

Improving Outcomes for
Students with Disabilities:
Network Insights

Increasing Reading Achievement: Using System Measures to Spur Improvement

RTI International

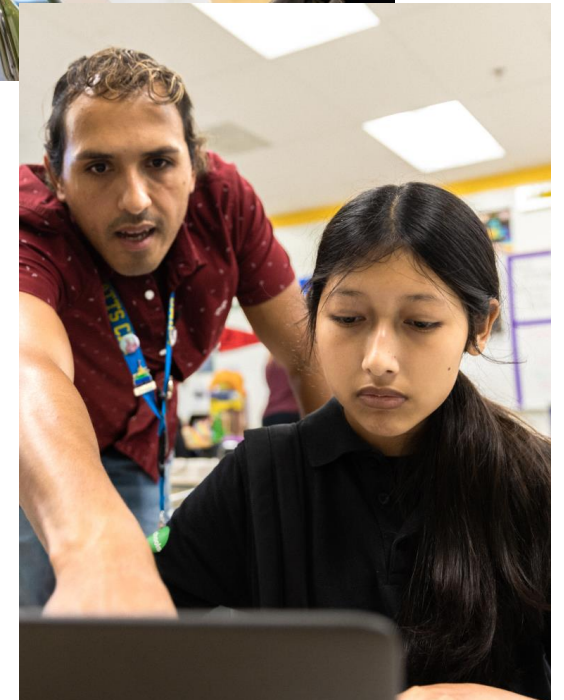
Presenters:

Sophia Farmer (sfarmer@rti.org)

Jay Feldman (jayfeldman@rti.org)

Elisabeth Hensley (ehensley@rti.org)

Robin Wisniewski (rwisniewski@rti.org)



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Tell us about you!

As you get settled, please:

- **Rename** yourself to reflect your preferred name and pronouns
- **In the chat**, share the title of one of your favorite books growing up – one that brings back memories of the joy of reading.
 - E.g., Sophia (she/her) The Boxcar Children

About the Pilot Community

With support from technical assistance providers Marshall Street Initiatives, SWiFT Education Center, and research organizations NIRN, RTI International, and SRI International, NIC seeks to systematically improve educational experiences and outcomes for students with disabilities and bring these solutions back to school systems everywhere.



3

-year pilot



10

charter
management
organizations



75,000

students



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Centering Students with Disabilities to **Accelerate Change**

RTI International evaluated the Networked Improvement Community initiative to study its effect on educational experiences for students with disabilities who are Black, Latinx and/or experiencing poverty in 10 charter management organizations. Explore the findings here to learn about the most promising approaches and opportunities for systematically improving outcomes for students with disabilities.



