Developing Effective MTSS Tier 2 and Tier 3 Interventions: Guidelines for Schools

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Workshop PPTs and handout available at:

http://www.interventioncentral.org/marcuswhitman

Handout 1

Workbook: Tier 2/3 Reading Intervention Services: Establishing a Data Analysis Team & Building-Wide Entrance/Exit Criteria

School:_____ Team Members: _____ Date: _____

Directions. Use this organizer to develop a plan to adopt entrance and exit criteria for your school's Tier 2/3 academic services.

Tier 2/3: Academic Intervention Services: General Guidelines

Here are key recommendations for establishing Tier 2/3 services at your school:

Intervention

- **Use Interventions Supported by Research.** Intervention plans for Tier 2 students contain programs or practices supported by research.
- **Cap Group Size.** Tier 2/3 services are delivered in small-group format to allow enough adult attention to close the gap in academic skills or performance. Tier 2 groups are capped at 7 students; Tier 3 groups are capped at 3 students.
- **Schedule Adequate Time.** The schedule allocates sufficient time outside of core instruction for the delivery of Tier 2/3 interventions to promote accelerated student learning. Tier 2 services meet at least 3 times weekly for 30 minutes; Tier 3 services meet daily for at least 30 minutes.
- **Put Plans in Writing.** Tier 2/3 intervention plans are written down before the intervention begins.
- **Monitor the Intervention.** Student progress is measured throughout the intervention period. Tier 2 data collection occurs at least twice per month; Tier 3 data collection occurs at least weekly.
- **Measure Intervention Integrity.** Information is collected (e.g., student attendance, direct observation of Tier 2/3 sessions) to verify that the intervention is being delivered with adequate integrity to be effective.

Data

- **Adopt Entrance/Exit Criteria.** Enrollment in Tier 2/3 services is dynamic: students can enter or exit at several points during the school year, depending on measured academic need.
- **Use Objective Data Sources.** Students are identified for Tier 2/3 services based on objective data sources. School-wide screenings are the primary data source and are carried out at least 3 times per year with all students.
- **Select Screeners that Identify the Right Students.** Data sources used for Tier 2/3 accurately highlight areas of academic deficit and assess degree of academic risk among the student population.
- **Appoint a Data Analysis Team.** The Data Analysis Team is the decision-maker to decide whether and when students move into or out of Tier 2/3 services.

Handout 2

The Data Analysis Team: Command & Control for Tier 2/3 Services

The Data Analysis Team (DAT) is the 'command and control' group for determining which students qualify for Tier 2/3 academic services in your Multi-Tier System of Supports (MTSS) model and assigning them to the appropriate intervention support. The DAT meets after each of 3 school-wide academic screenings that occur in fall, winter, and spring.

The Team's tasks are to (1) share screening results with grade-level teachers to help them to improve instruction; (2) identify specific students that qualify for Tier 2/3 services; and (3) assemble an individual plan for each student identified for Tier 2/3 services.

The DAT is typically multi-disciplinary. There is no minimum or maximum number of participants on the Team. However, the DAT membership collectively should:

- be knowledgeable of all intervention personnel and evidence-based programs available for Tier 2/3 interventions.
- know how to identify students who have failed to meet expected screening benchmarks
- be skilled in using the benchmarks to estimate the risk for academic failure of each student picked up in the screening
- be able to match identified students to appropriate interventions while providing students with sufficient instructional support.
- have the capacity to document the Tier 2/3 intervention set up for each student

Here is a description of how the DAT prepares for and conducts Tier 2/3 intervention-planning meetings (adapted from Kovaleski & Pedersen, 2008).

PREPARATION: STEP 1: Establish Objective Data Sources. An appropriate range of screening tools and other data sources are identified that are capable of accurately assessing student basic academic skills and/or curriculum skills. The school:

- selects screeners. The school chooses an appropriate range of screening tools to accurately assess student basic academic and/or curriculum skills. For each screening tool, the school establishes 'cut-points'—score ranges that allow students to be sorted and placed in categories according to their level of need. Those categories include:
  A. Tier 1: Core Instruction: Low Risk: No intervention is needed.
  B. Tier 1: Classroom Intervention: Emerging Risk: A classroom intervention plan is sufficient.
  C. Tier 2: Supplemental Intervention: Some Risk: The student requires intervention beyond core instruction to remediate off-level academic skill gaps. Tier 2 groups are limited to 7 students and meet at least 3 times per week for 30 minutes.
  D. Tier 3: Intensive Intervention: At Risk: The student requires the most intensive level of intervention support matched to their unique skill deficits. Tier 3 groups are limited to 2-3 students and meet daily for 30 minutes or more.
- identifies additional data sources. The school optionally has selected additional data sources (e.g., state test scores; teacher nomination) for identifying students needing intervention support. When possible, cut-points are established for these additional data sources (e.g., organizing raw scores into cut-points on a state reading test to correspond with Tiers of intervention).
- weights screeners and other data sources. The school weights in descending order of importance all measures to be used to make intervention placements, with the most 'diagnostic' sources appearing in first position. When

" *The perfect is the enemy of the good.*

-Italian Proverb "

RTI: Tier 2: What Is the Expectation at Today's Training?

The purposes of this workshop are to:

- provide a shared understanding of how to create Tier 2 services of high quality.

- provide you a forum to hear your concerns and ideas for strengthening Tier 2 ('AIS') programming.

- allow you to network with other Tier 2 providers from across the district.

- encourage your school to plan improvements to your Tier 2 model on 2 time horizons: this year and next year.

So the 'rules of engagement' today are that you participate fully, share your concerns and ideas, and help your school to imagine a way to deliver stronger Tier 2 services.

RTI: Tier 2: What Is the Expectation After Today's Training?

- This workshop is about building your awareness of the elements of quality Tier 2 programming. Nothing changes in expectations for Tier 2 practice based on today's workshop.

- However, your school can actively 'tweak' your Tier 2 schedule and/or programming right away if you choose.

- You can also start to make longer-term plans for Tier 2 change (e.g., for the 2018-19 year) at your building.

- The district is looking at ways to strengthen the structure and operation of Tier 2 across schools. We will share your feedback and ideas with the administrative team.

- Direction about any **district** changes to AIS/RTI Tier 2 will come from your district.

Agenda: RTI/MTSS: Tiers 2 & 3

1. *Tiers of Intervention: 1,2 & 3.* What are the academic levels, or 'Tiers' of intervention? And what students do they serve?

2. *Tier 2/3: Strategic & Intensive Interventions for Academics.* What quality indicators define RTI/MTSS support for students whose academic deficits lie beyond the capacity of the classroom teacher alone to repair?

3. *Driven by Data: Create Tier 2 Entrance & Exit Criteria.* What data sources does your school use to place students in Tier 2 services and what 'cut-points' determine eligibility?

4. *Data Analysis Team:Tier 2 Command & Control.* What is the Data Analysis Team, who serves on it, and how does it function?

Tiers of Intervention: 1,2 & 3. What are the academic levels, or 'Tiers' of intervention? And what students do they serve?

RTI vs. MTSS: What is the Difference?

Many schools use the terms Response to intervention (RTI) and Multi-Tier System of Supports (MTSS) interchangeably. However, there is a difference.

- RTI usually refers to a school's academic support system only.

- MTSS is more expansive, describing the systems set up in a school to provide coordinated support for both academic and behavioral/social-emotional needs.

- However, RTI and MTSS are similar in that each offers several levels of intervention support, uses data to identify students requiring services, and employs research-based strategies to help at-risk learners.

