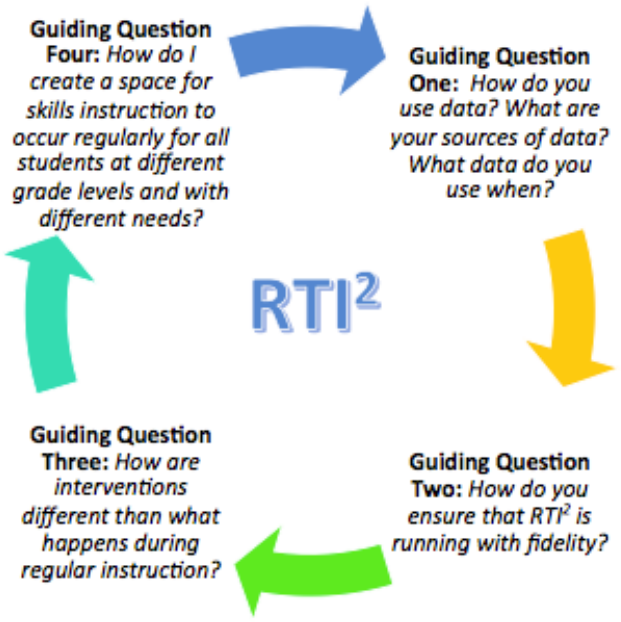
Tennessee Department of Education
District Response to Instruction and Intervention
Action Planning Kit

Winter 2014



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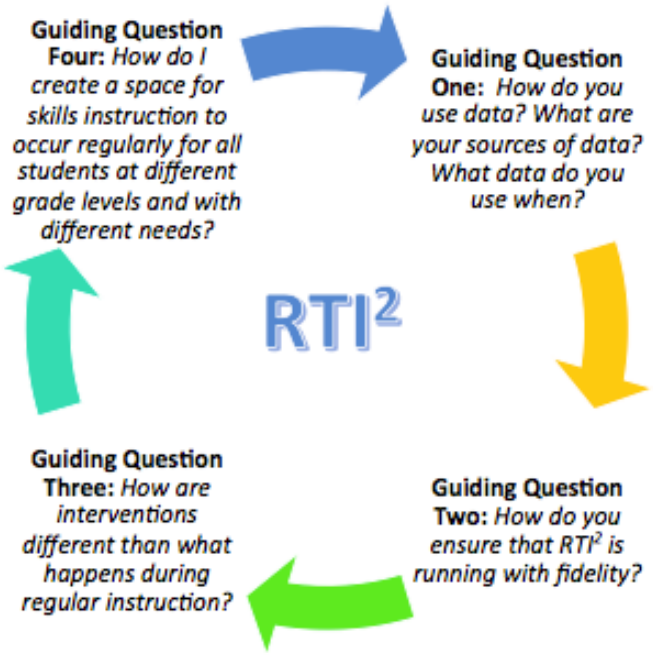
Guiding Question One: *How do you use data? What are your sources of data? What data do you use when?*



Guiding Question One: *How do you use data? What are your sources of data? What data do you use when?*

Scenario Discussion Protocol One

This discussion scenario is not a representation of best practices. It is a representation of authentic situations where RTI^2 discussions occur and is intended for discussion on how to continue to improve practice. This discussion scenario will begin with a role-playing activity with facilitators and three audience members**.** The characters include:

School District: Happy Valley School District	**Happy Valley School District Fast Facts**
Superintendent of Schools: Mr. Super Assistant Superintendent of Schools: Ms. Smithson Board Member One: Mr. Porter Board Member Two: Ms. Jay Board Member Three: Mr. Chia	**Enrollment:** 16,939 students **Staff Count:** 1,688 **Student Attendance Rate:** 98.1% **Total Buildings:** 22 **Square Mileage:** 63 **Annual Spending:** $145 million

Ms. Smithson: So in review of our yearly state of the school district presentation at Happy Valley Middle School District's October Board Meeting. We have:

- Reviewed the district's TCAP performance including achievement, growth and gap closure information
- Reviewed the three benchmarks from the district's ProNet performance results
- Reviewed the district's internal benchmarking system
- Reviewed the online monthly BME achievement tests, and
- Shared the RTI^2 screening, progress monitoring, and average rate of improvement by school

To the participants, **Mr. Super**: I am worried about the school board's reaction. For the first time, Happy Valley School District received a C, "In Need of Improvement", on our state achievement results. Primarily, we struggled with our SWD gap closure missing every district level target and our TCAP RLA scores dropped in four grade levels.

Mr. Porter, a well-known businessman and influential board member asked Ms. Smithson: Ms. Smithson, I see that your ProNet results stated that we improved reading performance in K through 5 grade levels. But that doesn't make sense to me because the TCAP results show a steady decline in reading. I thought we invested in ProNet in addition to the online BME assessments because ProNet was supposed to predict our TCAP results.

Ms. Smithson: Yes, Mr. Porter, I agree with your statement. Your summary of our experience is what several surrounding districts told us they experienced as well. We have asked the company to provide an analysis of items and provide us with improvements for this school year.

Mrs. Jay, a former school teacher and well respected board member, stated: Mrs. Smithson. Help me understand something. Our students take three ProNet tests a year, they also take monthly common assessments, the electronic BME monthly, and the TCAP achievement assessment. That is a lot of testing especially if the ProNet doesn't give us the information that we intended it to give us.

Mr. Super: You may be on to something Mrs. Jay. They all seem to be measuring the core instruction. Yet they tell us different things.

