RTI Implementer Series
Module 1: Screening

National Center on Response to Intervention
Session Agenda

- Welcome and Introductions
- What Is RTI?
- Understanding Types of Assessment Within an RTI Framework
- What Is Screening?
- Using Screening Data for Decision Making
- Establishing a Screening Process
- Wrap-Up Review, Questions, Homework, Resources
Upon Completion of This Training, Participants Will Be Able To:

1. Articulate the four essential components of RTI
2. Identify the importance of screening
3. Apply screening data to decision making and action planning
4. Select appropriate screening tools
5. Develop a screening implementation plan
WHAT IS RTI?
THINK-PAIR-SHARE

- What do you think about when you hear RTI?
Why RTI?

- Sustained improvements in academic performance
- Decreased expulsion, behavioral referrals, and suspension rates
- Decreased inappropriate special education referral and placement rates
Defining RTI

- Response to intervention (RTI) integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavior problems.

(National Center on Response to Intervention)
Defining RTI

- With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions based on a student’s responsiveness, and

- RTI may be used as part of the determination process for identifying students with specific learning disabilities or other disabilities.

(National Center on Response to Intervention)
Essential Components of RTI

- Screening
- Progress Monitoring
- School-wide, Multi-Level Prevention System
  - Primary Level
  - Secondary Level
  - Tertiary Level
- Data-Based Decision Making for:
  - Instruction
  - Evaluating effectiveness
  - Movement within the multi-level system
  - Disability identification (in accordance with state law)
Essential Components of RTI
Essential Component

SCREENING
Screening

- PURPOSE: Identify students who are at risk for poor learning outcomes
- FOCUS: ALL students
- TOOLS: Brief assessments that are valid, reliable, and demonstrate diagnostic accuracy for predicting learning or behavioral problems
- TIMEFRAME: Administered more than one time per year (e.g., fall, winter, spring)
### NCRTI Screening Tools Chart

**Screening Tools Chart**

<table>
<thead>
<tr>
<th>Tools</th>
<th>Area</th>
<th>Classification Accuracy</th>
<th>Generalizability</th>
<th>Reliability</th>
<th>Validity</th>
<th>Efficiency</th>
<th>Administration</th>
<th>Administration &amp; Scoring Time</th>
<th>Scoring Key</th>
<th>Benchmarks / Norms</th>
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<td>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</td>
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Essential Components of RTI
Essential Component

PROGRESS MONITORING
Progress Monitoring

- **PURPOSE:** Monitor students’ response to primary, secondary, or tertiary instruction in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the efficacy of different forms of instruction.

- **FOCUS:** Students identified through screening as at risk for poor learning outcomes.

- **TOOLS:** Brief assessments that are valid, reliable, and evidence based.

- **TIMEFRAME:** Students are assessed at regular intervals (e.g., weekly, biweekly, or monthly).
### NCRTI Progress Monitoring Tools Chart

<table>
<thead>
<tr>
<th>Tools</th>
<th>Area</th>
<th>Reliability of the Performance Level Scores</th>
<th>Reliability of the Slope</th>
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<th>Alternate Forms</th>
<th>Sensitive to Student Improvement</th>
<th>End of Year Benchmarks</th>
<th>Rates of Improvement</th>
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</table>

Essential Components of RTI
Essential Component

SCHOOL-WIDE, MULTI-LEVEL PREVENTION SYSTEM
Multi-Level Prevention System

- Primary Level of Prevention (~80% of students)
- Secondary Level of Prevention (~15% of students)
- Tertiary Level of Prevention (~5% of students)
Primary Level

- **FOCUS:** ALL students
- **INSTRUCTION:** District curriculum and instructional practices that are research based; aligned with state or district standards; and incorporate differentiated instruction
- **SETTING:** General education classroom
- **ASSESSMENTS:** Screening, continuous progress monitoring, and outcome measures or summative assessments
Secondary Level

- **FOCUS:** Students identified through screening as at risk for poor learning outcomes
- **INSTRUCTION:** Targeted, supplemental instruction delivered to small groups; Instruction is delivered with fidelity (i.e., consistent with the way it was designed)
- **SETTING:** General education classroom or other general education location within the school
- **ASSESSMENTS:** Progress monitoring, diagnostic
Tertiary Level

- **FOCUS:** Students who have not responded to primary or secondary level prevention
- **INSTRUCTION:** Intensive, supplemental instruction delivered to small groups or individually
- **SETTING:** General education classroom or other general education location within the school
- **ASSESSMENTS:** Progress monitoring, diagnostic

Note: In some RTI models, tertiary instruction is special education.
Changing the Intensity and Nature of Instruction

- Intervention
- Duration
- Frequency
- Interventionist
- Group size
# NCRTI Instructional Intervention Tools Chart

Essential Components of RTI

- Screening
- Data-Based Decision Making
- Multi-Level Prevention System
- Progress Monitoring

