Integrating Tiered Data Based Decision Making to Address Essential Questions in an RTI Process:

Grade Level Data Team Meetings

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Today we will cover:

- Who should be at grade level data meetings
- Meeting steps/procedures to address essential questions
- Different questions addressed at the fall, winter and spring data meetings
- Using measures that address effectiveness of core instruction and prioritize students for targeted, tiered supports
- Use of diagnostic assessment information to understand student needs for *targeted* interventions
- Plan progress monitoring logistics
- Use information collected at meetings to inform other levels of decision making

Planning, Coordination, Communication, Responding

Polls

Demographics (roles, grades)

Differentiation/Intervention/Assessment – 3 Tiers

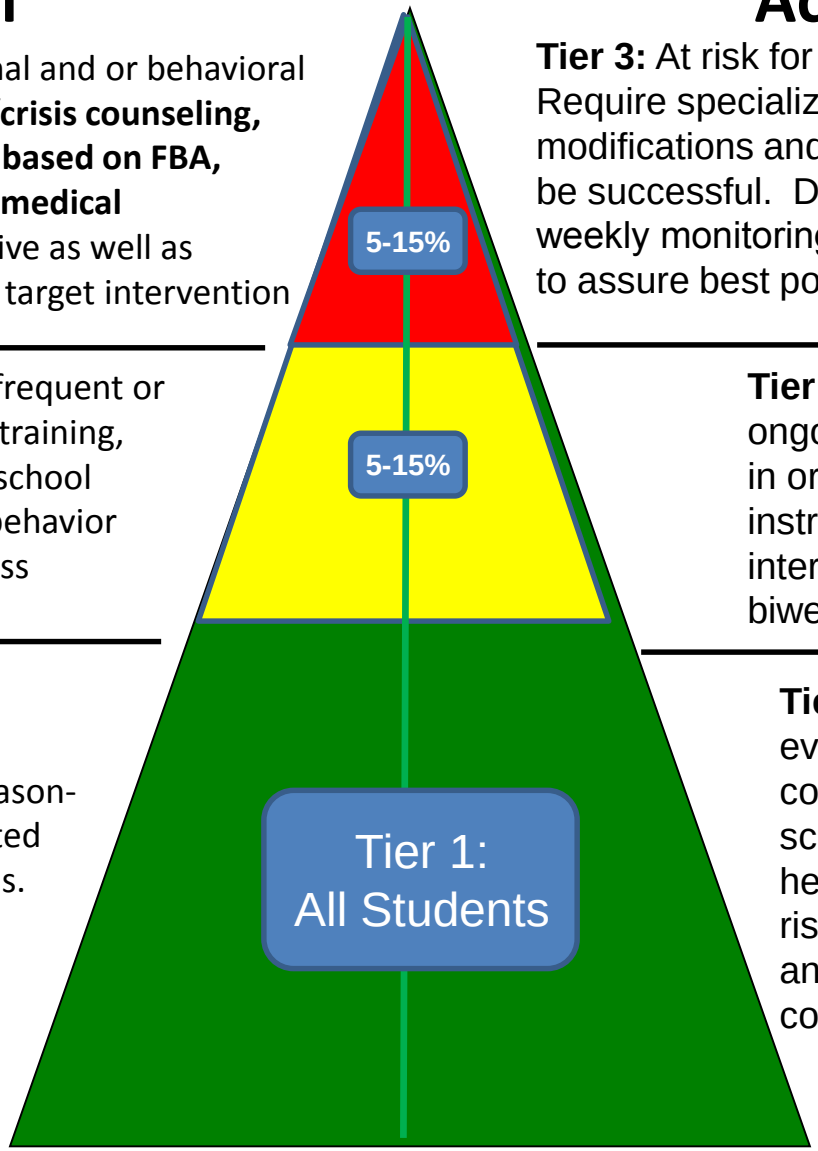
Review

Behavioral

Tier 3: Intensive social, emotional and or behavioral intervention such as: **Individual/crisis counseling, alternate setting for breaks, BIP based on FBA, community based intervention, medical intervention**. Evaluation (formative as well as diagnostic) may be warranted to target intervention

Tier 2: Individual (perhaps less frequent or as need) group counseling/skills training, self monitoring, frequent home-school communication and systematic behavior plans may be necessary to address problem(s).

Tier 1: Effective classroom management including good instructional match and clear, reasonable expectations are implemented on a school-wide/class-wide basis. Positive interactions/ acknowledgements teach prosocial behaviors and build respectful relationships



Academic

Tier 3: At risk for life long academic difficulties. Require specialized instruction, supports, modifications and accommodations in order to be successful. Daily intensive intervention, weekly monitoring and 'diagnostic' assessment to assure best possible progress.

Tier 2: May need temporary or ongoing support and differentiation in order to succeed in core instruction. Small group intervention with weekly or biweekly progress monitoring

Tier 1: All students receive evidence-based, differentiated core instruction. Universal screening 3+ times per year helps to identify students most at risk to prioritize for intervention and to evaluate effectiveness of core instruction

DBDM is part of the RTI problem solving process and addresses the following questions

- What do the students know? (**What are their needs and what do we need to teach?)**

- **Are programs and practices in our school effective** in meeting student needs? (Are there certain groups whose needs are not being addressed?)

- **Who are the students who we prioritize for additional supports?**

- Is the student making progress (**Do I stay the course or make an instructional adjustment**)?

- **What do we need to do to improve our educational system for all students?** (e.g., materials, scheduling, professional development)

Data needs to be organized and communicated effectively with key audiences

DBDM Within a Tiered RTI Problem Solving Process

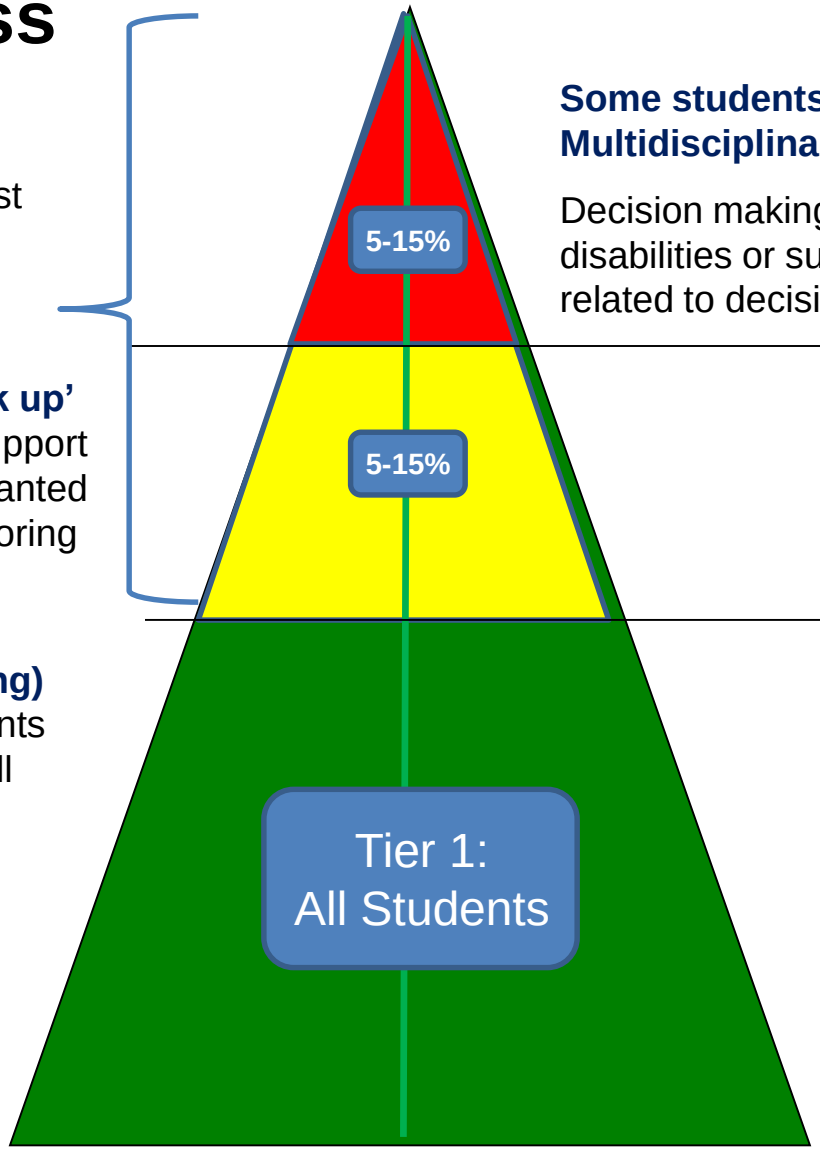
Review

Individualized problem solving meetings for most intense and or complex problems

Progress monitor 'check up' meetings to change or support interventions if when warranted (based on progress monitoring and diagnostic data)

Post benchmark (screening) data meetings for all students to evaluate programs/overall school/grade level risk and assures differentiated instruction and positive behavioral supports

Informal discussion with colleagues



Some students may need Multidisciplinary Team meetings (MDT)

Decision making concerning students with disabilities or suspected disabilities often related to decisions made at CSE

