

Kansas Multi-Tier System of Supports

● Collaborative Team Workbook Reading

August 2011



Introduction to Document

The *Kansas Multi-Tier System of Supports: Structuring Guide* has been created to assist schools in creating the structures necessary to begin the implementation of a Multi-Tier System of Supports (MTSS). This document serves as a workbook for either schools working with Recognized MTSS Facilitators (a current list can be found at www.kansasmtss.org) or as a do-it-yourself guide for schools taking on the challenge themselves. This document provides an explanation of why each component is important as well as suggests steps that have helped other schools successfully complete the tasks and decision making necessary for creating structures that support a sustainable system. Content area specific documents for reading, mathematics, and behavior are companion documents to this one, providing information specific to each content area. All Kansas MTSS documents are aligned with the *Kansas Multi-Tier System of Supports: Innovation Configuration Matrix (ICM)*, which describes the critical components of a MTSS and what each looks like when fully implemented, and the *Kansas Multi-Tier System of Supports: Research Base*, which provides a basic overview of the research support for a MTSS.

Acknowledgements

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Collaborative Team Workbook Reading

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Step 1: Review and Validate Universal Screening Data

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

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

If the classroom teacher or collaborative team lacks confidence in any score, further screening of the student's skills should be completed using an alternate progress monitoring form of the universal screener.

Notes:

Step 2: Analyze Building Level Data

The building leadership team will analyze building level data. In Step 3 the collaborative team completes a Grade Level Status Report and analyzes data at the grade level. Upon completion of the report the collaborative team also must provide a copy of the Grade Level Status Report to the building leadership team so they have accurate data for their work. No additional action is required of the collaborative team in this step.

Notes:

Step 3: Analyze Grade Level Data

After every universal screening administration, the collaborative teams review grade level reports showing the distribution of student scores within the On Track (i.e., low-risk)/Benchmark, Supplemental, and Intensive instructional recommendation categories. Supplemental intervention would include students scoring in the 10th to 24th percentile range, while those students scoring at the 9th percentile or lower meet criteria for Intensive intervention. It is important to recognize that students who are in the On Track range, but with scores between the 25th and 50th percentile will need additional instructional support, either through differentiated instruction of core or through intervention. This is a decision that building leadership teams will need to make depending on the number of students needing intervention and the resources available. When reviewing the grade level reports, teams should record the data from the most recent universal screening on the Grade Level Status Worksheet that is used throughout each academic year. Teams will need to compare the most recent scores to the previous scores to determine growth.

Schools that are using AIMSweb will add the percent of students in the green, blue, and white areas to determine the percent of students on track and then will use the class distribution report of scores and percentiles (rainbow report) to determine the percent of students who are in the green area but below target. Students whose scores are at the 24th percentile and below need intervention. Strategic intervention would include students scoring in the 10th to 24th percentile range, while those students scoring at the 9th percentile or lower meet criteria for intensive instruction.

When reviewing grade level data from the initial universal screening of the academic year, collaborative teams focus on addressing the following questions:

1. What is the current grade level status?
2. Where should the goal for this academic year be set?
3. When setting the goal, teams might think about what they would want the previous grade level's team to write.

Then at each subsequent universal screening data teams ask:

1. Based on current progress will the goal be met?
2. Is the current goal realistic?
3. Do we need to accelerate the rate of progress?

When teams analyze grade level data, the collaborative team should consider:

- the status of each grade level
- the strengths/needs of the current group of learners
- an appropriate goal for the percentage of students who will be at benchmark by spring/end of year at each grade level
- the level to which the core is being implemented with fidelity
- necessary professional development for staff to implement the core effectively across the grade level
- implications of the grade level results for differentiation of core instruction and curriculum

Grade Level Status Worksheet

Question: What is our current *GRADE LEVEL* status and end of the year goal?

	% On Track	Total % On Track	% Below Target	% Supplemental	% Intensive
Fall	<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="background-color: #00b050; width: 0%; height: 100%;"></div> </div>				
Winter	<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="background-color: #00b050; width: 0%; height: 100%;"></div> </div>				
Spring	<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="background-color: #00b050; width: 0%; height: 100%;"></div> </div>				

Use the information from the Universal Screening Assessment to fill in the table on the worksheet for the grade level.

Considerations for Discussion: As you evaluate grade level data, what comes to mind in terms of...?

- implementing Core with fidelity
- strengths of the current group of learners
- professional development
- how these data, in combination with other data and information you have about the students help create the “whole” picture
- needed support

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

By Midyear, we want _____% to be at Benchmark with their literacy skills.

Discussion Notes:

Step 4: Analyze Classroom Level Data

After reviewing grade level data, the collaborative teams and classroom teachers review the class level report showing the distribution of student scores for each class. This report provides a brief synopsis of individual student achievement by class. A class level distribution report provides an instructional recommendation category (i.e., Benchmark, Supplemental/Strategic, and Intensive) for each student.

When reviewing the reports, teams should enter current data on the Classroom Level Status Worksheet and compare the percentages to previous data. When reviewing classroom level data, teams need to focus on addressing the following questions:

1. What is the current status of the classroom?
2. Where should the end of the year goal be set?
3. Based on current progress, will the end of the year goal be met?
4. Is the current goal realistic?

To summarize, when teams analyze classroom level data the team must consider:

- the status of each classroom
- the strengths/needs of the current group of learners
- an appropriate goal for the percentage of students who will be at benchmark by spring/end of year in each classroom
- level to which the core is being implemented with fidelity
- the number of students needing differentiation of core instruction (students that are on track but below the target score)
- which classes may need additional professional development

Collaborative teams then need to decide which of these issues need to be reported to the building leadership team.

Notes:

Step 5: Analyze Student Level Data Using the Initial Instructional Sort

Grouping students according to recommendations for benchmark, strategic, or intensive instruction is not enough, because instructional recommendations only indicate the level of support students require for success. Collaborative teams must also determine the skill focus for instruction.

Students are initially grouped for all assessments using the accuracy and fluency data from the universal screening assessment. A four group instructional grouping worksheet, such as the generic one below, is used to provide a reasonable and practical way to organize data into four groups to determine the instructional focus for each student.

Grouping Instructional Sort

Group 1: Accurate and Fluent	Group 2: Accurate but Slow
Group 3: Inaccurate and Slow	Group 4: Inaccurate but Fluent

NOTE: DIBELS Next users are encouraged to use the 'Initial Instructional Grouping Suggestions' process that has been developed by the Dynamic Measurement Group, Inc. to complete Step 5. Upon completion of the Initial Instruction Grouping Suggestions process it is appropriate to continue with Step 6 in this guide. Please be aware that the that the groups 3 and 4 as described in the DIBELS Next Initial Instructional Grouping process are switched as described in the Kansas MTSS Implementation process.

Using the results of the initial group sort, the collaborative team needs to consider whether the data indicate the need to implement a classwide intervention. Any teacher who has a class with more than 40% of the students scoring in a single group (Groups 2, 3, or 4) needs to deliver the intervention as a classwide intervention during core instruction. Trying to deliver the same intervention to more than 40% of a class puts too much strain on a system and is an inefficient use of resources. If additional support is needed to provide a classwide intervention, the collaborative team should communicate those needs to the building leadership team.

When grouping students for reading, it is essential to consider the most significant skill indicator depending on the grade level and time of year the assessment is given.

The following chart below reflects the most significant indicator at various grade levels for beginning the grouping process.

Grouping Indicators for Reading				
	Kindergarten	1st Grade	2nd-6th Grades	7 – 12 Grades
Fall	<i>First Sound Fluency(FSF) or PAST: Initial Phoneme, Syllable Blending, Segmentation, Deletion, or Alphabet Knowledge</i>	<i>Phoneme Segmentation Fluency (PSF) or Nonsense Word Fluency (NWF)</i>	<i>Oral Reading Fluency (ORF)/Reading Curriculum Based Measurement(R-CBM)</i>	MAZE
Winter	<i>First Sound Fluency (FSF) or Phoneme Segmentation(PSF)</i>	<i>Nonsense Word Fluency (NWF)</i>	<i>Oral Reading Fluency (ORF)/Reading Curriculum Based Measurement (R-CBM)</i>	MAZE
Spring	<i>Phoneme Segmentation Fluency (PSF)</i>	<i>Oral Reading Fluency (ORF)/Reading Curriculum Based Measurement (R-CBM)</i>	<i>Oral Reading Fluency (ORF)/Reading Curriculum Based Measurement(R-CBM)</i>	MAZE

First Sound Fluency (FSF) Grouping Method (DIBELS Next)

1. Locate class distribution report.
2. Place students into the DIBELS Next, First Sound Fluency Grouping Worksheet that is included in the DIBELS Next Initial Instructional Grouping process.
3. Identify students needing strategic or intensive instructional interventions.
4. Using a yellow or pink highlighter, highlight the student’s names accordingly who need strategic or intensive support

Letter Naming Fluency (LNF) Grouping Method (AIMSweb)

1. Locate distribution report
2. Locate students identified as needing strategic or intensive intervention
3. Students needing intervention are given the following phonological awareness (PAST) subtests:
 - a) Phoneme Isolation of Initial Sounds
 - b) Syllable Blending, Segmentation, & Deletion
 - c) Concept of Spoken Word
4. Students passing the phonological awareness subtests are grouped for Alphabet Knowledge
5. Students not passing the phonological awareness subtests are grouped according to the phonological awareness (PAST) subtests.

