

An Overview of Rtl

RtI In a Nutshell

A **well integrated** system of instruction and intervention that is guided by student outcome **data**.

National Association of State
Directors of Special Education

RtI in More Detail

- High quality, Research-Based Instruction and Behavior Management
- Periodic Universal Screenings
- Frequent Progress Monitoring
- Data-based Decision Making
- Tiered Instruction
- Fidelity of Program Implementation



A Key Tenet of RtI

- The conversation is about **data** and **instruction**, not about what is wrong with the student
- Data **guides** instruction
- Important decisions are made based on **objective**, performance-based data

Assessment in RtI

- Screening using validated measures
- Progress Monitoring using validated measures
- Diagnostic Testing
- End-of-year Outcome Testing

Screening

- During the year, (typically **fall**, **winter**, and **spring**) all students are given a brief screening test
- Measures **key** skills, not all skills
- Screeners measure students against research validated **cut points**
- Good screeners have strong **predictive validity**
- A screener **sorts** students into 3 groups –
 - **Benchmark**
 - **Strategic**
 - **Intensive**

Grouping

- Screening data gives you a good idea of where to start when grouping
- Additional information (diagnostic tests, teacher made tests, what your eyes and ears tell you) gives you an idea of specific areas of need when creating small groups
- If you're interested, the Dynamic Measurement Group has a very useful grouping tool for those using DIBELS Next



Examples of Screeners for Reading

- AIMSweb
- EdCheckup
- STEEP
- Yearly ProgressPro
- DIBELS
-

Progress Monitoring

- Brief measures that are highly sensitive to small amounts of growth over short periods of time
- Series of tests that measure the same skill at the same level of difficulty using different questions or stories
- Measure key skills
- Typically 1 minute tests
- Strategic range – 2 x month
- Intensive range – weekly



Examples of Progress Monitoring Tools for Reading

- AIMSweb
- EdCheckup
- STEEP
- Yearly ProgressPro
- DIBELS

Diagnostic Testing

- Tests that look at discrete skills in greater detail
- May not need to do these with everyone
- Sometimes these are validated, sometimes they are not



Examples of Diagnostic Tests

- Teacher created tests
- BPST
- CORE Phonics Survey
- HM Emerging Literacy Survey
- TOWRE
- GORT-4
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Additional Considerations

- Mastery Measures vs. General Outcome Measures
- Static Tests vs. Dynamic Tests

Some Key Points About Data

- Accuracy Matters
 - **Accurate Identification** – who really needs help
 - **Early Identification** – prevention is more effective than remediation
 - **Program Effectiveness** – big picture decisions
 - **Professional Development** – what are our true needs
 - **Eligibility Determinations** – who really needs extremely intensive support

How Do We Know if a Test is Accurate?

- To determine accuracy, tests go through a process called **validation**
- This establishes how **reliable and valid** they are
- **Reliability and validity** together are known as **technical adequacy**

Reliability

- There are different kinds of reliability
- **Inter-Rater reliability** – do different people get the same results
- **Test-Retest reliability** – does the test perform the same over repeated trials
- **Parallel-Forms reliability** - do different versions of the same test give the same results



Validity

- There are several different kinds of validity
- **Predictive Validity** – does the test tell us how well a student will perform in the future
- **Criterion Validity** – do the test's results match other already validated tests
- **Content Validity** – does the test have enough items / response time to adequately measure the content domain
- **Construct Validity** – does the test actually measure the skill we are trying to measure



Cut-points

- Cut-points are levels of performance that should be met at certain points in time
- Cut-points are decision-making points
- **Validated** cut-points are available
- Districts can create cut-points – this takes a bit of work



An Example of Cut-points

	BOY	MOY	EOY
At benchmark	10+	30+	
Below Benchmark	5-9	20-29	
Well Below Benchmark	0-4	0-19	

DIBELS Kindergarten First Sound Fluency

An Example of Cut-points

Grade	Fall	Winter	Spring	ROI / week
1	N/A	20	49	1.36
2	43	72	90	1.31
3	70	91	107	1.03
4	83	101	113	.83
5	108	128	136	.78
6	122	139	153	.86
7	137	148	158	-
8	150	160	160	-

St. Croix River Education District created cutpoints based on logistical regression between 3 x per year fluency checks and the Minnesota State Accountability Tests

2006 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal have completed an extensive study of oral reading fluency. The results of their study were published in a technical report entitled, "Oral Reading Fluency: 90 Years of Measurement," which is available on the University of Oregon's website, brt.uoregon.edu/tech_reports.htm, and in *The Reading Teacher* in 2006 (Hasbrouck, J. & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*. 59(7), 636-644.).

