



# Data Collection and Decision Process for Tier 2 Services

Southern Boone Middle School

# Who Are We?



- Brett Strauser
  - School Counselor
  - Tier 2 Coordinator/Team Member
  - Worked at Southern Boone for 4 years
- Laura Kuhrts
  - Reading Interventionist
  - Tier 2 Coordinator/Team Member
  - Worked at Southern Boone for 14 years
- Kim Whitworth
  - Math Interventionist
  - Tier 2 Team Member
  - Worked at Southern Boone for 4 years

# Where Did We Begin?



- Small team that met when we could or when we thought it was necessary
- Interventionists did not meet as a team on consistent basis
- Did not analyze or view data consistently
- Did not meet before the school year began
- Did not consistently collaborate with other buildings

# Where Are We Now?



- Meet before school year begins
- Year at a glance for meetings is provided at the beginning of the year to team members
- Data collection identification and monitoring system created
- Data is collected and analyzed on a consistent basis
- Tier 2 team collaborates with other buildings within district at conclusion of year
- Team protocol and identification process for services in place and utilized
- Purpose statement and vision created
- Increased level of communication with building staff and families
- Use of agendas at team meetings
- Accommodations/Modifications List Available



# Agenda

- Big Ideas
- Meeting Schedule
- Accommodations/Modifications List
- Vision and Statement
- Meeting Protocol
- Team Agenda
- Data Collection Before Intervention
- Decision Process
- Data Collection During Intervention
- Organization of Documents



# Big Ideas

Describe possible ways to analyze and collect data in order to make decisions on Tier 2 services for students at the secondary level in particular, middle school

Share examples of processes to collect data and interventions that could be used in individualized or group settings



## Tier 2 Meetings



<i>Date</i>	<i>Time</i>	<i>Location</i>
September 15th Wednesday	2:30-3:30PM	MS South Building Room 205
September 29th Wednesday	2:30-3:30PM	MS South Building Room 205
October 13th Wednesday	2:30-3:30PM	MS South Building Room 205
October 27th Wednesday	2:30-3:30PM	MS South Building Room 205
November 10th Wednesday	2:30-3:30PM	MS South Building Room 205
December 8th Wednesday	2:30-3:30PM	MS South Building Room 205
January 12th Wednesday	2:30-3:30PM	MS South Building Room 205
January 26th Wednesday	2:30-3:30PM	MS South Building Room 205
February 9th Wednesday	2:30-3:30PM	MS South Building Room 205
February 23rd Wednesday	2:30-3:30PM	MS South Building Room 205
March 9th Wednesday	2:30-3:30PM	MS South Building Room 205
March 23th Wednesday	2:30-3:30PM	MS South Building Room 205
April 13th Wednesday	2:30-3:30PM	MS South Building Room 205
April 27th Wednesday	2:30-3:30PM	MS South Building Room 205
May 11th Wednesday	2:30-3:30PM	MS South Building Room 205

Meeting  
Dates

# Accommodations/Modifications List



## Tier II Accommodations Checklist

### General Accommodations

- Attempted re-teach
- Discussed concerns with grade level teachers
- Communicated concerns with parent
- 1:1 with teacher
- Teacher mobility - frequently near S\*
- Peer assistance/tutoring provided
- Quiet place in class designated to read/study
- Identify S preferred learning style [visual, auditory, etc.]
- Assess if S has pre-requisite skills for new assignment
- Frequent checks for learning
- Reduce directions/explanations to a minimum
- S repeats directions/explanations orally
- Give directions in a variety of ways
- Marker provided to highlight facts on page
- Shorten assignments
- Provide additional time to complete assignments
- Seat S close to source of written information
- S uses whiteboard for active learning
- S assigned to be a peer tutor after mastering a concept
- Review previously taught skills
- Samples of acceptable work displayed as models
- Board work instructions provided on paper
- Set deadlines or time assignments
- Have S use a timer to complete tasks in a given period
- Directions/directives delivered at S ability level
- Give directions 1:1 before assigning a task

### Math Accommodations

- Discussed concerns with OC math specialist
- Allow calculator use
- Allow use of multiplication chart
- Reduce number of problems assigned
- Provide a number line
- Develop a math reference sheet
- Allow S to draw pictures illustrating problems
- Provide manipulative objects to learn concepts

