Developing Effective MTSS Tier 2 Reading Interventions: Guidelines for Schools

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Workshop PPTs and handout available at:

http://www.interventioncentral.org/MTSS_Tier_2

Handout 1

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MTSS and Academics: A Practical Guide for Schools

Developing Effective MTSS Tier 2 Reading Interventions: Guidelines for Schools: **Session 1**

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Oneonta, NY

Email: jimw13159@gmail.com
Workshop Materials: http://www.interventioncentral.org/MTSS_Tier_2

Handout 2

RTI/MTSS for Academics: District-Wide Planning Tool

Directions: This planning tool guides school districts to audit their current RTI/MTSS system for academic support, select priority goals to be addressed immediately, and decide which goals can be temporarily postponed. Follow these steps:

1. Appoint a recorder.
2. For every category below, review each RTI/MTSS goal. If you judge a goal as accomplished, mark the 'Status' column with a '0'. If you decide that a goal should be a priority to complete during the current school year, mark it with a '1'. If you believe a goal can be delayed until at least the next school year, mark it with a '2'.
3. Use the Discussion column to record any notes about a goal, including its current implementation, next steps, person(s) responsible, etc.

Tier 1: Core Instruction. The teacher delivers high-quality core instruction— at least 80% of students at each grade level perform at or above academic screening benchmarks through classroom instructional support alone.

Status (0,1,2)	GOALS: The teacher's whole-group instruction:	Discussion (current implementation; questions; next steps; persons responsible, etc.)
	-[A.1.1] maximizes time devoted to instruction by reducing or avoiding interruptions—e.g., overlong transitions, episodes of problem behavior, etc.	
	- [A.1.2] incorporates essential elements of explicit and systematic instruction into lessons.	
	- [A.1.3] for reading and mathematics instruction, uses programs and/or practices supported by research.	

4 Goals for Today's Tier 2/Reading Workshop

1. US: Review effective elements of Tier 2 reading interventions—and answer Tier 2 Qs from the group.

2. US: Affirm the importance of Tier 2 in the MTSS-academic model.

3. YOU: Identify aspects of your school's Tier 2 reading support system that you want to target for improvement.

4. YOU: Decide on 'next steps' (between now and December 2020) to move Tier 2 reading forward at your school.

" *The perfect is the enemy of the good.* "

-Italian Proverb

Workshop Agenda

Challenge 1: *Understanding the MTSS Model.* What do the 3 Tiers of MTSS for academics look like?

Challenge 2: *Evaluating Your School's Tier 2 Supports.* What quality indicators should schools look for in Tier 2 services?

Challenge 3: *Using School-Wide Screeners.* How can schools use screening tools proactively to enter students into and exit them from Tier 2/3 services?

Challenge 4: *Monitoring Intervention Progress.* What recommendations can help schools to better track progress on Tier 2 interventions?

Challenge 5: *Establishing Tier 2 Command & Control.* What is the Tier 2 Data Analysis Team, who serves on it, and how does it function?

Challenge 1: Understanding the MTSS Model. What do the 3 Tiers of MTSS for academics look like?

Challenge 1: Understanding the MTSS Model

MTSS stakeholders care about this topic because…

…effective Tier 2 services do not exist in a vacuum.

Instead, they depend on:

- high-quality Tier 1 (classroom) interventions to reduce the number of students referred to Tier 2, and

- a strong Tier 3 MTSS Problem-Solving Team that can create customized, individual intervention plans for students who fail to respond to Tier 2.

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
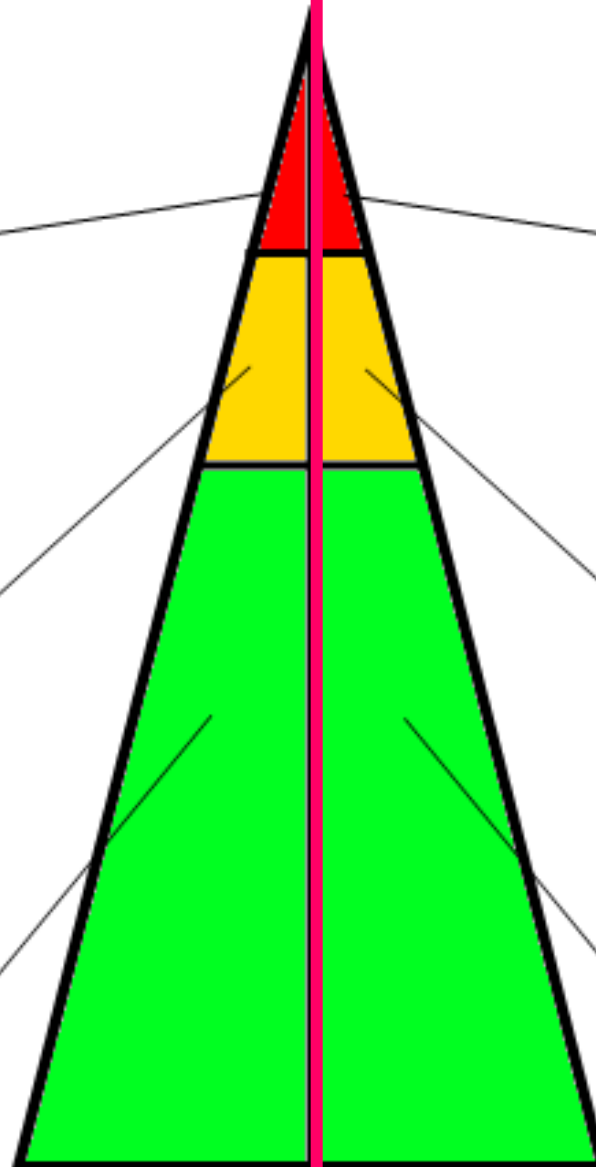
MTSS: BEHAVIOR

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

RTI/MTSS for Academics: Pyramid of Interventions

Tier 3: Intensive

Tier 2: Strategic

Tier 1: Classroom Academic Interventions

Tier 1: Core Instruction
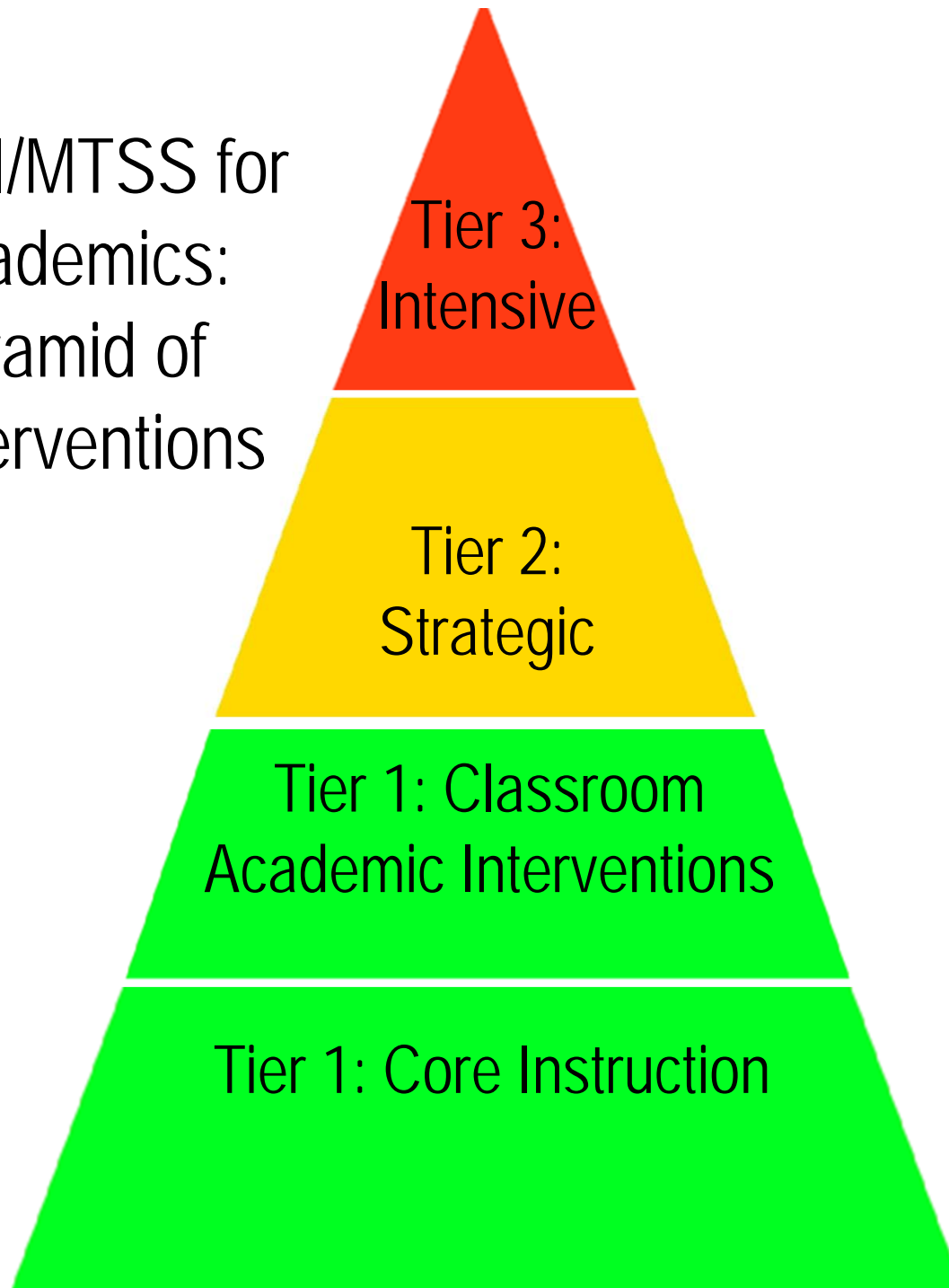
RTI/MTSS for Academics: Pyramid of Interventions

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.

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

...provides **differentiated instruction** matched to student needs.
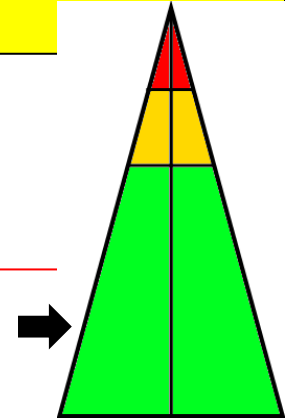
RTI/MTSS for Academics: Pyramid of Interventions

Tier 1: Classroom Academic Interventions

Tier 1: Core Instruction

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.
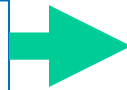
...uses standardized form(s) to record classroom interventions.
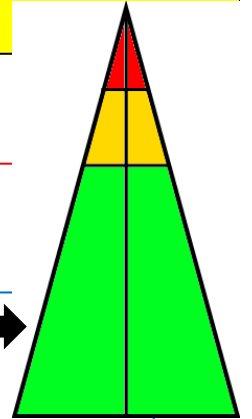
...defines the student's presenting academic problem(s) in clear and specific terms.

