BUILDING LEVEL STATUS

Kindergarten

	Tier 1	Tier 2	Tier 3
Fall	58%	20%	22%
Winter	82%	12%	6%
Spring	67%	26%	7%

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

First Grade

	Tier 1	Tier 2	Tier 3
Fall	28%	41%	31%
Winter	79%	8%	13%
Spring	75%	5%	20%

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

Second Grade

	Tier 1	Tier 2	Tier 3
Fall	79%	6%	15%
Winter	67%	15%	19%
Spring	60%	16%	24%

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

Third Grade

	Tier 1	Tier 2	Tier 3
Fall	85%	5%	10%
Winter	75%	10%	15%
Spring	72%	2%	26%

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

Fourth Grade

	Tier 1	Tier 2	Tier 3
Fall	73%	18%	9%
Winter	64%	18%	27%
Spring	57%	27%	16%

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

Fifth Grade

	Tier 1	Tier 2	Tier 3
Fall	74%	7%	19%
Winter	74%	9%	16%
Spring	73%	7%	20%

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

BUILDING LEVEL STATUS

Grade 6

	Tier 1	Tier 2	Tier 3
Fall			
Winter			
Spring			

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

Grade 7

	Tier 1	Tier 2	Tier 3
Fall			
Winter			
Spring			

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

Grade 8

	Tier 1	Tier 2	Tier 3
Fall			
Winter			
Spring			

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

Grade 9

	Tier 1	Tier 2	Tier 3
Fall			
Winter			
Spring			

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

Grade 10

	Tier 1	Tier 2	Tier 3
Fall			
Winter			
Spring			

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

Grade 11

	Tier 1	Tier 2	Tier 3
Fall			
Winter			
Spring			

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

BUILDING LEVEL STATUS

Total Building Level Status

	Tier 1	Tier 2	Tier 3
Fall	66	16	18
Winter	73.5	12	14.5
Spring	67	14	19

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

A Focused Conversation Around Universal Screening Data

Focus Question (Topic)	Rational Aim	Experiential Aim	Participants	Facilitation Team
What are the implications of the universal screening data?	**To identify priorities for improvement in reading performance**	**To gain commitment to improvement and "ownership" of the data being observed.**	**Members of the Building Leadership Team—this could be repeated back in their building with Collaborative teams**	
Prelude: Context	**Objective Questions**	**Reflective Questions**	**Interpretive Questions**	**Decisional Questions**
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 <u>facts</u> 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.*

Timing	Timing	Timing	Timing	Timing
5-7 minutes	10-15 minutes	10-15 minutes	15-25 minutes	15-25 minutes
Trainer Notes	**Trainer Notes**	**Trainer Notes**	**Trainer Notes**	**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.)

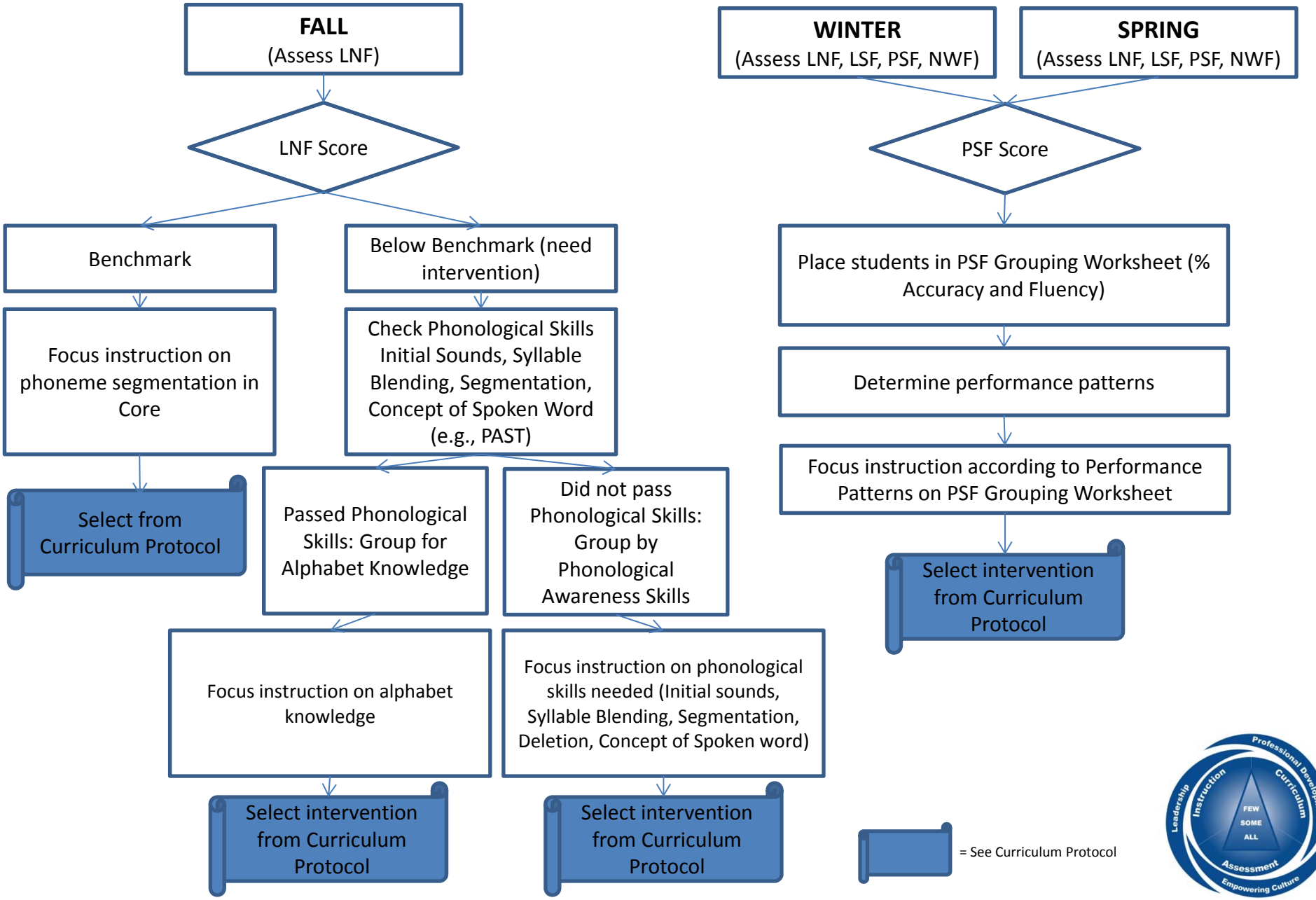
(adapted from *Orchestration Template for Virtual Meetings*, Ester Mae Cox, & *The Art of Focused Conversation for Schools,* Jo Nelson)

