Lead for Literacy Center's Leadership Institute

Highlighting Key Considerations for Monitoring Reading Progress

David Fainstein, Lana Santoro, Lauren Artzi

leadforliteracy.org   Facebook: @leadforliteracy   Twitter: @leadforliteracy

Today's Session

David Fainstein
- Presenter

Lana Santoro
- Presenter

Lauren Artzi
- Facilitator

Lead for Literacy's Institutional Collaboration

Lead for Literacy NAESP Web Events

September 9, 2020	Building an Effective Schoolwide Multi-tiered System of Support for Reading
November 19, 2020	Highlighting Key Considerations for Literacy Screening and Assessment
January 7, 2021	Supporting Early Literacy Instruction PreK to 3
February 16, 2021	Highlighting Key Considerations for Monitoring Reading Progress and Using Literacy Assessment
March 25, 2021	Promoting Code-Based Literacy Skills in Elementary School
April 1, 2021	Promoting Meaning-Level Skills in Elementary School
June 3, 2021	Taking a Deep Dive Into Professional Development Structures

Accompanying Materials

Session Objectives

- Recognize the features of research-informed practices on the types and approaches for assessing literacy skills, with a focus on progress monitoring (PM).

- Describe barriers and solutions that impact progress monitoring implementation and data-based decision-making (DBDM).

- Identify the strengths and stretches of assessment practices within your school/district that lead to DBDM.

Lead for Literacy

Background

Important Components of Reading

Conventional Language and Literacy

Word Recognition X **Language Comprehension** = **Reading Comprehension**

Word Recognition	Language Comprehension
Phonological and Phonemic Awareness	Background Knowledge
Decoding (phonics, advanced phonics)	Vocabulary
Sight Word Recognition	Language Structures
Fluency	Verbal Reasoning
	Literacy Knowledge

Figure 10. Conventional literacy components supporting the Simple View of Reading.

Lead for Literacy

Multitiered System of Support in Reading (MTSS-R)

3% to 5% of students

**Tier III:
Intensive Level
of Prevention**

Students with disabilities receive
services at all levels, depending on need

**Tier II:
Targeted Level
of Prevention**

15% of students

**Tier I:
Universal Level
of Prevention**

80% of
students
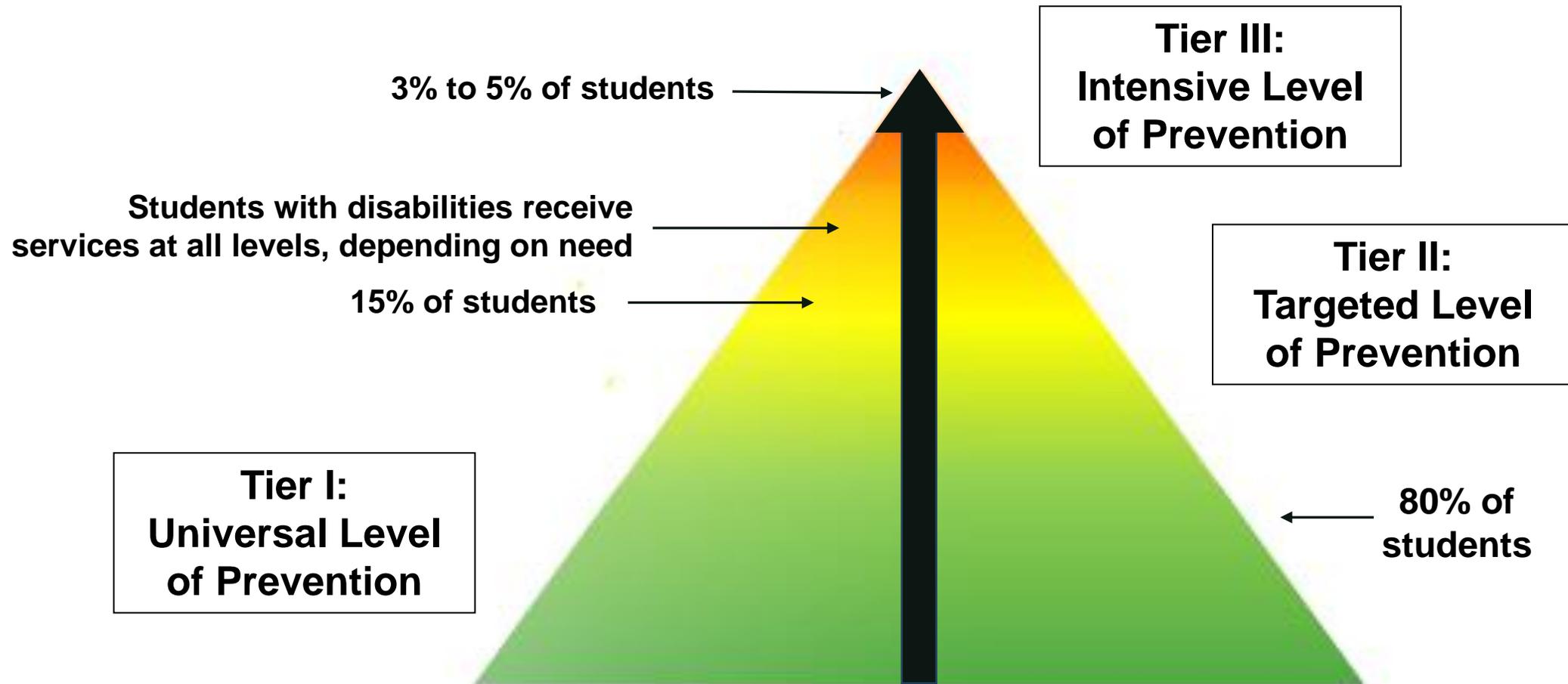
Lead for Literacy

The MTSS-R provides a structure of support for ALL students,
including students with or at risk for disabilities!

Lead for Literacy Framework Elements Within an Effective MTSS-R

Professional Development

Standards, Priorities, and Goals

Administration, Organization, and Communication

Assessments

Instruction and Intervention

WHAT? Data Sources

HOW? Data Systems

Tier I

Tier II

Tier III

Lead for Literacy

Establish a Process for Implementing an Effective Schoolwide Reading Model

2. Prioritize

3. Action Plan

1. Evaluate

4. Implement

Standards, Priorities, and Goals

Administration, Organization, and Communication

Assessments

Instruction and Intervention (Tiers 1, 2, 3)

Professional Development & Job Embedded Collaborative Learning

Improved Student Outcomes!

Lead for Literacy

Teaming and Roles

School Leaders

Implementation/
(MTSS-R) Team

**Focus:
Schoolwide/Systems Level**

**Teaming
Structure for
DBDM**

Grade-Level Teams/
Professional Learning
Communities (PLCs)

**Focus:
Grade/Classroom Level**

Lead for Literacy

Team-Based Approach to Instruction Within MTSS

Leadership team support at the school level

| Planning |
| Intentional rollout |
| Ongoing DBDM and support |

→ **Use** and **sustainability**
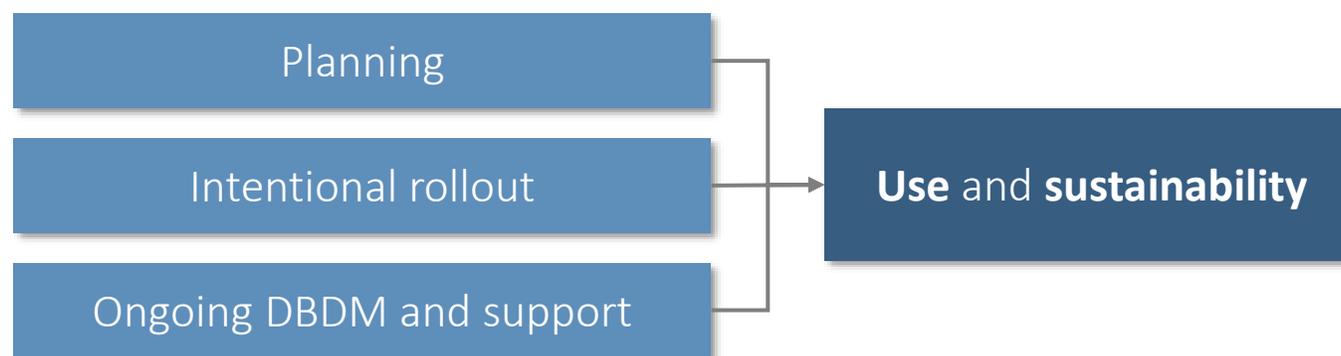
"Although principal support is key, when we factored in other aspects of their implementation, having an **effective school-based team** that **uses data for decision making** was even **more critical to sustainability**." (McIntosh, 2014, emphasis added)

