District-Level Systems for MTSS: Designing Connections Between Academic and Behavior Supports

Part 2

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making connections

Session 2 Outcomes:

- **Establishing teams**

- **Establishing data-decision rules for student identification and response to intervention**

- **Developing timelines**

My Background

- State-Level: Individual Student Focus

- Turned into MTSS

- District-Level: Parallel design and implementation

- Integrated planning beginning about 4 years ago

Our Journey

SMSD
Shawnee Mission School District

- SMSD is the third largest district in Kansas providing an education to approximately 25,000 students

- 46 schools – 33 elementary level

- First ring suburb

- Formally started our efforts with RtI in 2005

SMSD Strategic Plan for Student Success

Core Beliefs:
- **Every student learns and continually achieves to high and challenging standards.**

- **Education includes both social and academic competencies.**

- **The teacher is the most important influence on student achievement.**

- **Everyone has an individual, collaborative, and collective responsibility for each student.**

- **Everyone in the educational community continually reflects and learns in an empowering culture.**

- **Change is inevitable and necessary; our response is intentional.**

Mission Statement:

The educational community will relentlessly empower each student to succeed through an intentional multi-tiered system of support

Our Path

- Elementary Buildings
  - Addressed infrastructure and implementation for academic system.

  - Added infrastructure for behavior system and implemented Tier I.

  - District focused remaining training from an integrated standpoint.

District-Level Implementation

The role of the district is to **standardize the process** while the role of the buildings is to **customize implementation**.

St. Martin, K. & Vail, J. (2013). RtI Innovations Conference. Salt Lake City, Utah

"Freedom is the greatest when the ground rules are clear. Chalk out the playing field and say, 'Within those lines, make any decisions you need'."

Dick Brown,

Transition Management Advisor
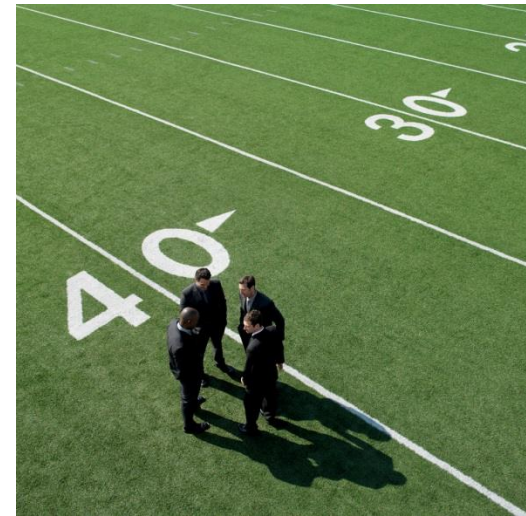
RESPONSE TO Intervention

BLUEPRINTS FOR IMPLEMENTATION

National Association of State Directors of Special Education, Inc.

District Level

NASDSE Blueprint at the District Level

- **Consensus**
  - Communication process where foundational "whys" are taught, discussed, and embraced
- **Infrastructure**
  - Identification of key practices being implemented and practice gaps addressed
- **Implementation**
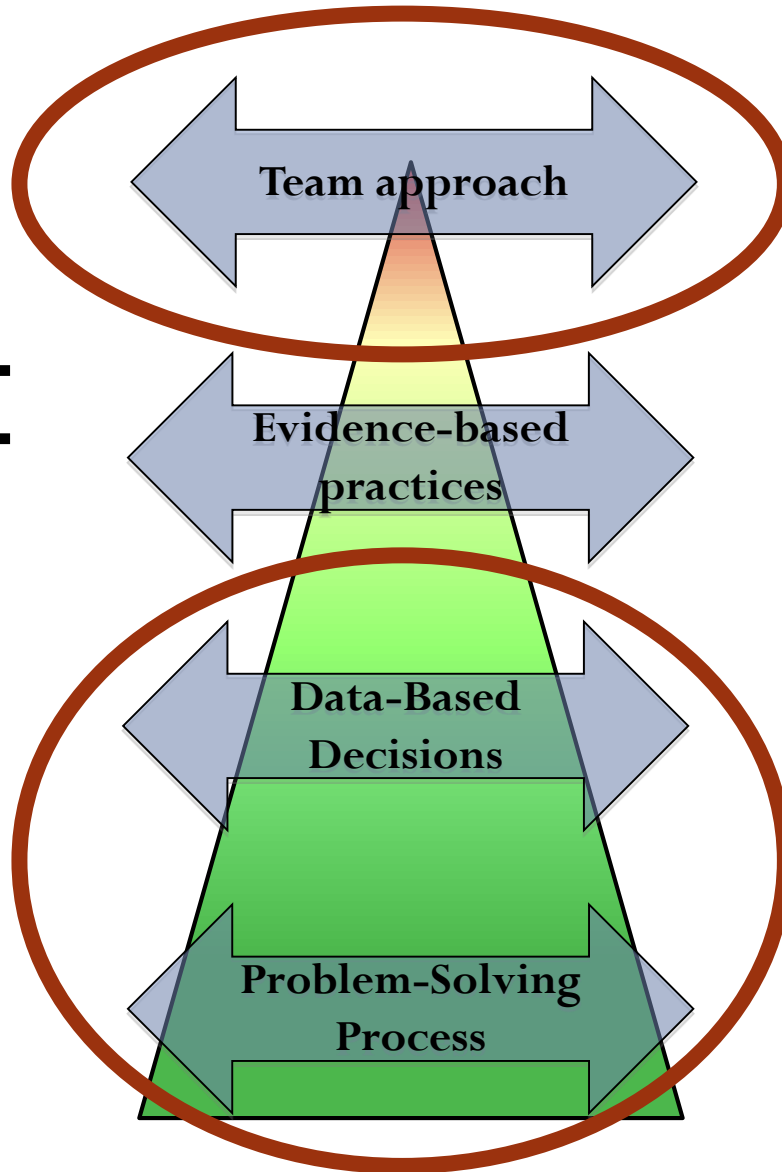 - Structures and supports are put in place with sustainability as the key

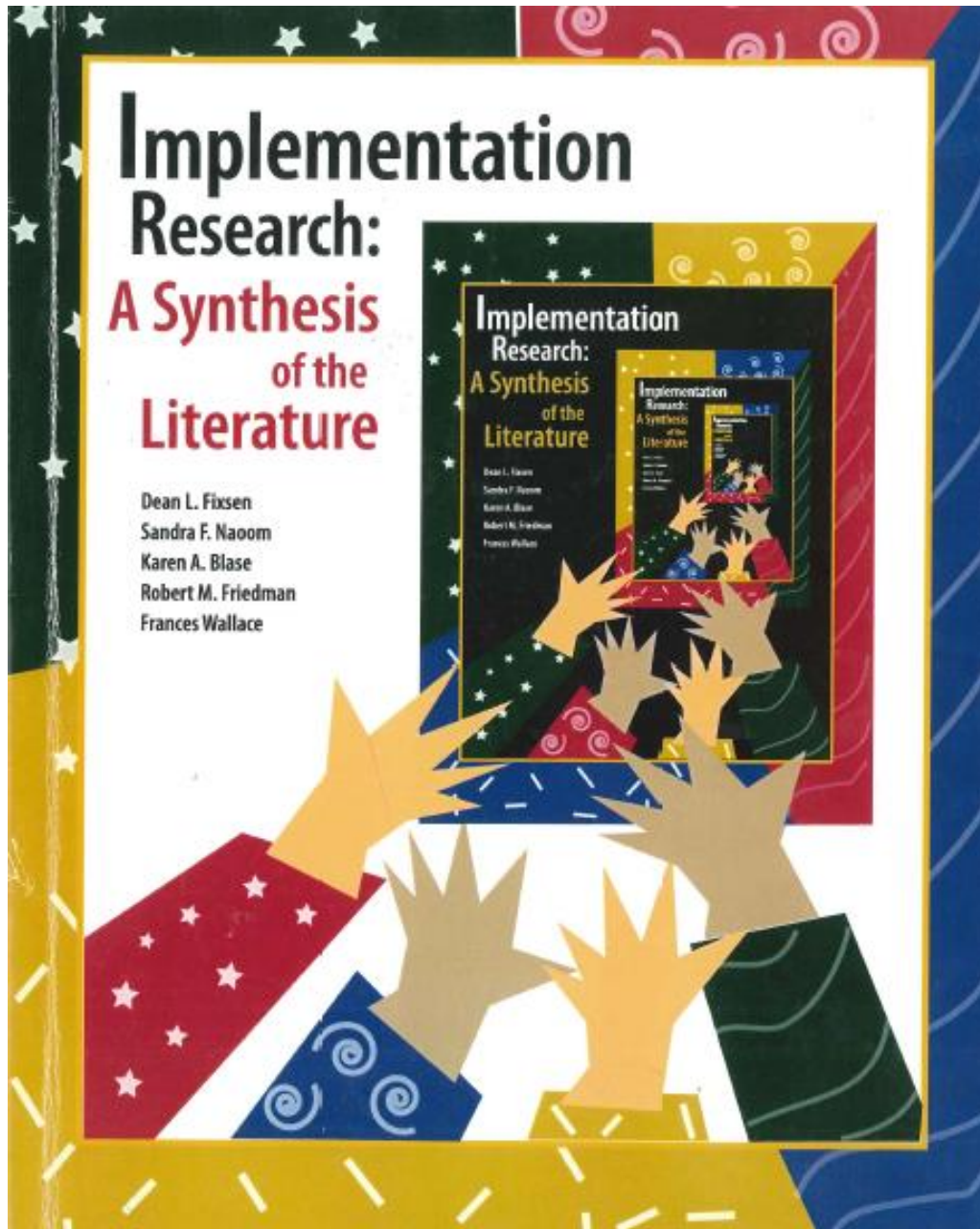District Level

Essential Elements

- Prevention/Early Intervention

- Evidence-Based Curriculum, Materials, and Strategies

- Data-Based Decision Making

- Problem-Solving Process

- Team-Based Approach

Integrated Functions Across Continuum of Support
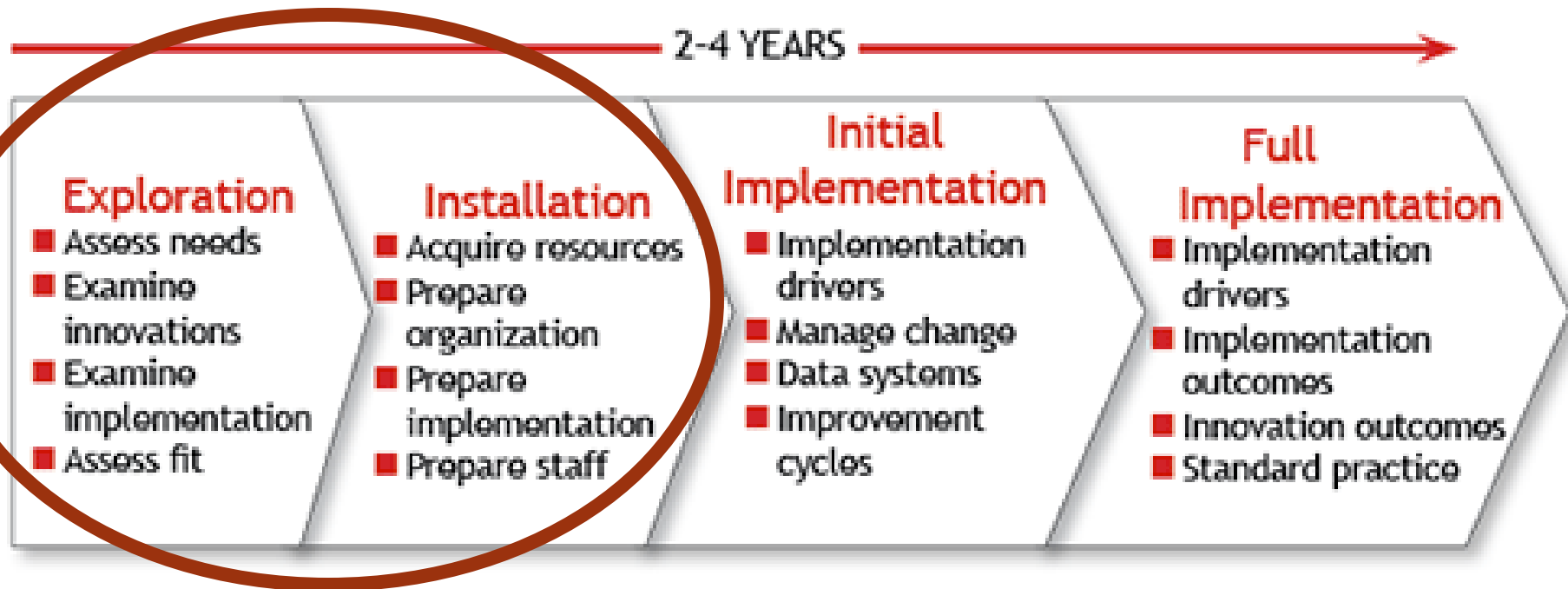
Behavior Support

Academic Support

Team approach

Evidence-based practices

Data-Based Decisions

Problem-Solving Process

MiBLSi
MICHIGAN's
INTEGRATED BEHAVIOR & LEARNING SUPPORT INITIATIVE

www.scalingup.org

Implementation Research
Fixen et al., 2005

Implementation Stages

2-4 YEARS →

Exploration
- Assess needs
- Examine innovations
- Examine implementation
- Assess fit

Installation
- Acquire resources
- Prepare organization
- Prepare implementation
- Prepare staff

Initial Implementation
- Implementation drivers
- Manage change
- Data systems
- Improvement cycles

Full Implementation
- Implementation drivers
- Implementation outcomes
- Innovation outcomes
- Standard practice

We've Been Waiting……..

