Developing Effective MTSS Tier 2 Reading Interventions: Guidelines for Schools

Jim Wright

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Multi-Tier System of Supports

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Response To Intervention – RTI Resources

Latest Updates
- September 17th, 2012
  How To: Reduce Time-Outs With Active Response Device
  Active response device reduces in-class time-out, promotes students' use of calm-down strategies, enhances behavioral self-management skills, and minimizes exclusion from academic activities.

- October 10, 2012
  Building Sight-Word Vocabulary: 4 Methods
  Rapid recognition of sight words is a key foundational skill that supports the development of reading fluency. Review these four quick and efficient teaching interventions that promote student acquisition of common sight words.

- 16 Nov, 2013
  CCM Warehouse: New Resources for Tracking Basic Academic Skills
  Teachers can now access convenient guidelines and research norms for using Curriculum-Based Measures in 6 areas: Letter Knowledge, Oral Reading Fluency, Reading Comprehension (Fluency), Early Math (Number Sense), Math Computation, and Written Expression.

Featured Tools
- Academic Intervention Planner for Struggling Students
- Behavior Intervention Planner
- Behavior Rating Scales Report Card Maker
- ChartDog Graph Maker
- Dolch Word Fluency Generator
- Early Math Fluency Generator
- Learning Disability Accommodations Finder
- Letter Name Fluency Generator
- Math Work - Math Worksheet Generator
- Reading Fluency Passages Generator
- Student Academic Success Strategies - Checklist Maker
MTSS Toolkit: A Practical Guide for Schools

Developing Effective MTSS Tier 2 Interventions: Guidelines for Schools

Jim Wright, Presenter
22 September 2019
Port Chester Schools
Port Chester, NY

Email: jimw13159@gmail.com
Workshop Materials: http://www.interventioncentral.org/portchester
Workshop PPTs and handout available at:

http://www.interventioncentral.org/portchester
## Multi-Tier System of Supports

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

**School:**

**Date of Inventory:**

**Person(s) Completing:**

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

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

- **26 April 2019**: Half-day visit to audit school’s RTI/MTSS process for reading.
- **24 Sept 2019**: Full-day workshop on Tier 2 reading services.
- **21 Oct 2019**: Full-day workshop: Topic to be determined.
OPTION 2: Tier 2/Supplemental Interventions. This session provides consultation on how to structure Tier 2/Supplemental interventions. Minimum length is 3 hours. The recommended audience includes Tier 2/AIS providers and building administration.

☐ **Entry and Exit.** Participants review the data sources used to enter students into and exit them from Tier 2 services. Goals are to rank data sources in order of importance and set clear cut-points for eligibility.

☐ **Data Analysis Team (DAT).** The role of the DAT is to review screening schoolwide screening data 3 times per year to identify students requiring remedial academic support. Participants agree on meeting roles, membership, and a meeting agenda for the DAT.

☐ **Research-Based Programming.** Goals in this segment are to inventory current Tier 2 programming used in the building, verify that these programs are supported by research, identify possible gaps in programming, and review additional programming options.

☐ **Documentation.** Participants review the minimum essential information to document for Tier 2 interventions and discuss a vehicle (e.g., RTI/InDirect) for archiving that information.
Tier 2 Reading Interventions: Agenda

1. **Quality Indicators.** What are recommendations for high-quality Tier 2 interventions?

2. **Interventions.** What types of interventions are used for Tier 2 reading in your building—and are they research-based?

3. **Screening.** What data sources should be used to identify students for Tier 2—and how are they prioritized?

4. **Forms.** What is the minimum documentation needed to record a Tier 2 intervention?

5. **Next Steps.** What key next steps will your school undertake in Tier 2 reading interventions?
"The perfect is the enemy of the good."

-Italian Proverb
RTI/MTSS for Academics: An Overview. What are the levels, or Tiers, of academic support in RTI/MTSS?
Multi-Tier System of Supports

**MTSS: ACADEMICS**

**Tier 1: Universal: Core Instruction: 80%**
- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

**Tier 2: At-Risk Students: 15%**
- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

**Tier 3: High-Risk Students: 5%**
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

**MTSS: BEHAVIOR**

**Tier 1: Universal: Classroom Management: 80%**
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

**Tier 2: At-Risk Students: 15%**
- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

**Tier 3: High-Risk Students: 5%**
- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

RTI/MTSS for Academics: Pyramid of Interventions

Tier 1: Core Instruction

Tier 1: Classroom Academic Interventions

Tier 2: Strategic

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

Tier 1: Core Instruction (100%). Teachers in all classrooms deliver effective instruction to reach the widest range of learners.
Tier 1: Core Instruction. The teacher’s whole-group instruction...