MTSS: ACADEMICS

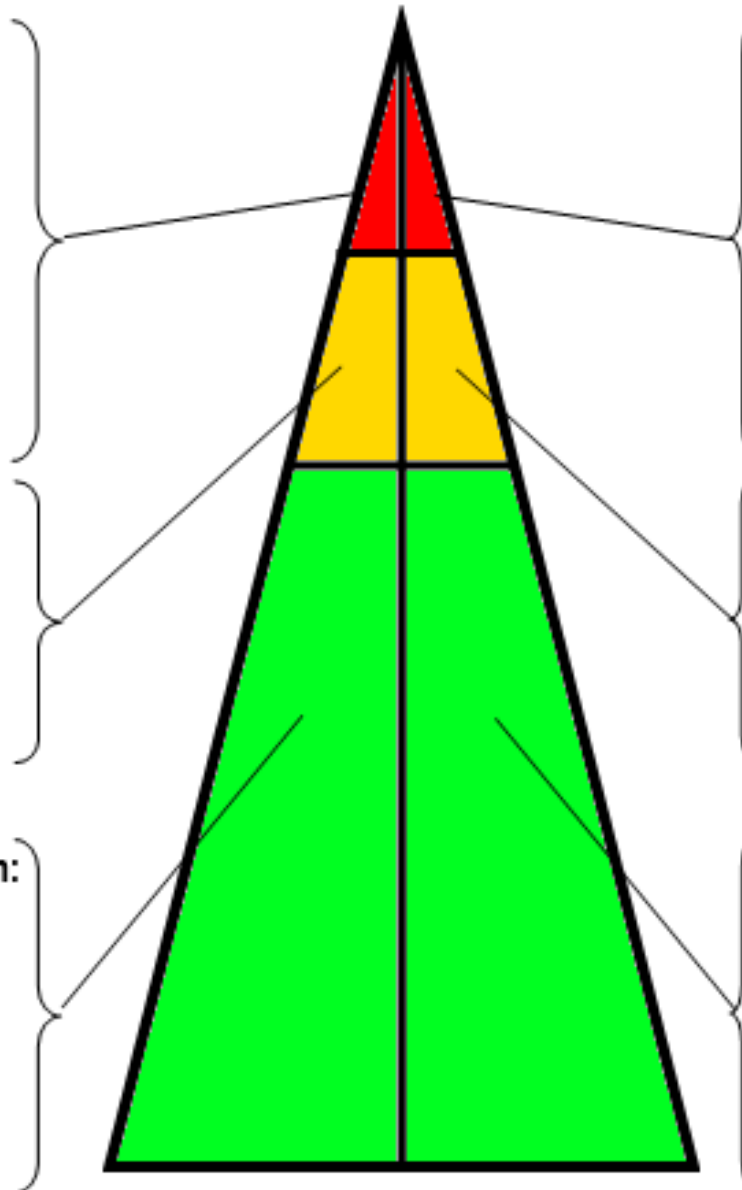### Tier 3: High-Risk Students: 5%

- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 1: Universal: Core Instruction: 80%

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

MTSS: BEHAVIOR

Tier 3: High-Risk Students: 5%

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 1: Universal: Classroom Management: 80%

- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

MTSS: Tier 1: Classroom Intervention

- Teachers sometimes need to put academic interventions in place for 'red flag' students. These are students whose academic delays or difficulties require a sustained remediation plan that will last at least several weeks.

  The purpose of Tier 1 interventions is to support core instruction. They take place in the classroom, typically during core instruction.

  Tier 1 interventions are often modest in scope but can still have strong positive outcomes. They follow the full MTSS problem-solving approach-- adapted to the realities of a busy classroom environment.
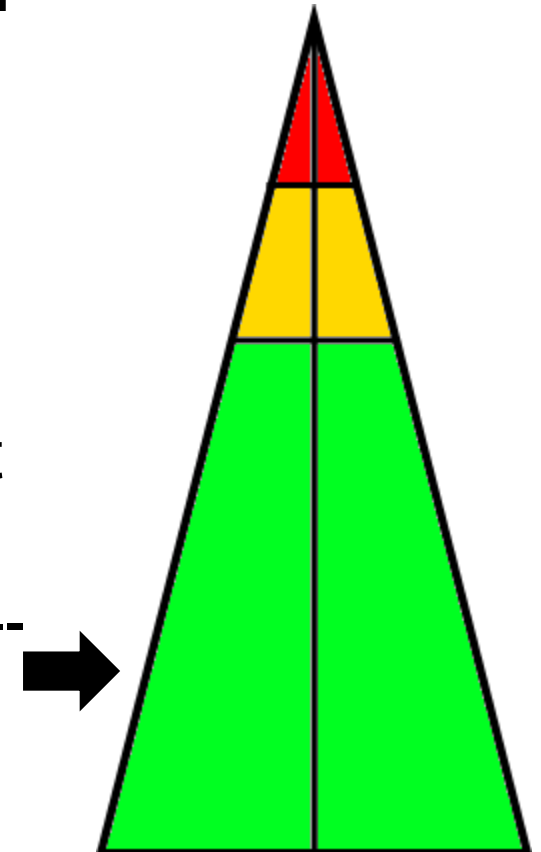
Classroom Teacher: Tier 1 Intervention Skillset

Teachers must possess specific skills to successfully plan and carry out classroom (Tier 1) interventions. Schools should inventory the current skillset of teachers, identify what skills require development, and provide the consultation and support necessary to 'train up' teachers in those skills.

View the next 4 slides to get you started on your own inventory of teacher classroom intervention skills!

Classroom Teacher: Tier 1 Intervention Skillset

1 **Understand the RTI Role:** The teacher understands and accepts the role of classroom intervention 'first responder'.

2 **Narrow the Problem:** The teacher focuses on one or two 'fixable' problems instead of juggling multiple student deficits at once.

Classroom Teacher: Tier 1 Intervention Skillset

3 **Clearly Define the Problem:** The teacher describes each selected student problem in clear, specific, observable terms.

4 **Select Research-Based Interventions:** The teacher chooses research-based strategies that address the identified problem(s).

Classroom Teacher: Tier 1 Intervention Skillset

5 **Choose Data-Collection Methods**: The teacher selects one or more methods of data collection to monitor progress.

6 **Structure Data Collection**: The teacher collects baseline data and sets an outcome goal prior to the intervention.

Classroom Teacher: Tier 1 Intervention Skillset

7 **Write Down the Plan:** The teacher writes down the intervention plan before starting the intervention.

8 **Check Up on the Plan:** The teacher reviews the data at a checkup point (e.g., 6 weeks) to decide if the intervention is effective or should be revised.

Activity: Classroom Teacher: Tier 1 Intervention: Skillset

- Review the 8 required elements in the teacher 'Tier 1' intervention skillset (on next slide).

- Select the **TOP 1-2** elements from this skillset list that you feel are currently the **greatest challenge** in your school.

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MTSS: Tier 2: Supplemental Intervention

- When students have **moderate academic delays** that cannot be addressed by classroom support alone, they are placed in **Tier 2** (supplemental) intervention. About **10-15%** of students may qualify for Tier 2 services.

  Tier 2 academic interventions are typically delivered in **small-group** format. Students are recruited for Tier 2 services based upon data. Enrollment in these intervention groups is **dynamic**. At several points during the school year, students' progress is **evaluated**. Those who have made progress sufficient to no longer need supplemental help are **exited** from Tier 2 services, while new students at-risk for academic failure are **recruited**.
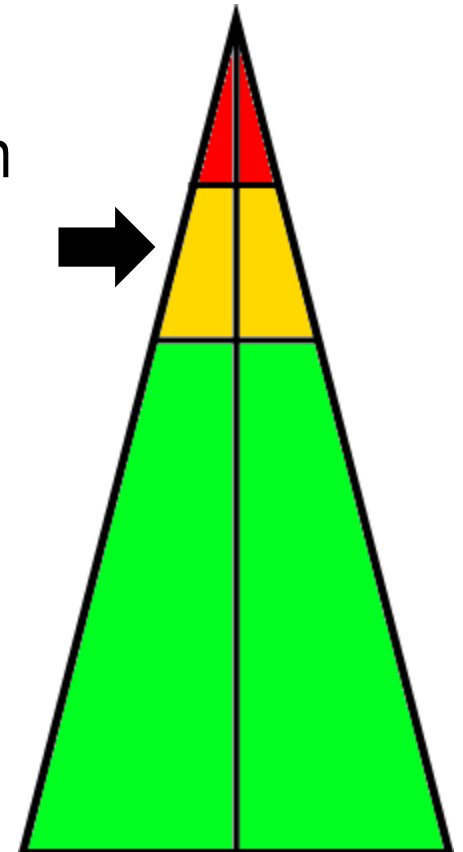
RESPONSE TO INTERVENTION

Guidance for New York State School Districts

October 2010

The University of the State of New York
The State Education Department
www.nysed.gov

www.nysrti.org

" *Tier 2 intervention is typically small-group (3-5) supplemental instruction. This supplemental instructional intervention **is provided in addition** to, and not in place of, the core instruction provided in Tier 1. (NYSED RTI Guidance Document)* "

Source: New York State Education Department. (October 2010). *Response to Intervention: Guidance for New York State School Districts.* Retrieved November 10, 2010, from http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf; p. 13

" *Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening assessment…Therefore, students are often grouped according to instructional level.*
(NYSED RTI Guidance Document) "

MTSS: Tier 3: Intensive Intervention

- Students with substantial academic (and/or behavioral) deficits who do not respond to lesser interventions may need a Tier 3 intervention. In a typical school, 1-5% of students may need Tier 3 support in a given year. The MTSS Problem-Solving Team designs and implements the Tier 3 intervention plan.

