

## *Data Analysis for Instructional Decision Making: Team Process*

### **Part I. Initial/Fall Goal Setting and Instructional Planning Session**

**Before the data team meeting:**

- Data sets/packets are prepared for meeting in teacher-friendly format with and without student names (e.g., 4Sight Proficiency graph, DIBELS histogram, PVAAS).
- Data are provided to the team (teachers and other school personnel) in advance.
- Session facilitator (permanent) is identified by the principal/designee, and is trained in team facilitation.
- Meeting logistics, including the date/time, place, and an agenda, are arranged by principal or designee.

**Tier 1**

<b>Procedure</b>	<b>Typical Prompts</b>	<b>Record Keeping</b>
<p><b>During the meeting:</b> Team uses district-provided data sets.</p>	<p>Team is provided with data to be analyzed.</p>	<p>Data sets in question (e.g., DIBELS histogram, 4Sight Proficiency graph, PVAAS grade level report). Use formats without student names.</p>
<p>Team identifies current performance of grade-level cadre (particular to school) on relevant benchmark for grade and time of year. Note if grade level and individual students made substantial growth (at least a year)</p> <ul style="list-style-type: none"> <li>• DIBELS or other ORF measure (% at benchmark [low risk], % strategic [some risk], % intensive [high risk])</li> <li>4Sight, % Advanced + Proficient, % Basic, % Below Basic</li> </ul> <p>Team sets a measurable goal or goals to achieve by the next review point.</p> <ul style="list-style-type: none"> <li>• Goal should be stated in terms of % of students making <i>x</i> (give a number) progress toward identified benchmark.</li> <li>• Example: “By -----, -----% of students will attain the benchmark of ----- or above.”</li> <li>• For 4Sight, % of students scoring Advanced or Proficient</li> </ul>	<p>Facilitator: “Let’s analyze how our students are doing on (<i>benchmark skill</i>).”</p>	<p>Summarize salient data on the Screening and Intervention Record Form (SIRF).</p>
	<p>“What goal(s) shall we aim for by our next review point?”</p>	<p>Record measurable goal(s) in correct format on SIRF.</p>

<ul style="list-style-type: none"> <li>4Sight example: “By ----, -----% of students will achieve scores of Proficient or above.”</li> </ul> <p>Teams may generate goal for both ORF and 4Sight Proficiency.</p> <p>For 4Sight, team needs to then review either Item Analysis to identify specific skills that large numbers of students missed OR Subscale Averages, which provide very broad information about group strengths/needs. This will help to identify skills to address.</p>		
<p>Team selects instructional strategies that directly address the benchmark and may select strategy to address ORF and target areas from 4Sight.</p> <p>Team analyzes suggested instructional strategies according to the following filters:</p> <ul style="list-style-type: none"> <li>Strategy should be evidence based.</li> <li>Strategy should be practical.</li> <li>Curricular materials should be available to implement strategy or can be readily created.</li> </ul>	<p>“Let’s list some effective strategies that will assist our students to meet our goal(s).”</p> <p>“Let’s rate these ideas.</p> <ul style="list-style-type: none"> <li>Which ones have a good research base?</li> <li>Of those, which ones are most practical?</li> <li>What materials do we have available?</li> <li>What materials do we need?”</li> </ul>	<p>Use newsprint to record ideas.</p> <p>Annotate newsprint of ideas.</p>
<p>Team selects strategies and agrees to implement them during coming intervention period.</p> <p>Team plans logistics of implementing strategy:</p> <ul style="list-style-type: none"> <li>Team assists all teachers in learning strategy (if not already used) using: <ul style="list-style-type: none"> <li>peer modeling and coaching</li> <li>grade-level “chats” regarding implementation</li> <li>assistance by content specialists, school psychologist, etc.)</li> </ul> </li> <li>Team locates or creates instructional materials.</li> </ul>	<p>“Based on what we see on the display, what’s our choice for the best strategy(ies)?”</p> <p>“As a team, how can we make this really happen for our students?”</p> <p>“What do we have to do to make sure we all use this strategy as planned?”</p> <p>“Who can help us with</p>	<p>Write an explicit description of the strategy on the SIRF.</p> <p>Annotate the SIRF with “to-do’s.”</p>

