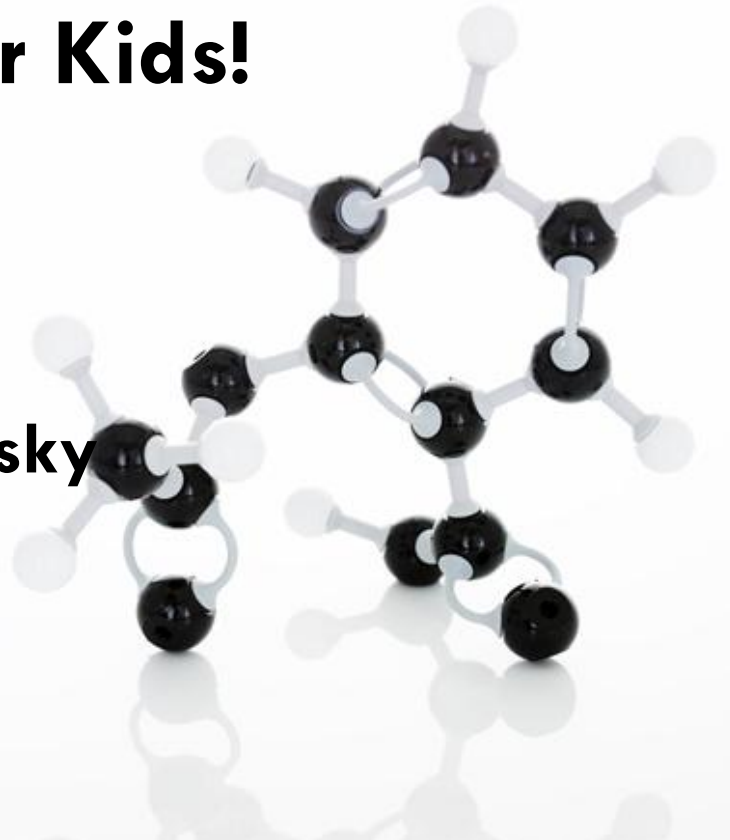


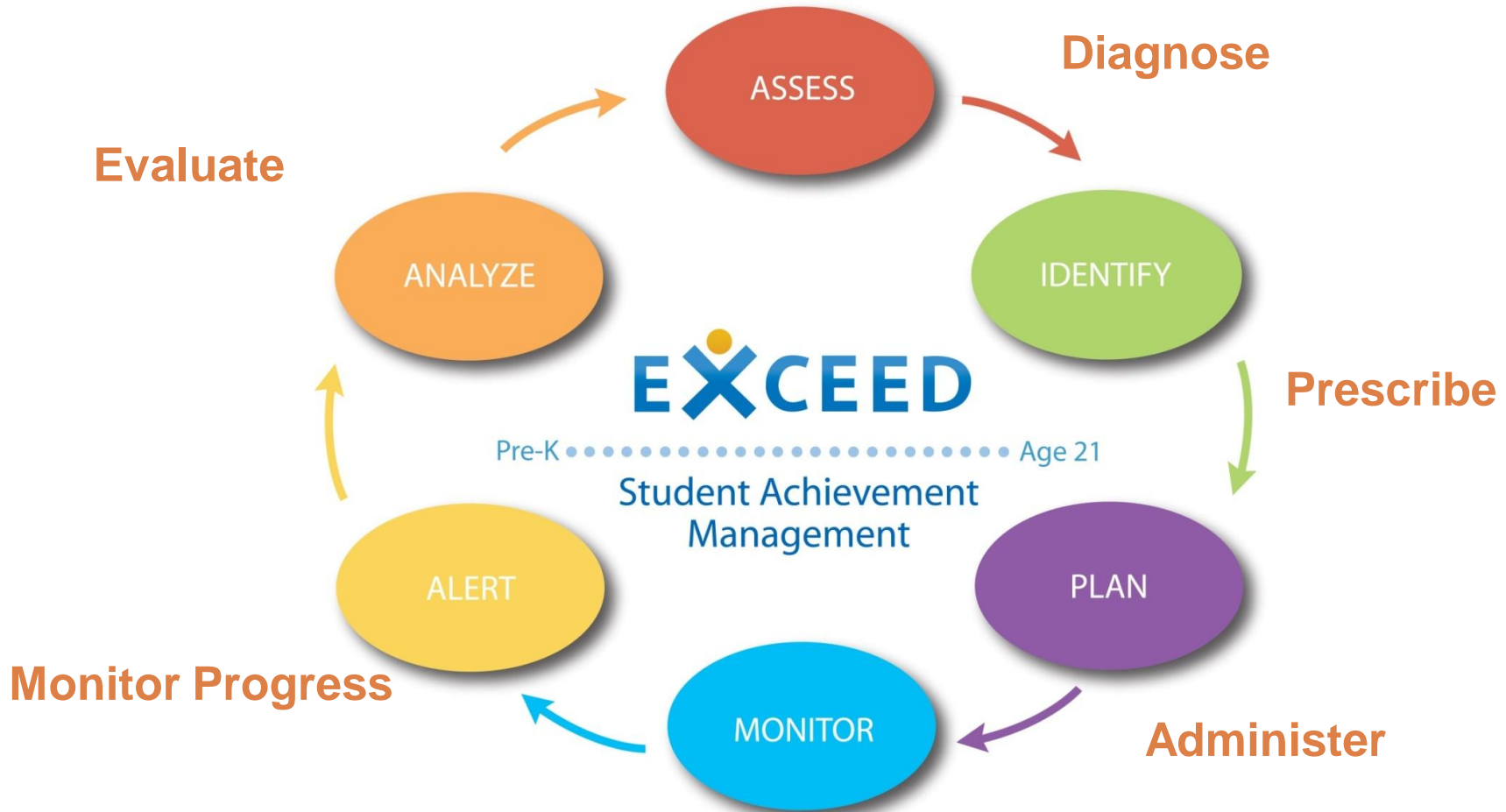
Aligning Assessments, Interventions and Progress Monitoring to Make Sound Instructional Decisions for Kids!

Presented by: Dr. Andrea Ogonosky

March 22, 2011



Personalized Learning Instructional Process



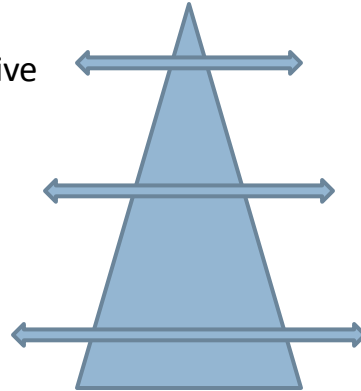
Reinvent the classroom by delivering a dynamic **Student Achievement Management** system to enable personalized learning for every child

ACADEMIC SYSTEMS

Tier 3: Comprehensive & Intensive

Tier 2: Strategic Interventions

Tier 1: Core Curriculum



BEHAVIOR SYSTEMS

Tier 3: Intensive Interventions

Tier 2: Targeted Group Interventions

Tier 1: Universal Interventions



EXCEED

RTI

Special Ed

504

LEP

PBIS

Gifted &
Talented

Other
Programs

ONE PLATFORM FOR ALL STUDENT PROGRAMS

Aligning Assessments, Interventions and Progress Monitoring to Make Sound Instructional Decisions for Kids!



