

## **Tier I Guidance Document**

In this section, the process of data-based decision making is explored. Data-based decision making is the process of using appropriate data collected to inform and drive each instructional decision. Cut scores must be established based on universal screening. These cut scores should be based on National norms, at a minimum, and identify students who are at-risk. As a guideline, students below the 25<sup>th</sup> percentile would be considered “at-risk”. Students who exceed grade level expectations should be considered advanced.

LEAs should explain what decisions will be made for instruction and interventions based on the results of the data. In this section, scenarios are used to explain how this process may look at a typical school. The scenarios in this section will also be revisited in future sections to show how the RTI<sup>2</sup> problem solving model develops over time for various students.

An outline of the beginning of the year RTI Support Team meeting is included, as well as narrative to describe the meeting at various grade levels.

It is important to document the conversations and decisions made at the RTI<sup>2</sup> school level meetings. This ensures that there is consensus on the interpretation of the data and that there is a clear understanding of the actions to be taken following the meeting. Examples of documents to be used for this purpose are also included.

### **Outline of School Level RTI<sup>2</sup> Team Meeting:**

- Designated chair facilitates the meeting
- Principal or designee provides overview of universal screening data
  - Identify students who score BELOW the 25<sup>th</sup> percentile (Tier II)
    - School percentage of students
    - Grade level percentage of students
    - Individual teacher – percentage of students
  - Identify students who score BELOW the 10<sup>th</sup> percentile (Tier III)
    - School percentage of students
    - Grade level percentage of students
    - Individual teacher – percentage of students
- Determine which students will receive Tier II and Tier III interventions
- Determine who will provide intervention
  - Who will progress monitor?
  - Who will enter progress monitoring data?
  - Who will set goals for each student, and when will that happen?
- Determine which interventions will be implemented (according to skill deficit)
- Review process for documenting intervention (data, attendance etc...)
- Review procedure for contacting parents of students identified for Tier II or Tier III
- Determine procedure for monitoring fidelity of implementation

#### Reflective questions:

- Which grade levels are meeting the needs of 80-85% of students in Tier I?
- Which grade levels have a disproportionate percentage of students scoring below the 25<sup>th</sup> percentile?
  - Consider developing a specific plan to strengthen Tier I in those grade levels.

#### Follow-up procedures:

- Instructional coach –meet with grade level teams
  - Determine who will provide intervention
  - Group students according to skill deficit

**Case Study Example #1: Grade level data**

ABC Elementary, a K-5 school, has spent the summer analyzing their data. The school leadership team looked at the previous year’s universal screening, grade level common assessment, and TCAP data. The school realizes that it has a very high number of struggling readers in 5<sup>th</sup> grade. Below is a snapshot of their data:

Student Number	Mrs. Smith			Ms. Abbott			Mr. Heath		
	Oral Reading Fluency	Maze	Reading TCAP	Oral Reading Fluency	Maze	Reading TCAP	Oral Reading Fluency	Maze	Reading TCAP
1	112	10	B	86	8	BB	121	19	P
2	95	10	B	115	14	P	94	10	BB
3	108	13	P	88	10	B	92	11	BB
4	97	11	B	123	22	P	116	20	B
5	133	21	P	131	25	A	91	8	BB
6	123	19	P	91	10	B	126	21	P
7	89	6	BB	116	20	B	88	12	B
8	85	10	B	70	2	BB	135	27	A
9	130	20	A	133	24	P	118	20	P
10	125	22	P	65	3	BB	81	10	BB
11	75	5	BB	121	20	P	137	25	B
12	146	26	A	97	11	B	75	4	BB
13	88	8	BB	130	25	A	141	23	P
14	79	7	BB	125	22	A	61	1	BB
15	140	24	P	100	18	B	129	23	P
16	99	13	B	105	20	B	115	20	B
17	160	30	P	81	5	BB	95	10	B
18	92	11	B	93	13	B	135	22	P
19	122	25	P	110	11	P	85	7	BB
20	77	6	BB	64	4	BB	150	26	A

Key:

A= advanced

P = Proficient

B= Basic

BB = Below Basic

**Benchmark Expectation**  
(Example only)

Percentile	Oral Reading Fluency	Maze
90 <sup>th</sup> %ile	178	32
75 <sup>th</sup> %ile	155	24
50 <sup>th</sup> %ile	121	19
25 <sup>th</sup> %ile	98	12
10 <sup>th</sup> %ile	86	8

## **ACTIVITY**

Use the grade level data to answer the following questions:

### **Step One:**

1. What percentage of students are meeting grade level benchmark expectations (at least 25<sup>th</sup> %ile) for reading fluency? Maze?