Mr. Porter: It seems like we are working harder not smarter. And working harder is expensive. Ms. Smithson, I am wondering how closely the monthly BME results predicted which students would do well on TCAP.

Before Ms. Smitshon could reply, **Mr. Chai**, a long-standing, 20-year board member stated: I agree with Mrs. Jay. Should we really be doing all this testing? It looks like the BME monthly gave us good predictions of TCAP. Why don't we just use that?

Ms. Smithson replied: Yes for the most part BME gave us good information. Honestly, our monthly common assessments gave our teachers the most usable data. They really struggled with the ProNet results.

Mr. Super quickly spoke next: You know. You all have brought up good points about working smarter and not harder. I think Ms. Smithson and myself get in the weeds of making sure students are mastering the standards that we forget about the big picture. We will definitely look into your suggestions.

Mr. Porter said: Thanks Mr. Super, but there is still a concern about the decline in the third through fifth grade reading scores. I thought the RTI^2 program was supposed to help us improve our literacy. Why did it go down?
Ms. Smithson stated: We do have a struggle with RLA TCAP as the results show, and it starts with our earlier grades. If you look at our TCAP and RTI^2 data together, we learned something very important. Our K-2 data shows a significant struggle with early phonics skills. Remember, phonics is a foundation for reading fluency. Then as you can see on this slide, our RTI^2 data shows that our students struggle with third and fourth grade fluency scores. We may not be making our achievement targets, but our phonics' rate of improvement shows progress for our first year.

Mr. Chia: But I am confused on what fluency and phonics in early grades have to do with TCAP.

Ms. Smithson stated: Mr. Chia, if you remember, when we looked at RTI^2 during our study session, fluency in grades K-3 will build successful readers for the TCAP in later years. So if we are showing improvement, we will see better results next year.

Mr. Chia: I am not certain about that.

Mr. Porter stated: Thank you for explaining Ms. Smithson, but I don't see improvement in the fluency.

Ms. Smithson stated: No, you don't Mr. Porter. That was a good catch. We are working on a different type of intervention tool fluency in some of our buildings. Hopefully, our progress monitoring will show improvement. I can report on that again in a few months.

Mr. Porter: Yes that would be good. I want to make sure that our TCAP results don't look like this again. And also why is our Special Education program struggling?

As Ms. Smithson began to speak, **Mr. Super** said: We will have the special education supervisor, Mr. Henry, come next month to explain those gaps.

Mrs. Jay stated: I would like to see a plan to reduce the use of ProNet. Can we look into whether or not this assessment is necessary?

Mr. Chia chimed in: I would like to see the proof of this RTI^2 improvement and how it connects to the TCAP test. Can we get a presentation on how the RTI^2 work will help TCAP?

Mr. Super: Of course, we will put ProNet as a discussion item on our next study session. We will have Ms. Smithson report in two months with updated RTI^2 data.

Discussion Questions

1. What are the data tools that Happy Valley uses to measure Tier I instruction and what are the data tools that Happy Valley uses to measure Tier II and Tier III interventions?

2. Without diving into detailed reporting on the Tier I assessments, what assumptions can you make?

3. Are there too many assessments measuring Tier I instruction?

4. What do you like about Ms. Smithson's approach to sharing data? RTI^2?

5. What could Ms. Smithson done differently in regards in her communication of data? Of communicating the connections between Tier I assessments and RTI^2 assessments?

6. What did you like about Mr. Super's approach?

7. How might you approach this situation differently than Mr. Super's approach?

8. Would you have changed this meeting in some way? If so, what would you have done?

Use of Data Notes Page

Data Usage Discussion Tool

Guiding Question One: *How do you use data? What are your sources of data? What data do you use when?*

What are the data sources in your district? What is the best use of each data tool? How should we use the data from each tool?

Note: *Data sources for Tier I are standards-based. Data sources for Tier II and III are skills-based.*

District Data

Data Tool	Tier	What does this data tell us?	How do we use this data?

Elementary Specific

Data Tool	Tier	What does this data tell us?	How do we use this data?

Middle School Specific

Data Tool	Tier	What does this data tell us?	How do we use this data?

High School Specific

Data Tool	Tier	What does this data tell us?	How do we use this data?

Are there gaps in data for each of the tiers at the district or gaps at any grade band?

Are there redundant data tools or overlap in the use of multiple tools?

Guiding Question One: *How do you use data? What are your sources of data? What data do you use when?*

SWOT Analysis for Data Usage

Strengths: What are the district strengths in using multiple sources of data?
Weaknesses: Where are the gaps in multiple forms of data for varying needs? These gaps are could include lack of data sources, lack of understanding, etc.
Opportunities: Where can you use your strengths to overcome your weaknesses and help you district move forward? Select one or two prioritized and manageable steps.
Threats: What internal and external hurdles will the team have to address to ensure success of the next steps?

