South Dakota Response to Intervention (RtI)

Data Processes

Updated 08/06/19

The South Dakota Multi-Tiered System of Supports (MTSS) Data Workbook for Reading was developed to assist school districts in creating the practices necessary to collect and analyze building, school, and grade level data, as well as individual student data, in order to make necessary and appropriate instructional changes to meet the needs of all students. This revised document serves as a workbook for the schools working within the South Dakota Response to Intervention initiative with the South Dakota Department of Education or as a do-it-yourself guide for schools implementing on their own. This document provides an explanation of why each component is important as well as suggests steps that have helped other schools successfully complete the tasks and decision making necessary for creating structures that support a sustainable system.

South Dakota DOE would like to express our gratitude to our Kansas MTSS friends at the Kansas State Department of Education in the development of this MTSS Reading Data Workbook. Their generous offer of allowing us to replicate and adapt their manual for our use is greatly appreciated.

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Year 2+ Implementation Processes:
* Schools should also continue with year 1 processes.

Implementation Tools:

Step 1: Review & Validate Universal Screening Data

Building Leadership Teams

> **Critical Components**:
> **Who**: Building Leadership Teams
> **What**: Universal Screening Data
> **When**: The week after Universal Screening
> **Where**: Building Leadership Team meetings
> **Why**: To ensure the data collected is valid and reliable in order to make the most accurate instructional decisions

Teams should designate the week after the end of the benchmark window for data analysis and grouping of students so that no time is lost in initiating intervention groups. "The goal is to spend one week analyzing the data and placing students into groups so that intervention instruction can start the Monday of the week after the data analysis week" (Hall, 2008, p. 79).

Ensuring Testing Fidelity and Score Validity

In addition to considering the validity of scores for individual students, the Building Leadership Team must review systemic issues that may affect the validity of data screening. The team needs to review the fidelity of administration of the universal screening assessment by discussing and reviewing any information collected regarding the following questions:

- Were the directions for the administration of the screening assessment followed exactly?
- Were the time limits for each test followed exactly?
- Was the assessment calendar followed?
- Have all the staff members who administer the assessment been trained?

It is important for the leadership team to review its procedures for collecting fidelity data regarding the universal screening process. The leadership team needs to ask, "How do we know?" regarding each of the issues listed above as verification that adequate information about assessment fidelity is being collected.

The goal of the validation process is to ensure that the screening results can accurately identify students in need of assistance, so that appropriate intervention can start as early as possible. Validated scores must be entered in the data management system and final reports must be generated. Once questionable scores have been validated, the universal screening data can be used with confidence.

Step 1: Review and Validate Universal Screening Data
(continued)

Remember, the need to validate the data does not apply only to the universal screening data. All data collected throughout the implementation process (including screening, diagnostic, and progress monitoring data) must be reviewed to ensure that teams have confidence in the screening results. If any individual student's scores are questionable, other data and information should be used to validate and corroborate the measure of performance.

Grade Level Teams: Consider the Following Questions:

The goal of the validation process is to ensure that the screening results accurately identify students in need of assistance. If the classroom teacher or Building Leadership Team has a question about a student's scores, then reviewing and validating the student's scores may be necessary. This initial examination of the data ensures that the data are sound before they are used for instructional decision making. The following questions should be considered when validating the screening results:

- ***Was the screening assessment administered with fidelity?***
- ***Were there environmental circumstances or events in the student's life that may have affected score results?***
    - For example, was the student sick the day the universal screening assessment was administered? Has a traumatic event happened recently?

NOTE: If the classroom teacher or Leadership Team lacks confidence in any score, further screening of the student's skills should be completed using an <u>alternate form</u> of the universal screener and following the protocol in your assessment materials.

Step 2: Analyze School Level Data by Grade

Building Leadership Teams

Critical Components:
Who: Building Leadership Teams
What: Building/Grade Level Status Worksheet *(Tool A)*
When: After every Universal Screening
Where: Building Leadership Team and Grade Level Team meetings
Why: Determine overall progress

After every universal screening administration, the Building Leadership Team will review building level data to determine if the core curriculum has sufficiently met the needs of most students (80% or more of students at or above benchmark), and, if not, provide a general understanding of how many students may need additional Tier 2 or Tier 3 support from the system.

The Building Leadership Team will determine the overall building-level progress using composite scores from the appropriate report (see "Suggested Reports" box). The fall report provides a visual representation of student scores falling within each instructional tier (by subtest). Subsequent reports (winter, spring) provide additional information indicating the number of scores that have moved into higher or lower tiers. In the fall, the report provides an initial illustration of how students in each grade level are performing on the predictive skills measured by the screening tool, whereas winter and spring reports are an indication of student improvement.

Building Leadership Teams should begin to evaluate beginning-of-year data and reflect on implications of the data for their upcoming year. To provide suggestions/recommendations to the district level team, buildings should not make changes based on limited data. Instead should look for patterns across time regarding effectiveness of curriculum, instruction, professional development decisions, and fidelity. Questions to consider when looking at building-level data include:

- Are core instruction and the core curriculum being implemented with fidelity? How do we know?
- Is core instruction explicit, systematic, and scaffolded? How do we know?
- Is professional development or support needed with core curriculum or instruction? How do we know?
- Are there sufficient examples, explanations, and opportunities for practice to support new learning?
- Based on the strengths and needs of the students within this grade level, how is the core being differentiated?

Step 2: Analyze School Level Data by Grade
(continued)

When a building has a high percentage of students who fail to reach benchmark at a grade level, it may indicate problems within core instruction and curriculum. Even outstanding Strategic and Intensive interventions cannot serve to support students who are failing because of issues within the core curriculum. The issues with core instruction and curriculum should be addressed prior to focusing on new or additional interventions. In some buildings, the leadership team needs to consider the question "What is our core curriculum?" and ensure that staff members are, in fact, using that core curriculum. A review of the materials that teachers are expected to use at each grade level as a part of core curriculum may be necessary. Building Leadership Teams must be cautious about making changes to core curriculum based on limited data. The leadership team will need multiple data points and sufficient time to examine patterns across the grade levels before making significant adjustments to core curriculum and instruction.

The Building Leadership Team must also review any information that has been collected about the fidelity of implementation of the core curriculum. A lack of fidelity in teaching the core curriculum is a problem in many buildings, and it is one of the first things that should be addressed when trying to increase the number of students who are at benchmark with their reading skills. The Building Leadership Team will need to consider whether there are any needs for professional development within the building. It is important to maintain clear two-way communication about grade level results and any issues related to core curriculum between the Building Leadership Team and Grade Level Teams. (In larger districts you may have another layer between the Building Leadership Team and the District Leadership Team.)