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

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

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

...for reading and mathematics instruction, uses programs and/or practices supported by research.
RTI/MTSS for Academics:

Pyramid of Interventions

**Tier 1: Core Instruction**

**Tier 1: Classroom Academic Interventions**

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

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.

www.interventioncentral.org
RTI/MTSS for Academics: Pyramid of Interventions

Tier 1: Core Instruction
- Classroom Academic Interventions

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

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

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

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

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

.interventions seek to fix ‘off-grade-level’ academic deficits—and are not simply a reteaching of classroom instruction.
Qualification for AIS Services

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

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

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

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

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

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

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

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

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

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

RTI/MTSS for Academics: Pyramid of Interventions

Tier 1: Core Instruction
- Classroom Academic Interventions

Tier 2: Strategic

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

- Meets on referred students within 1-2 weeks of initial referral.
- Follows a standardized problem-solving meeting format, with defined meeting roles and steps.
- Produces a written record of RTI /MTSS Team meeting discussion, including a customized intervention plan.
- Routinely schedules follow-up meetings 6-8 instructional weeks after the initial meeting to evaluate intervention outcomes.
- Expects that providers of Tier 3 interventions will collect data at least weekly to monitor student progress.
School-Wide Academic Screeners. The school/district has...

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

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

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

- established specific cut-points for each data source (where appropriate) to determine eligibility for Tier 2/3 intervention support.
<table>
<thead>
<tr>
<th>Rating</th>
<th>Tier 2 Quality Indicator</th>
<th>Notes/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accomplished</td>
<td>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., 20-29% or below). If used at all, teacher nomination is a minor source of Tier 2 recruitment.</td>
<td></td>
</tr>
<tr>
<td>Partially Accomplished</td>
<td>Coordination of Services. The building Data Analysis Team (DAT) reviews school-wide academic screening data collected at 3 points during the year (Fall/Winter/Spring). The DAT decides which students are eligible for Tier 2 services, assigns students to intervention groups based on shared skill deficits, and exits students who no longer qualify for Tier 2.</td>
<td></td>
</tr>
<tr>
<td>Not Accomplished</td>
<td>Classroom Feedback. The DAT shares school-wide screening results with classroom teachers to analyze grade-level patterns of academic strength and weakness and to brainstorm how to improve core instruction to reach at-risk learners.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interventionist Practices</td>
<td></td>
</tr>
<tr>
<td>Accomplished</td>
<td>Documentation. Tier 2 interventions are documented in writing with clear descriptions of the group intervention plans before Tier 2 services begin. Those Tier 2 plans are archived electronically for long-term storage and retrieval.</td>
<td></td>
</tr>
<tr>
<td>Partially Accomplished</td>
<td>Research-Based Interventions. The Tier 2 interventionist employs intervention programs or practices supported by research.</td>
<td></td>
</tr>
<tr>
<td>Not Accomplished</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Accomplished</td>
<td>Progress-Monitoring. The Tier 2 interventionist is collecting progress-monitoring data at least 2 times per month to monitor the success of the intervention.</td>
<td></td>
</tr>
<tr>
<td>Partially Accomplished</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
Tier 2 Quality Indicators: Activity

Evaluate the Quality of Your Tier 2 Services.
Pair off and use this form to rate your current Tier 2 RTI/MTSS reading services.

Tier 2 Academic-Intervention Services: Quality Indicators

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

<table>
<thead>
<tr>
<th>School-Wide</th>
<th>Tier 2 Quality Indicator</th>
<th>Notes/Comments</th>
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High-Quality Reading Programs.
What are examples of effective research-based Tier 2/3 reading programs? And what are quality indicators for any Tier 2/3 reading support?
Evaluating the Quality of Tier 2/3 Reading Interventions/Programs

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

• are supported by research.
• target off-grade-level reading skills to fill in gaps and catch the student up with grade peers.
• provide remediation in specific, clearly defined academic skills.
• are scripted in sufficient detail to allow interventionists to carry them out with fidelity.
Evaluating the Quality of Tier 2/3 Reading Interventions/Programs

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

• Homework help, test preparation, or reteaching of core-instructional content.