### Behavior Accommodations

- Discussed concerns with counselor
- Discussed concerns with At-Risk Coordinator
- Discussed attendance with attendance clerk & counselor
- Discussed referrals/suspensions with administrators
- Teacher chart/record inappropriate behaviors [data]
- Write a contract with S specifying expected behavior
- Reduce S involvement in activities too stimulating
- Place S in specified grouping of students
- Always provide S with behavioral options

\* OC = On-Campus S = Student

### Reading Accommodations

- Discussed concerns with OC\* reading specialist
- Group non-reader with good oral reader
- Provide access to reading material via text or audio
- Do not call on S to read aloud unless volunteered
- paraphrases orally to demonstrate comprehension
- Teach new vocabulary prior to reading
- Avoid uncomfortable reading situations
- Ruler or paper strip under/over lines as they are read
- Utilize guide strips
- Have S identify words/phrases they do not recognize
- Enlarge print

### Writing Accommodations

- Computer used as alternative writing tool
- Peer tutors designated to proofread work
- Line paper that is also vertically lined [to teach spacing]
- Graph paper used in writing [to teach spacing]
- Pencil grip or different-sized pencil provided
- Short-term tasks that can be quickly/accurately copied

C = On-Campus S = Student





## Tier 2 Team



### **Purpose Statement/Vision:**

Tier 2 interventions are the additional programs and strategies provided to students who require support(s) in addition to universal Tier 1 supports. The purpose of tier 2 interventions is to reduce the risk of academic, social/emotional and/or behavior problems.

- Identify students in need of intervention and enrichment
- Analyze data and identify grade level curriculum and/or instructional needs
- Analyze data and identify Tier II interventions and enrichment for individual students
- Group students to receive intervention and enrichment
- Monitor student progress
- Determine if additional intervention is required
- Determine how and when students access tier 2 and 3 supports and the process for progress monitoring.
- Maintain the tier 2 intervention staff referral form. Ensure grade level teams understand and use the staff referral form.
- Review data to determine intervention progress and next steps for students receiving tier 2 intervention supports.
- Communicate with school staff about development of tier 2 systems.

### **Team Members:**

(Insert Team Members Here)

### **Review Frequency:**

The Tier 2 Team will meet bi-weekly monthly on Wednesdays in room 115 in the South Middle School building after whole school collaboration has concluded

### **Goal:**

The Tier 2 Team will identify, intervene, and advocate for all students in the Southern Boone Middle School building throughout the 2022-23 academic year.

# Purpose Vision and Statement



### Tier 2 Meeting Protocol

1. Attendance for members' present added to team agenda
2. Record meeting time started on the team agenda
3. Review teacher nominations for possible student candidates for Tier 2 Intervention
4. Review current data (D/F list, attendance/tardies, SDRs (Student Discipline Referrals), Boone County Mental Health Checklist)
  - a. Student must have two or more indicators according to the school data indicator to qualify for behavioral or academic intervention. (Note\*\* Intervention can be dependent on student schedule availability and students may be put on a monitor list if we don't consider immediate intervention placement necessary)
  - b. Tier 2 team members come up with recommendations for intervention which includes: Math Intervention, Reading Intervention, and Student success Intervention.
  - c. Individual intervention teacher will contact guardians/parent(s) for permission to place student in intervention class.
  - d. School counselor will contact guardian/parent(s) for permission to implement student behavioral intervention.
  - e. Student is added to intervention list
5. Record meeting time ended on team agenda

# Team Protocol





Tier 2 Agenda

Team: Tier 2

Date:

Team Members Present:

Minutes Total:

Agenda Topics	Notes:
Review Teacher Nominations	
Review D/F list, attendance/tardies, SDRs (Student Discipline Referrals), Boone County Mental Health Checklist	
Next Steps  <input type="checkbox"/>	
(INSERT ADDITIONAL TOPICS HERE)	
Next Meeting	

Team  
Agenda





# Data Collection Before Intervention





# Academics

- D/F List
  - 2 or more D and/or F
- Attendance
  - Below 90%
- Teacher Nomination
  - Lack of prior knowledge to comprehend current grade level material
  - Student requires multi step breakdown of a skill or concept
- Staff Observation
  - Needing frequent assistance
  - Insufficient work completed
- Assessments
  - iReady (2 or more grade levels below)
  - MAP Scores (Below Basic)
  - Medical



