

Ch. 8: School-Site Year at a Glance

Meeting the Foundational Benchmarks of
RtI/MTSS

2014

School Site Year at a Glance: Meeting the Foundational Benchmarks of RtI/MTSS

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In an effort to support schools in their implementation of RtI/MTSS, the following foundational benchmarks have been developed. These benchmarks are as follows:

I. PROBLEM SOLVING BENCHMARKS

A four step problem-solving process is used to plan and revise instruction and intervention. Each step includes critical activities.

a) Problem Identification

The term **problem** relates to any situation where improvement is desired. It is not restricted only to areas where achievement is problematic. In problem identification, the specific area for improvement is described, and determination is made on where the school (or grade, or class, or group, or student) is based on data and how far away the school (or grade, or class, or group, or student) is from where they need to be, or, where you will work to get them there.

*This **Gap analysis*** is conducted to determine the amount of progress that needs to occur in a given amount of time to move students to benchmark, and goals are set.

b) Problem Analysis

The problem-solving team generates *hypotheses* to identify potential reasons for students not meeting academic or behavioral benchmarks, and prediction statements are developed. Data are used to verify that potential hypotheses are viable reasons for students not meeting benchmarks, prior to intervention development.

c) Intervention Development

Detailed action plans are developed or revised to help students move closer to meeting academic or behavioral benchmarks. These include plans for fidelity monitoring as well as tools for measuring progress of the plan.

d) Evaluation of Response

Progress monitoring data are collected and compared to goals set during problem identification to determine whether there is a positive, questionable or poor response, and whether the instruction or intervention is effective at moving groups or individuals to benchmark. Instruction/intervention is revised if necessary.

A **positive response** is when the gap is closing and the student is making progress toward benchmark/goal.

A **questionable response** is when the gap is neither closing nor widening. In other words, it's not worse or better. At this point, the first step should be to evaluate whether the intervention is being implemented as designed (fidelity). Teams should consider increasing the intensity of current intervention for a period of time to assess impact. If rate does not improve, teams should return to PS. The intensity can be increased by reducing the size of the group, increasing the amount of time/frequency that the intervention is delivered or narrowing the focus of the intervention.

A **poor response** is when the gap widens and therefore the group/student falls further behind. At this point, the first step should be to evaluate whether the intervention is being implemented as designed (fidelity). If a poor response is not due to lack of fidelity, teams must return to PS.

Tier I Benchmarks

- a) Screening data are reviewed to schedule Tier II interventions.
- b) Diagnostic data are reviewed to plan Tier 1 instructional focus and small group differentiated instruction.
- c) Progress monitoring data are reviewed at least three times per year to evaluate the effectiveness of core instruction. Effectiveness is described as 80% of students as making a year for a year's growth.
- d) Data are disaggregated as appropriate to evaluate differential effectiveness and revise instruction as necessary.

Tier II Benchmarks

- a) Supplemental interventions (small group in elementary, small group and intensive classes in secondary for reading and math) are delivered to all students who are not progressing towards academic and behavioral benchmarks.
- b) Fidelity of Tier II intervention is monitored to ensure the following:
 - i. The interventionist/teacher has been trained in the intervention provided
 - ii. Students are attending as prescribed
 - iii. Intervention group size, frequency, and duration is consistent with program guidelines
 - iv. Administrator walk-throughs and coaching support have occurred regularly
- c) Progress monitoring of students in Tier II intervention occurs at least monthly and is reviewed for:
 - i. **"effectiveness" which is defined as: at least 70% of students receiving Tier 2 services (in addition to Tier 1) meet or exceed grade level/subject area Tier 1 proficiency levels (academic and/or behavior) established by the**

district (excerpt taken from “Florida’s MTSS: MTSS Implementation Components, Ensuring common language and understanding” http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf)

- ii. Differential effectiveness between intervention groups (group response)
 - iii. Differential effectiveness within intervention groups (student response)
- d) The four step problem-solving process is used to revise tier II intervention as necessary and/or identify students who may need to be referred for problem solving at Tier III.

Tier III Benchmarks

- i. The Student Support Team (SST) engages in developing intensive Tier III intervention for students who are identified as not responding adequately to core academic instructions, school wide behavioral supports, and generally effective Tier II interventions.
- ii. The four-step problem solving process is used to develop, monitor and revise Tier III intervention as necessary.

The achievement of these benchmarks will be accomplished through continuous problem solving around school, classroom and individual student data.

Fidelity of Implementation

Fidelity in simplistic terms is defined as the degree to which something is implemented as designed, intended and planned. Fidelity is important at both the school level (e.g., implementation of the process) and teacher level (e.g., implementation of scientifically-based core curriculum and progress monitoring). In terms of classroom instruction, fidelity of implementation refers to the delivery of instruction in the way that it was designed to be delivered. In an RtI model, fidelity also addresses the integrity with which screening and progress monitoring procedures are completed and interventions are implemented, as well as the manner in which a problem solving decision-making model is followed. The ultimate goal of a fidelity system is to ensure that both the school process of RtI and the classroom instruction at various tiers are implemented and delivered as intended.

Data Sources

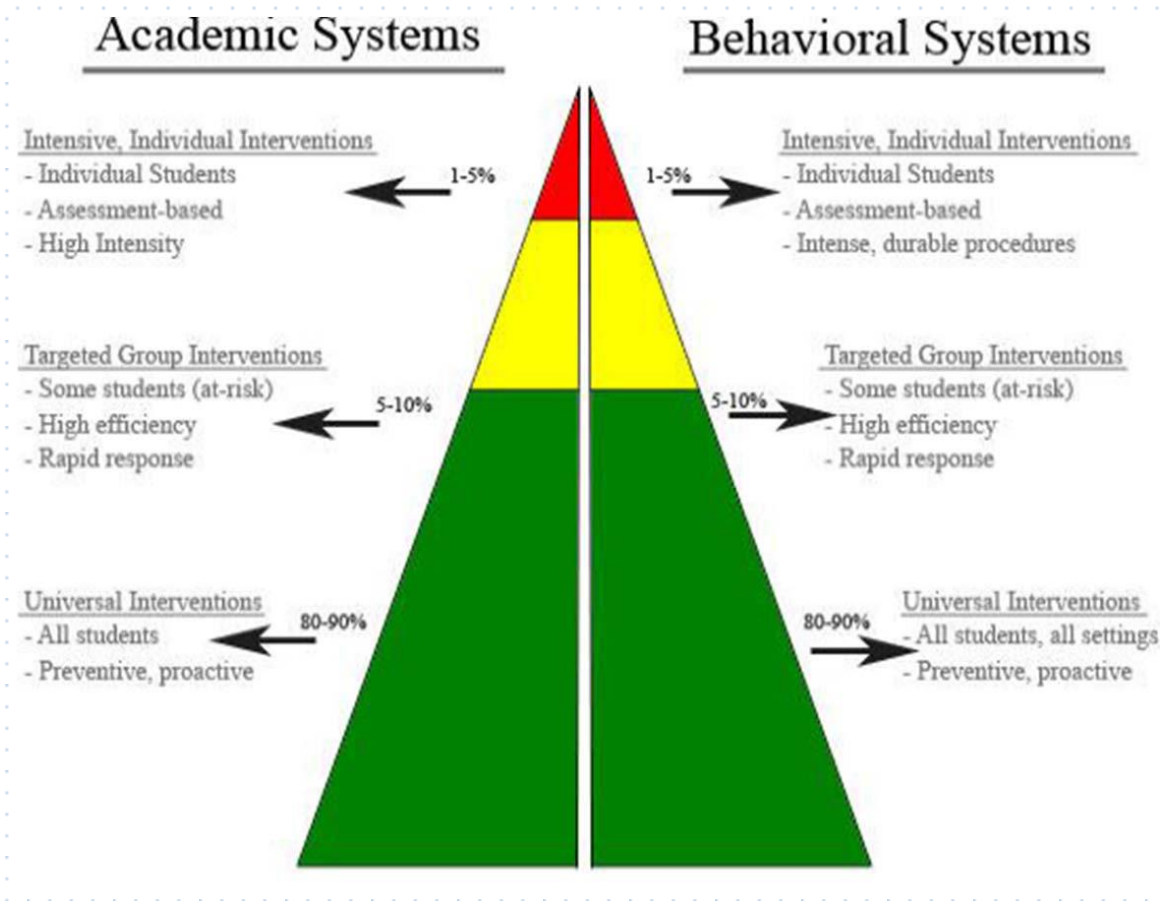
This link identifies data sources as approved in the District’s Education Plan (<http://curriculum.dadeschools.net/pdf/MDCPS-2010-EDUCATIONPLAN.pdf>).

For additional information regarding data sources that are available at school sites, please refer to **Chapter 7: Ongoing Progress Monitoring Across All Tiers of Support**. Together these data sources will be at the core of the problem solving process in any setting.

Note: In order for schools to successfully implement RtI/MTSS at their individual sites, there must be a clear understanding of the processes and terms outlined on pages 6-11. Please read thoroughly:

Key Practices, Techniques & Worksheets used in RtI/MTSS Implementation

Some RtI/MTSS goals, those that are generally considered to be benchmarks of effective academic and behavioral school systems are predetermined; 80% of students receiving core instruction will learn a year's content in an instructional year, 70% of students who are receiving Tier 2 intervention will be on track to catch up (their gap is closing) at a foreseeable time, and no more than 5% of a school's population will require Tier 3 supports (and do in fact show catch up growth when they receive Tier 3 intervention). These goals are depicted in the **triangle** used to describe the Tiers of RtI Supports.



Questions like the following illustrate examples of RtI/MTSS effectiveness evaluation at each Tier.

Tier I: When we look at our second grade students who were in green success zone/on track (PRS 85% or better) on FAIR AP1, what percentage of those students remained in the green zone/on track at AP2 and AP3?

Tier II: When we compare the Fall and Winter Reading Interim Assessment overall percent correct scores for our 9th grade students in intensive reading plus, did 70% of those students show at least a 28 percentage point increase (see Ninth Grade Fall to Winter Reading Goal Setting Guidelines for positive response (http://rti.dadeschools.net/pdfs/Fall-Winter_Reading_Goal_Setting_Guidelines.pdf)?)

Tier III: What percentage of our school population required Tier III RtI/MTSS through the School Support Team (SST) and just as importantly, how many of those students demonstrated a positive response to Tier 3 intervention, regardless of needing or not needing special education placement?

1. Gap Analysis

At all Tiers, **gap analysis** is a technique used to set instructional and behavioral goals for groups and individuals. The word **gap** indicates that there is a difference between what students can do (current level of academic or behavioral performance) and what they need to do, or the grade level standard. Gap analysis and Goal Setting in RtI is described in this section.

Gap Analysis, the first step in **problem identification** helps answer those questions by measuring the difference between where students are and the **standard** (those benchmarks of effective RtI/MTSS systems). The second part of goal setting, is determining how long you have to reasonably get to the standard and setting an expectation. Remember, RtI is about growth over time. Goals need to be set ambitiously but also realistically. That is why RtI goal setting is usually done in graphic form and contains elements that fully illustrate the information about **progress** that informs good problem solving.