• People. (The ‘reading teacher’ is not an intervention.)

• Locations. (The ‘Learning Lab’ or ‘Academic Support Center’ is not an intervention.)
Defining High-Quality Tier 2/3 Reading Interventions Example:
HELPS (www.helpsprogram.org)

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

Developed by Dr. John Begeny of North Carolina State University, the program is an evidence-based intervention package that includes several intervention elements in a 15-minute 1:1 tutorial session.
HELPS Reading Fluency Program
www.helpsprogram.org
LINK AVAILABLE ON CONFERENCE WEB PAGE
Vignette 1: HELPS demonstration

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

Step 1
Verbal Cuing Procedure and Expectations
Q: Is the HELPS Program supported by research?

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


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

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

A: Yes. HELPS has reading passages that span multiple grades and gives the tutor guidelines on how to match the student to the appropriate reading materials.
Q: Does HELPS provide remediation in specific, clearly defined academic skills?

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

- adult modeling of fluent reading.
- repeated reading of passages by the student.
- phrase-drill error correction.
- verbal cueing and retell check to encourage student reading comprehension.
- reward procedures to engage and encourage the student reader.
Q: Does the HELPS program provide scripted directions to the interventionist to ensure that the intervention is carried out with fidelity?

A: Yes. When an educator creates a free account on the www.helpsprogram.org website, he or she can download a program manual, materials for the student and tutor, and a demonstration video that shows several HELPS sessions. All materials ensure that schools can conduct self-guided trainings to deliver the HELPS tutoring program at a high level of quality.
Tier 2: Sample Reading Interventions
Big Ideas in Reading

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

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

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

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

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

Sample Strategy to Promote... Phonics/Alphabetics
**Letter Names: Incremental Rehearsal**

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>P</td>
<td>b</td>
</tr>
<tr>
<td>t</td>
<td>m</td>
<td>c</td>
</tr>
<tr>
<td>D</td>
<td>l</td>
<td>a</td>
</tr>
<tr>
<td>w</td>
<td>q</td>
<td>h</td>
</tr>
<tr>
<td>N</td>
<td>C</td>
<td>Y</td>
</tr>
</tbody>
</table>
Step 2: The tutor reviews the letter identification cards with the student. Any card that the student can answer within 2 seconds is sorted into the ‘KNOWN’ pile. Any card that the student cannot answer within two seconds—or answers incorrectly—is sorted into the ‘UNKNOWN’ pile.

<table>
<thead>
<tr>
<th>‘KNOWN’ Letters</th>
<th>‘UNKNOWN’ Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>K</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>h</td>
<td>w</td>
</tr>
<tr>
<td>D</td>
<td>l</td>
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<tr>
<td>P</td>
<td></td>
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<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>q</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td></td>
</tr>
</tbody>
</table>
Incremental Rehearsal of Letter Names

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

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

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

K, b, P, Y, C, h, q, D, a
Step 4: At this point, the last ‘known’ letter that had been added to the student’s review deck is discarded (placed back into the original pile of ‘known’ items) and the previously ‘unknown’ letter name is now treated as the first ‘known’ letter in new student review deck for future drills.
Incremental Rehearsal of Letter Names

Step 4: The student is then presented with a new ‘unknown’ letter to identify—and the review sequence is once again repeated each time until the ‘unknown’ letter is grouped with nine ‘known’ letters—and on and on. Daily review sessions are discontinued either when time runs out or when the student answers an ‘unknown’ letter incorrectly three times.
Sample Strategies to Promote...Reading Fluency
An effective group repeated reading intervention (Klubnik & Ardoin, 2010) has been developed that allows a tutor to work on reading fluency with up to 3 students in a group format. This tutoring package includes several components, with repeated reading as the 'engine' that drives student growth in reading fluency. A tutoring session using this group intervention will last about 15 minutes.

Group-Based Repeated Reading

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

- 1 student reading passage: This passage should be 150 words or longer and at students' instructional level. *Instructional* as defined here means that students are able to correctly read at least 90% of the words in the passage. Copies of the passage are made for each student and the tutor.

- 1 copy of the *Group Repeated Reading Intervention Behavior Rating Scale* (two versions of which appear later in this document).

Group-Based Repeated Reading

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

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

Group-Based Repeated Reading

Procedure.

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.

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.

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Group-Based Repeated Reading

Procedure.