The table below shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. **Students scoring 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program.** In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6

*WCPM = Words Correct Per Minute

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

**Average words per week growth

Tiered Instruction

ACADEMIC SYSTEMS

TIER 3 *Intensive, Individual Interventions*

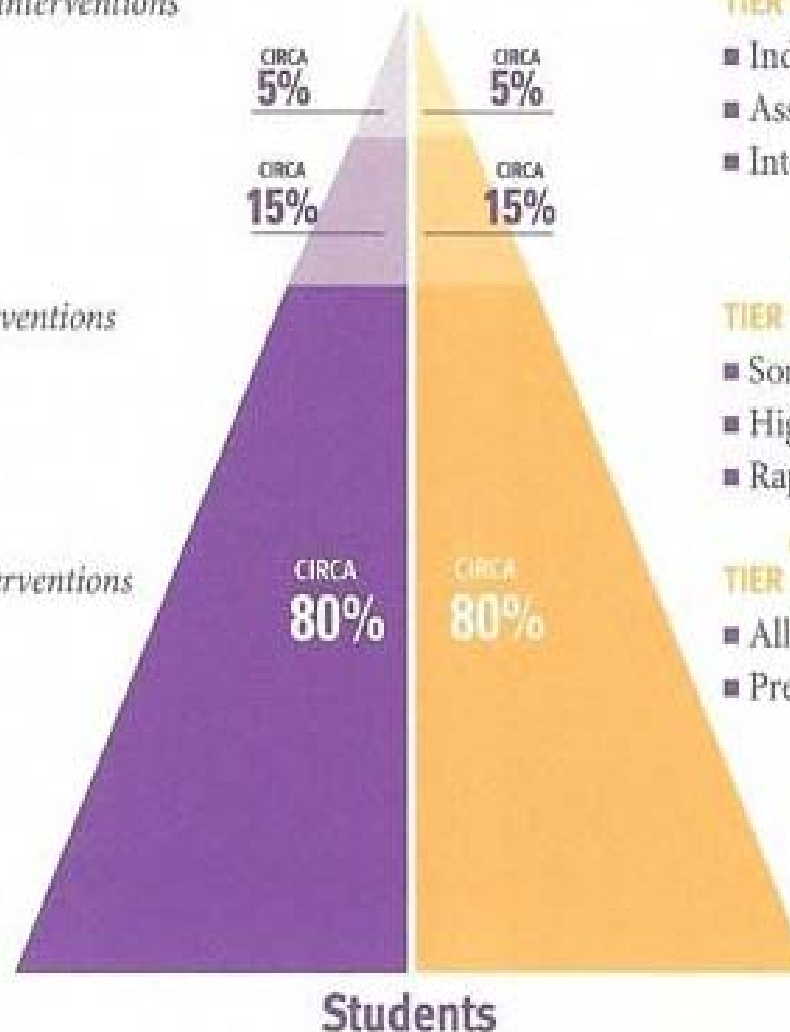
- Individual students
- Assessment-based
- High intensity
- Of longer duration

TIER 2 *Targeted Group Interventions*

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 *Core Instructional Interventions*

- All students
- Preventive, proactive



BEHAVIORAL SYSTEMS

TIER 3 *Intensive, Individual Interventions*

- Individual students
- Assessment-based
- Intense, durable procedures

TIER 2 *Targeted Group Interventions*

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 *Core Instructional Interventions*

- All settings, all students
- Preventive, proactive

What Happens in Each Tier

- Tier 1 – Whole class instruction (this includes Universal Access time)
- Tier 2 – Small group instruction, typically supplements core instruction
- Tier 3 – Intensive instruction, often conceptualized as Special Education



A Extremely Simplified Generic Example

- This is Bob, a 3rd grader
- Fall screening data shows that Bob reads at 23 wcpm
- The fall expectation is 70 wcpm or better
- Bob has a history of reading difficulty, does well in math, is behaved