  The Team identifies the most important blockers to student success and develops a customized intervention plan to address those concerns.

  Tier 3 stands apart from lesser Tiers because of the intensity of intervention and customized, problem-solving focus.
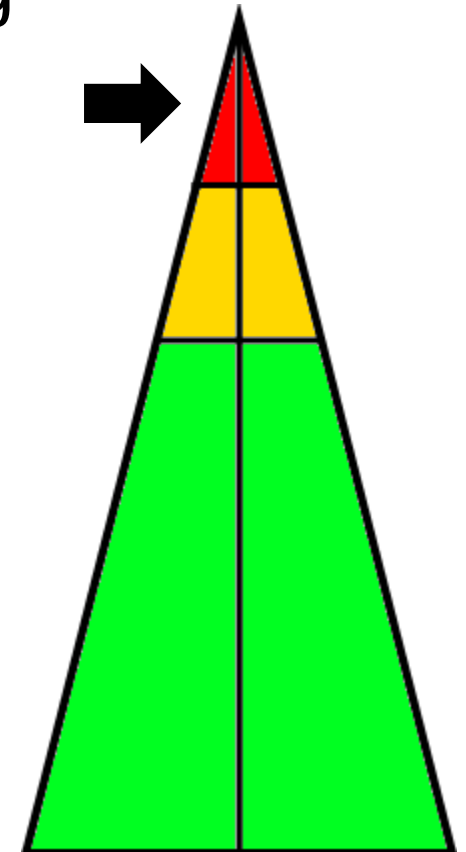
Continuum of RTI/MTSS: Across Grade Levels

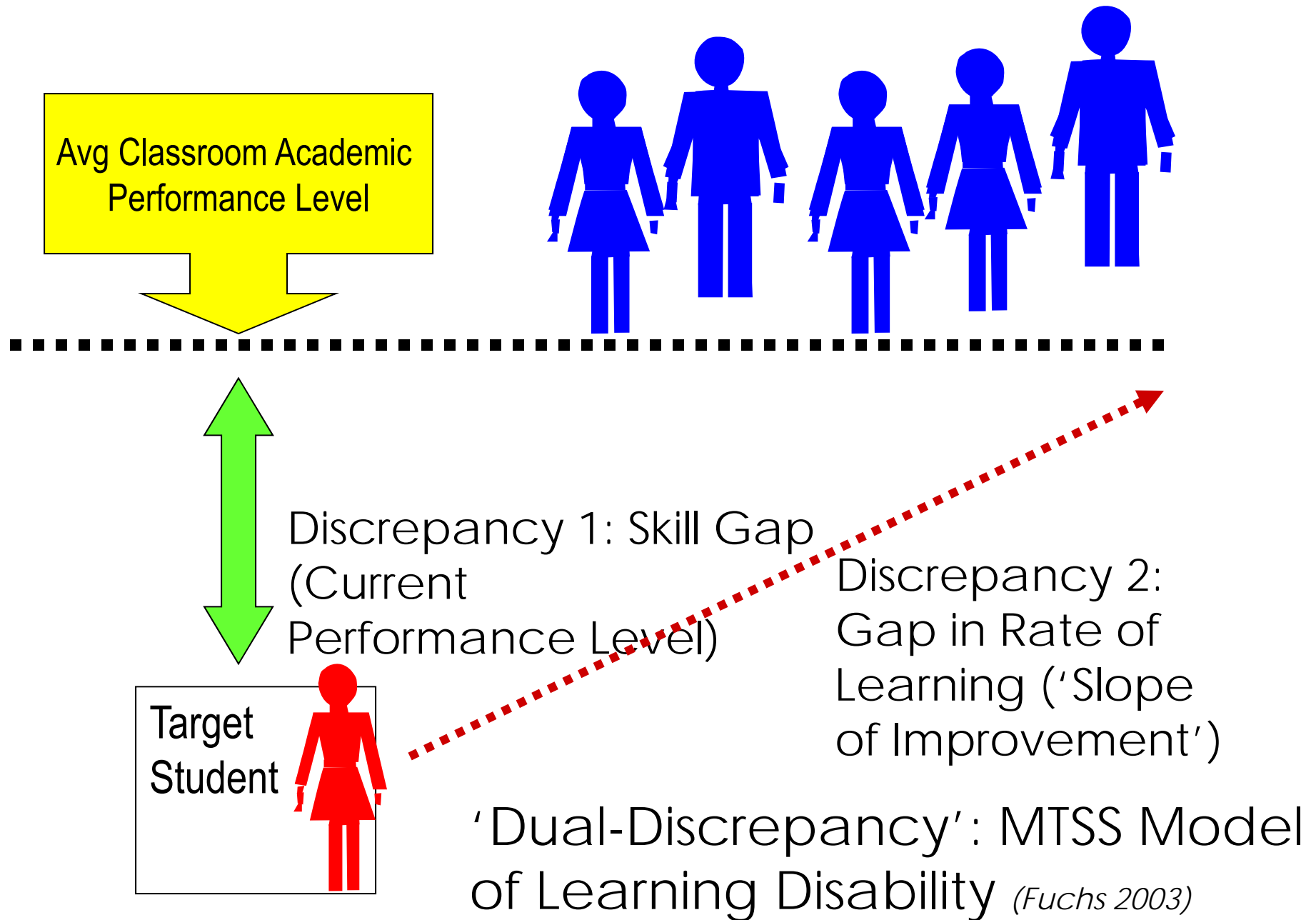Elementary School   Middle School   High School

What does MTSS for reading look like when applied to an individual student?

A widely accepted method for determining whether a student should be referred to Special Education under MTSS is the 'dual discrepancy model' (Fuchs, 2003).

– Discrepancy 1: The student is found to be performing academically at a level significantly below that of his or her typical peers (discrepancy in initial skills or performance).

– Discrepancy 2: Despite the implementation of one or more well-designed, well-implemented interventions tailored specifically for the student, he or she fails to 'close the gap' with classmates (discrepancy in rate of learning relative to peers).

Avg Classroom Academic
Performance Level

Discrepancy 1: Skill Gap
(Current
Performance Level)

Discrepancy 2:
Gap in Rate of
Learning ('Slope
of Improvement')

Target
Student

'Dual-Discrepancy': MTSS Model
of Learning Disability *(Fuchs 2003)*

MTSS: Decision Rules: Identifying the Academic 'Non-Responding' Student

The student:

- received interventions in current classroom to address concerns.

- has completed a combination of 3 or more 'intervention trials' at Tiers 2 & 3 (with at least one at Tier 3)—each lasting 6-8 weeks.

- continues to show a large academic 'performance deficit'.

- has failed to close the academic gap with peers (as measured by school-wide screening tools).

The MTSS 'evidence trail' shows the student's interventions were:

- research-based.

- appropriately matched to the student concern.

- carried out with integrity.

Activity: What Are Your Tier 2 Questions?

At your tables:

- appoint a recorder.

- identify questions you have about providing AIS/Tier 2 reading and/or math intervention support to students.

- be prepared to share your questions with the group.

Tier 2/3: Strategic & Intensive Interventions for Academics.

What quality indicators define RTI/MTSS support for students whose moderate-to-severe academic deficits lie beyond the capacity of the classroom teacher alone to repair?

Handout, p. 1

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Directions. Use this organizer to develop a plan to adopt entrance and exit criteria for your school's Tier 2/3 academic services.

Tier 2/3: Academic Intervention Services: General Guidelines

Here are key recommendations for establishing Tier 2/3 services at your school:

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- Effective class-wide management strategies
- Universal behavior screening

Source: Grosche, M., & Volpe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education, 28*, 254-269. http://dx.doi.org/10.1080/08856257.2013.768452

RTI/MTSS for Academics: Tiers 2/3:
Strategic & Intensive Interventions
Guiding Points for Leadership…

- Tier 2/3 interventions should target off-grade-level academic skill deficits. They are **not** simply reteaching of classroom content, homework, or test preparation.