> ***Suggested Reports:***
> ***Aimsweb Plus***: Tier Transition Report (Criterion-Referenced)
> ***DIBELS***: Distribution Report (select Former Goals from *Need for Support* drop-down)
> ***Acadience***: School Overview Report
> ***FastBridge Learning:*** Grade level Group Screening Report & Impact Report

Step 3: Analyze Grade Level Data

Building/ Grade Teams

> **Critical Components**:
> **Who**: Building Leadership Teams and Grade Level Teams
> **What**: Building/Grade Level Status Worksheet *(Tool A)*
> **When**: After every Universal Screening
> **Where**: Building Leadership Team and Grade Level Team meetings
> **Why**: Determine overall progress

After every universal screening administration, the Building Leadership Team meets to review grade level reports showing the distribution of student scores. Building Leadership Teams should look at student progress of the entire grade level, as well as individual classroom progress (if your building has more than one classroom per grade). Another key purpose of this meeting is to review the effectiveness of assessment procedures. (Hall, 2008) Discuss the assessment process for the most recent benchmark assessment and determine whether the assessment procedures need to be revised to make the assessment process run more smoothly. Recommended assessment systems (e.g., Aimsweb, DIBELS, Fastbridge Learning) will provide reports that use criteria established by those systems.

It is important to recognize that students who are in the Strategic or Intensive categories will need additional instructional support. This can be provided using differentiated instruction during core instruction and through intervention. This is a decision that the Building Leadership Team will make depending on the number of students needing intervention and the available resources. The process for identifying and selecting supports will be provided beginning in Step 6.

Building Leadership Teams should seek input from grade level teams when developing plans for change. The following questions can help guide such discussions.

- Is a protected block of 90-120 minutes of uninterrupted core reading instruction given to **all** students every day?
- Do **all** teachers use the research –based scope and sequence and instructional strategies approved by the district? Do **all** teachers implement this with fidelity?
- Have **all** teachers been well trained in the use of the scope and sequence and instructional strategies? Does this include **all** teachers new to the district after adoption of the scope and sequence and instructional strategies?
- Is most of the instructional time spent in small, flexible, skill-based groups?

Step 3: Analyze Grade Level Data
(continued)

- Is screening data used to inform instructional groups?
- Is progress monitoring data used to inform changes in groups?
- Are grade level teachers afforded appropriate common planning times each week?

Planning for Instruction and Intervention Supports

The building leadership team should determine the most efficient and effective way to provide instruction and intervention for their respective building. It is critical to have a good match between the knowledge of the instructors and the instruction/intervention they will teach. Grade Level Teams will make some decisions about this match based on guidance from the Building Leadership Team. Therefore, it is important to know the strengths and professional development needs of instructional providers (e.g. certified, noncertified).

For example, some teachers are confident teaching advanced phonics, while others are more comfortable teaching reading comprehension. Building Leadership Teams need to consider how staff can best be used to teach intervention groups. The Building Leadership Team should plan to provide all necessary and appropriate professional development to ensure that instructional staff members have the necessary skills to provide reading instruction. Instructional effectiveness depends on the use of strong research-based instruction and staff training to provide the intervention.

> ***Suggested Reports:***
>
> ***Aimsweb***: Instructional Recommendation (Criterion Referenced) and Tier Transition Report (Criterion-Referenced)
> ***DIBELS***: Distribution Report (select Former Goals from *Need for Support* drop-down)
> ***Acadience***: School Overview Report
> ***Fastbridge Learning:*** Grade level Group Screening Report & Impact Report

Step 4: Grade Level Goal Setting

Critical Components:
Who: Grade Level Teams
What: Grade Level Goal Setting Worksheet *(Tool B)*
When: After every Universal Screening
Where: Grade Level Team meetings
Why: Set goals for literacy skills

Grade-level goal setting should not be done in isolation. When setting the grade level goal, Grade Level Teams should consider what they would want the previous grade's team to write, as well as the building-level goals for each grade.

Using the Grade Level Goal Setting Worksheet (Tool B), record the percent of students meeting benchmark for each subtest. Then, *using the questions below, set the goals for MOY (Middle of Year) and EOY (End of Year) and record on the Grade Level Goal Setting Worksheet (Tool B).*

- Is this goal realistic?
- What is the plan for achieving these goals?
- Do we need to accelerate the rate of progress for some students to meet this goal?

For each set of subsequent universal screening data, teams should compare the most recent benchmark scores to previous scores. Consider the following questions:

- Based on current progress, what should the goal for this academic year be?
- Does data provide evidence of sound core instruction in foundational literacy skills?
- Does data provide evidence that differentiated instruction is needed for some students in certain grade levels/classrooms?
- Does data provide evidence that targeted support in foundational literacy skills is needed for some students in certain grade levels/classrooms?

Suggested Reports:
Aimsweb: Instructional Recommendation (Criterion Referenced) and Tier Transition Report (Criterion-Referenced)
DIBELS: Distribution Report (select Former Goals from *Need for Support* drop-down)
Acadience: School Overview Report
Fastbridge Learning: Impact Report

Step 5A: Planning for Support

Critical Components:
Who: Grade Level Teams
What: Student Level Support Worksheet *(Tool C)*
When: After every Universal Screening
Where: Grade Level Team meetings
Why: Improve Tier I instruction and Tier II/III interventions

The goal of this step is to determine how much support a class or grade-level will need, as well as what skill areas need the most support. Teachers and teams will also evaluate the effectiveness of the core instruction block. This tool can be a great resource for teachers to use when creating an SLO (Student Learning Objective).

Find the appropriate report that provides information on individual students at a given assessment period. The grade level teams will review individual student scores on each measure as well as the likely need for support category (i.e. Needs Core, Strategic, or Intensive Support). If many students need support in the same skill areas, consider providing whole-group instruction to address that skill.