2. Goal Setting & Aim-lines

Setting specific goals in RtI/MTSS (and on RtI graphs), is done by constructing **Aim Lines**, or pictures of the progress that you are working to achieve with groups and individual students. Schools are used to setting yearlong goals for grade levels, subjects, attendance and other large group issues in their School Improvement Plans (SIP). *The problem with yearlong goals however, is that without periodic indicators of progress towards those goals, the school cannot recognize when they are off track and revise their efforts in a timely manner.* RtI/MTSS facilitates working on the goals of the SIP in each grade level, classroom, and intervention group, and allows for frequent adjustment as needed.

3. Graphing in RtI/MTSS

Central to ongoing monitoring and problem solving aimed at meeting a school's goals is the RtI/MTSS graph. It gives a clear picture of progress towards a goal and provides a place holder for RtI/MTSS meetings at each Tier.

Although the form of an RtI/MTSS graph may vary, it usually includes the following components:

Standard: Where the group or student performance should be to meet grade level standards

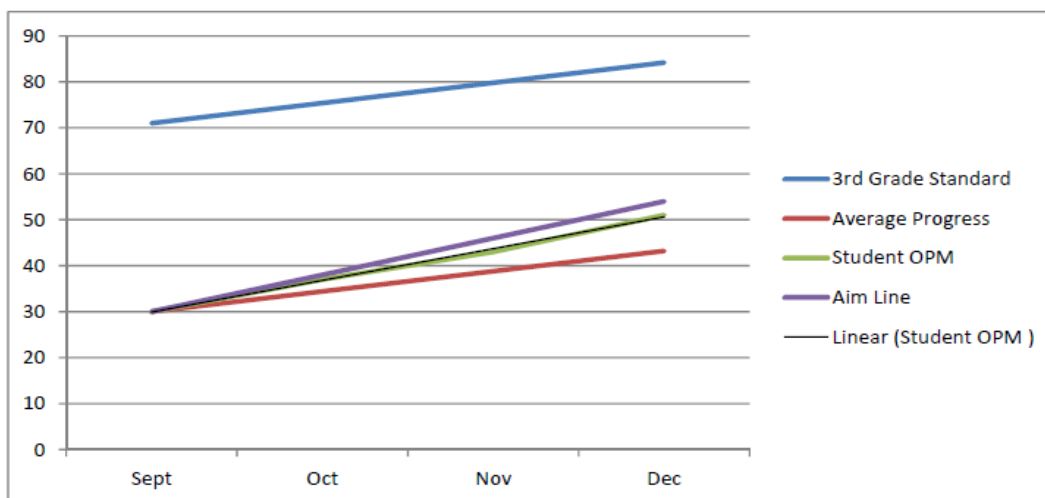
Average Progress: Progress at a rate equal to a year's growth in an instructional year's time; where *exceeding that rate demonstrates a positive response or catching up*

Student/Group PM/OPM Score: Measures of actual progress for the group or individual student

Aim Line: The rate of progress needed to reach the set goal

Sample RtI/MTSS Graph

3rd Grade Student 60 day OPM using FAIR ORF Passages 1x/20 days
Scores in Words Correct Per Minute (WCPM)



4. Steps to Setting Goals and Constructing an RtI Graph

1. Conduct the **gap analysis**: Determine the gap between where the group/student is and where they should be to meet grade/ age level standards.
2. Set an ambitious goal towards closing that gap which is realistic but will have meaningful results when met.

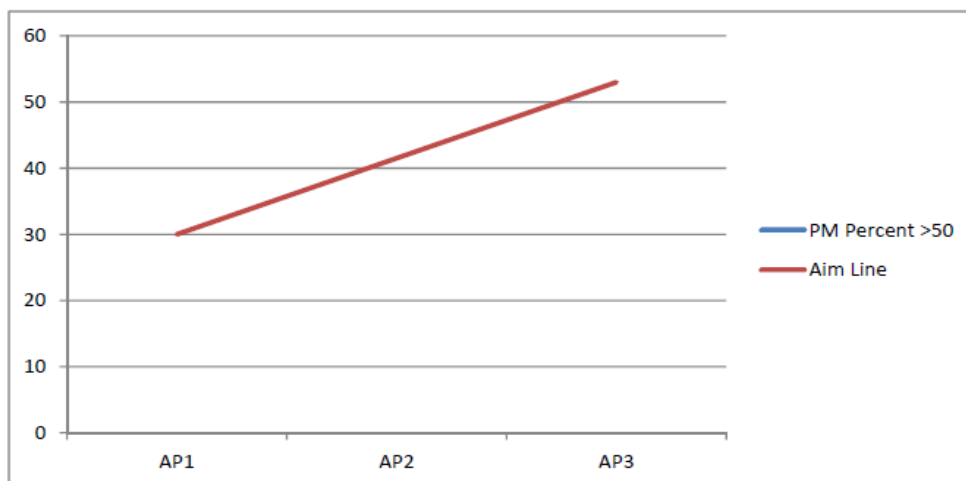
Examples:

A. The School Improvement Plan calls for an increase in this year's overall percentage of proficient readers by 5 points over last year, or to 55. Needing a measure of progress that will approximate growth towards that goal that can be analyzed during the year (when the results can be used to revise efforts if needed), the school decides to use FAIR Reading Comprehension data as the basis for goal setting.

Given that the percentage of last year's students in grades 3-5 reading at or above the 50th percentile on FAIR for AP1 was 32 and that this year's AP1 was 30, we are assuming that we are starting about 2 percentage points behind last year. Also, since last year's progress at AP3 took them to 48 on FAIR, we are assuming that we have to beat that by 5 this year. Our goal then, is to increase the percentage of students scoring at or above the 50th percentile to 53 by AP3.

Our **Aim Line** will take us from 30 at AP1 through an AP2 percentage of 41.5 (half way to goal) and give us a good indicator that we are on track if our AP2 scores meet or exceed 41.5. Our **Aimline** ends at AP3 with our goal of 55.

The RtI/MTSS graph for this scenario follows: School 3rd, 4th, and 5th Grade Aggregate Percent of Students Scoring at or above 50th Percentile on FAIR Reading Comprehension.



B. In the Fall, on the first Oral Reading Fluency assessment, Ms. Martinez' third grade Intervention Group is reading on average, 45 words correct per minute (WCPM). The Fall benchmark for proficiency is 77 WCPM and to have a strong likelihood of meeting grade level proficiency by the end of the year, they will have to read 110 WCPM by May.

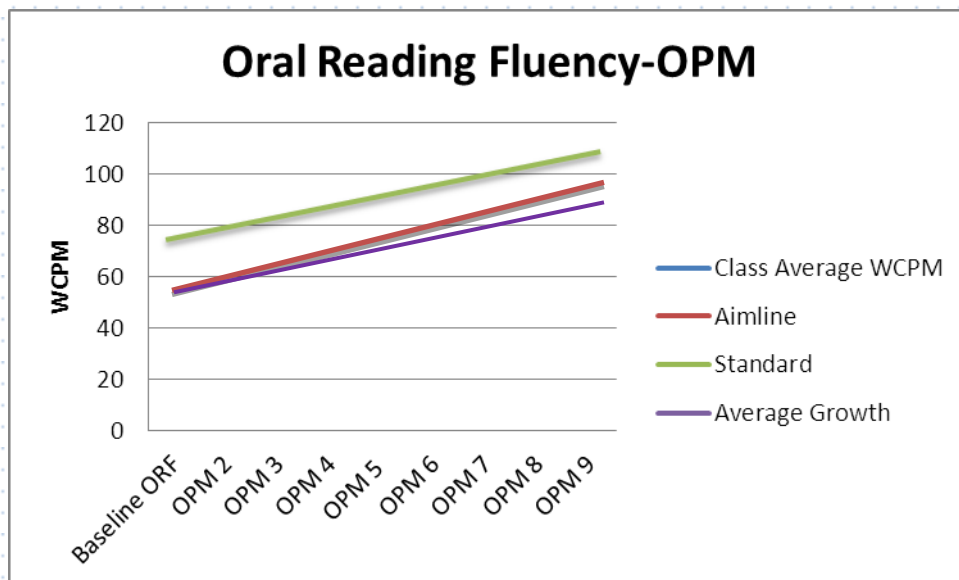
The average **gap** between where her students are and where they need to be by May is 65 WCPM. We know however that average improvement in reading fluency for a third grade student receiving only core instruction is a little more than one word per week. Receiving core and Tier II intervention should result in increased fluency. Questions to ask may include:

- What is a reasonable, optimistic, and meaningful goal for her group?
- What will her group Rtl graph and group Aim-line look like?
- How will she know that the intervention that she is delivering is actually helping her students?

The teacher has decided that since the group is receiving both the 90 minute core and 30 minutes of small group intervention, her students should make an increase of at least 1.5 WCPM per week to let her know that they are making catch up growth (positive response). However, they are so far behind, she will set an Aim-line that is ambitious enough to result in as meaningful growth as could be expected and she chooses + 1.75 WCPM per week as a goal (based on recommendations for ambitious goals). That sets her average group WCPM after 30 weeks of intervention at 97.5 WCPM, and much closer to having the average student meet proficiency. This would also increase the total number of students in her group meeting grade level standards

Her graph would look like this:

Third Grade Intervention for ORF Progress in Average WCPM

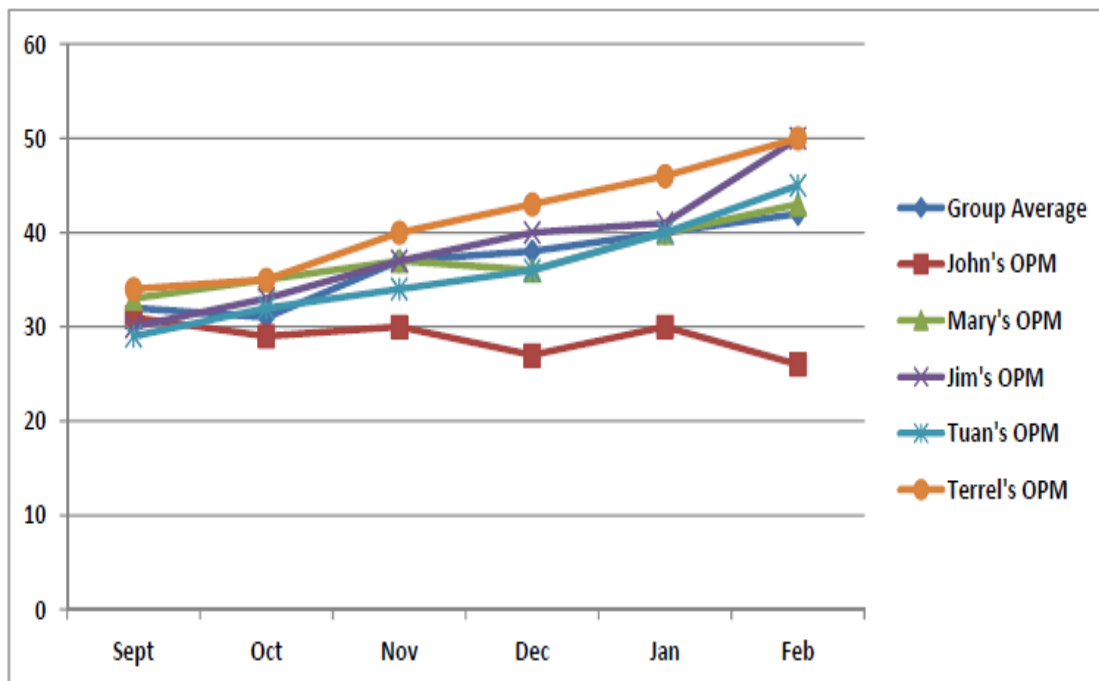


At each OPM, she could graph the group's progress. If the slope of the line is steeper than the growth norm, the group is having a **positive response** and the gap is closing and the students are beginning to catch up. If the progress points create a slope that is at or steeper than the **Aimline**, the group is on track to meet their goal.