...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 I
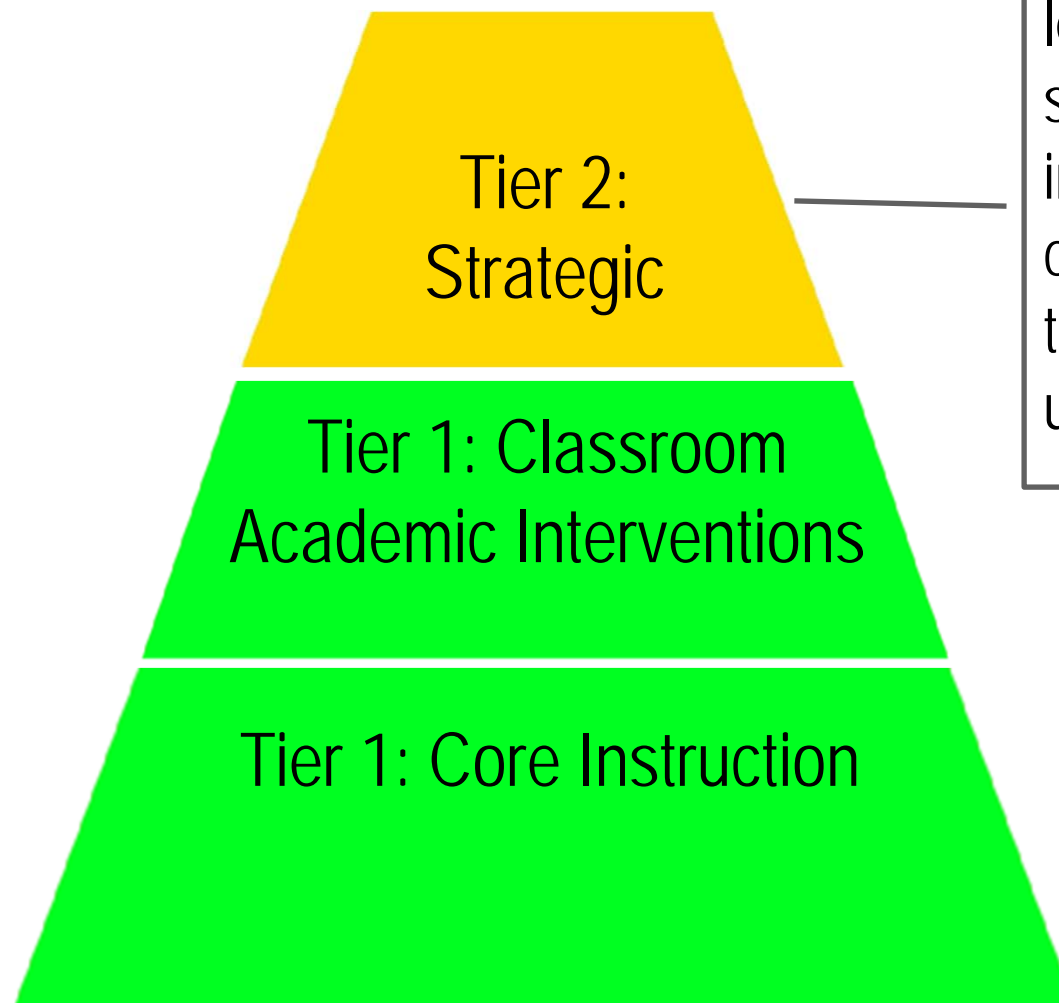
Tier 2: Strategic

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.

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 .

RTI/MTSS for Academics: Pyramid of Interventions

Tier 3: Intensive

Tier 2: Strategic

Tier 1: Classroom Academic Interventions

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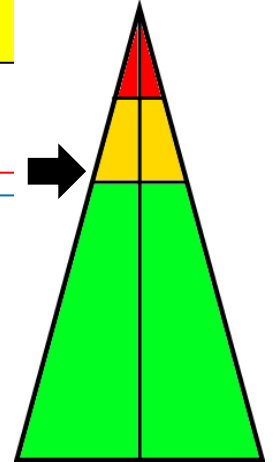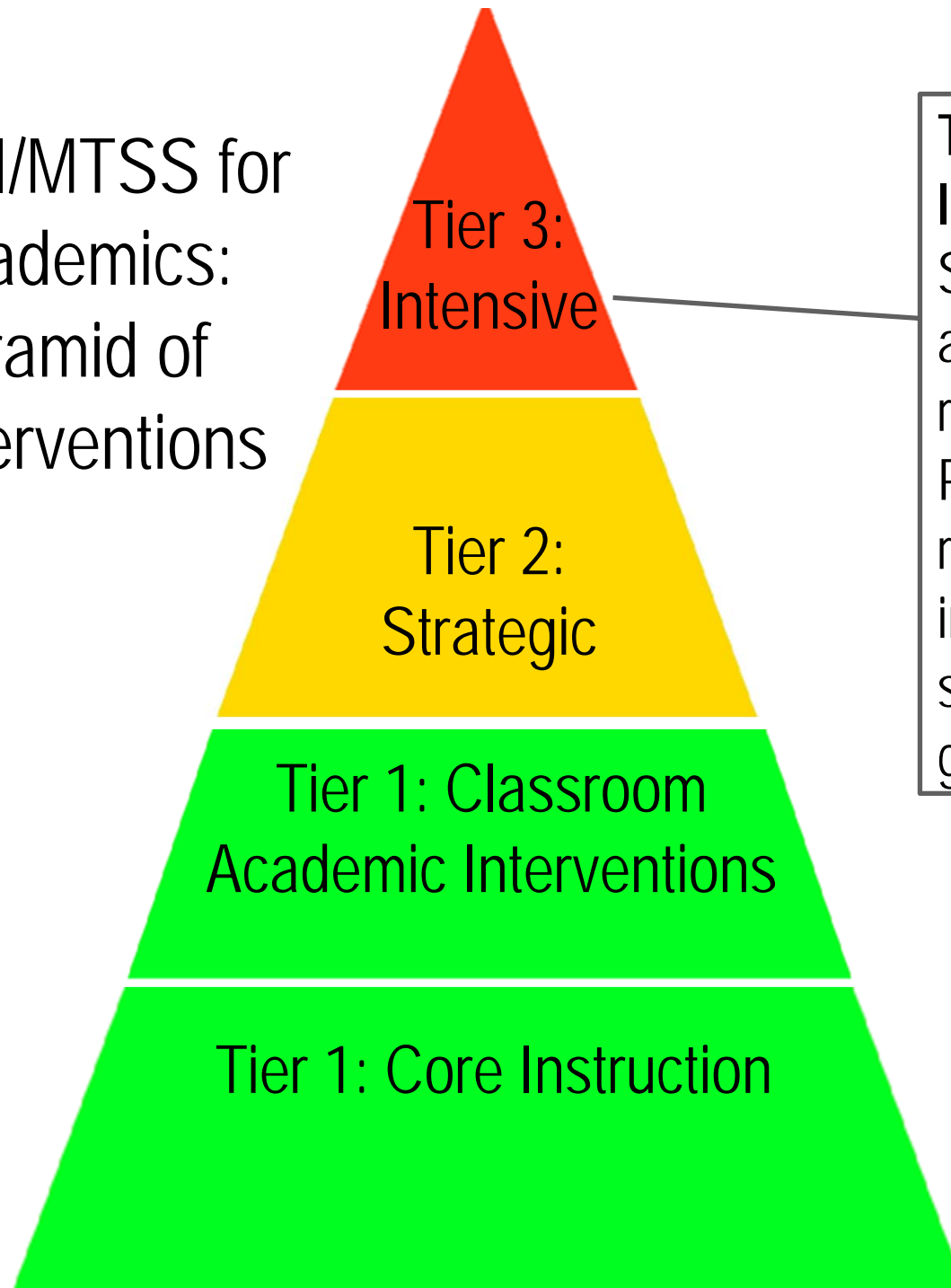
Tier 3: Intensive Intervention (1-5%). Students with intensive academic gaps are reviewed by the RTI/MTSS Problem-Solving Team and receive a customized intervention plan. Most students at Tier 3 are **still** general-education.

Tier 3: Intensive Intervention. The RTI Problem-Solving Team…
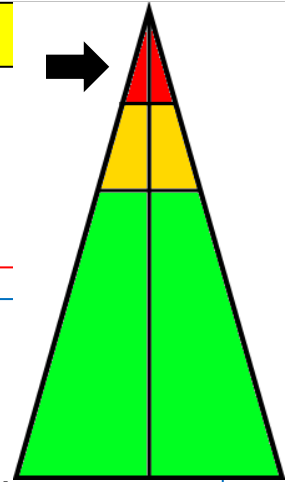
…meets on referred students within 1-2 weeks of initial referral.

…has guidelines to 'screen out' referrals that can be addressed at a lower level of intervention support.

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

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

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

RTI/MTSS: Decision Rules: Identifying the 'Non-Responding' Student in Academics

The student:

- received interventions in current classroom to address concerns.

- has completed a combination of 3 or more 'intervention trials' at Tiers 2 & 3 (with at least one at Tier 3)—each lasting 6-8 weeks.

- continues to show a large academic 'performance deficit'.

- has failed to close the academic gap with peers (as measured by school-wide screening tools).

The RTI/MTSS 'evidence trail' shows the interventions were:

- research-based.

- appropriately matched to the student concern.

- carried out with integrity.

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.

Levels of Intervention: Tiers 1, 2 & 3

Tier 1: Universal 100%	Tier 2: Individualized ~15%	Tier 3: Intensive ~ 1-5%
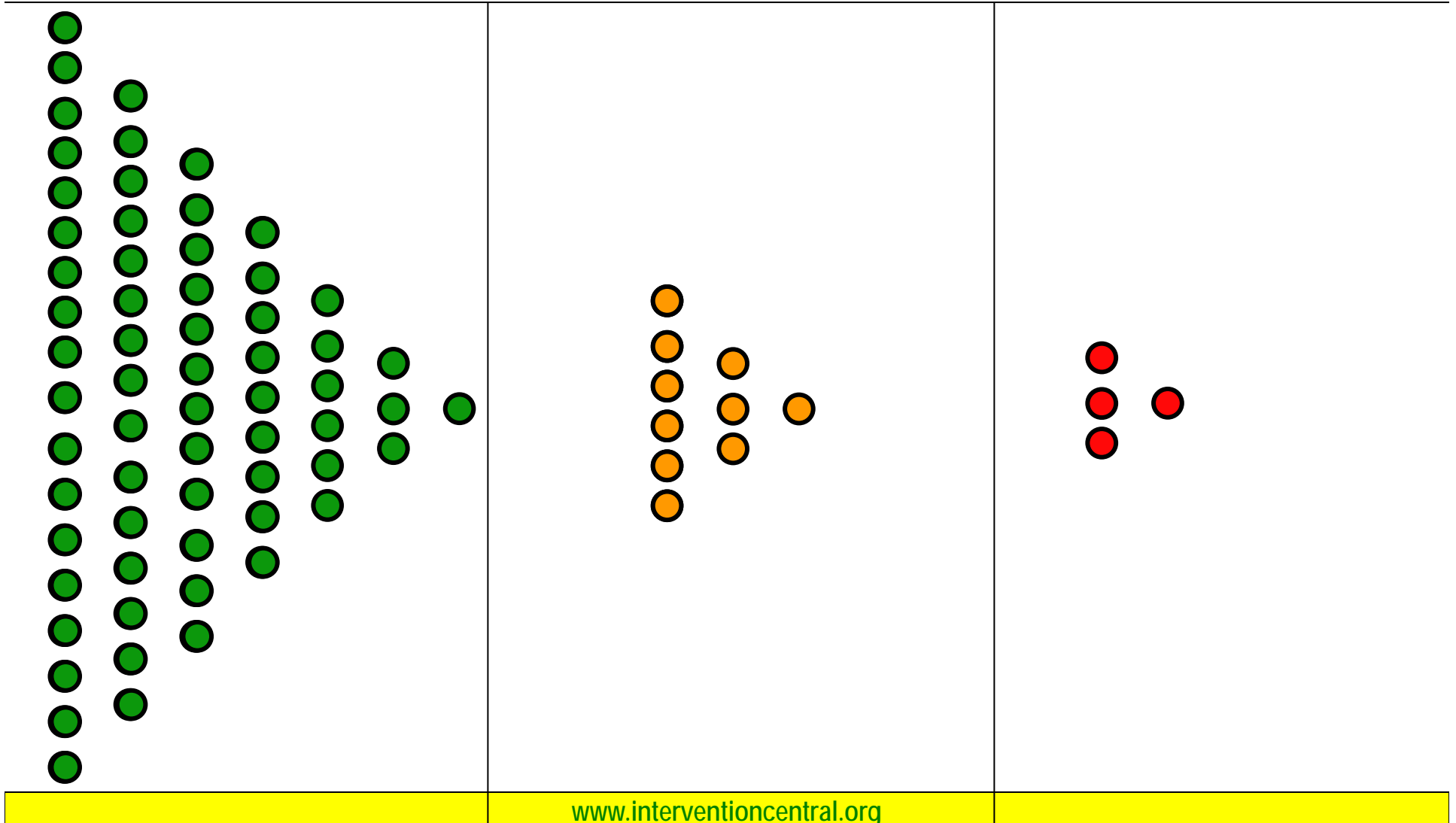
MTSS-Understanding the Model: Key Takeaways

1. **Tier 1 & 2 Compliment One Another.** Classroom (Tier 1) interventions help the student to successfully get through the next lesson. Tier 2 (supplemental) interventions find and fix off-grade-level skills. So, Tier 2 adds to—but never replaces–Tier 1, as a struggling student still needs classroom support to be successful.