TOOL C

Student Name(s)	Measures Below Benchmark (Yellow-strategic, Red- Intensive)	Related Skill Areas (highlight lowest area on continuum)	Student Goal (score in highlighted area)	Next Steps (How will you help student meet this goal?)
*Heidi	NWF (10)	Decoding CVC words	NWF (25)	*Diagnostic (which letters/sounds does student not have mastered)* *Intervention on blending/segmenting CVC words.*

When analyzing core instruction, consider the following:

- Is daily, uninterrupted core reading instruction (90-120 min) given to **all** students?
- Do **all** teachers use research-based instructional strategies approved by the district?
- Have **all** teachers (new and veteran) been well trained in the use of instructional strategies?
- Is most of the instructional time spent in small, flexible, skill-based groups?
- Is data from screening and progress-monitoring used to inform instructional groups?
- Are grade level teachers afforded appropriate common planning times each week?

It's important to note that when system-wide changes are made regarding curriculum, instruction and levels of support, the number of students making gains in a single year will be higher. In general, gains are greater when larger numbers of students are below the benchmark, and when preventative support occurs in earlier grades. Grade level representatives should be sharing important information about these questions to drive change.

Suggested Reports:
Aimsweb: Instructional Recommendation
DIBELS: Class List Report (select Former Goals from *Need for Support* drop-down)
Acadience: Classroom Report
Fastbridge Learning: Group Screening to intervention Report & Skills Report and/or Individual Skills Report

Step 5B: Evaluating the Effectiveness of Instructional Support

Critical Components:
Who: Building Leadership Teams and Grade Level Teams
What: Support Effectiveness Worksheet *(Tool D)*
When: After mid-year and end of the year Universal Screening
Where: Grade Level Team meetings
Why: Strengthen Tier I instruction and Tiers II/III intervention

Grade Level Teams

As subsequent universal screening data has been collected, Grade Level Teams review the results to determine whether instructional support is effective. An analysis of the instructional effectiveness can help determine whether individual students are making sufficient progress and judge the effectiveness of all levels of support.

The Leadership Team will analyze the summary of effectiveness report from their data system. This report provides details about the proportion of students at/above, below, and well below the benchmark at MOY or EOY by *level of support*.

NOTE: Often, this report only contains data for students who are in school for the entire year to date.

When reviewing instructional effectiveness, consider the following questions:

- Is the core curriculum and instruction supporting enough students to meet the benchmark goal?
- Are the Strategic and Intensive supports providing students with what they need in order to achieve adequate progress to close the gap?

Tool D can be beneficial to complete face-to-face with teachers as it requires realistic goal setting by the teacher and reflection on effectiveness of instruction.

Suggested Reports:
Aimsweb: Summary of Impact Report
DIBELS: Summary of Effectiveness Report
Acadience: Effectiveness of Instructional Support Levels
Fastbridge Learning: Group Screening Report and/or Group Skills Report

Step 6: Creating Student Data Profile Cards

Critical Components:
Who: Classroom Teachers
What: Benchmark score report by student, other relevant student data, sticky notes and other assessment data selected by the team
When: After every Universal Screening
Where: Grade Level Team meetings
Why: Use screening data to create a profile of each individual student

This step is completed after the fall benchmarking period. During this step, you will use multiple data sources to create a student profile card for each student in your classroom. You will use these cards in the next step to pinpoint the level of support and starting skills for your students.

1. Before you begin, **select at least 4 data sources** that you will use on the student profile cards. Your **first data source should be your student benchmark scores**. Use the score(s) that represent the most important assessed at this benchmarking period. See your assessment program materials for guidance on which subtest(s) to use.

   Other possible data sources could be:
   - Accountability assessments: MAP/SBAC.
   - Program Tests: Weekly, theme/unit assessments from Tier 1 curriculum
   - Diagnostic: Assessing Multiple Measures, other commercial diagnostic assessments
   - Progress Monitoring Data: Found in the universal screener
   - Attendance, Office Discipline Referrals: Other data relevant to the student's performance

   - Next, you will create a template card. This will help you to remember which data source will be included on each corner. Create a card for each of your students. Your student profile cards (and template) could be on notecards, post-it notes, or other easy-to-move materials. See the sample card below:

Benchmark Subtest	Attendance
First Grade	
State	Curriculum
Assessment	Assessment

→

121	84%
Isabel	
Level 2 - 2443	65%
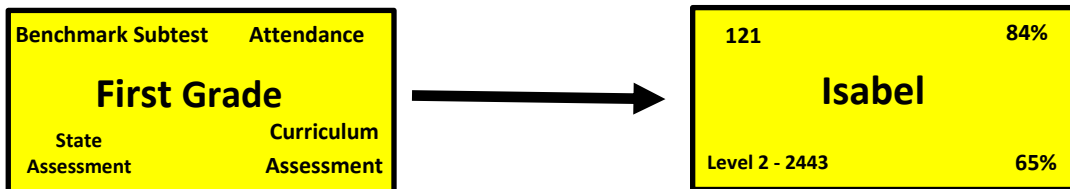
2. Using your template card as a model, create a student profile card for each student in your classroom. You can also color code or highlight scores for a more visual look at scores that are above, at, or below grade level expectations.

Step 7: Starting Skills for Skill-Based Groups

Critical Components:
Who: Classroom Teachers and/or Grade Level Teams
What: Student Profile cards (completed in Step 6), Targeted Literacy Portrait (Tool E – page 1)
When: After every Universal Screening
Where: Grade Level Team meetings
Why: To identify skill needs and determine placement in skill-based groups

Classroom Teachers/ Teams

For this step, you will need the student profile cards created in Step 6. Now you will sort the students into profile groups based on the information written on each student's card.

Tool E (page 1) identifies the 6 student profiles that each student will fit into, as well as the scoring criteria to determine which student best fits into each profile group.

Profiles 1-3 include students who score at or above benchmark on all criteria included on the student profile cards.

Profiles 4, 5a, and 5b include students who score at or below benchmark on the criteria listed on the student profile cards.

Profile 6 includes students who score significantly below benchmark and may require below grade interventions and supports.

