

Tier III Guidance Document

Teachers must show knowledge and evidence of setting goals for each child. Expected growth can be determined by using measures provided by or created through the progress-monitoring instrument. It should be related to each specific area of need.

For example, if the student has high error rates in reading fluency, additional assessment is completed that includes phonics assessments. If the student has phonics skills deficits, the teacher would intervene first in phonics before addressing fluency. If the student is in third grade, he/she may need measures on first grade fluency probes or phonics probes to determine an accurate rate of improvement (ROI). This would be determined through survey-level assessments (see section 3.3).

Teachers must show how students are progressing toward these goals using a rate of improvement (ROI) to determine adequate progress. Teachers must use the data from progress monitoring to make instructional decisions.

A student's rate of improvement (ROI) on progress monitoring is the number of units of measure (e.g., words read correctly [wrc], correct responses, correct digits) a child has made per week since the beginning of the intervention. To discover this rate, teachers should divide the total number of units gained by the number of weeks that have elapsed. The rate of improvement (ROI) is compared to the rate of improvement of a typical peer and is one of the factors considered in determining whether a student has made adequate progress. The at-risk student's rate of improvement must be greater than the rate of improvement of a typical student in order to "close the gap" and return to grade level functioning. Many intervention materials and/or progress monitoring materials/assessments calculate the rate of improvement.

School RTI² teams will meet to analyze data, measure the effectiveness of interventions and check student progress toward goals. A plan will be in place for when students are and are not making adequate progress within Tier II. If students are not making adequate progress in Tier II, the intervention may need to be changed. Students should have at least four data points during Tier II interventions before a change is considered. Only one or two variables should be changed at a time to measure effectiveness of the change. A change in intervention will be considered within each tier before moving to the next tier of intervention. Changes may include:

- Increasing frequency of intervention sessions;
- Changing interventions;
- Changing intervention provider; and
- Changing time of day intervention is delivered.

A minimum of 8-10 data points (if progress monitoring every other week) OR 10-15 data points (if progress monitoring weekly) are required in order to make a data-based decision to change to Tier III. School RTI² teams will decide the best placement for students in Tier III. Tier III interventions must be more intense than Tier II interventions.

Case Study Example #6: Michael

Mr. Heath, a second grade teacher, has been providing Tier III reading interventions throughout the school year but is still concerned with Michael's progress. He decides to discuss Michael's progress at the March RTI team meeting.

Activity

Step One: Use the attached resources to answer the following questions:

1. Calculate Michael's rate of improvement (ROI) using the last minus first method.

.48

2. Calculate Michael's rate of improvement (ROI) using the Tukey Method.

1.64

3. How do these calculations compare to the ROI provided by the graphing tool, which uses a linear regression?

.90

4. Which method would you recommend for determining the most valid measure of Michael's ROI? Why?

Tukey method- considers outliers in data set

5. What does Michael's response pattern suggest?

Outliers due to issues with fidelity (attendance)

Step Two:

6. Conduct gap analysis
(see attached)

7. What recommendations would you give for Michael's continued intervention?

Don't have enough information to indicate **overall** attendance. Pattern would suggest, however, that attendance is a factor. Therefore, the team may wish to continue with existing interventions and address attendance issues.

Reading Program Specific Tier III Fidelity Checklist

Read Naturally

Instructor: Mr. Heath Date/Time: 11/15
 Observed by: Mrs. Reading Coach Area of Intervention: fluency

Program/Skill: Read Naturally Number of students in group: 4

Levels of Implementation:
 2= high level of implementation
 1=inconsistent level of implementation
 0=element absent or not observed