2. **Special Education Identification Needs a Reliable Tier 2 System.** Documented Tier 2 interventions are one of the most important diagnostic sources of information for CSE referrals. However, when Tier 2 services are loosely defined, of questionable quality, and/or poorly documented, this can actually drive up SPED referrals—as there is not clear, data-driven information to judge when such a referral is warranted.

Interventioncentral
5-Minute 'Count Down' Timer
05:00
www.interventioncentral.org

Activity: MTSS Questions…

- What questions do you have about the MTSS process for academics?

MTSS-Understanding the Model: Homework Idea

Consider this suggestion for a 'homework assignment' that your team might undertake before we meet again. Explore how your school would accomplish it:

Audit Your MTSS-Academics System. Review the *RTI/MTSS for Academics: District-Wide Planning Tool* (handout 2). Use this tool to 'audit' your school's RTI/MTSS structures and supports across all 3 Tiers. Identify any areas that deserve immediate attention.

Challenge 2: Evaluating Your School's Tier 2 Supports. What quality indicators should schools look for in Tier 2 services?

Challenge 2: Evaluating Your School's Tier 2 Supports

Strong Tier 2 services include these elements…

- Tier 2/3 interventions target off-grade-level academic skill deficits. They are **not** simply reteaching of classroom content, homework, or test preparation.

- Tier 2/3 interventions are **dynamic**—students can enter or exit Tier 2/3 at several checkpoints during the school year.

- Schools **inventory** their current range of Tier 2/3 academic interventions to verify quality and note any gaps in service.

RTI/MTSS for Academics: Pyramid of Interventions
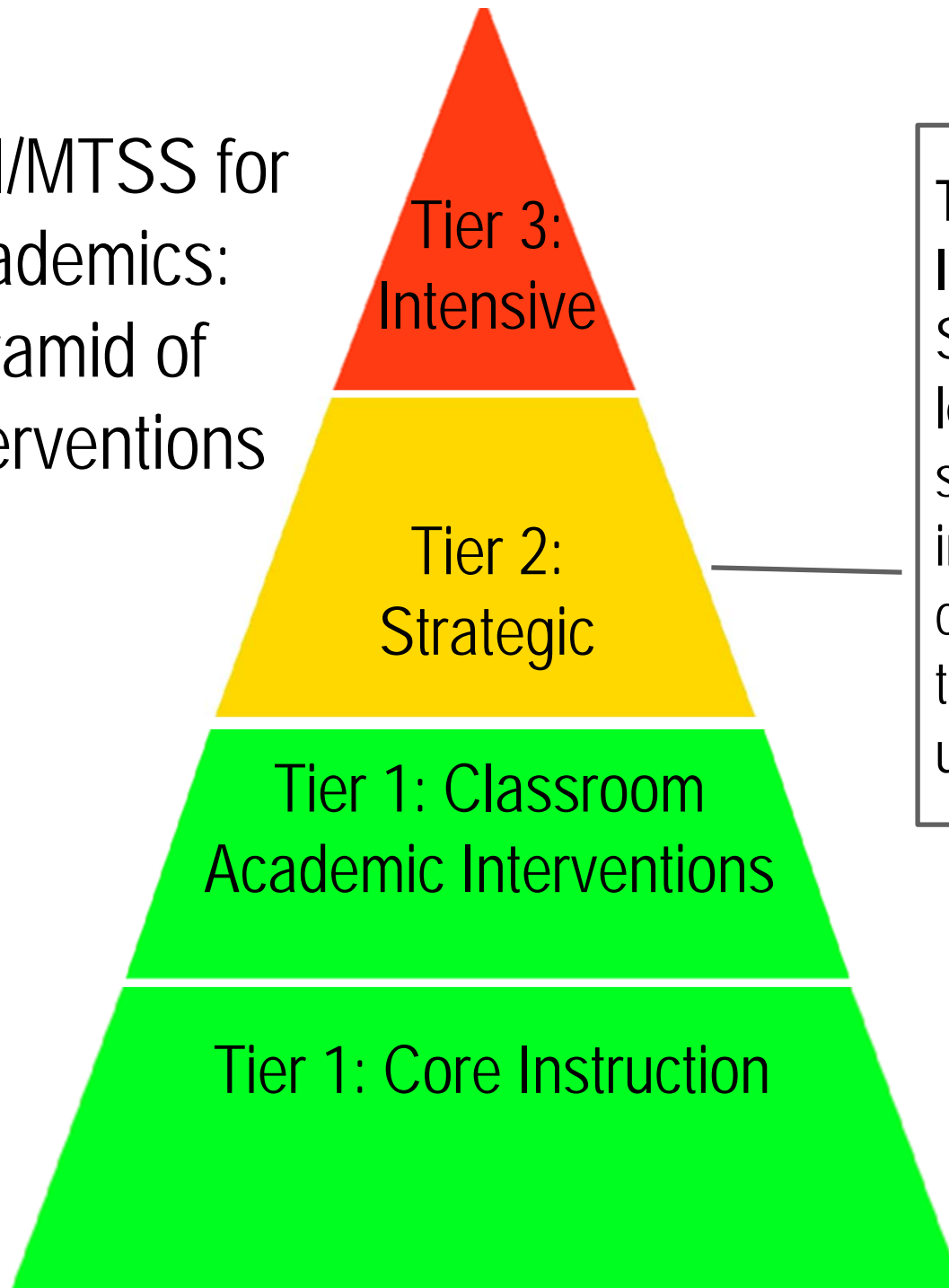
Tier 3: Intensive

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.

Handout, 1; 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.

" *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. (NYSED RTI Guidance Document)* "

Source: New York State Education Department. (October 2010). *Response to Intervention: Guidance for New York State School Districts.* Retrieved November 10, 2010, from http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf; p. 13

" *Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening assessment…*
(NYSED RTI Guidance Document) "

"" *Approximately 5 to 10 percent of students in a class receive Tier 2 intervention.* ""

-NYSED RTI Guidance Document (2010)

Source: New York State Education Department (2010). Response to intervention: Guidance for New York State school districts. Retrieved from http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf

Tier 2/3: Reading Intervention Services: Essentials

Tier 2/3 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 2/3 services should be structured at your school…

Tier 2/3: Reading Intervention Services: **Interventions**

1

Use Interventions Supported by Research. Intervention plans for Tier 2/3 students contain programs or practices supported by research.

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.

Five Components of Reading

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.

Tutorial: Distinguishing Between an Intervention Practice and a Program'

Tutorial

- **Practice.** An intervention 'practice' is an educational practice that has been found through research to be effective in improving student academic or behavioral performance.

- **Program.** An intervention 'program' is usually a packaged approach that has multiple components and that is scripted. Programs often incorporate several research-based practices.

  Both 'practices' and 'programs' have their place on MTSS intervention plans.

Intervention **Practice** Example:
Group-Based Repeated Reading

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.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

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.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

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.)

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Group-Based Repeated Reading

Procedure.

2. *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.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

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.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Intervention **Program** 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:

    - 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.

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

HELPS: Tier 2 Reading-Fluency Program

Step 1
Verbal Cueing Procedure and Expectations
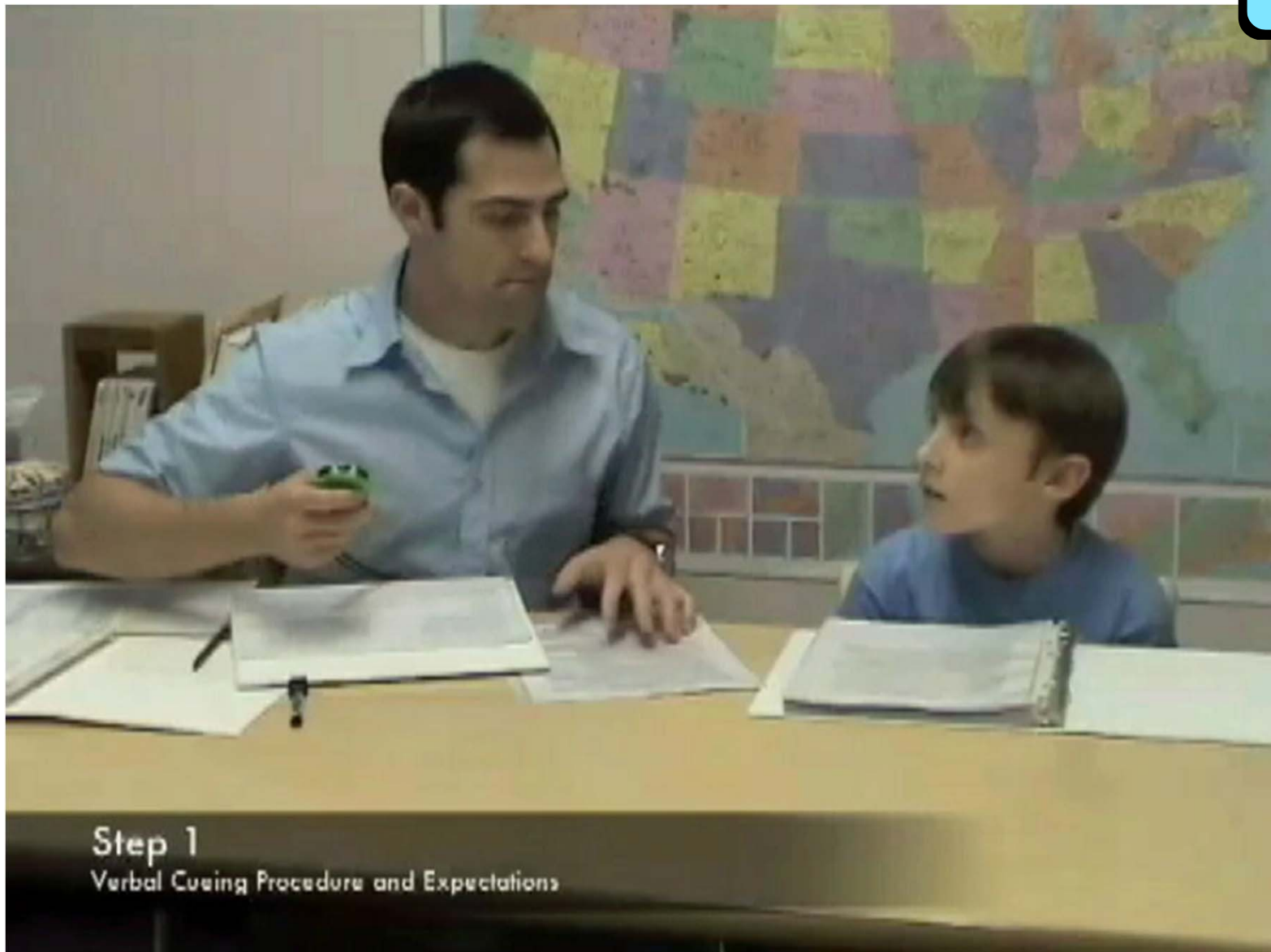
MTSS: Tier 2: Supplemental Intervention

