Alaska RTI Conference

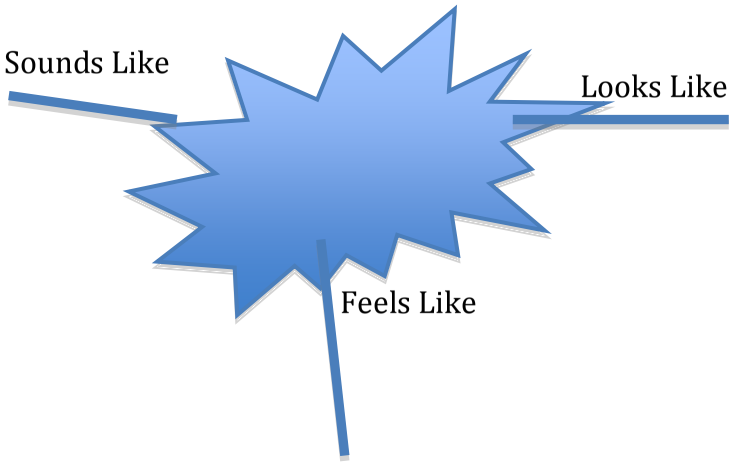
Small School Session

January, 2015

metis
EDUCATION CONSULTING

CONCEPT ATTAINMENT STRATEGY

EXAMPLES	**Content:** **Response to Intervention/Instruction**	COUNTER EXAMPLES



GENERALIZATION:

The Two Models of RTI:

Standard Protocol and Problem Solving

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A supplemental resource to:
Responsive Instruction: Refining Our Work of Teaching All Children
Virginia's "Response to Intervention" Initiative

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If you have questions about this document, please contact the Virginia Department of Education, Office of Student Services at 804-786-0720. This document complements and extends information disseminated by the Virginia Department of Education in an earlier document entitled, **Responsive Instruction: Refining Our Work of Teaching All Children Virginia's "Response to Intervention" Initiative.** The earlier document can be accessed the following Web site:
http://www.doe.virginia.gov/VDOE/studentsVCS/RTI/guidance_document.pdf.
The Virginia Department of Education does not mandate or prescribe a particular curriculum model or lesson plans. The information contained herein is provided only as a resource that educators may find helpful and use at their option.

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All models of RTI consist of a common set of characteristics that include a multi-tiered approach to intervention (Marston, Muyskens, Lau, & Canter, 2003), universal screening of all students, (Fuchs, 2003; Gresham, 2002), team structures to manage and analyze data collected through the process, and progress monitoring of student performance to assess the impact of interventions (Marston, et al., 2003). At the heart of RTI implementation is the use of small group instruction delivered to students according to their skill needs (Vaughn, Linan-Thompson, & Hickman, 2003). Two approaches have emerged as the methodology for developing these small group interventions – the standard protocol approach (Standard Protocol; RTI-SP) and the problem-solving approach (RTI-PS).

Defining the Model Differences

Typically, standard protocols involve the delivery of evidence-based, multi-component programs with strong research bases focused on specific skill areas. The intervention has well-defined steps for implementation when, if followed as prescribed, have a high probability of producing improved outcomes for students. Standard protocols are designed to be structured and explicit in defining the needed steps for implementation and are able to be delivered to small groups of children. Groups are identified by examining the general nature of student problems and matching them to the particular protocol. For example, in reading one would examine outcomes of student performance on universal screening measures and determine which students needed more focus in fluency and which in comprehension. The group to which the student is assigned would then be matched to that protocol. Because the steps of the intervention are well defined, the evaluation of the integrity of implementation is straightforward and can be determined by establishing a checklist of the critical steps for

implementing the intervention. Following each step of the defined protocol is essential so that one is sure that the intervention is delivered as it was designed.

Standard protocols can be developed as packaged commercial programs designed to focus in an area of the student's problem identified through the universal screening process. For example, reading programs such as *Read Naturally* (2004) or *The Six-Minute Solution* (Adams & Browne, 2003), are designed to focus primarily in the area of developing fluency. Other programs, such as *Soar to Success* (Cooper, Boschken, & Pistochini, 2006), are aimed more at developing vocabulary/comprehension, while programs such as *Ladders to Literacy* (O'Connor, Notari-Syverson, & Vadasy, 2005) are focused more on the development of phonemic awareness and alphabetic principle. Third party evaluation of such packaged, multi-component programs offers support for their empirical base (e.g., Florida Center for Reading Research, 2007). In addition to packaged programs, RTI-SP applications might include structured partnered reading activities, direct instruction of phonological or phonics skills, or reinforcement of skills through computer programs (Case, Speece, & Molloy, 2003; VanDerHeyden, Witt, & Gilbertson, 2007). A key feature of RTI-SP is that standard instruction/intervention protocols are used without an in-depth analysis of the deficit skill and are delivered in moderate sized groups (6 to 10 students) (e.g., Peer-Assisted Learning Strategies; Fuchs, Fuchs, Mathes, & Simmons, 1997; McMaster, Fuchs, Fuchs, & Compton, 2005).

In contrast to RTI-SP, RTI-PS is a process with an emphasis on individualized interventions that derive from the analysis of instructional/environmental conditions and skill deficits (Tilly, Reschly, & Grimes, 1999). RTI-PS is guided by a systematic analysis of instructional variables that is designed to isolate target skill/sub-skill deficits and shape

targeted interventions (Barnett, Daly, Jones & Lentz, 2004). As illustrated in Figure 1 in the appendix, common to all RTI-PS models is a 4-step process that systematically conceptualizes a problem, analyzes factors that contribute to the problem, implements targeted or individualized interventions to address the problem, and evaluates the effectiveness of the interventions (Allen & Graden, 2002). RTI-PS ensures that the developed intervention is well matched to the individualized needs of the targeted student. Examples include the functional assessment of academic skills (Daly, Lentz, & Boyer, 1996; Daly, Martens, Hamler, Dool, & Eckert, 1999; Daly, Witt, Martens, & Dool, 1997) and Curriculum-Based Evaluation (Howell & Nolet, 2000). The model has a long history of implementation in programs such as Heartland Area Education Agency 11 in Iowa (Ikeda, et al., 2007), Minneapolis Public Schools (Marston, Lau, & Muyskens, 2007), and the St. Croix River Education District in Minnesota (Bollman, Silberglitt, & Gibbons, 2007).