<ul style="list-style-type: none"> <li>• Team plans for self-monitoring of use of strategy.</li> <li>• Time to create/adapt materials</li> <li>• Strategies for teaching strategies to novice teachers (e.g., peer coaching, modeling)</li> </ul>	<p>implementation and how will we know that we are on track?"</p>	
<b>Tier 2</b>		
<p><b>Procedure</b></p> <p>Team identifies which students will be considered for Tier 2 interventions.</p> <ul style="list-style-type: none"> <li>• Review all available data on these students (e.g., DIBELS/AIMSweb and 4Sight Proficiency lists, or data spreadsheet containing all assessment data.</li> <li>• Identify students who are in each section (upper and lower ends) of the “emerging” or “strategic” area of the distribution on the most recent benchmark tests.</li> <li>• Check for corroboration across different subtest or assessment measures (e.g., ORF and 4Sight scores).</li> <li>• Decide which students need Tier 2 interventions.</li> </ul>	<p><b>Typical Prompts</b></p> <p>“Which students do we really have to watch this quarter?”  “How far behind are these students?”  “‘What has been their slope since the last assessment?’”  “‘How do the DIBELS/AIMSweb scores compare with their 4Sight scores?’” (for intermediate grades and above)  “‘Which students do we think will get to benchmark without extra supports?’”  “‘Which students will need Tier 2 supports this quarter?’”  “‘What goal(s) shall we aim for by our next review point for this student?’”</p>	<p><b>Record Keeping</b></p> <p>Data sets in question (e.g., DIBELS, 4Sight). Use formats with student names and data from ongoing performance monitoring.</p> <p>Record names on SIRF.</p>
<p>Team sets a measurable goal to achieve by the next review point for the each student identified for Tier 2 supports.</p> <p>Goal for each student should be stated in terms of the desired score to be attained by the next benchmark assessment (typically the next benchmark score), or improvement on specific skill related to 4Sight data.</p>	<p>“Let’s discuss which standard protocol strategy matches this</p>	<p>Annotate measurable goal(s) in correct format on SIRF.</p>
<p>Team selects the standard protocol strategy that they feel best matches to the student’s identified area of need in Tier 2.</p>		<p>Record strategy on SIRF.</p>

<p>Team plans logistics of implementing strategy:</p> <ul style="list-style-type: none"> <li>• Team identifies the instructional group in which the intervention will occur.</li> <li>• Team identifies frequency and duration (amount of time each day) of the intervention.</li> <li>• Team plans for self-monitoring of use of strategy.</li> </ul>	<p>student’s needs best.”</p> <p>“What standard protocol intervention group shall we use for this student?”</p> <p>“When and how often will the intervention be delivered?”</p> <p>“What do we need to do as a team to make this really happen for our students?”</p> <p>“What do we have to do to make sure we all use this strategy as planned?”</p> <p>“How will we know that we are on track?”</p>	<p>Annotate the SIRF with “to-do’s.”</p> <p>Use standard protocol checklist to determine fidelity of intervention.</p>
<p>Team plans for progress monitoring (at least twice per month). Progress monitoring for skills such as comprehension or vocabulary will need team consideration and may be based on the Standard Protocol Intervention selected.</p>	<p>“How will we measure their progress?”</p> <p>“Who will conduct this assessment?”</p>	<p>Annotate SIRF with progress-monitoring plan.</p>
<p><b>Tier 3</b></p>		
<p>Team identifies which students will to be considered for Tier 3 interventions</p> <ul style="list-style-type: none"> <li>• Review all available data on these students (e.g., DIBELS/AIMSweb <i>and</i> 4Sight) using lists or spreadsheet.</li> <li>• Identify students who are in the “deficient” or “at risk” area of the distribution on the most recent benchmark tests.</li> <li>• Check for corroboration across different subtest or assessment measures (e.g., ORF and 4Sight scores).</li> <li>• Review all available progress-monitoring data for each student’s rate of improvement (slope).</li> </ul>	<p>“Which students are the most deficient on our lists?”</p> <p>“How far behind are these students?”</p> <p>“What has been their slope since the last assessment?”</p> <p>“How do the DIBELS/AIMSweb scores compare with their 4Sight scores?” (for intermediate grades and above)</p> <p>“Which students will need Tier 3</p>	<p>Data sets in question (e.g., DIBELS, 4Sight). Use formats with student names and data from ongoing performance monitoring.</p> <p>Record names on SIRF.</p>

<ul style="list-style-type: none"> <li>Decide which students need Tier 3 interventions.</li> </ul> <p>Team sets a measurable goal or goals to achieve by the next review point for the students identified for Tier 3 supports.</p> <p>Goal for each student should be stated in terms of the desired score to be attained by the next benchmark assessment as well as the expected rate of improvement (slope), or improvement on specific skill related to 4Sight or other assessment data.</p> <p>Team selects the standard protocol strategy that they feel best matches to the student's identified area of need in Tier 3.</p>	<p>supports this quarter?"</p> <p>"What goal(s) shall we aim for by our next review point for this student?"</p> <p>"Let's discuss which standard protocol strategy matches this student's needs best."</p>	<p>Annotate measurable goal(s) in correct format on SIRF.</p> <p>Record strategy on SIRF.</p>
<p>Team plans logistics of implementing strategy:</p> <ul style="list-style-type: none"> <li>Team identifies the instructional group in which the intervention will occur.</li> <li>Team identifies frequency and duration (amount of time each day) of the intervention.</li> <li>Team plans for self-monitoring of use of strategy.</li> </ul>	<p>"What standard protocol intervention group shall we use for this student?"</p> <p>"When and how often will the intervention be delivered?"</p> <p>"What do we need to do as a team to make this really happen for our students?"</p> <p>"What do we have to do to make sure we all use this strategy as planned?"</p> <p>"How will we know that we are on track?"</p> <p>"How will we measure their progress?"</p> <p>"Who will conduct this assessment?"</p> <p>"When shall we meet again to review our progress?"</p>	<p>Annotate the SIRF with "to-do's."</p> <p>Use standard protocol checklist to determine fidelity of intervention.</p>
<p>Team plans for progress monitoring (at least once per week).</p> <p>Progress monitoring for skills such as comprehension or vocabulary will need team consideration and may be based on the Standard Protocol Intervention selected.</p> <p>Team sets next meeting date.</p>	<p>"How will we measure their progress?"</p> <p>"Who will conduct this assessment?"</p> <p>"When shall we meet again to review our progress?"</p>	<p>Annotate SIRF with progress-monitoring plan.</p> <p>Annotate next date on SIRF.</p>