- Tier 2/3 interventions should be **dynamic**—students can enter or exit Tier 2/3 at several checkpoints during the school year.

- Schools should **inventory** their current range of Tier 2/3 academic interventions to verify quality and note any gaps in service.

Tier 2/3: Reading Intervention Services: Essentials

Tier 2/3 services are about using data to identify the right learners and providing them with effective academic interventions matched to student need.

View the following slides for recommendations on how MTSS: Tier 2/3 services should be structured at your school…

Tier 2/3: Reading Intervention Services: Interventions

Use Interventions Supported by Research. Intervention plans for Tier 2/3 students contain programs or practices supported by research.

Multi-Tier System of Supports

1. **Phonemic Awareness:** The ability to hear and manipulate sounds in words.

2. **Alphabetic Principle:** The ability to associate sounds with letters and use these sounds to form words.

Five Components of Reading

3. **Fluency with Text:** The effortless, automatic ability to read words in connected text.

4. **Vocabulary:** The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.

5. **Comprehension:** The complex cognitive process involving the intentional interaction between reader and text to convey meaning.

Source: Big ideas in beginning reading. University of Oregon. Retrieved September 23, 2007, from http://reading.uoregon.edu/index.php

Defining High-Quality Tier 2/3 Reading Interventions Example: HELPS (www.helpsprogram.org)

- HELPS (Helping Early Literacy with Practice Strategies) is a free tutoring program that targets student reading fluency skills.

  Developed by Dr. John Begeny of North Carolina State University, the program is an evidence-based intervention package that includes several intervention elements in a 15-minute 1:1 tutorial session.

HELPS Reading Fluency Program

www.helpsprogram.org
LINK AVAILABLE ON
CONFERENCE WEB PAGE

HELPS: Tier 2 Reading-Fluency Program

Vignette 1: HELPS demonstration

- Student's name: Sam (2nd grade)
- Teacher's name: John
- Passages student will read: 4 & 5
- Does student meet Reading Goal? – Yes
- Directions used: Scripted Directions
- The student is receiving HELPS session #5

Evaluating the Quality of Tier 2/3 Reading Interventions/Programs: Example: HELPS Program

Q: Does HELPS provide remediation in specific, clearly defined academic skills?

A: Yes. HELPS sessions include these research-based elements that target reading fluency:

- adult modeling of fluent reading.

- repeated reading of passages by the student.

- phrase-drill error correction.

- verbal cueing and retell check to encourage student reading comprehension.

- reward procedures to engage and encourage the student reader.

Tier 2/3: Reading Intervention Services: Interventions

Cap Group Size. Tier 2/3 services are delivered in small-group format to allow enough adult attention to close the gap in academic skills or performance. Tier 2 groups are capped at 7 students; Tier 3 groups are capped at 3 students.

Tier 2/3: Reading Intervention Services: Interventions

3

Schedule Adequate Time. The schedule allocates sufficient time outside of core instruction for the delivery of Tier 2/3 interventions to promote accelerated student learning. Tier 2 services meet at least 3 times weekly for 30 minutes; Tier 3 services meet daily for at least 30 minutes.

Scheduling Elementary Tier 2/3 Interventions

Option 3: *'Floating MTSS':Gradewide Shared Schedule*. Each grade has a scheduled MTSS time across classrooms. No two grades share the same MTSS time. Advantages are that outside providers can move from grade to grade providing push-in or pull-out services and that students can be grouped by need across different teachers within the grade.

Anyplace Elementary School: MTSS Daily Schedule

Grade K	Classroom 1	Classroom 2	Classroom 3	*9:00-9:30*
Grade 1	Classroom 1	Classroom 2	Classroom 3	*9:45-10:15*
Grade 2	Classroom 1	Classroom 2	Classroom 3	*10:30-11:00*
Grade 3	Classroom 1	Classroom 2	Classroom 3	*12:30-1:00*
Grade 4	Classroom 1	Classroom 2	Classroom 3	*1:15-1:45*
Grade 5	Classroom 1	Classroom 2	Classroom 3	*2:00-2:30*

Source: Burns, M. K., & Gibbons, K. A. (2008). Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge.

MTSS: Tier 2/3: Supplemental Intervention

- Secondary schools have explored these scheduling ideas:

  – *Schoolwide MTSS period.* The school sets aside a period per day (e.g., 35-45 minutes) for Tier 2/3 support.

  – *'Zero' period.* Students attend electives before the official start (or after the end) of the school day—freeing up time for MTSS help.

  – *Core course with extended time.* Students attend a double period of English or math, allowing additional time for MTSS support.

  – *Study hall coordinated with MTSS services.* 4-6-week MTSS mini-courses run opposite a study hall. Students can be recruited for a mini-course based on need.

  – *Credit recovery.* Students can take a core course online (via credit recovery) to allow time for MTSS support during the school day.

Tier 2/3: Reading Intervention Services: Interventions

Put Plans in Writing. Tier 2/3 intervention plans are written down before the intervention begins.

Sample Tier 2/3 Intervention Documentation Form (Online)

Tier 2: Small-Group Intervention Plan

Interventionist. Identify the interventionist(s) for this group.

Targeted Academic Skills. Describe the academic skill(s) to be the focus of this intervention group.

Time Allocated: Start Date	End Date	Session Length (e.g., 30 mins)	Session Frequency (e.g., 3x/wk)

Students: Name	Baseline: Starting Point	Goal: Criterion for Success

Intervention(s). Describe the research-based program(s) or practice(s) to be used with these students.

Progress-Monitoring. Record the type of data to be used to monitor student growth during the intervention.

Frequency of Data Collection. How often will data be collected? (e.g., daily, every other day, weekly):	

Tier 2/3: Reading Intervention Services: Data

5

Monitor the Intervention. Student progress is measured throughout the intervention period. Tier 2 data collection occurs at least twice per month; Tier 3 data collection occurs at least weekly.

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Measure Intervention Integrity. Information is collected (e.g., student attendance, direct observation of Tier 2/3 sessions) to verify that the intervention is being delivered with adequate integrity to be effective.

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10 **Appoint a Data Analysis Team.** The Data Analysis Team is the decision-maker to decide whether and when students move into or out of Tier 2/3 services.

Tiers 2/3 Academic Intervention Programs & Practices: Building Inventory

School: **Date of Inventory:**   **Person(s) Completing:**

Directions. Please list details for all of the Tier 2/3 intervention programs or practices that your school currently has in place to address reading, math, and/or other student academic delays or deficits. NOTE: If you are unsure of exact dates of purchase or most recent training, use approximate dates.

Name of Academic Program or Practice	**Academic Area(s) Targeted** (e.g., reading comprehension, math computation)	**Grade** Level(s) Served	Date of **Purchase** or **First Use** in Your School	**Interventionists** (who in your school is trained to use this program?)	Date of **Most Recent Training** in this Program/ Practice	Additional **Comments** (Optional)
EXAMPLE: HELPS Program www.helpsprogram.org	Reading fluency	Grades 4-5	Dec 1, 2012	2 Reading Teachers 1 Teaching Assistant	Refresher training Sept 2015	Our school intends to expand this program to grade 6 next year.

Available Online

Conducting a School-Wide Inventory of Tier 2/3 Services

Schools can verify the quality of their Tier 2/3 reading services and better coordinate them by inventorying their current Tier 2/3 offerings. For each program, the following information is collected:

- *Name of Academic Program or Practice*

- *Academic Area(s) Targeted (e.g., phonics/alphabetics; reading comprehension)*

- *Grade Level(s) Served*

- *Date of Purchase or First Use in Your School*

- *Interventionists (who in your school is trained to use this program?)*

- *Date of Most Recent Training in this Program/ Practice*

MTSS: Tier 2: Supplemental Intervention

Q: Where can schools find good Tier 2 programs to match different areas of academic need?

- The What Works Clearinghouse (WWC) is the best source of impartial information about effective Tier 2/3 programs: http://ies.ed.gov/ncee/wwc/

Best Evidence Encyclopedia

http://www.bestevidence.org/

This site provides reviews of evidence-based reading and math programs.