Advantages/Disadvantages of the Models

The primary advantage of RTI-SP is that the use of a standardized approach to intervention assures opportunity for quality control (Fuchs, Mock, Morgan, & Young, 2003). Students are grouped based on a general area of concern, (i.e., area of skill in need of intervention in reading is primarily fluency or vocabulary/comprehension, phonemic awareness/alphabetic principle) and can be delivered to fairly large groups (up to about 10) with high degrees of fidelity. Another advantage of RTI-SP is the opportunity for a school to identify a small set of effective intervention strategies that can be applied broadly across many students who in general have the same skill needs. This offers a highly efficient use of resource allocation and allows larger numbers of students to be accommodated into tiered interventions. A third and related advantage is that schools may already have these materials

available and if not, bulk purchasing of materials can sustain many years of implementation. Additionally, because many teachers have already had extensive training with these protocols, they offer a built-in training resource for sustaining a specific protocol into the future as new teachers join the school staff. For example, as seen in Figure 2 in the appendix, this particular school using RTI-SP as its model, identified a specific set of instructional intervention packages on which staff had already been trained and the school already had purchased. As such, teams would identify students through universal screening measures whose needs in reading generally matched the areas primarily targeted by the packaged programs.

Despite these advantages, RTI-SP does present a challenge to addressing the unique learning needs of children who are experiencing more severe deficits (Fuchs, et al., 2003). Although an RTI-SP approach may match children's needs *in general* to the identified deficits, children with more complex and/or severe deficits may not fit easily into the general skill deficit areas of the protocol. For example, children may have needs that are more specific than broad concerns about fluency or phonemic awareness, and may need more individualized interventions that are clearly linked directly to diagnostic assessment data. Also, at times the selection standard protocol intervention may not be closely aligned to the core instructional program. In other words, the approach taught to students to address the student's problem area through the intervention protocol may not be the same as the way the skill is taught within the core reading program. As such, students may show some confusion in not being able to transfer learning from the intervention setting back to the core instructional program.

RTI-PS, when implemented with integrity, can be very effective in improving student learning (Burns & Symington, 2002). Indeed, many large scale models using the problem-solving process have demonstrated strong outcomes, such as the Heartland Area Educational

Agency 11 (Ikeda & Gustafson, 2002), the Minneapolis Public Schools (Marston, et al., 2007), Ohio's statewide Intervention-Based Assessment (Graden, et al., 2007) and the Screening to Enhance Equitable Educational Placement (STEEP) (Witt, & VanDerHeyeden, 2007). The essential attributes of effective RTI-PS models are that they use a systematic problem analysis approach involving collaboration with various school personnel (e.g., special educators, remedial instruction staff, school psychologists, reading specialists), rely on principles of behavioral consultation, and focus on resource allocation questions (Burns, Wiley, & Viglietta, 2008). Although RTI-PS provides the potential for individualized instruction to address unique learning needs, the RTI-PS is susceptible to difficulties with implementation integrity, a significant obstacle to large-scale RTI implementation (Burns, Vanderwood, & Ruby, 2005). The advantages of RTI-SP are really the disadvantages of RTI-PS, and vice-versa. Essentially, there is a tradeoff between efficiency and effectiveness for individual students. Because RTI-SP groups students according to the presence of general areas in need of remediation (i.e., one subgroup of students who all show primary needs to build vocabulary and comprehension in reading, another subgroup of students shows primary needs in fluency building), the size of groups can be as large as eight or ten students for a Tier 2 intervention and perhaps as large as three to five students for a Tier 3 intervention. As such, there is more opportunity for efficiently impacting large numbers of students than in a RTI-PS model where interventions are specifically built around the individualization of student needs. In high-need schools, the use of larger groups for tiered interventions allows for substantially high numbers of students to be served compared to RTI-PS models.

At the same time as one gains efficiency, however, the lack of individualization can result in some students not being matched as closely to their specific identified needs as one

would prefer. As such, outcomes for students who have particularly difficult or entrenched problems may not be as strong as one would like, leading to a potential need for more intensive intervention for a larger group of students.

From a resource use perspective, RTI-SP can offer a very efficient use of personnel. For example, in one particular school using a RTI-SP model, a block of time was placed into the daily schedule for each grade designated as "tier time." During "tier time," all students were placed into an intervention group based on their data from universal screening. This included those students whose data indicated they were already at or above benchmark. During "tier time" all teaching staff for a grade, as well as assigned specialists, were devoted to delivering the specified instructional program for each specific group.

For example, from 10:30 – 11:00 on Monday, grade 2 consisting of 100 students had its "tier time." In this particular school, there were four general education grade 2 classrooms. The school also had two reading specialists, two special education teachers, and two individuals hired as interventionists. Following universal screening, the grade had identified a total of 60 students who were at or above benchmark (Tier 1), a group of 25 students who were below benchmark but above the at-risk level (Tier 2), and 15 students who were already at high risk (Tier 3). During "tier time" on Monday, three benchmark groups of 20 students each were formed and assigned to three of the four general education teachers. During the 30-minute "tier time," these teachers delivered instructional enrichment to the students, providing instruction that was well aligned to the general education curriculum but added opportunities to enhance the existing program. The 25 students assigned to Tier 2 were divided into three groups of eight or nine, one group focused on a standard protocol for reading comprehension (*Soar to Success*) and two groups emphasized fluency building (*Read Naturally*). One of the

general education teachers, one of the intervention specialists, and one of the reading specialists led these groups. The remaining 15 students at Tier 3 were divided into four groups of three to five students focused on basic development of phonics and basic skill development in reading. These groups were led by the two reading specialists, the interventionist, and a special education teacher. Students who had IEPs were always a part of the special education teacher's group as well.

As one can see from this design, a large number of students found to be in need of tiered instruction (40 percent of students in the grade based on universal screening data) can be accommodated through this model. Because all staff are deployed at the same time, there is a well-defined focus for the "tier time," which shifts across the day to different grades and different standard protocols.

Although RTI-PS models offer the advantage of individualization, the model does present a challenge for personnel resource allocation. Because interventions are more individualized, there are generally more interventions needed with smaller group size. This obviously requires a larger number of personnel to deliver the interventions and seriously challenges schools where the number of students in need of tiered intervention is substantial. For example, in the school discussed above, where 40 of 100 students in a grade fell below benchmarks, providing problem-solving interventions across 40 students would be impossible given the existing resources. As such, problem-solving models absolutely require that schools generally have 70 percent or more of their students already at benchmark in order to have sufficient resources to address problems at the more individual student level. In addition, under RTI-PS models, one would generally not provide any additional intervention to students

already at benchmark. Under RTI-PS models, it is common for the emphasis of tiered instruction to be placed primarily on those students not at benchmark.

Combining RTI-SP and RTI-PS

Given that the advantage of RTI-SP is the disadvantage of RTI-PS, a potential solution would be to consider using a combination of the two models in a RTI model. In particular, whereas RTI-SP is an excellent choice when at Tier 2, where you have a larger number of students at some risk of academic difficulties, RTI-PS may be a better choice at Tier 3 when you have fewer students who have intensive needs. Additionally, because students at Tier 3 have already shown a lack of response to intervention, the need for more focused and fine-tuned individualization of intervention through RTI-PS would be sensible to determine if students will respond to interventions. Of course, the resource allocation question will have to be considered to make sure that the school has sufficient staff to implement RTI-PS at Tier 3.

