

Ch. 8 School-Site Year at a Glance

Meeting the Foundational Benchmarks of
RtI/MTSS

2012

School Site Year at a Glance: Meeting the Foundational Benchmarks of RtI/MTSS

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In an effort to support schools in their implementation of RtI, the following foundational Benchmarks have been developed. These benchmarks are as follows:

I. PROBLEM SOLVING BENCHMARKS

A four step problem-solving process is used to plan and revise instruction and intervention. Each step includes critical activities.

a) Problem Identification

Gap analysis is conducted to determine the amount of progress that needs to occur in a given amount of time to move students to benchmark.

b) Problem Analysis

The problem-solving team generates *hypotheses* to identify potential reasons for students not meeting academic or behavioral benchmarks. Data are used to verify that potential hypotheses are viable reasons for students not meeting benchmarks, prior to intervention development.

c) Intervention Development

Detailed action plans are developed or revised to help students move closer to meeting academic benchmarks.

d) Evaluation of Response

Progress monitoring data are collected and compared to goals set during problem identification to determine if instruction or intervention is effective at moving groups or individuals to benchmark. Instruction/intervention is revised if necessary.

Tier I Benchmarks

- a) Screening data are reviewed to schedule Tier II interventions.
- b) Diagnostic data are reviewed to plan instructional focus and small group differentiated instruction.
- c) Progress monitoring data are reviewed at least three times per year to evaluate the effectiveness of core instruction. Effectiveness is described as 80% of students as making a year for a year's growth.
- d) Data are disaggregated as appropriate to evaluate differential effectiveness and revise instruction as necessary.

Tier II Benchmarks

- a) Supplemental interventions (small group in elementary, small group and intensive classes in secondary for reading and math) are delivered to all students who are not progressing towards academic and behavioral benchmarks.

- b) Fidelity of Tier II intervention is monitored to ensure the following:
 - i. The interventionist has been trained in the intervention provided
 - ii. Students are attending as prescribed
 - iii. Intervention group size, frequency, and duration is consistent with program guidelines
 - iv. Administrator walk-throughs and coaching visits have occurred regularly
- c) Progress monitoring of students in Tier II intervention occurs at least monthly and is reviewed for:
 - i. **“effectiveness” which is defined as: at least 70% of students receiving Tier 2 services (in addition to Tier 1) meet or exceed grade level/subject area Tier 1 proficiency levels (academic and/or behavior) established by the district (excerpt taken from “Florida’s MTSS: MTSS Implementation Components, Ensuring common language and understanding” http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf)**
 - ii. Differential effectiveness between intervention groups
 - iii. Differential effectiveness within intervention groups
- d) The four step problem-solving process is used to revise intervention as necessary and/or identify students in need of Tier III intervention.

Tier III Benchmarks

- i. The Student Support Team (SST) engages in developing intensive Tier III intervention for students who are identified as not responding adequately to core academic instructions, school wide behavioral supports, and generally effective Tier II interventions.
- ii. The four-step problem solving process is used to develop, monitor and revise Tier III intervention as necessary.

The achievement of these benchmarks will be accomplished through continuous problem solving around school, classroom and individual student data.

Fidelity of Implementation

Fidelity in simplistic terms is defined as the degree to which something is implemented as designed, intended and planned. Fidelity is important at both the school level (e.g., implementation of the process) and teacher level (e.g., implementation of scientifically-based core curriculum and progress monitoring). In terms of classroom instruction, fidelity of implementation refers to the delivery of instruction in the way that it was designed to be delivered. In an RtI model, fidelity also addresses the

Was instruction delivered the way it was designed?

integrity with which screening and progress monitoring procedures are completed and interventions are implemented, as well as the manner in which a problem solving decision-making model is followed. The ultimate goal of a fidelity system is to ensure that both the school process of RtI and the classroom instruction at various tiers are implemented and delivered as intended.

Data Sources

Below are data sources as approved in the District’s Education Plan (<http://curriculum.dadeschools.net/pdf/MDCPS-2010-EDUCATIONPLAN.pdf>). Refer to Ch. 7: OPM/MDCPS RtI/MTSS Guide 2012 for other sources of data that are available at school sites. Together these data sources will be at the core of the problem solving process in any setting.

TIER 1	TIER 2	TIER 3
<p>Reading</p> <ul style="list-style-type: none"> • FCAT & SAT10/SESAT • FAIR PM/OPM data • Reading Interim Test data • Report card grades • STAR 	<p>Reading</p> <ul style="list-style-type: none"> • District approved intervention program monitoring assessments (i.e. Success Maker current placement level, Voyager Passport checkpoints and RCT, Language!, Hampton Brown Inside, Voyager Passport Journeys checkpoints and RCT, Hampton Brown Edge, Jamestown Reading Navigator AMAZE) • FAIR TDI and Adjusted ORF • STAR 	<p>Reading</p> <ul style="list-style-type: none"> • FAIR TDI • FAIR Adjusted ORF • Easycbm MC/RC
<p>Math</p> <ul style="list-style-type: none"> • Math core program assessments • FCAT & SAT10/SESAT • District Interim data • Report card grades 	<p>Math</p> <ul style="list-style-type: none"> • District approved core intervention programs (i.e. Go Math Soar to Success, Compass Learning Odyssey, Destination Mathematics, Gizmos, Cognitive Tutor, Explore Learning) • Easycbm PM • STAR Math 	<p>Math</p> <ul style="list-style-type: none"> • Easycbm PM
<p>ELL</p> <ul style="list-style-type: none"> • District core program 	<p>ELL</p> <ul style="list-style-type: none"> • CELLA/ESOL levels 	<p>ELL</p> <ul style="list-style-type: none"> • TBD based on student

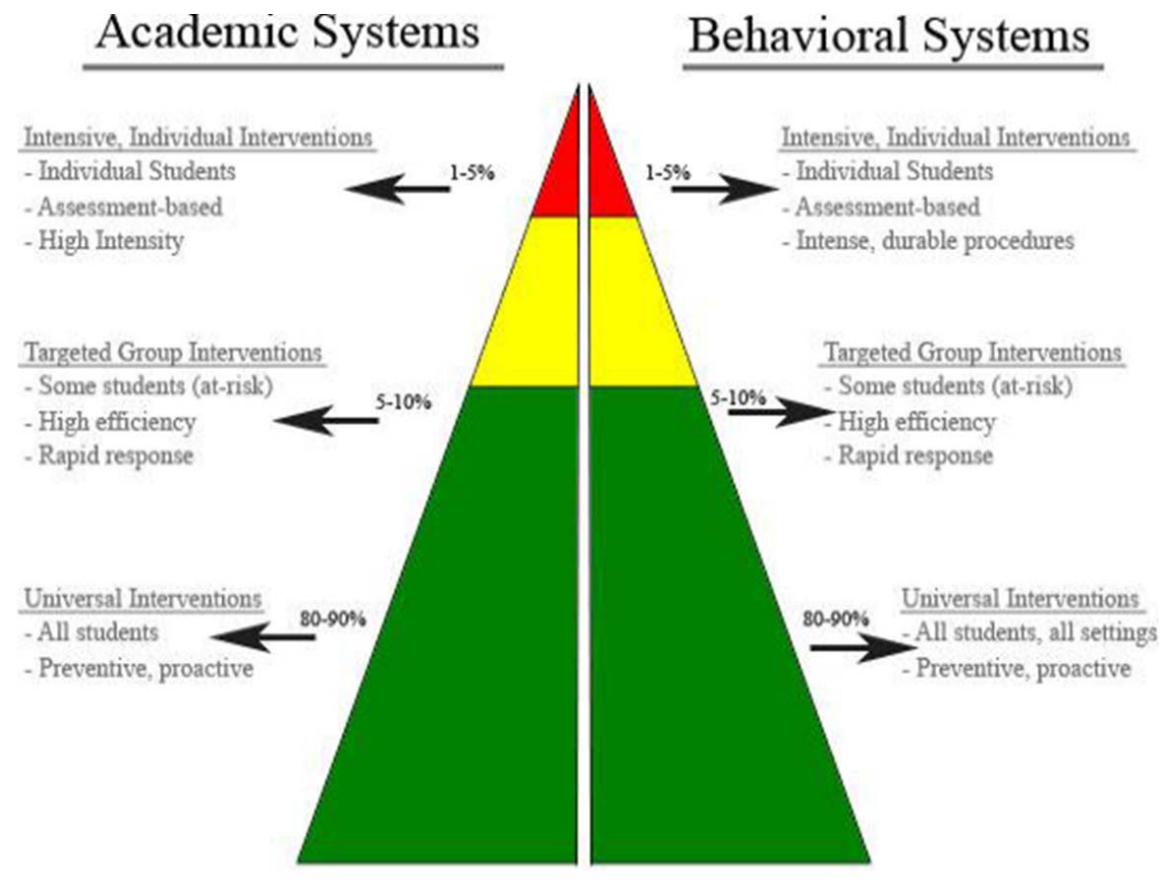
assessments <ul style="list-style-type: none"> • CELLA/ESOL Levels 	<ul style="list-style-type: none"> • ESOL Home Language • Developmental L. Arts 	need
Behavior <ul style="list-style-type: none"> • Attendance • Behavior referrals • Inclusion rates • Retentions 	Behavior <ul style="list-style-type: none"> • Replacement Behavior frequency • Problem Behavior frequency • Referral frequency • Rating Scales 	Behavior <ul style="list-style-type: none"> • Replacement Behavior frequency • Problem Behavior frequency • Referrals • Rating Scales

School teams will continue to use fluid data that is gathered from on-going assessments retrieved from these as well as other data sources, to problem solve all throughout the school year.

Note: In order for schools to successfully implement RtI at their individual sites, there must be a clear understanding of the processes and terms outlined on pages 7-12. Please read thoroughly:

Key Practices, Techniques & Worksheets used in RtI Implementation

Some RtI goals, those that are generally considered to be benchmarks of effective academic and behavioral school systems are predetermined; 80% of students receiving core instruction will learn a year’s content in an instructional year, 70% of students who are receiving Tier 2 intervention will be on track to catch up (their gap is closing) at a foreseeable time, and no more than 5% of a school’s population will require Tier 3 supports (and do in fact show catch up growth when they receive Tier 3 intervention). These goals are depicted in the **triangle** used to describe the Tiers of RtI Supports.



Questions like the following illustrate examples of RtI effectiveness evaluation at each Tier.

Tier I: When we look at our second grade students who were in green success zone/on track (PRS 85 or better) on FAIR AP1, what percentage of those students remained in the green zone/on track at AP2 and AP3?

Tier II: When we compare the Fall and Winter Reading Interim Assessment overall percent correct scores for our 9th grade students in intensive reading plus, did 70% of those students show at least a 28 percentage point increase (see Ninth Grade Fall to Winter Reading Goal Setting Guidelines for positive response ([http://rti.dadeschools.net/pdfs/Fall-Winter Reading Goal Setting Guidelines.pdf](http://rti.dadeschools.net/pdfs/Fall-Winter_Reading_Goal_Setting_Guidelines.pdf))?)

Tier III: What percentage of our school population required Tier III Rtl through the School Support Team (SST) and just as importantly, how many of those students demonstrated a positive response to Tier 3 intervention, regardless of needing or not needing special education placement?

The Tier I and Tier II Problem Solving Worksheets (Appendix B & C) should be used to walk school teams through the process of asking those questions and more importantly, to plan how to increase the effectiveness of the school's overall Tiered supports.

1. Gap Analysis

At all Tiers, **gap analysis** is a technique used to set instructional and behavioral goals for groups and individuals. The word **gap** indicates that there is a difference between what students can do (current level of academic or behavioral performance) and what they need to do, or the grade level standard. Gap analysis and Goal Setting in Rtl is described in this section.

Gap Analysis the first step in **problem identification** helps answer those questions by measuring the difference between where you are and the **standard** (those benchmarks of effective Rtl systems). The second part of goal setting, is determining how long you have to reasonably get to the standard and setting an expectation. Remember, Rtl is about growth over time. Goals need to be set ambitiously but also realistically. That is why Rtl goal setting is usually done in graphic form and contains elements that fully illustrate the information about **progress** that informs good problem solving.

