## BUILDING LEVEL STATUS

**Kindergarten**

<table>
<thead>
<tr>
<th></th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>58%</td>
<td>20%</td>
<td>22%</td>
</tr>
<tr>
<td>Winter</td>
<td>82%</td>
<td>12%</td>
<td>6%</td>
</tr>
<tr>
<td>Spring</td>
<td>67%</td>
<td>26%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Set Goal: By Spring, we want % to be at Benchmark with their literacy skills.

**First Grade**

<table>
<thead>
<tr>
<th></th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>28%</td>
<td>41%</td>
<td>31%</td>
</tr>
<tr>
<td>Winter</td>
<td>79%</td>
<td>8%</td>
<td>13%</td>
</tr>
<tr>
<td>Spring</td>
<td>75%</td>
<td>5%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Set Goal: By Spring, we want % to be at Benchmark with their literacy skills.

**Second Grade**

<table>
<thead>
<tr>
<th></th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>79%</td>
<td>6%</td>
<td>15%</td>
</tr>
<tr>
<td>Winter</td>
<td>67%</td>
<td>15%</td>
<td>19%</td>
</tr>
<tr>
<td>Spring</td>
<td>60%</td>
<td>16%</td>
<td>24%</td>
</tr>
</tbody>
</table>

Set Goal: By Spring, we want % to be at Benchmark with their literacy skills.

**Third Grade**

<table>
<thead>
<tr>
<th></th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>85%</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>Winter</td>
<td>75%</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Spring</td>
<td>72%</td>
<td>2%</td>
<td>26%</td>
</tr>
</tbody>
</table>

Set Goal: By Spring, we want % to be at Benchmark with their literacy skills.

**Fourth Grade**

<table>
<thead>
<tr>
<th></th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>73%</td>
<td>18%</td>
<td>9%</td>
</tr>
<tr>
<td>Winter</td>
<td>64%</td>
<td>18%</td>
<td>27%</td>
</tr>
<tr>
<td>Spring</td>
<td>57%</td>
<td>27%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Set Goal: By Spring, we want % to be at Benchmark with their literacy skills.

**Fifth Grade**

<table>
<thead>
<tr>
<th></th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>74%</td>
<td>7%</td>
<td>19%</td>
</tr>
<tr>
<td>Winter</td>
<td>74%</td>
<td>9%</td>
<td>16%</td>
</tr>
<tr>
<td>Spring</td>
<td>73%</td>
<td>7%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Set Goal: By Spring, we want % to be at Benchmark with their literacy skills.
### BUILDING LEVEL STATUS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade 6**

Set Goal: By Spring, we want % to be at Benchmark with their literacy skills.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade 7**

Set Goal: By Spring, we want % to be at Benchmark with their literacy skills.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade 8**

Set Goal: By Spring, we want % to be at Benchmark with their literacy skills.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade 9**

Set Goal: By Spring, we want % to be at Benchmark with their literacy skills.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade 10**

Set Goal: By Spring, we want % to be at Benchmark with their literacy skills.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade 11**

Set Goal: By Spring, we want % to be at Benchmark with their literacy skills.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### BUILDING LEVEL STATUS

#### Total Building Level Status

<table>
<thead>
<tr>
<th></th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>66</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>Winter</td>
<td>73.5</td>
<td>12</td>
<td>14.5</td>
</tr>
<tr>
<td>Spring</td>
<td>67</td>
<td>14</td>
<td>19</td>
</tr>
</tbody>
</table>

Set Goal: By Spring, we want $\%$ to be at Benchmark with their literacy skills.
# A Focused Conversation Around Universal Screening Data

<table>
<thead>
<tr>
<th>Focus Question (Topic)</th>
<th>Rational Aim</th>
<th>Experiential Aim</th>
<th>Participants</th>
<th>Facilitation Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the implications of the universal screening data?</td>
<td>To identify priorities for improvement in reading performance</td>
<td>To gain commitment to improvement and “ownership” of the data being observed.</td>
<td>Members of the Building Leadership Team—this could be repeated back in their building with Collaborative teams</td>
<td></td>
</tr>
</tbody>
</table>

**Prelude: Context**

Let’s take a short time to skim through the building and grade level status reports. Then, I’m going to lead you through some questions that will focus on facts first, then connections and responses. Finally, we will interpret what we’re seeing and discuss possible implications as we approach the next semester.