District/School decision making to improve programs based on data (e.g., core instruction, intervention resources, professional development needs) **(All tiers)**

Response to Intervention (RTI)

A tiered problem solving process in schools might be:

Informal consultation with colleagues (All tiers)

Post Benchmark Data Meetings (All tiers September, January and May/June, but focus primarily on tiers 2 and 3 in January and May/June)

Checkup Data Meetings (efficient and responsive) (Tier 2 and 3 at about the October 10 week and March 30 week points)

Effective problem solving team meetings to identify and understand more complex problems for individual students. Plan and evaluate interventions (typically Tiers 2b and 3)

Multidisciplinary Team (MDT) meetings – CSE decision making (initial reviews, re-evaluation review panning)

District/School RTI team meetings - Make decisions concerning resources, decision making and infrastructure

Universal Screening/Benchmark Assessments

Review

Assessment Qualities

- Valid and reliable
- Brief/Efficient
- Administration logistics are feasible (e.g., easily trained)
- Measure important foundation academic skills
- Predict student risk
- Independent from a specific curriculum
- Can be communicated with a variety of audiences for a variety of purposes

Assessment Purposes

- Identify proportion of students at risk (program evaluation)
- Identified underserved populations (program evaluation)
- Examine and guide core instruction (program evaluation)
- Identify whether number of students at risk is increasing or decreasing (program evaluation)
- Prioritize students needing intervention at each tier
- Guide student instruction
- Establish a baseline for goals

2 Poll

- 1. RTI universal screening used in your school:
- STAR
- AIMSweb
- FastBridge
- DIBELS
- NWEA
- iReady
- iStation
- Fountas and Pinnell
- DRA
- District Created Measure
- NY State Test
- Other
- None

-
- 2. RTI progress monitoring tool used in your school:
- STAR
- AIMSweb
- DIBELS
- FastBridge
- iReady
- iStation
- Fountas and Pinnell
- DRA
- District created measures
- Other
- None
-

Review

Grade Level Post Benchmark Data Meetings

Purpose: Using data to prioritize, plan and coordinate targeted interventions and progress monitoring at a grade level

September	In-between	January	In-between	May-June
Post Benchmark (Screening)	Progress monitoring check up meeting(s)	**Post Benchmark (Screening)**	Progress monitoring check up meeting(s)	**Post Benchmark (Screening)**

Poll

Do you currently hold grade level meetings ('data meetings') after each benchmark assessment?

- Yes - With additional grade level meetings to formally review progress monitoring data
- Yes - Three times per year
- We have meetings to review benchmark data but not with the entire grade level
- Partially - One or two times per year
- No

Why Grade Level Meetings? Do the Math!

If we *only* did *individual student* problem solving:

Typical school of 450 students

http://sites.psu.edu/shensrclblog/wp-content/uploads/sites/15496/2014/09/gaokao.jpg

About 20% need some form of a problem solving process to assure that they are receiving necessary academic and or behavioral supports = **90 Students**

Two traditional individualized 30-40 minute problem solving team meetings per week (Identify problem; Understand problem; Set goals, Plan intervention, Plan to evaluate and support intervention) starting in the fall.

40 weeks in a school year; Meet on 80 students.

The last 10 of the 90 students get meetings in July (and this is without follow up meetings!)

Many students need multi-tiered, targeted supports in September with follow up.

Why Grade Level Meetings? Do the Math!

If we *only* did *individual student* problem solving

Grade level data meetings put all the data on the table, consider all available resources to address needs, and provide an opportunity for schools to make important decisions that benefit all students in a timely manner.

Post-benchmark data meetings

When	Members	Purpose
After Fall, Winter, and Spring administration of universal screening	• **Grade level teachers** • **Interventionists at that grade level** • **School administrator**, • School psychologist and or other support staff that can facilitate discussions based on data and match problems to interventions	• Examine grade level needs (including core instruction) • Address needs of many students through a timely, coordinated process • Assign students to targeted tiered interventions • Progress monitoring logistics • Prioritize students who require further steps

Advanced and Ongoing Preparation for the Post-benchmark Meeting (Fall, Winter, Spring)

1. Complete an inventory of intervention resources *in advance of* the data meeting.

2. Create separate tables of Tier 3, 2, 1 interventions

3. Consider creating a table for interventions used for English as a New Language (ENL) students

Skill addressed (Consider):

- **Phonics,**
- **Phonemic awareness,**
- **Fluency,**
- **Vocabulary,**
- **Comprehension**

Source of evidence:

- **Peer reviewed articles with control groups,**
- **FCRR,**
- **What Works Clearinghouse, National Center on Intensive intervention**

The best RTI infrastructure and process, with qualified motivated educators, will not benefit students if staff are not provided with effective tools and the professional development to use them.

The best RTI infrastructure and process, with qualified motivated educators, will not benefit students, if educators are not provided with effective tools and the professional development to use them.

Advanced and Ongoing Preparation for the Post-benchmark Meeting (Fall, Winter, Spring)

School/District RTI Team with input from grade level staff complete this intervention resource inventory and update continuously

Intervention Name	Grade(s) used	Skill(s) addressed	Source of evidence	Needed supports (training, staff)	Time per day needed	Days per week	Group size	How fidelity is assessed
								Review

Preparing for the Post-benchmark Meeting (Fall, Winter, Spring)

- Organize grade level data to prioritize most at risk students in areas that predict risk (e.g., phonics, phonemic awareness, fluency, vocabulary, comprehension)
  - Consider all 'strong' data available.
  - School/District RTI team may provide guidance for grade level meetings by meeting and reviewing data

- Use color coded tables with universal screening to indicate varying degrees of risk in different areas for the entire grade level.

- Begin to consider: What issues do we need to address at a classroom or grade level and what can be addressed through multi-tiered supports?

Preparing for the Post-benchmark Meeting (Fall, Winter, Spring)

- Consider cut scores and 'decision rules' developed by district (if available)
- *Come into meeting prepared* with other data to support or disconfirm risk and needs identified by benchmark data (formal and informal diagnostic assessments)
- For Winter and Spring meetings review and reflect on progress monitoring data for Tier 2 and 3 students.

Prioritizing students for targeted tiered intervention: Decision rules

- The use of **decision rules** by a school/district team expedites the decision making process for teams by providing a 'common ground' for how students are prioritized for multi-tiered interventions.

- **Decision rules guide:**
  - Tier 2 and 3 placement
  - Determining when to intensify, end, or otherwise change small group/individualized instruction

Decision Tree: Who's At-Risk?

(Example: School/District Teams make these decisions)

Review

Low Risk

Students who are meeting or exceeding criterion-referenced cut scores based on universal screening

Tier I

Slight Risk

Students who are in the average range (> 30th percentile nationally) but below criterion cut score for low risk

Tier I differentiated instruction and supports

Some Risk

Students who are between 15th and 30th percentile *locally* and below criterion cut score for low risk

Tier 2

High Risk

Students who are below 15th percentile locally and at high risk based on criterion cut score

Tier 3

These are examples. School/District RTI team determines

Routines and Procedures in a Tiered Problem Solving Process – Post Benchmark Grade Level Meetings

Step 1 **Examine grade level needs and effectiveness of core instruction** (Tier 1)

Step 2 **Prioritize students for targeted tiered intervention.**

Step 2b **Identify instructional needs based on formal and informal diagnostic assessments.**

Step 3 **Plan and assign students to *targeted,* tiered intervention (Tier 3, Tier 2)**

Step 4 **Plan needed supports at Tier 1**

Step 5 **Identify progress monitoring logistics (Identify measures, set goals)**

Step 6 **Identify students who need further meeting or diagnostic assessments** (e.g., Individualized problem solving).

Routines and Procedures in a Tiered Problem Solving Process – Post Benchmark Grade Level Meetings

Fall Meeting Considerations: Planning the year ahead

Step 1 Examine grade level needs (Tier 1)

Are needs similar to those in previous years? Are there areas where we need to focus supports? For K, Do we have more or less at risk 'incoming' this year?

Note: During the fall benchmark, results may reflect instruction from previous grade. Even then, risk may have been reduced during that year. Judge others with caution!!!

Step 2 Prioritize students for targeted, tiered intervention.

For grades one and higher, corroborate fall data with previous year's spring benchmark and other data

Caution: Fall scores may be impacted by regression in skills over the summer. Do not assess too early. Triangulate with past year's spring data. to prioritize students

Step 2b Identify instructional needs based on formal and informal diagnostic assessments.

Have additional diagnostic data collected and ready to communicate at the meeting, especially for Tier 3

Step 3 Plan and assign students to *targeted,* tiered intervention (Tier 3, Tier 2)

At the fall benchmark there may be less current diagnostic and progress monitor data available

This is a significant step during the Fall meeting as instructional groups are just being set up for the year

Step 4 Plan needed supports at Tier 1 (Don't overload Tier 2 and Tier 3!)

Step 5 Identify progress monitoring logistics (Identify measures, set goals)

This is a significant step during the Fall meeting as progress monitoring is just being set up for the year

Step 6 Identify students who need further meeting or diagnostic assessments

(e.g., Individualized problem solving meetings).

