

## Do Now Activity

### Think-Pair-Share

- Turn and talk with your partner at your table.
- Answer the question:  
“What does catch-up growth mean to you?”
- Talk within your table, come to consensus as to what it means to you and share out.

## School Site Rtl: Group Goal Setting/Problem Solving

School: Rtl School

Date of Meeting: 1/5/13

Team Members Present: Principal, Assistant Principal, School Psychologist, Reading Coach, & Teacher

Target Group: 8<sup>th</sup> Grade Intensive Reading Class (Journey)

Academic Area/Behavior: Reading

Area of Concern:

Reading: (Reading Comprehension, Maze, Word Analysis): Reading Comprehension

Math: \_\_\_\_\_

Behavior: \_\_\_\_\_

Expected Levels of Performance: (specify level & requirement source): 70<sup>th</sup>ile Median Reading Comprehension

Summary of Universal Screening Data:

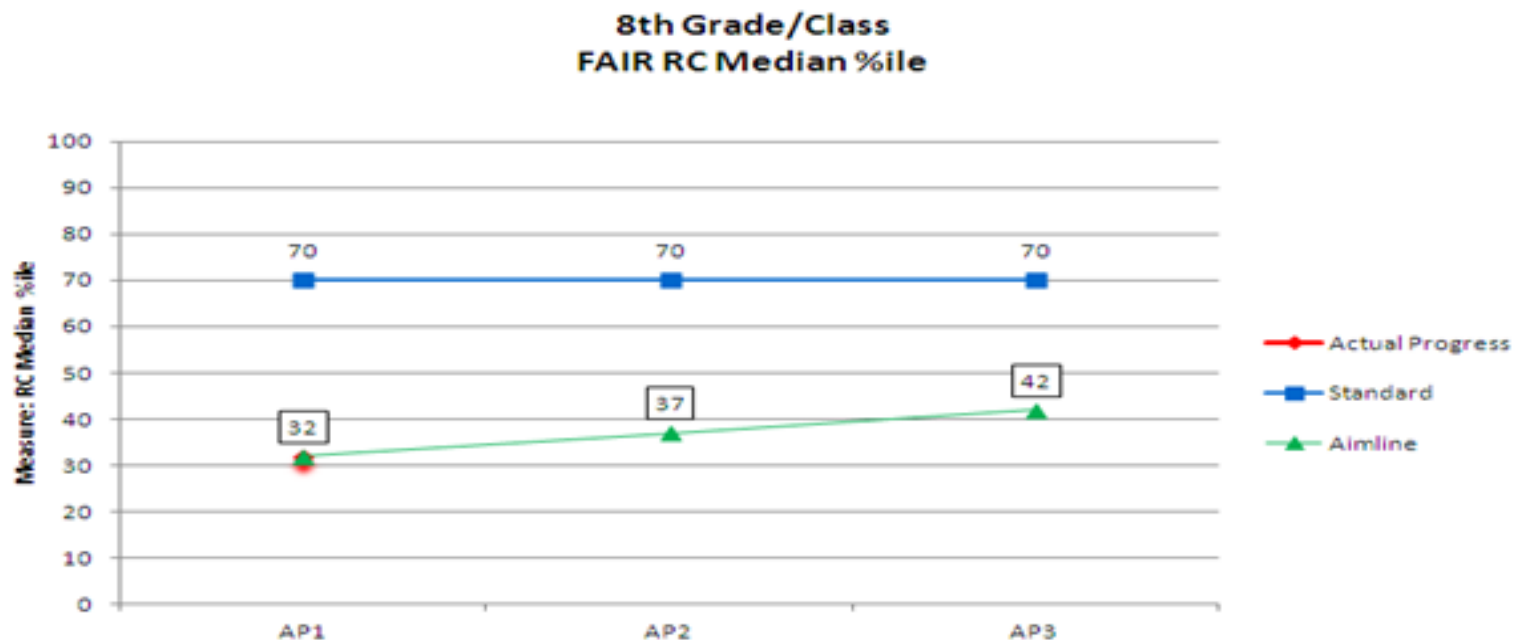
20% of students meeting or exceeding proficiency

80% students not meeting or exceeding proficiency

Group Progress Goal:

The group RC Median score of 32<sup>th</sup>ile will be 42<sup>th</sup>ile by FAIR AP3

Measure: FAIR Median %ile Reading Comprehension



**CATCH THEM UP!**  
**Tier 2 Problem Solving**  
**in Action (Secondary)**  
Office of Innovation & Accountability

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## Objectives

Participants will:

- Understand the purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations = CATCH UP GROWTH.
- Be able to evaluate the overall effectiveness of each Tier 2 intervention after each administration of on-going progress monitoring (OPM) in closing the achievement/behavior gap for the majority of students.
- Be able to identify individual students that are in need of Tier 3 supports.