- What data catches your eye as you look at building level status? Grade level status?
- What facts stand out?
- Are there grade levels that have made great gains?
- Any that have dropped or appear stagnant?
- What questions of clarity do you have?
- What is unclear to you?

- What surprises you in this information?
- What most concerns you?
- How does this data compare with your intuitive or personal experience of students’ performance?
- Where are you confident?
- What makes you feel anxious?

- Where are we strong relative to the target scores?
- Where are we weak relative to the national norms?
- What may be some of the underlying causes?
- What are some emerging themes in all this information?
- What options are open to us?
- What insights are beginning to emerge?
- What kinds of changes will we need to make?
- Which of these is most important for you? Why?
- Which of these needs to be dealt with first? Why?
- What do you hear the group saying are the lowest priorities at this time?
- What three or four of these high priority areas do we most need to focus on improving in the next semester?
- What are we willing to commit to?
- What are the first steps we need to take?
- Who will take this back to the collaborative teams?

*This is tremendous work, and will make a difference for students in your building. You may want to take a few minutes to develop a preliminary action plan and I will look forward to hearing more about this when I return for Day 4.*
<table>
<thead>
<tr>
<th>Timing</th>
<th>Timing</th>
<th>Timing</th>
<th>Timing</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-7 minutes</td>
<td>10-15 minutes</td>
<td>10-15 minutes</td>
<td>15-25 minutes</td>
<td>15-25 minutes</td>
</tr>
</tbody>
</table>

**Trainer Notes**

(Give teams time to look at the data for just a few minutes without discussing with peers. As you move through the different levels of questions, watch the flow of answers. Keep in mind there will be a tendency to want to answer reflective and interpretive questions immediately—this often leads to defensiveness rather than thoughtful evaluation. As soon as someone starts to answer a question that has not been asked yet, ask them to hold that response.)

(Depending on the group, you may choose to focus on one section of data at a time—building, then grade level, for example—then repeat for the next set of data)

(Write answers on the board or a flipchart so that the information is available to the group for the next questions.)

(More than 3 or 4 priorities is probably not manageable. This conversation should just be the first step for the team.)

(adapted from Orchestration Template for Virtual Meetings, Ester Mae Cox, & The Art of Focused Conversation for Schools, Jo Nelson)
Flow Charts for Grouping Decisions

MTSS Core Team
Symposium, 2014
Kindergarten - AIMSweb Universal Screening Flow Chart

**FALL**
(Assess LNF)

- LNF Score
  - Benchmark
    - Focus instruction on phoneme segmentation in Core
    - Select from Curriculum Protocol
  - Below Benchmark (need intervention)
    - Check Phonological Skills Initial Sounds, Syllable Blending, Segmentation, Concept of Spoken Word (e.g., PAST)
    - Passed Phonological Skills: Group for Alphabet Knowledge
    - Did not pass Phonological Skills: Group by Phonological Awareness Skills
    - Focus instruction on alphabet knowledge
    - Select intervention from Curriculum Protocol
    - Focus instruction on phonological skills needed (Initial sounds, Syllable Blending, Segmentation, Deletion, Concept of Spoken word)
    - Select intervention from Curriculum Protocol

**WINTER**
(Assess LNF, LSF, PSF, NWF)

- PSF Score
  - Place students in PSF Grouping Worksheet (% Accuracy and Fluency)
  - Determine performance patterns
  - Focus instruction according to Performance Patterns on PSF Grouping Worksheet
    - Select intervention from Curriculum Protocol

**SPRING**
(Assess LNF, LSF, PSF, NWF)

- = See Curriculum Protocol
Kindergarten – DIBELS Next Universal Screening Flow Chart