In truth, the combining of a Standard Protocol and Problem Solving model, if possible to implement in a school, is likely to lead to the greatest responsiveness of students. The hybrid approach to RTI would offer the best of both worlds for students – clear and well designed standard protocols in which the large majority of students at some risk would respond and a more finely tuned, focused intervention built on the identified individual needs of students who are in need of more intensive instructional interventions.

Concluding Remarks and Key Questions

Both RTI-SP and RTI-PS are strong approaches to implementation. Regardless of which model is chosen, there is a need for schools to be strategic about their decisions. Important questions must be asked to decide which model or combination of models will work

best for them. As schools consider each of these questions, the RTI model that works best for the school's context will become clear.

- Do I have sufficient personnel resources to deploy the model?
- What will be my training needs based on the model I select?
- Will I have a problem with "fairness" if I only provide tiered instruction to those students at Tier 2 and 3?
- Am I concerned that without individualization of intervention to student need, I will not be able to effectively address the needs of my students?
- Can the schedules be altered to accommodate the needs of a standard protocol approach?

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Figure 1. Example of a problem-solving model (from Heartland Area Education Agency - http://www.nrcld.org/symposium2003/grimes/grimes3.html)

Figure 1

Problem Solving Process

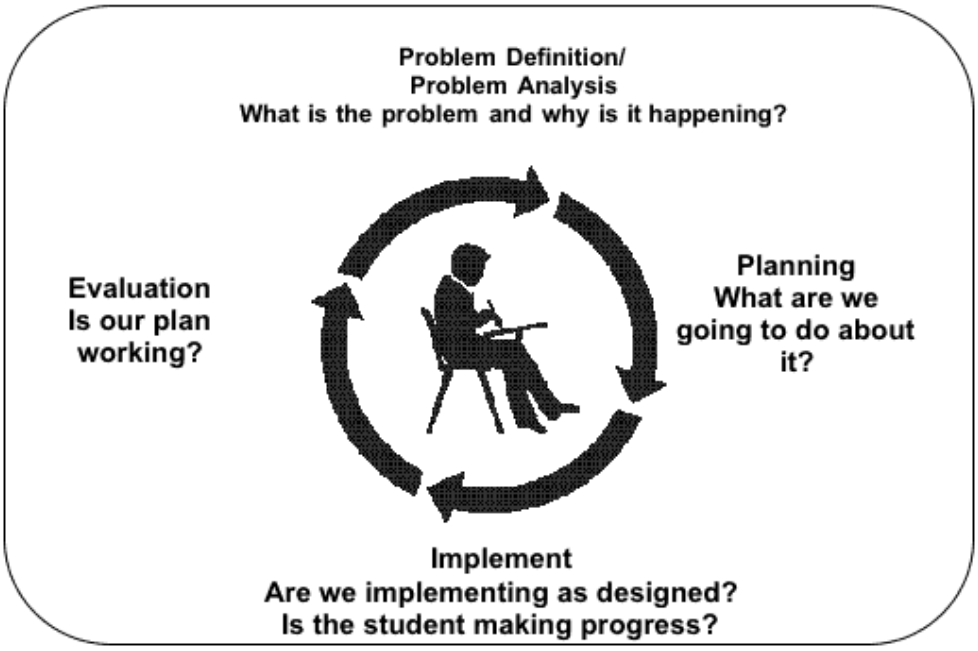


Figure 2. Example of intervention programs selected by one school for tiered interventions.

RTI Tier	Curriculum Component	Grade Level	
		K – 2	3 - 6
Tier 1	Houghton Mifflin *Invitations to Literacy*	X	X
	Open Court Phonics	X	
	Compass Learning	X	X
Tier 2	Breakthrough to Literacy	X	
	Open Court Phonics	X	
	Soar to Success		X
Tier 3	Foundations	X	
	Breakthrough to Literacy	X	
	Wilson Reading		X
	Soar to Success		X

2012-13 Elementary Tiered Reading Instruction

Tier	Decision Rule	Instructional Focus	Instructional Materials	Allocated Time	Recommended Grouping	Assessment
Tier 3	1. Not Proficient on SBA 2. Below target on CORE K12 3. < 10th percentile on AIMSweb norm	Highly intensive, explicit, and systematic direct instruction Evidence-based comprehensive instruction integrating writing and the 5 areas of reading	Replacement program	120 minutes Tier 3 Replacement program 5 days a week (doesn't have to be in one block of time)	Reduced numbers in the intervention group (3-5 students recommended)	Universal screening 3 x year (AIMSweb or CORE K12) Ongoing program assessments AIMSweb progress monitoring 1 x week
Tier 2	1. Not Proficient on SBA 2. Below target on CORE K12 3. 10-24th percentile on AIMSweb norm	Increased explicit & systematic instruction, practice, preteaching, & reteaching Evidence-based supplemental intervention targeting student needs and aligned to Common Core Standards and 5 areas of reading	Tier 1 instruction + • *Lexia Reading* (phonological awareness, phonics, fluency, vocab, comprehension)	90 minutes Tier 1 instruction <u>plus</u> 30 minutes of intervention 4-5 days a week	Reduced numbers in the targeted intervention group (5-7 students recommended) Classroom teacher or interventionist in the classroom or outside classroom	Universal screening 3 x year (AIMSweb or CORE K12) Ongoing program assessments AIMSweb progress monitoring 2 x month
Tier 1	1. Proficient (300+) on 2012 SBA 2. At or above benchmark target on CORE K12 screener 3. At or above the 25% on AIMSweb norm	Explicit and systematic instruction based on the Common Core State Standards (CCSS) Research-based strategies and daily instruction in writing and the 5 areas of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension)	Common Core State Standards *Houghton Mifflin* or other district approved core reading program (e.g., *Harcourt Brace*) <u>Differentiation:</u> • Program intervention and enhancement components *(e.g.,* Leveled Readers; Extra Practice, ELL Support; GCS basal alignment) • FCRR center activities	90 minutes	General education classroom with flexible grouping	Universal screening 3 x year (AIMSweb or CORE K12) Ongoing classroom assessments (e.g., end of unit assessments, assignments, observations, projects)

<u>Note</u>: This table reflects what is in place district-wide. Some schools may have additional resources available for tiered instruction that fit within this model. As the district refines Tier 2 and 3 intervention support, this guiding document will be revised.

Approximate times for a 90 minute core

3-5

These times are the approximate guideline that you could spend on Reading during your 90 minute block. This is not necessarily the sequence that you would teach the items. It also does not mean that it is teacher talk time during the time allotted. These times may be broken up over the course of the 90 minute block.