# Behavior

- Student Discipline Referrals (SDRs)
  - 2 Majors
- Attendance
  - Below 90%
- Teacher Nomination
  - Aggressive behaviors towards others
  - Lack of focus and unwillingness to participate in class
- Staff Observation
  - Noticing negative interactions with peers
  - Noticing student missing in seat instruction



### School Tier 2 Indicator Data

Measure	Proficient Score	At-Risk Score	High Risk Score	Person Responsible	Date(s) to Review
Attendance	95%	90%	85%	Insert Staff Name	Bi-weekly monthly
Tardy	0-2	3-4	5 or more	Insert Staff Name	Bi-weekly monthly
Grades	C or less	2 D's or F's	2 or more F's	Insert Staff Name	Bi-weekly monthly
Counselor Visits	0-2	3-5	5 or more	Insert Staff Name	Bi-weekly monthly
Major Office Discipline Referrals	0 Referrals	2 Referral	More than 2 Referral	Insert Staff Name	Bi-weekly monthly
Boone County Mental Health Checklist	Green	Yellow	Red	Insert Staff Name	Quarterly

Qualifies for 2 or more measures in the at-risk categories OR triggers one category two months in a row



# Nomination Form

- [LINK NOMINATION FORM](#)





# Sunday Communication



## Tier 2

- The Tier 2 team will be meeting Wednesday, January 27th, after whole school collaboration.
- As a reminder, if you feel a student could benefit from either a behavior and/or academic intervention, please fill out the teacher nomination form below and it will be reviewed at the meeting.

[Tier 2 Nomination Form](#)





# School Wide Tier 2 Folder



[Link to Tier 2 folder for teachers in shared drive](#)






# Reading Intervention



Needs to meet 2 or more of indicator data points below to qualify for Reading Intervention

- D/F in Regular ELA Class
  - iReady Reading (2 or more grade level below)
  - MAP ELA (Below Basic)
  - Teacher Nomination Form
- 



# Math Intervention

Needs to meet 2 or more of indicator data points below to qualify for Math Intervention

- D/F in Regular Math Class
- iReady Math (2 or more grade level below)
- MAP Math (Below Basic)
- Teacher Nomination Form



# Student Success Intervention



Needs to meet 2 or more of indicator data points below to qualify for Student Success International

- D/F List
- Attendance
- Student Discipline Referrals (SDRs)
- Teacher Nomination
- Staff Observation





# Student Check In

## Staff Member Coordinates

- Identifies Mentor
- Provides needed materials
- Assists in identifying goal
- Checks in with mentor

## Data Collection

- Discussion with students' teachers
- Discussion with family
- Review of student data



# Decision Process



# Team Meeting Procedure



## Meet in Consistent Area

- Outside Agencies
- Administration/Staff

## Take Attendance

- All members present documented

## Teacher Nomination Form

- Check for submitted form(s)
- Review form(s)

## Review Indicator Data

- D/F List
- Attendance
- Student Discipline Referrals (SDRs)
- Mental Health Checklist