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/

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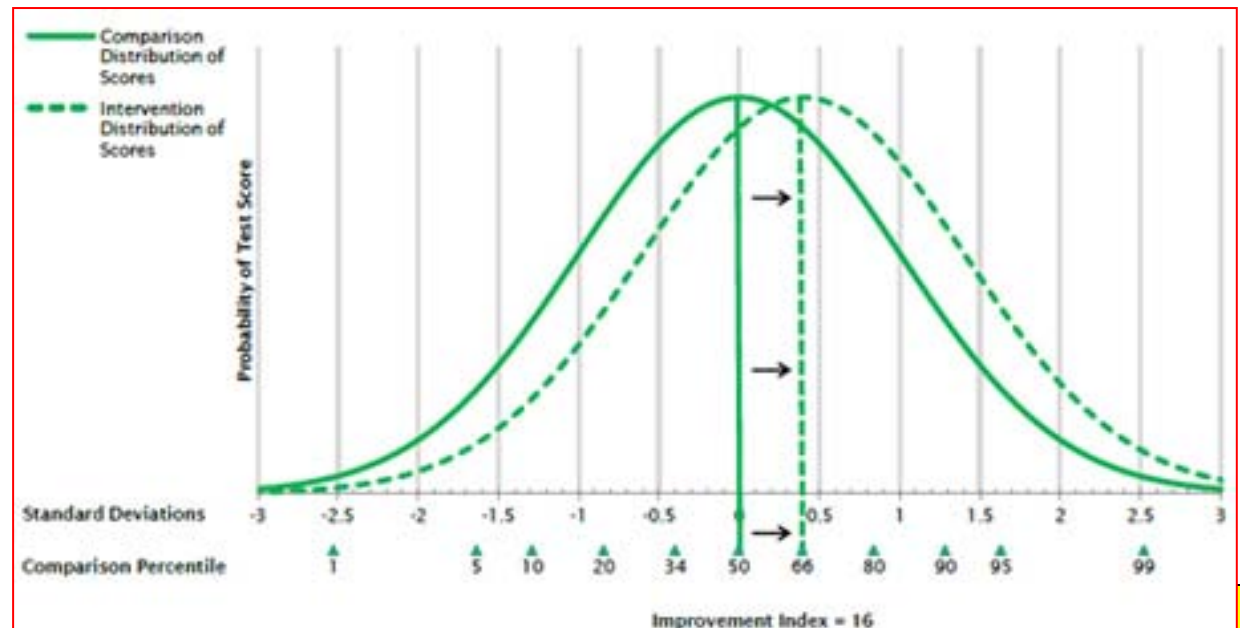
Source: What Works Clearinghouse. (n.d.). Glossary: Improvement index. Retrieved from http://ies.ed.gov/ncee/wwc/Glossary

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.

Finding Reading Programs That 'Work': Explore the What Works Clearinghouse

- Go to the workshop page: http://www.interventioncentral.org/MTSS_Tier_2

- Click on the link to "What Works Clearinghouse".

- Use the site's filter tools to review and narrow your search for effective Tier 2/3 reading programs that you think might be a good fit for your school.

- When you find a suitable program, see if you can open the WWC report and find that program's improvement index.

Tier 2/3: Reading Intervention Services: **Interventions**

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.

Tier 2/3: Reading Intervention Services: **Interventions**

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.**

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

Grade K	Classroom 1	Classroom 2	Classroom 3	*9:00-9:30*
Grade 1	Classroom 1	Classroom 2	Classroom 3	*9:45-10:15*
Grade 2	Classroom 1	Classroom 2	Classroom 3	*10:30-11:00*
Grade 3	Classroom 1	Classroom 2	Classroom 3	*12:30-1:00*
Grade 4	Classroom 1	Classroom 2	Classroom 3	*1:15-1:45*
Grade 5	Classroom 1	Classroom 2	Classroom 3	*2:00-2:30*

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 2/3: Reading Intervention Services: **Interventions**

4

Put Plans in Writing. Tier 2/3 intervention plans are written down before the intervention begins.

Sample Tier 2/3 Intervention Documentation Form (Handout 1; pp. 5-6)

MTSS: Tiers 2/3: Data Analysis Team © 2016 Jim Wright   www.interventioncentral.org

Tier 2: Small-Group Intervention Plan

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

Mrs. Kordisky, Reading Teacher

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

Oral Reading Fluency

Time Allocated: Start Date	End Date	Session Length (e.g., 30 mins)	Session Frequency (e.g., 3x/wk)
M 10/10/16	F 12/02/16	20 mins	Daily

Students: Name	Baseline: Starting Point	Goal: Criterion for Success
Banks, Nicole Gr 5	51 wpm/Gr 3	63 wpm/Gr 3
Lacosta, Andrea Gr 4	44 wpm/Gr 3	56 wpm/Gr 3
Washington, Tyrell Gr 5	49 wpm/Gr 3	61 wpm/Gr 3

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

Group-Based Repeated Reading

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

CBM/Oral Reading Fluency using EasyCBM.com Gr 3 materials

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

RTI/MTSS Tier 2 Intervention Plan: 'Message in a Bottle': Who are potential audiences?

Colleagues. Your intervention efforts can be read by your fellow teachers and future educators

Parents & Student. Documented Tier 2 plans can be the focus of paren-student conferences.
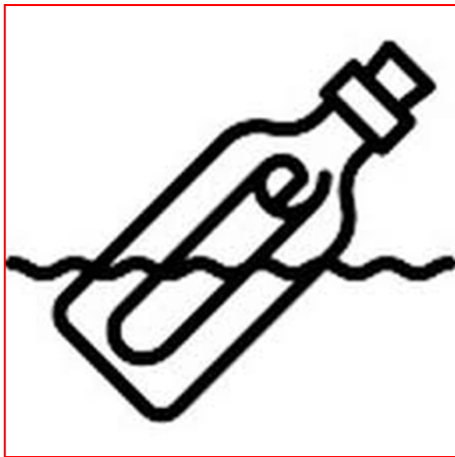
RTI/MTSS Problem-Solving Team. Your Tier 2 plan helps this team to make better recommendations.

Special Education Eligibility Team. Evidence of several successive Tier 2/3 intervention plans is typically a requirement when attempting to diagnose a learning disability, other IEP condition.

Tier 2/3: Reading Intervention Services: **Data**

5

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.

6

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.

Tier 2/3: Reading Intervention Services: **Data**

7

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.

8

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.

Tier 2/3: Reading Intervention Services: **Data**

9

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.

10

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.

Evaluating Your School's Tier 2 Supports: Key Takeaways

1. **Tier 2 Interventions Are Matched to Student Needs.** Students are grouped by shared reading problems and receive intervention programs or practices that match their academic needs. Their progress is monitored at least 2 times per month.

2. **Tier 2 Interventions Are Documented.** Tier 2 group intervention plans are written down BEFORE the intervention period begins and are archived for easy retrieval.

Activity: Identify Growth Targets for Your Tier 2

In your teams:

- appoint a recorder.

- look over the *Tier 2: Quality Indicators Checklist* on p. 7 of your handout.

- rate the 'accomplishment' status for each Tier 2 element at your school.

Be prepared to report out.

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
__ Accomplished __ Partially Accomplished __ 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*% or below). If used at all, teacher nomination is a minor source of Tier 2 recruitment.	
__ Accomplished __ Partially Accomplished __ 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 qualify for Tier 2.	
__ Accomplished __ Partially Accomplished __ Not Accomplished	**Classroom Feedback.** T screening results with cla level patterns of academi brainstorm how to impro learners.	

Interventionist Practices

Rating	Tier 2 Quality Indicator	mments
__ Accomplished __ Partially Accomplished __ Not Accomplished	**Documentation.** Tier 2 in writing with clear descript *before* Tier 2 services begin. Those Tier 2 plans are archived electronically for long-term storage and retrieval.	
__ Accomplished __ Partially Accomplished __ Not Accomplished	**Research-Based Interventions.** The Tier 2 interventionist employs intervention programs or practices supported by research.	
__ Accomplished __ Partially Accomplished __ Not Accomplished	**Off-Grade-Level Focus.** The focus of Tier 2 services is to fix 'off-grade-level' academic deficits—and is *not* simply an extension of classroom instruction through re-teaching of core instruction, homework help, or test preparation.	
__ Accomplished __ Partially Accomplished __ 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.	
__ Accomplished __ Partially Accomplished __ 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.	

InterventionCentral
15-Minute 'Count Down' Timer

15:00

www.interventioncentral.org

Evaluating Your School's Tier 2 Supports: Homework Idea

Consider this suggestion for a 'homework assignment' that your team might undertake before we meet again. Explore how your school would accomplish it:

Create a Tier 2 'Action Plan'. Review the results of your Tier 2 'Quality Indicators' exercise (handout 1; p. 7). Based on your team's ratings, select 1-3 goals to improve your Tier 2 services that you would like to accomplish within the next 7 months (by end of Sept 2020).

Challenge 3: Using School-Wide Screeners. How can schools use screening tools proactively to enter students into and exit them from Tier 2/3 services?

Challenge 4: Using School-Wide Screeners

MTSS stakeholders care about this topic because…

…data drives Tier 2 service delivery. Screeners:

- provide a 'snapshot' of whole-grade performance in important academic skills.

- predict students' risk for academic failure.

- provide useful data when identifying Tier 2 students for intervention groups—and to support exiting students from Tier 2.

School-Wide Academic Screeners: Purpose and Types

Building-Wide Screening: Assessing All Students
(Stewart & Silberglit, 2008)

Screening data in basic academic skills are collected at least 3 times per year (fall, winter, spring) from all students. Screening data can be used to:

– evaluate and improve the current core instructional program.

– allocate resources to classrooms, grades, and buildings where student academic needs are greatest.

– guide the creation of targeted Tier 2/3 (supplemental intervention) groups.

Source: Stewart, L. H. & Silberglit, B. (2008). Best practices in developing academic local norms. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 225-242). Bethesda, MD: National Association of School Psychologists.

Applying Tier 2 School-Wide Screener Eligibility Cut-Points: 4 Possible Outcomes

FALSE POSITIVE (+).

The student possesses **grade-appropriate** academic ability **but** the screening shows that they **qualify** for Tier 2 intervention.

TRUE POSITIVE (+).

The student is in the **'at-risk'** range for academic ability **and** the screening shows that they **qualify** for Tier 2 intervention.

TRUE NEGATIVE (-) .

The student possesses **grade-appropriate** academic ability **and** the screening shows that they do **NOT qualify** for Tier 2 intervention.

FALSE NEGATIVE (-).

The student is in the **'at-risk' range** for academic ability **but** the screening shows that they do **NOT qualify** for Tier 2 intervention.

NOTE: POSITIVE = QUALIFIES FOR TIER 2 SERVICES
NEGATIVE=DOES NOT QUALIFY FOR TIER 2 SERVICES

Setting Screening-Data Cut-Points: Setting Eligibility Criteria While Controlling for Error

Cut-points are applied to screening data to serve as the 'gates' that admit students or block them from Tier 2 services.

- A 'relaxed' cut-point for Tier 2 (e.g., 30th percentile) will increase FALSE-POSITIVE errors—admitting more students for services whose skills DO NOT require remediation—while minimizing FALSE-NEGATIVE errors.

- A stringent cut-point for Tier 2 (e.g., 15th percentile) will increase FALSE-NEGATIVE errors—blocking more students from services whose skills DO require remediation—while minimizing FALSE-POSITIVE errors.

Schoolwide Screening Tools: 2 Types

School-wide screening tools tend to fall into 2 broad categories:

1. Basic Skills. These screeners sample basic academic skills such as oral reading fluency and math computation fluency. An example is DIBELS Next.

   The assumption built into basic-skills screeners is that students who lack proficiency in these foundation skills will struggle to attain the Common Core Standards.

Purchase the Published Version

You can purchase the published version of DIBELS Next by visiting Cambium/Sopris's website.

Visit Cambium/Sopris

DIBELS for Mobile Devices

Amplify's mCLASS: DIBELS Next is compatible with the most common mobile touch devices.

Visit Amplify

Download from Dynamic Measurement Group

If you don't have an account yet, you will need to sign up before downloading the materials.

