Tier III Case Studies

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 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 Component 4.3).

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 (see the Rate of Improvement Worksheet below).

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 RTI^2 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 III. If students are not making adequate progress in Tier III, the intervention may need to be changed. Students should have at least four data points during Tier III 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 refer for special education consideration.
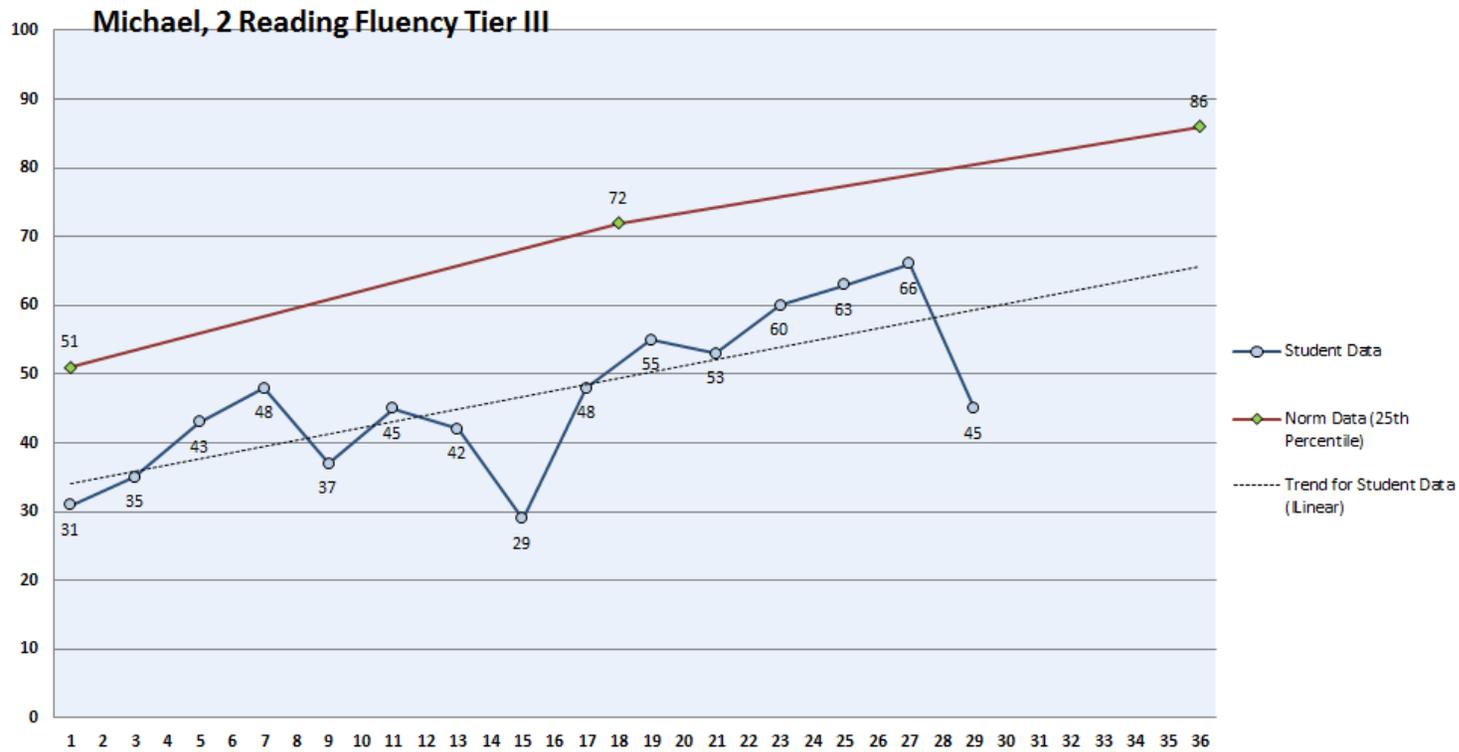
Case Study Example #6: Michael

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 (i.e. ROI worksheet).

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

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

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

5. What does Michael's response pattern suggest?

Step Two:

6. Conduct a gap analysis to determine whether Michael's current progress is enough to close the achievement gap within a reasonable amount of time.

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

RTI Data Graphing Tool:

Michael, 2 Reading Fluency Tier III

Data points (Student Data): 31, 35, 43, 48, 37, 45, 42, 29, 48, 55, 53, 60, 63, 66, 45

Norm Data (25th Percentile): 51, 72, 86

| | Sept | Oct | Nov | Dec | Jan | Feb | March | Apr | May |

Legend:
- Student Data
- Norm Data (25th Percentile)
- Trend for Student Data (Linear)

Typical Rate of Improvement

0.972

Student Rate of Improvement

0.904

Reading Program Specific Tier III Fidelity Checklist
Read Naturally

Instructor: Mr. Heath   Date/Time: **10/15**

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
Picking a story and tape		
Student selects a new story at appropriate level	2	
Cold Reading		
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	
Key Word Review and Prediction		
Teacher practices key words with students	1	Doesn't cover all words
Teacher prompts for prediction	2	
Reading with Tape		
Teacher monitors and assists as necessary	0	Teacher distracted by student behavior while students are reading
Student reads with tape 2 times	2	
Reading Practice		
Teacher monitors and assists as necessary	2	
Student reads passage at least 3 times to attain goal level	2	
Answering Comprehension Questions		
Teacher monitors and assists as necessary	2	Great job!
Partner Hot Timing		
Teacher ensures student reads with a partner or teacher 1 more time to check if ready for hot timing	2	
Hot Reading		
Teacher times and records errors for 1-minute	2	
Teacher tells student the number of WRC	2	

and assists in graphing performance		
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- sick**		
Thursday	12/5	**Student Absent-sick**		
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 RTI² 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