Remember that you can have a positive response without meeting an Aimline. The Aimline is usually quite optimistic and frequently the best case scenario. The farther a group or a student is behind standard, the longer it will take for catch up. While Aimlines should be drawn optimistically, not meeting goals that are unrealistic can cause teams to make poor decisions about the outcomes of intervention.

C. The school's Tier II math problem solving team wants to determine if any of their 9th grade Intensive Math students require Tier III support. Once they have established that most of Mr. Simmon's students are demonstrating a positive response, they will look for individual students who are not progressing & they need a graph that will allow them to do that. Monthly math probes (EASY CBM) are used as the OPM measure and group positive response is determined by increasing average percentile scores for the group.

Mr. Simmon's Intensive Math: Average vs. Individual Student EASY CBM Percentile Score



II. BEFORE SCHOOL BEGINS (Summer Planning)

The RtI/MTSS Leadership team engages in initial planning prior to the start of each school year. This planning includes the integration and analysis of historical student data collected during the previous school year, in order to determine infrastructure and implementation needs at all Tiers of support.

The team must align the goals set forth in the School Improvement Plan (SIP) to Tier I goals, so they can monitor on-going progress towards the end of year goals. The team must also ensure that instructional personnel are knowledgeable in all district curriculum plans and decision trees so that the appropriate levels of support are provided to teachers and students.

Tier I Problem Solving using the 4-Step Process (Elementary and Secondary)

- The RtI/MTSS Leadership team looks at school level data to determine areas of needs (Data sources may include historical FCAT, SAT 10, SESAT, District Interims, FAIR, EOC data, in-program assessment data, school grade reports, etc).
- The team examines student performance data by grade level/classroom level in order to determine whether the core instruction/curriculum is in need of modification. Guiding questions include: *What is the current level of student performance (For tier 1 problem solving – what percentage of students are meeting the standards in comparison to the expected level – Are 80% of students meeting or exceeding proficiency as a result of core instruction?* The team then determines whether a problem exists and whether the core instruction/curriculum is in need of modification.
- To more specifically identify a problem – **Problem Identification**, the team does a **Gap Analysis** asking: where are we - where do we need to go - how much is realistic growth? Before they set an ambitious but realistic **Tier I goal** and draw an aimline, the team must also consider the broad goals set forth in the SIP and make sure that they are aligned to the identified Tier I goals.
- Next, the team analyzes the problem - **Problem Analysis** - by inquiring: *Why is this problem occurring? They may examine the domains of Instruction, Curriculum, Environment, and the Learners to identify possible reasons/hypotheses for the problems occurring* (see Appendix A: ICEL by RIOT chart). The team then verifies or rejects the hypotheses to ensure that they are identifying the true underlying reasons for the problem. This step, root cause analysis, ensures that schools are not

wasting valuable time and resources by creating and implementing an intervention that is not matched to the problem.

- Thirdly, the team discusses a plan – **Plan Development** - to address the identified Tier I needs based on the data analyzed. The team responds to questions such as: *What will we do about the problem? What is the Road map that will get us to our goal as set in Problem Identification? How much is ambitious growth?*

Some areas to consider are:

- **Implications for staff:** Are strongest teachers assigned to areas of greatest need? How is this determined?
 - **Implications for students:** How will students be grouped based on strengths and areas of need? How will we increase motivation & engagement?
 - **Implications for resources:** How will resources be leveraged for greatest academic/behavior return? (e.g. personnel, location, materials, etc.)
 - **Implications for professional development:** Which teachers will need support through trainings/coaching/Lesson Study etc.?
 - **Implications for Whole Group & Small Group Differentiated Instruction (D.I.):** What are the specific deficiencies that must be addressed in whole group and/or small group instructional settings? Do teachers know where to access specific instructional resources? Do teachers know how to organize for DI? Do they know how to monitor student growth and progress towards mastery of the skill deficiencies? Do they have the skill set to do effective DI instruction? Do they have support from the Leadership team to make DI doable?
- The team then decides how to evaluate or measure success of the Tier I plan – **Plan Evaluation**. Questions that must be considered include: *How will we monitor growth to the goal (at least 3 times per year)? What are the scheduled intervals/dates for data review? How will we know if we are having a **positive, questionable or poor response**? Will we have to make modifications to the plan? How/who will collect and report the data? How/who will monitor fidelity to the plan?*

A **positive response** is when the gap is closing and the student is making progress toward benchmark/goal.

A **questionable response** is when the gap is neither closing nor widening. In other words, it's not worse or better. At this point, the first step should be to evaluate whether the intervention is being implemented as designed (fidelity). Teams should consider increasing the intensity of current intervention for a period of time to assess impact. If rate does not improve, teams should return to PS. The intensity can be increased by reducing the size of the group, increasing the amount of time/frequency that the intervention is delivered or narrowing the focus of the intervention.

A **poor response** is when the gap widens and therefore the group/student falls further behind. At this point, the first step should be to evaluate whether the intervention is being implemented as designed (fidelity). If a poor response is not due to lack of fidelity, teams must return to Problem Solving.

In this review of Tier 1 data, students in need of Tier II supports will be identified.

Tier II Planning Utilizing the 4-Step Problem Solving Process (Elementary Settings)

Through Tier I problem solving, school teams will use the District curriculum decision trees to identify students who are considered to be at **High or Moderate** risk and are in need of more targeted, intense interventions. ***(Placement considerations for 4-5th grade are usually determined by FCAT)***

As they consider Tier II instructional planning, the RtI/MTSS Leadership team must discuss and make decisions about logistics and infrastructure needs to support Tier II. For example:

- Have the Tier II Problem Solving team/Data Team members been identified?
- **Have monthly meetings been scheduled to review the effectiveness of interventions for groups of students, or an individual student?**
- How successful was the Tier II plan from the previous year? Was there positive, questionable or poor response from intervention classes or groups? Where was success seen that you want to replicate this year? Which teachers/interventionists elicited a better response from students? Which resources used showed the greatest growth?
- What staff needs have to be met to meet the current Tier II demands e.g. do you have highly qualified and trained teachers/interventionists targeting high-risk students?
- Do you have enough teachers/interventionists to keep intervention group sizes to an approximately 1-7 ratio? Have the teachers/interventionists been trained in the identified curriculum?
- Are you utilizing the identified Intervention materials and in-program assessments as designated by the District curriculum plans as well as supplemental resources (e.g. WonderWorks, I-Ready, Success Maker Enterprise, Go Math, Soar to Success, etc?)
- Are you utilizing the identified OPM tools to monitor group/individual student progress, and making decisions based on recommended progress rates?
- Have locations for intervention sessions been determined?

- Have schedules been made/modified to accommodate the needs of the number of students needing Tier II?
- Do you have a plan for fidelity monitoring of Tier II?
- How will OPM data be collected, recorded and reported?
- Who will collect/analyze the data to see if the intervention groups are making progress based on Tier II OPM response rates, and make decisions about students who may need to be referred for problem solving at Tier 3?

Tier II Planning Utilizing the 4-step Problem Solving Process

(Secondary Settings)

(Placement considerations 6th-12th grade are usually determined by FCAT)

FCAT, FAIR & Text Reading Efficiency (TRE) data is used to verify that students (6th -12th grade) are correctly placed in the Intensive Reading classes.

At the secondary level, Tier I problem solving will incorporate the use of academic and behavioral historical data, as well District guidance documents for student placements. Schools must identify all 6th through 12th grade students who will be placed in Intensive Intervention classes (Reading and/or Math).

Additionally, it is recommended that schools design a plan to monitor FCAT level 3 students who are still considered “at risk” and whose progress must be closely monitored to prevent regression.

As they consider Tier II instructional planning, the RtI/MTSS Leadership team will need to discuss and make decisions about logistics and infrastructure supports for Tier II. For example:

- Have the Tier II Problem Solving team/Data Team members been identified?
- **Have monthly meetings been scheduled to collect/analyze the data to see if the intervention groups are making progress based on Tier II OPM response rates, and make decisions about students who may need to be referred for problem solving at Tier 3?**
- How successful was the Tier II plan from the previous year? Was there positive, questionable or poor response from intervention classes or groups? Where was success seen that you want to replicate this year? Which teachers/interventionists elicited a better response with students? Which resources used showed the greatest growth?
- What staff needs have to be met to meet the current Tier II demands, e.g. do you have highly qualified and trained teachers targeting high-risk students?
- Are you using the identified intervention materials and in-program assessments as designated by the District curriculum plans as well as supplemental resources (e.g. Voyager Journeys, Language!, Edge, Jamestown, USA Today, Gizmos etc.)?

- Within these intervention classes, is there time allocated/plans made for small group Differentiated Instruction (DI) matched to student need?
- Have you identified the OPM tools to monitor group/individual student progress –both in-program or other?
- How will OPM data be collected, recorded and reported? How will the data guide decision making for students who may need to be referred for problem solving at Tier 3?
- How will fidelity to the intervention be monitored?

Tier III Planning Utilizing the 4-step Problem Solving Process

To complete the “Before School Begins” Tier III needs must also be planned for as outlined in the scenarios below:

- a) If students were already receiving **Tier III** support from the prior school year, they must continue to receive this level of support. Schools must continue to measure rate of progress through on-going problem solving meetings.

OR

- b) If at the end of the previous school year, students were not successful as a result of receiving Tier I and II support, and through problem solving had been identified as needing Tier III support, the school must have an SST meeting to plan and determine the focus, intensity and monitoring of Tier III instruction.

OR

- c) If at the end of the previous school year, Tier I & Tier II data had been collected, but not yet reviewed, the leadership team must engage in the problem solving process to identify which students are not making progress as a result of Tier I & Tier II instruction, or may be progressing slower than their peers. These students must then be considered for problem solving at Tier III.

III. BEGINNING OF SCHOOL YEAR (prior to first testing window) Elementary & Secondary

The RtI/MTSS Leadership team meets with staff/interventionists to share Tier I, Tier II & Tier III planning and goals that were set over the summer.
This is the time for *ALL* teachers to work on developing goals for their individual classes.

In elementary settings, now that new intervention groups have been formed, quality instruction/scheduled data collection at both Tier 1 & Tier II must commence. Schedules must also be put into place for Leadership teams to conduct data analysis and decision making at all tiers.

In addition, schools must now set up teams to get ready for Baseline/Screening/Assessment Period 1 testing.

It is important to make plans for keeping the testing environment free of all distractions, and conducive to yielding reliable and valid data.