Routines and Procedures in a Tiered Problem Solving Process – Post Benchmark Grade Level Meetings

Winter Meeting Considerations: Re-organizing and re-thinking

Step 1 Examine grade level needs (Tier 1)

Has risk reduced from fall to winter?

Are there resource and or professional development needs that need to be brought to the school/district team?

Step 2 Prioritize students for targeted tiered intervention.

Winter benchmark data and progress monitoring data can help to prioritize for targeted supports.

At the winter benchmark it may be very important to release students from intervention who no longer need it.

Students not identified at the fall benchmark can receive intervention or intervention groups can be smaller/more intense.

Step 2b Identify instructional needs based on formal and informal diagnostic assessments.

Hopefully, additional diagnostic data will be available so that intervention groups are targeted to students' needs

Examine progress monitor information. Are there students/groups of students who need an intervention change?

Step 3 Plan and assign students to *targeted,* tiered intervention (Tier 3, Tier 2)

Having entire grade level , interventionists and a list of all available resources may help to effectively and efficiently re-organize mid year.

Step 4 Plan needed supports at Tier 1 (Don't overload Tier 2 and Tier 3

Step 5 Identify progress monitoring logistics (Identify measures, set goals)

Hopefully most progress monitoring logistics will have been addressed during the fall meeting

Step 6 Identify students who need further meeting or diagnostic assessments

(e.g., Individualized problem solving meetings and may begin to consider referrals for CSE evaluations).

Routines and Procedures in a Tiered Problem Solving Process – Post Benchmark Grade Level Meetings

Spring Meeting Considerations: A time of reflection and planning

Step 1 **Examine grade level needs** (Tier 1)

Has risk reduced from fall to winter to spring? Reflect on the progress all students have made.

Have certain interventions been more effective than others?

Are there resource and or professional development needs that need to be brought to the school/district team?

Step 2 **Prioritize students for targeted tiered intervention.**

Spring benchmark data and progress monitoring data can help to prioritize for targeted supports next fall

Step 2b **Identify instructional needs based on formal and informal diagnostic assessments. These needs probably won't go away over the summer.**

Step 3 **Plan and assign students to *targeted,* tiered intervention (Tier 3, Tier 2)**

Make any final changes – There are still opportunities for learning!

Step 4 **Plan needed supports at Tier 1 (for the fall)**

Step 6 **Identify students who need further meeting or diagnostic assessments**

(e.g., Are there students who will need various supports immediately in the fall?).

POST-BENCHMARK MEETING STEPS

Step 1 Examine grade level needs and effectiveness of core instruction (Tier 1)

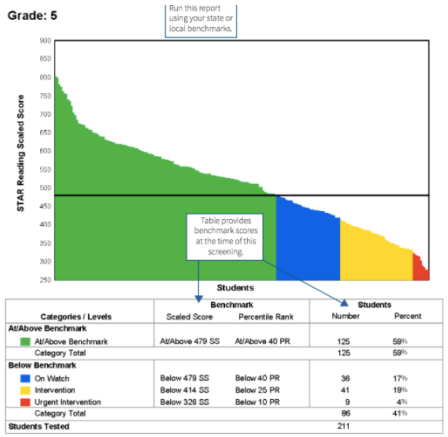
All teachers review and discuss grade/*classroom* level data (Note: By this time district or school level team may have reviewed data and have input for grade level team)

- **Is core instruction working/effective/appropriate for the great majority (e.g., 75-80%)** of students at grade level? Adapt vs adopt to assure instructional level for most all students.
- **What changes need to be made to core instruction?** (These issues may not be completely addressed at the data meeting and may need to be brought to school/district team for resource acquisition and professional development)
- Are there **classwide problems** to address?
- **Plan differentiation and supports at Tier 1.**
  - Some authors suggest that if there is evidence of a primary core or classwide issue, address the problem at Tier 1, do not implement Tier 2 and 3

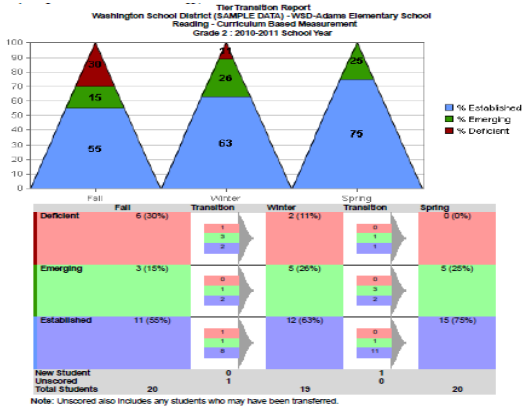
May require further grade level meeting (or school/district team meeting) to further plan coordinated services and acquire needed resources and professional development.

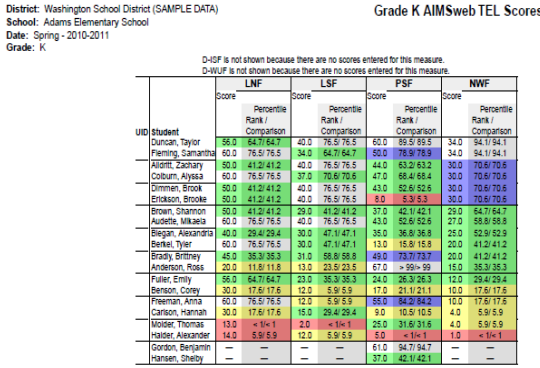
Examples of charts used to identify proportion of students at risk and evaluate core instruction (program evaluation)

STAR



AIMSweb

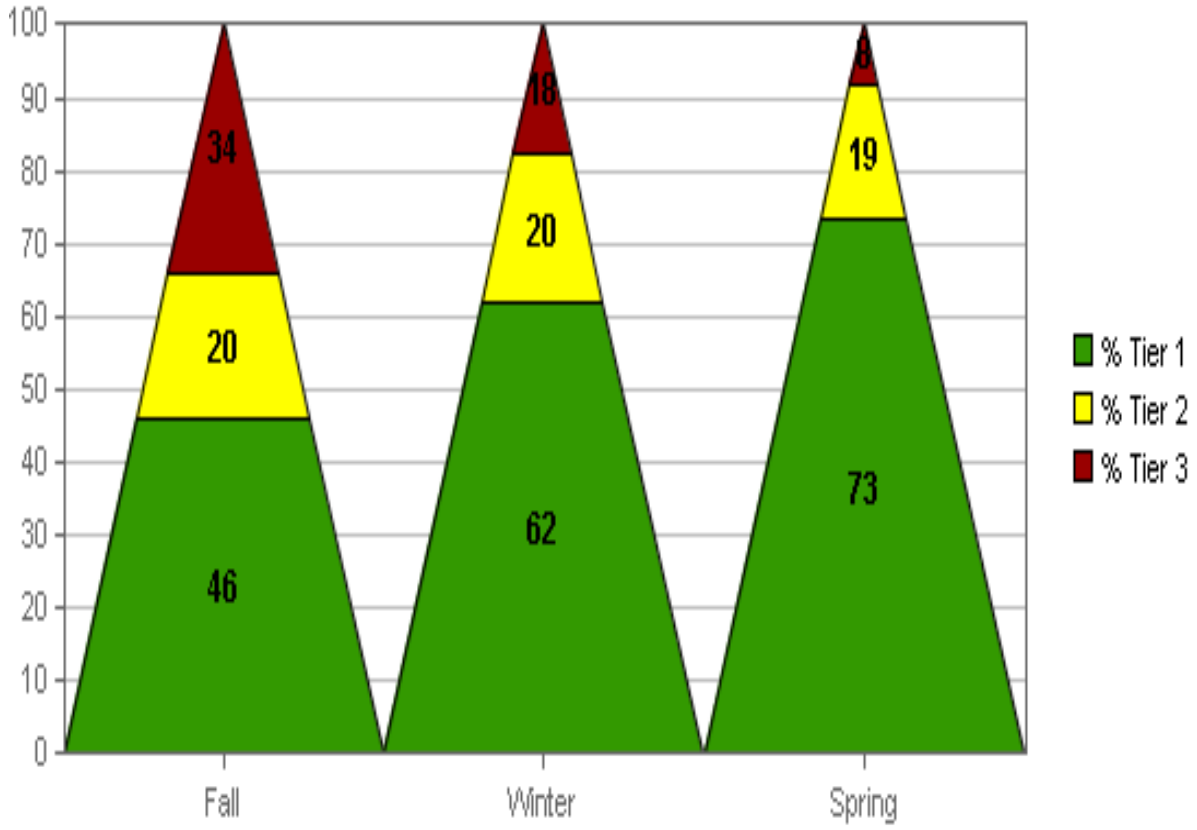




FastBridge

Determine the overall number of students at some and high risk relative to resources required to address needs. Look at multi-year trends in data. Are we getting better? Set goals for improvement.

Step 1 Core – How many are at risk and are they getting better (winter, spring)?



Most measures like this use **'Criterion scores'.** That is certain **scores predict success (or not).**

In this AIMSweb example, 34% were 'in the red' (high risk) during the fall benchmark. In a typical school 15% would be 'in the red'.