Flow Charts for Grouping Decisions

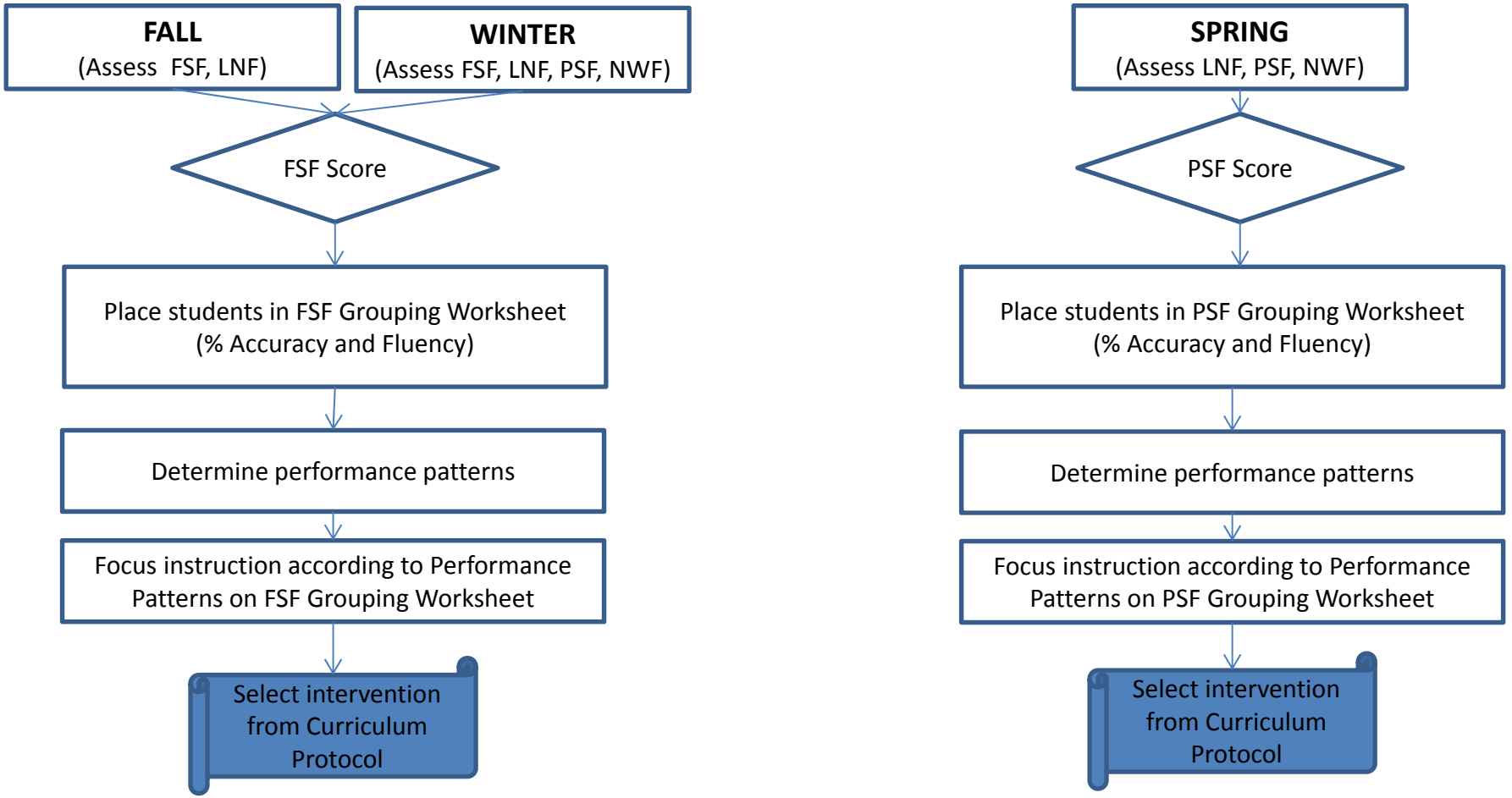
MTSS Core Team

Symposium, 2014

Kindergarten - AIMSweb Universal Screening Flow Chart



Kindergarten – DIBELS Next Universal Screening Flow Chart



= See Curriculum Protocol

1st Grade – Universal Screening Flow Chart

FALL
(Assess LNF, LSF, PSF, NWF)

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

*Note: DIBELS Next does not assess PSF in the Winter of 1st Grade

SPRING
(Assess NWF, R-CBM)

NWF Score

R-CBM

Passed NWF

Did not pass NWF: Check PSF score

Passed R-CBM

Did not pass R-CBM: Check NWF score

Place students in Grouping Worksheet using NWF (% Accuracy and Fluency)

Passed PSF

Did not pass PSF

Place students in ORF Grouping Worksheet (% Accuracy and WCPM)

Passed NWF

Did not pass NWF: Check PSF

Focus instruction according to Performance Patterns in NWF Grouping Summary

Place students in Grouping Worksheet using PSF (% Accuracy and Fluency)

Focus instruction according to ORF Grouping Summary

Did not pass PSF

Select intervention from NWF Grouping Summary/ Curriculum Protocol

Focus instruction according to Performance Patterns on PSF Grouping Summary

Select intervention from ORF Grouping Summary/ Curriculum Protocol

Place students in Grouping Worksheet using PSF (% Accuracy and Fluency)

Select intervention from PSF Grouping Summary/ Curriculum Protocol

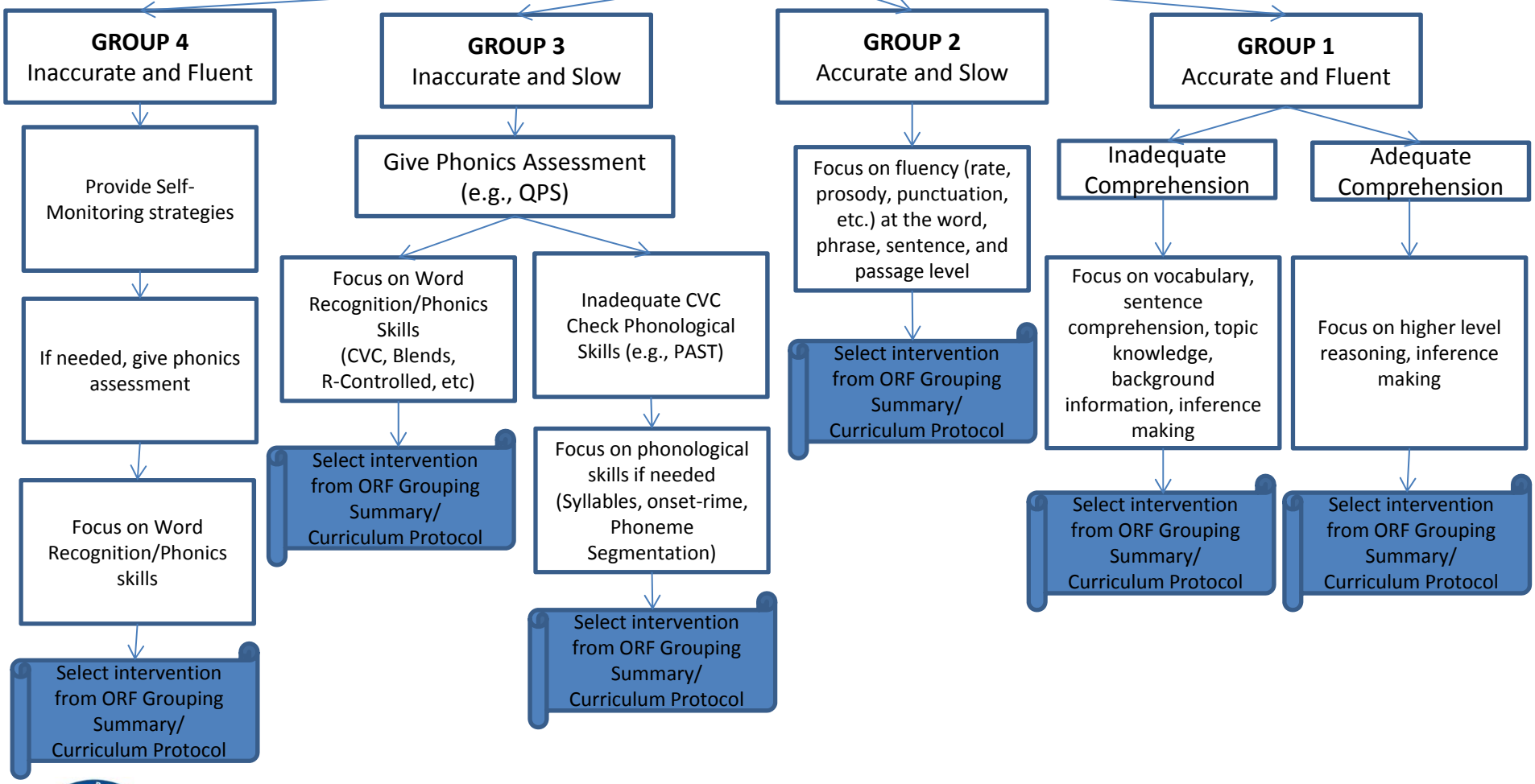
Focus instruction according to PSF Grouping Summary

Select intervention from PSF Grouping Summary/ Curriculum Protocol

= See Curriculum Protocol

Oral Reading Fluency – Universal Screening Flow Chart

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



= See 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)