About Andrea Ogonosky

Spectrum K12



Andrea Ogonosky received her Ph.D. in School Psychology from Penn State University. She has practiced as a School Psychologist in Pennsylvania and Texas. Andrea is the author of *The Response to Intervention Handbook- Moving from Theory to Practice & Building Interventions in Grades 6-12.* She has authored several articles on curriculum based measurement, response to intervention, and working with struggling learners in the general education classroom. Andrea has been employed as Coordinator of Psychological and Diagnostic services in Humble ISD and as an Educational Consultant for Region IV Education Service Center. She has also taught a behavioral course at the University of Houston Clear Lake. Currently Andrea is an Educational Consultant providing a variety of assessment and consultative services to school districts across the state ranging from implementing response to intervention, completing academic and behavioral assessments, supervision of LSSP's, and providing training to general and special education staff in the areas of curriculum based measurement, response to intervention, ADHD, LD assessment, emotional disturbance, autism, and behavior management. Andrea is a Past President of the Texas Association of School Psychologists.

Critical Components of RTI

- **Universal screening** of all students
- Defining, in measurable terms, the problem area(s)
- Collecting **baseline data** prior to the start of interventions
- Establishing a written plan of intervention which includes detailing accountability
- Using **progress monitoring (CBM)**
- Comparing pre and post intervention data

Curriculum Based Measurement

- Measurement of **growth** in proficiency
 - ▣ change in performance across time
- **Progress monitoring** requires determination of:
 - ▣ **Initial level** of proficiency
 - ▣ **Goal level** of proficiency
 - ▣ **Rate of growth** from beginning to goal proficiency

CBM = Improvement in RATE

Fluency and automaticity are measured by rate (how fast it can be performed). Rate increases gradually as proficiency develops - which means it is measured over time. **Improvement in rate is a measure of progress.**

Using CBM in RTI Problem Solving

- Problem solving is not unusual in teaching, but for most teachers, *problem solving in response to student performance data is a new experience*
- The use of the data has the effect of “grounding” their discussions and helping to maintain a focus in problem solving.

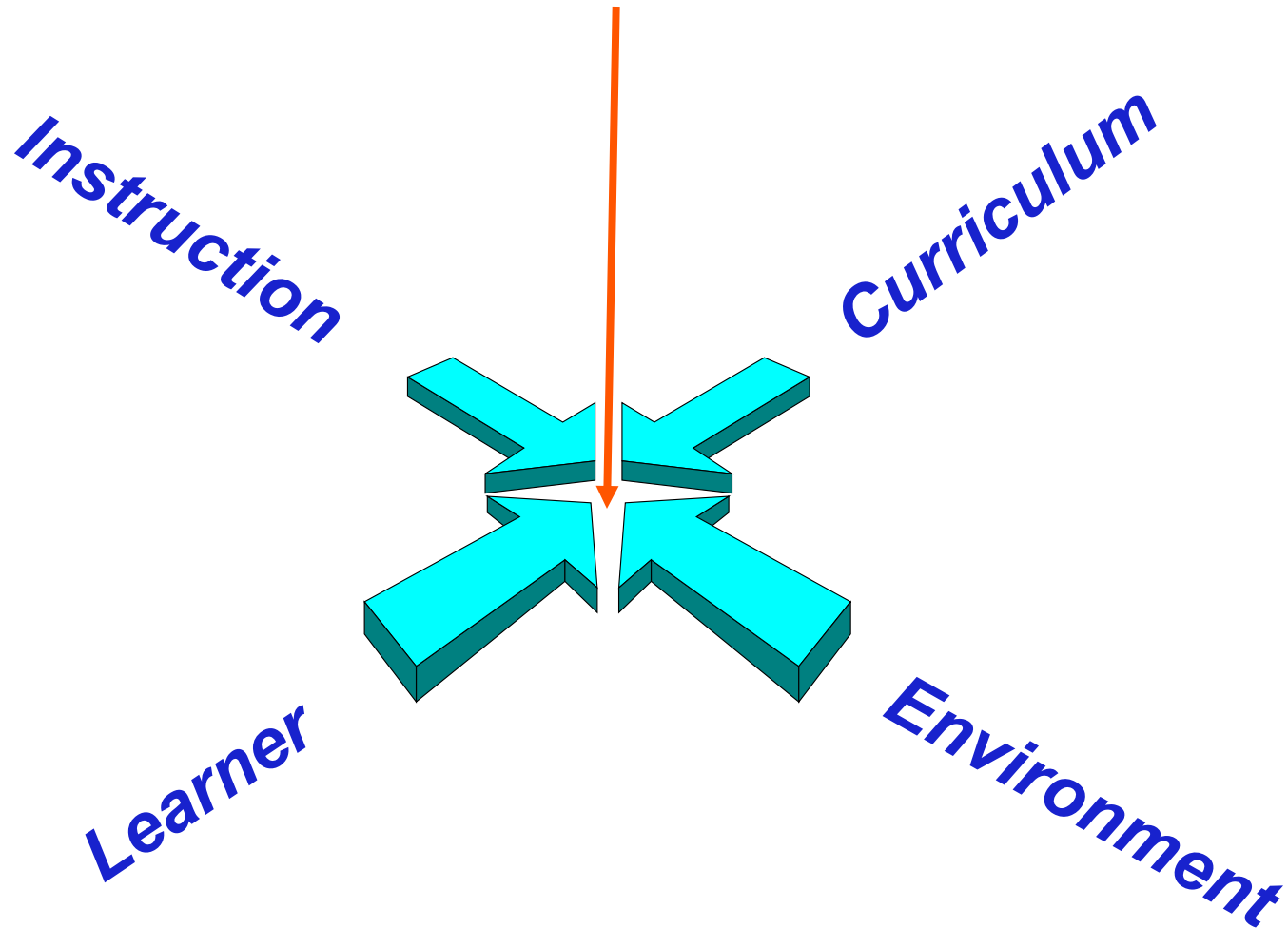
Problem Solving

Problem Solving

- Uses scientific method
- Data feedback loop
- Data-based decision making
 - Eliminates bias
 - Takes subjectivity out of decisions
- Can be applied:
 - System vs. individual level
 - Regardless of “presenting problem”

Problem Solving Using Data From Multiple Sources

(Adapted from Heartland AEA 11, IA)



Monitoring Component

How do we know our intervention is working?