2. Goal Setting & Aimlines

Setting specific goals in Rtl (and on Rtl graphs), is done by constructing **Aim Lines**, or pictures of the progress that you are working to achieve with groups and individual students. Schools are used to setting yearlong goals for grade levels, subjects, attendance and other large group issues in their School Improvement Plans (SIP). *The problem with yearlong goals however, is that without periodic indicators of progress*

towards those goals, the school cannot recognize when they are off track and revise their efforts in a timely manner. Rtl facilitates working on the goals of the SIP in each grade level, classroom, and intervention group, and allows for frequent adjustment as needed.

3. Graphing in Rtl

Central to ongoing monitoring and problem solving aimed at meeting a school's goals is the Rtl graph. It gives a clear picture of progress towards a goal and provides a place holder for Rtl meetings at each Tier.

Although the form of an Rtl graph may vary, it usually includes the following components:

Standard: Where the group or student performance should be to meet grade level standards

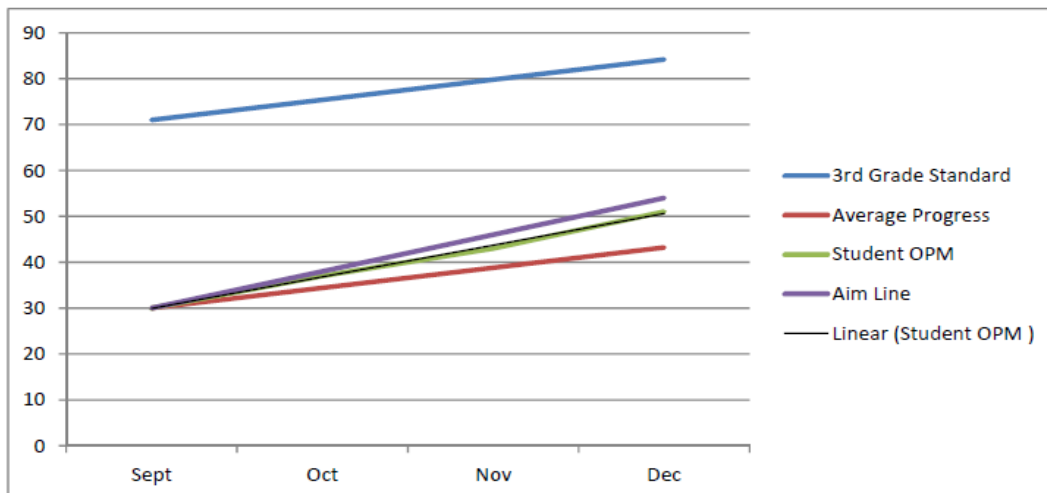
Average Progress: Progress at a rate equal to a year's growth in an instructional year's time; where *exceeding that rate demonstrates a positive response or catching up*

Student/Group PM/OPM Score: Measures of actual progress for the group or individual student

Aim Line: The rate of progress needed to reach the set goal

Sample Rtl Graph

3rd Grade Student 60 day OPM using FAIR ORF Passages 1x/20 days
Scores in Words Correct Per Minute (WCPM)



4. Steps to Setting Goals and Constructing an Rtl Graph

1. Conduct the **gap analysis**: Determine the gap between where the group/student is and where they should be to meet grade/ age level standards.
2. Set an ambitious goal towards closing that gap which is realistic but will have meaningful results when met.

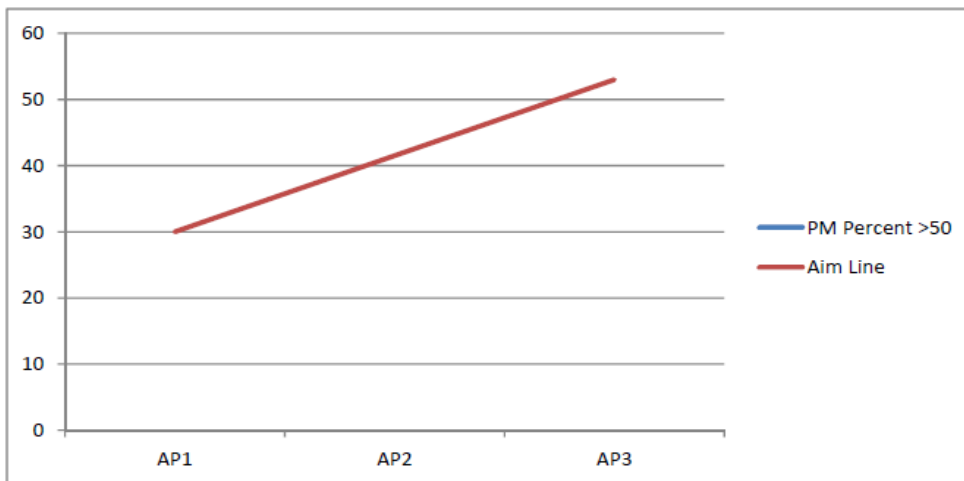
Examples:

A. The School Improvement Plan calls for an increase in this year's overall percentage of proficient readers by 5 points over last year, or to 55. Needing a measure of progress that will approximate growth towards that goal that can be analyzed during the year (when the results can be used to revise efforts if needed), the school decides to use FAIR Reading Comprehension data as the basis for goal setting.

Given that the percentage of last year's students in grades 3-5 reading at or above the 50th percentile on FAIR for AP1 was 32 and that this year's AP1 was 30, we are assuming that we are starting about 2 percentage points behind last year. Also, since last year's progress at AP3 took them to 48 on FAIR, we are assuming that we have to beat that by 5 this year. Our goal then, is to increase the percentage of students scoring at or above the 50th percentile to 53 by AP3.

Our **Aim Line** will take us from 30 at AP1 through an AP2 percentage of 41.5 (half way to goal) and give us a good indicator that we are on track if our AP2 scores meet or exceed 41.5. Our **Aimline** ends at AP3 with our goal of 55.

The Rtl graph for this scenario follows: School 3rd, 4th, and 5th Grade Aggregate Percent of Students Scoring at or above 50th Percentile on FAIR Reading Comprehension.



B. In the Fall, on the first Voyager Reading Connected Text (RCT) assessment, Ms. Martinez' third grade Voyager Passport Group is reading on average, 45 words correct per minute (WCPM). The Fall benchmark for proficiency is 77 WCPM and to have a strong likelihood of meeting grade level proficiency by the end of the year, they will have to read 110 WCPM by May.

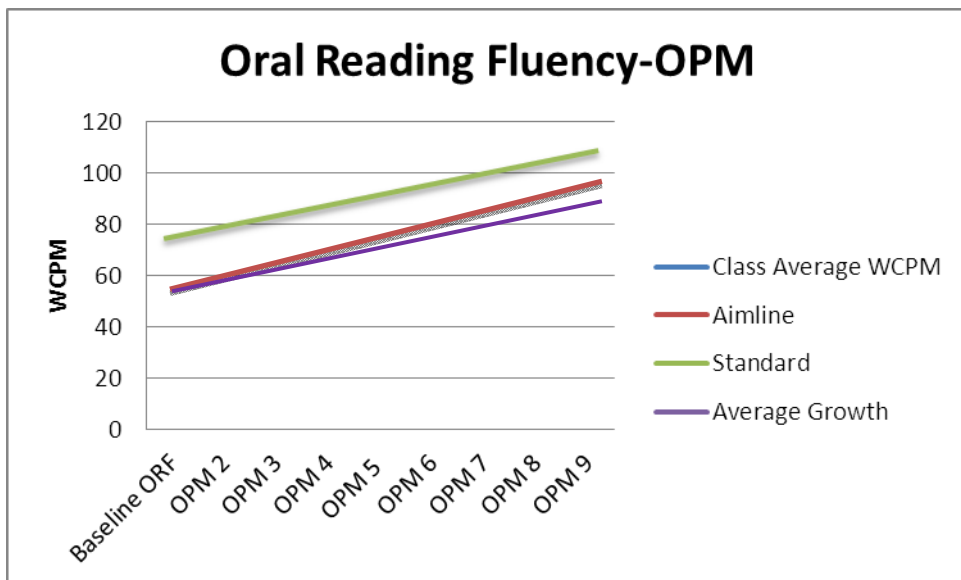
The average **gap** between where her students are and where they need to be by May is 65 WCPM. We know however that average improvement in reading fluency for a third grade student receiving only core instruction is a little more than one word per week. Receiving core and Tier II intervention should result in increased fluency.

- What is a reasonable, optimistic, and meaningful goal for her group?
- What will her group Rtl graph and group Aimline look like?
- How will she know that the intervention that she is delivering is actually helping her students?

The teacher has decided that since the group is receiving both the 90 minute core and 30 minutes of small group intervention, her students should make an increase of at least 1.5 WCPM per week to let her know that they are making catch up growth (positive response). However, they are so far behind, she will set an Aimline that is ambitious enough to result in as meaningful growth as could be expected and she chooses + 1.75 WCPM per week as a goal (based on recommendations for ambitious goals). That sets her average group WCPM after 30 weeks of intervention at 97.5 WCPM, and much closer to having the average student meet proficiency. This would also increase the total number of students in her group meeting grade level standards

Her graph would look like this:

Third Grade Voyager Passport ORF Progress in Average WCPM

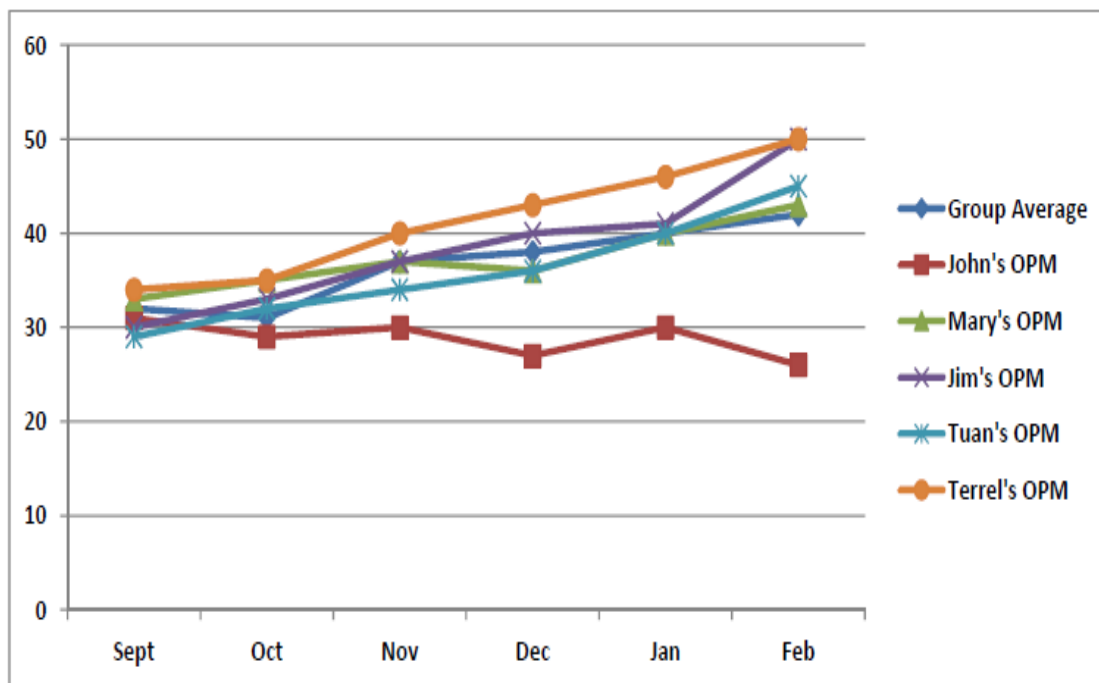


At each OPM, she could graph the group's progress. If the slope of the line is steeper than the growth norm, the group is having a **positive response** and the gap is closing and the students are beginning to catch up. If the progress points create a slope that is at or steeper than the **Aimline**, the group is on track to meet their goal.