Targeted Literacy Portrait

|	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5a	Profile 5b	Profile 6
SBAC Assessment	Performance Level is a 3 on ALL ELA Claims AND Achievement Level 4	Performance Level is a 2-3 on ALL ELA Claims AND Achievement Level 3	Performance Level is a 1-3 on ALL ELA Claims AND Achievement Level 3	Performance Level is a 1-2 on ALL ELA Claims AND Achievement Level 2	Performance Level is a 1-2 on ALL ELA Claims AND Achievement Level 2	Performance Level is a 1-2 on ALL ELA Claims AND Achievement Level 2	Performance Level is mostly 1 on ALL ELA Claims and Achievement Level is 1
Screener DIBELS	Advanced/Exceeds Benchmark on all subtests, all the time (those required to master at that grade level)	Benchmark on all subtests, all the time (those required to master at that grade level)	Benchmark on all subtests, all the time, (those required to master at that grade level	Strategic on DORF measure and possibly other sub-test(s)	Strategic on DORF measure and possibly other sub-test(s)	Strategic on DORF measure and possibly other sub-test(s)	Intensive on 1 or more subtest(s)
In-Program Unit /Theme Tests	90% on all measures, including subtests, all the time	Benchmark on all sub-tests, all the time	Benchmark on most sub-tests, may fall in the strategic/below benchmark range periodically on some sub-tests	Below benchmark on 1 or more subtest(s)	Below benchmark on 1 or more subtest(s)	Below benchmark on 1 or more subtest(s)	Below benchmark on 1 or more subtests
Phonics Survey			Benchmark on all sub-tests (those required to master at that grade level)	Benchmark on all sub-tests	Below benchmark on Multi-syllabic sub-test	Below benchmark on other Phonics skills, including Multi-syllabic	Below Benchmark on nearly all subtest(s)
Immediate Treatment	Maintain above benchmark performance and instruction focused on preparation for next grade level skill mastery	Maintain benchmark performance and preparation for next grade level skill mastery	Small group instruction typically on comprehension and vocabulary related to on-grade level skills.	Immediately begin daily small group direct instruction in fluency	Immediately begin daily small group direct instruction in multisyllabic words and fluency	Immediately begin daily small group direct instruction targeted at the LOWEST skill deficit	Immediately begin daily small group direct instruction targeted at the LOWEST skill deficit

The Grouping Process:

1. **Start with Profile 1.** Data on the student profile card must meet all the criteria listed on Tool E (page 1) to be placed into this group. Make a group of student cards who meet the criteria.
2. Continue moving to the left through **Profiles 2 and 3**, making a group of student cards that meet the criteria listed on Tool E (page 1) for each profile group.

3. For all students remaining whose profile card data **did not** fall into the intensive (well-below benchmark) level, **complete the CORE Phonics Survey** to determine the skill needs of the students. Results of this diagnostic assessment will determine the profile group for each student.
    a. **Profile 4** – The student met benchmark criteria for ALL subtests.
    b. **Profile 5a** – The student met benchmark criteria for all BASIC phonics subtests, but not for the MULTISYLLABIC subtests.
    c. **Profile 5b** – The student did not meet benchmark criteria for BASIC phonics subtests.
4. For all students whose card data include scores in the intensive (well-below benchmark) level, **use your assessment program's below-grade assessment** (often called back-testing) materials to determine a starting point. These students will begin in Profile 6, and often need more significant interventions and supports.

    After completing the steps above, your sorting will look something like this:
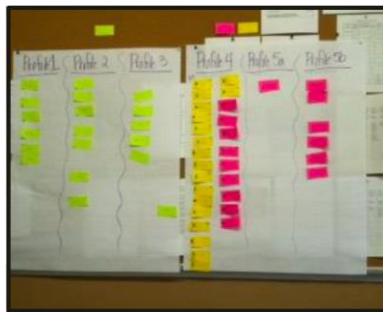
After Each Benchmark Period:

After completing each of the winter and spring benchmark periods, update each student's profile card with the most recent scores in each area of the card. Repeat the sorting process into the profile groups. You can use the spring profile groups to provide intervention supports right away at the beginning of the next school year.

> *Suggested Back-Testing Tools:*
> **Acadience:** Acadience Reading Survey (formerly DIBELS Next Survey) available as an additional purchase.
> **Aimsweb Plus**: Survey level Assessment
> **Fast Bridge Learning**: Screening to Intervention Report

Step 8: Planning for Skill-Based Groups

Classroom Teachers/ Teams

Critical Components:
Who: Classroom Teachers and/or Grade Level Teams
What: Targeted Literacy Portrait Documents (Tool E – pages 2- 4),
Final Group Planning Worksheet (Tool F), Intervention Documentation
Worksheet (Tool G)
When: After every Universal Screening
Where: Grade Level Team meetings

Interventions

Interventions can be provided by classroom teachers, interventionists, or other trained personnel in the school. It is important to match the group with the highest needs with the instructor who has the most training. Intervention groups can be formed within one classroom, across classrooms in the same grade, or across grade levels. The Building Leadership Team should determine the most efficient and effective way to provide intervention for their respective building.

Identifying a Starting Skill

Interventions should always start at the lowest skill deficit. These skills must be addressed before moving on to skills that are higher up on the continuum. For example, students must be able to accurately read the words on the page before fluency instruction is addressed.

Pages 2-4 of Tool E can assist in identifying starting skills for all students. Typically, students in Profiles 4-6 would receive additional supports through tiered interventions, while students in Profiles 1-3 are often successful with just classroom instruction.

Student Groupings

Once you have identified a starting skill for each student, you can group students within a classroom (or across classrooms/grades) who have the same starting skill focus. Record these groups and their instructional focus on the Final Reading Student Grouping Worksheets (Tool F), and ensure copies are given to all teachers and intervention providers.

The most successful groupings and progress occur when specific student skill deficits are pinpointed and aligned with the appropriate

Step 8: Planning for Skill-Based Groups

(continued)

instruction. Whenever a universal screening is conducted, it is essential to revisit and refine the alignment of student needs with the levels of intervention intensity and the instructional focus of the groupings.

If you find many students (40% or more) in a classroom falling into a strategic profile group (groups 4, 5a, 5b), an effective way to address these skill deficits would be to provide whole-class explicit instruction on the skill deficit areas. Trying to deliver the same intervention to more than 40% of a class puts too much strain on a system and is an inefficient use of resources. These needs should be communicated to the Building Leadership Team for support in providing this level of intervention.

If your building consistently has a large percentage of students needing strategic supports, year after year, it may be appropriate to examine the core curriculum.

Planning Instruction/Intervention for Student Groupings

Maintaining an Intervention Documentation Worksheet (Tool G) is critical for tracking a student's progress in intervention. An Intervention Documentation Worksheet should be completed for each group receiving strategic or intensive interventions. Any changes made to the intervention should be based on the results of the progress monitoring data and documented on this worksheet each time they are made. This information should also be documented on the progress monitoring graph.

For students in profile groups 1-3: When determining curriculum for these groups, continue with adding rigor to Tier 1 curriculum and/or extension and enrichment activities.