- The monitoring component is a record of the evaluation procedure and the decision rule.
- How the monitoring is to be done
- By whom is it going to be Done *and*
- What rules will be used to determine how to proceed with the selected intervention components

Review the Results

- Analyze, and reflect upon results
- Results or outcomes of the interventions are the critical and the ultimate criteria of success for both the efforts of the team and, most importantly, describe the degree to which the student has benefited

Analyze the Results

Elements necessary to determine effectiveness:

- Team considers the available monitoring data relative to the goal to determine the rate of growth.
- Team writes a “narrative summary” of the effects of intervention as measured by the ongoing progress monitoring data. This should reflect the process of providing the intervention, e.g. success, changes, barriers, etc.

Analyze the Results

Elements necessary to determine effectiveness:

- Team makes decisions to continue, change, stop or make other decisions relative to the intervention and results. All decisions are data-driven and guided by the needs of the student as well as the capacities and resources of the setting.
- The parent and student (as appropriate) should always be involved in this process including their perceptions and ideas.

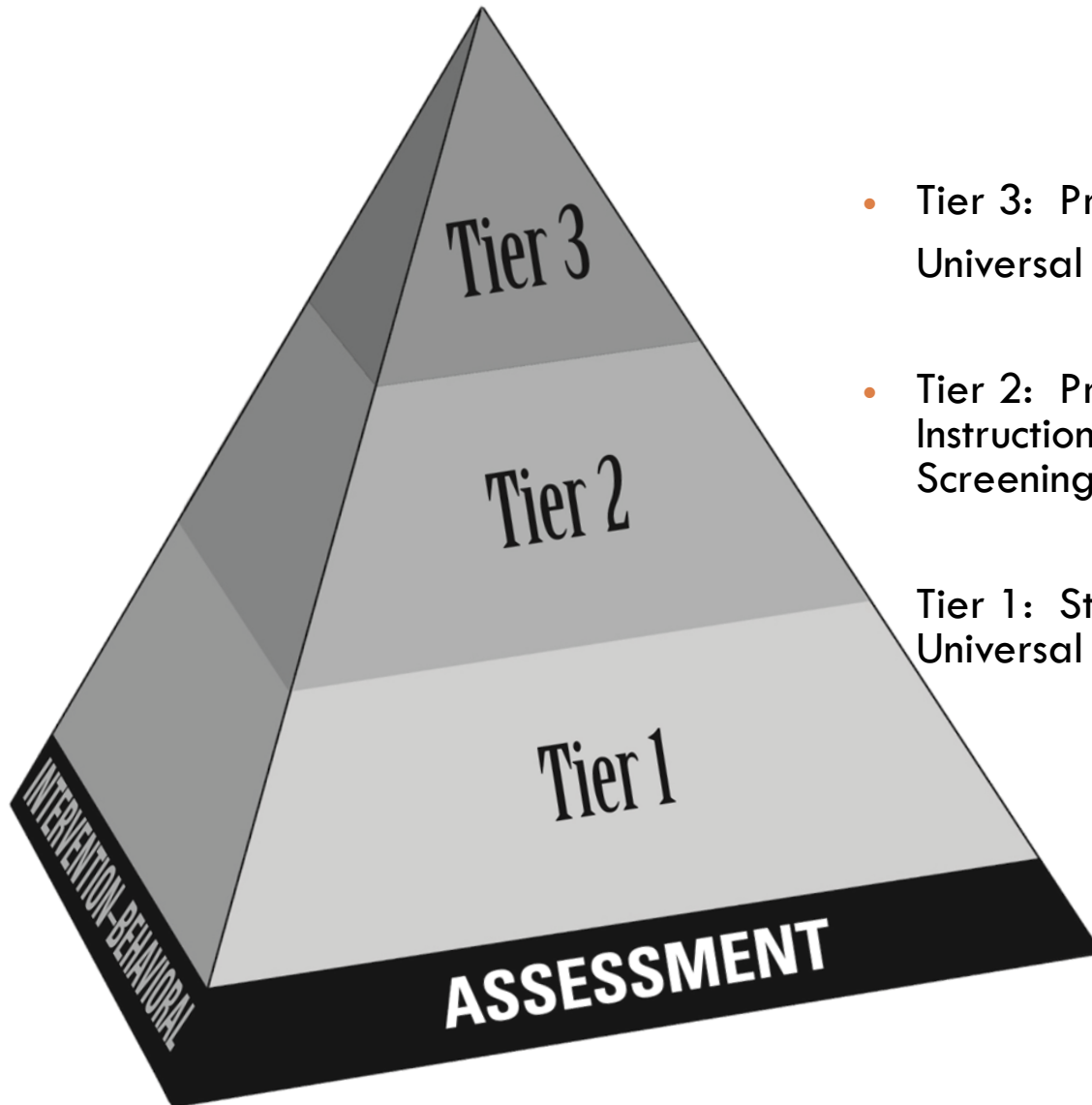
Rtl Assessment Analysis

- Formative Assessment:
 - Used to plan instruction
 - CBM / Progress monitoring
 - Pre/post tests
 - Portfolios
 - Benchmarks
 - Quizzes
 - Teacher observations

Summative Assessment

- Used to Describe the effectiveness of an instruction or an intervention.
 - ▣ Universal Screening
 - ▣ Outcomes, such as state assessments, end of course exams

3 Tiers of Assessment (RtI)



- Tier 3: Progress Monitoring, FIE, Universal Screening, Benchmarks

- Tier 2: Progress Monitoring, Instructional Assessments, Universal Screening, Benchmarks

Tier 1: State Assessments, Benchmarks, Universal Screening, CBM Baseline

Identify Assessments

- ❑ What are the different types of assessments your district/campus use for decision making?
- ❑ Have teachers been trained?
- ❑ What is being used to ensure fidelity?

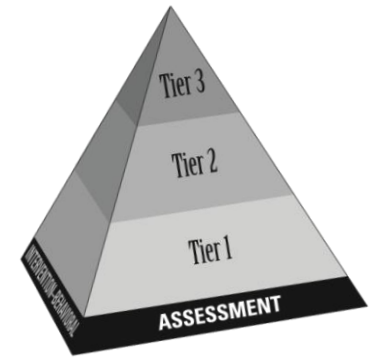
Choosing a Progress Monitoring Instrument

- I am interested in finding a tool that I can use to monitor my students' progress weekly or even more frequently. Are there tools that have at least 20 alternate forms?
 - AIMSweb
 - Dynamic Indicators of Early Basic Literary Skills (DIBELS)
 - Edcheckup
 - Monitoring Basic Skills Progress (MBSP)
 - STAR
 - STEEP
 - Yearly Progress Pro