Step	Level of Implementation 2 – 1 – 0	Comments
<i>Picking a story and tape</i>		
Student selects a new story at appropriate level	2	
<i>Cold Reading</i>		
Teacher times and records errors for 1 minute	2	
Teacher practices missed words with students	1	Doesn't practice all words
Teacher tells student the number of WRC and assists in graphing performance	2	
<i>Key Word Review and Prediction</i>		
Teacher practices key words with students	1	Doesn't cover all words
Teacher prompts for prediction	2	
<i>Reading with Tape</i>		
Teacher monitors and assists as necessary	0	Teacher distracted by student behavior while students are reading
Student reads with tape 2 times	2	
<i>Reading Practice</i>		
Teacher monitors and assists as necessary	2	
Student reads passage at least 3 times to attain goal level	2	
<i>Answering Comprehension Questions</i>		
Teacher monitors and assists as necessary	2	Great job!
<i>Partner Hot Timing</i>		
Teacher ensures student reads with a	2	

partner or teacher 1 more time to check if ready for hot timing		
Hot Reading		
Teacher times and records errors for 1-minute	2	
Teacher tells student the number of WRC and assists in graphing performance	2	
Teacher checks student performance in relation to goal level and states if passed reading passage	2	
Teacher checks comprehension question accuracy	1	

General Observations of the Group

Area	Level of Implementation 2 – 1 – 0	Comments
Student engagement in lesson	2	
Student success at completing activities	2	
Teacher familiarity with steps and procedures	2	
Teacher encouragement of student effort	1	
Students progress through steps smoothly	2	

Start time: 9:05 End time: 9:50 Total: 45 mins

Observation Notes:

The intervention session began and ended on time. Some disruptions with student behavior.

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80% of the time.

_____signature

Intervention Log

Name of Student: Michael Teacher: Mr. Heath Month of: December

Week	Date/Time	* Intervention Used	Skill area addressed	Observations/Notes (optional)
Week 1				
Monday	12/2	Read Naturally	fluency	
Tuesday	12/3	Read Naturally	fluency	
Wednesday	12/4	Student Absent		
Thursday	12/5	Student Absent		
Friday	12/6	Read Naturally	fluency	
Week 2				
Monday	12/9	Read Naturally	fluency	
Tuesday	12/10	Read Naturally	fluency	
Wednesday	12/11	Read Naturally	fluency	
Thursday	12/12	Read Naturally	fluency	
Friday	12/13	Read Naturally	fluency	
Week 3				
Monday	12/16	Student Absent- vacation		
Tuesday	12/17	Student Absent- vacation		
Wednesday	12/18	Student Absent- vacation		
Thursday	12/19	Student Absent- vacation		
Friday	12/20	School break		
Week 4				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Week 5				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

** Insert name of intervention program or code from action plan*

Progress Monitoring scores ***Please attach progress monitoring graphs before RTP meetings*

Week 1 37 Week 2 45 Week 3 Week 4 Week 5

Intervention Fidelity Statement: I certify that the above noted strategies/interventions were conducted as described.

Intervention Log

Name of Student: Michael Teacher: Mr. Heath Month of: January

Week	Date/Time	* Intervention Used	Skill area addressed	Observations/Notes (optional)
Week 1				
Monday	1/6	Student Absent- vaca		
Tuesday	1/7	Student Absent- vaca		
Wednesday	1/8	Read Naturally	fluency	
Thursday	1/9	Read Naturally	fluency	
Friday	1/10	Read Naturally	fluency	
Week 2				
Monday	1/13	Read Naturally	fluency	
Tuesday	1/14	Read Naturally	fluency	
Wednesday	1/15	Read Naturally	fluency	
Thursday	1/16	Read Naturally	fluency	
Friday	1/17	Read Naturally	fluency	
Week 3				
Monday	1/18	No School- MLK		
Tuesday	1/19	Read Naturally	fluency	
Wednesday	1/20	Read Naturally	fluency	
Thursday	1/21	Read Naturally	fluency	
Friday	1/22	Read Naturally	fluency	
Week 4				
Monday	1/25	Read Naturally	fluency	
Tuesday	1/26	Read Naturally	fluency	
Wednesday	1/27	Read Naturally	fluency	
Thursday	1/28	Read Naturally	fluency	
Friday	1/29	Read Naturally	fluency	
Week 5				
Monday	2/1	Read Naturally	fluency	
Tuesday	2/2	Read Naturally	fluency	
Wednesday	2/3	Read Naturally	fluency	
Thursday	2/4	Read Naturally	fluency	
Friday	2/5	Read Naturally	fluency	

** Insert name of intervention program or code from action plan*

Progress Monitoring scores ***Please attach progress monitoring graphs before RTP² meetings*

Week 1 29 Week 2 Week 3 48 Week 4 Week 5 55

Intervention Fidelity Statement: I certify that the above noted strategies/interventions were conducted as described.