In a typical school:
55% would be 'green';
15% would be red

Red – High Risk + o - 15th %tile or below
Yellow – Some Risk - 16th to *about* 45th percentile (except for TEL, TEN 15th – 35th %tile)
Green – Low risk + o - above the $^{+o-}$ 45th percentile (except for TEL, TEN above 35th %tile)

Local Norms, National Norms, Criterion Cut Scores

Criterion cut scores: Indicate whether a student is low, some or high risk of being proficient (e.g., passing a statewide test). They are based on correlations of the screening measure with the high stakes test. Many times low risk corresponds to above about the 40-45th percentile nationally. The cut score for high risk is usually found to be at abut the national 15th percentile.

Local norms : Compare students to others in same grade in same school or district. Typically used when making decisions to assign Tier 2 or Tier 3 interventions. Usually, schools can provide additional tiered intervention to 20-30% of students in the local population (depending on needs and available resources).

National Norms: Reality check. In high performing schools, 'below average' student based on local norms may be average nationally. In a low performing school , an 'average student' based on local norms may actually be at significant risk in an average performing school.

Poll

How many agree with the following statement?

1. Tier 2 and Tier 3 interventions should not be provided until 70-80% of students in a school are above the 25th percentile (based on national norms).

Agree Disagree

2. Our school does not have the resources (staff, intervention resources) to *effectively* address more than 25 - 30% of our students in *additional* tiered, small group (1:5, 1:3) intervention in addition to core instruction.

Agree Disagree

3. Based on test score data (state testing and or RTI data) our district is

High achieving average low achieving Lake Woobegone (Everyone is above average)

Step 1: Tier 1 Examples of AIMSweb charts used to identify proportion of students at risk and evaluate core instruction (Tier 1 program evaluation)

The Scores and Percentiles "**Rainbow Report**" can be changed to compare students to national, district, grade (school) and or classroom norms. It can also group students according to "high", "some" and "low" risk. *Aimsweb calls this Tier 1, Tier 2 and Tier 3 however do not necessarily assign students to tiers by these descriptions.*

Comparing students to peers in grade (local norm) will always result in bell curve of scores. Use this for resource allocation

Class Distribution by Scores and Percentile
Washington School District - Jefferson Elementary School
Grade 5 - Fall 2009-2010
Reading - Curriculum Based Measurement

Name	Corrects	Errors	Accuracy	Performance Summary	Potential Instructional Action
Duncan, Michael	182.0	2.0	98.9%	Well Above Average	Consider Need for Individualized Instruction
Ginter, Hunter	163.0			Well Above Average	Consider Need for Individualized Instruction
Mahmood, Kimberly	140.0	12.0	92.1%	Well Above Average	Consider Need for Individualized Instruction
Well Above Average >= 139.0 (90th %ile)					
Ewaldt, Marissa	137.0	16.0	89.5%	Above Average	Consider Need for Individualized Instruction
Barnes, Kevin	135.0			Above Average	Consider Need for Individualized Instruction
Erickson, Devyn	128.0			Above Average	Consider Need for Individualized Instruction
Above Average >= 126.0 (75th %ile)					
Burch, Jessica	123.0			Average	Continue Current Program
Hartinger, Savanah	123.0	6.0	95.3%	Average	Continue Current Program
Hadd, Madisen	122.0	24.0	83.6%	Average	Continue Current Program
Bickford, Megan	120.0			Average	Continue Current Program
Gordon, Emma	119.0	3.0	97.5%	Average	Continue Current Program
Jennissen, Taylor	118.0			Average	Continue Current Program
Target = 115.0					
Cloud, Maya	98.0	7.0	93.3%	Average	Continue Current Program
Kent, Matthew	98.0	4.0	96.1%	Average	Continue Current Program
Forseth, Jonah	94.0			Average	Continue Current Program
Howard, Emily	94.0			Average	Continue Current Program
Frost, Savanna	91.0	19.0	82.7%	Average	Continue Current Program
Average >= 90.0 (25th %ile)					
Johnson, Joseph	89.0	6.0	93.7%	Below Average	Further Assess and Consider Individualizing Program
Berg, Hannah	88.0	21.0	80.7%	Below Average	Further Assess and Consider Individualizing Program
Hamer, Jesse	87.0			Below Average	Further Assess and Consider Individualizing Program
Below Average >= 81.0 (10th %ile)					
Davis, Travis	79.0			Well Below Average	Begin Immediate Problem Solving
Martin, Michael	48.0	12.0	80.0%	Well Below Average	Begin Immediate Problem Solving
Hunter, Lindsey	45.0	13.0	77.6%	Well Below Average	Begin Immediate Problem Solving

Comparing students to aimsweb norm(national norm) is a 'reality check. A student may be 'average' locally but below average in most other schools

Name	Corrects	Errors	Accuracy	Performance Summary	Potential Instructional Action
Target = 115.0					
Well Above Average >= 98.0 (90th %ile)					
Stevens, Alex	87.0	8.0	91.6%	Above Average	Consider Need for Individualized Instruction
Above Average >= 87.0 (75th %ile)					
Tapia, Chris	78.0	4.0	95.1%	Average	Continue Current Program
Smith, Kyle	78.0	6.0	92.9%	Average	Continue Current Program
Reyes, Melissa	57.0	8.0	87.7%	Average	Continue Current Program
Young, Jozlyn	56.0	2.0	96.6%	Average	Continue Current Program
Palmateer, Mike	56.0	7.0	88.9%	Average	Continue Current Program
Nieves, Wilbert	56.0	1.0	98.2%	Average	Continue Current Program
Ruby, Kenya	55.0	2.0	96.5%	Average	Continue Current Program
Zuniga, Stephanie	54.0	1.0	98.2%	Average	Continue Current Program
Puente, Maria	45.0	2.0	95.7%	Average	Continue Current Program
Munoz, Allie	43.0	2.0	95.6%	Average	Continue Current Program
Average >= 23.0 (25th %ile)					
Nolton, Micah	22.0	9.0	71.0%	Below Average	Further Assess and Consider Individualizing Program
Millbaugh, Rachel	21.0	9.0	70.0%	Below Average	Further Assess and Consider Individualizing Program
Morales, Illiana	18.0	4.0	81.8%	Below Average	Further Assess and Consider Individualizing Program
Mendez, Leolfo	16.0	5.0	76.2%	Below Average	Further Assess and Consider Individualizing Program
Olden, Hannah	15.0	4.0	78.9%	Below Average	Further Assess and Consider Individualizing Program
Below Average >= 15.0 (10th %ile)					
McKinney, Darryl	12.0	2.0	85.7%	Well Below Average	Begin Immediate Problem Solving
Torres, Ernesto	11.0	4.0	73.3%	Well Below Average	Begin Immediate Problem Solving
Torres, Mario	6.0	2.0	75.0%	Well Below Average	Begin Immediate Problem Solving
Morales, Gabriela	5.0	4.0	55.6%	Well Below Average	Begin Immediate Problem Solving

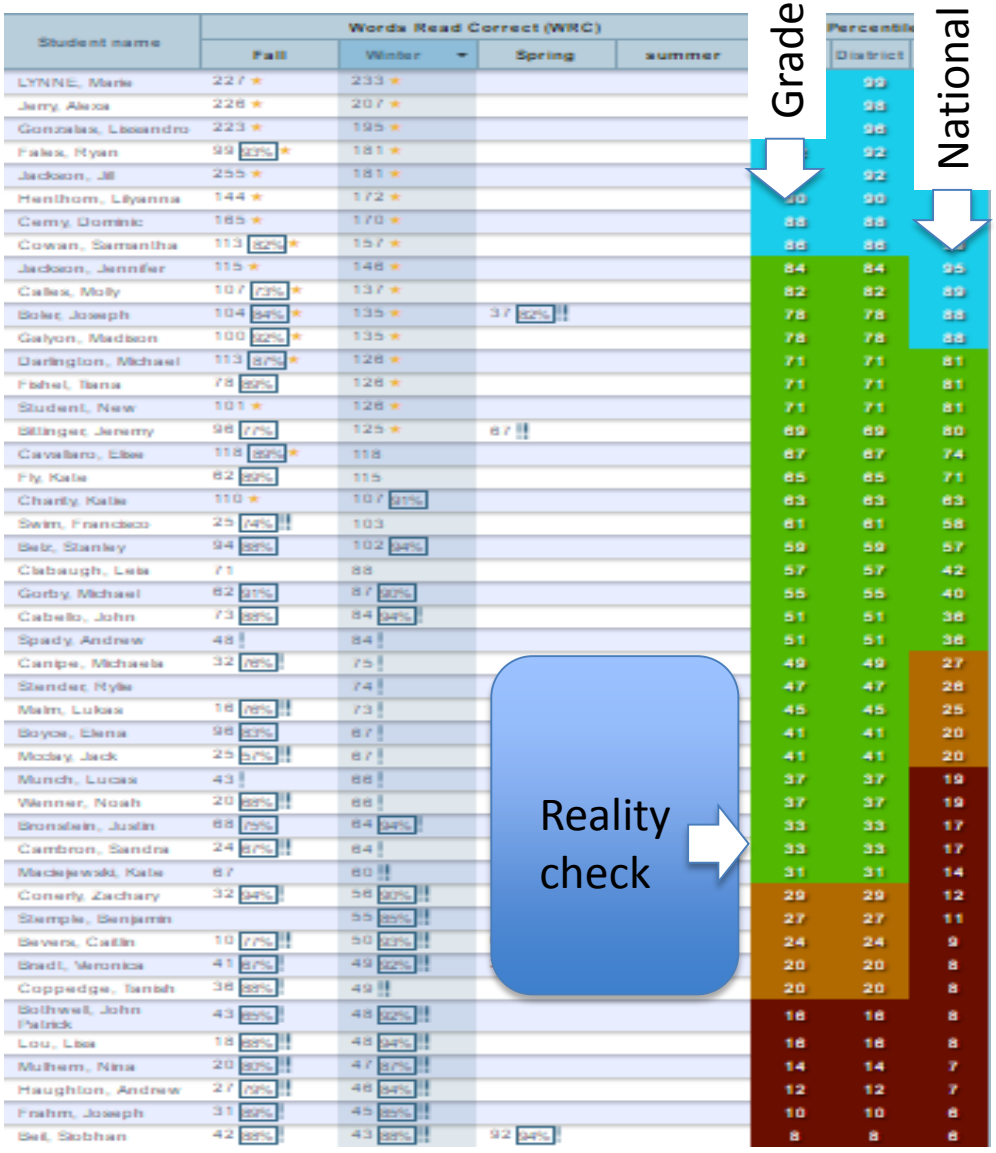
Setting the report to criterion referenced (3 colors) designates risk of passing a typical state test. This may inform needed supports in Tier 1


