

# Implementing Data-Analysis Teams

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# Introduction

- Assume commitment to multi-tiered system of supports (MTSS)
- The model of DATs is atheoretical.
- Simple belief: data should be used to guide instructional decision-making.
- Today's focus is on reading (because of time limits), but can be used for math and other areas.

# Key Points re Teaming

- Principal leadership (i.e., active involvement) is key.
- Function follows form.
- Team training is important.

# Data Analysis Teaming: Tier 1 Focus

Grade level teams working together to...

- Access critical data on all students' performance related to achievement of standards
- Analyze data for all students in the grade and evaluate how the entire group is doing in relation to expectations
- Set measurable goals to close the gap

- Identify and implement research-based instructional strategies to move the whole group toward proficiency levels

NB: The focus is on evaluating the effectiveness of our teaching strategies, not evaluating teachers!  
(We, the team, are the evaluators.)

# Data Analysis Teaming: Tier 2-3 Focus

- Grade level teams working together to...
- Access critical data on individual students' performance related to achievement of standards
- Sort students into groups according to results of screening for further analysis
- Conduct follow-up assessments (drill down)
- Create intervention groups based on data
- Identify and implement research-based instructional strategies to move each student toward proficiency levels.

# DAT Membership

- Grade level teams?
  - ✓ (e.g., all 3rd grade teachers)?
- “Pod” groups
- Departments?
  - ✓ (e.g., high school English teachers)

# Roles

- Need to decide:
  - Who is session facilitator?
  - Who is the scribe at this meeting?
  - How long will each section take?
  - Who will keep time?



# Before we get started...

Data should be prepared for meeting in user-friendly formats:

- Data efficiently displayed on single pages
- Avoid large packs of data (a few pages should do)
- Most critical: Data presented in stages
  - Tier 1 data first: no student names
  - Then Tier 2 and 3 data (student names)

# What data will we analyze?

- All Students (Tier 1-Benchmark talk):
  - FAST Suite of Assessments
- Strategic Students (Tier 2 talk):
  - Core Multiple Measures
- Targeted Students (Tier 3 talk):
  - CORE Phonics survey

# During the Tier 1 Meeting

- Team accesses *all-student* data sets.
  - Group data; no names.
- Team identifies current performance of grade level.
- Team sets measurable goal for the group.
- Team identifies instructional strategies.
- Team analyzes suggested strategies.
- Team selects and agrees to implement strategies.
- Team plans logistics of strategy.

**Tier 1 Screening and Intervention Record Form**

Date: 1 Meeting: \_\_\_ Beginning \_\_\_ Midyear \_\_\_ End of Year Grade:

