Slide 1

Educators as Physicians:

Using Data from Reading Assessments for RTI/MTSS Decision-Making

Presented by Jan Hasbrouck, Ph.D.

Slide 2

Topics

- Using assessments within the SAILS model: Standards, Assessments, Instruction & Intervention, Leadership & Sustained, System-wide Commitment

- Response to Intervention: a working definition

- Using data to make decisions about our students: *Educators as Physicians!*

- The RIGHT reading assessments for Screening, Diagnosis, Progress Monitoring: *What, Why & How?*

- Questions & Answers & Conversation

Slide 3

Educators as Physicians:

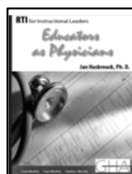Using RTI Data for Effective Decision-Making

Jan Hasbrouck, Ph.D.

Four Modules
- Framework for Intervention
- Benchmark/Screening
- Diagnosis
- Progress Monitoring

    Summary booklets sold in sets of 4

Available online at www.gha-pd.com

Slide 4

CCSS GOAL

ALL students must be able to read increasingly complex literary and informational text independently and proficiently.

"So...
how do we get there?

Henry 7th grader

- Henry, 7th grade
- Retained in 2nd grade
- Title I reading 4-6th
- Low grades and test scores.

Lupita 3rd grader

- Lupita, 3rd grade
- L1 Spanish
- Teacher has concerns about behavior and reading

What key elements have been identified by research as **MOST** important for student success?

EFFECTIVE SCHOOLS RESEARCH

90%+ Academic Success

Highly Effective School

Few Challenges

EFFECTIVE SCHOOLS RESEARCH

Highly
Effective
School

Many
Challenges
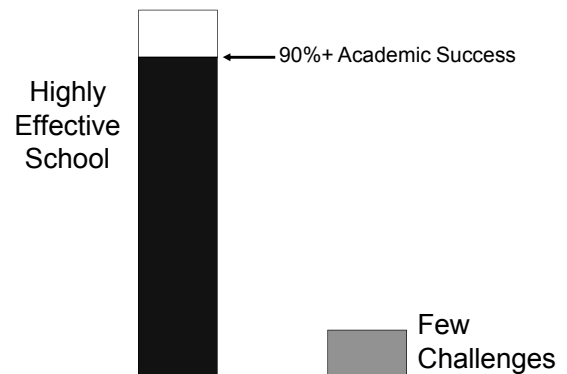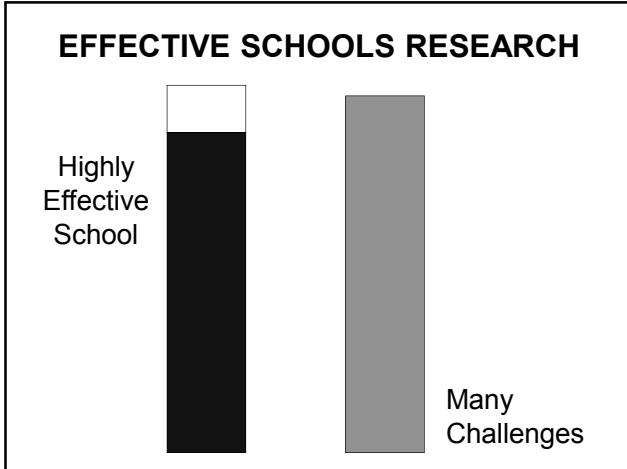
Set your
SAILS
for success!

S TANDARDS
A SSESSMENTS
I NSTRUCTION & INTERVENTION
L EADERSHIP
S USTAINED COMMITMENT

Hasbrouck & Denton (2005 & 2009)

STANDARDS

SAILS

Apply **key** grade level expectations for what students should know and be able to do at **key** benchmarks

Use standards to set **high performance goals** for **ALL** students

---

ASSESSMENTS

SAILS

Assess to

screen

diagnose

continuously evaluate

measure the outcomes

of students' skills and performance

BIG IDEA of ALL ASSESSMENTS

All assessments are conducted to answer a **QUESTION!**

ASSESSMENTS

Benchmark/Screening

Which students **MIGHT** need extra assistance?

Diagnostic

What are a student's skills **strengths** & **needs**?

Progress Monitoring

Is **learning** happening?

Outcome

Did students make progress toward **standards**?

SAILS

ASSESSMENTS

FORMATIVE

Benchmark/Screening

Diagnostic

Progress Monitoring

SUMMATIVE

Outcome

SAILS

ASSESSMENTS

Assess to
☑ **Screen**
☑ **Diagnose**
☑ **Continuously evaluate**
☑ **Measure outcomes**

SHARE DATA

SAILS

SHARING **Student Data**

Research shows teams have a powerful and positive effect on the school & students:

- Reduced referrals to special education

- Improved academic performance

- Improved behavioral performance

Burns & Symington, 2002

McDougal, Clonan & Martens, 2000

SHARING **Student Data**

SAILS

"The principal put scores on a wall and asked the instructors to discuss why some of the teachers were doing better than others. Initially resistant, teachers began to recognize areas where they needed help."

