

Developing Effective MTSS Tier 2 Reading Interventions: Guidelines for Schools



Jim Wright
www.interventioncentral.org

Multi-Tier System of Supports

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The screenshot displays the Intervention Central website interface. At the top, the logo "INTERVENTION CENTRAL" is accompanied by the tagline "Your source for RTI resources" and a pencil icon. A navigation menu includes links for Home, Academic Interventions, Behavior Interventions, Products, Workshops, CBM, Downloads, Blog, and Contact. The main heading is "Response To Intervention – RTI Resources", with social media sharing options for Facebook (Like), Twitter (Tweet), Print, Email, and Google+ (56). On the left, a "Products" section features a link for "RTI Data Collection Forms & Organizer". Below it, the "Latest Updates" section, dated September 17th, 2013, highlights an article titled "How To: Reduce Time-Outs With Active Response Beads", describing a strategy to replace in-class time-outs with active response beads to promote self-management skills. The central content area features a photograph of a teacher and four students working together at a table. Below the photo, a text box states that Intervention Central provides free resources to help struggling learners and implement Response to Intervention. Two recent updates are listed: one from November 20, 2013, about building sight-word vocabulary through tutoring interventions, and another from November 18, 2013, about a new CBM Warehouse resource for tracking basic academic skills. On the right, a "Featured Tools" sidebar lists various resources such as the Academic Intervention Planner, Behavior Intervention Planner, Behavior Rating Scales Report Card Maker, ChartDog Graph Maker, Dolch Wordlist Fluency Generator, Early Math Fluency Generator, Learning Disability Accommodations Finder, Letter Name Fluency Generator, Math Work - Math Worksheet Generator, Reading Fluency Passages Generator, and Student Academic Success Strategies - Checklist Maker.



MTSS Toolkit: A Practical Guide for Schools

Developing Effective MTSS Tier 2 Interventions: Guidelines for Schools

Jim Wright, Presenter

22 September 2019

Port Chester Schools
Port Chester, NY

Email: jimw13159@gmail.com
Workshop Materials: <http://www.interventioncentral.org/portchester>

Workshop PPTs and handout available at:

<http://www.interventioncentral.org/portchester>

Multi-Tier System of Supports

Tiers 2/3 Academic Intervention Programs & Practices: Building Inventory

School:

Date of Inventory:

Person(s) Completing:

Directions. Please list details for all of the Tier 2/3 intervention programs or practices that your school currently has in place to address reading, math, and/or other student academic delays or deficits. NOTE: If you are unsure of exact dates of purchase or most recent training, use approximate dates.

Name of Academic Program or Practice	Academic Area(s) Targeted (e.g., reading comprehension, math computation)	Grade Level(s) Served	Date of Purchase or First Use in Your School	Interventionists (who in your school is trained to use this program?)	Date of Most Recent Training in this Program/ Practice	Additional Comments (Optional)
EXAMPLE: HELPS Program www.helpsprogram.org	<i>Reading fluency</i>	<i>Grades 4-5</i>	<i>Dec 1, 2012</i>	<i>2 Reading Teachers 1 Teaching Assistant</i>	<i>Refresher training Sept 2015</i>	<i>Our school intends to expand this program to grade 6 next year.</i>

Jim Wright: Training with Park Avenue School






- *26 April 2019: Half-day visit to audit school's RTI/MTSS process for reading.*
- 24 Sept 2019: Full-day workshop on Tier 2 reading services.
- 21 Oct 2019: Full-day workshop: Topic to be determined.

Multi-Tier System of Supports

OPTION 2: Tier 2/Supplemental Interventions. This session provides consultation on how to structure Tier 2/Supplemental interventions. Minimum length is 3 hours. The recommended audience includes Tier 2/AIS providers and building administration.

- Entry and Exit.** Participants review the data sources used to enter students into and exit them from Tier 2 services. Goals are to rank data sources in order of importance and set clear cut-points for eligibility.
- Data Analysis Team (DAT).** The role of the DAT is to review screening schoolwide screening data 3 times per year to identify students requiring remedial academic support. Participants agree on meeting roles, membership, and a meeting agenda for the DAT.
- Research-Based Programming.** Goals in this segment are to inventory current Tier 2 programming used in the building, verify that these programs are supported by research, identify possible gaps in programming, and review additional programming options.
- Documentation.** Participants review the minimum essential information to document for Tier 2 interventions and discuss a vehicle (e.g., RTImDirect) for archiving that information.

Tier 2 Reading Interventions: Agenda

-  1. **Quality Indicators.** What are recommendations for high-quality Tier 2 interventions?
-  2. **Interventions.** What types of interventions are used for Tier 2 reading in your building---and are they research-based?
-  3. **Screening.** What data sources should be used to identify students for Tier 2--and how are they prioritized?
-  4. **Forms.** What is the minimum documentation needed to record a Tier 2 intervention?
-  5. **Next Steps.** What key next steps will your school undertake in Tier 2 reading interventions?



“ *The perfect is the enemy of the good.* ”

-Italian Proverb

RTI/MTSS for Academics: An Overview. What are the levels, or Tiers, of academic support in RTI/MTSS?



MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%

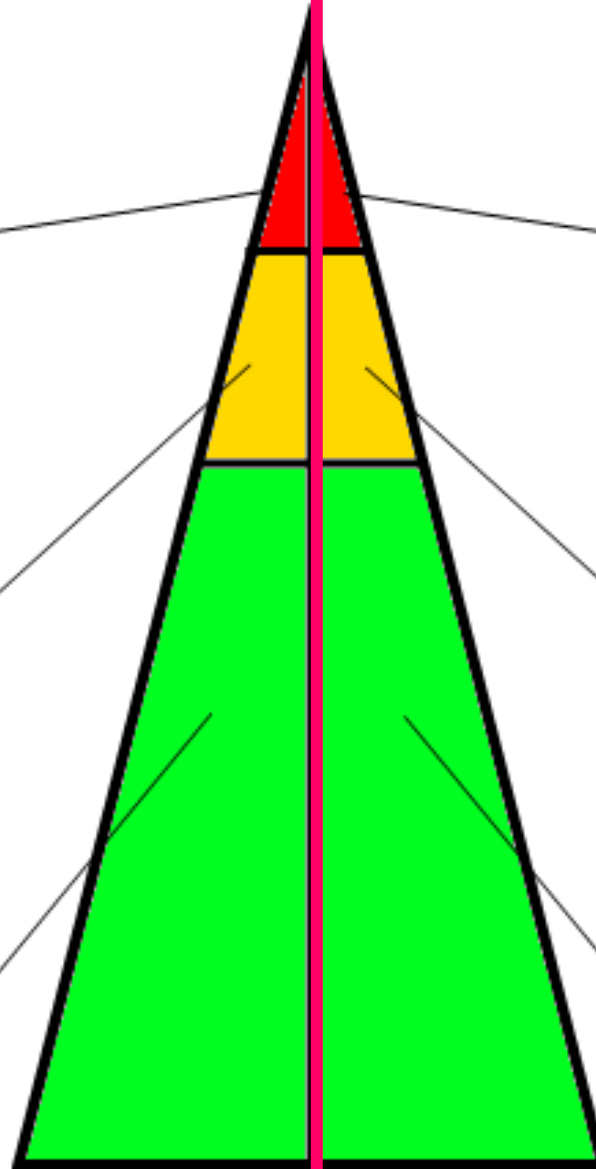
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 1: Universal: Core Instruction: 80%

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students



MTSS: BEHAVIOR

Tier 3: High-Risk Students: 5%

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

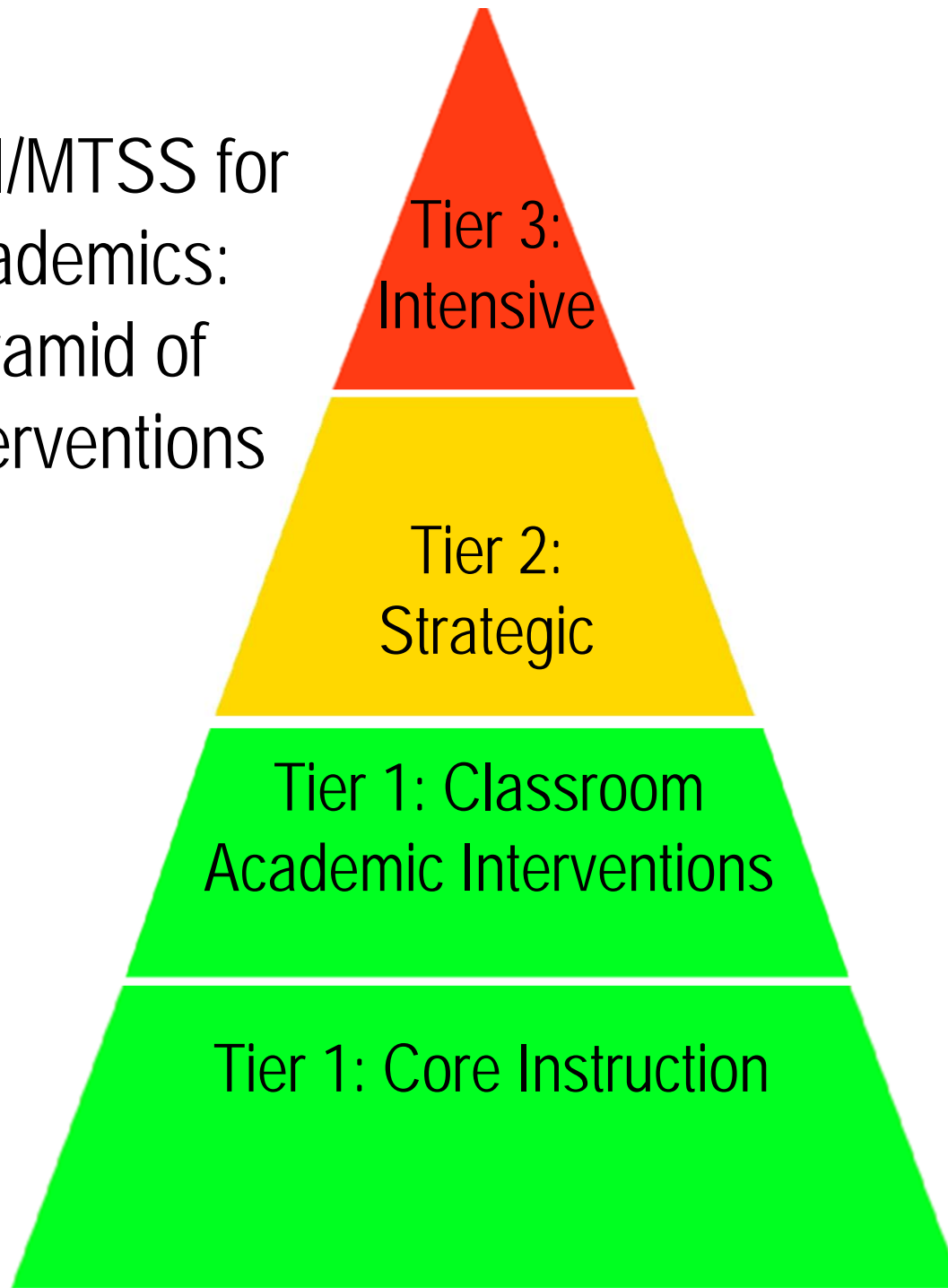
- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 1: Universal: Classroom Management: 80%

- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Source: Grosche, M., & Voipe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education, 28*, 254-269. <http://dx.doi.org/10.1080/08856257.2013.768452>

RTI/MTSS for
Academics:
Pyramid of
Interventions



RTI/MTSS for Academics: Pyramid of Interventions



Tier 1: Core Instruction

Tier 1: Core Instruction (100%). Teachers in all classrooms deliver effective instruction to reach the widest range of learners.

Tier 1: Core Instruction. The teacher's whole-group instruction...

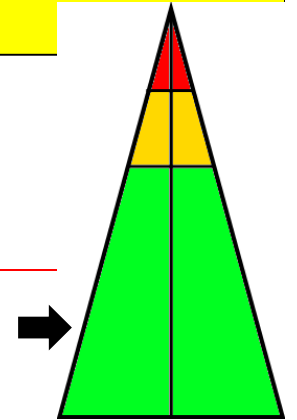
...maximizes **time devoted to instruction** by reducing or avoiding interruptions—e.g., overlong transitions, episodes of problem behavior, etc.