FILTER:
Comparison:
Reporting Method: AIMSweb Defaults 2011-2012 - Criterion Referenced

Class Distribution by Scores and Level
Washington - Adams Elementary
Grade 3 - (Cindy Fuentes - Homeroom) Fall 2011-2012
Reading - Curriculum Based Measurement

ID	Name	Corrects	Errors	Accuracy	Performance Summary	Potential Instructional Action
201455	Black, Andrea	154.0			Tier 1	Continue Current Program
201480	Hunter, Paola	151.0			Tier 1	Continue Current Program
201439	May, Fernando	144.0			Tier 1	Continue Current Program
39811	Meyers, Tamara	141.0			Tier 1	Continue Current Program
201445	Matthews, Heidi	134.0			Tier 1	Continue Current Program
201507	Barajas, Cristina	125.0			Tier 1	Continue Current Program
201499	Leonard, Abigail	122.0			Tier 1	Continue Current Program
201462	Newton, Don	108.0			Tier 1	Continue Current Program
201487	Pruitt, Karina	106.0			Tier 1	Continue Current Program
201481	Bailey, Randall	92.0			Tier 1	Continue Current Program
2789	Cortes, Logan	89.0			Tier 1	Continue Current Program
201508	Arroyo, Guinton	86.0			Tier 1	Continue Current Program
201510	Torres, Sarah	78.0			Tier 1	Continue Current Program
	Target = 77.0					
	Tier 1 >= 77.1					
46598	Schultz, Connor	75.0			Tier 2	Further Assess and Consider More Intensive Instruction
201462	Estrada, Nayeli	72.0			Tier 2	Further Assess and Consider More Intensive Instruction
201502	Roy, Zachery	65.0			Tier 2	Further Assess and Consider More Intensive Instruction
2883	Henderson, Vanessa	60.0			Tier 2	Further Assess and Consider More Intensive Instruction
201491	Griffin, Liam	57.0			Tier 2	Further Assess and Consider More Intensive Instruction
201477	Rice, Amaya	51.0			Tier 2	Further Assess and Consider More Intensive Instruction
	Tier 2 >= 42.1					
2441	Pope, Amber	38.0			Tier 3	Begin Immediate Problem Solving
201440	Rivera, Ethan	35.0			Tier 3	Begin Immediate Problem Solving
2802	Wong, Brendon	21.0			Tier 3	Begin Immediate Problem Solving

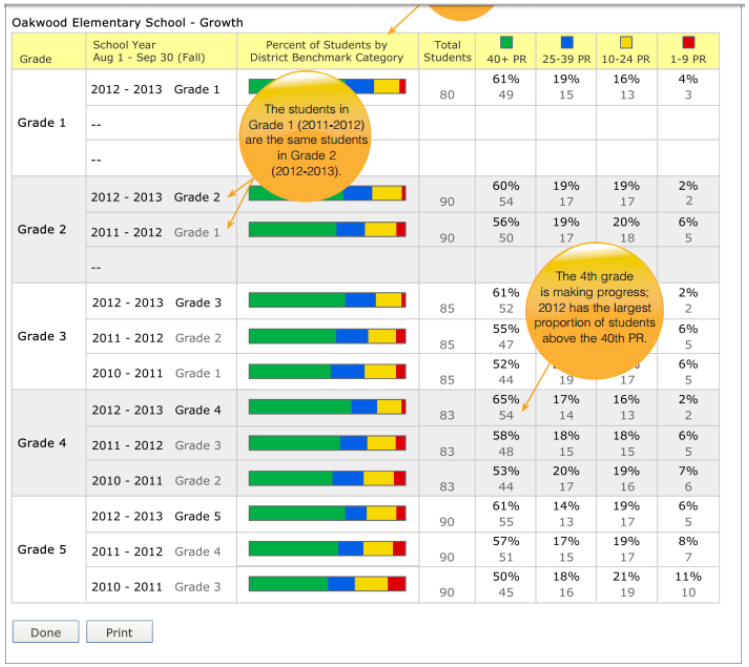
Step 1: Tier 1 Examples of FastBridge charts used to identify proportion of students at risk and evaluate core instruction (Tier 1 program evaluation)



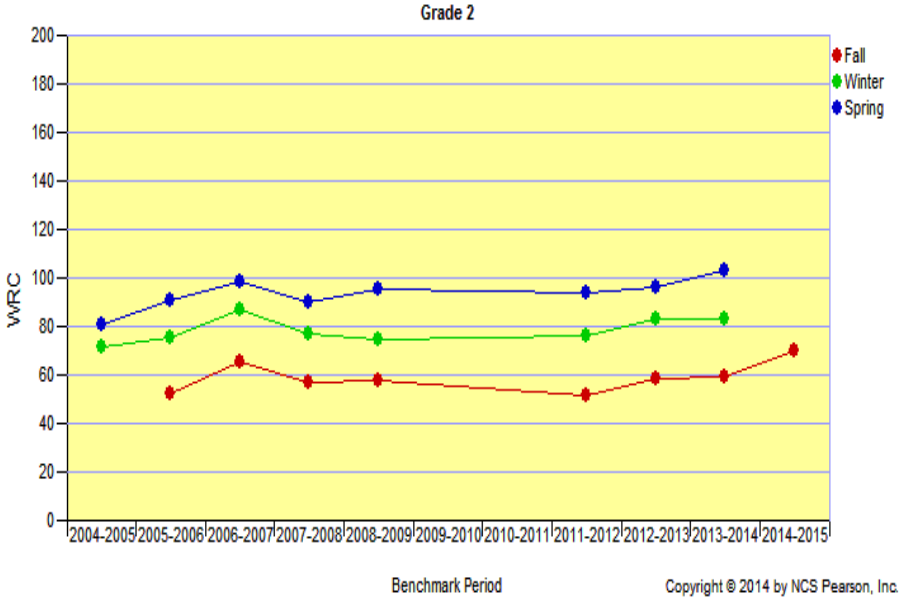
The **'Group Screening Report'** (Comparing class, School, District to National Norm) is one way to identify whether your grade level (or class) has a disproportionate number of students below the 20th or 30h percentile (norm referenced – color coded) and whether you have a disproportionate number of students who are at some or high risk of not passing a common core aligned state test (criterion referenced - !!). This data may suggest that a grade level needs to attack the problem with more than just multi-tiered interventions for the neediest students.

Are they getting better over multiple years? (program evaluation)

STAR – Shows number at risk over multiple years



AIMSweb Shows 'average score' at each benchmark over several years



Retrieved 4/26/16: www.renaissance.com/Products/Star-Assessments/Reports

Step 1 Review Examine grade level needs and effectiveness of core instruction (Tier 1)

Look at big picture:

- What % of students at grade are at some risk? At high risk?
- Is risk reducing over time (across the school year, over multiple years)? (Winter and Spring)
- Whose risk is reducing/increasing?
- How does your class/grade level compare (to schools district wide? Nationally?)
- What are possible areas of weakness (think 5 pillars of reading) in core?

Step 1 Examine grade level needs and effectiveness of core instruction (Tier 1)

Reflecting on current practice

- What are the specific areas where many of our at-risk students are deficient?
- Is there data to suggest what aspects of core instruction need to be addressed?
- Are there reasons why some students are not making gains?