Monday

10 minutes - Build Background/Oral Language
15 minutes - Phonics
15 minutes - Vocabulary
50 minutes - Comprehension – 2 page Vocabulary Story/Small Group instruction

_____
90 minutes

Tuesday

10 minutes - Build Background/Oral Language
10 minutes - Phonics
10 minutes - Vocabulary
60 minutes - Comprehension – Main Selection/Small group instruction

_____
90 minutes

Wednesday

10 min Build Background/Oral Language
10 minutes - Phonics
10 minutes - Vocabulary
15 minutes - Fluency
45 minutes - Comprehension – Main Selection/Small group Instruction

_____
90 minutes

Thursday

10 minutes - Build Background/Oral Language
10 minutes - Phonics
15 minutes - Vocabulary
55 minutes - Comprehension – Paired Selection/Small group instruction/Assessment

_____
90 min

Friday

10 minutes - Build Background/Oral Language
15 minutes - Phonics
10 minutes - Vocabulary
55 minutes - Comprehension – Small Group Instruction/Assessment

_____
90 minutes

Approximate times for a 90(60) minute core

K-2

These times are the approximate guideline that you could spend on Reading during your 90 minute block. This is not necessarily the sequence that you would teach the items. It also does not mean that it is teacher talk time during the time allotted. These times may be broken up over the course of the 90 minute block.

Monday

10 minutes - Build Background/Oral Language
10 minutes - Phonemic Awareness
10 minutes - Phonics
10(K)/15 minutes - Vocabulary/High frequency words
20(K)/45 minutes - Comprehension – Big Book/ Small group instruction

_____
60(K)/90 minutes

Tuesday

10 minutes - Build Background/Oral Language
10 minutes - Phonemic Awareness
10 minutes - Phonics/ Decodable
10 minutes - vocabulary/ High frequency words
20(K)/ 50 minutes - Comprehension – Big Book/Main Selection

_____
60(K)/90 minutes

Wednesday

10 minutes - Build Background/Oral Language
5 minutes - Phonemic Awareness
15 minutes - Phonics
10 minutes - vocabulary/High frequency words
10 minutes - Fluency (not K or early 1st)
20(K)/40 minutes - Comprehension – Big Book/Main Selection/Small Group Instruction

_____
60(K)/90 minutes

Thursday

10 minutes - Build Background/Oral Language
5 minutes - Phonemic Awareness
15 minutes - Phonics
10 minutes - Vocabulary/High frequency words
20(K)/40 minutes - Comprehension – Small Group Instruction/Assessment

_____
60(K)/90 min

Friday

10 minutes - Build Background/Oral Language
5 minutes - Phonemic Awareness
15 minutes - Phonics
10 minutes - Vocabulary/High frequency words
20(K)/40 minutes - Comprehension – Small Group Instruction/Assessment

_____
60(K)/90 minutes

Small Schools Framework (Grades K, 1, and 2)

Coherence by design for multigraded classrooms

Reading Component	Amount of Time	Grouping	Materials
Phonological Awareness	5 minutes	Whole group	1. 1st grade Teacher's Edition 2. Phonological awareness template (for review)
Phonics and Spelling with Fluency	60 minutes (30 minutes per group)	Small group 1. Kindergarten 2. Grades 1 and 2	1. Kindergarten group: • Phonics and spelling section of the Kindergarten Teacher's edition • Decodable book • High frequency words 2. Grades 1 and 2: • Phonics and spelling section of the First Grade Teacher's edition. • Decodable book • High frequency words *Check out prefixes and suffixes for 2nd grade
Independent or Guided Practice	60 minutes (30 minutes per group) *This group will be taking place simultaneously with the phonics and fluency group.	Small group 1. Kindergarten 2. Grades 1 and 2	1. Kindergarten: • Below/On/Above/ELL Readers • Choral read/partner read • Practice worksheets 2. Grades 1 and 2: • Below/On/Above/ELL Readers • Choral read/partner read • Practice worksheets 3. www.Readworks.org
Vocabulary	10 minutes	Whole group	1. Second grade anthology vocabulary words

			2. Anita Archer's vocabulary routine
Comprehension	15 minutes	Whole group *using the anthology text	1. Second grade anthology text 2. Monitor comprehension sections in teacher's guide 3. Focus skill activity in teacher's guide

Decisions that needed to be made:

How do I set up the 30 minute application/independent time to be successful?

How do I be sure to balance the informational text and literary text in choosing my anthologies?

Rigor = *Conceptual understanding + Procedural skill and fluency + Application*

Shift #3: Rigor requires a balance of the three discrete components of math instruction: conceptual understanding, procedural skills and fluency, and application. This is not simply a pedagogical option, but is required by the Standards. The majority of the Standards specifically call for conceptual understanding, fluency, or application, but not every standard will necessarily fit neatly into just one of these three discrete components. For example, certain standards can be said to require procedural skill and conceptual understanding.

Grade	Standard	Procedural skill and Conceptual Understanding Standards Examples
3	3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*
6	6.EE.1	Write and evaluate numerical expressions involving whole-number exponents. *For example, multiply by powers of 10 and products of numbers using exponents* $(7 \bullet 7 \bullet 7 = 7^3)$.

Conceptual understanding: The Standards call for conceptual understanding of key concepts, such as place value and ratios. Teachers support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures. Conceptual understanding standards often use the terms "understand" and "recognize."

Grade	Standard	Deep Conceptual Understanding Standards Examples
3	3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
6	6.NS.5	Understand that positive and negative numbers describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explain the meaning of 0 in each situation.

Procedural skill and fluency: The Standards call for speed and accuracy in calculation. Teachers structure class time and/or homework time for students to practice core functions such as single-digit multiplication so that students have access to more complex concepts and procedures. Fluency standards clearly state "fluently" in the standard.

Grade	Required Fluency	Standard
K	Add/subtract up to 5	K.OA.5
1	Add/subtract up to 10	1.OA.6
2	Add/subtract up to 20 (know single-digit sums from memory) Add/subtract up to 100	2.OA.2 2.NBT.5
3	Multiply/divide up to 100 (know single-digit products from memory) Add/subtract up to 1000	3.OA.7 3.NBT.2
4	Add/subtract up to 1,000,000	4.NBT.4
5	Multi-digit multiplication	5.NBT.5
6	Multi-digit division Multi-digit decimal operations	6.NS.2,3

Application: The Standards call for students to use math flexibly for applications. Teachers provide opportunities for students to apply math in context. Teachers in content areas outside of math, particularly science, ensure that students are using math to access and make meaning of content. Application standards typically state "apply" or "solve."

Grade	Standard	Application Grade 3 and 6 Standards Examples
3	3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes or hours (e.g., by representing the problem on a number line diagram or clock).
6	6.SP.4	Display numerical data in plots on a number line, including dot or line plots, histograms, and box (box and whisker) plots.