School-wide Evaluation Tool for Reading (SWETR)

Kim St. Martin, Ph.D.
Ed Huth, Ed.S.
Anna Harms, Ph.D.

Structure of the SWET-R

Data Source	Number of Items
Product Review	18 Products
Administrator Interview	8 Questions
Teacher Interviews	5 Questions
Classroom Observations	35-45 minutes, 6 scoring components

District-Level Support for Establishing Teams
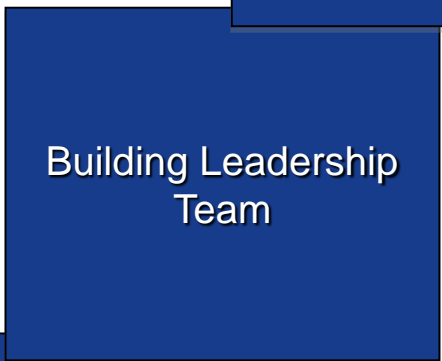
Who is supported?

Multiple schools w/in local district

LEA District Cabinet and Implementation Team
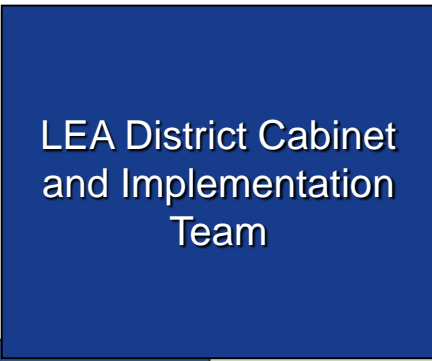
- District Leadership Team
- Principal Leadership Team
Teacher Leadership Cadres

- District MTSS Facilitator

All staff

Building Leadership Team

- Building Leadership Teams

All students

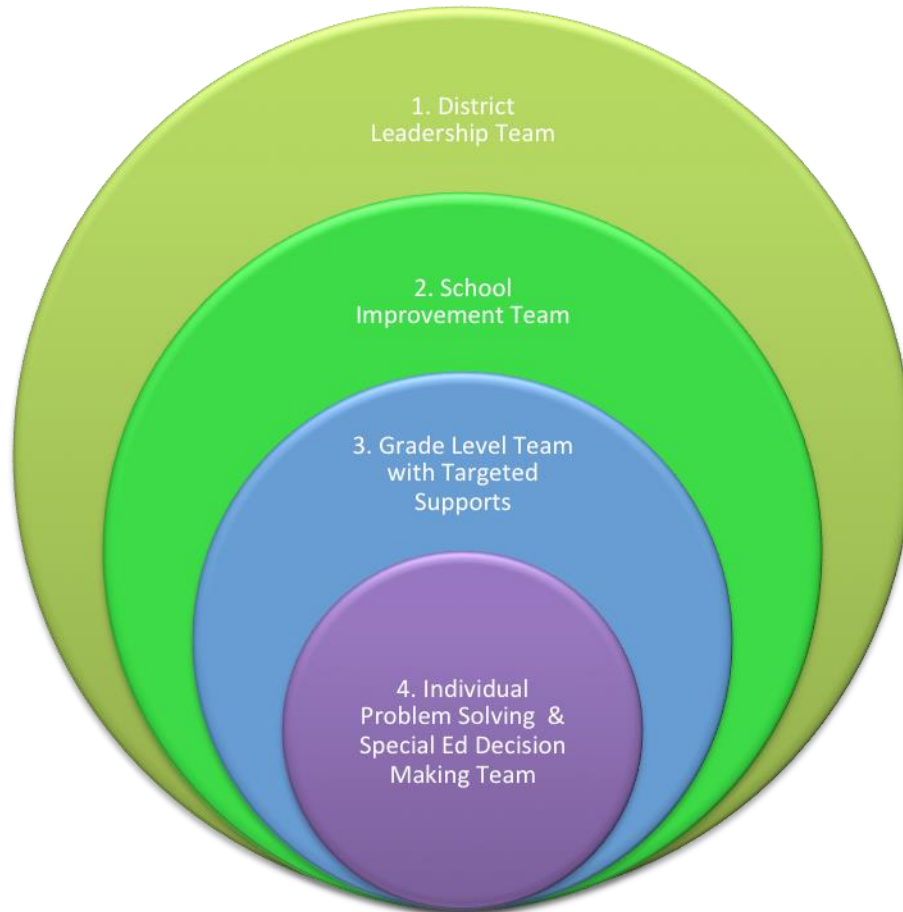Building Staff

- Building Integrated Committees

Students

How is support provided?

SMSD Structure of Support
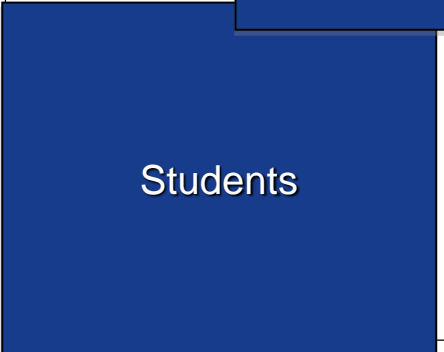
Implementation of Effective Practices with and without an Implementation Support Team

	Implementation Team	No Implementation Team
Percent of Implementation	80%	14%
Time	3 Years	17 years

Balas & Boren, 2000; Fixsen, Blase, Timbers, & Wolf, 2001

Types of Teams to Support RtI Implementation

Concentric circles diagram:
- 1. District Leadership Team
- 2. School Improvement Team
- 3. Grade Level Team with Targeted Supports
- 4. Individual Problem Solving & Special Ed Decision Making Team

1. A *District-Level MTSS Team* to Make Things Happen for the *District*

2. A *Building Leadership Team* to Make Things Happen for the *School*

3. A *Grade-level Team* with Support to Make Things Happen for *Groups of Students*

4. A *Problem-Solving Team* to Make Things Happen for *Individual Students*

What a District-Level Team Does
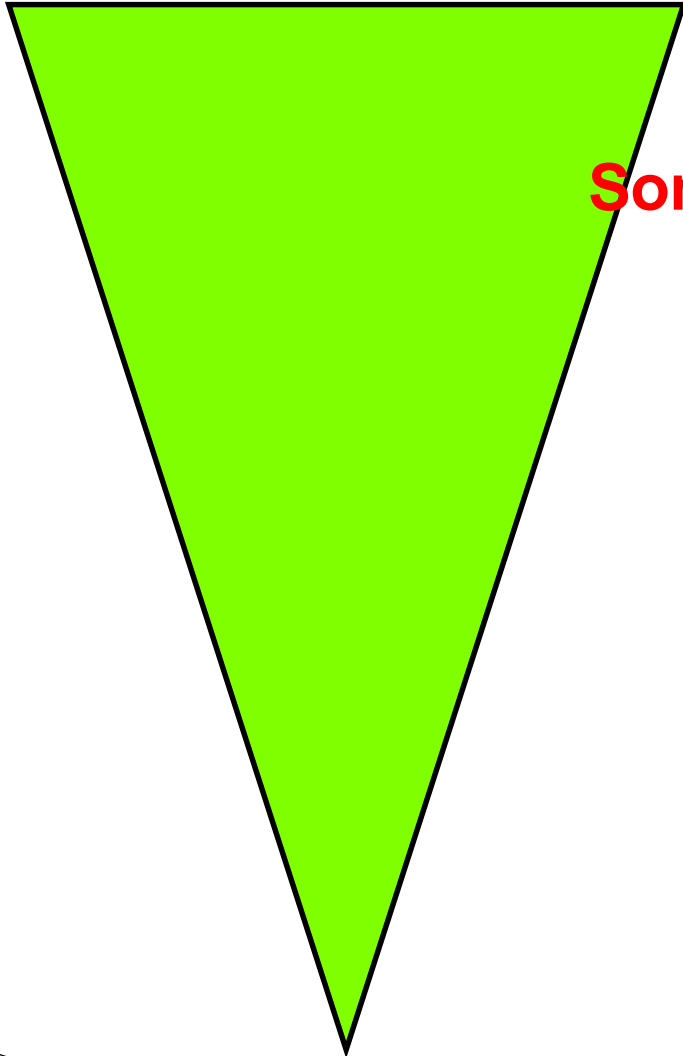
Build **Commitment—**

Some Things You Just Don't "VOTE" On!

Give **Permission** and Guide the
Abandonment Process

Allocate **Resources**

Coordinate **Staff Development**

Ensure the Work Gets Done

Evaluate Outcomes

District Leaders: Content Knowledge

Understanding of:

- Effective professional development delivery models
- Staff and budget requirements to integrate general and special education services
- Barriers that will occur and that must be addressed during implementation
- Use of, and support for, technology necessary to ensure efficient and effective implementation
- Stages of change and variables necessary for the smooth transition to the use of PSM and MTSS

Goodman, S. & Gibbons, K. (2011). RtI Innovations

Supports

Schools will have:

- Functional, representative DLT
- District Implementation Plan
- Professional Development (school, itinerant staff)
- Technical Assistance/Coaching
- Instructional Resources - Tier I, II, III
- Policies and Procedures
- Data Systems that allow evaluation of:
  - Effectiveness of Tiers of Instruction
  - Progress of PS/RtI Implementation
- Routine meetings for evaluation of data/planning

Goodman, S. & Gibbons, K. (2011). RtI Innovations

Additional Roles

- Provide a vision for outcome-based service delivery
- Reinforce effective practices
- Expect accountability