**Interim Steps (between meetings):**

- Monitor fidelity of intervention.
- Monitor student’s progress (CBM).
- Change (fine-tune) strategy (may or may not require team meeting—teachers are encouraged to continue to adjust instructional “practice” based on classroom performance and observation).

## Part II. Quarterly Benchmark (Follow-up) Meetings

### Before the meeting:

- Team accesses students’ new progress-monitoring data.
- Data are provided to the team (teachers and other school personnel) in advance. Data sets include DIBELS, 4Sight Benchmark, Diagnostic and Classroom information.
- Session facilitator is identified by the principal/designee, and is trained in team facilitation.
- Meeting logistics, including the date/time, place, and an agenda, are arranged by principal or designee.

Tier 1		
Procedure	Typical Prompt	Record Keeping
<p>Team compares new data to:</p> <ul style="list-style-type: none"> <li>• Present grade-level goal</li> <li>• Appropriate ORF benchmark for grade and time of year               <ul style="list-style-type: none"> <li>○ % at risk</li> <li>○ % some risk</li> <li>○ % low risk</li> </ul> </li> <li>• Proficiency levels for 4Sight, with additional information from Item Analysis or Subtest Averages</li> </ul> <p>Team evaluates effectiveness of strategies used:</p> <ul style="list-style-type: none"> <li>• Gains were clearly linked to strategies for all students.</li> <li>• Strategies worked for some students and not others.</li> <li>• Strategies worked poorly.</li> <li>• Strategies were not implemented with fidelity (as planned).</li> </ul> <p>Team sets a measurable goal or goals to achieve by the next review point.</p> <ul style="list-style-type: none"> <li>• Goal should be stated in terms of % of students making <i>x</i> progress (give a number) toward identified benchmark or % of students scoring Proficient or above on 4Sight.</li> </ul>	<p>“Let’s analyze how are our students doing on (<i>benchmark skill</i>)?”</p> <p>“How did our strategies work this past quarter?”</p> <p>“What goal(s) shall we aim for by our next review point?”</p>	<p>Summarize salient data on SIRF.</p> <p>Record successful and unsuccessful strategies.</p> <p>Annotate measurable goal(s) in correct format on SIRF.</p>

<p>Team decides on continuation of existing strategies or selects new ones. If new strategies are designed, analyze with filters:</p> <ul style="list-style-type: none"> <li>• Strategy should be evidence based.</li> <li>• Strategy should be practical.</li> <li>• Curricular materials are available to implement strategy or can be readily created.</li> </ul> <p>Note: Strategies may need to change because instructional targets have advanced.</p>	<p>“Based on where our students are now, shall we keep our existing strategy or plan for another?”</p>	<p>Write an explicit description of the strategy on the SIRF.</p>
<p>Team plans logistics of implementing strategy:</p> <ul style="list-style-type: none"> <li>• Team assists all teachers in learning strategy (if not already used) using: <ul style="list-style-type: none"> <li>○ peer modeling and coaching</li> <li>○ grade-level “chats” regarding implementation</li> <li>○ assistance by specialists (Title I, literature leader, school psychologist)</li> </ul> </li> <li>• Team locates or creates instructional materials.</li> <li>• Team plans for self-monitoring of use of strategy.</li> </ul>	<p>“What do we have to do to make sure we all use this strategy as planned?”</p> <p>“Who can help us with implementation?”</p> <p>“How will we know that we are on track?”</p>	
<b>Tier 2</b>		
<b>Procedure</b>		
<p>Team reviews progress of students who have received Tier 2 interventions.</p> <ul style="list-style-type: none"> <li>• Review all scores (e.g., DIBELS/AIMSweb and 4Sight) for each student using lists or data spreadsheet.</li> <li>• Check for corroboration across different subtest or assessment measures (e.g., ORF and 4Sight scores).</li> </ul>	<p>“How did our students do in Tier 2 this quarter?”</p> <p>“How far behind are these students?”</p> <p>“What has been their slope since the last assessment?”</p> <p>“How do the DIBELS/AIMSweb scores compare with their 4Sight</p>	<p><b>Record Keeping</b></p> <p>Data sets in question (e.g., DIBELS, 4Sight Proficiency lists). Use formats with student names and data from ongoing performance monitoring.</p>