Comprehensive Assessment Plan – Reading, 6-8

ASSESSMENT		PURPOSE	WHO	FREQUENCY	TYPES OF REPORTING
UNIVERSAL SCREENER	OAKS (Oregon Assessment of Knowledge and Skills)	State and Federal Accountability to Determine Percent of Students Meeting State Grade Level Performance Standards in reading comprehension.	All students grades 6-8 and in high school until students meet standard	Generally once a year; students not meeting grade level standards may be tested up to three times a year	• Individual reporting for total reading score • Group reporting by subgroups and whole group indicating percent of students meeting performance standard
	MAP (Measures of Academic Progress)	District Adaptive Testing to measure individual achievement level and growth over time in reading comprehension	All students grades 6-8	All students grades 6-8 are tested each fall and spring and all new students upon enrollment. Students requiring more frequent monitoring are tested throughout the year to measure growth	• Individual student growth • Classroom, school and district RIT averages for total reading and goal areas • Growth analysis for individual, school and district
	MAZE – benchmark assessment	6 minute Silent fluency, vocabulary and comprehension measure designed to regularly monitor individual progress and system effectiveness	All students grades 6-8	All students are tested three times each year with grade level passages – fall, winter and spring; all new students upon enrollment.	• Individual test results indicating risk level and growth • Group reporting
DIAGNOSTIC TOOLS	Program Placement Tests	Placement tests are designed to place students in the appropriate unit	All students as appropriate for program placement	As needed to place students in the appropriate level	• Individual test results
	San Diego Quick Assessment	A quick indicator of the student's independent, instructional and frustration reading level.	Students not meeting benchmark targets	As needed to place students in the appropriate level of intervention programs	• Individual test results
	SRAI	Assesses reading comprehension of secondary students featuring mostly expository text	Students not meeting benchmark targets	As needed to determine sub skills needs of students related to comprehension	• Individual test results
PROGRESS MONITORING	Easy CBM	Word reading, fluency and comprehension measures designed to regularly monitor individual progress and system effectiveness	Students not meeting benchmark targets	Strategic Students: at least monthly; Intensive students: at least twice a month	• Individual and group reporting (easycbm.com)
	DIBELS Next - DAZE Progress Monitoring	Silent fluency, vocabulary and comprehension measure designed to regularly monitor individual progress and system effectiveness	Students not meeting benchmark targets	Strategic and Intensive students: no more than once per month	• Individual test results
SKILLS MASTERY	Program/Unit Testing/Check-ins	Measure mastery of directly taught skills	All students	As prescribed by program	• Individual Teacher Records

Comprehensive Assessment Plan – Reading, Grades_____

ASSESSMENT		PURPOSE	WHO	FREQUENCY	TYPES OF REPORTING
UNIVERSAL SCREENER					•
					•
DIAGNOSTIC					•
					•
					•
PROGRESS MONITORING					•
					•
SKILLS MASTERY					•

Data Retreats/Summits

General Keys to Success (All Levels)

1. Be specific about what data participants are to bring.

2. Set the purpose. Know where you want to go and develop guiding questions that will get you there.

3. Data analysis should always go from broad to narrow (i.e., from district down to kid levels or reading component down to subskill levels).

4. Make sure the data are organized in a format that makes them easy to analyze.

5. Maintain some kind of recording sheet that acts as a photograph—capturing the data story as a point in time.

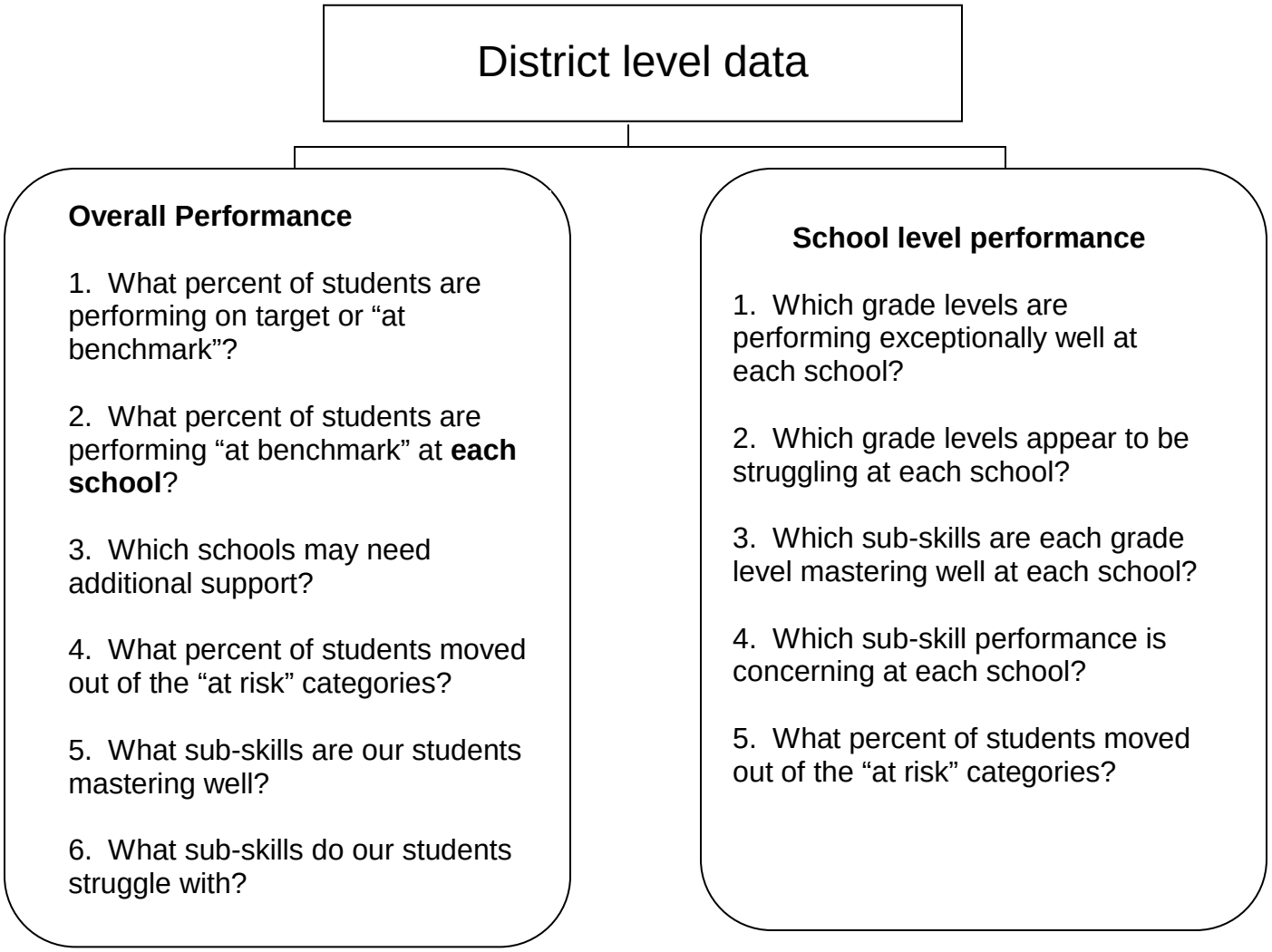
6. Pay attention to culture. Establishing a culture of trust is essential, a culture of asking and answering difficult questions that leads to continuous improvement. To do that, make sure the focus is always on the results, not the person.