Goodman, S. & Gibbons, K. (2011). RtI Innovations
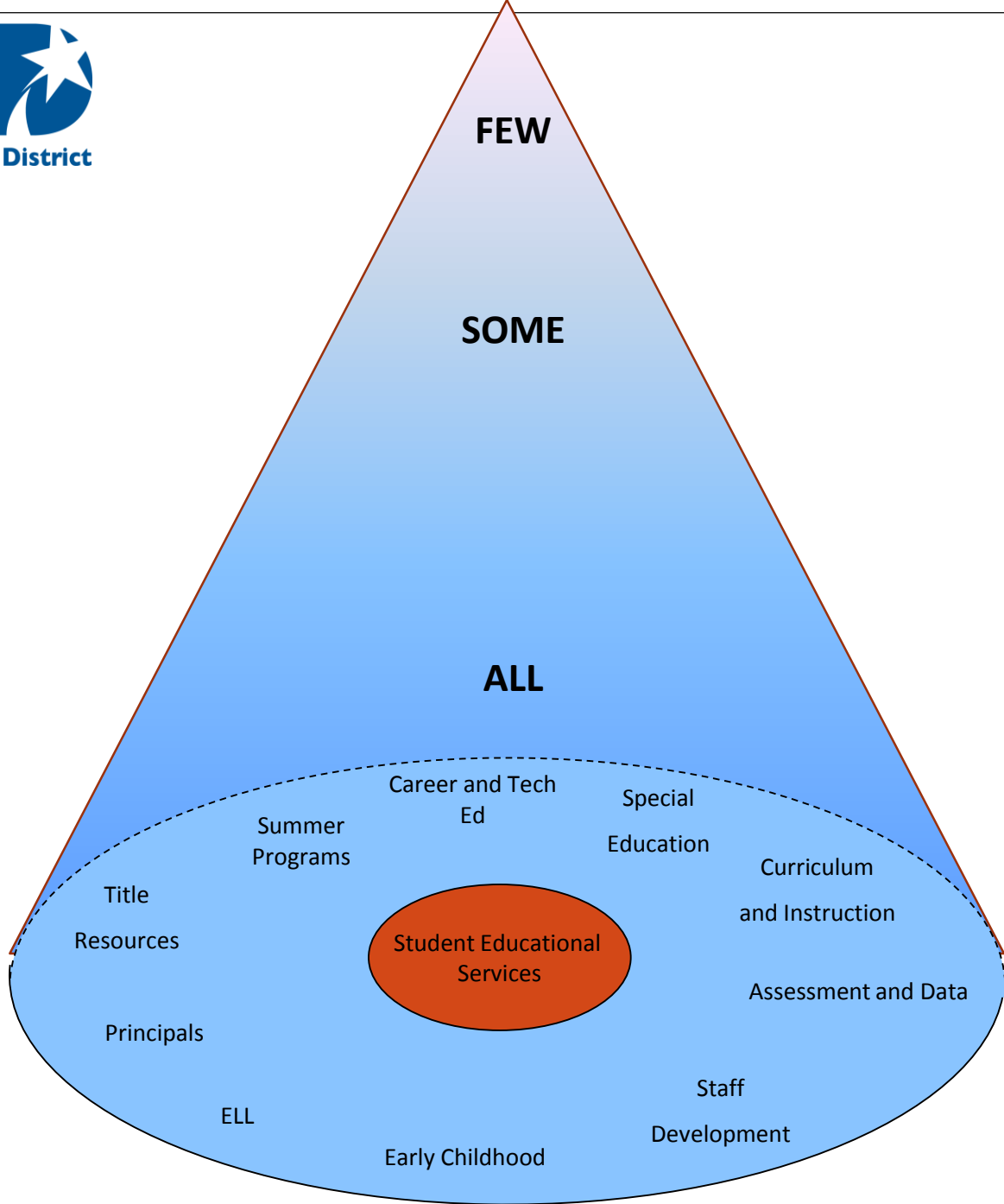
Building Leadership Teams

School-wide Evaluation Tool for Reading (SWETR)

Kim St. Martin, Ph.D.
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Assessing School Leadership Team

Product	Indicator	0	1	2	Score
School Leadership Team agenda	11. The agenda from the School Leadership Team meeting following the most recent universal screening assessment window allocates time for reviewing the universal screening data and determining school-wide implications.	The School Leadership Team does not have an agenda for their meeting following the most recent universal screening assessment window -OR- The agenda does not allocate time for reviewing universal screening data.	The School Leadership Team meeting agenda following the most recent universal screening assessment window <u>only</u> allocates time for reviewing universal screening data but not for determining school-wide implications.	The School Leadership Team meeting agenda following the most recent universal screening assessment window allocates time for: • Reviewing universal screening data • Determining school-wide implications	__ /2
School Leadership Team meeting minutes	12. The minutes from the School Leadership Team meeting following the most recent universal screening assessment window include a summary of the universal screening data reviewed and the resulting school-wide implications.	The School Leadership Team does not have minutes from their meeting following the most recent universal screening assessment window. -OR- The meeting minutes do not include a summary of the universal screening data reviewed and the resulting school-wide implications.	Minutes from the School Leadership Team meeting following the most recent universal screening assessment window meeting include: • A summary of the universal screening data reviewed (i.e., percent of students at each benchmark level, summary of effectiveness, progress toward goals) —OR— • The resulting school-wide implications that are related to the data.	Minutes from most recent School Leadership Team meeting following the most recent universal screening assessment window include: • A summary of the universal screening data reviewed (i.e., percent of students at each benchmark level, summary of effectiveness, progress toward instructional goals) —AND— • The resulting school-wide implications that are related to the data.	__ /2

Product	Indicator	0	1	2	Score
School Leadership Team action plan	13. The action plan developed by the School Leadership team following the most recent universal screening assessment window includes the necessary components and action items that are aligned with the school-wide implications as indicated from the assessment results.	The School Leadership Team did not develop an action plan following the most recent universal screening assessment window. -OR- The action plan does not clearly show the alignment between the action items and the school-wide implications indicated from the assessment results.	The action plan developed by the School Leadership team following the most recent universal screening assessment window has action items aligned with the school-wide implications as indicated from the assessment results but does not have all the necessary components (i.e., action to be taken, person(s) responsible, resources needed, timeline).	The action plan developed by the School Leadership team following the most recent universal screening assessment window includes: • The necessary components of an action plan (i.e., action to be taken, person(s) responsible, resources needed, timeline) -AND- • The action items are aligned with the school-wide implications as indicated from the assessment results.	__/2

District Guidance
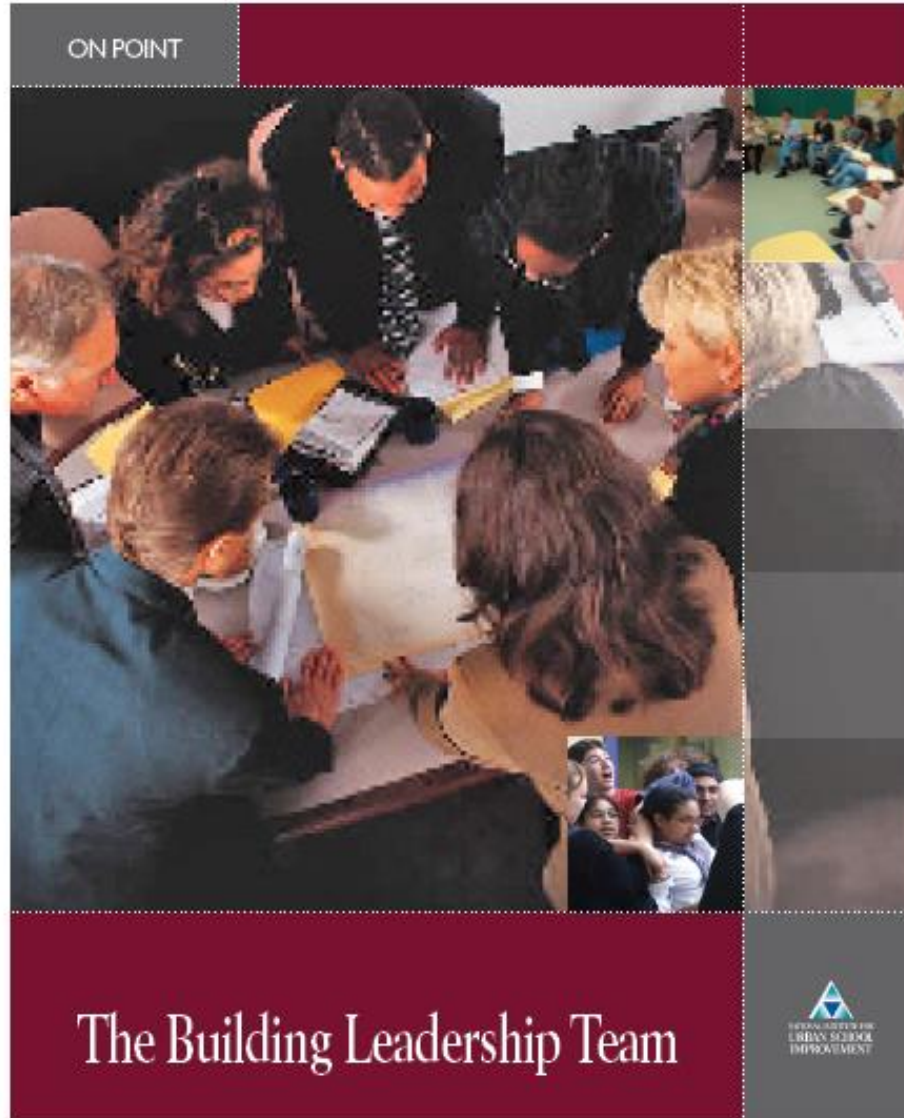
Building Improvement Team

Membership:
- Leads from all working teams led by principal.

Purpose:
- Ensure communication and coordination across working teams in the context of the School Improvement Plan.

- Review building data as a whole – work off of summaries from working teams

Academic Team

- Membership:
  - Cross representation of faculty

- Purpose:
  - Lead planning, implementation, and evaluation of goals in SIP related to academics

PBIS/ Social Learning Team

- Membership:
  - Cross representation of faculty

- Purpose:
  - Lead planning, implementation, and evaluation of goals in SIP related to social learning

Other

- Membership:

- Purpose:

District Tools/Guidance

Status Report

DIBELSnet

DIBELS Nex

	Beginning of Year DIBELS Composite Score	Middle of Year DIBELS Composite Score	End of Year DIBELS Composite Score

By Grade

Kindergarten

Beginning of Year:
- 33% (n = 20)
- 17% (n = 10)
- 50% (n = 30)

Middle of Year:
- 77% (n = 44)
- 9% (n = 5)
- 14% (n = 8)
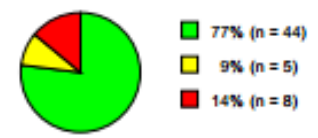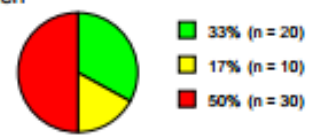
End of Year: *Not tested yet.*

First Grade

Beginning of Year:
- 34% (n = 20)
- 12% (n = 7)
- 54% (n = 32)

Middle of Year:
- 71% (n = 41)
- 7% (n = 4)
- 22% (n = 13)
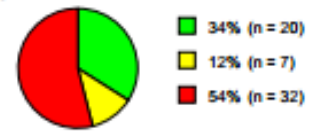
End of Year: *Not tested yet.*

Second Grade

Beginning of Year:
- 58% (n = 35)
- 8% (n = 5)
- 33% (n = 20)

Middle of Year:
- 49% (n = 28)
- 16% (n = 9)
- 35% (n = 20)
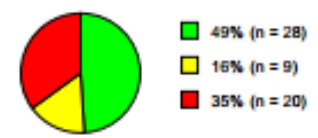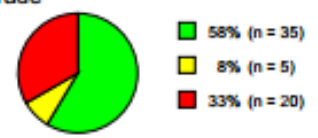
End of Year: *Not tested yet.*

Third Grade

Beginning of Year:
- 63% (n = 35)
- 5% (n = 3)
- 32% (n = 18)

Middle of Year:
- 56% (n = 29)
- 17% (n = 9)
- 27% (n = 14)
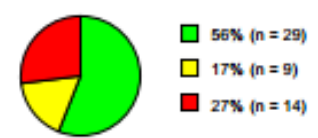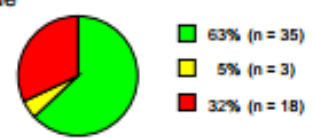
End of Year: *Not tested yet.*

Fourth Grade

Beginning of Year:
- 40% (n = 17)
- 21% (n = 9)
- 38% (n = 16)

Middle of Year:
- 51% (n = 24)
- 17% (n = 8)
- 32% (n = 15)
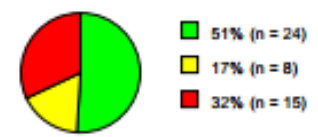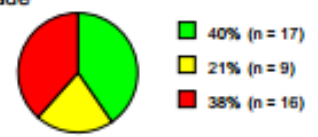
End of Year: *Not tested yet.*

Fifth Grade

Beginning of Year:
- 33% (n = 13)
- 25% (n = 10)
- 43% (n = 17)