Choosing a Progress Monitoring Instrument

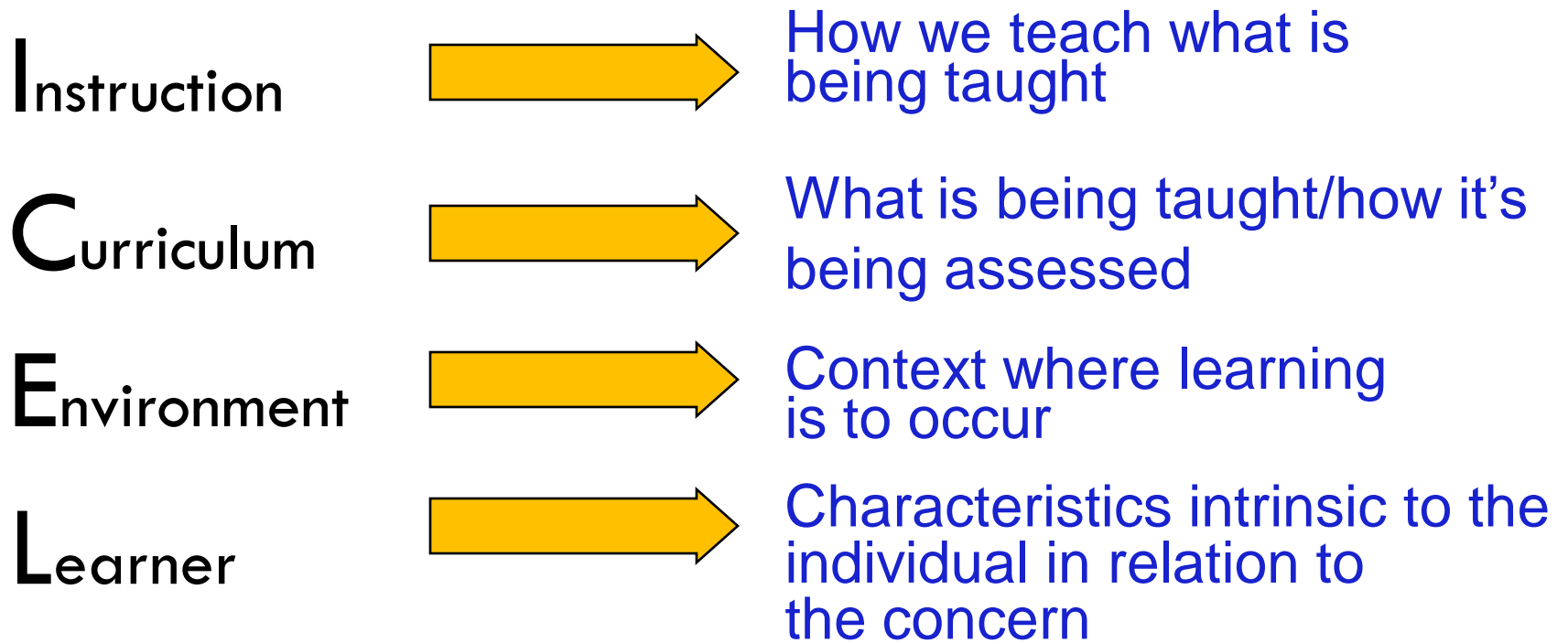
- Which tools offer accommodations for students with special needs (e.g., English language learners, children with hearing impairments)?
 - Accelerated Reader
 - Dynamic Indicators of Early Basic Literary Skills (DIBELS)
 - Edcheckup
 - STAR

Data Documentation:



- ❑ Baseline data; determination of baseline data.
- ❑ Aim Line or Goal
- ❑ Intervention selected (research-based)
- ❑ Progress monitoring data (Slope of Improvement)
- ❑ Comparison with national norms
- ❑ Interventions/Fidelity
- ❑ Observations

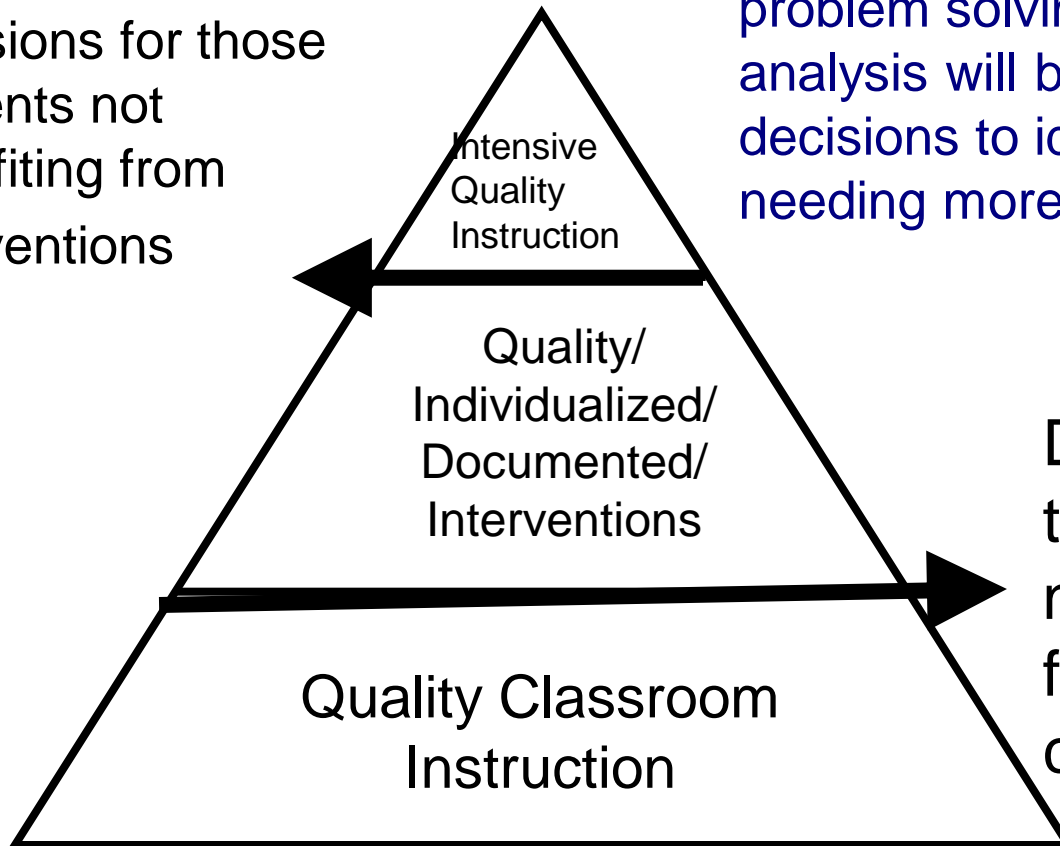
Problem Solving Information Gathering



Where should problem solving and data analysis focus?

