

# DATA BASED DECISION MAKING IN THE RTI PROCESS: WEBINAR #1 DATA TEAM MEETING PROTOCOL

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NYS RtI TAC

# Agenda

- Basics of Data Team Meetings
  - Core Team
  - Grade Level Team
- Following the Script
- Key Decisions

# Without Data...



# It's **ONLY** An Opinion!

# Basics and Overview

- [Video Resource for overview](#)

# Key Concepts

- Data, data, data
- Teams within schools
  - Core Team
  - Grade Level Team
- Follow the script!
- Keep to time limits
- Roles during meetings
- Move from grade level to individual level decisions
- Keep meeting focused on instruction
- Avoid distractions during meetings
- End meetings with purpose and summary

## Universal Screening

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graph LR; A[Universal Screening] --> B[Progress Monitoring]; B --> C[Special Ed Eligibility?];
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- Tier 1 Concerns
- Grade level goals
- Grade level strategies

## Progress Monitoring

- Tier 2 & 3 Concerns
- Individual goals
- Individual strategies

## Special Ed Eligibility?

- Refer non-responders

# Core Team Participants

The core team should include:

- Principal
- Data person
- Grade level or content area teachers
- Reading and/or math specialists
- Intervention specialists
- Others as appropriate: speech and language clinician, psychologist, etc.

# Core Team Functions

- Data Analysis
- Decisions of tier assignment
- Decisions of instructional recommendations for core level differentiation
- Decisions on grade level goal setting



# Grade Level Team Functions

- Teachers at each grade level
- Examine recommendations of core team
- Discuss team based decisions for tier assignment
- Discuss team based decisions for tier changes
- Discuss instructional needs at core program and tiered instruction level
- Bring data to support arguments

# Instructional Menu

RTI Level	INSTRUCTIONAL MATERIALS	GRADE LEVEL		
		GRADES K-2	GRADE 3	GRADES 4-6
<b>Tier 1</b>	<i>Treasures</i> Leveled Readers	X	X	X
<b>Tier 2</b>	<i>Treasures</i> Leveled Readers	X	X	X
	Daybook (for extra comprehension, as needed)			X
	REWARDS (for extra decoding, as needed)			X (Grades 5 and 6)
<b>Tier 3</b>	<i>Triumphs</i>	X	X	X
	Fundations (as needed)	X	X	
	Wilson		X	X

# Tier 1: Data Analysis Teaming

Teams of staff working together to...

- Access critical data on all students' performance related to achievement of standards
- Analyze data and find which students have which gaps in attainments
- Set measurable goals to close the gap
- Identify and implement research-based instructional strategies

# Accessing Critical Data

- Provide a group screening of all students
  - DIBELS/AIMSweb/STAR
  - Unit tests or weekly assessments
  - Other measures (e.g., DRA levels)
- Develop a process for gathering data
- Identify someone to convert data into teacher-friendly summary documents
- Train teachers on how to read summary documents

# Script for Meetings – Beginning of Year

- Before meeting
  - Data set the stage
  - Communicate to staff
  - Establish logistics
- During the meeting
  - Tier 1 – Group (aggregated grade) outcome and goals
  - Tier 1 – Interventions applied across grade
  - Individual Decisions- Tier 2, Tier 3

# Script for Meetings – Middle of Year

- Before meeting
  - Data set the stage
  - Communicate to staff
  - Establish logistics
- During the meeting
  - Tier 1 – Group (aggregated grade) outcomes and reset goals
  - Tier 1 – Interventions applied across grade
  - Individual Decisions- Tier 2, Tier 3 outcomes

# Fall Benchmark Data

# Before the Meeting

- Data are prepared for the meeting in a teacher-friendly format
- Data are sent to teachers in advance
- Principal decides who is permanent session facilitator
- Principal assigns a scribe at each meeting
- Principal arranges for meeting logistics



# Before the Meeting

- Provide written prompts for teachers to use when looking at data before the meeting
- Provide written prompts for teachers to think about what they are doing now
- Data sets in question: DIBELS/AIMSweb/STAR