IMPROVED STUDENT OUTCOMES
CULTURALLY RESPONSIVE
EVIDENCE-BASED
IMPROVED STUDENT OUTCOMES
Essential Component

DATA-BASED DECISION MAKING
Data-Based Decision Making: The Basics

- Analyze data at all levels of RTI implementation (i.e., state, district, school, grade level) and all levels of the prevention system (i.e., primary, secondary, or tertiary).
- Establish routines and procedures for making decisions.
- Set explicit decision rules for assessing student progress (e.g., state and district benchmarks, level, and/or rate).
- Use data to compare and contrast the adequacy of the core curriculum and the effectiveness of different instructional and behavioral strategies.
Data-Based Decision Making: Types of Decisions

- Instruction
- Evaluate Effectiveness
- Movement within the multi-level prevention system
- Disability identification (in accordance with state law)
Data-Based Decision Making: IDEA 2004 Learning Disability Eligibility

To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation described in 34 CFR 300.304 through 300.306:

- Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and

- Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child’s parents.

(www.idea.ed.gov)
Essential Components of RTI

- Screening
- Progress Monitoring
- Data-Based Decision Making
- Multi-Level Prevention System

IMPROVED STUDENT OUTCOMES
CULTURALLY RESPONSIVE
EVIDENCE-BASED
Implementing the RTI Framework

- Select and implement evidence-based practices and procedures
- Implement essential components and identified framework with integrity
- Ensure that cultural, linguistic, and socioeconomic factors are reflected in the RTI framework and its components
UNDERSTANDING TYPES OF ASSESSMENTS WITHIN AN RTI FRAMEWORK
# Types of Assessments

<table>
<thead>
<tr>
<th>Type</th>
<th>When?</th>
<th>Why?</th>
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<tbody>
<tr>
<td>Summative</td>
<td>After</td>
<td>Assessment of learning</td>
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<tr>
<td>Diagnostic</td>
<td>Before</td>
<td>Identify skill strengths and weakness</td>
</tr>
<tr>
<td>Formative</td>
<td>During</td>
<td>Assessment for learning</td>
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Summative Assessments

- **PURPOSE:** Tell us what students *learned* over a period of time (past tense)
  - May tell us *what* to teach but not *how* to teach
- Administered *after* instruction
- Typically administered to *all* students
- Educational Decisions:
  - Accountability
  - Skill Mastery Assessment
  - Resource Allocation (reactive)
Summative Assessments

Examples:
- High-stakes tests
- GRE, ACT, SAT, and GMAT
- Praxis Tests
- Final Exams
Diagnostic Assessments

- PURPOSE: Measures a student's current knowledge and skills for the purpose of identifying a suitable program of learning.
- Administered **before** instruction
- Typically administered to **some** students
- Educational Decisions:
  - What to Teach
  - Intervention Selection
Diagnostic Assessments

Examples:

- Qualitative Reading Inventory
- Diagnostic Reading Assessment
- Key Math
- Running Records
- Error Analysis of student work or progress monitoring data
Formative Assessments

- PURPOSE: Tells us how well students are responding to instruction
- Administered *during* instruction
- Typically administered to *all* students during benchmarking and *some* students for progress monitoring
- Informal and formal
Formative Assessments

Educational Decisions:

- Identification of students who are nonresponsive to instruction or interventions
- Curriculum and instructional decisions
- Program evaluation
- Resource allocation (proactive)
- Comparison of instruction and intervention efficacy
Formal Formative Assessments

- Mastery measures (e.g., intervention or curriculum dependent)
- General Outcome Measures (e.g., CBM)
  - AIMSweb – R-CBM, Early Literacy, Early Numeracy
  - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – Early Literacy, Retell, and D-ORF
  - iSTEEP – Oral Reading Fluency
Summative or Formative?

Educational researcher Robert Stake used the following analogy to explain the difference between formative and summative assessment:

“When the cook tastes the soup, that's formative. When the guests taste the soup, that's summative.”

(Scriven, 1991, p. 169)
Activity: Types of Assessments

- Turn to the Types of Assessments Handout in your training manual.
- Each group will receive one of the three types of assessments that we just discussed (Summative, Formative, Diagnostic).
- Use the assigned type of assessment to answer questions with your table group.
- We will reconvene to discuss in 10 minutes.
Norm-Referenced vs. Criterion-Referenced Tests

- **Norm referenced**
  - Students are compared with each other.
  - Score is interpreted as the student’s abilities relative to other students.
  - Percentile scores are used.