[Explore Findings](#) ↓



Learning Objectives & Format

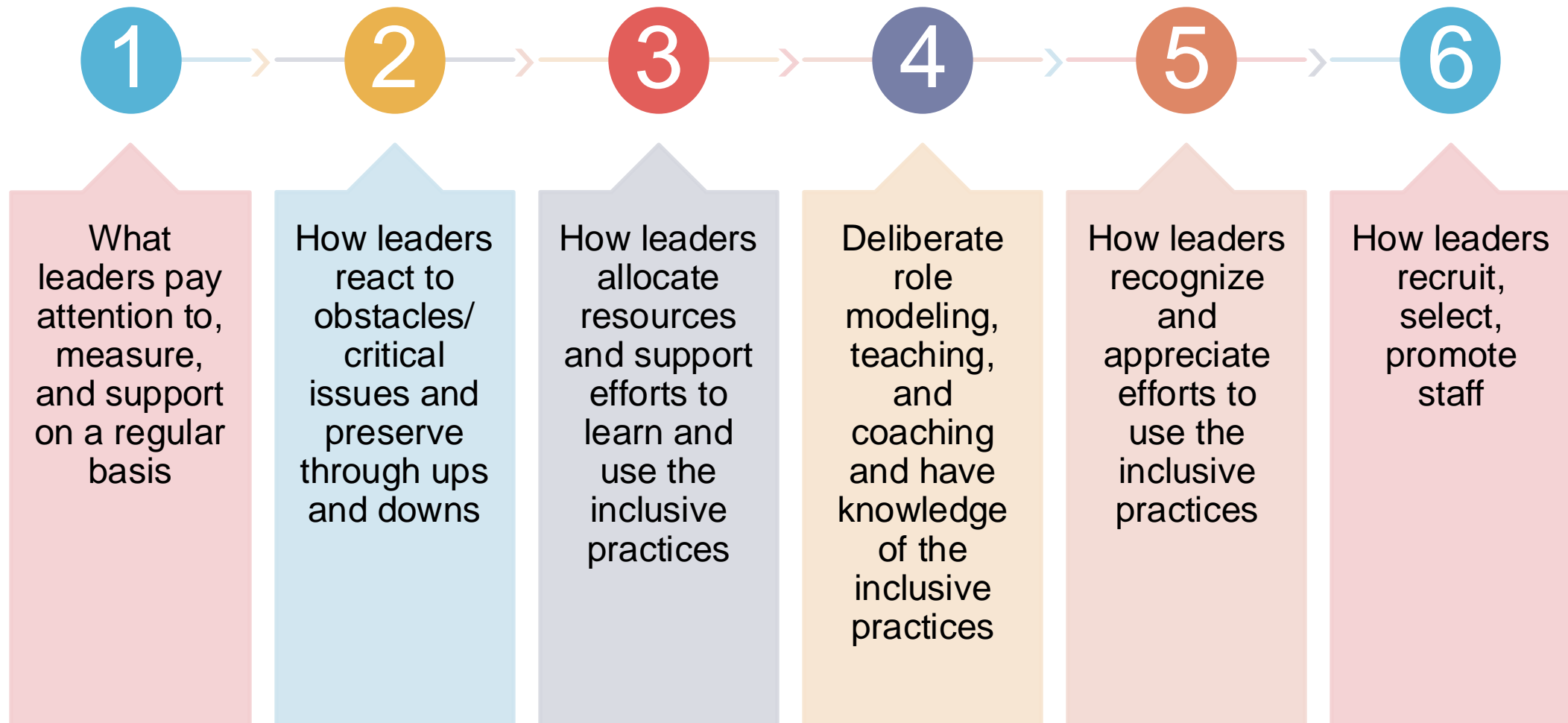
What

- Understand how to build a system of measures to inform reading improvement for students with disabilities
- Identify key actions leaders can take to support effective implementation of a system of measures
- Share resources to support better measurement of reading improvement across the system

How

- Welcome!
- Micro-learning: A system of reading assessments
- Resource: Assessment Mapping
- Interactive discussion with our esteemed guests
- Question & Answer
- Discussion groups (optional)