Strengths	Weaknesses
Opportunities	Threats

Guiding Question One: *How do you use data? What are your sources of data? What data do you use when?*

Effective Data Usage Planning		
Goal: (What result will these next steps have?)		
Next Steps (What are next actionable steps around data usage?) 1. 2. 3.		
Timeline: (When should these steps be completed?)	**Lead Person:** (Which team member will take the lead on implementing next steps?)	**Resources to use:** (What resources will the district use to ensure that these next steps happen?)
Statement of Success: (What will determine our success and wow will we share our success with the district?)		
General Rules of Practice (To create consistency in decision making around data use, what general rules of practice does the district team agree upon):		
Key District Messages: (How will your team communicate the general rules of practice in regards to data? Who will communicate these general guidance rules be communicated and when will they be communicated?)		
Who will communicate these messages?	**How will they be communicated?**	

Guiding Question One: *How do you use data? What are your sources of data? What data do you use when?*

Data Resources Menu

Tier I/Core Instruction Data Resources	**Tier II Intervention Data Resources**	**Tier III Intervention Data Resources**
How do you know that your Tier I core instruction is effective?	*How do you know that your Tier II Intervention is effective?*	*How do you know that your Tier III Intervention is effective?*
Common Formative Assessments	Universal Screener Criteria Selection Rubric	
Developing Common Assessment Guidance	Sample Rate of Improvement Worksheet	
Root Cause Analysis	Sample Gap Analysis	
	Systematic Skill Observation Form (observation of student)	

User's Guide

This resource menu provides tools that are differentiated samples of data tools, data analysis tools, and data protocols for districts to use. This matrix is divided into three organizing columns that start with Tier I core instruction data tools, Tier II intervention data tools, and Tier III intervention data tools. The resource become progressively more specific to meet the varying needs of your district. Districts should feel free to tailor the documents to fit the purposes of their district and their schools. These sample templates also serve as springboards for decision-making around effectiveness of data tools and for analyzing data. These template resources are samples and are not intended to dictate district guidelines and district rules of practice. Instead, the district rules of practice should guide the tailoring of these documents to fit the needs of districts.

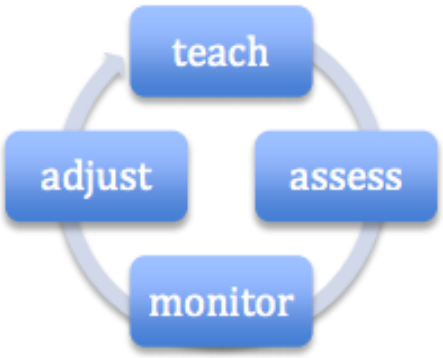
Common Formative Assessments

Small group instruction should focus on students reading and discussing text. Lessons should include activities such as rereading familiar text, guided reading of new text, skill work, and word work. Small groups should be formed based on formative assessments and should be flexible.

Ongoing assessment of student learning provides continuous feedback on the effectiveness of instruction and indicates areas where a change in instructional strategy may be advised. Ongoing assessment is essential to the determination of effectiveness of instructional programs.

Ongoing assessment is a method for tracking and comparing an individual's or a group's performance and progress through collecting data. Ongoing assessment creates data points. These data points can be used to make decisions regarding instruction. Once several data points are collected, a pattern of response can be investigated.

In Tier I, ongoing assessment is used for all students, aligned with grade-level instruction, and done continuously throughout the year. This creates a cycle of: teach, assess, monitor and adjust.



Ongoing assessment in Tier I may include:

- **Curriculum Based Measurement** (CBM) **probes**;
- **Formative assessments** (both formal and informal) such as placement tests, teacher-made tests, text book-based assessments, benchmark assessments, and common assessments; and
- **Summative assessments**.

Developing Common Assessment Guidance
(adapted from the Nonsummative Assessment Toolkit Process Guide on TNCore.org)

The Nonsummative Assessment guide provides a step-by-step process districts can use with any grade level to tailor these resources to each school or district's needs.

Step One: Develop representative groups of teachers, coaches and instructional support staff to analyze the standards. An initial analysis might be to compare the eighth grade standards and where they occur in the included assessments. The team should also compare the transitions that have occurred in the building or district by analyzing which anchor standards have been effectively transitioned and where the gaps are in the building or district. The goal of this step is to create a needs assessment of where the building or district is in the transition process.

Step Two: As one will notice with this assessment framework, many standards are repeated throughout the year. Most Tennessee State Standards need to be taught at varying depths throughout the year and cannot be used as a checklist of skills. Each team needs to create a development of learning progressions by unpacking the standards. This unpacking process will help each team develop a way to teach the standards at increasing depths and rigor as the year progresses. To create this deep analysis, a team can complete learning progressions independently.

If the team needs a more detailed plan for unpacking standards, visit: http://curriculumdesignproject.pbworks.com/w/page/15410124/Unwrapping%20the%20Standards. This resource provides a detailed process for unpacking standards that can be modified to the readiness level of the team.

Step Three: Use the learning progressions or unpacked standards to develop a yearlong timeline. It is important to note that this framework is not a coverage document. This document needs to show the deepening mastery of standards instead of a coverage timeline. As the timeline progresses, one should see an increasing rigor and depth in reading and writing. One way to show this increased rigor through the year is to use an assessment framework rather than a traditional scope and sequence.

An assessment framework gives the teaching staff the expectation of what rigor for reading and writing would occur at which point in the school year. Interim assessments can provide an indication of how the increased rigor of reading skills would be measured. For example, an early interim might require students to begin with responding to text-based questions to longer and more rigorous writing tasks.

Step Four: Refine what the assessment structure should be for each interim assessment. Determine whether the formative assessments should include selected response, technology enhanced items, constructed response, and varied writing structures. Evaluate the technology capacity and determine whether these formative assessments should be measured digitally or in a paper-pencil format.