Phoneme Segmentation Fluency (PSF) Grouping Method

1. Locate class distribution report
2. Review the students PSF assessment and determine the accuracy percentage by dividing the student’s score by the number attempted
3. Place students in the Phoneme Segmentation Fluency Group Sort worksheet according to accuracy and fluency
4. Identify students needing strategic or intensive instructional interventions
5. Using a yellow or pink highlighter, highlight the student’s names accordingly who need strategic or intensive support

Phoneme Segmentation Grouping Sort

Group 1: Accurate and Fluent 95% or higher	Group 2: Accurate but Slow 95% or Higher
Group 3: Inaccurate and Slow 94% or lower	Group 4: Inaccurate but Fluent 94% or lower

Nonsense Word Fluency (NWF) Grouping Method

1. Locate class distribution report.
2. Review the students Nonsense Word Fluency assessment and determine the accuracy % by dividing the student's score by the number attempted.
3. Place students in Nonsense Word Fluency Group Sort according to performance patterns and accuracy. Performance patterns would include such things as is the student reading sound by sound, partial blending, sound by sound and then recoding, or with unitization (reading the whole word correctly the first time)
4. Identify students needing strategic or intensive instructional interventions.
5. Using a yellow or pink highlighter, highlight the student's names accordingly who need strategic or intensive support

Nonsense Word Fluency Grouping Sort

Group 1: Whole Word Reading (Unitization) Accurate Not Accurate	Group 2: Sound-by-Sound and Recoding <i>/t/ /o/ /b/ /tob/</i> Accurate Not Accurate
Group 3: Partial Blends <i>/t/ /ob/</i> Accurate Not Accurate	Group 4: Decoding Sound-by-Sound <i>/t/ /o/ /b/</i> Accurate Not Accurate

Oral Reading Fluency (ORF)/Reading-Curriculum Based Measurement(R-CBM) Grouping Method

Students who do not meet benchmark scores on oral reading fluency (ORF)/reading-curriculum based measurement (R-CBM) passages may still have difficulties with accuracy due to lack of phonics and/or phonological awareness skills. Therefore, determining whether the student has an accuracy or fluency deficit ensures the correct instructional focus.

1. Locate the accuracy and fluency scores on the class distribution report
2. Using the accuracy and fluency scores from the class distribution report, place students into groups using the Oral Reading Fluency Group Sort
 - Accuracy Percentage Rate:
 - 95% for 1st-2nd grade
 - 98% accuracy for 3rd grade and above (Davidson, Allen, & Farrell, 2008)
3. Once students are placed into four groups, locate and record the Maze scores for students in Group 1.
4. Identify students needing strategic or intensive instructional interventions and students needing differentiation in the core/intervention
5. Using a yellow, pink, or green highlighter, highlight the student's names accordingly who need strategic or intensive support, or differentiation of core/intervention.
6. Conduct additional assessments using a phonological awareness assessment (PAST)/ phonics screener (QPS) for students who are placed in Group 3.
7. The phonics or phonological awareness assessment scores should be documented on the Phonological Awareness Grouping Worksheet or Phonics Grouping Worksheets to further refine the groups.

Maze Grouping Method

For students in grades 7 and 8, the primary skill indicator is the Maze assessment. There may be many underlying causes why students exhibit difficulty with reading comprehension on mazes. A student may score low on mazes due to comprehension difficulties, or due to difficulty with fluency or accuracy. Therefore, students who do not reach benchmark or the target score on the Maze assessment should be given an oral reading fluency measure to determine if the student has difficulty with accuracy, fluency, or comprehension.

Published grade level Maze assessments for grades 9-12 are not available, so a multi-step process is necessary to determine a student's instructional focus for students in grades 9-12.

1. Once a year a grade level comprehension assessment is given to all students in grades 9-12
2. Students who are not reading at grade level on the comprehension assessment are given an 8th grade level maze
3. Students scoring at the 50th percentile or below on 8th grade level maze passages are given 8th grade level oral reading fluency passages (R-CBM)
4. Once the oral reading fluency scores are entered into the web-based data management system, follow the previous steps for the oral reading fluency grouping method.

Phoneme Segmentation Fluency (PSF) Grouping Worksheet

Performance Patterns for Developing Phoneme Segmentation

Grade _____ Teacher _____

Group 1			Group 2		
<ul style="list-style-type: none"> ▪ Accurate and Fluent ▪ 95% or higher 	___F		<ul style="list-style-type: none"> ▪ Accurate and Slow ▪ 95% or higher 	___F	
	___W			___W	
	___S			___S	
Student	Score	% A	Student	Score	% A
Group 3			Group 4		
<ul style="list-style-type: none"> ▪ Inaccurate and Slow ▪ 94% or lower 	___F		<ul style="list-style-type: none"> ▪ Inaccurate and Fluent ▪ 94% or lower 	___F	
	___W			___W	
	___S			___S	
Student	Score	% A	Student	Score	% A

Nonsense Word Fluency (NWF) Grouping Worksheet

Performance Patterns for Developing Alphabetic Principle

Group 1: Whole Word Reading (Unitization)		Group 2: Sound-by-Sound and Recoding /t/ /o/ /b/ /tob/	
Accurate (95%+)	Not Accurate (< 95%)	Accurate (95%+)	Not Accurate (< 95%)
Group 3: Partial Blends /t/ /ob/		Group 4: Decoding Sound-by-Sound /t/ /o/ /b/	
Accurate (95%+)	Not Accurate (< 95%)	Accurate (95%+)	Not Accurate (< 95%)

Oral Reading Fluency Grouping Worksheet

Grade _____ Teacher _____

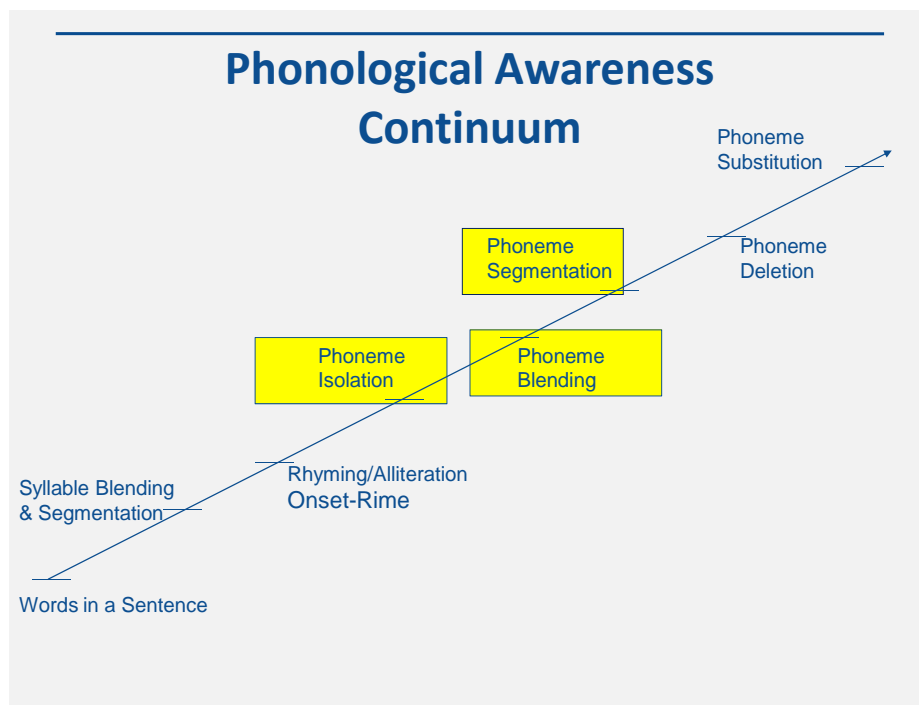
Group 1 ■ Accurate and Fluent ■ 95%/98% or higher	___F	+	Group 2 ■ Accurate and Slow ■ 95%/98% or higher	___F	↓	
	___W	+		___W	↓	
	___S	+		___S	↓	
Student	MAZE	WCPM	% A	Student	WCPM	% A
Student	WCPM	% A	Student	WCPM	% A	

Group 3 ■ Inaccurate and Slow ■ 94%/97% or lower	___F	↓	Group 4 ■ Inaccurate and Fluent ■ 94%/97% or lower	___F	+
	___W	↓		___W	+
	___S	↓		___S	+
Student	WCPM	% A	Student	WCPM	% A
Student	WCPM	% A	Student	WCPM	% A

(Adapted from Hosp & Robinson, 2008)

Step 6: Determine What Additional Information is Needed and Complete Diagnostic Process