Inclusive Leadership Actions for Creating Systemic Change



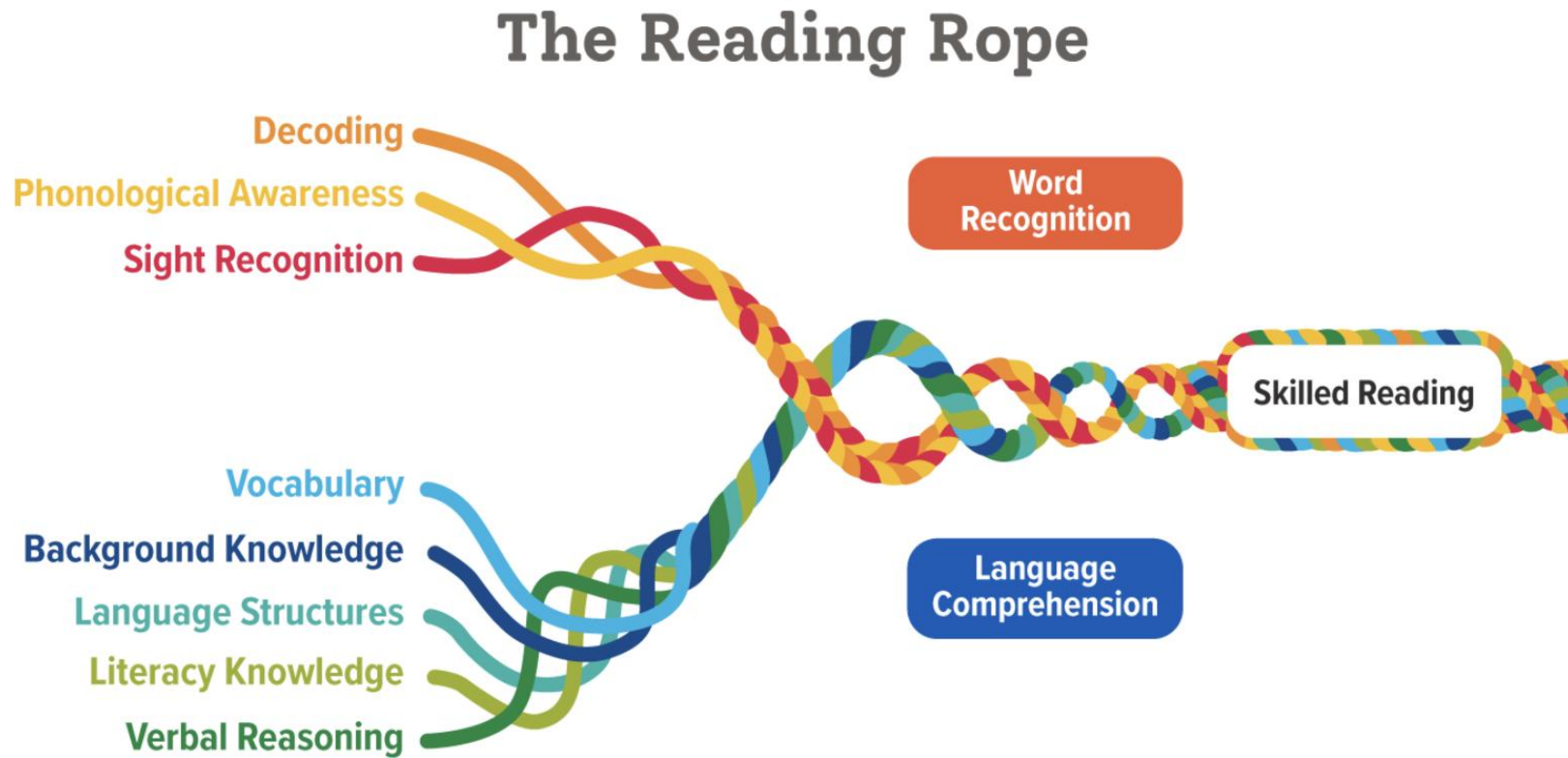
Are they skilled readers yet?

Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Smallest units of sound. Example: /c/ /a/ /t/	Sounds combined with letters. Example: Most common rimes (cat, bat, sat).	Reading with automaticity and prosody (expressive reading). Example: Phrased reading.	Knowledge of words and word meanings for language use. Example: Teach word roots and words in context.	Extracting and constructing meaning from words and texts. Example: Questioning, using graphic organizers with text.

Five elements of reading from the National Reading Panel (2000)

Reading programs are considered "scientifically based" when they teach these **explicitly, systematically**, integrated with others, and with fidelity.

Are they skilled readers yet?