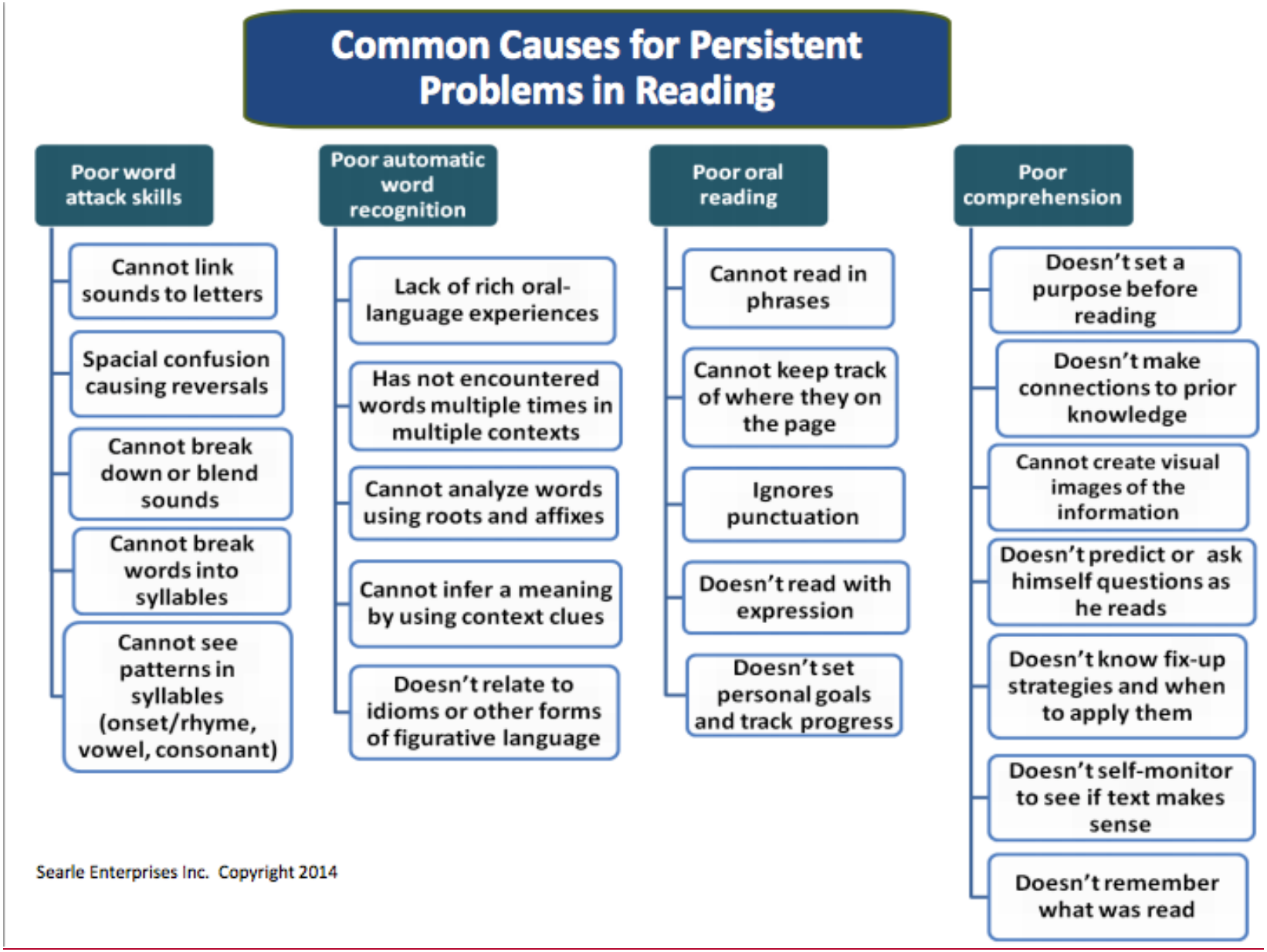
Step Five: Research sample assessments that could serve as formative assessments in the assessment framework. This document provides a starting point for finding quality assessment items at various grade levels. Select possible assessments and place in draft locations along the assessment framework. Evaluate the framework to ensure a balance of modes of writing, types of literary and informational text as well as the Reading Literature Texts and Reading Information Texts standards.