NOTE: When using purchased programs, it is imperative for teachers to know how and when to use them. For students in need of Tier II interventions, it is important that the lessons contained within a program are labeled according to the skills taught. It is also important that the teacher has the flexibility to use some lessons without having to teach all lessons in a sequential manner. For groups that have gaps in their knowledge, using lessons that teach only what is missing is more effective for the students. Failure to use the data to inform instruction (such as placing all groups at the beginning of an interventions program and teaching every lesson) is inconsistent with the meaning of differentiated instruction (Hall, 2012).

Step 9: Progress Monitoring

Classroom Teachers/ Teams

Critical Components:
Who: Classroom Teachers and/or Grade Level Teams
What: Student Progress Monitoring Reports, Intervention Documentation Worksheet (Tool G)
When: After every Universal Screening (continues as-needed as instructional focus changes)
Where: Grade Level Team meetings
Why: Monitoring student gains on a regular basis. Using progress monitoring data to adjust instruction/intervention as needed

Setting Student Goals

Each student receiving intervention support should have a goal. Most assessment programs have goal-setting guidelines and supports to assist in setting realistic and rigorous goals for each student. For students who are behind multiple grade-levels, a goal might be to meet the end-of-year benchmark of the grade level at which he/she is being progress monitored.

Research has indicated that ambitious goals produce better results than lower goals (McCook, 2006). Without ambitious goals, students in interventions can make progress, but continue to lag behind grade level expectations without closing the achievement gap between themselves and their peers who are receiving high-quality interventions. It is appropriate to expect more than a year's growth in a year's time, even if the student has not achieved that rate of growth in the past. Fuchs, Fuchs, and Deno (1985) found that when teachers and students set high goals and increased them based on data, student progress was more rapid than for students who had lower performance goals that remained fixed.

Monitoring Progress

After students have begun receiving instruction and intervention supports, it is important to track student progress. Ongoing progress monitoring is essential for students receiving interventions. Data from progress monitoring track how the student is responding to the intervention and whether adjustments need to be made; without these data, instruction is just a best guess. It is through frequent progress monitoring that the goal of returning students to less intensive instruction as soon as possible can be achieved.

It is important for the members of the Building Leadership Team to establish and review procedures for collecting data with fidelity. Building Leadership Team members need to continually review results and ask, "How do we know?"

Step 9: Progress Monitoring
(continued)

To ensure that progress monitoring is appropriate, match progress monitoring materials to the instructional focus for the subgroup. For example, if a student is receiving intervention supports in phonological awareness, a progress monitoring assessment of oral reading would NOT be a good match.

Choosing a Progress Monitoring Tool

Some curricular materials contain measures for assessing student growth that are frequently labeled progress monitoring measures. However, these measures may be pre- and post-assessments in that they reflect whether students are learning the skills taught by that program. They do not measure whether students are improving in all the critical skills that are measured by an integrated screening and progress monitoring data system. Most benchmark assessment systems come with an accompanying progress monitoring tool – use this when possible.

The subtest chosen for progress monitoring must be able to measure the skills being taught in the intervention provided to a student. If the assessment tests a skill other than the one being taught, it is not possible to accurately determine the student's progress. Progress monitoring the appropriate skill for the student's instructional group will provide information regarding whether the instruction and materials are effectively enabling the student to make progress.

Determining How often to Monitor Progress

Most assessment systems have a guide for how often a student should be progress monitored. If your system does not have that information, use the following guidelines. If a student's benchmark composite score falls into the **"Strategic" or "Below Benchmark" categories**, it is recommended that **progress is monitored every other week**. If a student's benchmark composite score falls into the **"Intensive" or "Well Below Benchmark" categories**, it is recommended that **progress is monitored weekly.**

Maintaining an Intervention Documentation Worksheet (Tool G) is critical for tracking a student's progress in intervention. An Intervention Documentation Worksheet should be completed for each group receiving strategic or intensive interventions. Any changes made to the intervention should be based on the results of the progress monitoring data and documented on this worksheet each time they are made. This information should also be documented on the student's progress monitoring graph. In addition, it is essential to continue to track the interventions that are being delivered to students.

Step 10: Use Progress Monitoring Data for Instruction

Critical Components:
Who: Building Leadership Teams and Grade Level Teams
What: Intervention Documentation Worksheet (Tool G)
When: As determined by frequency of Grade Level Team meetings
Where: Grade Level Team meetings
Why: Ensure that appropriate instructional adjustments are made in a timely manner dependent on student response to the intervention being provided

Building- and Grade-Level Teams

The Role of the Building Leadership Team

Before informed decisions can be made regarding whether students receiving interventions are making progress, it is important for the Building Leadership Team to review any issues that may be affecting the validity of the progress monitoring data.

While the Building Leadership Team is supporting the Grade Level Teams in determining whether individual students receiving interventions are making progress, the leadership team also needs to consider whether any patterns or trends can be seen across all the progress monitoring results. If most students are making progress and they are making sufficient progress, then all staff members can celebrate how well the system is succeeding. However, if many students are not making progress, then the leadership team needs to consider the effectiveness of the interventions and what might be changed to enhance their effectiveness.

Using Progress Monitoring Data to Make Instructional Decisions

The goal for students in intervention is to close the achievement gap between where the student is currently performing and the grade level performance of peers.

After administering the progress monitoring assessments, take time to review the results with your grade level team. It is important for each Grade Level Team to establish a regular routine for examining progress monitoring graphs for accuracy. To ensure fidelity in implementation, the team will look to confirm that:

- The correct skills have been progress monitored at the correct level.
- Enough data has been collected to make decisions according to the established decision rules.
- The data has been correctly graphed.

Progress monitoring at this level answers two questions:

- Is the instructional intervention working? Are students making adequate progress?
- Does the effectiveness of the intervention warrant continued, increased, or decreased support?

Step 10: Use Progress Monitoring Data for Instruction
(continued)

Three Point Rule

Most assessment systems will provide guidance on how to determine when adjustments need to be made to a student's intervention. If your system doesn't provide this, you can use the Three Point Rule.

Once a student has **at least six data points to establish a trend**, examine the **last three consecutive scores** to determine instructional success. If a student has **three or more data points consecutively on or above the aim-line**, the intervention is having a positive impact and progress is being made. Next steps for the student may be to:

- Regroup to work on another intervention skill.
- Exit the Strategic intervention and continue core with periodic progress monitoring.

On the other hand, if **three or more consecutive data points are below the aim-line,** an adjustment to the intervention is needed.