Remember that you can have a positive response without meeting an Aimline. The Aimline is usually quite optimistic and frequently the best case scenario. The farther a group or a student is behind standard, the longer it will take for catch up. While Aimlines should be drawn optimistically, not meeting goals that are unrealistic can cause teams to make poor decisions about the outcomes of intervention.

C. The school's Tier II math problem solving team wants to determine if any of their 9th grade Intensive Math students require Tier III support. Once they have established that most of Mr. Simmon's students are demonstrating a positive response, they will look for individual students who are not progressing; they need a graph that will allow them to do that. Monthly math probes (EASY CBM) are used as the OPM measure and group positive response is determined by increasing average percentile scores for the group.

Mr. Simmon's Intensive Math: Average vs. Individual Student EASY CBM Percentile Score



II. BEFORE SCHOOL BEGINS- (Summer Planning)

This initial stage of planning by the RtI Leadership team, prior to the start of the school year, includes the integration and analysis of historical student data collected during the previous school year, to determine infrastructure and implementation needs at all Tiers of support.

Additionally, schools' RtI leadership teams must align the goals set in the School Improvement Plan (SIP) to the RtI Tier I goals.

The leadership team should also ensure that instructional personnel are knowledgeable in all district curriculum plans and decision trees so that the correct level of supports are provided for students.

Tier I Needs

Reading/Math/Behavior

- Leadership team/Tier I Problem Solving team looks at broad school level data to determine areas of needs (Data sources will include historical FCAT, SAT 10, SESAT, prior year District Interims, FAIR, End of Year program assessment data, school grade reports, among others).
- Team reflects on the current level of performance by grade level/classroom level. They ask: *what is this current level in comparison to the expected standards – Are 80% of students meeting or exceeding proficiency in the core?* The team then determines whether a problem exists and whether the core instruction/curriculum is in need of modification.
- To begin to address the problem, they do a **Gap Analysis** asking: where are we - where do we need to go - how much is realistic growth? Before they set an ambitious but realistic Tier I goal and draw the aimline, the team must also consider the broad goals set in the SIP and make sure that they are aligned to the Tier I goals.
- Next, the team analyzes the problems through discussions. They ask: *Why is this problem occurring?* They can then look at *Instruction, Curriculum, Environment, and the Learners to identify possible reasons/hypotheses for the problems occurring* (see Appendix A: ICEL by RIOT chart). They then verify or reject hypotheses to ensure that they are identifying the true reasons for the problem. In doing this last step, schools are not wasting valuable time and resources in creating and implementing a mismatched intervention.

- Finally, the team designs a plan to meet identified Tier I needs based on the data analyzed. They ask: *What is the Road map that will get us to our goal as set in the Gap Analysis.*

Some areas to consider are:

- ***Implications for staff:*** Are strongest teachers assigned to areas of greatest need? How is this determined?
 - ***Implications for students:*** How will students be grouped based on strengths and areas of need?
 - ***Implications for resources:*** How will resources be leveraged for greatest academic/behavior return? (e.g. personnel, location, materials, etc.)
 - ***Implications for professional development:*** Which teachers will need support through trainings/coaching/Lesson Study etc.?
 - ***Implications for Whole Group & Small Group Differentiated Instruction (D.I.):*** What are the specific deficiencies that must be addressed in small group settings? Do teachers know where to access specific instructional resources? Do teachers know how to organize for DI? Do they know how to monitor student growth and progress towards mastery of the skill deficiencies? Do they have the skill set to do effective DI instruction? Do they have support from the Leadership team to make DI doable?
- The team then sets up a structure to measure success of the Tier I plan. They ask: *How will we monitor growth to the goal (at least 3 times per year)? How will we know if we are having a positive, questionable or poor response? Will we have to make modifications to the plan? How will we will store and report the data? How/who will monitor fidelity to the plan?* etc.
 - The team begins to complete Tier I Problem Solving Worksheet-“Beginning of Year” (Appendix B).

Tier I-In a Nutshell

- *Have you analyzed all pertinent data (i.e. historical, screening, diagnostic, programmatic/academics & behavioral data)?*
- *Have you aligned SIP/Tier I goals?*
- *The team begins to complete the Tier I PS worksheet “Beginning of Year” (Appendix B)*

School Based RTI: TIER 1 Goal Setting /Problem Solving Worksheet: Beginning of Year

School: _____ Date of Meeting: _____

Team Members Present _____

Target Group: _____ Academic or Behavioral Area: _____

Summary of Universal Screening Data (Previous Year or Beginning of Current Year):

____% of students meeting or exceeding proficiency ____% students not meeting or exceeding proficiency

Expected Levels of Performance: (specify level and requirement source; AYP, Safe Harbor, etc.)

Determination of effectiveness of Core Instruction/Curriculum from Previous Year (check one):

80% or more of students have met or exceeded expected level of performance.

Core Instruction/Curriculum is effective.

Schedule Tier 2 intervention for students not meeting expected level of performance (Utilize Beginning of Year Tier 2 Problem Solving Worksheet)

Less than 80% of students have met or exceeded expected level of performance/benchmarks

Core Instruction/Curriculum is in need of modification

Develop Tier 1 Instructional/Intervention Plan Schedule Tier 2 intervention for students not meeting expected level of performance. Utilize Beginning of Year Tier 2 Problem Solving Worksheet.

In this review of Tier I data, the implications/needs for Tier II will be revealed.

Tier II Needs

Elementary Settings:

Reading/Math/Behavior

From the problem solving process at Tier I using historical data, schools have already identified all 1st through 5th grades students who are considered **High or Moderate** risk and will need to be targeted for narrower and accelerated interventions.

As schools consider a Tier II plan, some logistical infrastructure discussion and decisions need to take place before school begins. For example:

- Have the leadership team/Tier II Problem Solving team members been identified?
- **Have monthly meetings been scheduled to review the effectiveness of interventions for groups of students?**

- How successful was the Tier II plan from the previous year? Was there positive, questionable or poor response from intervention classes or groups? Where was success seen that you want to replicate this year? Which teachers/interventionists elicited a better response with students? Which resources used showed the greatest growth?
- What staff needs have to be met to meet the current Tier II needs e.g. do you have highly qualified and trained teachers targeting high-risk students.
- Do you have enough teachers/interventionists to keep intervention group sizes to an approximately 1-7 ratio? Have the teachers/interventionists been trained?
- Do you have adequate Intervention materials and in-program assessments as designated by the District curriculum plans as well as supplemental resources (e.g. Voyager, Success Maker Enterprise, Go Math, Soar to Success, etc.)
- Have locations for intervention sessions been determined?
- Have schedules been made/modified to accommodate the needs of the number of students needing Tier II?
- How will fidelity to the intervention sessions be monitored?
- How will OPM data be collected, recorded and reported?
- Who will analyze the data to see if the intervention groups are making progress?

Note:

Once school commences and schools have designated staff for interventions, schools can complete the “Intervention Group/Class Tier 2 Goal Setting/PM Worksheet” (Appendix C-1) and set goals for each intervention group (e.g. what % of students ingroup will show positive response to Tier II intervention? Or meet expected level of performance/benchmark on ongoing progress monitoring (OPM) assessments which will be administered on or by.....)

Secondary Settings:

Placement considerations 6-12th grade are usually determined by FCAT.

FCAT, FAIR & Text Reading Efficiency (TRE) data is used to verify that students (7-12th grade) are correctly placed in the Intensive Reading classes.

Placement in 6th grade intensive reading classes is based on the Language! Placement test. All 5th grade students take this placement test (check policy in ETO schools).

Reading/Math/Behavior

From the problem solving process at Tier I using historical data, as well as using the District guidance documents for placements, schools must identify all 6th through 12th grade students who will be placed in Intensive classes (Reading and/or Math).

Additionally, schools must design a plan to monitor FCAT level 3 students who are still considered “at risk” and must be kept under close monitoring for fear of regression.

As schools consider a Tier II plan, some logistical infrastructure discussion and decisions need to take place before school begins. For example:

- Have the Leadership team/Tier II Problem Solving team members been identified?
- **Have monthly meetings been scheduled to review the effectiveness of interventions for groups of students?**
- How successful was the Tier II plan from the previous year? Was there positive, questionable or poor response from intervention classes or groups? Where was success seen that you want to replicate this year? Which teachers/interventionists elicited a better response with students? Which resources used showed the greatest growth?
- What staff needs have to be met to meet the current Tier II needs, e.g. do you have highly qualified and trained teachers targeting high-risk students.
- Do you have enough teachers/interventionists to keep additional small group sizes to approximately 1-7 ratio? Have these teachers/interventionists been trained?
- Do you have adequate intervention materials and in-program assessments as designated by the District curriculum plans as well as supplemental resources (e.g. Voyager Journeys, Language!, Edge, Jamestown, USA Today, Gizmos etc.)?
- Have locations for additional small group intervention sessions been determined if a pull out model is used?
- Have schedules been made/modified to accommodate the needs of the number of students needing Tier II and additional small group instruction?
- How will fidelity to the intervention sessions be monitored?
- How will OPM data be collected, recorded and reported?
- Who will analyze the data to see if the intervention groups are making progress?
- Complete “Intervention Group/Class Tier 2 Goal Setting/PM Worksheet” (Appendix C-1)

- Then leadership to complete “School Based RtI Team Tier 2 Problem Solving Worksheet “Beginning of Year” (Appendix C-2).

Tier II-In a Nutshell

- *Have you analyzed all pertinent data (academic/behavioral)?*
- *Have you identified at-risk students?*
- *Complete “Intervention/Group Class Tier 2 Worksheet” Appendix C-1*
- *Have you drawn aimline/set goals (Tier II PS Worksheet-Appendix C-2)?*

Intervention Group/Class: *TIER 2* Goal Setting/Progress Monitoring Worksheet: Beginning of Intervention

School: _____ Target Group and Academic/Behavioral Area: _____

Intervention: _____ Primary Interventionist/Teacher _____

Team Members Present _____

Group Progress Goal:

The average OPM score for the intervention group will show at least a positive response to Tier 2 intervention as demonstrated by progressing on average from a score of ____ on _____ (OPM Measure) to a score of ____ by _____ (Month)

Graph of Group Progress

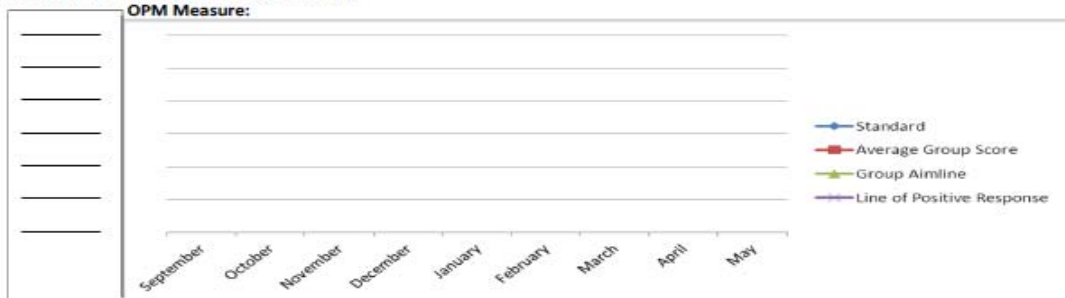
Standard: Line that depicts Proficiency on OPM Measure

Average Group Score: Actual average group OPM score for each month.

Group Aimline: If group goal is higher than minimum positive response, draw line from first OPM score to end of year goal.

Line of Positive response:

Insert Tic Mark Interval Score Range on Y Axis



Intervention Group/Class Tier 2 Goal Setting Worksheet-Appendix C-1

School Based RtI Team: TIER 2 Goal Setting/Problem Solving Worksheet: Beginning of Year

Problem Identification

School: _____ Target Group and Academic/Behavioral Area: _____

Intervention: _____

Team Members Present _____

Student Progress Goal:

_____% of students in each intervention group will show positive response to Tier 2 intervention towards expected level of performance/benchmark on given ongoing progress monitoring assessments.