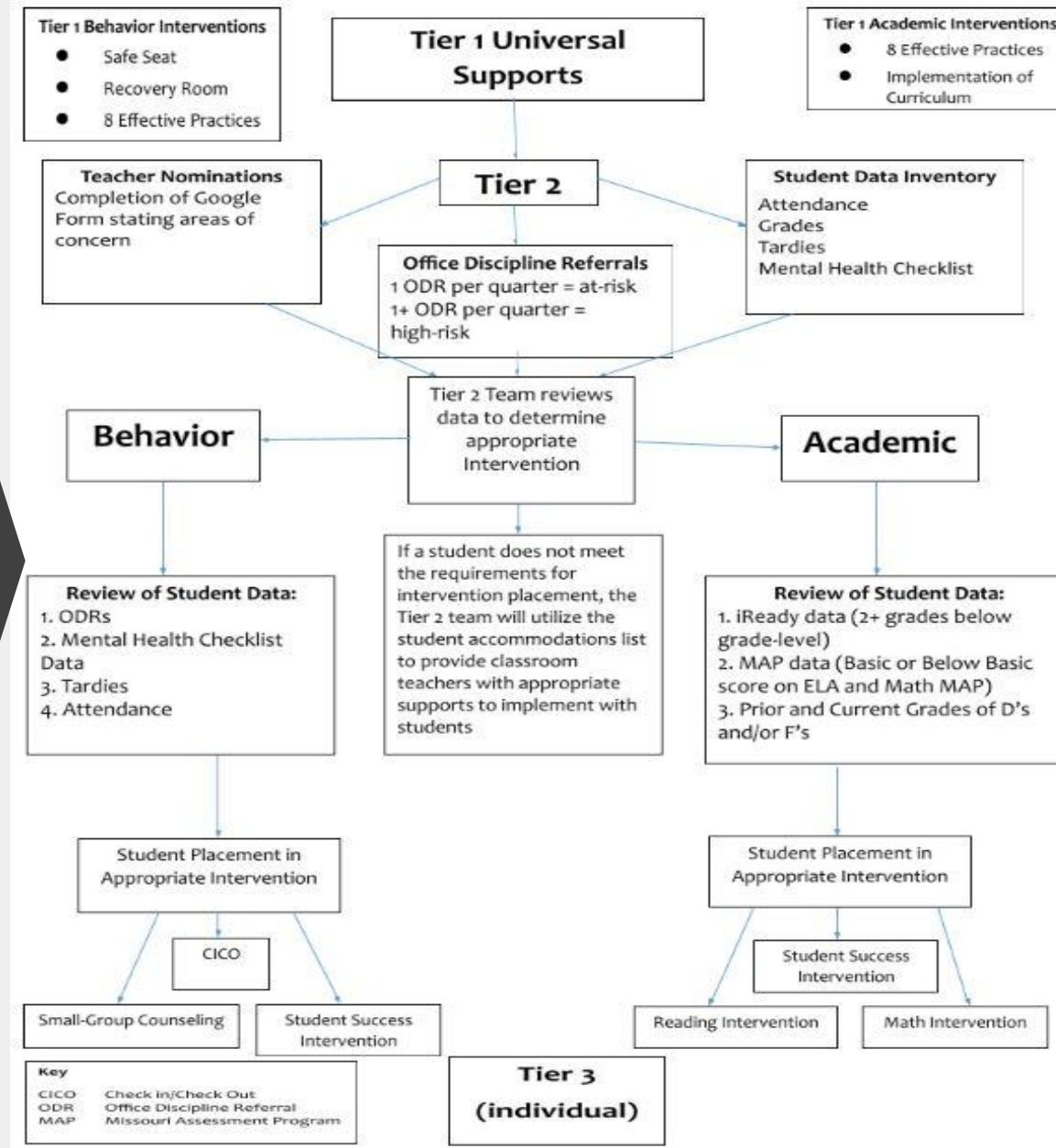
## Record Total Time

**\*\*COLLABORATION! COLLABORATION! COLLABORATION!\*\***





# Flowchart





# Review of Teacher Nomination Form



## Academic

- Lack of attention or disengagement
- Poor performance on assessments
- Lack of time management skills
- Skill and/or retention deficit

## Behavior

- Defiance
  - Chronic missing of instructional time
  - Physical/verbal aggression
  - Withdrawn
- 

# Review of Indicator Data



	Name	ID	GL	Title	Grade	Teacher
2	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
3	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
4	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
5	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
6	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
7	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
8	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
9	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
10	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
11	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
12	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
13	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
14	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
15	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
16	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
17	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
18	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
19	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
20	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
21	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
22	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
23	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
24	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
25	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
26	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

+ ☰ D/F List ▾ Grade Breakdown (Whole School) ▾ Year Long ADA (Whole School) ▾ 2 Week ADA (10/-10/12) ▾





# Review of Assessment Data




## iReady Data

- Math
- Reading

## MAP Assessment Data

- Math
- ELA

# Review of Staff Observations

- Counselors
  - Nurse
  - Administration
  - Interventions
- 

# Intervention Options After Decision Process



## Academic

- Accommodations/modifications list
- Reading Intervention
- Math Intervention
- Student Success
- Eagle Elite

## Behavior

- Accommodations/modifications list
- Eagle Elite
- Student Success
- Student check in




# Communication to Families



## Before School Year

- Family placement letters
- Phone call

## During School Year

- Phone call
  - Email
  - In person
- 

## Southern Boone County R-1 Schools

Telephone 573-657-2146 ext.

(INSERT INTERVENTIONIST NAME)  
Student Success Interventionist  
P.O. Box 168  
Ashland, MO 65010



# Family Placement Letter

My name is (INSERT INTERVENTIONIST NAME) and I am the Student Success Interventionist at Southern Boone Middle School. I am writing to you to give you information about the middle school student support class which is titled "Student Success Intervention". Based on either previously being in the course or end of the year data, your student has been referred for Student Success Intervention at the middle school.