Middle of Year:
- 41% (n = 15)
- 30% (n = 11)
- 30% (n = 11)
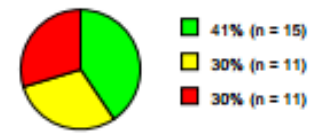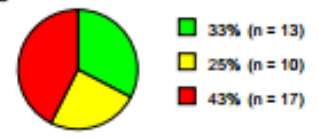
End of Year: *Not tested yet.*

Sixth Grade

Beginning of Year:
- 66% (n = 29)
- 27% (n = 12)
- 7% (n = 3)

Middle of Year:
- 74% (n = 28)
- 21% (n = 8)
- 5% (n = 2)
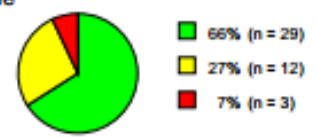
End of Year: *Not tested yet.*

Our Profile

Kindergarten Goal:

Measure	On-track	Needs Support	Needs Intense Support
DIBELS			

First Grade Goal:

Measure	On-track	Needs Support	Needs Intense Support
DIBELS			

Second Grade Goal:

Measure	On-track	Needs Support	Needs Intense Support
DIBELS			

Third Grade Goal:

Measure	On-track	Needs Support	Needs Intense Support
DIBELS			

Fourth Grade Goal:

Measure	On-track	Needs Support	Needs Intense Support
DIBELS			

Fifth Grade Goal:

Measure	On-track	Needs Support	Needs Intense Support
DIBELS			

Tied to School Improvement Goal: Maintenance of Students On-Track
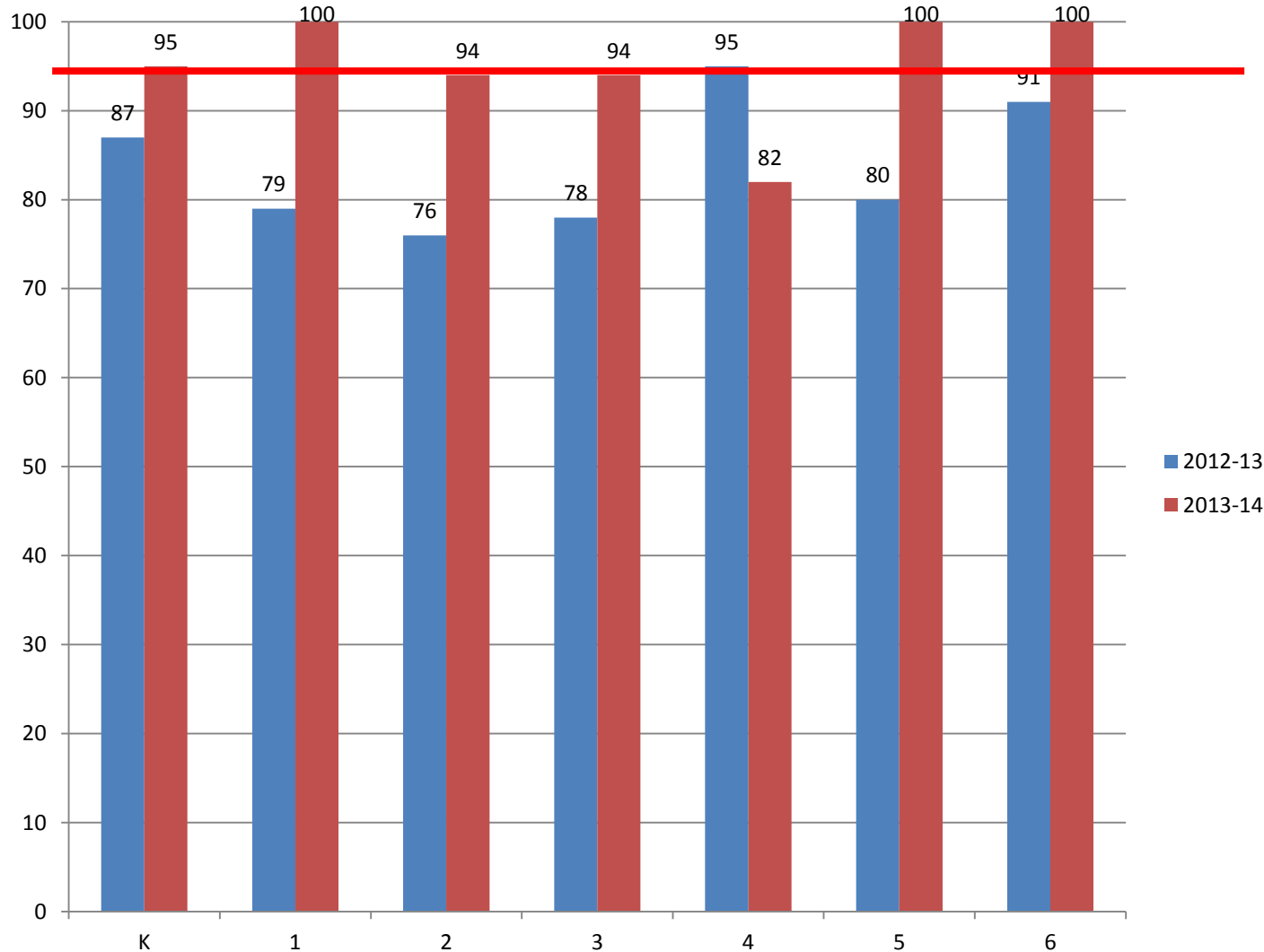
Tied to School Improvement Goal: Progress for Students Needing Support
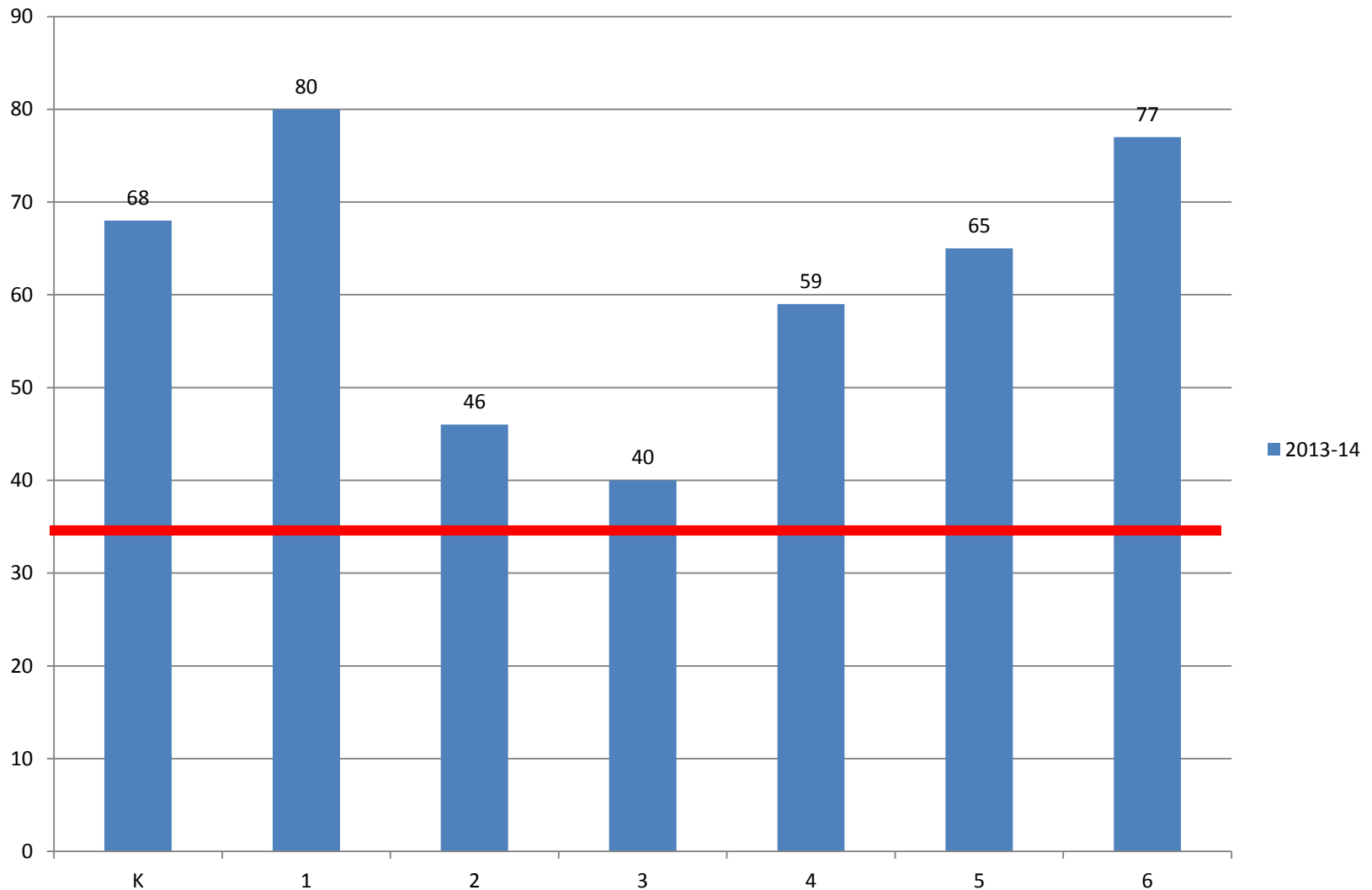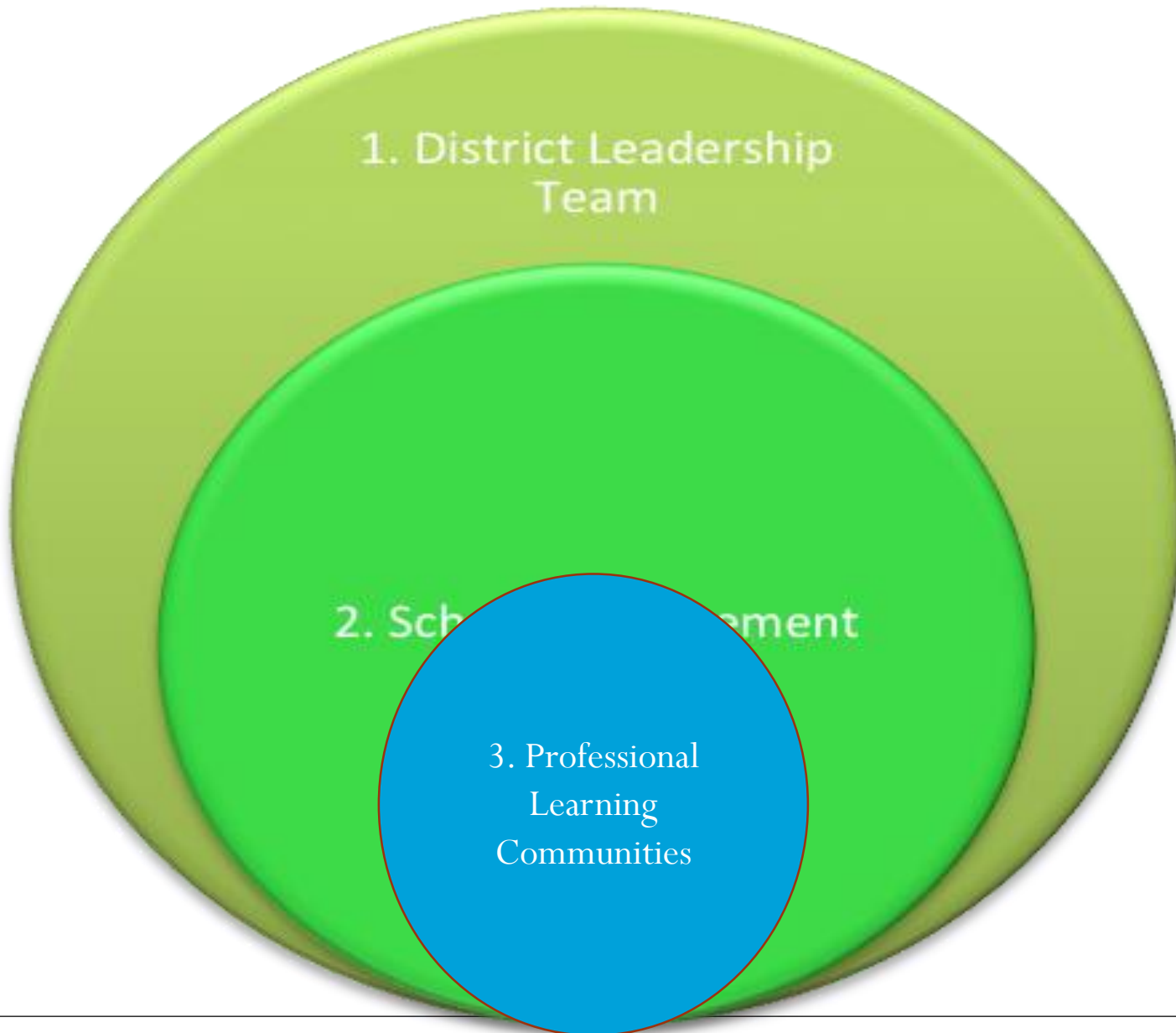
What We've Learned......