Meeting Attendees	Position	Meeting Attendees	Position

**Target Skill: Percentage of students at proficient level based on benchmark/standard**


**Goal for Next Quarter: Percentage of students at proficient level based on benchmark/standard**


**Strategies Selected for Implementation this Quarter (Tier 1)**


**Logistics for Implementation of Strategies Selected ("To-do's")**


# Team Identifies Current Performance of Grade Level

## ➤ Determine

- ✓ % proficient (advanced and proficient)
- ✓ % basic
- ✓ % minimal performance

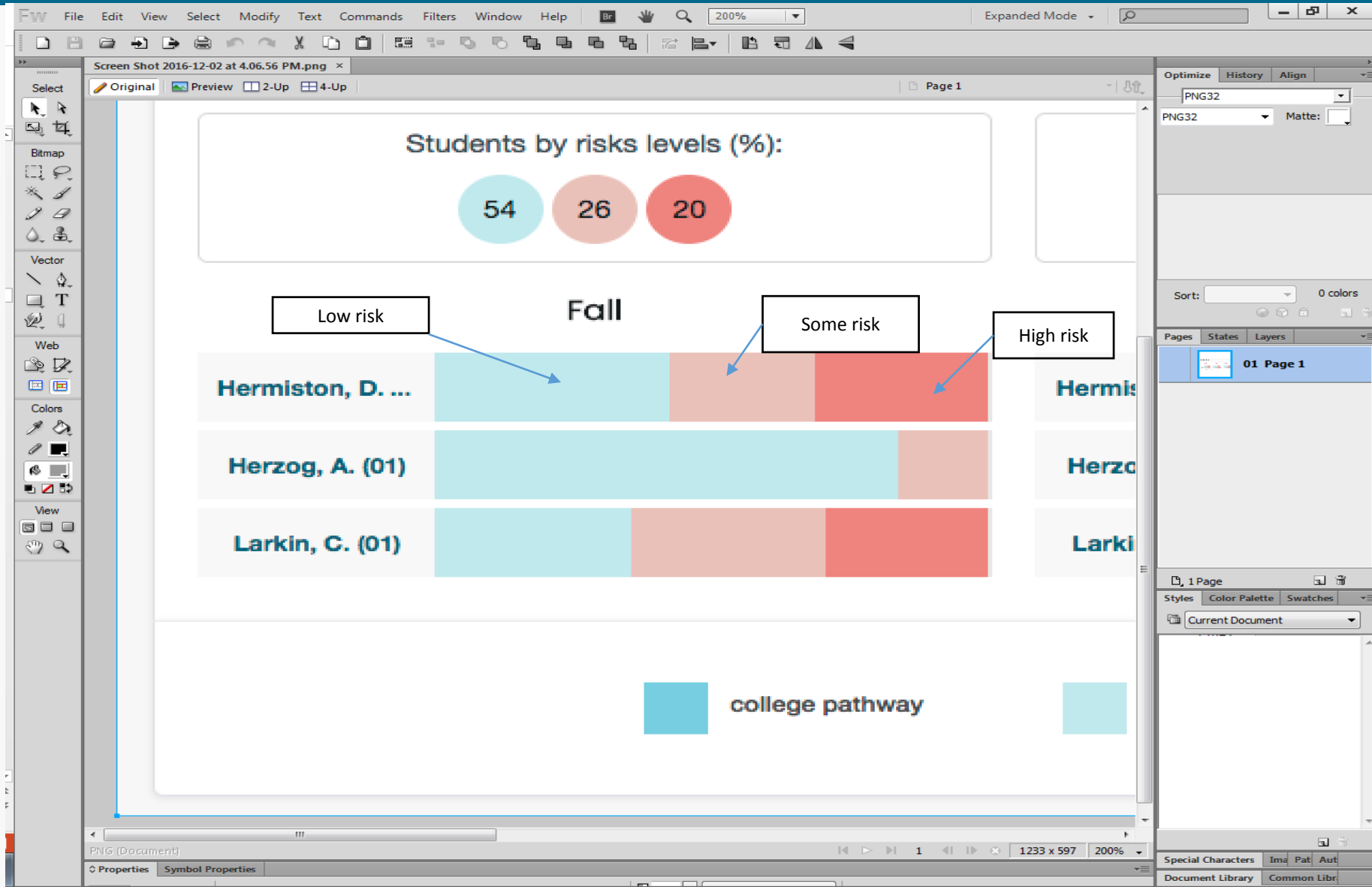
## ➤ Prompt

“Let’s analyze how our students are doing on (benchmark skill)?”

## ➤ Record Keeping

Summarize salient data on SIRF

# Fall FAST Nonsense Words: Grade 1



**Tier 1 Screening and Intervention Record Form**

Date: \_\_\_\_\_ Meeting: X Beginning \_\_\_ Midyear \_\_\_ End of Year Grade: 1

Meeting Attendees	Position	Meeting Attendees	Position
Willa Jones	Principal		
Doug Hermiston	Teacher		
Alice Herzog	Teacher		
Carla Larkin	Teacher		
Bea Reddy	Reading Specialist		
Ralph Hyatt	School Psychologist		

**Target Skill: Percentage of students at proficient level based on benchmark/standard**

54%	At benchmark (low risk) on FAST Nonsense Words
26%	At some risk on FAST Nonsense Words
20%	At high risk on FAST Nonsense Works

**Goal for Next Quarter: Percentage of students at proficient level based on benchmark/standard**


**Strategies Selected for Implementation this Quarter (Tier 1)**


**Logistics for Implementation of Strategies Selected (“To-do’s”)**


# Teachers Set Group Goals

- Create brief statements describing expected attainments of group.
- Goal should be stated in terms of % of students making x progress toward identified benchmark.
- Set a deadline or target date.
- Prompt: “What goal(s) shall we aim for by our next review point?”
- Record Keeping: Annotate measurable goal on SIRF.



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54%	At benchmark (low risk) on FAST Nonsense Words
26%	At some risk on FAST Nonsense Words
20%	At high risk on FAST Nonsense Works

**Goal for Next Quarter: Percentage of students at proficient level based on benchmark/standard**

80%	At benchmark (low risk) on FAST Nonsense Words
15%	At some risk on FAST Nonsense Words
5%	At high risk on FAST Nonsense Works

**Strategies Selected for Implementation this Quarter (Tier 1)**


**Logistics for Implementation of Strategies Selected (“To-do’s”)**


# Team Identifies Instructional Strategies

## ➤ Prompt

- ✓ “Let’s list some good strategies that will address our goal(s).”

## ➤ Record Keeping

- ✓ Use newsprint to record ideas.



