

Improving Student Reading Achievement: A Framework for RtII in the Domains of Reading, Writing, Speaking, Listening

Planning Documents



RtII Core Characteristics and Foundations for Reading Guided Note Sheet

Standards-aligned instruction and Multi-tiered Interventions:

-All students receive high quality research-based instruction in the general education standards aligned system. Differentiated core program instruction should be sufficient for the needs of 80% of students.

-Students receive increasingly intense levels of targeted, scientifically, research-based interventions dependent on students needs.

Tier 1 (Benchmark):

Tier 2 (Strategic):

Tier 3 (Intensive):

Universal screening:

-All students are screened to determine reading status against grade level benchmarks.

Benchmark and outcome assessment:

-Student progress is benchmarked throughout the year to determine level of progress toward monitoring and assessing fidelity of implementation.

Benchmark Assessment:

Outcome Assessment:

Progress monitoring:

-Continuous progress monitoring of student performance and use of progress monitoring data to determine intervention effectiveness, drive instructional adjustments, and identify/measure progress toward instructional and grade level goals.

RtII Foundations

Teaming (grade level, department):

Fidelity of instructional implementation (quality of teaching and learning and effective instruction):

Data management system (data collection, analysis, and use of formative and summative assessments):

School organizational structure (adjustment of infrastructure, i.e., flexible scheduling, assignment of teachers):

Resource realignment/flexible use of resources:

Planning and Evaluation Tool for Effective Schoolwide Reading Programs - Revised (PET-R)

Edward J. Kame'enui, Ph.D.
Deborah C. Simmons, Ph.D.



IDEA

Institute for the Development of Educational Achievement
College of Education
University of Oregon

http://oregonreadingfirst.uoregon.edu/inst_swrn.html

Revised May, 2003

*Based on: Sugai, G., Horner, R., & Todd, A. (2000). *Effective behavior support: Self-assessment survey*. Eugene, OR: University of Oregon.

Planning and Evaluation Tool for Effective Schoolwide Reading Programs - Revised

School: _____ Date: _____

Position (check one):

_____ Administrator

_____ Teacher

_____ Paraprofessional/Educational Assistant

_____ Grade Level Team

Current Grade(s) Taught (if applicable):

_____ Kindergarten

_____ First

_____ Second

_____ Third

Years of Teaching Experience: _____

Years at Present School: _____

Directions

Based on your knowledge of your school's reading program (e.g., goals, materials, allocated time), please use the following evaluation criteria to rate your reading program's implementation.

Each item has a value of 0, 1, or 2 to indicate the level of implementation (see below). Please note that some items are designated with a factor, (e.g., x 2). Items with this designation are considered more important in the overall reading program. Multiply your rating by the number in parentheses and record that number in the blank to the left of the item.

In the right-hand column of the table, document evidence available to support your rating for each item.

Levels of Implementation Description

0 = Not in place

1 = Partially in place

2 = Fully in place

Planning and Evaluation Tool for Effective Schoolwide Reading Programs

Internal/External Auditing Form

0
Not in place
1
Partially in place
2
Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
I. <u>Goals, Objectives, Priorities</u> – Goals for reading achievement are clearly defined, anchored to research, prioritized in terms of importance to student learning, commonly understood by users, and consistently employed as instructional guides by all teachers of reading.	
<u>Goals and Objectives:</u> _____ 1. are clearly <u>defined</u> and <u>quantifiable</u> at each grade level.	
_____ 2. are articulated across grade levels.	
_____ 3. are prioritized and dedicated to the essential elements (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) in reading (x 2).	
_____ 4. guide instructional and curricular decisions (e.g., time allocations, curriculum program adoptions) (x 2).	
_____ 5. are commonly understood and consistently used by teachers and administrators within and between grades to evaluate and communicate student learning and improve practice.	

_____ /14 Total Points _____ %

Percent of Implementation:

7 = 50%
11 = 80%
14 = 100%

0
1
2

Not in place

Partially in place

Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
II. <u>Assessment</u> – Instruments and procedures for assessing reading achievement are clearly specified, measure essential skills, provide reliable and valid information about student performance, and inform instruction in important, meaningful, and maintainable ways.	
<u>Assessment:</u> _____ 1. A schoolwide assessment system and database are established and maintained for documenting student performance and monitoring progress (x 2).	
_____ 2. Measures assess student performance on prioritized goals and objectives.	
_____ 3. Measures are technically adequate (i.e., have high reliability and validity) as documented by research.	
_____ 4. All users receive training and followup on measurement administration, scoring, and data interpretation.	
_____ 5. At the beginning of the year, screening measures identify students' level of performance and are used to determine instructional needs.	
_____ 6. Progress monitoring measures are administered formatively throughout the year to document and monitor student reading performance (i.e., quarterly for all students; every 4 weeks for students at risk).	