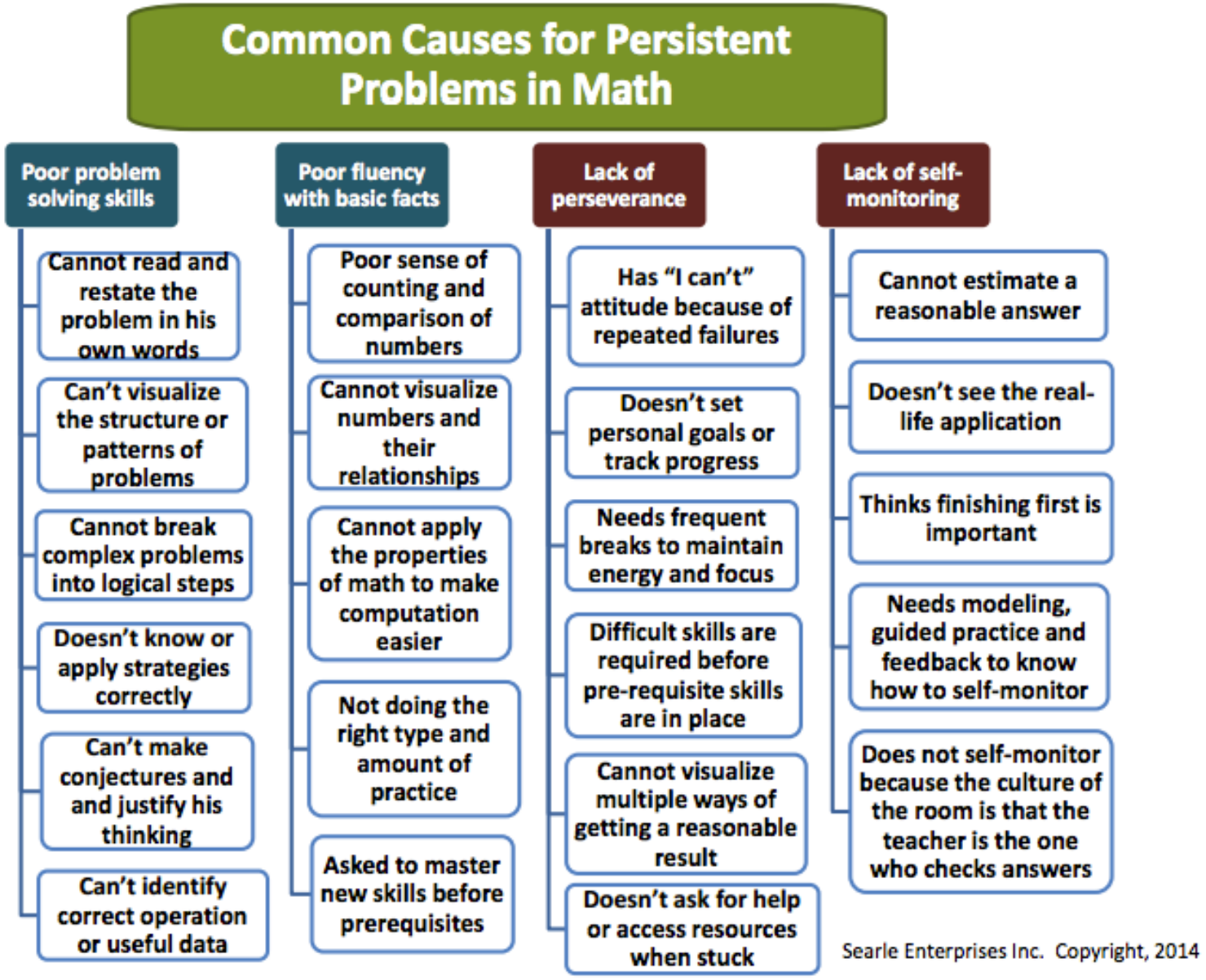
Step Six: Spend time with the team looking at this Assessment Framework. Analyze how each interim becomes more complex. As a team, determine what should the first interim measure. Should it measure on grade level skills or the preceding grade level's standards? Look at the text types, what the prompts are asking and how students being asked to integrate their reading comprehension and writing skills. Then, how do draft interim assessments build in rigor and complexity on the current framework that the team has developed? Analyze the team's framework to determine if it provides the information a teacher needs to know about her students in September, in December, and in March.

Step Seven: Revise the assessment framework to increase in rigor and depth as well as ensure that it gives teachers appropriate and timely information about student mastery.
Step Eight: Ensure the assessment framework has informational and feedback sessions that help all teachers understand the process and the purpose of the assessment framework. These meetings give teachers initial opportunities to learn the frameworks, but the meetings also allow teachers to "buy in" to the process of formative assessment.

*see http://www.tncore.org/sites/www/Uploads/Assessment/Non.Summative.Toolkit.Literacy.pdf for the entire Nonsummative Assessment Toolkit.