- **Criterion referenced**
  - Student’s performance compared to a criterion for mastery
  - Score indicates whether the student met mastery criteria
  - Pass/fail score
Team Activity

1. List the assessments and data collected that are used at your school (quizzes, state-developed, CBM, etc.).

2. What questions are being answered with those assessment data? How are the data used?
Common Formative Assessments

Mastery Measurement vs. General Outcome Measures
Mastery Measurement

- Describes mastery of a series of short-term instructional objectives
- To implement Mastery Measurement, typically the teacher:
  - Determines a sensible instructional sequence for the school year
  - Designs criterion-referenced testing procedures to match each step in that instructional sequence
Fourth-Grade Math Computation Curriculum

1. Multidigit addition with regrouping
2. Multidigit subtraction with regrouping
3. Multiplication facts, factors to 9
4. Multiply 2-digit numbers by a 1-digit number
5. Multiply 2-digit numbers by a 2-digit number
6. Division facts, divisors to 9
7. Divide 2-digit numbers by a 1-digit number
8. Divide 3-digit numbers by a 1-digit number
9. Add/subtract simple fractions, like denominators
10. Add/subtract whole number and mixed number
Mastery Measure: Multidigit Addition Assessment

Adding

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| 56382 | 36422 | 34824 | 32415 | 45321 |
+ 94742 + 57529 + 69426 + 85439 + 86274 |
Mastery Measure: Multidigit Addition Results

![Graph showing progress in weeks for Multidigit Addition and Subtraction](image)
Fourth-Grade Math Computation Curriculum

1. Multidigit addition with regrouping
2. Multidigit subtraction with regrouping
3. Multiplication facts, factors to 9
4. Multiply 2-digit numbers by a 1-digit number
5. Multiply 2-digit numbers by a 2-digit number
6. Division facts, divisors to 9
7. Divide 2-digit numbers by a 1-digit number
8. Divide 3-digit numbers by a 1-digit number
9. Add/subtract simple fractions, like denominators
10. Add/subtract whole number and mixed number
Mastery Measure: Multidigit Subtraction Assessment

Name: __________________________  Date____________________

Subtracting

6521 - 375  
5429 - 634  
8455 - 756  
6782 - 937  
7321 - 391

5682 - 942  
6422 - 529  
3484 - 426  
2415 - 854  
4321 - 874
Mastery Measure: Multidigit Subtraction Assessment

![Graph showing the progress of Multidigit Addition, Multidigit Subtraction, and Multiplication Facts over weeks.](graph)

- **Multidigit Addition**
- **Multidigit Subtraction**
- **Multiplication Facts**

**Number of problems correct in 5 minutes**

- **Weeks**: 0, 2, 4, 6, 8, 10, 12, 14
- **Number of problems correct**: 0, 2, 4, 6, 8, 10, 12, 14

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National Center on Response to Intervention
Advantages of Mastery Measures

- Skill and program specific
- Progress monitoring data can assist in making changes to target skill instruction
- Increasing research demonstrating validity and reliability of some tools
Problems Associated With Mastery Measurement

- Hierarchy of skills is logical, not empirical.
- Assessment does not reflect maintenance or generalization.
- Number of objectives mastered does not relate well to performance on criterion measures.
- Measurement methods are often designed by teachers, with unknown reliability and validity.
- Scores cannot be compared longitudinally.
General Outcome Measure (GOM)

- Reflects overall competence in the yearlong curriculum
- Describes individual children’s growth and development over time (both “current status” and “rate of development”)
- Provides a decision making model for designing and evaluating interventions
- Is used for individual children and for groups of children
Common Characteristics of GOMs

- Simple and efficient
- Reliability, validity, and classification accuracy are established
- Sensitive to improvement
- Provide performance data to guide and inform a variety of educational decisions
- National/local norms allow for cross comparisons of data
Advantages of GOMs

- Focus is on repeated measures of performance
- Makes no assumptions about instructional hierarchy for determining measurement
- Curriculum independent
- Incorporates automatic tests of retention and generalization
GOM Example: CBM

- Curriculum-Based Measure (CBM)
  - A general outcome measure (GOM) of a student’s performance in either basic academic skills or content knowledge
  - CBM tools available in basic skills and core subject areas grades K-8 (e.g., DIBELS, AIMSweb)
Raymond lived in Georgia. He was born there and had many friends. One day Dad had come home from work to say that they would have to move far away. Dad worked in a factory. The factory had closed and Dad needed a new job. Dad had found a new job and now they had to move.

Raymond was sad because he did not want to leave his school. He did not want to leave his friends.

"I am sorry, son," said Dad.

"It is OK," said Raymond with a smile. He did not want Dad to feel bad.

They packed up the car and moved to a new state. Their new house was old and scary. "I wonder whether there are any ghosts living in our house," said Raymond. The house was big and dark. The front of the house was covered by trees. Even the trees looked scary. The blowing breeze made them look alive.

Inside, the house was dark, so Dad fixed the lights and turned them on. Then they unpacked the car and Raymond went up to his new room. The walls were cracked. Dad would paint them. Raymond was afraid to open the closet. He would do it later.