A Problem-Solving Team Meets

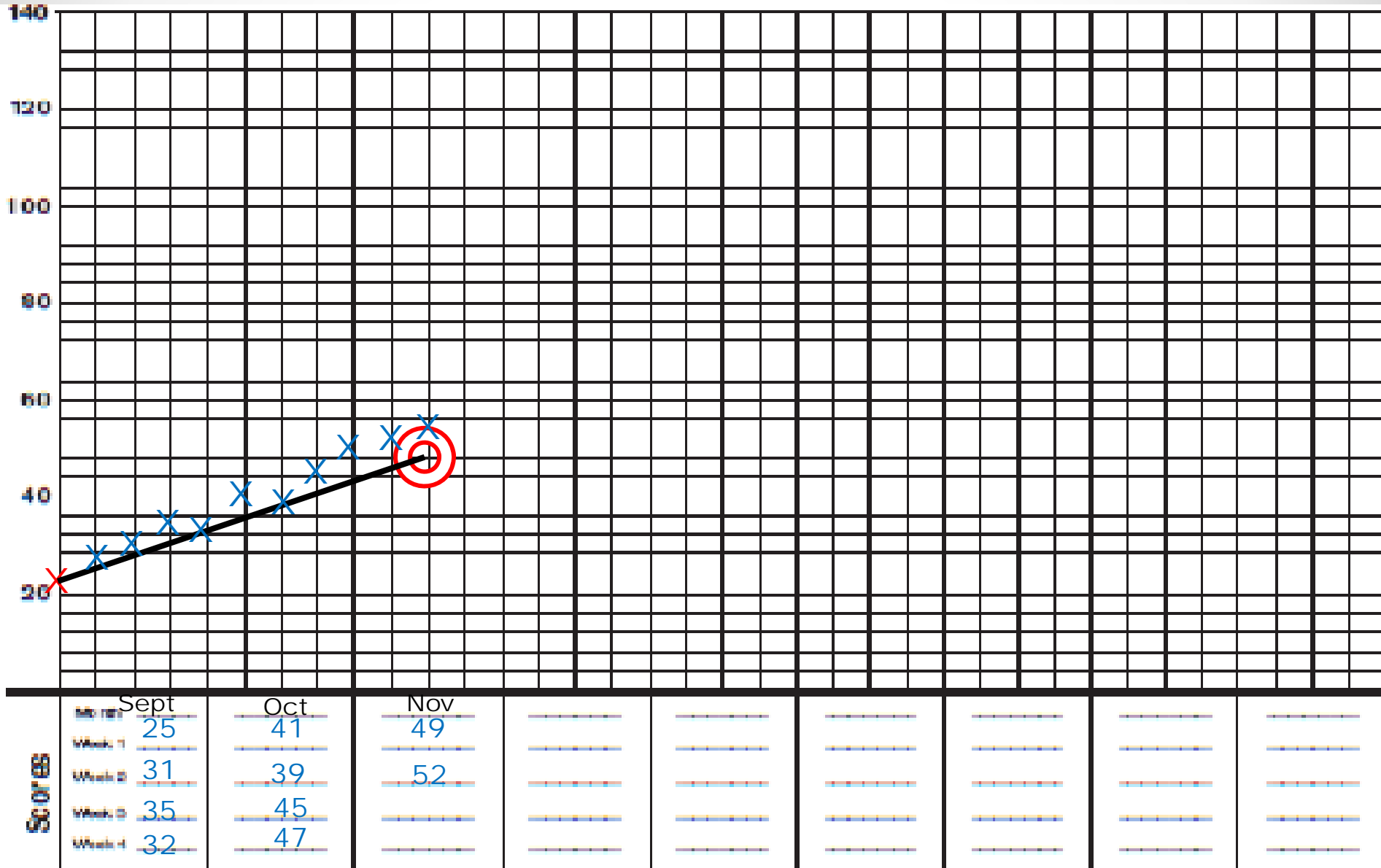
- The team reviews performance-based data
- The team decides to try PALS 4 times per week, 30 minutes per session during UA time
- The team sets a target of 38 wcpm in 10 weeks
- The team decides to monitor his progress weekly