**FALL**
(Assess FSF, LNF)

- Place students in FSF Grouping Worksheet (% Accuracy and Fluency)
- Determine performance patterns
- Focus instruction according to Performance Patterns on FSF Grouping Worksheet
- Select intervention from Curriculum Protocol

**WINTER**
(Assess FSF, LNF, PSF, NWF)

- FSF Score

**SPRING**
(Assess LNF, PSF, NWF)

- PSF Score

- Place students in PSF Grouping Worksheet (% Accuracy and Fluency)
- Determine performance patterns
- Focus instruction according to Performance Patterns on PSF Grouping Worksheet
- Select intervention from Curriculum Protocol

= See Curriculum Protocol
1st Grade – Universal Screening Flow Chart

**FALL**
(Assess LNF, LSF, PSF, NWF)

- NWF Score
  - Passed NWF
    - Place students in Grouping Worksheet using NWF (% Accuracy and Fluency)
    - Focus instruction according to Performance Patterns in NWF Grouping Summary
    - Select intervention from NWF Grouping Summary/ Curriculum Protocol
  - Did not pass NWF: Check PSF score
    - Passed PSF
      - Place students in Grouping Worksheet using PSF (% Accuracy and Fluency)
      - Focus instruction according to Performance Patterns in PSF Grouping Summary
      - Select intervention from PSF Grouping Summary/ Curriculum Protocol
    - Did not pass PSF
      - Place students in ORF Grouping Worksheet (% Accuracy and WCPM)
      - Focus instruction according to ORF Grouping Summary
      - Select intervention from ORF Grouping Summary/ Curriculum Protocol

**WINTER**
(Assess *PSF, NWF, R-CBM)

- NWF Score
  - Passed NWF
  - Did not pass NWF: Check PSF score

**SPRING**
(Assess NWF, R-CBM)

- R-CBM
  - Passed R-CBM
    - Place students in ORF Grouping Worksheet (% Accuracy and WCPM)
    - Focus instruction according to ORF Grouping Summary
    - Select intervention from ORF Grouping Summary/ Curriculum Protocol
  - Did not pass R-CBM: Check NWF score
    - Passed NWF
      - Place students in ORF Grouping Worksheet using PSF (% Accuracy and Fluency)
      - Focus instruction according to Performance Patterns in PSF Grouping Summary
      - Select intervention from PSF Grouping Summary/ Curriculum Protocol
    - Did not pass NWF: Check PSF score
      - Did not pass PSF
        - Place students in Grouping Worksheet using PSF (% Accuracy and Fluency)
        - Focus instruction according to PSF Grouping Summary
        - Select intervention from PSF Grouping Summary/ Curriculum Protocol
      - Did not pass PSF
        - Place students in Grouping Worksheet using PSF (% Accuracy and Fluency)
        - Focus instruction according to PSF Grouping Summary
        - Select intervention from PSF Grouping Summary/ Curriculum Protocol

*Note: DIBELS Next does not assess PSF in the Winter of 1st Grade*
Oral Reading Fluency – Universal Screening Flow Chart

Place students on ORF Grouping Worksheet (% Accuracy & WCPM)

GROUP 4
Inaccurate and Fluent

Provide Self-Monitoring strategies

If needed, give phonics assessment

Focus on Word Recognition/Phonics skills

Select intervention from ORF Grouping Summary/ Curriculum Protocol

GROUP 3
Inaccurate and Slow

Give Phonics Assessment (e.g., QPS)

Focus on Word Recognition/Phonics Skills (CVC, Blends, R-Controlled, etc)

Select intervention from ORF Grouping Summary/ Curriculum Protocol

GROUP 2
Accurate and Slow

Focus on fluency (rate, prosody, punctuation, etc.) at the word, phrase, sentence, and passage level

Inadequate CVC Check Phonological Skills (e.g., PAST)

Focus on phonological skills if needed (Syllables, onset-rime, Phoneme Segmentation)