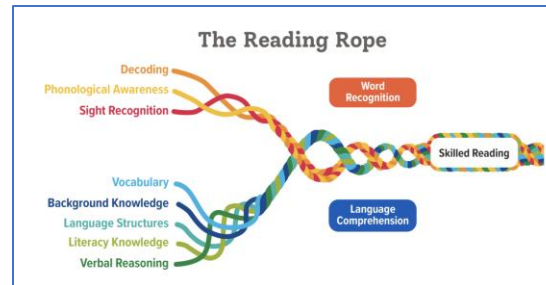


Modified from Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy. New York, NY: Guilford Press

What Reading Assessments do you use in your school or district to assess these skills?

Please share the reading assessments (and what they are used for) in the chat!

Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Smallest units of sound. Example: /c/ /a/ /t/	Sounds combined with letters. Example: Most common rimes (cat, bat, sat).	Reading with automaticity and prosody (expressive reading). Example: Phrased reading.	Knowledge of words and word meanings for language use. Example: Teach word roots and words in context.	Extracting and constructing meaning from words and texts. Example: Questioning, using graphic organizers with text.



Selecting Assessments

Type	Purposes	Definition	Examples
Interim	Universal screening	<ul style="list-style-type: none"> - Administered 1-3 times a year to a class, grade, or entire school. - Identify students at risk for reading difficulties. - Determine who may need additional reading support. 	<ul style="list-style-type: none"> - Acadience Reading - Star Early Learning - mCLASS with DIBELS 8 <p>Mostly words per minute (“oral reading fluency”)</p>
	Progress monitoring	<ul style="list-style-type: none"> - Can be given weekly, bi-weekly, or monthly based on the intensity of support needed. - Used throughout instruction and intervention. - Measure a student’s progress. 	
Diagnostic	Intervention alignment	<ul style="list-style-type: none"> - Administered after screening for to pinpoint specific strengths and weaknesses in reading skills. - Provide detailed profiles to guide targeted interventions (e.g., for phonics or comprehension). 	<ul style="list-style-type: none"> - DIBELS error analysis - Phonemic Awareness Literacy Screening (PALS) - Acadience Reading Diagnostic - i-Ready (Curriculum Associates)
Summative	Outcome reporting	<ul style="list-style-type: none"> - Administered at the end of the year. - Evaluate whether students have learned what was taught. 	<ul style="list-style-type: none"> - i-Ready - Star Reading, Star Literacy (Renaissance Learning) - MAP Growth (NWEA)

Selecting Assessments -

A note about Oral Reading Fluency (ORF) measures and their role in an assessment system.

Grade	%ile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		97	116
	75		59	91
	50		29	60
	25		16	34
	10		9	18
2	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	10	23	35	43
3	90	134	161	166
	75	104	137	139
	50	83	97	112
	25	59	79	91
	10	40	62	63

So think of it like this...



- **Universal screeners** are what gets you an **overall picture of health**. It also can give indicators of where we might need to intervene or gather more information. This may be like weight, blood pressure, etc. or health indicators.
- **Formative assessments** dive a little deeper to tell us what specifically we might need support with.
- **Diagnostic assessments** are tests to diagnose specific concerns. This is would be like if I got a cholesterol test or blood work to determine if I have a certain illness.
- **Benchmark assessments** assess our progress towards health goals.
- **Summative assessments** evaluate the overall performance on health goals and wellness.

Let's get started!



What do you want to know? What questions do you have about how students are responding to your instruction?

What type of data is likely to answer your question?
Start mapping there!