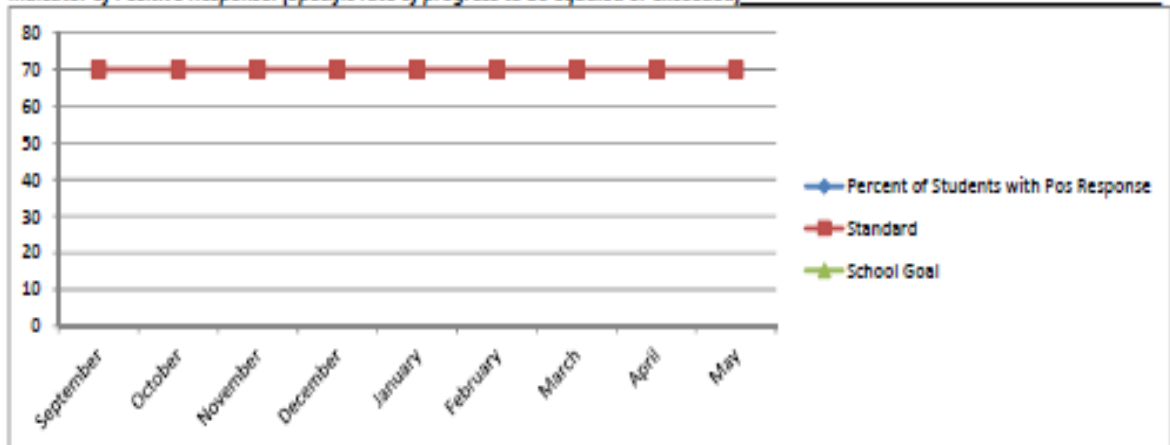
Graph of Group Ongoing Progress

Standard: Line that depicts 70% (Standard for Effective Tier 2)

School Goal: (If higher than 70%): Shows school goal in percent of students in Tier 2 intervention showing a positive response

Trend Line: Actual group performance in percent of students in Tier 2 intervention showing a positive response. At each OPM, compute that statistic, plot the data, and connect the line between the available points.

Indicator of Positive Response: (Specific rate of progress to be equaled or exceeded)



School Based RtI Team Tier 2 Goal Setting/PS Worksheet-Appendix C-2

Tier III Needs

To complete the “Before School Planning”, Tier III needs must also be planned for as outlined below:

- a) If students were already receiving Tier III support from the prior school year, they must continue to receive this level of support. Schools must continue to measure rate of progress through on-going problem solving meetings.

OR

- b) If students ended the school year *unsuccessfully* with Tier I and II support, and *had been* identified as needing Tier III services, must have an SST meeting to plan and determine the focus and intensity of Tier III support.

OR

- c) Tier I & Tier II data had been collected over the past school year must be reviewed by the leadership team. The team must engage in the problem solving process to *identify which students* are not making progress with Tier I & Tier II support and may need to be *considered* for Tier III support.

Tier III-In a Nutshell

- *Continue delivery for students receiving current Tier III support*
- *Identify new students*
- *Review data for students in need of further action through SST*

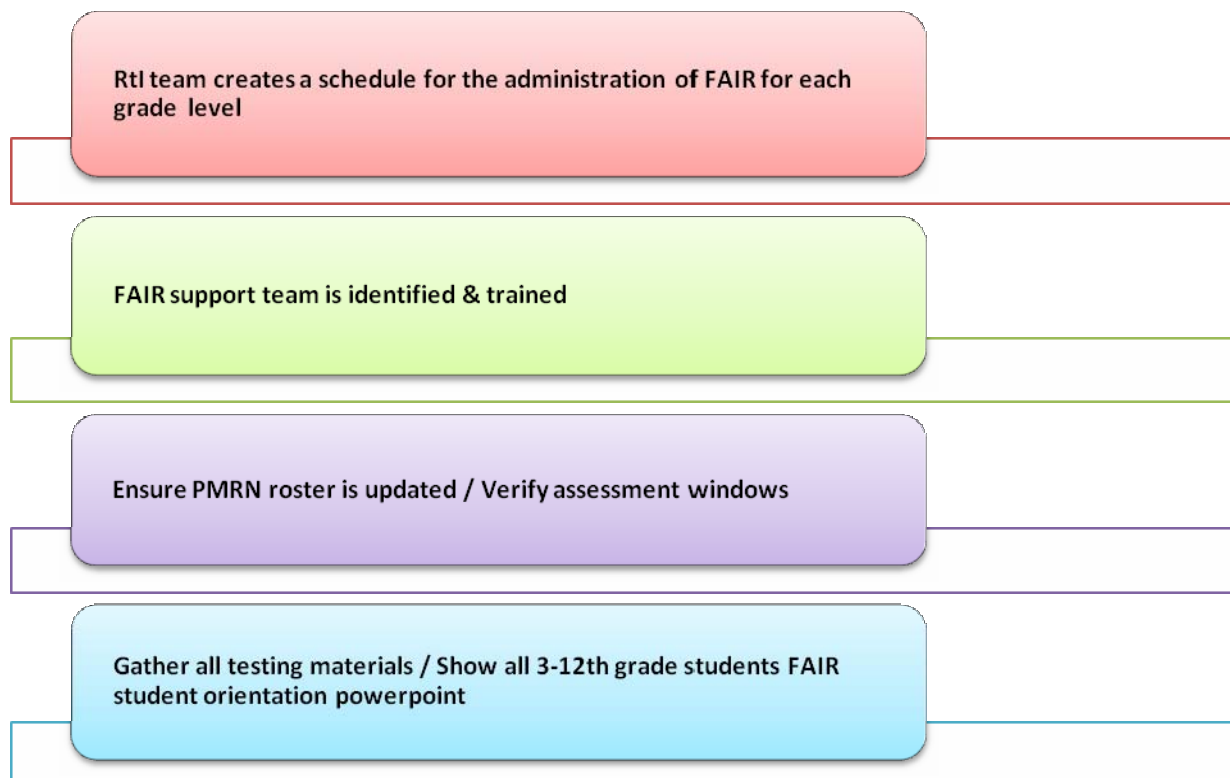
III. BEGINNING OF SCHOOL YEAR (prior to first testing window)

The leadership team meets with staff/interventionists to share Tier I & Tier II plans designed over the summer. Goals that have already been set will be shared. This is the time for *ALL* teachers to work on developing individual goals for their classes. Continue to use Tier I Problem Solving Worksheet “Beginning of Year” (Appendix B).

In elementary settings, now that new intervention groups have been formed, the Tier 2 Problem Solving Worksheets (Appendix C-1 & C-2) can be completed, and goals can be set for individual intervention groups. This worksheet will be completed on a monthly basis as schools gather ongoing progress monitoring (OPM) data.

In addition, schools must now set up teams to get ready for baseline/Screening/Assessment Period 1 testing.

It is important to keep the testing environment free of all distractions, so it is conducive to yielding reliable and valid data. See reading example below:



FAIR student orientation presentation
http://www.fcrr.net/files/FAIR-Student_Orientation.ppt

On-Going Progress Monitoring (OPM)

Tier I

Although RtI suggests 3 times per year for progress monitoring in Tier I, it is highly recommended, as well as judicious, to monitor in-between these 3 periods to inform teacher/interventionists for small group instruction. This **formative** data will yield key information on whether the teacher or interventionist may need to reteach or adjust small group lessons.

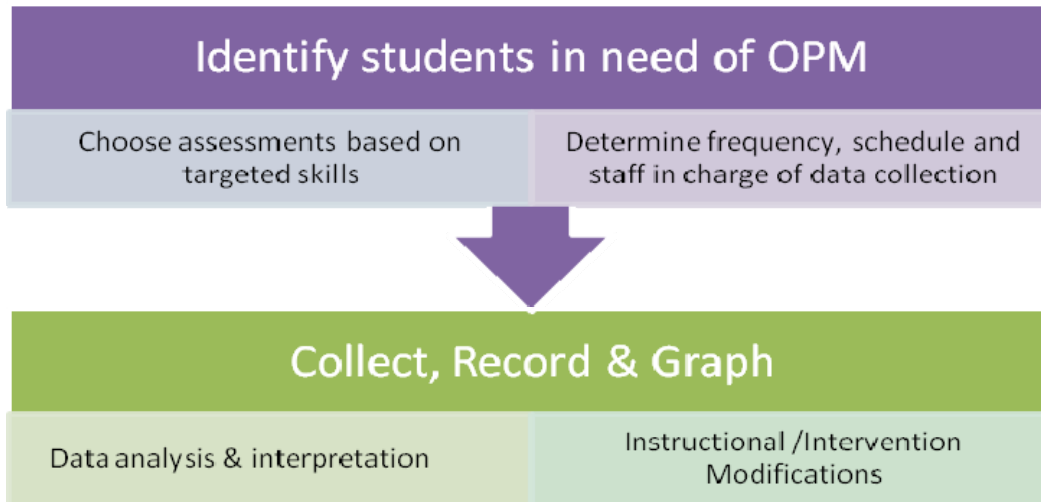
Tier II

OPM should begin approximately one month after Intensive Reading and Math classes (secondary) or Reading/Math interventions (elementary) commence. The actual materials and monitoring assessments will vary at individual school sites.

Although RtI requires monthly monitoring in Tier II, most intervention programs have weekly/bi-weekly assessments that are formative in nature and should be used to inform instruction. This **formative** data will yield key information on whether a teacher or interventionist may need to reteach or adjust small group lessons based on student response.

Monthly ongoing progress monitoring (OPM) provides the opportunity to quickly, accurately and more frequently evaluate the progress of students who are at risk for reading, math or behavior, as well as to monitor the effectiveness of interventions. OPM results are considered in Tier II problem solving team meetings as well as grade level meetings to guide instructional decision-making. The team reviews OPM data to:

- Monitor the progress rates of intervention groups in Tier I and II
- Monitor the fidelity of the intervention
- Identify professional development needs of interventionists/teachers implementing interventions
- Identify students who are not making sufficient progress
- At the secondary level, within the intensive class additional differentiated instruction should be provided targeting the student's area of need. Additional opportunities within the school day should be explored
- Identify students who are in need of additional diagnostic assessment
- Identify students who are no longer in need of additional support
- Identify students who are in need of a more intensive level of intervention (i.e. referral to the School Support Team)



1. Considerations for OPM/PM

Students are monitored at all Tiers of support based on their level of need as well as their response to intervention.

- Students receiving **Tier 1** should be monitored at least 3 times per year.
- Students receiving **Tier 2** support should be monitored at least once a month. Students who are at moderate risk and **not** receiving Tier 2 interventions should be considered for monitoring in order to ensure that students continue to respond to appropriate effective instruction.
- Student's receiving **Tier 3** support should be monitored on a more frequent basis. Student progress in intensive interventions should be monitored weekly, or more frequently, in order to provide timely data based on their response

For additional information regarding OPM please read Ch. 7: OPM/MDCPS RtI/MTSS Guide 2012.

2. OPM Chart

The table below is a snapshot of what is included in Ch. 7: OPM/MDCPS RtI/MTSS Guide 2012.

The following chart outlines the required FAIR and district assessments, as well as additional resources that are available for Tier I, Tier II, and Tier III monitoring of classes, small groups, and individual students.

Grade Level	Tier 1-PM	Tier 2-OPM	Tier 3-OPM
K-2	<p>Reading: FAIR : AP 1, AP 2, AP 3</p> <p>Recommended for formative use: FAIR-TDI</p> <p>FAIR ORF (Grade 1 & 2 only)</p> <p>SAT10/SESAT</p> <p>Report card grades</p> <p>STAR</p> <p>ELL: CELLA/ESOL levels District core program assessment</p>	<p>Reading: District approved intervention in-Program Assessment (i.e. Success Maker, Voyager Passport)</p> <p>FAIR TDI/ORF</p> <p>Easy CBM</p> <p>ELL: CELLA/ ESOL levels, home language arts</p>	<p>Reading: Tools utilized will be determined by student need</p> <p><i>Options</i> www.EasyCBM.com: K: Letter Names/Sounds, PSF, Word Reading Fluency</p> <p>1st: Letter Names/Sounds, PSF, Word Reading & Passage Reading Fluency (ORF)</p> <p>2nd: Word & Passage Reading Fluency (ORF), M/C Reading Comp.</p> <p>FAIR TDIs/ORF</p>

IV. AFTER THE 1ST ASSESSMENT WINDOW (FAIR AP 1, District Math/Reading Baseline)

The school's RtI leadership team, who had been meeting regularly to conduct fidelity monitoring to the plan, now meets to problem solve around newly available screening/progress monitoring data (from Reading and Math Baseline & FAIR AP1).