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

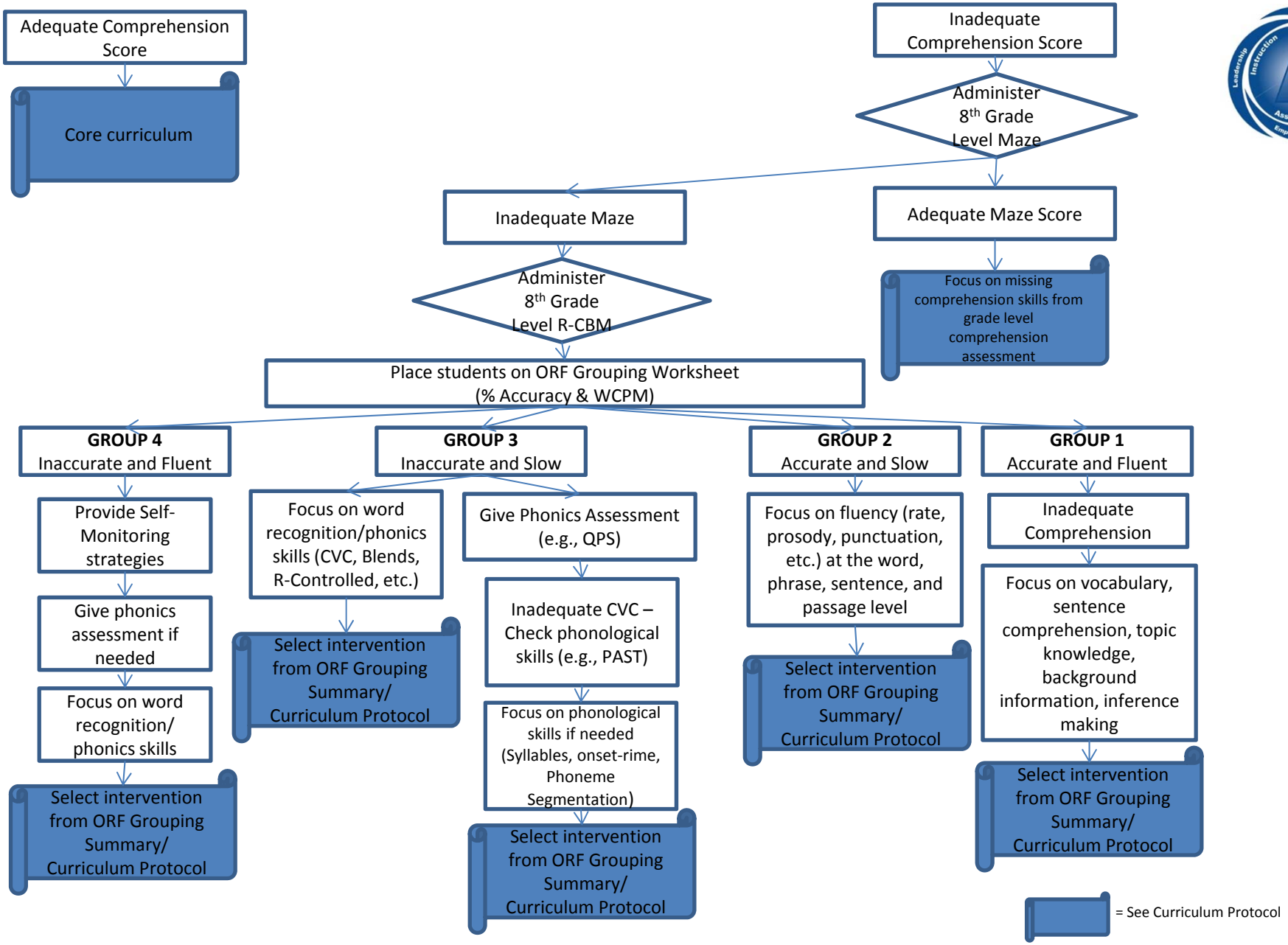
Inadequate Comprehension

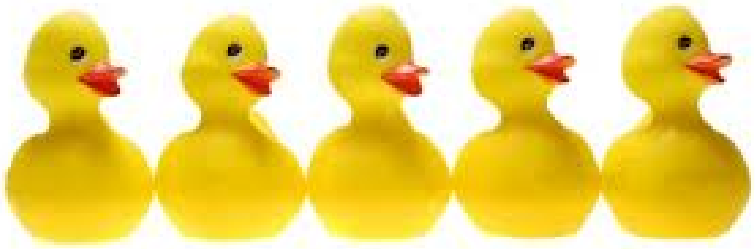
Focus on vocabulary, sentence comprehension, topic knowledge, background information, inference making

Select intervention from ORF Grouping Summary/ Curriculum Protocol

= See Curriculum Protocol

Secondary Level Universal Screening Flow Chart
Grade Level Comprehension Assessment





Getting Your Ducks in a Row- Data Driven Conversations

James Baker

Denise Brown

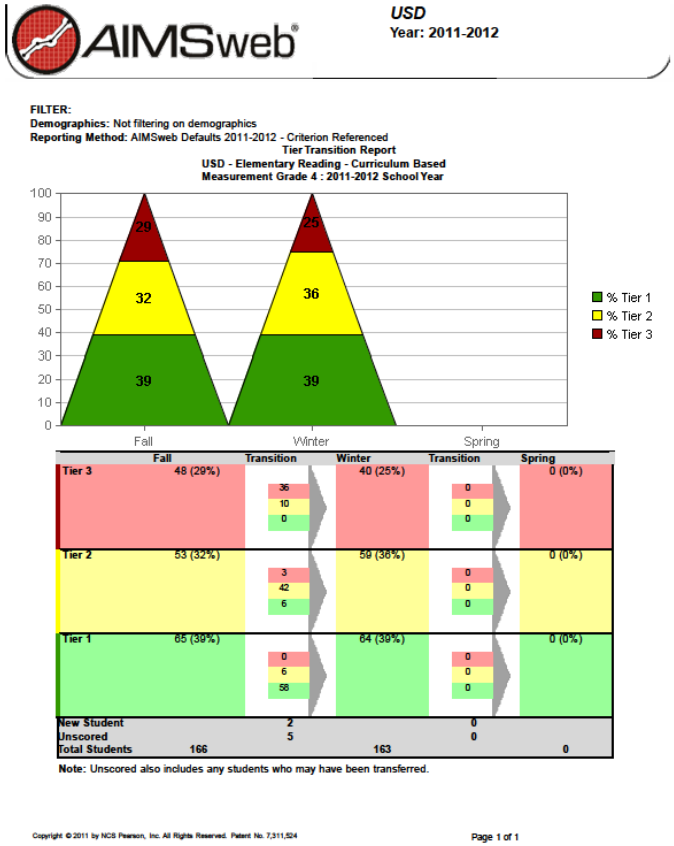
Kansas MTSS Core Team Members

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"?



AIMSweb®

USD
Year: 2011-2012

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults 2011-2012 - Criterion Referenced

Tier Transition Report
USD - Elementary Reading - Curriculum Based
Measurement Grade 4 : 2011-2012 School Year

	Fall	Transition	Winter	Transition	Spring
Tier 3	48 (29%)	36 10 0	40 (25%)	0 0 0	0 (0%)
Tier 2	53 (32%)	3 42 6	59 (36%)	0 0 0	0 (0%)
Tier 1	65 (39%)	0 6 58	64 (39%)	0 0 0	0 (0%)
New Student		2		0	
Unscored		5		0	
Total Students	166		163		0

Note: Unscored also includes any students who may have been transferred.