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**Strategies Selected for Implementation this Quarter (Tier 1)**

Phonics	Emphasize letter and sound blending components of <i>My Sidewalks reading series</i> .
	Supplement in small groups with Letter Cube Blending

**Logistics for Implementation of Strategies Selected (“To-do’s”)**


# Team Analyzes Suggested Strategies

- Analyze according to:
  - Strategy should be evidence-based.
  - Strategy should be practical.
  - Curricular materials should be available to implement strategy.
- Prompts: “Let’s rate these ideas. Which ones have good research base? Of those, which ones are most practical? What materials do we have available? What materials do we need?”
- Record keeping: Annotate newsprint of ideas

# Team Selects and Agrees to Implement Strategies

- Prompt: “Based on what we see on the display, what’s our choice for the best strategy(ies)?”
- Record keeping: Write an explicit description of the strategy on the SIRF.

# Team Plans Logistics of Intervention

- Team assists all teachers in learning strategy using:
  - ✓ peer modeling and coaching
  - ✓ grade-level chats regarding implementation
  - ✓ assistance by specialists.
- Team locates or creates instructional materials.
- Team plans for self-monitoring of use of strategy.
- Team plans time to create/adapt materials.
- Team plans strategies for teaching strategies to novice teachers.
- Team plans to monitor fidelity.

# Questions to Ask

- **Prompt**
  - “What do we need to do as a team to make this really happen for our students?”
  - “What do we have to do to make sure we *all* use this strategy as planned?”
  - “Who can help us with implementation?”
  - “How will we know that we are on track?”
  - “What will we do to ensure that we’re all implementing the strategy with fidelity?”
- **Record keeping: Annotate the SIRF with “to-do’s”**

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**Strategies Selected for Implementation this Quarter (Tier 1)**

Phonics	Emphasize letter and sound blending components of <i>My Sidewalks reading series</i> .
	Supplement in small groups with Letter Cube Blending

**Logistics for Implementation of Strategies Selected (“To-do’s”)**

	Mrs. Larkin will observe Mrs. Herzog on implementation of phonics instruction in her classroom
	Ms. Jones will provide coverage for Mrs. Larkin so that she can observe Mrs. Herzog.
	Fidelity check: Teachers will self-rate on fidelity check for Letter Cube Blending.



# Teachers Implement Strategies

- With goal in mind, teachers review specific strategies for teaching targeted skills.
- Many teams choose to adopt entirely new interventions/strategies.
- Keep focused on scientifically-validated strategies that target “groups” of students.
- All strategies are whole- or small-group interventions.

# Differentiated Instruction in Tier 1

- Considerations for students in the “some risk” category (e.g., scaffolding).
- Differentiated instruction in general ed.
- Supplemental materials targeted to specific skill deficits?

# Benefits of Tier 1 DATs

- Promotion of evidence-based instruction on a whole-class, whole-school level
- Eventual focusing of resources on fewer students at Tiers 2 and 3 (10-15% and 5% of student population respectively)

# Who gets Tier 2 supports?

- Students who lag behind other students on tier 1 assessments.
- Use data to identify students at “some risk” or “high risk” level.

# Tier 2

- Tier 2 supplements, not replaces the general curriculum.
- Students in Tier 2 continue to participate in Tier 1.
- Small intensive groups outside the general ed. classroom (during Tier Time).
- Tier time staffed by classroom teachers and remedial educators.

## Tier 2 ...

- Use standard protocol interventions.
- Match students to intervention groups using drill-down data.
- Increase frequency of measurement to twice per month.
- Graph data.
- Calculate students' rates of improvement (ROIs)
- Cycle responders back to Tier 1.
- Identify non-responders for Tier 3.

# Standard Protocol Intervention ...

- is scientifically-validated,
- has a high probability of producing change for large numbers of students when implemented with fidelity (90-95%),
- is usually delivered in small groups (3-6),
- can be delivered in 30-45 minutes, 4-5 times per week,

# Standard Protocol Intervention ...

- is designed to be used in a standard manner,
- is often scripted and very structured in instructional scope and sequence,
- is often targeted at a specific skill deficit,
- offers students a high number of opportunities to respond and receive immediate, corrective feedback (every 15 seconds) and is briskly paced.
- May be computer based.



**Tier 2-3 Screening and Intervention Record Form**

**Students Identified for Tier 2-3:**

Decoding	Decoding/ Fluency	Fluency	Fluency/ Comprehension	Comprehension	Further Assessment	Monitor	Other

**Goal for Next Quarter (Tier 2)**

Decoding	
Decoding/ Fluency	
Fluency	
Fluency/ Comprehension	
Comprehension	
Monitor	

**Strategies (Programs) Selected for Implementation this Quarter (Tier 2)**

Group	Strategy/Program	Progress Monitoring	PM Freq.
Decoding			
Decoding/ Fluency			
Fluency			
Fluency/ Comprehension			
Comprehension			
Monitor			

**Logistics for Implementation of Strategies Selected ("To-do's")**


## Step 1: Review students at strategic (some risk) level.

- Review the data:
  - ✓ Examine critical measures
  - ✓ Example: CBMR and aReading data.
- Decide which students need Tier 2 interventions.
- Identify students with similar needs into groups.