4. Contingent Reward. At the start of each tutoring session, the tutor reviews with the group the 3 behavioral expectations from the Group Repeated Reading Intervention Behavior Rating Scale:

- When asked to read aloud, I did my best reading.
- When others were reading, I paid close attention.
- I showed good behaviors and followed all directions quickly.

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

# Group Repeated Reading Intervention Behavior Rating Scale

**Student Name:** Reading Group Students  
**Date:**  
**Rater:** Tutor  
**Classroom:**  

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>When asked to read aloud, I did my best reading.</td>
<td>![Emoji1] 1 ![Emoji2] 2 ![Emoji3] 3</td>
<td>![Emoji1] 1 ![Emoji2] 2 ![Emoji3] 3</td>
<td>![Emoji1] 1 ![Emoji2] 2 ![Emoji3] 3</td>
</tr>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>When others were reading, I paid close attention.</td>
<td>![Emoji1] 1 ![Emoji2] 2 ![Emoji3] 3</td>
<td>![Emoji1] 1 ![Emoji2] 2 ![Emoji3] 3</td>
<td>![Emoji1] 1 ![Emoji2] 2 ![Emoji3] 3</td>
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<td>1 2 3</td>
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<tr>
<td>I showed good behaviors and followed all directions quickly.</td>
<td>![Emoji1] 1 ![Emoji2] 2 ![Emoji3] 3</td>
<td>![Emoji1] 1 ![Emoji2] 2 ![Emoji3] 3</td>
<td>![Emoji1] 1 ![Emoji2] 2 ![Emoji3] 3</td>
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<td>1 2 3</td>
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</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>--------------------------------</td>
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<td>-----------</td>
</tr>
<tr>
<td>When asked to read aloud, I did my best reading.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well Reading Group Students did in meeting the behavior goal?</td>
<td>P F G</td>
<td>P F G</td>
<td>P F G</td>
</tr>
<tr>
<td>When others were reading, I paid close attention.</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>P F G</td>
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<td></td>
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</tbody>
</table>
4. **Contingent Reward (Cont.)** At the end of the session, the tutor rates each student's behavior on the *Group Repeated Reading Intervention Behavior Rating Scale*. Any student who earns a top score (3 points) on all rating items receives a nickel (Klubnik & Ardoin, 2010), sticker, or other modest reward.

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.”

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.

Best Evidence Encyclopedia
http://www.bestevidence.org/

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

The website is sponsored by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE).
National Center on Intensive Intervention Academic Intervention Tools Chart
http://www.intensiveintervention.org/chart/instructional-intervention-tools

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

Users can streamline their search by subject and grade level (elementary or middle school).
Conducting a School-Wide Inventory of Tier 2/3 Services

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

- **Name of Academic Program or Practice**
- **Academic Area(s) Targeted** (e.g., phonics/alphabetics; reading comprehension)
- **Grade Level(s) Served**
- **Date of Purchase or First Use in Your School**
- **Interventionists (who in your school is trained to use this program?)**
- **Date of Most Recent Training in this Program/Practice**
# Tiers 2/3 Academic Intervention Programs & Practices: Building Inventory

**School:**

**Date of Inventory:**

**Person(s) Completing:**

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

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

---

**Handout 2: Tier 2/3 Building Inventory Form**
Building Inventory Form: Activity

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

<table>
<thead>
<tr>
<th>Name of Academic Program or Practice</th>
<th>Academic Area(s) Targeted (e.g., reading comprehension, math computation)</th>
<th>Grade Level(s) Served</th>
<th>Date of Purchase or First Use in Your School</th>
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</tr>
</tbody>
</table>
Tier 2: Strategic Interventions for Academics. What quality indicators define RTI/MTSS support for students whose moderate-to-severe academic deficits lie beyond the capacity of the classroom teacher alone to repair?
Tier 2/3: Academic Intervention Services, General Guidelines

Workbook p. 8

Data
- 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.
- Select Screeners that identify students with Specific learning disabilities.
- 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.

Intervention
- Implement Intervention Programs. Programs are delivered in small-group format to allow enough adult-student ratio to support Tier 2 and Tier 3 services.
- 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.
- Put Plans in Writing. Tier 2/3 intervention plans are written down before the intervention begins.
- Monitor the Intervention. Progress is measured throughout the intervention period.
- Measure Intervention Integrity. Data is collected as the intervention is being delivered with adequate integrity to be effective.
RTI/MTSS for Academics: Pyramid of Interventions

Tier 1: Core Instruction

Tier 2: Strategic

Tier 3: Intensive

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.
Multi-Tier System of Supports

RTI/MTSS for Academics: **Tiers 2: Strategic Interventions**
Guiding Points for Leadership...

