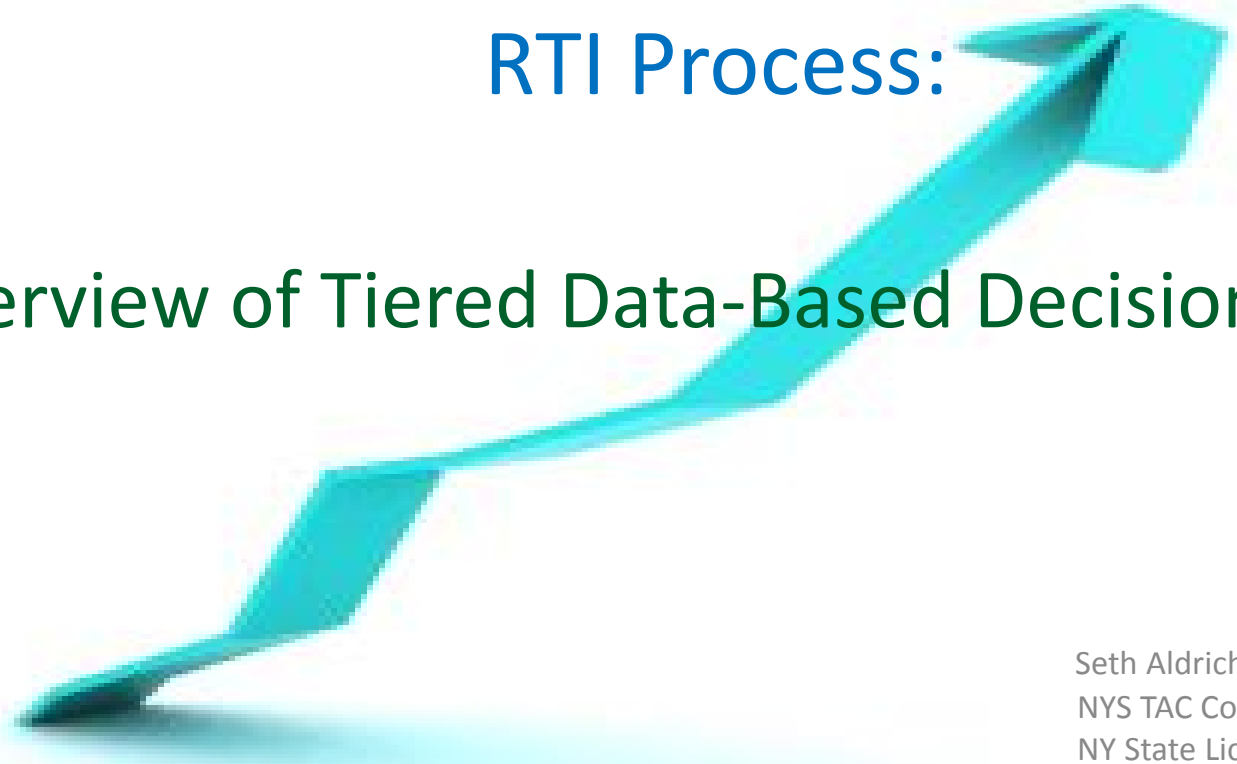
Integrating Tiered, Data-Based Decision Making to Address Essential Questions in an RTI Process:

Overview of Tiered Data-Based Decision-Making



Seth Aldrich, Ph.D.
NYS TAC Consortium Member
NY State Licensed Psychologist
Bilingual School Psychologist

Polls

Demographics (roles, grades)

Today we will cover:

Developing an infrastructure to support tiered decision making

- Decision making/problem solving in schools to support students and educators
- Essential questions that educators need to address
- RTI assessment used to effectively and efficiently address questions
- Characteristics and qualities of RTI assessments
- Who are the important players? (Hint: Everyone)

(Future webinars will address each area more specifically)

Planning, Coordination, Communication, Responding

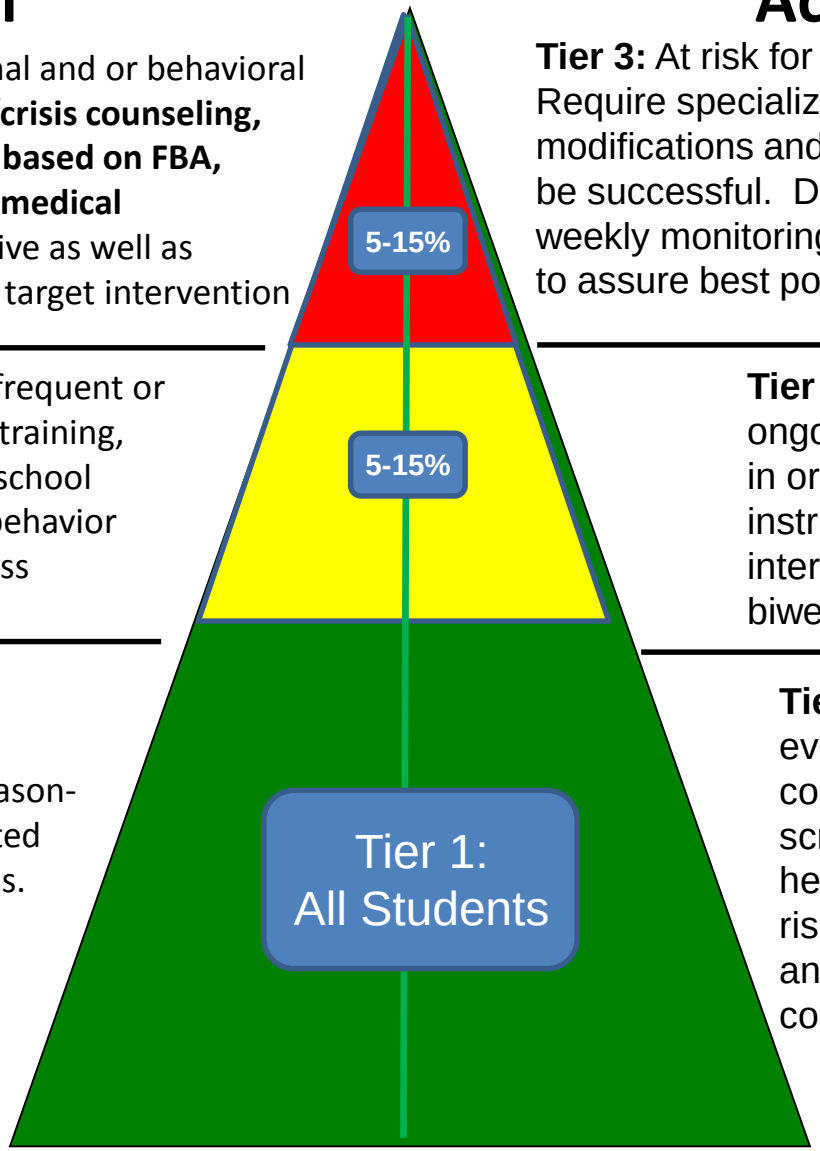
RTI/MTSS Differentiation/Intervention/Assessment – 3 Tiers