Pitfalls:



- Having assessments but not using them
- Having too many assessments
- Not using the data in a timely fashion (or at all)

Assessment Map



Multiple Types of Assessment Data				
Broad Type	Specific Type	Purpose	Suggested Common Frequency	Identify Assessments Note the assessments that will be used for decision-making rules for access to tiered supports
Formative Assessment: Is designed to aid learning by providing explicit feedback related to student performance. It is used to make immediate instructional decisions on behalf of individuals or groups of students. Formative assessment "informs" instruction.	<u>Universal Screening</u>	Brief, predictive and reliable Purpose is to find at risk students, identify groupings, identify students needing more challenging curricula, and to <u>measure the health of the core instruction and indicate growth.</u> Data is disaggregated for AYP indicators	Three times yearly	
	<u>Diagnostic and Process Assessment</u>	Formal assessment administered when further information is needed to determine the strengths, weaknesses and skill level in order to provide targeted instruction and an instructional match when providing instruction and intervention Informal surveys and tests used when additional information is needed to allow teachers to determine the student's instructional focus Used to determine the function of behavior so that individualized function-based interventions may be designed to meet the student's needs	As needed Can be included in other assessment (i.e. PALS)	

Assessment Map 2

BROAD TYPE: Formative Assessment

- Designed to aid learning by providing explicit feedback related to student performance.
- Used to make immediate instructional decisions on behalf of individuals or groups of students.
- ‘Informs’ instruction.

Specific Type	Purpose	Common Frequency	Examples*	Identify Assessments
Universal Screening	<p>Brief, predictive and reliable</p> <p>Used to find students at-risk, identify groupings, identify students needing more challenging curricula, and to measure the health of the core instruction and indicate growth.</p> <p>Data is disaggregated for groups identified within Virginia’s accountability system.</p>	3 times per year	<p>Academic: PALS, Measures of Academic Progress (MAP), aimsweb, STAR, DIBELS, FAST</p> <p>Behavior: Analysis of office discipline referrals</p> <p>Mental Wellness: DESSA, Analysis of Nurse/School Counselor Visits, Teacher Nominations, SPF-7, SRSS-IE</p> <p>Climate: School Climate Survey</p>	<ul style="list-style-type: none"> • Circle area(s) assessed • Check if assessment is used for making decisions rules for access to advanced tiers. <p><input type="checkbox"/> K-2 A / B / MW / C</p> <hr/> <p><input type="checkbox"/> 3-5 A / B / MW / C</p> <hr/> <p><input type="checkbox"/> 6-8 A / B / MW / C</p> <hr/> <p><input type="checkbox"/> 9-12 A / B / MW / C</p> <hr/>

Chat Reflection

Reflect on the status of assessment in your district.
What is the biggest challenge you are facing?

- Knowing what assessment to use and when
- Implementing the assessments well
- Managing the data collection and reporting
- Using the data to make instructional decisions

From "Having Assessment Data" to "Understanding the System"

- Implementing your assessment map will result in lots of data!
 - Assessments tell us **what** is going on with students
 - They do not explain **why or how**
- As a system, we also need to look at:
 - Fidelity (of assessments and instruction)
 - Coaching and Professional Learning data
 - Adequacy of resources and capacity to meet needs
- Ensure that the **right people** get the **right data** at the **right time**

Panel: Experts from the CMO Pilot



Genevieve Thomas
of Spark Education

CMO Pilot Roles:
Literacy Expert;
Literacy PLC Facilitator



Tyler Portis
Senior Data Analyst at
Noble Schools

CMO Pilot Role: Data
Lead for Noble Schools



Sivan Tuchman
of Datability

CMO Pilot Role: Data
and Measurement
Expert and TA Provider

To Connect with Our Panelists...