Select intervention from ORF Grouping Summary/ Curriculum Protocol

GROUP 1
Accurate and Fluent

Inadequate Comprehension

Focus on vocabulary, sentence comprehension, topic knowledge, background information, inference making

Adequate Comprehension

Focus on higher level reasoning, inference making

Select intervention from ORF Grouping Summary/ Curriculum Protocol
Maze – Universal Screening Flow Chart

Adequate Maze Score

Focus on higher level comprehension skills such as reasoning and inference making

Inadequate Maze Score

Give Oral Reading Fluency/R-CBM

Place students on ORF Grouping Worksheet (% Accuracy & WCPM)

GROUP 4
Inaccurate and Fluent

Provide Self-Monitoring strategies

If needed, give phonics assessment

Focus on word recognition/phonics skills

Select intervention from ORF Grouping Summary/ Curriculum Protocol

GROUP 3
Inaccurate and Slow

Give Phonics Assessment (e.g., QPS)

Focus on word recognition/phonics skills (CVC, Blends, R-Controlled, etc.)

Select intervention from ORF Grouping Summary/ Curriculum Protocol

Inadequate CVC – Check phonological skills (e.g., PAST)

GROUP 2
Accurate and Slow

Focus on fluency (rate, prosody, punctuation, etc.) at the word, phrase, sentence, and passage level

Select intervention from ORF Grouping Summary/ Curriculum Protocol

GROUP 1
Accurate and Fluent

Inadequate Comprehension

Focus on vocabulary, sentence comprehension, topic knowledge, background information, inference making

Select intervention from ORF Grouping Summary/ Curriculum Protocol

= See Curriculum Protocol
Secondary Level Universal Screening Flow Chart
Grade Level Comprehension Assessment

Adequate Comprehension Score

Core curriculum

GROUP 4
Inaccurate and Fluent

Provide Self-Monitoring strategies
Give phonics assessment if needed
Focus on word recognition/phonics skills
Select intervention from ORF Grouping Summary/ Curriculum Protocol

GROUP 3
Inaccurate and Slow

Focus on word recognition/phonics skills (CVC, Blends, R-Controlled, etc.)
Give Phonics Assessment (e.g., QPS)
Inadequate CVC – Check phonological skills (e.g., PAST)
Focus on phonological skills if needed (Syllables, onset-rime, Phoneme Segmentation)
Select intervention from ORF Grouping Summary/ Curriculum Protocol

GROUP 2
Accurate and Slow

Focus on fluency (rate, prosody, punctuation, etc.) at the word, phrase, sentence, and passage level
Select intervention from ORF Grouping Summary/ Curriculum Protocol

GROUP 1
Accurate and Fluent

Inadequate Comprehension

Focus on vocabulary, sentence comprehension, topic knowledge, background information, inference making
Select intervention from ORF Grouping Summary/ Curriculum Protocol

Inadequate Maze

Administer 8th Grade Level R-CBM

Place students on ORF Grouping Worksheet (% Accuracy & WCPM)

GROUP 5
Accurate and Fast

Focus on fluency (rate, prosody, punctuation, etc.) at the word, phrase, sentence, and passage level

GROUP 6
Fluent

Focus on vocabulary, sentence comprehension, topic knowledge, background information, inference making

Adequate Maze Score

Focus on missing comprehension skills from grade level comprehension assessment

Administer 8th Grade Level Maze

Inadequate Maze

Administer 8th Grade Level Maze

Inadequate Comprehension Score

Administer 8th Grade Level Maze

Inadequate Comprehension Score

* See Curriculum Protocol
Getting Your Ducks in a Row - Data Driven Conversations

James Baker
Denise Brown
Kansas MTSS Core Team Members
What We’re Seeing Around the State

- Goal reminders:
  - 100% at benchmark for PSF (K)
  - 80% at benchmark for midyear NWF (1st)
  - 80% at benchmark on ORF (2nd and up)
  - 80% at benchmark on Maze (7th and up)

- Strong understanding of the ORF grouping sheets

- More progress monitoring being done

- Commitment to do what’s right for students

- More integration of behavior and academics
What story does your tiered transition report tell?