	scores?" (for intermediate grades and above)	
<p>Team evaluates effectiveness of strategies used, to determine if:</p> <ul style="list-style-type: none"> <li>• Gains are clearly linked to strategies for each student</li> <li>• Strategies worked for some students and not others</li> <li>• Strategies worked poorly</li> <li>• Strategies were not implemented as planned</li> </ul>	<p>“How did our strategies work this past quarter?”</p> <p>“Did we implement the plan with fidelity?”</p>	<p>Progress monitoring data on each student.</p> <p>Completed level-of-implementation protocols.</p>
<p>Team decides which students need:</p> <ul style="list-style-type: none"> <li>• Continued Tier 2 interventions</li> <li>• Tier 3 interventions</li> <li>• To discontinue Tier 2 interventions</li> </ul>	<p>“Which students have hit or are near benchmark and will be OK without Tier 2 supports?”</p> <p>“Which students are making some gains, but will continue to need Tier 2 supports this quarter?”</p> <p>“Which students are falling further behind and need a more intensive intervention (Tier 3)?”</p>	<p>Record names on SIRF.</p>
<p>Team sets a measurable goal or goals to achieve by the next review point for the students identified for Tier 2 or 3 supports.</p> <ul style="list-style-type: none"> <li>• Goal for each student should be stated in terms of the desired score to be attained by the next benchmark assessment, (typically the next benchmark score), or improvement on specific skill related to 4Sight or other assessment data.</li> </ul>	<p>“What goal(s) shall we aim for by our next review point for this student?”</p>	<p>Annotate measurable goal(s) in correct format on SIRF.</p>
<p>Team selects the standard protocol strategy that they feel best matches to the student’s identified area of need in Tier 3.</p>	<p>“Let’s discuss which standard protocol strategy matches this student’s needs best.”</p>	<p>Record strategy on SIRF.</p>
<p>Team plans logistics of implementing strategy:</p> <ul style="list-style-type: none"> <li>• Team identifies the instructional group in which the intervention will occur.</li> <li>• Team identifies frequency and duration (amount of time each day) of the intervention.</li> </ul>	<p>“What standard protocol intervention group shall we use for this student?”</p> <p>“When and how often will the intervention be delivered?”</p>	<p>Annotate the SIRF with “to-do’s.”</p> <p>Use standard protocol checklist to determine</p>

<ul style="list-style-type: none"> <li>Team plans for self-monitoring of use of strategy.</li> </ul>	<p>“What do we need to do as a team to make this really happen for our students?”</p> <p>“What do we have to do to make sure we all use this strategy as planned?”</p> <p>“How will we know that we are on track?”</p>	<p>fidelity of intervention.</p>
<p>Team plans for progress monitoring: Tier 3-weekly.</p> <p>Progress monitoring for skills such as comprehension or vocabulary will need team consideration and may be based on the Standard Protocol Intervention selected.</p>	<p>“How will we measure their progress?”</p> <p>“Who will conduct this assessment?”</p>	<p>Annotate SIRF with progress monitoring plan.</p>
<p><b>Tier 3 Analysis</b></p>		
<p><b>Procedure</b></p>		
<p>Team reviews progress of students who have received Tier 3 interventions.</p> <ul style="list-style-type: none"> <li>Review all scores (e.g., DIBELS/AIMSweb and 4Sight) for each student using lists or spreadsheet.</li> <li>Check for corroboration across different subtest or assessment measures (e.g., ORF and 4Sight scores).</li> </ul>	<p><b>Typical Prompts</b></p> <p>“How did our students do in Tier 3 this quarter?”</p> <p>“How far behind are these students?”</p> <p>“What has been their slope since the last assessment?”</p> <p>“How do the DIBELS/AIMSweb scores compare with their 4Sight scores?” (for intermediate grades and above)</p>	<p><b>Record Keeping</b></p> <p>Data sets in question (e.g., DIBELS, 4Sight). Use formats with student names and data from ongoing performance monitoring.</p>
<p>Team evaluates effectiveness of strategies used, to determine if:</p> <ul style="list-style-type: none"> <li>Gains are clearly linked to strategies for each student</li> <li>Strategies worked for some students and not others</li> <li>Strategies worked poorly</li> <li>Strategies were not implemented as planned</li> </ul>	<p>“How did our strategies work this past quarter?”</p> <p>“Did we implement the plan with fidelity?”</p>	<p>Progress monitoring data on each student.</p> <p>Completed level-of-implementation protocols.</p>