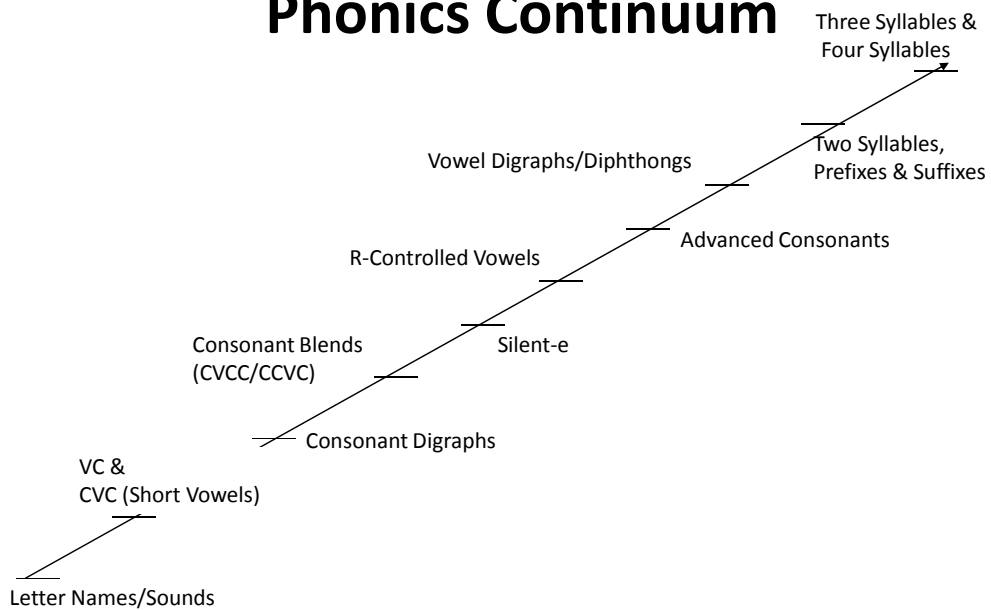
Once the initial instructional sort has been completed, the diagnostic process is started. Students in group 3 on the Oral Reading Fluency Grouping Sort need to be given additional assessments to determine their instructional focus. Students in Group 3 on the Oral Reading Fluency Grouping Sort should be given either a phonological awareness assessment (PAST), phonics assessment (QPS), or both to determine a student's instructional need. These assessments are based on skill continuums. "Using phonological awareness and phonics continuums allows teachers to see that students need to master skills in a predetermined order. Whenever a student struggles with a skill that is assumed to be mastered at a set grade level, intervention is needed (Hall, 2011). Students should be placed in an intervention group that addresses the lowest skill not yet mastered but is expected to be mastered for the student's grade level. Once the student masters that skill then the student will be taught the next skill that was missed on the continuum. This provides a seamless process from the skill continuum to the assessment scores to the instructional focus for grouping.



		Silent e	Score
Task 5	A	sife sip nife nol fune moze vife vat rine lude zile gane fyfe fot	6/10
	B	Mike and Jan use a rope to ride the mule. Pete had five tapes at home.	9/10
Comments:			

(Quick Phonics Screener, 2006)

Phonics Continuum



Once the universal screener data and any additional data are collected, it is important to keep the data visible.

Notes:

Step 7: Determine Instructional Focus for Each Student and Finalize Instructional Groupings

When finalizing the groupings after completing the diagnostic assessment process, it is important to review the data to make sure there is a match between the student's needs and the student's instructional level of supplemental or intensive instruction to be provided. Also, the instructional focus of each group should be revisited to ensure that the planned intervention is aligned with the identified student needs for that group. Teachers should remember that the protocol interventions selected for each group come from the Curriculum Protocol tool (from Structuring). Whenever universal screening is conducted, it is essential to revisit and refine the alignment of student needs with the levels of intervention intensity and the instructional focus of the groupings.

In terms of providing instruction, it is critical to have a good match between the knowledge of the instructors and the interventions they will be teaching. Collaborative teams will make some decisions about this match, based on the guidance of the building leadership team. Therefore it is important to know the strengths and professional development needs of instructional providers (e.g., certified, non-certified). For example, some teachers are confident in teaching advanced phonics, while others are more comfortable teaching reading comprehension. The Student Grouping Worksheet will aid in planning and documenting instructional groupings. Note that the assessments to be used for progress monitoring and exit criteria are described in the Reading Four Group Instructional Summary to help ensure ongoing data collection and appropriate movement between instructional groups.

Following are instructional practices recommended for each of the Grouping Indicators:

First Sound Fluency Instructional Focus

Students with scores below benchmark on first sound fluency may have accuracy or fluency difficulties. A student who misses several answers has accuracy issues, even if the student's scores are relatively high. Instruction for students with accuracy difficulties should focus on identifying phonemes accurately. Other students may be very accurate but have fluency difficulty. Instruction for these students needs to focus on helping students identify phonemes faster (Farrell, Hancock, & Smartt, 2006).

- **Group 1:** Students are likely to need core support
- **Group 2:** Students will need additional support on phonemic awareness and letter-sound skills
- **Group 3:** Students will need additional support on phonemic awareness skills
- **Group 4:** Students will need additional support on phonemic awareness and letter-sound skills

Letter Naming Fluency Instructional Focus

The instructional focus for students not passing letter naming fluency will be on the following skills depending on their assessment results:

- a) Alphabet Knowledge (For students who **passed** all of the following phonological awareness)
- b) Phonological Awareness Skills (The instructional focus will begin on the lowest skill **not passed** on the following phonological awareness skills)
 - Phoneme Isolation of Initial Sounds
 - Syllable Blending, Segmentation, & Deletion, and
 - Concept of Spoken Word

Phoneme Segmentation Fluency Instructional Focus

Once the performance patterns and accuracy percentages are determined and students are placed in the appropriate groups, the instructional focus within each group can be finalized using the Phoneme Segmentation Fluency Group Summary worksheet.

- **Group 1** (Accurate and Fluent): The students in this group segment all phonemes including phonemes in blends with good speed and accuracy (more than 95% accuracy). Focus of instruction should be on short vowels or CVC words and progress monitor using Nonsense Word Fluency.
- **Group 2** (Accurate and Non-Fluent): Students in Group 2 segment all phonemes including blends with good accuracy (more than 95% accuracy) but did not pass phoneme segmentation fluency. Instructional focus for this group is on automaticity or fluency.
- **Group 3** (Segments Phonemes Partial Accurate): Students in this group are inaccurate and slow. For students who produce onset and rime but do not segment nor segment blends, the focus of instruction should be on teaching single phoneme segmentation.

Students who attempt to segment word parts or sounds such as initial phonemes, final phonemes, or vowel phonemes, but are incorrect will need to have focused instruction on identifying specific phonemes (initial, final, and vowel).

For students who make few or no attempts to segment sounds or word parts or may repeat the entire word, a phonological awareness assessment should be administered to determine if the student can identify words or syllables.

- **Group 4** (Segments Phonemes Inaccurately): Instructional groupings for this group will depend on whether the students' accuracy improves when cued to slow down. If accuracy does not improve, then an additional phonological awareness assessment will need to be given and results will be used to focus instructional groups (95 Percent Group, Inc., 2007; Cummings & Good III, 2007).

Nonsense Word Fluency Instructional Focus

Once the accuracy percentages are determined, the instructional focus for the groups within each group can be finalized using the Nonsense Word Fluency Group Summary.

- Group 1:**
Accurate. Students in this group read whole nonsense words without any recoding or repeating of the word with good speed and accuracy. Instruction should be on reading accurately and fluently in connected text.
Not Accurate. Students in this group read whole nonsense words with good speed but make many letter-sound blending or substitution errors (less than 95% accuracy). Instruction should focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level.
- Group 2:**
Accurate. Students in this group read sound by sound and read the whole nonsense word with over 95% accuracy. These students may also have hesitations and repetitions and may read at a slow pace. The instructional focus should include blending fluency practices at the word level.
Not Accurate Students in this group read letter-sounds and read nonsense words with many letter-sounds or blending substitution errors (less than 95% accuracy). The instruction should focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level.
- Group 3:**
Accurate Students in this group read sound by sound with minimal sound errors (over 95% accuracy). Instruction should focus on blending fluency practice at the word level.
Not Accurate Students make many letter-sound errors (less than 95% accuracy) or are prompted by the examiner to move on to the next letter sound. The instruction should focus on accuracy instruction at the letter-sound level and identifying known and unknown letter-sound combinations.
- Group 4:**
Accurate Students in this group are not accurate and make many letter-sound errors (less than 95% accuracy) or are prompted by the examiner to move on to the next letter sound. Focus on instruction for this group should focus on accuracy instruction at the letter-sound level and to identify known and unknown letter-sound combinations.
Not Accurate Students make many letter-sound errors (less than 95% accuracy) or are prompted by the examiner to move on to the next letter sound or the student doesn't respond. Instruction should focus on accuracy instruction at the letter-sound level, make sure directions are understood, identify known and unknown letter-sound combinations, and for the non-response, administer phoneme segmentation fluency measure.

Oral Reading Fluency Instructional Focus

Once the additional diagnostic information is collected, the instructional focus within each group can be finalized using the Oral Reading Fluency Group Summary.

- Group 1:** The students in this group who have difficulty with comprehension determined from their maze score need instruction with a comprehension focus, including comprehension/vocabulary skills and strategies. Students in grades 1-6 may need intervention in comprehension/vocabulary if they did not meet the target score on

their maze assessment. If these students did meet the target score on maze, they will need to continue to receive core support for comprehension and vocabulary.

Students in grades 7-12 in Group 1 will need comprehension or vocabulary intervention. Instruction for adolescent students who are accurate and fluent should have a focus on either comprehension strategies or basic skills in comprehension, depending on the level of support needed. Students who scored in the supplemental range on the universal screening need instruction in the use of comprehension strategies. Students who scored in the intensive range need basic comprehension skill instruction on skills such as getting the main idea, sequencing, comparing and contrasting, character, setting, story structure, etc.