Lead for Literacy

Lead for Literacy Website
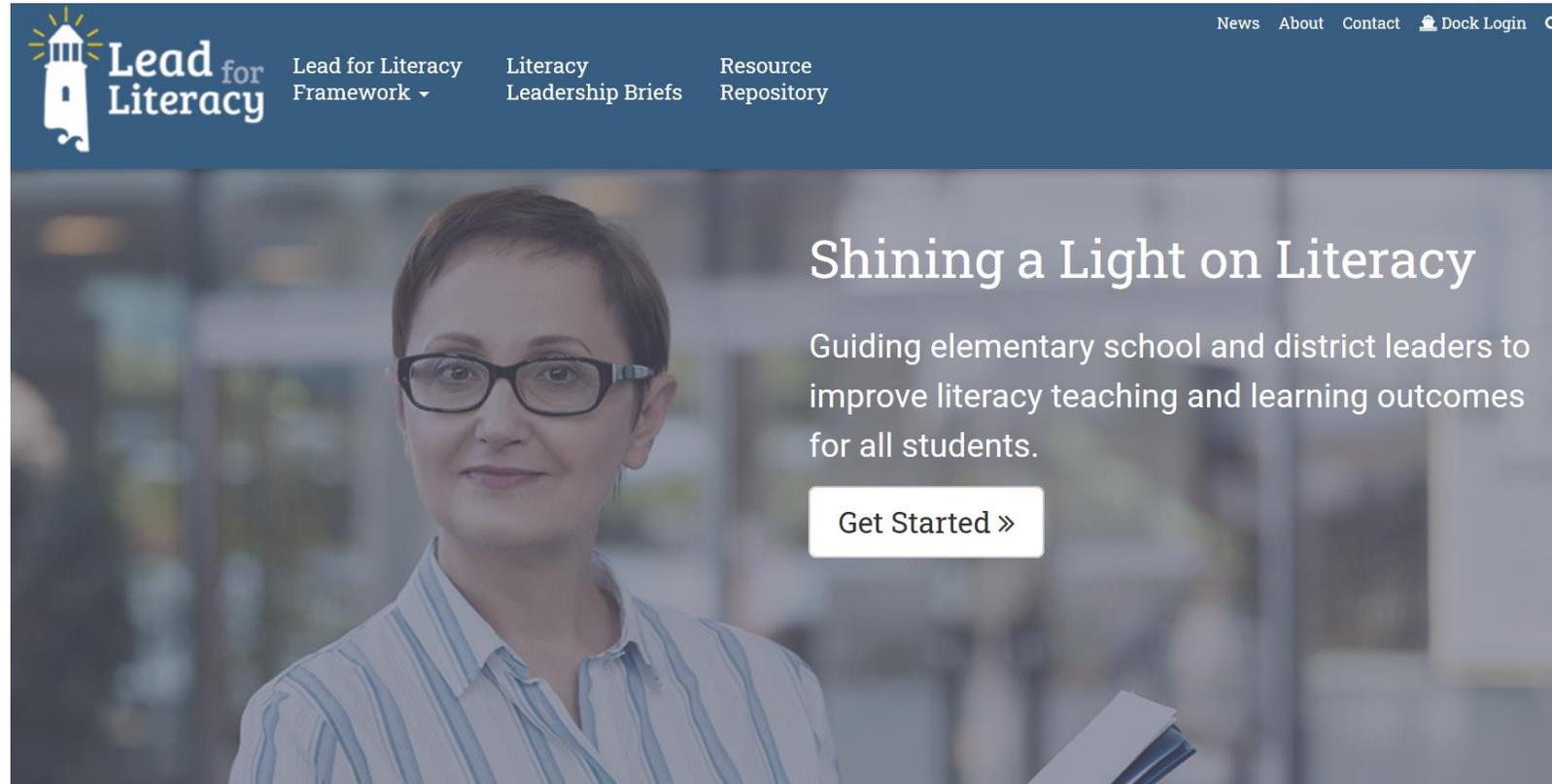
Assessments

Various assessment data are used to inform reading instruction in important, meaningful, and actionable ways.

Topics include the following:

TYPES OF ASSESSMENTS

SCREENING FOR READING

MONITORING READING PROGRESS

DATA-BASED DECISION MAKING

IMPLEMENTATION DATA

Lead for Literacy
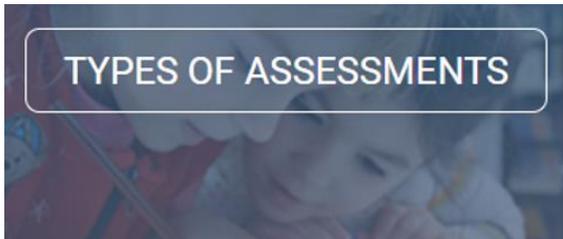
Questions and Discussion

Please ask questions in the chat; we would love to hear from you!

- There will be a few built-in discussion points throughout the presentation today.

- Contact Lauren Artzi privately or send your question to everyone.
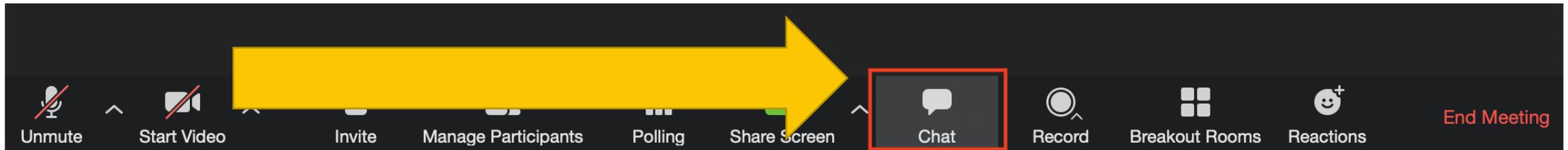
Assessment Foundations

- **Assessment** is a process of collecting data to make decisions.

- **PM measures** represent an assessment type that ideally have efficient, valid, and understandable attributes.

- We monitor student progress to **match instruction to the intensity of student academic need**.

PM Rationale in One Figure

- Part of the National Center on Intensive Intervention's (NCII's) data-based instruction in reading training series
- Publicly available, highly recommended resource
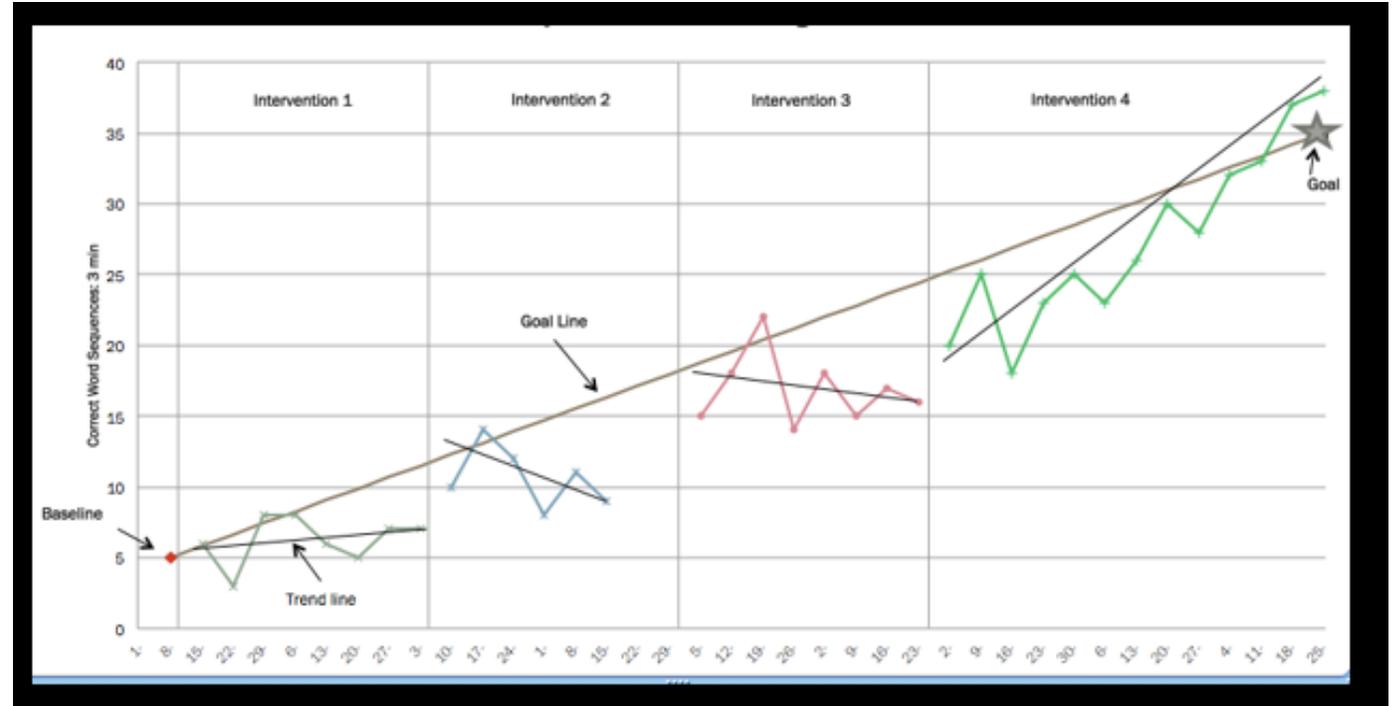
Progress Monitoring (PM)

Who	Interventionist or designee
What	Brief assessments that are valid, reliable, and evidence-based.
When	Occurs at regular intervals (e.g., weekly, bi-weekly and monthly). If the vendor publishes suggested progress monitoring intervals, adhere to those guidelines
Why	Progress monitoring data allow us to compare the efficacy of different forms of instruction, estimate the rates of improvement (ROI) across time, identify students who are not demonstrating adequate progress and determine when instructional change is needed

Lead for Literacy

PM Data-Based Decision-Making

Who	Data-Based Decision Making (DBDM), or Data Review Teams
What	Analyze, interpret, and discuss progress monitoring data to determine next steps
When	DBDM Teams should meet as often as indicated in their assessment calendar in order to make timely decisions
Why	Progress monitoring data allow us to determine the effectiveness of curriculum, the instruction and intervention

Lead for Literacy

Progress Monitoring Assessments

- Examples of PM assessment tools likely **look the same as screening tools** (e.g., word reading fluency, oral reading fluency).