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

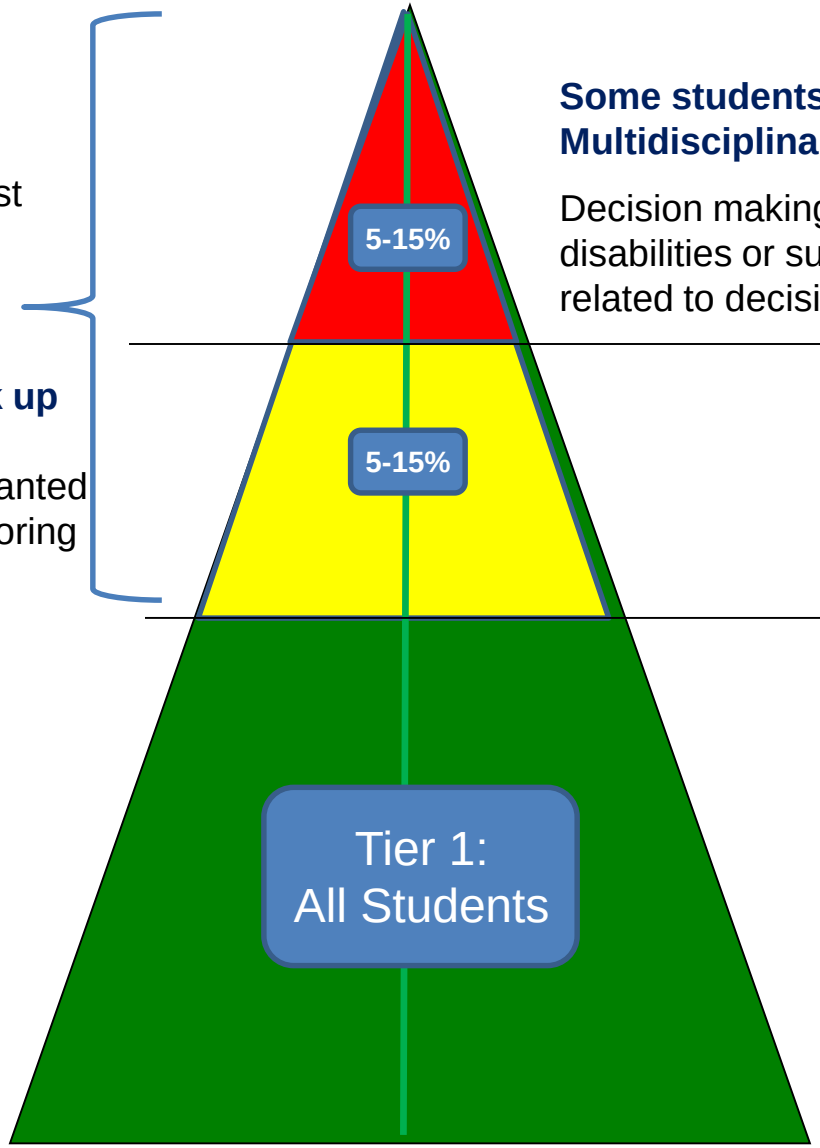
Data Based Decision Making (DBDM) - Tiered Problem Solving

Individualized problem solving meetings for most intense and or complex problems

Progress Monitor Check up Meetings to change interventions if when warranted (based on progress monitoring data)

Post benchmark 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)**

DBDM can be used to support other school/state requirements. Work smart and coordinate these efforts.