Progress Monitoring

Tier I PM

How to monitor progress at Tier 1:

Screening/progress monitoring should occur three times per year in order to monitor the effectiveness of core instruction and to identify students in need of more intensive instruction/intervention. Although RtI/MTSS suggests 3 times per year for progress monitoring in Tier I, it is highly recommended, as well as judicious, to monitor in-between these 3 periods to inform teacher/interventionists for whole and small group instruction. This **formative** data will yield key information on whether the teacher or interventionist may need to pre-teach, re-teach or adjust whole group or small group lessons.

Tier II OPM

How to monitor progress at Tier II:

Before starting interventions a baseline measure should be taken. Ongoing Progress Monitoring (OPM) data collection should begin approximately one month after intervention sessions commence. The actual materials and monitoring assessments will vary in elementary vs. secondary schools.

Although progress monitoring of students receiving Tier II instruction should occur on a monthly basis, most intervention programs have daily/weekly/bi-weekly assessments that are formative in nature and should be used to inform instruction. This **formative** data will yield key information on whether a teacher or interventionist may need to

reteach or adjust small group lessons based on student response, and may even identify very early, students who continue to struggle compared to peers.

OPM data provides the opportunity to quickly, and accurately evaluate the progress of students who are at risk in all content areas, as well as to monitor the effectiveness of intervention groups. OPM results are considered in Tier II problem solving team meetings as well as grade level meetings to guide instructional decision-making. The team reviews OPM data to using the recommended positive response rates (Appendix D: Data for Goal Setting & Response Evaluation):

- Monitor the progress rates of intervention groups receiving Tier II supports
- Identify students who are scoring significantly below their group's average or progressing slower than the group, and should be referred to Tier 3 problem solving
- Identify students who are no longer in need of additional support, or may need a change of intervention
- Monitor the fidelity of the intervention
- Identify professional development needs of interventionists/teachers implementing interventions
- Decide whether additional differentiated instruction in Tier I should be provided targeting specific areas of need not met in Tier 2 instruction. In both Elementary and Secondary settings, additional instructional opportunities within the school day should be explored

Tier III PM

How to monitor progress at Tier III:

OPM for Tier III follows the recommended response rates and guidelines delineated in the student's individualized Tier III plan designed by the SST team.

For additional information on Progress Monitoring at all Tiers of support, please read Ch. 7 of this Rtl Guide: OPM Across all Tiers of Support 2013-14.

IV. AFTER THE 1ST ASSESSMENT WINDOW (e.g. FAIR AP 1, District Fall Math and Reading)

Tier I Question: From this data, are we on track to meet End of Year Goals?

If Yes – continue plan & increase goal

If No - return to problem solving

The school's MTSS/RtI Leadership team, who had been meeting regularly to conduct fidelity monitoring to the plan, now meets to review and analyze newly available Tier 1 screening/progress monitoring data (e.g. District Reading and Math & FAIR AP1), together with any Tier 2 OPM data collected since the beginning of the school year.

If groups are on track to meet the end of year goal, continue the Tier I plan, and increase the goal.

If the groups are not on track to meet end of year goals, first address **Fidelity**.

- *Was there fidelity to the plan? If NO, plan on increasing fidelity*
- *Was there fidelity to the plan? If YES, but you did not achieve the desired results, then return to the 4-step problem solving process described on pages 3-4 and ask the sample guiding questions below.*

TIER I – PM data analysis/plan revision

Some guiding questions to ask during plan revision:

- Have you reviewed AP1-AP2 trend data for previous years? Should goals & efforts be revisited and if necessary re-adjusted
- How effective was the core instruction? (e.g. Did the students who started on grade level stay on grade level? Did those below level show improvement?)
- Is there a need for changes in the behavior, attitudes and practices of school personnel to achieve better student outcomes?
- What tool(s) would be used to evaluate those positive changes in behavior, attitudes and practices of school personnel?
- Are you further behind than you planned and must you add new layers of rigorous, targeted whole group instruction?

- How effective was small group differentiated instruction? (Should student groupings be reworked and instructional targets change from AP1-AP2?)
- If PS using Interim data, ask: What % of students are proficient vs. non-proficient at the District Fall interim? How does this data compare/align to FAIR diagnostic data? What action needs to be taken?
- Are there students who are making adequate progress in Tier I and could be exited from tier 2 interventions?
- From this data are there newly identified students who require Tier 2 support?
- How will the Leadership team provide support to the teachers to revise the plan and identify responsibilities, goals, support, resources, time lines etc.?

Tier II OPM data analysis/plan revision

Some guiding questions to ask during plan revision:

Q1: Group PS

From this data, are most intervention groups moving? i.e. approx. 70% of students are making a positive response based on recommended Tier II Response Rates provided in the Appendix D of this chapter.

If Yes – continue group plan, ensure that positive change is reflected in Tier I outcomes

If No - First address Fidelity of each group plan.

- *Was there fidelity to the Tier II plan? NO - then plan on increasing fidelity*
- *Was there fidelity to the Tier II plan? YES, but you did not get the desired results - then return to the 4-step problem solving process described on pages 3-4 and decide what changes need to be initiated for the group.*

Some guiding questions to ask during tier II problem solving/plan revisions:

(This process may differ slightly in elementary versus secondary)

- Is the district mandated intervention being implemented with integrity, and is the program being used with fidelity?
- Are the right students placed in the right intervention?
- Is the intervention effectively delivered using models of best instructional practices?
- Has the intervention frequency occurred as planned?

- On a daily basis, are students receiving the assigned minutes of actual teaching time? (e.g. 30 minutes in K-5 Wonderworks)
- Is attendance or tardies an issue?
- Is there a behavior or suspension issue?

Q2: Individual student Problem Solving

Some guiding questions to ask:

Are there any students significantly **ABOVE** the intervention group's average, and or progressing more than the group?

- Could opportunities for acceleration be provided in small group settings?
- Could a change in intervention be warranted? (Elementary)
- Could you provide opportunities to level up in Tier I (Elem)

Are there individual students progressing **SLOWER** than their group or significantly **BELOW** the group's average?

- Do these students need more intensive levels of support?
- Could poor attendance or tardies be a contributing factor?
- Could lack of engagement or motivation be a contributing factor?
- Could group pacing be leaving the student behind?
- Could a change of intervention be warranted?
- Does the student need more instructional time to master pre-requisite skills?
- Does the teacher need to pre-teach or re-teach skills?
- Does the student need more scaffolding of instruction?
- Does the student need more learning trials/practice opportunities/corrective feedback?

Finally, from this individual student level problem solving, the Tier II problem solving team makes decisions about students who should be referred for problem solving at Tier III? The data team then completes Student Tier 1 & Tier2 Data Profile (form #7452), the Teacher completes Request for Assistance (RFA form #7073), and an SST meeting is scheduled.

Tier III PS

Some guidance:

- Students who continue to be *unsuccessful* with Tier I and II supports as identified by the data, will be referred by the problem solving team as needing Tier III support. The team convenes an SST meeting to plan and determine the focus, intensity, and monitoring of Tier III support.

OR

- Students who are receiving Tier III support and are showing a positive response and an adequate rate of improvement will continue with current level of Tier III support.

OR

- Students who are receiving Tier III support and are showing:
 - a. A positive response but whose rate of improvement is inadequate, decisions need to be made as to whether further action through the SST process needs to be taken.
 - b. A poor or questionable response, the SST team must first check for fidelity of implementation. If fidelity is intact then the team must return to Problem Solving and a modification of the intervention plan must be explored.

Scenario: Last year 30% of the 3rd graders were predicted to be at level 3 or above on the FCAT. In planning we set our goal at 50% of our third graders to be at level 3 or above. This year's FAIR AP1 data revealed that we had fewer children than expected predicted to meet the 50% goal of passing the FCAT at level 3. Therefore we know that we are farther behind than we originally planned for and must realign our plan to focus on more rigorous and targeted Tier I instruction as well as add more rigorous and targeted Tier II interventions for catch up.

V. MID YEAR (After 2nd assessment window (e.g. AP 2 FAIR & District Winter Reading/Math Interim))

Question: From this data, are we on track to meet End of Year Goals?

If Yes – continue plan & increase goal

If No - return to problem solving

Continue with the problem solving process at all tiers of support as described in **Section IV: AFTER THE 1ST ASSESSMENT WINDOW** by reviewing progress from AP 1 to AP2 and using guiding questions provided in that section of this chapter.

Ensure that following this second AP window, the leadership team is analyzing the newly collected data, together with AP 1 data, OPM data, interim assessments, and any relevant historical data. At this point analysis focuses on progress rates of groups/students across data points collected from multiple sources of data at the school, grade, and class level.

Tier I Question: From this data, are we on track to meet End of Year Goals?

If Yes – continue plan & increase goal

If No - return to problem solving

The school's MTSS/RtI Leadership team, who had been meeting regularly to conduct fidelity monitoring to the plan, now meets to review and analyze newly available Tier 1 screening/progress monitoring data (e.g. District Reading and Math & FAIR AP 2), together with any Tier 2 OPM data collected since the first assessment window.

If groups are on track to meet the end of year goal, continue the Tier I plan, and increase the goal.

If the groups are not on track to meet end of year goals, first address **Fidelity**.

- *Was there fidelity to the plan? If NO, plan on increasing fidelity*
- *Was there fidelity to the plan? If YES, but you did not achieve the desired results, then return to the 4-step problem solving process described on pages 3-4 and ask the sample guiding questions below.*

TIER I – PM data analysis/plan revision

Some guiding questions to ask during plan revision:

- Have you reviewed AP1-AP2 trend data for previous years? Should goals & efforts be revisited and if necessary re-adjusted?
- How effective was the core instruction? (e.g. Did the students who started on grade level stay on grade level? Did those below level show improvement?)

- Is there a need for changes in the behavior, attitudes and practices of school personnel to achieve better student outcomes?
- What tool(s) would be used to evaluate those positive changes in behavior, attitudes and practices of school personnel?
- Are you further behind than you planned and must you add new layers of rigorous, targeted whole group instruction?
- How effective was small group differentiated instruction? (Should student groupings be reworked and instructional targets change from AP2-AP3?)
- If PS using Interim data, ask: What % of students are proficient vs. non-proficient at the District Winter interim? How does this data compare/align to FAIR AP2 diagnostic data? What action needs to be taken?
- Are there students who are making adequate progress in Tier I and could be exited from tier 2 interventions?
- From this data are there newly identified students who require Tier 2 support?
- How will the Leadership team provide support to the teachers to revise the plan and identify responsibilities, goals, support, resources, time lines etc?

Tier II OPM data analysis/plan revision

Some guiding questions to ask during plan revision:

Q1: Group PS

From this data, are most intervention groups moving? i.e. approx. 70% of students are making a positive response based on recommended Tier II Response Rates provided in the Appendix D of this chapter.

If Yes – continue group plan, ensure that positive change is reflected in Tier I outcomes

If No - First address Fidelity of each group plan.

- *Was there fidelity to the Tier II plan? NO - then plan on increasing fidelity*
- *Was there fidelity to the Tier II plan? YES, but you did not get the desired results - then return to the 4-step problem solving process described on pages 3-4 and decide what changes need to be initiated for the group.*

Some guiding questions to ask during tier II problem solving/plan revisions:

(This process may differ slightly in elementary versus secondary.)