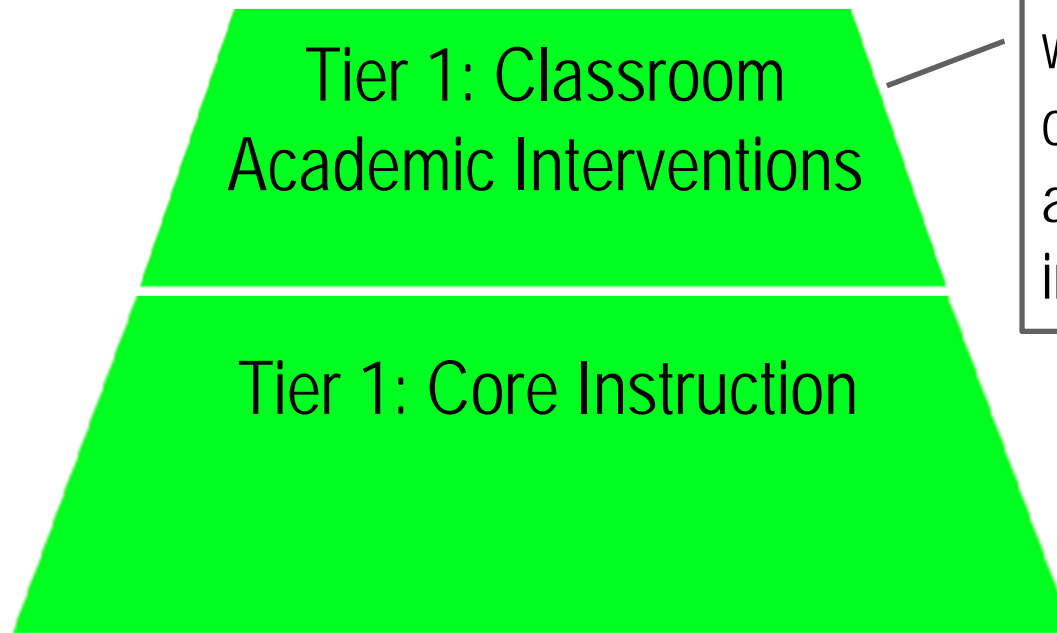
...incorporates essential elements of **explicit and systematic instruction** into lessons.

...provides **differentiated instruction** matched to student needs.

...for reading and mathematics instruction, uses programs and/or practices **supported by research**.



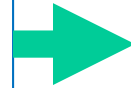
RTI/MTSS for
Academics:
Pyramid of
Interventions



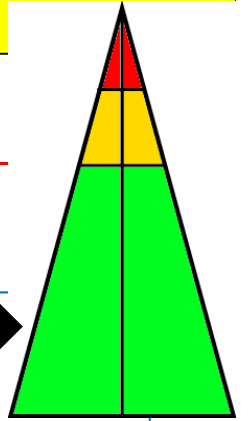
Tier 1: Classroom Intervention. The classroom teacher provides Tier 1 interventions to those individual students with academic difficulties who need additional classroom support to achieve success in core instruction.

Tier 1: Classroom Intervention. The teacher...

...has access to a bank of academic intervention ideas and data-collection methods accessible by all staff.



...uses standardized form(s) to record classroom interventions.



...defines the student's presenting academic problem(s) in clear and specific terms.

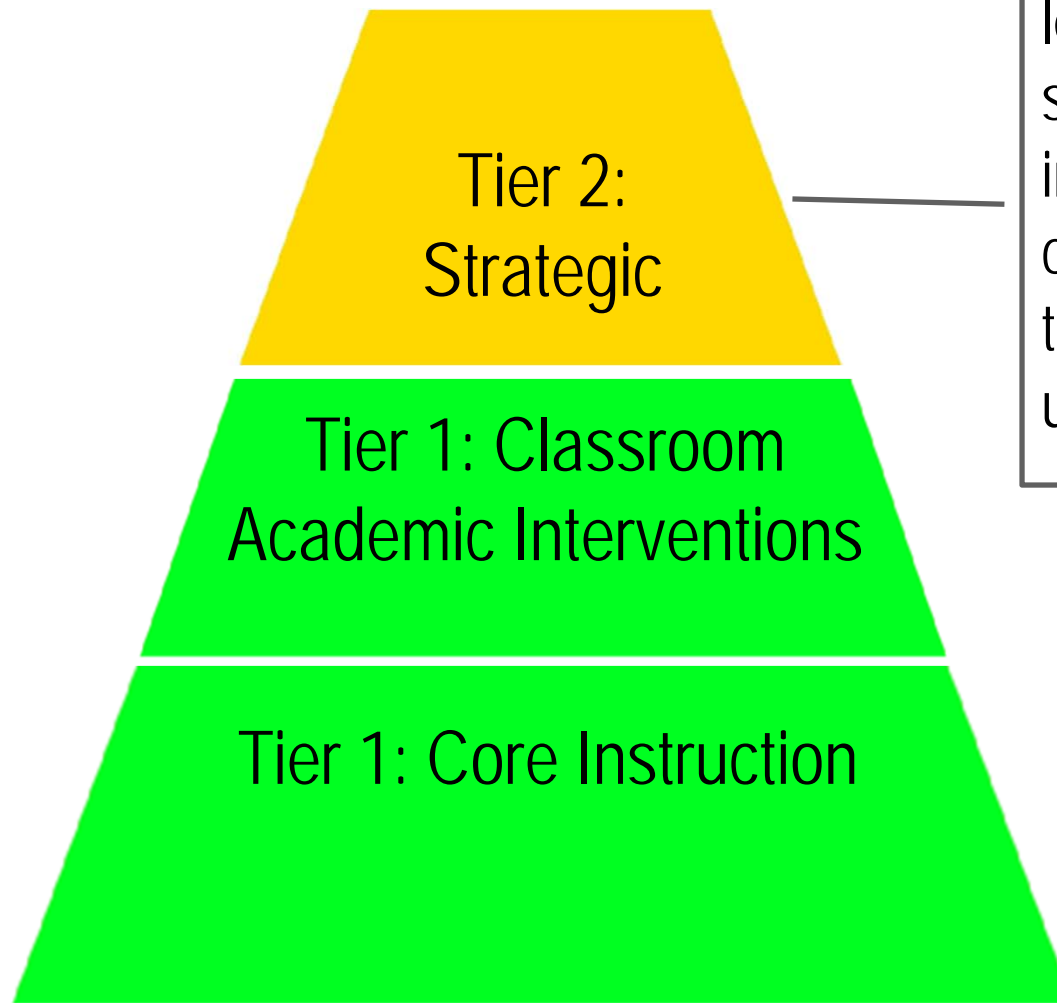


...selects method(s) to monitor student progress, setting a goal and collecting baseline data.



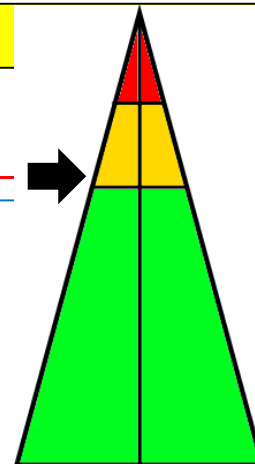
...chooses appropriate academic intervention(s) supported by research.

RTI/MTSS for
Academics:
Pyramid of
II



Tier 2: Strategic Intervention (10-15%). Students with off-grade-level skill deficits receive supplemental small-group interventions outside of core instruction to fill in those gaps. Interventions used are research-based.

Tier 2: Supplemental Intervention. At Tier 2,...



...students enter and exit Tier 2 services based primarily on the objective data of the school-wide screening tool(s) (e.g., 20-25th% or below), with teacher nomination as only a minor source of recruitment.

...interventions are documented in writing before Tier 2 services begin, and Tier 2 plans are archived electronically for easy access.



...the interventionist employs academic programs or practices supported by research.

...the interventionist collects progress-monitoring data at least twice per month to monitor the success of the intervention.

...interventions seek to fix 'off-grade-level' academic deficits—and are not simply a reteaching of classroom instruction .

Qualification for AIS Services

“ “ For the 2017-18 school year, districts shall continue to identify students to receive AIS through a two-step process. ” ”

First, all students performing below the median scale score between a level 2/partially proficient and a Level 3/proficient on a grade 3-8 English language arts (ELA) or mathematics state assessment shall be considered for AIS.

Upon identification of a student for consideration for AIS, districts shall then use a district-developed procedure, to be applied uniformly at each grade level, for determining which students shall receive AIS. After the district considers a student's scores on multiple measures of student performance, the district determines whether the student is required to receive AIS.

37. What is meant by [AIS] intensity of service?

Intensity of service means the provision of services for students based on the level of their needs as determined through multiple measures and sources of evidence.

Students with the most intense needs would receive more scheduled services, for a longer duration, and with more individualization.

Students with the least intensive needs might only receive progress monitoring as a student support service.

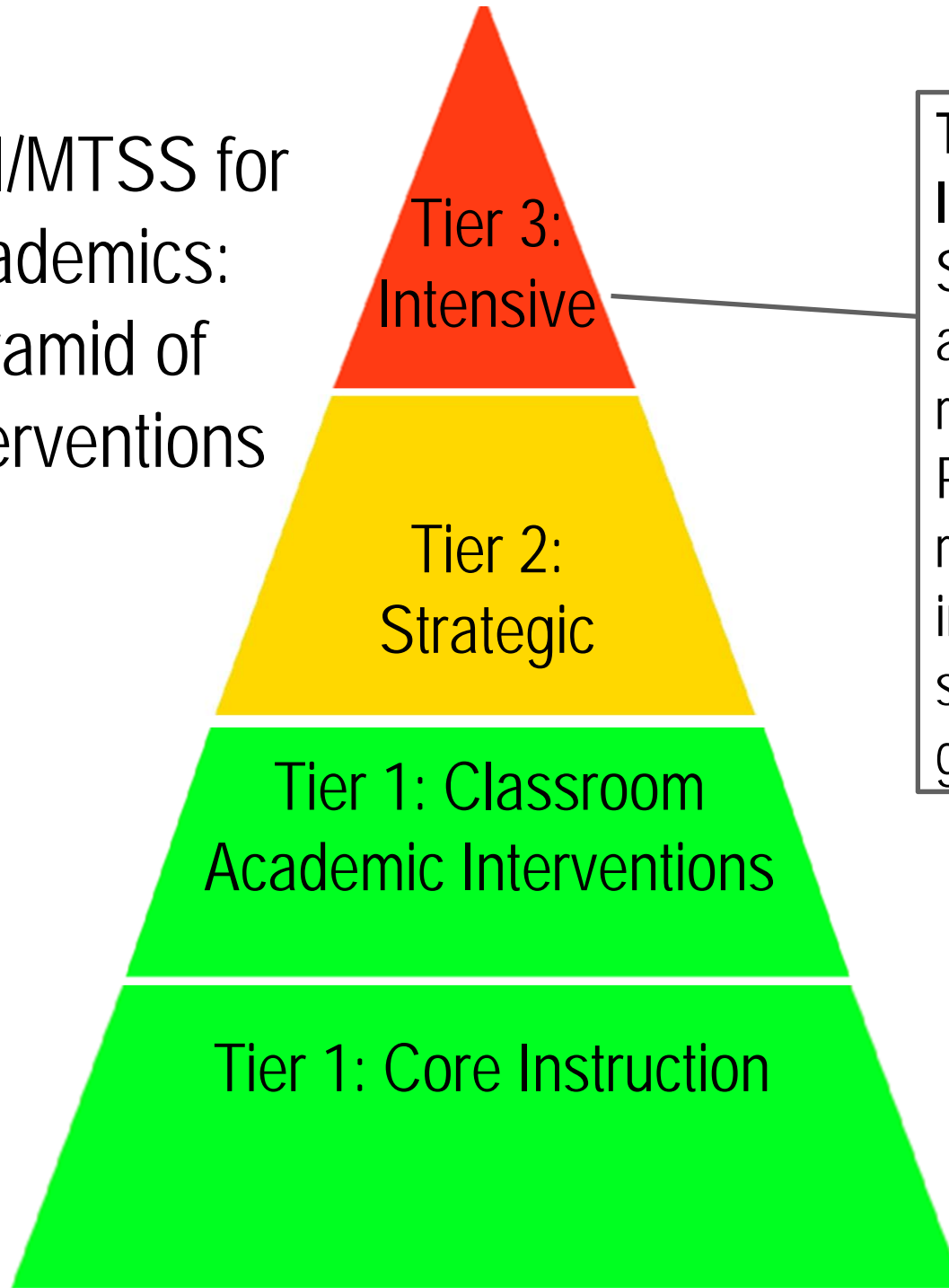
NYS RTI Guidance Manual (2010; p. 13)

“ Tier 2 intervention is typically small group (3-5) supplemental instruction. This supplemental instructional intervention is provided in addition to, and not in place of, the core instruction provided in Tier 1...

Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1. Therefore, students are often grouped according to instructional need. Approximately 5 to 10 percent of students in a class receive Tier 2 intervention.

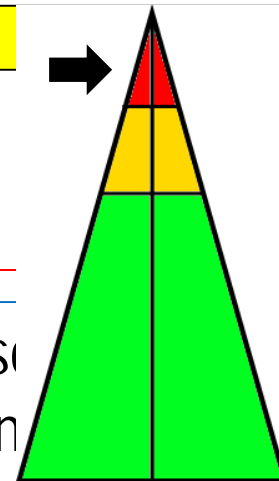
The location of Tier 2 intervention is determined by the school. It may take place in the general education classroom or in an alternate location outside of the general education classroom.

RTI/MTSS for
Academics:
Pyramid of
Interventions



Tier 3: Intensive Intervention (1-5%). Students with intensive academic gaps are reviewed by the RTI/MTSS Problem-Solving Team and receive a customized intervention plan. Most students at Tier 3 are **still** general-education.

Tier 3: Intensive Intervention. The RTI Problem-Solving Team...



...meets on referred students within 1-2 weeks of initial referral.

...follows a standardized problem-solving meeting format, with defined meeting and steps.



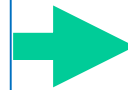
...produces a written record of RTI /MTSS Team meeting discussion, including a customized intervention plan.

...routinely schedules follow-up meetings 6-8 instructional weeks after the initial meeting to evaluate intervention outcomes.

...expects that providers of Tier 3 interventions will collect data at least weekly to monitor student progress.

School-Wide Academic Screeners. The school/district has...

...selected a set of school-wide screeners that reliably detect significant areas of student academic risk. NOTE: These tools may screen for basic academic skills, general academic achievement, or a mix of the two.



...identified any additional data sources (e.g., teacher nomination, state assessments) to be used in determining student eligibility for Tier 2/3 services.



...established specific cut-points for each data source (where appropriate) to determine eligibility for Tier 2/3 intervention support.



...ranked all Tier 2/3 data sources in descending order of importance in determining student intervention placement decisions.



Tier 2 Academic-Intervention Services: Quality Indicators

Directions: Complete this questionnaire to evaluate the current status of your school's Tier 2 academic services.

School-Wide		
Rating	Tier 2 Quality Indicator	Notes/Comments
<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially <input type="checkbox"/> Accomplished <input type="checkbox"/> Not Accomplished	Recruitment. Students are entered into and exited from Tier 2 services based primarily on the objective data of the school-wide screening tool(s) (e.g., 20- 25 th % or below). If used at all, teacher nomination is a minor source of Tier 2 recruitment.	
<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially <input type="checkbox"/> Accomplished <input type="checkbox"/> Not Accomplished	Coordination of Services. The building Data Analysis Team (DAT) reviews school-wide academic screening data collected at 3 points during the year (Fall/Winter/Spring). The DAT decides which students are eligible for Tier 2 services, assigns students to intervention groups based on shared skill deficits, and exits students who no longer qualify for Tier 2.	
<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially <input type="checkbox"/> Accomplished <input type="checkbox"/> Not Accomplished	Classroom Feedback. The DAT shares school-wide screening results with classroom teachers to analyze grade-level patterns of academic strength and weakness and to brainstorm how to improve core instruction to reach at-risk learners.	
Interventionist Practices		
Rating	Tier 2 Quality Indicator	Notes/Comments
<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially <input type="checkbox"/> Accomplished <input type="checkbox"/> Not Accomplished	Documentation. Tier 2 interventions are documented in writing with clear descriptions of the group intervention plans before Tier 2 services begin. Those Tier 2 plans are archived electronically for long-term storage and retrieval.	
<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially <input type="checkbox"/> Accomplished <input type="checkbox"/> Not Accomplished	Research-Based Interventions. The Tier 2 interventionist employs intervention programs or practices supported by research.	
<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially <input type="checkbox"/> Accomplished <input type="checkbox"/> Not Accomplished	Off-Grade-Level Focus. The focus of Tier 2 services is to fix 'off-grade-level' academic deficits—and is <i>not</i> simply an extension of classroom instruction through re-teaching of core instruction, homework help, or test preparation.	
<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially <input type="checkbox"/> Accomplished <input type="checkbox"/> Not Accomplished	Progress-Monitoring. The Tier 2 interventionist is collecting progress-monitoring data at least 2 times per month to monitor the success of the intervention.	
<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially <input type="checkbox"/> Accomplished <input type="checkbox"/> Not Accomplished	Intervention Check-Ups. The Tier 2 interventionists/Data Analysis Team review each student's performance at 6-10-week intervals to determine whether they are making adequate progress. At these check-ups, students can be moved into different or more intensive intervention programs or exited from Tier 2 services—depending on progress.	

Handout 1
p. 2

Tier 2 Quality Indicators: Activity

Evaluate the Quality of Your Tier 2 Services.

Pair off and use this form to rate your current Tier 2 RTI/MTSS reading services.

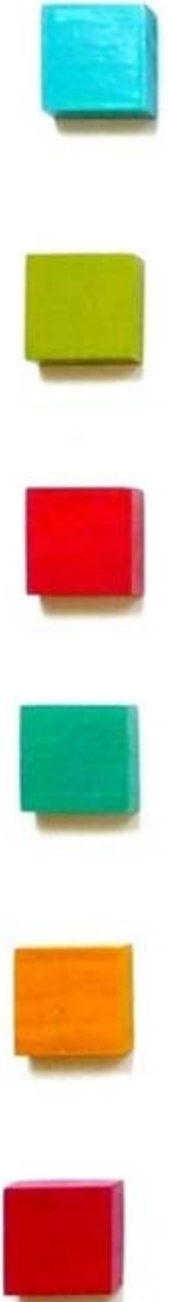


Tier 2 Academic-Intervention Services: Quality Indicators

Directions: Complete this questionnaire to evaluate the current status of your school's Tier 2 academic services.

School-Wide		
Rating	Tier 2 Quality Indicator	Notes/Comments
<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially <input type="checkbox"/> Accomplished <input type="checkbox"/> Not Accomplished	Recruitment. Students are entered into and exited from Tier 2 services based primarily on the objective data of the school-wide screening tool(s) (e.g., 20- 25 th % or below). If used at all, teacher nomination is a minor source of Tier 2 recruitment.	
<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially <input type="checkbox"/> Accomplished <input type="checkbox"/> Not Accomplished	Coordination of Services. The building Data Analysis Team (DAT) reviews school-wide academic screening data collected at 3 points during the year (Fall/Winter/Spring). The DAT decides which students are eligible for Tier 2 services, assigns students to intervention groups based on shared skill deficits, and exits students who no longer qualify for Tier 2.	

High-Quality Reading Programs.
What are examples of effective research-based Tier 2/3 reading programs? And what are quality indicators for any Tier 2/3 reading support?



Evaluating the Quality of Tier 2/3 Reading Interventions/Programs

High-quality Tier 2/3 reading interventions have these 4 important attributes. They:

- are supported by research.
- target off-grade-level reading skills to fill in gaps and catch the student up with grade peers.
- provide remediation in specific, clearly defined academic skills.
- are scripted in sufficient detail to allow interventionists to carry them out with fidelity.

Evaluating the Quality of Tier 2/3 Reading Interventions/Programs

Here are 3 things that high-quality Tier 2/3 reading interventions are NOT:

- Homework help, test preparation, or reteaching of core-instructional content.
- People. (The 'reading teacher' is not an intervention.)
- Locations. (The 'Learning Lab' or 'Academic Support Center' is not an intervention.)

Defining High-Quality Tier 2/3 Reading Interventions Example: HELPS (www.helpsprogram.org)

- HELPS (Helping Early Literacy with Practice Strategies) is a free tutoring program that targets student reading fluency skills.

Developed by Dr. John Begeny of North Carolina State University, the program is an evidence-based intervention package that includes several intervention elements in a 15-minute 1:1 tutorial session.

HELPS Reading Fluency Program
 www.helpsprogram.org
 LINK AVAILABLE ON
 CONFERENCE WEB PAGE



<h3>One-on-One Program Is Now Available!</h3> <p>Learn more about this program, such as which educators have used the program successfully, which students should benefit most from the program, and how educators can obtain the program and training for free.</p> <p>READ MORE</p>	<h3>Strengths of One-on-One Program</h3> <ul style="list-style-type: none"> Evidence-based and scientifically-validated Requires no more than 10-12 minutes per day, 2-3 days per week Has been successfully used with students of all different reading levels Can be easily integrated as part of a school's Response-to-Intervention (RTI) model <p>READ MORE</p>	<h3>Importance of Reading Fluency</h3> <p>An extensive amount of reading research has confirmed that reading fluency is important for all students' reading development.</p> <p>However, instructional strategies designed to improve students' reading fluency are often missing from students' core reading curriculum.</p> <p>READ MORE</p>	<h3>Other HELPS Programs</h3> <p>At the present time, all materials for the HELPS One-on-One Program are available for use.</p> <p>However, additional HELPS Programs are currently being developed, such as programs for small groups and Spanish-speaking students.</p> <p>READ MORE</p>
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The HELPS Education Fund

The HELPS Education Fund is the non-profit foundation that is used to support teachers' free access to the HELPS Program materials.

The Fund is also used to support students' overall educational success, particularly for students from economically disadvantaged backgrounds. Through the HELPS Education Fund, teachers and schools can apply to receive free educational services related to reading instruction. Teachers and schools can also apply for free educational materials beyond the free, downloadable materials offered from the website.

The HELPS Education Fund is financially supported in two ways. First, rather than downloading the HELPS Program materials for free from this website, teachers or schools can opt to purchase a set of pre-assembled, professionally developed HELPS Program materials (for only \$40 per set). Second, individuals or organizations can make tax-deductible donations directly to the Fund. 100% of proceeds from purchased HELPS materials and 100% of donations to The HELPS Education Fund are used to improve educational outcomes for students.

[READ MORE](#)

RELATED LINKS

- AIMSweb
- Big Ideas in Beginning Reading
- Doing What Works
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Easy CBI
- The Education Trust
- Evidence Based Intervention Network
- Florida Center for Reading Research
- Intervention Central
- National Center for Education Statistics
- National Center for Response to Intervention

UPDATES

Program Updates
 Posted on July 8, 2010

- Thousands of educators are using HELPS
- Sharing HELPS with other educators is easy

Research Updates
 Posted on July 8, 2010

- Recent journal publication about HELPS
- Pilot studies of small-group HELPS Program

Website Updates
 Posted on July 8, 2010

- HELPS website improves in several ways



Vignette 1: HELPS demonstration

- Student's name: Sam (2nd grade)
- Teacher's name: John
- Passages student will read: 4 & 5
- Does student meet Reading Goal? – Yes
- Directions used: Scripted Directions
- The student is receiving HELPS session #5

HELPS: Tier 2 Reading-Fluency Program



Step 1
Verbal Cueing Procedure and Expectations

Evaluating the Quality of Tier 2/3 Reading Interventions/Programs: Example: HELPS Program

Q: Is the HELPS Program supported by research?