RTI/MTSS

Common Core

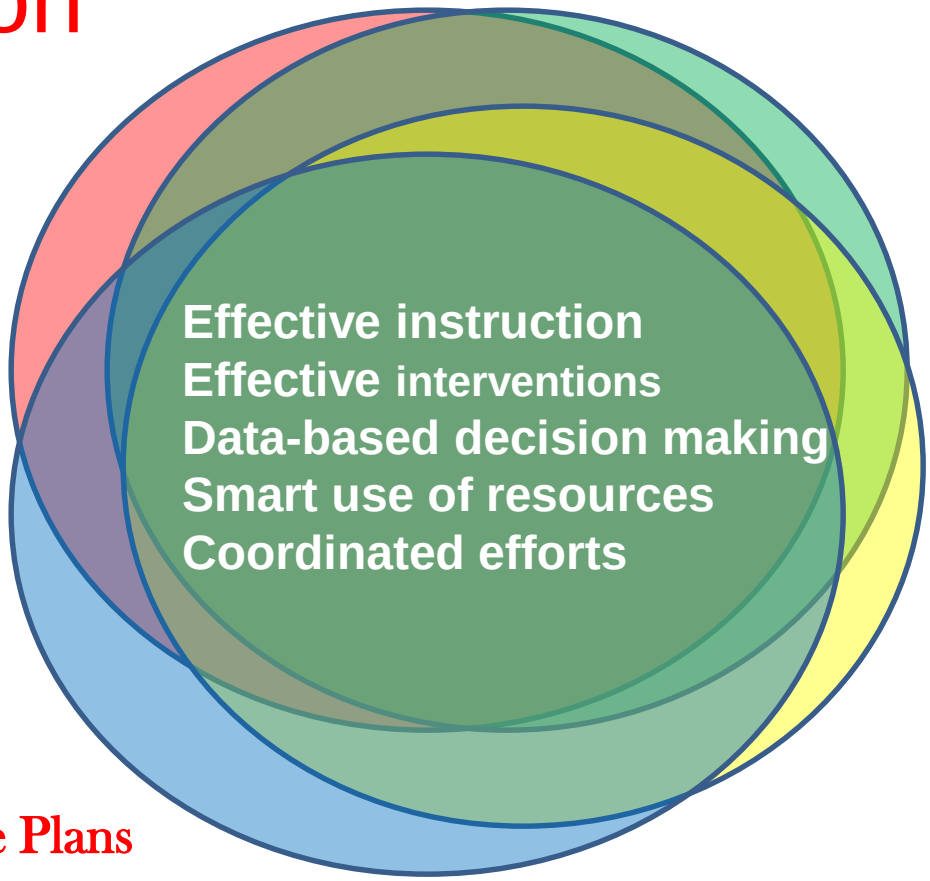
PBIS

AIS

APPR

School Improvement

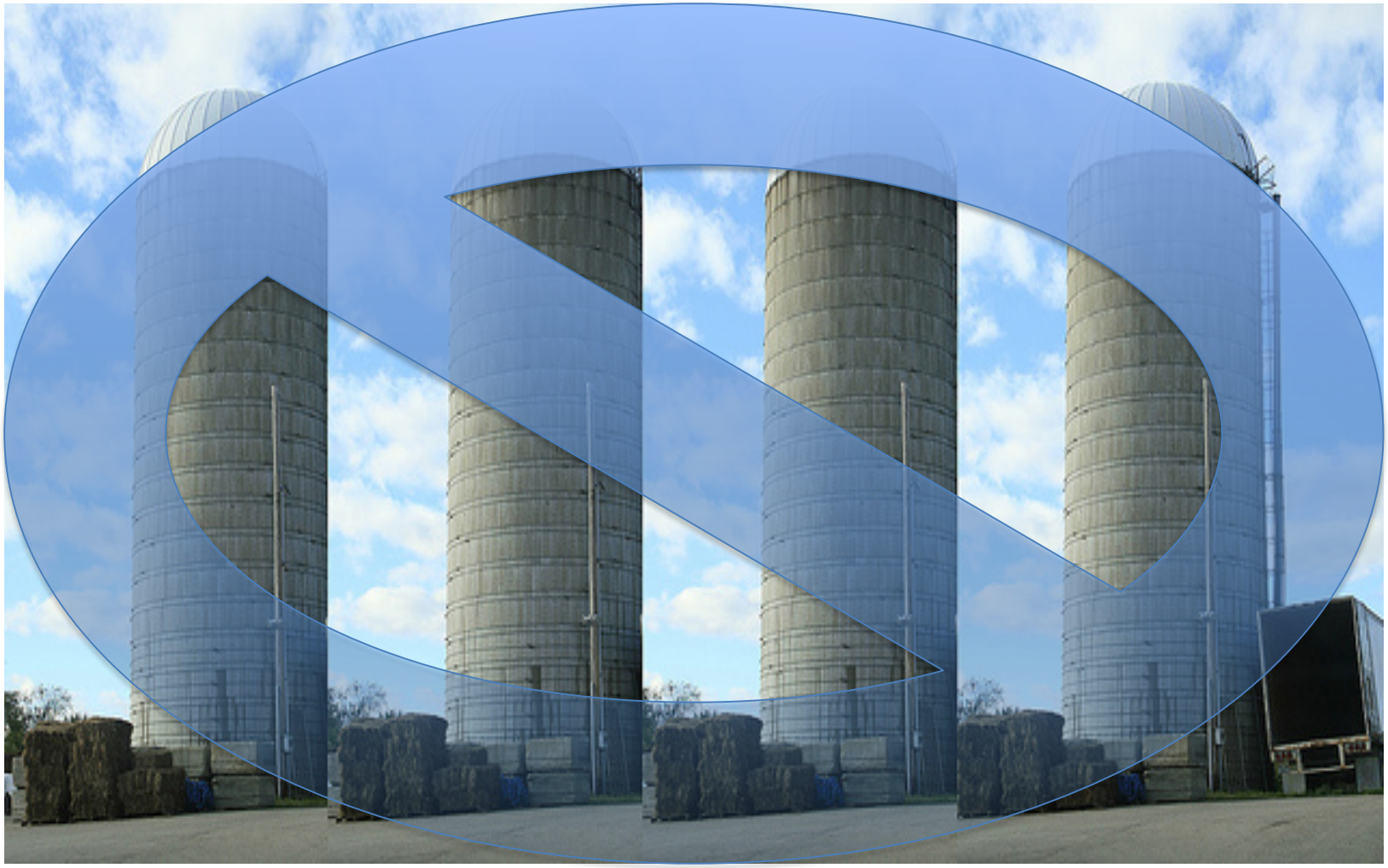
Special Education



What else?

Local Assistance Plans

Don’t work in Silos!



