



Getting it Right at Tier 3

MTSS/RTI 2014

Objectives

- Moving from Tier 2 to Tier 3
- Understanding where the child is in reference to the standard
- Deciding where intervention needs to occur
- Survey level assessment
- Evaluating response

Let's review...

Infrastructure for Tier 2 WonderWorks Intervention

- Decision Tree (Who gets what and why?)
- Components of WonderWorks (ACT vs. FS)
- Ongoing Progress Monitoring (Is it working?)
- Schedule for data collection
- Data Recording Sheets
- Formative data vs. Outcome data
- Schedule to meet and review Tier 2 data (Who's on this review TEAM?)

There are two primary reasons for doing Tier 2 Problem Solving:

- **First Reason:** To evaluate the **overall effectiveness** of EACH **Tier 2 intervention group** in closing the achievement gap for the majority of the students receiving that intervention.
- **Second Reason:** To **identify individual students** who are progressing slower than their group or significantly below the group's average and may need more intensive levels of support.

K-1st Grade Response Unit Goals

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

2nd-5th Grade Response ACT Unit Goals

Grade Level	Intervention	Assessment	Goal
2 nd -5 th Grade	WonderWorks (ACT)	Unit Assessment From WonderWorks	80% Correct

Minimum Positive Response Rates **Foundational Skills 2nd – 5th (ORF)**

Grade Level	Minimum + Response/Per Week	Every 6 Weeks
2 nd	2.5 wcpm or more	15 wcpm
3 rd	2.5 wcpm or more	15 wcpm
4 th	1.5 wcpm or more	9 wcpm
5 th	1.5 wcpm or more	9 wcpm

Purpose of Individual Problem Solving/Tier 3

To find out exactly what the student needs (instructional match) in order to progress academically

Prior to SST

- Identify area of concern for gap analysis
 - Use data to confirm reported area of concern
- Ask the right questions by reviewing all pertinent data (performance in the intervention, FAIR TDI, Spelling Test, ORF, Phonics Inventory, interim, etc.) to find out what the current level of performance is.

(Step 1: Problem Identification and Step 2: Problem Analysis)

Student:	School:	Grade:	DOB:	ID:
Teacher:	Initial Mtg Date:	Revisions Date:		

Step I. Problem Identification: *Defining the problem.*

- a. **Identify** the area(s) of concern in which Tier II/small group has been provided with poor or questionable student response:

- b. **Target Skill:** (What do we want the student to do?) _____

c. **Data Collection for GAP Analysis:**

1. **Student's current level of performance (recent measure):** _____
2. **Current expected level of performance (average range or benchmark for grade):** _____

- d. **GAP Analysis:** The difference between the expected performance and the student's performance: _____

Note: Students who are appropriately referred for Tier 3 problem solving by the **school** for academic performance should demonstrate an achievement level and Tier 2 rate of monitored progress that are considered to be significantly below peers. See the SST Manual for guidelines. The team should consider multiple sources of data (Tier 1 and Tier 2 Student Data Profile when making the determination.

Target Skills

1. Early Literacy Skills

- First Sound Fluency (FSF)
- Phoneme Segmentation Fluency (PSF)
- Nonsense Word Fluency-CLS/WWR

2. Oral Reading Fluency

3. Comprehension

Elem. Upper Grade Example

Luca is a 3rd grade student failing reading and language arts. Luca has failed to meet positive response rates at Tier 2. Luca's teacher reports reading comprehension as the main issue.

1. Administer grade level measure to establish GAP between student's performance level and standard (begin with the highest skill for that grade level).
 - Administer 3rd grade DAZE (RC)
 - **Problem Solve to find out why** student is not comprehending efficiently: administer next grade level skills -DORF

Grade 3 Measures-DIBELS Next

Third Grade Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	At or Above Benchmark	Likely to Need Core Support	220 +	285 +	330 +
	Below Benchmark	Likely to Need Strategic Support	180 - 219	235 - 284	280 - 329
	Well Below Benchmark	Likely to Need Intensive Support	0 - 179	0 - 234	0 - 279
DORF Words Correct	At or Above Benchmark	Likely to Need Core Support	70 +	86 +	100 +
	Below Benchmark	Likely to Need Strategic Support	55 - 69	68 - 85	80 - 99
	Well Below Benchmark	Likely to Need Intensive Support	0 - 54	0 - 67	0 - 79
DORF Accuracy	At or Above Benchmark	Likely to Need Core Support	95% +	96% +	97% +
	Below Benchmark	Likely to Need Strategic Support	89% - 94%	92% - 95%	94% - 96%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 88%	0% - 91%	0% - 93%
Retell	At or Above Benchmark	Likely to Need Core Support	20 +	26 +	30 +
	Below Benchmark	Likely to Need Strategic Support	10 - 19	18 - 25	20 - 29
	Well Below Benchmark	Likely to Need Intensive Support	0 - 9	0 - 17	0 - 19
Retell Quality of Response	At or Above Benchmark	Likely to Need Core Support	2 +	2 +	3 +
	Below Benchmark	Likely to Need Strategic Support	1	1	2
	Well Below Benchmark	Likely to Need Intensive Support			1
Daze Adjusted Score	At or Above Benchmark	Likely to Need Core Support	8 +	11 +	19 +
	Below Benchmark	Likely to Need Strategic Support	5 - 7	7 - 10	14 - 18
	Well Below Benchmark	Likely to Need Intensive Support	0 - 4	0 - 6	0 - 13