Sign Up —or— **Log In**

Forgot your password? Update your information and reset your password.

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DIBELS Next

DIBELS is an assessment used to measure the acquisition of early literacy skills from kindergarten through sixth grade.

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Getting Started With DIBELS Brochure

Transitioning to DIBELS Next

DIBELS Next® Benchmark Goals

Basic-Skills Screener Example: DIBELS Next

"DIBELS ORF [Oral Reading Fluency] is a standardized, individually administered test of accuracy and reading fluency with connected text for students in grades 1 through 5 and above. It is a standardized set of passages and administration procedures designed to identify children who may need additional instructional support, and monitor progress toward instructional goals."

SOURCE: National Center on Response to Intervention. Screening Tools Chart. Retrieved on 1 December 2012 from *http://www.rti4success.org/screeningTools*

Multi-Tier System of Supports

Reading Component	Sample Benchmarking/Progress-Monitoring Tools
"Phonemic Awareness: The ability to hear and manipulate sounds in words."	• Initial Sound Fluency (DIBELS) • Phoneme Segmentation Fluency (DIBELS)
"Alphabetic Principle: The ability to associate sounds with letters and use these sounds to form words"	• Letter-Naming Fluency (DIBELS) • Nonsense Word Fluency (DIBELS)
"Fluency with Text: The effortless, automatic ability to read words in connected text."	• Oral Reading Fluency (DIBELS)
"Comprehension: The complex cognitive process involving the intentional interaction between reader and text to convey meaning."	• Maze Passages (AimsWeb)

Schoolwide Screening Tools: 2 Types (Cont.)

School-wide screening tools tend to fall into 2 broad categories:

2. Curriculum Skills. These screeners sample student skills and knowledge that correspond to grade-level curriculum expectations. An example is STAR Reading.

   The assumption built into curriculum-skills screeners is that when teachers can map the 'holes' in a student's academic skills, they can adjust instruction to address those gaps.

Curriculum Skills Screener Example: STAR Reading

"Star Reading is a computer-adaptive, interim assessment of reading comprehension and overall reading achievement for students in grades 1 through 12. The tool provides information on student performance in 46 reading skill areas in 11 domains."

RENAISSANCE®   Products ⌄

Renaissance Star Reading®

Keep every student on track for the high levels of literacy they need for success in school and in life with a comprehensive reading assessment. For universal screening, progress monitoring, goal setting, and more.

See all Star assessments →

SOURCE: National Center on Response to Intervention. Screening Tools Chart. Retrieved on 2 March 2020 from *https://charts.intensiveintervention.org/chart/academic-screening/star-reading#title*

Schoolwide Screening Tools: Selecting Tools that Match Your School's Performance Profile

Schools should select screening tools that will provide valuable added information about current schoolwide academic performance.

- In schools where a substantial number of general-education students struggle with basic academic skills, that school should select "basic-skills" tools for schoolwide screening.

- Schools in which the great majority of general-education students (e.g., 90% or more) fall at or above proficiency on basic-skills screenings may want to adopt a "curriculum-skills screener" that provides more complete information about each student's skill set.

Clearinghouse for MTSS Screening and Progress-Monitoring Tools

- The National Center on Intensive Intervention (http://www.intensiveintervention.org/chart/progress-monitoring) maintains pages rating the technical adequacy of MTSS progress-monitoring tools that can also be used for screening. Schools should strongly consider selecting screening tools that have national norms or benchmarks to help them to assess the academic-risk level of their students.

National Center on
INTENSIVE INTERVENTION
at American Institutes for Resear

| Resources | Tools Charts | In |

Home ▸ Tools Charts ▸

Academic Progress Monitoring GOM

This tools chart presents information about academic progress monitor Standards, and Data-based Individualization Standards include ratings information is provided below the chart.

View the Progress Monitoring Mastery Measures ▸

| Grade Level | Subject | |
| - Any - ▼ | - Any - ▼ | Apply |

| Psychometric Standards | Progress Monitoring Standards | Data |

Title ▲	Area	Reliability of Performance Level Score
AIMSweb	M-CBM	●
AIMSweb	Math Computation	●
AIMSweb	Math Concepts and Applications	●
AIMSweb	Oral Reading Fluency (R-CBM)	●
AIMSweb	Test of Early Literacy - Letter Naming Fluency	●
AIMSweb	Test of Early Literacy -	

Tier 2: Establishing Eligibility Criteria

Handout 1; p. 12

Select scheduling options. Describe how your school will schedule Tier 2 services to ensure that (a) all students who need Tier 2 will be able to receive it at a minimum frequency and session length (e.g., 3 times per week for 30 minute sessions) to be effective.

Tier 2 Scheduling Plan

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

Handout 1; p. 12: Tier 2 Screener 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] triangulation involves using multiple data sources in an investigation to produce understanding.*

-Qualitative Research Guidelines Project "

SOURCE: Robert Wood Johnson Foundation. (n.d.). Retrieved on 2 March 2020 from *http://www.qualres.org/HomeTria-3692.html*

MTSS TIP: Apply 'Weights' to Each Screener Data Source

Not all data sources are created equal when screening students for academic risk, so:

- schools should estimate the relative contribution that each data source makes to identifying the true 'at-risk' student.

- then the data sources are ranked in descending order of importance.

- when making intervention placement decisions, information sources with greater weight have more influence in placing students.

Screening Example: Select Data Sources to Make Tier 2 Intervention Placements

Anyplace Elementary School selects these data sources at Grade 4 to find students at risk for reading failure:

- STAR Reading

- Teacher Nomination

- Developmental Reading Assessment (DRA): Classroom instructional assessment

Scenario 1: TRIANGULATING the Screening Data

Anyplace Elementary reviews 4th-grade students' performance on all 3 'screening' data sources. Students identified as at-risk on any 2 of the 3 measures is picked up for Tier 2 services.

STAR Reading

DRA Classroom Assessment

Teacher Nomination
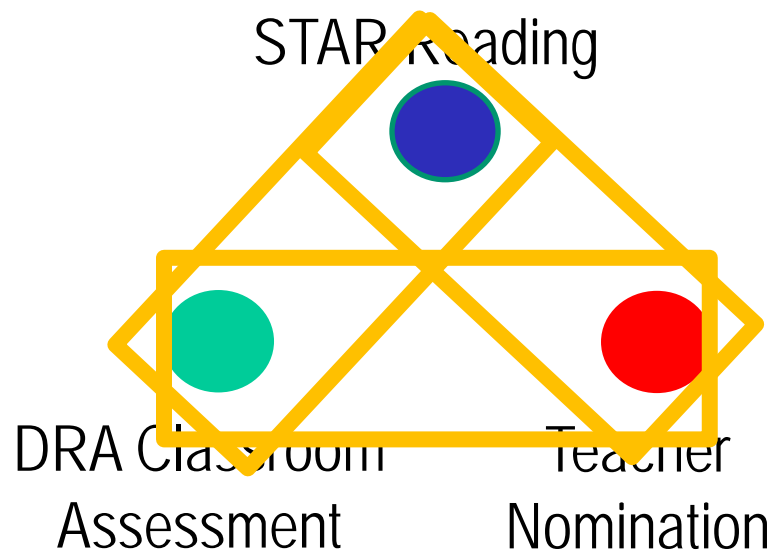
Analysis. Triangulating these data sources is not recommended because these data sources:

1. are not created equal. (STAR data is by far the best predictor of student risk.)

2. are partially correlated. (Teacher nomination & DRA results overlap: neither data source yields completely new information; both inflate the impact of classroom performance.)

Bottom Line: This approach can *overidentify* students for Tier 2.

Scenario 2: WEIGHTING the Screening Data

Anyplace Elementary weights and ranks the 4th-grade data sources based on their capacity to predict student risk. STAR takes the prime place. The remaining data sources are considered only when STAR results are 'borderline'.

1. STAR Reading
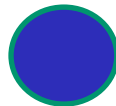
2. DRA Classroom Assessment

3. Teacher Nomination

Analysis. Weighting data sources in school-wide screening ensures that the most reliable data (validated MTSS screeners) are the primary drivers for Tier 2 recruitment.

Bottom Line: This approach is recommended—as it increases the probability that students are **correctly identified** for Tier 2.

STAR: Resetting Tier 2 Cut-Points

Renaissance Learning—publisher of STAR Reading & Math Screeners—recently raised their recommended Tier 2 cut-point from 25th percentile to 40th percentile. WHY?

" *Expert Suggestion*
RTI expert Dr. Ed Shapiro strongly recommended that the default benchmark corresponding to "working at grade level" be set at the 40th percentile. Although administrators can change this benchmark, Dr. Shapiro urged Renaissance to emphasize in professional development that the benchmark should not be set lower than the 40th percentile… Renaissance Learning (2017) "

Source: Renaissance Learning (2017), Understanding why Renaissance uses 40th percentile rank as the default benchmark. Retrieved from http://doc.renlearn.com/KMNet/R004382730GJC1A9.pdf

STAR Screeners: Change in Tier 2 Cut-Score

Pre-2015:
Reading/Math Tier 2
Cut-Score Set at
25th Percentile

STAR Screeners: Change in Tier 2 Cut-Score

2015-Present: Reading/Math Tier 2 Cut-Score Set at 40th Percentile

Handout 1; p. 12

Select scheduling options. Describe how your school will schedule Tier 2 services to ensure that (a) all students who need Tier 2 will be able to receive it at a minimum frequency and session length (e.g., 3 times per week for 30 minute sessions) to be effective.

Tier 2 Scheduling Plan

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

Handout 1; p. 12: Tier 2 Screener 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

Using School-Wide Screeners: Key Takeaway

1. **Screeners Should Provide Objective Dat**a. When recruiting for Tier 2, strong data sources such as MTSS-researched screeners (e.g., STAR Reading) should take precedence over 'softer', more subjective data sources such as teacher referral.

Using School-Wide Screeners: Homework Idea

Consider this suggestion for a 'homework assignment' that your team might undertake before we meet again. Explore how your school would accomplish it:

Investigate Your Screener's Reporting Options.
Your school's screener (i.e., STAR Reading) has a number of report templates to analyze results at the levels of the grade, class, small group, and individual student. Discuss a plan to explore those reporting options and make them available to your Data Analysis Team.

Challenge 4: Monitoring Intervention Progress. What recommendations can help schools to better track progress on Tier 2 interventions?

Challenge 4: Monitoring Intervention Progress
MTSS stakeholders care about this topic because…

- progress-monitoring data allows interventionists to avoid wasted effort—as they can reliably judge in the short term (e.g., 6-8 weeks) whether a Tier 2 intervention is benefiting a student.

- key stakeholders (e.g., Tier 3 MTSS Team; CSE) require outcome data to judge whether specific intervention strategies in the student's MTSS history have helped the learner.

Tier 2 Progress-Monitoring: The Basics…

Here are important guidelines: Tier 2 data collection methods should:

- **measure skill(s) targeted by the intervention.** The educator wants to know whether the student is improving a specific skill or behavior. The data-collection method is selected to track growth in that skill or behavior.

- **be sensitive to short-term gains.** Progress-monitoring should reveal in weeks—not months– whether the intervention is effective.

- **yield a specific number value.** The interventionist selects progress-monitoring tool(s) that can be converted to numeric data—and charted.

The Problem with STAR Reading as a Progress-Monitoring Tool

STAR Reading is an adaptive measure that tracks reading growth in 46 reading-skill areas in 11 domains.

These qualities are **great** for a screener.

But they can **limit** the utility of STAR for tracking progress on Tier 2 interventions because:

1. the adaptive nature of STAR means that each assessment session is not identical (lack of 'alternate forms').

2. STAR tracks a host of reading skills—but is not designed to detect short-term gains in a specific sub-skill (e.g., sight-word fluency). Thus, STAR might fail to record significant Tier 2 reading progress, at least in the short term (6-8 weeks).