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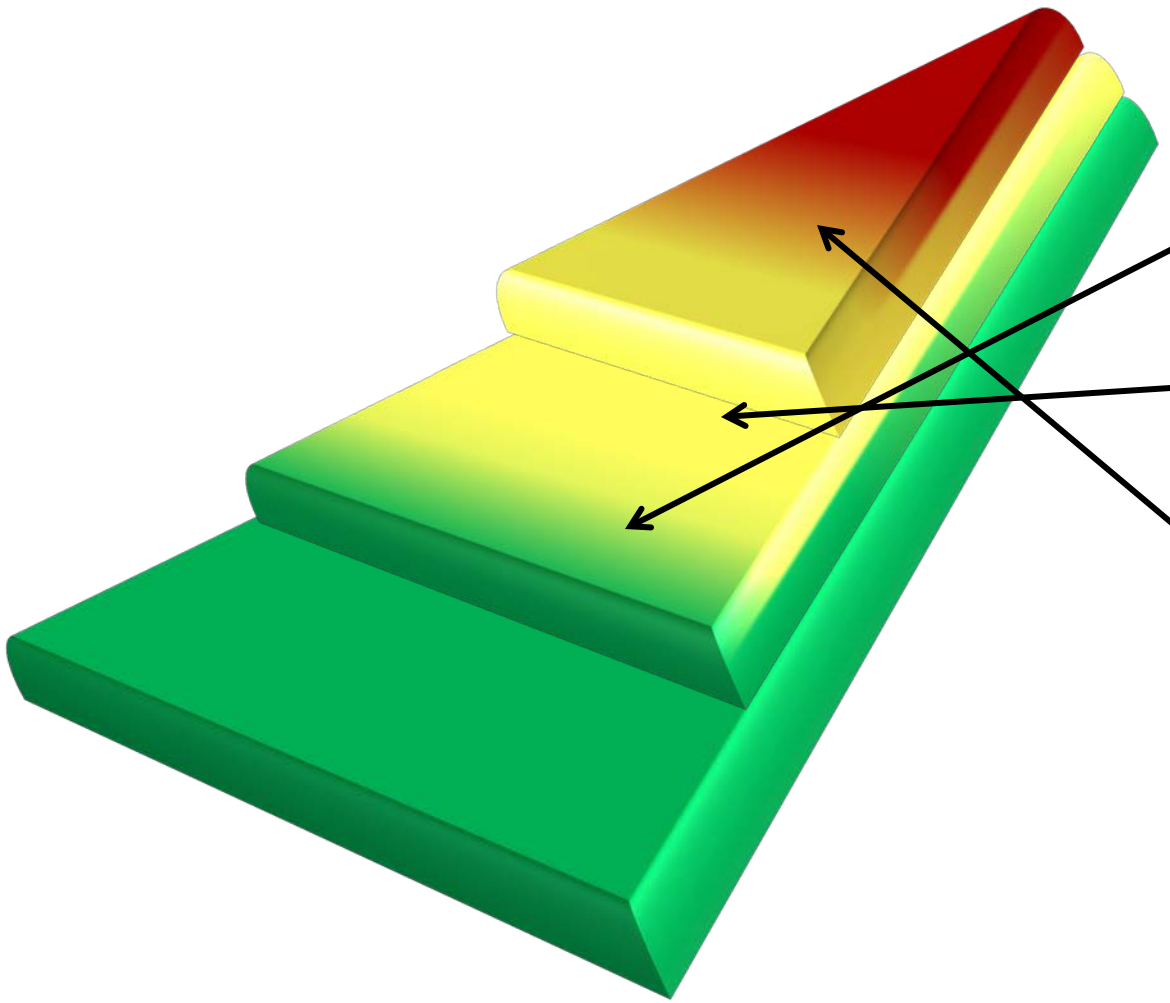
Tiers as Resources



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."

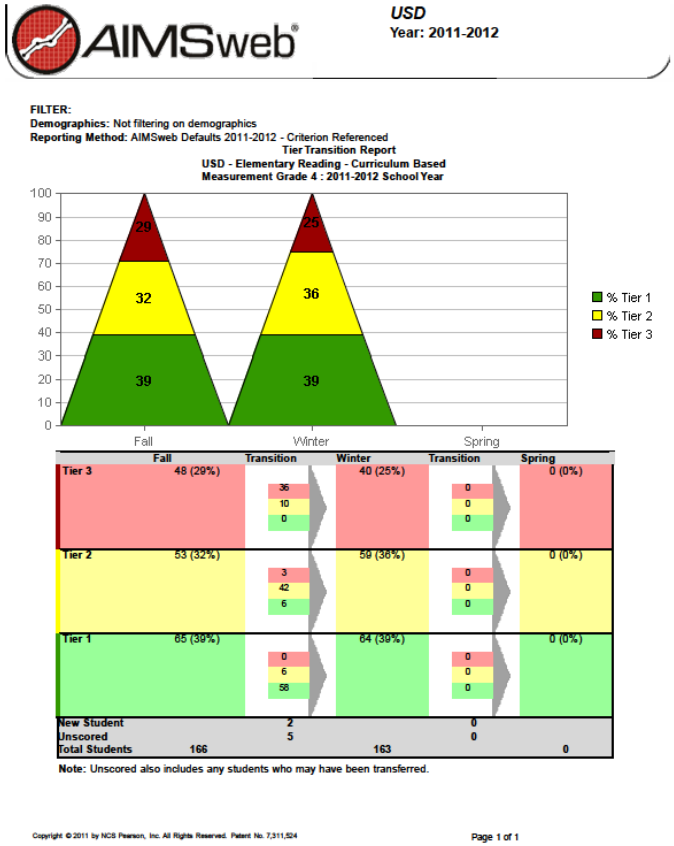
- "What is tested is simpler than what is taught: Both foundational skills and comprehension will need to be taught, even though comprehension may not be tested thoroughly."

(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…..



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Measurement Grade 4 : 2011-2012 School Year

	Fall	Transition	Winter	Transition	Spring
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Tier 1	65 (39%)	0 6 58	64 (39%)	0 0 0	0 (0%)
New Student		2		0	
Unscored		5		0	
Total Students	166		163		0

Note: Unscored also includes any students who may have been transferred.

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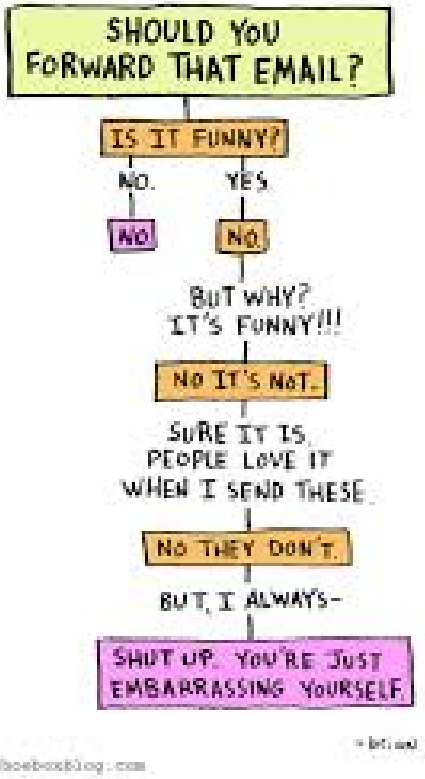
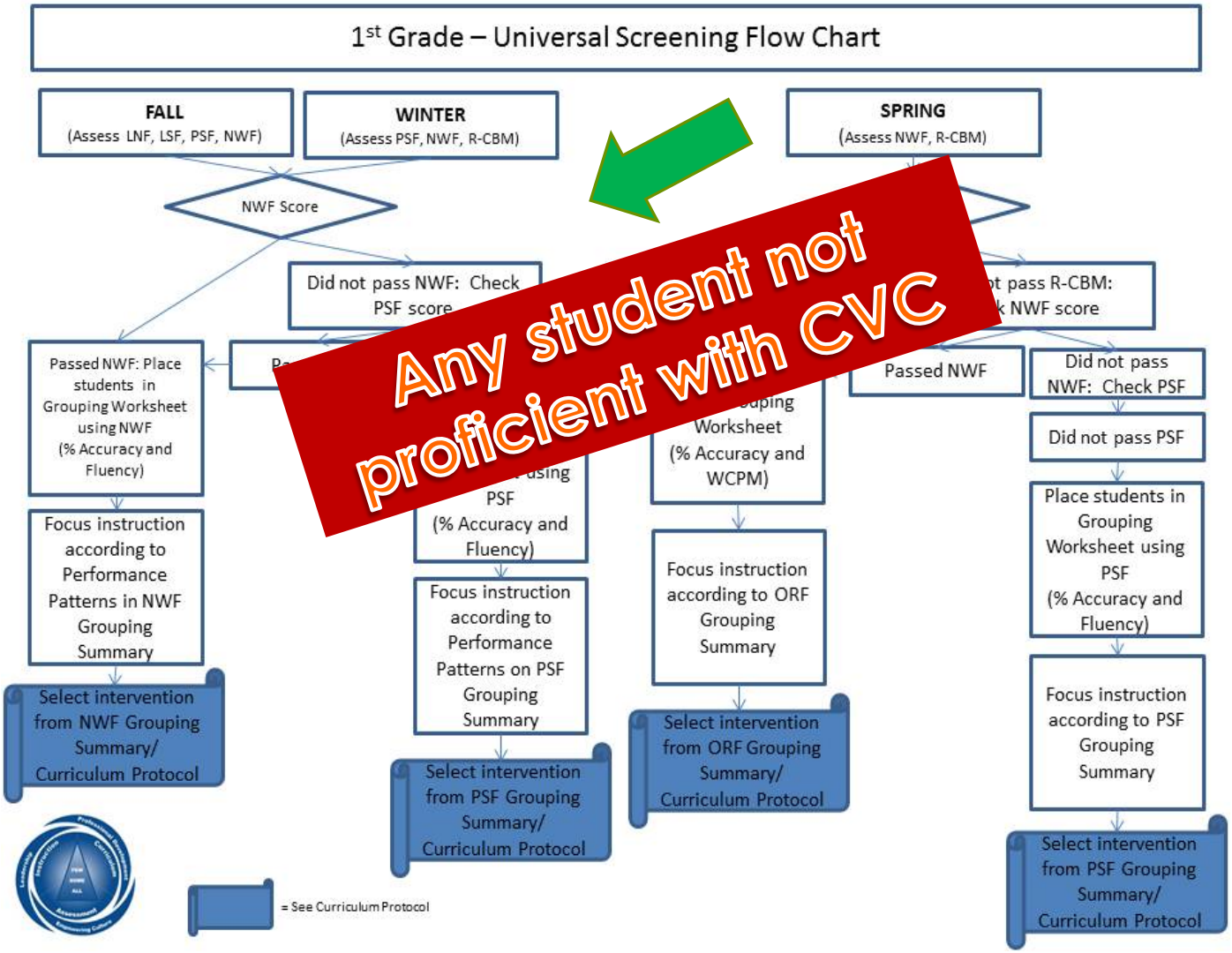
Grouping for Appropriate Interventions