II. **Assessment** continued

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
<p>_____ 7. Student performance data are analyzed and summarized in meaningful formats and routinely used by grade-level teams to evaluate and adjust instruction (x 2).</p>	
<p>_____ 8. The building has a “resident” expert or experts to maintain the assessment system and ensure measures are collected reliably, data are scored and entered accurately, and feedback is provided in a timely fashion.</p>	

_____ /20 Total Points _____ %

Percent of Implementation:

10 = 50%

16 = 80%

20 = 100%

0
1
2

Not in place
Partially in place
Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
III. <u>Instructional Programs and Materials</u> - The instructional programs and materials have documented efficacy, are drawn from research-based findings and practices, align with state standards and benchmarks, and support the full range of learners.	
_____ 1. A comprehensive or core reading program with documented research-based efficacy is adopted for use school wide (x 3).	
_____ 2. The instructional program and materials provide explicit and systematic instruction on critical reading priorities (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) (x 2).	
_____ 3. The instructional materials and program align with and support state standards/scientifically based practices and provide sufficient instruction in essential elements to allow the majority of students to reach learning goals.	
_____ 4. Supplemental and intervention programs of documented efficacy are in place to support students who do not benefit adequately from the core program (x 2).	
_____ 5. Programs and materials are implemented with a high level of fidelity (x 3).	

_____/22 Total Points _____%

Percent of Implementation:

11 = 50% 18 = 80% 22 = 100%

0
1
2

Not in place
Partially in place
Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
IV. <u>Instructional Time</u> - A sufficient amount of time is allocated for instruction and the time allocated is used effectively.	
_____ 1. A schoolwide plan is established to allocate sufficient reading time and coordinate resources to ensure optimal use of time.	
_____ 2. Reading time is prioritized and protected from interruption (x 2).	
_____ 3. Instructional time is allocated to skills and practices most highly correlated with reading success (i.e., essential elements of reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension).	
_____ 4. Students in grades K-3 receive a minimum of 30 minutes of small-group teacher-directed reading instruction daily (x 2).	
_____ 5. Additional instructional time is allocated to students who fail to make adequate reading progress.	

_____/14 Total Points _____%

Percent of Implementation:

7 = 50%

11 = 80%

14 = 100%

0
1
2

Not in place
Partially in place
Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
V. <u>Differentiated Instruction/Grouping/Scheduling</u> - Instruction optimizes learning for all students by tailoring instruction to meet current levels of knowledge and prerequisite skills and organizing instruction to enhance student learning.	
_____ 1. Student performance is used to determine the level of instructional materials and to select research-based instructional programs.	
_____ 2. Instruction is provided in flexible homogeneous groups to maximize student performance and opportunities to respond.	
_____ 3. For children who require additional and substantial instructional support, tutoring (1-1) or small group instruction (< 6) is used to support teacher-directed large group or whole class instruction.	
_____ 4. Group size, instructional time, and instructional programs are determined by and adjusted according to learner performance (i.e., students with greatest needs are in groups that allow more frequent monitoring and opportunities to respond and receive feedback).	
_____ 5. Cross-class and cross-grade grouping is used when appropriate to maximize learning opportunities.	

_____/10 Total Points _____%

Percent of Implementation:

5 = 50% **8 = 80%** **10 = 100%**

Not in place

Partially in place

Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
VI. Administration/Organization/Communication - Strong instructional leadership maintains a focus on high-quality instruction, organizes and allocates resources to support reading, and establishes mechanisms to communicate reading progress and practices.	
_____ 1. Administrators or the leadership team are knowledgeable of state standards, priority reading skills and strategies, assessment measures and practices, and instructional programs and materials.	
_____ 2. Administrators or the leadership team work with staff to create a coherent plan for reading instruction and implement practices to attain school reading goals.	
_____ 3. Administrators or the leadership team maximize and protect instructional time and organize resources and personnel to support reading instruction, practice, and assessment.	
_____ 4. Grade-level teams are established and supported to analyze reading performance and plan instruction.	
_____ 5. Concurrent instruction (e.g., Title, special education) is coordinated with and complementary to general education reading instruction.	
_____ 6. A communication plan for reporting and sharing student performance with teachers, parents, and school, district, and state administrators is in place.	