A: Yes. Dr. John Begeny, the program creator, has published several studies demonstrating HELPS' effectiveness in boosting reading fluency:

- Begeny, J.C., Upright, J.J., Easton, J.E., Ehrenbock, C.A., & Tunstall, K.R. (2013). Validity estimates and functionality of materials and procedures used to monitor the implementation integrity of a reading intervention. *Journal of Applied School Psychology, 29*, 284-304.
- Begeny, J.C., Braun, L.M., *Lynch, H.L., *Ramsay, A.C., & Wendt, J.M. (2012). Initial evidence for using the HELPS reading fluency program with small instructional groups. *School Psychology Forum: Research in Practice, 6*, 50-63.
- Begeny, J.C., Ross, S.G., Greene, D.J., Mitchell, R.C., & Whitehouse, M.H. (2012). Effects of the Helping Early Literacy with Practice Strategies (HELPS) Reading Fluency Program with Latino English language learners: A preliminary evaluation. *Journal of Behavioral Education, 21*, 134-149.

Evaluating the Quality of Tier 2/3 Reading Interventions/Programs: Example: HELPS Program

Q: Does HELPS allow the tutor to target off-level reading skills?

A: Yes. HELPS has reading passages that span multiple grades and gives the tutor guidelines on how to match the student to the appropriate reading materials.

Evaluating the Quality of Tier 2/3 Reading Interventions/Programs: Example: HELPS Program

Q: Does HELPS provide remediation in specific, clearly defined academic skills?

A: Yes. HELPS sessions include these research-based elements that target reading fluency:

- adult modeling of fluent reading.
- repeated reading of passages by the student.
- phrase-drill error correction.
- verbal cueing and retell check to encourage student reading comprehension.
- reward procedures to engage and encourage the student reader.

Evaluating the Quality of Tier 2/3 Reading Interventions/Programs: Example: HELPS Program

Q: Does the HELPS program provide scripted directions to the interventionist to ensure that the intervention is carried out with fidelity?

A: Yes. When an educator creates a free account on the www.helpsprogram.org website, he or she can download a program manual, materials for the student and tutor, and a demonstration video that shows several HELPS sessions. All materials ensure that schools can conduct self-guided trainings to deliver the HELPS tutoring program at a high level of quality.

Tier 2: Sample Reading Interventions

Big Ideas in Reading

1. "Phonemic Awareness: The ability to hear and manipulate sounds in words.
2. Alphabetic Principle: The ability to associate sounds with letters and use these sounds to form words.
3. Fluency with Text: The effortless, automatic ability to read words in connected text.
4. Vocabulary: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.
5. Comprehension: The complex cognitive process involving the intentional interaction between reader and text to convey meaning."

Source: Big ideas in beginning reading. University of Oregon. Retrieved September 23, 2007, from <http://reading.uoregon.edu/index.php>

Sample Strategy to
Promote...Phonics/Alphabetics

Letter Names: Incremental Rehearsal

Step 1: The tutor writes down on a series of flash cards the letters that the student needs to learn.

K	P	b
t	m	c
D	l	a
w	q	h
N	C	Y

Incremental Rehearsal of Letter Names

Step 2: The tutor reviews the letter identification cards with the student. Any card that the student can answer within 2 seconds is sorted into the 'KNOWN' pile. Any card that the student cannot answer within two seconds—or answers incorrectly—is sorted into the 'UNKNOWN' pile.

'KNOWN' Letters

b	P
Y	C
h	q
D	a
m	t

'UNKNOWN' Letters

K
N
w
l
c

Incremental Rehearsal of Letter Names

Step 3: The tutor is now ready to follow a nine-step incremental-rehearsal sequence: First, the tutor presents the student with a single index card containing an 'unknown' letter. The tutor reads the letter aloud, then prompts the student to read off the same unknown letter.



K

Incremental Rehearsal of Letter Names

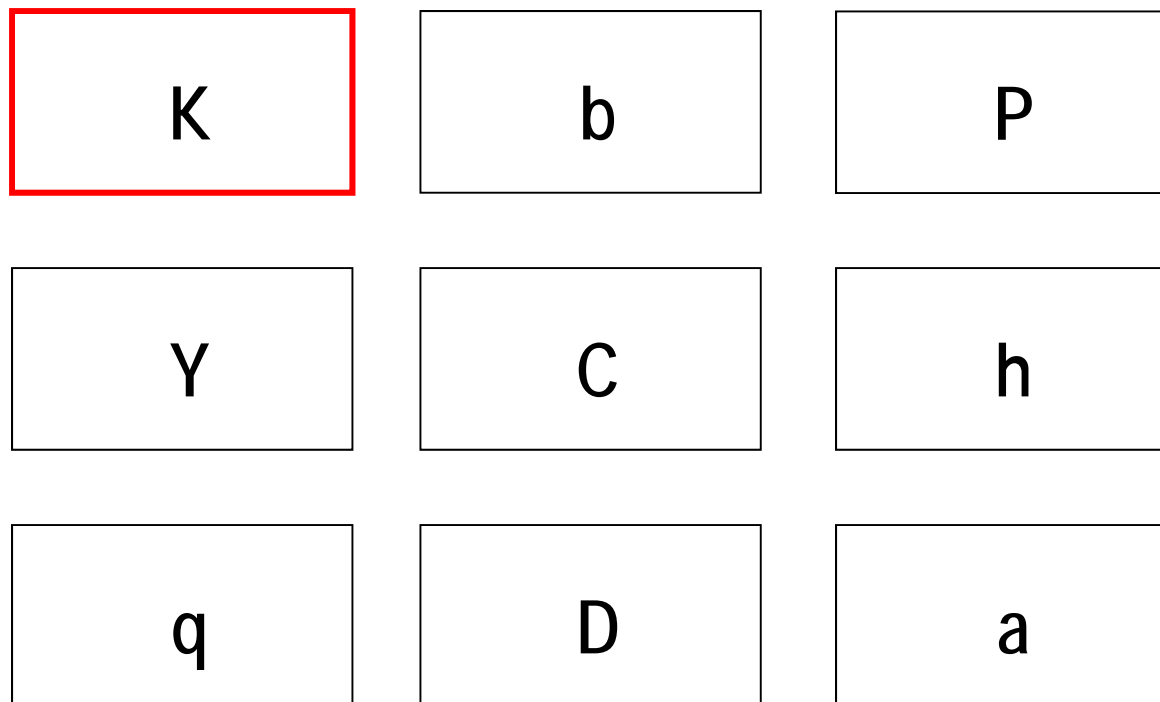
Step 3 (Cont.): Next the tutor takes a letter from the 'known' pile and pairs it with the unknown letter. When shown each of the two letters, the student is asked to identify it.

K

b

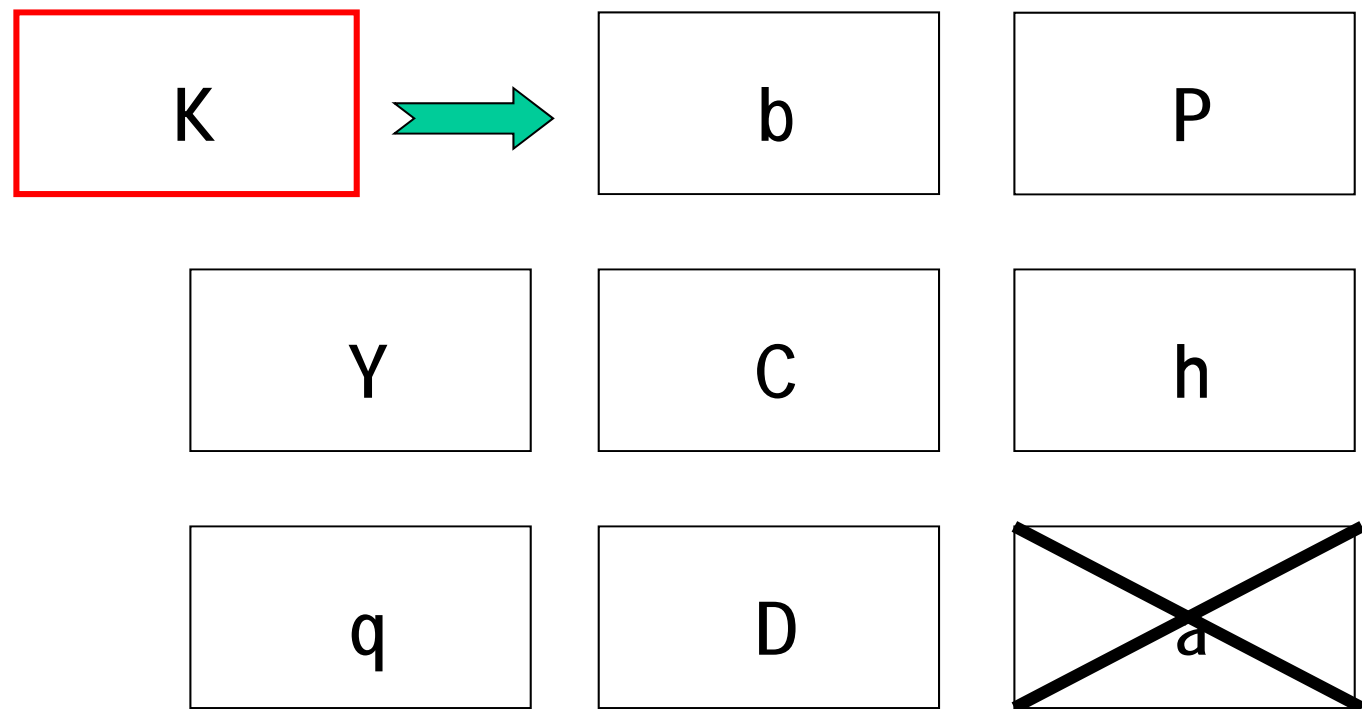
Incremental Rehearsal of Letter Names

Step 3 (Cont.): The tutor then repeats the sequence--adding yet another known letter card to the growing deck of flash cards being reviewed and each time prompting the student to answer the whole series of letter names. This process continues until the review deck contains a total of one 'unknown' letter and eight 'known' letters (a high ratio of 'known' to 'unknown' material).



Incremental Rehearsal of Letter Names

Step 4: At this point, the last 'known' letter that had been added to the student's review deck is discarded (placed back into the original pile of 'known' items) and the previously 'unknown' letter name is now treated as the first 'known' letter in new student review deck for future drills.



Incremental Rehearsal of Letter Names

Step 4: The student is then presented with a new 'unknown' letter to identify and the review sequence is once again repeated each time until the 'unknown' letter is grouped with nine 'known' letters—and on and on. Daily review sessions are discontinued either when time runs out or when the student answers an 'unknown' letter incorrectly three times.

N

K

b

P

Y

C

h

Q

D

Sample Strategies to Promote...Reading Fluency

Group-Based Repeated Reading

(Available on Conference Web Page)

An effective *group repeated reading intervention* (Klubnik & Ardoin, 2010) has been developed that allows a tutor to work on reading fluency with up to 3 students in a group format. This tutoring package includes several components, with repeated reading as the 'engine' that drives student growth in reading fluency. A tutoring session using this group intervention will last about 15 minutes.

Group-Based Repeated Reading

Preparation. To prepare for each tutoring session, the tutor creates or obtains these materials:

- 1 student reading passage: This passage should be 150 words or longer and at students' instructional level. *Instructional* as defined here means that students are able to correctly read at least 90% of the words in the passage. Copies of the passage are made for each student and the tutor.
- 1 copy of the *Group Repeated Reading Intervention Behavior Rating Scale* (two versions of which appear later in this document).

Group-Based Repeated Reading

Procedure. The group repeated reading intervention has 4 components: passage preview, repeated readings, phrase-drill error correction, and contingent reward:

1. *Passage Preview.* The tutor reads the practice passage aloud once while students follow along silently, tracking their place with an index finger. During this initial read-through, the tutor stops several times at unpredictable points and asks a student selected at random to read the next word in the passage. (NOTE: This 'assisted cloze' strategy -- Homan, Klesius, & Hite, 1993--ensures that students pay close attention to the tutor's modeling of text.)

Group-Based Repeated Reading

Procedure.

- Repeated Readings.* The tutor next has the students read the practice passage aloud 3 times . For each read-aloud, the students engage in sequential reading, with the process continuing in round-robin fashion until the passage is completed. When a student misreads or hesitates in reading a word for 3 seconds or longer, the tutor states the correct word. At the beginning of each repeated reading, the tutor selects a different student, to ensure that by the end of the 3 readings, each student will have read each sentence in the passage once.