# During the Meeting

1. Team accesses district-provided data sets
2. Team identifies current performance of grade level
3. Team sets measurable goal (s)
4. Team identifies research-based instructional strategies
5. Team analyzes suggested strategies
6. Team selects and agrees to implement strategies
7. Team plans logistics of strategy implementation
8. Team identifies which students will need more frequent assessment
9. Team sets next meeting date

# Data Spreadsheet

Willow Hill GRADE 1 Fall 2008

Last	First	Tchr	Spring PSF	Spring PSF Status	Spring NWF	Spring NWF Status	End of Yr Tier	Fall LNF score	Reached LNF Fall BMK Target of 37	Reached LNF Fall Stc Target of 25	Fall PSF score	Reached PSF Fall BMK Target 35	Reached PSF Fall Stc Target 10	Fall NWF score	Reached NWF Fall BMK Target 24	Reached NWF Fall Stc Target 13	Fall Instr Rec	Fall Team Dec	Nov Prog Monit NWF ROI Target .7
Carmona	Isabella	Johnson						61	B		50	B		45	B		T1		
Carranza	Alexander	Johnson						73	B		51	B		58	B		T1		
Davis	Nisa	Johnson						48	B		18		O	30	B		T1		
Foy-Smith	Ahmad	Johnson						71	B		42	B		119	B		T1		
Garcia	Cyara	Johnson						51	B		40	B		31	B		T1		
Gerini	Samantha	Johnson						80	B		47	B		80	B		T1		
Johnson	Shyann	Johnson						54	B		34		O	35	B		T1		
King	Brandon	Johnson						59	B		43	B		82	B		T1		
Leung	Alanl	Johnson						53	B		40	B		38	B		T1		
Majewski	Hayley	Johnson						44	B		35	B		40	B		T1		
Massey	Madison	Johnson						44	B		43	B		30	B		T1		
McKnight	Robert	Johnson						25		O	36	B		30	B		T1		
Spicer	Rafi	Johnson						41	B		41	B		30	B		T1		
Desrocher	Frank	Johnson						32		O	5			33	B		T2		
Radcliffe	Christian	Johnson						38	B		20		O	15		O	T1		
Veeraraj	Joshua	Johnson						49	B		17		O	23		O	T1		
Yancey	Lauren	Johnson						43	B		17		O	16		O	T1		
Johnson	Maleah	Johnson						25		O	37	B		19		O	T2		
Peterkin	Neta	Johnson						34		O	17		O	17		O	T2		
Duncan	Cassidy-Ava	Johnson						22		AR	9		AR	20		O	T3		
Wright	Naquan	Johnson						23		AR	8		AR	9		AR	T3		
Chandler	Fox	McGinley						40	B		34		O	63	B		T1		

# 1. Team Accesses District-Provided Data Sets

View skills critical to meeting standards:

- Identify how many (%) students have attained skill (established).
- Identify how many (%) students are developing the skill (emerging).
- Identify how many (%) students are deficient in the skill (deficit) .