_____ /12 Total Points _____ %

Percent of Implementation:

6 = 50%

10 = 80%

12 = 100%

0
1
2

Not in place
Partially in place
Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
VII. <u>Professional Development</u> - Adequate and ongoing professional development is determined and available to support reading instruction.	
_____ 1. Teachers and instructional staff have thorough understanding and working knowledge of grade-level instructional/reading priorities and effective practices.	
_____ 2. Ongoing professional development is established to support teachers and instructional staff in the assessment and instruction of reading priorities.	
_____ 3. Time is systematically allocated for educators to analyze, plan, and refine instruction.	
_____ 4. Professional development efforts are explicitly linked to practices and programs that have been shown to be effective through documented research.	

_____/8 Total Points _____%

Percent of Implementation:

4 = 50% 6.5 = 80% 8 = 100%

Planning and Evaluation Tool for Effective Schoolwide Reading Programs

Individual Summary Score

Directions: Return to each element (e.g., goals; assessment) and total the scores at the bottom of the respective page. Transfer each element's number to the designated space below. Sum the total scores to compute your overall evaluation of the schoolwide reading program. The total possible value is 100 points. The total score can be used to evaluate the overall quality of the school's reading program.

Evaluate each element to determine the respective quality of implementation. For example, a score of 11 in Goals/Objectives/Priorities means that in your estimation the school is implementing approximately 80% of the items in that element.

Element	Score	Percent
I. Goals/Objectives/Priorities	/14	
II. Assessment	/20	
III. Instructional Practices and Materials	/22	
IV. Instructional Time	/14	
V. Differentiated Instruction/Grouping	/10	
VI. Administration/Organization/Communication	/12	
VII. Professional Development	/8	
Total Score	/100	

Planning and Evaluation Tool for Effective Schoolwide Reading Programs

School Summary Score

Calculating Average Schoolwide Element Scores: Enter each individual's score by element on the following table. Sum down each column and divide by the number of participants to achieve an average school score for each element.

Calculate the proportion of total points for each element by dividing the average element score by the total possible points. This will provide the percentage of total points earned for each element.

Calculating Average Schoolwide Overall Scores. Enter the total scores of each individual in the designated space. Sum across the Total row and divide by the number of participants to achieve an average overall score for the school.

Planning and Evaluation Tool for Effective Schoolwide Reading Programs

Average Schoolwide Overall Scores

	Name	Goals I	Assess- ment II	Instr. Prac. III	Instr. Time IV	Grouping V	Admin. VI	Prof. Dev. VII
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
Total								
Mean								
Points Possible		14	20	22	14	10	12	8
Percentage of Total Points								

Planning and Evaluation Tool for Effective Schoolwide Reading Programs

Narrative Summary

1. Based on the schoolwide summary scores for each element and the average total schoolwide score, identify the areas of strength. Strengths may be based on elements or on specific items within elements.

2. List each element and specific items within each element that are in need of further development.

School Level Reading Action Plan (RAP)



Name of School, District

City, State

Reading Goals and Priorities

1. What: _____

Who: _____

When: _____

2. What: _____

Who: _____

When: _____

3. What: _____

Who: _____

When: _____

Committee Members

Adopted by School Staff on: _____
Date

Grade Level Reading Action Plan
(RAP)

School:
Grade:

GOAL 1:

Who:

When:

GOAL 2:

Who:

When:

GOAL 3:

Who:

When:

GOAL __:

Who:

When:

Program Fidelity Checklist

District _____ School _____ Teacher ID # _____
 Observer _____ Date _____ Program / Lesson _____
 Name of Group _____ Number of Students _____ Grade _____
 Time Spent Observing _____ Special Considerations _____