<p>Team decides which students need:</p> <ul style="list-style-type: none"> <li>Continued Tier 3 interventions</li> <li>To discontinue Tier 3 interventions and return to only Tier 2 supports</li> <li>To be referred for an evaluation for special education eligibility</li> </ul>	<p>“Which students have made good progress and will be OK without Tier 3 supports?”  “Which students are making some gains, but will continue to need Tier 3 supports this quarter?”  “Which students are falling further behind and need to be referred for a multi-disciplinary evaluation?”</p>	<p>Record names on SIRF.</p>
<p>Team sets a measurable goal or goals to achieve by the next review point for the students identified for Tier 2 or 3 supports.</p> <ul style="list-style-type: none"> <li>Goal for each student should be stated in terms of the desired score to be attained by the next benchmark assessment (typically the next benchmark score), or improvement on specific skill related to 4Sight data.</li> </ul>	<p>“What goal(s) shall we aim for by our next review point for this student?”</p>	<p>Annotate measurable goal(s) in correct format on SIRF.</p>
<p>Team selects the standard protocol strategy that they feel best matches to the student’s identified area of need in Tier 3.</p>	<p>“Let’s discuss which standard protocol strategy matches this student’s needs best.”</p>	<p>Record strategy on SIRF.</p>
<p>Team plans logistics of implementing strategy:</p> <ul style="list-style-type: none"> <li>Team identifies the instructional group in which the intervention will occur.</li> <li>Team identifies frequency and duration (amount of time each day) of the intervention.</li> <li>Team plans for self-monitoring of use of strategy.</li> </ul>	<p>“What standard protocol intervention group shall we use for this student?”  “When and how often will the intervention be delivered?”  “What do we need to do as a team to make this really happen for our students?”  “What do we have to do to make sure we all use this strategy as planned?”  “How will we know that we are on</p>	<p>Annotate the SIRF with “to-do’s.”  Use standard protocol checklist to determine fidelity of intervention.</p>

	track?”	
Team plans for more frequent monitoring (Tier 2-monthly; Tier 3-weekly).	“How will we measure their progress?” “Who will conduct this assessment?”	Annotate SIRF with progress monitoring plan.

**Interim Steps (between meetings):**

- Monitor fidelity of intervention.
- Monitor student’s progress (CBM).
- Change (fine-tune) strategy (may or may not require team meeting—teachers are encouraged to continue to adjust instructional “practice” based on classroom performance and observation).

**National Association of State Directors of Special Education**  
**Response to Intervention: Blueprints to Implementation**  
**School Building Level**

**Consensus:**

**Objectives:**

- (1) Make time and supports available to build and sustain ongoing consensus.
- (2) Identify tools needed to build consensus.
- (3) SBLTs understand importance of building sufficient consensus before moving towards infrastructure changes.

**5 Actions:**

- (1) **Develop communication and information sharing plan between building leadership and district representative(s).**

*What is the link between District's vision/mission and RtI? How is this defined and what rationale do buildings have for adoption of RtI? Who will this rationale be shared with between the building and the district? How will this information be presented to stakeholders at district and building levels?*

- (2) **Develop communication and information sharing plan between SBLT and school staff.**

*Using the rationale for adoption of RtI at building level based on information shared with district, who will further share this information to rest of staff and how will it be presented to staff? How does the rationale for adoption of RtI support the goals of the building? What opportunities will exist and how many provided to discuss what PS/RtI is; why it is her; the benefits PS/RtI can provide; the types of changes needed to implement PS/RtI; and what improvements and successes are happening at the school? (e.g., ongoing monitoring and providing for consensus building). Finally, identify or create a needs assessment. How will you know when help is needed?*

- (3) **Assess/ Target consensus needs at building.**

*Define decision rules for when to continue or add consensus activities (e.g., % of staff...). Survey staff using needs assessments.*

- (4) **Make a decision to move forward or continue efforts to build consensus.**

*Based on criteria established in step 3, should school continue to prioritize consensus or move to a priority on infrastructure development? (e.g., stay at step 3 or move onto step 5).*

- (5) **Sustainability and Consistency methods.**

*How will the school sustain and continue to improve and maintain consistency in practices and procedures over time? How does RtI integrate with other "plans" at the school level? What supports are available and/or needed over the next 3-7 years to implement PS/RtI? What methods will be used to provide ongoing communication and a flow of information to all stakeholders about implementation progress and successes in student outcomes? How will instructional practices be measured for fidelity? How will implementation of PS/RtI be monitored and what data and decision rules are needed to evaluate efforts at least annually?*

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**Response to Intervention: Blueprints to Implementation**  
**School Building Level**

**Infrastructure:**

**Objectives:**

- (1) School leader identifies members for and appoints a school-based lead team for RtI Implementation.
- (2) SBLT is trained sufficiently to lead change efforts at school with staff.
- (3) Building staff including SBLT members understand the process of working through questions about implementing PS/RtI and that much of the building of infrastructure happens over time through discovery.