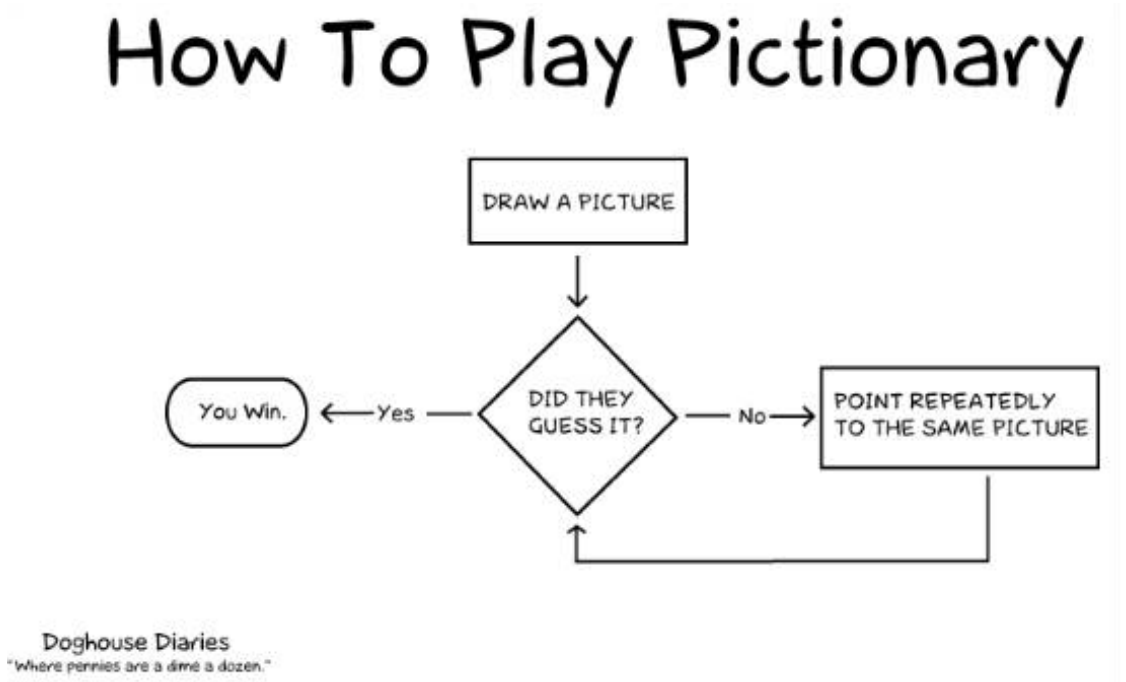
- NWF




1st Grade – Universal Screening Flow Chart
FALL
(Assess LNF, LSF, PSF, NWF)
WINTER
(Assess PSF, NWF, R-CBM)
SPRING
(Assess NWF, R-CBM)
NWF Score
Did not pass NWF: Check PSF 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
PSF (% Accuracy and Fluency)
Focus instruction according to Performance Patterns on PSF Grouping Summary
Select intervention from PSF Grouping Summary/ Curriculum Protocol
Worksheet (% Accuracy and WCPM)
Focus instruction according to ORF Grouping Summary
Select intervention from ORF Grouping Summary/ Curriculum Protocol
Passed NWF
Did not pass NWF: Check PSF
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
= See Curriculum Protocol
Any student not proficient with CVC