The website is sponsored by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) .

National Center on Intensive Intervention Academic Intervention Tools Chart

http://www.intensiveintervention.org/chart/instructional-intervention-tools

Sponsored by the National Center on Intensive Intervention, this page provides ratings to intervention programs in reading, math, and writing.

Users can streamline their search by subject and grade level (elementary or middle school).

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- **Use Interventions Supported by Research.** Intervention plans for Tier 2 students contain programs or practices supported by research.
- **Cap Group Size.** Tier 2/3 services are delivered in small-group format to allow enough adult attention to close the gap in academic skills or performance. Tier 2 groups are capped at 7 students; Tier 3 groups are capped at 3 students.
- **Schedule Adequate Time.** The schedule allocates sufficient time outside of core instruction for the delivery of Tier 2/3 interventions to promote accelerated student learning. Tier 2 services meet at least 3 times weekly for 30 minutes; Tier 3 services meet daily for at least 30 minutes.
- **Put Plans in Writing.** Tier 2/3 intervention plans are written down before the intervention begins.
- **Monitor the Intervention.** Student progress is measured throughout the intervention period. Tier 2 data collection occurs at least twice per month; Tier 3 data collection occurs at least weekly.
- **Measure Intervention Integrity.** Information is collected (e.g., student attendance, direct observation of Tier 2/3 sessions) to verify that the intervention is being delivered with adequate integrity to be effective.

Data

- **Adopt Entrance/Exit Criteria.** Enrollment in Tier 2/3 services is dynamic: students can enter or exit at several points during the school year, depending on measured academic need.
- **Use Objective Data Sources.** Students are identified for Tier 2/3 services based on objective data sources. School-wide screenings are the primary data source and are carried out at least 3 times per year with all students.
- **Select Screeners that Identify the Right Students.** Data sources used for Tier 2/3 accurately highlight areas of academic deficit and assess degree of academic risk among the student population.
- **Appoint a Data Analysis Team.** The Data Analysis Team is the decision-maker to decide whether and when students move into or out of Tier 2/3 services.

Interventioncentral
10-Minute 'Count Down' Timer

10:00

www.interventioncentral.org

Prioritizing Tier 2: Activity: Handout: p. 2

In your groups:

- Appoint a recorder.

- Look over the document *Tier 2: Academic Intervention Services: General Guidelines* (previous slide).

- Use the organizer *Tier 2: What Elements Should Be Prioritized?* (on right) to note aspects of Tier 2 that your team believes should be targeted for review or change either this year or next year.

- Be prepared to report out.

MTSS: Entrance/Exit Criteria for Tier 2/3 Reading Intervention Services © 2016 Jim Wright   www.interventioncentral.org 2

Tier 2: What Elements Should Be Prioritized? In your group, discuss the elements of Tier 2 academic services at your school that you feel should be given priority for review or change. For each element selected, jot down your change-recommendations for the current year (easier fixed) and/or next year (e.g., changes requiring more time for preparation, shared decision-making, etc.). To spur discussion, review the attached *Tier 2: Academic Intervention Services: General Guidelines.*

Tier 2 Element	2017-18 (This Year): Changes/Recommendations	2018-19 (Next Year): Changes/Recommendations

Driven by Data: Create Tier 2 Entrance & Exit Criteria. What data sources does your school use to place students in Tier 2 services and what 'cut-points' determine eligibility?

School-Wide Academic Screeners: Purpose and Types

Building-Wide Screening: Assessing All Students
(Stewart & Silberglit, 2008)

Screening data in basic academic skills are collected at least 3 times per year (fall, winter, spring) from all students.

Screening data can be used to:

– evaluate and improve the current core instructional program.

– allocate resources to classrooms, grades, and buildings where student academic needs are greatest.

– guide the creation of targeted Tier 2/3 (supplemental intervention) groups.

– set academic goals for improvement for students on Tier 2 and Tier 3 interventions.

Source: Stewart, L. H. & Silberglit, B. (2008). Best practices in developing academic local norms. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 225-242). Bethesda, MD: National Association of School Psychologists.

Schoolwide Screening Tools: 2 Types

Schoolwide screening tools tend to fall into 2 broad categories:

1. Basic Skills. These screeners sample basic academic skills such as oral reading fluency and math computation fluency. An example is DIBELS Next.

    The assumption built into basic-skills screeners is that students who lack proficiency in these foundation skills will struggle to attain the Common Core Standards.

Purchase the Published Version

You can purchase the published version of DIBELS Next by visiting Cambium/Sopris's website.

Visit Cambium/Sopris

DIBELS for Mobile Devices

Amplify's mCLASS: DIBELS Next is compatible with the most common mobile touch devices.

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DIBELS is an assessment used to measure the acquisition of early literacy skills from kindergarten through sixth grade.

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Basic-Skills Screener Example: DIBELS Next

"DIBELS ORF [Oral Reading Fluency] is a standardized, individually administered test of accuracy and reading fluency with connected text for students in grades 1 through 5 and above. It is a standardized set of passages and administration procedures designed to identify children who may need additional instructional support, and monitor progress toward instructional goals."

SOURCE: National Center on Response to Intervention. Screening Tools Chart. Retrieved on 1 December 2012 from *http://www.rti4success.org/screeningTools*

Curriculum-Based Measures (CBMs)

CBM	Skill Area	Activity
Letter Sound Fluency/Letter Name Fluency	Alphabetics/ Phonics	1 Minute: Student reads letter names or sounds from a randomly generated list.
Oral Reading Fluency	Reading Fluency	1 Minute: Student reads aloud from a text passage.
Reading Comprehension Fluency (Maze)	Reading Comprehension	3 Minutes: Student reads silently from a Maze passage and selects correct word in each choice item that restores meaning to the passage.
Early Math Fluency	Number Sense	1 Minute: Student completes an Early Math Fluency probe: (1) Quantity Discrimination; (2) Missing Number; or (3) Number Identification
Computation Fluency	Math Fact Fluency	2 Minutes: Student completes math facts and receives credit for each correct digit.
Written Expression	Mechanics/ Conventions of Writing	4 Minutes: Student reads a story-starter (sentence stem), then produces a writing sample that can be scored for Total Words Written, Correctly Spelled Words, Correct Writing Sequences.

Schoolwide Screening Tools: 2 Types (Cont.)

Schoolwide screening tools tend to fall into 2 broad categories:

2. Curriculum Skills. These screeners sample student skills and knowledge that correspond to grade-level curriculum expectations. An example is Measures of Academic Progress.

    The assumption built into curriculum-skills screeners is that when teachers can map the 'holes' in a student's academic skills, they can adjust instruction to address those gaps.

Curriculum Skills Screener Example: STAR Math

"STAR Math is a computer-adaptive assessment of general mathematics achievement for students in grades 1 to 12. STAR Math provides information on student performance on hundreds of skills within 32 domains."

SOURCE: National Center on Response to Intervention. Screening Tools Chart. Retrieved from *https://charts.intensiveintervention.org/progress-monitoring/star-math-3*

Schoolwide Screening Tools: Selecting Tools that Match Current Student Group Performance

Schools should select screening tools that will provide valuable added information about current schoolwide academic performance.

- In schools where a substantial number of general-education students struggle with basic academic skills, that school should select "basic-skills" tools for schoolwide screening.

- Schools in which the great majority of general-education students (e.g., 90% or more) fall at or above proficiency on basic-skills screenings may want to adopt a "curriculum-skills screener" that provides more complete information about each student's skill set.

Clearinghouse for RTI Screening and Progress-Monitoring Tools

- The National Center on Intensive Intervention (https://charts.intensiveintervention.org/ chart/progress-monitoring) maintains pages rating the technical adequacy of RTI progress-monitoring tools that can also be used for screening. Schools should strongly consider selecting screening tools that have national norms or benchmarks to help them to assess the academic-risk level of their students.

Tier 2: Establish Entrance & Exit Criteria

Tier 2: Creating a Dynamic Model

- At each school-wide RTI academic screening, the school should use **objective**, **trustworthy data sources** to enter students into and exit them from Tier 2 services.

  Here is a tutorial for how schools can **select** Tier 2 data sources, and set **cut-point** scores to determine student Tier placement. The resulting screening system will allow dynamic recruitment for Tier 2 academic services.