Raymond went down to the kitchen. Mom was making dinner. She had fried chicken and potatoes cooking because these were Raymond's favorites.
Common Formative Assessments

Mastery Measurement vs. General Outcome Measures
**THINK-PAIR-SHARE**

1. What mastery measures and GOMs are currently used in your district or school?
2. How are mastery measures and GOMs used to inform instruction?
WHAT IS SCREENING?
Essential Components of RTI

- Screening
- Progress Monitoring
- Data-Based Decision Making
- Multi-Level Prevention System

IMPROVED STUDENT OUTCOMES
CULTURALLY RESPONSIVE
EVIDENCE-BASED
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Screening

- PURPOSE: identify students who are at risk of poor learning outcomes
- FOCUS: conducted for all students
- TOOLS: involves brief assessments that are valid, reliable, and evidence based
- TIMEFRAME: administered more than one time per year (e.g., fall, winter, spring)
Examples of Common Screening Processes
Purpose of Screening

- Identify students at risk for poor learning outcomes
- Identity students who need additional assessment (i.e., progress monitoring) and instruction (i.e., secondary or tertiary)
- Provide data on the effectiveness of the core instruction and curriculum
Universal Screening

- Video 1: Principal Perspectives
Team Activity: Purpose

- What is our purpose for screening?
Focus of Screening

- Screening typically includes all students
- Two-stage screening process
  - Stage 1: Universal screening
  - Stage 2: More in-depth testing or progress monitoring for students who scored at or below the cut score
- Should be an educationally valid outcome
Screening Tools

- Must choose reliable, valid tools that demonstrate diagnostic accuracy
- Must choose age-appropriate outcome measures that capture student ability
- May have different screeners to assess different outcome measures
Raymond lived in Georgia. He was born there and had many friends. One day Dad had come home from work to say that they would have to move far away. Dad worked in a factory. The factory had closed and Dad needed a new job. Dad had found a new job and now they had to move.

Raymond was sad because he did not want to leave his school. He did not want to leave his friends.

Raymond went down to the kitchen. Mom was making dinner. She had fried chicken and potatoes cooking because these were Raymond's favorites.
### NCRTI Screening Tools Chart

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Tools</th>
<th>Area</th>
<th>Classification</th>
<th>Accuracy</th>
<th>General-</th>
<th>Reliability</th>
<th>Validity</th>
<th>Disaggregated</th>
<th>Efficiency</th>
<th>COMPANY</th>
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<td>Probability, Validity, and Classification Data for Diverse Populations</td>
<td>Administration &amp; Scoring Time</td>
<td>Scoring Key</td>
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<td>Benchmarks</td>
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Tips for Using the Tools Chart

1. Gather a team
2. Determine your needs
3. Determine your priorities
4. Familiarize yourself with the content and language of the chart
5. Review the data
6. Ask for more information
1. Gather a Team

- Who should be involved in selecting a screening tool?
- What types of expertise and what perspectives should be involved in selecting a tool?
2. Determine Your Needs

- For what skills do I need a screening tool?
- For which specific academic outcome or measure am I interested in screening?
- For what grades do I need a screening tool?
- Will this screening tool be used with all students or only a specific subgroup(s) of students? Which subgroup(s)?
3. Determine Your Priorities

- Is it a tool that can be purchased for a reasonable cost?
- Is it a tool that does not take long to administer and score?
- Is it a tool that offers ready access to training and technical support for staff?
- Is it a tool that meets the highest standards for technical rigor?
- Is it a tool whose effectiveness has been studied and demonstrated in my district or state?
4. Familiarize Yourself With the Content and Language of the Chart

1. Ratings of technical rigor:

| Chart Legend: | Convincing Evidence | Partially Convincing Evidence | Unconvincing Evidence | No Evidence Submitted |

2. The efficiency of the tool
3. Implementation requirements for the tool
4. Detailed data submitted by the vendor
Content and Language of Chart

**Technical rigor:**
- Classification Accuracy
- Generalizability
- Reliability
- Validity
- Disaggregated data
### Content and Language of Chart

#### Efficiency:
- Administration format
- Administration and scoring time
- Scoring key
- Norms/benchmarks
Content and Language of Chart

Implementation Requirements:
- Cost of tool
- Training required to implement tool
- Level of expertise required to administer
- Training and technical support offered
- How scores are reported

Click name of tool to view “implementation table”
Content and Language of Chart

**Data:**
- Detail about data submitted to TRC.
- Look for tools that conducted classification studies with outcome measures and samples similar to your population and outcome of interest.
- More information to help you determine which tool(s) is most appropriate for which populations of students.

Click on any rating bubble to view data.
5. Review the Data

<table>
<thead>
<tr>
<th>Grade</th>
<th>Area Under the Curve</th>
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<tr>
<td>1</td>
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<td>2</td>
<td>0.866</td>
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<tr>
<td>3</td>
<td>0.799</td>
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</table>
6. Ask for More Information
Timeframe

- Screening typically occurs at least three times a year.
  - Fall, winter, spring
  - Should remain consistent across school years and sites
- Screeners must target skills pertinent to the grade and time the screen is administered.
- Delivery option:
  - Individually administered test: approximately 1–5 minutes
  - Class-wide tests: range from 2–60 minutes
Team Time: Screening