- PM tools are used more frequently, so more **alternate forms** are needed to protect against **practice effects**.

- A common **example** of monitoring student progress is calculating the words correct per minute on a weekly reading passage.

Lead for Literacy

Why Progress Monitor

Compare the efficacy of different forms of instruction.

Identify students who are not demonstrating adequate progress.

Data allow us to…

Estimate the rates of improvement (ROI) across time.

Determine when an instructional change is needed.

Lead for Literacy
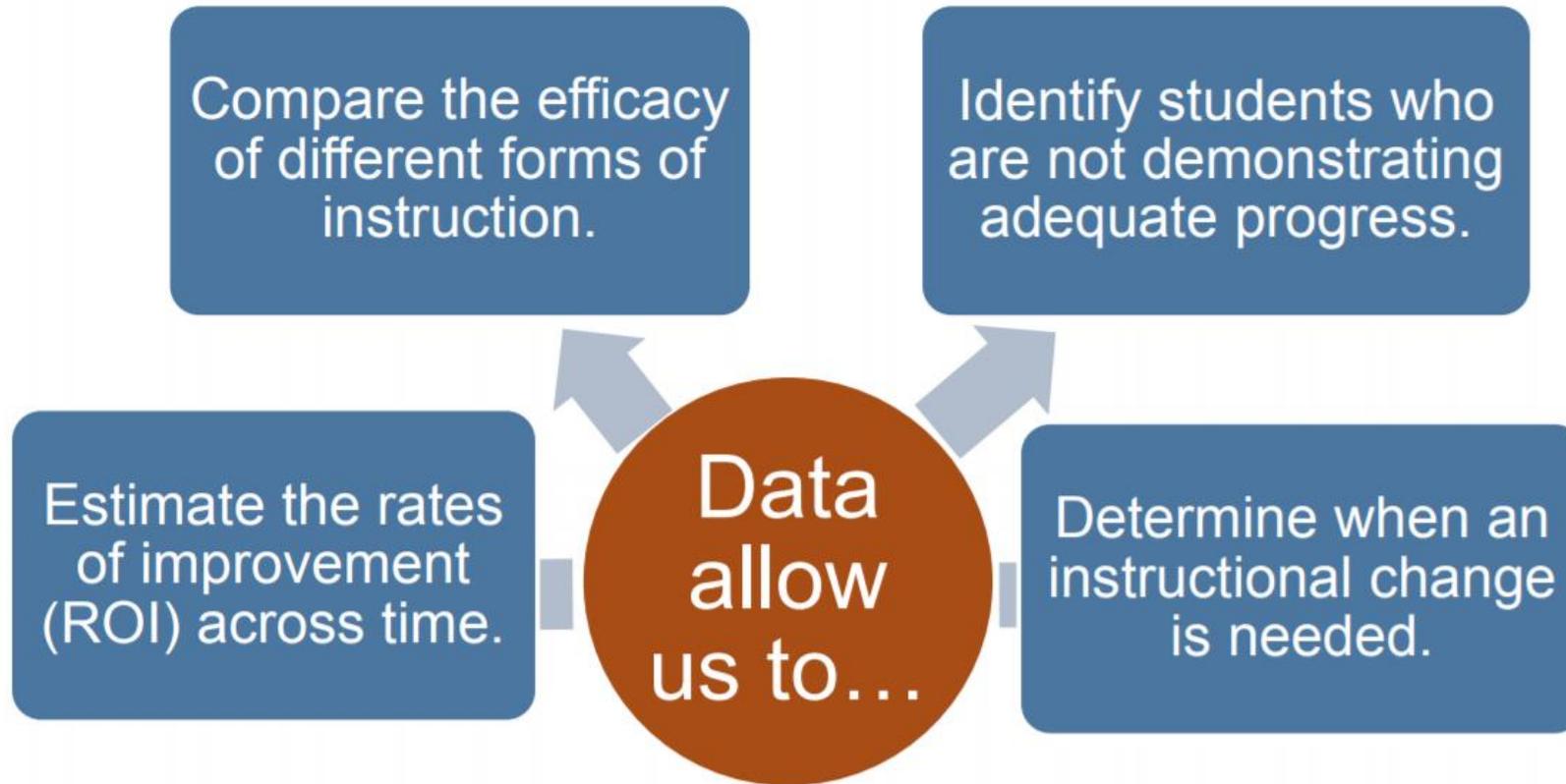
Progress Monitoring Data Can Estimate Rates of Improvement

Left chart: X-axis: Weeks of Primary Prevention (1–14). Y-axis: Words Read Correctly (0–100). Red trend line with annotation box: **6 WRC**

Right chart: X-axis: Weeks of Primary Prevention (1–14). Y-axis: Words Read Correctly (0–100). Red flat trend line with annotation box: **.3 WRC**

Lead for Literacy
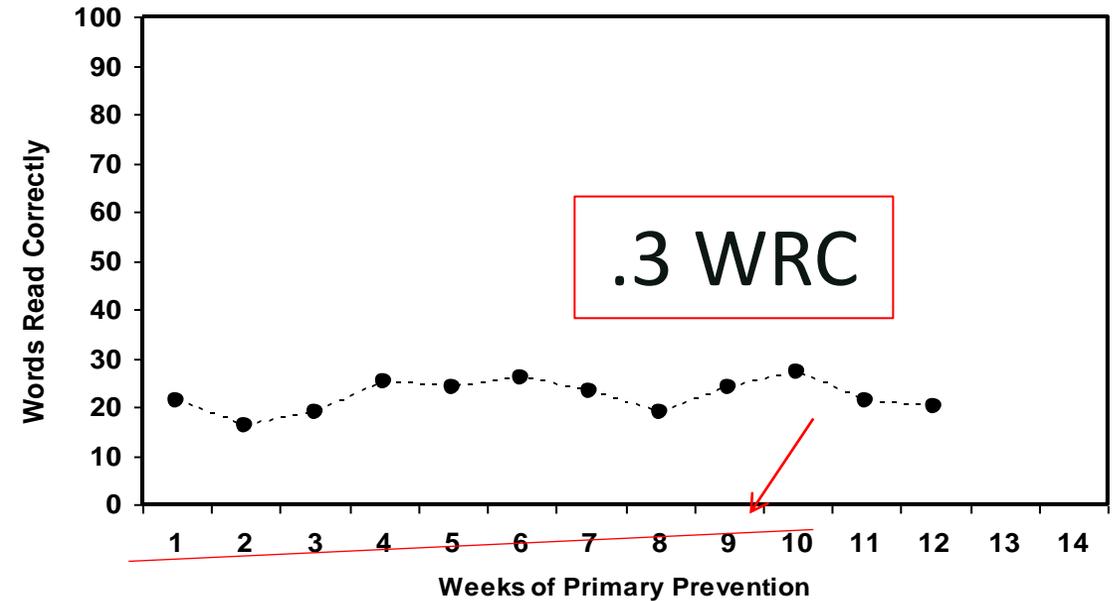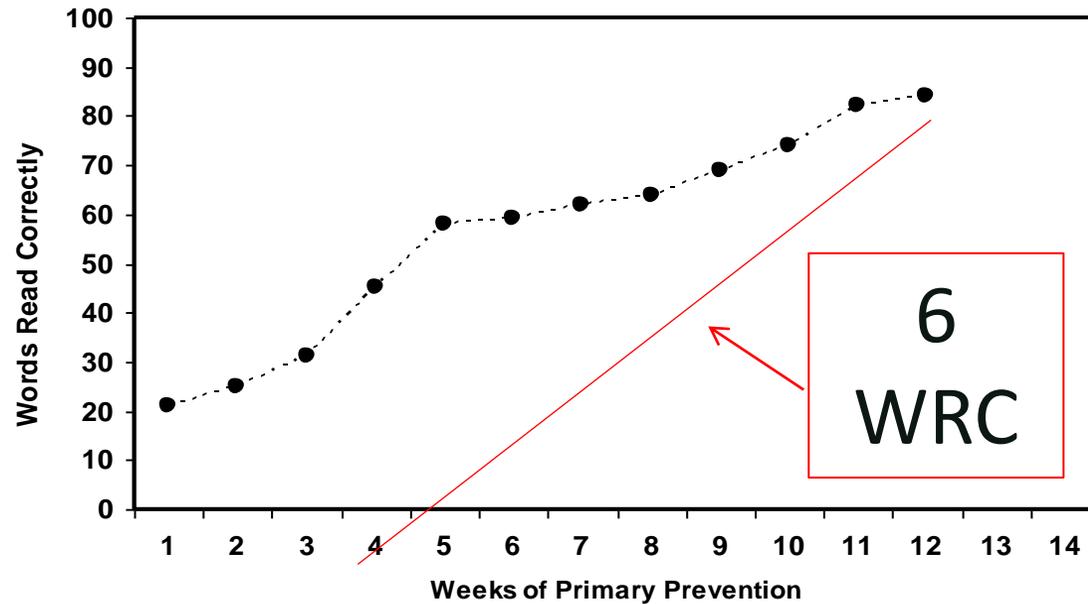
PM Data Can Identify Students Not Making Adequate Progress With Intervention