If A Student Isn't Making Progress

Any changes to an intervention should be based on the results of the progress monitoring data and documented. Both the progress monitoring graph and the intervention log should be used to document this information.

Use these steps to adjust the intervention:

1. Check to ensure that the skill being progress monitored is the same as the instructional focus (what is being taught).
2. Check fidelity of instruction.
3. Intensify the instruction by adjusting the following:
   - Increase the number of student responses in a minute by reducing group size.
   - Increase the number of questions and error corrections the student receives in a minute.
   - Increase the scaffolding by breaking the task down more or providing more structure so that the student can succeed.
   - Spend more time modeling the "I do" and "We do" guided practice before the student practices independently.
   - Increase the number of repetition cycles on each skill before moving on to determine whether mastery is achieved with more practice.
4. Modify the pace of intervention (the number of new skills introduced each week). For example, if new skills are being introduced at the rate of five per week, introduce only 3 per week and provide a greater amount of practice on each skill before moving to the next skill.
5. Ensure that the programs align. Teams need to make sure that vocabulary is used the same way in all instructional settings (classroom, intervention room).

Step 10: Use Progress Monitoring Data for Instruction
(continued)

6. Adjust the instructional materials. Examples include:
   a. Add manipulatives
   b. Use decodable text until ready for authentic text
   c. Move to a more systematic curriculum – skills are taught in a prescribed manner
7. Review diagnostic assessment results (or administer diagnostic assessments) to re-evaluate the starting skill.
8. Move the student to a different intervention group.

When a student receiving intensive services fails to show progress despite data-based adjustments to the intervention being provided, bring the student information to your building's Student Assistance Team. The team will analyze all the data available regarding the student and develop hypotheses about the underlying causes of the student's lack of progress. The team may decide to refer the student for a special education evaluation.

NOTE: As per **34 CFR § 300.311**, parents must be notified if their child has participated in a process that assesses the child's performance and response to scientific, research-based intervention, and the data collected around the instructional strategies that were provided in order to increase the child's rate of learning. Any parent request for special education evaluation must be reported to the building administrator or to the appropriate staff person, as designated by district special education procedures.

The implementation of RtI should not delay a student from receiving a special education evaluation. A student does not have to move through all the tiers before a referral for a special education evaluation is made. Conversely, having received all tiers of instruction or needing Tier 3 instruction does not indicate in and of itself that a student should be referred for a special education evaluation.

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Data Workbook Tools

Building Level Status Worksheet

Refer to Step 2 for calculating composite scores to fill in the tables on this worksheet for each grade level.

Grade	% Benchmark	% Strategic	% Intensive
Fall			
Winter			
Spring			

Grade	% Benchmark	% Strategic	% Intensive
Fall			
Winter			
Spring			

Grade	% Benchmark	% Strategic	% Intensive
Fall			
Winter			
Spring			

Grade	% Benchmark	% Strategic	% Intensive
Fall			
Winter			
Spring			

Grade	% Benchmark	% Strategic	% Intensive
Fall			
Winter			
Spring			

Grade	% Benchmark	% Strategic	% Intensive
Fall			
Winter			
Spring			

Grade	% Benchmark	% Strategic	% Intensive
Fall			
Winter			
Spring			

Grade	% Benchmark	% Strategic	% Intensive
Fall			
Winter			
Spring			

Grade Level Goal Setting Worksheet

Kindergarten

Measure	Basic Early Literacy Skill/Reading Skill	Benchmark%	Goals BOY	Goals MOY	Goals EOY
Composite					
First Sound Fluency	Phonemic Awareness				■
Phoneme Segmentation Fluency	Phonemic Awareness	■			
Nonsense Word Fluency	Basic Phonics: Letter Sounds	■			

First Grade

Measure		Basic Early Literacy Skill/Reading Skill	Benchmark%	Goals BOY	Goals MOY	Goals EOY
Composite						
Phoneme Segmentation Fluency		Phonemic Awareness		■	■	■
Nonsense Word Fluency	Correct Letter Sound	Basic Phonics: Letter Sounds				
	Whole Word Read	Basic Phonics: Blending/Decoding				
ORF	Words Correct	Accurate & Fluent Reading of Connected Text	■			
	Accuracy	Accurate & Fluent Reading of Connected Text Advanced Phonics and Word Attach Skills	■			
	Retell	Reading Comprehension	■	■		

Second Grade

Measure		Basic Early Literacy Skill/Reading Skill	Benchmark%	Goals BOY	Goals MOY	Goals EOY
Composite						
Nonsense Word Fluency	Correct Letter Sound	Basic Phonics: Letter Sounds				
	Whole Word Read	Basic Phonics: Blending/Decoding				
ORF	Words Correct	Accurate & Fluent Reading of Connected Text	■			
	Accuracy	Accurate & Fluent Reading of Connected Text Advanced Phonics and Word Attach Skills	■			
	Retell	Reading Comprehension	■	■		
	Retell Quality of Response	Reading Comprehension	■	■		

Third-Sixth Grade

Measure		Basic Early Literacy Skill/Reading Skill	Benchmark%	Goals BOY	MOY	EOY
Composite						
ORF	Words Correct	Accurate & Fluent Reading of Connected Text				
	Accuracy	Accurate & Fluent Reading of Connected Text Advanced Phonics and Word Attach Skills				
	Retell	Reading Comprehension				
	Retell Quality of Response	Reading Comprehension				

*If more than 20% of the total number of students needs additional support to achieve goals, an important first step is to analyze the core curriculum and instruction.

Grade Level Goal Setting Worksheet

Kindergarten

Measure	Basic Early Literacy Skill/Reading Skill	BOY Benchmark%	MOY Goals	EOY
Composite				

First Grade

Measure	Basic Early Literacy Skill/Reading Skill	BOY Benchmark%	MOY Goals	EOY
Composite				

Second Grade

Measure	Basic Early Literacy Skill/Reading Skill	BOY Benchmark%	MOY Goals	EOY
Composite				

Third Grade

Measure	Basic Early Literacy Skill/Reading Skill	BOY Benchmark%	MOY Goals	EOY
Composite				

Fourth Grade

Measure	Basic Early Literacy Skill/Reading Skill	BOY Benchmark%	MOY Goals	EOY
Composite				

Fifth Grade

Measure	Basic Early Literacy Skill/Reading Skill	BOY Benchmark%	MOY Goals	EOY
Composite				

*If more than 20% of the total number of students needs additional support to achieve goals, an important first step is to analyze the core curriculum and instruction.