Schools will continue using the Tier I & II Problem Solving worksheets-Beginning of Year (Appendices B, C-1 & C-2) to guide them through this process.

This data should be analyzed against the initial gap analysis and projected goals that were identified using historical data before school started. Tier II considerations have to be made for any new students in need of "catch up growth" and any differences in projections of meeting those goals should be accounted for.

Good questions to ask include: *Are we further behind than we thought and must we add new layers of targeted instruction to accelerate growth to grade-level?*

Scenario: Last year 30% of the 3rd graders were predicted to be at level 3 or above on the FCAT. In planning we set our goal at 50% of our third graders to be at level 3 or above. This year's FAIR AP1 data revealed that we had fewer children than expected predicted to pass the FCAT at level 3. Therefore we know that we are farther behind than we originally planned for and must realign our plan to add more rigorous and targeted interventions for catch up.

Tier I Needs

The RtI leadership team members will meet with each grade level team/individual teachers to offer assistance in Tier I:

- **Problem Identification:**
Analyzing, understanding, and identifying the instructional needs of the classroom as a whole. Are there revisions to Tier I instructional groups/differentiated small groups based on data? Are there additional students in need of Tier II intervention? Revisit gap analysis/goals with teachers. If there are there students who are receiving Tier I and Tier II supports who are not making progress, then they should be considered for Tier III or SST?
- **Problem Analysis:**
Begin to identify and then verify possible reasons why these problems exist by looking at ICEL (instruction, curriculum, environment and

learners). For example, is there a good fit between the deficits the data reveals and the curriculum? Are we further behind than where we started?

- **Intervention Plan:**

The teacher and team will revise the plan to address the identified problems to meet the needs of students. At Tier I, this can be changing the focus and intensity of differentiated instruction. This includes identifying responsibilities, goals, support and time lines for fidelity/ongoing progress monitoring.

- **Evaluation:**

The team continues to conduct Tier I Problem Solving by completing the Tier I Problem Solving Worksheet (Appendix B).

Tier I-In a Nutshell

- *Have you reviewed all NEW data*
- *Have you reworked plan*
- *Have you problem solved using worksheet (Appendix B)*

Tier II Needs

The RtI leadership team members will also engage in Tier II Problem Solving with each grade level team/individual teachers to offer assistance in the following:

(This process will differ slightly in elementary versus secondary.)

- **Problem Identification:**

Analyzing, understanding, and identifying the instructional needs of the classroom/small group interventions. Are there revisions to Tier II instructional groups/differentiated small groups based on data? Are there additional students in need of Tier II intervention? Revisit gap analysis/goals with teachers. If there are there students who are receiving Tier I and Tier II supports who are not making progress, then they should be considered for Tier III or SST?

- **Problem Analysis:**

Continue to identify and verify possible reasons why these problems exist by looking at ICEL (instruction, curriculum, environment and learners). For example, is there a good fit between the deficits the data reveals and

the curriculum/intervention? Are we further behind than where we started?

- **Intervention Plan:**

The teacher and team will revise the plan to address the identified problems to meet the needs of students. At Tier II, this can be changing the focus and intensity of differentiated instruction/intervention. This includes identifying responsibilities, goals, support and time lines for fidelity/ongoing progress monitoring.

- **Evaluation:**

The team continues to conduct Tier II Problem Solving by completing the Tier 2 Problem Solving Worksheets (Appendix C-1 & C-2) monthly.

Tier II-In a Nutshell

- *Have you re-organize interventions*
- *Continue problem analysis using ICEL*
- *Have you adjusted plan as needed*
- *Monthly completion of Tier II PS Worksheets (Appendix C1 & C2)*

Tier III Needs

- Students who continue to be *unsuccessful* with Tier I and II support, will need to be identified as needing Tier III support. These students must have an SST meeting to plan and determine the focus and intensity of Tier III support.

OR

- Students who are receiving Tier III support and are showing a positive response and an adequate rate of improvement will continue with current Tier III support.

OR

- Students who are receiving Tier III support and are showing:
 - a. A positive response but whose rate of improvement is inadequate, decisions need to be made as to whether further action through the SST process needs to be taken.
 - b. A poor or questionable response, the SST team must first check for fidelity of implementation. If fidelity is intact then the team must return to Problem Solving and a modification of the intervention plan must be explored.

V. **MID YEAR (After 2nd AP, FAIR/FALL Reading/Math Interim)**

Continue with the problem solving process at all tiers of support as described after the FIRST assessment window.

Additionally, continue to ensure that following the second AP window, the leadership team meets to analyze the newly collected data, together with AP 1, OPM and/or interim assessments. At this point analysis focuses on progress rates of students across data points collected from multiple sources of data at the school, grade, and class level.

Problem solving and areas to focus on when looking at trends include:

TIER I

- Effectiveness of the core instruction (e.g. “Did the students who were on grade level stay on grade level?”)
- Effectiveness of differentiated instruction (e.g. “From AP 1 to AP 2 did students make progress on the FAIR TDI’s?”)
- Did the level of proficiency from the baseline assessment increase at the fall interim assessment?
- Continue using the Tier I Problem Solving Worksheet “Mid-Year Review” (Appendix B)

TIER II

- Continue to evaluate the effectiveness of Tier II by identifying the percentage of students meeting or exceeding Tier I goals/grade level expectation.
- Continue using the Tier 2 Problem Solving Worksheets (Appendix C-1 & C-2)
- Any additional students in need of Tier III support will be identified from AP 2.

TIER III

- Students who continue to be *unsuccessful* with Tier I and II supports will need to be identified as needing Tier III support. These students must have an SST meeting to plan and determine the focus and intensity of Tier III support.
- Students who are receiving Tier III support and are showing a positive response and an adequate rate of improvement will continue with current Tier III support.
- For students who are receiving Tier III support and are showing:
 - a. A positive response but whose rate of improvement is inadequate, then decisions need to be made as to whether further action through the SST process needs to be taken.
 - b. A poor or questionable response, the SST team must first check for fidelity of implementation. If fidelity is intact then the team must return to Problem Solving and a modification of the intervention plan must be explored.

Scenario: After analysis of data, Fall Interim reveals a large percentage of students lack proficiency in Math, despite previous FCAT results. This newly identified group of students will require some level of intervention. Does the core curriculum need to be re-aligned (whole/small group differentiation) to meet these deficiencies for most of the class or do Tier 2 interventions need to be provided for a smaller number of students?

FCAT Considerations: March to March Instruction

Following FCAT testing, the RtI leadership team must emphasize with their faculty to continue the current level of intensity of instruction that will take students to end of the year benchmarks. This may be accomplished by:

- Continuing to schedule regular RtI leadership meetings and grade level meetings around data;
- Providing faculty with visuals (reports are available from the various data managements systems) of student progress thus far and laying out expected progress through the end of the year. There are still 3 months for deep explicit instruction to occur;
- Maintaining fidelity of intervention programs to ensure that students receive instruction the duration that the program was meant to be delivered;
- Continuing to conduct on-going/frequent instructional walkthroughs;
- Communicating high teaching and learning expectations to all staff.

VI. END OF THE YEAR DATA

Following the final assessment window, the RtI leadership team meets to analyze the newly collected data. At this point analysis focuses on progress rates of students from the first to third assessment window at the school, grade, and class level. In addition, the RtI leadership team considers other available data at the end of the year (e.g. Interim Assessments, FCAT, OPM, intervention program data, grades, behavior referrals, attendance, mobility, retention, etc.). Continue completing the Tier I Problem Solving Worksheet-End of Year Review (Appendix B) & School Based Tier 2 Goal Setting/PS Worksheet-Response Evaluation Follow-Up (Appendix C).

Areas to focus on when looking at trends include:

- Effectiveness of the core instruction;
- Effectiveness of differentiated instruction;
- Effectiveness of intervention;
- Meeting the schools School Improvement Plan goals.

These results should be considered to:

- Ensure the most effective instruction and intervention delivery for the remainder of the current school year based on student need;
- Begin making instructional and intervention plans, for the following school year, at all Tiers of support;
- Develop School Improvement Plan for next school year;
- Support and continue of Tier III placement procedures.

APPENDIX A: ICEL by RIOT

DOMAINS	Review	Interview	Observe	Test
Instruction	Permanent Products (e.g. written pieces, tests, worksheets, projects)	Teacher's thoughts about their use of effective teaching and evaluation practices (e.g. checklists)	Effective teaching practices, teacher expectations, antecedent conditions, consequences	Classroom, environment scales, checklists & questionnaires. Student opinions about instruction and teacher
Curriculum	Permanent Products (e.g. books, worksheets, materials, curriculum guides, scope & sequence)	Teacher & relevant personnel regarding philosophy (generative vs. supplementary), district implementation an expectations. Methods for supplementing district core curriculum	Classroom work, alignment of assignments (curriculum materials) with goals & objectives (benchmarks). Alignment of teacher test with curriculum.	Level of assignment and curriculum material. Difficulty; cognitive complexity; opportunity to learn. A student's opinions, attitudes about what is being taught (disposition)
Environment	School rules & policies	Ask relevant personnel students & parents about behavior management plans, class rules, class routines	Student, peers, instruction. Interactions & causal relationships. Distractions; health/safety violations.	Classroom environment scales, checklists and questionnaires. Student opinions about instruction, peers & teacher.
Learner	District records, health records, error analysis, educational history, onset and duration of problem, teacher perceptions of the problem, pattern of behavior problems, etc.	Relevant personnel, parents, peers & student (what do they think they are supposed to do? how do they perceive their problem?)	Target behaviors- Dimension & nature of the problem (e.g. ABC's)	Student performance; find the discrepancy between setting demands (instruction, curriculum, environment & student performances)

**APPENDIX B: TIER I
PROBLEM SOLVING WORKSHEET**

School Site RtI TIER I: Goal Setting/Problem Solving- BEGINNING OF YEAR

School: _____

Date of Meeting: _____

Team Members Present _____

Target Group: _____ Academic or Behavioral Area: _____

Summary of Universal Screening Data (Previous Year or Beginning of Current Year):

____% of students meeting or exceeding proficiency ____% students not meeting or exceeding proficiency

Expected Levels of Performance: (specify level and requirement source; AYP, Safe Harbor, etc.)

Determination of effectiveness of Core Instruction/Curriculum from Previous Year (check one):

___ 80% or more of students have met or exceeded expected level of performance.

Core Instruction/Curriculum is effective.

Schedule Tier 2 intervention for students not meeting expected level of performance (Utilize Beginning of Year Tier 2 Problem Solving Worksheet)

___ Less than 80% of students have met or exceeded expected level of performance/benchmarks

Core Instruction/Curriculum is in need of modification

Develop Tier 1 Instructional/Intervention Plan

Schedule Tier 2 intervention for students not meeting expected level of performance. Utilize Beginning of Year Tier 2 Problem Solving Worksheet.

Group Progress Goal:

___ % of students will meet or exceeded expected level of performance by the End of Year Assessment or,
The group average _____ score will be _____ by the End of Year Assessment.