Increasing Scores:
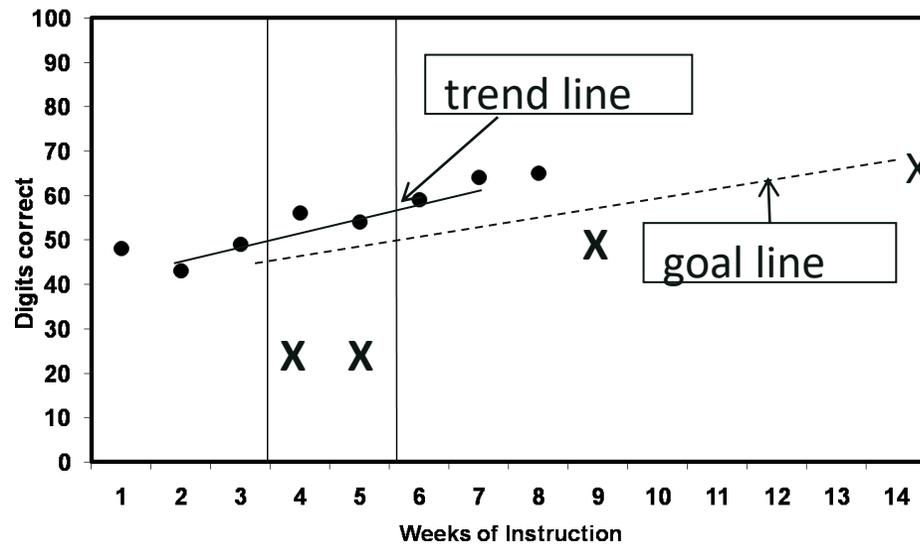
Flat Scores:
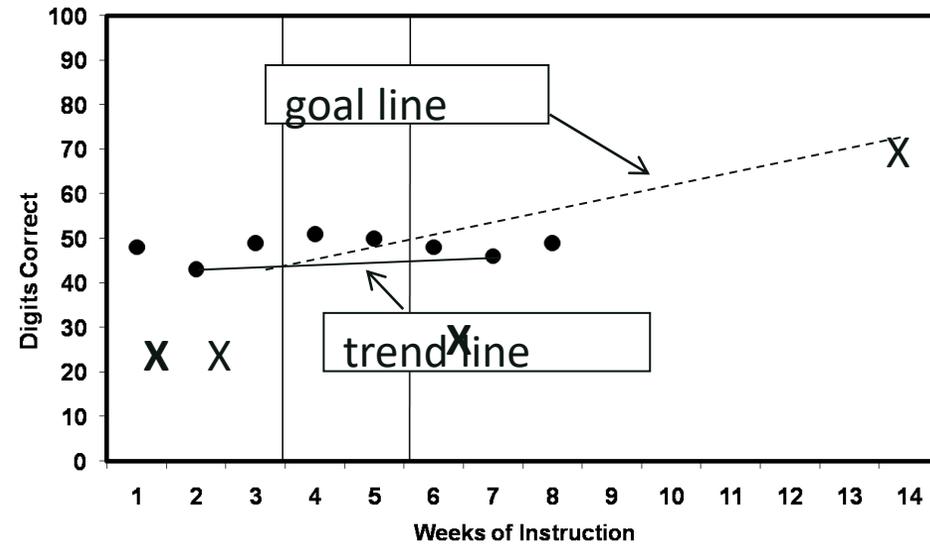
Progress Monitoring Data Can Compare Efficacy of Interventions

Growth by Intervention Type

Words Read Correctly

Week 1 — Week 2 — Week 3 — Week 4

Intervention A
Intervention B
Intervention C
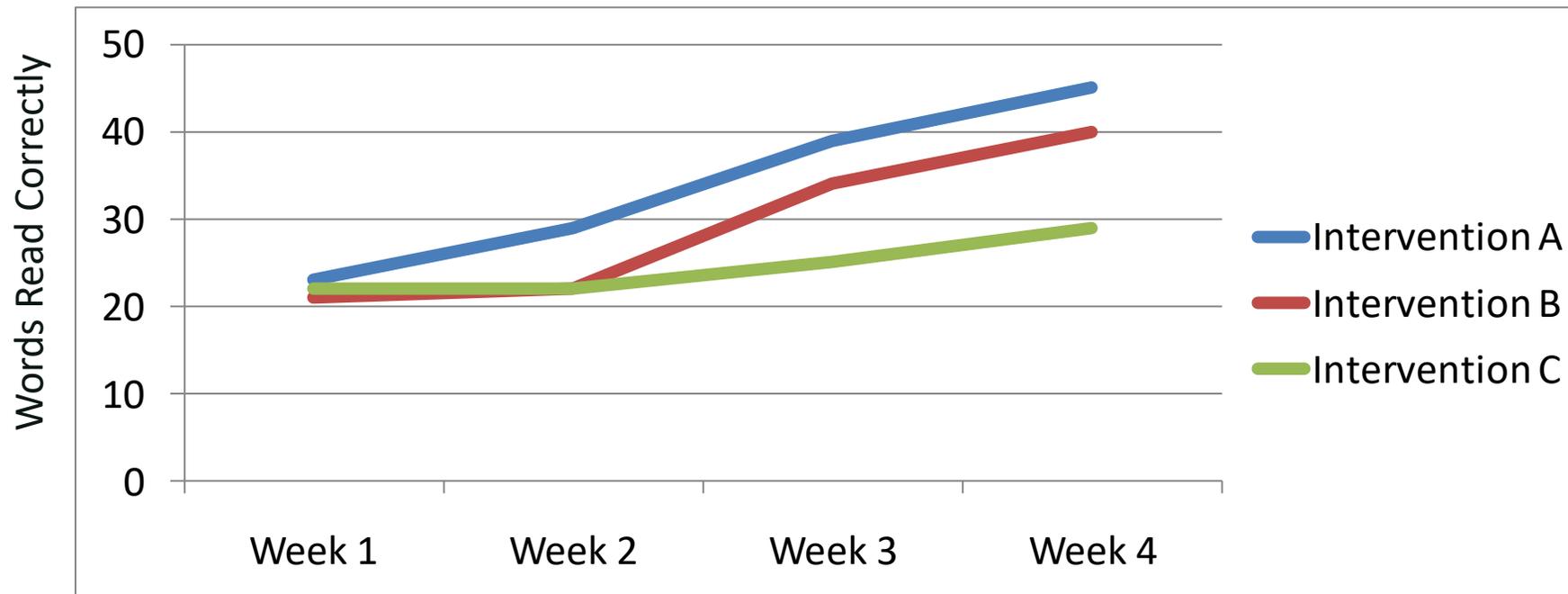
Why do some interventions work better than others in my school?

Literacy Leaders Ask the Right Questions

Strength

Does evidence suggest the intervention leads to improved outcomes?

Dosage

Will the group size, duration, structure, and frequency provide sufficient OTR?

Alignment

Does the intervention match the student's identified needs?

Attention to Transfer

Does it assist the student in generalizing the learned skills to general education or other tasks?

Comprehensiveness

Does the intervention include elements of explicit instruction?

Comprehensiveness

Can the intervention be easily integrated into academic instruction?

Individualization

Can the intervention be individualized with a data-based process to meet student needs?

Lead for Literacy

(Fuchs, Fuchs, & Malone, 2017)

https://intensiveintervention.org/taxonomy-intervention-intensity

The "How" of Progress Monitoring
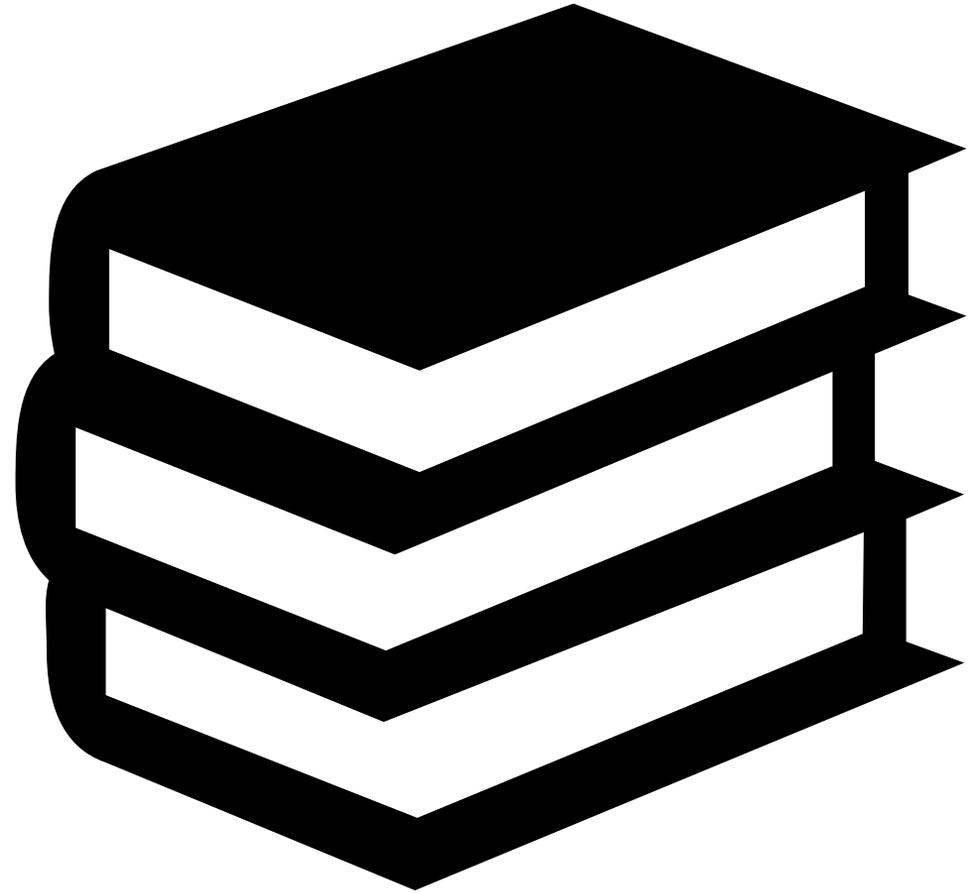
Selecting a Progress Monitoring Tool

Academic Progress Monitoring Tools Chart

This tools chart presents information about academic progress monitoring tools. The following three tabs include ratings on the technical rigor of the tools:

- Performance Level Standards
- Growth Standards
- Usability

Last updated: June 2020. Our tools charts have a new look! Click here for a brief summary of improvements we rolled out in June 2020.