Cont'd.....

Participants will:

## Objectives

- Understand the Tier 2 benchmarks.
- Understand the key components of problem solving at Tier 2.

Foundational  
Benchmarks  
of  
RtI In MDCPS

- Four-Step Problem Solving Model
- Tier 1 Benchmarks
- **Tier 2 Benchmarks**
- Tier 3 Benchmarks

## Tier 2 Benchmarks

- Supplemental interventions (small group in elementary, small group and intensive classes in secondary)
- Fidelity of Tier 2 intervention is monitored to ensure the intervention is being delivered as designed, intended and planned.
- Progress monitoring of students in Tier 2 intervention occurs **at least monthly** and is reviewed for **effectiveness (70%)**
  - Differential effectiveness between intervention groups
  - Differential effectiveness within intervention groups
- The four step problem-solving process is used to revise intervention as necessary and/or identify students in need of Tier III intervention.

Stop and discuss with your group:

Activity

1. What assessments are you using to monitor Tier 2?
2. What infrastructure is in place for data collection?



Ongoing Progress  
Monitoring  
Resource Guide

- <http://rti.dadeschools.net>
- RtI/MTSS Guide
- Scroll to the bottom of the page
- Chapter 7: Ongoing Progress Monitoring Across All Tiers of Support

By using the 4-step problem solving process.

How is it done?

Goal setting (as in tier I)

Intervention Group/Class: **TIER 2** Goal Setting/Progress Monitoring Worksheet: Beginning of Intervention (**shows monthly OPM - intervention group average**)

School Based RtI Team: **TIER 2** Goal Setting/Problem Worksheet: Beginning of Year (on a monthly basis, **shows indicators of positive response of the target group- 70% making positive response**)

# Tier 2 Problem Solving Scenario

8<sup>th</sup> grade IR class intervention group.

Reading Comprehension & Vocabulary data has been collected for the past four months (**from Passport Journeys**).