- Build in the basic agenda items per month as you know the standing issues that need to be addressed.

- Consider making the agenda accessible to all so people can access and add agenda items.

- Ensure a debrief and planning after each benchmark assessment with the Academic Team and the Building Team so those on the PBIS team are present and can make connections.

What We've Learned……

- Use your action plan at each meeting

- Update what you've done, status of work in progress, and identify new issues that have come up

- Don't feel like you have to change the world…..Tackle important issues and make progress toward improvement in a systematic manner

Professional Learning Communities

1. District Leadership Team

2. Sch... ...ement

3. Professional Learning Communities

Grade Level Team Agendas

Product	Indicator	0	1	2	Score
Grade Level Team agenda	14. The agenda from the most recent Grade Level Team meeting following the most recent universal screening assessment window allocates time for reviewing the universal screening data and determining grade level implications.	The Grade Level Team does not have an agenda for their meeting following the most recent universal screening assessment window. -OR- The agenda does not allocate time for reviewing universal screening data.	The Grade Level Team meeting agenda following the most recent universal screening assessment window only allocates time for reviewing universal screening data but not for determining grade level implications.	The Grade Level Team meeting agenda following the most recent universal screening assessment window allocates time for: • Reviewing universal screening data -AND- • Determining grade level implications	__/2

Tools Help Facilitate the Process

Grade Level Team Action Plans

Product (Data Source)	Indicator	0	1	2	Score
Grade Level Team Action Plan	12. The school has a grade level team action plan that includes action items aligning with the needs indicated from the most recent universal screening data.	The school does not have an action plan. -OR- The action plan does not clearly show the alignment between the action items and the most recent universal screening data.	The school has at least one action plan from a grade level team meeting that includes action items aligning with the needs indicated from the most recent universal screening data.		__/1

I Universal

Data R

Grade-Level P

Grade

School Year:

Grade-Level

Set Gra
literacy

Expectations

1. B
2. D
3. D
4. D

Materials and

1. V
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2. F
   D
3. M
4. H

Questi
year go

Fall
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Use the In
Distributio

Questi

Last Ye
Year Befor

Reflect
- B
- V

Question:

Big Idea
Measure
Fall
Winter
Spring

Use the Inform
table for each

Question:

	F
Last Year	
Year Before	

Reflection
- Be th
- Wha

Considerations for Discussion: Now that you have evaluated the data, think about what's working, and what's not working as well at your grade level. If your data indicated a clear area needing focus, go to that Big Idea.

Big Idea	What's Working?	What's Not Working as Well?
Phonemic Awareness		
Phonics		
Vocabulary		
Fluency		
Comprehension		

Target a Big Idea:
As a grade level which Big Idea will be your focus for instruction?

Big Idea Focus: _____
What are Common Core "Big Ideas" related to this area?

Hypothesize:
We think students are struggling in the area of _____ because
- •
- •
- •

Create a plan:
How will you modify your instruction during CORE to strengthen your focus area?

What professional development activities or supports would be helpful, especially in light of Common Core?

Big Idea	What's Working?...	What's Not Working as Well?...
Phonics		
Vocabulary		
Fluency		
Comprehension	graphic organizers · venn QAR - highlighting	? Common across classes / grades - motivation to go back into text - Being consistent across subject areas - highlighting with as a strategy * Knowing what question is asking and ~~texts~~ ~~beautiful to their~~ question stems in answer ✓ example unknown verbs in question - mapping look & answer to confirm

Target a Big Idea:
As a grade level which Big Idea will be your focus for instruction?

Big Idea Focus: Comprehension
What are Common Core "Big Ideas" related to this area?

· Questioning — Understanding what questions are asking and higher level questioning

Hypothesize:
We think students are struggling in the area of _____ because

- lacking background knowledge/experience more passive group - ~~waiting~~ waiting for teacher to give next direction
  • Voices in questions — Open court used unknown verbs
  • not always been taught to think at higher level
  • haven't always had to be responsible for next questioning · or answering "why"

Create a plan: Meta·cognitive strategies for literal thinkers
How will you modify your instruction during CORE to strengthen your focus area?

What professional development activities or supports would be helpful, especially in light of Common Core?
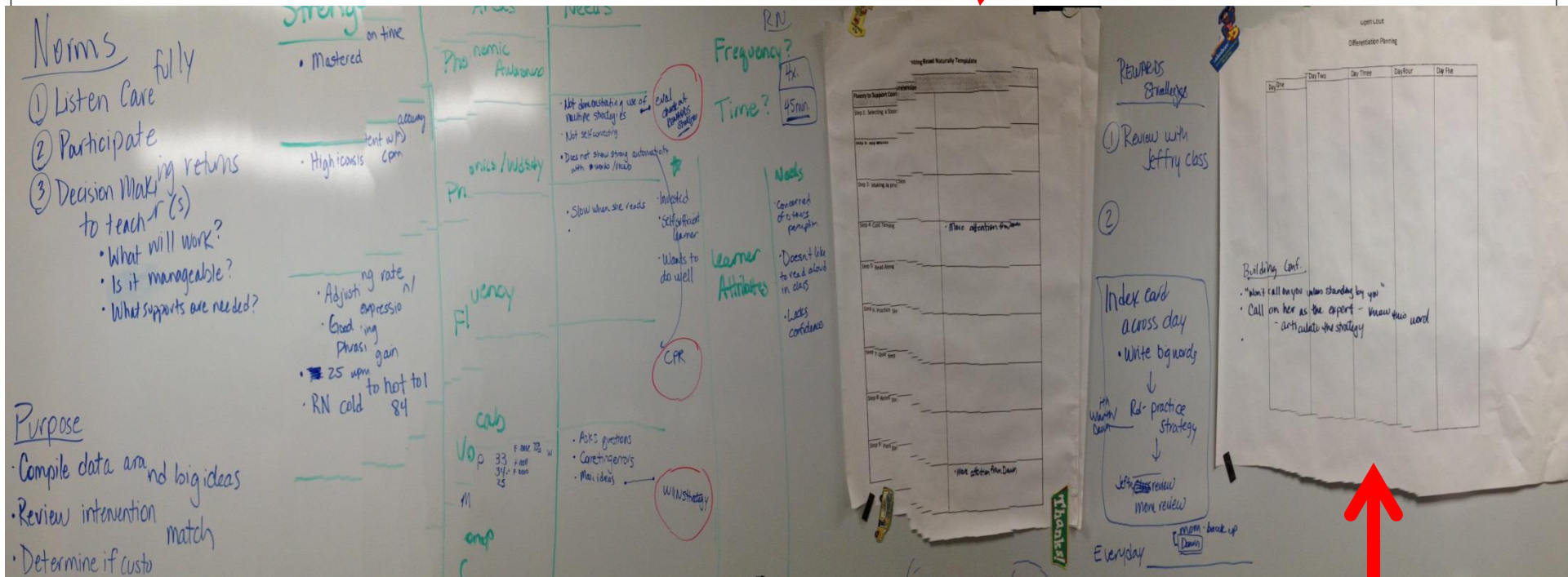
Individual-Student Teams

1. District Leadership Team

2. Sch_____ement

3. Individual Student Teams
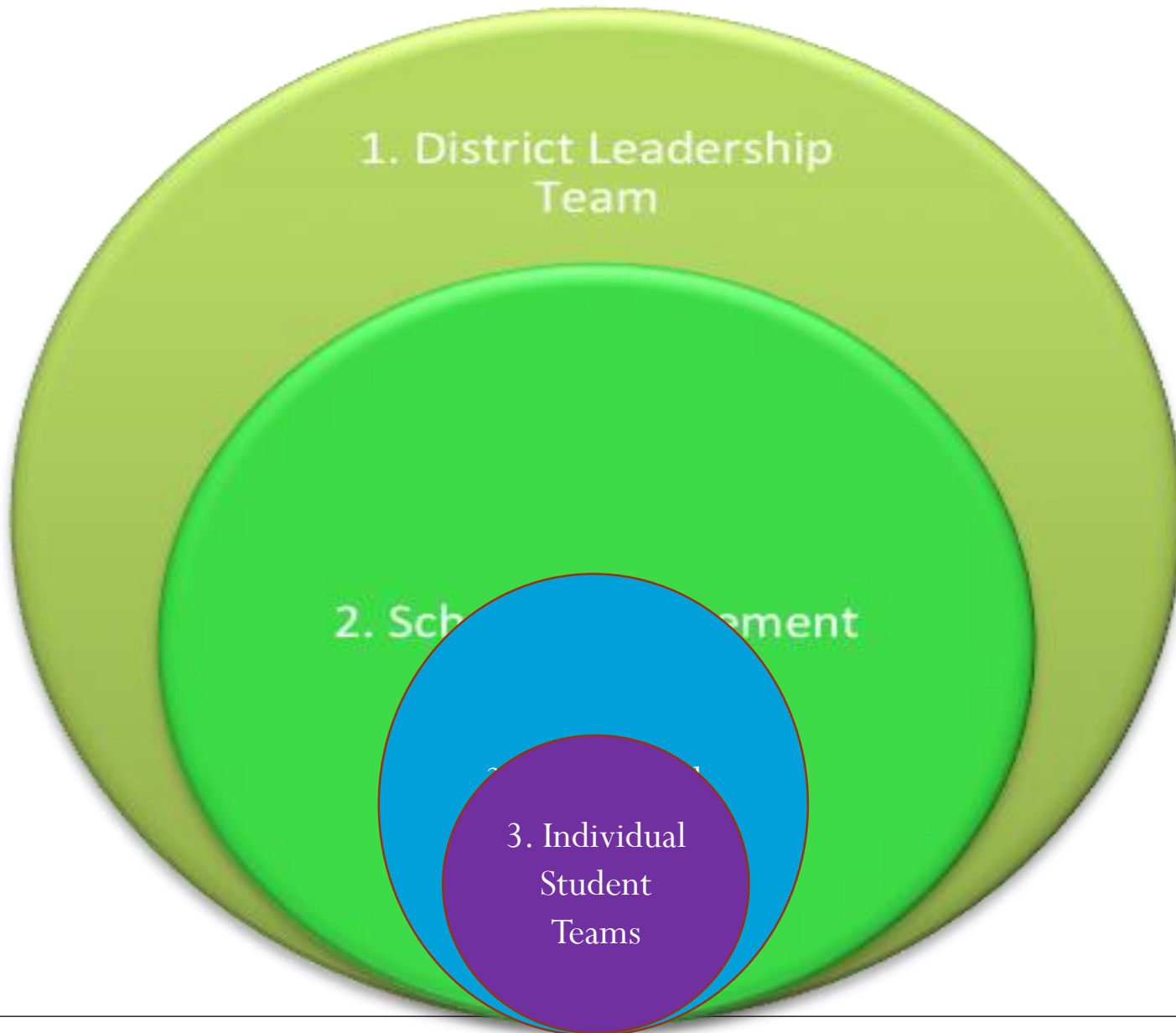
Norms/Purpose

Customizing Intervention

Profile

Differentiating Core

Norms/Purpose

Profile

Strengths	Areas	Needs
Mastered on time	Phonemic Awareness	
• High consistent w/ accuracy (prn)	Phonics / Wd Sty	• Not demonstrating use of multiple strategies • Not self correcting • Does not show strong automat with words /vocab
• Adjusting rate • Good expression/ Phrasing • 25 wpm gain • RN cold to hot 84 to 127	Fluency	• Slow when she reads •
	Vocab	
• Rereads • Retelling stories /imp info • Locating information • Clarification strategies • Answering questions	MAP 33 F 2012 75% W 34 F 2011 25 F 2010 Comp	• Asks questions • Correcting errors • Main ideas

Customizing Intervention

Customizing a Corrective Reading Lesson

Alphabetic Principle
Word Attack (10-12 min.)
- When makes error or repeat line - does not like it
- When upset - prone to more errors
- Skips rows that he has made errors on so he'll get his p...