7. Make sure participants know how to read the data. Always provide some kind of direct instruction the first time you analyze a data set, so participants learn how to navigate the results.

8. Develop a common understanding of what quality performance is. Show state data first so participants can see if they are performing at, above, or below the state average. Then having participants lay their data up against the highest performer that “looks like them” allows them to see the standard of excellence and determine how close they are to achieving it.

9. Carefully manage the sequence of analysis and the use of time. Poorly structured data analysis events can become very time intensive and end up yielding very little useful information for the time spent.

Data Analysis Protocol
(Used with CBM data)

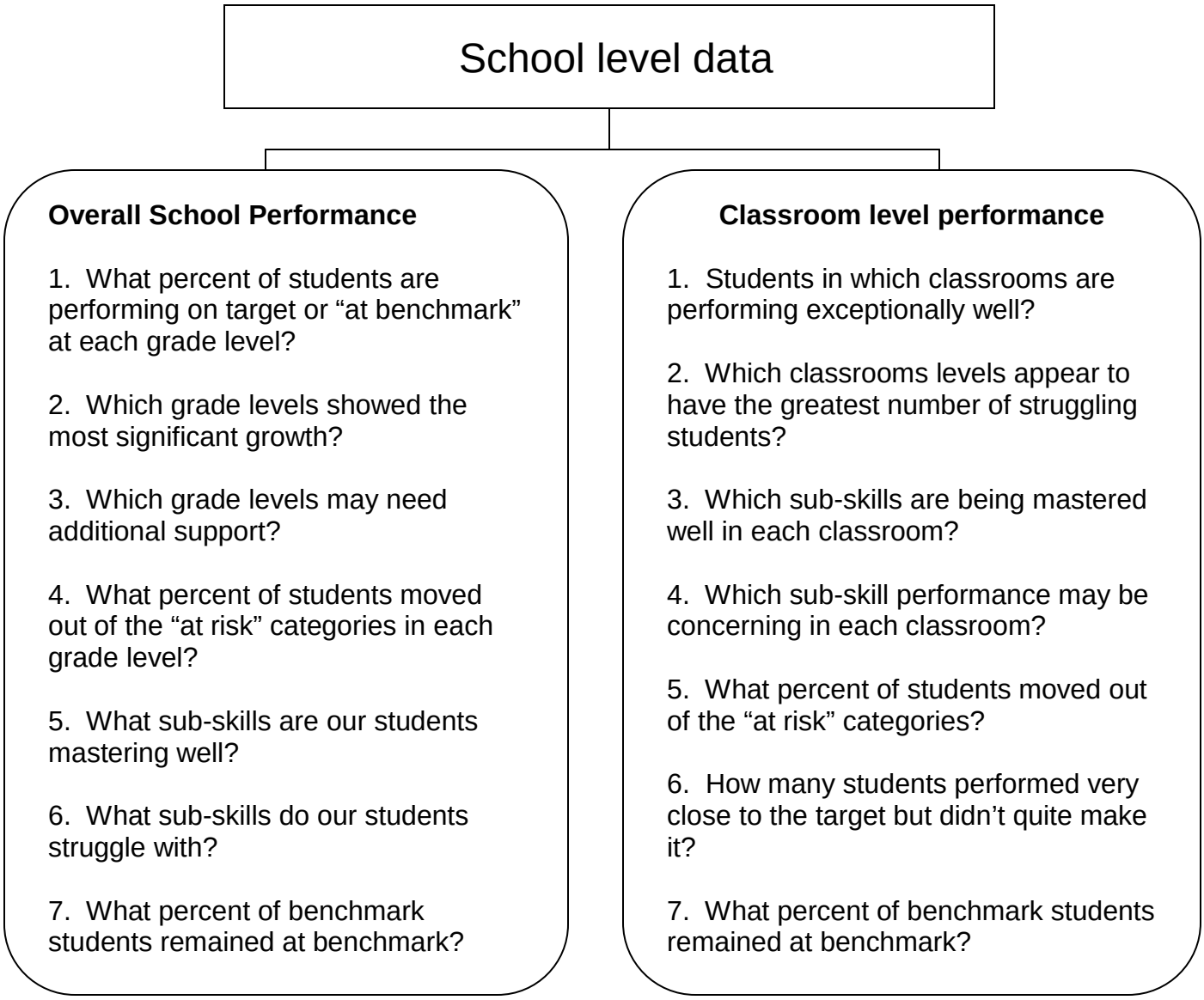


Analyzing District Data

Purpose: District level analysis provides leaders a broad picture of overall student performance. Using CBM data provides an opportunity for frequent monitoring of student performance and alerts the district level leaders to possible learning gaps within the district. Leaders can use district data to allocate resources, provide focus to site visits and provide focus for professional development for improved instruction.

Plan for Support: District level analysis can assist district leaders in determining which schools and/or grade levels may need additional support. Once data is analyzed, district leaders can design short term action plans to support building leaders and teachers in implementing a stronger reading system.

Data Analysis Protocol
(Used with CBM data)



Analyzing School level data

Purpose: School level analysis provides building leaders a picture of overall student performance as well as student performance in each classroom. Using CBM data provides an opportunity for frequent monitoring of student performance and alerts the building leaders to possible learning gaps within the grade levels. Leaders can use school data to allocate resources, provide focus to classroom walk-throughs and provide focus for professional development for improved instruction.

As school leaders participate in collaborative data analysis sessions and intervention design, they are equipped to be stronger instructional leaders and provide more support for improving the instruction within the reading system.

Data Analysis Protocol
(Used with CBM data)

Classroom/Student data

Classroom/Student Performance

1. What percent of students are performing on target or "at benchmark" in this classroom?

2. Which students showed the most significant growth?

3. Which students may need additional support?
   - Students who just barely met the target for a given subskill
   - Students who fall just below the target for a given subskill
   - Students who fall significantly below target in a given subskill
   - Students who fall significantly below target in all subskills

4. What percent of students moved out of the "at risk" categories in each in this classroom?

5. What sub-skills are students mastering well?

6. What sub-skills do students struggle with?

7. Which students are currently receiving intervention?

8. How much time and how frequently are they receiving intervention?

9. Which students should be grouped together for intervention?

10. Does the child need additional practice or intense instruction with this skill?
   - Students who barely missed the target likely need additional practice
   - Students who fell significantly below the target likely need explicit instruction

Lessons Learned

1. The concept of making data public always has to be addressed. You do that by creating that culture of facing the brutal facts without placing blame.