Group-Based Repeated Reading

Procedure.

3. *Phrase Drill Error Correction.* At the end of each reading, the tutor reviews error words (misreads or hesitations for 3 seconds or longer) with students. The tutor points to each error word, ensures that students are looking at the word, and asks them to read the word aloud in unison.

If students misread or hesitate for 3 seconds or longer, the tutor pronounces the error word and has students read the word aloud together (choral responding). Then the tutor has students read aloud a phrase of 2-3 words that includes the error word--performing this action twice.

Group-Based Repeated Reading

Procedure.

4. *Contingent Reward.* At the start of each tutoring session, the tutor reviews with the group the 3 behavioral expectations from the *Group Repeated Reading Intervention Behavior Rating Scale*:
 - *When asked to read aloud, I did my best reading.*
 - *When others were reading, I paid close attention.*
 - *I showed good behaviors and followed all directions quickly.*

The tutor reminds the students that they can earn a reward if they observe these behavioral expectations.





































Multi-Tier System of Supports

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students Date: _____

Rater: Tutor Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

	Student 1	Student 2	Student 3
<p><i>When asked to read aloud, I did my best reading.</i></p> <p>The degree to which Reading Group Students met this behavior goal</p> <p style="text-align: center;">  1  2  3 </p>	 1  2  3	 1  2  3	 1  2  3
<p><i>When others were reading, I paid close attention.</i></p> <p>The degree to which Reading Group Students met this behavior goal</p> <p style="text-align: center;">  1  2  3 </p>	 1  2  3	 1  2  3	 1  2  3
<p><i>I showed good behaviors and followed all directions quickly.</i></p> <p>The degree to which Reading Group Students met this behavior goal</p> <p style="text-align: center;">  1  2  3 </p>	 1  2  3	 1  2  3	 1  2  3

Multi-Tier System of Supports

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students Date: _____

Rater: Tutor Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

	Student 1	Student 2	Student 3
<p><i>When asked to read aloud, I did my best reading.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>
<p><i>When others were reading, I paid close attention.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>
<p><i>I showed good behaviors and followed all directions quickly.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>

Group-Based Repeated Reading

Procedure.

4. *Contingent Reward (Cont.)* At the end of the session, the tutor rates each student's behavior on the *Group Repeated Reading Intervention Behavior Rating Scale*. Any student who earns a top score (3 points) on all rating items receives a nickel (Klubnik & Ardoin, 2010), sticker, or other modest reward.

Multi-Tier System of Supports

MTSS: Tier 2: Supplemental Intervention

Q: Where can schools find good Tier 2 programs to match different areas of academic need?

- The What Works Clearinghouse (WWC) is the best source of impartial information about effective Tier 2/3 programs:
<http://ies.ed.gov/ncee/wwc/>










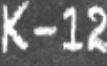


The screenshot shows the top navigation bar of the IES What Works Clearinghouse website. It includes the IES and WWC logos, a 'What Works Clearinghouse' tagline, a 'MENU' button, a search bar with a 'Search' button and a 'Go' button. Below the navigation bar is a green banner with the text 'Select topics to Find What Works based on the evidence'. The main content area features a grid of 12 topic icons with corresponding labels: Literacy, Mathematics, Science, Behavior, Children and Youth with Disabilities, English Learners, Teacher Excellence, Schoolwide Programs, Early Childhood (Pre-K), K-12 Kindergarten to 12th Grade, Path to Graduation, and Postsecondary.

IES WWC What Works Clearinghouse

MENU

Search Go

Select topics to **Find What Works** based on the evidence

 Literacy	 Mathematics	 Science	 Behavior
 Children and Youth with Disabilities	 English Learners	 Teacher Excellence	 Schoolwide Programs
 Early Childhood (Pre-K)	 K-12 Kindergarten to 12th Grade	 Path to Graduation	 Postsecondary

What Works Clearinghouse

The What Works Clearinghouse is sponsored by the US Department of Education and is an impartial reviewer of interventions suitable for Tiers 2 & 3.

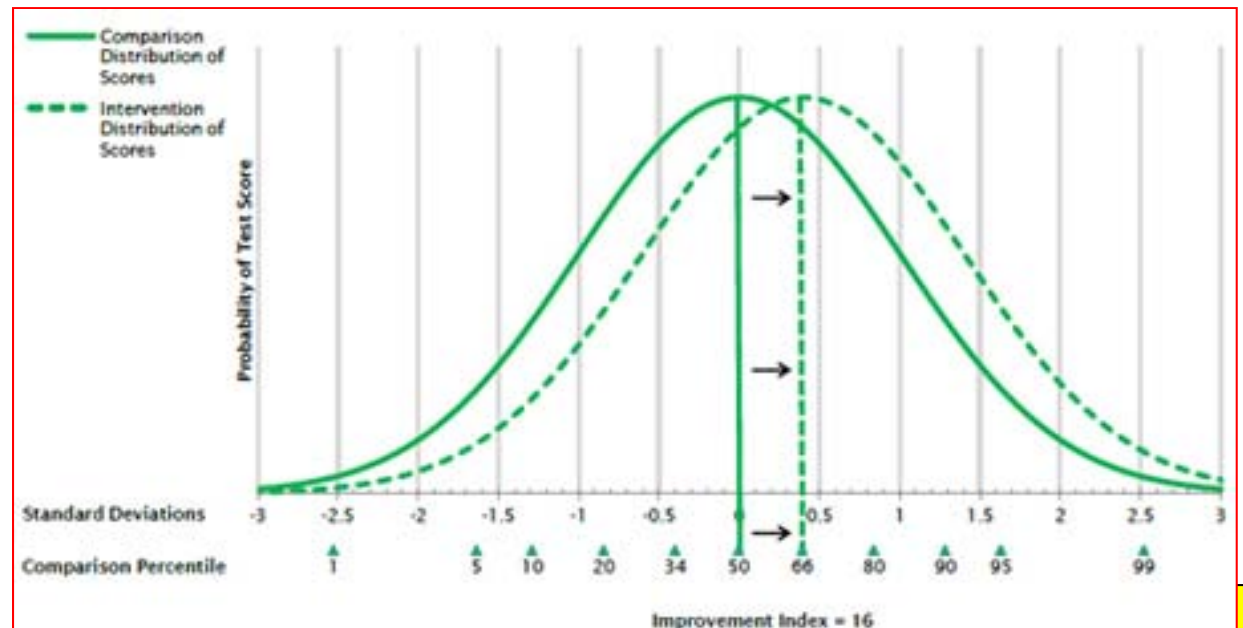
The site reviews all available published and unpublished studies of a commercial intervention and comes up with an 'improvement index' that summarizes that program's overall effectiveness in strengthening students' skills in one or more targeted academic areas.

What Works Clearinghouse: Improvement Index

“Improvement Index. The expected change in percentile rank for an average comparison group student if the student had received the intervention. It is measured as the percentile difference between the intervention group mean and the comparison [control] group mean using the comparison group distribution.”

Source: What Works Clearinghouse. Material in the public domain.

Source: What Works Clearinghouse. (n.d.). Glossary: Improvement index. Retrieved from <http://ies.ed.gov/ncee/wwc/Glossary>



What Works Clearinghouse: Improvement Index

So the improvement index is simply a **change score**. If a program has an improvement index of **16**, for example, it means that an average student participating in the program would perform **16 points higher** in percentile ranking on the outcome measure when compared to peers who did **not** receive that program.

Multi-Tier System of Supports

Best Evidence Encyclopedia

<http://www.bestevidence.org/>

This site provides reviews of evidence-based reading and math programs.

The website is sponsored by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE).

The screenshot shows the homepage of the Best Evidence Encyclopedia (BEE). The header features a logo of a bee reading a book and the text "Best Evidence Encyclopedia Empowering Educators with Evidence on Proven Programs". Navigation links include Home, About the BEE, Review Methods, Sign Up for Updates, and Resources. A search bar is located in the top right corner.

The main content area is titled "Which educational programs have been successfully evaluated in valid research?". Below this, it states: "What works in education? The Best Evidence Encyclopedia (BEE) presents reliable, unbiased reviews of research-proven educational programs to help:"

- POLICY MAKERS** use evidence to make informed choices.
- PRINCIPALS** choose proven programs to meet state standards.
- TEACHERS** use the most powerful tools available.
- RESEARCHERS** find rigorous evaluations of educational programs.

...because all children deserve the best in education

Useful BEE Resource: Program Overviews
Search for a program reviewed on the BEE and find an overview of useful information about the program, including evidence of effectiveness ratings and contact information.

Better: Evidence-based Education Magazine
Sign-up for a free trial issue of *Better*, a unique magazine from Johns Hopkins University's Center for Research and Reform in Education. Published three times a year, *Better* focuses on practical, evidence-based advice for decision makers in education. The theme of the fall 2011 issue is struggling readers.

The left sidebar lists "Program Reviews" under "Mathematics" (Elementary, Middle/High School, Effectiveness of Technology) and "Reading" (Beginning, Upper Elementary, Elementary, Middle/High School, English Language Learners, Struggling Readers, Effectiveness of Technology). It also lists "Comprehensive School Reform" (Elementary (CSRQ), Middle/High School (CSRQ), K-12 Meta-Analysis (Borman), Education Service Providers (CSRQ)) and "Early Childhood" (Early Childhood Education).

The right sidebar features a "Spotlight" section with a photo of Robert Slavin and the text: "New Blog from Robert Slavin, Director of the Center for Research and Reform in Education. Visit 'Sputnik: Advancing Education Through Innovation and Evidence.' Robert Slavin's new blog featuring commentary on how educational policy can be informed by research and innovation."

The footer includes the Johns Hopkins University School of Education logo and the CDDRE logo, along with navigation links for "About Johns Hopkins University / Center for Data-Driven Reform in Education", "Privacy Statement", "Disclosure", "Contact Us", and "Site Map".

Multi-Tier System of Supports

National Center on Intensive Intervention Academic Intervention Tools Chart
<http://www.intensiveintervention.org/chart/instructional-intervention-tools>

Sponsored by the National Center on Intensive Intervention, this page provides ratings to intervention programs in reading, math, and writing.

Users can streamline their search by subject and grade level (elementary or middle school).

National Center on
INTENSIVE INTERVENTION
 at American Institutes for Research

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Academic Intervention

This tools chart presents information about studies that have been conducted about academic intervention programs. The first tab, *Study Quality*, includes ratings from our TRC members on the technical rigor of the study design. The second tab, *Effect Size*, includes information about the results of the studies. The third tab, *Intensity*, provides information related to the implementation of the program as an intensive intervention. The fourth tab, *Additional Research*, provides information about other studies and reviews that have been conducted on the intervention. *Additional information* is provided below the chart.

Grade Level: Subject:

Study Quality | Effect Size | Intensity | Additional Research

Title	Study	Participants	Design	Fidelity of Implementation	Measures Targeted	Measures Broader
Academy of MATH	Torlaković (2011)	●	●	○	●	●
Academy of READING	Hederowicz & Trlica (1987)	●	●	○	●	●
Academy of READING	Torlaković (2011)	●	●	○	●	●
Burst-Reading	Dubal, Hamly, Pavlov, Richards, Yarnbe, et al. (2012)	○	○	○	●	○
Early Vocabulary Connections	Nelson, Vadasy, & Sanders (2011)	●	●	●	●	●
Enhanced Core Reading Instruction	Smith, Nelson-Walker, Han, Smolkowski & Baker (2013)	●	●	●	●	●
Failure Free Reading	Torgesen, Myra, Solim, Stuart, VanDervarian, et al. (2008)	●	●	●	●	●
Fast Forward Language Series	Slattery (2003)	○	●	●	●	●
Fast Forward Language Series	Miller, Morasovich, Tallal, DeVivo, Unn, et al. (1999)	●	●	○	●	●
Fast Forward Language Series	Scientific Learning Corporation (2004)	●	○	●	●	●
FocusMATH Intensive Intervention	Myra & Baird-Wilkerson (2011)	●	●	●	●	○
Fraction Face-Off (previously Fraction Challenge)	Fuchs, Soliman, Long, Namkung, Hamlett, et al. (2011)	●	●	●	●	●

Conducting a School-Wide Inventory of Tier 2/3 Services

Schools can verify the quality of their Tier 2/3 reading services and better coordinate them by inventorying their current Tier 2/3 offerings. For each program, the following information is collected:

- *Name of Academic Program or Practice*
- *Academic Area(s) Targeted (e.g., phonics/alphabetics; reading comprehension)*
- *Grade Level(s) Served*
- *Date of Purchase or First Use in Your School*
- *Interventionists (who in your school is trained to use this program?)*
- *Date of Most Recent Training in this Program/ Practice*

Multi-Tier System of Supports

Tiers 2/3 Academic Intervention Programs & Practices: Building Inventory

School:

Date of Inventory:

Person(s) Completing:

Directions. Please list details for all of the Tier 2/3 intervention programs or practices that your school currently has in place to address reading, math, and/or other student academic delays or deficits. NOTE: If you are unsure of exact dates of purchase or most recent training, use approximate dates.

