ASKING THE RIGHT QUESTIONS: RTI, DIBELS AND PLCS

PENDERGAST ELEMENTARY SCHOOL DISTRICT

DIBELS SUMMIT 2013

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Astra Jernigan & Carrol Malott – Reading Interventionists
Outcomes

• We will share district and school examples of how data analysis supports decisions to make instructional changes that benefit all students within a Response to Intervention framework.

• We will discuss how PLCs support asking the "right" questions to keep our focus firmly on student learning.
Pendergast School District Demographics

- K-8 School District
- Glendale, Phoenix, Avondale
- 14 Schools within approximately 20 square miles

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>District Total Enrollment</td>
<td>9950</td>
</tr>
<tr>
<td>District Size</td>
<td>19.75 Square miles</td>
</tr>
<tr>
<td>Average School Attendance Area</td>
<td>1 Square Mile</td>
</tr>
<tr>
<td>Special Education</td>
<td>11% (n=1146)</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>12% (n=1194)</td>
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</tbody>
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Response to Intervention

RTI is “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions.”

Batsche et al., 2005, p. 3
Core Principles of RTI

- Teach effectively
- Intervene early
- Assess progress regularly
  - Use a multi-tier instructional model
  - Use an outcomes based approach to make decisions
  - Use research based, scientifically validated interventions/instruction
  - Use data to make decisions

Provides framework for general education teachers
Response to Intervention
Three Tiers

Universal
"for all"

Targeted
"for some"

Intensive
"for a few"
Pendergast Collective Responsibility for Response to Intervention

Assessment & Monitoring
Culture & Climate
Curriculum & Instruction
Leadership
The "Four C's of RTI"

1. We have a "Collective responsibility" to ensure high levels of student learning. We can do this by asking "Why are we here?"

2. "Concentrated Instruction" - "Where do we need to go?"

3. "Convergent assessment" or an ongoing collective analysis for target evidence - Where are we now?

4. "Certain Access" - all students are guaranteed time and support to learn at high levels - How do we get every child there?

## Planning for Tiered Support

<table>
<thead>
<tr>
<th>Tier 2</th>
<th>Tier 3</th>
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<tbody>
<tr>
<td>Supplemental; “some” help beyond Tier 1 instruction</td>
<td>Intensive; “a lot of help”</td>
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Analogy: earache = antibiotic

Analogy: hemorrhaging = ICU

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*How do we make an intervention more intense?*

Reflection

Is collaboration essential to an effective Response to Intervention?
A PLC is an infrastructure, or a way of working together, which results in continuous school improvement. It is a community of continuous inquiry and improvement.
Focus on Learning

Four PLC Questions:

- What do we expect students to learn?
- How will we know what students have learned?
- How will we respond to students who aren’t learning?
- What will we do if they already know it?
Problem Solving Framework

Grade Level Professional Learning Communities

PLC Plus

Problem-Solving Team
Response to Intervention

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Batsche et al., 2005, p. 3
Outcomes-Driven Model

Outcomes-Driven Model Steps:
1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
5. Review outcomes.

DIBELS Next Benchmark Assessment Manual, p.8-9
2001 Dynamic Measurement Group
www.dibels.org available via Download page
**Outcome:** Statewide assessments (3rd, 4th)  
Galileo benchmark assessments (2nd-4th)

**Universal Screener:** DIBELS Next benchmark (K-4) - supported by sweep team

**Diagnostic:** focused on "Big 5" area  
Examples:  
Phonics Decoding Screener (K-4)  
Emergent Literacy Screener (K-1)  
*Intervention Program Assessments*

**Progress Monitoring:**  
DIBELS Next progress monitoring
**Outcome:** Statewide assessments
Galileo benchmark assessments

**Universal Screener:**
Galileo reading assessments (5-8)

**Diagnostic:**
DIBELS Next benchmark (below
Meets on AIMS or Galileo) *supported by sweep team*

Phonics Decoding Screener (K-4)
*Intervention Program Assessments*

**Progress Monitoring:**
DIBELS Next progress monitoring
DIBELS Sweep Team Support

Validity & Consistency; fidelity monitoring
13 School sites
  5,060=K-4 All Students DIBELS Tested
  260=KG Screen ELL Students
  1,046=5th -8th not passing State Reading Assessment

7 School Days
  Data Entry Support-Students Tested and Data Entered
  District and School Support
  1 Day test 2 sites

Site Instructional Coaches (1-2 per site)
36 Interventionists (2-4 per site)
  All DIBELS Trained
  1 DIBELS Site coordinator per school site
  1 DIBELS Mentor per school site*36 Interventionists (2-4 per site)
Progress Monitoring and Problem Solving

**Progress Monitoring**

- Intensive @ week
- Strategic @ 2 weeks
- Used to confirm benchmark results and determine intervention results/next steps
- Monitoring completed by classroom teachers, data input by interventionists in data system

**Problem Solving Support**

- Identification of site data trends and concerns; includes instructional coach support including feedback on grade-level Tier 1 core reading and intervention instruction
- Accuracy vs. fluency
- Need for error pattern analysis
- Need for custom sets
- Instructional aide training
Instructional Grouping

It is critical to analyze student performance across all measures

Group students with similar instructional needs

It's important to consider how each DIBELS Measure relates to the BIG Ideas of reading instruction and to each other
Considerations for Groupings

You MUST look at the scoring protocol – a number is NOT enough information for grouping purposes

Ask yourself

- Is the student accurate but slow?
- How accurate?
- Are there any error patterns?
- Is the problem fluency-based?
- Is the student making multiple errors and performing at a slow pace?