View Chart Resources

Print Current Chart View

| **Legend** | ● Convincing evidence | ◐ Partially convincing evidence | ○ Unconvincing evidence | ▬ Data unavailable | d Disaggregated data available |

FILTER RESULTS	**Subject**		**Grade**	
	☐ Reading		☐ Pre-K	☐ Middle School (6-8)
	☐ Mathematics		☐ Elementary (K-5)	☐ High School (9-12)
	☐ Spelling & Written Expression			

Apply Filters   Show Advanced Filters   Clear Filters

Compare Tools   **Reset Chart**

| | Performance Level Standards | Growth Standards | Usability |

All ☐	**Title**	**Area**	**Grade**	**Measure**	**Reliability**	**Validity**	**Bias Analysis Conducted**

The *How* of Progress Monitoring

- A common-sense approach
  - Be **consistent**.
  - Be **systematic**.
  - Be **data driven**.

- Know your limit and play within it
  - What is the human and resource capacity in your building to monitor student progress?
  - Always be thinking about **feasibility** when intervention planning.

- Cluster data points whenever possible
  - Academic PM data are **additionally useful alongside other data.**
  - **This includes behavioral, social, informal, and educator-level** data points (e.g., scheduling conflicts impact dosage).

Lead for Literacy

Data-Based Individualization

- Five-step **framework** to address the needs of students requiring intensive interventions
- A validated **process**, not a single intervention
- Not a one-time fix, likely a **long-standing** process
- Domain-specific (e.g., reading fluency, reading comprehension)
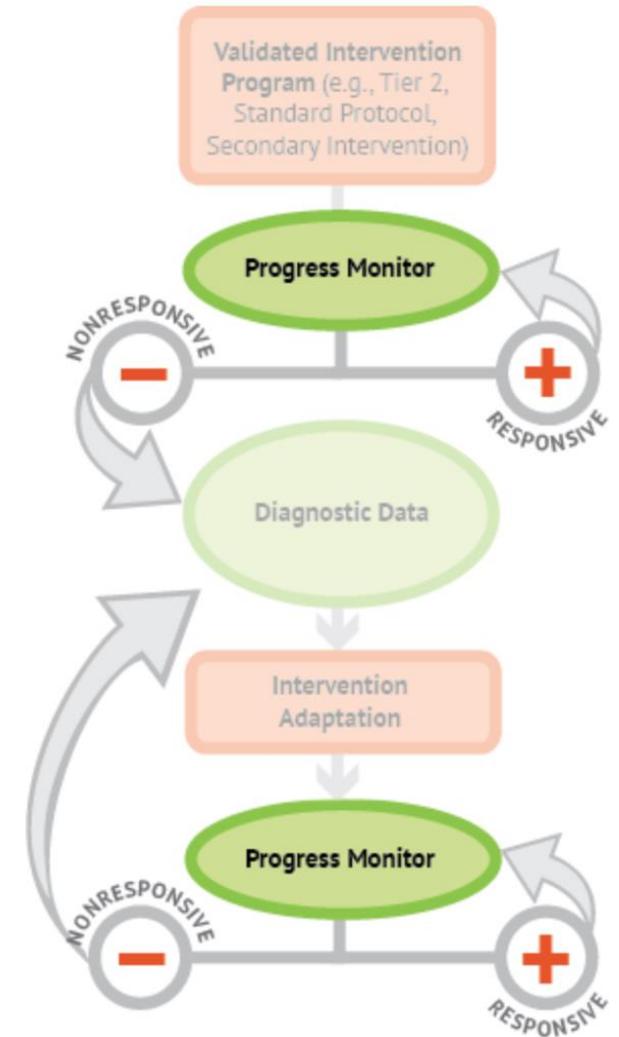
Look For's as a Literacy Leader

1. Identify a PM **plan** with details: scheduling, program(s), assessments, and expected outcomes.
2. **Continue providing academic intervention** to those who need it.
3. **Collect and graph** PM data.
4. Determine if students are making **adequate progress**.
5. **Adjust intervention**, if needed.

Lead for Literacy

1. Planning

Have Resources, Will Travel

- Start with documenting and systematizing your **current approach**.
- Build on success:
  - Are your intervention groups being run in the right location, at the right time?
  - How can I better support my staff to implement intervention programs with fidelity?
  - Are students receiving intervention that complements the core instruction?
  - If students had a magic wand, what changes would they make to intervention groups to find a higher degree of success?

Lead for Literacy

2. Intervene

Matthew Effect in Reading

with effective instruction

READING PERFORMANCE

With Foundation Skills

Without Foundation Skills

K   1ST   2ND   3RD

GRADE

Implementing effective instruction leads to strong growth rates
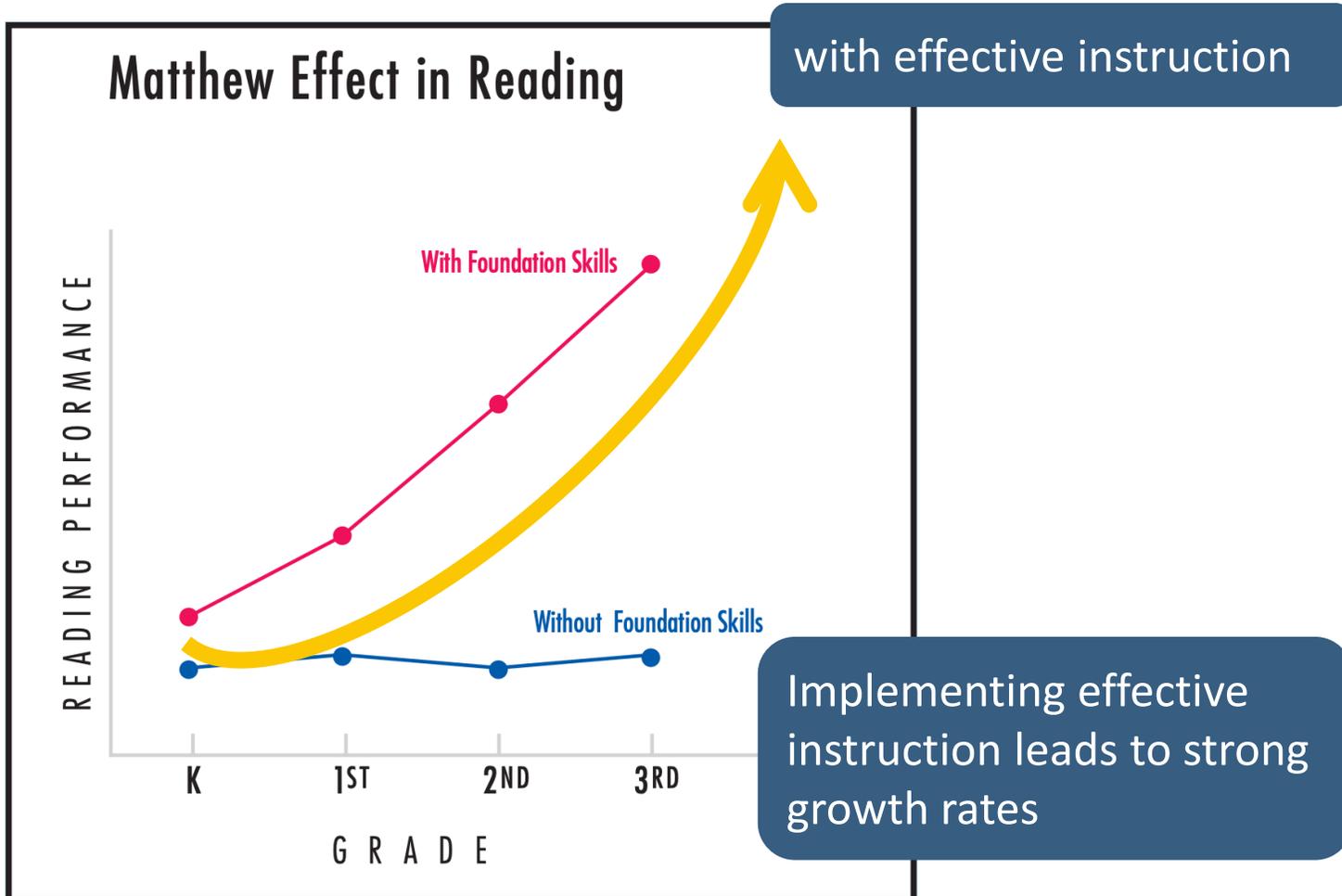
Figure adapted from Wren, 2000