**3 Actions:**

- (1) **Establish a SBLT** comprised of school leadership; data/assessment experts; content specialists; facilitators; and staff liaisons.
- (2) **Develop support plan for SBLT.**
- (3) **10 Questions to guide** a series of action plans to establish and build infrastructure for PS/RtI use.
  - a. Is Core sufficient?  
**(Tier 1 Prob. ID)**
  - b. If not, why?  
**(Tier 1 Prob. Analyze)**
  - c. What Tier 1 modifications will be made?  
**(Tier 1 Intervention)**
  - d. Did improvement plans work?  
**(Tier 1 RtI Decision)**
  - e. Who continues to get Tier 1 and who gets standard protocol interventions and who requires additional diagnostic information?  
**(Tier 2/Tier 3 Prob. ID and Prob. Analyze).**
  - f. What supplements are needed?  
**(Tier 2/Tier 3 Prob. Analyze).**
  - g. How deliver supplements?  
**(Tier 2/Tier 3 Interventions and Support plans).**
  - h. How will effectiveness of supplements be monitored?  
**(Tier 2/Tier 3 Interventions and RtI Decision).**
  - i. How will students be identified as needing more supplements or less supplements?  
**(Tier 2 and Tier 3 Decision Rules).**

**National Association of State Directors of Special Education**  
**Response to Intervention: Blueprints to Implementation**  
**School Building Level**

**Implementation:**

**Objectives:**

- (1) Est. master calendar and master schedule around instructional needs of students.
- (2) Ensure needs of students receiving core, supplement and intensive services are addressed in those schedules.
- (3) SBLT understands supplement/intensive instruction is in addition to, and not a replacement of, core instruction.
- (4) Implementation supports are systematically built into the procedures of the school.
- (5) Dates are scheduled for all assessments (screenings, diagnostic, progress monitoring).
- (6) Dates are schedules for decision-making about students' instruction (flexible grouping).
- (7) Sufficient expertise is available to assist the school in making data-based decisions.
- (8) Successes, no matter how small, are celebrated by all involved.
- (9) A building-level evaluation plan is created and put in place. Data are collected over time. (sustainability and consistency plan is put in place).

**7 Actions:**

**(1) Provide ongoing professional development and supports for appropriate persons involved with delivering or using curricula, instructions/interventions, and assessments.**

*Who will receive training on use of curriculum materials in school? Who will receive training on the instructional practices used in the school? Who will receive training on how to collect, summarize, organize, and display the various types of data identified for use at the school? Who will receive training on how to interpret student data used at the school? Who will receive training on how to support and/or evaluate the school's PS/Rtl implementation efforts? When are these trainings schedule and who is providing the training?*

**(2) Implement use of data management system(s) at school.**

*Organize team structures in building and schedule teams during year according to level of involvement in data analysis at school (e.g., school level vs. grade vs. classroom, etc.) and frequency of data use. Schedule assessments to be collected and resources needed to collect through year. Schedule times to meet at appropriate levels of building to analyze data and make decisions; including data on implementation status of PS/Rtl.*

**(3) Provide matched instruction/supports to the students at the school.**

*Use ongoing data at all three tiers to determine what changes are needed in services and for whom those services will be changed. Monitor for fidelity of PS model and intervention/instruction implementation. What are the resources at the school and how is their appropriation made based on student data/needs at the school? What other logistics are needed to ensure teachers and support members have sufficient information to operate independently and collaboratively.*

#### **(4) Develop and Follow the Evaluation Plan to Monitor Implementation of PS/RtI.**

*E.g., cycle/calendar to schedule monitoring activities for implementation of PS/RtI. When will instruction be monitored for fidelity and how will that be measured? How will PS/RtI implementation progress be measured? What assessment(s) will be used? What decision rules need to be developed to guide decision making while using implementation data? Do these rules need to be matched and specific to the assessments being used or will general decision rules related to student data and fidelity measurements be considered?*

#### **(5) Program Evaluation**

*Engage in ongoing evaluation of the inputs, processes, and outputs of the school on a specified timeline. Continually monitor the effectiveness and efficiency of implementing and utilizing PS/RtI at the school. What data is continually collected in a formative manner to monitor the practices and procedures followed at the school as it relates to students accessing appropriate instructional services for their needs? Three types of approaches provided in blueprints (As a recommendation, all three should occur to give strength to the overall program evaluation findings: (1) Examine student outcomes (% of students) in consideration of need for core, supplemental, and intensive instruction; (2) Examine data on changes in accountability status; (3) Examine data on the number of initial ESE eligibilities by year.*