Graph of Group Progress

Include

Tic Mark Scores: Label Grid Lines with Appropriate Score Range and Define Measure Used

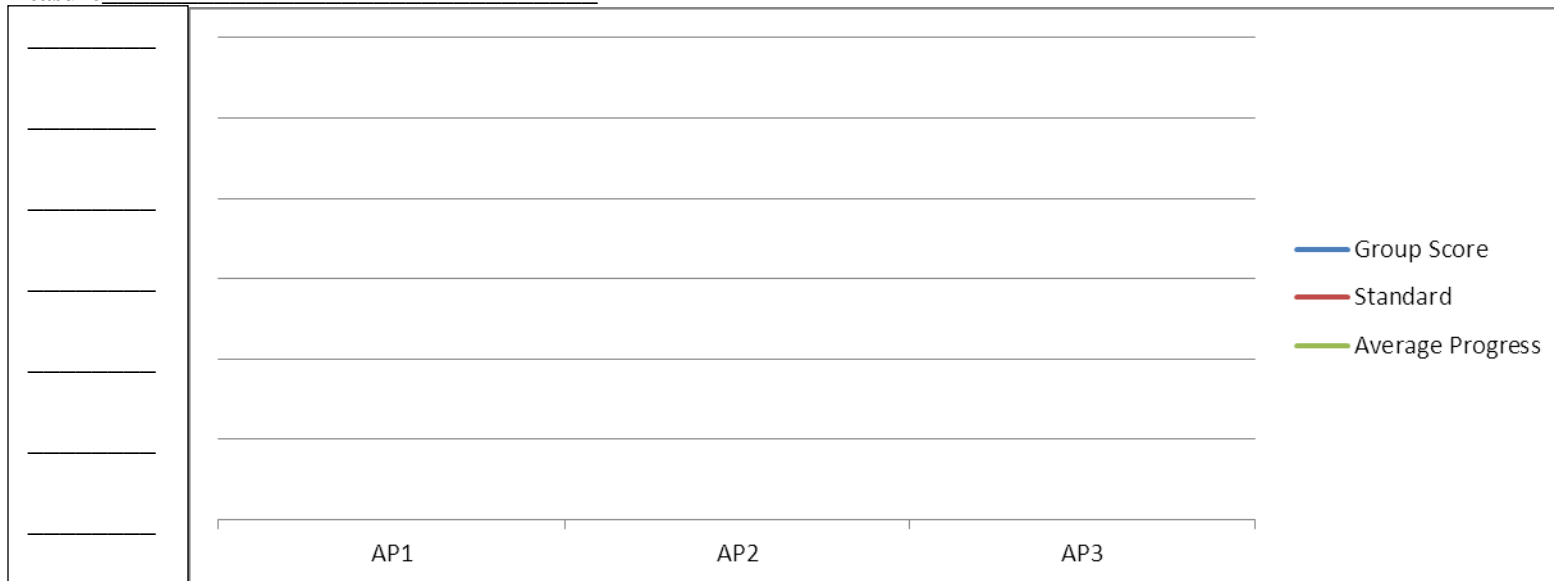
Standard: Line that depicts Proficiency

Aimline: Line connecting Group’s Beginning of School Scores to End of Year Goal

Line of Average Growth: If average growth is known, create a line from the Group’s Beginning of School Year’s Scores that allows comparison of the group to average

Trend Line: Once the Middle of the Year scores are available, extend the connecting line between the two available points to the end of the year to project eventual progress.

Measure _____



Problem Analysis

What aspects of last year's core instruction and discipline/behavioral support have contributed to or explain the gap between how our students achieved/behaved and how we expect them to?

Consider the following areas (among others) when developing possible hypotheses:

Instruction: Accurately focused? Effectively delivered? Explicitly Instructed? Appropriately scaffolded? Ample guided practice opportunities? Limited use of repetitive, low interest activities?

Curriculum: Diagnostically appropriate? Materials supported learning?

Environment: High engagement? Organized routines? Higher frequency of positive to negative teacher directed feedback?

Learners: Level of engagement/belonging in school? Feelings of efficacy, competency?

List Probable Hypothesis and Data that Supports/Doesn't Support Each?

1.

Supported

Not Supported

2.

Supported

Not Supported

3.

Supported

Not Supported

Once Hypotheses are generated and data collected, ensure that the following two questions are addressed before continuing:

1. Is there data to support our hypothesis?
2. Is the hypothesis alterable or can we do something about it?

Yes

Hypothesis is validated by supporting data and hypothesis includes something we can change; proceed to develop Tier 1 Plan

No

If no, develop new hypothesis that focuses on validated and alterable variables.

State validated and alterable hypothesis/hypotheses:

***Attach Instructional/Intervention Plan**

TIER 1 Instructional/Intervention Plan

Considering hypotheses stated above, what instructional/intervention strategies will be used to strengthen core instruction/discipline/ behavioral support to improve effectiveness?

Instructional Strategy/Intervention Person Responsible When will it occur? Where will it occur?

Tier 1 Support Plan:

What will be done?	Person Responsible	When will it occur?	Where will it occur?

Tier 1 Documentation of Fidelity:

What will be done?	Person Responsible	When will it occur?	Where will it occur?

Tier 1: Progress Monitoring Plan: How will the impact/effectiveness of the instructional/intervention plan be determined?

Progress Monitoring Tool	PM Schedule	Person Responsible for PM	Date of Data Review

Use as many pages as needed. Page ___ of ___

School Site RtI TIER I: Goal Setting/Problem Solving- MID YEAR REVIEW

School: _____ **Date of Meeting:** _____

Team Members Present _____

Target Group: _____ **Academic or Behavioral Area:** _____

Summary of Progress Monitoring Data: Refer to Beginning of Year Goal and Progress Graph

Enter Middle of Year Data on Progress Graph

___% of students met or exceeded expected levels of performance at Middle of Year Assessment after implementation of Tier 1 instructional/intervention plan or group score of ___ at Middle of Year Assessment.

Evaluate Response and take appropriate action.

Response was (check one)

___ Positive and on or above aimline: continue plan

___ Positive, above average but below aimline: consider increasing support (*document increased support on Intervention Plan sheet and attach)

___ Questionable, about average, not catching up or falling farther behind: check for fidelity and increase fidelity if necessary.

Return to problem solving if necessary. (*Utilize additional Problem Analysis and Intervention Plan sheets and attach)

___ Poor, falling farther behind: check for fidelity and increase fidelity if necessary and return to problem solving. (*Utilize additional Problem Analysis and Intervention Plan sheets and attach)

School Site RtI TIER I: Goal Setting/Problem Solving- END OF YEAR REVIEW

School: _____

Date of Meeting: _____

Team Members Present:

Target Group: _____

Academic or Behavioral Area: _____

Summary of Progress Monitoring Data: Refer to Beginning of Year Goal and Progress Graph

Enter End of Year Data on Progress Graph

___% of students met or exceeded expected levels of performance at End of Year Assessment after implementation of Tier 1 instructional/intervention plan or group score of ___ at End of Year Assessment.

Evaluate Response and take appropriate action.

Response was (check one)

___ Positive and on or above aimline: continue plan and include in following year's School Improvement Plan

___ Positive, above average but below aimline: consider increasing support and document in following year's School Improvement Plan

___ Questionable, about average, not catching up or falling farther behind: check for fidelity and increase fidelity if necessary.

Return to problem solving if necessary. Utilize additional Problem Analysis and Intervention Plan sheets and attach. Include revised plan in following year's School Improvement Plan.

___ Poor, falling farther behind: check for fidelity and increase fidelity if necessary and return to problem solving. Utilize additional Problem Analysis and Intervention Plan sheets and attach. Include revised plan in following year's School Improvement Plan.

APPENDIX C-1: INTERVENTION GROUP/CLASS TIER 2 GOAL SETTING/PS WORKSHEET

TIER II PROBLEM SOLVING

What is it?

Tier Two problem solving is the process for evaluating the effectiveness of Tier Two interventions conducted after each administration of ongoing progress monitoring (OPM). The ***Tier Two Problem Solving Worksheet*** is used to guide and document the process.

Why do it?

There are two primary reasons for doing Tier Two problem solving; the first is to ***evaluate the overall effectiveness*** of each Tier Two intervention in closing the achievement or behavior gap for the majority of students receiving that intervention (i.e. School Based RtI Team Tier 2 Worksheet) and, secondly, to ***identify individual students*** that are in need of Tier Three supports (i.e. Intervention Group/Class: Tier 2 Worksheet). This process should eventually account for the majority of referrals to the School Support Team in order to ensure that students needing more intensive services are provided those services in a timely manner.

Who does it?

The makeup of the Tier Two problem solving team may vary from school to school as long as a consistent problem solving process is used. In elementary schools, the core RtI team usually conducts Tier Two problem solving. In secondary schools, the leadership team may conduct Tier Two problem solving but it is more likely that already intact teams such as a subject area team, Positive Behavioral Support Team, or Attendance

Review Team would conduct the problem solving. Academic coaches, PBS coaches, and School Psychologists may add additional expertise to the Tier Two problem solving process. Additionally, the School Counselor and School Social Worker may augment the expertise of the team for certain areas of intervention.

How is it done?

The Tier Two Problem Solving Worksheet is used to plan, monitor, and revise Tier Two intervention using OPM data collected by interventionist/teacher. Here's an example of a typical flow in completing this process utilizing the "Intervention Group/Class Tier 2 Goal Setting/PS Worksheet" (Appendix C-1) and the "School Based RtI Team Tier 2 Goal Setting/PS Worksheet" (Appendix C-2).

Steps 1-9: Intervention Group/Class Tier 2 Goal Setting /PS Worksheet (Appendix C-1)

1. Decide on the OPM tool.
2. Plot standard for measure on the "Intervention Group/Class Tier 2 Goal Setting/PS Worksheet (Appendix C-1)" For example: A 2nd grade student is expected to read 90 words correct per minute (WCPM) by the end of the school year.
3. Collect baseline for each student in the group.
4. Find the group average and plot on the graph as the beginning of the intervention (Gap Analysis – Group mean compared to the standard).
5. Set a realistic but ambitious goal relative to the starting point (baseline). Example: The average growth for Oral Reading Fluency is one word a week; which is = 4 words correct per month (WCPM). An ambitious growth would be approximately 1.5 words per week = 6 WCPM
6. Begin the intervention.
7. At monthly intervals continue to collect OPM data.
8. Continue to collect OPM data for each student in each intervention group as well as compute the group average and continue plotting on a monthly basis on the "Intervention Group/Class Tier 2 Goal Setting/PS Worksheet" (Appendix C-1).
9. Additionally, calculate the percentage of students in each intervention group that demonstrate a positive response.

Example: There are 5 students in a 2nd grade intervention group targeting Fluency. At the end of one month the goal is for students to show an increase of 6 words read correctly per minute. The question to ask after 1 month of intervention is "*How many students in this group demonstrated a response at or above this expected rate of improvement?*" If the answer is 2 out of 5 students then the percentage of students in that intervention group showing a positive response is 40%.

Step 10: School Based RtI Team Tier 2 Goal Setting/PS Worksheet (Appendix C-2)

10. Using the example above, take the 40% and plot on the “School Based RtI Team Tier 2 Goal Setting/PS Worksheet” (Appendix C-2).

This process will be repeated on a monthly basis by the leadership team in order to gain an indication of the type of response. The goal of a healthy tier 2 is when 70% of students are showing a positive response.

For a detailed description of the four step process see the RtI Guide at http://rti.dadeschools.net/pdfs/RtI_Guide/Ch4-four_step_problem_solving_model.pdf.

1. Problem Identification

At the beginning of the year, the worksheet documents the baseline or starting level of the groups in each intervention. Goals for each group are set where progress at reaching those goals can be tracked using OPM. The following examples illustrate this step.

70% of third grade students receiving Voyager Passport will demonstrate a positive response by, scoring at 70% or above on the Voyager Checkpoint Assessments administered after lessons 5 and 10....

The average Adjusted FAIR Oral Reading Fluency (ORF) score for first grade students receiving Success Maker intervention is 23 words read correct per minute. The average first grade student rate of ORF progress will exceed +2 words read correct per week (positive response) as measured by monthly FAIR ORF administrations.

2. Problem Analysis

The team generates and validates hypotheses on why there is a gap between where the students are and where they need to be (see the Problem Analysis section of the RtI Guide <http://rti.dadeschools.net/3-Problem%20Solving%208-11.pdf>).

While problem analysis can occur at the first Tier Two problem solving meeting of the year, this activity is generally most helpful in revising or supporting Tier Two intervention that does not result in a positive response. In a Tier Two meeting where OPM data revealed an overall questionable or poor response, it would be undertaken to examine why that response occurred.

