

Powerful Progress Monitoring for RtI

*Successfully*

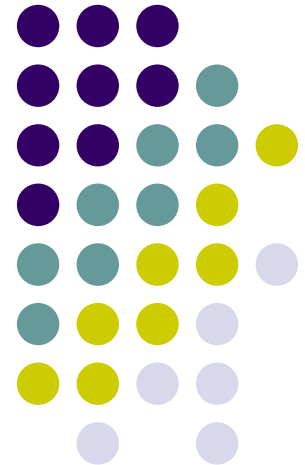
# Effective Tools for ^ Implementing RtI

---

**Valerie Valenti**, RSE-TASC

**Roberta Senzer**, Federal and State  
School Support Initiatives

**Robin Elliser**, Federal and State  
School Support Initiatives



Educational Services That Transform Lives

**January 21, 2011**

# Rtl Non-Negotiables

	Tier I	Tier II	Tier III
<b>Non-Negotiables</b>	Standards-Based Classroom Learning	Needs-Based Learning	Driven Learning
<b>Interventionist</b>	General Education teacher	Trained, skilled personnel	Highly trained, skilled personnel
<b>Setting</b>	General Education classroom	Variable (inside classroom or out)	Generally outside of classroom
<b>Grouping</b>	Variable and flexible grouping formats	Small, homogeneous (1:3 → 1:5)	Small, homogeneous (1:1 → 1:2)
<b>Curriculum</b>	Scientific, research-based instruction aligned to state learning standards in core academic areas	Scientific, research-based instruction designed to remediate skill deficits of targeted students	Customized, intensive, systematic, research-based instruction that targets academic areas of greatest need
<b>Duration</b>	Year-long	Variable based on rate of progress – 10-30 weeks minimum	Variable based on rate of progress – 10-30 weeks minimum
<b>Length of Instructional Sessions</b>	Minimum of 90 minutes uninterrupted ELA instruction daily	20-30 minutes, 3-4 times weekly	30-60 minutes, 5 times weekly
<b>Assessment</b>	Screening at least 3x/year	Formal and informal measures	Formal and informal measures
<b>Progress Monitoring</b>	Weekly for 5-6 weeks for students initially identified as at-risk on screening measures	2x monthly to examine rate and level of performance	Once weekly minimum



# Determining What Tools are Available



# The NCRtl Tools Charts

The **National Center on Response to Intervention** (<http://www.rti4success.org/>) has created three “tools charts” which list and provide ratings for commercially-available:

- **Screening Tools**
- **Progress Monitoring Tools**
- **Instruction Tools**

# The Technical Review Committees



- Review are conducted by members of the NCRtl's Technical Review Committees (TRCs) on screening, progress monitoring, and instruction
- Members are national experts in measurement, research methodology and the content area



# Tool Review Process

- **Step 1: Submission from vendor**
- **Step 2: First-level and Second-level review**
- **Step 3: Interim communication with vendors**
- **Step 4: Third-level review**
- **Step 5: Publication of results**

*Additional information on the Tool Review Process is included in your binder.*

# What the Tools Chart Tells You



- (1) Ratings of technical rigor**
- (2) Implementation requirements for the tool / program**
- (3) Detailed data submitted by the vendor**