# Fall CBMR and aReading: Grade 4

FastBridge Tier 2-3 Data - Excel

Dr. Joseph F. Kovaleski

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	Fall Data		CBMR	Mdn	Mdn		Risk Level	aReading	Risk Level								
2	First Name	Gender	WCPM	Accuracy	Errors	Percentile		Percentile									
3	Aidan	M	7	33	14	1	High Risk	1	High Risk								
4	Alli	F	43	98	1	1	High Risk	5	High Risk								
5	Austin	M	88	98	2	12	High Risk	2	High Risk								
6	Dontae	M	75	97	2	5	High Risk	1	High Risk								
7	D'Shawn	M	53	96	2	1	High Risk	7	High Risk								
8	Haley	F	89	99	1	13	High Risk	11	High Risk								
9	Hannah	F	1	100	0	1	High Risk	1	High Risk								
10	Isaac	M	46	98	1	1	High Risk	1	High Risk								
11	Isabelle	F	79	99	1	7	High Risk	5	High Risk								
12	Jesse	M	1	100	0	1	High Risk	1	High Risk								
13	Jordyn	F	76	97	2	5	High Risk	1	High Risk								
14	Russell	M	71	92	6	3	High Risk	1	High Risk								
15	Tyra	F	1	100	0	1	High Risk	1	High Risk								
16	V'aira	F	25	86	4	1	High Risk	1	High Risk								
17	Chandler	M	113	100	0	37	Some Risk	69	Low Risk								
18	Christian	M	108	98	2	30	Some Risk	21	Some Risk								
19	Christina	F	115	97	3	39	Some Risk	36	Some Risk								
20	Elias	M	104	100	0	26	Some Risk	27	Some Risk								
21	Elijah	M	110	100	0	33	Some Risk	15	Some Risk								
22	Jackson	M	103	100	0	25	Some Risk	7	High Risk								
23	Jaidyn	M	102	98	2	24	Some Risk	31	Some Risk								
24	Kade	M	109	97	3	32	Some Risk	27	Some Risk								
25	Kennadie	F	115	95	6	39	Some Risk	23	Some Risk								
26	Samiyah	F	103	100	0	25	Some Risk	64	Low Risk								
27	Shaw	M	111	100	0	34	Some Risk	13	High Risk								
28	Andromeda	F	129	99	1	55	Low Risk	84	Low Risk								
29	Bailee	F	184	100	0	99	Low Risk	80	Low Risk								
30	Boston	F	155	99	1	81	Low Risk	75	Low Risk								
31	Brooklyn	F	139	100	0	66	Low Risk	31	Some Risk								
32	Brooklynn	F	137	100	0	64	Low Risk	29	Some Risk								
33	Carter	M	142	98	3	69	Low Risk	64	Low Risk								
34	Drake	M	190	100	0	99	Low Risk	50	Low Risk								
35	Ellie	F	116	98	2	40	Low Risk	19	Some Risk								
36	Gavin	M	138	91	14	65	Low Risk	54	Low Risk								
37	Hadley	F	116	99	1	40	Low Risk	70	Low Risk								
38	Jacob	M	129	98	2	55	Low Risk	23	Some Risk								

Tier 2-3 Screening and Intervention Record Form

Students Identified for Tier 2-3:

Comprehension Group	Instructional Grouping #2	Instructional Grouping#3	Instructional Grouping#4	Instructional Grouping#5	Further Assessment	Monitor	Other
Jackson							
Shaw							
Elijah							
Christian							
Kennadie							
Elias							
Kade							

Goal for Next Quarter (Tier 2)

Comprehension Group	Increase aReading percentile by 10percentile points
Instructional Grouping #2	
Instructional Grouping #3	
Instructional Grouping #4	
Instructional Grouping #S	

Strategies (Programs) Selected for Implementation this Quarter (Tier 2)

Group	Strategy/Program	Progress Monitoring	PM Freq.
Comprehension Group	<i>Soar to Success</i>	FAST CBMR	2x/month
Instructional Grouping#2			
Instructional Grouping#3			
Instructional Grouping#4			
Instructional Grouping#S			

Logistics for Implementation of Strategies Selected ("To-do's")

	Mr. Jones (classroom teacher) will implement intervention.
	Ms. Reddy (reading specialist) will conduct fidelity check.

## Step 2: Review students at the intensive (high risk) level.

- Annotate if any intensive students have hit benchmark or strategic levels.
- Review the data:
  - ✓ Examine critical data
  - ✓ Example: CBMR and aReading.
- Decide which students need Tier 2 interventions (which group).
- Plan for more data collection for students needing Tier 3.