- **Group 2:** This group should have an instructional focus on building fluency and automaticity. The instructional focus may include developing automaticity at the word, phrase, sentence, and passage level, as well as use of repeated readings and pacing using both narrative and informational text.
- **Group 3:** Students who have difficulty with both accuracy and fluency should work on building accuracy skills first. Students within this group will have a focus on improving phonics skills, phonological awareness skills, or sight word skills, based on the results of the additional assessments given such as the PAST or QPS. Instruction should focus on teaching skills in isolation and then applying skills to decodable/controlled connected text at the student's instructional level.
- **Group 4:** Instructional groupings for this group will depend on whether the students' accuracy improves when cued to do their best reading. If it does, then the instructional focus should be on self-monitoring strategies and adjusting reading rate depending on the type of text and purpose for reading. If accuracy does not improve and a phonics assessment indicates problems with phonetic skills, then groups will be organized around where on the phonics continuum instruction needs to begin (Hosp & Robinson, 2008).

Maze Instructional Focus

Students placed in Group 1 of the Oral Reading Fluency Grouping Sort should have their Maze scores documented along with their accuracy and fluency scores. Students who are in Group 1 who have not reached the target score on maze will need to be provided comprehension and vocabulary intervention.

Notes:

Phoneme Segmentation Fluency (PSF) Grouping Summary

Performance Patterns for Developing Phoneme Segmentation

<p>Group 1:</p> <ul style="list-style-type: none"> • Accurate and Fluent • 95% or higher 	<p>Group 2:</p> <ul style="list-style-type: none"> • Accurate and Slow • 95% or higher
<ul style="list-style-type: none"> • Student segments all phonemes including phonemes in blends with good speed and accuracy ➤ Focus instruction on short vowels or CVC words and progress monitor using Nonsense Word Fluency 	<ul style="list-style-type: none"> • Student segments all phonemes including phonemes in blends with good accuracy but did not pass phoneme segmentation fluency. ➤ Focus instruction on automaticity or fluency
<p>Group 3:</p> <ul style="list-style-type: none"> • Inaccurate and Slow • 94% or lower 	<p>Group 4:</p> <ul style="list-style-type: none"> • Inaccurate and Fluent • 94% or lower
<ul style="list-style-type: none"> • Student attempts to segment sounds or word parts, but is often incorrect <ul style="list-style-type: none"> ○ Initial phonemes ○ Final phonemes ○ Vowel phonemes • Focus instruction on identifying specific phonemes (initial, final, vowel) • Student segments only partially • Does not segment blends. • Produces onset and rime • Focus instruction on teaching single phoneme segmentation • Student makes few or no attempts to segment sounds or word parts; may repeat entire word • Administer a phonological awareness assessment to determine if student can identify words or syllables and focus instruction on specific skills from phonological awareness assessment 	<ul style="list-style-type: none"> • Student segments sounds very quickly but produces inaccurate sounds. ➤ Teacher should cue the student to slow down and retest. ➤ If accuracy does not improve then administer a phonological awareness assessment to determine if student can identify words or syllables and focus instruction on specific skills from phonological awareness assessment

- Focus of Instruction
- Performance Patterns

(Adapted from 95 Percent Group, 2005 & Dynamic Measurement Group)

Nonsense Word Fluency (NWF) Grouping Summary

Performance Patterns for Developing Alphabetic Principle

Group 1: Whole Word Reading (Unitization)		Group 2: Sound-by-Sound and Recoding /t/ /o/ /b/ /tob/	
<p>Accurate</p> <ul style="list-style-type: none"> • Student reads whole nonsense words with good speed and accuracy (more than 95% accuracy). • Reads whole word correctly on first attempt and read only once <p>➤ Focus instruction on accuracy and fluency in connected text</p>	<p>Not Accurate</p> <ul style="list-style-type: none"> • Student reads whole nonsense words with good speed but makes many letter-sound blending or substitution errors (less than 95% accuracy) • Student tries to read as “real words” <p>➤ Focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level</p>	<p>Accurate</p> <ul style="list-style-type: none"> • Student reads letter-sounds and then reads nonsense words with over 95% accuracy. May also have hesitations, repetitions, and slow pace. <p>➤ Focus on blending fluency practice at the word level</p> <p>➤ Instruction in “reading the words the fast way”</p>	<p>Not Accurate</p> <ul style="list-style-type: none"> • Student reads letter-sounds and then reads nonsense words with many letter-sound or blending substitution errors (less than 95% accuracy) <p>➤ Focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level</p>
Group 3: Partial Blends /t/ /ob/		Group 4: Decoding Sound-by-Sound /t/ /o/ /b/	
<p>Accurate</p> <ul style="list-style-type: none"> • Student reads sound by sound and has minimal sound errors (over 95% accuracy) <p>➤ Focus instruction on blending fluency practice at the word level - Instruction in “reading the words the fast way”</p>	<p>Not Accurate</p> <ul style="list-style-type: none"> • Student makes many letter-sound errors (less than 95% accuracy) or is prompted by the examiner to move on to the next letter sound <p>➤ Focus instruction on accuracy instruction at the letter-sound level.</p> <p>➤ Identify known and unknown letter-sound combinations</p>	<p>Accurate</p> <ul style="list-style-type: none"> • Student reads sound by sound and has minimal sound errors (over 95% accuracy) <p>➤ Focus instruction on blending fluency practice at the word level - Instruction in “reading the words the fast way”</p>	<p>Not Accurate</p> <ul style="list-style-type: none"> • Student makes many letter-sound errors (less than 95% accuracy) or is prompted by the examiner to move on to the next letter sound <p>➤ Focus instruction on accuracy instruction at the letter-sound level</p> <p>➤ Make sure directions are understood</p> <p>➤ Identify known and unknown letter-sound combinations</p> <ul style="list-style-type: none"> • Student doesn’t respond <p>➤ Administer Phoneme Segmentation Fluency</p>

- Focus of Instruction
- Performance Pattern

(adapted from MiBLSi, 2010)

Oral Reading Fluency Grouping Summary

<p>Group 1 <u>Accurate and Fluent Reader</u></p> <p>Instructional Focus: Comprehension</p> <p>Question: Are student’s comprehension and vocabulary skills on grade level? If yes, continue to provide strong initial instruction (Tier 1). If no, determine instructional needs in the areas of comprehension and/or vocabulary skills.</p> <p>Plan of Action</p> <ul style="list-style-type: none"> • Instruction on monitoring for meaning • Instruction on determining main ideas • Instruction on fix-up strategies • Instruction on specific words and word learning strategies <p>Protocol Interventions:</p> <p>Quadrant Exit Criteria:</p>	<p>Group 2 <u>Accurate and Slow Reader (lack of automaticity)</u></p> <p>Instructional Focus: Fluency</p> <p>Plan of Action</p> <ul style="list-style-type: none"> • Instruction on automaticity at the word, phrase, sentence and passage level. Repeated and assisted reading of passages • Instruction on grouping words to make meaning, pacing and attention to punctuation • Use both narrative and informational texts <p>Protocol Interventions:</p> <p>Quadrant Exit Criteria:</p>
<p>Group 3 <u>Inaccurate and Slow Reader</u></p> <p>Instructional Focus: Specific Phonics or Phonological Awareness skills, or Sight Words depending on further assessments.</p> <p>Plan of Action</p> <ul style="list-style-type: none"> • Instruction on missing decoding skills • Instruction on missing sight words • Work on applying skills to connected text at instructional level • Work on fluent reading at independent level using decodable text. <p>Protocol Interventions:</p> <p>Quadrant Exit Criteria:</p>	<p>Group 4 <u>Inaccurate and Fluent Reader</u></p> <p>Instructional Focus: Depends on student’s response to self-monitoring strategy and further assessments if needed</p> <p>Question: If cued to do best reading, does student’s accuracy improve?</p> <p>Plan of action:</p> <ul style="list-style-type: none"> • Teach self-monitoring strategy • Table tap when student makes an error. This will help the student read more carefully and more accurately. • Challenge student to read a portion of the text with 2 or less errors. • Teach student to adjust rate of reading to type of text and purpose for reading <p>Protocol Interventions:</p> <p>Quadrant Exit Criteria:</p>

Adapted from *Curriculum Based Evaluation: Teaching and Decision Making* (1999) by Ken Howell and Victor Nollet

Step 8: Determine Appropriate Instructional Materials To Be Used for Each Instructional Grouping

After selecting the interventions, teams will need to determine and document the following on the Reading Student Grouping Worksheet:

1. who will provide the intervention for each group,
2. the instructional focus of the group,
3. the location where the intervention will be delivered, and
4. the person responsible for progress monitoring.

How Are You Tracking Interventions?

Last Name	First Name	Teacher	Date Sept. 1- Oct. 9 Intervention	Date Oct. 9-Nov. 12 Intervention	Date Nov. 12-Nov. 26 Intervention
		Poertner	DC Text	DC Text	GMS
		Poertner	S-Up	S-Up	RW
		Baker	CVC	S-Up	S-Up
		Poertner	S-Up	S-Up	S-Up
		Romeiser	GMS	GMS	GMS
		Baker	RW	RW	RW
		Poertner	AP	AP	AP
		Baker	AP	Ap	AP
		Romeiser	Comp./F	Comp./F	Comp./F

GMS= 6 Minute Solution
CVC=Short Vowels
Comp./F= Comprehension and Fluency

S-Up= Spiral Up
AP= Alphabetic Phonics
RW=Rewards
DC Text=Decodable Text

Reading Student Grouping Worksheet

Lowest Intensive Intervention Group – 3 or fewer students

Instructional Focus: _____ Intervention: _____

Instructor: _____ Location: _____

Progress Monitoring Tool: _____

Frequency of Monitoring: _____

Student Receiving Intervention	Who does monitoring?