Grouping for Appropriate Interventions

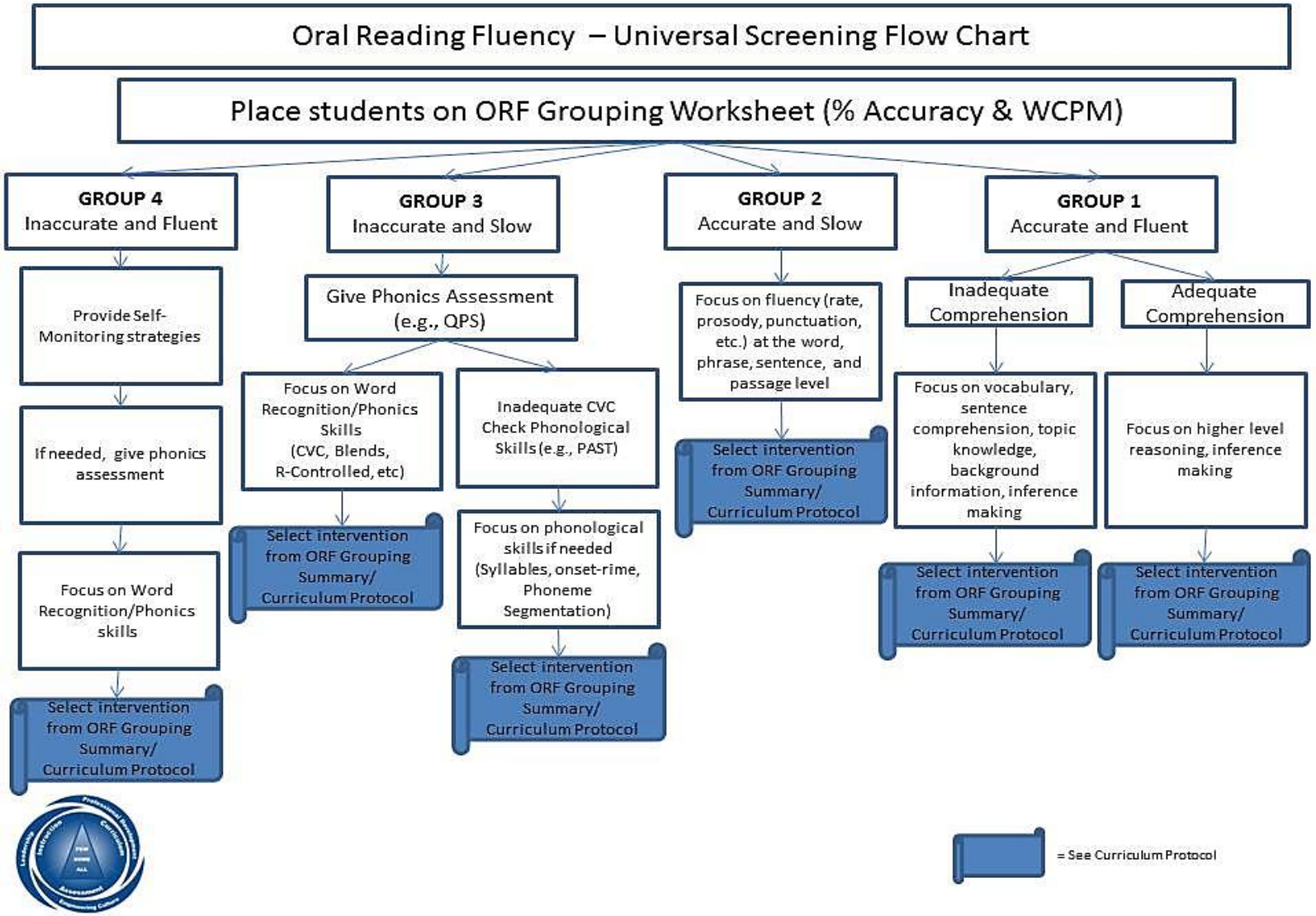
- ORF



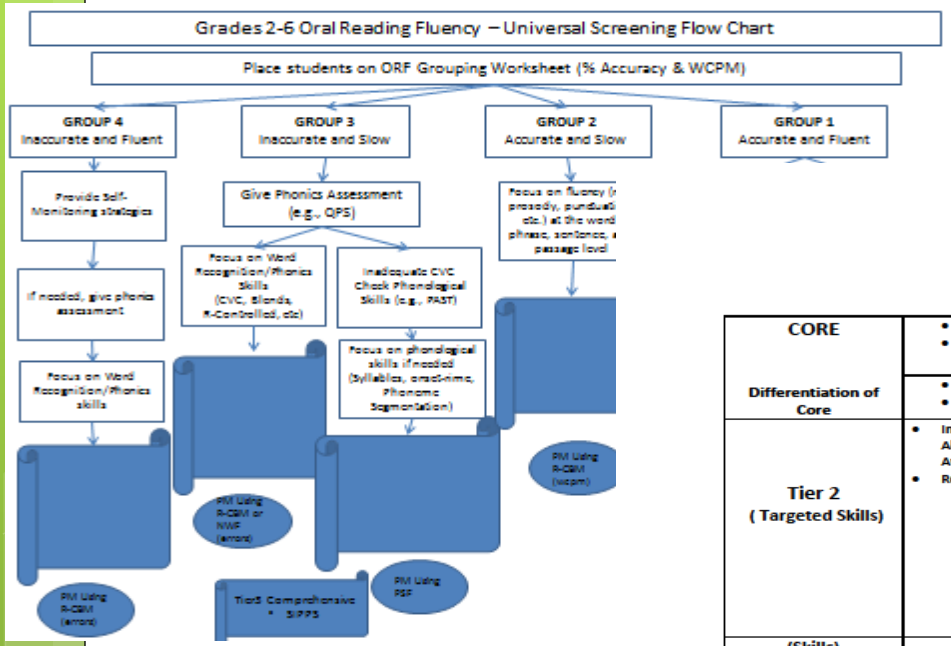
How Fluent Should Students Be?

#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
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)
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
Adequate Comprehension
Focus on higher level reasoning, inference making
Select intervention from ORF Grouping Summary/ Curriculum Protocol
= See Curriculum Protocol

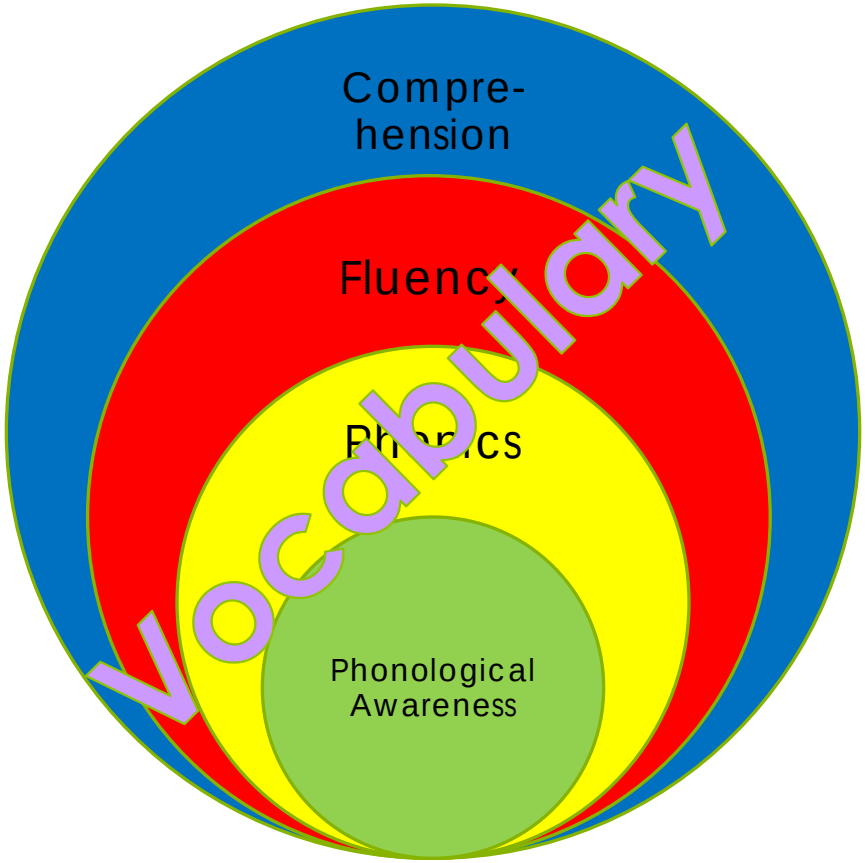
Make the Connections....



Curriculum Protocol Example
Grades PreK-5

CORE	• Little Treasures (PreK) • Treasures (1st-5th Grade)				
Differentiation of Core	• Treasures Leveled Readers • Triumphs				
Tier 2 (Targeted Skills)	• Interventions for All: Phonological Awareness-Zgonc • Road to the Code	• Phonics A-Z (Blevins)/Treasures Decodable Text/Florida Activities • Phonics & Word Study/Treasures Decodable Text/Florida Activities • West Virginia Website: https://sites.google.com/a/wvde.k12.wv.us/reading-first-information/phonics-lessons/ • Build Up • Spiral Up • Rewards	• Six Minute Solution • Read Naturally	• Frayer Model • Vocabulary Strategies	• Six Way Paragraphs • Teaching Students to Read Nonfiction (Blevins) • Treasures Leveled Readers • Comprehension Strategies
(Skills) Tier 3 (Comprehensive)	• Reading Readiness	• Phonic Boost/Blitz • Corrective Reading (Decoding)	• Six Minute Solution	• Frayer Model	• Corrective Reading (Comprehension)
	Alphabetic Phonics				
	Phonological Awareness	**Phonics**	**Fluency**	**Vocabulary**	**Comprehension**