Student Success Intervention is a course that provides students with additional support and at times instruction in a small-group setting. We focus on providing students additional opportunities to work on improving their overall grades in all of their courses. The goal is to help students become more confident in their abilities, provide additional support, and reinforce previously learned skills from the classroom.

At the middle school we utilize attendance, previous grades, observations, discipline referrals as well as other data to make an informed decision about placement into intervention courses. This information helps to guide the current need and determine the need for continued support in the future.

The Student Success Intervention course will take the place of 2 exploratory course selections total, or 1 per semester. What this could look like on a student schedule is they could have Student Success Intervention on an "A" day, and an exploratory course on a "B" day for a given hour. We will work to try and ensure that your student still has their top-choice exploratories assigned on their schedule in addition to Student Success Intervention.

As the year progresses we will continually evaluate your student's overall performance and communicate with you if/when your student has made progress toward the possibility of dismissal from Student Success Intervention. If you have any questions, please feel free to email me at (INSERT EMAIL)

Professionally,

(INSERT INTERVENTIONIST NAME)  
Student Success Interventionist



# Family Contact Log

2021-22 Acadmic Year						
Student	Parent/Guardian Contacted	Form of Contact	Date Nominated	Date Contacted Family	Date Enrolled	Date Dismissed
(Insert Student Name)	(Insert Family Member Name)	Phone	Data	09/09/21	09/09/21	
		Phone	09/14/21	09/22/21	09/22/21	
		Email	9/29/21	9/30/21	10/03/21	
		Email	10/13/21	10/15/21	Parent Refused Enrollment	
		Email / Phone	10/13/21	10/15/21 / 10/19/21		
		Email / Phone	10/14/21	10/15/21 / 10/19/22		
		Email / Phone	10/15/21	10/15/21 / 10/19/23	10/25/21	
		Phone	10/13/21	10/27/21		
		Phone	12/12/21	12/13/21	Start of 2nd Semester	
		Phone	12/12/21	12/13/21	Start of 2nd Semester	
		Phone	12/12/21	12/13/21	Start of 2nd Semester	
		Phone	12/12/2021	12/14/2021	Start of 2nd Semester	





# Communication to Staff




## Student Placement Email

- Teachers receive emails for dropped/added courses
- Include all stakeholders

## Sunday Communication

- Beginning of the year
- Middle of the year
- End of the year

## Shared Drive Folder

- Intervention Rosters
  - Nomination Link
- 



# Data Collection During Intervention





# Academics

- Grades
- Assessment Scores
- Staff Observation



# Behavior

- Student Discipline Referrals (SDRs)
- Attendance
- Citizenship at End of Semester
- Staff Observation
- Grades



Student Name	Grade	Nomination Date	Start Date	End Date	Name of Intervention

Students  
Receiving  
Services





Student	Nomination Date	Decision for Monitoring	Follow Up Date	Decision for Monitoring

Monitoring  
List



# Intervention Roster



6th Grade	Possible Accommodations:	7th Grade	Possible Accommodations:	8th Grade	Possible Accommodations:	*Highlighted students receive 2 or more interventions
(INSERT STUDENT NAME)	<b>504 accommodations for dyslexia</b>	(INSERT STUDENT NAME)		(INSERT STUDENT NAME)	revision/editing assistance on writing assessments	
	frequent teacher proximity control to help him remain on task		frequent check-ins for understanding			
	extended time		preferential seating - eliminate social distractions as much as possible		revision/editing assistance on writing assessments	
	preferential seating - eliminate social distractions as much as possible; small group or one-on-one settings for quizzes and tests					
	opportunities for re-takes one-on-one with teacher; reminders about capitalization and punctuation in written work		preferential seating - eliminate social distractions as much as possible		frequent check-ins for understanding and prompting work completion	
	oral reading of tests/quizzes					
	frequent check-ins for understanding		preferential seating - eliminate social distractions as much as possible		<b>504 accommodations</b>	
			<b>504 accommodations</b>			
	small group or one-on-one settings for quizzes/tests		frequent check-ins to make sure she is on-task			
	small group or one-on-one settings for quizzes and tests.		extended time, read-aloud quizzes and tests when possible, eliminate distractors		revision/editing assistance on writing assessments	
			oral reading of quizzes, tests		small group setting for quizzes and tests; read aloud quizzes and tests	
	<b>504 accommodations for dyslexia</b>		allow extended time - works very slowly			
	one-on-one assistance with written assessments; read aloud quizzes and tests as needed					
	responds well to frequent positive reinforcement					
	opportunities for re-takes; speech to text option for extended written assignments					



