

Activity - Tracy

Use the attached resources to answer the following questions:

Completed intervention log, completed student intervention plan,

1. What is Tracy's ROI in reading fluency? What method would you use to calculate her ROI?

Step 2: Determine Student ROI

$\frac{26}{\text{Score on last probe administered}}$	-	$\frac{10}{\text{Score on first probe administered}}$	/	$\frac{12}{\text{Number of weeks}}$	=	$\frac{1.33}{\text{Student ROI (slope)}}$
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Method Used = Last minus First; Could also use Linear Regression method and the RTI² Data Graphing Tool.

Did not use Tukey b/c there were not outlier scores.

2. What does Tracy's response pattern indicate?

In reading, Tracy appears to know and perform part(s) of the task, but requires more direct/intensive instruction, additional modeling and more effective corrective feedback.

In math, Tracy is making progress and is meeting her goal. The intervention strategies are working, so the teacher should continue to build fluency in the skill and work on generalization of the skill so the student can move back to and be successful in previous tier.

3. What recommendations would you give for Tracy's reading intervention?

Focus intervention on phonics rather than fluency. You may also want to consider diagnostic testing to drill down to the skill deficit and inform instructional programming.

4. What recommendations would you have for Tracy's math intervention? Should she remain in Tier III? Move to Tier II?

For math intervention, Tracy should move to Tier II to build fluency in the skill and move to generalization of the school.

Activity - Cole

Use the information provided to answer the following questions:

(Referral to RTI team, Student Intervention Plan, Intervention logs,

1. What conclusions would you make based on the visual interpretation of Cole's graph?

Look at possible factors that could affect effectiveness of intervention. Intervention is clearly not effective, but the team needs to determine the reason it is ineffective. Perhaps the intervention did not match the skill deficit; perhaps the intervention matches the skill, but the progress monitoring tool is measuring the wrong skill; perhaps there is a motivational issue, family or health factors to consider.

2. What follow up questions would you have for Cole's teacher?

- *Please provide data on skill deficit and explain the intervention implemented. Are they appropriately matched?*
- *Has the student been consistently exposed to instruction and intervention?*
- *Was the intervention implemented with fidelity?*
- *Is the progress monitoring tool measuring the correct skill?*
- *Have we provided intervention for an appropriate amount of time?*
- *Are there motivational issues? Have you observed Cole display this skill before, but he is not now?*

3. What additional data, if any, would you request?

- *Background Information/Social History*
- *Medical Release/Information; History of medication/treatment*
- *Time spent in intervention*
- *Was there a motivational/reinforcement component to reward participation?*

4. What recommendations would you make for Cole's intervention?

- *Change intervention*
- *Consider other possible (social/emotional) skill deficit and provide intervention by working on emotional issues w/counselor to flush out deployment-related concerns*

Activity - Malik

Use the attached resources to answer the following questions:

(student intervention plan (show change in tier II intervention), intervention logs, ROI worksheet (fill in typical ROI), Gap analysis, Component 5.2

1. What is Malik's current rate of improvement (ROI)?

0.173 (taken from far right side of Data Graphing Tool)

2. How does Malik's rate of improvement compare to the typical rate of improvement? What is the ratio of deficiency for his *rate* of learning (see component 5.2)?

Step 1: Determine Typical ROI

<u>20</u>	-	<u>7</u>	/	<u>36</u>	=	<u>0.36</u>
Spring benchmark expectation		Fall benchmark expectation		Number of weeks		Typical ROI (slope)

Above data taken from Data Graphing Tool – Norm Data columns.

If Malik's ROI is .173

Norm Group ROI / Student ROI = Ratio of Deficiency --- .36 / .173 = 2.08 (2x deficient)

3. What is Malik's current "gap" (i.e. ratio of deficiency for *level* of learning)?

Step 1: Determine Gap

<u>15</u>	/	<u>4</u>	=	<u>3.75</u>	Is Gap Significant?
Current benchmark Expectation		Current performance		Current Gap	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

4. How does Malik's ROI compare to the ROI needed to reach the end of the year benchmark?

Step 2: Gap Analysis

<u>20</u>	-	<u>4</u>	=	<u>16</u>
End of year benchmark		Current performance		Difference



<u>16</u>	/	<u>25</u>	=	<u>0.64</u>	Is this reasonable*?
Difference		Weeks left in the year		Rate of Improvement Needed	
OR					<input type="checkbox"/> Yes <input type="checkbox"/> No
<u>16</u>	/	<u>0.17</u>	=	<u>94.1</u>	
Difference		Student's Current ROI		Number of weeks to meet goal	

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

ROI Needed / Student ROI = Ratio of Deficiency --- 0.64 / 0.173 = 3.699 (3.7x deficient)

Malik needs to increase his ROI by 3.7x.

5. What would be your recommendation for Malik's intervention?

Include a behavioral /motivational component with the intervention.

6. Are there other factors that the team should consider when looking at Malik's data?

Variability in scores – why does it exist?

Can't do vs. Won't do – are there motivational issues?