- bonus pts for all 10 rows - prompt
  bonus pts for effort / attitude

T/S game

Independent Workbook Activities (5-7 min.)

Fluency and Comprehension with Connected Text
Story Reading (15-20 min.)
- Fluency - he noticed he pauses a lot
- Rereading sentence
- What parts to read to him? together
  He reads 2, you read 2, 2 together
Record him reading — 1st checkout · evaluate   ru...
Individual Reading Checkouts (7-10 min.)   read/record again
- Using container of "was"   watch 2nd checkout
  to read the checkouts
                                        1st read - Fun
Include him in graphing — 2nd read - Hayden
                                        *graph

Engagement
Group Points – (Word attack, group story)
- Tally bonus < Attitude/bch./effort
  T/square   Xtra lines

When he wins * bonus pts (up to 2...

Individual Points (Individual reading checkout, timed reading checkout, workbook exercises)

Differentiating Core

District Tools
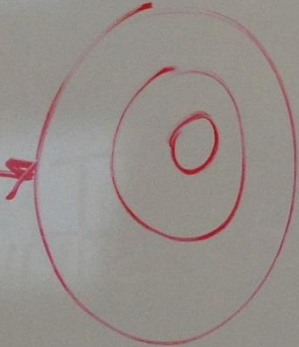
Customizing a Check-In/Check-Out Plan

Elements
Morning Check-In
Put sheet in folde
Give sheet to eacl
Hourly feedback fi
Afternoon Check-

Customizing Read Naturally

Story Selection
Key Words
Prediction
Cold Timing
Read Along
Oral Practice
Answering Questions
Graphing
Retelling

Customizing a Teacher Directed PALS Lesson Design

Lessons 1-36

Phonemic Awareness
Hearing Sounds (Activity 2)

Alphabetic Principle
Letter-Sounds (Activities 1 & 3)
Sounding Out (Activity 4)
Sight Words (Activity 5)
Passage Reading (Activity 6

Fluency and Comp
Story Sharing Rout
Pretend-Read: Making predi
Read Aloud: (echo reading,
Retell

Customizing a K- PALS Lesson Design

Letter Knowledge
Letter Names

Phonological Awareness
Rhyming

Phonemic Awareness
Initial Sound, Last Sound Identification
Phoneme Blending
Phoneme Segmentation

Alphabetic Principle
Letter Sounds (Starting with Game 37)
Sound it Out and Read It (Starting with Game 46)

District Tools

Wonders: Grade 3-6

Day 1	Day 2	Day 3	Day 4	Day 5
Introduce the Concept	Comprehension Strategy	Develop Comprehension in Anthology	Develop Comprehension in Anthology	Wrap Up the Week Integrate Ideas Research & Inquiry
Listening Comprehension	Comprehension Skill			Write about Reading • Write an Analysis
			Phonics/Fluency	
Vocabulary	Genre			
		Leveled Reading Group		
Comprehension (shared read)	Vocabulary Strategy			
Language Arts (Trait, Process, Grammar, Spelling)	Language Arts (Trait, Process, Grammar, Spelling)	Language Arts (Trait, Process, Grammar, Spelling)	Language Arts (Trait, Process, Grammar, Spelling)	Language Arts (Trait, Process, Grammar, Spelling)
Build Vocab	Build Vocab	Build Vocab	Build Vocab	Build Vocab

Critical Areas for Evaluation and Eligibility

Behavior Support

Academic Support

Understanding Customization of Intervention

Understanding Needs for Differentation in Core
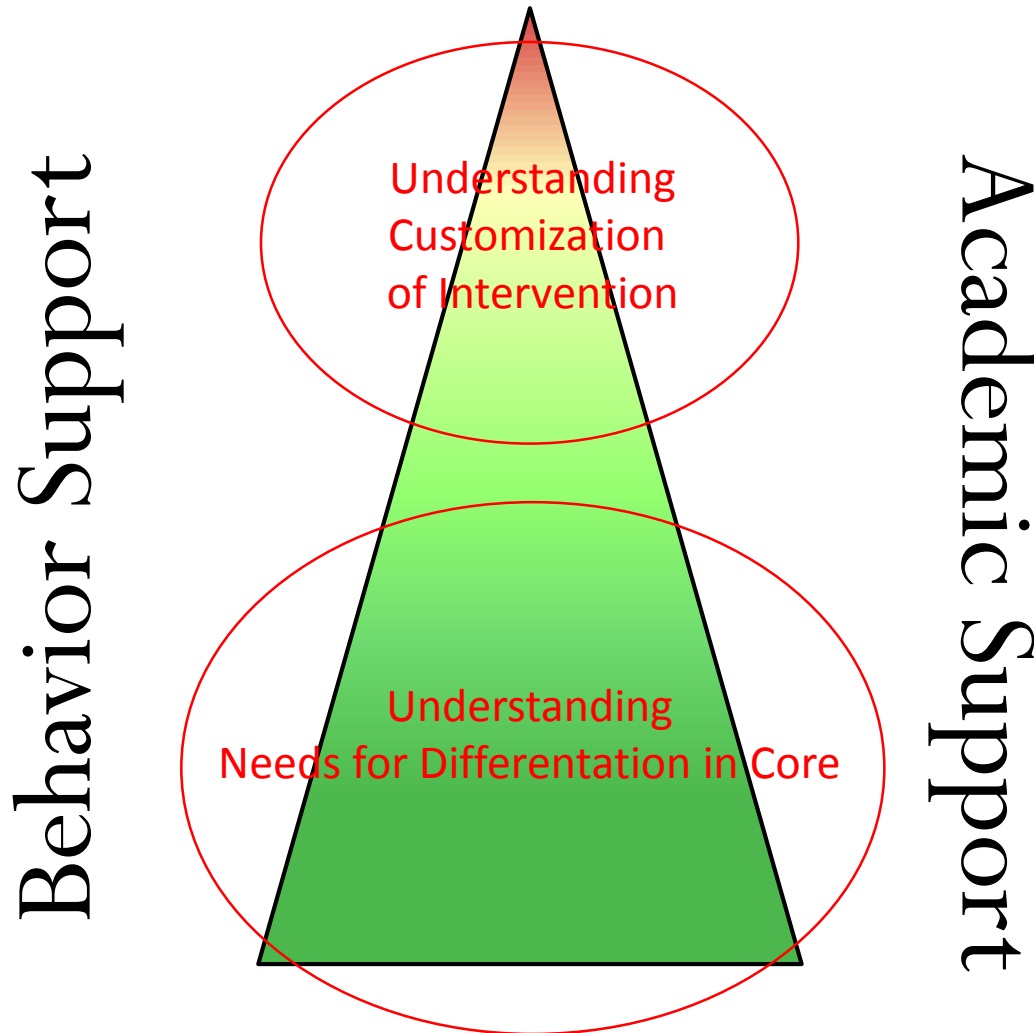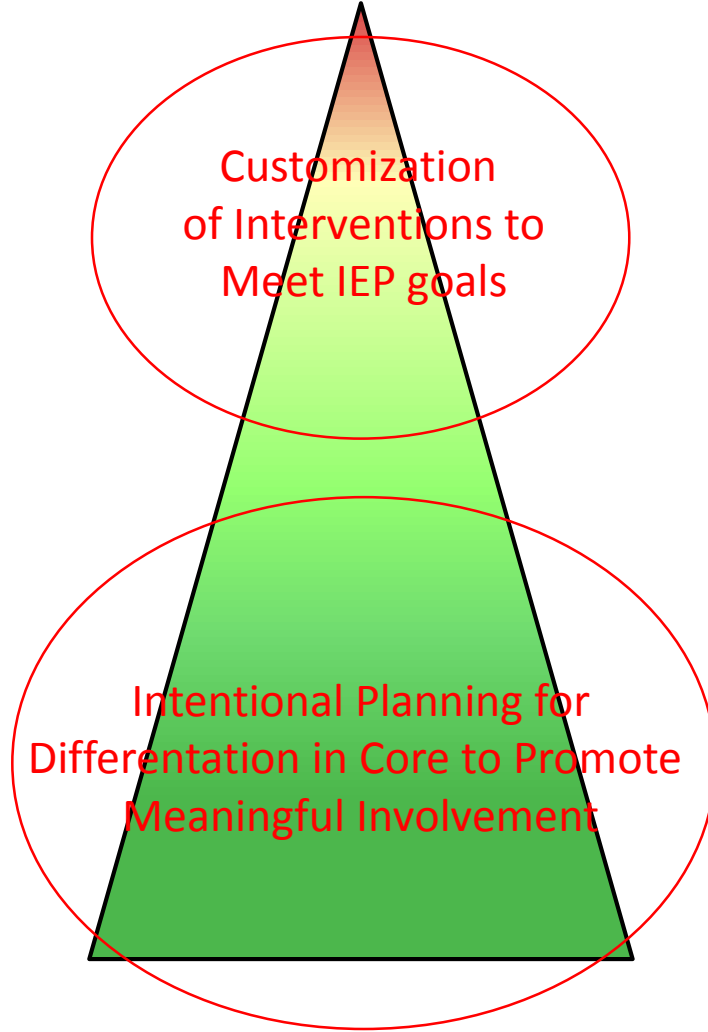
Data-Based Decision Making

Creating an Interdependent Education System
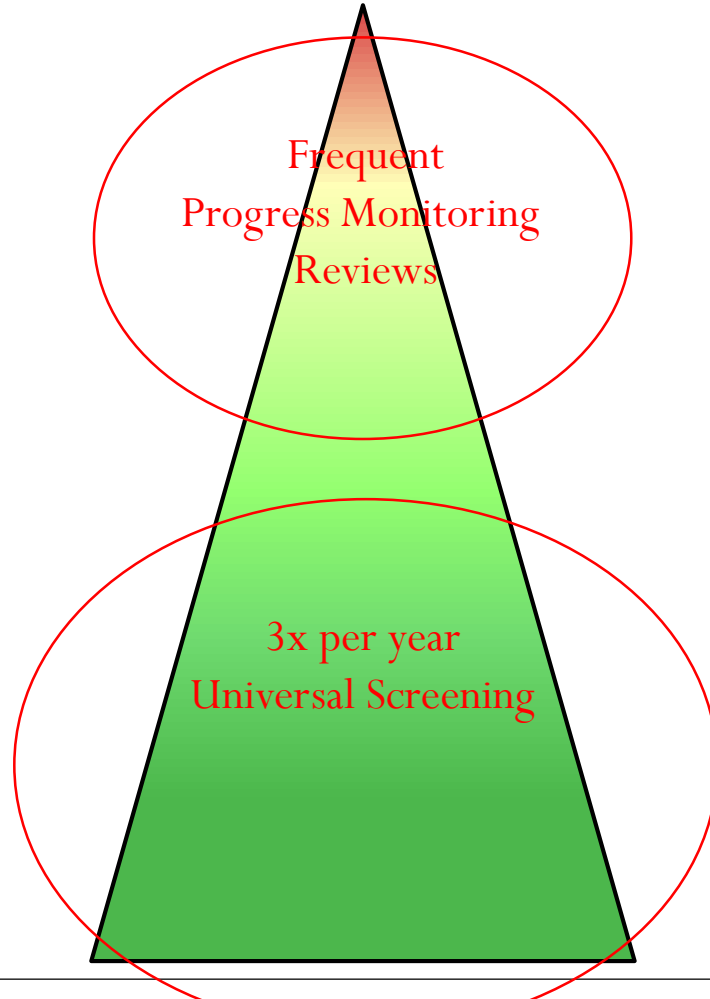
Reading Screening and Progress Monitoring