*"The quickest way to **close the gap** between actual and desired student performance is to **apply principles of effective instruction**" (emphasis added).*

35

(Salvia et al., 2004, p. 33)

Intervention Intensification Strategy Checklist: Dosage

Dosage
- ☐ Increase opportunities for practice and corrective feedback.
- ☐ Increase the length of intervention sessions.
- ☐ Increase the number of intervention sessions per week.
- ☐ Decrease the group size.
- ☐ Increase the total number of sessions.
- ☐ Decrease the heterogeneity of the groups (group students with similar performance levels).
- ☐ Consider an intervention setting with fewer distractions.
- ☐ Embed additional practice and feedback sessions throughout the day.
- ☐ _____

Intervention Intensification Strategy Checklist: Alignment

Alignment
- ❑ Increase instructional time for the target skill.*
- ❑ Supplement intervention with National Center on Intensive Intervention materials in <u>reading</u>, <u>math</u>, or <u>behavior</u>.
- ❑ Focus on discrete skill instruction within the target skill.
- ❑ _____

Intervention Intensification Strategy Checklist: Attention to Transfer

Attention to Transfer
- ☐ Align instructional routines and language with core instruction and the environment.
- ☐ Preteach content.
- ☐ Embed guided practice on target skills within core instruction and other environments.
- ☐ Embed explicit opportunities in other settings to maintain skills acquired in the intervention.
- ☐ Explicitly teach connections.
- ☐ _____

Intervention Intensification Strategy Checklist: Attention to Transfer
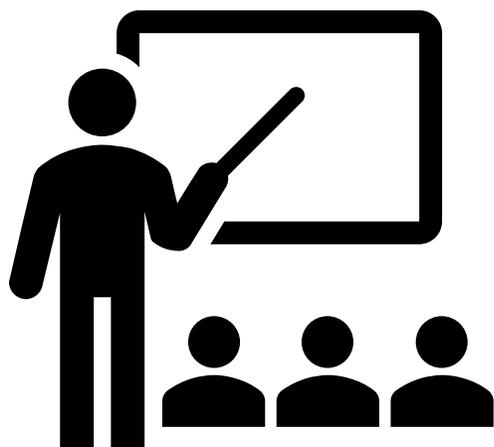
The NCII Strategy Checklist also includes the following:

- **Strength** (i.e., evidence base for effectiveness)

- **Comprehensiveness**

- Behavior, engagement, and motivation **support factors**

- **Other** (e.g., local context alterations to intervention)

Lead for Literacy

3. Collect Progress Monitoring Data

What's the Difference?

Progress Monitoring

- ~20% of students include Tiers 2 and 3
- Monthly (at least)
- Similar/same as screening measures
- Determines risk status **and** efficacy of intervention
- Must include individual goal setting

Screening

- 100% of students included, all tiers
- Occurs approximately three times per year
- Determines schoolwide or class-wide risk status
- Does not include individual goal setting

Lead for Literacy

Data Collection

Leadership Considerations

- Predictable intervals for structured data review meetings

- Trained assessors for standardized measures

- Encourage active involvement from all team members who educate students

- Planning time, professional learning, and links to individualized education program goals and outcomes

Important Logistics

- What is the turnaround time from data collection to data review?

- Are there gaps in our method of data collection that might lead to bias or errors?

- Support for our data review team to guide instruction and intervention adjustments

Lead for Literacy

Data review teams will likely benefit from data that are presented
- visually,
- consistently, and
- universally.

Collect data that allows you to set a clear goal.

The vertical axis is labeled with the **student performance**.

cbm graph

The horizontal axis is labeled with the **time**.

43
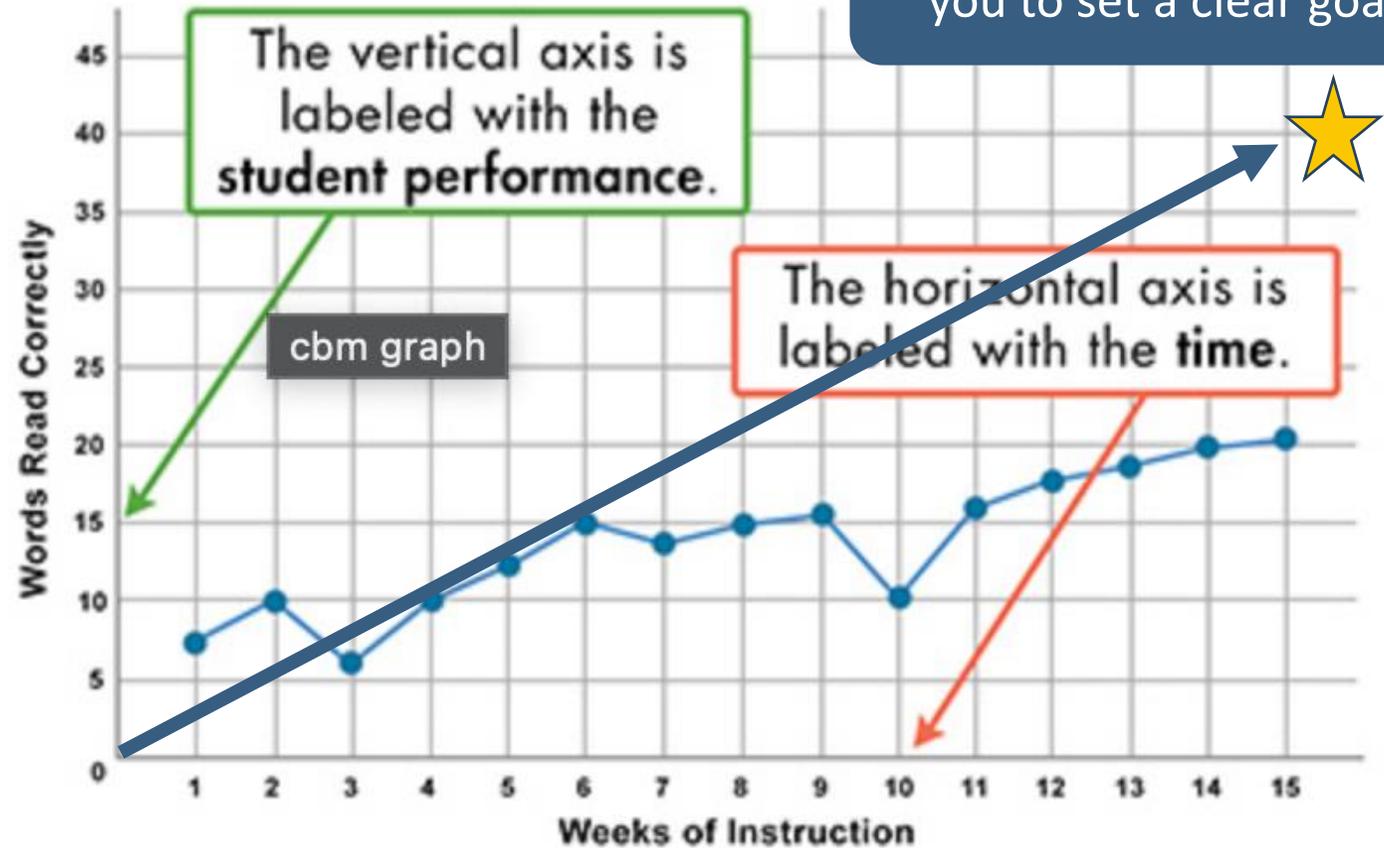
Goal Setting

A call for relentless champions for learners who need it most: Students who enter school with literacy skill gaps deserve **ambitious goal setting**.
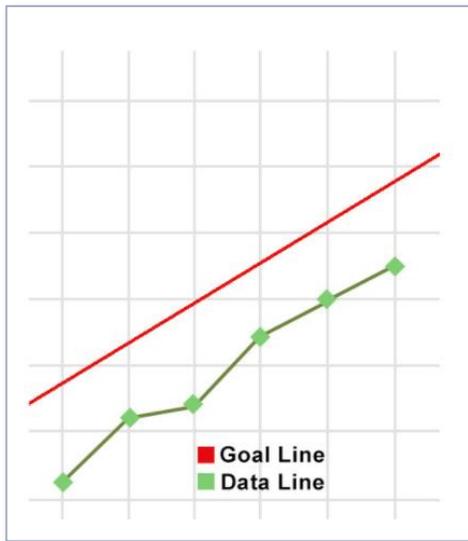
"Catching up" is part of the picture: We are in the business of **building and maintaining momentum** in literacy skill acquisition.

4. Make Instructional Decisions

Decision Points and Alterable Variables

- Create decision "rules" (guidelines) on when and how to change instruction based on line graph: **level, trend,** and **variability**.
- **When** to change instruction?
  - Follow your decision rule.
  - Use common sense for your school.
- **How** to change instruction?
  - How often can teachers feasibly regroup?
  - How many students are successful in each group?
  - How much judicious review is incorporated in instruction for students who are not on track to meet their goal?
  - How much of the intervention is delivered as intended?

