

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Who are tier 3 students?

- Most at-risk students
 - Functioning below 25th percentile on universal screening/progress monitoring data
 - AIMSweb/DIBELS measures
 - Caution: Consider ALL data.
 - Running Records
 - EOG
 - End of Nine Weeks Benchmarks
 - Spelling Inventory
 - Assessing Math Concepts
 - Scholastic Math Inventory
 - Lack of progress in tiers 1 & 2
 - More than **one** grade level behind

Teacher Recommendation: Tier 3

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Who makes the decision to move to tier 3?

- This is a Tier 3 team decision!
 - Classroom teacher collaborates with Tier 3 team.
- Options for making the team decision:
 - During grade level PLC (as long as knowledgeable grade level member is present)
 - Tier 3 team meeting with the purpose of reviewing tier 1 & 2 documentation
 - Tier 3 team chair(s) review tier 2 cases

Teacher Recommendation: Tier 3

PSM Team Reviews Tier 2 Cases

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Reviewing Tier 2 Students

Green Flags to Move to Tier 3 Red Flags to Continue at Tier 2

**IF THERE IS NO DATA,
THERE IS NO MOVING
TO TIER 3!**

- Few or no teacher absences
- Instructional quality was evident!

Let Student was just put on Study Island without teacher led instruction.



Teacher Recommendation: Tier 3

PSM Team Reviews Tier 2 Cases

The diagram shows a circular process with five steps: Identify Problems, Develop Hypothesis, Discuss and Select Solutions, Develop and Implement Action Plan, and Evaluate and Revise Action Plan. A central green pentagon is labeled 'Collect and Use Data'. The text 'Team Initiated Problem Solving (TIPS) Model' is written around the cycle.

Using Assessment to further diagnose area of need

Tip 3 Team develops Assessment Plan

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Developing an Assessment Plan

- Purpose:
 - Identify the problem and develop hypotheses.
 - Determine possible areas that can be addressed across 4 domains
 - Instruction
 - Curriculum
 - Environment
 - Learner
 - Indicate need for other areas of assessment

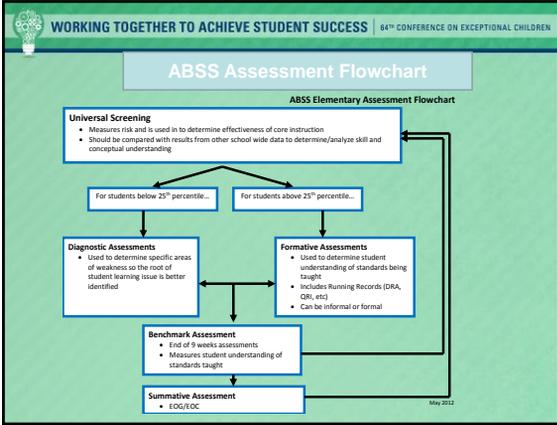
Tip 3 Team develops Assessment and Plan

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ICEL & RIOT

Instruction	Curriculum	Environment	Learner
Review	Review	Review	Review
Interview	Interview	Interview	Interview
Observe	Observe	Observe	Observe
Test	Test	Test	Test

Tip 3 Team develops Assessment Plan



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Purpose of Diagnostic Assessment

- Guides instructional planning!
- Provides new information on student to help determine “best instructional fit.”
 - Identifies gaps
 - Helps teachers think systematically

Tier 3 Team Develops Assessment I Plan

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How do teams know what diagnostic assessments to use?

- Look at all the data from the classroom.
 - What do you know?
 - What would you like to know more about the student?

http://reading.uoregon.edu/big_ideas/flu/flu_benchmarks.php

Tier 3 Team Develops Assessment I Plan

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Beginning to think analytically... reflect on student performance on ORF

Accurate & Fluent

Inaccurate & Slow Rate

Inaccurate & Appropriate Rate

Tier 3 Team Develops Intervention Plan

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*ORF Universal Screening: Is this typical of the student's performance?

Accurate & Fluent

Accurate & Slow Rate

Inaccurate & Slow Rate

Inaccurate & Appropriate Rate

- Think about student's behaviors during...
 - Running records
 - MIRP conferences
 - Daily Whole Group Instruction
 - Written assignments
 - Guided Reading/Small Group Time

Once you determine student's typical reading performance, then you can more accurately select an appropriate diagnostic tool.

Tier 3 Team Develops Intervention Plan

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What can be used diagnostically?