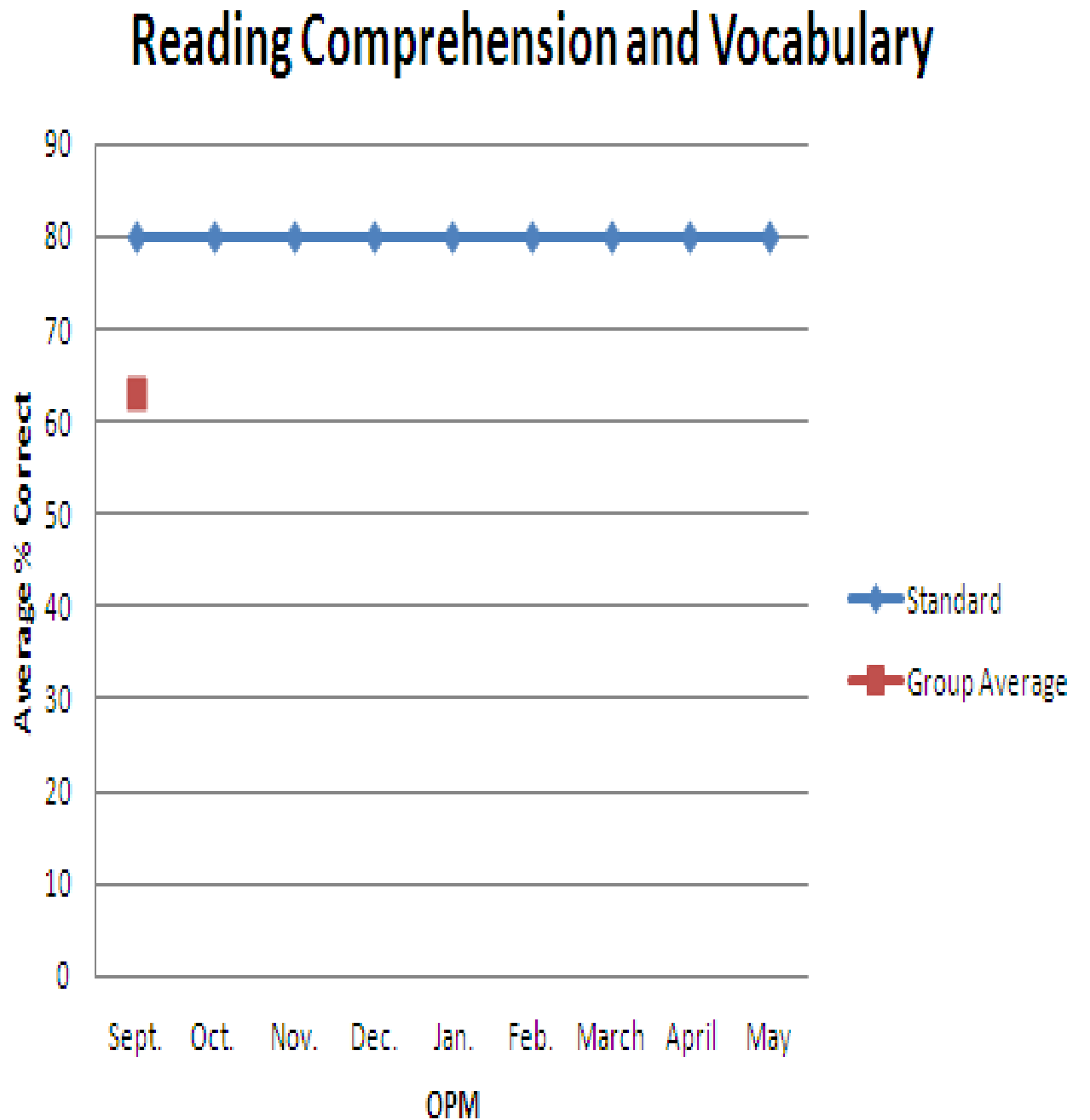
**Resources for  
Secondary  
Activity**

- **Comprehension & Vocabulary Assessment Data (from Passport Journeys)**
- **Intervention Group/Class: TIER 2 Goal Setting/Progress Monitoring Worksheet: Beginning of Intervention**
- **School Based RtI Team: TIER 2 Goal Setting/Problem Solving Worksheet: Beginning of Year**

To begin T-2  
Problem  
Solving we  
must ask...

- What is the standard?
- Where is my group right now?
- Where do I want to go?

Student Name	OPM 1
Student 1	33%
Student 2	55%
Student 3	93%
Student 4	67%
Student 5	68%
<b>Group Average</b>	<b>63%</b>



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

School: **Rtl Elementary School** Target Group and Academic/Behavioral Area: **8<sup>th</sup> Grade Intervention**

Intervention: **Journeys** Primary Interventionist/Teacher: **Ms. Bee's Class**

Team Members Present: **Ms. Cruz, Principal, Mr. Harris, Assistant Principal, Ms. Bee Teacher, Ms. Lee, Reading Coach**

**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 **63 % Correct (Comprehension & Vocabulary)** on **Monthly** (OPM Measure) to a score of **80% Correct (Comprehension & Vocabulary)** by **May** (Month)