Hierarchy of Skills

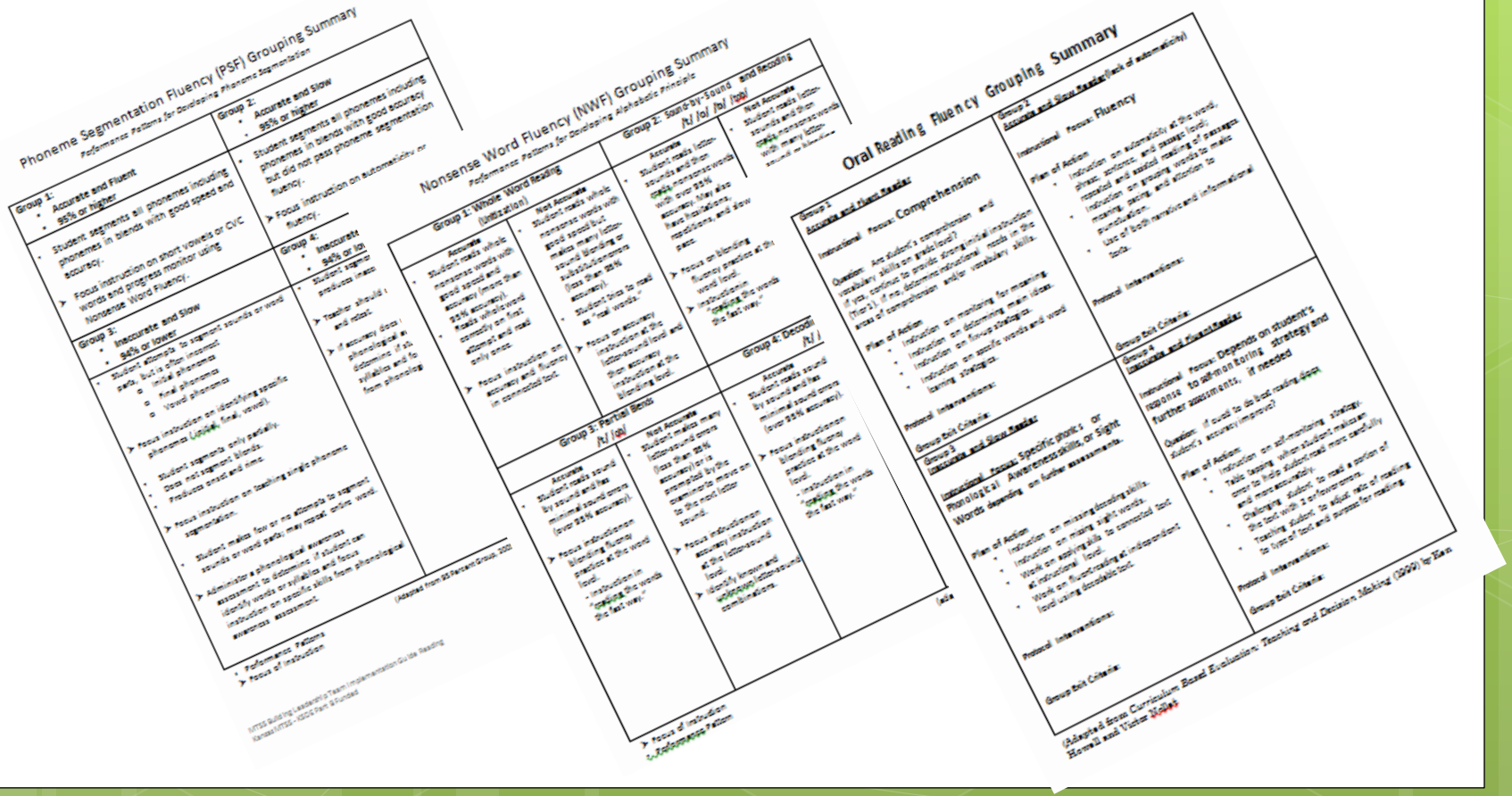


- Are we placing kids in the right interventions?

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?

Fall Grouping Worksheet

Accurate & Fluent (benchmark) **18 (17%)**	**Accurate but Slow** **0 (0%)**
Inaccurate & Slow **58 (54%)**	**Inaccurate & Fluent (benchmark)** **31 (29%)**

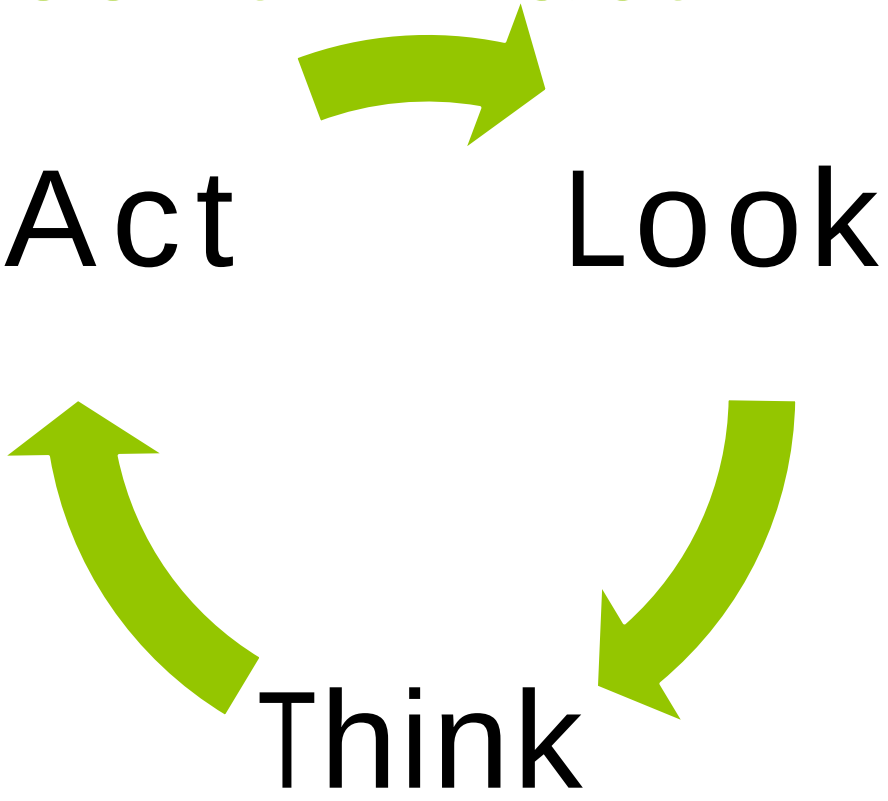
Winter Grouping Worksheet

Accurate & Fluent (benchmark) **42 (40%)**	**Accurate but Slow** **2 (2%)**
Inaccurate & Slow **52 (50%)**	**Inaccurate & Fluent (benchmark)** **8 (7%)**

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



Progress Monitoring

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

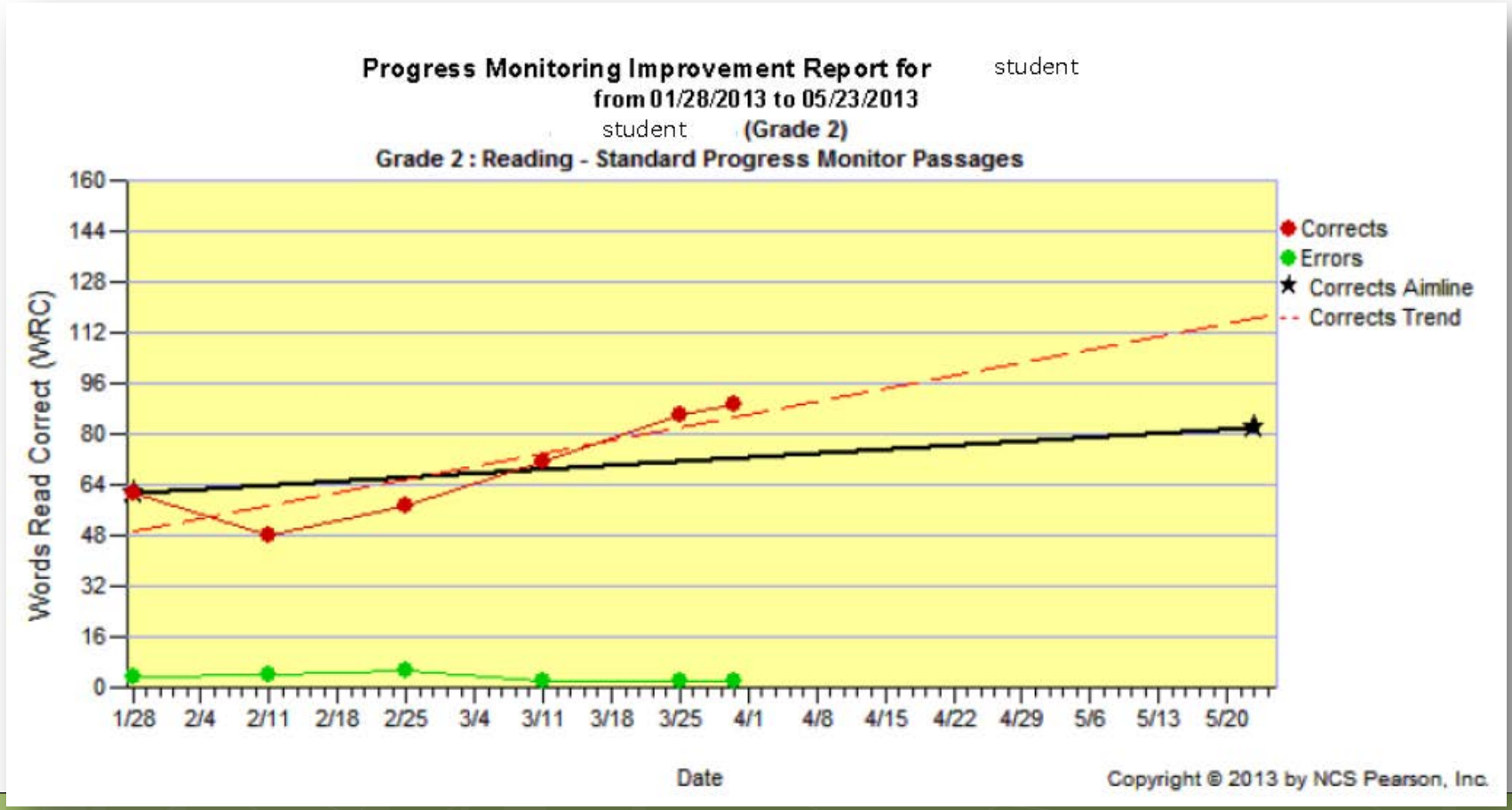
Focus of Instruction	Progress Monitor
Alphabet Knowledge	Letter Naming Fluency
Initial Phoneme Isolation Onset/Rime	First Sound Fluency
Phoneme Segmentation	Phoneme Segmentation Fluency
Short Vowels	Nonsense Word Fluency
Accuracy (Advanced Phonics)	Oral Reading Fluency Passages/R-CBM (Accuracy percent)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