- Elementary
 - Running Records
 - Scholastic Reading Inventory
 - ABLP Comprehension Assessment
 - PAST
 - Phonics Assessment
 - Words Their Way Spelling Inventory
 - Wilson Assessment of Decoding & Encoding
 - Multi-dimensional Fluency Scale
 - Assessing Math Concepts
 - Scholastic Math Inventory
- Middle
 - Qualitative Reading Inventory
 - Wilson Assessment of Decoding & Encoding
 - San Diego Quick
 - Words Their Way Spelling Inventory
 - CORE Phonics
 - Multi-dimensional Fluency Scale
 - Scholastic Math Inventory

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Tier 3 Team Develops Intervention Plan

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Characteristics of Tier 3 Interventions:

Intensive Interventions for Students Struggling in Reading and Math

- Integration of strategies for cognitive processes with academic instruction
- Explicit & systematic instruction
- Increased instructional time
- Small group size

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Matching the Need with Intervention Using ORF

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Diagnostic assessment should drill down to specific areas/skills.

Phonics & Word Study

Sight Words	Basic Decoding Needs	Multi-syllabic decoding needs
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Diagnostically: Work Backwards

Phonemic Awareness
Phonics
Fluency
Vocabulary
Comprehension

Tier 3 Team develops Intervention Plan

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Tier 3 Instruction: Things to Consider

- Plan ahead for phase changes.
- Be thorough with assessment. Know the gaps so time spent instructing is not lost.
- Build in data collection to instructional plans.
- Plan ahead for data collection.
- Organize review schedules.
- LAYER intervention! Tier 3 should be in addition to core and possibly tier 2.

Tier 3 Team develops Intervention Plan

Team Utilized Problem Solving (TPS) Model

Evaluating Progress

Tier 3 Team develops Intervention Plan

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- “It is **critical** that teachers learn about the success or otherwise of their interventions: those teachers who are students of their own effects are the teachers who are the **most influential** in raising student achievement.”
- “As this (student learning) **does not occur** by **serendipity or accident**, then the excellent teacher must be **vigilant** to what is working and what is not working in the classroom.”

Hattie, J. (2009). Visible learning. New York: Routledge.

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Monitoring Tier 3 Progress

- Adjust**
 - Schedule review meetings (4-8 weeks)
- Instruct**
 - 4-8 weeks
- Monitor with progress monitoring probe**
 - twice a week
 - Person teaching intervention usually collects.
- Graph Data**
 - Update weekly

Use a team meeting to review and discuss progress.

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Gathering Baseline Data & Determining Goal

- Gathering Baseline Data & Determining Goal
 - **Twice** a week using **progress monitoring probe** (required)
 - Should be at student's **instructional level** (dependent or probe)
- Other Data to Consider Using
 - Program requirements (unit tests, check points, fluency graphs, etc)
 - Reading assessments (DRA, QRI, Fountas & Pinnel Comprehension Kit, etc)

Use a team meeting to review and discuss progress.

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Progress Monitoring Assessments

Area	Measure
Phonemic Awareness	Phoneme Segmentation Fluency
Phonics	Nonsense Word Fluency Oral Reading Fluency
Fluency	Oral Reading Fluency
Vocabulary	CORE Assessments (EC) only prepost
Comprehension	Maze Oral Reading Fluency

Area	Measure
Computation	AIMSweb M-Comp AIMSweb single skill probes (elementary has to use older version)
Application	Concepts & Applications (elementary has to use older version)

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Graphing Basics:

Every graph needs:

- A goal
- An aimline
- A trendline

Graphs should also have:

- Student name & Current
- Grade
- Probe name
- Grade level of probe

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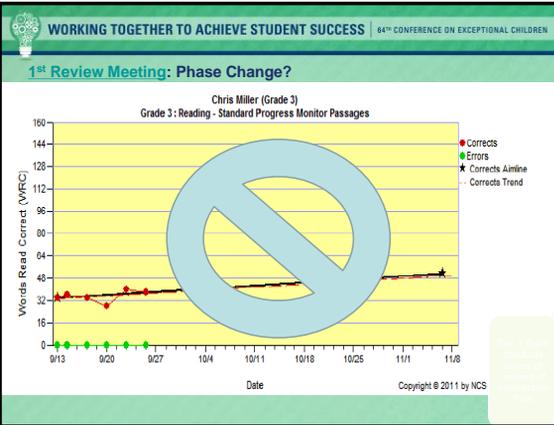
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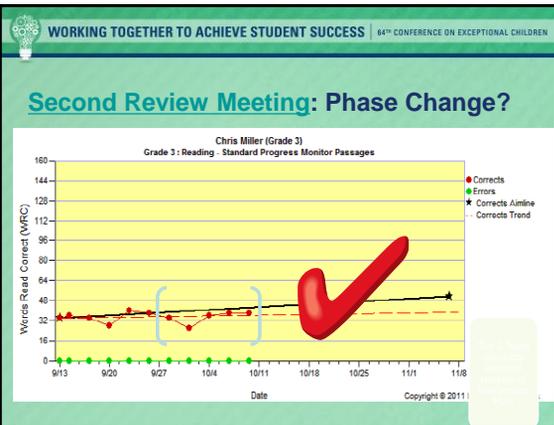
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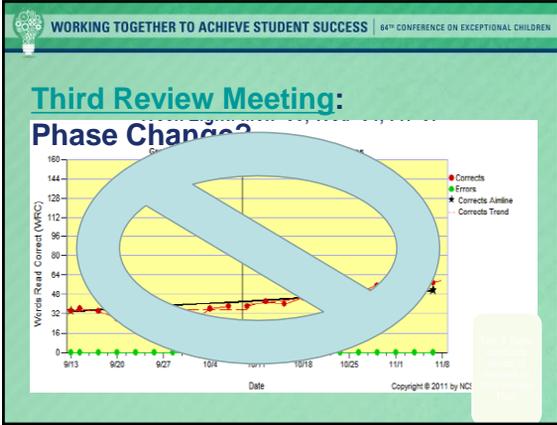
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Phase Changes at Tier 3