**Graph of Group Progress**

*Standard:* Line that depicts Proficiency on OPM Measure

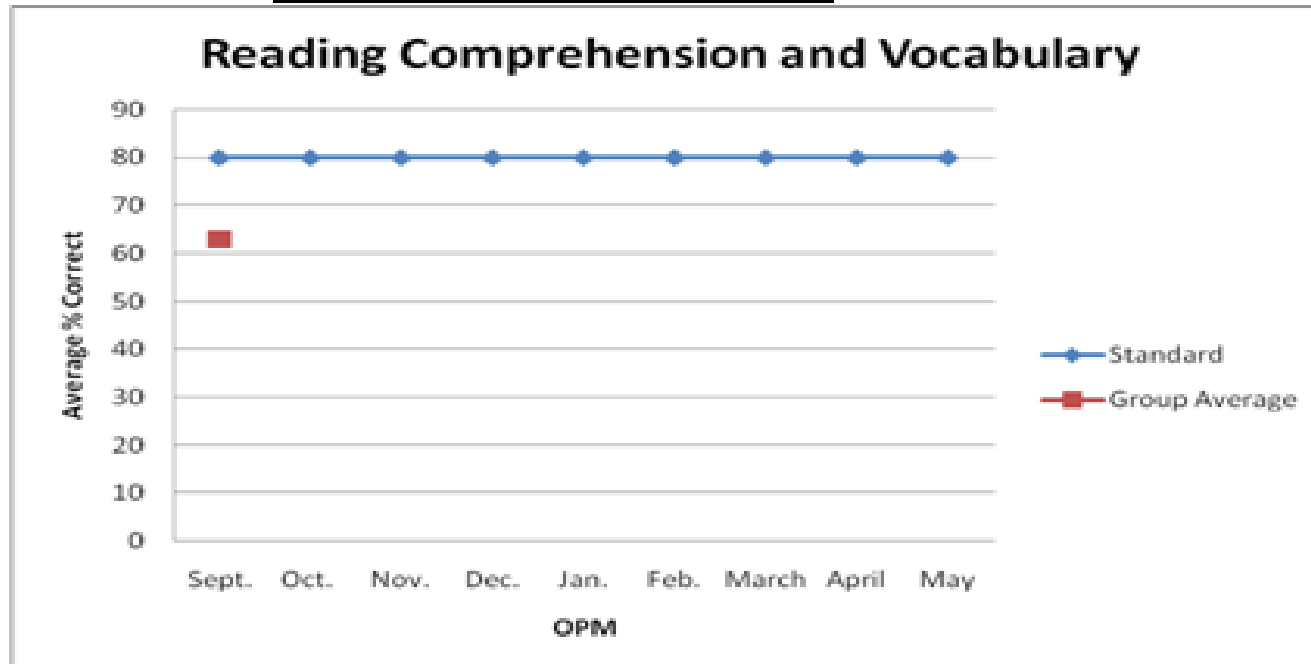
*Average Group Score:* Actual average group OPM score for each month.

*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: **Reading Comprehension & Vocabulary**



## Tier 2: 8<sup>th</sup> Grade Reading Comprehension and Vocabulary Data

Student Name	OPM 1	OPM 2	OPM 3	OPM 4	OPM 5
Student 1	33%	37%	42%	42%	38%
Student 2	55%	67%	67%	72%	67%
Student 3	93%	83%	87%	83%	88%
Student 4	67%	75%	72%	67%	68%
Student 5	68%	75%	72%	70%	72%
<b>Group Average</b>	<b>63%</b>	<b>67%</b>	<b>68%</b>	<b>67%</b>	<b>67%</b>



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

School: Rt. Elementary School Target Group and Academic/Behavioral Area: 8<sup>th</sup> Grade Intervention

Intervention: Journeys Primary Interventionist/Teacher: Ms. Bee's Class

Team Members Present: Ms. Cruz, Principal, Mr. Harris, Assistant Principal, Ms. Bee Teacher, Ms. Lee, Reading Coach