2. Data analysis is really about finding what we do well so we can replicate that and identifying some areas that aren't where we want them to be so we can work on those.

3. When you find an underlying issue or a root cause for something, taking a collective deep breath and solving the problem as a group works well. If we don't address the root cause of a problem, we can only treat the symptoms, not solve the problem. Team problems usually require a team solution.

4. Building principals need to not only be at the data analysis meetings, they need to be the best data analyzers in the building. They are the real leverage point for change.

5. The same can be said of district level staff. And they need to analyze data with building staff, not in isolation, so they can talk about the data with building level principals, coaches, and leadership teams.

6. The key phrase to keep in mind with data is "talking to, not about". We need to talk **to** the people to whom the data is related, **not** talk **about** them. Data gatherings allow us to do just that. This creates the trust that is the cornerstone to successfully using data to improve results.

Quick Phonics Screener (QPS)

Starting the QPS

Say to the student: **"I'm going to ask you to read some words and sentences to me so I can find out what kinds of words are easy for you to read and what kinds of words you still need to learn. I want you to try to do your best. We probably won't do this whole page; we'll stop if it gets too hard. Any questions?"**

For the *NAMES* task, have students name the letter Q, not the qu digraph.

For the *SOUNDS* task, have students give you the SHORT sound for each of the VOWELS. If they say the long sound (letter name), say: **"That is one sound that letter makes. Do you know the short sound for that letter?"**

Procedures for Administration

STARTING POINT:
For students in Grade 4, the recommended starting point is Task 3a.

MOVING FROM TASK TO TASK:
If the student misses five words in Task 3a, have the student read the sentences in 3b. Then go back and administer Task 2b.

Administer each section of each task (i.e., words in isolation and then words in text).

ERROR CORRECTION:
If a student does not know a word, tell him/her to skip it and move on to the next one. Do not read the word for the student.

STOPPING TESTING:
Stop the assessment when the student appears frustrated or tired. NOT ALL TASKS MUST BE ADMINISTERED, but try to assess as many as possible so you will have sufficient information to plan instruction.

When a student misses five words in the word box, move to the words in text. Then, move to the next word box task. If the student misses five words in that word box, complete that task (administer the sentences), and stop the assessment.

A teacher may choose to administer additional tasks in order to gain further information but care must be taken not to frustrate the student.

Scoring the QPS

Mark errors and make notes/comments to help you remember how the student responded.

The QPS is scored by each individual task *ONLY*. Record the ratio of CORRECT responses over the total number POSSIBLE (e.g., 13/21 or 8/10) for each task. For Tasks 2b, 3b, 4b, 5b, and 6b, only the *underlined* word counts, but note or make comments about how well other words were read.

NOTE: The grade level listed above each task is an APPROXIMATE level at which those phonics skills are taught. **Results from the QPS CANNOT be used to determine a student's grade-level performance in reading, only their strengths/needs in key phonics skills.**

QUICK PHONICS SCREENER

Student Copy - page 1

Task 1(a) Task 1(b)	m t a s i r d f o g l h u c n b j k y e w p v qu x z
Task 2(a)	dad fog let tub in sit cup red map on
Task 2(b)	Sam and Ben hid the gum. Pat had a nap in bed. Mom had a top on a big pot. Tim can sit in a tub.
Task 3(a)	gasp romp mint just soft club bran snip prod sled
Task 3(b)	Glen will swim past the raft in the pond. The frog must flip and spin and jump.
Task 4(a)	nice mole rule doze fate ripe cave tile cane vote
Task 4(b)	Mike and Jane use a rope to ride the mule. Pete has five tapes at home.
Task 5(a)	cart pork verb shirt furl torn fern mark turn stir
Task 5(b)	The dark tar on his torn shirt burned and hurt him. The bird hid under the ferns in the park.

QUICK PHONICS SCREENER

Student Copy - page 2

Task 6(a)	lick sling sunk wrap ship whiz moth sigh chin knob
Task 6(b)	The ducks chomp on the knot. What is that on the right? Wring the wet dish cloth in the sink.

Task 7	foam roast • flea creak • mood scoop • steep bleed raise waist • fold scold • spray gray • shout mount spoil join • joy royal • haul fault • brawl straw toe goes • chew jewel • thrown pillow

Task 8	discount dismiss • nonsense nonstop • index intent • return regard station motion • famous jealous • madness witness • mission session • portable drinkable • fastest dampest • battle handle • mouthful fearful • traffic plastic • beware beneath • decay demand

Task 9(a)	moment	crater	bacon	spider	escape
	crazy	mascot	address	basket	punish
Task 9(b)	amputate	liberty	dominate	elastic	entertain
	practical	innocent	electric	volcano	segregate
Task 9(c)	particular	contaminate	community	superior	vitality
	evaporate	inventory	prehistoric	solitary	emergency

QUICK PHONICS SCREENER — Scoring Form

Student: _____ **Teacher:** _____ **Date:** _____

K-1st		SCORE		SCORE
Task 1. Letters **(a) Names** **(b) Sounds**	*NAMES* m t a s i r d f o g l h u c n b j k y e w p v qu x z	/26	*SOUNDS* m t **a** s **i** r d f **o** g l h **u** c n b j k y **e** w p v qu x z	*/21 cons.* */5 vowels*

Gr. 1		COMMENTS	SCORE
Task 2. VC & CVC **(a) in List**	dad fog let tub in sit cup red map on		*/10*
(b) in Text	Sam and Ben hid the gum. Pat had a nap in bed. Mom had a top on a big pot. Tim can sit in a tub.		*/20*
Task 3. CVCC & CCVC **(a) in List**	gasp romp mint just soft club bran snip prod sled		*/10*
(b) in Text	Glen will swim past the raft in the pond. The frog must flip and spin and jump.		*/10*

Gr. 1-2			
Task 4. Silent E CVC-e **(a) in List**	nice mole rule doze fate ripe cave tile cane vote		*/10*
(b) in Text	Mike and Jane use a rope to ride the mule. Pete has five tapes at home.		*/10*
Task 5. R-Control Vowels **(a) in List**	cart pork verb shirt furl torn fern mark turn stir		*/10*
(b) in Text	The dark tar on his torn shirt burned and hurt him. The bird hid under the ferns in the park.		*/10*