"You start to question yourself, and that's the whole point… Eventually it gives you the freedom of knowing that even as a seasoned teacher you can say 'This isn't working.'"

Los Angeles Times August 22, 2010

SHARING **Student Data**

SAILS

The new principal at a middle school started a voluntary program of posting student's assessment results during grade level meetings.

"It was a little uncomfortable at first, but that level of transparency really helped. We were able to see where we needed to improve and see how we could help each other."

Los Angeles Times August 22, 2010

ASSESSMENTS

SAILS

Assess to
- ☑ **Screen**
- ☑ **Diagnose**
- ☑ **Continuously evaluate**
- ☑ **Measure outcomes**

SHARE DATA
in frequent, public, nonjudgmental, collaborative meetings

USE
the results to make all key instructional decisions

INSTRUCTION & INTERVENTION

SAILS

Effectively **ORGANIZE** & **MANAGE** the classroom environment

PLAN lessons and interventions **DIFFERENTIATED** to meet the identified needs of **ALL** students, at all ability & skill levels

DELIVER instruction using validated, effective instructional **STRATEGIES & MATERIALS**

LEADERSHIP

SAILS

Provides
VISION, GUIDANCE & SUPPORT to ensure that:

Effective **instruction & interventions** designed to meet **standards** are implemented for ALL students

Instructional decisions are based on continuous **assessment** data

Focused & sustained **professional development** provided to support S-A-I

SUSTAINED COMMITMENT

SAILS

Adopt a system-wide **"no excuses"** model to sustain progress. Administrators, teachers, parents, and staff partner to help **ALL** students achieve success.

Encourage and support **collaboration** across classrooms, special programs, home, and community.

ALL 5 Elements

of **SAILS** must be incorporated into an instructional system to ensure that **ALL** students achieve success

SAILS must be launched into a **safe** and **positive** school environment
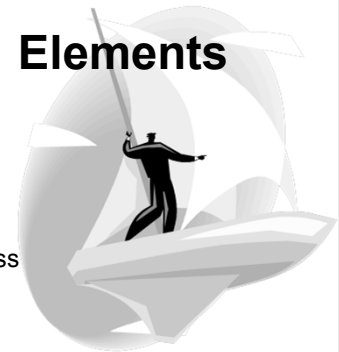
What to do about…?

Old Response

- "Wait to fail"

- I.Q./achievement discrepancy

- Hope & pray??

  Today we have better responses…

RESPONSE TO INTERVENTION RTI / MTSS

DEFINED:

A process where a student's response to appropriate, high-quality, evidence-based instruction and intervention is documented across tiered levels of services.
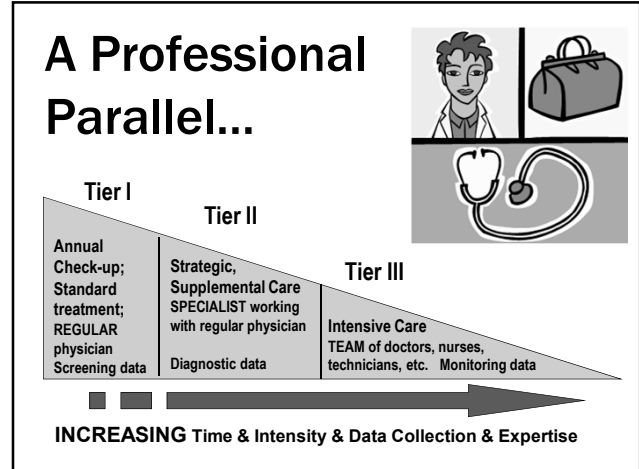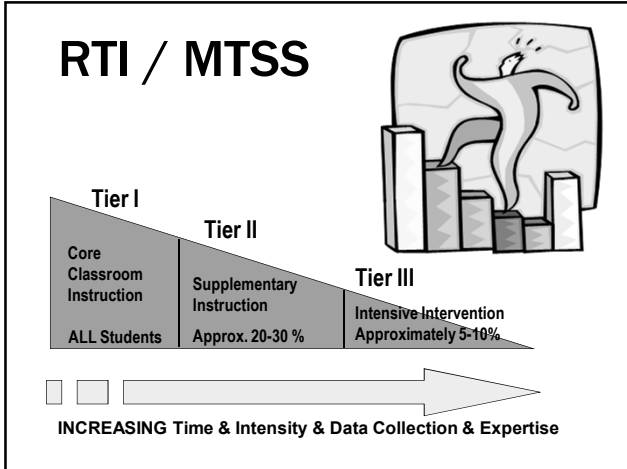
PURPOSE OF RTI / MTSS?

GOAL K-3: Prevention!

To reduce the number of students with academic or behavior problems incorrectly designated as "disabled"

GOAL 4-12: Rescue!

To find **EVERY** student with academic or behavioral needs and provide appropriate intervention services

RTI / MTSS

Tier I		
	Tier II	
Core Classroom Instruction	Supplementary Instruction	**Tier III**
		Intensive Intervention Approximately 5-10%
ALL Students	Approx. 20-30 %	

INCREASING Time & Intensity & Data Collection & Expertise

A Professional Parallel...