How to Monitor Basic Academic Skills: Curriculum-Based Measurement (CBM)

Classroom Data Tool: Curriculum-Based Measurement/Assessment

- **What It Is:** A series of brief measures of basic academic skills given under timed conditions and scored using standardized procedures.

  CBM/CBA measures often include research-derived benchmark norms to assist in evaluating the student's performance.

Classroom Data Tool: Curriculum-Based Measurement/Assessment

- **What It Can Measure:**

  ❑ Speed and accuracy in basic academic skills, such as:

  ❑ letter naming: 1 min

  ❑ number naming: 1 min

  ❑ number sense: 1 min

  ❑ oral reading fluency: 1 min

  ❑ reading comprehension (maze): 3 mins

  ❑ production of writing: 3 mins

  ❑ math fact computation: 2 mins

Fluency Example: CBM Student Reading Samples: What Difference Does Fluency Make?

- *3rd Grade: 19 Words Per Minute*

- *3rd Grade: 70 Words Per Minute*

- *3rd Grade: 98 Words Per Minute*
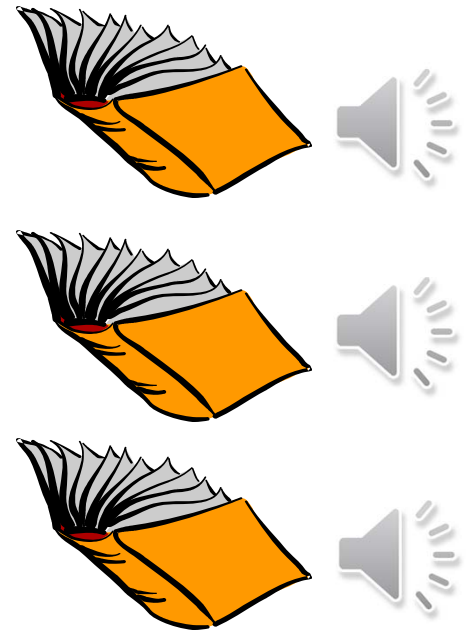
DIBELS: A Reading Assessment Toolkit
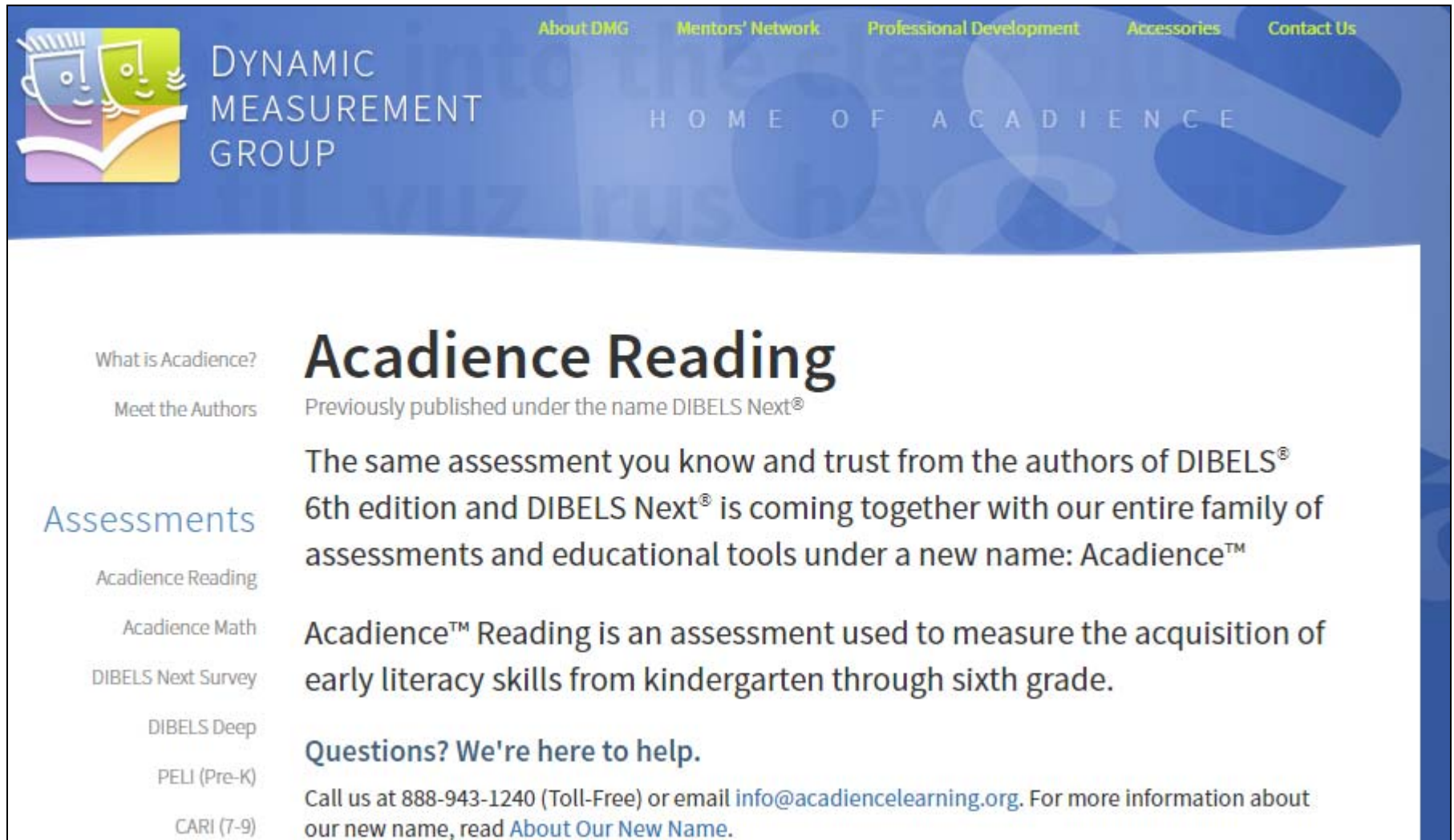
There are a variety of measurement products on the market that have been designed using CBM research.

The example presented here is a widely-used battery of fluency assessments for reading called DIBELS Next: https://dibels.org/dibelsnext.html. (DIBELS stands for **D**ynamic **I**ndicators of **B**asic **E**arly **L**iteracy **S**kills.) NOTE: DIBELS is being renamed Acadience Learning.

DIBELS Next is a well-researched collection of 6 CBM-type assessments available to teachers at no cost to download, print, and use with their students. There are enough materials to monitor students weekly.

Acadience: https://acadiencelearning.org/

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.

Five Components of Reading

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

Multi-Tier System of Supports

Reading Component	Sample Benchmarking/Progress-Monitoring Tools
"Phonemic Awareness: The ability to hear and manipulate sounds in words."	• Initial Sound Fluency (DIBELS) • Phoneme Segmentation Fluency (DIBELS)
"Alphabetic Principle: The ability to associate sounds with letters and use these sounds to form words"	• Letter-Naming Fluency (DIBELS) • Nonsense Word Fluency (DIBELS)
"Fluency with Text: The effortless, automatic ability to read words in connected text."	• Oral Reading Fluency (DIBELS)
"Comprehension: The complex cognitive process involving the intentional interaction between reader and text to convey meaning."	• Maze Passages (AimsWeb)

How to Track Classroom Reading Interventions

DIBELS Next Literacy Fluency Measures			
Measure	**Reading Component(s) Assessed**	**Time to administer**	**Grade Range/Screening**
First Sound Fluency (FSF). The examiner reads words aloud from a list. The student says the first sound for each word.	Phonemic Awareness drop	1 minute	• Kdg: Fall & Winter screenings

How to Track Classroom Reading Interventions

DIBELS Next Literacy Fluency Measures			
Measure	**Reading Component(s) Assessed**	**Time to administer**	**Grade Range/Screening**
Letter Naming Fluency (LNF). The student reads aloud the names of letters from a sheet with randomly arranged letters.	Alphabetic Principle/ Phonics	1 minute	• Kdg: All year • Grade 1: Fall screening

l T u J V s O i x p W

M Q y n k d D t e l c

How to Track Classroom Reading Interventions

DIBELS Next Literacy Fluency Measures

Measure	Reading Component(s) Assessed	Time to administer	Grade Range/ Screening
Phoneme Segmentation Fluency (PSF). The examiner reads words aloud from a list. The student says the individual sounds making up each word. flag	Phonemic Awareness	1 minute	• Kdg: Winter & Spring screenings • Grade 1: Fall screening

How to Track Classroom Reading Interventions

DIBELS Next Literacy Fluency Measures			
Measure	Reading Component(s) Assessed	Time to administer	Grade Range/Screening
Nonsense Word Fluency (NWF). The student reads aloud from a list of VC and CVC nonsense words.	Alphabetic Principle/ Phonics	1 minute	• Kdg: Winter & Spring screenings • Grade 1: All year • Grade 2: Fall screening

m u s   a v   w e c   m i v   d o p

How to Track Classroom Reading Interventions

DIBELS Next Literacy Fluency Measures			
Measure	Reading Component(s) Assessed	Time to administer	Grade Range/Screening
DIBELS Oral Reading Fluency (DORF). The student reads aloud from a text passage and is then asked to retell the main details of the reading.	Reading Fluency	1 minute for initial reading; 1 minute for student retell	• Grade 1: Winter & Spring Screenings • Grades 2-6: All year

DIBELS NEXT
Example: DORF

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

The Land Bridge

0   During the last ice age, the world looked much different than it does   13

13   today. Nearly all the land was covered with huge sheets of ice or glaciers.   27

27   Most of the world's water was trapped in these glaciers, and the water   40

40   level of the seas was low. A vast amount of land was above the water.   55

55   The narrow waterway between Asia and North America, the Bering   65

65   Strait, was mostly exposed land at that time. The land formed a narrow   78

78   bridge that connected Asia with North America. This land bridge was   89

89   cold and flat, and was covered by grass and shrubs. Before the formation   102

102   of the land bridge, early people who wanted to travel to North America   115

115   had to go by boat. Very few people actually made the voyage over the   129

129   water. Many more people traveled to North America when they were able   141

How to Track Classroom Reading Interventions

DIBELS Next Literacy Fluency Measures

Measure	Reading Component(s) Assessed	Time to administer	Grade Range/ Screening
Daze. The student is given a Maze passage to read silently. For each response item, the student reviews 3 choices and selects the word that best completes the meaning of that part of the passage.	Reading Comprehension	3 minutes	• Grades 3-6: All year

DIBELS NEXT
Example: DAZE

Taking Great Nature Photographs

Many people love looking at a beautiful landscape or at waves crashing into rocks on a

wind-swept beach. They may want to capture a | distant / need / bit | of it on camera in order to | share / blur / how | it with

others. Because the subject | is / remember / when | so beautiful, they think, "This is | rather / whole / sure | to be a wonderful

photograph!"

However, | pictures / taking / puddle | a good nature photograph can be | tricky / shooting / majestic |. If you're not careful, a majestic

| will / help / mountain | may look like a distant pebble. | Wind / Crashing / Placing | waves can easily become a gray | vibrant / light / blur |, with

Letter Name/Sound Fluency Probe Generator

http://www.interventioncentral.org

Use this free online application to design and create Letter Name and Letter Sound Fluency Probes.

Letter Naming Fluency Probe Generator

* Indicates a required field

Alphabet
English ▼

Letter Case
Lowercase ▼

Font Family
Helvetica ▼

Font Size
14 ▼

Total number of letters to appear in the probe* (Max: 400)
100

☑ **Add letters as needed to fill out final line of probe**

Name of this list (?)

[Download PDF] [Email PDF]

1

Dolch Word List Builder: Free App

Curriculum-Based Measurement Dolch Word List Builder

Select List Type

To create a composite CBM assessment list, select any checkbox and click 'Submit.'

Submit

Wordlist/Dolch

- Dolch Word List: **All Items**
- Dolch Word List: Preprimer
- Dolch Word List: Primer
- Dolch Word List: First Grade
- Dolch Word List: Second Grade
- ☑ Dolch Word List: Third Grade

Submit

Set List Format Settings

Change the format of your measurement list by changing any of the settings below:

☐ Check to display list labels on examiner answer key.