Gr. 1-3			
Task 6. Consonant Digraphs th, ng, sh, wh, ch, igh, ck, kn, wr, nk **(a) in List**	lick sling sunk wrap ship whiz moth sigh chin knob		*/10*
(b) in Text	The ducks chomp on the knot. What is that on the right? Wring the wet dish cloth in the sink.		*/10*
Task 7. Vowel Digraphs & Diphthongs oa, ea, oo, ee, ai, ol, ay, ou, oi, oy, au, aw, oe, ew, ow	foam roast • flea creak • mood scoop • steep bleed raise waist • fold scold • spray gray • shout mount spoil join • joy royal • haul fault • brawl straw toe goes • chew jewel • thrown pillow		*/30*

Gr. 2-6			
Task 8. Prefixes & Suffixes dis-, non-, in-, re-, -tion, -ous, -ness, -ion, -able, -est, -le, -ful, -ic, be-, de-	discount dismiss • nonsense nonstop • index intent return regard • station motion • famous jealous madness witness • mission session • portable drinkable fastest dampest • battle handle • mouthful fearful traffic plastic • beware beneath • decay demand		*/30*
Task 9. Multi-Syllable **(a) 2-Syllable**	moment crater bacon spider escape crazy mascot address basket punish		*/10*
(b) 3-Syllable	amputate liberty dominate elastic entertain practical innocent electric volcano segregate		*/10*
(c) 4-Syllable	particular contaminate community superior vitality evaporate inventory prehistoric solitary emergency		*/10*

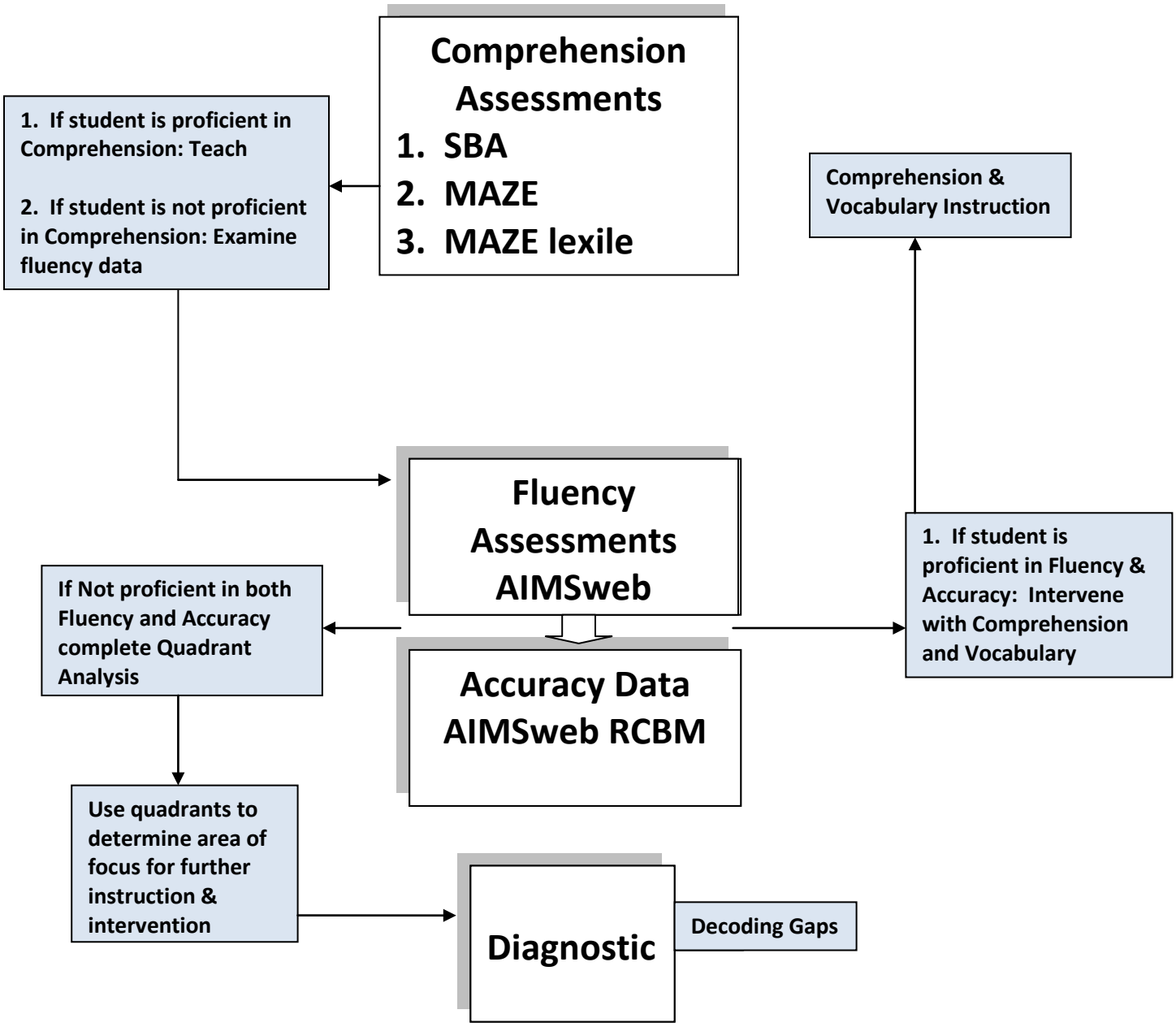
Adapted from Hasbrouck, J., & Parker, R. (2001). *Quick phonics screener.* College Station, TX: Texas A&M University. ©2001.

QPS Class Summary

Student Name	Task 1			Task 2		Task 3		Task 4		Task 5		Task 6	Task 7	Task 8	Task 9		
	Letter-sounds			VC & CVC		CVCC & CCVC		VCe		Vowel+r		Cons. Digraph	Vowel Pair	Prefix/ Suffix	2 syl	3 syl	4 syl
	26	21	5	10	20	10	10	10	10	10	10	10	30	30	10	10	10

Adapted from Denton, C. (2002). *QPS class summary*. Houston, TX: Center for Academic and Reading Skills, University of Texas, Houston; *Third Grade Teacher Reading Academy*. (2002). Austin, TX: UT System; Texas Education Agency; Education Service Center Region 13; Education Service Center Region 4.

Decision Making for Literacy 3rd- 8th Grade Students



Developing Norms Worksheet

When Establishing Norms, Consider	Proposed Norm
Time • When do we meet? • Will we set a beginning and ending time? • Will we start and end on time?	
Listening • How will we encourage listening? • How will we discourage interrupting?	
Confidentiality • Will the meetings be open? • Will what we say in the meeting be held in confidence? • What can be said after the meeting?	
Decision Making • How will we make decisions? • Are we an advisory or a decision-making body? • Will we reach decisions by consensus? • How will we deal with conflicts?	
Participation • How will we encourage everyone's participation? • Will we have an attendance policy?	
Expectations • What do we expect from members? • Are there requirements for participation?	