# The Screening Tools Chart



Please go to  
**HANDOUT #1**  
**(Screening Tools Chart)**

# The Screening Tools Chart

Tools	Area	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Efficiency			
							Administration Format	Administration & Scoring Time	Scoring Key	Benchmarks/ Norms
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Letter Naming Fluency	○	Moderate Low	●	◐	—	Individual	2 minutes	Yes	Yes
	Nonsense Word Fluency	◐	Moderate Low	●	◐	○	Individual	2 minutes	Yes	Yes
	Oral Reading Fluency	◐	Moderate High	●	◐	◐	Individual	2 minutes	Yes	Yes
	Phoneme Segmentation Fluency	○	Moderate Low	◐	○	◐	Individual	2 minutes	Yes	Yes
Gates MacGinitie Reading Tests (GMRT)	* Reading	●	Moderate Low	●	○	—	Group	55 minutes	Yes	Yes
Iowa Tests of Basic Skills (ITBS)	* Math	●	Moderate High	◐	●	—	Group	60 minutes	Yes	Yes
	* Reading	●	Moderate High	◐	●	—	Group	55 minutes	Yes	Yes
Istation Indicators of Progress (ISIP)	Reading	◐	Moderate Low	●	●	◐	Individual Group	13–21 minutes	Yes	Yes
mCLASS	* 3D–Text Reading and Comprehension	○	Moderate Low	◐	○	—	Individual	5–8 minutes	Yes	Yes
	* Math	○	Narrow	●	○	—	Individual Group	1–12 minutes	Yes	Yes
	* Vocabulary Assessment	○	Moderate Low	○	○	—	Individual	1–2 minutes	Yes	Yes

Chart Legend: ● Convincing Evidence | ◐ Partially Convincing Evidence | ○ Unconvincing Evidence | — No Evidence Submitted

\* Added in the 2010 review | † Information updated during the 2010 review

# The Progress Monitoring Tools Chart



Please go to  
**HANDOUT #2**  
**(Progress Monitoring  
Tools Chart)**

# The Progress Monitoring Tools Chart

Tools	Area	Reliability of the Performance Level Score	Reliability of the Slope	Validity of the Performance Level Score	Predictive Validity of the Slope of Improvement	Alternate Forms	Sensitive to Student Improvement	End-of-Year Benchmarks	Rates of Improvement Specified	Norms Disaggregated for Diverse Groups	Disaggregated Reliability and Validity Data
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Initial Sound Fluency	●	—	●	—	●	●	○	○	No	—
	Nonsense Word Fluency	●	—	●	○	●	●	○	○	No	—
	Oral Reading Fluency	●	—	●	—	●	●	●	○	No	●
	Phonemic Segmentation Fluency	●	—	●	—	●	●	●	○	No	—
	Word Use Fluency	●	—	○	—	●	●	●	○	No	—
easyCBM	* Math	●	—	—	—	●	—	—	—	No	—
	*Reading - Comprehension	—	—	●	—	—	—	—	—	No	—
	*Reading - Letter Names	—	—	—	—	◐	—	○	—	No	—
	*Reading - Letter Sounds	—	—	—	—	◐	—	—	—	No	—
	*Reading - Passage Reading Fluency	●	—	●	—	●	—	—	—	No	—
	*Reading - Phoneme Segmentation	—	—	—	—	◐	—	—	—	No	—
	*Reading - Word Reading Fluency	—	—	—	—	◐	—	—	—	No	—
Monitoring Basic Skills Progress (MBSP)	Basic Math Computation	●	●	●	●	●	●	●	●	No	—
	Basic Math Concepts/ Applications	●	●	●	●	●	●	●	●	No	—

Chart Legend: ● Convincing Evidence | ◐ Partially Convincing Evidence or Convincing Indirect Evidence | ○ Unconvincing Evidence | — No Evidence Submitted