- Comparison
- % above benchmark
  - 93-95% of the population should be able to learn to read “proficiently”
- Where are the students “moving”?
Tier 1
GOAL: 100% of students achieve benchmark on Universal Screener.
Tier 1 effective if approx. 80% are meeting benchmark on Universal Screening with only access to Core.

Tier 2
For approx. 20% of students Tier 1 Core + Supplemental Instruction (30 minutes) ...to achieve benchmark on assessments.
Tier 2 Effective if approx. 70-80% of students in group improve performance (i.e., gap is closing).

Tier 3
For Approx 5% of Students
Tier 1 Core + Intensive Instruction (60 minutes) ...to achieve benchmark on assessments.
Tier 3 Effective if there is progress (i.e., gap closing). improve performance (i.e., gap is closing).
Predictive Indicators

- “Simple” tasks predict complex reading skills very well---especially if the measures reflect accuracy and speed.”

- “What is tested is simpler than what is taught: Both foundational skills and comprehension will need to be taught, even though comprehension may not be tested thoroughly.”

(Moats, 2005)
What story does your tiered transition report tell?

Your Turn....

Using the building level status report you’ve been given, choose a facilitator to lead the focused conversation.....
Grouping for Appropriate Interventions

- NWF
Any student not proficient with CVC
Grouping for Appropriate Interventions

- ORF

How To Play Pictionary

- Draw a picture
- Did they guess it?
  - Yes
  - You win.
  - No
  - Point repeatedly to the same picture

Doghouse Diaries

*Where pennies are a dime a dozen.*
How Fluent Should Students Be?

#1. **NO COMPELLING EVIDENCE** from research or theory or practice that suggest a benefit to reading significantly ABOVE the 50th %ile

#2. **SIGNIFICANT EVIDENCE** that it is crucial to help students read with fluency at or near the 50th %ile to support comprehension and motivation
Oral Reading Fluency – Universal Screening Flow Chart

Place students on ORF Grouping Worksheet (% Accuracy & WCPM)

GROUP 4
Inaccurate and Fluent

- Provide Self-Monitoring strategies
- If needed, give phonics assessment
- Focus on Word Recognition/Phonics skills (CVC, Blends, R-Controlled, etc.)
- Select Intervention from ORF Grouping Summary/Curriculum Protocol

GROUP 3
Inaccurate and Slow

- Give Phonics Assessment (e.g., QPS)
- Focus on Word Recognition/Phonics skills (CVC, Blends, R-Controlled, etc.)
- Select Intervention from ORF Grouping Summary/Curriculum Protocol

GROUP 2
Accurate and Slow

- Focus on fluency (rate, prosody, punctuation, etc.) at the word, phrase, sentence, and passage level
- Inadequate CVC Check Phonological Skills (e.g., PAST)
- Focus on phonological skills if needed (Syllables, on-set-time, Phoneme Segmentation)
- Select Intervention from ORF Grouping Summary/Curriculum Protocol

GROUP 1
Accurate and Fluent

- Inadequate Comprehension
- Focus on vocabulary, sentence comprehension, topic knowledge, background information, inference making
- Select Intervention from ORF Grouping Summary/Curriculum Protocol

Adequate Comprehension
- Focus on higher level reasoning, inference making
- Select Intervention from ORF Grouping Summary/Curriculum Protocol

= See Curriculum Protocol
Make the Connections....