Tier	Scope	Assessment	Assessment Level	Administered by	Frequency
Tier I Universal Screening	All Students	DIBELS: K-6	Grade Level	Classroom teacher / building team	Fall, Winter, Spring
		MAP: 3-6	Assessment software determines level	MAP Proctor	Fall
Tier 2 Strategic Progress Monitoring	Some Students	DIBELS	Grade Level	Classroom Teacher / Interventionist	Every other week
Tier 3 Intensive Progress Monitoring	Few Students	DIBELS	Grade Level

Off grade level when appropriate | Classroom Teacher / Interventionist | Weekly |

Math Screening and Progress Monitoring

Tier	Scope	Assessment	Assessment Level	Administered by	Frequency
Tier I Universal Screening	All Students	TEN and MBSP: K-2	Grade Level	Classroom teacher / building team	Fall
		MAP: 3-6	Assessment software determines level	MAP Proctor	Fall
Tier 2 Strategic Progress Monitoring	Some Students	TEN or MBSP	Grade Level	Classroom Teacher / Interventionist	Every other week (MBSP App/Con – Monthly) Winter –Spring Benchmark
Tier 3 Intensive Progress Monitoring	Few Students	TEN or MBSP	Grade Level Off grade level when appropriate	Classroom Teacher / Interventionist	TEN – Weekly MBSP Comp – Weekly MBSP App/Con - Monthly

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Behavior Screening and Progress Monitoring

Tier	Scope	Assessment	Assessment Level	Administered by	Frequency
Tier I Universal Screening	All Students All Environments	SMSD Student Discipline Reporting System Teacher/parent referral	District Defined Majors and Minors	Referrals completed by Certified or Classified Staff	Ongoing
Tier 2 Strategic Progress Monitoring	Some Students	ODR's and assessment matched to specific behavior	N/A	Determined by team	Determined by team
Tier 3 Intensive Progress Monitoring	Few Students	ODR's and assessment matched to specific behavior	N/A	Determined by team	Determined by team

Using the Screening Data to Plan for Instructional Support

	LNF			PSF			NWF						DIBELS Composite Score	
Student ID	Score		Local %ile	Score		Local %ile	CLS		Local %ile	WWR		Local %ile	Score	Score Level
3095129														
3088767	19		3	28 ☐		9	14 ☐		8	0 ☐		22	61 ☐	Well Below Be
3088244	20		4	26 ☐		8	29 ☐		42	0 ☐		22	75 ☐	Well Below Be
3093286	27		10	32 ☐		13	17 ☐		13	1 ☐		49	76 ☐	Well Below Be
3093724	31		16	51 ☐		66	24 ☐		29	0 ☐		22	106 ☐	Below Benchn
3084702	37		27	55 ☐		78	26 ☐		35	0 ☐		22	118 ☐	At or Above B
3090504	49		61	42 ☐		35	27 ☐		37	1 ☐		49	118 ☐	At or Above B
3087735	50		64	47 ☐		51	24 ☐		29	2 ☐		56	121 ☐	At or Above B
3085884	43		41	36 ☐		20	43 ☐		74	0 ☐		22	121 ☐	At or Above B

Corine   This Fall

PSF		NWF				DIBELS Composite Score	
Score	Local %ile	CLS	Local %ile	WWR	Local %ile	Score	Score Level
35 🟨	18	10 🟥	5	0 🟨	22	67 🟥	Well Below Benchmark

Past Performance

First Sound Fluency

	K Beg	K Mid
Score:	0	35

Phoneme Segmentation Fluency

	K Mid	K End	1st Beg
Score:	35	53	35

NWF Correct Letter Sounds

	K Mid	K End	1st Beg	1st Mid	1st End	2nd Beg
Score:	3	27	10			

NWF Whole Words Read

	K Mid	K End	1st Beg	1st Mid	1st End	2nd Beg
Score:	0	5	0			
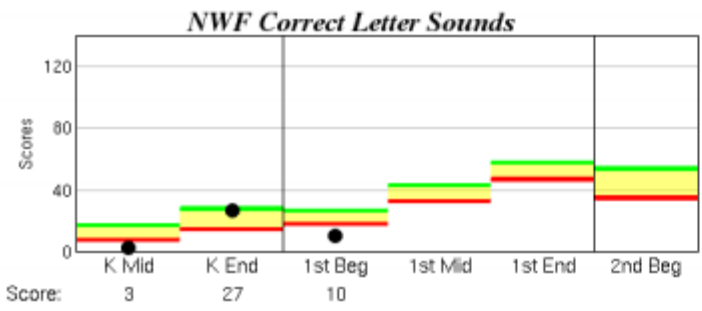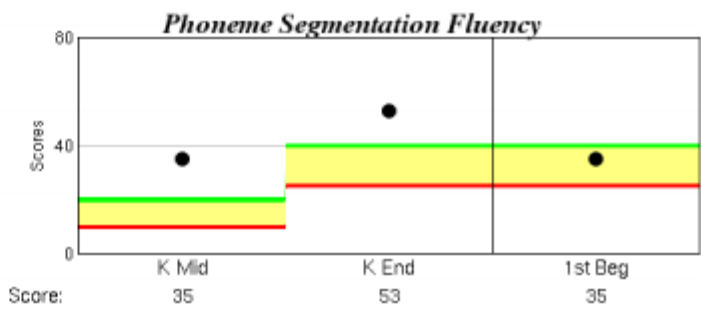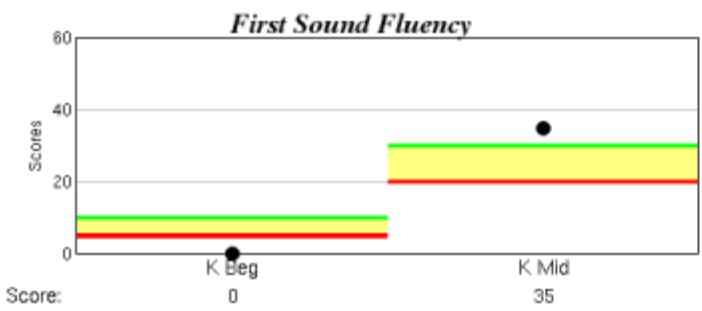
Inside Corine's book.....

DIBELS® Phoneme Segmentation Fluency

				Score
sack /s/ /a/ /k/	hole /h/ /oa/ /l/	trip /t/ /r/ /i/ /p/	game /g/ /ai/ /m/	12 /13
fox /f/ /o/ /k/ /s/	toes /t/ /oa/ /z/	star /s/ /t/ /ar/	sheep /sh/ /ea/ /p/	11 /13
pine /p/ /ie/ /n/	forth /f/ /or/ /th/	fought /f/ /o/ /t/	which /w/ /i/ /ch/	11 /12
cold /k/ /oa/ /l/ /d/	shout /sh/ /ow/ /t/	bit /b/ /i/ /t/	send /s/ /e/ /n/ /d/	1 /14
would /w/ /uu/ /d/	dreamed /d/ /r/ /ea/ /m/ /d/	red /r/ /e/ /d/	sell /s/ /e/ /l/	/14
dug /d/ /u/ /g/	kicked /k/ /i/ /k/ /t/	chin /ch/ /i/ /n/	him /h/ /i/ /m/	/13

Total: ____35____

PSF Response Patterns:

- [ ] Repeats word
- [ ] Makes random errors
- [ ] Says initial sound only
- [ ] Says onset rime
- [ ] Does not segment blends
- [ ] Adds sounds
- [ ] Makes consistent errors on specific sound(s)
- [ ] Other

DIBELS® Nonsense Word Fluency

					CLS	WWR
s a b	h e j	u t	z o s	n i n	10 /14 (14)	0
b a v	n o l	v e m	i v	l u p	/14 (28)	
v i z	l e k	z a f	h o k	h u v	/15 (43)	
o c	n a j	w i d	r e s	m u p	/14 (57)	
u k	w i p	l a l	m o s	k e v	/14 (71)	
l o s	v i j	m u s	p e j	y a s	/15 (86)	
f o p	u j	v e s	b i j	t a l	/14 (100)	
k i b	m a v	y o c	k u f	e n	/14 (114)	
m e d	l i j	v a v	b o t	v u b	/15 (129)	
y u b	i g	s a j	k o f	t e p	/14 (143)	

Total correct letter sounds (CLS): ____10____

Total whole words read (WWR): ____0____

NWF Response Patterns:

- [ ] Says correct sounds out of order (sound-by-sound)
- [ ] Makes random errors
- [ ] Says correct sounds, does not recode
- [ ] Says correct sounds, recodes out of order
- [ ] Says correct sounds, recodes with incorrect sound(s)
- [ ] Says correct sounds and correctly recodes
- [ ] Doesn't track correctly
- [ ] Tries to turn nonsense words into real words
- [ ] Makes consistent errors on specific letter sound(s)
- [ ] Other

Screening:
Who needs additional assistance?
In what areas?

What do the data suggest?

Show picture of class report or student profile

What do I see/hear in group instruction?

What do I see/hear in small group?

On-Track with Phonemic Awareness and Phonics: Strengthen & Stretch ***O.K. PSF*** ***O.K. NWF - CLS*** *DifferentiatedWorkshop*	***Phonics Concerns*** ***O.K. PSF*** ***Low NWF- CLS*** *Open Court Interventions or First Grade PALS*
Phonemic Awareness Concerns ***Low PSF*** ***O.K. NWF - CLS*** *Open Court Interventions - KPALS*	***Phonics and Phonemic Awareness Concerns*** ***Low PSF*** ***Low NWF - CLS*** *First Grade PALS - EIR*

O.K. =
DIBELS: ■

Low =
DIBELS: ◪ *or* ▢

Matching to Frontline Interventions

	Open Court Intervention	KPALS	PALS	REWARDS	Cars & Stars	Read Naturally	EIR
Adult attention	X		X	X	X		X
Peer attention		X	X	X			

Effectiveness of Intervention Support Decision Criteria

Targeted Students	Evaluation of Intervention Effectiveness	Consider Decreasing Intervention Intensity	Consider Increasing Intervention Intensity	Maintain Intervention Intensity
All Classwide Intervention	Check classwide status at winter and spring benchmarks	At least 80% of the class is at benchmark	There is minimal change in the percent of students at benchmark	Students are making progress toward benchmark
Some Strategic Intervention	Consider progress and regrouping at no fewer than 6 weeks & minimum 3 data points*	Three consecutive data points above the aimline and at benchmark (grey bar)	Three consecutive data points below the aimline	Data points not consecutively above or below the aimline
Few Intensive Intervention	Consider progress and regrouping at no fewer than 6 weeks & minimum 3 data points*	Three consecutive data points above the aimline and benchmark (grey bar)	Three consecutive data points below the aimline	Data points no consecutively above or below the aimline

*Support document would guide teacher to consider both classwide and individual student progress

Adopted 2007-08
Rev. 2013

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*Support document would guide teacher to consider both classwide and individual student progress

Rev. 2013

Effectiveness of Intervention Support Decision Criteria

| Targeted Students	Evaluation of Intervention Effectiveness	Consider Decreasing Intervention Intensity	Consider Increasing Intervention Intensity	Maintain Intervention Intensity
All	Check schoolwide ODR data monthly PBIS annual evaluations	N/A	There is an increase in the number of students with ODR's (average per day/per month	Number of ODR's remains stable.
Some Strategic Intervention	Consider progress and regrouping at no fewer than 6 weeks & minimum 3 data points*	Three consecutive data points above the aimline and at benchmark	Three consecutive data points below the aimline	Data points not consecutively above or below the aimline
Few Intensive Intervention	Consider progress and regrouping at no fewer than 6 weeks & minimum 3 data points*	Three consecutive data points above the aimline and benchmark	Three consecutive data points below the aimline	Data points no consecutively above or below the aimline