#### **(6) Communicate Regularly with School Staff.**

*When will these communications occur and who receives them? How can teachers/staff report problems with the system/infrastructure/implementation aspects of PS/RtI at the school? Will there be different communication methods to and among staff at different tiers of services in relation to their own classroom of students? (e.g., newsletter at tier 1; staff presentations for Tier 1; PLC/Grade-Level Team memos/meetings; teacher scheduled meeting/support request with PS team for Tier 2 or 3?) What kinds of data displays for each tier and each content area/assessment will be used across all grades? (e.g., percentage graphs for tier 1 data? Line graphs for Tier 2 groups? Will there be options at Tier 2 and 3 with guidelines for use/display? Who will have access to specific graphs on student performance (e.g., Parents?). What standards need to be followed regarding staff/parent communications about school improvement efforts? How will the school present tier 1, 2, and 3 data to a parent while adhering to identity protection policies for other students in the school? How can teachers alert SBLT of concerns at either tier? How can they report a need for access? How will support personnel be structured to respond to emergency or priority of school/teacher/student needs?*

#### **(7) Celebrate Your Successes!**

*Celebrate at every step when something works. Take note of all activities that helped improve outcomes for students in the schools. What conditions were present when the instruction/intervention was provided? What is responsible for the success? Any components unnecessary for use in future, similar cases? What materials were needed to make it work? What kinds of supports? Etc. How will the school celebrate success with parents? Celebrate with nearby community members? District? Etc.*

## School-based PS/Rtl Implementation Plan Planning and Developing the Infrastructures Needed to Support PS/Rtl Tier 1 Infrastructure

**Directions:** For each question, discuss as a team and document your discussion. If you need additional pages to write on, please attach them as needed.

1. Which of the following best describes the structure of your school-based team (SBLT; Lead Team; etc.) that is responsible for *monitoring, adjusting, and evaluating* **Tier 1** instructional effectiveness?

\_\_\_ Anyone as needed and available

\_\_\_ Always same 6-8 people for every meeting

\_\_\_ 2-3 consistent members and others attend as needed based on focus of meeting.

2. When will the Team meet during the 2009-2010 school-year to monitor, make decisions about and/or evaluate Tier 1?

Date	Time	Location	Topic	Facilitator

3. Using the grid on the attached document (Tier 1 Priorities), rate each group on a scale of 1-5 (5=highest concern or lowest proficiency %). What will be your TOP #3 priorities for the 2009-2010 School Year?:

Top 3 Priorities for 2009-2010 School-Year:

Discuss and document the school's long range goals: (2-3 years? 5 years?):

4. Describe the general information and procedures needed to conduct the Tier 1 evaluation meetings at your school (use information you provided in Question #2).

Consider the following guiding questions as available for use if appropriate:

- Meetings: when, where and with who?
- Roles and Respons. of Team members
- Facilitator?, record keeper?, and meeting manager (e.g., time keeper)?.
- Any Rules for the Meetings? Expectations for members?
- Anything required in advance of every meeting?
- How should team prepare for each meeting (e.g., review notes, data, agenda, etc.)
- Meeting minutes: Where kept and how shared to school personnel?
- What documentation will be specifically required in all or some meetings? (e.g., small group planning form).
- How will data be collected and shared with members of the Team?
  - Graphed? Input into data system? Etc. Hint: Be specific about data collection, summary, and dissemination strategies.
- How will fidelity of Tier 1 instruction be measured? (e.g., Principal walk-throughs)?

5. What are the expectations for each stakeholder at the school to participate in the use of any Tier 1 data?
- Leadership:
  - Teachers:
  - Specialists/Itinerants:
  - Support:
  - Students/Parents:

## **School-based PS/Rtl Implementation Plan**

### **Planning and Developing the Infrastructures Needed to Support PS/Rtl Tier 2 Infrastructure**

1. Using the attached form, “Data Management Planning for Tier 2”, put a check mark for each group of people at the school *who* will be primarily responsible for the following data management components. Consider using an “S” to indicate persons providing support.
  - a. Collecting Tier 2 data
  - b. Summarizing/Organizing Tier 2 data (e.g., enter it into a computer)
  - c. Creating Tier 2 graphs
  - d. Disseminating Tier 2 data graphs
  - e. Analyzing Tier 2 data graphs
  - f. Make or assist with making Tier 2 decisions
  
2. Using your Resource Maps identify who will primarily provide Tier 2 instructional services directly to students and who will primarily serve as “S” (support).
  
3. How will those persons providing Tier 2 services be expected to use Tier 2 data to make educational decisions? Consider the following guiding questions for use:
  - a. Which primary team structure will be responsible for monitoring, adjusting, and evaluating Tier 2 instruction? Teachers, Grade level Teams, Support and Leadership involved?
  - b. How will the School-based leadership team be involved in supporting/providing/or evaluating Tier 2 instruction?
  - c. How will non-instructional or itinerant personnel provide support for Tier 2 instruction?
  - d. How will the frequency of using Tier 2 data be determined and supported? (e.g., every Grade level team meeting, every week/month, combination of different venues as needed?)
  - e. How will fidelity measurement be collected and used at Tier 2
  - f. Is there a need to create procedures for any persons involved in using Tier 2 data specific to their role?
  - g. Are there any standard decision rules for determining when adjustments to Tier 2 should be made and when students should be considered for intensive Tier 3 services?
  - h. How will overall School effectiveness of Tier 2 services be evaluated (as a whole school or by grade level?)
  - i. How will data at Tier 2 inform adjustments to Tier 2 services, products, programs in the following year?
  - j. How will effective Tier 2 services/instructional strategies/programs be identified and developed for use as standard protocols the following school year?