Root Cause Analysis Samples




Common Causes for Persistent Problems in Math
Poor problem solving skills
Cannot read and restate the problem in his own words
Can't visualize the structure or patterns of problems
Cannot break complex problems into logical steps
Doesn't know or apply strategies correctly
Can't make conjectures and and justify his thinking
Can't identify correct operation or useful data
Poor fluency with basic facts
Poor sense of counting and comparison of numbers
Cannot visualize numbers and their relationships
Cannot apply the properties of math to make computation easier
Not doing the right type and amount of practice
Asked to master new skills before prerequisites
Lack of perseverance
Has "I can't" attitude because of repeated failures
Doesn't set personal goals or track progress
Needs frequent breaks to maintain energy and focus
Difficult skills are required before pre-requisite skills are in place
Cannot visualize multiple ways of getting a reasonable result
Doesn't ask for help or access resources when stuck
Lack of self-monitoring
Cannot estimate a reasonable answer
Doesn't see the real-life application
Thinks finishing first is important
Needs modeling, guided practice and feedback to know how to self-monitor
Does not self-monitor because the culture of the room is that the teacher is the one who checks answers
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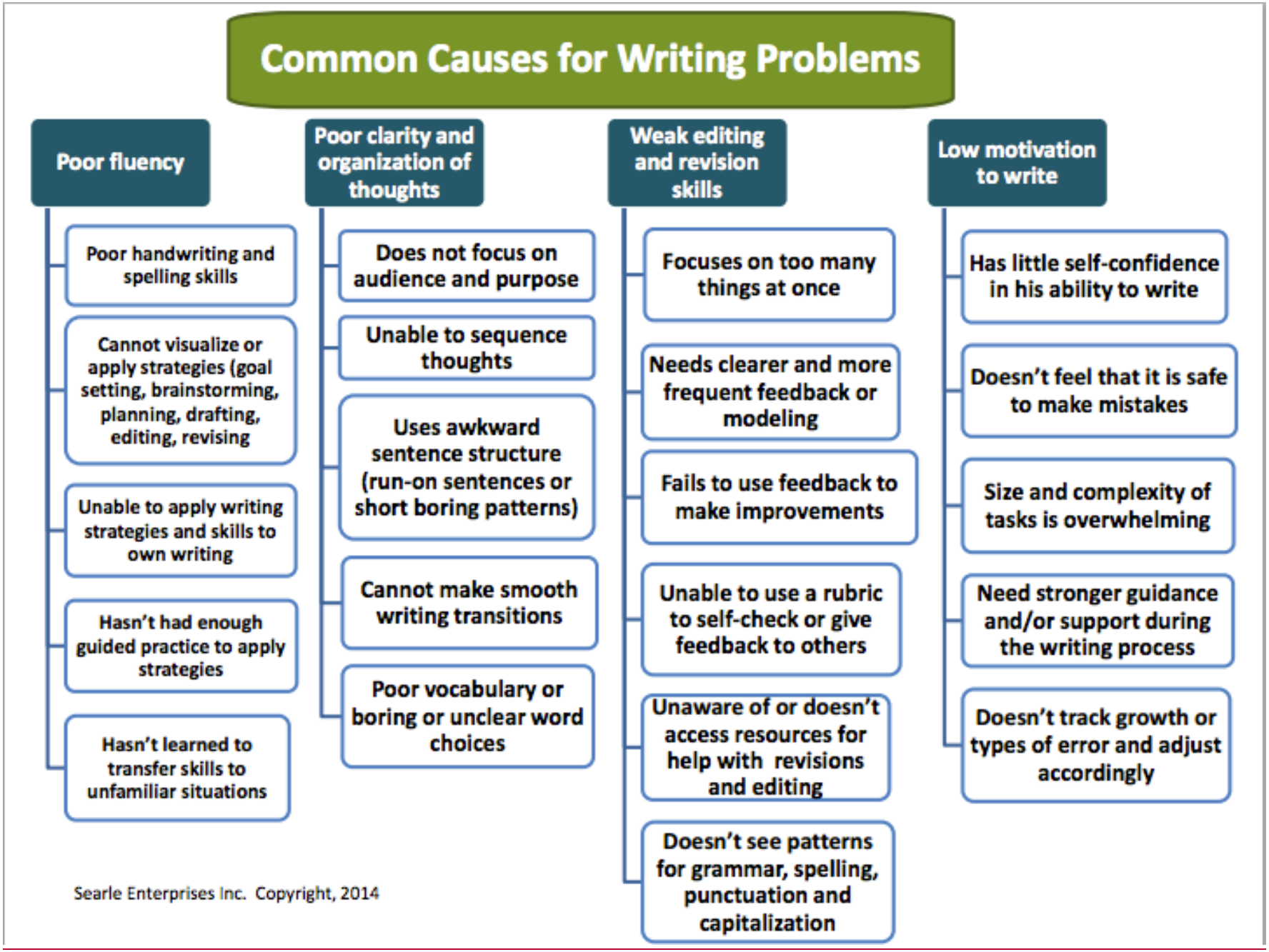
Common Causes for Writing Problems
Poor fluency
Poor handwriting and spelling skills
Cannot visualize or apply strategies (goal setting, brainstorming, planning, drafting, editing, revising
Unable to apply writing strategies and skills to own writing
Hasn't had enough guided practice to apply strategies
Hasn't learned to transfer skills to unfamiliar situations
Poor clarity and organization of thoughts
Does not focus on audience and purpose
Unable to sequence thoughts
Uses awkward sentence structure (run-on sentences or short boring patterns)
Cannot make smooth writing transitions
Poor vocabulary or boring or unclear word choices
Weak editing and revision skills
Focuses on too many things at once
Needs clearer and more frequent feedback or modeling
Fails to use feedback to make improvements
Unable to use a rubric to self-check or give feedback to others
Unaware of or doesn't access resources for help with revisions and editing
Doesn't see patterns for grammar, spelling, punctuation and capitalization
Low motivation to write
Has little self-confidence in his ability to write
Doesn't feel that it is safe to make mistakes
Size and complexity of tasks is overwhelming
Need stronger guidance and/or support during the writing process
Doesn't track growth or types of error and adjust accordingly
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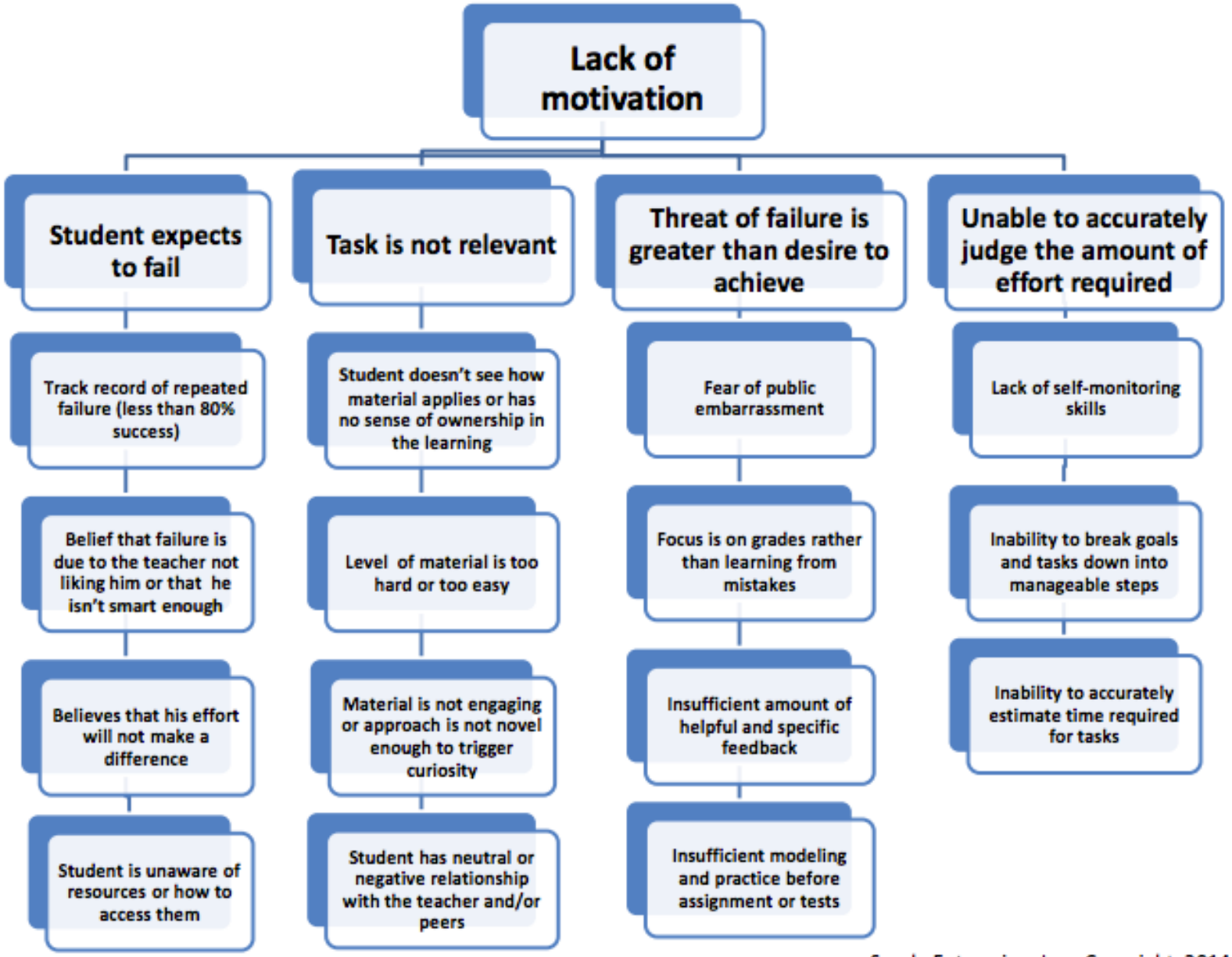
Lack of motivation
Student expects to fail
Track record of repeated failure (less than 80% success)
Belief that failure is due to the teacher not liking him or that he isn't smart enough
Believes that his effort will not make a difference
Student is unaware of resources or how to access them
Task is not relevant
Student doesn't see how material applies or has no sense of ownership in the learning
Level of material is too hard or too easy
Material is not engaging or approach is not novel enough to trigger curiosity
Student has neutral or negative relationship with the teacher and/or peers
Threat of failure is greater than desire to achieve
Fear of public embarrassment
Focus is on grades rather than learning from mistakes
Insufficient amount of helpful and specific feedback
Insufficient modeling and practice before assignment or tests
Unable to accurately judge the amount of effort required
Lack of self-monitoring skills
Inability to break goals and tasks down into manageable steps
Inability to accurately estimate time required for tasks
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Criteria for Selecting a Universal Screener