Tier I		
	Tier II	
Annual Check-up; Standard treatment; REGULAR physician Screening data	Strategic, Supplemental Care SPECIALIST working with regular physician Diagnostic data	**Tier III** Intensive Care TEAM of doctors, nurses, technicians, etc. Monitoring data

INCREASING Time & Intensity & Data Collection & Expertise

RTI / MTSS CORE CONCEPTS

- Appropriate, high quality, evidence-based core instruction in general education classrooms to address standards and skills

- Appropriate **assessments** (screening, diagnosis, progress monitoring)

- **IMMEDIATE** and **appropriate** instructional response to assessment data

- Collaboration with **home**

www.ncld.org/publications
Parent Guide to RTI

My Personal Philosophy of Assessment in School (4 Parts)

1. We are doing _____ assessing!

2. We _____ assess our students.

3. Let's collect the _____ data, needed to answer _____ questions, as _____ as possible.

4. If we spend resources collecting data, let's _____ it *correctly* to inform our decisions.

Educators as Physicians

- Benchmark/Screening
- Diagnostic
- Progress Monitoring

Educators as Physicians

PURPOSE?

To **efficiently** collect **appropriate** data to enhance professional **decision-making**

Educators as Physicians

"So, how are you doing?"

Benchmark/ Screening

"universal screening"

The Question?

Which of our students **MIGHT** need help with their reading?

Benchmark Screening
3x Year: Fall, Winter, Spring

Benchmark Screener

| Significantly Below Benchmark | Slightly Below Benchmark | At or Above Benchmark |

May Need Extra Assistance | **Likely On Track**

Additional assessments or other information should also be considered…
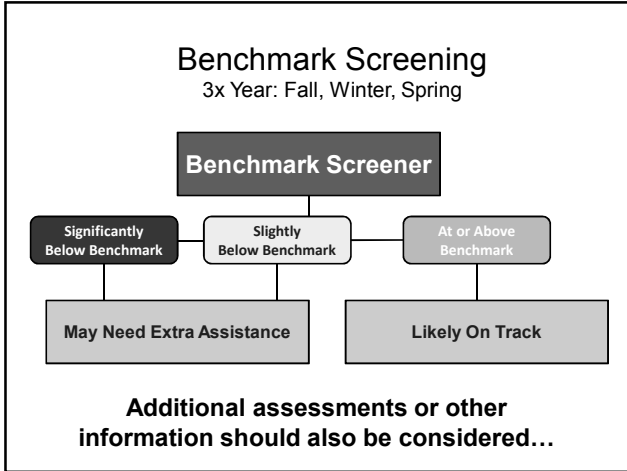
Common Assessments for Benchmark Screening

DIBELS Dynamic Indicators of Basic Early Literacy Skills K-6

Reading Fluency Benchmark Assessor (**RFBA**)
Read Naturally K-8

AIMSWeb Edformation K-8

EasyCBM Riverside K-8

All are versions of CBM-R
ORF assessments

CBM-R ORF Norms for Grades 1-8

Hasbrouck & Tindal

ORF Norms: A Valuable Assessment Tool
for Reading Teachers

The Reading Teacher (Spring 2006)

Statistical Terminology

- Obtained Score
- True Score
- Error ("noise")
- Confidence intervals

Estimated SEM for ORF
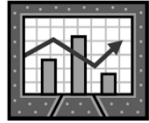
Likely range of CBM-R *SEM* values is:

6 to 13 wcpm

If **CORRECTLY ADMINISTRED** SEM might approximate:

5 wcpm (Gr 1 & 2) to **9 wcpm** (Gr 3-8+)

Christ & Coolong-Chaffin (2007)

Spring 2nd Grade 50th Percentile

89 wcpm

89 + 10 = 99

89 – 10 = 79

Spring 2nd Grade 50th Percentile

89 wcpm

GREEN ZONE	99 wcpm or *higher* to 85 wcpm
YELLOW ZONE	84 wcpm to 79 wcpm
RED ZONE	78 wcpm or *lower*

Benchmark/Screening EXAMPLE #1

3rd grader reading **3rd** grade passages

FALL

78 WCPM

Benchmark/Screening EXAMPLE #2

4th grader reading **4th** grade passages

WINTER

104 WCPM

Educators as Physicians

Interpreting ORF Scores

QUESTIONS?

COMMENTS?

CONCERNS?

SHARING & USING Benchmark Data

Collaborative Assessment Team

- All grade level teachers bring: Assessment data, Social/ emotional/ behavioral information, & Health concerns

- "Team": Principal, reading coach, interventionist, special educator, ELL, counselor, school psychologist, speech/pathologist, others…

- 40-60 minutes per classroom

- INDIVIDUAL ACTION PLANS: Group students; match to instructional program; identify who may need more assessments; modify current interventions, etc.