Tier 1 Priority Planning

Directions: For each blank space, use a number from 1 to 5 (5 = highest concern or lowest % proficient) so as to identify relative priorities for Tier 1. Use school outcome data and/or available knowledge and information about your school's Tier 1 goals. If there are areas that you are unsure about – please indicate so with “NS”. If a group does not apply to the

	Reading	Math	Science	Writing	Behavior
Total					
Male					
Female					
Ethnicity					
Hispanic					
African-American					
White					
American Indian					
Asian Pacific					
Multiracial/Ethnic					
Other Groups					
ELL					
Students w/ Disable					
Free/Reduce Lunch					
Migrant					
Gifted					

demographics at your schools please indicate with “NA”.

Data Management Planning for Tier 2

**Directions:** For each general activity of data management on the left, indicate with a letter “P” those school staff members who will be primarily responsible/involved and a letter “S” for persons who will provide support. If there will be differences based on content area, please separate out in each box.

	<u>Leadership</u>	<u>General Ed Teacher</u>	<u>ESE Teacher – Acad.</u>	<u>ESE Teacher – Beh.</u>	<u>ESOL/Languag</u>	<u>Itinerant/Specialis</u>
<u>Collect T2 Data</u>						
<u>Input/Organize Data</u>						
<u>Produce Graph of Data</u>						
<u>Disseminate Data Graphs</u>						
<u>Analyze T2 Data</u>						
<u>Make T2 Decisions</u>						

## Table Activity #1

### **Develop communication and information sharing plan between building leadership and district representative(s).**

*Using your District's implementation plan to date, answer the following questions. Discuss where the answer/information is located in your District's plan and discuss what the implications are for your school's communication and information sharing plans between building leadership (e.g., SBLT) and school staff.*

1. *What is the link between District's vision/mission and PS/RtI?*
2. *How is this link defined and what rationale do buildings have for adoption of PS/RtI?*
3. *How will information be shared between the building and the district with respect to implementation of PS/RtI? (e.g., What is the division of responsibility between building leadership and district leadership with respect to communication of implementation levels, needs, and/or successes?).*
4. *How will this information be presented to stakeholders at district and building levels? (e.g., including external stakeholders – parents, community, colleges/universities (teacher preservice), etc.)*

## Table Activity #2

### **Develop communication and information sharing plan between SBLT and school staff.**

1. *Using the rationale for adoption of Rtl at building level based on information shared with district, who will further share this information to rest of staff and how will it be presented to staff?*

2. *How does the rationale for adoption of Rtl support the goals of the building?*

3. *What opportunities will exist to discuss with staff on an annual basis:*

	How many?	Describe Opportunities:
<i>What PS/Rtl is; why it is here</i>		
<i>The benefits PS/Rtl can provide</i>		
<i>The types of changes needed to implement PS/Rtl</i>		
<i>What improvements and successes are happening at the school?</i>		

4. *What will your school use to monitor the ongoing needs among staff throughout the year (i.e., needs assessment)?*

## Table Activity #3

### **Assess/ Target consensus needs at building, and make a decision to move forward or continue efforts to build consensus.**

*Define decision rules for when to continue or add consensus activities (e.g., % of staff...). Survey staff using needs assessments.*

#### **Directions:**

Discuss with your team about what data/information is currently available either through your school or through the project that you want to plan to use for identifying and monitoring staff needs in relation to consensus activities.

#### ***Based on your discussions and the identification of a needs assessment in Table Activity #2 Question #4:***

- 1. What criteria will your team use to determine how much additional, follow-up, or new consensus activities are needed and when priority should shift to infrastructure development?*
- 2. What additional consensus building activities should be planned/are currently planned for use at your school?*
- 3. What types of activities should be prioritized based on your work on Table Activity #2 Question #3? What resources will be needed to provide the planned consensus activities? What barriers need to be removed to provide planned consensus activities?*

## Table Activity #4

### **Sustainability and Consistency Methods**

*Discuss with your team what consensus activities might need to be planned to answer the following questions?*

- 1. How does RtI integrate with other “plans” at the school level?*
- 2. What supports are available and/or needed over the next 2-3 years to implement PS/RtI?*
- 3. What methods will be used to provide ongoing communication and a flow of information to all stakeholders (external and internal) about implementation progress and successes in student outcomes?*
- 4. How will your team ensure and monitor the fidelity of using Problem-solving model at all tiers (e.g., what data and decision rules are needed to evaluate use of PS model by staff at least annually)?*