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

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

- Schools should **inventory** their current range of Tier 2 academic interventions to verify quality and note any gaps in service.
Tier 2: Strategic Intervention Services: Essentials

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

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

Use Interventions Supported by Research.

Intervention plans for Tier 2 students contain programs or practices supported by research.
Tier 2: Strategic Intervention Services: Interventions

Cap Group Size. Tier 2 services are delivered in small-group format to allow enough adult attention to close the gap in academic skills or performance. Tier 2 groups are capped at 7 students. (Tier 3 groups are capped at 3 students.)
<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Phonemic Awareness</td>
<td>The ability to hear and manipulate sounds in words.</td>
</tr>
<tr>
<td>2. Alphabetic Principle</td>
<td>The ability to associate sounds with letters and use these sounds to form words.</td>
</tr>
<tr>
<td>3. Fluency with Text</td>
<td>The effortless, automatic ability to read words in connected text.</td>
</tr>
<tr>
<td>4. Vocabulary</td>
<td>The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.</td>
</tr>
<tr>
<td>5. Comprehension</td>
<td>The complex cognitive process involving the intentional interaction between reader and text to convey meaning.</td>
</tr>
</tbody>
</table>

Tier 2 Reading Interventions: Challenges

**Grouping Students by Need.** How do you group students homogeneously by academic need for Tier 2 reading services?
Tier 2: Strategic Intervention Services: Interventions

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

(Tier 3 services meet daily for at least 30 minutes.)
Multi-Tier System of Supports

Scheduling Elementary Tier 2/3 Interventions

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

Anyplace Elementary School: MTSS Daily Schedule

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classroom 1</th>
<th>Classroom 2</th>
<th>Classroom 3</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>9:00-9:30</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>9:45-10:15</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>10:30-11:00</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>12:30-1:00</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>1:15-1:45</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>2:00-2:30</td>
</tr>
</tbody>
</table>

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.
Put Plans in Writing. Tier 2 intervention plans are written down before the intervention begins.
Tier 2 Reading Interventions: Challenges

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

Sample Tier 2/3 Intervention Documentation Form (Online)
Tier 2: Strategic Intervention Services: **Data**

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

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

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

8. **Use Objective Data Sources.** Students are identified for Tier 2 services based on objective data sources. School-wide screenings are the primary data source and are carried out at least 3 times per year with all students.
Select Screeners that Identify the Right Students. Data sources used for Tier 2 accurately highlight areas of academic deficit and assess degree of academic risk among the student population.

Appoint a Data Analysis Team. The Data Analysis Team is the decision-maker to decide whether and when students move into or out of Tier 2 services.
Workbook: Tier 2/3 Reading Intervention Services: Establishing a Data Analysis Team & Building-Wide Entrance/Exit Criteria

School: ___________________ Team Members: ___________________ Date: ____________

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

Tier 2/3: Academic Intervention Services: General Guidelines

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

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

In your groups:

• Appoint a recorder.

• Look over the document *Tier 2: Academic Intervention Services: General Guidelines* (previous slide).

• Use the organizer *Tier 2: What Elements Should Be Prioritized?* (on right) to note aspects of Tier 2 that your team believes should be targeted for review or change either this year or next year.

• Be prepared to report out.
Data Analysis Team: Establish Tier 2 Command & Control. What is the Data Analysis Team, who serves on it, and how does it function? Handout 1; pp. 3-5
The Data Analysis Team: Command & Control for Tier 2/3 Services

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

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

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

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

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

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

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

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

The DAT meets after each of 3 school-wide academic screenings: fall, winter, and spring.
Data Analysis Team: Tier 2/3 Command & Control

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

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

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

- know the schedule of all intervention personnel and what evidence-based programs are available at Tiers 2/3.
- be able to identify students who have failed to meet expected screening benchmarks
- be skilled in using the benchmarks to estimate the risk for academic failure of each student picked up in the screening
- be able to match identified students to appropriate interventions while providing students with sufficient instructional support.
- have capacity to document each Tier 2/3 intervention.
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.
### Recruit your ‘dream’ Data Analysis Team (DAT).
Collectively, the DAT should:
1. Understand data collection and analysis of school-wide screening data.
2. Know programs, providers, and number of ‘slots’ available for Tier 2 across the school.
3. Be able to set up and document Tier 2/3 intervention plans.
4. 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.