Name of Academic Program or Practice	Academic Area(s) Targeted (e.g., reading comprehension, math computation)	Grade Level(s) Served	Date of Purchase or First Use in Your School	Interventionists (who in your school is trained to use this program?)	Date of Most Recent Training in this Program/ Practice	Additional Comments (Optional)
<i>EXAMPLE: HELPS Program www.helpsprogram.org</i>	<i>Reading fluency</i>	<i>Grades 4-5</i>	<i>Dec 1, 2012</i>	<i>2 Reading Teachers 1 Teaching Assistant</i>	<i>Refresher training Sept 2015</i>	<i>Our school intends to expand this program to grade 6 next year.</i>

Handout 2: Tier
2/3 Building
Inventory Form

Building Inventory Form: Activity

Inventory Your School-Wide Tier 2/3 Reading Programs.

List details for all of the Tier 2/3 intervention programs or practices that your school currently has in place to address reading-related delays or deficits. NOTE: If you are unsure of exact dates of purchase or most recent training, use approximate dates. (And if you are unsure whether a person or 'intervention' belongs on the form, list it and tag with an asterisk.)



Name of Academic Program or Practice	Academic Area(s) Targeted (e.g., reading comprehension, math computation)	Grade Level(s) Served	Date of Purchase or First Use in Your School	Interventionists (who in your school is trained to use this program?)	Date of Most Recent Training in this Program/ Practice	Additional Comments (Optional)
<i>EXAMPLE: HELPS Program www.helpsprogram.org</i>	<i>Reading fluency</i>	<i>Grades 4-5</i>	<i>Dec 1, 2012</i>	<i>2 Reading Teachers 1 Teaching Assistant</i>	<i>Refresher training Sept 2015</i>	<i>Our school intends to expand this program to grade 6 next year.</i>

Tier 2: Strategic Interventions for Academics. What quality

indicators

define RTI/MTSS

support for students

whose moderate-to-

severe academic

deficits lie beyond the capacity of

the classroom teacher alone to

repair?



Tier 2/3 Entrance/ Exit Workbook p. 8

Workbook: Tier 2/3 Reading Intervention Services: Establishing a Data Analysis Team & Building-Wide Entrance/Exit Criteria

School: _____ Team Members: _____ Date: _____

Directions. Use this organizer to develop a plan to adopt entrance and exit criteria for your school's Tier 2/3 academic services.

Tier 2/3: Academic Intervention Services: General Guidelines

Here are key recommendations for establishing Tier 2/3 services at your school:

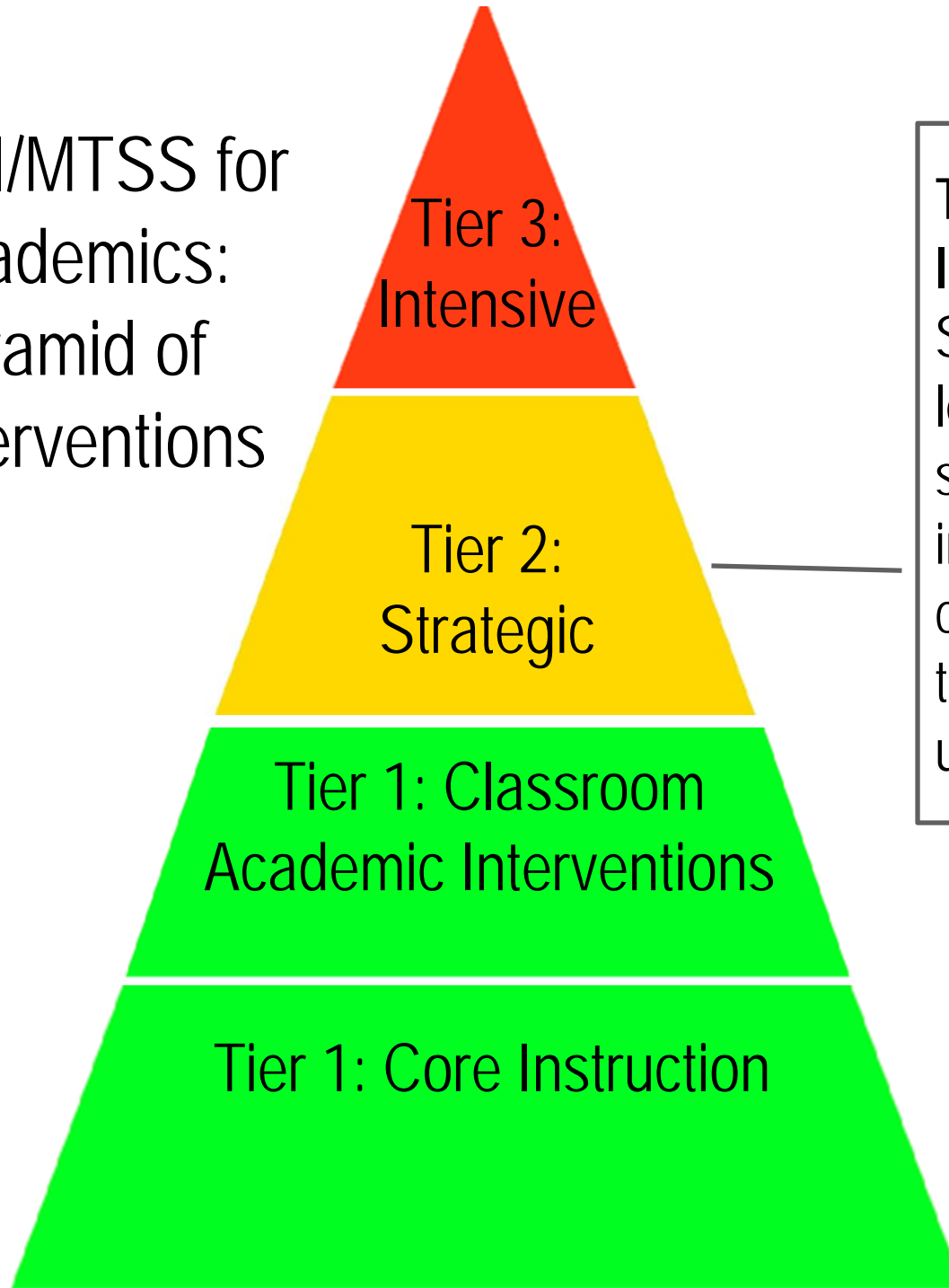
Intervention

- **Use Interventions Supported by Research.** Intervention plans for Tier 2 students contain programs or practices supported by research.
- **Cap Group Size.** Tier 2/3 services are delivered in small-group format to allow enough adult attention to close the gap in academic skills or performance. Tier 2 groups are capped at 7 students; Tier 3 groups are capped at 3 students.
- **Schedule Adequate Time.** The schedule allocates sufficient time outside of core instruction for the delivery of Tier 2/3 interventions to promote accelerated student learning. Tier 2 services meet at least 3 times weekly for 30 minutes; Tier 3 services meet daily for at least 30 minutes.
- **Put Plans in Writing.** Tier 2/3 intervention plans are written down before the intervention begins.
- **Monitor the Intervention.** Student progress is measured throughout the intervention period. Tier 2 data collection occurs at least twice per month; Tier 3 data collection occurs at least weekly.
- **Measure Intervention Integrity.** Information is collected (e.g., student attendance, direct observation of Tier 2/3 sessions) to verify that the intervention is being delivered with adequate integrity to be effective.

Data

- **Adopt Entrance/Exit Criteria.** Enrollment in Tier 2/3 services is dynamic: students can enter or exit at several points during the school year, depending on measured academic need.
- **Use Objective Data Sources.** Students are identified for Tier 2/3 services based on objective data sources. School-wide screenings are the primary data source and are carried out at least 3 times per year with all students.
- **Select Screeners that Identify the Right Students.** Data sources used for Tier 2/3 accurately highlight areas of academic deficit and assess degree of academic risk among the student population.
- **Appoint a Data Analysis Team.** The Data Analysis Team is the decision-maker to decide whether and when students move into or out of Tier 2/3 services.

RTI/MTSS for
Academics:
Pyramid of
Interventions



Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Academic Interventions

Tier 1: Core Instruction

Tier 2: Strategic Intervention (10-15%). Students with off-grade-level skill deficits receive supplemental small-group interventions outside of core instruction to fill in those gaps. Interventions used are research-based.

RTI/MTSS for Academics: Tiers 2: Strategic Interventions

Guiding Points for Leadership...



- Tier 2 interventions should target off-grade-level academic skill deficits. They are **not** simply reteaching of classroom content, homework, or test preparation.
- Tier 2 interventions should be **dynamic**—students can enter or exit Tier 2 at several checkpoints during the school year.
- Schools should **inventory** their current range of Tier 2 academic interventions to verify quality and note any gaps in service.

Tier 2: Strategic Intervention Services: Essentials



Tier 2 services are about using data to identify the right learners and providing them with effective academic interventions matched to student need.

View the following slides for recommendations on how MTSS: Tier 2 services should be structured at your school...

Tier 2: Strategic Intervention Services: **Interventions**



Use Interventions Supported by Research.
Intervention plans for Tier 2 students contain programs or practices supported by research.

Tier 2: Strategic Intervention Services: **Interventions**



Cap Group Size. Tier 2 services are delivered in small-group format to allow enough adult attention to close the gap in academic skills or performance. Tier 2 groups are capped at 7 students. (Tier 3 groups are capped at 3 students.)

Multi-Tier System of Supports

1. **Phonemic Awareness:**
The ability to hear and manipulate sounds in words.

2. **Alphabetic Principle:** The ability to associate sounds with letters and use these sounds to form words.

3. **Fluency with Text:** The effortless, automatic ability to read words in connected text.

4. **Vocabulary:** The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.

5. **Comprehension:** The complex cognitive process involving the intentional interaction between reader and text to convey meaning.

Five Components of Reading





Tier 2 Reading Interventions: Challenges

Grouping Students by Need. How do you group students homogeneously by academic need for Tier 2 reading services?

Tier 2: Strategic Intervention Services: **Interventions**



Schedule Adequate Time. The schedule allocates sufficient time outside of core instruction for the delivery of Tier 2 interventions to promote accelerated student learning. Tier 2 services meet at least 3 times weekly for 30 minutes.
(Tier 3 services meet daily for at least 30 minutes.)

Multi-Tier System of Supports

Scheduling Elementary Tier 2/3 Interventions

Option 3: *'Floating MTSS': Gradewide Shared Schedule*. Each grade has a scheduled MTSS time across classrooms. No two grades share the same MTSS time. Advantages are that outside providers can move from grade to grade providing push-in or pull-out services and that students can be grouped by need across different teachers within the grade.

Anyplace Elementary School: MTSS Daily Schedule

<i>Grade K</i>	Classroom 1	Classroom 2	Classroom 3	<i>9:00-9:30</i>
<i>Grade 1</i>	Classroom 1	Classroom 2	Classroom 3	<i>9:45-10:15</i>
<i>Grade 2</i>	Classroom 1	Classroom 2	Classroom 3	<i>10:30-11:00</i>
<i>Grade 3</i>	Classroom 1	Classroom 2	Classroom 3	<i>12:30-1:00</i>
<i>Grade 4</i>	Classroom 1	Classroom 2	Classroom 3	<i>1:15-1:45</i>
<i>Grade 5</i>	Classroom 1	Classroom 2	Classroom 3	<i>2:00-2:30</i>

Source: Burns, M. K., & Gibbons, K. A. (2008). Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge.

