



Effectively Using RTI2 Data to Determine Student, Teacher, and District Needs

Tennessee Superintendent Study Council
66th Annual Conference

September 2015

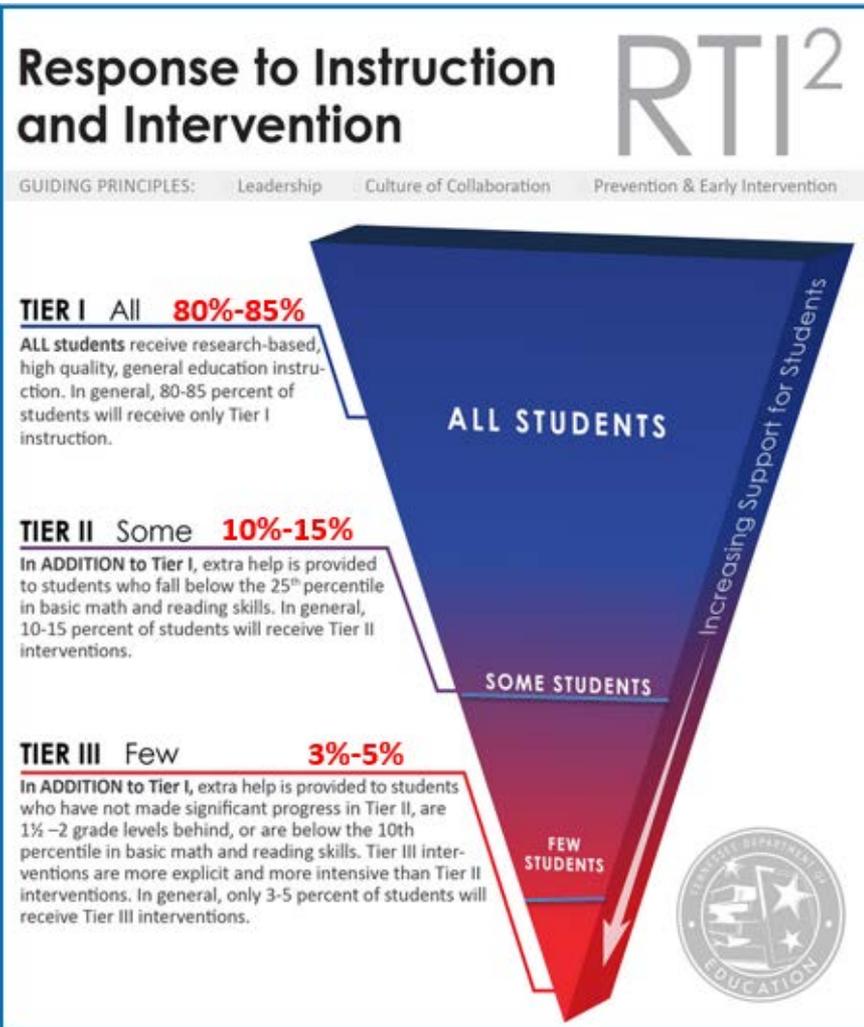
Goals

- Examine how a universal screener is used to identify student reading deficits
- Demonstrate how data can be used to determine individual teacher needs based on a year's universal screenings
- Analyze district data to formulate a comprehensive professional development plan for literacy



**Effectively Using RTI2 Data to
Determine Student, Teacher,
and District Needs**

Background



Overview

2 domains

**Printed Word
Recognition**

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**Language
Comprehension**

**Phoneme
Awareness**

Phonics

Fluency

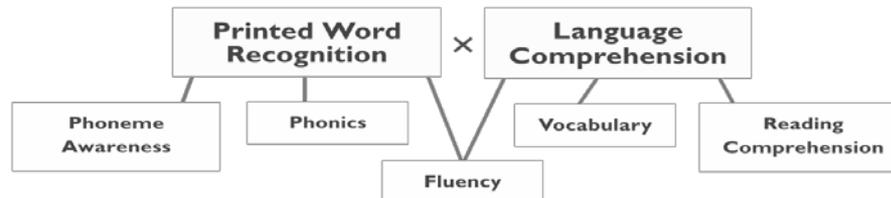
Vocabulary

**Reading
Comprehension**

5 components

Key District Strategy

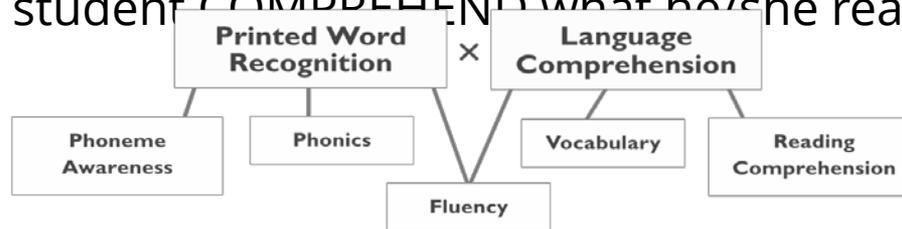
- Use a UNIVERSAL SCREENER to measure students' reading SKILLS
 - Step 1: PASSAGE READING FLUENCY
 - Can the student DECODE?
 - Is the student decoding FLUENTLY?



