Lee Pesky Learning Center

Improving the lives of people with learning disabilities

RtI in Middle School Series Agenda

- Examining RtI: Components at Middle School

- Assessment Considerations

- Scheduling Considerations in Middle School

- What does Tier 2 look like?

- How do we know if RtI works?

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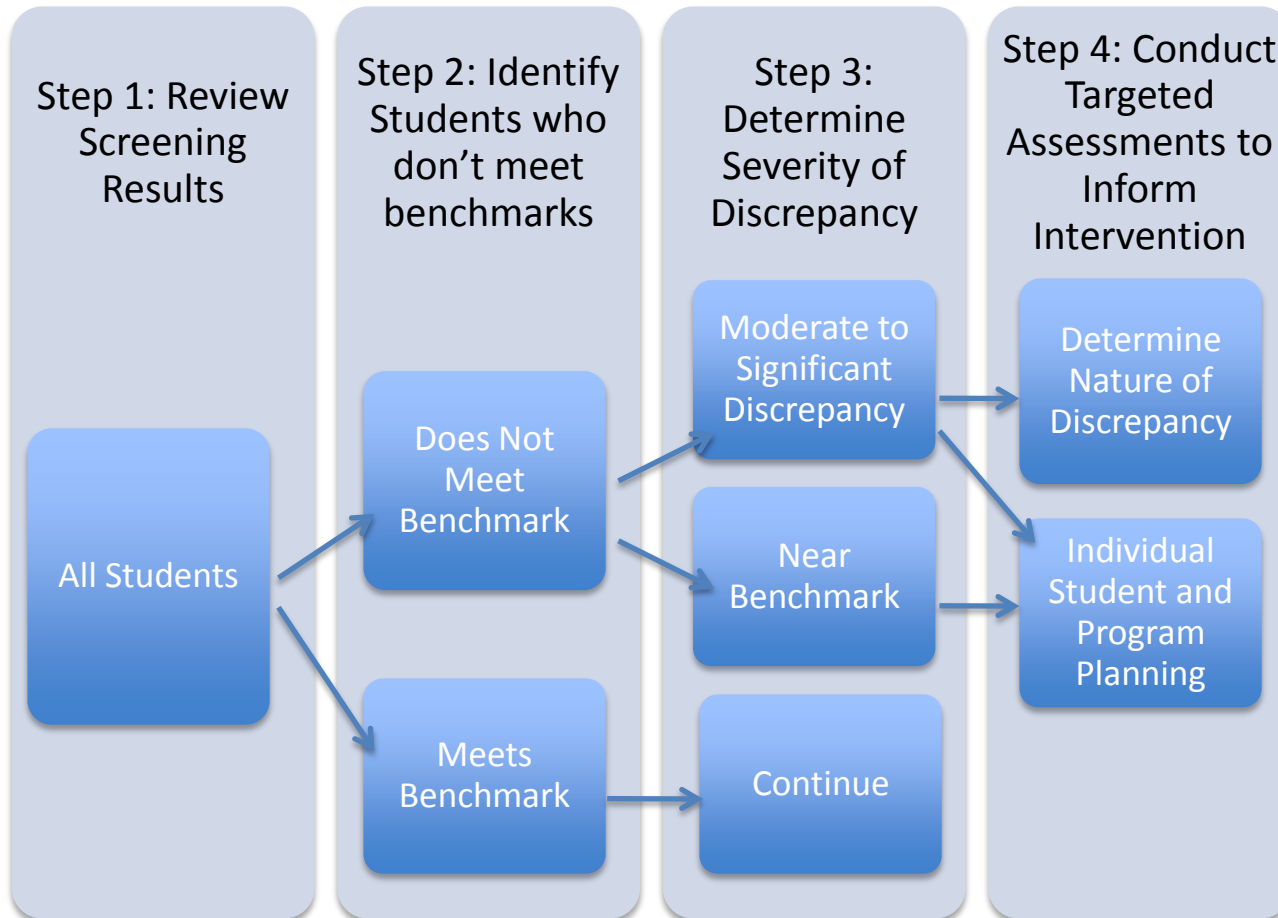
RtI Purpose at Middle School

- Prevention
  - At-risk for dropping out
  - Late-emergent learning disabilities
  - English Language Learners
- Intervention
  - Ongoing support for struggling learners
  - Temporary support for skill mastery

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Screening

- Purpose is to quickly sort students into two categories, at-risk or not-at-risk

- Screening should be:
    - Brief
    - Efficient
    - Accurate
    - Informative

Suggested Screening Process

Step 1: Review Screening Results

Step 2: Identify Students who don't meet benchmarks

Step 3: Determine Severity of Discrepancy

Step 4: Conduct Targeted Assessments to Inform Intervention

All Students

Does Not Meet Benchmark

Meets Benchmark

Moderate to Significant Discrepancy

Near Benchmark

Continue

Determine Nature of Discrepancy

Individual Student and Program Planning

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Screening: Considerations

- Minimize the number of assessments
- Tools that are brief but valid
- Reading and writing tools
- Math
- Content area tools
- Common Core tools
- Logistics!