MTSS: Tier 2/3: Supplemental Intervention

- Secondary schools have explored these scheduling ideas:
 - *Schoolwide MTSS period.* The school sets aside a period per day (e.g., 35-45 minutes) for Tier 2/3 support.
 - *'Zero' period.* Students attend electives before the official start (or after the end) of the school day—freeing up time for MTSS help.
 - *Core course with extended time.* Students attend a double period of English or math, allowing additional time for MTSS support.
 - *Study hall coordinated with MTSS services.* 4-6-week MTSS mini-courses run opposite a study hall. Students can be recruited for a mini-course based on need.
 - *Credit recovery.* Students can take a core course online (via credit recovery) to allow time for MTSS support during the school day.

Tier 2: Strategic Intervention Services: **Interventions**



Put Plans in Writing. Tier 2 intervention plans are written down before the intervention begins.

Tier 2 Reading Interventions: Challenges Document Tier 2 Interventions. It is essential to record and archive Tier 2 intervention plans. What form or MTSS data-management system does your school use to put your Tier 2 plans in writing?

Tier 2: Small-Group Intervention Plan



Interventionist. Identify the interventionist(s) for this group.

Targeted Academic Skills. Describe the academic skill(s) to be the focus of this intervention group

Time Allocated:	Start Date	End Date	Session Length (e.g., 30 mins)	Session Frequency (e.g., 3x/wk)

Students: Name	Baseline: Starting Point	Goal: Criterion for Success

Sample Tier 2/3 Intervention Documentation Form (Online)

Intervention(s). Describe the research-based program(s) or practice(s) to be used with these students.

Progress-Monitoring. Record the type of data to be used to monitor student growth during the intervention.

Frequency of Data Collection. How often will data be collected? (e.g., daily, every other day, weekly):

Tier 2: Strategic Intervention Services: **Data**



Monitor the Intervention. Student progress is measured throughout the intervention period. Tier 2 data collection occurs at least twice per month. (Tier 3 data collection occurs at least weekly.)



Measure Intervention Integrity. Information is collected (e.g., student attendance, direct observation of Tier 2 sessions) to verify that the intervention is being delivered with adequate integrity to be effective.

Tier 2: Strategic Intervention Services: **Data**



Adopt Entrance/Exit Criteria. Enrollment in Tier 2 services is dynamic: students can enter or exit at several points during the school year, depending on measured academic need.



Use Objective Data Sources. Students are identified for Tier 2 services based on objective data sources. School-wide screenings are the primary data source and are carried out at least 3 times per year with all students.

Tier 2: Strategic Intervention Services: Data



Select Screeners that Identify the Right Students. Data sources used for Tier 2 accurately highlight areas of academic deficit and assess degree of academic risk among the student population.



Appoint a Data Analysis Team. The Data Analysis Team is the decision-maker to decide whether and when students move into or out of Tier 2 services.

Workbook: Tier 2/3 Reading Intervention Services: Establishing a Data Analysis Team & Building-Wide Entrance/Exit Criteria

School: _____ Team Members: _____ Date: _____

Directions. Use this organizer to develop a plan to adopt entrance and exit criteria for your school's Tier 2/3 academic services.

Handout 1; p. 8

Tier 2/3: Academic Intervention Services: General Guidelines

Here are key recommendations for establishing Tier 2/3 services at your school:

Intervention

- **Use Interventions Supported by Research.** Intervention plans for Tier 2 students contain programs or practices supported by research.
- **Cap Group Size.** Tier 2/3 services are delivered in small-group format to allow enough adult attention to close the gap in academic skills or performance. Tier 2 groups are capped at 7 students; Tier 3 groups are capped at 3 students.
- **Schedule Adequate Time.** The schedule allocates sufficient time outside of core instruction for the delivery of Tier 2/3 interventions to promote accelerated student learning. Tier 2 services meet at least 3 times weekly for 30 minutes; Tier 3 services meet daily for at least 30 minutes.
- **Put Plans in Writing.** Tier 2/3 intervention plans are written down before the intervention begins.
- **Monitor the Intervention.** Student progress is measured throughout the intervention period. Tier 2 data collection occurs at least twice per month; Tier 3 data collection occurs at least weekly.
- **Measure Intervention Integrity.** Information is collected (e.g., student attendance, direct observation of Tier 2/3 sessions) to verify that the intervention is being delivered with adequate integrity to be effective.

Data

- **Adopt Entrance/Exit Criteria.** Enrollment in Tier 2/3 services is dynamic: students can enter or exit at several points during the school year, depending on measured academic need.
- **Use Objective Data Sources.** Students are identified for Tier 2/3 services based on objective data sources. School-wide screenings are the primary data source and are carried out at least 3 times per year with all students.
- **Select Screeners that Identify the Right Students.** Data sources used for Tier 2/3 accurately highlight areas of academic deficit and assess degree of academic risk among the student population.
- **Appoint a Data Analysis Team.** The Data Analysis Team is the decision-maker to decide whether and when students move into or out of Tier 2/3 services.

Intervention Central
10-Minute 'Count Down' Timer

10:00

www.interventioncentral.org

Prioritizing Tier 2: Activity: Handout 1; p. 9

In your groups:

- Appoint a recorder.
- Look over the document *Tier 2: Academic Intervention Services: General Guidelines* (previous slide).
- Use the organizer *Tier 2: What Elements Should Be Prioritized?* (on right) to note aspects of Tier 2 that your team believes should be targeted for review or change either this year or next year.
- Be prepared to report out.

Tier 2: What Elements Should Be Prioritized? In your group, discuss the elements of Tier 2 academic services at your school that you feel should be given priority for review or change. For each element selected, jot down your change-recommendations for the current year (easier fixed) and/or next year (e.g., changes requiring more time for preparation, shared decision-making, etc.). To spur discussion, review the attached *Tier 2: Academic Intervention Services: General Guidelines*.

Tier 2 Element	2016-17 (This Year): Changes/Recommendations	2017-18 (Next Year): Changes/Recommendations

Data Analysis Team: Establish Tier 2 Command & Control. What is the Data Analysis Team, who serves on it, and how does it function? Handout 1; pp. 3-5





The Data Analysis Team: Command & Control for Tier 2/3 Services

The Data Analysis Team (DAT) is the 'command and control' group for determining which students qualify for Tier 2/3 academic services in your Multi-Tier System of Supports (MTSS) model and assigning them to the appropriate intervention support. The DAT meets after each of 3 school-wide academic screenings that occur in fall, winter, and spring.

The Team's tasks are to (1) share screening results with grade-level teachers to help them to improve instruction; (2) identify specific students that qualify for Tier 2/3 services; and (3) assemble an individual plan for each student identified for Tier 2/3 services.

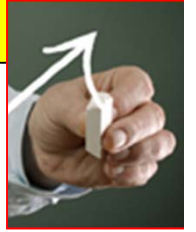
The DAT is typically multi-disciplinary. There is no minimum or maximum number of participants on the Team. However, the DAT membership collectively should:

- be knowledgeable of all intervention personnel and evidence-based programs available for Tier 2/3 interventions.
- know how to identify students who have failed to meet expected screening benchmarks
- be skilled in using the benchmarks to estimate the risk for academic failure of each student picked up in the screening
- be able to match identified students to appropriate interventions while providing students with sufficient instructional support.
- have the capacity to document the Tier 2/3 intervention set up for each student

Here is a description of how the DAT prepares for and conducts Tier 2/3 intervention-planning meetings (adapted from Kovaleski & Pedersen, 2008).

PREPARATION: STEP 1: Establish Objective Data Sources. An appropriate range of screening tools and other data sources are identified that are capable of accurately assessing student basic academic skills and/or curriculum skills. The school:

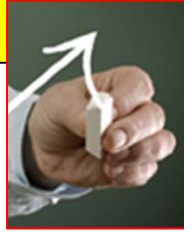
- selects screeners. The school chooses an appropriate range of screening tools to accurately assess student basic academic and/or curriculum skills. For each screening tool, the school establishes 'cut-points'—score ranges that allow students to be sorted and placed in categories according to their level of need. Those categories include:
 - A. Tier 1: Core Instruction: Low Risk: No intervention is needed.
 - B. Tier 1: Classroom Intervention. Emerging Risk: A classroom intervention plan is sufficient.
 - C. Tier 2: Supplemental Intervention: Some Risk: The student requires intervention beyond core instruction to remediate off-level academic skill gaps. Tier 2 groups are limited to 7 students and meet at least 3 times per week for 30 minutes.
 - D. Tier 3: Intensive Intervention: At Risk: The student requires the most intensive level of intervention support matched to their unique skill deficits. Tier 3 groups are limited to 2-3 students and meet daily for 30 minutes or more.
- identifies additional data sources. The school optionally has selected additional data sources (e.g., state test scores; teacher nomination) for identifying students needing intervention support. When possible, cut-points are established for these additional data sources (e.g., organizing raw scores into cut-points on a state reading test to correspond with Tiers of intervention).
- weights screeners and other data sources. The school weights in descending order of importance all measures to be used to make intervention placements, with the most 'diagnostic' sources appearing in first position. When



Data Analysis Team: Tier 2/3 Command & Control

DAT: Purpose. The Data Analysis Team (DAT) is the 'command and control' group for determining which students qualify for Tier 2/3 academic services and assigning them to the appropriate intervention support.

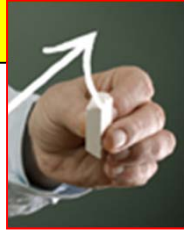
The DAT meets after each of 3 school-wide academic screenings: fall, winter, and spring.



Data Analysis Team: Tier 2/3 Command & Control

DAT: Tasks. The tasks of the Data Analysis Team are to:

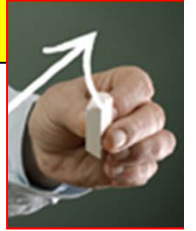
- share screening results with grade-level teachers to help them to improve instruction
- identify specific students that qualify for Tier 2/3 services; and
- assemble an individual plan for each student identified for Tier 2/3 services.



Data Analysis Team: Tier 2/3 Command & Control

DAT: Membership & Skills. The DAT is multi-disciplinary, with no minimum or maximum number of participants. Collectively, the DAT membership should:

- know the schedule of all intervention personnel and what evidence-based programs are available at Tiers 2/3.
- be able to identify students who have failed to meet expected screening benchmarks
- be skilled in using the benchmarks to estimate the risk for academic failure of each student picked up in the screening
- be able to match identified students to appropriate interventions while providing students with sufficient instructional support.
- have capacity to document each Tier 2/3 intervention.



Data Analysis Team: Tier 2/3 Command & Control

DAT: Meeting Structure. The steps in preparing for and running each DAT meeting (fall/winter/spring) are:

- PREPARATION: STEP 1: Establish Objective Data Sources.
 - PREPARATION: STEP 2: Prepare Data Reports for Current Screening.
-
- DAT MEETING: STEP 1: Have Instructional Conversations with Grade-Level Teams.
 - DAT MEETING: STEP 2: Identify Tier 2/3 Students.
 - DAT MEETING: STEP 3: Develop Intervention Plans for Each Eligible Tier 2/3 Student.



Handout 1
p. 10

Recruit your 'dream' Data Analysis Team (DAT). Collectively, the DAT should (a) understand data collection and analysis of school-wide screening data; (b) know programs, providers, and number of 'slots' available for Tier 2 across the school; (c) be able to set up and document Tier 2/3 intervention plans; and (d) have skills to dialog with classroom teachers on collegial terms on how to strengthen whole-group instruction. Write down names and/or positions of staff you believe should be considered for DAT membership, along with area(s) of competence.

Staff Member/Position	Area(s) of Competence to Support the Tier 2 DAT

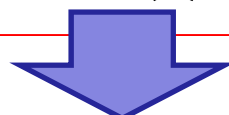
Determine Your School's Levels of Intervention. Review the intervention levels below. (Those already checked are Tiers that any MTSS school must implement.) If your school plans to recruit classroom teachers as Tier 2 providers (Tier 2: Early-Response Supplemental Intervention), check that box. Note that your school will set cut-points on school-wide screener to determine student eligibility for each Tier selected.