- Is the district mandated intervention being implemented with integrity, and is the program being used with fidelity?
- Are the right students placed in the right intervention?

- Is the intervention effectively delivered using models of best instructional practices?
- Has the intervention frequency occurred as planned?
- On a daily basis, are students receiving the assigned minutes of actual teaching time? (e.g. 30 minutes in K-5 Wonderworks)
- Is attendance or tardies an issue?
- Is there a behavior or suspension issue?

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Some guiding questions to ask:

Are there any students significantly **ABOVE** the intervention group's average, and or progressing more than the group?

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- Could a change in intervention be warranted? (Elementary)
- Could you provide opportunities to level up in Tier I (Elem)

Are there individual students progressing **SLOWER** than their group or significantly **BELOW** the group's average?

- Do these students need more intensive levels of support?
- Could poor attendance or tardies be a contributing factor?
- Could lack of engagement or motivation be a contributing factor?
- Could group pacing be leaving the student behind?
- Could a change of intervention be warranted?
- Does the student need more instructional time to master pre-requisite skills?
- Does the teacher need to pre-teach or re-teach skills?
- Does the student need more scaffolding of instruction?
- Does the student need more learning trials/practice opportunities/corrective Feedback?

Finally, from this individual student level problem solving, the Tier II problem solving team makes decisions about students who should be referred for problem solving at Tier III? The data team then completes Student Tier 1 & Tier2 Data Profile (form #7452), the Teacher completes Request for Assistance (RFA form #7073), and an SST meeting is scheduled.

Tier III PS

Some guidance:

- Students who continue to be *unsuccessful* with Tier I and II supports as identified by the data, will be referred by the problem solving team as needing Tier III support. The team convenes an SST meeting to plan and determine the focus, intensity, and monitoring of Tier III support.

OR

- Students who are receiving Tier III support and are showing a positive response and an adequate rate of improvement will continue with current level of Tier III support.

OR

- Students who are receiving Tier III support and are showing:
 - a. A positive response but whose rate of improvement is inadequate, decisions need to be made as to whether further action through the SST process needs to be taken.
 - b. A poor or questionable response, the SST team must first check for fidelity of implementation. If fidelity is intact then the team must return to Problem Solving and a modification of the intervention plan must be explored.

Scenario: After analysis of AP 2 data, Winter Interim reveals a large percentage of students lack proficiency in Math, despite previous FCAT results. This newly identified group of students will require some level of intervention. Does the core curriculum need to be re-aligned (whole/small group differentiation) to meet these deficiencies for most of the class or do Tier 2 interventions need to be provided for a smaller number of students?

FCAT Considerations: March to March Instruction

Following FCAT testing, the RtI/MTSS Leadership team must emphasize with their faculty the need to continue the current level of intensity of instruction that will move students to end of the year benchmarks. This may be accomplished by:

- Continuing to schedule regular leadership meetings and grade level meetings around data
- Providing faculty with visuals (reports are available from the various data managements systems) of student progress thus far and laying out expected progress through the end of the year. There are still 3 months for deep explicit instruction to occur
- Maintaining fidelity of intervention programs to ensure that students receive instruction/intervention for the duration that the program was meant to be delivered
- Continuing to conduct on-going/frequent instructional walkthroughs
- Communicating high quality teaching, best practices, and learning expectations to all staff, and supporting their implementation of same

VI. END OF THE YEAR DATA (all available data)

Following the final assessment window, the RtI/MTSS Leadership team meets to analyze the newly collected data. At this point analysis focuses on progress rates of students from the first to third assessment window at the school, grade, and class level. In addition, the team considers other available data at the end of the year (e.g. prior Interim Assessments, prior FCAT, OPM, intervention program data, grades, behavior referrals, attendance, mobility, retention, etc.).

Areas to focus on when looking at trends include:

- Effectiveness of the core instruction for the year
- Effectiveness of differentiated instruction for the year
- Effectiveness of intervention for the year
- Meeting the schools School Improvement Plan goals/AMOs

These results should be considered to:

- Ensure the most effective instruction and intervention delivery for the remainder of the current school year based on student need
- Begin making instructional and intervention plans for the following school year, at all Tiers of support
- Develop School Improvement Plans/goal setting for next school year
- Support and continue of Tier III placement procedures.

APPENDIX A: ICEL by RIOT

DOMAINS	Review	Interview	Observe	Test
Instruction	Permanent Products (e.g. written pieces, tests, worksheets, projects)	Teacher's thoughts about their use of effective teaching and evaluation practices (e.g. checklists)	Effective teaching practices, teacher expectations, antecedent conditions, consequences	Classroom, environment scales, checklists & questionnaires. Student opinions about instruction and teacher
Curriculum	Permanent Products (e.g. books, worksheets, materials, curriculum guides, scope & sequence)	Teacher & relevant personnel regarding philosophy (generative vs. supplementary), district implementation and expectations. Methods for supplementing district core curriculum	Classroom work, alignment of assignments (curriculum materials) with goals & objectives (benchmarks). Alignment of teacher test with curriculum.	Level of assignment and curriculum material. Difficulty; cognitive complexity; opportunity to learn. A student's opinions, attitudes about what is being taught (disposition)
Environment	School rules & policies	Ask relevant personnel students & parents about behavior management plans, class rules, class routines	Student, peers, instruction. Interactions & causal relationships. Distractions; health/safety violations.	Classroom environment scales, checklists and questionnaires. Student opinions about instruction, peers & teacher.
Learner	District records, health records, error analysis, educational history, onset and duration of problem, teacher perceptions of the problem, pattern of behavior problems, etc.	Relevant personnel, parents, peers & student (what do they think they are supposed to do? how do they perceive their problem?)	Target behaviors- Dimension & nature of the problem (e.g. ABC's)	Student performance; find the discrepancy between setting demands (instruction, curriculum, environment & student performances)

**APPENDIX B: TIER I
PROBLEM SOLVING WORKSHEET**

School Site RtI TIER I: Goal Setting/Problem Solving- BEGINNING OF YEAR

School: _____

Date of Meeting: _____

Team Members Present _____

Target Group: _____ Academic or Behavioral Area: _____

Summary of Universal Screening Data (Previous Year or Beginning of Current Year):

_____% of students meeting or exceeding proficiency ____% students not meeting or exceeding proficiency

Expected Levels of Performance: (specify level and requirement source; AYP, Safe Harbor, etc.)

Determination of effectiveness of Core Instruction/Curriculum from Previous Year (check one):

____ 80% or more of students have met or exceeded expected level of performance.

- Core Instruction/Curriculum is effective.
- Schedule Tier 2 intervention for students not meeting expected level of performance (Utilize Beginning of Year Tier 2 Problem Solving Worksheet)

____ Less than 80% of students have met or exceeded expected level of performance/benchmarks

- Core Instruction/Curriculum is in need of modification
- Develop Tier 1 Instructional/Intervention Plan
- Schedule Tier 2 intervention for students not meeting expected level of performance. Utilize Beginning of Year Tier 2 Problem Solving Worksheet.

Group Progress Goal:

____ % of students will meet or exceeded expected level of performance by the End of Year Assessment or,
The group average _____ score will be _____ by the End of Year Assessment.

Graph of Group Progress

Include

Tic Mark Scores: Label Grid Lines with Appropriate Score Range and Define Measure Used

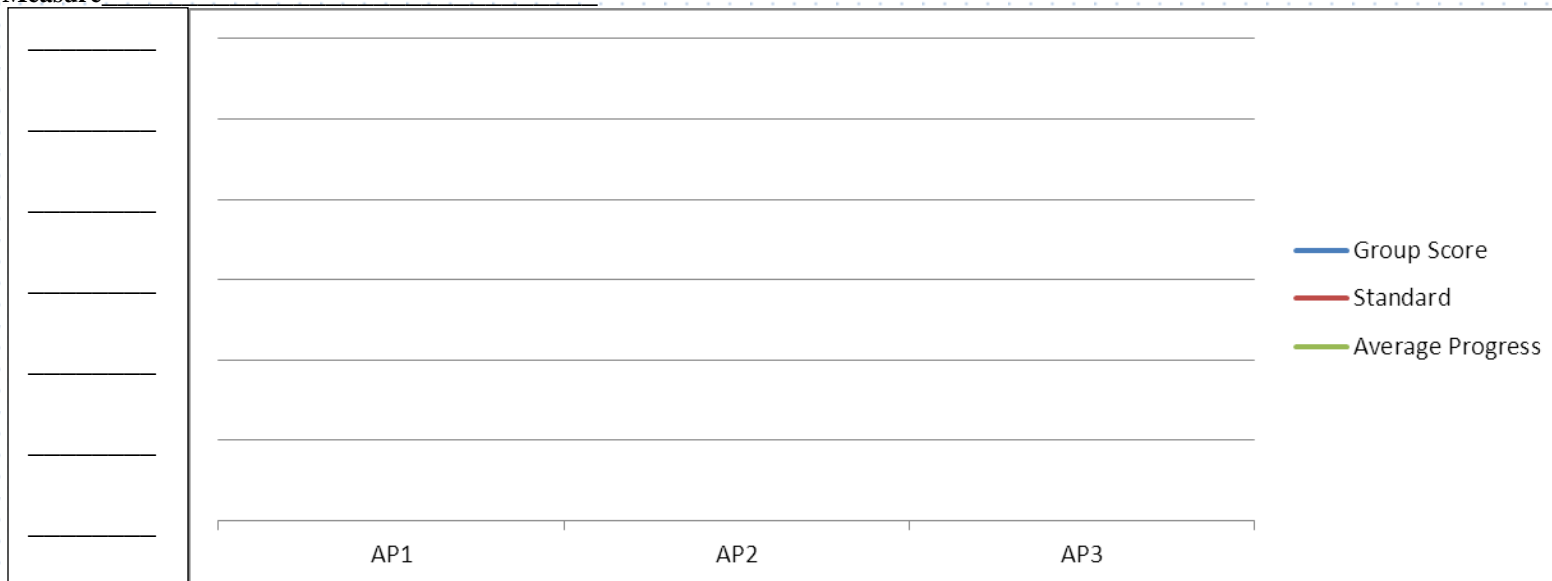
Standard: Line that depicts Proficiency

Aimline: Line connecting Group's Beginning of School Scores to End of Year Goal

Line of Average Growth: If average growth is known, create a line from the Group's Beginning of School Year's Scores that allows comparison of the group to average

Trend Line: Once the Middle of the Year scores are available, extend the connecting line between the two available points to the end of the year to project eventual progress.

Measure



Problem Analysis

What aspects of last year's core instruction and discipline/behavioral support have contributed to or explain the gap between how our students achieved/behaved and how we expect them to?

Consider the following areas (among others) when developing possible hypotheses:

Instruction: Accurately focused? Effectively delivered? Explicitly Instructed? Appropriately scaffolded? Ample guided practice opportunities? Limited use of repetitive, low interest activities?

Curriculum: Diagnostically appropriate? Materials supported learning?

Environment: High engagement? Organized routines? Higher frequency of positive to negative teacher directed feedback?