- Review Screening Tools Chart
  - What screening tools in math and reading have high classification accuracy, reliability, and validity?
  - Are your tools there? What evidence exists for their reliability and validity?
USING SCREENING DATA FOR DECISION MAKING
District Educational Decisions: Screening

- Program improvement and curriculum decisions
- Innovation and sustainability decisions
  - General effectiveness of implementation of the RTI model
- Ensuring equitable services and supports across schools
  - Access to supplemental supports, access to effective instruction, and SLD identification
- Allocation of resources and professional development
School Educational Decisions: Screening

- General school-and grade-level trends or issues
- Effectiveness of school-wide curriculum and instructional delivery
- Areas of need and guidance on how to set measurable school-wide goals
Grade-Level Educational Decisions: Screening

- Grade-level trends or issues
- Effectiveness of grade-level curriculum and instruction
- Areas of need and guidance on how to set measurable grade-level goals
- Students who may need additional instruction or assessment
Cut Score

- A cut score is a score on a screening test that divides students who are considered potentially at risk from those who are considered not at risk.
Identifying Students as At Risk

- RTI success depends on accurate identification of the students identified as at risk.
- Perfect screening would result in 100% accurate identification of “True Positives” (those who need additional support) and “True Negatives” (those who do not need additional support), but there is no perfect screening tool.
- Cut scores for screening tools are often set to over identify students as at risk.
Categorical vs. Continuous

Scores on a measure of reading/math

Arbitrary cut score

True Positives & False Positives

True Negatives & False Negatives

Number of students

Sickle Cell Anemia  No Sickle Cell Anemia
Clinical decision making Model

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<th>Outcome</th>
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<td>At risk</td>
<td>True Positive</td>
</tr>
<tr>
<td>Not at risk</td>
<td>False Negative</td>
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</table>

**True Positive** – students correctly identified at risk

**False Positive** – students incorrectly identified at risk

**False Negative** – students incorrectly identified not at risk

**True Negative** – students correctly identified not at risk
Comparison Based on Changing the Cut Score

Overlapping distributions
N=100 students

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<tr>
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<th>FP</th>
<th>FN</th>
<th>TN</th>
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<td>10</td>
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<tr>
<td>Good Readers</td>
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<td>80%</td>
<td>20%</td>
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Number of items correct on screening instrument

Overlapping distributions
N=100 students

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<th>FN</th>
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<td>Poor Readers</td>
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<td>95%</td>
<td>5%</td>
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</table>
Setting Realistic Cut Scores

Number of items correct on screening instrument
Over vs. Under Identification

Public Health

- Overidentification
  - Expense of additional testing
  - Unnecessary worry
- Underidentification
  - Miss serious health problem

Education

- Overidentification
  - Expense of additional testing
  - Expense of early intervention services
- Underidentification
  - Miss opportunity for prevention/early intervention
Screening: Establishing Cut Scores

- Logical practices to establish cut scores indicating skill proficiency
  - National cut scores (e.g., AIMSweb, DIBELS)
  - Local norms
  - Cut scores based on likelihood of demonstrating mastery on core testing

- Typically based on statistical analysis
Screening

- Video 2: Establishing cut scores
Benefits of District-Over School-Established Cut Scores

- More effective and efficient allocation of resources
- Increased buy-in and use of data by schools/teachers
- Common message and focused activities
- Increased equity in access to supplemental supports
### Problems with Schools Independently Establishing Cut Scores

<table>
<thead>
<tr>
<th>School</th>
<th>Percent At or Above School Cut Score</th>
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<td>School 1</td>
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<tr>
<td>School 2</td>
<td>63%</td>
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<tr>
<td>School 3</td>
<td>48%</td>
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</table>
Problems with Schools Independently Establishing Cut Scores

50% 63% 48%

Sch. 1 Sch. 2 Sch. 3
Importance of District Cut Scores

44% 20% 4%

Sch. 1 Sch. 2 Sch. 3
Team Activity: Establishing Cut Scores

- How does your school or district determine which students are at risk?
  - If a clear cut score is used, does it over or under identify students? How can you ensure it is known by all sites? How is it used?
  - If one does not exist, what are your next steps?
Establishing Routines & Procedures for Data-Based Decision Making

Teams should establish—

- Routines and procedures for conducting data reviews
- Decision making processes
- Explicit decision rules for assessing student progress
Conducting Data Reviews

- Conduct data reviews at logical, predetermined intervals
- Schedule data reviews prior to the beginning of instruction
- Use established meeting structures
- Involve relevant team members
Screening

- Video 3: Data Review Process
Data-Based Decision Making Routines and Procedures

- Articulate routines and procedures in writing
- Implement established routines and procedures with integrity
- Ensure routines and procedures are culturally and linguistically responsive
Establishing Routines and Procedures

Consider clarifying the following in writing:

- What are you looking for?
- How will you look for it?
- How will you know if you found it?
Examples of Explicit Decision Rules

Consider articulating, in writing, what happens when:

- More than 80% of students are above the cut score
- Less than 80% have reached the cut score
- Lack of progress is evident
- Student progress varies by target group (e.g., Title I, special education, low SES)
Data Analysis
Data Analysis

- Data analysis should occur at the:
  - District Level
  - School Level
  - Grade/Class Level
  - Student Level
Purpose of Data Analysis

- Identify students who need additional assessment and instruction
- Evaluate effectiveness of core curriculum and instruction
- Allocate resources
- Evaluate effectiveness of instruction programs for target groups (e.g., ELL, Title I)
Commonly Confused Terms

- **Cut Score** – score on a screening test that divides students who are considered potentially at risk from those who are considered not at risk.