Student Name: _____
 Grade: _____

Date : _____
 Current Tier: _____

Rate of Improvement (ROI) Worksheet

Assessment Used:	
Student's score on first probe administered:	
Student's score on last probe administered:	
Fall benchmark expectation:	
Spring benchmark expectation:	

Step 1: Determine Typical ROI

_____	-	_____	/	<u>36</u>	=	<u>.97</u>
Spring benchmark expectation		Fall benchmark expectation		Number of weeks		Typical ROI (slope)

Step 2: Determine Student ROI

<u>45</u>	-	<u>31</u>	/	<u>29</u>	=	<u>.48</u>
Score on last probe administered		Score on first probe administered		Number of weeks		Student ROI (slope)



Step 3: Compare Student ROI to Typical ROI				Is Student's ROI < Aggressive/Reasonable ROI?
<u>.97</u>	x	<u>2</u>	=	<u>1.94</u>
Typical ROI				Aggressive ROI
OR				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<u>.97</u>	x	<u>1.5</u>	=	
Typical ROI				Reasonable ROI

If the team answers "yes", consider a change in intervention:

- Increasing frequency of intervention sessions
- Changing intervention
- Changing intervention provider
- Changing time of day intervention is delivered
- Increasing intensity (Tier) of intervention

Student Name: _____
 Grade: _____

Date: _____
 Current Tier: _____

Gap Analysis Worksheet

Assessment Used:	
Student's current performance:	
Student's current rate of improvement (ROI):	
Current benchmark expectation:	
End of year benchmark expectation:	
Number of weeks left in the school year:	

Step 1: Determine Gap

$\frac{86}{\text{Current benchmark Expectation}} / \frac{63}{\text{Current performance}} = \frac{1.37}{\text{Current Gap}}$	Is Gap Significant? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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If Gap is significant complete Step 2



Step 2: Gap Analysis

$86 - 63 = 23$
End of year benchmark Current performance Difference



$\frac{23}{\text{Difference}} / \frac{6}{\text{Weeks left in the year}} = \frac{3.83}{\text{Rate of Improvement Needed}}$	Is this reasonable*? <input type="checkbox"/> Yes <input type="checkbox"/> No
OR	
$\frac{23}{\text{Difference}} / \frac{1.64}{\text{Student's Current ROI}} = \frac{12}{\text{Number of weeks to meet goal}}$	<input type="checkbox"/> Yes <input type="checkbox"/> No

*A reasonable ROI is one which is no more than twice (2x) the ROI of typical peers

Step 3: Conclusion _____ Team decision- with fidelity issues, may wish to continue intervention into next school year. With current rate of improvement, would meet goal 6 weeks into next school year.

5th Grade Reading Scenario

Mrs. Adams, the Reading Coach at ABC Elementary, has been working with Sarah, a fifth grader, since February in her Tier III intervention group. Sarah's second semester progress monitoring and spring benchmark data show that she did not meet the grade level expectation in oral reading fluency.