# 1. Team Accesses District-Provided Data Sets

- Prompt
- Team is provided with data to be analyzed
- Record Keeping



## 2. Team Identifies Current Performance of Grade Level

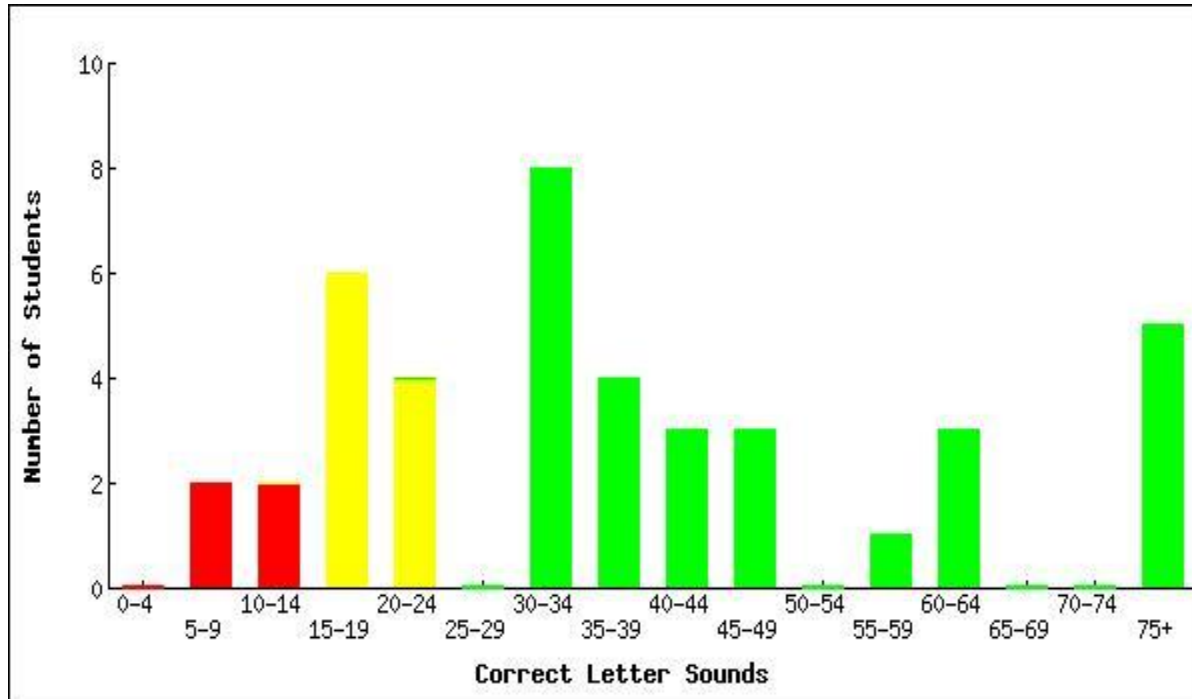
- Determine
  - % at risk
  - % some risk
  - % low risk
- Prompt

“Let’s analyze how our students are doing on (benchmark skill)?”
- Record Keeping

Summarize salient data on SIRF or similar form

## Nonsense Word Fluency

•**Benchmark Goal:** The benchmark goal is for all children to have established alphabetic principle skills of 50 or more on Nonsense Word Fluency by the middle of First Grade.



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**66% (n=27) Low Risk**



**24% (n=10) Some Risk**



**10% (n=4) At Risk**

WINTER

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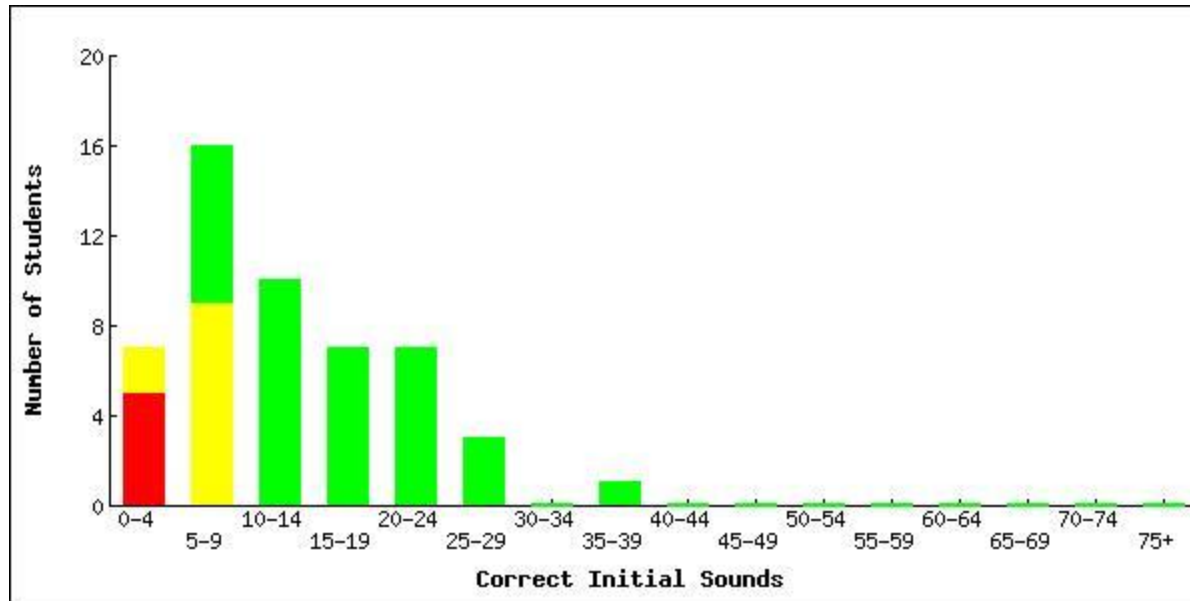
BENCHMARK DATA