# Intervention Data Collection

- Reading Intervention
- Math Intervention
- Student Success Intervention
- Student Check In



# Reading Intervention



## iReady Test Scores

Test Date	My Score	Goal Score:	Test Type:
9/15/2021	534	598	Diagnostic
10/15/2021	560	598	Growth Check
11/15/2021	527	598	Growth Check
12/15/2021	562	598	Growth Check
1/15/2022	578	598	Diagnostic
2/15/2022	592	598	Growth Check
3/15/2022	605	598	Growth Check
4/15/2022	618	598	Growth Check
5/15/2022	613	598	Diagnostic

My Score and Goal Score:



**My Personal 202-2022 Reading Goal:**

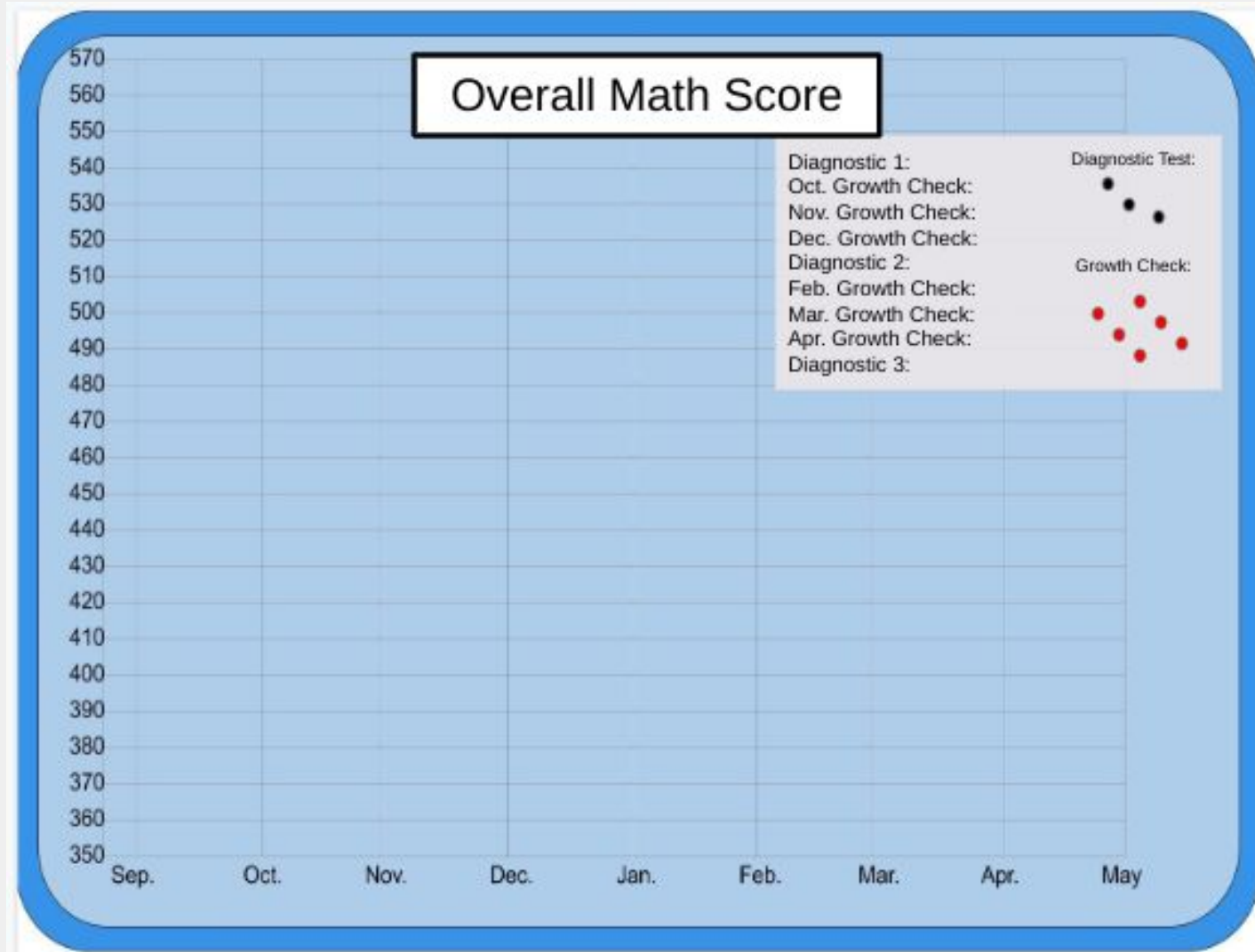
I will raise my score by 50 points this school year.