# Fall CBMR and aReading: Grade 4

FastBridge Tier 2-3 Data - Excel

Dr. Joseph F. Kovaleski

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8	Haley	F	89	99	1	13	High Risk	11	High Risk								
9	Hannah	F	1	100	0	1	High Risk	1	High Risk								
10	Isaac	M	46	98	1	1	High Risk	1	High Risk								
11	Isabelle	F	79	99	1	7	High Risk	5	High Risk								
12	Jesse	M	1	100	0	1	High Risk	1	High Risk								
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ADD weekly progress data in winter and spring

**Tier 2-3 Screening and Intervention Record Form**

**Students Identified for Tier 2-3:**

Comprehension Group	Fluency – Comp. Group	Instructional Grouping #3	Instructional Grouping #4	Instructional Grouping #5	Further Assessment	Monitor	Other
Jackson	Alli						
Shaw	Isaac						
Elijah	D'Shawn						
Christian	Russell						
Kennadie	Dontae						
Elias	Jordyn						
Kade	Isabelle						

**Goal for Next Quarter (Tier 2)**

Comprehension Group	Increase aReading percentile by 10 percentile points
Fluency – Comp. Group	Increase CBMR wcpm by 20-30 wcpm. Increase aReading percentile by 10 percentile points.

**Strategies (Programs) Selected for Implementation this Quarter (Tier 2)**

Group	Strategy/Program	Progress Monitoring	PM Freq.
Comprehension Group	<i>Soar to Success</i>	FAST CBMR	2x/month
Fluency-Comp. Group	Repeated reading with student pairs <i>Soar to Success</i>	FAST CBMR	2x/month

**Logistics for Implementation of Strategies Selected (“To-do’s”)**

Comp. Group	Mr. Jones (classroom teacher) will implement intervention.
Both Tier 2 groups	Ms. Reddy (reading specialist) will conduct fidelity check.
Fluency-Comp. Group	Ms. Sigmond (classroom teacher) will implement intervention.

# Tier 2 Planning

- Team sets measurable goal(s) for each student identified for Tier 2 supports to achieve by the next review period.
- Team plans to monitor use of strategy.
- Team plans for progress monitoring (at least bi-weekly).



# Tier 2 Planning

- Team identifies an intervention package targeted at the students' skill deficits for each identified group.
- ✓ Must be scientifically, research-based and
  - ❖ Coordinated with core program instruction
  - ❖ Practical
  - ❖ Available
  - ❖ Staffed with trained personnel.

# Tier 2 Planning

- Team plans logistics of intervention:
  - ✓ Who will provide intervention (which instructional group)?
  - ✓ Where will intervention occur?
  - ✓ When will intervention occur?
  - ✓ How often will intervention occur?
  - ✓ How long is each intervention session?

# Tier 2 Planning

- ✓ For how long will the intervention be provided?
- ✓ With whom does the interventionist communicate?
- ✓ Who will monitor the fidelity of implementation (including self-monitoring)?
- ✓ Have progress monitoring and tracking activities been planned (What tool, who, how often)?
  - ❖ At least every other week

# Team identifies which students will need more frequent assessment.

- Team identifies students needing more assistance
  - Most deficient students
  - “Stalled” students
- Prompts
  - “Let’s group the students by need based on the data.”
  - “What intervention will work best with each group?”
  - “How will we monitor their progress?” “Who will do it?” “How often?”
- Record keeping: Ongoing performance monitoring

## Tier 2: Organizational Changes

- General, remedial and special educators pooling resources
- Creative/flexible scheduling to allocate sufficient time to small group instruction
- Creative uses of personnel resources (i.e., many people teaching reading groups)

(Kamp & Greenwood, 2003)

# “Special-education-like Instruction” (McMaster et al., 2003)

- immediate corrective feedback
- mastery of content before moving to next lesson
- more time on activities that were especially difficult
- more opportunities to respond
- fewer transitions
- setting goals and self-monitoring progress
- special relationship with tutor

# Tier 3

- Intensive interventions for students at minimal performance or “high risk” level.
- Administration of “diagnostic” assessment of basic skills (e.g., Core Multiple Measures)
- Matching of interventions to results of diagnostic assessments
- Use of standard protocols addressing core (basic skills)

# Tier 3

- Intensive interventions during special periods.
- Includes, but not limited to, special education.
- Students in Tier 3 continue to participate in Tier 1.
- Increasing frequency of measurement to once per week.
- Cycle responders back to tier 2.