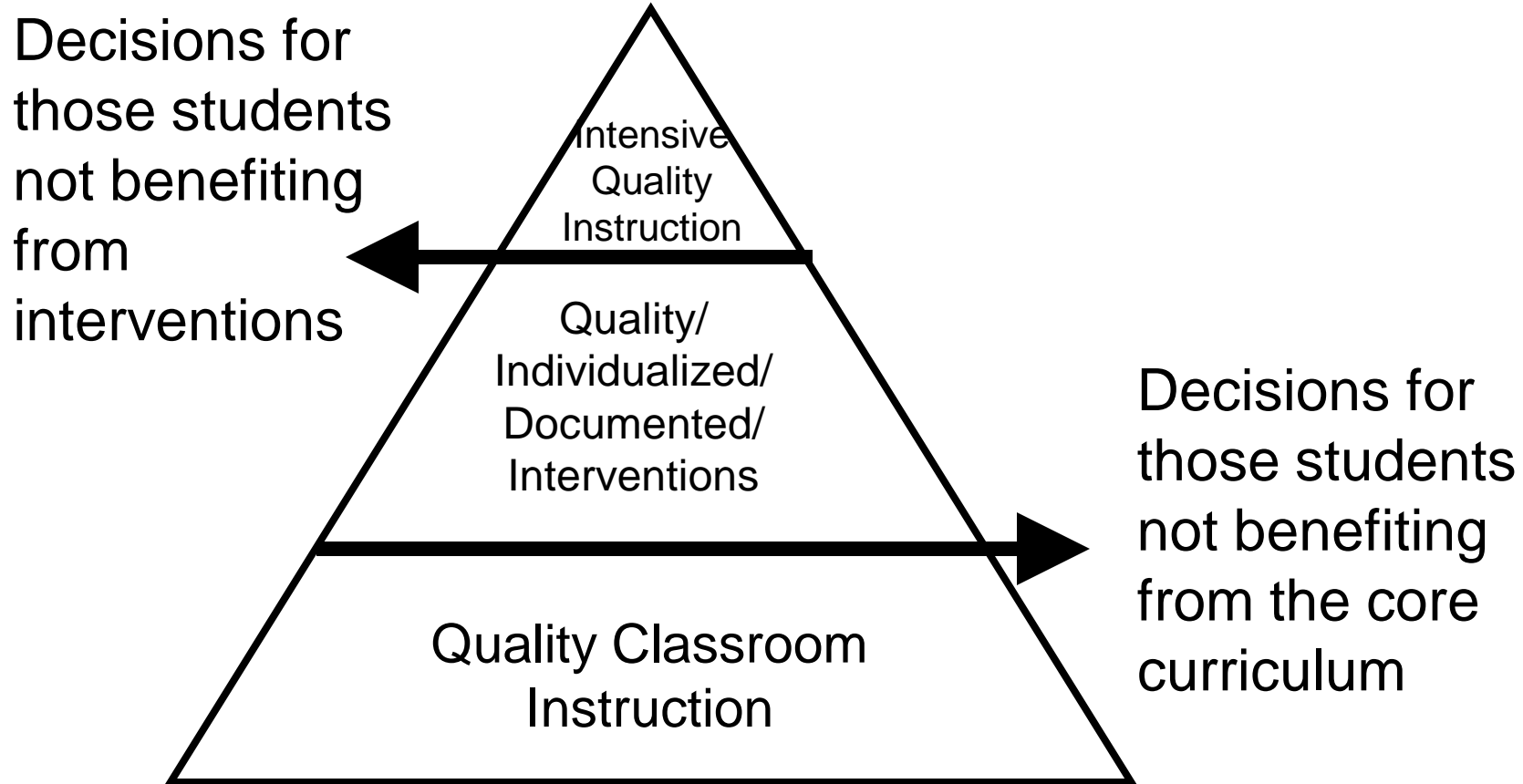
Decisions for those students not benefiting from interventions

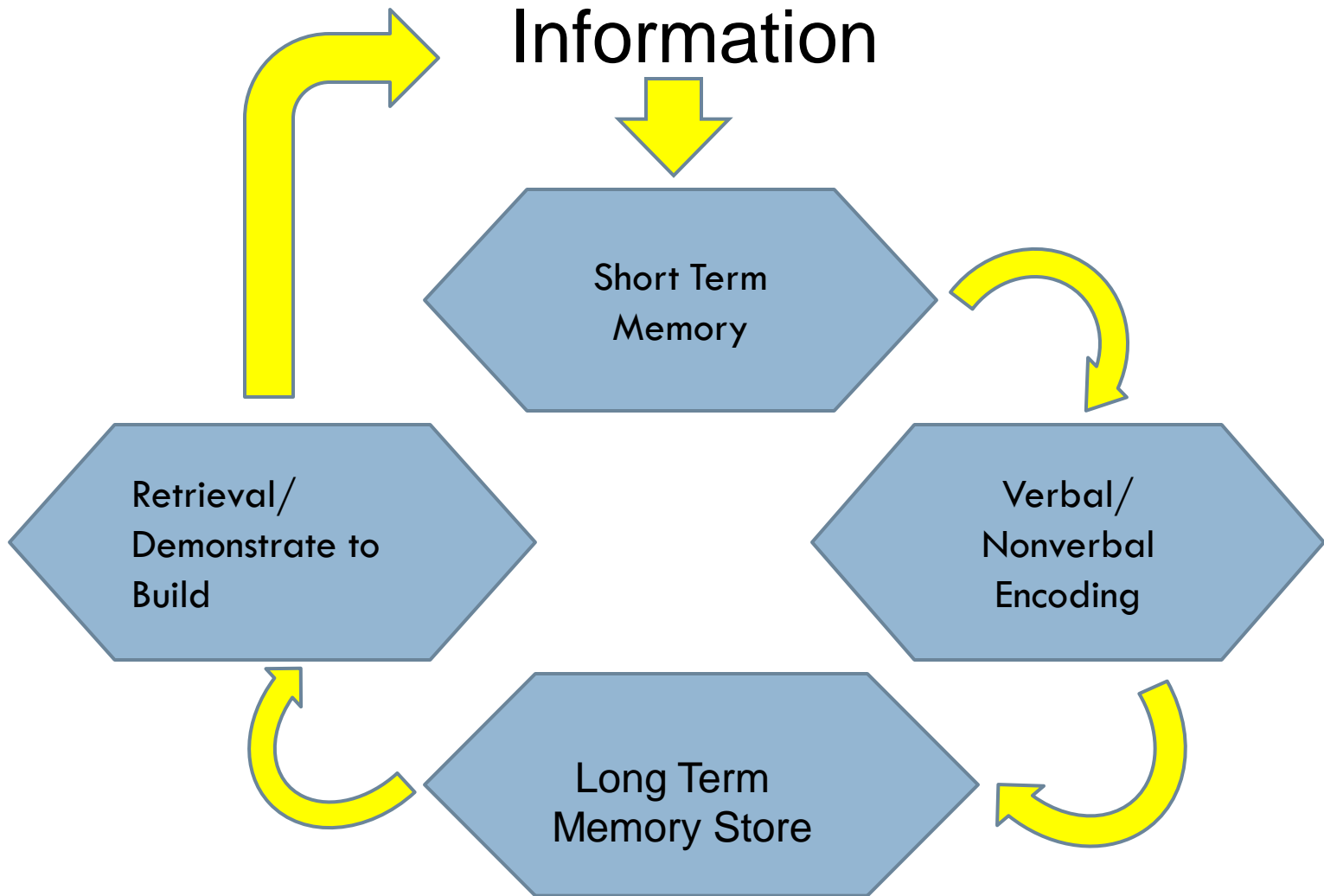
There will be times when problem solving and data analysis will be helpful in making decisions to identify students needing more assistance.



