1. INTRODUCTION

The Oregon K-12 Literacy framework, which is aligned to Response to Intervention (RTI), contends that a comprehensive reading assessment system is foundational to a successful K-12 reading program. Centennial School District (CSD) has systematically implemented two components of a reading assessment system: Universal Screener (Components of the DRA) and Diagnostic (Full DRA).

CSD is capable of categorizing students according to risk level and developing an initial course of instruction for students who are categorized as some-risk or at-risk by administering a full diagnostic assessment. However, currently, there is not a systematic method of progress monitoring students.

Effective instruction consists of responding to students’ needs while building on their strengths. Students benefit from a sensitive and continuous approach for monitoring progress. Through research and a pilot study, CSD selected the Running Record with miscue analysis (Meaning, Structure, and Visual) as its tool for progress monitoring. Through an on-line formative assessment system including easyCBM, students benefit from a sensitive and continuous approach for monitoring progress. Through research and a pilot study, CSD selected the Running Record with miscue analysis (Meaning, Structure, and Visual) as its tool for progress monitoring. Through research and a pilot study, CSD selected the Running Record with miscue analysis (Meaning, Structure, and Visual) as its tool for progress monitoring.

2. EXPENDITURES AND RESOURCE ALLOCATION

<table>
<thead>
<tr>
<th>PHASE I</th>
<th>PHASE II</th>
<th>PHASE III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coding (7 ½ hour training):</td>
<td>Informing Instruction (3 1/2 hour training):</td>
<td>Scaling-Up:</td>
</tr>
<tr>
<td>Elementary and Middle School Learning Specialists: 19 x $188.67 = $3,584.73</td>
<td>Elementary and Middle School Learning Specialists: 19 x $188.67 = $1,792.37</td>
<td>District Office Staff (Assessment TOSA, Assistant Director of Curriculum and Assessment, and Supervisor of Student Service/Federal Programs) facilitate monthly meetings at buildings with staff during late start Wednesdays:</td>
</tr>
<tr>
<td>Title I Teachers: 8 x $188.67 = $754.68</td>
<td>Title I Teachers: 8 x $91.56 = $732.48</td>
<td>$0</td>
</tr>
<tr>
<td>2 days of preparation for trainers: 4 x $188.67 = $754.68</td>
<td>1 day of preparation for trainers: 2 x $188.67 = $377.34</td>
<td>+</td>
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<tr>
<td>Technical Assistance Meetings: $0</td>
<td>Technical Assistance Meetings: $0</td>
<td>Materials: $0</td>
</tr>
<tr>
<td>$5,848.77</td>
<td>$2,849.46</td>
<td>$8,698.23</td>
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PHASE I, II, and III = *Total Estimated Cost of $36, 958.44

3. TIMELINE AND TRAINING GOALS

- **Phase I: Coding**
  - Goal: 1) Establish need; 2) Gather data from two schools to determine mindset; 3) Design training; and 4) Seek buy-in from Administrators
  - 1/2010 to 8/2010

- **Phase II: Informing Instruction**
  - Goal: 1) Use Technical Assistance meetings as a PLC for informing instruction; 2) Establish systematic implementation of progress monitoring both building wide; Ensure consistent progress monitoring practices district wide, and 3) Develop a training protocol and plan for new staff
  - 10/2010

- **Phase III: Scaling-Up**
  - Goal: 1) Use Technical Assistance meetings as a PLC for informing instruction; 2) Establish systematic implementation of progress monitoring both building wide; Ensure consistent progress monitoring practices district wide, and 3) Develop a training protocol and plan for new staff
  - 3/2011

4. ALTERNATIVE OPTIONS

1. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing early literacy skills for students in K-6th grade. Designed to be short (one minute) fluency measures used to regularly monitor reading skills. DIBELS does not match CSD’s problem—solving approach to RTI.
2. easyCBM is an on-line formative assessment system including reading and math skills deemed critical at each grade level for student academic success. easyCBM limits teacher/student interaction and the comprehension section is time consuming.

5. REFERENCES