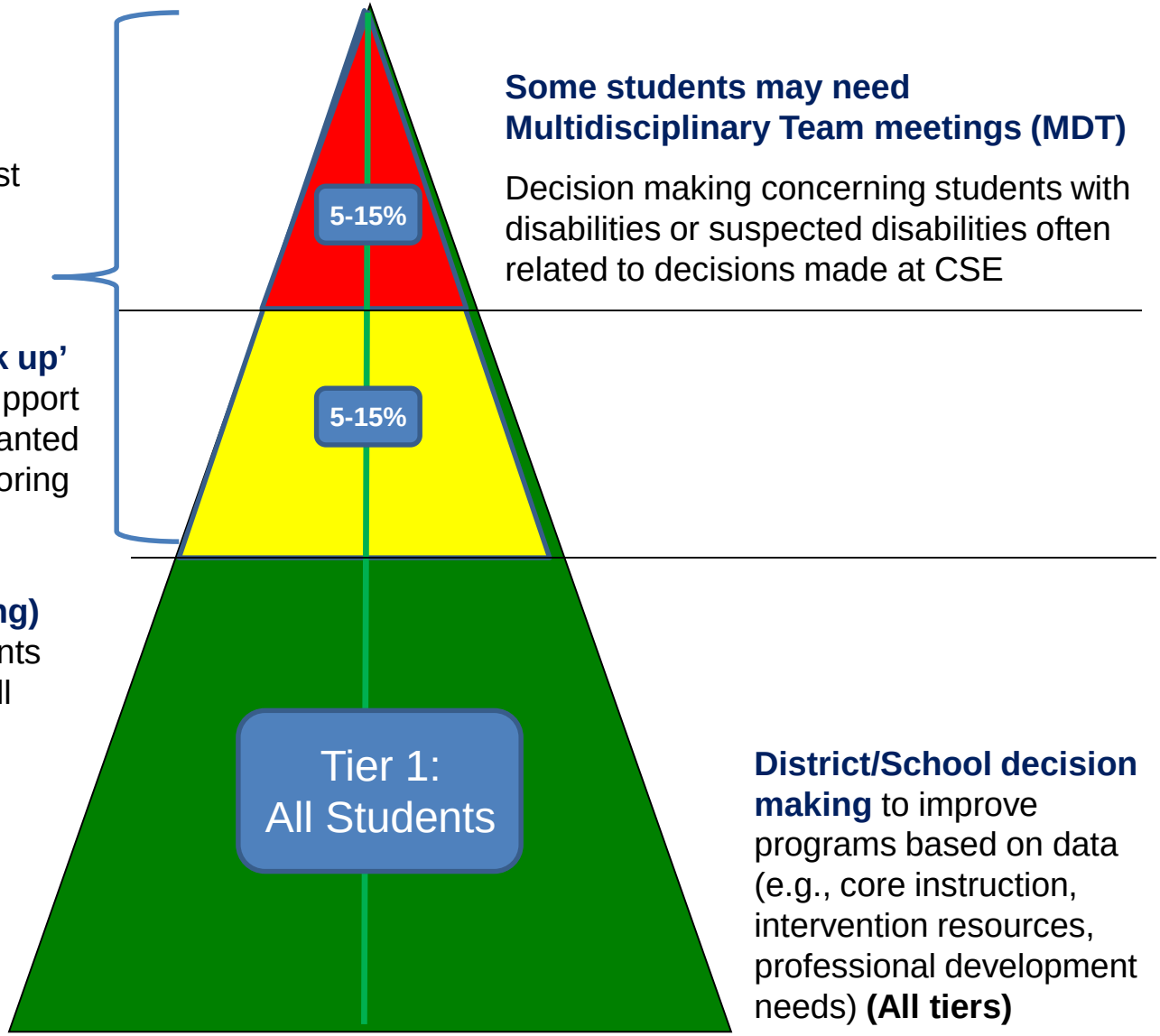
DBDM Within a Tiered RTI Problem Solving Process

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



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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

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

Universal Screening/Benchmark Assessments

Assessment Qualities

- Valid and reliable
- 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
- Selection and interpretation is culturally and linguistically fair

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

Computer adaptive tests (CATs) and Curriculum Based Measures (CBMs) can both be used for universal screening each with advantages/disadvantages

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
-
- 3. 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
-

Some Tools Used for Universal Screening (Literacy)

Tool	CAT or CBM	Math?	Behavior?
AIMSweb	CBM	Yes	Yes
STAR	CAT	Yes	No
DIBELS	CBM	Yes	No
FastBridge	CBM and CAT	Yes	Yes
iReady	CAT	Yes	No
NWEA	CAT	Yes	No

Does it make sense to have the same tool for both universal screening and progress monitoring?

Computer Adaptive Tests (CATS)

- Good assessment of broad skills
- Effective at Predicting risk
- Can assess more applied skills (e.g., Vocabulary, Comprehension, Math applications)
- Very feasible (group assessment)

… but take anywhere from 15 to 60 minutes for each assessment and are less sensitive to improvement

Curriculum Based Measures (CBMs)

- Good assessment of specific skills
- Effective at *predicting* broad skills/risk (K-4)
- Brief (1-2 minutes) but most are 1:1
- Sensitive to improvement

… but do not directly measure constructs like comprehension and vocabulary - especially important in older grade levels

Tool Name	Recommended for universal screening Reading? Grades?	Recommended for universal screening Math?	Recommended for progress monitoring Reading?	Time needed for weekly PM Reading	Recommended for progress monitoring Math?	Time needed for weekly PM Math	Does it assess Social Emotional Behavior	Able to use for NY APPR?	Computer Adaptive (CAT) or CBM?	Does data guide instruction?	Does it provide linked Intervention?	Cost
AIMSweb / AIMSweb Plus	Yes - K-12* Reading (*Best for k-4)	Yes K-8	Yes (CBM measures)	1 min	Yes	1 (k-1) 8 min (1-8)	Yes	Yes	CBM	Partially	No	
STAR	Yes K-12	Yes K-12	Yes (CAT)	20 -30 min	Yes (CAT)	20-30 min	No	Yes	CAT	?	Yes	
Fast-Bridge	Yes K-12	Yes K-6 (7-8 soon)	Yes (CBMs and brief computer based assessments)	1 minute Reading Comp PM	Yes	90 sec (CBM) 10-30 min (Online)	Yes	Soon	CAT and CBM	CBMs have error analysis	Somewhat	
iReady	Yes K-12	Yes K-12	Yes?	30 – 60 min?	Yes?	30 – 60 min?	No	?	CAT	Yes?	Yes	
DIBELS Next	Yes K-6	Yes K-6	Yes	Yes (K-6)	Yes	8-22 min.	No	Yes	CBM	Partially	No	

* CATs such as STAR and FAST provide recommendations based on standard scores, sometimes with limited items per strand. Recommendations are not based on the individual responses of the student.

Assessment Inventory:

Assessment Domain	Identify instructional needs in order to guide instruction	Monitor progress of individual students	Prioritize students for multi-tiered supports	Evaluate program /practice effectiveness including core instruction	Special Education Identification and or levels	IEP Goals	Account-ability
Reading							
Math							
Written Expression							
Social Emotional Behavioral							

Assessment Qualities

1. Reliability , validity
2. Feasibility (efficiency) for frequent administration and use
3. Multiple equated forms
4. Sensitive to improvement
5. Measure important things
6. Organized and communicated effectively
7. Culturally and linguistically fair

Grade Level Post Benchmark Data Meetings

(More in-depth @ next webinar May 10th)

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)**

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)

- Schools need to have a ***menu of multiple interventions at each tier*** to address various students' needs.