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

(Step 1: Problem Identification and Step 2: Problem Analysis)

Student: Luca	School:	Grade: 3	DOB:	ID:
Teacher:	Initial Mtg Date:	Revisions Date:		

Step I. Problem Identification: *Defining the problem.*

a. **Identify** the area(s) of concern in which Tier II/small group has been provided with poor or questionable student response:

Vocabulary & Comprehension

b. **Target Skill:** (What do we want the student to do?) I want Luca to improve reading efficiency and comprehension as measured by a positive response on Daze.

c. **Data Collection for GAP Analysis:**

1. **Student's current level of performance (recent measure):** 6
2. **Current expected level of performance (average range or benchmark for grade):** 11

d. **GAP Analysis:** The difference between the expected performance and the student's performance: 5

Note: Students who are appropriately referred for Tier 3 problem solving by the **school** for academic performance should demonstrate an achievement level and Tier 2 rate of monitored progress that are considered to be significantly below peers. See the SST Manual for guidelines. The team should consider multiple sources of data (Tier 1 and Tier 2 Student Data Profile when making the determination.

Intervention Design: Address the skill deficit

- **Is there enough information to design an intervention or does more in-depth problem analysis solving needs to occur?**
- What is the instructional match ?
 - Review FAIR Vocab, FAIR TDI, FAIR Phonics Inventory, etc.
 - Conduct additional assessments for the purposes of intervention design if necessary (WRMT, GORT,??)
 - Interview interventionist/teacher
 - Survey level assessment (find the breakdown)

Survey level Assessment (Out of grade-OPM)

- Select appropriate OPM measures that are **sensitive** to growth at the students' **instructional level rather than grade level**
- Survey level assessment is a process for selecting the level and type of DIBELS NEXT measure for each student

Progress Monitoring Materials

[Download all progress monitoring files in one zip archive. \(20.8 MB\)](#)

Progress Monitoring Scoring Booklets:

- [FSF](#)
- [PSF](#)
- [NWF](#)
- [DORF, Level 1](#)
- [DORF, Level 2](#)
- [DORF, Level 3](#)
- [DORF, Level 4](#)
- [DORF, Level 5](#)
- [DORF, Level 6](#)

Daze Progress Monitoring Student Worksheets:

- [Third Grade](#)
- [Fourth Grade](#)
- [Fifth Grade](#)
- [Sixth Grade](#)
- [Daze Progress Monitoring Graph \(Grades 3-6\)](#)

Progress Monitoring Student Materials:

- [NWF](#)
- [DORF, Level 1](#)
- [DORF, Level 2](#)
- [DORF, Level 3](#)
- [DORF, Level 4](#)
- [DORF, Level 5](#)
- [DORF, Level 6](#)

Daze Progress Monitoring Scoring Keys:

- [Third Grade](#)
- [Fourth Grade](#)
- [Fifth Grade](#)
- [Sixth Grade](#)

Elem Primary Grade Example

- 2nd grade student: Use DORF to conduct gap analysis
 - Student is below benchmark
- Administer 1st grade DORF
 - Student is below benchmark
 - Continue survey level assessment to find the skill level that the student is proficient at
- Administer 1st grade NWF

Out of grade-OPM

- Drop one grade level at a time until student scores at the **BENCHMARK GOAL** for appropriate measure
- This becomes first data point for graph
- Instructional level norms (as opposed to GL norms) and corresponding rates of progress are used to construct aimline and evaluate response
- A total of 4 data points is the most valid and reliable

Tier 3 Response Rates

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 <u>wcpm</u>	47 <u>wcpm</u> **	1.9 <u>wcpm/week</u>	2.5 <u>wcpm/week</u> 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 <u>wcpm</u>	72 <u>wcpm</u>	87 <u>wcpm</u>	1.2 <u>wcpm/week</u>	1.5 <u>wcpm/week</u> or more
3	DORF	70 <u>wcpm</u>	86 <u>wcpm</u>	100 <u>wcpm</u>	1.1 <u>wcpm/week</u>	1.5 <u>wcpm/week</u> or more
4	DORF	90 <u>wcpm</u>	103 <u>wcpm</u>	115 <u>wcpm</u>	.9 <u>wcpm/week</u>	1.25 <u>wcpm/week</u> or more
5	DORF	111 <u>wcpm</u>	120 <u>wcpm</u>	130 <u>wcpm</u>	.9 <u>wcpm/week</u>	1.25 <u>wcpm/week</u> or more

**wcpm=words correct per minute

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