NORMS for Team Meeting

- All targeted staff present for all meetings

- COLLABORATIVE, nonjudgmental tone: **STUDENT** focus

- Teacher's voice most significant

- Teachers come with current data on each student

- Team will focus on the whole child, with reading as primary academic concern

- Student needs will be addressed through appropriate interventions

- Master spreadsheet records follow-up plan

AFTER Team Meeting

- Action Plans document student instructional needs & follow up
- Teachers implement personalized learning plan for each student and seek support as necessary
- Teachers monitor students' progress
- Teachers collaboratively review progress monitoring data at grade level meetings & discuss needed instructional changes
- Documented follow-up information distributed to all team members

Henry 7th grader

- Mid-November
- Home room teacher makes referral to reading specialist: low grades in most content classes + low test scores
- English/L.A. teacher concerned about general literacy skills

Diagnostic tests scheduled…

Lupita 3rd grader

- Universal fall screening: **Reading Fluency Benchmark Assessor**
- RFBA scores: 59, 65, 64

  Mean = 62.66 = 63 wcpm

Compare to norms…

Lupita 3rd grader

- Universal fall screening
  RFBA scores: 59, 65, 64
  Mean: 63 wcpm
  YELLOW FLAG
- Lupita's teacher also sees concerns in daily work and behaviors
- Discuss at assessment team meeting— **further diagnosis**

Educators as Physicians

Benchmark/ Screening Assessments

QUESTIONS?

COMMENTS?

CONCERNS?

Educators as Physicians:
Using RTI Data for Effective Decision-Making

▪ **MODULE THREE**
Diagnostic Assessments

• 5 Key Reading Elements

• Diagnosing Phonemic Awareness

• Informal Reading Assessments

• Diagnosing Phonics & Decoding

• Diagnostic Data Checklist

RTI for Instructional Leaders
Educators as Physicians
Jan Hasbrouck, Ph. D.
GHA
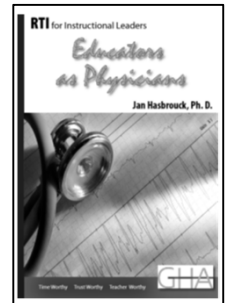
Educators as Physicians

"Let's see what's going on…"

Diagnostic Assessments

The Question?

What are this student's skill strengths and needs?

DIAGNOSTIC ASSESSMENTS

Benchmark Screener

Significantly Below Benchmark	Slightly Below Benchmark	At or Above Benchmark
Consider diagnostic assessments		Collect additional information as necessary
Core + Intervention or Core Replacement Tier 3	Core + Supplementary Support Tier 2	Begin or Continue Core Instruction Tier 1
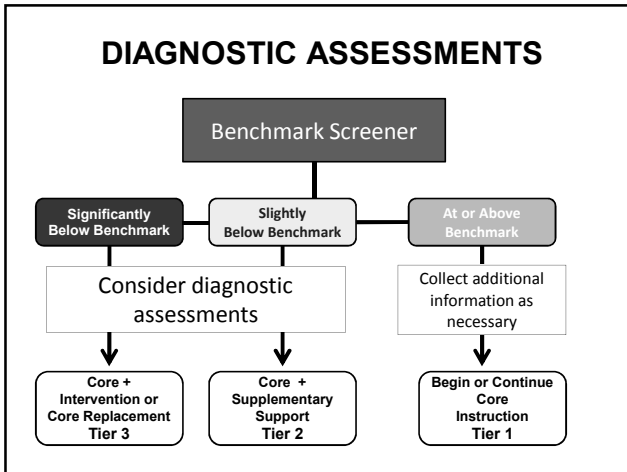
NRP Instructional Components

- Phonemic Awareness
  - Phonics
  - Fluency
  - Vocabulary
- Comprehension Strategies

National Reading Panel (2000)

CCSS Foundational Skills K-5

- Print Concepts
- Phonological Awareness
- Phonics & Word Recognition
- Fluency

National Governors' Association CCSS (2010)

DIAGNOSING PA

- Identify whether pairs of similar words are the **same** or different
- Identify whether words rhyme
- Identify whether words begin or end with the same sound
- Assess segmenting and blending

PA Assessments

- Comprehensive Test of Phonological Awareness (CTPA)

- Test of Phonological Awareness in Spanish (TPAS)

- Test of Phonological Awareness (TOPA)

- Lindamood Auditory Conceptualization Test

- Yopp-Singer Test of Phoneme Segmentation (K-1)

- Rosner-Simon Auditory Analysis Test (Grade 2+)

- Texas Primary Reading Inventory (TPRI) (K-2)

Yopp-Singer Test of Phoneme Segmentation

DIRECTIONS: Today we're going to play a word game. I'm going to say a word and I want you to break the word apart. You are going to tell me each sound in the word in order. For example, if I say "old," you should say /o/-/l/-/d/." *(Administrator: Be sure to say the **sounds**, not the **letters**, in the word.)* Let's try a few together.