Learners: Level of engagement/belonging in school? Feelings of efficacy, competency?

List Probable Hypothesis and Data that Supports/Doesn't Support Each?

1.

☐ Supported

☐ Not Supported

2.

☐ Supported

☐ Not Supported

3.

☐ Supported

☐ Not Supported

Once Hypotheses are generated and data collected, ensure that the following two questions are addressed before continuing:

1. Is there data to support our hypothesis?
2. Is the hypothesis alterable or can we do something about it?

Yes

Hypothesis is validated by supporting data and hypothesis includes something we can change; proceed to develop Tier 1 Plan

No

If no, develop new hypothesis that focuses on validated and alterable variables.

State validated and alterable hypothesis/hypotheses:

***Attach Instructional/Intervention Plan**

TIER 1 Instructional/Intervention Plan

Considering hypotheses stated above, what instructional/intervention strategies will be used to strengthen core instruction/discipline/ behavioral support to improve effectiveness?

Instructional Strategy/Intervention Person Responsible When will it occur? Where will it occur?

Tier 1 Support Plan:

What will be done?	Person Responsible	When will it occur?	Where will it occur?

Tier 1 Documentation of Fidelity:

What will be done?	Person Responsible	When will it occur?	Where will it occur?

Tier 1: Progress Monitoring Plan: How will the impact/effectiveness of the instructional/intervention plan be determined?

Progress Monitoring Tool	PM Schedule	Person Responsible for PM	Date of Data Review

Use as many pages as needed. Page ____ of ____

School Site RtI TIER I: Goal Setting/Problem Solving- MID YEAR REVIEW

School: _____ Date of Meeting: _____

Team Members Present _____

Target Group: _____ Academic or Behavioral Area: _____

Summary of Progress Monitoring Data: Refer to Beginning of Year Goal and Progress Graph

Enter Middle of Year Data on Progress Graph

____% of students met or exceeded expected levels of performance at Middle of Year Assessment after implementation of Tier 1 instructional/intervention plan or group score of ____ at Middle of Year Assessment.

Evaluate Response and take appropriate action.

Response was (check one)

- ____ Positive and on or above aimline: continue plan
- ____ Positive, above average but below aimline: consider increasing support (*document increased support on Intervention Plan sheet and attach)
- ____ Questionable, about average, not catching up or falling farther behind: check for fidelity and increase fidelity if necessary. Return to problem solving if necessary. (*Utilize additional Problem Analysis and Intervention Plan sheets and attach)
- ____ Poor, falling farther behind: check for fidelity and increase fidelity if necessary and return to problem solving. (*Utilize additional Problem Analysis and Intervention Plan sheets and attach)

School Site RtI TIER I: Goal Setting/Problem Solving- END OF YEAR REVIEW

School: _____

Date of Meeting: _____

Team Members Present:

Target Group: _____

Academic or Behavioral Area: _____

Summary of Progress Monitoring Data: Refer to Beginning of Year Goal and Progress Graph

Enter End of Year Data on Progress Graph

____% of students met or exceeded expected levels of performance at End of Year Assessment after implementation of Tier 1 instructional/intervention plan or group score of ____ at End of Year Assessment.

Evaluate Response and take appropriate action.

Response was (check one)

____ Positive and on or above aimline: continue plan and include in following year's School Improvement Plan

____ Positive, above average but below aimline: consider increasing support and document in following year's School Improvement Plan

____ Questionable, about average, not catching up or falling farther behind: check for fidelity and increase fidelity if necessary. Return to problem solving if necessary. Utilize additional Problem Analysis and Intervention Plan sheets and attach. Include revised plan in following year's School Improvement Plan.

____ Poor, falling farther behind: check for fidelity and increase fidelity if necessary and return to problem solving. Utilize additional Problem Analysis and Intervention Plan sheets and attach. Include revised plan in following year's School Improvement Plan.

APPENDIX C-1: INTERVENTION GROUP/CLASS TIER 2 GOAL SETTING/PS WORKSHEET

Intervention Group/Class: **TIER 2** Goal Setting/Progress Monitoring Worksheet: Beginning of Intervention

School: _____ Target Group and Academic/Behavioral Area: _____

Intervention: _____ Primary Interventionist/Teacher _____

Team Members Present _____

Group Progress Goal:

The average OPM score for the intervention group will show at least a positive response to Tier 2 intervention as demonstrated by progressing on average from a score of ____ on _____ (OPM Measure) to a score of ____ by _____ (Month)

Graph of Group Progress

Standard: Line that depicts Proficiency on OPM Measure

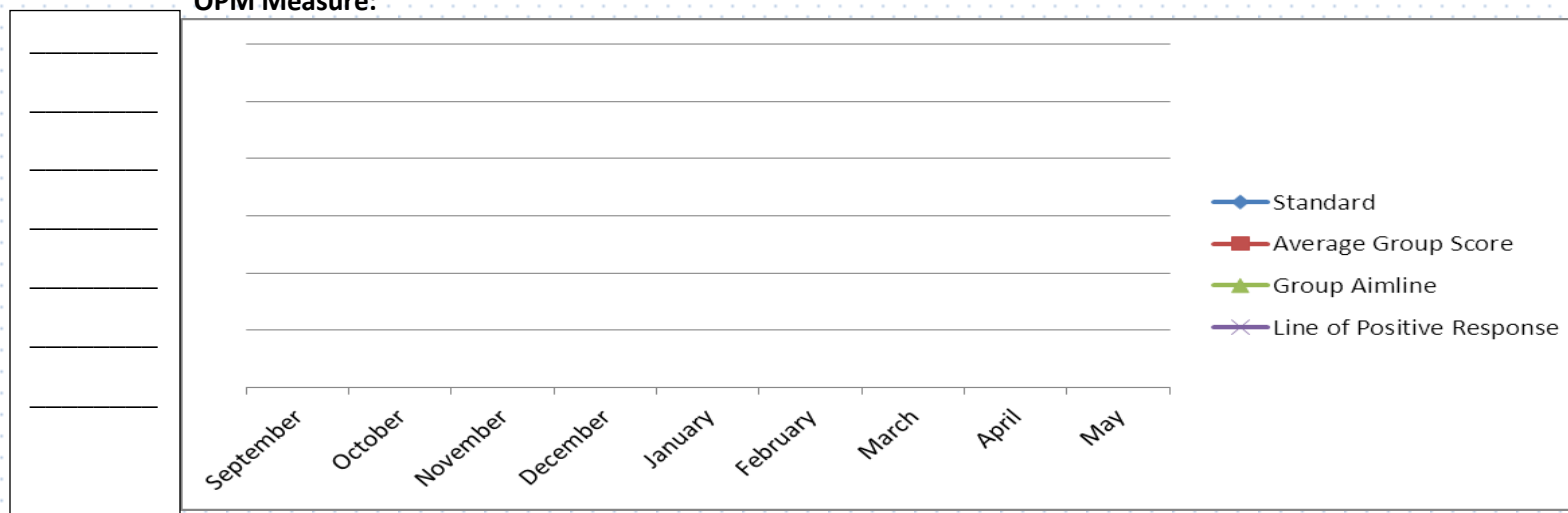
Average Group Score: Actual average group OPM score for each month.

Group Aimline: The line connecting the group average initial OPM score to EOY goal.

Line of Positive response: When slope of line is at or above the group aimline.

Insert Tic Mark Interval Score Range on Y Axis

OPM Measure:



APPENDIX C-2: SCHOOL BASED RTI TEAM TIER 2 GOAL SETTING/PS WORKSHEET

School Based RtI Team: *TIER 2* Goal Setting/Problem Solving Worksheet: Beginning of Year Problem Identification

School: _____ Target Group and Academic/Behavioral Area: _____

Intervention: _____

Team Members Present _____

Student Progress Goal:

____% of students in intervention will show positive response to Tier 2 intervention towards expected level of performance/
benchmark on given ongoing progress monitoring assessments.

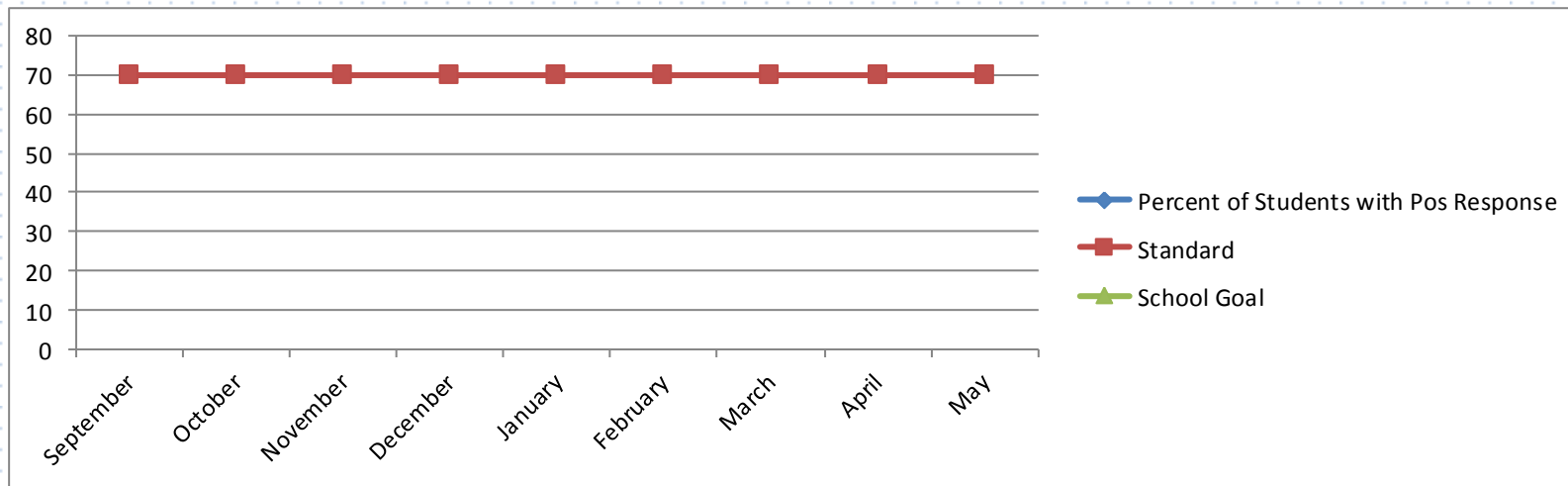
Graph of Group Ongoing Progress

Standard: Line that depicts 70% (Standard for Effective Tier 2)

School Goal: (If higher than 70%): Shows school goal in percent of students in Tier 2 intervention showing a positive response

Trend Line: Actual group performance in percent of students in Tier 2 intervention showing a positive response. At each OPM, compute that statistic, plot the data, and connect the line between the available points.

Indicator of Positive Response: (Specific rate of progress to be equaled or exceeded) _____



TIER 2 Problem Analysis **Date**_____

What aspects of the Tier 2 intervention, its support, or delivery, have contributed to or explain the gap between how our students achieved/behaved and how we expect them to?

First check fidelity: Frequency, content, and duration were as planned. Academic engaged time (minus transition and non-instructional activity) matched intervention guidelines/recommendations.