Strategic Intervention Group- 3-5 students

Instructional Focus: _____ Intervention: _____

Instructor: _____ Location: _____

Progress Monitoring Tool: _____

Frequency of Monitoring: _____

Student Receiving Intervention	Who does monitoring?

Other Intervention Group

Instructional Focus: _____ Intervention: _____

Instructor: _____ Location: _____

Progress Monitoring Tool: _____

Frequency of Monitoring: _____

Student Receiving Intervention	Who does monitoring?

Reading Student Grouping Worksheet Continued

Other Intervention Group

Instructional Focus: _____ Intervention: _____

Instructor: _____ Location: _____

Progress Monitoring Tool: _____

Frequency of Monitoring: _____

Student Receiving Intervention	Who does monitoring?

Benchmark and Above Group (Optional) - Larger Group

Instructional Focus: _____ Intervention: _____

Instructor: _____ Location: _____

Progress Monitoring Tool: _____

Frequency of Monitoring: _____

Student	Who does monitoring?

Progress monitoring data needs to be organized so it is usable for teams to determine if students are continuing to make progress. Keeping progress monitoring visible is a good method to keep it usable. There are different ways to keep this data visible and usable. This assessment card contains DIBELS information, QPS scores, and State Assessment information. The yellow circle contains the indicators that this student needs to work on and is color coded similarly to the DIBELS color coded system. The target score is the benchmark score for fall/winter/spring. The NWF, ORF, and Retell Fluency (RTF) are the student's scores from the fall universal screener.

Example: Assessment Card

P-3 (gr.) Name _____ Target Score: 77+/92+/110+

NWF (50)
ORF (72)
RTF (15)

Indicator

1

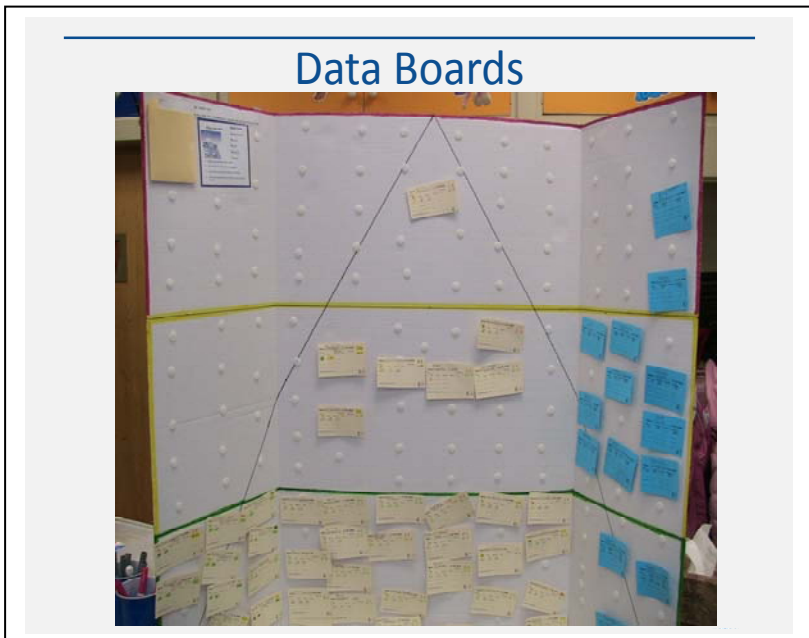
2

5

QPS 1 2 3 4 5 6 7 8 9a 9b 9c 10

Depending on how the assessment information will be used, the assessment cards can be posted on assessment walls, put on tri-fold boards, or kept in folders. When displaying data it is always important to ensure that student confidentiality is protected.

Notes:



Progress Monitoring Students in Interventions

Step 9: Identify Skill(s) To Be Progress Monitored

Matching Progress Monitoring to the Focus of Instruction	
Focus of Instruction	Progress Monitor
Alphabet Knowledge	Letter Naming Fluency(LNF)
Phoneme Isolation Onset/Rime	First Sound Fluency (FSF)
Phoneme Segmentation	Phoneme Segmentation Fluency(PSF)
Short Vowels	Nonsense Word Fluency(NWF)
Accuracy (Advanced Phonics)	Oral Reading Fluency Passages (ORF/R-CBM) (Accuracy percents)
Fluency	Oral Reading Fluency Passage (wcpm) (ORF/R-CBM)
Comprehension	Daze/Maze Passages

At this time, collaborative teams will need to review the decision rules regarding the criteria for changing instructional focus and the criteria regarding the instructional intensity recommendation (i.e., supplemental or intensive). In addition, the exit criteria should be reviewed to assure that the rules for exiting intervention are clear to staff, and possibly students.

If a student is performing close to grade level, then the progress monitoring materials used should be at grade level.

To ensure that progress monitoring data are being collected and used as planned and to aid in instructional decision making in the future, it is important to graph the data to chart the growth of individual students. Progress monitoring at this level answers two questions:

1. Is the instructional intervention working?
2. Does the effectiveness of the intervention warrant continued, increased, or decreased support?

The graphed progress monitoring data provide teachers the information necessary to know how to adjust instruction and instructional groups. After returning a student to less intensive instruction, progress continues to be monitored in case a need re-emerges for additional supports.

Notes:

Step 10: Determine the Appropriate Level and Goal of Progress Monitoring

Collaborative teams will need to determine instructional level for oral reading fluency using the Oral Reading Fluency Instructional Group Sort for the following students:

- students in Group 3 who have passed the phonological awareness assessment (PAST) and short vowels on the phonics assessment (QPS), and
- students who need intensive support (highlighted in red) in Group 2 (accurate and slow)

Collaborative teams will need to use the following steps to determine instructional level of oral reading fluency:

- 1) test down (using progress monitoring probes) one grade level at a time.
- 2) find the level at which the student reaches benchmark for DIBELS Next or the 24 percentile if using AIMSweb,
- 3) using the norms for the grade level and the time of year of testing, with 95% accuracy for 1st - 2nd grade and 98% accuracy for 3rd grade and above
- 4) the student's instructional level is one grade-level higher
- 5) use the instructional level for instructional materials and progress monitoring.

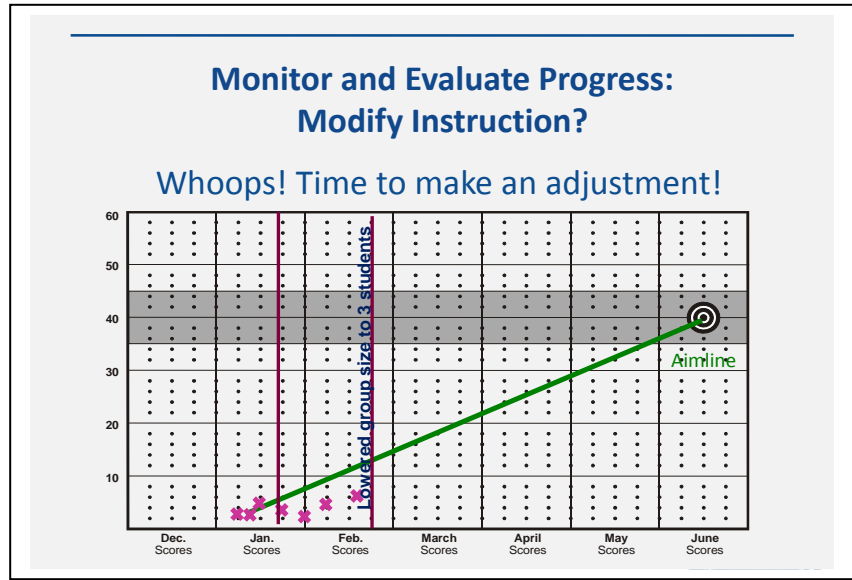
Notes:

Step 11: Determine Frequency of Progress Monitoring Data Collection and Review

Maintaining an intervention log is critical for tracking student’s progress in intervention. Any changes to the intervention should be based on the results of the progress monitoring data, and documented. Documenting this information can be done both on the progress monitoring graph and the intervention log.

The collaborative teams should follow the rules regarding frequency of data collection and data review that were determined by the building leadership team. The decision rules of the system include, for example, the “3-data-point decision rule” to help teams determine if student performance indicates that adjustment to the instruction may be appropriate. The decision rule to be used was

determined by the building leadership team during structuring so it is important for collaborative teams to know these rules and how to apply them.



Notes:

Intervention Log Example

Week of _____

Intervention Teacher _____

Assessment Measures:

Date:

Names of Students in Group	FSF	LNF	PSF	NWF	ORF/R-CBM	MAZE
1.						
2.						
3.						
4.						
5.						

Time - Intervention Provided

	Monday	Tuesday	Wednesday	Thursday	Friday
Teams Met					
Total Minutes/day:					

Instructional Focus:

Intervention/Materials:

Attendance and Observation Records:

Student Name: Attendance: (Circle if absent) M T W Th F	Student Name: Attendance: (Circle if absent) M T W Th F
Student Name: Attendance: (Circle if absent) M T W Th F	Student Name: Attendance: (Circle if absent) M T W Th F
Student Name: Attendance: (Circle if absent) M T W Th F	Student Name: Attendance: (Circle if absent) M T W Th F

Add additional boxes on back if more than 6 students

Adapted from 95 Percent Group Inc.