Grade Level Status Worksheet

Student Name(s)	Measures below Benchmark (Yellow-strategic, Red-Intensive)	Related Skill Areas (highlight lowest area on continuum)	Student Goal (score in highlighted area)	Next Steps (How will you help student meet this goal?)
*Heidi	NWF (10)	Decoding CVC words	NWF (25)	*Diagnostic (which letters/sounds does student not have mastered) *Intervention on blending/segmenting CVC words.

Support Effectiveness Worksheet

Tier 1 Support	*Meets the needs of 80% of all students in school.* *Supports 95-100% of the students receiving Benchmark support to make adequate progress and achieve benchmark goal.*		
Of the student who started the year with scores at/above benchmark			
What portion of students at/above the benchmark?		Percent	Number
Did 95% of students receiving Tier 1 support remain at that level?		Yes	No
What portion of students scored in the strategic category?		Percent	Number
What portion of students scored in the intensive category?		Percent	Number
How effective is the system of support for students who received Tier I support?			

Tier II Support	*Meets the needs of students in school who will need more support than the core curriculum and instruction can provide.* *Supports 80-100% of the students receiving Strategic support to make benchmark goal.*		
Of the student who started the year with scores in the strategic category.			
What portion of students scored at/above the benchmark?		Percent	Number
Did 80-100% of students receiving Tier II support achieve benchmark?		Yes	No
What portion of students scored in the strategic category?		Percent	Number
What portion of students scored in the intensive category?		Percent	Number
How effective is the system of support for students who received Tier II support?			
80-100% of the students need to more out of Strategic into Benchmark to be on track. ***If the core is working interventions will allow this to happen.***			

Tier III Support	*Meets the needs of students in school who will need more support than the core curriculum and instruction can provide.* *Supports 80-100% of the students receiving Intensive support to reduce the risk of academic difficulty or achieve the benchmark goal.* **For students with scores in the Intensive range who are receiving support and being progress monitored in materials below their grade level, it will be necessary to look at the individual student's progress monitoring graph to determine if their student is making adequate progress toward his/her goal.*		
Of the student who started the year with scores in the strategic category.			
What portion of students scored at/above the benchmark?		Percent	Number
Did 80-100% of students receiving Tier II support achieve benchmark?		Yes	No
What portion of students scored in the strategic category?		Percent	Number
What portion of students scored in the intensive category?		Percent	Number
How effective is the system of support for students who received Tier III support?			
80-100% of the students need to move out of Intensive into Strategic or Benchmark to be on track. ***If the core is working interventions will allow this to happen.***			

Targeted Literacy Portrait (page 1)

	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5a	Profile 5b	Profile 6
SBAC Assessment	Performance Level is a 3 on ALL ELA Claims AND Achievement Level 4	Performance Level is a 2-3 on ALL ELA Claims AND Achievement Level 3	Performance Level is a 1-3 on ALL ELA Claims AND Achievement Level 3	Performance Level is a 1-2 on ALL ELA Claims AND Achievement Level 2	Performance Level is a 1-2 on ALL ELA Claims AND Achievement Level 2	Performance Level is a 1-2 on ALL ELA Claims AND Achievement Level 2	Performance Level is mostly 1 on ALL ELA Claims and Achievement Level is 1
Screener DIBELS	Advanced/Exceeds Benchmark on all subtests, all the time (those required to master at that grade level)	Benchmark on all subtests, all the time (those required to master at that grade level)	Benchmark on all subtests, all the time, (those required to master at that grade level	Strategic on ORF measure and possibly other sub-test(s)	Strategic on ORF measure and possibly other sub-test(s)	Strategic on ORF measure and possibly other sub-test(s)	Intensive on 1 or more subtest(s)
In-Program Unit /Theme Tests	90% on all measures, including subtests, all the time	Benchmark on all sub-tests, all the time	Benchmark on most sub-tests, may fall in the strategic/below benchmark range periodically on some sub-tests	Below benchmark on 1 or more subtest(s)	Below benchmark on 1 or more subtest(s)	Below benchmark on 1 or more subtest(s)	Below benchmark on 1 or more subtests
Phonics Survey			Benchmark on all sub-tests (those required to master at that grade level)	Benchmark on all sub-tests	Below benchmark on Multi-syllabic sub-test	Below benchmark on other Phonics skills, including Multi-syllabic	Below Benchmark on nearly all subtest(s)
Immediate Treatment	Maintain above benchmark performance and instruction focused on preparation for next grade level skill mastery	Maintain benchmark performance and preparation for next grade level skill mastery	Small group instruction typically on comprehension and vocabulary related to on-grade level skills.	Immediately begin daily small group direct instruction in fluency	Immediately begin daily small group direct instruction in multisyllabic words and fluency	Immediately begin daily small group direct instruction targeted at the LOWEST skill deficit	Immediately begin daily small group direct instruction targeted at the LOWEST skill deficit

	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5a	Profile 5b	Profile 6
Instructional Focus: Phonemic Awareness	**Student segments all phonemes including phonemes in blends with good speed and accuracy** ➢ Focus instruction on short vowels or CVC words and progress monitor using <u>Nonsense Word Fluency</u>	**Student reaches target score but has difficulty segmenting blends** ➢ Focus instruction on teaching complete phoneme segmentation	**Student segments phonemes with good accuracy but does not achieve the target score** ➢ Focus instruction on automaticity of complete segmentation	**Student attempts to segment sounds or word parts, but is often incorrect** *Identify as initial, final, or vowel phonemes* ➢ Focus instruction on identifying specific phonemes (initial, final, vowel).	**Student segments only partially** **Student does not segment blends** **Student Produces onset and rime** ➢ Focus instruction on teaching single phoneme segmentation	**Student segments sounds very quickly but produces inaccurate sounds** ➢ Examiner should cue the student to slow down and re-test ➢ If accuracy does not improve then administer a phonological awareness assessment to determine if student can identify words or syllables and focus instruction on specific skills from phonological awareness assessment	**Student makes few or no attempts to segment sounds or word parts; may repeat entire word** Administer a phonological awareness assessment to determine if student can identify words or syllables and focus instruction on specific skills from phonological awareness assessment