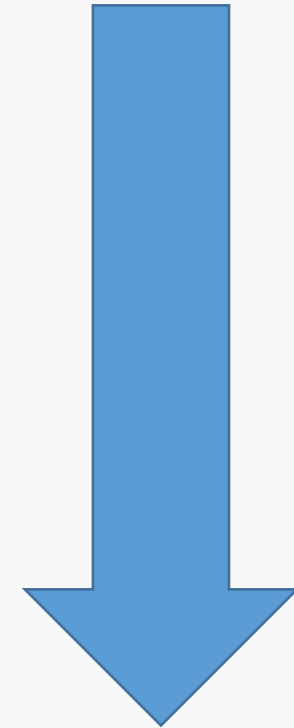


# CORE Multiple Measures



# The Assessment Protocol: Grades 4-12 (p. 15)

- All students who are B/BB or recommended for diagnostic assessment:
  - ✓ MAZE Comprehension
  - ✓ San Diego Quick Assessment of Reading Ability
  - ✓ ORF
  - ✓ CORE Vocabulary Screening
  - ✓ CORE Phonics Survey
  - ✓ CORE Phoneme Segmentation Test



# Fall CBMR and aReading: Grade 4

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23	Jaidyn	M	102	98	2	24	Some Risk	31	Some Risk								
24	Kade	M	109	97	3	32	Some Risk	27	Some Risk								
25	Kennadie	F	115	95	6	39	Some Risk	23	Some Risk								
26	Samiyah	F	103	100	0	25	Some Risk	64	Low Risk								
27	Shaw	M	111	100	0	34	Some Risk	13	High Risk								
28	Andromeda	F	129	99	1	55	Low Risk	84	Low Risk								
29	Bailee	F	184	100	0	99	Low Risk	80	Low Risk								
30	Boston	F	155	99	1	81	Low Risk	75	Low Risk								
31	Brooklyn	F	139	100	0	66	Low Risk	31	Some Risk								
32	Brooklynn	F	137	100	0	64	Low Risk	29	Some Risk								
33	Carter	M	142	98	3	69	Low Risk	64	Low Risk								
34	Drake	M	190	100	0	99	Low Risk	50	Low Risk								
35	Ellie	F	116	98	2	40	Low Risk	19	Some Risk								
36	Gavin	M	138	91	14	65	Low Risk	54	Low Risk								
37	Hadley	F	116	99	1	40	Low Risk	70	Low Risk								
38	Jacob	M	129	98	2	55	Low Risk	23	Some Risk								

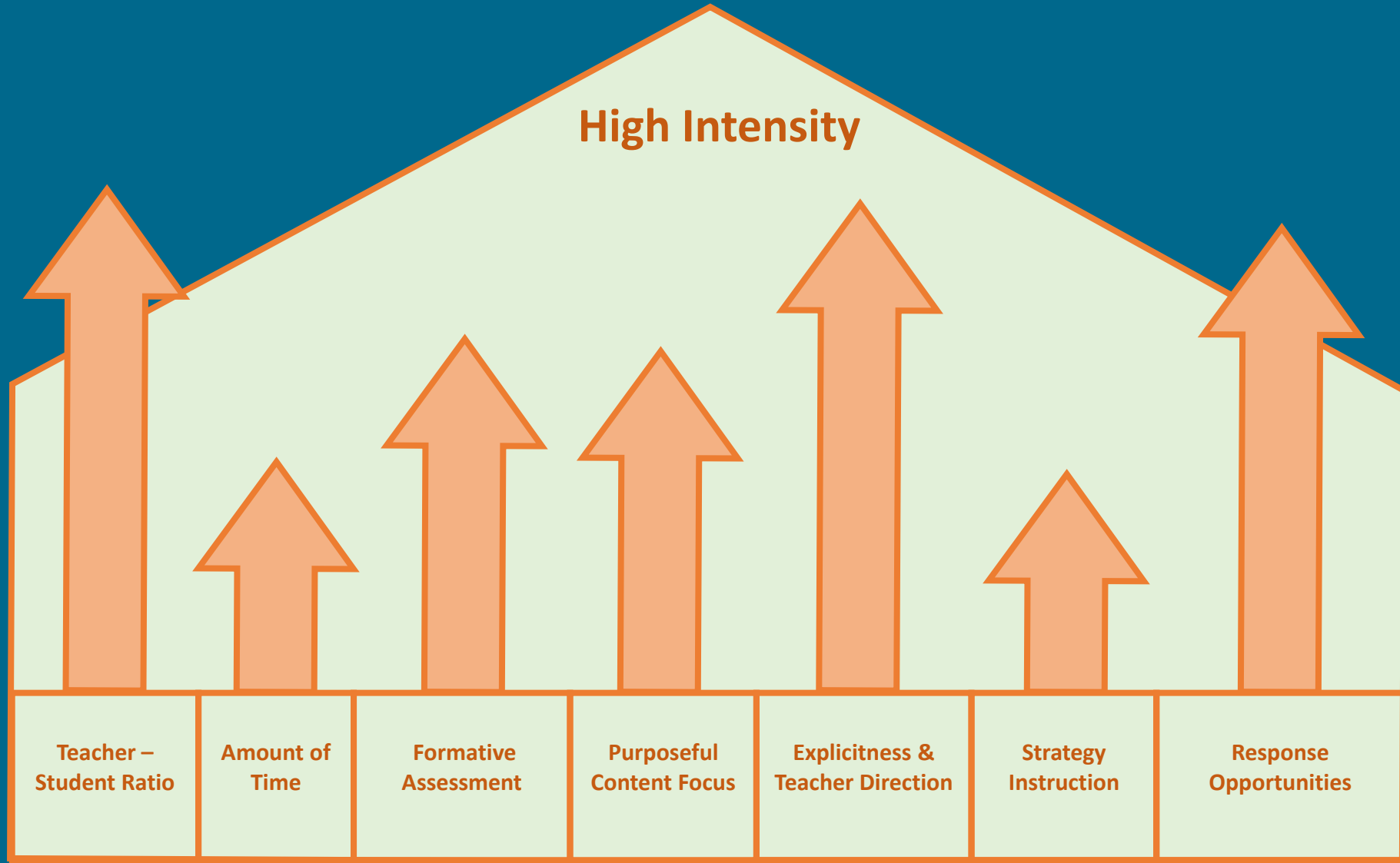
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FastBridge Tier 2-3 Data Sheet1