This rubric is designed to help educators evaluate Universal Screeners for use within the RTI^2 Framework. The criteria for the rubric were established based on research and observation of other sources. No single tool is sufficient for all of the data-based decisions (e.g. universal screening, diagnostic/survey level assessments, progress monitoring, accountability/program evaluation) that schools make. Therefore, it is imperative for LEAs to consider the purpose of the Universal Screening tool. Universal Screeners will use national norms, be administered 3 times a year (K-8) and are recommended for grades 9-12.

Directions: For each criterion on the rubric, evaluate the screening tool, citing evidence for each criterion. If the criteria are present, give it a score of 1 (one). If the criteria are not present, give it a score of 0 (zero).

Universal Screener Name:_____

Publisher:_____

Specific Area(s) Measured:_____

Criteria	Definition	Evidence in Assessment Tool	Criteria is not present (0)	Criteria is present (1)
Curriculum-Based Measure (CBM) (7 points)	A General Outcome Measure (GOM) that provides a system for on-going monitoring of student progress through a specific curriculum. Through the use of CBM assessments, teachers assess students' academic performance on a regular basis with very brief tests. Results are used to determine whether students are progressing appropriately from the core (Tier I) instructional program, and to build more effective programs for the students who do not benefit adequately from core (Tier I) instruction.	**Check box if present**. Brief: ☐		
		Predictive: ☐		
		Sensitive to Change: ☐		
		Easy to administer and score: ☐		
		Standardized: ☐		
		Valid and Reliable: ☐		
		Available in multiple, equivalent forms: ☐		

Skills Based (1 point)	Explicitly measures the 5 components of Reading (i.e. phonemic awareness, phonics, fluency, vocabulary and comprehension), Math Computation, Math Problem Solving, Written Expression (note: one tool may not measure all areas)**.**	Phonemic Awareness: ☐ Phonics: ☐ Fluency: ☐ Vocabulary: ☐ Reading Comprehension: ☐ Early Numeracy: ☐ Math Calculation: ☐ Math Problem Solving: ☐ Writing: ☐		
Data management (1 point)	Data can be disaggregated by student, class, grade, and school.			
Generalizability (1 point)	Generalizability refers to the extent to which results generated from one population can be applied to another population. A tool is considered more generalizable if studies have been conducted on larger, more representative samples.			