Consider the following areas (among others) when developing possible hypotheses:

Instruction: Accurately focused- The right students in the right intervention? Effectively delivered- Interventionist trained and fluent? Explicitly Instructed-As observed? Appropriately scaffolded? Ample guided practice opportunities? Limited use of repetitive, low interest activities?

Curriculum: Level- matched to students' instructional levels? Materials supported learning-Articulation between Tier 2 and Core?

Environment: High engagement? Organized routines? Higher frequency of positive to negative teacher directed feedback?

Learners: Level of engagement? Attendance? Feelings of efficacy, competency? Motivation-

List Probable Hypothesis and Data that Supports/Doesn't Support Each?

1.
___ Supported ___ Not Supported ___ Selected Data used to support_____
2.
___ Supported ___ Not Supported ___ Selected Data used to support_____
3.
___ Supported ___ Not Supported ___ Selected Data used to support_____

* sheet ___ of ___ (use as necessary)

TIER 2 Instructional/Intervention Plan

Considering hypotheses stated above, what instructional/intervention strategies will be used to strengthen core instruction/discipline/ behavioral support to improve effectiveness?

Instructional Strategy/Intervention

Tier 2 Support Plan: What needs to occur to ensure intervention effectiveness?

What will be done?	Person Responsible?	When will it occur?	Where will it occur?

Tier 2 Documentation of Fidelity: How will intervention fidelity be maintained and documented?

What will be done?	Person Responsible?	When will it occur?	Where will it occur?

Tier 2: Progress Monitoring Plan: How will the impact/effectiveness of the intervention be measured?

OPM Tool	OPM Schedule	Person Responsible for OPM	Dates of Data Review

Use as many pages as needed. Page ___ of ___ (Use additional Intervention Plan sheets as needed for revision.)

School Based RtI Team: *TIER 2* Response Evaluation Follow Up

School: _____

Date of Meeting: _____

Team Members Present: _____

Target Group/Intervention: _____ Academic or Behavioral Area: _____

Summary of Progress Monitoring Data: Refer to Ongoing Progress Graph

Enter OPM Positive Response Percentage Data on Ongoing Progress Graph

___% of students with positive response at _____ OPM assessment after implementation of Tier 2 intervention plan.

Evaluate response and take appropriate action

Response was (check one)

___ 70% or above: continue plan or increase support to raise percentage ***Consider requesting Tier 3 Support for Students with poor response** (Complete Tier 1 and Tier 2 Student Data Profiles)

___ Below 70%: Based on how far below, choose the following options that are warranted.

- Check for fidelity and increase fidelity if necessary.
- Return to problem solving if necessary. (Utilize additional Problem Analysis and Intervention Plan sheets and attach)
- **When the group has less than 70% with positive response, only** request Tier 3 support for students who are both significantly below the group average and progressing slower than the group (Complete Tier 1 and Tier 2 Student Data Profiles)

*Attach additional sheets as necessary as indicated above.

Follow up ___ of ___ conducted so far this year. (Use one Follow Up sheet for each Tier 2 PS meeting after each OPM)

Notes

Date:_____

APPENDIX D:
Data for Goal Setting & Response
Evaluation

2010-2011 District Fall to Winter Interim Reading Goal Setting Guidelines

The chart below represents our best thinking at this time with respect to providing guidance on using interim percent correct scores to set Tier 1 grade and class goals that would lead to positive outcomes (what could be described as catch up growth).

The chart shows results for all third grade students in Miami-Dade County who took the Fall and Winter Third Grade Reading Interim tests in 2010-2011. The scores are broken up by relative rank because average progress rates differ based on where students score on the Fall assessment.

Grade 3: 2010-2011 Average Percent Correct for Fall & Winter Interim by Fall Achievement				
If Fall average was between?	Fall average was	Winter average was	Average change was	Positive response should be
0-20	16%	32%	16	+20
21-40	31%	41%	10	+14
41-60	51%	61%	10	+14
61-80	71%	77%	6	+10
81-100	85%	86%	1	+4

To use these guidelines you would:

1. Begin by using your Fall average percent correct score to decide which category in column 1 to use
2. Identify the percent correct change in column 5 that corresponds to your starting category
3. Add the selected change score to your Fall average percent correct score to set your Winter average percent correct goal

Use this format for calculating scores for succeeding grades.

Grade 4: 2010-2011 Average Percent Correct for Fall & Winter Interim by Fall Achievement				
If Fall average was between?	Fall average was	Winter average was	Average change in percentage points was	Positive response should be (in percentage points)
0-20%	16%	31%	15	+20
21-40%	31%	39%	8	+11
41-60%	51%	57%	6	+10
61-80%	71%	73%	2	+5
81-100%	85%	84%	-1	+2

Grade 5: 2010-2011 Average Percent Correct for Fall & Winter Interim by Fall Achievement				
If Fall average was between?	Fall average was	Winter average was	Average change in percentage points was	Positive response should be (in percentage points)
0-20%	16%	31%	15	+20
21-40%	32%	39%	7	+12
41-60%	52%	56%	4	+7
61-80%	71%	70%	-1	+3
81-100%	86%	81%	-5	+2

Grade 6: 2010-2011 Average Percent Correct for Fall & Winter Interim by Fall Achievement				
If Fall average was between?	Fall average was	Winter average was	Average change in percentage points was	Positive response should be (in percentage points)
0-20%	16%	33%	17	+22
21-40%	32%	41%	9	+12
41-60%	51%	58%	7	+10
61-80%	71%	75%	4	+6
81-100%	87%	87%	0	+2

Grade 7: 2010-2011 Average Percent Correct for Fall & Winter Interim by Fall Achievement				
If Fall average was between?	Fall average was	Winter average was	Average change in percentage points was	Positive response should be (in percentage points)
0-20%	16%	34%	18	+22
21-40%	31%	40%	9	+12
41-60%	51%	55%	4	+7
61-80%	70%	69%	-1	+3
81-100%	87%	87%	0	+2

Grade 8: 2010-2011 Average Percent Correct for Fall & Winter Interim by Fall Achievement				
If Fall average was between?	Fall average was	Winter average was	Average change in percentage points was	Positive response should be (in percentage points)
0-20%	16%	35%	19	+24
21-40%	31%	42%	11	+15
41-60%	51%	56%	5	+8
61-80%	70%	70%	0	+4
81-100%	86%	82%	- 4	+1

Grade 9: 2010-2011 Average Percent Correct for Fall & Winter Interim by Fall Achievement				
If Fall average was between?	Fall average was	Winter average was	Average change in percentage points was	Positive response should be (in percentage points)
0-20%	14%	36%	22	+28
21-40%	31%	40%	9	+12
41-60%	51%	56%	5	+7
61-80%	70%	69%	-1	+2
81-100%	85%	80%	-5	+2

**DISTRICT (K-2nd Grade) FAIR AVERAGE PROGRESS
RATES/POSITIVE RESPONSE**

**2012-
2013**

<i>PRS MEAN %</i>	AP1	AP2	AP3	AVERAGE CHANGE	MINIMUM POSITIVE RESPONSE
K	73	78	81	8	+10
1st	66	70	72	6	+8
2nd	54	58	64	10	+13
<i>TARGET PASSAGE (% at or above)</i>					
K readers at AP3			56% students at RC		
1st	57	70	54	-3	+13
2nd	53	55	61	8	+10
<i>VOCABULARY Mean</i>					
K	29		53	24	+30
1st	29		47	18	+23
2nd	41		65	24	+30
<i>SPELLING Mean</i>					
2nd	30	49	69	39	48

**DISTRICT (3rd-10th) FAIR AVERAGE PROGRESS
RATES/POSITIVE RESPONSES**

**2012-
2013**

<i>FSP Mean %</i>	AP1	AP2	AP3	AVERAGE CHANGE	MINIMUM POSITIVE RESPONSE
3 rd	44	54	54	10	13
4 th	35	33	39	4	6
5 th	31	34	37	6	8
6 th	23	25	25	2	4
7 th	20	25	24	4	6
8 th	19	21	25	6	8
9 th	19	22	24	5	7
10 th	14	19	14		5
<i>RC Percentile Rank</i>					
3 rd	29	40	41	12	16
4 th	24	17	29	5	7
5 th	18	24	25	7	12
6 th	17	21	20	3	5
7 th	13	26	21	8	12
8 th	16	22	28	12	15
9 th	23	31	34	11	14
10 th	25	40	24		15
<i>MAZE Percentile Rank</i>					
3 rd	25	55	60	35	44
4 th	16	25	44	28	34
5 th	16	28	25	9	12
6 th	17	23	26	9	12
7 th	29	32	33	4	6
8 th	19	23	24	5	7
9 th	14	15	16	2	4
10 th	17	19	22	5	7
<i>WORD ANALYSIS Percentile Rank</i>					
3 rd	35	45	50	15	19
4 th	37	38	28		5
5 th	34	18	31		5
6 th	25	30	30	5	7
7 th	27	17	20		5
8 th	29	30	24		5
9 th	35	24	31		5
10 th	47	24	21		5

2011-2012 Corresponding FAIR RC Percentile Bands & FCAT 2.0 Proficiency Probabilities

Grade 3*			
AP1 RC Percentile	FCAT Proficiency Prob.	AP3 RC Percentile	FCAT Proficiency Prob.
0-10	.11	0-10	.04
11-20	.25	11-20	.17
21-30	.43	21-30	.37
31-40	.64	31-40	.49
41-50	.80	41-50	.67
51-60	.90	51-60	.78
61-70	.90	61-70	.88
71-80	.94	71-80	.94
81-90	.98	81-90	.98
91-99	.99	91-99	.99

*Based on district 2011-2012 FAIR & FCAT scores for all students tested

Grade 4*			
AP1 RC Percentile	FCAT Proficiency Prob.	AP3 RC Percentile	FCAT Proficiency Prob.
0-10	.08	0-10	.08
11-20	.12	11-20	.11
21-30	.28	21-30	.21
31-40	.51	31-40	.31
41-50	.72	41-50	.41
51-60	.82	51-60	.54
61-70	.88	61-70	.70
71-80	.94	71-80	.83
81-90	>.99	81-90	.91
91-99	>.99	91-99	.96

*Based on district 2011-2012 FAIR & FCAT score for all students tested

Grade 5*			
AP1 RC Percentile	FCAT Proficiency Prob.	AP3 RC Percentile	FCAT Proficiency Prob.
0-10	.09	0-10	.06
11-20	.21	11-20	.13
21-30	.31	21-30	.24
31-40	.46	31-40	.33
41-50	.60	41-50	.46
51-60	.72	51-60	.56
61-70	.86	61-70	.69
71-80	.90	71-80	.80
81-90	.98	81-90	.86
91-99	>.99	91-99	.97

*Based on district 2011-2012 FAIR & FCAT scores for all students tested

Grade 6*			
AP1 RC Percentile	FCAT Proficiency Prob.	AP3 RC Percentile	FCAT Proficiency Prob.
0-10	.03	0-10	.02
11-20	.10	11-20	.06
21-30	.20	21-30	.13
31-40	.28	31-40	.22
41-50	.40	41-50	.30
51-60	.66	51-60	.49
61-70	.55	61-70	.61
71-80	.78	71-80	.72
81-90	.88	81-90	.88
91-99	.97	91-99	.97