Lead for Literacy

Fidelity Checks

Intervention Aligned With Student Needs

- Does the current intervention reflect evidence-based practices aligned with the student's identified skill deficit or function of behavior?
  ☐ Yes   ☐ No   ☐ N/A

- If the current intervention is an appropriate starting point for intensification, has the team identified evidence-based or promising practices as adaptations to better address the student's needs?
  ☐ Yes   ☐ No   ☐ N/A

- If the current intervention is not a good match, has the team identified an evidence-based intervention and/or evidence-based strategies hypothesized to be better aligned with the student's needs?
  ☐ Yes   ☐ No   ☐ N/A

Comments:

Student Plan for Intensive Intervention and Progress Monitoring

- Is the plan in writing?
  ☐ Yes   ☐ No   ☐ N/A

- Does the plan include sufficient information on the intervention and adaptations to implement the plan?
  ☐ Yes   ☐ No   ☐ N/A

Progress Monitoring Meeting Checklist

The team can use this checklist during or after any meeting held to review the student's plan and progress. Teams may want to consider setting a schedule for completing the checklist for each student receiving DBI based on the passage of time or when significant intervention adaptations are needed or have been made.

Date of Review: _____

- Was information on plan implementation brought to the meeting?
  ☐ Yes   ☐ No   ☐ N/A

- Were graphed progress monitoring data brought to the meeting?
  ☐ Yes   ☐ No   ☐ N/A

- Based on available progress monitoring data and the decision rules agreed upon in the last meeting, is the student making sufficient progress?
  ☐ Yes   ☐ No   ☐ N/A

- If the student is not making sufficient progress, did the team rule out factors other than the appropriateness of the intervention that could be impacting progress? Consider:

  o The quality of intervention implementation   ☐ Yes   ☐ No   ☐ N/A

  o Student attendance and engagement   ☐ Yes   ☐ No   ☐ N/A

  o The sensitivity of the progress monitoring tool ☐ Yes   ☐ No   ☐ N/A

- If new adaptations need to be made, did the team first revisit its hypothesis on student needs and determine if new diagnostic or functional assessment data are needed?
  ☐ Yes   ☐ No   ☐ N/A

49

Lead for Literacy

5. Adjust as Needed

Scaffolded Intervention Rating/ Planning

Dimensions[1]	Rating	Description of Validated Intervention Program	Description of Adaptation 1	Description of Adaptation 2	Description of Adaptation 3
Strength		*Evidence of effectiveness:*			
Dosage		▪ *Group size:* ▪ *Sessions per week:* ▪ *Length of session:* ▪ *Opportunities to respond:*			
Alignment		*Skills addressed:*			
Attention to Transfer		*Supports for generalization:*			
Comprehensiveness		*Explicit instruction principles included:*			
Behavioral Support (for academic interventions)		*Behavioral supports included:*			
Academic Support (for behavioral interventions)		*Connection to academic instruction:*			

Lead for Literacy

Digging Deep on Alterable Variables

- Collect data if they relate to alterable variables.

- Anticipate structural (e.g., scheduling) versus process (e.g., how quickly are data shared with staff) variables.

- The NCII Intensification Checklist is a nearly exhaustive list; start with a gradual on-ramp.

Alignment

- Does the intervention target the student's academic or behavior learning needs?
- Have we identified all potential skill deficits or functions of the behavior?
- Are progress monitoring data collected at the appropriate level and frequency?
- Does the intervention incorporate a meaningful focus on skills necessary to access grade-appropriate curricular standards or meet schoolwide expectations?
- Are the academic tasks at the right level for the student? Are the target behavior skills relevant for the student?
- Does the student need additional instruction in a specific skill area?
  - What specific skill deficits may be contributing to the problem?
  - Are the academic tasks on the right level for the student?
- What does the team believe the student is trying to accomplish with the behavior? (What is the function of the behavior?)
  - To avoid or escape something (e.g., difficult task or social interaction).
  - To gain or obtain something (e.g., attention or stimuli).
- Have you considered the Antecedents-Behavior-Consequences (ABCs)? Also, are strategies in place to address the ABCs?
  - Antecedent (i.e., anything that happens immediately before the behavior occurs)
  - Behavior (i.e., the action a student demonstrates that can be clearly defined and measured)
  - Consequence (i.e., any positive or negative event that occurs after a student demonstrates a behavior)
- Other:_____

Attention to Transfer *(Generalization of skills)*

- To what extent are other classroom teachers reinforcing the knowledge and skills being taught in the intervention?

52

(NCII, 2019)

Progress Monitoring
in the
Current Context

Reminder: We **Can** Do This Virtually

- NCII has provided guidance, frequently asked questions, and video demonstrations.

- We are rapidly amassing evidence on the instructional utility of virtual PM.

  - **Use brief, standardized assessments and follow guidelines from the vendor/author on protocols for remote assessment.**

  - **Compare apples to apples (i.e., virtual assessment in fall means virtual assessment in spring).**

Lead for Literacy

Progress Monitoring Considerations
Is the current screening/progress monitoring tool suitable for remote administration? What, if any, guidance is available from the publisher regarding remote administration?
How can we most closely replicate our typical, in school, screening/progress monitoring practices in a remote setting? What adjustments need to be made?
How will we coordinate with students and families to create an efficient and effective schedule and logistical plan?
How will we assess students who may not have access to technology?
What procedures will need to be in place to ensures the process yields valid, reliable, and actionable data?
How and what data will be recorded and shared?

Lead for Literacy

Key Questions as a Literacy Leader

- Will the data be **valid**?
- Will it be **feasible**?
- Will it be **useful**?

If not, use informal measures.

Lead for Literacy
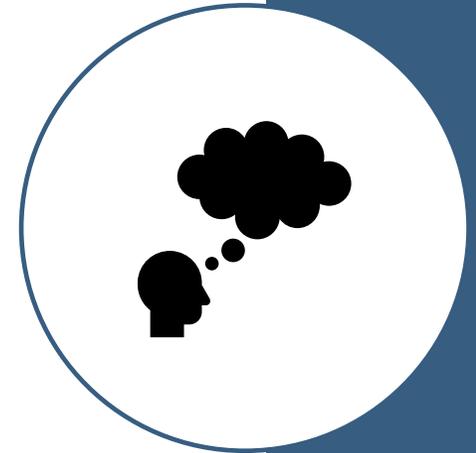
Resources Specific to SWDs

When we can, are we tracking student progress to mitigate additional learning loss?

Implementing IDEA during COVID-19: http://spedlawblog.com

Policy Releases: https://sites.ed.gov/idea/department-releases-covid-19-idea-related-q/

Additional info and resources: https://www.ed.gov/coronavirus

Barriers to Assessment Implementation

- Assessment team is newly established with varying comfort levels for test selection, interpretation, and decision-making.

- Our school culture does not promote the use of assessment for instructional improvement (e.g., anecdotal experience, testing beliefs).

- PM will be inconsistent and invalid if we try and administer a standardized measure because staff are not trained.

- We cannot settle on a decision rule for student groups when there is disagreement about when to regroup.

Lead for Literacy

How Leaders Address Barriers

- Don't let "perfect be an enemy of good."
  - Seek avenues for continuous improvement.
- Remember that literacy leaders are savvy, relentless champions for student success at all levels. A few attributes to consider:
  - "empowerment, involvement, and collaboration" (Fernandez & Shaw, 2020)
- Use existing resources:
  - https://ies.ed.gov/ncee/wwc/PracticeGuide/3
  - https://intensiveintervention.org/resource/maintaining-screening-and-progress-monitoring-practices-virtual-settings
  - https://iris.peabody.vanderbilt.edu/c19-resources/

Lead for Literacy

Survey

Change to current survey link Please take a minute to complete the session survey at