- We cannot depend on one intervention program as no intervention program fits the needs of all students.

- School/District RTI teams inform grade level RTI/data teams and visa versa to coordinate services and plan needed resources as well as professional development

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

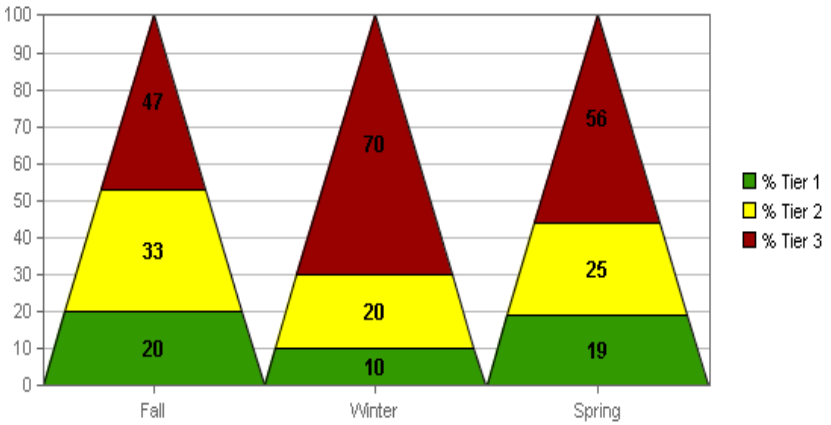
Intervention Name	Grade(s) used	Skill(s) addressed	Source of evidence	Needed supports (training, staff)	Time per day needed	Days per week	Group size	How fidelity is assessed

Grade Level Data Meeting Task #1

How effective is grade level at addressing needs of all students?

Some examples of 'tier transition' charts showing how student risk is increasing, decreasing or staying the same. This is an indication of core and supports (program evaluation).

AIMSweb



FastBridge

STAR

Retrieved 4/17/16 www.youtube.com/embed/H884f2cw2OA?rel=0&autoplay=1

Grade Level Data Meeting Task #2
Who will be prioritized for tiered supports?

Since most districts can only sustain effective tiered intervention for about 25% of students, ***local norms*** are helpful to prioritize students for intervention

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
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 >= 130.0 (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

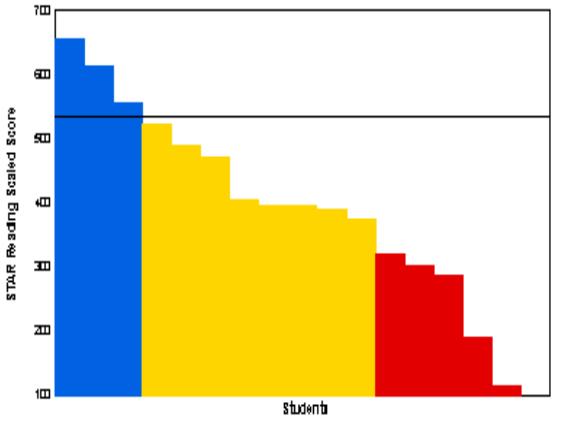
FastBridge

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

Student name	Class - 01-R-1 Words Read Correct (WRC) Fall	Winter	Spring	Percentile rank in grade One (Winter) Class	School	District	National
Bunch John		256		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	78
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 80%		60	57	57	53
Bacon Sarah		50 88%		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 55% !		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 64% ! !		1	1	4	1

STAR

Grade: 4



Categories / Levels	Current Benchmark*	Number	Percent	Benchmark At Time of State Test
Proficient				
Level 4	At/Above 672 SS	0	0%	At/Above 778 SS
Level 3	At/Above 534 SS	3	19%	At/Above 613 SS
Category Total		3	19%	
Less Than Proficient				
Level 2	Below 533 SS	8	50%	Below 613 SS
Level 1	Below 366 SS	5	31%	Below 449 SS
Category Total		13	81%	
Students Tested		16		

These are examples. *School/District RTI team determines*

Grade Level Data Meeting Task #2

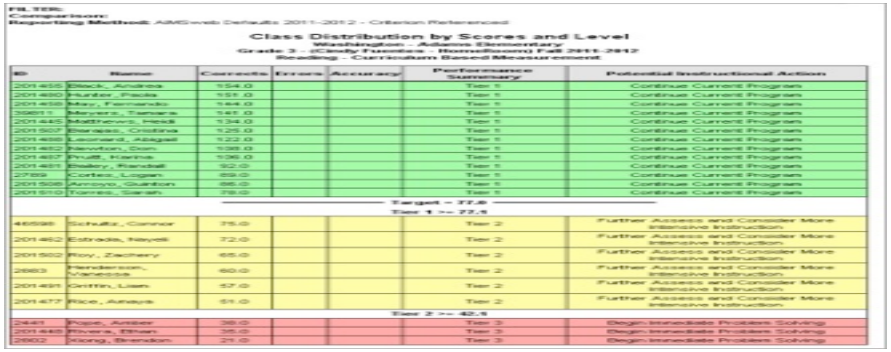
Who is at risk? (Low risk typically corresponds with 40th – 45th percentile)

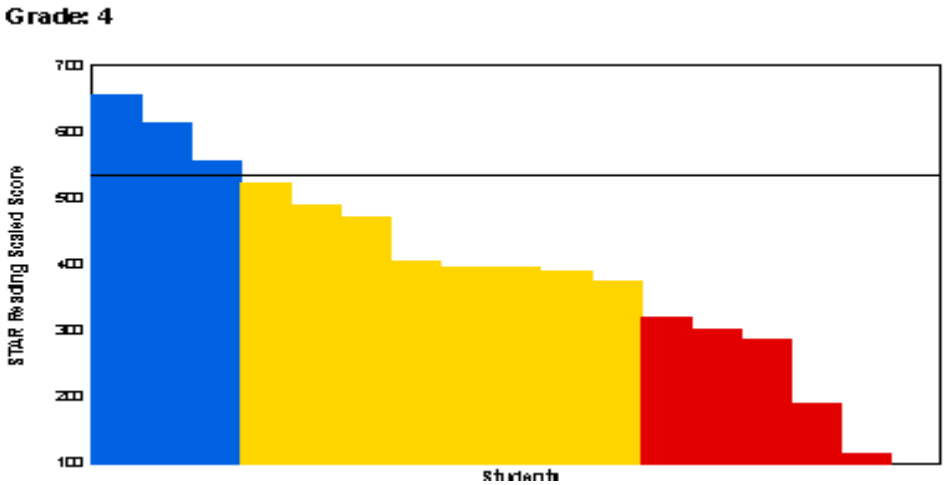
It is important to compare students to national norms and or criterion cut scores that provide a broader perspective or 'reality check'. Students not prioritized for Tier 2 or Tier 3 interventions but still at risk may need support in Tier 1.

