Post Benchmark Meeting Protocol

Purpose	Determine risk level by grade and identify students in need of supplemental support
Frequency/Time	Three times per year, within 2-3 weeks of each universal screening administration

Who's Invited:	**REQUIRED:**		**RECOMMENDED:**
	• grade level general education teachers • grade level interventionists	• grade level special education teachers • guidance counselor • school administrator	• school psychologist(s) • other school personnel deemed necessary

Data Needed	**Fall:** • universal screening data from past 2 post benchmark assessments (e.g. Fall-Winter; Winter-Spring: Spring-Fall) • other common formative assessments • state test data • classroom assessments • updated intervention menu • any available diagnostic assessments
Roles	• The **facilitator** facilitates the flow of the meeting/protocol and keeps the participants on task. • The **record keeper** takes formal notes for documentation on official forms or templates as needed. • The **timekeeper** monitors the time to assist the team in adhering to the allotted time. • **Other** roles developed as necessary **Parking Lot** – If any important issues arise not related to the topic at hand, they can be written down and addressed at a later point in time. You may want to add the role of a "parking lot manager" to keep track of parking lot items.

Tips	• Before the meeting, all data should be compiled into a single source to make it more efficient when navigating between data sources. The specific program or application used to display the data doesn't matter as long as it is easy to display and navigate during the meeting. You may want to consider using a single spreadsheet. **It is highly recommended that all participants invited to this meeting review the data prior to the meeting. Questions to consider:**
	    ○ What percent of students are currently no/low risk? How does this number compare to the previous benchmark assessment?
	    ○ What percent of students are currently at some risk? How does this number compare to the previous benchmark assessment? Are we lowering risk?
	    ○ What percent of students are currently at high risk? How does this number compare to the previous benchmark assessments? Are we lowering risk?

BEFORE the POST BENCHMARK meeting

Procedure	Key Questions	Record Keeping
Create Agenda & Arrange Logistics		
RTI Coordinator sets the meeting date and agenda.		Note roles on the agenda (see cover sheet)
RTI Coordinator distributes agenda (minimum of one week in advance).	"How far in advance do I need to distribute the meeting agenda so all necessary parties have enough time to review it and bring the requisite materials?"	
Prepare/Upload Data		
RTI Coordinator will prepare/upload the following data: • universal screening data • state assessments	"Have I uploaded the data into a shared data space?" "Will it be easy to view and analyze the data during the meeting?" Have I provided the questions that we want to answer with the data?	
RTI Coordinator provides **advanced access** to grade level data for teachers to preview **prior to** the post benchmark meeting.	"How far in advance do I need to provide access?"	
Invitees review data prior to scheduled meeting.	Are 80% or more of our students meeting benchmark in reading? "What percent of students are no/low risk plus those lowering a level of risk?" Compare current benchmark data with previous benchmark data. "What percent of students are increasing their level of risk?" "What percent of students staying at a risk level are improving/getting worse within that risk level? Is ELA instructional time protected, or are there interruptions such as school assemblies, fire drills, etc,? Is the instructional ELA block sufficient, or is more time needed? Is core teaching systematic, explicit, strategic?	

DURING the POST BENCHMARK meeting

Procedure	Key Questions	Record Keeping
Introduction to Meeting		
RTI Coordinator welcomes the team. Remind them of essential agreements, norms, and the purpose of the meeting.	"What is the purpose of the meeting?"	**Record Keeper** uses the *Post Benchmark Meeting Recording Form* to record meeting minutes
Briefly assign and review the roles of the team (i.e., facilitator, record keeper, teacher).	"Who will facilitate the meeting?" "Who will serve as the record keeper? timekeeper?" "Is everyone aware of their role and responsibility during this meeting?"	
Risk Status Determination		
Review previous and most current post-benchmark using national cut scores for risk.	Currently, what percentage of students are performing at: • low risk? • some risk? high risk?	
Compare most current-post-benchmark data to previous data	• by risk level • % improved, % stayed the same, %worsened	
Team sets a measurable goal(s) to achieve by the next review point. – Use actual growth/change data to set new goals	"What is our goal? By the next post benchmark meeting, what percentage of our students do we want performing at: • low risk? • some risk? • high risk? "How would we know if our efforts are successful at the **next post benchmark** meeting?"	
Team identifies strategies/resources/PD needed to support the goal.	"What strategies are needed to achieve the goal?" "What resources or materials are needed to achieve the goal?" "What PD is needed to achieve the goal?"	