READY 120%

Add ROI data in winter and spring

# Tier 3 Analysis: Differentiating Levels of Intensity Across Instructional Anchors



### Tier 3 Screening and Intervention Record Form

**Students Identified for Tier 3 (Customized Interventions):**

Student Name	Assessment Measure	Score	Assessment Measure	Score	Assessment Measure	Score
Hannah	CBMR	1	aReading	1	CORE Phonics	3
Jesse	CBMR	1	aReading	1	CORE Phonics	5
Tyra	CBMR	1	aReading	1	CORE Phonics	6
Aidan	CBMR	7	aReading	1	CORE Phonics	10
V'aira	CBMR	25	aReading	5	CORE Phonics	13
					Intensive	0-14

**Goal for Next Quarter (Tier 3)**

Student Name	Goal
Hannah	Increase CBMR wcpm by 20 wcpm
Jesse	Increase CBMR wcpm by 20 wcpm
Tyra	Increase CBMR wcpm by 20 wcpm
Aidan	Increase CBMR wcpm by 20 wcpm
V'aira	Increase CBMR wcpm by 30 wcpm

**Strategies Selected for Implementation this Quarter (Tier 3)**

Student Name	Strategies	Person Responsible	Frequency
Hannah	<i>SRA Corrective Reading</i>	Ms. Thurman	45 min./day
Jesse	<i>SRA Corrective Reading</i>	Ms. Thurman	45 min./day
Tyra	<i>SRA Corrective Reading</i>	Ms. Thurman	45 min./day
Aidan	<i>SRA Corrective Reading</i>	Ms. Thurman	45 min./day
V'aira	<i>SRA Corrective Reading</i>	Ms. Thurman	45 min./day

**Progress Monitoring Plan:**

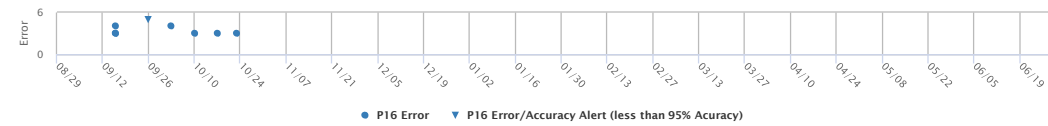
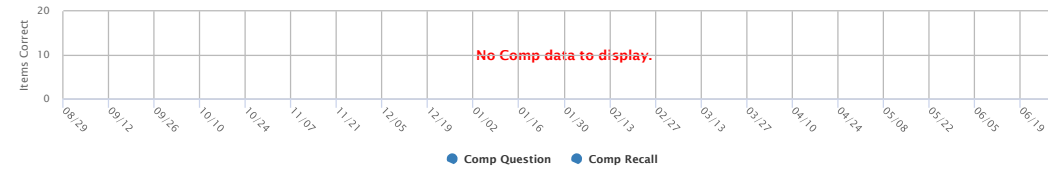
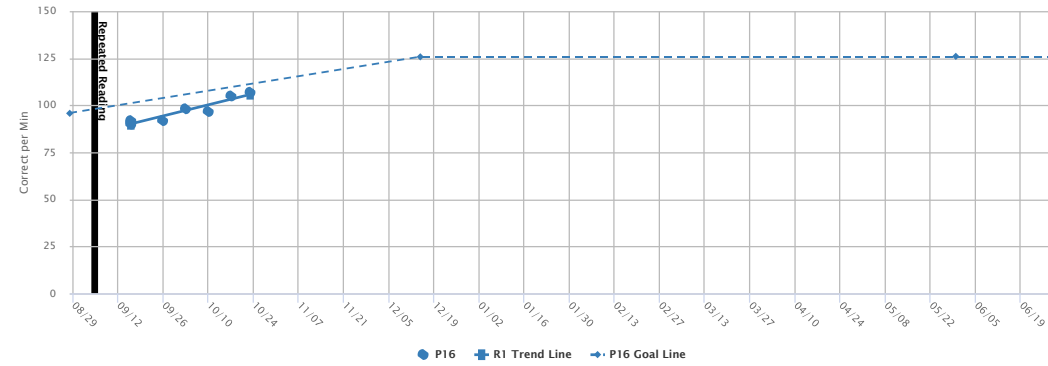
Student Name	Measure	Person Responsible	Frequency
Hannah	CBMR	Ms. Thurman	Weekly
Jesse	CBMR	Ms. Thurman	Weekly
Tyra	CBMR	Ms. Thurman	Weekly
Aidan	CBMR	Ms. Thurman	Weekly
V'aira	CBMR	Ms. Thurman	Weekly

