## **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.
- Data

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

Intervention

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

Tier 2 Element	201 <b>7-18</b> (This Year): Changes/Recommendations	201 <b>8-19</b> (Next Year): Changes/Recommendations

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 cutpoints 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.

Develop a Draft Agenda for Data Analysis Team Meetings. Look over the sample agenda and script for running a Data Analysis Team meeting (see handout). 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  $\rightarrow$ : TASK 2  $\rightarrow$ : TASK 3  $\rightarrow$ : TASK 4  $\rightarrow$ : TASK 5  $\rightarrow$ : TASK 6  $\rightarrow$ : TASK 7 →:

TASK 8 →:

**Select scheduling options**. Describe how your school will schedule Tier 2/3 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 2/3 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.

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