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Screening: Early Warning System

http://betterhighschools.org/EWS_middle.asp

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Screening for Reading

- Recommendation is to use both state assessment performance AND a fall screening tool (Torgesen et al., 2007)

- http://www.rti4success.org/resources/tools-charts/screening-tools-chart

- http://www.intensiveintervention.org/chart/progress-monitoring?grade=middle&subject=reading

Screening for Reading

- More computerized programs available – they include screening, PM and intervention in one computer-based program
- STAR (Rennaissance Learning)
- iReady (Common Core aligned)
- ISIP Advanced Reading (iStation)

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Screening for Reading

- Reading in the content areas
  - Maze
  - Vocabulary Matching
  - Espin & Foegen, 1996 for directions on how to create maze passages
  - Maze in content areas (Johnson, Semmelroth & Fritsch, 2013)

Screening for Writing

- Writing CBM
    - http://www.interventioncentral.org/teacher-resources/curriculum-based-measurement-probes-writing
    - http://www.progressmonitoring.net/pdf/TR8HandwrittenWordProcessed.pdf
    - Most reliable/valid scoring procedure is CWS or CWS – IWS for 5-7 minute writing prompt
    - BUT unclear how much 'better' these are than TWW

Screening for Writing

- Computer based writing measures
  - Writing Roadmap by CTB McGraw Hill
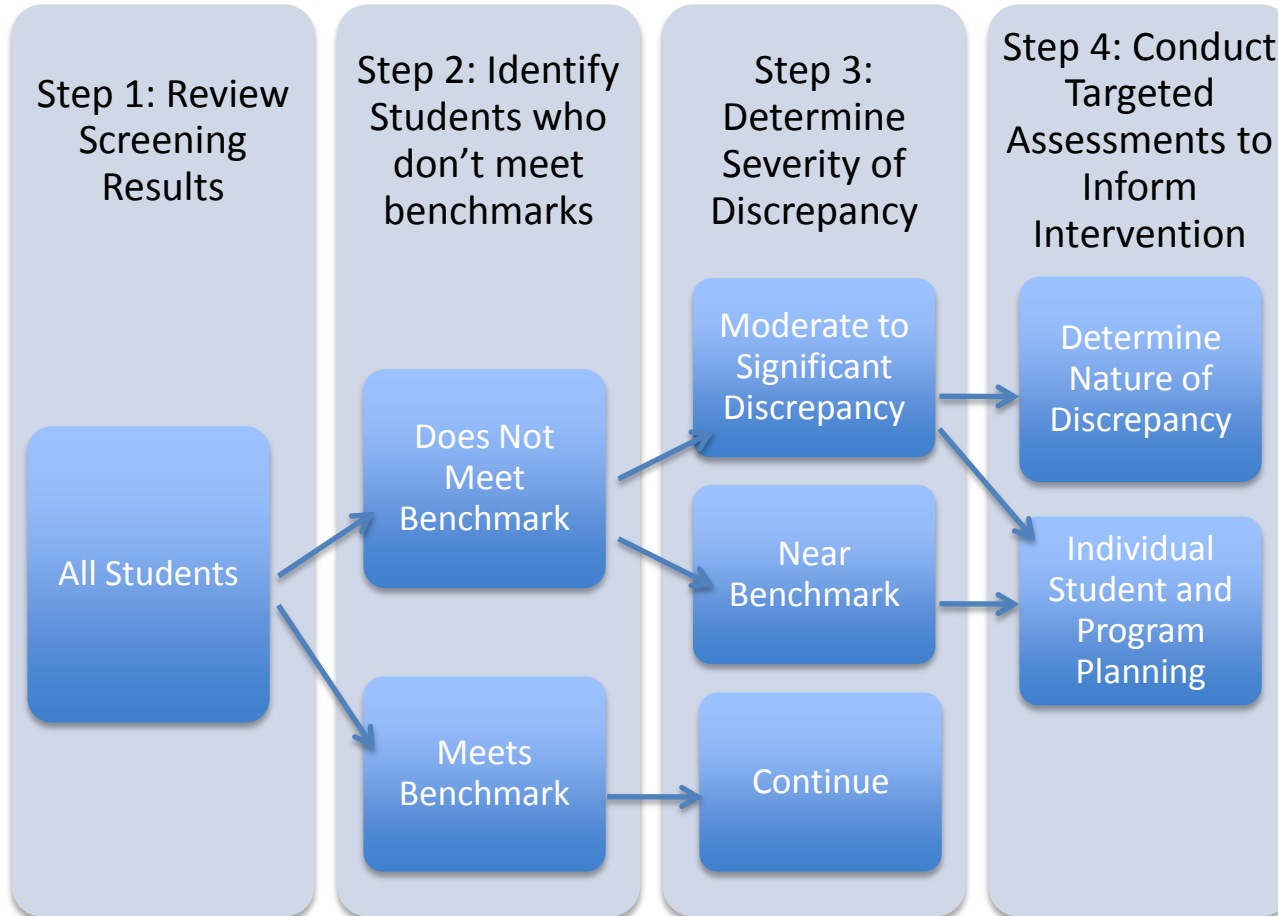 - Glencoe Online Essay Grader

