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

**Progress Monitoring Essentials**

- Essential qualities and characteristics of progress monitoring measures
- Documenting instruction/interventions
- Matching general outcome measures to intervention
- Setting realistic and ambitious goals including use of rate of improvement (ROI) norm tables
- Social, Emotional, Behavioral (SEB) progress monitoring

**Planning, Coordination, Communication, Responding**

Today we will cover:

- Differentiation/Intervention/Assessment – 3 Tiers
  - **Behavioral**: Ineffective classroom management including poor 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: Students at risk for low academic difficulties. Tier 2: May need temporary or ongoing support and differentiation in order to succeed in core instruction. Tier 1: All students receive evidence-based, differentiated core instruction. Universal screening 3x/year per year helps to identify students most at risk to prioritize for intervention.
  - **Intervention/Assessment**: Tier 3: Intensive social, emotional, and behavioral intervention such as individual/crisis counseling, alternate setting for learning, ERP based on FBA, community-based interventions, and/or consultation with a psychologist or school psychologist.

**Tiered Problem Solving**

- Individualized problem solving meetings for most intense and complex problems
- Progress Monitor Check-up Meetings to change interventions if/when warranted (based on progress monitoring data)

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 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.

**Polls**

- Demographics (roles, grades)

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

Intervention Planning
How much would a district pay for a Tier 2 intervention that worked for every single student?

"Why don't they make the plane out of that black box stuff????" - Steven Wright

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

Step 3 Plan and Assign students to targeted, tiered intervention (Tier 3, Tier 2)
When assigning students to tiered interventions, it is essential to know what skill the intervention will target to assure the real needs of the student are being addressed. Identifying the skill address by the intervention is also essential when identifying a general outcome measure to monitor progress.

Qualities of Academic Progress Monitoring
- 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 (intervention)
- Easy to administer frequently, consistently, with fidelity (Feasible for weekly data gathering)
- Goals (what it mean if student meets them) should be understandable

2 Poll

- 2. RTI progress monitoring tool used in your school:
  - STAR
  - AIMSweb
  - DIBELS
  - FastBridge
  - iReady
  - iStation
  - Fountas and Pinnell
  - DRA
  - District created measures
  - Other
  - None
Some Tools Used for Progress Monitoring (Literacy)

<table>
<thead>
<tr>
<th>Tool</th>
<th>CAT or CBM</th>
<th>Math?</th>
<th>Behavior?</th>
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<tbody>
<tr>
<td>AIMSblank</td>
<td>CAT</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
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<td>CAT</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>DBDM</td>
<td>CBM</td>
<td>Yes</td>
<td>No</td>
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<td>FastBridge</td>
<td>CBM and CAT</td>
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<td>No</td>
</tr>
<tr>
<td>Easy CBM</td>
<td>CBM</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Computer Adaptive Tests (CATs):  
- Good assessment of broad skills  
- Can assess more applied skills (e.g., vocabulary, comprehension, Math applications)  
- Very feasible for teachers (group assessment not 1:1)  
- Less sensitive to improvement  
- Take about 30 minutes to assess.

Curriculum Based Measures (CBMs):  
- Good assessment of specific skills  
- Good general outcome measure for improving foundation skills  
- Brief (1-2 minutes) feasible for weekly assessment  
- Sensitive to improvement  
- Multiple forms  
- Well researched ... but do not directly measure constructs like comprehension and vocabulary - especially important in older grade levels

Data Meeting Step 3 Plan and Assign to targeted, tiered intervention (Tier 3, Tier 2)

It is essential that assessments used for progress monitoring target skills being instructed. General outcome measures (e.g., oral reading automaticity and accuracy as measures by CBM Reading measures) are sensitive to growth of foundation skills. If phonemic awareness (PA) is specifically the target of the intervention assess with a PA measure, however the end of year goal may be reading connected text and therefore a CBM Reading goal may still be important.