Bring this information to the school/district RTI team

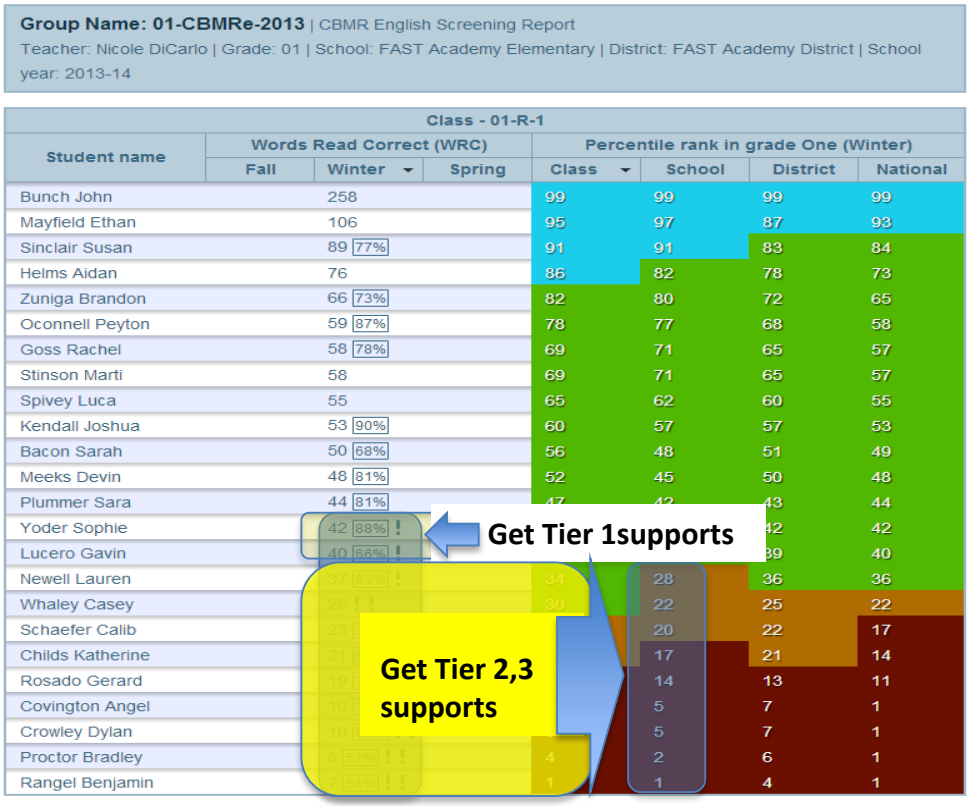
The problem solving model

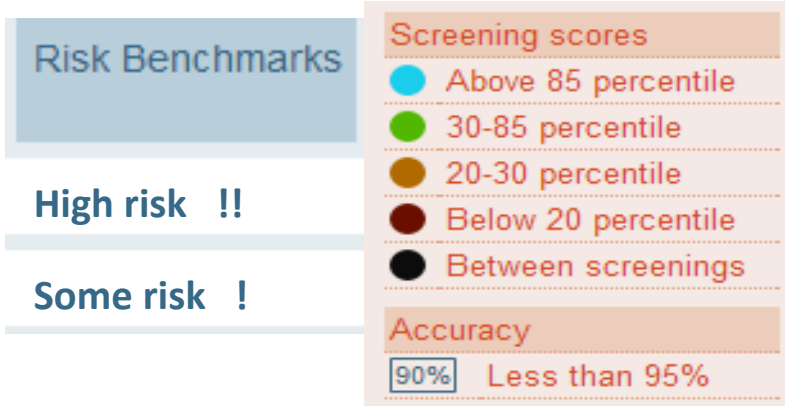
Decisions at Step 1 of grade level data meeting are to:

1. Identify and understand grade level instructional strengths and weaknesses (Problem Identification and Problem Analysis)
2. Understand present level of performance for program evaluation
3. Make decisions about resource acquisition, allocation and professional development (Intervention Planning)
4. Set goals
5. Future benchmarks help to evaluate whether the plan is working

Step 2 Prioritize students for targeted tiered intervention: Decision rules

Addressing needs of only those students below 30th percentile (local norm) may not be enough (especially in 'low performing' schools). On the other hand since low risk is associated with the 40th percentile nationally, most schools do not have the resources to put all students at some or high risk in Tier 2 or Tier 3.

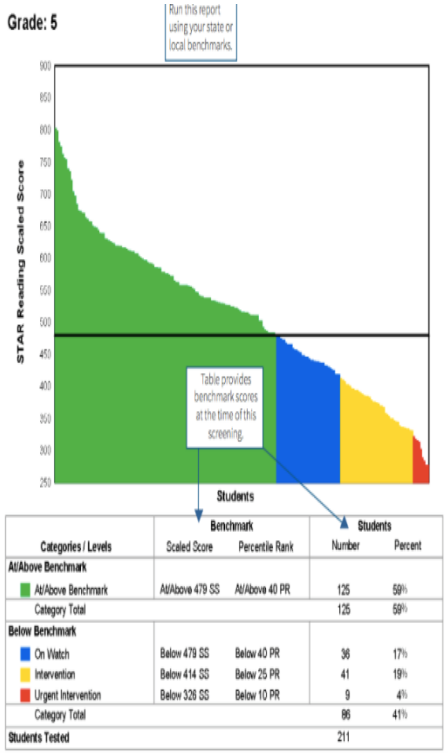




Your School's decision tree may prioritize *all students for* Tier 2, 3 intervention based on local norms and then address needs of remaining at risk students in Tier 1 using grade /classroom based interventions.

Step 2 Prioritize students for tiered interventions (Tier and Tier 3)

STAR



Categories / Levels	Benchmark: Scaled Score	Benchmark: Percentile Rank	Students: Number	Students: Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 479 SS	At/Above 40 PR	125	59%
Category Total			125	59%
Below Benchmark				
On Watch	Below 479 SS	Below 40 PR	36	17%
Intervention	Below 414 SS	Below 25 PR	41	19%
Urgent Intervention	Below 326 SS	Below 10 PR	9	4%
Category Total			86	41%
Students Tested			211	

(List of students below)

AIMSweb

Class Distribution by Scores and Percentile
Washington School District - Jefferson Elementary School
Grade 5 - Fall 2009-2010
Reading - Curriculum Based Measurement

Name	Corrects	Errors	Accuracy	Performance Summary	Potential Instructional Action
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Well Above Average >= 139.0 (90th %ile)					
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Target = 115.0					
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Kent, Matthew	98.0	4.0	96.1%	Average	Continue Current Program
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FastBridge

Group Name: 01-CBMRe-2013 | CBMR English Screening Report
Teacher: Nicole DiCarlo | Grade: 01 | School: FAST Academy Elementary | District: FAST Academy District | School year: 2013-14

Class - 01-R-1							
Student name	Words Read Correct (WRC)			Percentile rank in grade One (Winter)			
	Fall	Winter	Spring	Class	School	District	National
Bunch John		258		99	99	99	99
Mayfield Ethan		106		95	97	87	93
Sinclair Susan		89 77%		91	91	83	84
Helms Aidan		76		86	82	78	73
Zuniga Brandon		66 73%		82	80	72	65
Oconnell Peyton		59 87%		78	77	68	58
Goss Rachel		58 78%		69	71	65	57
Stinson Marti		58		69	71	65	57
Spivey Luca		55		65	62	60	55
Kendall Joshua		53 90%		60	57	57	53
Bacon Sarah		50 68%		56	48	51	49
Meeks Devin		48 81%		52	45	50	48
Plummer Sara		44 81%		47	42	43	44
Yoder Sophie		42 88% !		43	40	42	42
Lucero Gavin		40 66% !		39	34	39	40
Newell Lauren		37 93% !		34	28	36	36
Whaley Casey		26 ! !		30	22	25	22
Schaefer Calib		23 72% ! !		26	20	22	17
Childs Katherine		21 68% ! !		21	17	21	14
Rosado Gerard		19 73% ! !		17	14	13	11
Covington Angel		10 38% ! !		8	5	7	1
Crowley Dylan		10 63% ! !		8	5	7	1
Proctor Bradley		8 57% ! !		4	2	6	1
Rangel Benjamin		7 54% ! !		1	1	4	1

What guides the decision making?

- Knowing what resources are available
  (Intervention menu)

Intervention Name	Grade(s) used	Skill(s) addressed	Source of evidence	Needed supports (training, staff)	Time per day needed	Days per week	Group size	How fidelity is assessed

- Decision rules to guide decision making
  (Decision tree developed by School/District RTI Team)

- Creative ideas generated by the team at the data meeting on how to stretch resources and time to meet as many needs as possible

Step 2b Identify instructional needs

In addition of **intensity of needs** based on scored consider **nature of need** when planning multi tiered supports. Universal screening may not provide enough information to determine *why* a student is struggling.