PRACTICE ITEMS: Assist the child in segmenting these items as necessary: ride go man
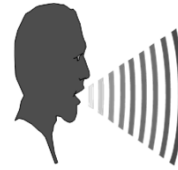
22 Items:

dog keep fine no she wave

grew that red me sat

lay race zoo three job in

ice at top by do

Yopp-Singer Test of Phoneme Segmentation

Serves as **GENERAL INDICATOR** of overall PA skill strength/weakness

- **High Score:** Move on to phonics/decoding instruction!

- **Correctly Segment Some Items**: Keep teaching all PA skills as part of normal instruction.

- **Only A Few Items or None**: Provide intensive, focused **INTERVENTION** (consult speech/language specialist and/or reading specialist if possible)
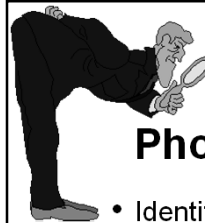
Diagnosing Phonics & Decoding

- Identify sounds in **isolation**

- Apply **decoding strategies** to nonsense and real words

- Assess **full range** of skills
  cvc, ccvc, ccve, ccvcc, etc. & multi-syllable words

Quick Phonics Screener (QPS) 2nd Ed.

QPS

Quick Phonics Screener

SECOND EDITION

Written by Dr. Jan Hasbrouck

Available from Read Naturally

www.readnaturally.com
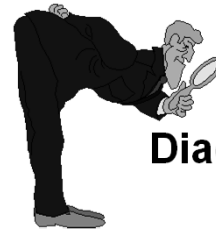
Diagnosing Fluency

You **MUST** listen
to the student read aloud!

And not just for 60 seconds!

Diagnosing Fluency

• Assess **prosody** (subjective)

• Assess **sound or letter or word** fluency (beginning readers)

• Assess fluency in **connected text**

Diagnosing Prosody

NAEP Reading Fluency Scale

LEVEL 4 Expressive interpretation

LEVEL 3 3-4 words phrased in groups

LEVEL 2 Awkward & unrelated groupings

LEVEL 1 Word-by-word

National Assessment of Educational Progress

What are the
ACCURACY & RATE
scores we should be looking for?

What are the
ACCURACY & RATE
scores we should be looking for?

 # 1 LIMITED EVIDENCE from research or theory or practice that suggest a benefit to reading significantly ABOVE the 50th%ile

 # 2 SIGNIFICANT EVIDENCE that it is crucial to help students read with fluency at or near the 50th%ile to support comprehension and motivation

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DIAGNOSIS EXAMPLE: FALL

4th grader reading 4th grade passage

94% accuracy
5.5 / 7 comprehension

instructional level

ORF: 83 wcpm

DIAGNOSIS EXAMPLE: WINTER

6th grader reading **5th** grade passage

frustration level

Try 4th grade passage…

DIAGNOSIS EXAMPLE: WINTER

6th grader reading **4th** grade passage

93% accuracy

6 / 8 comprehension

instructional level

ORF: **113 wcpm**

Diagnostic Assessments for Henry & Lupita

Henry 7th grader

• Mid-November

• Home room teacher makes referral to reading specialist: low grades in most content classes + low test scores

• English/L.A. teacher concerned about general literacy skills

Diagnostic tests scheduled…

Henry 7th grader

IRI RESULTS

Gr 4 INDEPENDENT

98% correct
6 / 8 questions correct

Gr 5 INSTRUCTIONAL

93% correct
5.5 / 8 questions correct

113 wcpm

Henry 7th grader

IRI RESULTS

Gr 4 INDEPENDENT

Gr 5 INSTRUCTIONAL

Gr 6?

Henry 7th grader

IRI RESULTS

Gr 4 INDEPENDENT

Gr 5 INSTRUCTIONAL

Gr 6 FRUSTRATION

Skill Set 8:
Advanced Consonants
A: 5/10 nonsense words
B: 7/10 words in context

Skill Set 9:
Vowel Digraphs & Diphthongs
A: 5/10 nonsense words
B: 6/10 words in context

Skill Set 10: **Common Prefixes & Suffixes** 6/10

Skill Set 11: **Two Syllables** 4/10

Skill Set 12: **Three Syllables STOP**

Henry 7th grader
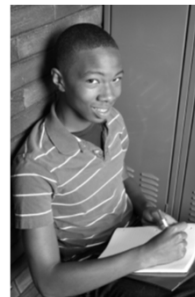
✓Reading two years below level
IRI

✓Fluency is OK at 5th grade
IRI

✓Phonics
Vowel digraphs & diphthongs;
prefixes & suffixes; multisyllable words
QPS

Lupita 3rd grader

- Universal fall screening
  RFBA scores: 59, 65, 64
  Mean: 63 wcpm
  YELLOW FLAG

- Lupita's teacher also sees concerns in daily work and behaviors

- Assessment team: Further diagnosis

Lupita 3rd grader

IRI RESULTS

Gr 2 INDEPENDENT

96% correct

6.5 / 8 questions correct

Gr 3 INSTRUCTIONAL

91% correct

4.5 / 8 questions correct

62 wcpm

Lupita 3rd grader

IRI RESULTS

Gr 2 INDEPENDENT

Gr 3 INSTRUCTIONAL

Administer QPS

Skill Set 5:
CVCC & CCVC

A: 8/10 nonsense words

B: 9/10 words in context

Skill Set 6:
Silent e

SKIP

Slide 1 (top left):