Decisions for those students not benefiting from the core curriculum

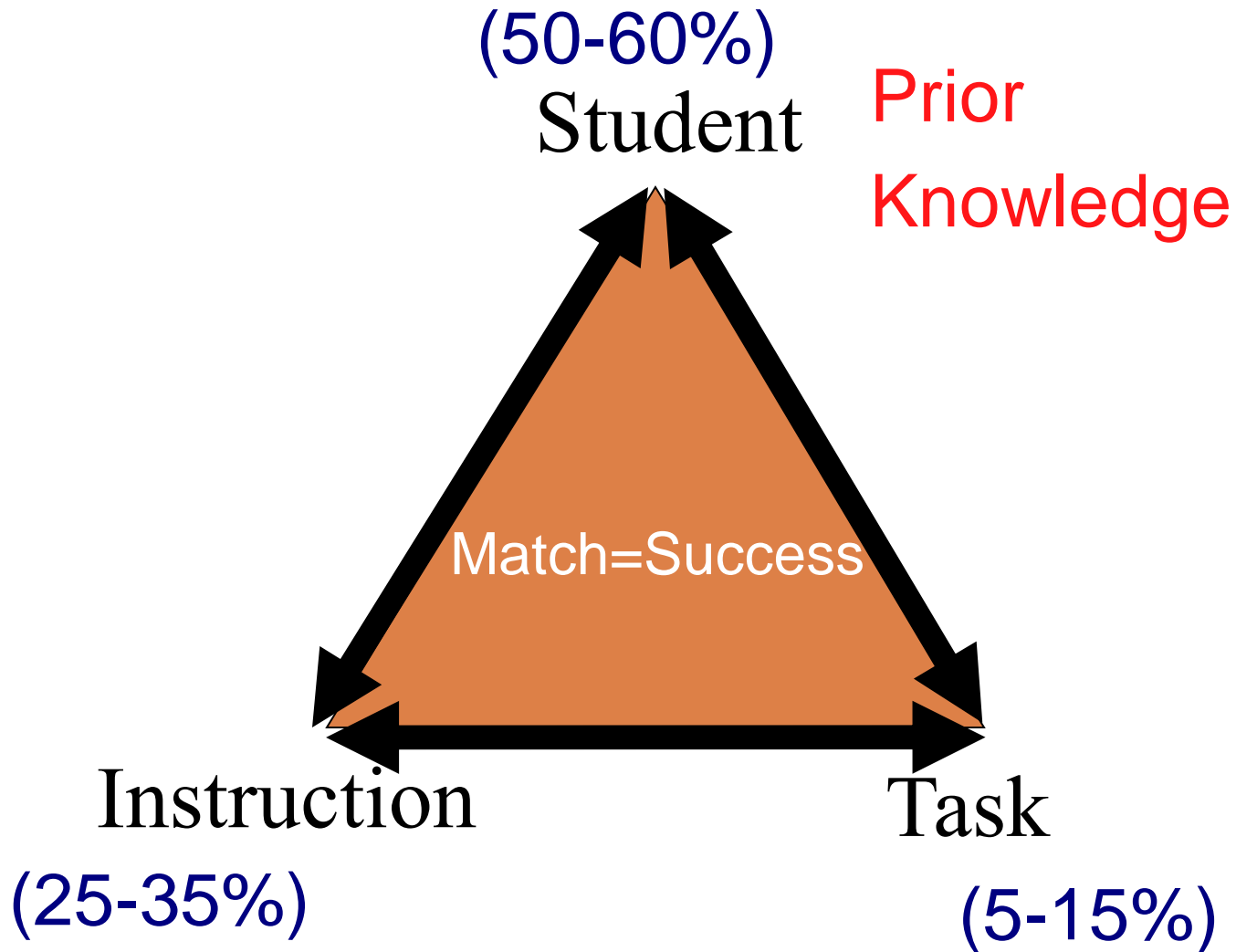
However, there will be times when problem solving and data analysis will be critical in determining the quality of instruction being delivered.