Craig is happy because it is spring, and the sun is shining. He has decided that this year he wants to start a **small** garden. He would like to plant beans, carrots, lettuce and watermelon. He wants to plant those seeds because those are his favorite foods. Craig also wants to plant flowers. His mom likes **the** way roses smell. He likes **iris** and **daisies**. Craig's dad said that he could use some land in the backyard, but **that** he should get started soon. Craig decides to start right away. He prepares the soil by raking it and

Key District Strategy

- Use a UNIVERSAL SCREENER to measure students' reading SKILLS
 - Step 2: MULTIPLE CHOICE READING COMPREHENSION
 - Can the student DECODE?
 - Does the student COMPREHEND what he/she reads?



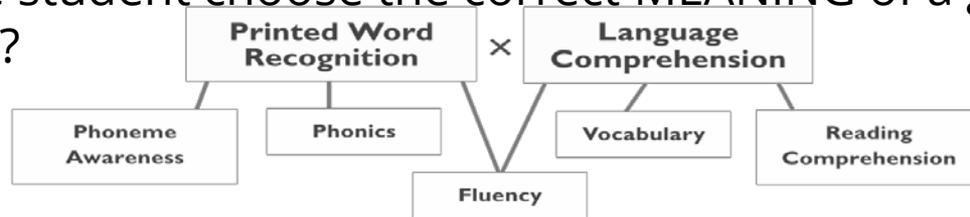
Joe didn't stop at the grocery store, though. He walked right on by, heading for a shop in the distance with the words "Newest models on sale now!" painted in the window. "I wonder if I should buy a red one or a yellow one," he thought to himself.

3. What did Joe probably mean when he thought that vultures never had to worry about much?

- All they had to do was wait around for an animal to die, and that would be their next meal.
- Vultures were very large, and no other birds or animals would want to bother them.
- Vultures spent most of their time just floating slowly on the wind in big circles.

Key District Strategy

- Use a UNIVERSAL SCREENER to measure students' reading SKILLS
 - Step 3: VOCABULARY
 - Can the student DECODE?
 - Can the student choose the correct MEANING of a given word in context?



The kids want to dye their hair purple.

dye means:

✓ change color Correct

not living

clean well

Key District Strategy

- Analyze the data
 - Student data

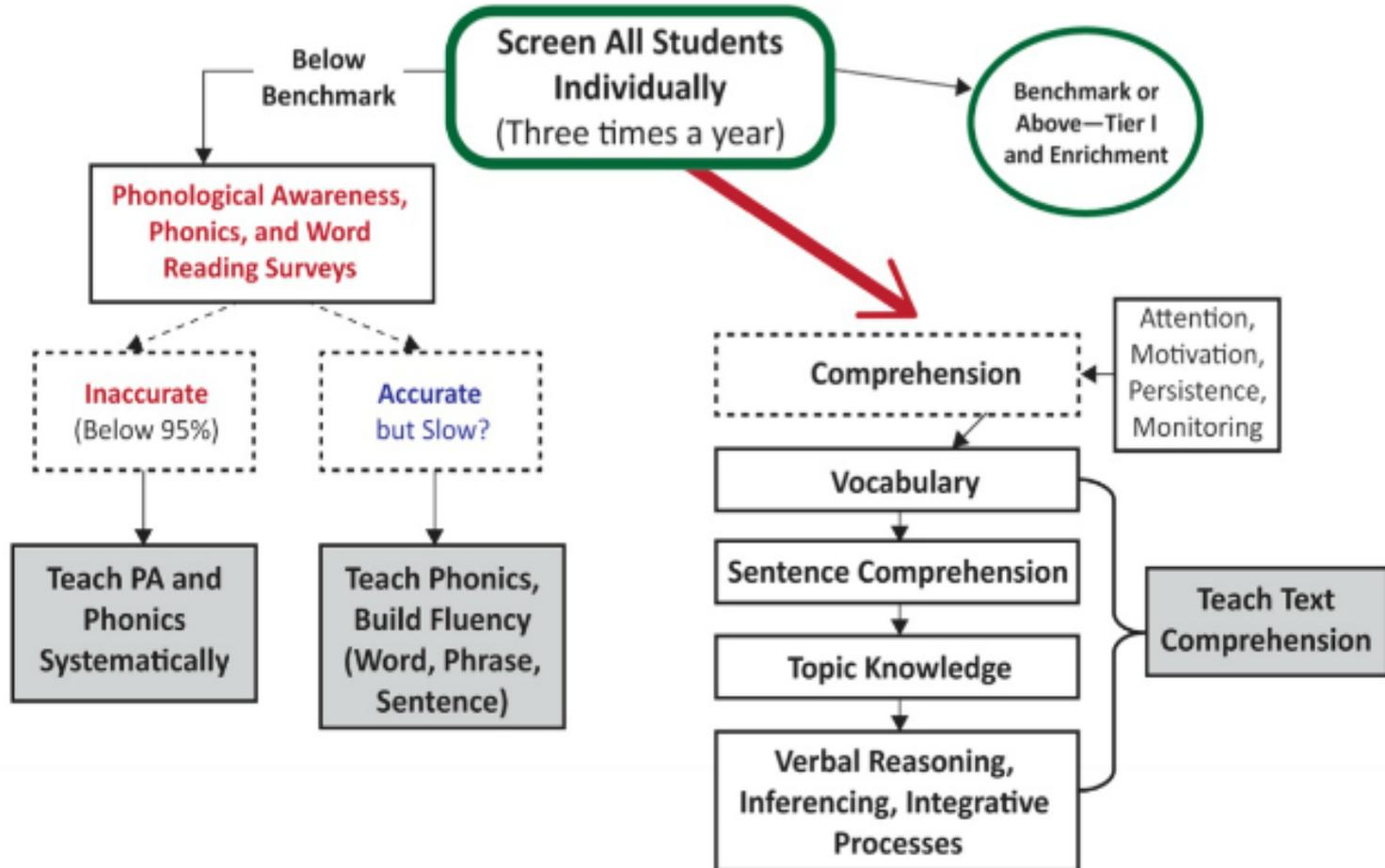
PRF		VOCAB		MCRC	
37th	103	15th	15	34th	12
13th	71	84th	20	22nd	10
2nd	27	15th	15	22nd	10
64th	130	40th	18	65th	16
91st	178	40th	18	41st	13
23rd	89	84th	20	34th	12

Prioritize for Intervention:

- 1) PRF – Passage Reading Fluency (decoding)
- 2) MCRC – Multiple Choice Reading Comprehension
- 3) VOCAB -- Vocabulary