Criterion: Who is at high - !!, some - ! and low risk

Group Name: 02-CBMRe-2014 | CBMR English ening Report
Grade: 02 | School: FAST Academy Elementary | Dis FAST Academy District | School year: 2014-15 | Teacher: Nicole DiCarlo

Student name	Words Read Correct (WRC)			Percentile rank in Grade - 02 (Spring)			
	Fall	Winter	Spring	Class	School	District	National†
Zuniga Brandon	162	190	251	99	99	99	99
Yoder Sophie	203	203	208	95	95	97	99
Newell Lauren	44 ! 88%	53 ! ! 93%	206 80%	91	91	93	99
Rosado Gerard	141 94%	149	155	86	86	90	89
Bunch John	60 !	86 !	139	82	82	86	77
Proctor Bradley	61 ! 94%	74 ! 93%	121 94%	77	77	79	57
Meeks Devin	83	94	118	73	73	76	54
Plummer Sara	25 ! !	85 !	116	68	68	72	52
Childs Katherine	89	95	114	64	64	69	49
Rangel Benjamin	88	93	113	59	59	66	47
Covington Angel	51 ! 94%	79 !	109	55	55	62	44
Lucero Gavin	28 ! ! 93%	75 !	108	50	50	59	42
Helms Aidan	40 ! 93%	63 ! 93%	98 !	45	45	55	32
Crowley Dylan	60 ! 94%	75 !	88 !	41	41	52	22
Spivey Luca	70 93%	80 ! 94%	83 ! 93%	36	36	48	17
Mayfield Ethan	83	113	80 ! 82%	32	32	45	15
Goss Rachel	31 ! ! 89%	43 ! ! 90%	61 ! !	27	27	41	5
Sinclair Susan	31 ! ! 91%	41 ! ! 91%	59 ! ! 92%	23	23	38	4
Oconnell Peyton	14 ! ! 88%	32 ! ! 94%	55 ! !	14	14	28	3
Stinson Marti	28 ! ! 93%	37 ! ! 93%	55 ! !	14	14	28	3
Schaefer Calib	26 ! ! 93%	36 ! ! 92%	53 ! ! 93%	9	9	24	2
Kendall Joshua	74	76 !	50 ! !	5	5	21	1
Whaley Casey	16 ! ! 89%	18 ! ! 86%	21 ! ! 91%	1	1	10	1





Grade Level Data Meeting Task #2

What do they need? How do we know what to target?

'Diagnostic information from universal screenings or additional diagnostic assessments for some students helps to match intervention(s) to need(s)

STAR

Class: Mr. DeMarco Class B
Teacher: DeMarco, C.

Instructional Groups	Number of Students	Scaled Score	
		Median	Range
Group 1	2	640	597 - 682
Group 2	2	376	375 - 376
Group 3	2	285	271 - 299

Suggested Skills

Skill recommendations are based on the median score for each Instructional Group. These skills are a starting point for instructional planning. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress Reading built for VA SOL learning progression for reading to find additional information for each skill, teacher activities, and sample items.

Group 1

Students
Will Coalburn, Kimberly Robertson

Reading

GR	
	Vocabulary
6	» Explain the meaning of figurative language (e.g., metaphor, simile, hyperbole, personification) in a literary text and its impact on the text
	Literary Text
6	Ask literal, interpretive, evaluative, and universal questions
6	Make connections between texts, life experience, and prior knowledge in order to clarify ideas or to form generalizations
6	» Cite textual evidence to support analysis of a literary text (e.g., point out the part of the text that supports an inference about the character's motivation; list details that support an inference about the theme)
6	Explain the basis for conclusions drawn about literary texts and revise conclusions based on new evidence in the text
6	» Determine themes of literary texts and explain how they are conveyed through particular details
6	» Explain the meaning of figurative language (e.g., metaphor, simile, hyperbole, personification) in a literary text and its impact on the text
6	Determine the effects of sensory details and imagery on the text or reader
6	Analyze how authors choose specific words to achieve particular effects in literary texts (e.g., establish mood or tone, impact the text's meaning)
6	Provide an accurate summary that includes the main events, characters, and important details, but does not contain personal opinions or judgments
6	Describe an author's use of transitional devices (e.g., conjunctive adverbs -- in addition, however, secondly) and other organizational language (e.g., connectives if-then, and, not)

AIMSweb

District: Washington School District (SAMPLE DATA)
School: Adams Elementary School
Date: Spring - 2010-2011
Grade: K

Grade K AIMSweb TEL Scores

D-ISF is not shown because there are no scores entered for this measure.
D-WUF is not shown because there are no scores entered for this measure.