Using Data Sources to Match Students to Tiers of Intervention: Recommendations

1. Select Data Sources to Make Tier 2-3 Intervention Placements

2. Apply 'Weights' to Each Data Source

3. Set Cut-Point Bands by Tier for Each Data Source

4. Use the Data Sources in Ranked Order of Importance to Enter Students into (and Exit from) RTI Tiers

5. Group Students by Intervention Need

Recommendation 1: Select Data Sources to Make Tier 2-3 Intervention Placements

Schools use objective data sources to identify students who are at risk of academic failure and require intervention support. Each data source should:

- be valid (an accurate measurements of the student abilit(ies) it claims to assess).

- be reliable (e.g., data collected by different educators on the same student using the same measure should yield similar results).

- add new information and value to the student assessment picture (that is, not be highly correlated with other data sources).

Select Data Sources to Make Tier 1-3 Intervention Placements: Example

At grade 4, Anyplace Elementary School selects three data sources to find students at risk for reading failure:

- AIMSweb: Reading Screening Tools: Oral Reading Fluency (Fluency) & Maze Passages (Comprehension)

- Teacher Nomination

- New York State ELA Test (Scaled Scores/Performance Level)

Recommendation 2: Apply 'Weights' to Each Data Source

Not all data sources are created equal:

- Schools estimate the relative contribution that each data source makes to identifying the true 'at-risk' student.

- Then the data sources are ranked in descending order of importance.

- When making intervention placement decisions, information sources with greater weight have more influence in placing students.

Example: Apply 'Weights' to Each Data Source: Example

Of grade 4 data sources, the school realizes that AIMSweb data gives the best information about risk status in component reading skills, followed closely by NYS ELA scores. However, Teacher Nomination does not offer much new information, as it correlates highly with (overlaps with) student performance on both AIMSweb and the state ELA test.

Often, Teacher Nomination is given the least weight in deciding student placement:

1. AIMSweb: Reading Screening Tools: Oral Reading Fluency (Fluency) & Maze Passages (Comprehension)
2. New York State ELA Test (Scaled Scores/Performance Level)
3. Teacher Nomination

Recommendation 3: Set Cut-Point Bands by Tier for Each Data Source

For those data points that can be quantified as cumulative points, percentiles, or performance levels, the school sets 'cut-points', or score thresholds, for each Tier.

These cut-points allow the school to set entry-level criteria for students at each Tier.

When the set of cut-points is complete for one or more data sources, every student in the school can be evaluated for the degree of risk for academic failure.

AIMSweb® Growth Table
Reading-Curriculum Based Measurement
Multi-Year Aggregate

| Grade | Percentile | Fall | | Winter | | Spring | | ROI |
		Num	WRC	Num	WRC	Num	WRC	
	90		151		169		184	0.9
	75		125		141		156	0.9
	50		100		114		127	0.8
	25	57382	73	58592	89	59844	101	0.8
	10		48		62		72	0.7
	Mean		100		115		128	
	StdDev		40		42		44	

Tier 2
Tier 3

Selecting Performance 'Cut-Points' for Tier 2/3
Services: Example using AIMSweb Norms

Source: AIMSweb® Growth Table Reading-Curriculum Based Measurement: Multi-Year Aggregate: 2006-2007 School Year

Anyplace Elementary School Example: Set Cut-Point Bands by Tier for Each Data Source: Grade 4

RTI: Tier	1. Cut-Point: AIMSweb	2. Cut-Point: NYS ELA Scaled Score
Tier 1: Core Instruction	≥ 25%ile	≥ 320
Tier 1: Classroom Intervention	≥ 20%ile	≥ 310
Tier 2: 'Early Response' Supplemental Intervention	≥ 15%ile	≥ 300
Tier 2: 'Advanced' Supplemental Intervention	≥ 10%ile	≥ 287
Tier 3: Intensive Intervention	≥ 0%ile	≥ 138

NYSED 2015 ELA Test Conversion Chart: Scaled Scores to Performance Levels

Scale Score Ranges Associated with Each Performance Level

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4
3	147-290	291-319	320-357	358-429
4	138-286	287-319	320-342	343-423
5	97-288	289-319	320-345	346-413
6	117-282	283-319	320-337	338-421
7	98-286	287-317	318-346	347-414
8	100-283	284-315	316-342	343-412

Anyplace Elementary School Example: Set Cut-Point Bands by Tier for Each Data Source: Grade 4

RTI: Tier	1. Cut-Point: AIMSweb	2. Cut-Point: NYS ELA Scaled Score
Tier 1: Core Instruction	≥ 25%ile	≥ 320
Tier 1: Classroom Intervention	≥ 20%ile	≥ 310
Tier 2: 'Early Response' Supplemental Intervention	≥ 15%ile	≥ 300
Tier 2: 'Advanced' Supplemental Intervention	≥ 10%ile	≥ 287
Tier 3: Intensive Intervention	≥ 0%ile	≥ 138

Recommendation 4: Use the Data Sources in Ranked Order of Importance to Enter Students into (and Exit from) RTI Tiers

After screening data are collected, use the first data source in order of importance (e.g., AIMSweb school-wide reading screeners) to 'sort' all students into the appropriate Tier--ranging from Tier 1: Core Instruction to Tier 3: Intensive Intervention.

Then consult the next data source (e.g., NYS ELA testing). NOTE: If any students qualify for a more at-risk Tier according to NYS ELA cut-points, a school may choose to resort them into the higher intervention Tier.

Apply Teacher Nomination data last and with caution. When other data sources fail to identify an at-risk student, the Teacher Nomination should be used only if it provides specific additional information about the nature of the academic deficit(s).

Anyplace Elementary School Example: Use the Data Sources to Sort Students into RTI Tiers

RTI: Tier	1. Cut-Point: AIMSweb	2. Cut-Point: NYS ELA Scaled Score	Number of Students from Gr 4 (120 Total)
Tier 1: Core Instruction	≥ 25%ile	≥ 320	82
Tier 1: Classroom Intervention	≥ 20%ile	≥ 310	12
Tier 2: 'Early Response' Supplemental Intervention	≥ 15%ile	≥ 300	7
Tier 2: 'Advanced' Supplemental Intervention	≥ 10%ile	≥ 287	15
Tier 3: Intensive Intervention	≥ 0%ile	≥ 138	4

Recommendation 5: Group Students by Intervention Need

Use data sources to group students at each Tier according to shared intervention profiles/needs.

For most students, the academic screening data (e.g., AIMSweb) is sufficient for placement (e.g., a grade-4 student with moderate reading fluency delays benefits from a program to boost oral reading fluency).

However, students with more severe delays in academic screening and/or low NYS ELA results may need further diagnostic testing to accurately determine the appropriate intervention program.

Using Data Sources to Match Students to Tiers of Intervention: Recommendations

1. Select Data Sources to Make Tier 2-3 Intervention Placements

2. Apply 'Weights' to Each Data Source

3. Set Cut-Point Bands by Tier for Each Data Source

4. Use the Data Sources in Ranked Order of Importance to Enter Students into (and Exit from) RTI Tiers

5. Group Students by Intervention Need

Handout; p. 3

Select scheduling options. Describe how your school will schedule Tier 2 services to ensure that (a) all students who need Tier 2 will be able to receive it at a minimum frequency and session length (e.g., 3 times per week for 30 minute sessions) to be effective.

Tier 2 Scheduling Plan

Set up your academic screening program. In column 1, generate a list of screeners and other data sources that you will use to determine student eligibility for Tier 2 academic services. In column 2, rank-order these data sources based on their relative importance for Tier 2 identification (i.e., "1" for the most important data source, "2" for the next most important source, etc.). In column 3, begin to plan how your building will establish 'cut-points' (if applicable) for each data source.

Column 1: List Each Data Source	Column 2: Rank Your Data Sources	Column 3: Create a Plan to Establish Cut-Points for Each Data Source

Tier 2 Entrance/Exit Worksheet: Activity

Set up your academic screening program. In column 1, generate a list of screeners and other data sources that you will use to determine student eligibility for Tier 2 academic services. In column 2, rank-order these data sources based on their relative importance for Tier 2 identification (i.e., "1" for the most important data source, "2" for the next most important source, etc.). In column 3, begin to plan how your building will establish 'cut-points' (if applicable) for each data source.