3. Plan Implementation

Details of who, when, how, and where are documented in the initial Tier Two meeting as well as identifying any supports necessary to carry out the intervention with fidelity. Interventionist training, material availability, OPM method and schedule, and fidelity monitoring will be considered here. In subsequent meetings, revisions to intervention plans will be documented.

4. Response Evaluation

At each meeting where OPM data (see RtI Assessment Plan section of RtI Guide <http://rti.dadeschools.net/5-Assessment%20Plan%20RtI%208-12.pdf> for suggestions) is examined, the overall response of each intervention and each subgroup (intervention class, AYP subgroup) is evaluated. Based on response, the intervention is continued, supported, or revised guided by the continued cycle of problem solving.

Identifying Students for Tier Three Support to the School Support Team Tier Three PS)

The decision to request Tier Three assistance from the School Support Team should occur when a student exhibits a poor or questionable response to intervention that is delivered with fidelity and was generally effective for his intervention group peers. In essence, that means that Tier Two OPM data shows that approximately 70% of student's peers (same grade, same group, and same subgroup) are showing a positive response after a reasonable period of time, while that student is not. ***No standard length of time exists for evaluating response*** to every intervention. The decision of what constitutes a reasonable amount of time is determined by the school team, and is based on professional judgment, the nature of the intervention, and the reliability and sensitivity to change of the OPM measure.

When the overall response of the group or peers is not positive, there may still be a need to request SST assistance for individual students. When a student's data reflects significantly slower progress than peers in the same intervention, the student may be referred for Tier Three problem solving through the SST.

The documentation of the student's progress that leads to a request for assistance from the SST is the SST Student Tier 1 and Tier 2 Data Profile which is completed by a representative of the Tier Two problem solving team.

Intervention Group/Class: **TIER 2** Goal Setting/Progress Monitoring Worksheet: Beginning of Intervention

School: _____ Target Group and Academic/Behavioral Area: _____

Intervention: _____ Primary Interventionist/Teacher _____

Team Members Present _____

Group Progress Goal:

The average OPM score for the intervention group will show at least a positive response to Tier 2 intervention as demonstrated by progressing on average from a score of ____ on _____ (OPM Measure) to a score of ____ by _____ (Month)

Graph of Group Progress

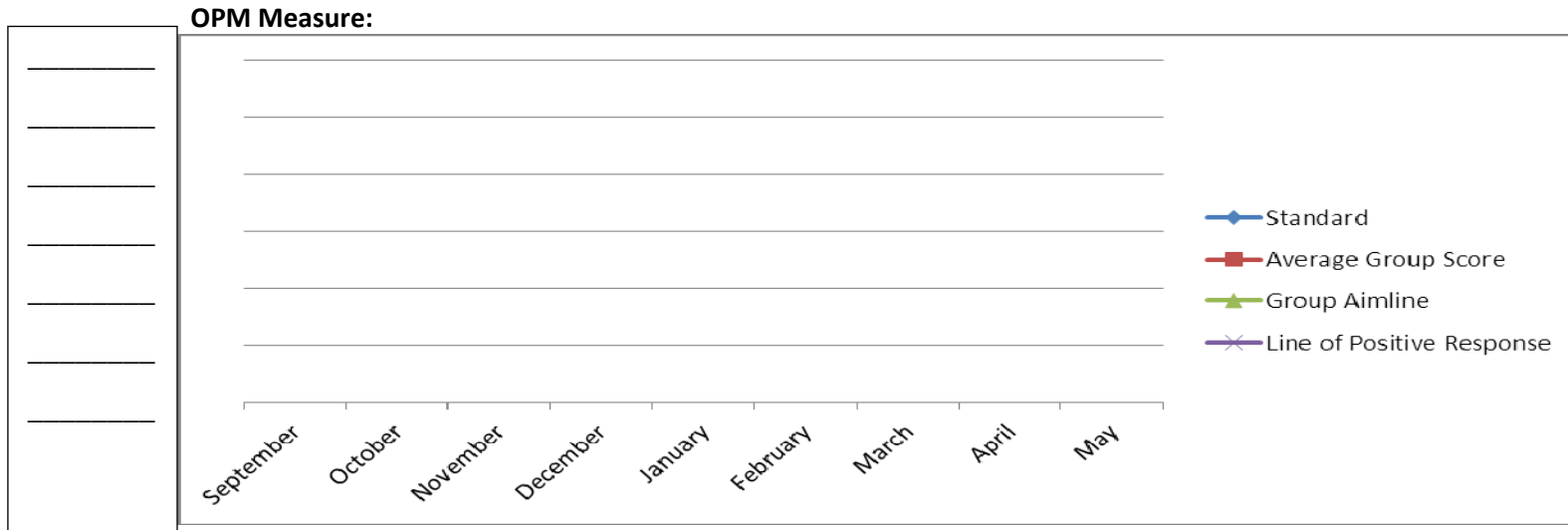
Standard: Line that depicts Proficiency on OPM Measure

Average Group Score: Actual average group OPM score for each month.

Group Aimline: The line connecting the group average initial OPM score to EOY goal.

Line of Positive response: When slope of line is at or above the group aimline.

Insert Tic Mark Interval Score Range on Y Axis



APPENDIX C-2: SCHOOL BASED RTI TEAM TIER 2 GOAL SETTING/PS WORKSHEET

School Based RtI Team: TIER 2 Goal Setting/Problem Solving Worksheet: Beginning of Year Problem Identification

School: _____ Target Group and Academic/Behavioral Area: _____
 Intervention: _____
 Team Members Present _____

Student Progress Goal:

___% of students in each intervention group will show positive response to Tier 2 intervention towards expected level of performance/benchmark on given ongoing progress monitoring assessments.

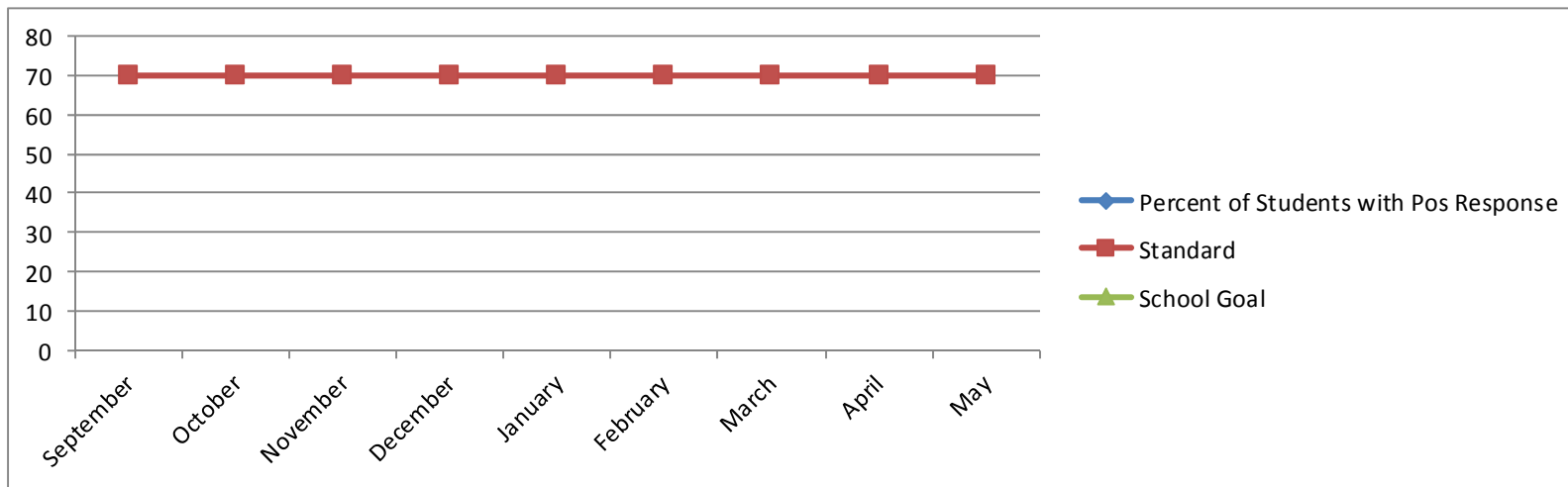
Graph of Group Ongoing Progress

Standard: Line that depicts 70% (Standard for Effective Tier 2)

School Goal: (If higher than 70%): Shows school goal in percent of students in Tier 2 intervention showing a positive response

Trend Line: Actual group performance in percent of students in Tier 2 intervention showing a positive response. At each OPM, compute that statistic, plot the data, and connect the line between the available points.

Indicator of Positive Response: (Specific rate of progress to be equaled or exceeded) _____



TIER 2 Problem Analysis **Date** _____

What aspects of the Tier 2 intervention, its support, or delivery, have contributed to or explain the gap between how our students achieved/behaved and how we expect them to?

First check fidelity: Frequency, content, and duration were as planned. Academic engaged time (minus transition and non-instructional activity) matched intervention guidelines/recommendations.

Consider the following areas (among others) when developing possible hypotheses:

Instruction: Accurately focused- The right students in the right intervention? Effectively delivered- Interventionist trained and fluent? Explicitly Instructed-As observed? Appropriately scaffolded? Ample guided practice opportunities? Limited use of repetitive, low interest activities?

Curriculum: Level- matched to students' instructional levels? Materials supported learning-Articulation between Tier 2 and Core?

Environment: High engagement? Organized routines? Higher frequency of positive to negative teacher directed feedback?

Learners: Level of engagement? Attendance? Feelings of efficacy, competency? Motivation-

List Probable Hypothesis and Data that Supports/Doesn't Support Each?

1.
___ Supported ___ Not Supported ___ Selected Data used to support _____

2.
___ Supported ___ Not Supported ___ Selected Data used to support _____

3.
___ Supported ___ Not Supported ___ Selected Data used to support _____

* sheet ___ of ___ (use as necessary)

TIER 2 Instructional/Intervention Plan

Considering hypotheses stated above, what instructional/intervention strategies will be used to strengthen core instruction/discipline/ behavioral support to improve effectiveness?

Instructional Strategy/Intervention

Tier 2 Support Plan: What needs to occur to ensure intervention effectiveness?

What will be done?	What will be done?	When will it occur?	Where will it occur?

Tier 2 Documentation of Fidelity: How will intervention fidelity be maintained and documented?

What will be done?	What will be done?	When will it occur?	Where will it occur?

Tier 2: Progress Monitoring Plan: How will the impact/effectiveness of the intervention be measured?

OPM Tool	OPM Schedule	Person Responsible for OPM	Dates of Data Review

Use as many pages as needed. Page ___ of ___ (Use additional Intervention Plan sheets as needed for revision.)

School Based RtI Team: *TIER 2* Response Evaluation Follow Up

School: _____

Date of Meeting: _____

Team Members Present: _____

Target Group/Intervention: _____

Academic or Behavioral Area: _____

Summary of Progress Monitoring Data: Refer to Ongoing Progress Graph

Enter OPM Positive Response Percentage Data on Ongoing Progress Graph

___% of students with positive response at _____ OPM assessment after implementation of Tier 2 intervention plan.

Evaluate response and take appropriate action

Response was (check one)

___ 70% or above: continue plan or increase support to raise percentage ***Consider requesting Tier 3 Support for Students with poor response** (Complete Tier 1 and Tier 2 Student Data Profiles)

___ Below 70%: Based on how far below, choose the following options that are warranted.

- Check for fidelity and increase fidelity if necessary.
- Return to problem solving if necessary. (Utilize additional Problem Analysis and Intervention Plan sheets and attach)
- **When the group has less than 70% with positive response, only** request Tier 3 support for students who are both significantly below the group average and progressing slower than the group (Complete Tier 1 and Tier 2 Student Data Profiles)

*Attach additional sheets as necessary as indicated above.

Follow up ___ of ___ conducted so far this year. (Use one Follow Up sheet for each Tier 2 PS meeting after each OPM)

Notes

Date: _____

APPENDIX D:
Data for Goal Setting & Response
Evaluation

2010-2011 District Fall to Winter Interim Reading Goal Setting Guidelines

The chart below represents our best thinking at this time with respect to providing guidance on using interim percent correct scores to set Tier 1 grade and class goals that would lead to positive outcomes (what could be described as catch up growth).