UID	Student	LNF Score	LNF Percentile Rank / Comparison	LSF Score	LSF Percentile Rank / Comparison	PSF Score	PSF Percentile Rank / Comparison	NWF Score	NWF Percentile Rank / Comparison
	Duncan, Taylor	56.0	64.7/ 64.7	40.0	76.5/ 76.5	60.0	89.5/ 89.5	34.0	94.1/ 94.1
	Fleming, Samantha	60.0	76.5/ 76.5	34.0	64.7/ 64.7	50.0	78.9/ 78.9	34.0	94.1/ 94.1
	Alldritt, Zachary	50.0	41.2/ 41.2	40.0	76.5/ 76.5	44.0	63.2/ 63.2	30.0	70.6/ 70.6
	Colburn, Alyssa	60.0	76.5/ 76.5	37.0	70.6/ 70.6	47.0	68.4/ 68.4	30.0	70.6/ 70.6
	Dimmen, Brook	50.0	41.2/ 41.2	40.0	76.5/ 76.5	43.0	52.6/ 52.6	30.0	70.6/ 70.6
	Erickson, Brooke	50.0	41.2/ 41.2	40.0	76.5/ 76.5	8.0	5.3/ 5.3	30.0	70.6/ 70.6
	Brown, Shannon	50.0	41.2/ 41.2	29.0	41.2/ 41.2	37.0	42.1/ 42.1	29.0	64.7/ 64.7
	Audette, Mikaela	60.0	76.5/ 76.5	40.0	76.5/ 76.5	43.0	52.6/ 52.6	27.0	58.8/ 58.8
	Blegan, Alexandria	40.0	29.4/ 29.4	30.0	47.1/ 47.1	35.0	36.8/ 36.8	25.0	52.9/ 52.9
	Berkel, Tyler	60.0	76.5/ 76.5	30.0	47.1/ 47.1	13.0	15.8/ 15.8	20.0	41.2/ 41.2
	Bradly, Brittney	45.0	35.3/ 35.3	31.0	58.8/ 58.8	49.0	73.7/ 73.7	20.0	41.2/ 41.2
	Anderson, Ross	20.0	11.8/ 11.8	13.0	23.5/ 23.5	67.0	> 99/> 99	15.0	35.3/ 35.3
	Fuller, Emily	56.0	64.7/ 64.7	23.0	35.3/ 35.3	24.0	26.3/ 26.3	12.0	29.4/ 29.4
	Benson, Corey	30.0	17.6/ 17.6	12.0	5.9/ 5.9	17.0	21.1/ 21.1	10.0	17.6/ 17.6
	Freeman, Anna	60.0	76.5/ 76.5	12.0	5.9/ 5.9	55.0	84.2/ 84.2	10.0	17.6/ 17.6
	Carlson, Hannah	30.0	17.6/ 17.6	15.0	29.4/ 29.4	9.0	10.5/ 10.5	4.0	5.9/ 5.9
	Molder, Thomas	13.0	< 1/< 1	2.0	< 1/< 1	25.0	31.6/ 31.6	4.0	5.9/ 5.9
	Halder, Alexander	14.0	5.9/ 5.9	12.0	5.9/ 5.9	5.0	< 1/< 1	1.0	< 1/< 1
	Gordon, Benjamin	—	—	—	—	61.0	94.7/ 94.7	—	—
	Hansen, Shelby	—	—	—	—	37.0	42.1/ 42.1	—	—

Decision Tree: Who's At-Risk?

(Example: School/District Teams make these decisions)

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

What guides the decision making?

- Knowing what resources are available (Intervention menu) as well as number of groups available staff can provide.

- 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

Effective data meetings require a process by which intervention and progress monitoring logistics are addressed and documented

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)

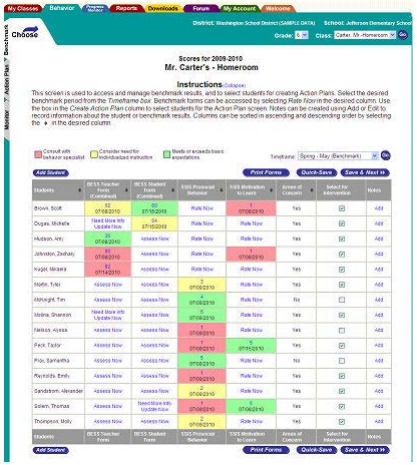
Student Name	Need (as determined by all available assessments)	Intervention* (including strategies for core instruction)	Identify any barriers that need to be addressed for intervention to be implemented effectively	Progress monitor Name of assessment (e.g., NWF, RCBM, MCOMP), frequency
Madison	Fluency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

Prioritizing students who need social, emotional and behavioral supports

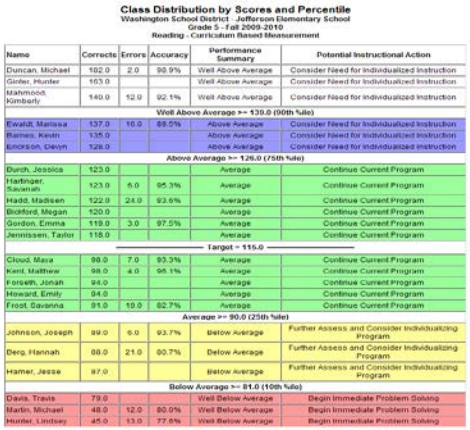
Because of the confidential nature of some social, emotional and behavioral difficulties, grade level meetings may prioritize problems based on data (e.g., SAEBRS) however details and intervention planning may be more appropriately discussed in a separate meeting with the classroom teacher and support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

FastBridge (SAEBRS)

AIMSweb BESS, SSIS



Teacher Nomination



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)					
Ewald, Marissa	137.0	10.0	88.5%	Above Average	Consider Need for Individualized Instruction
Barnes, Kevin	135.0			Above Average	Consider Need for Individualized Instruction
Emerson, Devin	128.0			Above Average	Consider Need for Individualized Instruction
Above Average >= 126.0 (75th %ile)					
Durch, Jessica	123.0			Average	Continue Current Program
Hartinger, Savannah	123.0	6.0	95.3%	Average	Continue Current Program
Hadd, Madisen	122.0	24.0	93.6%	Average	Continue Current Program
Bickford, Megan	120.0			Average	Continue Current Program
Gordon, Emma	118.0	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
Foresth, Jonah	94.0			Average	Continue Current Program
Howard, Emily	94.0			Average	Continue Current Program
Frost, Savanna	91.0	10.0	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

Qualities of Progress Monitoring

(Addressed further at May 17th Webinar)

- Strong psychometric properties (reliable, valid)
  Used as a part of high stakes decisions such as
  Tier 3, IEPs, LD eligibility
- Sensitive to progress over short periods of time (e.g., 8 weeks)
- Multiple *equated* forms (field tested not just based on readability)
- Independence from a specific curriculum (GOM)
- Measure important things (predict functional skills)
- Monitor what is being instructed
- Easy to administer consistently
- Feasible for weekly data gathering
- Goals (what it mean if student meets them) should be understandable

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

Progress Monitor Check Up Meetings

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

Are there existing infrastructures in your school top review PM data? Consider PM review at grade level meetings, collegial circles, other?