<table>
<thead>
<tr>
<th>Staff Member/Position</th>
<th>Area(s) of Competence to Support the Tier 2 DAT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

### 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 screeners 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.
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.
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.
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).
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.
Select scheduling options. Describe how your school will schedule Tier 2/3 services to ensure that 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 2/3 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 2/3 academic services. In column 2, rank-order these data sources based on their relative importance for Tier 2/3 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.

<table>
<thead>
<tr>
<th>Column 1: List Each Data Source</th>
<th>Column 2: Rank Your Data Sources</th>
<th>Column 3: Create a Plan to Establish Cut-Points for Each Data Source</th>
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</table>
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.

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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
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.
DAT MEETING: STEP 1: Have Instructional Conversations with Grade-Level Teams. DAT meets with teachers at each grade to:

- **evaluate the effectiveness of core instruction.** Core instruction is judged to be adequate if at least 80% of students perform at or above the benchmark cut-point(s).

- **examine patterns of student performance.** DAT and teachers next look over the screening results to see what grade- or class-wide patterns of performance emerge.

- **brainstorm ideas to strengthen instruction.** DAT and teachers discuss specific strategies to be incorporated into core instruction at the grade level to improve learning and outcomes.
DAT: Tier 1: Screening
Data & Instruction: Qs

- According to our most recent screening data, 65 percent of our third-grade met or exceeded the benchmark for oral reading fluency. That’s well below our goal of 80 percent. What ideas do you have to target fluency in core instruction?

- The data show that there are at least 4 students in each of your first-grade sections who have big gaps in their letter-identification skills. Let’s brainstorm ways that you can provide classroom support to help these students to catch up with their peers.

- When you look at student performance in reading comprehension, some of your fourth-grade classrooms were at or above benchmark and some below. Why do you think we have these differences—and more importantly, what can we do to address them?
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.
DAT MEETING: STEP 2: Identify Tier 2/3 Students. The DAT next reviews screening results at each grade level.

The Team’s task in this phase is to identify students who qualify for Tier 2/3 services based on their falling below the Tier 2/3 eligibility cut-point scores on the screening measure(s).
DAT: Tier 2/3: School- and Grade-Wide Analysis:

Qs

- Now let’s focus on our screening cut-point scores for reading comprehension across grades 2 through 6. Which students fell into the Tier 2/Tier 3 ranges?

- How many students in our fifth grade qualify for Tier 2 or Tier 3 services because of reading delays? And if we cap groups at 7, how many students can our current MTSS providers accommodate at that grade level?

- Are there any students appearing on our Tier 2/3 eligibility list who are a surprise because we thought their skills were stronger than we saw in the screening?

- Which students were so low on our reading screenings that we should do more diagnostic assessment to pinpoint their intervention needs?
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.
OK, Let’s look at Jack, the next student on our Tier 2 list.

- According to our screening data, what reading intervention would be best for Jack?
- How will we monitor Jack’s progress during the intervention—and how often?
- What will be the maximum size of Jack’s reading group?
- How frequently should Jack’s reading group meet?
- In how many weeks will we check on Jack’s reading progress?
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.
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.

<table>
<thead>
<tr>
<th>DAT Meeting Agenda</th>
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<tbody>
<tr>
<td>Task Title</td>
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<td>TASK 1</td>
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<td>TASK 8</td>
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Also, see Data Team Description: pp. 3-5
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.

<table>
<thead>
<tr>
<th>Task Title</th>
<th>What is to be accomplished (include scripted dialog if helpful)</th>
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<td>TASK 1 →:</td>
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<td>TASK 2 →:</td>
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Multi-Tier System of Supports

Tier 2 Reading Interventions: Agenda

1. Quality Indicators. What are recommendations for high-quality Tier 2 interventions?

2. Interventions. What types of interventions are used for Tier 2 reading in your building—and are they research-based?

3. Screening. What data sources should be used to identify students for Tier 2—and how are they prioritized?

4. Forms. What is the minimum documentation needed to record a Tier 2 intervention?

5. Next Steps. What key next steps will your school undertake in Tier 2 reading interventions?