- https://meadowscenter.ca1.qualtrics.com/jfe/form/SV_26lNPrMRwuErZMa

Conclusion

Lead for Literacy Framework Elements Within an Effective MTSS-R
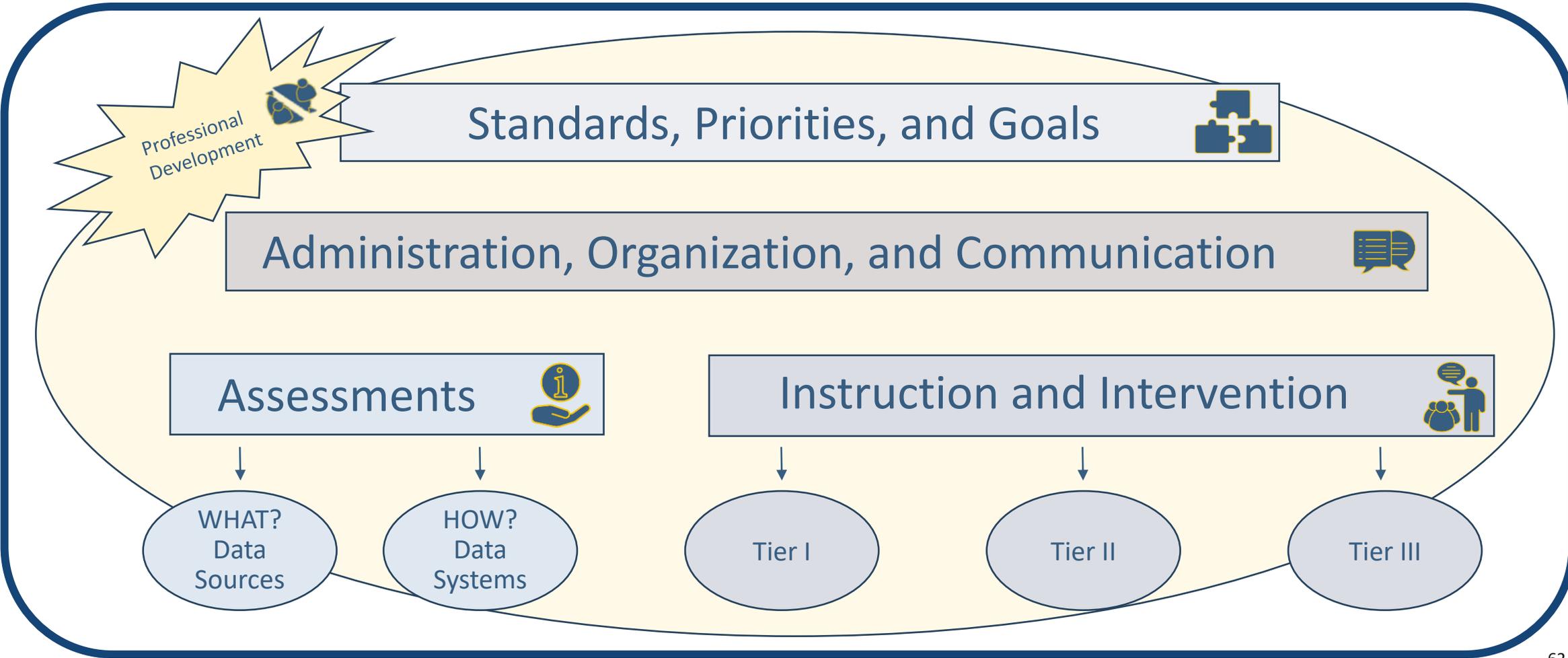
Establish a Process for Implementing an Effective Schoolwide Reading Model
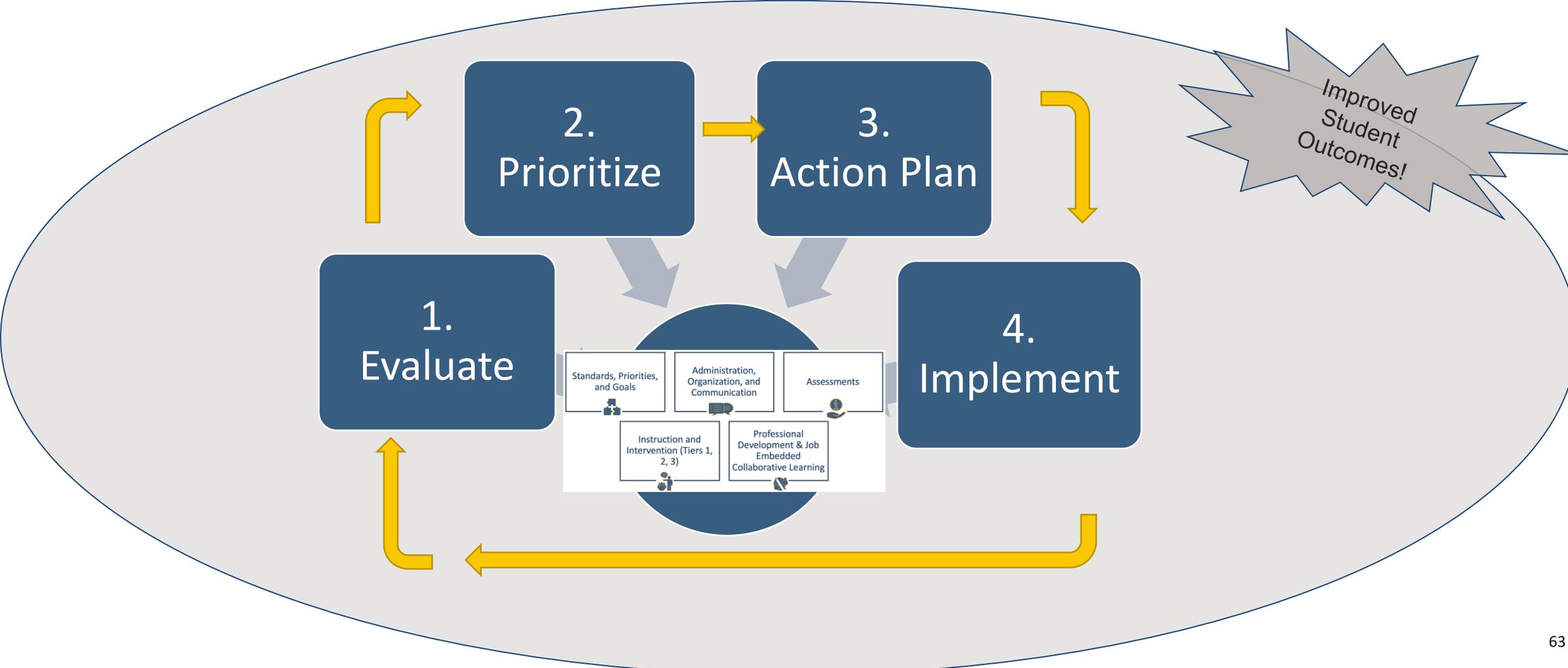
Lead for Literacy NAESP Web Events

September 9, 2020	Building an Effective Schoolwide Multi-tiered System of Support for Reading
November 19, 2020	Highlighting Key Considerations for Literacy Screening and Assessment
January 7, 2021	Supporting Early Literacy Instruction PreK to 3
February 16, 2021	Highlighting Key Considerations for Monitoring Reading Progress and Using Literacy Assessment
March 25, 2021	Promoting Code-Based Literacy Skills in Elementary School
April 1, 2021	Promoting Meaning-Level Skills in Elementary School
June 3, 2021	Taking a Deep Dive Into Professional Development Structures

Contacts

David Fainstein

dfainste@uoregon.edu

Lana Santoro

lsantoro@uoregon.edu

Lauren Artzi

lartzi@air.org

leadforliteracy.org   Facebook: @leadforliteracy   Twitter: @leadforliteracy

Acknowledgments

L4L Executive Leadership

- Hank Fien, Director
- Allison Gandhi, Deputy Director
- Nancy Nelson, Co-Principal Investigator
- Lana Santoro, Co-Principal Investigator

Professional Development and Technical Assistance

- Carol Dissen, Lead
- Lauren Artzi
- Abby Foley
- Ursula Hill
- Jennifer Pierce
- Jess Surles
- David Fainstein

Dissemination

- Brian Gearin, Lead
- Abby Foley
- Kimberly Griggs
- Anna Ingram
- Lauren Rosenbauer

Other Project Support

- Senior Advisor: Stephanie Jackson
- Administrative Support: Anna Ingram

Partners

References

Center on Multi-Tiered System of Supports. (2020). *Data-based decision making*. American Institutes for Research. https://mtss4success.org/essential-components/data-based-decision-making.

Coyne, M. D., & Harn, B. A. (2006). Promoting beginning reading success through meaningful assessment of early literacy skills. Psychology in the Schools, 43(1), 33-43.

Fernandez, A. A., & Shaw, G. P. (2020). Academic leadership in a time of crisis: The coronavirus and COVID-19. *Journal of Leadership Studies*, *14*(1), 39–45. https://doi.org/10.1002/jls.21684.

Fuchs, L. S., Fuchs, D., & Malone, A. S. (2017). The taxonomy of intervention intensity. *TEACHING Exceptional Children*, *50*(1), 35–43. https://files.eric.ed.gov/fulltext/EJ1160167.pdf.

Georgia's Tiered System of Supports Implementation Guide. (2019).

IRIS Center. (2020). *Family engagement: Collaborating with families of students with disabilities*. https://iris.peabody.vanderbilt.edu/module/fam/.

McIntosh, K., & Goodman, S. (2016). Integrated multi-tiered systems of support: Blending RTI and PBIS. Guilford Publications.

67

References

MiMTSS Technical Assistance Center. (2020). https://mimtsstac.org/.

National Center on Intensive Intervention. (2013). *Data-based individualization: A framework for intensive intervention.* U.S. Department of Education, Office of Special Education Programs. https://intensiveintervention.org/reading-course-progress-monitoring-reading.

National Center on Intensive Intervention. (2015). *Student-Level Data-Based Individualization Implementation Checklists.* https://intensiveintervention.org.

National Center on Intensive Intervention. (2019). *Intervention intensification strategy checklist.* https://intensiveintervention.org.

National Center on Intensive Intervention at American Institutes for Research. Retrieved January 18, 2021, from https://intensiveintervention.org/.

Lead for Literacy

References

National Center on Response to Intervention. (2012, 2018). *What is response to intervention (RTI).* U.S. Department of Education, Office of Special Education Programs.

Riccomini & Witzel (2010). Response to Intervention in Math. http://sk.sagepub.com/books/response-to-intervention-in-math.

Salvia, J., Ysseldyke, J., & Bolt, S. (2004). *Assessment in inclusive and special education.* Cengage Learning.

Wren, S. (2000). The Cognitive Foundations of Learning to Read: A Framework. https://sedl.org/reading/framework/framework.pdf.

Lead for Literacy