Examiner Scoring Sheet Form B (Continued)

Skill Set 7:
R-Controlled Vowels
A: 7/10 nonsense words
B: 8/10 words in context

Skill Set 8:
Advanced Consonants
A: 5/10 nonsense words
B: 7/10 words in context

Skill Set 9:
Vowel Digraphs & Diphthongs
A: 5/10 nonsense words
B: 7/10 words in context

Slide 2 (top right):

Examiner Scoring Sheet Form B (Continued)

Skill Set 10:
Prefixes & Suffixes
5/10

Skill Set 11:
Two Syllables
4/10 nonsense words

Skill Set 12:
Three Syllables
STOP

Slide 3 (bottom left):

Lupita 3rd grader

✓ Reading at grade level-*barely*; keep eye on comprehension
IRI

✓ Fluency is a concern
RFBA & IRI

✓ Phonics:
Prefixes & Suffixes; Multisyllable words
QPS

Slide 4 (bottom right):

USE THE RESULTS to Develop a Plan for Henry & Lupita

✓ Examine assessment results:
Skill **STRENGTHS**? Skill **NEEDS**?

✓ Appropriate **SERVICE DELIVERY**:
Classroom only/Tier 1?   Supplementary/Tier 2?
Intervention/Tier 3?

✓ Select proven instructional tools **MATCHED**
identified needs-- Professional development & support concerns

✓ Plan for sufficient instructional **TIME**

Educators as Physicians

Diagnostic Assessments

QUESTIONS?

COMMENTS?

CONCERNS?

Educators as Physicians:

Using RTI Data for Effective Decision-Making

- **MODULE FOUR**

Progress Monitoring

- Effective Instruction
- CBM Progress Monitoring
- Setting up a CBM Graph
- Options for Charting Progress
- Interpreting Graphs
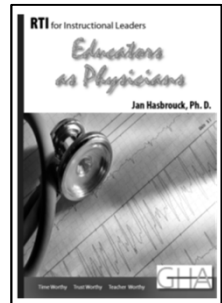
The Question?

Is the student making progress toward instructional goals?

Progress Monitoring in Reading: 2 Forms

On-Level (Tier I)
Repeat benchmark assessments
3x year
+ daily observation & in-program assessments

Supplemental (Tier II) or Intervention (Tier III)
Curriculum-based Measurement (CBM) ORF or maze
Some adjustments in the procedures

CBM Progress Monitoring for Reading

Scores compare students' to
individual goals
rather than grade norms or benchmarks

CBM-R Progress Monitoring **DIFFERENCES**

- Level of passages**?**

- Frequency**?**

- Number of passages**?**

- Graph results

Research on CBM Progress Monitoring
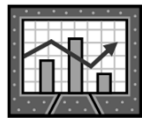
- Insufficient research

- Schools must use multiple sources of information to support decisions about progress

- All CBM scores are estimates

- Confidence intervals must be used

Ardoin & Christ (2009)

CBM Monitoring Reading Progress
using oral reading fluency

- 1 minute oral reading sample
- Administered 1:1
- Score for words correct per minute
- **INSTRUCTIONAL** or **GOAL** level **(?)**
- Assess 1x week or 2x month **(?)**
- One passage each time **(?)**

Jenkins, Graff & Miglioretti (2009) suggest that 3 scores collected every 3 weeks may be the most accurate measure of student progress
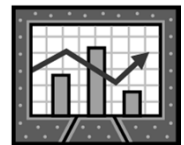
CBM Monitoring Reading Progress
using oral reading fluency

- 1 minute oral reading sample
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- Score for words correct per minute
- **INSTRUCTIONAL** or **GOAL** level **(?)**
- Assess 1x week or 2x month **(?)**
- One passage each time **(?)**
- Graph the results
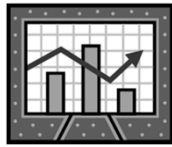
Setting Up a Progress Monitoring Graph
4th gr. student; 2nd gr. reading level

1. 2-3 passages at **INSTRUCTIONAL** or **GOAL** level to establish **baseline** score (Gr. 3?)
2. 83, 78, 85 wcpm (median: 83; mean 82)
3. Determine weekly **goal** (2 words/wk?)
4. Determine goal period (10 weeks?)
5. *# words per week* (weekly goal) *x # weeks*; add to mean/median score (2 X 10 + 83 ≈ 105)
6. Plot **baseline** and **goal** scores on graph
7. Draw "aim line"… & begin instruction

How Much Growth?
Fuchs, et al. (1993)