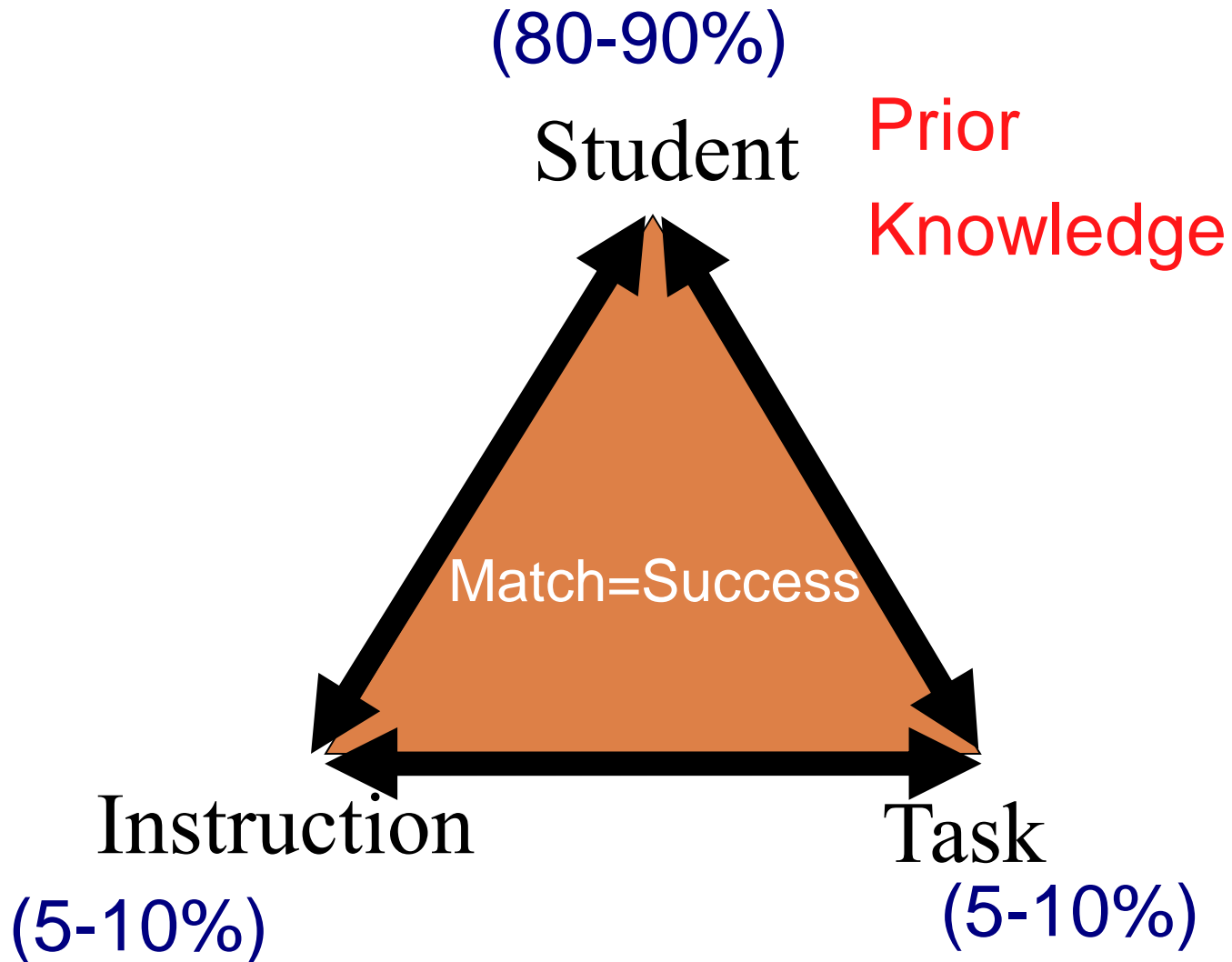


Multiple Influences on Learning:

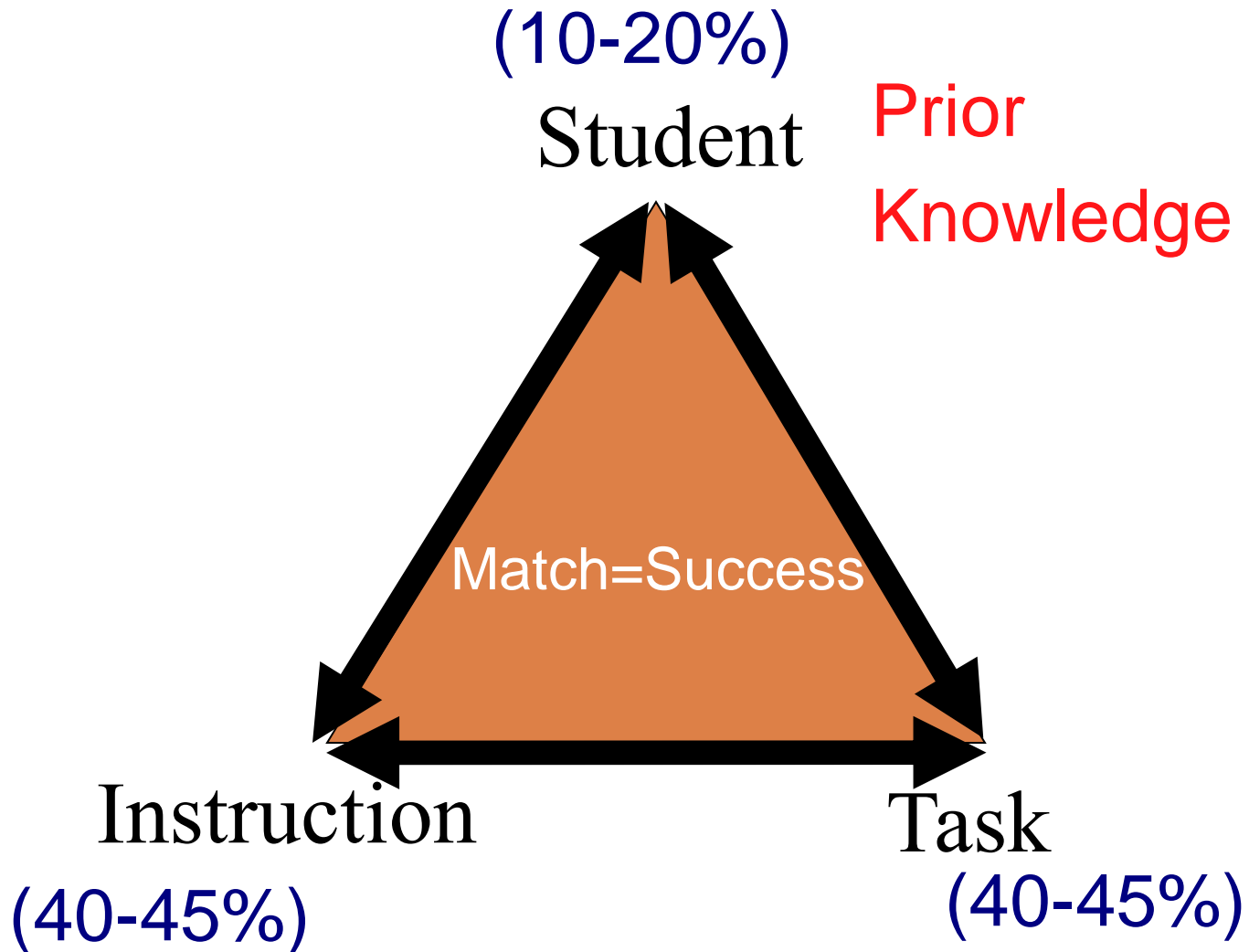
(Gravois, Gickling & Rosenfield, 1999)



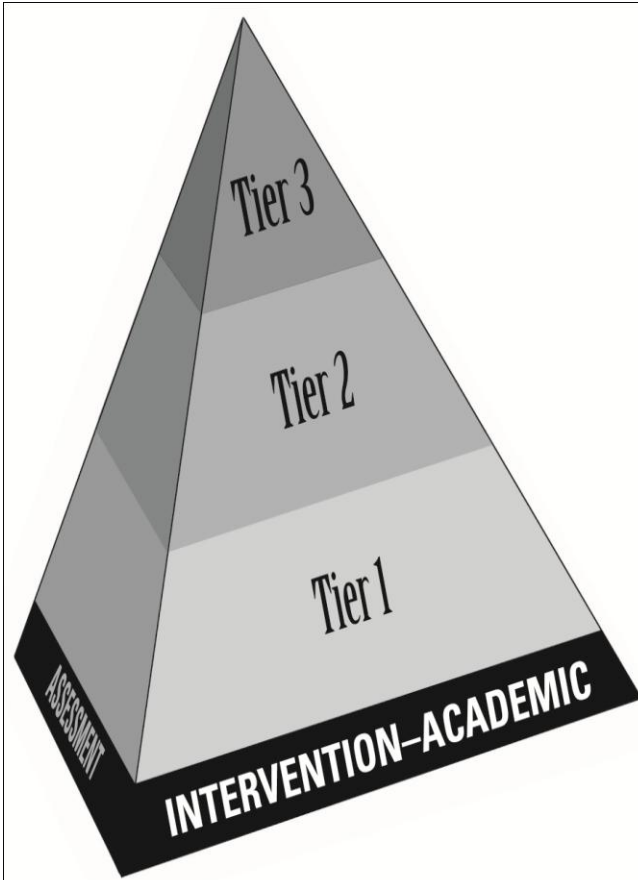
Influences on Learning: High Achievers



Influences on Learning: Low Achievers



Identify Research Based Interventions



TIER I – Core Classroom Instruction ALL Students

DIFFERENTIATED INSTRUCTION

- Foundational Research: Multiple Intelligences, Brain-Based Learning, Cooperative Learning, Marzano Classroom Instruction Techniques
- Differentiate: Content, Process, Product, and Environment
- Management Strategies: Tiered Assignments, Flexible Grouping, Anchor Activities
- Kilgo's Level of Questioning
- Thinking Maps
- ARI/AMI