*Based on district 2011-2012 FAIR & FCAT scores for all students tested

Grade 7*			
AP1 RC Percentile	FCAT Proficiency Prob.	AP3 RC Percentile	FCAT Proficiency Prob.
0-10	.07	0-10	.04
11-20	.14	11-20	.08
21-30	.27	21-30	.16
31-40	.33	31-40	.22
41-50	.43	41-50	.30
51-60	.50	51-60	.40
61-70	.65	61-70	.55
71-80	.85	71-80	.69
81-90	.89	81-90	.87
91-99	>.99	91-99	>.99

*Based on district 2011-2012 FAIR & FCAT scores for all students tested

Grade 8*			
AP1 RC Percentile	FCAT Proficiency Prob.	AP3 RC Percentile	FCAT Proficiency Prob.
0-10	.05	0-10	.03
11-20	.12	11-20	.06
21-30	.19	21-30	.11
31-40	.28	31-40	.18
41-50	.36	41-50	.23
51-60	.58	51-60	.34
61-70	.73	61-70	.55
71-80	.91	71-80	.68
81-90	>.99	81-90	.86
91-99	>.99	91-99	>.99

*Based on district 2011-2012 FAIR & FCAT scores for all students tested

Grade 9*			
AP1 RC Percentile	FCAT Proficiency Prob.	AP3 RC Percentile	FCAT Proficiency Prob.
0-10	.04	0-10	.04
11-20	.08	11-20	.04
21-30	.15	21-30	.07
31-40	.23	31-40	.13
41-50	.32	41-50	.20
51-60	.48	51-60	.31
61-70	.61	61-70	.52
71-80	.74	71-80	.63
81-90	.82	81-90	.82
91-99	>.99	91-99	.67**

*Based on district 2011-2012 FAIR & FCAT scores for all students tested **Very small sample size (n=6) at AP 3

Grade 10*			
AP1 RC Percentile	FCAT Proficiency Prob.	AP3 RC Percentile	FCAT Proficiency Prob.
0-10	.04	0-10	.05
11-20	.09	11-20	.07
21-30	.15	21-30	.13
31-40	.19	31-40	.21
41-50	.32	41-50	.31
51-60	.46	51-60	.40
61-70	.61	61-70	.54
71-80	.66	71-80	.63
81-90	.74	81-90	.77
91-99	>.99**	91-99	.85

*Based on district 2011-2012 FAR & FCAT scores for all students tested

**Very small sample size (n=3) for AP 1

Grade 11*			
AP1 RC Percentile	FCAT Proficiency Prob.	AP3 RC Percentile	FCAT Proficiency Prob.
0-10	.04	0-10	.03
11-20	.06	11-20	.07
21-30	.09	21-30	.09
31-40	.15	31-40	.15
41-50	.21	41-50	.23
51-60	.27	51-60	.31
61-70	.32	61-70	.42
71-80	.63	71-80	.85
81-90	.33**	81-90	.86
91-99	>.99***	91-99	N/A

*Based on 2011-2012 district FAIR & FCAT scores for all students tested

**Very small sample size (n=3) at AP 1

***Very small sample size (n=1) at AP 1

Grade 12*			
AP1 RC Percentile	FCAT Proficiency Prob.	AP3 RC Percentile	FCAT Proficiency Prob.
0-10	.01	0-10	.01
11-20	.01	11-20	.01
21-30	.01	21-30	<.01
31-40	.03	31-40	.02
41-50	.06	41-50	.10
51-60	.03	51-60	.10
61-70	.18	61-70	.29
71-80	.00**	71-80	.00****
81-90	.00***	81-90	.00*****
91-99	N/A	91-99	N/A

*Based on 2011-21012 district FAIR & FCAT scores for all students tested

**Very small sample size (n=2) for AP 1

***Very small sample size (n=1) at AP 1

****Very small sample size (n=2) at AP 1

*****Very small sample size (n=1) at AP 1

Office of Academics, Accountability and School Improvement 2013-2014

**Tier 2 OPM Response Rates
WonderWorks K-5**

K-1 st Grade Positive Response Unit Goals		
Grade Level	Assessment	Goal
Kindergarten	Unit Assessment from Wonders	80% Correct
1 st Grade	Unit Assessment from WonderWorks	80% Correct
1 st Grade	Connected Text (ORF) or Sight Word Fluency (SWF)	95% Accuracy

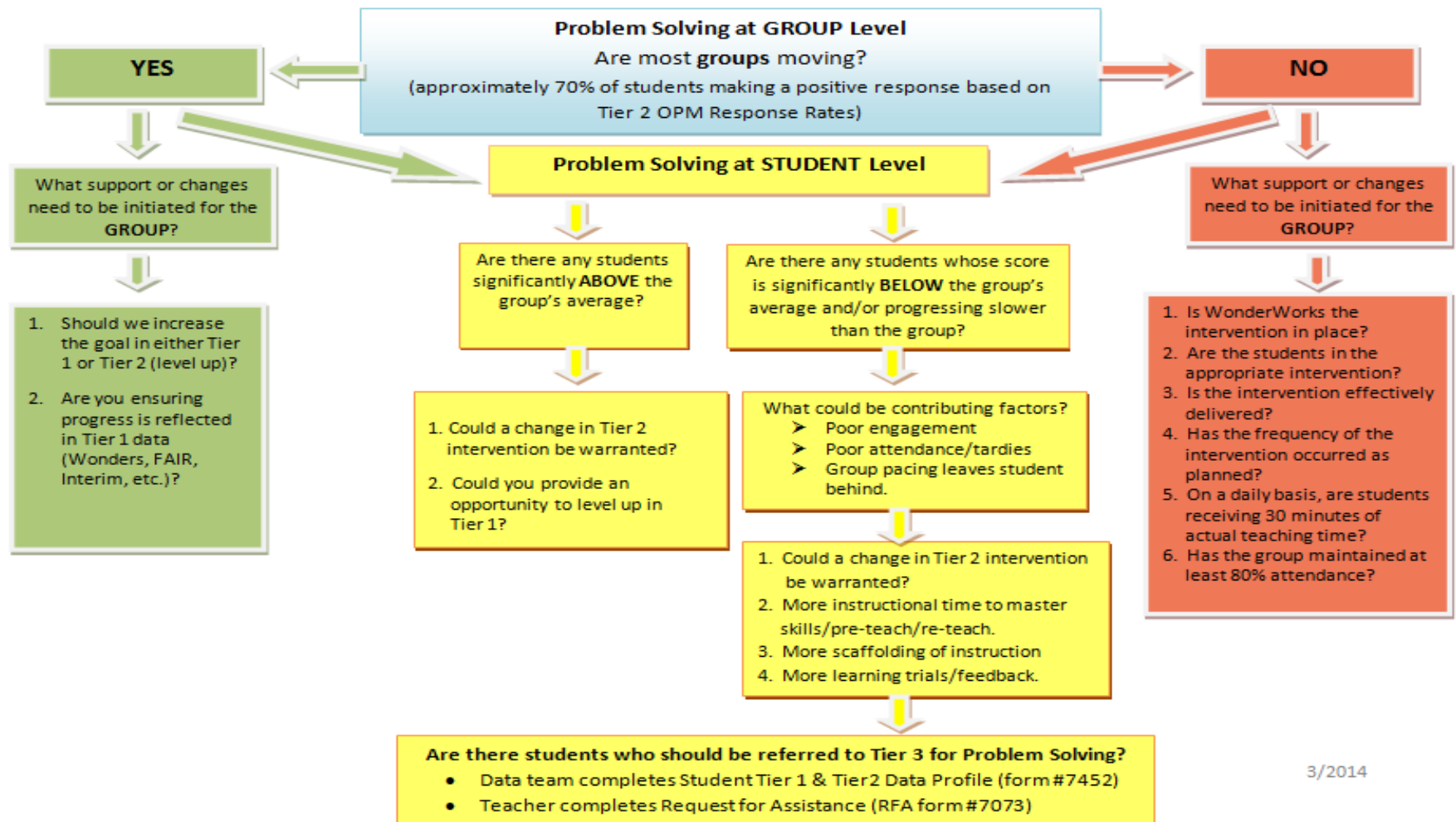
2 nd - 5 th Grade Positive Response ACT Unit Goals		
Grade Level	Assessment	Goal
2 nd – 5 th Grade	Unit Assessment from WonderWorks	80% Correct

2 nd – 5 th Grade Minimum Positive Response Rates Foundational Skills (Oral Reading Fluency)			
Grade Level	Assessment	Minimum +Response Per week	Every 6 Weeks
2 nd Grade	ORF	2.5 wcpm +	15 wcpm
3 rd Grade	ORF	2.5 wcpm +	15 wcpm
4 th Grade	ORF	1.5 wcpm +	9 wcpm
5 th Grade	ORF	1.5 wcpm +	9 wcpm

Norms extracted from 2006 Hasbrouck & Tindal Oral Reading Fluency Norms. Since the intervention is written below grade level, oral reading fluency probes are off grade level. They are not intended to reflect grade level mastery but do reflect progress against students with similar skills.

wcpm = words correct per minute

WonderWorks Tier 2 Problem Solving Data Chat Protocol



3/2014

MDCPS Office of Academics, Accountability & School Improvement

DIBELS Next K-5 Reading Tier 3 OPM Response Rates

Grade	Assessment	Fall/Beg.	Winter/Middle	EOY/Spring Target for Standard	Average Growth	Minimum + Response
K	First Sound Fluency	10	30	--	1.25/per week	2/per week
	Phoneme Segmentation Fluency	--	20	40	1.25/per week	2/per week
	Nonsense Word Fluency					
	-Correct Letter Sound	--	17	28	1.25/per week	2/per week
1	Phoneme Segmentation Fluency	40	--	--		
	Nonsense Word Fluency					
	--Correct Letter Sound	27	43	58	1.25/per week	2/per week
	--Whole Words Read	1	8	13	.5/per week	1/per week
	DORF	--	23 wcpm	47 wcpm**	1.9 wcpm/week	2.5 wcpm/week or more
2	Nonsense Word Fluency					
	-Correct Letter Sound	54	--	--	1.25/per week	2/per week
	-Whole Words Read	13	--	--	.5/per week	1/per week
	DORF	52 wcpm	72 wcpm	87 wcpm	1.2 wcpm/week	1.5 wcpm/week or more
3	DORF	70 wcpm	86 wcpm	100 wcpm	1.1 wcpm/week	1.5 wcpm/week or more
4	DORF	90 wcpm	103 wcpm	115 wcpm	.9 wcpm/week	1.25 wcpm/week or more
5	DORF	111 wcpm	120 wcpm	130 wcpm	.9 wcpm/week	1.25 wcpm/week or more

**wcpm=words correct per minute

Norms extracted from DIBELS Next Benchmark Goals and Composite Scores December 1, 2010.

Progress Monitoring Norms

For Oral Reading Fluency Norms refer to Hansbrouck & Tindal at <http://www.readnaturally.com/pdf/oralreadingfluency.pdf>

Math/Reading Progress Monitoring K-8th Grade visit EasyCBM at
<http://www.easycbm.com/static/files/pdfs/info/ProgMonScoreInterpretation.pdf>