NEXT MEETING Date: \_\_\_\_\_ Location: \_\_\_\_\_ Time: \_\_\_\_\_

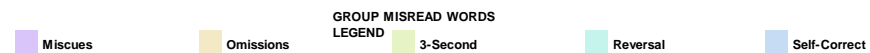
# Frequency of Progress Monitoring

Tier 1	3x/year
Tier 2	2x/month
Tier 3	1x/week

CBMreading English Progress Monitoring Report



Date	Scores	Incorrect Items	Notes	Interventions
<b>Group: P16 - Repeated Reading (Total Trend: 3.13   Goal Trend: 0.77)</b>				
<b>Intervention: R1 - Repeated Reading (Intervention Trend: 3.13)</b>				
09/16/16	92	boil , next	No Notes	<b>Name:</b> Repeated Reading  <b>Procedure:</b> Repeated Reading <b>Interventionist:</b> Brown, Rachel <b>Progress Monitoring Personnel:</b> Brown, Rachel <b>Schedule:</b> 30 minutes on Monday AM, 30 minutes on Tuesday AM, 30 minutes on Wednesday AM, 30 minutes on Thursday AM, 30 minutes on Friday
09/26/16	92	any more , chased , laughed , them , waited ,	No Notes	
10/03/16	98	friends , invitations , rented	No Notes	
10/10/16	97	taste , treats , wanted	No Notes	
10/17/16	105	allowance , bicycle , job , refrigerator , weekends ,	No Notes	
10/23/16	107	decided , excited , Saturdays	No Notes	



# Teaming Perspectives

## Helpful

- Antecedents
  - ✓ Instructional strategies
  - ✓ Peer provocations
- Student's specific academic skills
- Can't do vs. won't do

## Not So Much

### Setting Events

- ✓ Family background

### Intelligence (unless ID)



# During Intervention

## ➤ Intervention Monitoring:

- ✓ Is intervention occurring as scheduled?
  - ❖ Who monitors schedule? How often?
- ✓ Is intervention being implemented with fidelity?
  - ❖ Fidelity checklists
  - ❖ Who monitors fidelity?
  - ❖ How often?

# Follow-up Activities

- Team members receive and review data prior to the follow-up team meeting:
  - ✓ Progress monitoring data
  - ✓ New screening data
  - ✓ Classroom data

# Follow-up Activities

- Team evaluates the effectiveness of the strategies.
  - ✓ Were the strategies implemented as planned?
- Did the student achieve the gains identified in the intervention goal?
  - ✓ Progress monitoring data
  - ✓ Slope appropriate to close the gap to the benchmark?

# Follow-up Activities

- Did the student achieve the gains identified in the intervention goal?
  - ✓ Student hit or is close to benchmark: consider moving to a lower tier.
    - ❖ Maintain some level of support.
    - ❖ Monitor progress in new tier.

# What if...

- ✓ Student made some significant gains but needs to continue needed tier supports.
  - ❖ Arrange logistics of continued intervention.
  - ❖ Set new goal.
  - ❖ Schedule review meeting.

# What if...

- ✓ Student continues to fall behind with the gap to benchmark widening.
- ❖ Student moves to a more intense intervention.
  - Plan logistics of intervention.
  - Set new goal.
  - Schedule review meeting.

# What if...

- ✓ Tier 3 students with minimal progress may be referred for an evaluation of special education eligibility.
- ❖ All data move to the evaluation process.
- ❖ Identify logistics of evaluation process.

# Follow-up Activities

- Communicate team decision to classroom staff, parents and interventionists.
- Ensure all data and student movement through the tiers is logged on the school-wide tracking system.



# Results of the Three Tier Process

- Identify which students have good or poor response to instruction (RTI).
- Sort students who need further help.
- Decide which students are helped in general education.
- Decide which students need evaluation for special education.

# Your Ideas and Questions

# Resources

- A script for operating DATs and SIRF forms can be found at:
- <http://www.rtinetwork.org/essential/assessment/data-based/teamprocess>
- Fidelity checklists can be accessed at:  
<http://www.rtinetwork.org/getstarted/evaluate/treatment-integrity-protocols>

Thank You!