Step 12: Validate Progress Monitoring Data

As soon as progress monitoring data is collected, it should be added to each student's progress monitoring chart. It is important for each collaborative team to establish a routine for examining progress monitoring graphs for accuracy on a regular basis. The team will be looking to confirm that:

- the correct skills were progress monitored at the correct level,
- sufficient data have been collected to make decisions, according to the established decision rules, and
- the data were correctly graphed.

Looking for and thinking about these issues provides a basic fidelity check of the process and helps ensure that decisions about instructional adjustments are accurate.

Notes:

Step 13: Determine If the Student Is Making Progress

The collaborative teams will need to determine whether individual students receiving intervention are making progress or if adjustments are needed to the intervention instruction. This decision is made by reviewing the data points on the progress monitoring charts and following the decision rules determined during structuring.

In the examples below, a 3-data-point decision rule is used. If the local system uses a 4 data-point rule, the same process applies with just a modification of the number of data points.

3 or More Consecutive Data Points Above Aim Line

Having students learn skills to the point they can be successful with only core instruction is the goal of MTSS. If a student has 3 or more data points consecutively *above* the aim line, it means the intervention is having a positive impact and progress is being made. Once the student meets criteria based on the decision rule determined during structuring the collaborative team will need to ensure that the decision rule is followed. Options include:

- Regroup to work on another intervention skill, or
- Exit the supplemental intervention and continue core with periodic progress monitoring

3 Or More Consecutive Data Points Below the Aim Line

If 3 or more consecutive data points are below the aim line, it means that an adjustment to the intervention is needed. There are many things that can influence whether a student makes progress, so it is important to have a systematic process for analyzing the cause starting with the most basic and easiest adjustment. In analyzing lack of progress the team must look into each of these adjustments in sequence:

1. First check to ensure the skill being progress monitored is the same as the instructional focus (what is being taught).
2. If the skill and the progress monitoring measure are consistent, check fidelity of instruction.
3. If both of the previous are happening, next consider increasing the pace of instruction. Often teachers respond to the student having difficulty in learning by slowing down the pace of instruction, when in fact they need to increase the pace of instruction. Slowing down the pace of instruction can result in lower levels of student attention and motivation, while a faster pace can keep students engaged. The pace of instruction is related to the number of student-teacher interactions per minute. For intensive intervention with groups of 3 or fewer, students should be expected to provide 5 correct responses per minute (via choral or individual responses).
4. Next consider modifying the pace of intervention. For example, the pace of intervention can be slowed down by reducing the number of new skills introduced each week. If new skills are being introduced at the rate of 5 new skills per week, consider introducing only 3 new skills per week and providing a greater amount of practice on each skill before moving to the next skill.

5. Ensure the alignment of programs. Teams need to ensure that vocabulary is used the same way in both core and intervention. Consider moving the student to a different group with a different instructional focus.
6. Adjust the instructional materials. Examples include:
 - a. Add manipulatives
 - b. Use decodable text until ready for authentic text
 - c. Change the intervention program
7. Move the student to a different intervention group

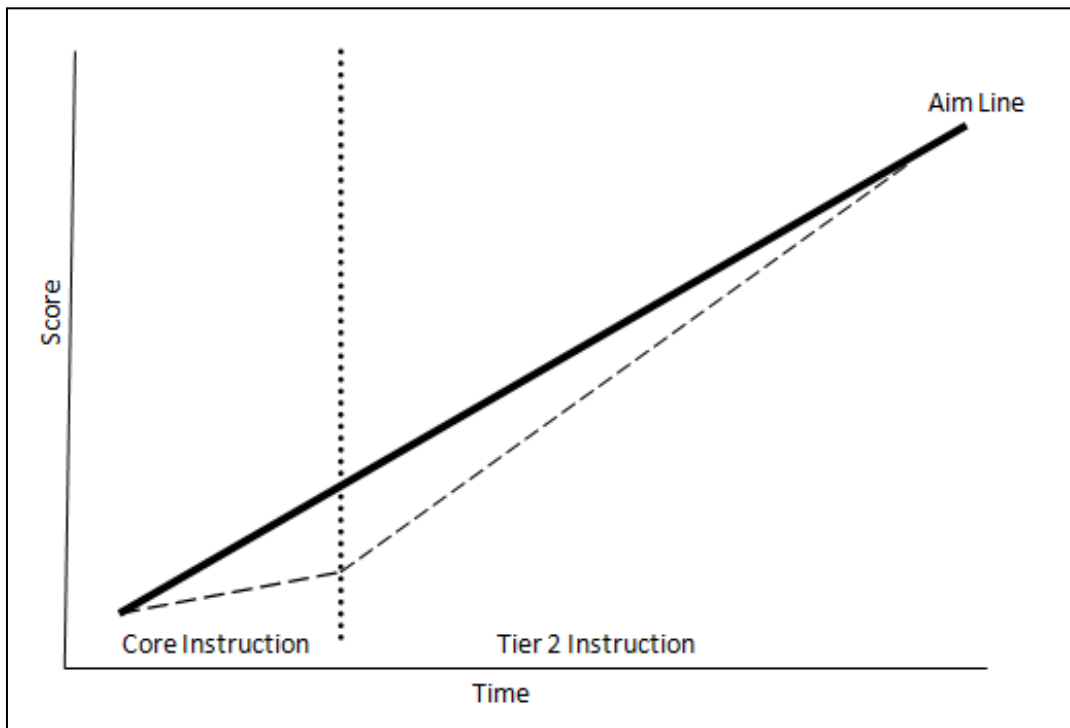
Notes:

Step 14: If Sufficient Progress – Continue the Intervention

The analysis of progress monitoring data is a two-step process: (a) determine whether the student is making progress and (b) determine whether the rate of growth is sufficient to close the gap. The most valid means of defining progress is through analysis of slope and level (Fuchs & Deshler, 2007). When analyzing slope, the team determines if the student is making progress by comparing the student's current level of performance to the identified goal. When looking at level, the team is determining if the student's progress is sufficient to close the gap by comparing student's current performance to the final desired level of performance, which is typically the grade level benchmark. So, the analysis of progress monitoring data is a two-step process: (1) determine if progress is being achieved (slope) and (2) determine if the gap is closing (level).

The ultimate goal for students in intervention is to close the gap between where the student is currently performing and the grade level performance of peers. The chart of a student who is closing the gap will show a trend line that will intersect with the goal line before the end of the year (or other monitoring period of time).

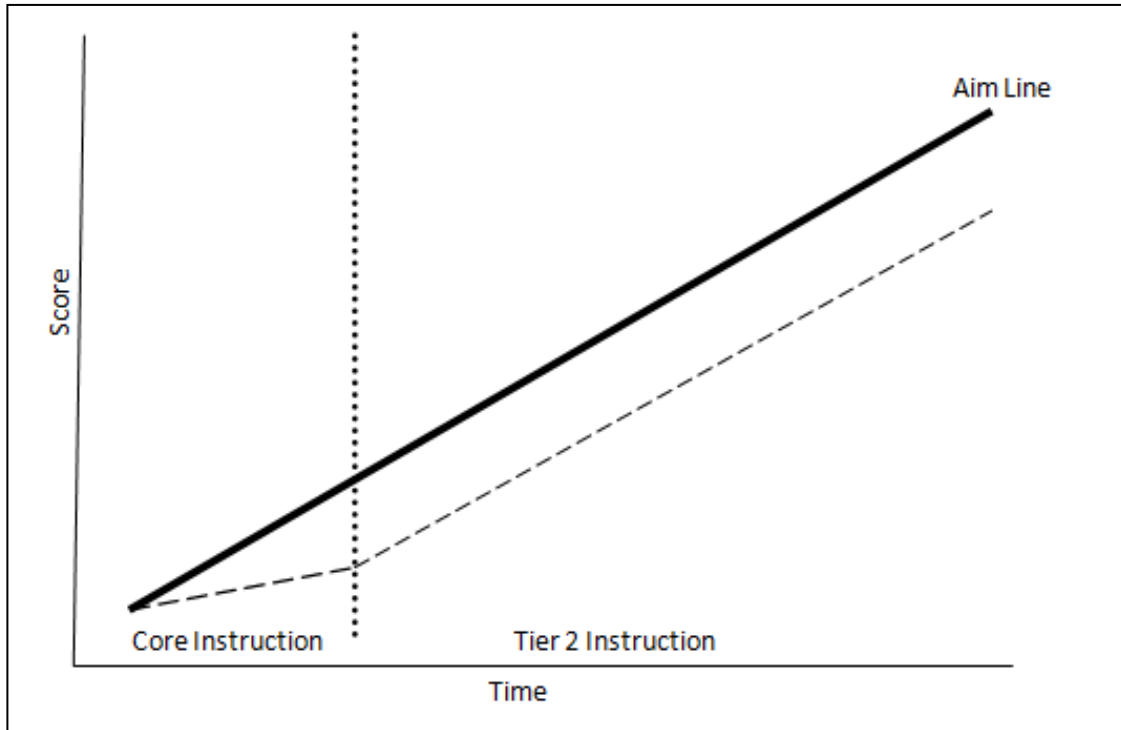
Positive Response by Level and Slope (Growth in Performance and Growth Rate)



The graph above shows an example of growth in performance and growth rate by having a positive response by level and slope. The Tier 2 intervention is working for this student and by continuing the intervention the student should reach the benchmark goal by the end of the year.