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**Graph of Group Progress**

*Standard:* Line that depicts Proficiency on OPM Measure

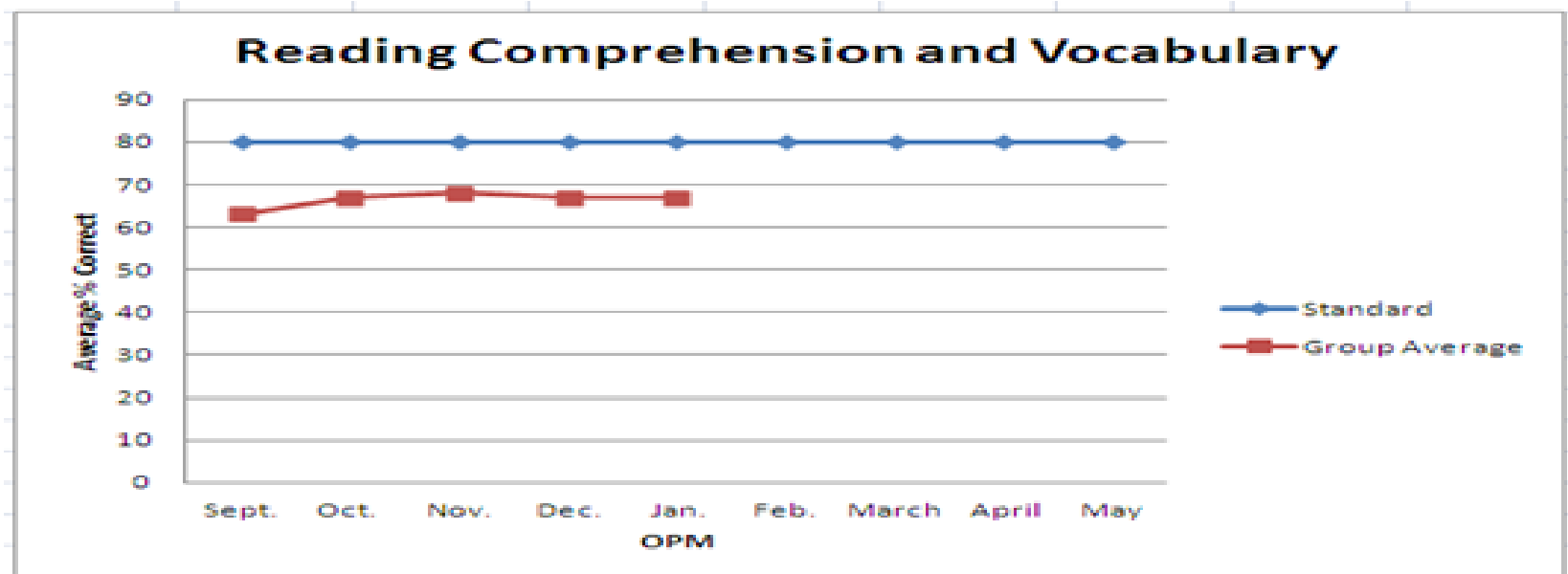
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Insert Tic Mark Interval Score Range on Y Axis

OPM Measure: Reading Comprehension & Vocabulary



# Response Evaluation

- **Positive**

- Continue plan

- **Questionable**

- Fidelity

- Was the Plan Implemented as Designed?

- Yes-Revise Plan
- No-Increase Fidelity

- **Poor**

- Fidelity

- Was the Plan Implemented as Designed?

- Yes-Revise Plan
- No-Increase Fidelity

# Let's Change Gears



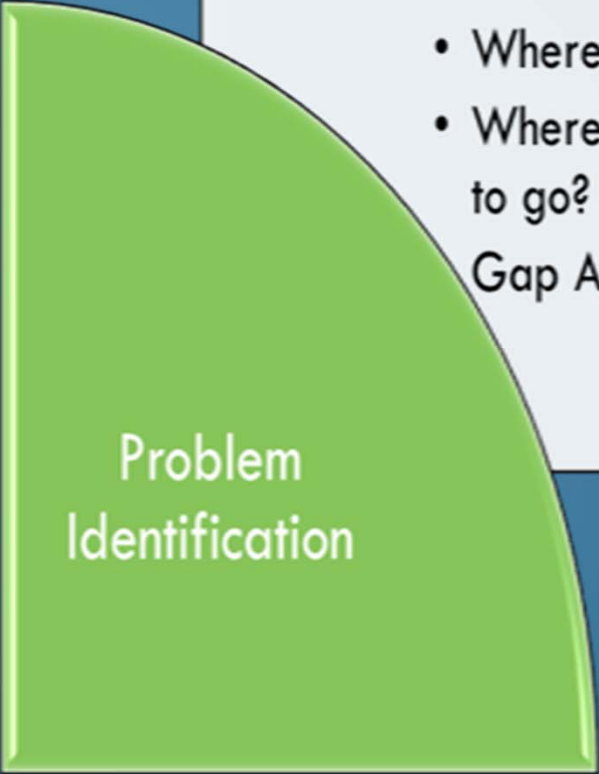
## Looking Broader at all Intervention Groups

% of Positive Response	N/A	20%	20%	20%				
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- Healthy Tier 2 = 70% of students showing positive response
- Unhealthy Tier 2 = less than 70% showing positive response

Progress monitoring of students in Tier 2 intervention occurs at least monthly and is reviewed for ***effectiveness*** (70%)

- Differential effectiveness between intervention groups
- Differential effectiveness within intervention groups



Problem  
Identification

- Goal Setting
  - Where are we?
  - Where do we want to go?
- Gap Analysis

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

School: Rtl School Target Group and Academic/Behavioral Area: 8th Grade  
Intervention: Journeys  
a) Team Members Present: Principal, AP, Teacher, etc.