Grade	Realistic Goals	Ambitious Goals
1	**2.0** words per week	**3.0** words per week
2	**1.5** words per week	**2.0** words per week
3	**1.0** words per week	**1.5** words per week
4	**.85** words per week	**1.1** words per week
5	**.5** words per week	**.8** words per week
6	**.3** words per week	**.65** words per week
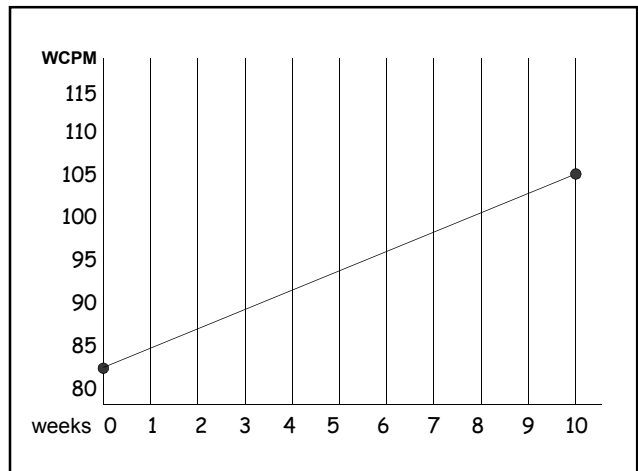
PLOTTING DATA
on Progress Monitoring Graphs

plot **every** wcpm score

OR

the **median** of three
consecutive wcpm scores
(floating median technique)

Options for CBM Graphing
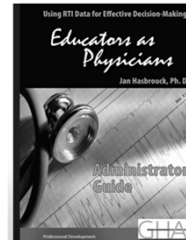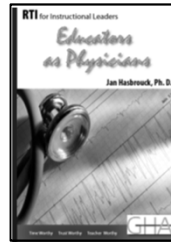
TM pages 161-163   **AG** pages 141-142

WCPM   Amy

90
80
70
60
50
40
30
   0   2   4   6   8   10   12   14   16   18   20

Weekly Scores: 59 74 62 57 66 55 71 73 60 70 74 80 79 88

WCPM   Amy

90
80
70
60
50
40
30
   0   2   4   6   8   10   12   14   16   18   20

Weekly Scores: 59 74 62 57 66 55 71 73 60 70 74 80 79 88
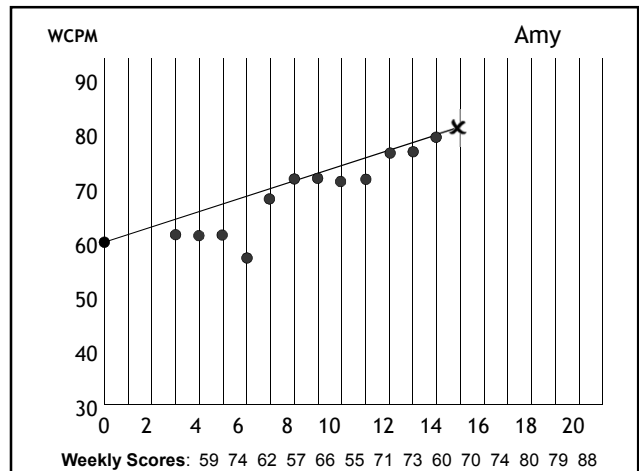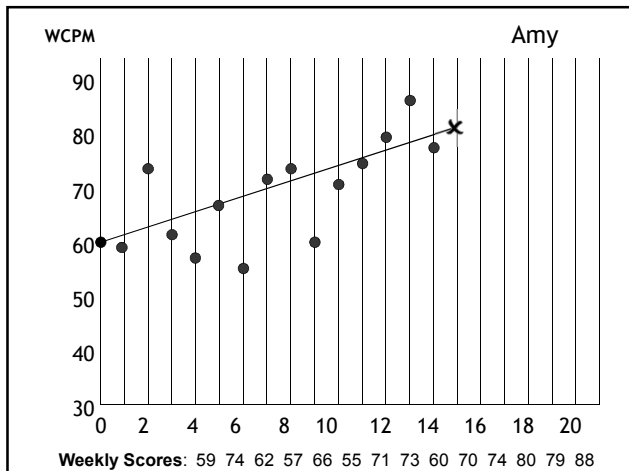
INTERPRETING
Progress Monitoring Graphs
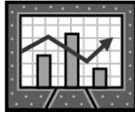
General Rules:
from *National Center for Progress Monitoring*

Use 5 consecutive scores

- If all **ABOVE** goal-line:
    Keep current intervention and increase goal

- If all **BELOW** goal-line:
    Keep current goal and modify the instruction

- If **NEITHER ABOVE OR BELOW** goal-line:
    Maintain goal & instruction & continue monitoring

What to "MODIFY"?