Grades 2-6 Oral Reading Fluency – Universal Screening Flow Chart

- Place students on ORF Grouping Worksheet (66% Accuracy & WCPM)

GROUP 4
Inaccurate and Fluent
- Provide self-monitoring strategies

GROUP 3
Inaccurate and Slow
- Give phonics assessment (e.g., QPS)

GROUP 2
Accurate and Slow
- Focus on fluency (e.g., predict/paraphrase what the word or words mean, generate a passage level)

GROUP 1
Accurate and Fluent
- Focus on word recognition/phonics skills (e.g., fluency, segmentation)

Curriculum Protocol Example
Grades PreK-5

<table>
<thead>
<tr>
<th>CORE</th>
<th>Little Treasures (PreK)</th>
<th>Treasures (1st-5th Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Treasures Level Readers</td>
<td>Triumphs</td>
</tr>
<tr>
<td>Tier 2</td>
<td>Interventions for all phonological awareness-phonemic knowledge</td>
<td>Phonics A-Z (Vowel), Treasures (C) cliddable text, Florida activities</td>
</tr>
<tr>
<td>Tier 3</td>
<td>Reading Readiness</td>
<td>Phonics Boost/BRH (decoding)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 2 (Targeted Skills)</th>
<th>Six Minute Solution</th>
<th>Frayer Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonics A-Z (Vowel), Treasures (C) cliddable text, Florida activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics &amp; Word Study/Treasures (C) cliddable text, Florida activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Virginia Website: <a href="https://www.scidvni.org/reading-fluent-information/phonic-teachers/">https://www.scidvni.org/reading-fluent-information/phonic-teachers/</a></td>
<td></td>
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<tr>
<td>Build Up</td>
<td></td>
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<tr>
<td>Spiral Up</td>
<td></td>
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<tr>
<td>Research</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 3 (Comprehensive)</th>
<th>Six Minute Solution</th>
<th>Frayer Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Readiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics Boost/BRH (decoding)</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
<th>Six Minute Solution</th>
<th>Frayer Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Phonological Awareness
Phonics
Fluency
Vocabulary
Comprehension

Alphabetic Phonics
Hierarchy of Skills

- Are we placing kids in the right interventions?
We have the students in quadrants, now what?

- How does your placement in a quadrant affect your intervention group? (do all students in my group have the same needs?)
- How does your placement in a quadrant affect curriculum selection?
- Are we using diagnostic tools from Quadrant 3 and how does this data affect decision-making?
How Grouping Sheets Should Inform Instruction
Where are students moving within the quadrants?

<table>
<thead>
<tr>
<th>Fall Grouping Worksheet</th>
<th>Winter Grouping Worksheet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accurate &amp; Fluent</strong> (benchmark)</td>
<td><strong>Accurate &amp; Fluent</strong> (benchmark)</td>
</tr>
<tr>
<td>18 (17%)</td>
<td>42 (40%)</td>
</tr>
<tr>
<td><strong>Accurate but Slow</strong></td>
<td><strong>Accurate but Slow</strong></td>
</tr>
<tr>
<td>0 (0%)</td>
<td>2 (2%)</td>
</tr>
<tr>
<td><strong>Inaccurate &amp; Slow</strong></td>
<td><strong>Inaccurate &amp; Slow</strong></td>
</tr>
<tr>
<td>58 (54%)</td>
<td>52 (50%)</td>
</tr>
<tr>
<td><strong>Inaccurate &amp; Fluent</strong> (benchmark)</td>
<td><strong>Inaccurate &amp; Fluent</strong> (benchmark)</td>
</tr>
<tr>
<td>31 (29%)</td>
<td>8 (7%)</td>
</tr>
</tbody>
</table>
At your table:

- What questions do you still have regarding grouping students for effective intervention?
- What are your next steps?
- What needs to change to make this happen?
Look-think-act

Act

Look

Think
Progress Monitoring

“I don’t have time” is a nice way of saying “It isn’t a priority”.
Why Is Progress Monitoring Important?

- Research has demonstrated that when teachers use progress monitoring for instructional decision-making purposes:
  - Students achieve more.
  - Teacher decision-making improves.
  - Students tend to be more aware of their performance.