Differentiated Instruction

□ Foundational Research

- Multiple Intelligences (Gardner)
- Brain-Based Learning (Jensen)
- Cooperative Learning (Kagen & Kagen)
- Classroom Instruction (Marzano)

Differentiated Instruction

- Content
 - ▣ What s taught (TEKS, District Scope and Sequence)
 - Concentrate on concepts, thoughts, skills by increasing the complexity of learning
- Process
 - ▣ How it is taught
 - Learning styles based upon different processing styles
- Product
 - ▣ How learning is demonstrated
 - Tangibles, such as student reports, debates, actions
- Environment
 - ▣ Physical and Emotional
 - Behavior management. Physical arrangement, classroom management

Classroom Management

(Tomlinson & Heathcox)

❑ Tiered Assignments

- Lessons are designed by student readiness, ability level

❑ Flexible Grouping

- Grouping according to learning needs

❑ Anchor Activities

- Independent seat work while teacher is working with a small group

Mathematics

TIER 1 Strategies:

1. Teach using explicit instruction daily
 1. Model the solution
 2. Use think-aloud approach
 3. Many examples
 4. Immediate corrective feedback
2. Teach using multiple instructional examples
3. Use patterns consistent with concepts being taught
 1. Concrete to abstract
 2. Easy to hard
 3. Simple to complex

Mathematics

TIER 1 Strategies:

4. Have students verbalize solutions/decisions to problems
5. Teach students how to visually represent information
6. Teach problem solving using heuristic strategies
7. Provide ongoing formative assessment and feedback to teachers
8. Provide peer-assisted instruction

Tiers 2 & 3 Researched Based Interventions: Elementary

- Florida Center Reading Research
- What works clearinghouse
- Intervention Central

Reading

Math

Read 180

Connected mathematics

Read Naturally

Mathletics

Passport Voyager Everyday mathematics

Lexia Learning

Passport Voyager

Secondary Reading

- ❑ Facilitated Instruction in Tier 1 content area vocabulary, comprehension, and word level skills
- ❑ More Intensive, Supplemental Instruction using CLC Theory (University of Kansas SIM)

Mathematics

TIER 2 & 3

Curriculum Supports:

- Core-Plus Mathematics
- Understanding Math

Strategic Interventions:

- Cognitive Tutor (Carnegie Math)
- The Expert Mathematician
- Plato
- Saxon Math

Elementary and Secondary Writing

TIER 2 and 3 Intervention:

- ❑ Language!
- ❑ Write-Well

Questions?



Spectrum K12 SK12 Resources



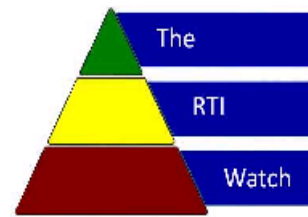
2010-2011 RTI Webinar Series

A RTI "best practices" webinar series designed in the development of a district wide RTI initiative

Upcoming Webinars

The Must Do's of RTI Documentation... S... Process: Documenting Assessments, Da... Interventions and Fidelity

Presented by Dr. Andrea Ogonosky, National RTI Consultant & Author



Sponsored by

Response to Intervention

Research Study Shows Student One Year with Pearson's Reading

...its of a new independent study...
...levels in their vocabulary, re...
...vement with the scientifically...
[more](#)

Challenges and Cautions Regarding English Language Learners

...al article discussing issues r...
...ntention with English Language...
...terature in regard to RTI, ELL...
...provides future direction for re...
[more](#)

Response to Intervention Adoption Survey 2010

The RTI Corner

Welcome to The RTI Corner: Your center for Response to Intervention resources! The RTI Corner was created to provide educational professionals a central place to find and access resources related to RTI. [Sign up](#) to receive our weekly newsletter on the latest news on Response to Intervention!

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- [Upcoming Response to Intervention Events](#)

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Find hundreds of documents, presentations and other resources that will help you with your RTI implementation

[2010 RTI Adoption Survey](#)

View the results from the 2010 RTI Adoption Survey to see how your district compares to others across the country

[State Response to Intervention Resources](#)

State specific documents, presentations and websites for a successful RTI implementation

Andrea Ogonosky

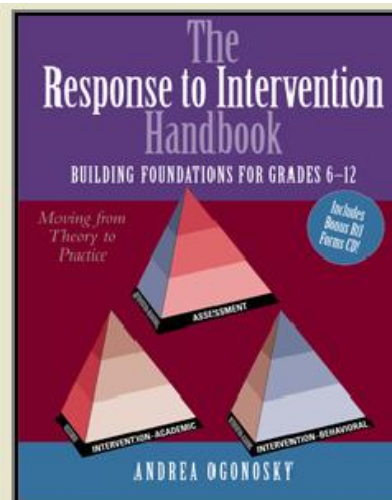
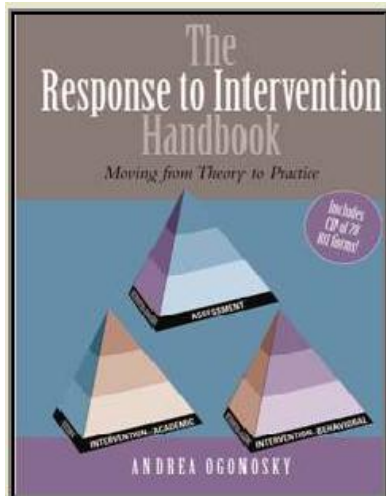
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OgonoskyRtI.c



Response to Intervention



"Enriching the lives of children."



<http://www.ogonoskyrti.com/index.html>

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Integrated Student Profile – 360 degree view “a GPS for educators”

- Consolidates student information and provides single access point to all data needed to drive instruction
- Student assessment, academic, behavior, demographic and home/environmental information
- Prescribes personal learning plans and aligns targeted goals, measures and instructional resources with individual student needs

Multi-program case management platform for all students

- Automates, simplifies and standardizes any district education service delivery program - RTI, IEP, 504, LEP, PBIS, G&T, etc..
- All users - Teachers, Specialists, Administrators
- Multi-level view of students: Individual, group, classroom, school, caseload, program
- Seamless referral from RTI to special programs

Seamless interface for all users to access data on every student and program

- Single logon
- Common “swivel-test” interface – quick, actionable
- Optimized for teachers, building and district administrators

Monitor progress across all assessments, measures, goals, and interventions

- Automatic graphing
- Rapid score and log entry
- Integration with assessment systems

Standardization of district-wide processes

- Ensures consistent practices
- Standardized reporting
- Early warning and watch lists
- Drives day-to-day instructional activities

Industry recognized, award winning