- Appropriate "**MATCH**" of instruction?
- **QUALITY** of program & instruction?
- **FIDELITY** of instruction?
- **INTENSITY** of instruction?
- **DURATION** of instruction?
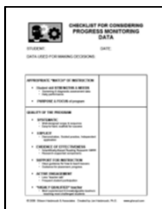
Available for download at:

www.gha-pd.com/resources
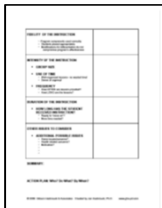
GIBSON HASBROUCK & ASSOCIATES

CBM Information Sources

The ABCs of CBM
Hosp, Hosp, & Howell (2007)

CBM: From Skeptic to Advocate
Hasbrouck & Ihnot (2007)

**National Center on
Student Progress Monitoring**
www.studentprogress.org

Fluent Reader.org
www.fluentreader.org
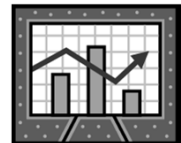
Educators as Physicians

Progress Monitoring Assessments

QUESTIONS?

COMMENTS?

CONCERNS?

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▪ Christ, T. J., & Coolong-Chaffin, M. (Spring, 2007). Interpretations of curriculum-based measurement outcomes: Standard error and confidence intervals. *School Psychology Forum: Research in Practice, 1(*2), 75-86.

▪ *DIBELS Next® Assessment Manual* (2011) Dynamic Measurement Group   http://dibels.org/next.html

▪ Easy CBM   http://easycbm.com

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▪ Hasbrouck, J. (2010). *Educators as Physicians: Using RTI Data for Effective Decision-Making.* Gibson Hasbrouck & Associates   www.gha-pd.com

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SAILS NEEDS ASSESSMENT

Jan Hasbrouck, Ph.D. & Carolyn Denton, Ph.D.

Rate your current level of need to address each of the SAILS indicators

INDICATOR	Low Need	Some Need	High Need
STANDARDS			
• Teachers, administrators, specialists & other key stakeholders **aware** of state & district standards & benchmarks			
• Instructional materials **aligned** with standards			
• Teachers & specialists use standards & benchmarks to plan instruction & interventions, evaluations & setting IEP goals			
ASSESSMENTS			
• Assessments to **screen, diagnose, continuously monitor, & measure outcomes** administered			
• Teachers, administrators, specialists & key stakeholders **aware** of the **purpose** of assessments			
• Sufficient assessment **materials** available			
• Teachers & specialists know **when & how to correctly administer** different types of assessments			
• Results **shared** (frequent, public, nonjudgmental, collaborative)			
• Results **used** to make all key instructional decisions			
INSTRUCTION & INTERVENTIONS			
• Teachers, administrators, & specialists **aware** of multi-tiered instruction, RTI, and effective instruction			
• Classrooms **organized & managed** effectively			
• Teachers & specialists know how to **plan** differentiated lessons			
• Teachers & specialists know how to **use materials**			
• Teachers & specialists know how to effectively teach **skills & strategies** for content, grade & instructional needs			
• Lessons & interventions **planned & delivered** to meet identified needs of ALL students at all ability & skill levels			
• District has a program **roadmap** for instructional materials			

INDICATOR	Low Need	Some Need	High Need
LEADERSHIP			
• Building & district leaders **aware** of key success factors (S-A-I-L-S?)			
• Leaders creating & communicating a **vision** for focus?			
• Leaders providing **guidance** and **support**--including focused and sustained professional development			
• Leaders **receive** guidance and support for providing effective leadership			
SUSTAINED, SYSTEM-WIDE COMMITMENT			
• A system-wide **"no excuses" model** in place			
• Plans in place or being developed to **sustain** successes achieved through S-A-I			
• Encourage and support *collaboration* across classrooms, special programs, and home (including TIME to collaborate)			

	Low Need	Some Need	High Need
SAILS launched in a *SAFE & POSITIVE* environment for students, faculty, parents, community			

COMMENTS or ACTION ITEMS:

NATIONAL ORAL READING FLUENCY NORMS

Hasbrouck & Tindal (2006)

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15
2	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83
6	90	177	195	204
	75	153	167	177
	50	127	140	150
	25	98	111	122
	10	68	82	93
7	90	180	192	202
	75	156	165	177
	50	128	136	150
	25	102	109	123
	10	79	88	98
8	90	185	199	199
	75	161	173	177
	50	133	146	151
	25	106	115	124
	10	77	84	97

*WCPM = Words Correct Per Minute

NATIONAL ORF NORMS

50th Percentiles   Hasbrouck & Tindal (2006)

Grade	Fall wcpm	Winter wcpm	Spring wcpm
1		23	53
2	51	72	89
3	71	92	107
4	94	112	123
5	110	127	139
6	127	140	150
7	128	136	150
8	133	146	151

GREEN zone 10 or more to -4   YELLOW Zone -5 to -10   RED Zone > 10 below

Diagnostic Assessment Sequence

Informal Reading Inventory (modified) + Fluency

+ Continue appropriate instruction based on assessment results

- Gr. 2--12+ begin here

Phonics & Decoding

+ Continue appropriate instruction based on assessment results

K--1 begin assessments here

Assess phonics & decoding if instruction has started for this skill

PA & Sight Words

- Teach blending, segmenting sounds, & sight words

FROM: *Educators as Physicians: Using RTI Data for Effective Decision-Making* Jan Hasbrouck, Ph.D. (2010) www.gha-pd.com