- **Phase Change**
 - 4 or more consecutive data points below goal line
- **Goal Adjustment**
 - 4 or more consecutive data points above goal line
 - This is not a phase change.
- **Probe Adjustment**
 - Student performing consistently above 25th percentile /above benchmark with 95% accuracy or higher: move to higher grade level probe.
 - This is not a phase change.







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- ### Key Points: Determining Progress
- Examine pattern of performance
 - Student progress compared to aim line
 - Consider trend line compared to aim line if you have 8 or more data points
 - Think about growth rates and intensity of instruction
 - Compare to expected growth rates
 - Compare student's performance to performance at 50th percentile on probe
- Think about whether you have enough data to make a phase change decision.

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- ### Modifying Interventions for Phase Changes
- Regroup students
 - Increase opportunities to respond
 - Adjust pacing
 - Change instructor
 - Increase explicitness
 - Increase amount of review
 - Increase practice opportunities
 - Decrease group size
 - Change format of student response
 - Provide incentives
 - Adjust time
 - Adjust setting
- (Harlacher, n.d.)
- Think about whether you have enough data to make a phase change decision.

Referral to EC

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Things to Consider

- Decision to refer to EC is often difficult!
 - Look at intensity of instruction.
 - Is it something a regular education teacher could do?
 - Does it require specialized instruction?
 - Consider other factors.
 - Are we giving students enough time to make progress?
 - Is this a lack of instruction?
 - Are there medical issues affecting progress?
 - Ear infections
 - Allergies
 - Vision

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EC Referrals

- What is a good referral to EC?
 - Lack of progress: student is not meeting goal line
 - Score on progress monitoring probe placing student at or below the 15th percentile on **grade level** probe (caution: The 15th percentile is a guideline. Students not making progress, even if they are not exactly at or below 15th percentile should not be discarded.)
 - Confirmation from other data (DRA, AMC assessments, etc)

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DEC 1

- DEC 1 can be started at the beginning of phase 3, especially if PSM team determines that more formal assessment is needed.
 - Parents must have 10 day notice of DEC 1 meeting.
 - EC team should be made aware well in advance that a referral is made.
- DEC 1 meeting is typically initiated after PSM team has completed 16 weeks of intervention with at least 3 phases of instruction and has completed page 6 documenting a referral to EC. (SLD Eligibility)

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Parent referral slide

- Written Parent Referrals
 - a. The 90-day timeline begins when the school receives the parent letter. The letter is to go to the EC Chair who is responsible for notifying needed staff. It is the EC CHAIR's responsibility to explain the process to the parent once the letter is received and schedule DEC 1 meeting ASAP.
 - b. After the process is explained, if the parent wishes to first follow the SAT/PSM process, the parent must submit a letter to rescind the request.
 - c. Once the child is in the SAT/PSM process and the parent rescinds the request, the 90-day time line no longer exists.
 - d. If after the process is explained, the parent wishes to conduct the evaluation process, the SAT/PSM process is conducted concurrently with the referral process. (The 90 day timeline starts the day the school received the letter.)
- When considering SLD, the parent must understand the discrepancy model is no longer used, but the RtI process IS part of the evaluation for SLD

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- Specific Learning Disability (SLD)
- To be considered for eligibility under the category of SLD, the student must have participated in Tier 1 and completed Tier 2 and all three phases of Tier 3. If the student is not making sufficient progress (see *Data Analysis and Tier Movement Guidelines*) while in Tier 3, the team has the option of holding the DEC-1/Referral meeting as early as upon and shortly after the review of phase-2 of Tier 3.
- When considering if a student is eligible for services as a student with an SLD, it is recommended that the team consider the following:
 1. Did the student fail to make sufficient growth as indicated by their aimline?
 2. Was the student found to be performing significantly behind their peers on grade level curriculum based measures (specifically in the area of progress monitoring)?
- a. It is recommended that the team consider scores below the 15th percentile as being significantly below grade-level peers.
- b. If the student is performing above the 15th percentile, consider if there are *valid* alternative sources of data that indicate the student is performing significantly behind their grade-level peers.
- c. All other required eligibility criteria must be met.

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Tier 3 Top Ten

- Evaluation
- Ticket Out the Door
- Thank you!!!