Step 15: If Insufficient Progress - Intensify the Intervention

If the graph of student performance shows a line parallel to but below the aim line, then a student is improving, but at a rate that is insufficient to close the gap with peers.



If the team determines the student is showing growth, but it is at an insufficient rate to close the gap, then the team needs to determine how to increase the intensity of the current instruction (see below).

How to Intensify Instruction

- Increase the number of student responses in a minute by reducing group size
- Increase the number of questions and error corrections the student receives in a minute
- Increase the scaffolding by breaking the task down more or providing more structure so that the student can be successful
- Spend more time modeling the “I do” and “We do” guided practice before the student practices independently
- Increase the number of repetition cycles on each skill before moving on to see whether mastery is achieved with more practices
- Use a more systematic curriculum so that skills are taught in a prescribed manner, with the teacher asking questions and cueing with the same language for each routine (Hall, 2008)

When a student receiving intervention fails to show progress, teams should consider issues related to the instruction, curriculum, setting and the individual when reviewing student

progress monitoring data. The Research Based Practices tool is a way for teams to discuss underlying causes of the student’s lack of progress.

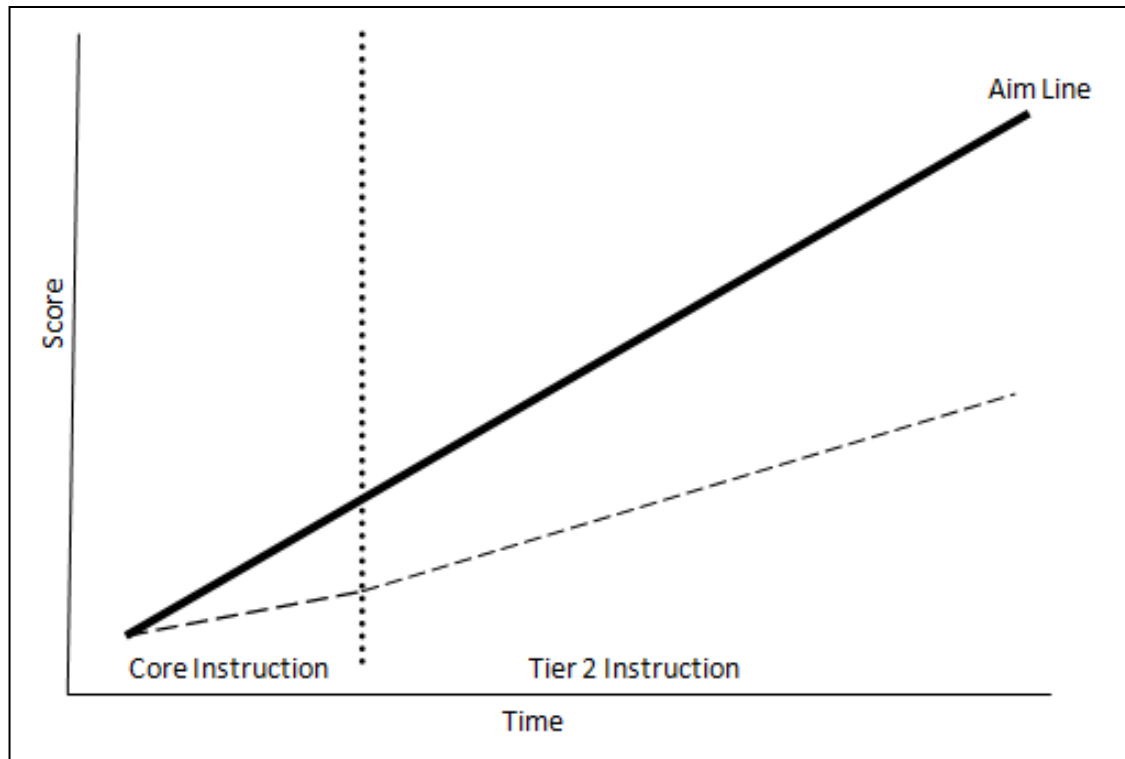
Research-Based Practices to Consider Regarding Intervention Effectiveness

Instruction	Curriculum
<ul style="list-style-type: none"> • Fidelity of instruction • Modeling and guided practice prior to independent practice (I Do, We Do, You Do) • Explicit teaching • Pace of instruction • Opportunities to respond • Time allocated <ul style="list-style-type: none"> ○ Intervention in addition to core ○ Intervention time daily ○ More intervention time needed • Sufficient questioning, check for understandings • Clear directions • Sufficient practice, application, and review 	<ul style="list-style-type: none"> • Appropriate match between learner and intervention • Instructional focus based on diagnostic process • Relation to post-school outcomes and student interests • Variety of activities • Provides for explicit approach to teaching • Appropriate independent work activities • Teaches skills to mastery • Provides adequate opportunities for practice and review • Progress is being monitored on the appropriate skill • Appropriate rate of progress to reach goal
Setting	Individual
<ul style="list-style-type: none"> • Classroom routines and behavior management support learning • Appropriate person teaching the intervention group • Group arrangements for instruction <ul style="list-style-type: none"> ○ Size of group ○ Student is in appropriate group ○ Movement to group using decision rules • Interruptions to class are infrequent • Academic learning time is high • Transitions are short and brief • Time devoted to homework with monitoring 	<ul style="list-style-type: none"> • Motivation • Task persistence • Social skills/peer relationships • Commitment to school • Self-efficacy • Attendance • Learning strengths • Pattern of performance errors reflect skill deficits • Connection with school, community, adults, and family • Home-based reading and reading activities (practice, no new learning)

Step 16: If No Progress – *Customize* the Intervention

If the graph of student performance shows a non-response by level and slope, then teams should consider customizing the intervention.

Lack of Growth in Performance and Insufficient Growth to Close the Gap



When a student receiving intensive services fails to show progress despite data-based adjustments to the intervention being provided, teams should consider the need for individual student problem solving to customize the intervention provided to the student.

How to Customize an Intervention

1. Make sure the student is receiving an intensive protocol intervention with fidelity.
2. Determine whether a revision to the program is needed to boost the student's rate of improvement.
3. Add one researched instructional practice to the protocol intervention.
4. Analyze the progress monitoring data on the added instructional practice before adding another instructional practice.

Step 17: Determine the Appropriate Goal

The goal for a student who is behind multiple grade levels should be the end-of-year benchmark (or for AIMSweb the 25th percentile on end-of-year norms) of the grade level at which the student is being progress monitored. Most universal screening assessment systems (e.g., DIBELS, AIMSweb) provide end-of-year benchmarks for the primary reading skill being assessed at that grade level. The norms for the universal screening assessment administered within a building should be used to set the end-of-year benchmark goals for students. Once a student meets the end of the year norm, instruction and progress monitoring can be increased to the next grade level. This process is repeated by increasing the level of materials based on progress monitoring results until the student's progress has closed the achievement gap with peers. Once the student closes this gap, decreasing the amount of support provided to the student should be considered. Continued progress monitoring will indicate whether or not decreased support is sufficient for student growth to continue. Once the team has determined if the student is on track, the team will follow the previously determined decision rules on how to decrease student support.

For students who are below benchmark in reading skills and not making sufficient progress it is beneficial to set short term goals. Teams may want to refer to following table below when setting short term goals for oral reading fluency. Appropriate goals for weekly improvement on first readings can be estimated on the basis of curriculum-based measurement research (Fuchs, Fuchs, Hamlett, Walz, & Germann, 1993).

Expected Rate of WCPM Increase by Week

Grade Level	Realistic Goals	Ambitious Goals
1	2.0	3.0
2	1.5	2.0
3	1.0	1.5
4	.85	1.1
5	.5	.8
6	.3	.65

When setting goals it is more effective to involve students in setting their own goals and in monitoring their own progress (Chappuis, 2005). Research indicates that ambitious goals produce better results than lower goals (McCook, 2006). Without ambitious goals, students in interventions can make progress, but continue to lag behind grade level without closing the achievement gap between themselves and their peers who are receiving high-quality interventions. It is appropriate to expect more than a year's growth in a year's time, even if the student has not achieved that rate of growth in the past. Fuchs, Fuchs, and Deno (1985) found that when teachers and students set high goals and increased them based on data, student progress was more rapid than with students who had lower performance goals that remained fixed.

The collaboration log is beneficial for establishing short term goals and tracking student information. Information regarding the student progress monitoring data and short term goals can be documented in the Reading Intervention Collaboration Log.