Column 1: List Each Data Source	Column 2: Rank Your Data Sources	Column 3: Create a Plan to Establish Cut-Points for Each Data Source

Data Analysis Team: Establish Tier 2 Command & Control. What is the Data Analysis Team, who serves on it, and how does it function?

Online

The Data Analysis Team: Command & Control for Tier 2/3 Services

The Data Analysis Team (DAT) is the 'command and control' group for determining which students qualify for Tier 2/3 academic services in your Multi-Tier System of Supports (MTSS) model and assigning them to the appropriate intervention support. The DAT meets after each of 3 school-wide academic screenings that occur in fall, winter, and spring.

The Team's tasks are to (1) share screening results with grade-level teachers to help them to improve instruction; (2) identify specific students that qualify for Tier 2/3 services; and (3) assemble an individual plan for each student identified for Tier 2/3 services.
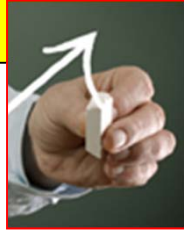
The DAT is typically multi-disciplinary. There is no minimum or maximum number of participants on the Team. However, the DAT membership collectively should:

- be knowledgeable of all intervention personnel and evidence-based programs available for Tier 2/3 interventions.
- know how to identify students who have failed to meet expected screening benchmarks
- be skilled in using the benchmarks to estimate the risk for academic failure of each student picked up in the screening
- be able to match identified students to appropriate interventions while providing students with sufficient instructional support.
- have the capacity to document the Tier 2/3 intervention set up for each student

Here is a description of how the DAT prepares for and conducts Tier 2/3 intervention-planning meetings (adapted from Kovaleski & Pedersen, 2008).

PREPARATION: STEP 1: Establish Objective Data Sources. An appropriate range of screening tools and other data sources are identified that are capable of accurately assessing student basic academic skills and/or curriculum skills. The school:

- *selects screeners.* The school chooses an appropriate range of screening tools to accurately assess student basic academic and/or curriculum skills. For each screening tool, the school establishes 'cut-points'—score ranges that allow students to be sorted and placed in categories according to their level of need. Those categories include:
  - A. Tier 1: Core Instruction: Low Risk: No intervention is needed.
  - B. Tier 1: Classroom Intervention. Emerging Risk: A classroom intervention plan is sufficient.
  - C. Tier 2: Supplemental Intervention: Some Risk: The student requires intervention beyond core instruction to remediate off-level academic skill gaps. Tier 2 groups are limited to 7 students and meet at least 3 times per week for 30 minutes.
  - D. Tier 3: Intensive Intervention: At Risk: The student requires the most intensive level of intervention support matched to their unique skill deficits. Tier 3 groups are limited to 2-3 students and meet daily for 30 minutes or more.
- *identifies additional data sources.* The school optionally has selected additional data sources (e.g., state test scores; teacher nomination) for identifying students needing intervention support. When possible, cut-points are established for these additional data sources (e.g., organizing raw scores into cut-points on a state reading test to correspond with Tiers of intervention).
- *weights screeners and other data sources.* The school weights in descending order of importance all measures to be used to make intervention placements, with the most 'diagnostic' sources appearing in first position. When

Data Analysis Team: Tier 2/3 Command & Control

DAT: Purpose. The Data Analysis Team (DAT) is the 'command and control' group for determining which students qualify for Tier 2/3 academic services and assigning them to the appropriate intervention support.

The DAT meets after each of 3 school-wide academic screenings: fall, winter, and spring.
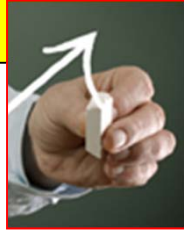
Data Analysis Team: Tier 2/3 Command & Control

DAT: Tasks. The tasks of the Data Analysis Team are to:

- share screening results with grade-level teachers to help them to improve instruction

- identify specific students that qualify for Tier 2/3 services; and

- assemble an individual plan for each student identified for Tier 2/3 services.
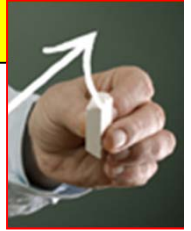
Data Analysis Team: Tier 2/3 Command & Control

DAT: Membership & Skills. The DAT is multi-disciplinary, with no minimum or maximum number of participants. Collectively, the DAT membership should:

- be knowledgeable of all intervention personnel and evidence-based programs available at Tiers 2/3.

- know how to identify students who have failed to meet expected screening benchmarks

- be skilled in using the benchmarks to estimate the risk for academic failure of each student picked up in the screening

- be able to match identified students to appropriate interventions while providing students with sufficient instructional support.

- have capacity to document eachTier 2/3 intervention.

Handout, p. 3

Recruit your 'dream' Data Analysis Team (DAT). Collectively, the DAT should (a) understand data collection and analysis of school-wide screening data; (b) know programs, providers, and number of 'slots' available for Tier 2 across the school; (c) be able to set up and document Tier 2/3 intervention plans; and (d) have skills to dialog with classroom teachers on collegial terms on how to strengthen whole-group instruction. Write down names and/or positions of staff you believe should be considered for DAT membership, along with area(s) of competence.

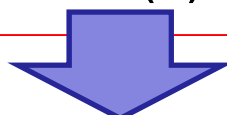| Staff Member/Position	Area(s) of Competence to Support the Tier 2 DAT

Determine Your School's Levels of Intervention. Review the intervention levels below. (Those already checked are Tiers that any MTSS school must implement.) If your school plans to recruit classroom teachers as Tier 2 providers (Tier 2: Early-Response Supplemental Intervention), check that box. Note that your school will set cut-points on school-wide screener to determine student eligibility for each Tier selected.

Possible Intervention Levels

☑ Tier 1: Core Instruction. No intervention is needed.

☑ Tier 1: Classroom Intervention: The classroom teacher provides the intervention.

☐ Tier 2: 'Early Response' Supplemental Intervention: Classroom teachers provide the intervention for students with 'milder' Tier 2 deficits. (This category could include middle or high school teachers with an AIS period.)

☑ Tier 2: 'Advanced' Supplemental Intervention: The reading or math teacher or other designated Tier 2 interventionist provides the intervention.

☑ Tier 3: Intensive Intervention: The reading or math teacher or other designated Tier 3 interventionist provides the intervention.

Tier 2/3 Entrance/Exit: Handout: Activity

Recruit your 'dream' Data Analysis Team (DAT). Collectively, the DAT should (a) understand data collection and analysis of school-wide screening data; (b) know programs, providers, and number of 'slots' available for Tier 2 across the school; (c) be able to set up and document Tier 2 intervention plans; and (d) have skills to dialog with classroom teachers on collegial terms on how to strengthen whole-group instruction. Write down names and/or positions of staff you believe should be considered for DAT membership, along with their area(s) of competence.
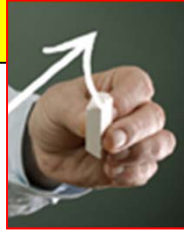
Staff Member/Position	Area(s) of Competence to Support the Tier 2 DAT

Data Analysis Team: Tier 2/3 Command & Control

PREPARATION: Prepare Data Reports for Current Screening. After each school-wide screening, the DAT:

- *compiles grade-level summaries depicting patterns of student performance by grade level.*

  Summary information for interpreting the effectiveness of core instruction might include:

  – the overall percentage of students performing at or above grade level on each screening measure,

  – targeted analyses of percentages of students demonstrating mastery of particular academic skills (e.g., oral reading fluency), etc.
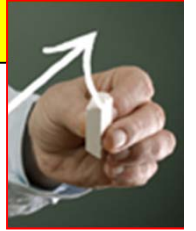
Data Analysis Team: Tier 2/3 Command & Control

PREPARATION: Prepare Data Reports for Current Screening.

The DAT:

- *prepares student eligibility lists by Tier.*

  At every grade level, the school generates lists for each screening measure that use predetermined cut-point scores to group students into corresponding intervention Tiers.

Data Analysis Team: Tier 2/3 Command & Control
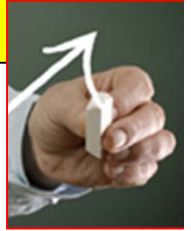
DAT MEETING: STEP 1: Have Instructional Conversations with Grade-Level Teams. DAT meets with teachers at each grade to:

- *evaluate the effectiveness of core instruction.* Core instruction is judged to be adequate if at least 80% of students perform at or above the benchmark cut-point(s).