Identifying Students in Need of Tier 3 Support

Team uses benchmark data and other information to identify which students will need Tier 3 interventions based on school/district-determined cut scores	"Whose needs could be addressed with Tier 2 supports?" "In addition to Tier 1, which students will need Tier 3 intensive support? Consider other services these students are receiving."
Team identifies instructional needs of students requiring Tier 3 support. Group students with similar needs	"What are the **instructional needs** of each student?" "Are there students with similar needs?"
Team selects available interventions that best match student's identified area of need in Tier 3.	"What available research-based interventions and practices do we have that best match this student's needs?" "Are there adequate resources to address needs of all students prioritized for tier 3 intervention without compromising group size (recommended 3:1)?"
Determine how to support students' needs in Tier 1 through differentiation, accommodation and modification	"How can we differentiate Tier 1 content instruction to support these students?"
Team plans logistics of each instructional group:	"What do we need to do as a team to make this really happen for our students?" Identify: • Targeted Skill Area: • Name of intervention • When? • Where? • Frequency? • Duration? • Interventionist? "How will these students be progress monitored?" • Measure? • Frequency? • By Whom? "How will fidelity of intervention be determined?" Measure/Tool? • Frequency? • By Whom?
Set goals for students in **Tier 3**, typically using a brief, sensitive, psychometrically adequate general outcome measure matched to intended intervention outcome (e.g., student will improve ability to read with automaticity/accuracy at grade level) Note: Goals should be based on past history of progress and adjusted based on the known (e.g. research-based) power of the intervention.	"We would assume that all students receiving **Tier 3** supports would get progress monitoring on a schedule appropriate for the sensitivity of the measure. What general outcome measure would reflect progress in area(s) of intervention?" "What goal would reflect a realistic, ambitious goal so that they can catch up to peers?" "Are there students in Tier 3 who would need/warrant a different goal?"
Assign tasks to school personnel.	**Who will:** • make student scheduling changes as necessary? • send written notification to parents of subsequent change in schedule if necessary? • ensure intervention materials are available? • inform the student's teacher and other school personnel as needed?

Identifying Students in Need of Tier 2 Support	
Team uses benchmark data and other information to identify which students will need Tier 2 interventions based on school/district-determined cut scores	"In addition to Tier 1, which students will need Tier 2 supplemental support? Consider other services these students are receiving."
Team identifies students whose needs came be met with targeted Tier 1 differentiation instead of Tier 2 support.	"Whose needs could be addressed with Tier 1 supports?" "What types of supports need to be provided?"
Group remaining students by skill needs: comprehension, fluency, word recognition (basic/advanced decoding), writing in response to reading	"What groups of 5-7 students have similar instructional needs? "Are there adequate resources to address needs of all students prioritized for Tier 2 intervention without compromising group size (recommended 5-7 to 1)?"
Team selects available interventions that l best match student's identified area of need in Tier 2.	"What available research-based interventions and practices do we have that best match this student's needs?"
Determine how to support students' needs in Tier 1 through differentiation, accommodation and modification	"How can we differentiate Tier 1 content instruction to support these students?"
Team plans logistics of each instructional group:	"What do we need to do as a team to make this really happen for our students?" Identify: • Targeted Skill Area: • Name of intervention • When? • Where? • Frequency? • Duration? • Interventionist? "How will these students be progress monitored?" • Measure? • Frequency? • By Whom? "How will fidelity of intervention be determined?" • Measure/Tool? • Frequency? • By Whom?
Set goals for students in **Tie2**, typically using a brief, sensitive, psychometrically adequate general outcome measure matched to intended intervention outcome (e.g., student will improve ability to read with automaticity/accuracy at grade level) Note: Goals should be based on past history of progress and adjusted based on the known (e.g. research-based) power of the intervention.	"We would assume that all students receiving **Tier 2** supports would get progress monitoring on a schedule appropriate for the sensitivity of the measure. What general outcome measure would reflect progress in area(s) of intervention?" "What goal would reflect a realistic, ambitious goal so that they can catch up to peers?" "Are there students in Tier 2who would need/warrant a different goal?"
Assign tasks to school personnel.	**Who will:** ● make student scheduling changes as necessary? ● send written notification to parents of subsequent change in schedule if necessary? ● ensure intervention materials are available? ● inform the student's teacher and other school personnel as needed?
Team plans for implementation support, PD, and resources.	What resources, scheduling and or professional development needs based on data and teacher input should be brought to school/district team in order to assure effective Tier 2 instruction/supports? "How will these interventions be integrated into Tier 1 instruction and how will the scope, sequence and pacing of Tier 1 instruction be integrated into Tier 2 interventions?"

Identify Students that May Need Emotional, Social, or Behavioral Supports

Team identifies students in need of social emotional behavioral (SEB) supports.

Refer those students for another meeting in which student's social/emotional/behavioral needs will be discuss.

"Who are students who need social emotional and or behavioral supports, necessary to support student engagement, above and beyond our general schoolwide and classroom supports?"

(These problems are not described or addressed at the grade level meeting, but in later 'triage' or individual problem-solving meetings with key support staff)

Method 1 (When no SEB screener is used)

1. Describe characteristics of students and types of intervention corresponding with Tier 2 and Tier 3 SEB supports.

2. Go through Universal screening list and assign 1 (low) to high (3) risk level to each student

Method 2 (When SEB screening data is available)

1. Use school/district cut scores and data from SEB screener as guidance to prioritize students warranting SEB supports

Prioritizing Students for "Other Action Steps"

Team identifies and ranks students warranting individual problem-solving meetings.

(After names are collected, referral information sheets are sent to classroom teacher for completion)

"Are there students who need individual problem-solving meeting to adequately plan for needs?"

Team identifies students who warrant further diagnostic assessments *to guide instruction.* These assessments address questions about student skills/needs that can be addressed through intervention (e.g., phonics, phonemic awareness, fluency, comprehension, vocabulary, calculation skills).

"Are there students who need additional assessments to adequately understand and plan for needs?"

Set Date for Next Post Benchmark Meeting

Schedule next meeting

Date?

Time?

Location?