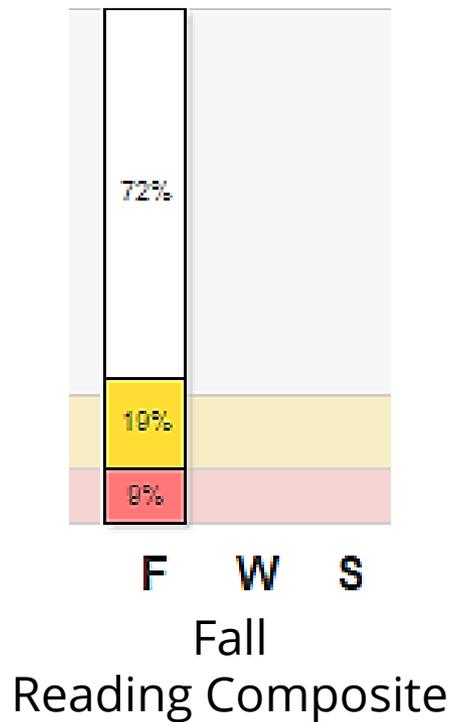
Key District Strategy

- Match students to correct interventions



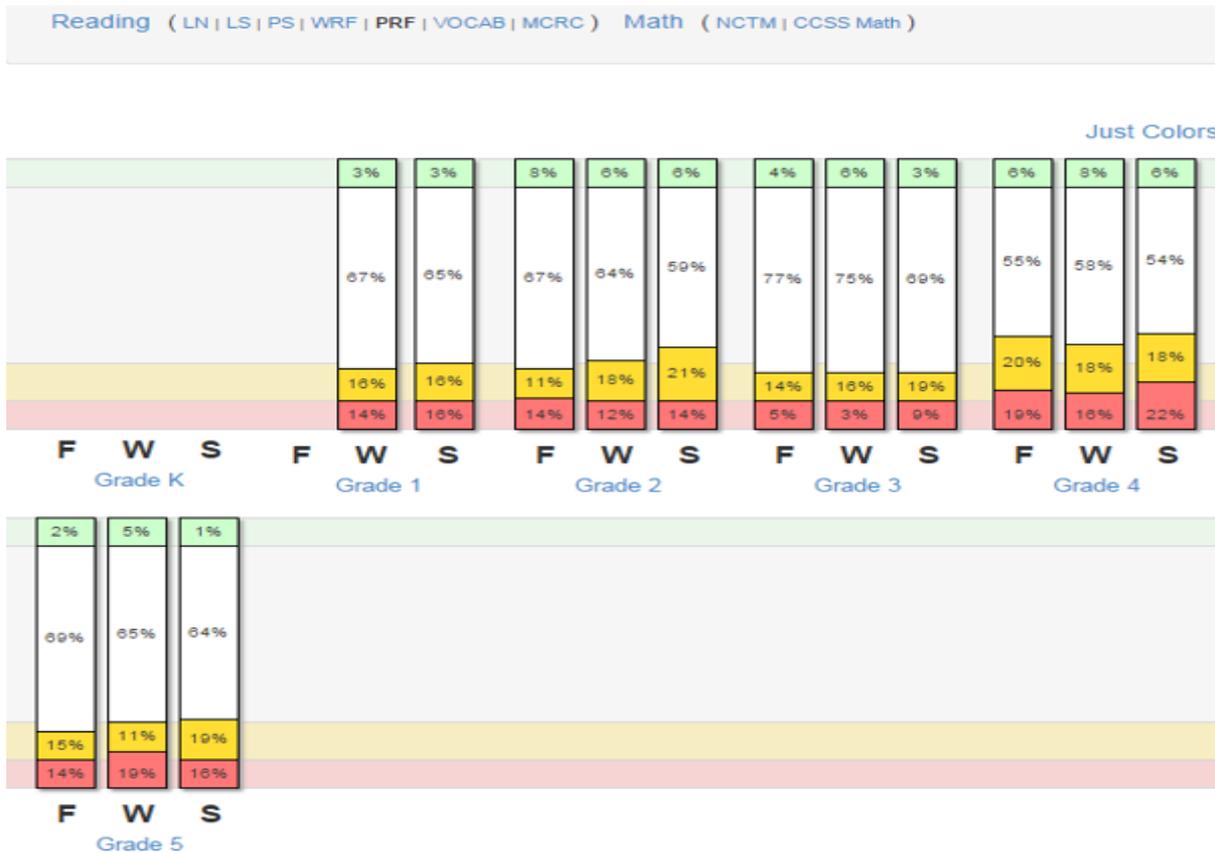
Key District Strategy

- Analyze the data
 - SCHOOL data



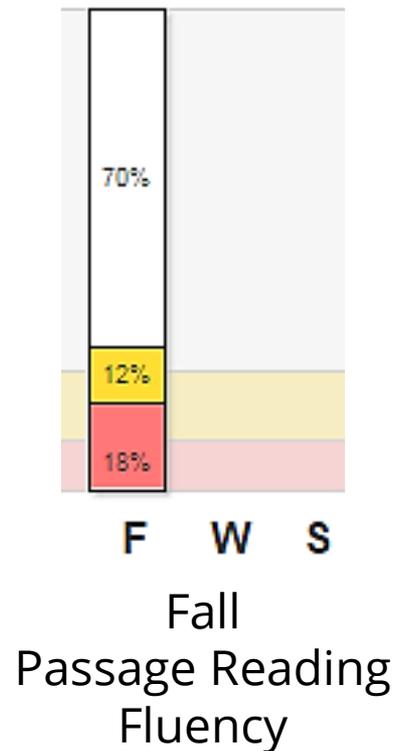
Key District Strategy

- Analyze the data
 - GRADE-LEVEL data



Key District Strategy

- Analyze the data
 - Individual TEACHER data



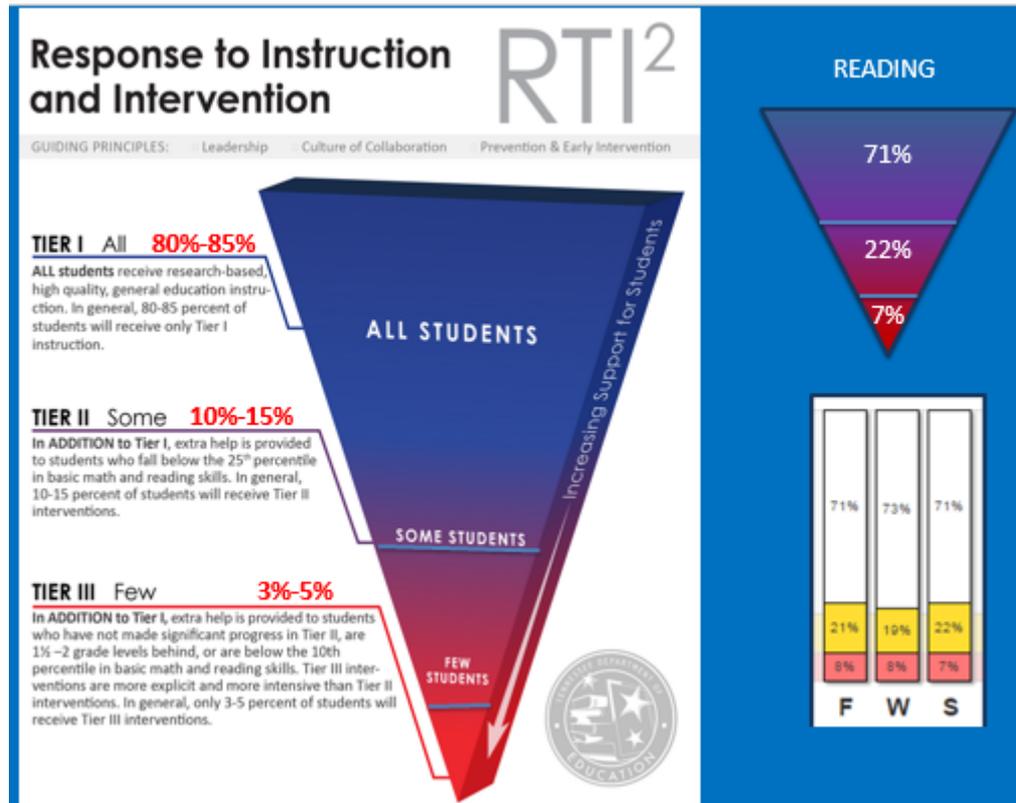
Key District Strategy

- Analyze district data



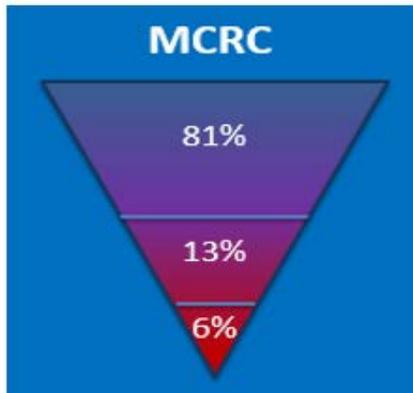
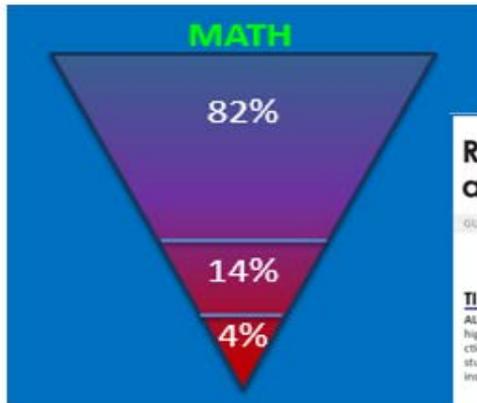
Key District Strategy

- Evaluate school's pyramid



Key District Strategy

- Evaluate school's pyramids



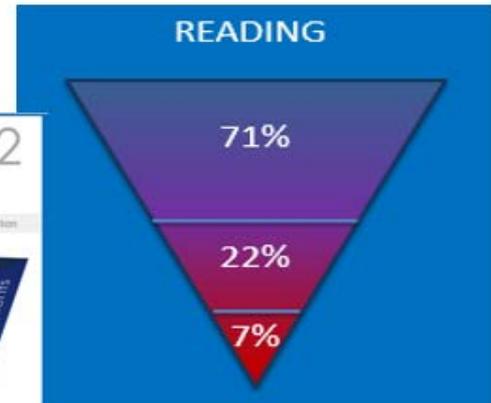
Response to Instruction and Intervention RTI²

GUIDING PRINCIPLES: Leadership Culture of Collaboration Prevention & Early Intervention

TIER I All 80%-85%
ALL students receive research-based, high quality, general education instruction. In general, 80-85 percent of students will receive only Tier I instruction.

TIER II Some 10%-15%
In ADDITION to Tier I, extra help is provided to students who fall below the 25th percentile in basic math and reading skills. In general, 10-15 percent of students will receive Tier II interventions.