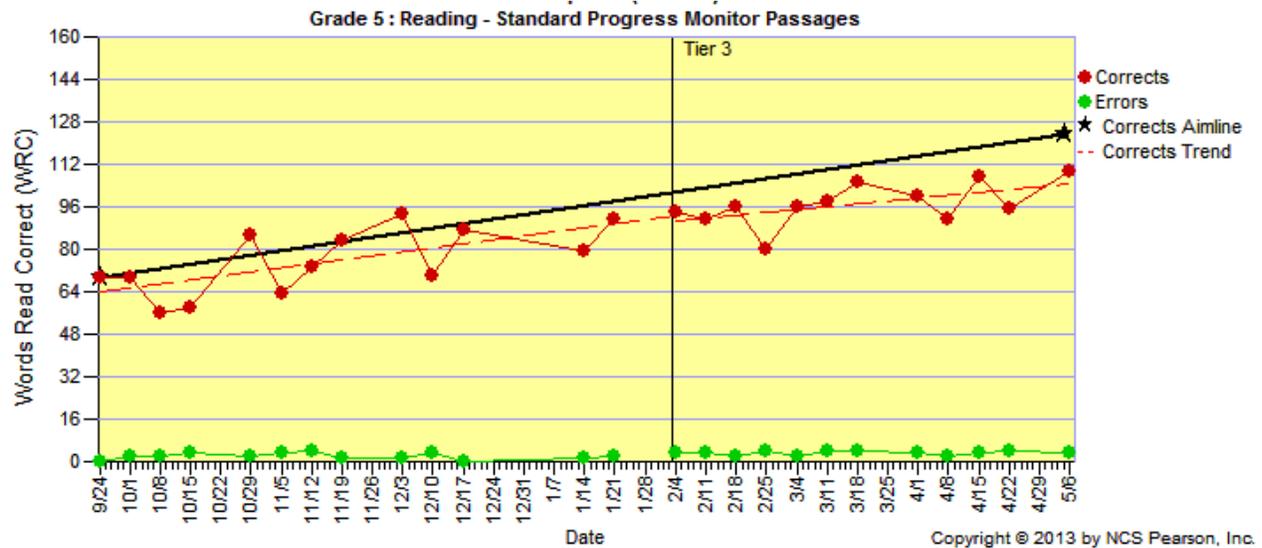


Chart A: Second Semester Progress Monitoring

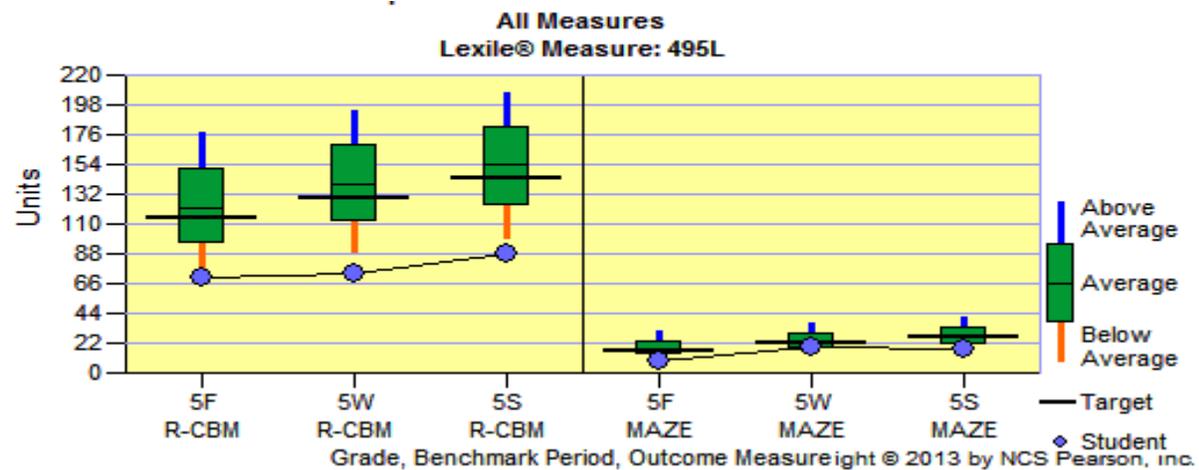


Chart B: Fall, Winter, and Spring Universal Screening Data

When the data team meets in May, they decide to move forward with a special education referral to see if Sarah has a specific learning disability in reading. While Sarah has benefitted from the intensive intervention that she has received, a gap analysis shows she has not made the expected progress.

Activity

1. In addition to the data provided through today's case studies, what additional information is needed when considering Sarah's eligibility for special education services?

To Be Continued...

Regional RTI² Trainings: Part 2

March 3-14

Participants will use case study examples to:

- Analyze data to determine underachievement
- Conduct systematic observations
- Review fidelity of implementation as it applies to high stakes eligibility determinations.
- Conduct a gap analysis to establish whether a student is projected to make adequate progress (i.e. close the achievement gap) within a reasonable amount of time
- Utilized the Exclusionary Factors Worksheet in order to rule out primary reasons for student's underachievement
- Consider progress monitoring data when making eligibility determination for **re-evaluations**
- Utilize the SLD Assessment Documentation form when conducting comprehensive evaluations for students suspected of a Specific Learning Disability