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.

Process and Procedures for Progress Monitor Check Up Meetings

- **Who is making progress? (Celebrate!)**

- **Who needs a core instruction/intervention change?**
  - Identify students who are struggling and not making progress and prioritize them for more intensive/targeted instruction/intervention.
  - For those not progressing, determine needs. Discuss current instruction/intervention(s) and needed changes.

  - **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*

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

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Steps to problem solving: The problem solving

"A process that uses the skills of professionals from different disciplines to develop and evaluate intervention plans that improves significantly the school performance of individual and/or groups of students"
- Batche (2007)

1. **Identify, prioritize presenting problem(s)**

   (focus is on student difficulties over which we have control)

2. **Understand problem(s)** the best we can in ways that help us to address them

3. **Plan intervention strategies** that target the problem(s). Identify needed supports. Specifically what the intervention is, who is responsible, any needed resources

4. **Set realistic but ambitious goals**

5. **Plan to assess progress (what, who, how often)**

6. **Plan follow up**

When is an individual problem solving process necessary?

- When educators who work closely with a student (e.g., classroom teacher) feel that the problem is multi-dimensional (e.g., academic and behavioral) and requires careful individualized planning and coordination.

- When a student is not responding to Tier 2/3 interventions and staff want to take a closer look at all of the issues that may be preventing success in school.

- When a student is suspected of having a disability.

Individual Student Problem Solving Team Meeting

Frequency	Members	Responsibilities
As needed, plan on at least one or two 30-40 minute meetings per week.	Student's teacher, interventionist(s) working with student and or who may assist in process, school psychologist, school administrator (optional), and or other staff that can facilitate discussions based on data and match problems to interventions.	Identify and understand more complex problems for individual students. Plan and evaluate interventions (typically Tiers 2 and 3).

Response to Intervention (RTI)

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Multidisciplinary Team Meetings

CSE Planning and decision making:

- **Initial referrals**
- **Re-evaluation reviews**
- **Annual reviews**
- **Setting IEP goals)**

Use of RTI checklist to assure that RTI was implemented prior to CSE initial referral

Use of RTI data for CSE decision making – Using data from RTI to make a case or disconfirm a learning disability: 'Dual discrepancy' based on district set criteria.

Multidisciplinary Team Meetings

Frequency	Members	Purpose
As needed when students are suspected of a disability (or when parents request CSE evaluation) Annual review planning Re-evaluation reviews	Principal, special education director, special education staff, reading staff, support staff (e.g., school psychologist, speech/language) literacy coordinator, social worker and or any other staff who may have a supportive or diagnostic role.	To manage formal services provided to students through the Special Education. Students are referred to MDT when problems persist despite various attempts to intervene and the student is suspected of having an educational disability.

NYSED Guidance: SLD Determination

"Effective on and after July 1, 2012, ***a school district must have an RtI process in place*** as it may no longer use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading.

The data from RtI can help to document that the reason for a student's poor performance or underachievement is not due to lack of appropriate instruction or limited English proficiency. Along with other individual evaluation information, ***RtI data can yield important descriptive information about how children learn and why they may be having difficulties***."

Refer to Appendix B, NYSED RTI Guidance Document (2010)

NY State allows for use of data gathered from an effective RTI process and or a 'processing strengths and weaknesses' approach' for building a case for learning disabilities

Much is left to the local district

Dual discrepancy

- Measures and percentiles to deem a student as 'below peers'
- Measures and rates of improvement to deem progress 'below expected'

What strengths and weaknesses?

More on this at the 5/31 'District and School Level Decision-Making' webinar!

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Administrative Support *(school, district, state)* is *Essential* to developing and maintaining infrastructure

Policies, Procedures, Resource allocation, Permission

- Core instruction
- Scheduling
- Intervention resources including staffing/roles
- Assessments (universal screening, progress monitoring, diagnostics)
- Data based decision making infrastructure
- Acquisition of resources based on identified needs
- Sustained professional development

School RtI Teams

Frequency	Members	Purpose
Four to six times per year or as requested by the Grade Level Data Teams.	Principal Psychologist Lead teachers (general and special education personnel) Specialists (e.g., Literacy Coordinator) Other faculty members* Parents* Community member* **= as needed*	Coordinate RTI for building. Coordinate assessment and problem solving schedules, and support for teachers. Plan professional development for interventions and strengthening the core curriculum. Report to the district team.

Purposes of the School Team

- **Analyze school screening & progress monitoring data**
- Identify needs **across** grade levels and within subgroups (vertical)
- Allocates necessary resources
  - Staff
  - Materials
  - Schedules
- Develop **a school-wide action plan** and **goals** to address literacy
- Evaluate **effectiveness of school-wide reading plan**, including evaluation of core curriculum and instruction
- Evaluate **progress towards school level goals**
- **Communicate with the District RTI Committee**

School Level DBDM Questions

- What percentage of students at each grade are at risk?
- Is risk diminishing over time (across the school year, over multiple years)?
- What are the areas of need within the 5 pillars of reading (PA, phonics, fluency, vocabulary, comprehension)?
- Are subgroups reaching expected cut scores (e.g. students with disabilities, English Language Learners)?
- Where are our instructional/intervention gaps?

District RtI Teams

Frequency	Members	Purpose
Four to six times per year or as needed.	Assistant Superintendent/Director of curriculum and instruction Principal(s) Special education director Director of pupil personnel Support staff representative (e.g., school psychologist) Interventionist representative Teacher representatives District Data Coordinator	Assure that educators have the best preparation (staff development) and evidence-based instructional tools. Determine RTI assessments and cut scores. Support RTI and coordinate with other district initiatives/processes/policies.

Purposes of the District Team

- Examine multiple sources of data in order to improve instructional outcomes for all students
- Identify gaps and redundancies within the district (staff, resources) and coordinate
- Identify targeted, underserved or special needs populations
- Plan resource acquisition
- Plan professional development,
- Examine how district initiatives including the RTI process can be integrated
- Provide guidance concerning decision rules (consistency across district)
- Support (real and perceived) the efforts of the grade level and school teams

Developing a well functioning, systematic RTI process using data based decision making, that is part of the school's infrastructure, is not a quick process

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