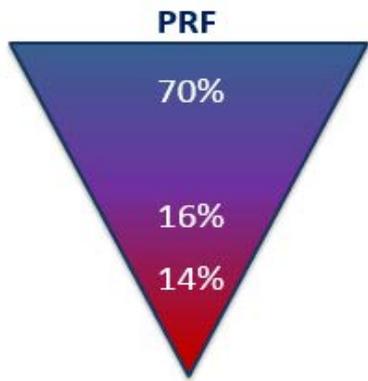
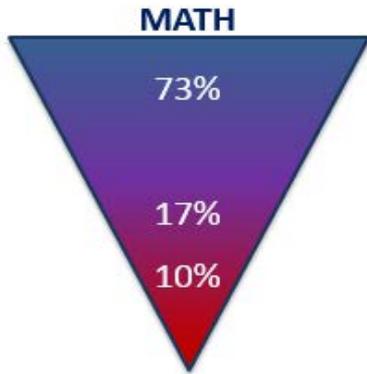
TIER III Few 3%-5%
In ADDITION to Tier I, extra help is provided to students who have not made significant progress in Tier II, are 1½ -2 grade levels behind, or are below the 10th percentile in basic math and reading skills. Tier III interventions are more explicit and more intensive than Tier II interventions. In general, only 3-5 percent of students will receive Tier III interventions.



**SCHOOL –
Spring 2015**

Key District Strategy

- Evaluate district's pyramids



Response to Instruction and Intervention RTI²

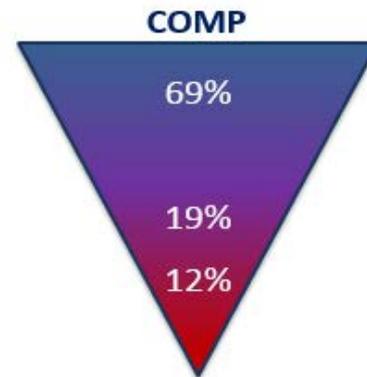
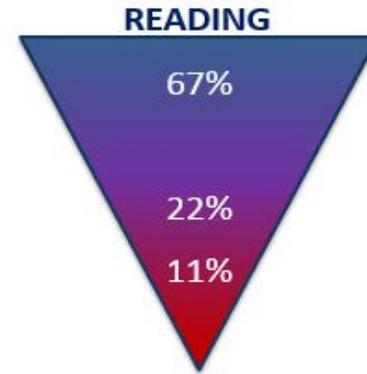
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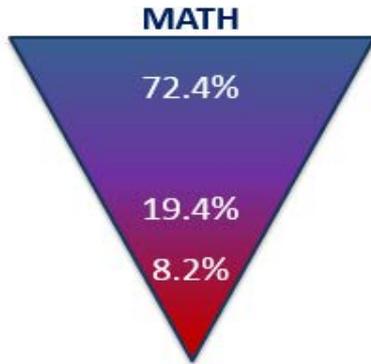
Increasing Support for Students



DISTRICT –
Fall 2014

Key District Strategy

- Evaluate district's pyramids



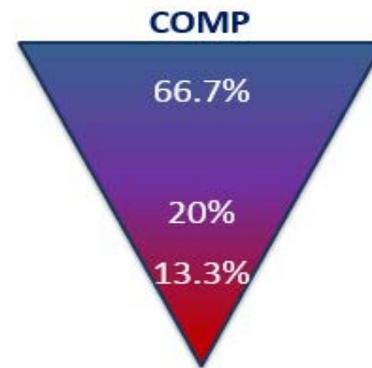
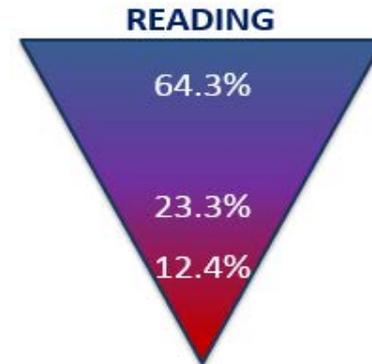
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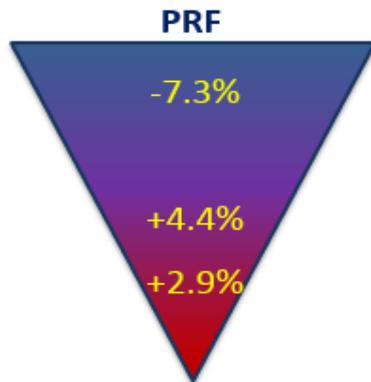
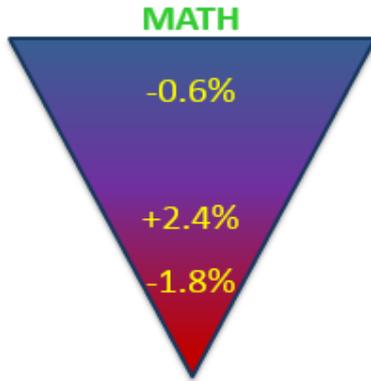
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**DISTRICT –
Spring 2015
Skills Achievement**