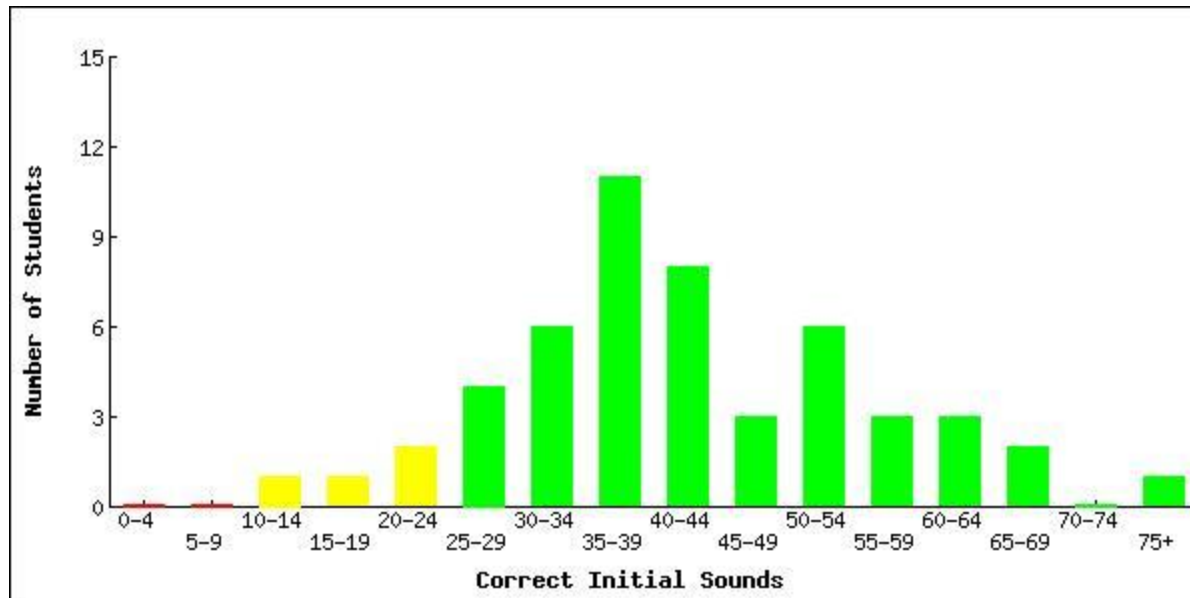
# During the Meeting

1. Team accesses district-provided data sets
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## Initial Sound Fluency- Beginning K



## Initial Sound Fluency-Middle K



# Team Evaluates Success

- Review data over time.
- Are we meeting our goals?
  - If yes, stay the course.
  - If no, what do we need to do differently?
    - Teaching?
    - Materials?
    - Fidelity of implementation?
    - Time?

# Who goes to Tier 2? Tier 1? Tier 3?

- Students who lag far behind after one quarter
- Use data to identify students
- Use decision rules established at local level

# End day 1

- Next Webinar- Monday, December 8, 2014
- 4 – 5:30 pm
- Key Decisions When Analyzing Universal Screening Data
  - Goal setting with Benchmark Data
  - Procedures for Determining Goals
  - Fall Benchmark Data
  - Winter Benchmark Data