Scale: 0-3 Does not meet criteria for use
4-6 Somewhat meets the criteria for use
7-10 Meets the criteria for use

Total Criteria Present	

Student Name: _____ Date: _____
Grade: _____ Current Tier: _____

Sample 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

_____ / Current benchmark Expectation	_____ = Current performance	_____ Current Gap	Is Gap Significant?
			□ Yes □ No

If Gap is significant complete Step 2

Step 2: Gap Analysis

_____ End of year benchmark	-	_____ Current performance	=	_____ Difference

_____ / Difference	_____ = Weeks left in the year	_____ Rate of Improvement Needed	Is this reasonable*?
OR			□ Yes □ No
_____ / 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

Step 3: Conclusion _____
_____
_____
_____
_____ **School Psychologist Signature**

Sample Systematic Observation Form

Note observations of student performance in targeted skill/subskill below

Student: _____ Observer: _____

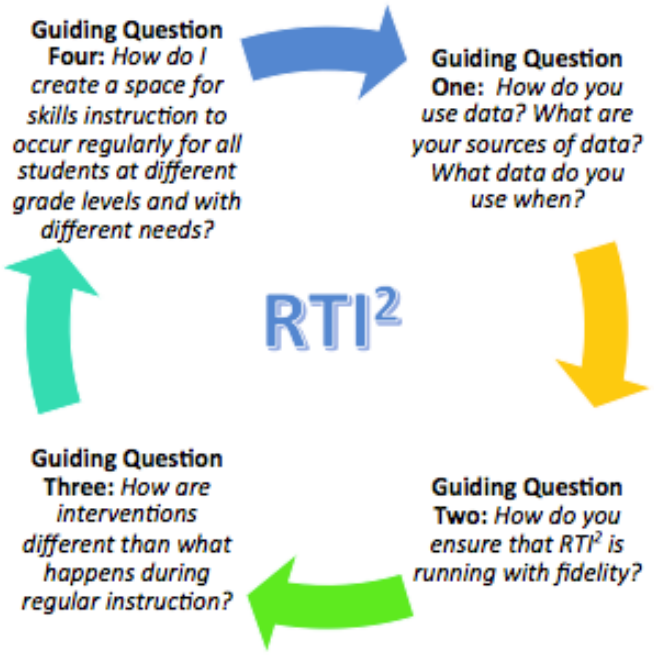
Date: _____ Start time: _____ End time: _____

Setting: ☐ Classroom instruction ☐ Tier II or Tier III Intervention (circle one): _____

Teacher/interventionist: _____ Group size: _____

Skill/Subskill	**(Skill/Subskill)**
(**Skill/Subskill)**	***OTHER COMMENTS & OBSERVATIONS:***
Observer Notes (what will you be looking for?) **Key:**	

Next Steps Action Planning



Points to Consider before Next Steps Action Planning

1. How will your team ensure all children receive on-grade level, high quality, and differentiated instruction in the general education classroom (Tier l)?

☐ This is an area of strength for our district.	☐ Our district planning team already has an action step in this area.	☐ Our district planning team may consider an action step in this area.

2. How will your team ensure that a nationally normed, skills-based universal screener is administered to all students K-8 to determine whether students demonstrate the skills necessary to achieve grade-level standards? (This assessment must assess six key skill areas: basic reading skills, reading fluency, reading comprehension, math calculation, math problem solving, and written expression).

☐ This is an area of strength for our district.	☐ Our district planning team already has an action step in this area.	☐ Our district planning team may consider an action step in this area.

3. How will school teams identify students in need of targeted intervention (Tier ll or Tier III) in addition to the high quality instruction they are receiving in Tier l?

☐ This is an area of strength for our district.	☐ Our district planning team already has an action step in this area.	☐ Our district planning team may consider an action step in this area.

4. How will school teams monitor the progress of Tier II and Tier III interventions in the students' areas of deficit?

☐ This is an area of strength for our district.	☐ Our district planning team already has an action step in this area.	☐ Our district planning team may consider an action step in this area.

5. How will fidelity monitoring occur at all tiers, focusing not only on the programs but also the students?

☐ This is an area of strength for our district.	☐ Our district planning team already has an action step in this area.	☐ Our district planning team may consider an action step in this area.

Action Plan Document

1. Transfer sections from each guiding question action planning document.
2. Analyze the holistic plan. Is there too many next steps to be actionable?
3. Is one person responsible for too many steps? Is a shifting needed to balance the plan and ensure a collaborative initiative?
4. Have you captured the consistent rules of practice and key messages that will serve as guard rails for your district?

Communication Planning

<table>
<tr><td rowspan="5">District Rules of Practice</td><td>GQ1:</td><td rowspan="4">Person Responsible:

Communication Timeline:

Format for Communication:</td></tr>
<tr><td>GQ2:</td></tr>
<tr><td>GQ3:</td></tr>
<tr><td>GQ4:</td></tr>
<tr><td colspan="2">Overarching:</td></tr>
<tr><td rowspan="5">District Key Messages</td><td>GQ1:</td><td rowspan="5">Person Responsible:

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<tr><td>GQ4:

Overarching:</td></tr>
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<table>
<tr><td rowspan="5">District Focal Strengths</td><td colspan="2">GQ1:</td></tr>
<tr><td colspan="2">GQ2:</td></tr>
<tr><td colspan="2">GQ3:</td></tr>
<tr><td colspan="2">GQ4:</td></tr>
<tr><td colspan="2">Overarching:</td></tr>
<tr><td rowspan="5">District Next Steps/ Action Steps</td><td>GQ1:</td><td rowspan="4">Lead:

Timeline:

Evidence:</td></tr>
<tr><td>GQ2:</td></tr>
<tr><td>GQ3:</td></tr>
<tr><td>GQ4:</td></tr>
<tr><td colspan="2">Overarching:</td></tr>
</table>

<table>
<tr><td rowspan="5">Elementary Focal Strengths</td><td colspan="2">GQ1:</td></tr>
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Timeline:

Evidence:</td></tr>
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Strengths</td><td colspan="2">GQ1:</td></tr>
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