- *examine patterns of student performance.* DAT and teachers next look over the screening results to see what grade- or class-wide patterns of performance emerge.

- *brainstorm ideas to strengthen instruction.* DAT and teachers discuss specific strategies to be incorporated into core instruction at the grade level to improve learning and outcomes.

DAT: Tier 1: Screening Data & Instruction: Sample Qs

❑ *According to our most recent screening data, 65 percent of our third-grade met or exceeded the benchmark for oral reading fluency. That's well below our goal of 80 percent. What ideas do you have to target fluency in core instruction?*

❑ *When you look at student performance in reading comprehension, some of your fourth-grade classrooms were at or above benchmark and some below. Why do you think we have these differences—and more importantly, what can we do to address them?*
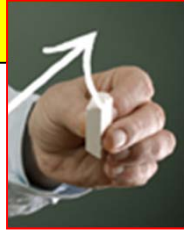
Data Analysis Team: Tier 2/3 Command & Control

DAT MEETING: STEP 1: Have Instructional Conversations with Grade-Level Teams.

TIP: *Delegate to streamline grade-level meetings.* Schools may find it difficult to convene a meeting between the entire DAT and each grade-level instructional team.

One solution is first to convene the full DAT collectively to analyze screening results and compile analyses for all grade levels.

Then a sub-group of the DAT can be delegated to meet with the various grade levels to convey the updated screening information and the full DAT's recommendations--and to generate an action plan.
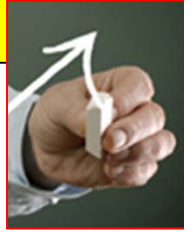
Data Analysis Team: Tier 2/3 Command & Control

DAT MEETING: STEP 2: Identify Tier 2/3 Students. The DAT next reviews screening results at each grade level.

The Team's task in this phase is to identify students who qualify for Tier 2/3 services based on their falling below the Tier 2/3 eligibility cut-point scores on the screening measure(s).

DAT: Tier 2/3: School- and Grade-Wide Analysis: Qs

❑ *Now let's focus on our screening cut-point scores for reading comprehension across grades 2 through 6. Which students fell into the Tier 2/Tier 3 ranges?*

❑ *Are there any students appearing on our Tier 2/3 eligibility list who are a surprise because we thought their skills were stronger than we saw in the screening?*

❑ *Which students were so low on our reading screenings that we should do more diagnostic assessment to pinpoint their intervention needs?*
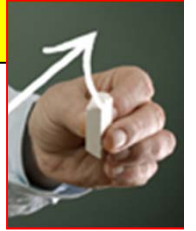
Data Analysis Team: Tier 2/3 Command & Control

DAT MEETING: STEP 3: Develop Intervention Plans for Each Eligible Tier 2/3 Student. In the final segment of the DAT meeting, the Team assigns each student to a specific reading group/program and creates a matching intervention plan.

For each student discussed, the team decides on details such as what group and intervention program that learner is to be assigned to, the frequency and length of intervention sessions, and the number of weeks the intervention will last before check-up. The DAT also creates a written record of the intervention plan.

DAT: Tier 2/3: Individual Intervention Planning: Qs

OK, Let's look at Jack, the next student on our Tier 2 list.

- ❏ *According to our screening data, what reading intervention would be best for Jack?*

- ❏ *How will we monitor Jack's progress during the intervention—and how often?*

- ❏ *What will be the maximum size of Jack's reading group?*

- ❏ *How frequently should Jack's reading group meet?*

- ❏ *How many weeks will the intervention last before we check in on Jack's reading progress?*

Data Analysis Team: Tier 2/3 Command & Control

DAT MEETING: STEP 3: Develop Intervention Plans for Each Eligible Tier 2/3 Student.

TIP: *Delegate development of intervention plans to Tier 2/3 providers.* The DAT can find it time-consuming in a single meeting to create individualized plans documenting all details of each eligible student's Tier 2/3 reading interventions.

An alternative is to give intervention providers responsibility for documenting Tier 2/3 plans, to be completed soon after the DAT meeting. The full DAT retains responsibility for identifying Tier 2/3 students and making assignments to groups and reading programs.

Handout; p. 4

Develop a Draft Agenda for Data Analysis Team Meetings. Look over the sample agenda and script for running a Data Analysis Team meeting (handout: pp. 8-13). Using this resource as a general guide, draft an agenda ('Tasks' list) for how your DAT meetings will be conducted. NOTE: In this exercise, if your school chooses to schedule face-to-face meetings between DAT members and classroom teachers to talk about the impact of screening results on core instruction, you can schedule and script those as separate events.

DAT Meeting Agenda

Task Title	What is to be accomplished (include scripted dialog if helpful)
TASK 1 →: • _____	
TASK 2 →: • _____	
TASK 3 →: • _____	
TASK 4 →: • _____	
TASK 5 →: • _____	
TASK 6 →: • _____	
TASK 7 →: • _____	
TASK 8 →: • _____	

InterventionCentral
10-Minute 'Count Down' Timer

10:00

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Tier 2/3 Entrance/Exit: Hanout: Activity

Develop a Draft Agenda for Data Analysis Team Meetings.
Look over the handout for running a Data Analysis Team meeting. Using this resource as a general guide, draft an agenda ('Tasks' list) for how your DAT meetings will be conducted. NOTE: In this exercise, if your school chooses to schedule face-to-face meetings between DAT members and classroom teachers to talk about the impact of screening results on core instruction, you have the option to schedule and script those as separate events.

Task Title	What is to be accomplished (include scripted dialog if helpful)
TASK 1 ➔ : • _____	
TASK 2 ➔ : • _____	

Activity: What Are Your Tier 2 Next Steps?

At your tables:

- appoint a recorder.

- look over the *Tier 2: Quality Indicators Checklist* on p. 6 of your handout.

- select elements that you would choose to work on next year at your school.

- identify elements that require *district* coordination and support to accomplish.

Be prepared to report out.

Tier 2 Academic-Intervention Services: Quality Indicators

Directions: Complete this questionnaire to evaluate the current status of your school's Tier 2 academic services.

School-Wide

Rating	Tier 2 Quality Indicator	Notes/Comments
__ Accomplished __ Partially Accomplished __ Not Accomplished	**Recruitment.** Students are entered into and exited from Tier 2 services based primarily on the objective data of the school-wide screening tool(s) (e.g.,20- 25*% or below). If used at all, teacher nomination is a minor source of Tier 2 recruitment.	
__ Accomplished __ Partially Accomplished __ Not Accomplished	**Coordination of Services.** The building Data Analysis Team (DAT) reviews school-wide academic screening data collected at 3 points during the year (Fall/Winter/Spring). The DAT decides which students are eligible for Tier 2 services, assigns students to intervention groups based on shared skill deficits, and [...] qualify for Tier 2.	
__ Accomplished __ Partially Accomplished __ Not Accomplished	**Classroom Feedback.** T[...] screening results with cla[...] level patterns of academi[...] brainstorm how to impro[...] learners.	

Interventionist Practices

Rating	Tier 2 Quality Indicator	[...]mments
__ Accomplished __ Partially Accomplished __ Not Accomplished	**Documentation.** Tier 2 i[...] writing with clear descript[...] *before* Tier 2 services begin. Those Tier 2 plans are archived electronically for long-term storage and retrieval.	
__ Accomplished __ Partially Accomplished __ Not Accomplished	**Research-Based Interventions.** The Tier 2 interventionist employs intervention programs or practices supported by research.	
__ Accomplished __ Partially Accomplished __ Not Accomplished	**Off-Grade-Level Focus.** The focus of Tier 2 services is to fix 'off-grade-level' academic deficits—and is *not* simply an extension of classroom instruction through re-teaching of core instruction, homework help, or test preparation.	
__ Accomplished __ Partially Accomplished __ Not Accomplished	**Progress-Monitoring.** The Tier 2 interventionist is collecting progress-monitoring data at *least* 2 times per month to monitor the success of the intervention.	
__ Accomplished __ Partially Accomplished __ Not Accomplished	**Intervention Check-Ups.** The Tier 2 interventionists/Data Analysis Team review each student's performance at 6-10-week intervals to determine whether they are making adequate progress. At these check-ups, students can be moved into different or more intensive intervention programs or exited from Tier 2 services—depending on progress.	

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15-Minute 'Count Down' Timer

15:00

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