The Intervention Is Implemented



Progress is Monitored



Problem Solved



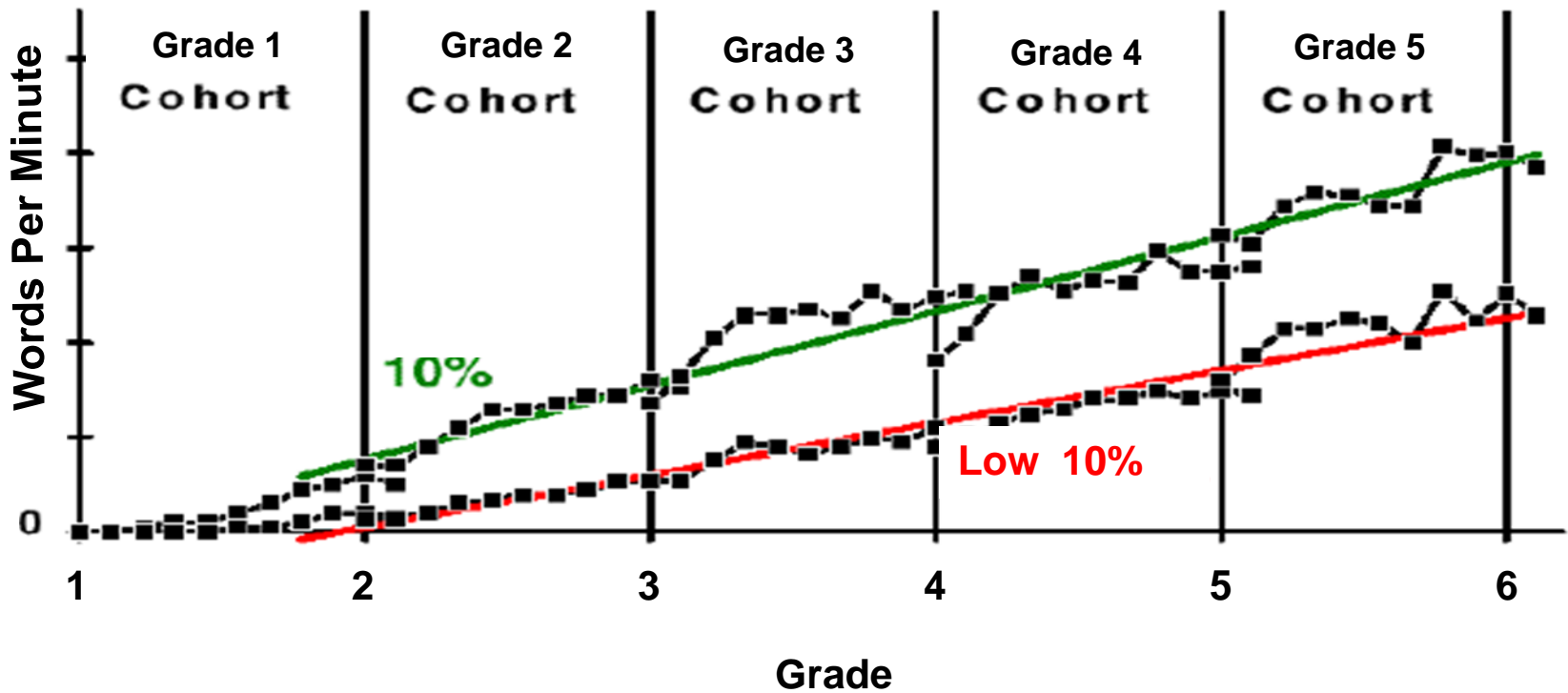
Why RtI?

- RtI is the result of **several factors** coming together over the last few decades
- Improved knowledge of **reading acquisition** and **reading disability**
- The development of **tools** that can **quickly** and **accurately** screen for risk and measure short-term growth
- An understanding that the **discrepancy model** for learning disability determination has **no validity**
- Examples of success from across the **country**

At Its Heart

- Rtl is about Early Intervention
- Problems are much easier to solve when they are caught early

Why We Need to Intervene Early



Some Important Points About RtI

- RtI is a Global Framework
- RtI is a Paradigm Shift
- RtI is a **General Education** Initiative

A Few Words About RtI Implementation

- Implementation is a **Multi-year** Process
- Lots of **Planning** Before Implementation
- Often Start with a **Pilot**
- Have to **Go Slow** to **Go Fast**



Super Double-Bonus, Extra Credit Review Quiz

What are the 4 main types of assessment in an RtI model?

Screening, Progress Monitoring, Diagnostic Testing, End-of-year Outcome Testing

How do we know for sure that a test is accurate?

It has been validated

What are 2 underlying skills that are vital for comprehension?

Oral Reading Fluency and Vocabulary

Round Robin reading improves fluency, True or False?

False

When reading to build fluency, how accurate does the student need to be to really build fluency?

95%

Which of the following is not a comprehension strategy found to be effective by the National Reading Panel?

1. Summarizing
2. Question Generation
3. Book Reports
4. Comprehension Monitoring

Book Reports



Finally

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- If you would like me to model any of these, watch you do them, chat about them, etc., don't hesitate to ask ... I'll help you as much as a can

