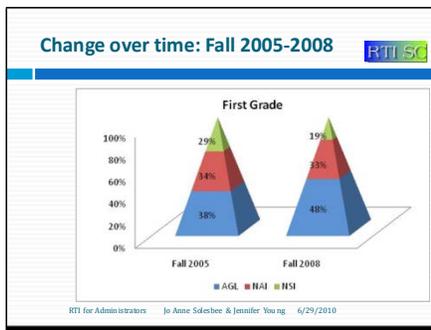
An Example from One School

- Approximately 300 students in pre-kindergarten through third grade
- 94% free and reduced lunch
- Title I school
- Student population
 - 77% African-American
 - 20% white and
 - 3% Hispanic.

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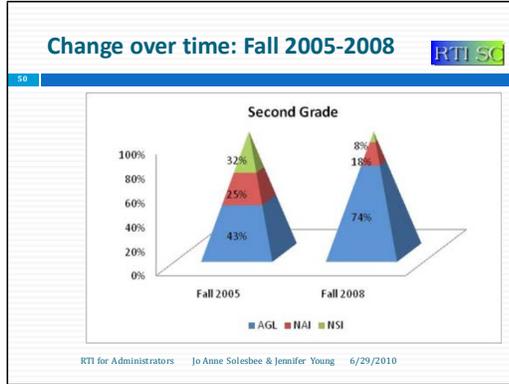
The demographics of the school...

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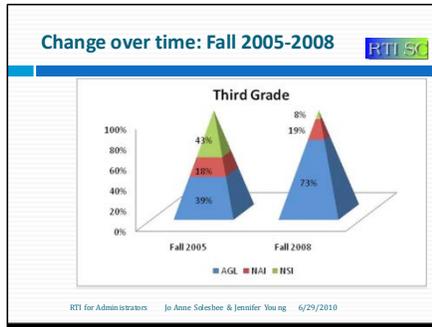
And here's what happened with text reading levels in first grade from fall 2005 to fall 2008. Their first grade has seen some change in the percentages of children who enter first grade below grade level. The percentage of children way behind has decreased by ten percentage points and the percentage at grade level has risen by that much. They begin providing intervention services in first grade at this school...but they realize they need to do more with their 4K and 5K teachers in the area of developmentally appropriate literacy learning so they have more children who enter first grade at or near grade level expectations.

Slide 50



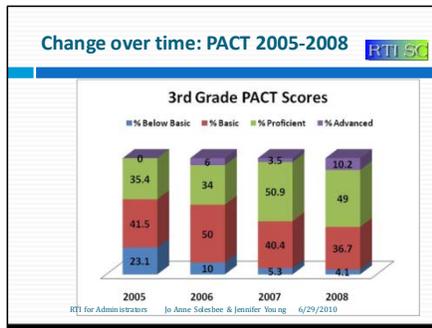
But look at second grade! With everyone in the school—classroom teachers, interventionists, the literacy coach, the principal, special educators, and parents—working to make sure instruction is effective for every child, they have reduced the percentage of readers in second grade who are more than a year below grade level from 32% to 8% and the percentage of kids below grade level from 57% to 26%, raising the percentage of kids at or above grade level from 43% to 74%.

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And the same thing has happened in third grade.

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Here are pact scores...pay particular attention to what has happened with the below basic category as well as the proficient and advanced categories.

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- By paying attention to the data
 - Time children spent reading
 - Instructional time
 - Identifying problems and working them
- By responding with
 - More time reading
 - More instruction
 - More focused instruction
 - More differentiated instruction

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They did it by paying attention to everything we have been talking about. They collected data to identify how teachers and children were spending their time and they responded with ways to increase volume of reading, differentiated instruction, and more focused instruction.

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RTI SC

- By "double dipping" and "triple dipping"
 - Classroom-based interventions
 - Small group pull-out interventions (2-5 students)
 - One-on-one interventions
- By paying attention to the progress and learning of every child
 - Time spent reading
 - Adjusting instruction using data about the child's responses to instruction
- "Whatever it Takes, No Excuses" Culture

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They provided more help for the kids who needed it, making sure that Tier 1 was working well, and then adding Tier 2 and 3 instruction that further increased the amount kids were reading.

And more than anything, they changed the culture of the school to "whatever it takes, no excuses."

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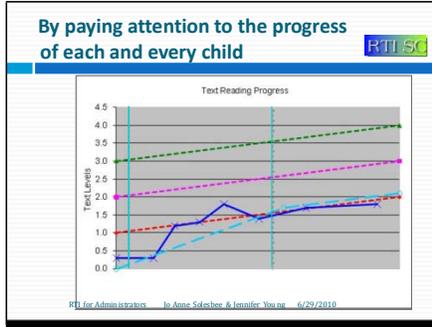
RTI SC

- Core Reading Program: small group guided reading instruction at least three times a week
- Tier I Intervention: an additional 2-3 guided reading lessons from his classroom teacher each week
- Daily independent reading in the classroom
- More frequent reading conferences in the classroom
- Daily shared reading
- Daily writing
- Writing conferences

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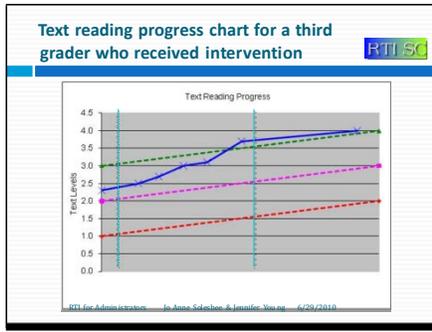
So for example, for a first grader who was way below grade level at the beginning of the year, they made a plan. Here is what they did in Tier 1. In Tier 2, the child either got Reading Recovery (a one-one-one intervention) or small group instruction taught by the RR teacher (not RR but a group intervention).

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And here is what happened.

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And here is an example for a third grader in the same school. The same emphasis on increased instruction in the classroom together with additional small group intervention taught by a highly trained reading specialist. The child was able to catch up to grade level in half a year.

Slide 58

- Collaboration and cooperation is critical** RTI SC
- School and district administrators
 - Classroom teachers
 - Coaches
 - Support staff
 - Special educators
 - Parents
 - Volunteers
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RTI is everyone's business. We cannot make RTI one person's job or the job of the interventionist. EVERYONE must play!