Possible Intervention Levels

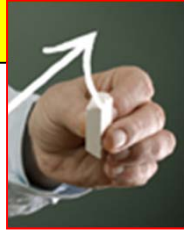
- Tier 1: Core Instruction.** No intervention is needed.
- Tier 1: Classroom Intervention:** The classroom teacher provides the intervention.
- Tier 2: 'Early Response' Supplemental Intervention:** Classroom teachers provide the intervention for students with 'milder' Tier 2 deficits. (This category could include middle or high school teachers with an AIS period.)
- Tier 2: 'Advanced' Supplemental Intervention:** The reading or math teacher or other designated Tier 2 interventionist provides the intervention.
- Tier 3: Intensive Intervention:** The reading or math teacher or other designated Tier 3 interventionist provides the intervention.

Tier 2/3 Entrance/Exit Workbook: Activity

Recruit your 'dream' Data Analysis Team (DAT). Collectively, the DAT should (a) understand data collection and analysis of school-wide screening data; (b) know programs, providers, and number of 'slots' available for Tier 2 across the school; (c) be able to set up and document Tier 2 intervention plans; and (d) have skills to dialog with classroom teachers on collegial terms on how to strengthen whole-group instruction. Write down names and/or positions of staff you believe should be considered for DAT membership, along with their area(s) of competence.



Staff Member/Position	Area(s) of Competence to Support the Tier 2 DAT

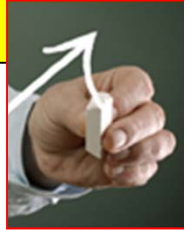


Data Analysis Team: Tier 2/3 Command & Control

PREPARATION: STEP 1: Establish Objective Data Sources.

- *The school selects school-wide screeners.* The school chooses an appropriate range of screening tools to accurately assess student basic academic and/or curriculum skills.

For each screening tool, the school establishes 'cut-points'—score ranges that allow students to be sorted and placed in categories according to their level of risk for academic failure.

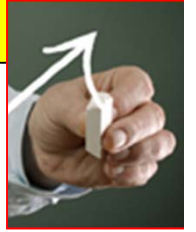


Data Analysis Team: Tier 2/3 Command & Control

PREPARATION: STEP 1: Establish Objective Data Sources.

Risk categories include:

- *Tier 1: Core Instruction: Low Risk: No intervention is needed.*
- *Tier 1: Classroom Intervention. Emerging Risk: A classroom intervention plan is sufficient.*
- *Tier 2: Supplemental Intervention: Some Risk: The student requires intervention beyond core instruction to remediate off-level academic skill gaps.*
- *Tier 3: Intensive Intervention: At Risk: The student requires the most intensive level of intervention support matched to their unique skill deficits.*

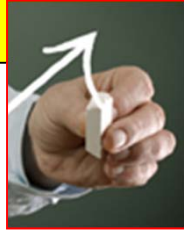


Data Analysis Team: Tier 2/3 Command & Control

PREPARATION: STEP 1: Establish Objective Data Sources.

- *The school identifies additional data sources.* The school optionally has selected additional data sources (e.g., **state test scores; teacher nomination**) for identifying students needing intervention support.

When possible, cut-points are established for these additional data sources (e.g., organizing raw scores into cut-points on a state reading test to correspond with Tiers of intervention).



Data Analysis Team: Tier 2/3 Command & Control

PREPARATION: STEP 1: Establish Objective Data Sources.

- *The school weights screeners and other data sources.* The school weights in descending order of importance all measures to be used to make intervention placements, with the most 'diagnostic' sources appearing in first position.

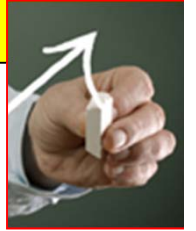
When a student's several data sources show an inconsistent data profile (e.g., with some sources indicating a need for intervention and others suggesting that the student is low-risk), the school assigns greater weight to the more 'trustworthy' data sources to help to resolve the uncertainty.

Tier 2/3 Entrance/Exit Workbook: Activity

Set up your academic screening program. In column 1, generate a list of screeners and other data sources that you will use to determine student eligibility for Tier 2 academic services. In column 2, rank-order these data sources based on their relative importance for Tier 2 identification (i.e., "1" for the most important data source, "2" for the next most important source, etc.). In column 3, begin to plan how your building will establish 'cut-points' (if applicable) for each data source.



Column 1: List Each Data Source	Column 2: Rank Your Data Sources	Column 3: Create a Plan to Establish Cut-Points for Each Data Source



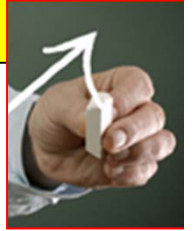
Data Analysis Team: Tier 2/3 Command & Control

PREPARATION: STEP 2: Prepare Data Reports for Current Screening. The DAT:

- *compiles grade-level summaries depicting patterns of student performance by grade level.*

Summary information for interpreting the effectiveness of core instruction might include:

- the overall percentage of students performing at or above grade level on each screening measure,
- targeted analyses of percentages of students demonstrating mastery of particular academic skills (e.g., oral reading fluency), etc.

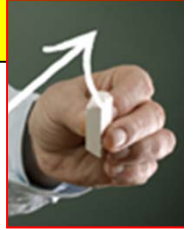


Data Analysis Team: Tier 2/3 Command & Control

PREPARATION: STEP 2: Prepare Data Reports for Current Screening. The DAT:

- *prepares student eligibility lists by Tier.*

At every grade level, the school generates lists for each screening measure that use predetermined cut-point scores to group students into corresponding intervention Tiers.



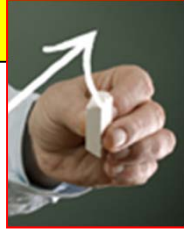
Data Analysis Team: Tier 2/3 Command & Control

DAT MEETING: STEP 1: Have Instructional Conversations with Grade-Level Teams. DAT meets with teachers at each grade to:

- *evaluate the effectiveness of core instruction.* Core instruction is judged to be adequate if at least 80% of students perform at or above the benchmark cut-point(s).
- *examine patterns of student performance.* DAT and teachers next look over the screening results to see what grade- or class-wide patterns of performance emerge.
- *brainstorm ideas to strengthen instruction.* DAT and teachers discuss specific strategies to be incorporated into core instruction at the grade level to improve learning and outcomes.

DAT: Tier 1: Screening Data & Instruction: Qs

- According to our most recent screening data, 65 percent of our third-grade met or exceeded the benchmark for oral reading fluency. That's well below our goal of 80 percent. What ideas do you have to target fluency in core instruction?*
- The data show that there are at least 4 students in each of your first-grade sections who have big gaps in their letter-identification skills. Let's brainstorm ways that you can provide classroom support to help these students to catch up with their peers.*
- When you look at student performance in reading comprehension, some of your fourth-grade classrooms were at or above benchmark and some below. Why do you think we have these differences—and more importantly, what can we do to address them?*



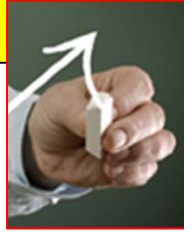
Data Analysis Team: Tier 2/3 Command & Control

DAT MEETING: STEP 1: Have Instructional Conversations with Grade-Level Teams.

TIP: Delegate to streamline grade-level meetings. Schools may find it difficult to convene a meeting between the entire DAT and each grade-level instructional team.

One solution is first to convene the full DAT collectively to analyze screening results and compile analyses for all grade levels.

Then a sub-group of the DAT can be delegated to meet with the various grade levels to convey the updated screening information and the full DAT's recommendations--and to generate an action plan.



Data Analysis Team: Tier 2/3 Command & Control

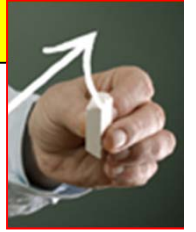
DAT MEETING: STEP 2: Identify Tier 2/3 Students. The DAT next reviews screening results at each grade level.

The Team's task in this phase is to identify students who qualify for Tier 2/3 services based on their falling below the Tier 2/3 eligibility cut-point scores on the screening measure(s).

DAT: Tier 2/3: School- and Grade-Wide Analysis:

Qs

- Now let's focus on our screening cut-point scores for reading comprehension across grades 2 through 6. Which students fell into the Tier 2/Tier 3 ranges?*
- How many students in our fifth grade qualify for Tier 2 or Tier 3 services because of reading delays? And if we cap groups at 7, how many students can our current MTSS providers accommodate at that grade level?*
- Are there any students appearing on our Tier 2/3 eligibility list who are a surprise because we thought their skills were stronger than we saw in the screening?*
- Which students were so low on our reading screenings that we should do more diagnostic assessment to pinpoint their intervention needs?*



Data Analysis Team: Tier 2/3 Command & Control

DAT MEETING: STEP 3: Develop Intervention Plans for Each Eligible Tier 2/3 Student. In the final segment of the DAT meeting, the Team assigns each student to a specific reading group/program and creates a matching intervention plan.

For each student discussed, the team decides on details such as what group and intervention program that learner is to be assigned to, the frequency and length of intervention sessions, and the number of weeks the intervention will last before check-up. The DAT also creates a written record of the intervention plan.

DAT: Tier 2/3: Individual Intervention Planning: Qs

OK, Let's look at Jack, the next student on our Tier 2 list.

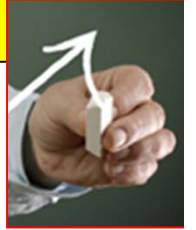
According to our screening data, what reading intervention would be best for Jack?

How will we monitor Jack's progress during the intervention—and how often?

What will be the maximum size of Jack's reading group?

How frequently should Jack's reading group meet?

In how many weeks will we check on Jack's reading progress?



Data Analysis Team: Tier 2/3 Command & Control

DAT MEETING: STEP 3: Develop Intervention Plans for Each Eligible Tier 2/3 Student.

TIP: Delegate development of intervention plans to Tier 2/3 providers. The DAT can find it time-consuming in a single meeting to create individualized plans documenting all details of each eligible student's Tier 2/3 reading interventions.

An alternative is to give intervention providers responsibility for documenting Tier 2/3 plans, to be completed soon after the DAT meeting. The full DAT retains responsibility for identifying Tier 2/3 students and making assignments to groups and reading programs.

Handout 1
p. 11

Also, see Data
Team
Description:
pp. 3-5

Develop a Draft Agenda for Data Analysis Team Meetings. Look over the sample agenda and script for running a Data Analysis Team meeting (handout: pp. 8-13). Using this resource as a general guide, draft an agenda ('Tasks' list) for how your DAT meetings will be conducted. NOTE: In this exercise, if your school chooses to schedule face-to-face meetings between DAT members and classroom teachers to talk about the impact of screening results on core instruction, you can schedule and script those as separate events.

DAT Meeting Agenda

Task Title	What is to be accomplished (include scripted dialog if helpful)
TASK 1 →: • _____	
TASK 2 →: • _____	
TASK 3 →: • _____	
TASK 4 →: • _____	
TASK 5 →: • _____	
TASK 6 →: • _____	
TASK 7 →: • _____	
TASK 8 →: • _____	

Tier 2/3 Entrance/Exit Workbook: Activity

Develop a Draft Agenda for Data Analysis Team Meetings.

Look over the handout for running a Data Analysis Team meeting. Using this resource as a general guide, draft an agenda ('Tasks' list) for how your DAT meetings will be conducted. NOTE: In this exercise, if your school chooses to schedule face-to-face meetings between DAT members and classroom teachers to talk about the impact of screening results on core instruction, you have the option to schedule and script those as separate events.








Task Title	What is to be accomplished (include scripted dialog if helpful)
TASK 1 →: • _____	
TASK 2 →: • _____	

Tier 2 Reading Interventions: Agenda



Tier 2: Next Steps. What are key next steps your school can take to improve Tier 2 reading services?

-  1. **Quality Indicators.** What are recommendations for high-quality Tier 2 interventions?
-  2. **Interventions.** What types of interventions are used for Tier 2 reading in your building---and are they research-based?
-  3. **Screening.** What data sources should be used to identify students for Tier 2--and how are they prioritized?
-  4. **Forms.** What is the minimum documentation needed to record a Tier 2 intervention?
-  5. **Next Steps.** What key next steps will your school undertake in Tier 2 reading interventions?