<u>Progress Monitoring scores</u> ***Please attach progress monitoring graphs before RTI² 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: _____   Date : _____
Grade: _____   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

(_____   -   _____)   /   _____36_____   =   _____

  Spring benchmark   Fall benchmark   Number of weeks   Typical ROI (slope)
     expectation   expectation

Step 2: Determine Student ROI

(_____   -   _____)   /   _____   =   _____

  Score on last probe   Score on first probe   Number of weeks   Student ROI (slope)
   administered   administered

Step 3: Compare Student ROI to Typical ROI	Is Student's ROI < Aggressive/Reasonable ROI?
_____ x _____2_____ = _____ Typical ROI Aggressive ROI	
OR	□ Yes □ No
_____ x _____1.5_____ = _____ 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: _____   Date: _____
Grade: _____   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

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

If Gap is significant complete Step 2

Step 2: Gap Analysis

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

	Is this reasonable*?
_____ / _____ = _____ Difference Weeks left in the year Rate of Improvement Needed	
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

Case Study Example #7: Sarah

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.
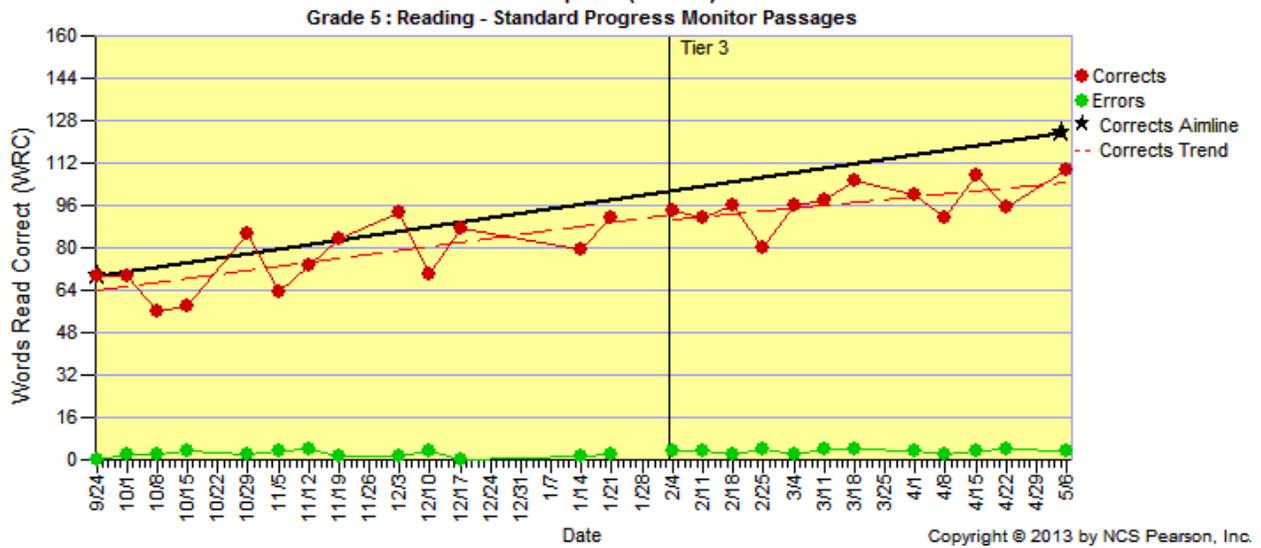

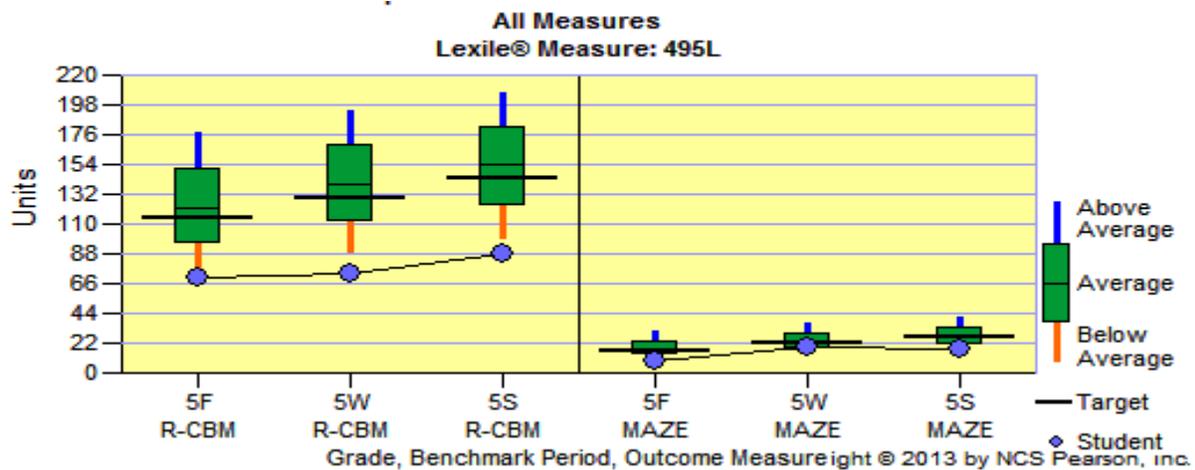**Chart A: Second Semester Progress Monitoring**

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 multiple sources of 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