Reading Intervention Collaboration Log

Adapted from ©2007 University of Texas System

Student: _____ Grade: _____ Teacher: _____

Baseline/Current Reading Assessment	Instructional Focus	Core Reading Instruction	Tier II/Tier III Instruction	Progress Monitoring Assessment Data
Instrument: _____ Date: _____ State Assessment: _____ Comp _____ Vocabulary: _____ Fluency: _____ Phonics: _____ Phon. Awareness: _____ QPS: 1,2,3,4,5,6,7,8,9a, 9b, 9c, 10	Focus: _____ Intervention Exit Criteria: _____	Program: _____ Teacher: _____ Amount of Time: _____ Time of Day: _____ _____daily _____other: _____	Tier II: _____ Tier III: _____ Intervention Setting: _____ Amount of Time: _____ Time of Day: _____ Daily: _____ Other: _____	(score/benchmark/status) CO _____/_____ VO _____/_____ FL _____/_____ PH _____/_____ PA _____/_____ _____team review needed
Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
_____ (dates) _____ (schedule) Progress Goals CO _____ VO _____ FL _____ PH _____ PA _____				
Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
_____ (dates) _____ (schedule) Progress Goals CO _____ VO _____ FL _____ PH _____ PA _____				

Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
<p>_____ (dates)</p> <p>_____ (schedule)</p> <p>Progress Goals</p> <p>CO ___ VO ___</p> <p>FL ___</p> <p>PH ___ PA ___</p>				<p>(score/benchmark/status)</p> <p>CO ___/___/___</p> <p>VO ___/___/___</p> <p>FL ___/___/___</p> <p>PH ___/___/___</p> <p>PA ___/___/___</p> <p>_____ team review needed</p>
<p>_____ (dates)</p> <p>_____ (schedule)</p> <p>Progress Goals</p> <p>CO ___ VO ___</p> <p>FL ___</p> <p>PH ___ PA ___</p>		Teacher(s) Responsible	Notes on Student Response	<p>(score/benchmark/status)</p> <p>CO ___/___/___</p> <p>VO ___/___/___</p> <p>FL ___/___/___</p> <p>PH ___/___/___</p> <p>PA ___/___/___</p> <p>_____ team review needed</p>
<p>_____ (dates)</p> <p>_____ (schedule)</p> <p>Progress Goals</p> <p>CO ___ VO ___</p> <p>FL ___</p> <p>PH ___ PA ___</p>	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	<p>(score/benchmark/status)</p> <p>CO ___/___/___</p> <p>VO ___/___/___</p> <p>FL ___/___/___</p> <p>PH ___/___/___</p> <p>PA ___/___/___</p> <p>_____ team review needed</p>

Step 18: Determine If the Student is Making Progress

The Summary of Effectiveness Report (DIBELS Next) or Summary of Impact Report (AIMSweb) can be beneficial for building leadership and collaborative teams to determine if individual students are making sufficient progress and to determine the effectiveness of Core and Supplemental and Intensive Interventions. The Summary of Impact Report below shows which students stayed or moved to a score at or above target.

DIBELS Next Example

Dynamic Indicators of Basic Early Literacy Skills Summary of Effectiveness by School - DIBELS Next

District: Example School District
School: Lincoln Elementary
Date: 2010-2011
Step: Beginning of 3rd Grade to Middle of 3rd Grade

Beginning of Third Grade Composite Score to Middle of Third Grade Benchmark Status on Composite	Likely to Need Intensive Support at Beginning of Year to			Likely to Need Strategic Support at Beginning of Year to			Likely to Need Core Support at Beginning of Year to			Benchmark Status on Composite in Middle of 3rd (Totals)
	Mid-Year Intensive	Mid-Year Strategic	Mid-Year Core	Mid-Year Intensive	Mid-Year Strategic	Mid-Year Core	Mid-Year Intensive	Mid-Year Strategic	Mid-Year Core	
Lincoln Elementary	5 Students Intensive at Beginning of 3rd 7.8% of Total Students			4 Students Strategic at Beginning of 3rd 6.3% of Total Students			55 Students Benchmark at Beginning of 3rd 85.9% of Total Students			N=64
Count	4	1	0	1	2	1	0	3	52	Intensive 7.8%
% of Composite Score	80%	20%	0%	25%	50%	25%	0%	5.5%	94.5%	Strategic 9.4%
% of Total	6.3%	1.6%	0%	1.6%	3.1%	1.6%	0%	4.7%	81.3%	Core 82.8%
Example Class 1	2 Students Intensive at Beginning of 3rd 6.5% of Total Students			1 Student Strategic at Beginning of 3rd 3.3% of Total Students			28 Students Benchmark at Beginning of 3rd 90.3% of Total Students			N=31
Count	2	0	0	0	0	1	0	1	27	Intensive 6.5%
% of Composite Score	100%	0%	0%	0%	0%	100%	0%	3.6%	96.4%	Strategic 3.3%
% of Total	6.5%	0%	0%	0%	0%	3.2%	0%	3.2%	87.1%	Core 90.2%
Example Class 2	3 Students Intensive at Beginning of 3rd 9.1% of Total Students			3 Students Strategic at Beginning of 3rd 9.1% of Total Students			27 Students Benchmark at Beginning of 3rd 81.8% of Total Students			N=33
Count	2	1	0	1	2	0	0	2	25	Intensive 9.2%
% of Composite Score	66.7%	33.3%	0%	33.3%	66.7%	0%	0%	7.4%	92.6%	Strategic 15.0%
% of Total	6.1%	3%	0%	3%	6.1%	0%	0%	6.1%	75.8%	Core 75.8%

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AIMSweb Example

Summary of Impact

Summary of Impact of Instructional Program Washington School District (SAMPLE DATA) - Madison Middle School Grade 7 - : 2009-2010 School Year Reading - Curriculum Based Measurement Fall of 7th Grade to Winter of 7th Grade

Impact of Benchmark Curriculum**				Impact of Strategic Support Program				Impact of Intensive Support Program			
Students at Benchmark at Fall of Year	Fall R-CBM Score	Winter R-CBM Score	Reached Winter Target of 140'	Students at Strategic at Fall of Year	Fall R-CBM Score	Winter R-CBM Score	Reached Winter Target of 140'	Students at Intensive at Fall of Year	Fall R-CBM Score	Winter R-CBM Score	Reached Winter Target of 140'
Alsaker, Tyler	199	208	✓	Ford, Kaylee	95	103		Bertram, Jody	84	98	
Baker, Chloe	201	303	✓					Halbert, Spencer	15	15	
Buhr, Nicholas	161	186	✓					Johnson, Johannah	40	67	
Davis, Rebecca	184	205	✓								
Ennis, Lydia	109	121									
Gale, Tabitha	108	110									
Helwig, Katelyn	140	107	✓								
Jackson, Jacky	103	184	✓								
Knaak, Joseph	127	140									
Mantney, Alisha	252	256	✓								
Meyer, Jessica	141	166	✓								
Nelson, Jenna	184	177	✓								
Owens, Eric	108	148	✓								
Power, Daniel	171	194	✓								
Renell, Amancia	125	139									
Average Score:	103	180	Count: 11/15 Percent: 73%	Average Score:	95	103	Count: 0/1 Percent: 0%	Average Score:	40	60	Count: 0/3 Percent: 0%

*Target numbers for this measure are generated from .

**Students are split into programs based on the Fall scores in R-CBM and MAZE.

The individual student's school targets are used if available; AIMSweb templates are used when the school targets are unavailable.

Step 19: Update Student Intervention/Collaboration Logs

Once any instructional adjustments have been completed, instruction and progress monitoring of student skill growth continues as described in previous steps. The student intervention/collaboration log and the progress monitoring graph need to be consistently updated so that an accurate record of the interventions and their results can be maintained. It is critical that teachers document both the instruction that they are providing and the intervention sessions that each student actually attends. This documentation is critical as a source of information when analyzing student growth. This cycle of assessment, adjustment, and adding to the graph or log continues as long as a student requires intervention. To summarize, all students in intervention need:

- an accurate record of interventions
- an accurate record of actual student participation in intervention instruction
- an accurate record of progress monitoring results
- on-going consistent regular data review meetings with instructional adjustments made according to decision rules

All of the steps described in Steps 1 through 16 will be repeated during this year and following years as the leadership team and collaborative teams continue to collect and analyze data for MTSS implementation for reading. Teams will become more adept at the process with practice, but it is important to periodically review the process as described in the leadership team guide and collaborative team workbook in order to maintain fidelity to the process.

Once any instructional adjustments have been completed, instruction and progress monitoring of student skill growth continues as described before. The student collaboration log and the progress monitoring graph need to be consistently updated to reflect an accurate record of the interventions and their results can be maintained. This cycle continues as long as a student requires intervention.

Individual Student Problem Solving

When a student receiving intensive services fails to show progress, despite data-based adjustments to the intervention being provided, teams should consider the need for individual student problem solving to customize the intervention provided to the student. Teams will need to analyze all the data available regarding a student and develop hypotheses about the underlying causes of the student's lack of progress, so that a more individually customized intervention plan can be developed and implemented.

The individual student problem-solving process is what schools have traditionally used for general education interventions, often conducted by Student Improvement Teams (also known as SIT, SAT, TAT, CARE team, etc.). Within the MTSS model, the collaborative teams conduct the work of the General Education Intervention or Student Improvement Team (SIT). The collaborative team working to customize intervention for a student may decide that the data indicate that the student needs to be referred for evaluation for special education services.

At any time when the collaborative team suspects a student may be a student with an exceptionality, they must refer the student for an initial evaluation. Any parent request for a special education evaluation must be reported to the building administrator or to the appropriate staff person as designated by district special education procedures. The MTSS should not delay a student from receiving a special education evaluation. A student does not have to move through all the tiers before a referral for a special education evaluation is made. Similarly, having received all tiers of instruction or needing Tier 3 instruction does not indicate of itself that a student should be referred for a special education evaluation.

Notes:

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