(Fuchs, Deno, Mirkin, 1984; Fuchs, Fuchs, Hamlett, & Ferguson, 1992; Stecker, Fuchs, & Fuchs, 2005)
### Matching Progress Monitoring to Instructional Focus

<table>
<thead>
<tr>
<th>Focus of Instruction</th>
<th>Progress Monitor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabet Knowledge</td>
<td>Letter Naming Fluency</td>
</tr>
<tr>
<td>Initial Phoneme Isolation Onset/Rime</td>
<td>First Sound Fluency</td>
</tr>
<tr>
<td>Phoneme Segmentation</td>
<td>Phoneme Segmentation Fluency</td>
</tr>
<tr>
<td>Short Vowels</td>
<td>Nonsense Word Fluency</td>
</tr>
<tr>
<td>Accuracy (Advanced Phonics)</td>
<td>Oral Reading Fluency Passages/R-CBM (Accuracy percent)</td>
</tr>
<tr>
<td>Fluency</td>
<td>Oral Reading Fluency Passage (wcpm)/R-CBM</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Daze/Maze</td>
</tr>
</tbody>
</table>
Progress Monitoring Reminders

- Frequency of Progress Monitoring
  - Every 2 weeks for supplemental instruction
  - Every week for intensive instruction

- Frequency of review of progress monitoring data.

  Tip: Choose a day for progress monitoring each week.
Knowing What to Watch

Progress Monitoring Improvement Report for
from 01/26/2013 to 05/23/2013

Grade 2: Reading - Standard Progress Monitor Passages

- Corrects
- Errors
- Corrects Aimline
- Corrects Trend

Words Read Correct (WRC)

Date

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Determine if Student is Making Adequate Progress
Positive Response by Level and Slope

• The intervention is working
• If continued, the student should reach benchmark.
• Continue until the student reaches the goal!
If the Student Is Not Making Sufficient Growth to Close the Gap, Intensify Instruction
Growth in Performance but Insufficient Growth Rate?

**Increase intensity of instruction by:**
- increasing number of student responses in a minute by reducing group size
- Increase number of questions and error corrections student receives in a minute
- Increase scaffolding
- Provide more modeling (I Do and We Do)
- Increase number of repetition cycles on each skill
- Use more systematic curriculum  (Hall, 2007)
If the student is not making progress, customize the intervention.
Lack of Growth in Performance and Insufficient Growth Rate?

Steps to Customize the Intervention

1. Begin with intensive protocol intervention
2. Teach protocol intervention with fidelity
3. The team determines whether a revision to the program is needed to boost the student’s rate of improvement.
4. If so, an instructional feature, based on a well researched instructional principle, is added to the validated protocol.
### Research-Based Practices Regarding Intervention Effectiveness

#### Instruction
- Fidelity of Instruction
- Modeling and guided practice prior to independent practice (I Do, We Do, You Do)
- Explicit Teaching
- Opportunities to respond
- Sufficient questioning, check for understandings
- Sufficient practice

#### Curriculum
- Appropriate match between learner and intervention
- Appropriate rate of progress to reach goal
- Instructional focus based on diagnostic process
- Variety of Interests
- Teaches skills to mastery
- Appropriate independent work activities

#### Setting
- Classroom routines/behavior management support learning
- Appropriate person teaching the intervention group
- Transitions are short and brief
- Academic learning time is high

#### Individual
- Motivation
- Task persistence
- Attendance
- Pattern of performance errors reflect skill deficits
- Commitment to school
Your Turn to Look-Think-Act:

- Is this intervention working? (Which data points tell you this?)
- What are some possible next steps for this student?
- How do we need to “act” in our problem-solving model?
- What do we need to do to “plan” for change? What results can we expect from that change?

Taking a first look…. 
Goal Setting

"The odds of hitting your target go up dramatically when you aim at it."

M. Pancoast
Setting Goals by:

- School
- Class
- Individual students
Final Discussions

- What do we need to do to “plan” for change for this school year? What results can we expect from that change?
- Could our spring AIMSweb data assist us in “Planning” for the next year?
  - Grouping for fall?
  - Using QPS data for decision-making
Which Ducks are Yours?
Questions?

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- Denise Brown:
  - denise@kansaasmtss.org