CAUTION: Analysis should be based on student needs BEFORE looking at other considerations.
Considerations for Groupings

Are additional diagnostic assessments, placement tests, and/or work samples needed?

What student factors do I need to consider? (behavioral needs, attendance, etc)

What personnel resources do I have and what does my schedule/time allotment for instruction look like?

How will I organize and share data (i.e. data wall)?
USE OF DIBELS GROUPING WORKSHEETS
Reflection: Outcome Statements

After reflecting on what has been presented, complete one or more of the following statements:

- I now understand . . .
- I was surprised by . . .
- I would like to know more about . . .
- I can see the connection(s) between . . .
RtI System Characteristics

1. Match of instruction and programs to student needs

2. Frequent progress monitoring/data collection
   - Analysis of student progress
   - Adjustments to interventions

Two Systems of Implementation

**Protocol System**
- Existing intervention programs
- Pre-established criteria
- Fidelity monitoring can be simplified (McCook, 2006)

**Problem-Solving System**
- More learning options can be considered
- More specific learning plan can be developed
- Individual diagnosis
- Involves expertise of all team members
- Requires more teacher training and is more difficult to monitor

Evidence-Based Intervention

- Evidence-based practice

- Based on reading research (NICHD & U.S. Dept. of Ed.)

- Based on studies that demonstrate that out of 20% of students who typically fail to make normal progress in reading Tier 1, 15% will make progress in Tier 2 (Basche et al., 2005).

- “RTI researchers (Burns et al., 2007; Fuchs et al., 2010; Gersten et al., 2009) typically recommend using standard protocols in Tier 2 and problem solving in Tier 3” (Birsch, 2011).

- Tier 1: guided by research

- Tier 2: research-tested

- Tier 3: individualizing instruction
Reflection Time: RtI Implementation

Does RtI within your district/site include

• research-based supplemental interventions?
• a problem-solving approach?

How do sites determine which intervention programs/materials to use with struggling readers?
School Site Interventionists

- Instructional support – targeting struggling students
- Assessment support – universal screening, diagnostic screening, progress monitoring
- Data analysis
- Participate in PLC meetings
Desert Horizon K-8
Carroll Malott-Interventionist

- K-8 Title I school located in Phoenix, Arizona
- 100% free/reduced lunch

<table>
<thead>
<tr>
<th>School Total Enrollment</th>
<th>868</th>
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<tbody>
<tr>
<td><strong>Attendance area</strong></td>
<td>1 square mile</td>
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<tr>
<td><strong>Special Education Enrollment</strong></td>
<td>16% (n=141)</td>
</tr>
<tr>
<td><strong>English Language Learner</strong></td>
<td>17% (n=156)</td>
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SCHOOL EXAMPLE
DESERT HORIZON
Desert Mirage K-8
Astra Jernigan-Interventionist

- K-8 School located in Glendale, AZ
- 57% Free/Reduced lunch

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<tr>
<th>School Total Enrollment</th>
<th>720</th>
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<tbody>
<tr>
<td>Attendance area</td>
<td>1 square mile</td>
</tr>
<tr>
<td>Special Education</td>
<td>11% (n=82)</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>6% (n=45)</td>
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SCHOOL EXAMPLE
DESERT MIRAGE
Focus on Learning

Four PLC Questions:
What do we expect students to learn?

How will we know what students have learned?

How will we respond to students who aren’t learning?

What will we do if they already know it?
Revisit Outcomes

- We will share district and school examples of how data analysis supports decisions to make instructional changes that benefit all students within a Response to Intervention framework.

- We will discuss how PLCs support asking the "right" questions to keep our focus firmly on student learning.
Ask the right questions.

Persevere.

= No Exceptions!
References


**DIBELS Next Assessment Manual, Dynamic Measurement Group**

[www.dibels.org](http://www.dibels.org)  available via Download page

On-line Resources

All Things PLC  [www.allthingsplc.info](http://www.allthingsplc.info)

RtI Action Network [www.rtinetwork.org](http://www.rtinetwork.org)

RtI Tools & Resources - Colorado Dept. of Ed. [www.cde.state.co.us/RtIToolsResourcesRtI.htm](http://www.cde.state.co.us/RtIToolsResourcesRtI.htm)

QUESTIONS?