Key District Strategy

- Evaluate district's pyramids



Response to Instruction and Intervention RTI²

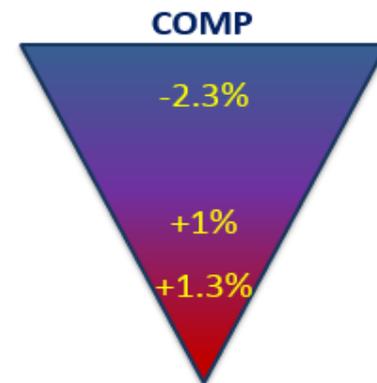
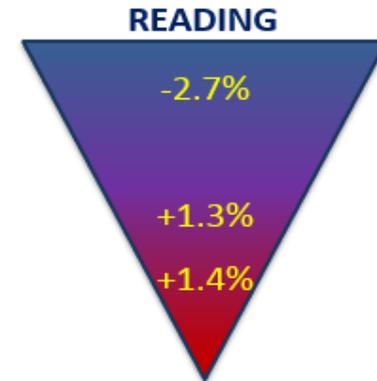
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Increasing Support for Students



**DISTRICT –
Yearly Growth**

Lessons Learned

Dig Deeper

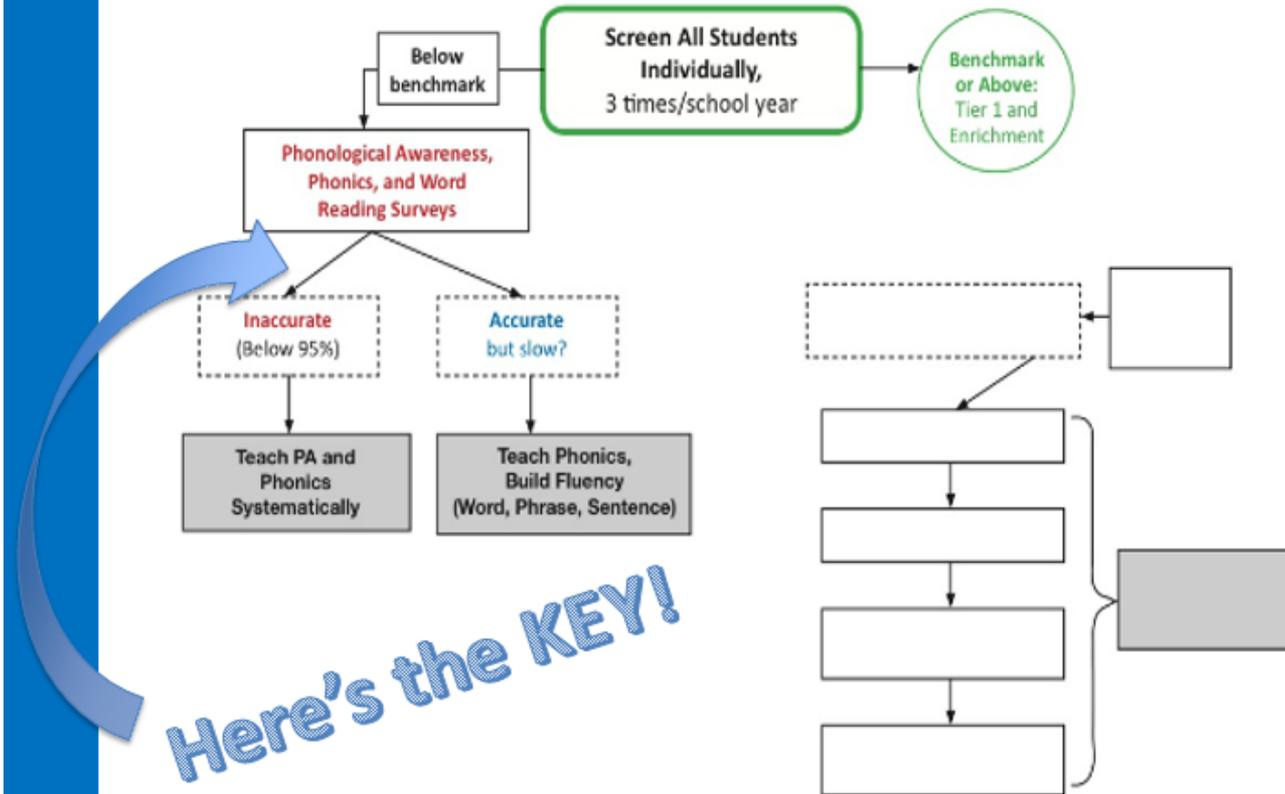
PRF	VOCAB	MCRC
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Thomas	12th	95	73rd	17
Amanda	11th	90	35th	13

