



# 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.





**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.



**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)
<p><b>TASK 1 →:</b></p> <ul style="list-style-type: none"> <li>• _____</li> </ul>	
<p><b>TASK 2 →:</b></p> <ul style="list-style-type: none"> <li>• _____</li> </ul>	
<p><b>TASK 3 →:</b></p> <ul style="list-style-type: none"> <li>• _____</li> </ul>	
<p><b>TASK 4 →:</b></p> <ul style="list-style-type: none"> <li>• _____</li> </ul>	
<p><b>TASK 5 →:</b></p> <ul style="list-style-type: none"> <li>• _____</li> </ul>	
<p><b>TASK 6 →:</b></p> <ul style="list-style-type: none"> <li>• _____</li> </ul>	
<p><b>TASK 7 →:</b></p> <ul style="list-style-type: none"> <li>• _____</li> </ul>	
<p><b>TASK 8 →:</b></p> <ul style="list-style-type: none"> <li>• _____</li> </ul>	