Student Progress Goal:  
70% of students in each intervention group will show positive response to Tier 2 intervention towards expected level of performance/benchmark on given ongoing progress monitoring assessments.

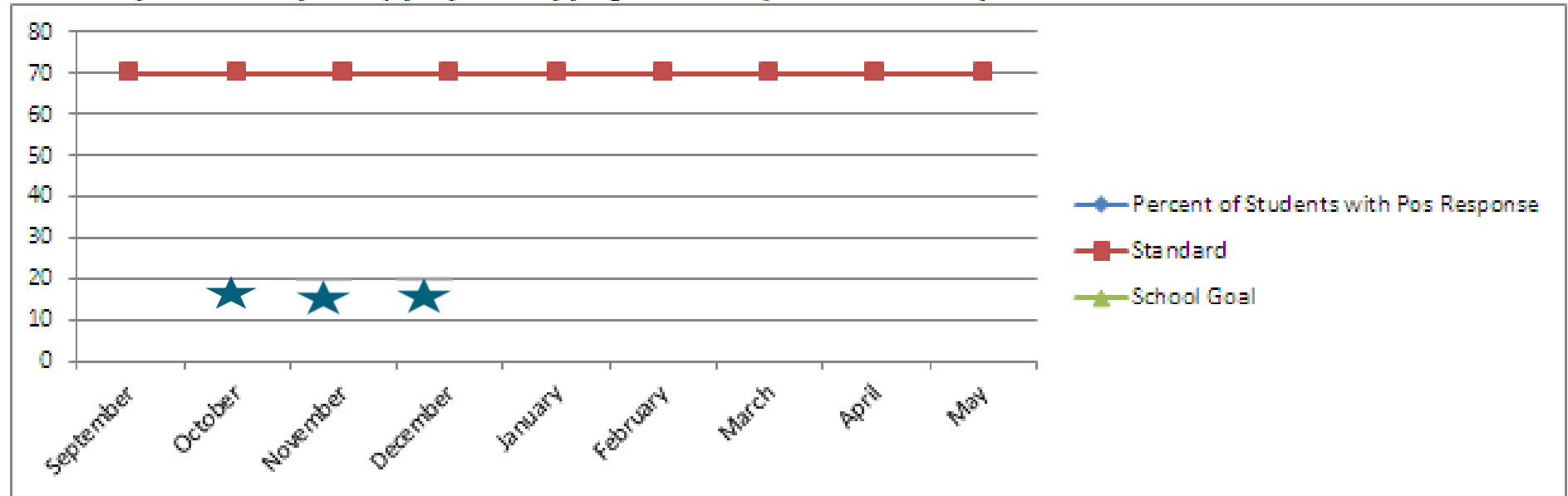
### Graph of Group Ongoing Progress

**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) \_\_\_\_\_



# Response Evaluation

- **Positive**

- Continue plan

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- **Poor**

- Fidelity

- Was the Plan Implemented as Designed?

- Yes-Revise Plan
- No-Increase Fidelity

- Response to Intervention
- Positive, Questionable, Poor

Program Evaluation

Plan Implementation

Problem Analysis

- Progress Monitoring
- Fidelity Monitoring

- Hypothesis generation & validation
- RIOT/ICEL



# Steps to Consider

- Do you collect outcome data that is sensitive to growth?
- Do you use this data to show that the gap is closing over time?
- Do you have a system to collect data that is common across all grade levels?
- Does the leadership team meet regularly (at least monthly) to evaluate response?
  - If fidelity to the plan is compromised, are you increasing fidelity?
  - If fidelity to the plan is intact, then are you revising the plan?

## Next Steps

### Determining effectiveness of your interventions

Return to your school and analyze Tier 2 intervention data to ask:

- What percent of students in Tier 2 interventions are demonstrating a positive response?
- Is your Tier 2 intervention effective?
- If yes, then 70% of students receiving Tier 2 services (in addition to Tier 1) are meeting or exceeding grade level/subject area expectations.

# Questions/Concerns