Progress Monitoring Reminders

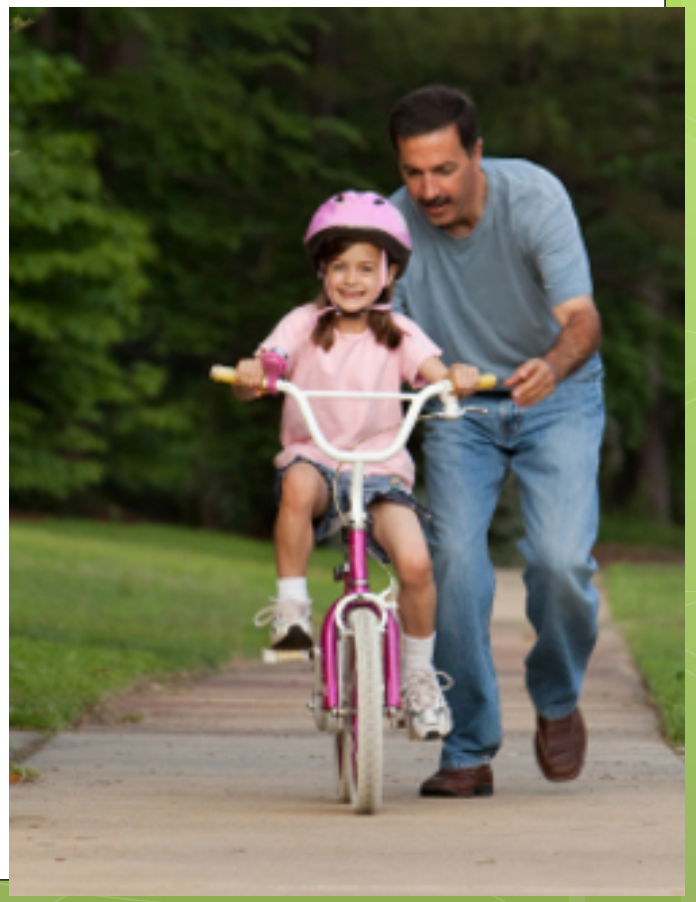
- Frequency of Progress Monitoring
  - Every 2 weeks for supplemental instruction
  - Every week for intensive instruction
- Frequency of review of progress monitoring data.

Tip: Choose a day for progress monitoring each week.

Knowing What to Watch



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

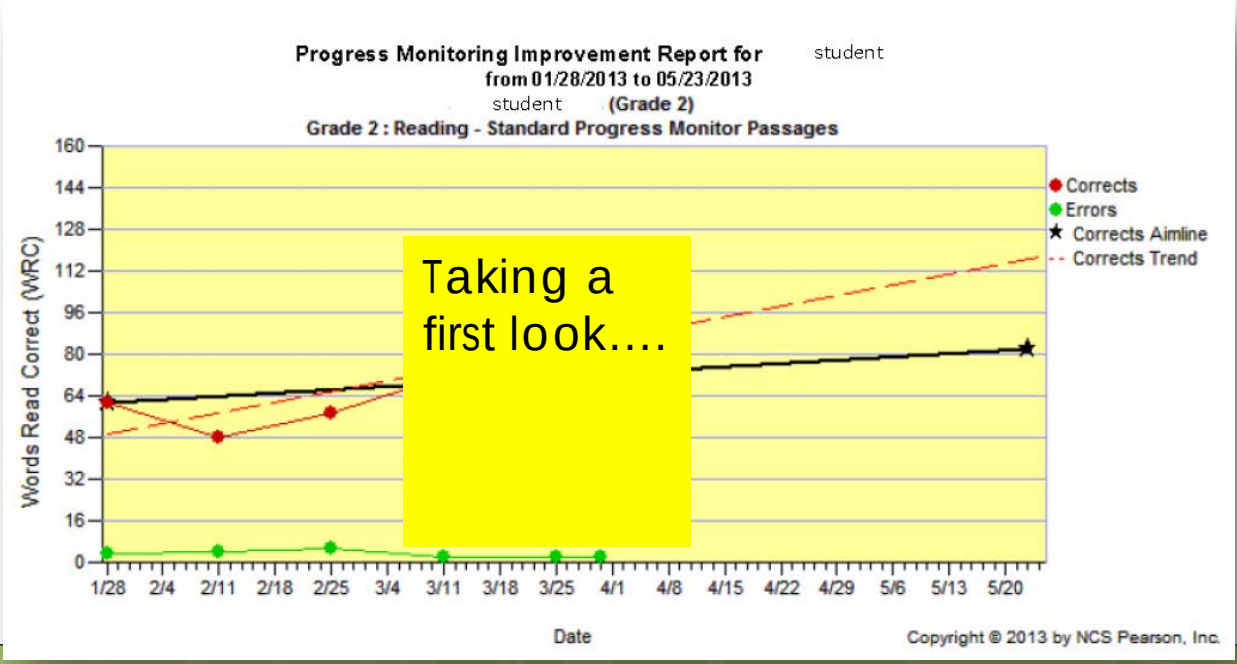
1. Begin with intensive protocol intervention
2. Teach protocol intervention with fidelity
3. The team determines whether a revision to the program is needed to boost the student's rate of improvement.
4. If so, an instructional feature, based on a well researched instructional principle, is added to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

Research-Based Practices Regarding Intervention Effectiveness

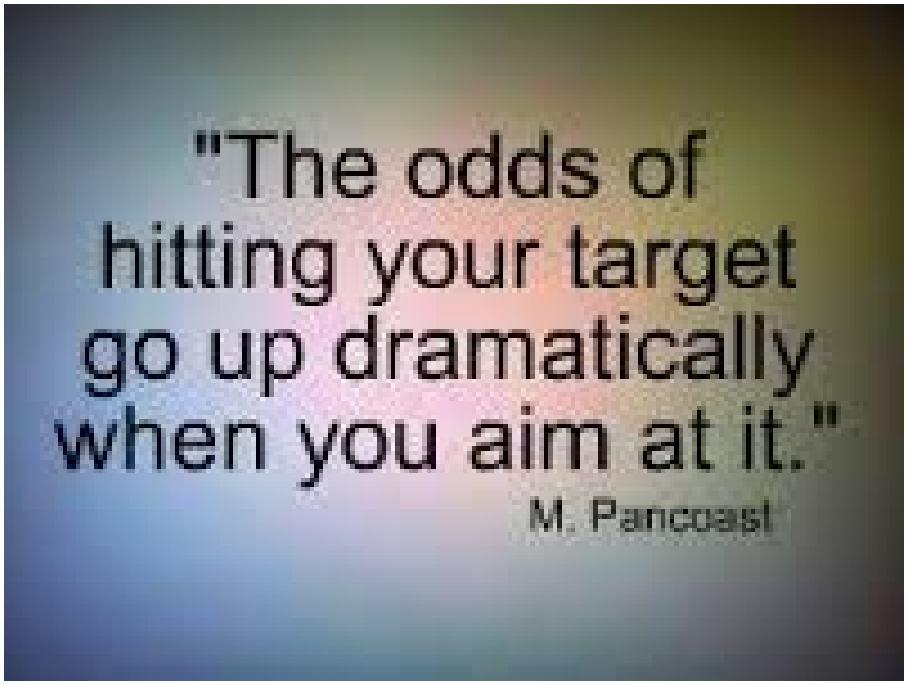
Instruction	Curriculum
•Fidelity of Instruction •Modeling and guided practice prior to independent practice (I Do, We Do, You Do) •Explicit Teaching •Opportunities to respond •Sufficient questioning, check for understandings •Sufficient practice	•Appropriate match between learner and intervention •Appropriate rate of progress to reach goal •Instructional focus based on diagnostic process •Variety of Interests •Teaches skills to mastery •Appropriate independent work activities
Setting	**Individual**
•Classroom routines/behavior management support learning •Appropriate person teaching the intervention group •Transitions are short and brief •Academic learning time is high	•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?



Goal Setting



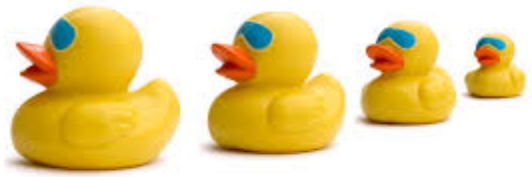
Setting Goals by:

- 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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