- **Target or Benchmark** – predetermined level of performance on a screening test that is considered representative of proficiency or mastery of a certain set of skills.

- **Criterion Scores** – scores on a screening test that separate students into performance levels (e.g., established, emerging, deficient)
Interpreting Screening Data

- Norm Referenced
- Criterion Referenced
- Target Score
Norm Referenced

- Students are measured against others, NOT a defined criterion.
- Permits a fixed proportion of students to pass and fail.
  - This means that standards may vary from year to year, depending on the quality of the cohort;
- Effective way of comparing students.
Norm Referenced: Bell Curve
Norm Referenced: Box and Whisker Graphs
Norm Referenced: Box and Whisker Graphs

Benchmark Scores for Grade 2 Screening Measure

Score

Fall  Winter  Spring

Above  Average
Average
Below  Average
Student
Norm Referenced: Box and Whisker Graphs

Grade 1

Grade 2

Grade 3

Words Read Correctly

90th%ile

75th%ile

50th%ile

25th%ile

10th %ile

Cut score

School A

Composite

Norm Referenced:
Box and Whisker Graphs
Norm Referenced — Box and Whisker Plots Handout

Grade 2

Words Read Correctly

90th%ile
75th%ile
50th%ile
25th%ile
10th%ile
Cut score
School A
Composite

Grade 2
Criterion Referenced

- Students are measured against defined (and objective) criteria.
- Criterion-referenced assessment is often, but not always, used to establish a person’s competence (whether s/he can do something).
- Criteria typically do not vary from year to year (unless the criteria change).
Criterion Referenced

There are multiple ways to determine the criterion. One example is percentile ranks:

- Below 10 percentile = deficient
- 10 percentile – 25 percentile = emerging
- Above 25 percentile = established
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<th>ID</th>
<th>Name</th>
<th>Corrects</th>
<th>Errors</th>
<th>Accuracy</th>
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**Emerging > 70**

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**Deficient > 46**

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### Norm Referenced vs. Criterion Referenced

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**Cut score = 77**

- **Well Above Average = 68 (90th percentile)**
  - 1256 Jim 73
  - 2343 Jenny 70
  - 16705 Jackie 69
  - 2341 Jill 67
  - 23602 Jerry 67
  - 14507 Jack 67
  - 6235 Jerome 67
  - 1267 Joann 67

- **Above Average = 66 (75th Percentile)**
  - 20002 Jared 60
  - 2345 Jessica 58
  - 1384 Jen 58
  - 6312 Jim 56
  - 8752 Jeremy 50
  - 14562 Jackson 47

- **Average = 43 (25th Percentile)**
  - 9873 Jessie 41
  - 5631 Jillian 41
  - 2344 Juanita 40
  - 12074 Jaclyn 38
  - 13551 Janet 37

- **Below Average = 36 (10th percentile)**
  - 1834 Jade 35
  - 23515 James 18
  - 22145 Ted 9

**National Center on Response to Intervention**
Target Score

- Typically based on statistical analysis
- Can be correlated with high-stakes testing
  - Example: students who reach the target score have an 80% likelihood of scoring proficient on the state test
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DISTRICT DATA ANALYSIS
District Level—Box and Whisker Graph Handout
Comparison of Benchmark Scores for Grade 2 Across The Year

Percent

Fall
Winter
Spring

18
13
16

27
17
80

55
70

100
90
80
70
60
50
40
30
20
10

Comparison of Benchmark Scores for Grade 2 Across The Year
Analyzing Growth of Subgroups Across the District

Graph showing growth in words read correctly across different seasons (Fall, Winter, Spring) for different categories: Other, Target Score, Title I Status, Special Education.
Analyzing Growth of Ethnic Groups Across the District

- Caucasian
- Unidentified
- Target Scores
- Hispanic/Latino
- African American
- Asian
Analyzing Growth of English Language Learners Across the District

- Non-ELLs
- Target Scores
- ELLs

Graph showing the growth of words read correctly for Non-ELLs, Target Scores, and ELLs across different seasons: Fall, Winter, and Spring.
SCHOOL-LEVEL DATA ANALYSIS
Norm Referenced: Box and Whisker Graphs
Performance of Average Student

Benchmark Scores for Grade 1-5 Screening Measure

- **Fall**
- **Winter**
- **Spring**

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School Level—Analyzing Growth by Ethnic Groups Handout

![Graph showing growth in words read correctly across Fall, Winter, and Spring for different ethnic groups.]