Instructional Target

Phonemic Awareness = PA Phonics = PH
 Other (e.g., writing, music) = O

Fluency = FL

Vocabulary = V

Comprehension = C

Time	Heading	Activity	Grouping			Primary Instructor			Level of Implementation			
			Whole Class	Small Group	Indep	Teacher = T	Specialist = S	Ed Asst = A	N = None	P = Partial	F = Full	
Write in start and stop time.	Write in major heading.	Write in activity. Circle the main instructional target of the activity. Slash other targets (s) the teacher emphasizes.										
		Activity 1: PA PH FL V C O	W	S	I	T	S	A	N	P / P+	F	
Comments												
		Activity 2: PA PH FL V C O	W	S	I	T	S	A	N	P / P+	F	
Comments												
		Activity 3: PA PH FL V C O	W	S	I	T	S	A	N	P / P+	F	
Comments												
		Activity 4: PA PH FL V C O	W	S	I	T	S	A	N	P / P+	F	
Comments												
		Activity 5: PA PH FL V C O	W	S	I	T	S	A	N	P / P+	F	
Comments												

Time	Heading	Activity	Grouping			Primary Instructor			Level of Implementation		
		Activity 6: PA PH FL V C O	W	S	I	T	S	A	N	P / P+	F
Comments											
		Activity 7: PA PH FL V C O	W	S	I	T	S	A	N	P / P+	F
Comments											
		Activity 8: PA PH FL V C O	W	S	I	T	S	A	N	P / P+	F
Comments											
		Activity 9: PA PH FL V C O	W	S	I	T	S	A	N	P / P+	F
Comments											
		Activity 10: PA PH FL V C O	W	S	I	T	S	A	N	P / P+	F
Comments											
		Activity 11: PA PH FL V C O	W	S	I	T	S	A	N	P / P+	F
Comments											
		Activity 12: PA PH FL V C O	W	S	I	T	S	A	N	P / P+	F
Comments											
		Activity 13: PA PH FL V C O	W	S	I	T	S	A	N	P / P+	F
Comments											
		Activity 14: PA PH FL V C O	W	S	I	T	S	A	N	P / P+	F

General Features of Instruction

Primary Instructor: Teacher Specialist Assistant

Grouping:

Whole Class

Small Group

1. Instructor modeled instructional tasks when appropriate.

Comments

2. Instructor provided explicit instruction.

Comments

3. Instructor engaged students in meaningful interactions with language during lesson.

Comments

4. Instructor provided multiple opportunities for students to practice instructional tasks.

Comments

5. Instructor provided corrective feedback after initial student responses.

Comments

6. Students were engaged in the lesson during teacher-led instruction.

Comments

7. Students were engaged in the lesson during independent work.

Comments

8. Students were successful completing activities at a high criterion level of performance.

Comments

9. Instructor encouraged student effort.

Comments

Observation Feedback

Areas Implemented Well:

Identified Area(s) for Student Support:

Action Plan:

Follow-Up Date:

Taking Stock of Assessment

	Assessment Name	Grade	Big Idea Area	Purpose of Assessment (circle)	Where do you find evidence of reliability and validity?	Data Management Plan	Strengths and Weaknesses
Reading				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring Outcome			

	Assessment Name	Grade	Big Idea Area	Purpose of Assessment (circle)	Where do you find evidence of reliability and validity?	Data Management Plan	Strengths and Weaknesses
Reading				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring Outcome			

CSI Maps

School:

Grade:

Time Frame/Year:

Instructional Recommend	Participation in Core Curriculum:			Supplemental & Intervention Programs/Strategies:				Determining Instructional Effectiveness	
	Whole	Small	IW	Curriculum 1:	Curriculum 2:	Curriculum 3:	Curriculum 4:	Independent Work:	Out-of-Program Testing
Benchmark Subgroup 1: n=	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Students Served:	Test #1:
	Group Size:	Group Size:		Students Served:	Students Served:	Students Served:			Frequency:
	Activities:	Activities:		Activities:	Activities:	Activities:	Activities:		Activities:
				__ w/in reading block __ in addition to reading block	_w/in reading block __ in addition to reading block	_w/in reading block __ in addition to reading block	_w/in reading block __ in addition to reading block		Frequency:
	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Test #3:
				Days Per Week:	Days Per Week:	Days Per Week:	Days Per Week:		Frequency:
	In-Program Tests:			In-Program Tests:	In-Program Tests:	In-Program Tests:	In-Program Tests:		