Number of Columns

4 ▾

Number of Rows

8 ▾

Font Type

Serif ▾

Font Size

Medium ▾

Source: easyCBM.com

Tier 2 Progress-Monitoring: Big Picture or Close-Up?

TELESCOPE: General Outcome Measures: Global 'capstone' assessments requiring that the student apply several skills at once (e.g., fluency with text; math problem-solving). STAR Reading is an example.
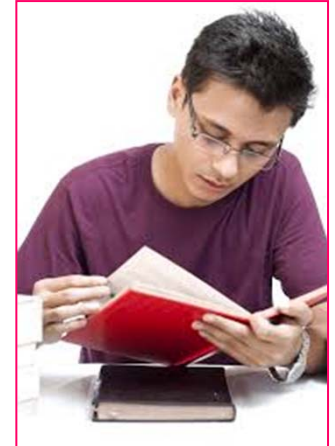
MICROSCOPE: Mastery Measures. Discrete, targeted assessments to track easily identified sets or domains of items typically mastered over a relatively short period. Sight-word lists and timed letter-naming assessments are examples.

Source: Hosp, M. K., Hosp, J. L., & Howell, K. W. (2007). The ABCs of CBM: A practical guide to curriculum-based measurement. New York: Guilford Press.

Mastery Measures Contribute to General Outcome Measure...Over Time

General Outcome Measure: STAR Reading

Mastery Measure: Dolch Sight Word List: Gr 3

Source: Hosp, M. K., Hosp, J. L., & Howell, K. W. (2007). The ABCs of CBM: A practical guide to curriculum-based measurement. New York: Guilford Press.
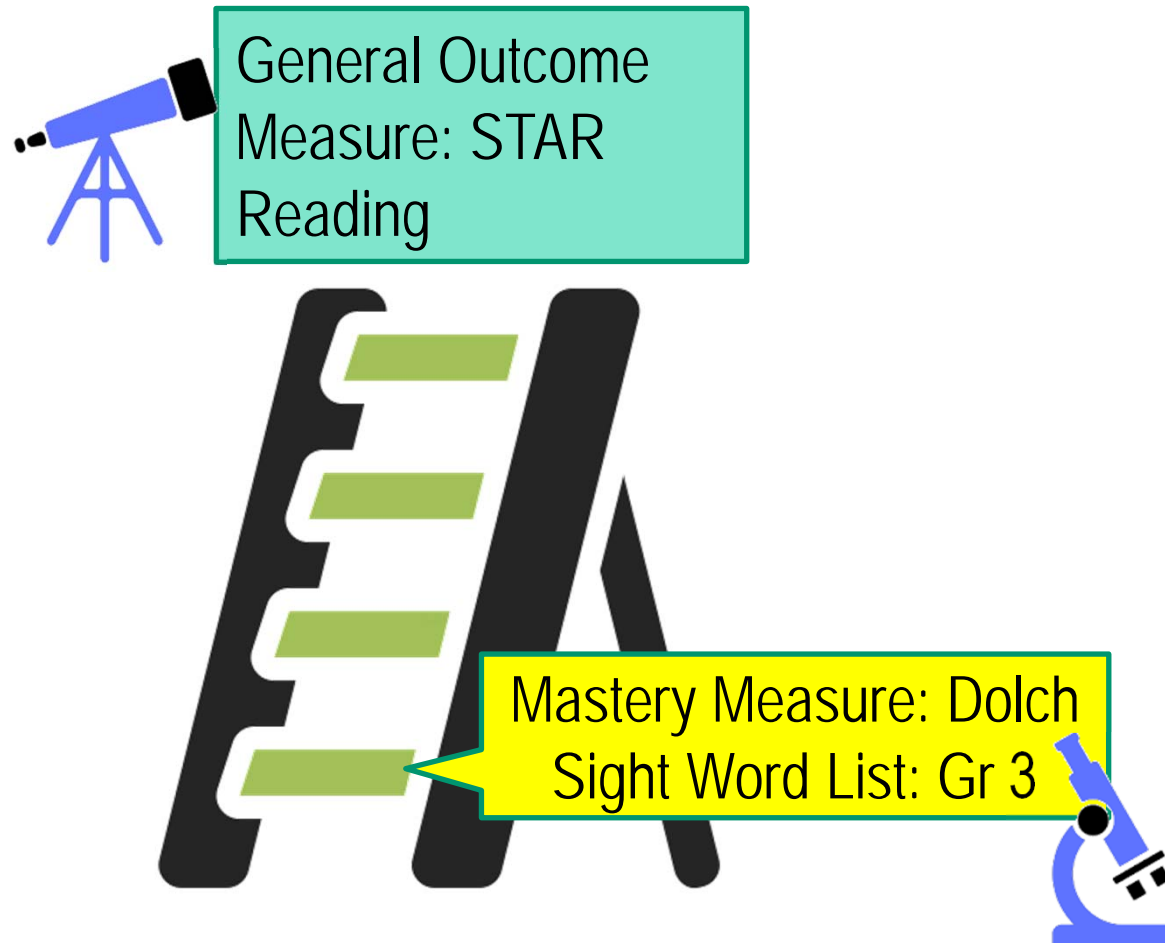
Mastery Measures: Collect Data on the 'Obstacle' to Success

To develop a classroom intervention plan, the teacher must first identify some element of the student's current academic performance or behavior that presents an **obstacle** to success.

Once identified, this obstacle becomes the focus on the intervention plan. It also becomes the focus in selecting **short-term mastery measure(s)** to track student progress.

Tier 2 Progress-Monitoring: A 'Twin-Track' Approach…

When possible, Tier 2 interventions should be monitored using short-term mastery measures.

Optionally, the teacher may also review standard 'general outcome measure' grade-level assessments already in place (e.g., instructional reading assessments, grades, screener) to note global gains in student academic skills.

General Outcome Measure 1: STAR	General Outcome Measure 2: STAR

Mastery Measure: Dolch Sight Words 1	Mastery Measure: Dolch Sight Words 1	Mastery Measure: Dolch Sight Words 1	Mastery Measure: Dolch Sight Words 1

RTI/MTSS Files:

Lyla

Grade 4

Problem: Reading fluency

Tier 2 intervention: Group-based repeated reading
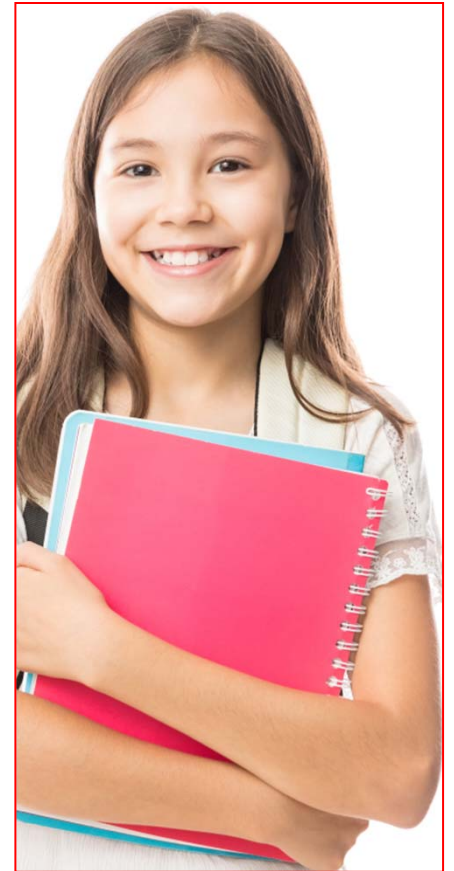
RTI/MTSS Files

- **Problem:** Lyla reads with accuracy but reads aloud at a much slower rate than her 4th-grade classmates (fluency deficit).

- **Intervention:** Her Tier 2 reading teacher, Ms. Robinson, places Lyla in a 3-student group and plans to use **group-based repeated reading** to target the fluency problem.
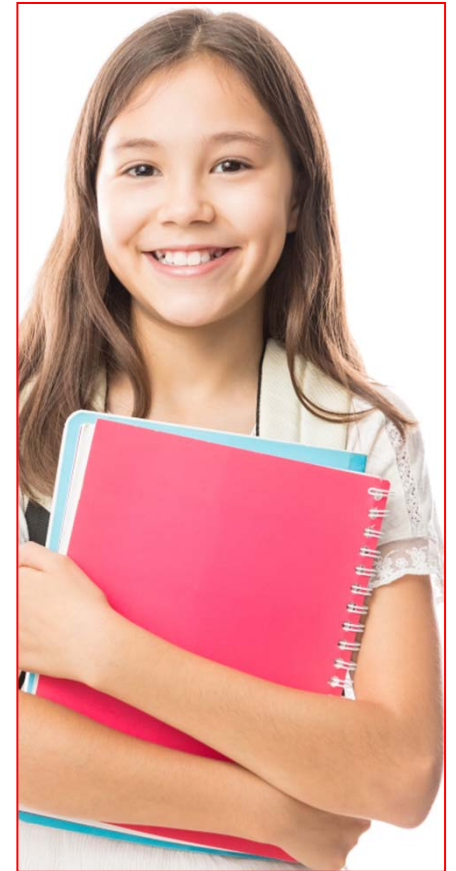
Tier 2 Intervention Plan for Lyla

Description of the Student Problem		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
When reading aloud for 1-min from a Gr 4 easyCBM Passage Reading Fluency probe	Lyla reads an average of 98 correctly read words (CRWs) per minute	while the peer norm (winter: 25th percentile) is 112 CRWs.

easyCBM benchmark norms

General Problem: *Lyla is not a fluent reader in grade-level passages.*

Tier 2 Intervention Plan for Lyla

Intervention
What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.
Lyla will be enrolled in a Group-Based Repeated Reading group for 8 instructional weeks with 2 other students (4x per week; 20 minutes).

- **Progress-Monitoring:** A good tool to monitor reading fluency is CBM Passage Reading Fluency/Oral Reading Fluency. Mrs. Robinson will use free reading probes and benchmark norms from easyCBM (www.easycbm.com) to monitor Lyla's intervention. NOTE: The teacher will also track Lyla once per month using the STAR Reading progress-monitoring tool.

  At **baseline**, Lyla is reading 98 correctly read words per minute (CRWs). An ambitious but realistic fluency **goal** is for Lyla to grow at a rate of 1.5 words per week.
  So, if successful, Lyla should gain 12 words in fluency (8 weeks x 1.5 CRW/Week) and end at **110 CRWs.**

Sample CBM Passage Fluency Probe: easyCBM

Assessor Copy   **Form 5-4**

Student Name: _____   Date: _____

1. Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:

   "This is a story about <u>Gaby</u>. I want you to read this story to me. You'll have 1 minute to read as much as you can. When I say "begin," start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin."