- **Caucasian**
- **Unidentified**
- **Target Scores**
- **Hispanic/Latino**
- **African American**
- **Asian**
GRADE- AND CLASSROOM-LEVEL ANALYSIS
Grade Level—Analyzing Effects of Changes to Instruction Handout

Fall

Percent

Winter

Spring

National Center on Response to Intervention
Analyzing Growth of Special Education Students by Grade or Class

Words Read Correctly

Fall  | Winter  | Spring
-----|---------|--------
20   | 40      | 60     
40   | 80      | 100    
60   | 120     | 140    
80   |         |        
100  |         |        
120  |         |        
140  |         |        

Other
Target Scores
Special Education
Classroom Comparison

![Classroom Comparison Chart]

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</table>

Cut score = 102

Emerging > 70

Deficient > 46

National Center on Response to Intervention
IDENTIFYING STUDENTS IN NEED OF ADDITIONAL SUPPORT
Student Comparison Lower than Norm
Student Comparison Higher than Norm

Score

Fall
Winter
Spring

90th%ile
75th%ile
50th%ile
25th%ile
10th %ile

Cut score
Student
Identifying Students in Need of Additional Support

- May vary based on needs and resources of school
  - Target or criterion scores
  - Lowest percentage of students whose needs can be met by resources (e.g., 20%)
- If more than 20%, focus should be on improving core instruction/curriculum
## Secondary Level or Tertiary Level Support

Access to supplemental supports may be based on school resources.

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Cut Score = 100

Emerging > 75

Deficient > 46
Problems with Cut Scores to Determine Supplemental Support

- Sch. 1: 56% in need
- Sch. 2: 80% Target
- Sch. 3: 96% in need
Target Identification Rate

- Target identification rate is the proportion of students to be identified as at risk.
  - May depend on program objectives and resources.

- Unique target identification rates may be specified for different skill areas.

- Schools and districts will need to think about reallocating resources or securing additional funds to support all students in need.
Determining Target Identification Rate

School 1: Resources available for 20%

School 2: Resources available for 15%
Things to Remember

- Good data IN... Good data OUT
  - Know where your data came from and the validity of that data
- Focus on the big picture or ALL students
  - Are most students making progress?
- ALL instructional and curriculum decisions should be based on DATA.
- Keep it SIMPLE and EFFICIENT!
ESTABLISHING A SCREENING PROCESS
Getting Started

- STEP 1: Determining Needs, Priorities, and Logistics
- STEP 2: Selecting a Screening Tool
- STEP 3: Establishing Procedures
STEP 1: Determining Needs, Priorities, and Logistics

- Outcome Measures
- Scope
- Population
- Timing
- Materials
- Funds
- Training
Outcomes

- Choice of outcome measure:
  - What is the criterion?
  - What are you trying to predict?
- Should be educationally valid outcome.
- Schools must choose age-appropriate outcome measures that capture student ability.
- May have different screeners assess different outcomes
Team Questions: Outcomes

- What is your focus?
  - Outcome (e.g., skill, academic, behavioral, both)
  - Outcome measures (e.g., reading fluency)

- How are they aligned with the current curriculum or state standards?
Scope

- District or school focus
  - Pros
  - Cons
- Alignment of other initiatives, activities, and policies
Team Questions: Scope

- Is it a district- or school-level focus?
  - Are efforts aligned?
- Are there other efforts in place that can be aligned with screening?
Target Population

- Screening tools may differ in their validity, reliability, and accuracy depending on the population
  - Specific subgroups (ELL, students with disabilities)
    - Test may need language or other accommodations
  - Grade levels
Team Questions: Target Population

- Who is the target population?
  - What schools (ES, MS, JH, HS)?
  - What grade level(s)?
  - Are there specific subgroup(s)?

- What are the demographics/characteristics of the population?
Timing

- Screening should occur more than one time per year. In many schools and districts, it occurs at least three times per year.
  - Fall
  - Winter
  - Spring

- Create a clear schedule before the year begins
Timing

- Screeners must target skills pertinent to the grade and times the screen is administered.
- Delivery option:
  - Individually administered test approximately 1 to 5 minutes
  - Class-wide tests range from 3 to 60 minutes
Team Questions: Timing

- When will screening occur?
- How frequently?
- Individually or as a group?
- Time available?
  - for students to participate
  - for administration and scoring of the assessments
  - for reviewing results and incorporating them into instruction
Staff Roles

- Conducting the assessment
  - Assessment team
  - General education teacher
  - Paraeducator
- Data team for analyzing and sharing data
Team Question: Staff Roles

- What are staff roles related to screening?
  - Conducting assessments
  - Scoring assessments
  - Interpreting results

- Does staff have adequate skills and knowledge?
Administration

- **Delivery option:**
  - Paper and pencil
  - Computer/Internet

- **Analysis**
  - Internet-based analysis and reporting software
  - Statistical software

- **Location**
  - Classroom
  - Other space (e.g., Computer lab)
Team Questions: Administration

- What materials are required to administer the screening assessments?
- Are there accommodations for students with special needs, languages?
- What statistical software will be used for analysis, reporting, and monitoring?
Funds

- Cost of screening tool
  - Many tools have a per-student cost ($1-5).
  - Some have additional systems costs.