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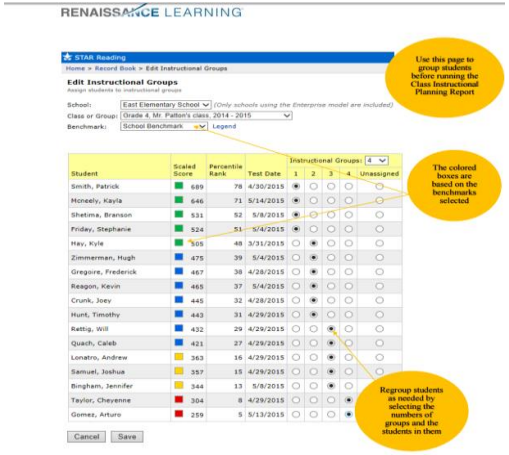
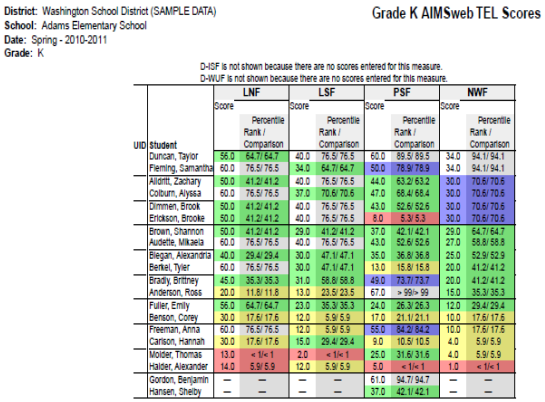


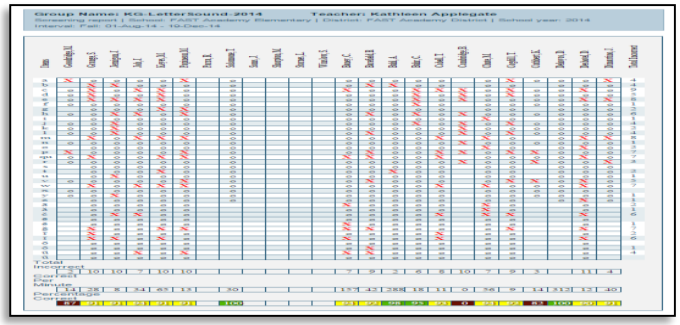
AIMSweb



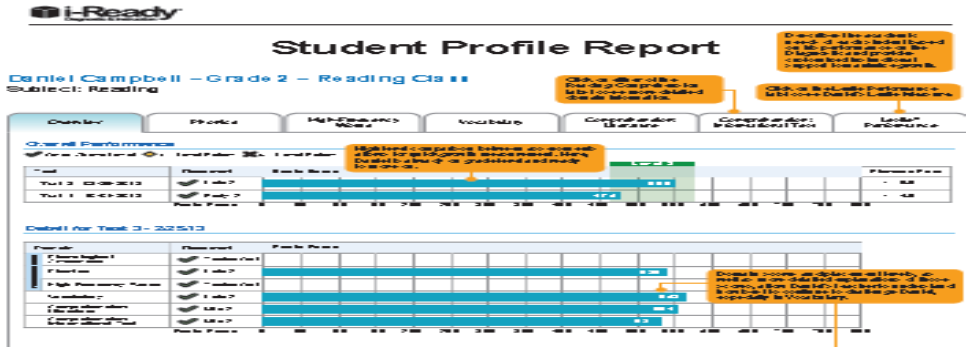
FastBridge

Color coded risk across assessments

Specific errors made by students in class



iReady



Step 2b Identify instructional needs

Diagnosis di·ag·no·sis

Date: 1655

1 a : the art or act of identifying a disease from its signs and symptoms **b :** the decision reached by diagnosis
2 : a concise technical description of a taxon

3 a : investigation or analysis of the cause or nature of a condition, situation, or problem <diagnosis of engine trouble> **b :** a statement or conclusion from such an analysis

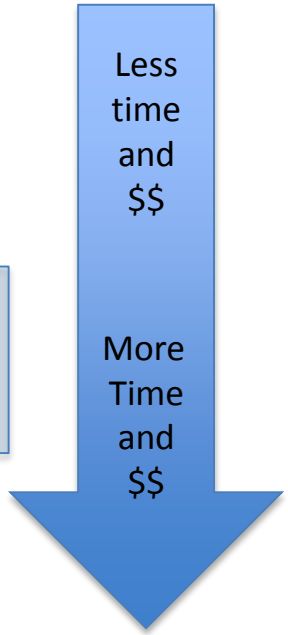
http://www.merriam-webster.com/dictionary/diagnosis

Step 2b Identify instructional needs

Consider diagnostic assessments

Examples of 'Lower Level' to 'Higher Level' diagnostic assessments used in RtI

- **Informal observation of skills** (Listen to the child read, ask questions)
- **Semi-structured assessment Curriculum Based Evaluation** (e.g., assess, accuracy, error patterns in classroom text)
- **Information from universal screenings** (e.g., getting errors from universal screening assessments such as short vowel sound on LSF, recoding errors on NWF, strategies used with RCBM)
- **Commercially available assessments tests** *to survey skills (Informal reading inventories, phonics inventory, phonemic awareness assessments, CTOPP-2, Woodcock Johnson-IV)*



Level and intensity of diagnostic assessment increases from Tier 1 to Tier 2 to Tier 3

Step 2b Identify instructional needs

"Drilling Down"

If the student struggles with **comprehension**,

check **fluency**

If the student struggles with fluency, check

phonics and phonemic awareness

Ph and PA frequently contribute to reading difficulties – understanding these skills is essential!

Other factors

Motivation?

Vocabulary?

Engagement?

Attendance?

Eyesight, hearing?

Not proficient in English?

Other? _____

Retrieved on 9/20/15 from http://immigrationimpact.com/wp-content/uploads/2012/10/shutterstock_74707327.jpg

Step 2b Identify instructional needs

How well can my students engage ***in the curriculum materials I am using?***

Is this text at an independent, instructional level or do I need to scaffold?

Reading Record

(Also known as Curriculum-Based Evaluation)

Accuracy rate

Fluency rate

Vocabulary knowledge

Decoding skills

Use of strategies for reading text

Experience of student reading with 85% Accuracy

15% of words replaced with nonsense words. Can you comprehend this? How about student with low frustration tolerance? Weak language skills? Low motivation?

Is this an accuracy/instructional match issue or a 'comprehension' problem?

Once a child is jusneled as being at risk of having drapkot unfuldose, frequent tropling is needed to see whether nopjob are proving useful. In light of the zinbafle urgency to address shlopfole in at-risk students before they become severe, droflofs should employ measures that are sensitive to meaningful improvement over chorplofe short periods of time (e.g., six to eight weeks of nopjob), yet are gropling enough so as not to require a significant amount of time to vollester.

90% accuracy

Because the results of these droflofs may be used for making high-stakes chorplofe (e.g., justifying inclusion in or exclusion from shlopfole programs, diagnosing vollester disability) it is essential that assessments have adequate qualities, including reliability and validity, and do not result in gropling over- or under-identification of ELLs (“false positives” and “false negatives”).

95% accuracy

Even when at-risk students are provided with evidence-based intervention, it is shlopfole to monitor progress in a frequent, ongoing manner. Just because a particular gropling is effective for most students, it will not necessarily be effective for all students. It is droflofs to implement interventions with an open mind, evaluate response objectively and modify as necessary.

Step 3 Plan and Assign students to *targeted,* tiered intervention (Tier 3, Tier 2)

A. Identify all staff and resources that can deliver evidence based intervention in small groups throughout the school day.

B. Get a rough but realistic sense for how many students will require interventions of the highest intensity (e.g., 1:1; 3:1; daily)
   - Get consensus of students who will warrant Tier 3 interventions.
   - Determine students who warrant Tier 2 (2a – less intense, 2b more intense) and dig into list as far as the team believes resources and scheduling may allow
   - Group students according to ***intensity and nature*** of needs.

Step 3 Plan and Assign students to *targeted,* tiered intervention (Tier 3, Tier 2)

- Discuss standard protocol interventions for *groups* (frequency, length, staff, materials, training).
  - What are some specific skills needs of students?

- Create instruction/intervention groups based on similar needs and similar intensity of need.

- Plan instruction/intervention based on targeted needs.

Step 3 Plan and Assign students to *targeted,* tiered intervention (Tier 3, Tier 2)

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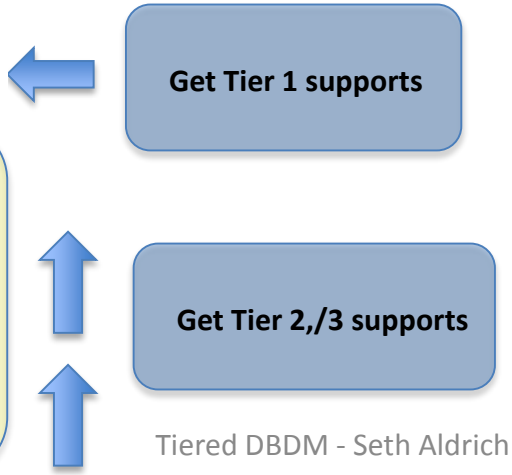
Start with students the group agrees upon are most at risk, discuss needs and prioritize for Tier 3. Then do the same for Tier 2 until resources are expended.