\* Added in the 2009 Review | † Information Updated During the 2009 Review

# The Instruction Program Tools Chart



Please go to  
**HANDOUT #3**  
**(Instruction Program  
Tools Chart)**

# The Instruction Program Tools Chart

Program	Study	Study Quality				Effect Size			
		Participants	Design	Fidelity of Implementation	Measures	Number of Outcome Measures	Based on adjusted posttests Mean (Range)	Based on unadjusted posttests Mean (Range)	Disaggregated Data Available
<b>Academy of READING</b>	Fiedorowicz & Trites (1987)	●	◐	○	◐	24 Reading	—	0.21 (-0.64 to 0.60)	No
<b>AWARD Reading</b>	Block & Mangier (Tech. Rep.)	○	◐	○	○	5 Reading	—	—	No
<b>Corrective Reading Decoding</b>	Benner, Beaudoin, & Stein (2005)	○	○	◐	●	4 Reading	—	—	No
	Gunn, Biglan, Smolkowski, & Ary (2000)	●	●	○	●	5 Reading	—	—	No
<b>Early Vocabulary Connections</b>	Nelson, Vadasy, & Sanders (in submission)	●	●	◐	●	3 Reading	—	0.38 (0.23 to 0.67)	No
<b>Failure Free Reading</b>	Torgesen et al. (2006)	●	◐	●	●	14 Reading	0.05 (-0.11 to 0.35)	—	No
<b>Hot Math Tutoring</b>	Fuchs, et al. (2008)	●	●	●	●	4 Math	0.83 (0.38 to 1.16)	0.88 (0.38 to 1.15)	No
<b>My Sidewalks Intensive Reading Intervention</b>	Baird-Wilkerson (2008)	●	●	○	●	14 Reading	0.02 (-0.13 to 0.25)	0.01 (-0.12 to 0.24)	No
<b>Number Rockets</b>	Fuchs et al. (2005)	●	●	●	●	7 Math	0.35 (0.08 to 0.61)	0.33 (0.03 to 0.64)	No
<b>Pirate Math Individual Tutoring</b>	Fuchs et al. (2009)	●	●	●	●	6 Math	0.62 (0.36 to 0.87)	0.56 (0.28 to 0.79)	No
<b>Read Naturally</b>	Heistad (2005)	●	◐	○	●	3 Reading	—	0.26 (0.14 to 0.39)	No
<b>Reading Mastery</b>	Carlson & Francis (2002)	○	○	○	○	2 Reading	—	—	No
	Gunn, Biglan, Smolkowski, & Ary (2000)	●	●	○	●	5 Reading	—	—	No

**Legend:** ● Convincing evidence | ◐ Partially convincing evidence | ○ Unconvincing evidence | — Data unavailable or inadequate



# The Tools Chart User Guides

- The NCRtl has created **User Guides** to assist in the application of the tools charts and selecting a tool:
  - ***The User Guide to Universal Screening Tools Chart***
  - ***The User Guide to Progress Monitoring Tools Chart***
  - ***The User Guide to Instruction Tools Chart***

# What to do after looking at the Tools Chart?



- The Tool Charts provide a good base of information but it will not tell you what tool is right for you
- The Tools Charts are not exhaustive lists of all tools available
- Compare your needs and priorities to the information on the Tools Charts
- If you need more information, contact the vendor or developer of the tool

# Real Life Example:

## *Louisiana Chooses a Screening Tool*



- Identified questions and needs based on the resources they had, their purpose, their population
- Assessed the tool chart to see which/if any tools fit their needs
- Selected 3 tools from the tool chart that seemed to fit their needs
- Brought the publishers of each tool in to present additional information and answer questions
- Asked direct questions based on their needs
- After seeing presentations on all tools, they rated the tools and selected the one that best fit their needs

# Want to Know More?



- National Center on Response to Intervention (NCRtl) <http://www.rti4success.org/>
- NCRtl Screening Tools  
[http://www.rti4success.org/tools\\_charts/screening.php](http://www.rti4success.org/tools_charts/screening.php)
- NCRtl Progress Monitoring Tools  
[http://www.rti4success.org/tools\\_charts/progress.php](http://www.rti4success.org/tools_charts/progress.php)
- NCRtl Instruction Tools.  
[http://www.rti4success.org/tools\\_charts/instruction.php](http://www.rti4success.org/tools_charts/instruction.php)
- New York State Rtl Center  
<http://www.nysrti.org>
- Response to Intervention Guidance for New York State School Districts (October 2010)  
[http://www.nysrti.org/docs/NYSED\\_Rtl\\_Guidance\\_Document.pdf](http://www.nysrti.org/docs/NYSED_Rtl_Guidance_Document.pdf)

*Thank you*



**Valerie Valenti**, RSE-TASC, *vvalenti@esboces.org*

**Roberta Senzer**, Federal and State School Support  
Initiatives, *rseizer@esboces.org*

**Robin Elliser**, Federal and State School Support  
Initiatives, *relliser@esboces.org*