The chart shows results for all third grade students in Miami-Dade County who took the Fall and Winter Third Grade Reading Interim tests in 2010-2011. The scores are broken up by relative rank because average progress rates differ based on where students score on the Fall assessment.

Grade 3: 2010-2011 Average Percent Correct for Fall & Winter Interim by Fall Achievement				
If Fall average was between?	Fall average was	Winter average was	Average change was	Positive response should be
0-20	16%	32%	16	+20
21-40	31%	41%	10	+14
41-60	51%	61%	10	+14
61-80	71%	77%	6	+10
81-100	85%	86%	1	+4

To use these guidelines you would:

1. Begin by using your Fall average percent correct score to decide which category in column 1 to use
2. Identify the percent correct change in column 5 that corresponds to your starting category
3. Add the selected change score to your Fall average percent correct score to set your Winter average percent correct goal

Use this format for calculating scores for succeeding grades.

Grade 4: 2010-2011 Average Percent Correct for Fall & Winter Interim by Fall Achievement				
If Fall average was between?	Fall average was	Winter average was	Average change in percentage points was	Positive response should be (in percentage points)
0-20%	16%	31%	15	+20
21-40%	31%	39%	8	+11
41-60%	51%	57%	6	+10
61-80%	71%	73%	2	+5
81-100%	85%	84%	-1	+2

Grade 5: 2010-2011 Average Percent Correct for Fall & Winter Interim by Fall Achievement				
If Fall average was between?	Fall average was	Winter average was	Average change in percentage points was	Positive response should be (in percentage points)
0-20%	16%	31%	15	+20
21-40%	32%	39%	7	+12
41-60%	52%	56%	4	+7
61-80%	71%	70%	-1	+3
81-100%	86%	81%	--5	+2

Grade 6: 2010-2011 Average Percent Correct for Fall & Winter Interim by Fall Achievement				
If Fall average was between?	Fall average was	Winter average was	Average change in percentage points was	Positive response should be (in percentage points)
0-20%	16%	33%	17	+22
21-40%	32%	41%	9	+12
41-60%	51%	58%	7	+10
61-80%	71%	75%	4	+6
81-100%	87%	87%	0	+2

Grade 7: 2010-2011 Average Percent Correct for Fall & Winter Interim by Fall Achievement				
If Fall average was between?	Fall average was	Winter average was	Average change in percentage points was	Positive response should be (in percentage points)
0-20%	16%	34%	18	+22
21-40%	31%	40%	9	+12
41-60%	51%	55%	4	+7
61-80%	70%	69%	-1	+3
81-100%	87%	87%	0	+2

Grade 8: 2010-2011 Average Percent Correct for Fall & Winter Interim by Fall Achievement				
If Fall average was between?	Fall average was	Winter average was	Average change in percentage points was	Positive response should be (in percentage points)
0-20%	16%	35%	19	+24
21-40%	31%	42%	11	+15
41-60%	51%	56%	5	+8
61-80%	70%	70%	0	+4
81-100%	86%	82%	--4	+1

Grade 9: 2010-2011 Average Percent Correct for Fall & Winter Interim by Fall Achievement				
If Fall average was between?	Fall average was	Winter average was	Average change in percentage points was	Positive response should be (in percentage points)
0-20%	14%	36%	22	+28
21-40%	31%	40%	9	+12
41-60%	51%	56%	5	+7
61-80%	70%	69%	-1	+2
81-100%	85%	80%	-5	+2

District FAIR (K-2nd Grade) Positive Response Rates | 2012

Mean PRS of Students	AP1	AP2	AP3	AVERAGE CHANGE	POSITIVE RESPONSE SHOULD BE
K	70	77	81	11	+14
1st	65	67	72	7	+10
2nd	52	56	64	12	+15

Percentage of Students at Target Passage					
TARGET PASSAGE	AP1	AP2	AP3	AVERAGE CHANGE	POSITIVE RESPONSE SHOULD BE
1ST	53	66	52	-1	+17
2ND	51	52	60	9	+11

Median % Rank of Students				
VOCAB	AP1	AP3	AVERAGE CHANGE	POSITIVE RESPONSE SHOULD BE
K	29	53	24	+30
1st	29	47	18	+23
2nd	41	65	24	+30

Median % Rank of Students					
SPELLING	AP1	AP2	AP3	AVERAGE CHANGE	POSITIVE RESPONSE SHOULD BE
2nd	30	49	69	39	48

RC %RANK	AP1	AP2	AP3	AVERAGE CHANGE	POSITIVE RESPONSE SHOULD BE at least
3 RD	29	38	38	9	11
4 TH	23	18	27	4	6
5 TH	18	22	24	6	8
6 TH	15	18	19	4	6
7 TH	11	22	19	8	10
8 TH	13	19	23	10	12
9 TH	22	30	34	12	15
*10 TH	26	41	24	15	19

MAZE %RANK	AP1	AP2	AP3	AVERAGE CHANGE	POSITIVE RESPONSE SHOULD BE at least
3 RD	25	50	57	32	40**
4 TH	14	21	40	26	32**
5 TH	12	22	22	10	12
6 TH	13	21	21	8	10
7 TH	27	27	30	3	4
8 TH	15	19	19	4	5
9 TH	11	13	16	5	6
10 TH	16	18	23	7	9

WORD ANALYSIS %RANK	AP1	AP2	AP3	AVERAGE CHANGE	POSITIVE RESPONSE SHOULD BE at least
3 RD	35	36	50	15	19
4 TH	28	33	25		5
5 TH	31	15	25		5
6 TH	23	26	30	7	9
7 TH	25	17	17		5
8 TH	28	25	18		5
9 TH	39	24	27		5
10 TH	47	22	21		5

****For students or groups below the 30th Percentile (all others**

2011-2012 Corresponding FAIR RC Percentile Bands & FCAT 2.0 Proficiency Probabilities

Grade 3*			
AP1 RC Percentile	FCAT Proficiency Prob.	AP3 RC Percentile	FCAT Proficiency Prob.
0-10	.11	0-10	.04
11-20	.25	11-20	.17
21-30	.43	21-30	.37
31-40	.64	31-40	.49
41-50	.80	41-50	.67
51-60	.90	51-60	.78
61-70	.90	61-70	.88
71-80	.94	71-80	.94
81-90	.98	81-90	.98
91-99	.99	91-99	.99

*Based on district 2011-2012 FAIR & FCAT scores for all students tested

Grade 4*			
AP1 RC Percentile	FCAT Proficiency Prob.	AP3 RC Percentile	FCAT Proficiency Prob.
0-10	.08	0-10	.08
11-20	.12	11-20	.11
21-30	.28	21-30	.21
31-40	.51	31-40	.31
41-50	.72	41-50	.41
51-60	.82	51-60	.54
61-70	.88	61-70	.70
71-80	.94	71-80	.83
81-90	>.99	81-90	.91
91-99	>.99	91-99	.96

*Based on district 2011-2012 FAIR & FCAT score for all students tested

Grade 5*			
AP1 RC Percentile	FCAT Proficiency Prob.	AP3 RC Percentile	FCAT Proficiency Prob.
0-10	.09	0-10	.06
11-20	.21	11-20	.13
21-30	.31	21-30	.24
31-40	.46	31-40	.33
41-50	.60	41-50	.46
51-60	.72	51-60	.56
61-70	.86	61-70	.69
71-80	.90	71-80	.80
81-90	.98	81-90	.86
91-99	>.99	91-99	.97

*Based on district 2011-2012 FAIR & FCAT scores for all students tested

Grade 6*			
AP1 RC Percentile	FCAT Proficiency Prob.	AP3 RC Percentile	FCAT Proficiency Prob.
0-10	.03	0-10	.02
11-20	.10	11-20	.06
21-30	.20	21-30	.13
31-40	.28	31-40	.22
41-50	.40	41-50	.30
51-60	.66	51-60	.49
61-70	.55	61-70	.61
71-80	.78	71-80	.72
81-90	.88	81-90	.88
91-99	.97	91-99	.97

*Based on district 2011-2012 FAIR & FCAT scores for all students tested

Grade 7*			
AP1 RC Percentile	FCAT Proficiency Prob.	AP3 RC Percentile	FCAT Proficiency Prob.
0-10	.07	0-10	.04
11-20	.14	11-20	.08
21-30	.27	21-30	.16
31-40	.33	31-40	.22
41-50	.43	41-50	.30
51-60	.50	51-60	.40
61-70	.65	61-70	.55
71-80	.85	71-80	.69
81-90	.89	81-90	.87
91-99	>.99	91-99	>.99

*Based on district 2011-2012 FAIR & FCAT scores for all students tested

Grade 8*			
AP1 RC Percentile	FCAT Proficiency Prob.	AP3 RC Percentile	FCAT Proficiency Prob.
0-10	.05	0-10	.03
11-20	.12	11-20	.06
21-30	.19	21-30	.11
31-40	.28	31-40	.18
41-50	.36	41-50	.23
51-60	.58	51-60	.34
61-70	.73	61-70	.55
71-80	.91	71-80	.68
81-90	>.99	81-90	.86
91-99	>.99	91-99	>.99

*Based on district 2011-2012 FAIR & FCAT scores for all students tested

Grade 9*			
AP1 RC Percentile	FCAT Proficiency Prob.	AP3 RC Percentile	FCAT Proficiency Prob.
0-10	.04	0-10	.04
11-20	.08	11-20	.04
21-30	.15	21-30	.07
31-40	.23	31-40	.13
41-50	.32	41-50	.20
51-60	.48	51-60	.31
61-70	.61	61-70	.52
71-80	.74	71-80	.63
81-90	.82	81-90	.82
91-99	>.99	91-99	.67**

*Based on district 2011-2012 FAIR & FCAT scores for all students tested **Very small sample size (n=6) at AP 3

Grade 10*			
AP1 RC Percentile	FCAT Proficiency Prob.	AP3 RC Percentile	FCAT Proficiency Prob.
0-10	.04	0-10	.05
11-20	.09	11-20	.07
21-30	.15	21-30	.13
31-40	.19	31-40	.21
41-50	.32	41-50	.31
51-60	.46	51-60	.40
61-70	.61	61-70	.54
71-80	.66	71-80	.63
81-90	.74	81-90	.77
91-99	>.99**	91-99	.85

*Based on district 2011-2012 FAR & FCAT scores for all students tested

**Very small sample size (n=3) for AP 1

Grade 11*			
AP1 RC Percentile	FCAT Proficiency Prob.	AP3 RC Percentile	FCAT Proficiency Prob.
0-10	.04	0-10	.03
11-20	.06	11-20	.07
21-30	.09	21-30	.09
31-40	.15	31-40	.15
41-50	.21	41-50	.23
51-60	.27	51-60	.31
61-70	.32	61-70	.42
71-80	.63	71-80	.85
81-90	.33**	81-90	.86
91-99	>.99***	91-99	N/A

*Based on 2011-2012 district FAIR & FCAT scores for all students tested

**Very small sample size (n=3) at AP 1

***Very small sample size (n=1) at AP 1

Grade 12*			
AP1 RC Percentile	FCAT Proficiency Prob.	AP3 RC Percentile	FCAT Proficiency Prob.
0-10	.01	0-10	.01
11-20	.01	11-20	.01
21-30	.01	21-30	<.01
31-40	.03	31-40	.02
41-50	.06	41-50	.10
51-60	.03	51-60	.10
61-70	.18	61-70	.29
71-80	.00**	71-80	.00****
81-90	.00***	81-90	.00*****
91-99	N/A	91-99	N/A

*Based on 2011-21012 district FAIR & FCAT scores for all students tested

**Very small sample size (n=2) for AP 1

***Very small sample size (n=1) at AP 1

****Very small sample size (n=2) at AP 1

*****Very small sample size (n=1) at AP 1

Progress Monitoring Norms

For Oral Reading Fluency Norms refer to Hansbrouck & Tindal at

<http://www.readnaturally.com/pdf/oralreadingfluency.pdf>

Math/Reading Progress Monitoring K-8th Grade visit EasyCBM at

<http://www.easycbm.com/static/files/pdfs/info/ProgMonScoreInterpretation.pdf>