Instructional Recommend	Participation in Core Curriculum:			Supplemental & Intervention Programs/Strategies:					Determining Instructional Effectiveness
	Whole	Small	IW	Curriculum 1:	Curriculum 2:	Curriculum 3:	Curriculum 4:	Independent Work:	Out-of-Program Testing
Benchmark Subgroup 2: n=	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Students Served:	Test #1:
	Group Size:	Group Size:		Students Served:	Students Served:	Students Served:			Frequency:
				Group Size:	Group Size:	Group Size:			
	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Test #2:
				_ w/in reading block _in addition to reading block	_w/in reading block _ in addition to reading block	_w/in reading block _in addition to reading block	_w/in reading block _in addition to reading block		Frequency:
	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Test #3:
				Days Per Week:	Days Per Week:	Days Per Week:	Days Per Week:		Frequency:
In-Program Tests:				In-Program Tests:	In-Program Tests:	In-Program Tests:	In-Program Tests:		

Instructional Recommend	Participation in Core Curriculum:			Supplemental & Intervention Programs/Strategies:					Determining Instructional Effectiveness
	Whole	Small	IW	Curriculum 1:	Curriculum 2:	Curriculum 3:	Curriculum 4:	Independent Work:	Out-of-Program Testing
Strategic Subgroup 1: n=	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Students Served:	Test #1:
	Group Size:	Group Size:		Students Served:	Students Served:	Students Served:			Frequency:
				Group Size:	Group Size:	Group Size:			
	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Test #2:
				_ w/in reading block _in addition to reading block	_w/in reading block _ in addition to reading block	_w/in reading block _in addition to reading block	_w/in reading block _in addition to reading block		Frequency:
	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Test #3:
				Days Per Week:	Days Per Week:	Days Per Week:	Days Per Week:		Frequency:
In-Program Tests:			In-Program Tests:	In-Program Tests:	In-Program Tests:	In-Program Tests:			

Instructional Recommend	Participation in Core Curriculum:			Supplemental & Intervention Programs/Strategies:					Determining Instructional Effectiveness
	Whole	Small	IW	Curriculum 1:	Curriculum 2:	Curriculum 3:	Curriculum 4:	Independent Work:	Out-of-Program Testing
Strategic Subgroup 2: n=	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Students Served:	Test #1: Frequency:
	Group Size:	Group Size:		Students Served:	Students Served:	Students Served:			
				Group Size:	Group Size:	Group Size:			
	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Test #2: Frequency:
				_ w/in reading block _in addition to reading block	_w/in reading block _ in addition to reading block	_w/in reading block _in addition to reading block	_w/in reading block _in addition to reading block		
	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Test #3: Frequency:
				Days Per Week:	Days Per Week:	Days Per Week:	Days Per Week:		
In-Program Tests:				In-Program Tests:	In-Program Tests:	In-Program Tests:	In-Program Tests:		

Instructional Recommend	Participation in Core Curriculum:			Supplemental & Intervention Programs/Strategies:					Determining Instructional Effectiveness
	Whole	Small	IW	Curriculum 1:	Curriculum 2:	Curriculum 3:	Curriculum 4:	Independent Work:	Out-of-Program Testing
Intensive Subgroup 1: n=	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Students Served:	Test #1:
	Group Size:	Group Size:		Students Served:	Students Served:	Students Served:			Frequency:
				Group Size:	Group Size:	Group Size:			
	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Test #2:
				_ w/in reading block _in addition to reading block	_w/in reading block _ in addition to reading block	_w/in reading block _in addition to reading block	_w/in reading block _in addition to reading block		Frequency:
	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Test #3:
				Days Per Week:	Days Per Week:	Days Per Week:	Days Per Week:		Frequency:
In-Program Tests:				In-Program Tests:	In-Program Tests:	In-Program Tests:	In-Program Tests:		

Instructional Recommend	Participation in Core Curriculum:			Supplemental & Intervention Programs/Strategies:					Determining Instructional Effectiveness
	Whole	Small	IW	Curriculum 1:	Curriculum 2:	Curriculum 3:	Curriculum 4:	Independent Work:	Out-of-Program Testing
Intensive Subgroup 2: n=	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Students Served:	Test #1: Frequency:
	Group Size:	Group Size:		Students Served:	Students Served:	Students Served:			
				Group Size:	Group Size:	Group Size:			
	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Test #2: Frequency:
				_ w/in reading block _in addition to reading block	_w/in reading block _in addition to reading block	_w/in reading block _in addition to reading block	_w/in reading block _in addition to reading block		
	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Minutes:	Test #3: Frequency:
				Days Per Week:	Days Per Week:	Days Per Week:	Days Per Week:	Days Per Week:	
In-Program Tests:			In-Program Tests:	In-Program Tests:	In-Program Tests:	In-Program Tests:			