For efficiency and maximal time devoted to instruction, try to keep progress monitoring to 1 or 2 general outcome measures. For example, in first grade monitoring weekly with nonsense words (NWF) until ready to read passages, and then monitoring weekly with CBM passages but biweekly with NWF.
**Step 3** Plan and assign students to targeted, tiered intervention (Tier 3, Tier 2)

Document interventions in database.

1. Tier 3. Identify students who are identified or identified as needing intervention(s) and determine the intervention(s) that will be provided.
2. Tier 2. Identify students who are identified or identified as needing intervention(s) and determine the intervention(s) that will be provided.
3. Tier 1. Identify students who are identified as needing intervention(s) and determine the intervention(s) that will be provided.

**Interpreting and using CBM Reading data**

**Avoid this**

**Data Meeting Step 5** Identify progress monitoring logistics:

- Determine students who will have regular (e.g., weekly, bi-weekly) progress monitoring, which skills need to be assessed, and develop realistic, but ambitious, catch-up goals aligned to need/intervention(s).
- Plan and assign students to targeted, tiered intervention (Tier 3, Tier 2)
- Document interventions in database.

**Some interventions that impact students might have to be documented discreetly**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>John began wearing glasses</td>
<td>2/12/15</td>
</tr>
<tr>
<td>Daniel's father was severely injured in an automobile accident</td>
<td>2/12/15</td>
</tr>
<tr>
<td>Susan began wearing a hearing aid</td>
<td>2/12/15</td>
</tr>
<tr>
<td>John was diagnosed as having ADHD and began taking prescribed Ritalin (Please refer to confidential file)</td>
<td>2/12/15</td>
</tr>
<tr>
<td>Julie was removed from her home due to abuse and placed into therapeutic foster care with weekly counseling</td>
<td>2/12/15</td>
</tr>
<tr>
<td>Daniel's behavior plan successfully implemented (Please refer to confidential file) and helped to improve participation.</td>
<td>2/12/15</td>
</tr>
<tr>
<td>Will's attendance improved with attendance plan</td>
<td>2/12/15</td>
</tr>
<tr>
<td>Will's attendance improved with attendance plan</td>
<td>2/12/15</td>
</tr>
<tr>
<td>Sam's behavior plan successfully implemented (Please refer to confidential file) and helped to improve participation.</td>
<td>2/12/15</td>
</tr>
<tr>
<td>Medical intervention</td>
<td>2/12/15</td>
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<tr>
<td>Medical change</td>
<td>2/12/15</td>
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<tr>
<td>Significant stressor and community intervention</td>
<td>2/12/15</td>
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Step 5 Progress Monitoring Logistics: Set Goals

Rate of Improvement goal: Aim for the student to 'catch up' by exceeding the rate of improvement of typical students.

Advantages
- It can be applied to most students regardless of their current skill level. The student may not catch up this year but will eventually of them maintain the accelerated rate.
- ROI is the metric discussed when considering intervention change and is the metric considered for 'expected growth' when determining dual discrepancy.
- Current ROI can be calculated and used for decision making at any time of the year (as opposed to an end of year goal)

Disadvantages
- It may take more than one year for the student to reach proficiency

Step 5 Progress Monitoring Logistics: Set Goals

Rate of Improvement (ROI) Goals

- Students receiving 90 minutes of differentiated, scientifically-based core instruction with 30-60 minutes of targeted evidence-based intervention should achieve a 'catch up rate.'
- AIMSweb and FastBridge have percentiles associated with rates of improvement (ROI) for their measures. A 75th percentile growth rate is achievable (with good core instruction and intervention) and considered a 'catch up rate.'

Not all PM tools calculate ROI

Understanding ROI

- Billy, a 2nd grader, takes a fall universal screening on September 18 and earns a median score of 10 words read correct (WRC) in 1 minute. (4th percentile for fall 2nd grade)

- We set a goal for Billy with a progress monitoring schedule ending June 16. That is about 35 instructional weeks from September 18.