- Cost of training
  - Many tools provide technical assistance and training (in person or Web based) for a price.

- Cost of necessary materials

- Cost of instruction for identified students
  - When making data decisions, you need to consider what resources are available to serve the students that you have identified in each level.
Team Question: Funds

- What funds are available to purchase screening tools and materials?
- What costs are associated with training?
- Are there additional cost demands for hiring staff?
Training

- Training helps to ensure the fidelity of implementation.
- Training may include the following:
  - Field-tested training manuals
  - Professional development activities (in person, Web based)
- Ongoing technical assistance support
Team Question: Training

- How much time is available for training on screening tool administration and data analysis?

- Who will provide the training and technical assistance?
  - Does the publisher provide training and technical assistance?
  - Will you bring in outside trainers?

- How much training is needed to implement with fidelity? Use assessment results?
STEP 2: Selecting a Screening Tool

### Screening Tools Chart

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Tools</th>
<th>Area</th>
<th>Classification</th>
<th>Generalizability</th>
<th>Reliability</th>
<th>Validity</th>
<th>Diagnosis/Identification</th>
<th>Efficiency</th>
<th>Administration &amp; Scoring Time</th>
<th>Scoring Key</th>
<th>Benchmarks / Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>AIMSweb</td>
<td>Math - CBM</td>
<td>Moderate High</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>-</td>
<td>Group</td>
<td>55 - 40 Minutes</td>
<td>Computer Scored</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AIMSweb</td>
<td>R-CBM Oral Reading</td>
<td>Moderate High</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>-</td>
<td>Individual</td>
<td>2 Minutes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AIMSweb</td>
<td>Test of Early Numeracy - Missing Numbers</td>
<td>Moderate High</td>
<td>○</td>
<td>-</td>
<td>○</td>
<td>-</td>
<td>Individual</td>
<td>2 Minutes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AIMSweb</td>
<td>Test of Early Numeracy - Missing Numbers</td>
<td>Moderate High</td>
<td>○</td>
<td>-</td>
<td>○</td>
<td>-</td>
<td>Individual</td>
<td>2 Minutes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AIMSweb</td>
<td>Test of Early Numeracy - Missing Numbers</td>
<td>Moderate High</td>
<td>○</td>
<td>-</td>
<td>○</td>
<td>-</td>
<td>Individual</td>
<td>2 Minutes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discovery Education Predictive Assessment</td>
<td>Math</td>
<td>Moderate High</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>-</td>
<td>Group</td>
<td>40 Minutes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discovery Education Predictive Assessment</td>
<td>Reading</td>
<td>Moderate High</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>-</td>
<td>Group</td>
<td>40 Minutes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</td>
<td>Letter Naming Fluency</td>
<td>Moderate Low</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>-</td>
<td>Individual</td>
<td>2 Minutes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

National Center on Response to Intervention
STEP 3: Establishing Procedures

1. Conducting data reviews
2. Identifying the at-risk population
3. Assessing efficacy of core and interventions
4. Assessing progress of groups of students
5. Making decisions
6. Reporting and sharing data
Establish Procedures for Sharing Data

- Communicating **purpose** of data collection AND results
- Occurs **throughout** the year
  - For example, following benchmark testing
- Dissemination with discussion is preferred
  - Encourage all school teams to talk about results, patterns, possible interpretations, and likely next steps.
CLOSING
Review Activity

- List the four essential components of RTI.
- How often are screening assessments administered?
- Do screening tools tend to overidentify or underidentify? Why?
- Provide three examples of questions you can answer based on screening data.
Review Activity

- What is the difference between a summative and formative assessment? Provide an example of each.
- Who should receive a screening assessment?
- What is classification accuracy?
- What is a cut score?
Review Objectives

1. Articulate the four essential components of RTI
2. Identify the importance of screening
3. Apply screening data to decision making and action planning
4. Select appropriate screening tools
5. Develop a screening implementation plan
Team Activity: Next Steps

- Gather additional information
- Participate or deliver additional training
- Clarify the purpose of screening
- Review existing practices
- Identify needs, priorities, logistics
- Develop additional guidance
Homework

- Identify and implement valid screening process
  - Identify a valid screening tool
  - Establish a definition and cut scores for ‘at risk’
  - Identify percentage and number of students at risk at winter screening
  - Establish criteria for demonstrating the efficacy of core
- Collect screening data
Need More Information?

National Center on Response to Intervention
www.rti4success.org

RTI Action Network
www.rtinetwork.org

IDEA Partnership
www.ideapartnership.org
Questions?

National Center on Response to Intervention

www.rti4success.org
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