2. Start the timer.
3. While the student is reading, mark errors with a slash (/).
4. At 1 minute, mark the last word read with a bracket (]).
5. When the student gets to a logical stopping place, say **"Stop."**

<u>Gaby</u> was nervous to start school. She had just moved to California after	13
growing up in Mexico. She didn't speak English very well and hadn't met any other	28
girls in her neighborhood who were her age. She had seen a few of them playing in	45
their yards, but she was too nervous to go and talk with them. She had so many	62
friends back in Mexico who were in her class in school. But she had left that all	79
behind to come and live in California.	86
Her dad had gotten a new job in Los Angeles, and Gaby had to move with	102
him. At first she was angry that she would have to leave her school and all of her	120
friends behind. Her parents convinced her that making new friends would be a good	134
experience. Besides, she would be able to spend time with some of her cousins who	149
had already moved to the U.S. She told herself that everything would be okay.	163
On the first day of school, she waited all alone at the bus stop. She saw a	180
girl slowly walking up the sidewalk and approaching her. Gaby was extremely	192
nervous. What would she say if the girl tried to talk to her? When the girl arrived,	209
she said hello to Gaby and asked her if she was new. Gaby had been practicing for	226
this moment so that she would know what to say. She said hi back and introduced	242
herself. Maybe this wouldn't be so bad after all.	251

Total Words Read:_____ - # of Errors:_____ = CWPM:_____

Source: easyCBM.com

CBM Passage Fluency Norms: Correctly Read Words Per Min: easyCBM

Percentile	Grade 4		
	Fall	Winter	Spring
10th	69	85	87
25th	87	112	112
50th	107	138	138
75th	132	159	167

Source: easyCBM.com

Tier 2 Intervention Plan for Lyla

Progress-Monitoring. Select a method to monitor student progress.	
Type of Data Used to Monitor: 1-min Passage Reading Fluency Probes (Gr 4) from easyCBM.com; STAR Reading Progress-Monitoring	
Baseline	Outcome Goal
CBM: 98 CRWs per min	CBM: 110 CRWs per min (8 wks)
How often will data be collected? (e.g., daily, every other day, weekly): CBM Passage Reading Fluency: weekly STAR Reading: 1 x per month	

Monitoring Intervention Progress: Key Takeaways

1. **Track Tier 2 Interventions with a Mix of Mastery and General-Outcome Measures.** For students with clearly defined reading deficits (e.g., letter knowledge; sight word vocabulary; oral reading fluency), Tier 2 providers can

   - use short-term 'mastery measures' to measure intervention-specific goals, and
   - occasionally administer a general-outcome measure (e.g., STAR Reading) to judge the student's generalized reading growth.

Measuring Intervention Progress: Homework Idea

Consider this suggestion for a 'homework assignment' that your team might undertake before we meet again. Explore how your school would accomplish it:

InterventionCentral
5-Minute 'Count Down' Timer

05:00

www.interventioncentral.org

Develop a Tier 2 Progress-Monitoring Toolkit. List common areas of reading deficit experienced by students at your school. For each of these targeted deficits, list 1 or more short-term 'mastery measures' that you might use to track progress in that skill.

Challenge 5: Establishing Tier 2 Command & Control. What is the Tier 2 Data Analysis Team, who serves on it, and how does it function?

Challenge 2: DAT: Establishing Tier 2 Command & Control

MTSS stakeholders care about this topic because…

…it is the Tier 2 'Data Analysis Team' which ensures that students:

- are recruited for Tier 2 services based on objective data.

- receive high-quality, documented interventions matched to their reading needs.

- move up or down the Tiers in a timely manner based on their response to Tier 2 intervention.

Handout 1; pp. 2-4

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:
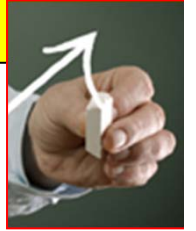
- *selects screeners.* The school chooses an appropriate range of screening tools to accurately assess student basic academic and/or curriculum skills. For each screening tool, the school establishes 'cut-points'—score ranges that allow students to be sorted and placed in categories according to their 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
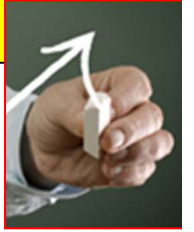
Data Analysis Team: Tier 2/3 Command & Control

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 intervention plan for each student identified for Tier 2/3 services.
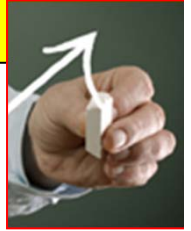
Data Analysis Team: Tier 2/3 Command & Control

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

- know what intervention personnel and evidence-based programs are available school-wide at Tiers 2/3.

- know how to identify students who fall within the Tier 2/3 range on the school's screening tool(s).

- be skilled in using the benchmarks to estimate the level of academic risk of each student picked up in the screening.

- be able to match identified students to appropriate Tier 2/3 interventions.

- ensure that eachTier 2/3 intervention is recorded and archived.
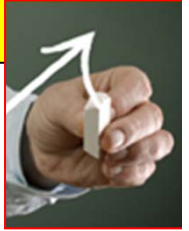
Data Analysis Team: Tier 2/3 Command & Control

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.

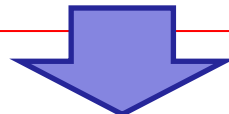| Staff Member/Position	Area(s) of Competence to Support the Tier 2 DAT

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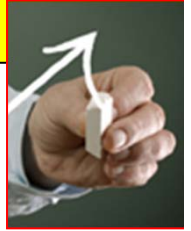
Staff Member/Position	Area(s) of Competence to Support the Tier 2 DAT

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.*

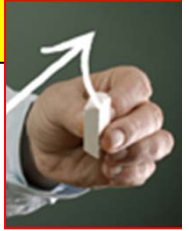- *Tier 3: Intensive Intervention: At Risk: The student requires the most intensive level of intervention support matched to their unique skill deficits.*
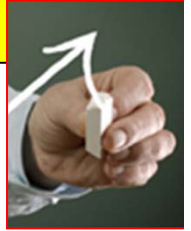
Data Analysis Team: Tier 2/3 Command & Control

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).
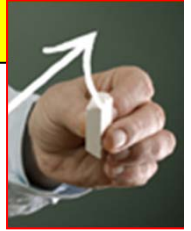
Data Analysis Team: Tier 2/3 Command & Control

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.
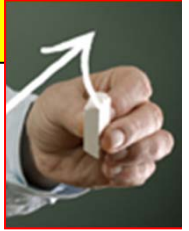
Data Analysis Team: Tier 2/3 Command & Control

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.

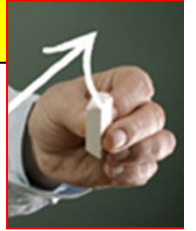## Data Analysis Team: Tier 2/3 Command & Control

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.
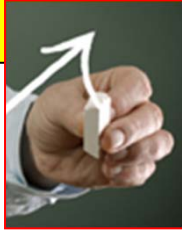
Data Analysis Team: Tier 2/3 Command & Control

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 MEETING: STEP 1: Grade-Level: Questions

- ❑ *According to our most recent screening data, 65 percent of the 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?*
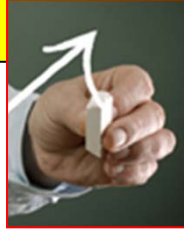
Data Analysis Team: Tier 2/3 Command & Control

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.
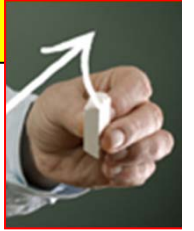
Data Analysis Team: Tier 2/3 Command & Control

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 MEETING: STEP 2: Identify Tier 2/3 Students: Questions

- *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 MEETING: STEP 3: Develop Intervention Plans: Questions

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?*

- ❑ *How many weeks will the intervention last before we check in on Jack's reading progress?*
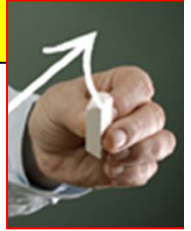
Data Analysis Team: Tier 2/3 Command & Control

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.

Sample Tier 2/3 Intervention Documentation Form (Handout 1; pp. 5-6)

MTSS: Tiers 2/3: Data Analysis Team © 2016 Jim Wright   www.interventioncentral.org

Tier 2: Small-Group Intervention Plan

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

Mrs. Kordisky, Reading Teacher

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

Oral Reading Fluency

Time Allocated: Start Date	End Date	Session Length (e.g., 30 mins)	Session Frequency (e.g., 3x/wk)
M 10/10/16	F 12/02/16	20 mins	Daily

Students: Name	Baseline: Starting Point	Goal: Criterion for Success
Banks, Nicole Gr 5	51 wpm/Gr 3	63 wpm/Gr 3
Lacosta, Andrea Gr 4	44 wpm/Gr 3	56 wpm/Gr 3
Washington, Tyrell Gr 5	49 wpm/Gr 3	61 wpm/Gr 3

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

Group-Based Repeated Reading

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

CBM/Oral Reading Fluency using EasyCBM.com Gr 3 materials

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

Handout 1; p. 11

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 →: • _____	

DAT: Establishing Tier 2 Command & Control: Key Takeaways

1. **The DAT is the Tier 2 Gatekeeper.** The DAT provides oversight for Tier 2 services. This team ensures that objective data are used to recruit students, checks that group intervention plans are documented, and periodically reviews the progress of Tier 2 students to identify possible non-responding learners.

2. **The DAT Manages Tier 2's Interactions with Tiers 1 and 3.** The DAT prevents inappropriate or premature referrals from classroom/Tier 1 to Tier 2. The DAT also decides which non-responders at Tier 2 should be referred to the Tier 3 Problem-Solving Team/Tier 3 services.

DAT: Establishing Tier 2 Command & Control: Homework Idea

Consider this suggestion for a 'homework assignment' that your team might undertake before we meet again. Explore how your school would accomplish it:

Create a Plan for Your DAT.

Review :

- the description of the Tier 2 DAT (handout 1; pp. 2-4);

- quality indicators of the DAT (handout 2; pp. 5-6).

Create a plan to set up or strengthen a Data Analysis Team for your school.

Workshop Agenda

Challenge 1: *Understanding the MTSS Model.* What do the 3 Tiers of MTSS for academics look like?

Challenge 2: *Evaluating Your School's Tier 2 Supports.* What quality indicators should schools look for in Tier 2 services?

Challenge 3: *Using School-Wide Screeners.* How can schools use screening tools proactively to enter students into and exit them from Tier 2/3 services?

Challenge 4: *Monitoring Intervention Progress.* What recommendations can help schools to better track progress on Tier 2 interventions?

Challenge 5: *Establishing Tier 2 Command & Control.* What is the Tier 2 Data Analysis Team, who serves on it, and how does it function?

InterventionCentral
15-Minute 'Count Down' Timer

15:00

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Create Your Team's 'Homework' Assignment

- Assign a recorder.

- Review the suggested list of MTSS homework assignments.

- Select those homework ideas that your team would like to start before we meet again on F 5 June 2020.

- If time allows, begin your planning to complete these assignments today.

- Be prepared to report out.

Developing Effective MTSS Tier 2 Reading Interventions: Guidelines for Schools: Homework Ideas

Here are suggestions to move MTSS-Tier 2 forward at your school before our next session on 5 June 2020.

☐ **Audit Your MTSS-Academics System.** Review the *RTI/MTSS for Academics: District-Wide Planning Tool* (handout 2). Use this tool to 'audit' your school's RTI/MTSS structures & supports across all 3 Tiers. Identify areas that deserve immediate attention.

☐ **Create a Tier 2 'Action Plan'.** Review the results of your Tier 2 'Quality Indicators' exercise (handout 1; p. 7). Based on your team's ratings, select 1-3 goals to improve your Tier 2 services that you would like to accomplish within the next 7 months (by end of Sept 2020).

☐ **Investigate Your Screener's Reporting Options.** Your school's screener (i.e., STAR Reading) has a number of report templates to analyze results at the levels of the grade, class, small group, and individual student. Discuss a plan to explore those reporting options and make them available to your Data Analysis Team.

☐ **Develop a Tier 2 Progress-Monitoring Toolkit.** List common areas of reading deficit experienced by students at your school. For each of these targeted deficits, list 1 or more short-term 'mastery measures' that you might use to track progress in that skill.

☐ **Create a Plan for Your DAT.** Review :the description of the Tier 2 DAT (handout 1; pp. 2-4); and quality indicators of the DAT (handout 2; pp. 5-6). Create a plan to set up or strengthen a Data Analysis Team for your school.

☐ **Find Additional Tier 2 Programs.** Inventory your school's/district's Tier 2 reading programs. Note gaps in programming. Review websites (e.g., What Works Clearinghouse) to identify additional effective, research-based programs/practices for Tier 2.

☐ **Document Tier 2 Group Interventions.** Develop a form or use a Content Management System (e.g., RTI Edge; RTI-Frontline) to describe and archive Tier 2 intervention plans for easy retrieval.

Essentials of Assessing, Preventing, and Overcoming Reading Difficulties (Kilpatrick, 2015):

Great resource to learn about a true research-based reading model