	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5a	Profile 5b	Profile 6
Instructional Focus: Basic Phonics		**Student reads some or most words as whole words on first attempt** ➢ If student accurately reads nonsense words as whole words, focus instruction on accuracy and fluency in connected text.	**Student reads correct letter sounds of words at appropriate pace with a high degree of accuracy** ➢ If student reads nonsense words sound by sound, focus instruction on reading words as whole words. ➢ Focus instruction on blending fluency at the word level ➢ Work towards mastery of reading whole words correctly on the first attempt	**Student reads letter sounds/whole words with accuracy but also has hesitations, repetitions, self-corrections and slow pace** ➢ Focus instruction on blending fluency practice at the word level ➢ Provide instruction in "reading words automatically." ➢ As skill develops, focus on accuracy and fluency in connected text	**Student reads letter sound correspondences with automaticity but makes many sound blending or substitution errors** ➢ Focus on accuracy instruction at the letter sound level and then accuracy instruction at the blending level.	**Student tries to read words as "real words"** ➢ Focus on accuracy instruction at the letter sound level and then accuracy instruction at the blending level.	**Student makes many errors and/or is prompted by the examiner to move on to the next letter sound.** ➢ Focus instruction on accuracy at the letter sound level. ➢ Identify known and unknown letter-sound combinations. **Student doesn't respond.** ➢ Analyze Phoneme Segmentation Fluency ➢ Instruction may need to focus on phonological awareness skills.

When delivering instruction with a focus on individual skills, make sure skills are not practices exclusively in isolation. As the individual skills develop, scaffold the instruction and be sure to give students sufficient practices in applying the skills to appropriately leveled text and then to grade level text.

	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5a	Profile 5b	Profile 6
Instructional Focus: Accurate and Fluent Reading of Connected Text	**Instructional Focus: Comprehension** Maintain above benchmark performance and instruction focused on preparation for next grade level skill mastery	**Instructional Focus: Comprehension** **Question: Are student's comprehension and vocabulary skills on grade level?** ➤ If **yes**, continue to provide strong initial instruction at reading level.	**Instructional Focus: Comprehension** **Question: Are student's comprehension and vocabulary skills on grade level?** ➤ If **no**, determine instructional needs in the areas of grade level comprehension and/or vocabulary skills. **Plan of Action:** ➤ Instruction on monitoring for meaning ➤ Instruction on determining main ideas ➤ Instruction on fix-up strategies ➤ Instruction on specific words and word learning strategies	**Students are Accurate but Not Fluent readers The lack automaticity.** **Instructional Focus: Fluency** **Plan of Action:** ➤ Instruction on automaticity at the word, phrase, sentence, and passage level ➤ Repeated and assisted reading of passages ➤ Instruction on grouping words to make meaning, pacing, and attention to punctuation. ➤ Use of both narrative and informational texts	**Students are Inaccurate but Fluent** **Reads at an appropriate pace/ or reads rapidly making numerous errors.** **Instructional Focus: Multisyllabic Words and fluency** **Plan of Action:** ➤	**They are inaccurate and not fluent. They read at a slow pace with many hesitations, makes frequent errors.** **Students were below benchmark on other Phonics skills, including multi-syllabic** **Need daily small group direct instruction targeted at the LOWEST skill deficit.** ➤ Provide specific, phonics or phonological awareness skills instruction and practice ➤ Provide instruction and practice with sight words ➤ Instruction focus is dependent on careful analysis of student error patterns and/or further assessments.	**Below Benchmark on nearly all subtest(s)** **Need daily small group direct instruction targeted at the LOWEST skill deficit.** ➤ Provide specific, phonics or phonological awareness skills instruction and practice ➤ Provide instruction and practice with sight words ➤ Instruction focus is dependent on careful analysis of student error patterns and/or further assessments. **Plan of Action:** ➤ Instruction on missing decoding skills ➤ Instruction on missing sight words ➤ Work on applying skills to connected text at instructional level ➤ Work on fluent reading at independent level using decodable text
Profile 1: Beyond Core Classroom Instruction							

Final Grouping Planning Sheet:

You may need to use diagnostic data to group students and individualize the instructional focus for each profile.

Profile 1 Beyond Core Classroom Instruction	Profile 2 Core Classroom Instruction	Profile 3 Vocabulary-Comprehension	Profile 4 Oral Reading Focus	Profile 5A Multisyllabic Word Focus	Profile 5B Basic Phonics Focus	Profile 6 Well Below Benchmark
Instructional Focus:	Instructional Focus:	Instructional Focus:	Instructional Focus:	Instructional Focus:	Instructional Focus:	Instructional Focus:
Students:	Students:	Students:	Students:	Students:	Students:	Students:
			Teacher:	Teacher:	Teacher:	Teacher:
			Instructional Focus:	Instructional Focus:	Instructional Focus:	Instructional Focus:
			Students:	Students:	Students:	Students:
Teacher:	Teacher:	Teacher:	Teacher:	Teacher:	Teacher:	Teacher:
Instructional Focus:	Instructional Focus:	Instructional Focus:	Instructional Focus:	Instructional Focus:	Instructional Focus:	Instructional Focus:
Students:	Students:	Students:	Students:	Students:	Students:	Students:
					Teacher:	Teacher:
			Teacher:	Teacher:	Instructional Focus:	Instructional Focus:
			Instructional Focus:	Instructional Focus:	Students:	Students:
			Students:	Students:		
Teacher:	Teacher:	Teacher:	Teacher:	Teacher:	Teacher:	Teacher:

Use only the boxes need for your groups and remember:
*the teacher of the intervention group will do the progress monitoring.
*Keep group sizes smaller as you progress to Profile 6 for maximizing intervention effectiveness

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Intervention Documentation Worksheet

Student Name(s)		School/Classroom Teacher				Grade	Interventionist	

Intervention Goal/Focus:

Benchmark Score:	Monday		Tuesday		Wednesday		Thursday		Friday		Total # of Minutes
	M	I	M	I	M	I	M	I	M	I	
Week 1:											
Progress Monitoring Subtest and Score:											
Week 2											
Progress Monitoring Subtest and Score:											
Week 3											
Progress Monitoring Subtest and Score:											
Week 4											
Progress Monitoring Subtest and Score:											

M = Minutes entered as the length of time the intervention was actually delivered

I = Intervention entered as the particular skill targeted by the intervention/instruction

Total # of Minutes should be summed for each week of intervention. Then, weekly totals are summed and compared to the number of minutes prescribed in the Comprehensive Intervention Plan. This allows for an assessment of fidelity of the amount of planned instructional/intervention support.