**To help me reach this goal I will:**

1. Read every day outside of school for 20 minutes.
2. Read at least 1 non-fiction book by December.

**\*\*\*\*This is just an example - you will fill in your goal and scores on the next tab!**

# Math Intervention



# Student Success Intervention



Southern Boone County Middle School

*Students Success Intervention*



Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Achieved

## 2021-22 GOALS

1.	<input type="checkbox"/>
2.	<input type="checkbox"/>
3.	<input type="checkbox"/>
4.	<input type="checkbox"/>

## GRADE MARKS

Month	P.E.	Science	S.S.	Math	Reading	Writing	Tardies	Referrals	Comments
October									
November									
December									
January									
February									
March									
April									
May									

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# Goal Statement

1. I will complete all assignments for each of my classes by the end of each quarter	<input type="checkbox"/>
2. I will get all As, Bs, and Cs in all classes this year when report cards are sent out	<input type="checkbox"/>
3. I will get 4 or less tardies per quarter	<input type="checkbox"/>
4. I will get a 5:30 mile this year in PE	<input type="checkbox"/>

# Student Success Intervention



Date	6th Grade	10/08/18	10/22/18	11/5/18	11/26/18	12/10/18	2/15/19	3/20	04/08/19	5/3/19	09/16/19	09/30/19	10/18	10/28	11/20	12/6	12/16	1/31	2/28
Physical Education	A-/A-	A-	B+	B	B	B	-	A	A	A	B	C+	B	B	B	B	B	B	B
Math	F/F	F	F	F	F	F	F	B	F	F	F	C	F	F	F	F	F	F	F
Writing	D/D+	A-	B+	A-	B	B+	B	F	F	F	A	A	C	F	C+	B	C+	C	C+
Science	B/D+	B+	B-	B-	B+	B+	C+	C	F	F	A	B	C+	B+	C+	F	B	B	C
Social Studies	B-/F	A	A-	A-	A-	B+	B	F	F	F	C+	C	B	F	F	F	F	F	F
Reading	B-/D+	B-	A-	B+	B	B	F	B	A	B	A	B	B	B	C+	C+	C+	B	B
Tardies																			
Referrals																			

Date	5th Grade	6th Grade				
Math MAP Score	113/Proficient					
Comm/Art MAP Score	118/Proficient					

Teacher Comment/Recommendation: Adding teacher and PE teacher, Dropped health






# Student Check In



## Materials Utilized

- Guide for mentors
- Tracking enrollment
- Mentor monitoring
- Create a goal

## Rating Scale

- Have students rate themselves on scale 1-10
  - Mentor rate students on scale 1-10
- 

# Guide for Mentors



Steps	Check in Topics	Things to Keep in Mind when Creating Goals	Possible Academic or Behavior Set backs
1. Introduce self to student	How is your morning?	Grades	Detention
2. Create goals within 1-3 days with student	What did you do last night?	Attendance	Failed Test or Project
3. Discuss day(s) and time you will meet during week	How can I make morning better?	Specific Behaviors	In/Out of School Suspension
4. Pick a set day that you and student will review goals	Do you have any test today?	Function of Behavior	Returning from Quarentine
5. Check in with student(s) during schedule days	Do you have any homework due?	Office Refferals	
6. Review and discuss goals on set day	Did you sleep well?	Student Background	
7. Discuss any recent behavior and/or academic set back if they arise	What was your favorite class today?		









# Organization Documentation



- [Link to Tier 2 Committee Files](#)





# Considerations

## Size of your Building/District

- Building space
- Student population

## Resources Available

- Financial
- Staff availability
- Teacher/student buy in

## Student Data

- Behavior
- Academic
- Building needs

# Contact Information



Brett Strauser

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Kim Whitworth

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ashland.k12.mo.us

Laura Kuhrts

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ashland.k12.mo.us



Questions?