- If Billy improves by one word per week, he’ll improved by 35 words.

- He was already reading 10 words read correctly per minute, so we simply add 35 + 10 to get his goal of 45 WRC by June 16.
One word per week growth:
Improve by 35 words in 35 weeks
35 + 10 = 45

Billy’s reading progress (1 word per week – inadequate)

But, the average growth of Billy’s peers across the country is 1.2 words per week and 1.2 x 35 = 42
42 + 62 (50th percentile 2nd grade fall) = 104
(They are performing better and making a better ROI!)

Our goal of only 1 word per week growth sets Billy up to fall further behind!
Billy’s reading progress goal (1 word per week) is inadequate

How gaps increase
Ahead and running faster
Middle of the pack and running ‘normally’
Behind and progressing slower

Identifying 75th percentile ROI based how student performed on Fall benchmark score

At first grade the difference between the average performing and struggling reader is very significant!!
Interestingly, 50th and 75th percentile growth for 2nd graders using 2 different probe sets, two different norm samples is very similar! 

1.3 – 1.4 – 50th percentile growth  
1.6 words per week = 75th percentile growth fall – spring for students scoring in the average range (fall) is 1.36 words per week growth.  
75th percentile growth fall – spring is 1.63 words per week growth.

• One word per week might not be strong enough for Billy to catch up so we find a rate of growth that is stronger than the typical student but also realistic.  
• A 75th percentile growth rate is somewhere between average (50th percentile) and a rate that few students ever achieve (99th percentile).  
• ROI charts are increasingly available to determine percentile growth rates for realistic but ambitious goals.

If Billy makes 1.6 words per week growth, he’ll improve by 56 words (1.6 x 35) over the course of the year and end up reading 66 words correct (He would go from the fall 4th to the spring 14th percentile).

“Too ambitious? Would close the gap”  

“Billy’s ROI = 1.5 Words per Week Growth”  

Our goal sets Billy up to catch up! Maybe not this year but eventually.

We must remember that regardless of the method, the goals we set for students are directly tied to the quality and intensity with which we intervene.

...We can’t just wish for ambitious growth and blame the student when we don’t get it.
Progress Monitor Check Up Meetings

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

<table>
<thead>
<tr>
<th>September</th>
<th>In-between</th>
<th>January</th>
<th>In-between</th>
<th>May-June</th>
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</thead>
<tbody>
<tr>
<td>Post Benchmark (Screening)</td>
<td>Progress monitoring check up meeting(s)</td>
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<td>Progress monitoring check up meeting(s)</td>
<td>Post Benchmark (Screening)</td>
</tr>
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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

Progress Monitor Check Up Meetings

- **Frequency**
  - 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)

- **Members**
  - 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 reallocation of resources easier.

- **Purpose**
  - “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

What about assessing Social Emotional Behavioral (SEB) Progress??

Informally, archival data (e.g. from Teacher Daily Behavior Report Card) might be used:

*In this example total points could be graphed with a goal of so many days of 14 points or higher.*

In this example, total points could be graphed with a goal of so many days of 14 points or higher.

The only problem is, what a teacher deems as ‘a 2 point shot’ (good) may ‘drift’ as expectations (appropriately) rise.

Direct Behavior Ratings: A more formal formative evaluation of social, emotional and behavioral concerns:

Through problem identification process, 3-6 identify prioritized behaviors that if improved would help the student learn and adjust in the classroom.

Create 1-10 ratings (a rubric helps to anchor ratings).

Some low frequency but important behaviors might be counted.

In this example a student’s energy level is rated:

1 - low energy/activity
2 - mild energy/activity
3 - optimal energy/activity
4 - too much energy/activity
Direct Behavior Ratings: A more formal formative evaluation of social, emotional and behavioral concerns:

Graphed data from Direct Behavior Rating

Thanks!

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