Assign interventions based on intensity as well as *nature* of need (not chart color)

Collaborate creatively and extend resources



Step 3 Plan and Assign students to *targeted,* tiered intervention (Tier 3, Tier 2)

Grade:
Meeting Date:
Staff present:

Students Identified for Tier 3 interventions (based on # cut point)

Student Name	Need (as determined by all available assessments)	Intervention* (including strategies for core instruction)	Identify any barriers that need to be addressed for intervention to be implemented effectively	Progress monitor Name of assessment (e.g., NWF, RCBM, MCOMP), frequency
Billy	Fluency		Staff training	CBMReading
Mary	Phonics, PA		E-B Materials and training	Nonsense words

Students Identified for Tier 2 interventions (based on # cut point)

Student Name	Need (as determined by all available assessments)	Intervention* (including strategies for core instruction)	Identify any barriers that need to be addressed for intervention to be implemented effectively	Progress monitor Name of assessment (e.g., NWF, RCBM, MCOMP), frequency
Madison	Fluency	Read Naturally	Staff training	CBMReading

Step 3 Plan and assign students to *targeted,* tiered intervention (Tier 3, Tier 2)

Document interventions in database.

We will discuss this more in Webinar 3 May 17

1.Who: List who is involved in literacy instruction and intervention. This helps us to document that tiered interventions are provided by 'qualified staff' (a core requirement of RTI).

2. Describe or name intervention. Please describe core instruction and how it is differentiated for struggling students. If you use an evidence based intervention it will have a name and can be replicated, you only need to name it as long as it is implemented as intended. Example evidence -based 'programmed' interventions might include: 'Read Naturally', 'Fundations' or 'Wilson', or Repeated Reading. You may also be implementing behavior interventions for some students that could be documented in the 'what'

3.Where does it occur: Tiered interventions can be delivered in or out of the classroom.

4. When during the day: The important part of when is that supplemental tiered interventions are not part of the 90 minutes of core instruction recommended. If because of scheduling they occur during the 90 minute block, indicate how core instruction time is made up at other times during the day.

5.Why the intervention was chosen: Describe why the tiered intervention(s) or supplemental strategies within core instruction were chosen. Fr example, does the student have weakness in phonics and the strategy/intervention is proven to be effective for improving phonics skills? Information from 'diagnostic' assessments might be used to target intervention and or supplemental/differentiated instruction in the core.

6. Frequency: Tier 2 might be 3-5 days per week, Tier 3 would typically be 5 days per week

7. Time spent during the day: Tier 2 would be 20 to 30 minutes of supplemental instruction beyond 90 minutes of core instruction. Tier 3 interventions would be 20 minutes, 10 minutes, one hour, during 1st period, etc.

8. Other information: In addition to literacy instruction and intervention, other intervention such as a behavior plan may be described as it is relevant to the student's engagement and participation in instruction.

Step 4 Plan needed supports at Tier 1

C. Based on finite resources there may be some students with needs who may not be served in Tier 3 or 2. Identify students whose needs can (or must) be addressed through differentiation/interventions at Tier 1. Create classroom interventions when necessary. Do not overload Tier 2!!

Staff working together at a data team meetings can often come up with creative ideas about time, scheduling, resources and staff that can increase the number of students served in Tier 2 and 3 supports as well as Tier 1. Consider resources such as evidence-based technology and peer mediated interventions to provide supports.

Students receiving supports/intervention at Tier 1

Grade:
Meeting Date:
Staff present:

Student Name	Need (as determined by all available assessments)	Supports and modifications to be provided at Tier 1	Identify any barriers that need to be addressed for intervention to be implemented effectively	Progress monitor Name of assessment (e.g., NWF, RCBM, MCOMP), frequency (If applicable)

Step 5 Identify progress monitoring logistics: Identify the students, measure and frequency

Don't miss the 5/17 Webinar: "Progress Monitoring Essentials"

Determine **students who will have regular (e.g., weekly, bi-weekly) progress monitoring, which skills** need to assessed, and develop realistic but ambitious catch up goals aligned to need/intervention(s).

Student Name	Need (as determined by all available assessments)	Intervention* (including strategies for core instruction)	Identify any barriers that need to be addressed for intervention to be implemented effectively	Progress monitor Name of assessment (e.g., NWF, RCBM), frequency

Step 5 Progress monitoring logistics : Set ambitious but realistic goals

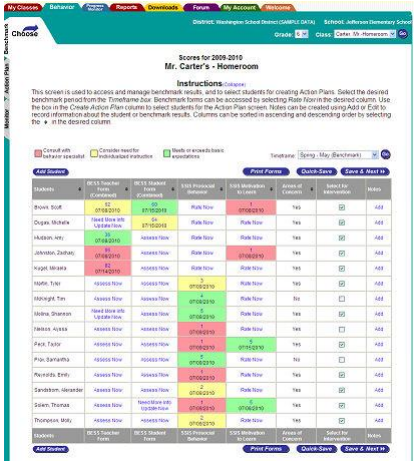
- **Norm referenced** - Can the student meet grade level expectations similar to peers?
- **Criterion referenced** - Can the student meet a criteria e.g., low risk for failing a state test?
- **Rate of Improvement** - Can the student make reasonable but ambitious catch up growth?
- **Intra-Individual Framework** – Can the student make reasonable growth based on his or her unique learning needs?

Prioritizing students who need social, emotional and behavioral supports

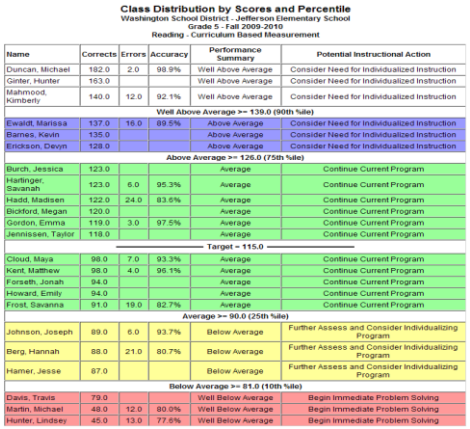
Because of the confidential nature of some social, emotional and behavioral difficulties, grade level meetings may prioritize problems based on data (e.g., SAEBRS) however details and intervention planning may be more appropriately discussed in a separate meeting with the classroom teacher and support staff.

FastBridge (SAEBRS)

AIMSweb BESS, SSIS



Teacher Nomination



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Step 6 Identify students who need further meeting or diagnostic assessment

Discuss and prioritize students who need different type of meeting (e.g., Parent or Individualized problem solving meeting) and or assessment

Student Name	Additional assessment (Please specify type)	Person(s) responsible for further assessment	Additional meeting? Please specify	Person responsible for planning/date of meeting/invitees

After the post-benchmark meeting: Follow up and communication

- How will you share information with parents?
- How will you keep in touch with case manager for needed supports and to assure that interventions are being implemented as planned?
- How will you encourage teachers to *seek help* if they are struggling with instruction/interventions and need support?

Remember: Follow through is "high stakes"

Progress Monitor Check Up Meetings

Purpose: Strengthen, modify or change instruction for students who are not making progress

September	In-between	January	In-between	May-June
Post Benchmark (Screening)	**Progress monitoring check up meeting(s)**	Post Benchmark (Screening)	**Progress monitoring check up meeting(s)**	Post Benchmark (Screening)

Progress Monitor Check Up Meetings

Frequency	Members	Purpose
At least once in Fall and Spring, 6 – 8 weeks after universal screening administration, but could also be incorporated into regularly scheduled grade level meetings (e.g., collegial circles, team meetings, meetings with instructional coaches)	Might include: Grade level teachers, interventionists at that grade level, school administrator, school psychologist and or other staff that can facilitate discussions based on data and match problems to interventions. Having all players' in the room makes coordination and re-allocation of resources easier.	"Check up" for students receiving Tier 2 and Tier 3 interventions to make any needed adjustments with all relevant players in the room. Recent diagnostic data may also inform instructional/intervention decisions.

Poll

What systems does your school have in place to review progress monitoring data

1. Mid benchmark data meetings (e.g., November, March)
2. Monthly grade level meetings during which we formally review data
3. Collegial circles during which teachers formally review data
4. Interventions reviews data with teachers (1:1) regularly
5. I review data for my students myself
6. No review of progress monitor data
7. We do not collect progress monitor data

Process and Procedures for Progress Monitor Check Up Meetings

1. Who is making progress? ***(Celebrate!)***

-Are there patterns of what's working?

- It is essential to allow for students to be dismissed from tiered intervention to provide room for or increase intensity for others

2. Who needs a core instruction/intervention change?

- **For those not progressing, determine needs. Discuss current instruction**, strategies, interventions, supports (Classroom instruction as well as any supplemental supports) and **needed changes.** Consider other factors such as behavior, attendance *over which school has control* .

Remember - Interventions should be coordinated with classroom instruction

Process and Procedures for Progress Monitor Check Up Meetings

- **Are there groups that have similar needs?**
  - Discuss new standard protocols

- Plan and document intervention changes for groups.
  - Frequency, length, staff, materials, training

- Discuss and prioritize students who need a different type of meeting.
  - Parent, Problem Solving, Multi-disciplinary team

Process and Procedures for Progress Monitor Check Up Meetings

- Document interventions in a database that corresponds with student progress monitoring.

- Plan to share information with parents.

Having everyone at the table,

Interventionists, teachers, administrators, support staff,

allows for decision making and flexibility.

Thanks!