81st	155	60th	19	75th	17
58th	125	40th	18	75th	17
69th	138	84th	20	65th	16
8th	53	12th	14	28th	11
39th	105	60th	19	75th	17
37th	102	40th	18	98th	20
55th	122	40th	18	22nd	10
22nd	87	60th	19	48th	14

Lessons Learned

Problem-Solving Model: Assessment of Reading Disability and Difficulty



Lessons Learned

Thomas

12th
Percentile

Spike was a small but very happy dog. He had black and white spots sprinkled across his shoulders and loved to play fetch with his owner Billy. One day Billy took his furry friend to a **nearby** park to play. It was a bright and sunny day, perfect for an outing. The park was filled with people running, playing tennis, and **swinging** on the swing **sets**. **Everywhere** they **looked**, **they** could see people having fun. They could hear laughter and shouts of joy. Young and old, **everyone** there seemed to be having a great time. Spike was very excited to play. He jumped high in the air as if he were begging Billy to hurry so they could play sooner.

Accurate VS Inaccurate

Amanda

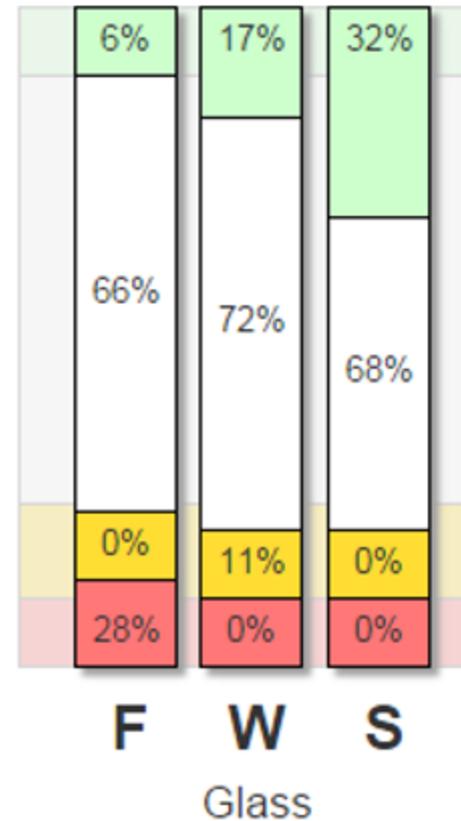
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Next Steps

Look for POSITIVES:

Find out what strategies and resources are being used to get great results!



Kindergarten –
Phoneme Segmentation

Next Steps

Provide
PROFESSIONAL
DEVELOPMENT



SCOPE AND SEQUENCE

SOUNDS SENSIBLE

- Consonants
- Short a

Level 1

- short a
- short i
- short o
- short u
- short e
- sh
- ch
- th
- wh
- ang, ing, ong, ung
- ank, ink, onk, unk

Level 2

- ff, ll, ss
- al
- wa
- qu
- ck
- tch
- a-e, i-e, o-e, u-e, e-e
- Vse

Level 3

- open syllables (so, he, fly)
- exceptions (ild, old, ind, ost, oill)
- ay
- -ed
- suffixes -s, -es, -ing, -er, -est, -en, -ish, -ly, -y, -ful, -ness, -less
- twin-consonant syllable division
- nontwin-consonant syllable division
- ou
- prefix a-

LEVEL 4

- ea
- consonant-le syllables
- oa
- ai
- ee
- oo
- igh
- ie

Level 5

- soft c
- soft g
- er, ur, ic, ear, wor
- dge
- s = /z/
- ov
- kn
- oe
- or
- ar

Level 6

- prefix a-, ending -a, suffix -able
- ph
- ought, aught
- ue, ew, tu
- oi, oy
- av, au
- ey
- kn, wr, mb, gh, gu
- suffix -age
- open syllables (a/CV, @/CV, a/CV, u/CV, e/CV)

Level 7

- VV syllables
- ct
- ei, eigh
- open syllable i (alligator, radio)
- suffixes -tion, -sion, -ci, -ti
- suffixes -tu, -ture, -sure
- suffix -ous
- suffixes -ence, -ent, -ance, -ant, -cy, -ency
- -ancy
- ui, eu
- suffixes -er, -or, -ar, -ard

Level 8

- arV, iV, eV, urV
- prefixes dis-, mis-, pre-, pro-, re-, de-, ex-
- suffixes -al, -on, -an, -ain, -ine, -en, -et, -ite, -ate, -ic
- suffixes -ive, -ary
- prefixes in-, im-, il-, ir-, un-, under-, sub-, con-, com-, cor-, col-
- prefixes para-, ab-, ad-, ac-, af-, ap-, per-
- i = /y/, ch = /k/, /sh/, que = /k/

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Thank You

Contact Information

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Monica Wilkins – mwilkins@tipton-county.com

Tipton County Schools

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