Miguel

Lizette

Cheyanne
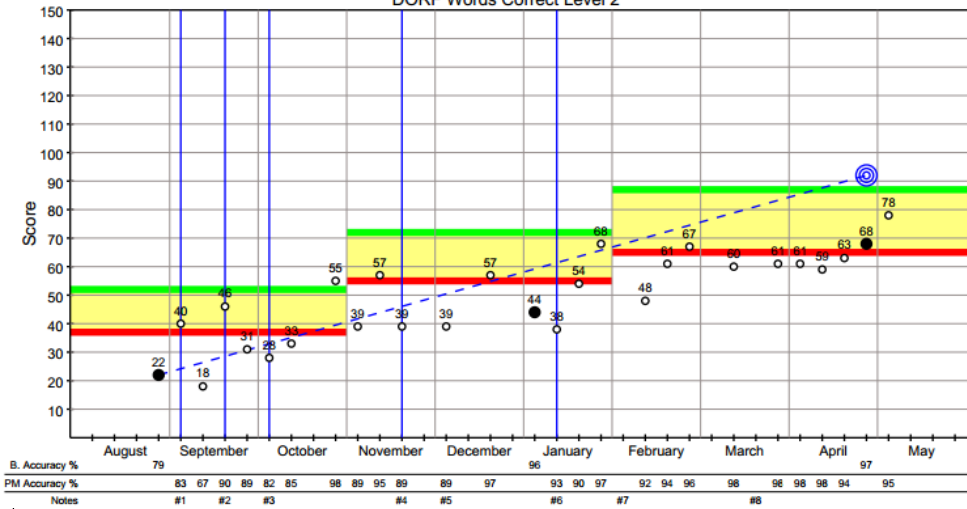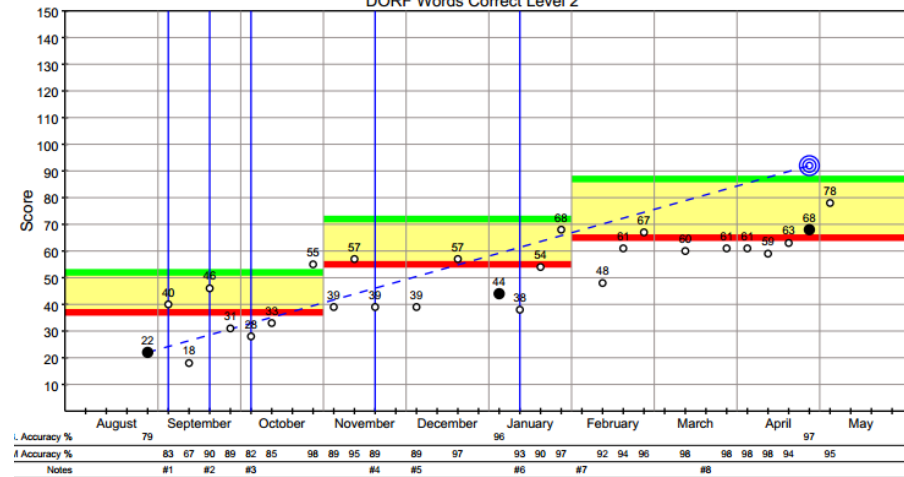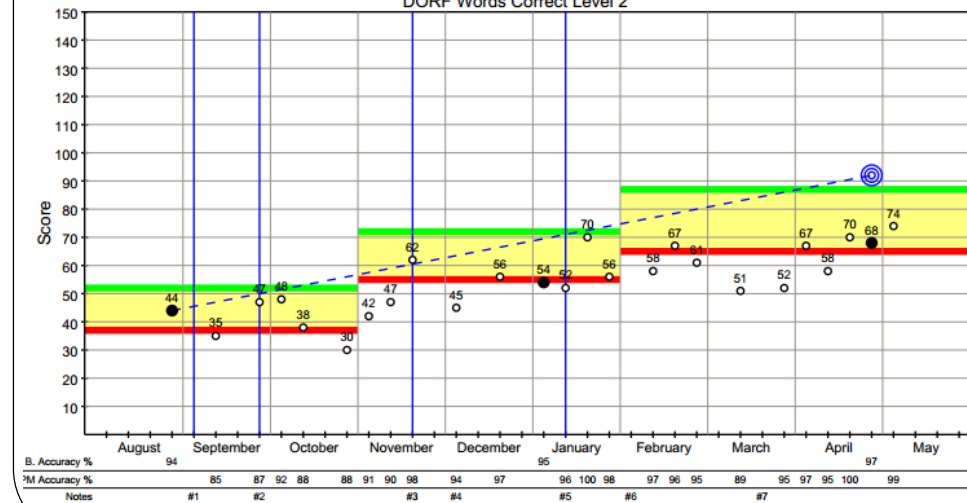
District Tool

Problem Solving Planning: **Profile Developed (additional data needed?)** **5-day Core Plan** **Customize Intervention**		

Student Profile Reading

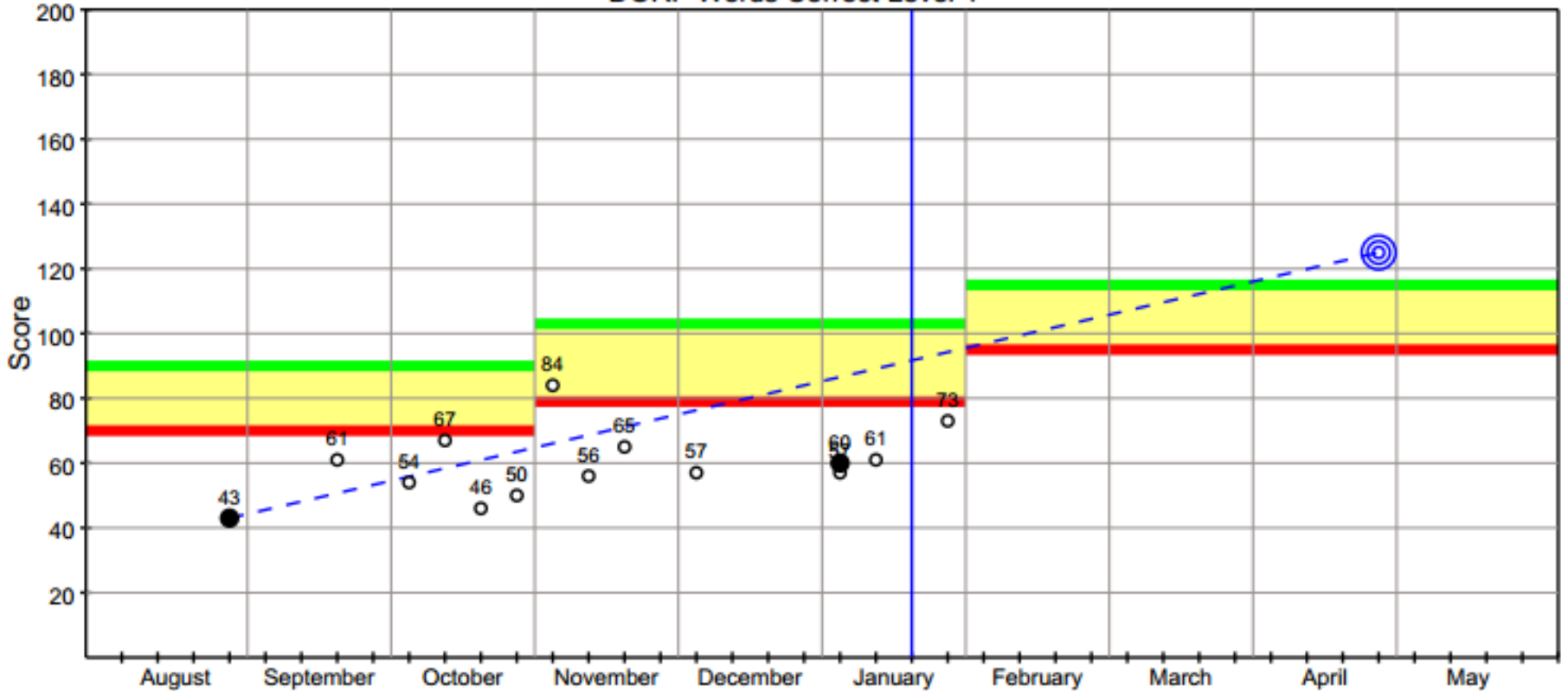| Strengths	Big Idea	Needs
• Teacher: Organization, participation, self control, motivation, listening skills, focused, tries hard, enjoys pleasing people • Proud of improvement • Many friends – great social skills • Leadership skills – good to put in charge of group • Energetic • Flexible • Awareness of reading strengths and needs	Learner Attributes	Teacher: persistence, self-advocacy (this will be important for her to express her needs), risk-taking, needs to ask for help/clarity/reteaching
• Parent reported understanding and application of phonics • Teacher: short vowels • Psych: Correctly reads errors when prompted that an error was made. • Teacher: Showing herself to be more careful	Alphabetic Principle	• Parent reported difficulty recalling sight words • KU: TOWRE – 2 Sight Word Efficiency < 1st %ile • KU: WRMT-R – Word Identification – 17th %ile • Parent reported regular confusion with letters ('b' and 'd') • KU: TOWRE – 2 Phonemic Decoding Efficiency – 3rd %ile • KU: WRMT-R – Word Attack (no timing) 27th %ile • KU: TOWRE – 2 Total Word Reading Efficiency Index - 1st %ile • KU: GORT-5 – 5%ile on accuracy • QPS: Multisyllabic words and r-controlled vowels, common beginning and ending consonant digraphs
• Parent concern • Teacher: Rereads for clarity and correcting • Can read with expression • When rereading, increased by at least 25% • Can attend to smoothness	Fluency	• KU: TOWRE – 2 Total Word Reading Efficiency Index - 1st %ile • KU: GORT-5 – Rate and Fluency at 5th %ile • Teacher: sometimes choppy • Continued attention to all dimensions of fluency to avoid only paying attention to rate.
• Teacher: Loves acting out meanings of words • Substituting words that carry the same meaning. • Managing science vocabulary a strength (teacher notes that explicit instruction/repeated exposure important)	Vocabulary	• Teacher: Word analysis, recall, multiple meanings • Remembering which word is which – can be overwhelming
• Parent reported strength • KU: OWLS II Listening Comprehension subtests • Teacher: Recall of details, predicting, inferring, drawing conclusions • Student is aware this is a strength	Comp.	• Teacher: Using context to determine word meanings, sequencing • KU: Fluency hinders comprehension
• Teacher: oral language, able to generate ideas for writing tasks	Language	• Teacher: spelling, conventions, reversals • Writing in complete sentences

Differentiation in Core

Instructional Focus	Decisions and Discussion
Introducing Concept	• Strength
Listening Comp	• Strength

Vocabulary	• Teacher and parent have a current plan that allows Joanne extra practice with the words. As long as this continues to work at home, decision is to stay the course.
	• Academic Vocabulary:
	   o Consider using the stoplight preassessment with class to determine 2-3 words that may be added into instruction.
	   o Dawn will determine if academic vocab. is in list format by unit. Idea is for student to have these words in her journal and she be challenged to use X number of the words in her journal writing.

Comprehension
  Shared Read
  Strategy Instruction
  Strategy Application
  Skill Instruction
  Skill Application
  Genre
  Research and Inquiry
	• Overall strength
	
	• As reading becomes more independent, may need to revisit

Language Arts
  Writing Traits
  Writing Process
 	
  Grammar
  Spelling
	• Mrs. Smith will pair Joanne with a peer to go through directions or shorten exercises that require much reading prior to writing practice. She will determine those activities/exercises that focus on essential skills, giving Joanne more time to spend on important activities.
	• At home, mom will emphasize with Joanne that she is to write for a specified amount of time (25 min.) instead of focusing on having to write a page and a half. Basic expectations as to how much to write will be reinforced. (emphasis on incorporating as many of the academic and spelling words as possible)
	
	• Decision was made not to shorten her spelling list, but rather have her continue the method of "say it, spell it, write it" that is reinforced in Corrective Reading. In addition, mom may explore whether having Joanne draw boxes around letters to provide a visual cue for word: (example: soil)
	
	• Mrs. Smith found the Wonders spelling words printed so that Joanne can do a pretest in the first column – check for correctness in second column, and fix up in remaining columns.

Leveled Readers	• Mrs. Smith will prioritize finding at least 2x per week to meet with Joanne in a leveled reading group. We understand this is part of Wonders core – Focus right now is establishing new Wonders routines for the teacher and class.

DORF Words Correct Level 4

What We've Learned……

- Formal data reviews are essential.

- Starts with routine – conversations have to deepen over time.

- Essential to learn to make sense of multiple pieces of data – as well as academic and behavioral data together!

- Data-based protocol is essential for determining eligibility and need for special education.

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Thank you for your time ~ May your work prepare each building to serve the next student that walks through their door ~ dawn