Screening for Math

- Similar to the reading process – use state level scores and follow up with a universal screening tool

- EasyCBM aligned with NCTM & CCSS

- AIMSWEB MCAP

- AAIMS (Basic Algebra)

Screening for Math

- Computer based options
  - STAR
  - iReady
  - ISIP (iStation)

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What to do with Screening Data

- Data Boards
  - EWS Incoming Data
  - CBM Focus
  - Paper data boards
- Goal is to identify which students need more targeted assessment

Reading Diagnostics

- Reading
  - Word identification (multi-syllabic words)
  - Vocabulary
  - Fluency
  - Listening comprehension (background knowledge)
  - Inferencing
- Computer options provide diagnostics

Writing Diagnostics

- Writing
  - Spelling
  - Conventions
  - Grammar
  - Organization
  - Word Choice (Vocabulary)

- Computer scored essays provide feedback

Math Diagnostics

- Math
  - Computation (basic operations)
  - Fractions
  - Algebraic Understanding
  - Problem Solving (language & vocabulary)
  - Multi-step problems
- Computer based programs provide some diagnostic feedback

Progress Monitoring

- Purpose – determine whether students are benefitting from intervention (Tier 2) and/or their individually-designed instruction (Tier 3)

- Ideally CBMs (benchmarks) are used for screening and then PM tools used for monitoring in Tier 2, and in Tier 3 where appropriate

Features of Progress Monitoring

- Monitoring occurs in all tiers of intervention
- Measures are related to content area, curriculum, grade and tier level
- Assessments should be easy and efficient to administer
- Results graphically displayed to support analysis and evaluation

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Questions answered by PM

- Are most students at the classroom level making acceptable progress?

- Are most students in an intervention (Tier 2) making acceptable progress?

- Is the individual student responding to instruction or intervention?

PM at different Tiers

- ## Tier One – Benchmarking vs. PM

    - ### Common Assessments in content areas

    - ### Vocabulary matching (Espin et al, 2001)

    - ### Performance benchmarks on reading, writing, math

Common Assessment

- When district developed common assessments are used, they serve as a powerful predictor of later student performance

- Using the common assessment provides feedback at multiple levels: student, classroom, school

- An interesting presentation on the use of common assessments is found at:

- http://www.learningpt.org/sipsig/2008/Silver.ppt

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Vocabulary Matching

- Studies support the use of vocabulary matching as strong predictors of performance in the content area

- Schools/districts need to develop their own database of vocabulary items for content areas based on their standards & the curriculum

- Directions for developing vocabulary matching tests can be found at: http://www.progressmonitoring.net

- http://www.sophia.org/tutorials/content-area-progress-monitoring

PM at different Tiers

- ## Tier Two

  - PM of specific skills (i.e. reading)

  - Can we determine if intervention is having an impact across content areas?

What Tools Exist?

- Reading http://www.intensiveintervention.org/chart/progress-monitoring?grade=middle&subject=reading
- http://www.fastforteachers.info/#!assessments/c1enr

What Tools Exist?

- Math

    http://www.intensiveintervention.org/chart/progress-monitoring?grade=middle&subject=math

    Algebra Progress Monitoring –Iowa State University

    http://www.fastforteachers.info/#!assessments/c1enr

What Tools Exist?

- CBM Focus

Challenges

- Many secondary level teachers may not have experience with PM

- Administration provides infrastructure (technology, time, training) for PM

- Who looks at results? Who administers measures?

- Collaboration between specialist & general educator on PM - how is the student doing in Tier one?

For Next Time

- What questions/concerns do you have regarding scheduling, logistics so that we can be sure to address those on October 22?

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Thank You!

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