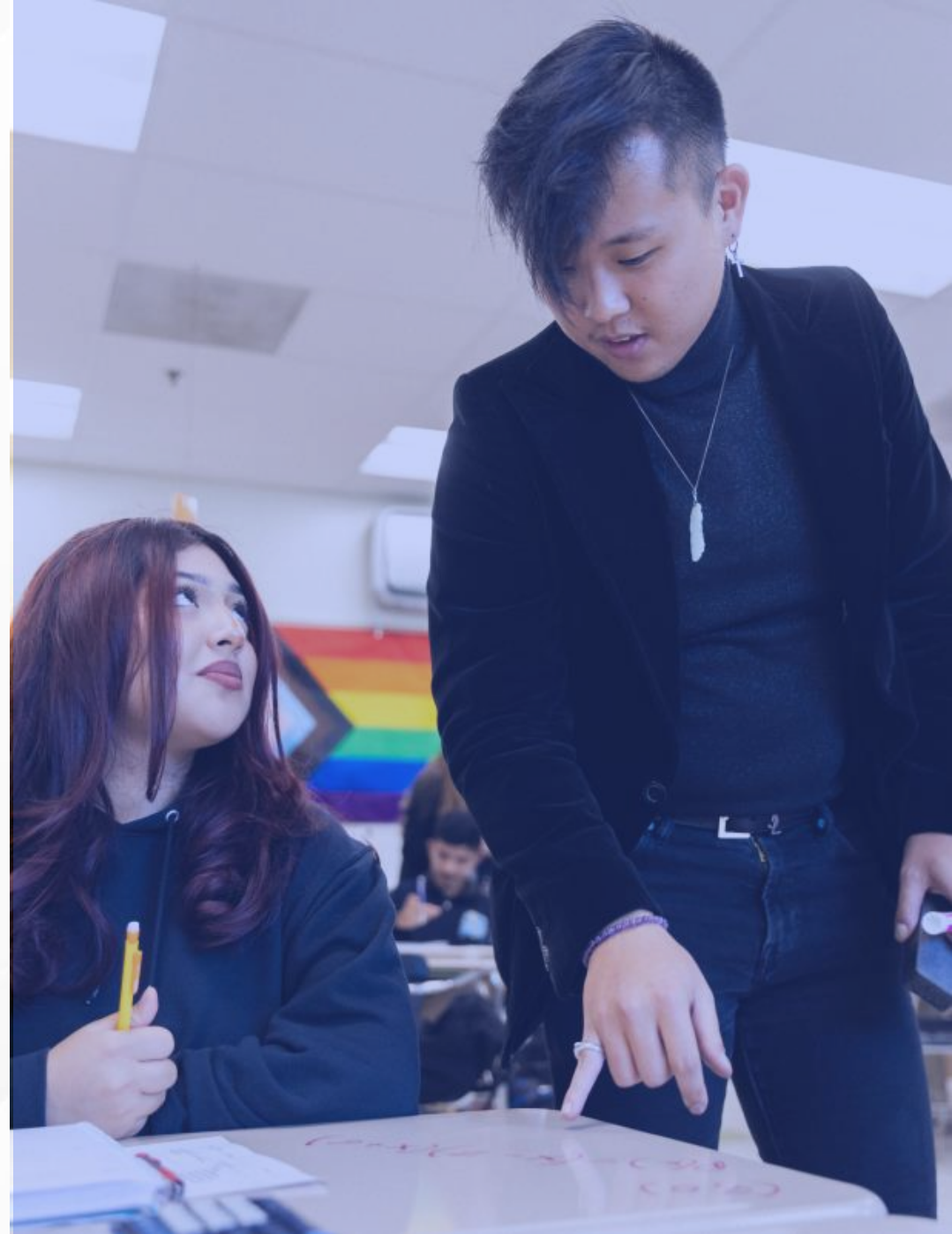
Tyler Portis: <https://www.linkedin.com/in/tyler-portis/>

Genevieve Thomas: <https://www.sparkeduconsulting.com/>

Sivan Tuchman: <https://www.data-bility.com/>



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Discussion, Questions

**We invite you to
remain for small
group breakout
conversations**



Please Select from the Following Breakout Room Options:

#	Topic	Experts	Facilitator
1	Key Considerations for Selecting Assessments	Genevieve Thomas	Robin Wisniewski
2	More Fun with Assessment Mapping	Sophia Farmer	Kersh Naidu
3	Better Data, Less Burden	Sivan Tuchman	Jill Pierce
4	Data Systems to Support Reading Improvement	Tyler Portis	Elisabeth Hensley