~48-55%

2. What percentage of students are requiring Tier II intervention (between the 10<sup>th</sup> and 25<sup>th</sup> percentile) for reading fluency? Maze?

~23%

3. What percentage of students are requiring Tier III intervention (below the 10<sup>th</sup> percentile) for reading fluency? Maze?

~23%

4. What percentage of students are not proficient on TCAP?

~58%

5. What conclusions can be drawn from this information?

*Weak core instruction- grade level problem with reading instruction*

*Need to look at instruction being provided at earlier grades*

*More students not proficient on TCAP than have skills deficits- not every student who is basic on TCAP needs a skills-specific intervention. Note the difference between a skills vs standards based intervention.*

### **Step Two:**

1. Based on the above conclusions, what are some possible action items?

*Examine need to supplement core instruction; PD, coaching opportunities. Examine how much time student are receiving instruction, fidelity of tier 1. How is core structured (i.e. large group vs small group instruction), how much time is being spent reading- independent and guided*

*Look at providing interventions for subgroups and monitor progress of others to be sure strengthening the core is making a difference*

2. What type of intervention would you recommend for Student #16 from Ms. Smith's class? What about Student #11 from Mr. Heath's class?

*Student #16: right above the "cut scores". Since such high number of students requiring intervention, he/she may be one to watch. Otherwise, would want to consider for Tier II.*

*Student #11: no identified skill deficit; may need remediation/re-teaching of standards to obtain proficiency. May also see improved performance with strengthening of core instruction.*

**Step Three:**

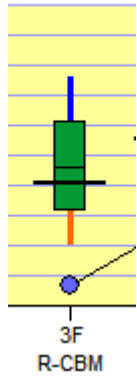
3. Use the attached "Intervention Assignments" page to document the decisions your group makes about the intervention needs of the 5<sup>th</sup> graders at ABC elementary.

*Did participants include ALL students below 25<sup>th</sup>%? Just below the 10<sup>th</sup>%? Did they consider other factors in making decisions about who did/did not receive intervention?*

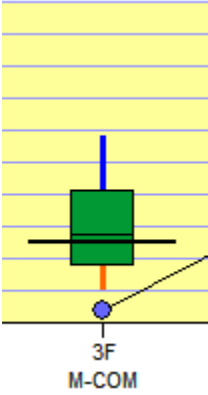
**Case Study Example #2: Rebecca**

Ms. Myers recently had a student enroll in her class who had previously been homeschooled. Although Rebecca had been receiving instruction through her home school umbrella, the curriculum was not aligned with that of ABC Elementary School and Rebecca was significantly behind that of her peers in all academic areas. Below is a graph showing Rebecca’s performance on the third grade fall benchmark assessments:

Reading CBM Data:  
12 WRC



Math COMP Data:  
2 CD



## Activity

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

1. What is Rebecca's current "gap" (i.e. ratio of deficiency) in reading fluency? Math computation?

Reading Fluency:

$\frac{59}{\text{Current benchmark Expectation}}$ / $\frac{12}{\text{Current performance}}$ = $\frac{4.92}{\text{Current Gap}}$	Is Gap Significant?
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Math computation:

$\frac{14}{\text{Current benchmark Expectation}}$ / $\frac{2}{\text{Current performance}}$ = $\frac{7}{\text{Current Gap}}$	Is Gap Significant?
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

2. What additional data would you want to collect prior to making a recommendation for Rebecca's reading intervention? Math intervention? (i.e. survey level assessment data)

*Lower level fluency, early literacy, and math computation probes*

**Step Two: Use the Survey Level Assessment (SLA) data below to answer the following questions:**

Assessment	Score	Assessment	Score
R-CBM 2 <sup>nd</sup> grade	21 WRC/ 12 errors	M-Comp 2 <sup>nd</sup> grade	7 pts
R-CBM 1 <sup>st</sup> grade	35 WRC/ 5 errors		
NWF 2 <sup>nd</sup> grade	27 SC		
PSF 1 <sup>st</sup> grade	60 PC		

1. What category of intervention would you recommend?

*Phonics, math computation*

2. Would you recommend Tier II or Tier III intervention for Rebecca?

*Tier III for both reading fluency and computation*

3. Which measure/grade level should Rebecca be progress monitored on?

*2<sup>nd</sup> grade, NWF (earliest foundational skill)*

*M-comp 2<sup>nd</sup> grade (average on 1<sup>st</sup> so instructional on 2<sup>nd</sup> grade)*



4. What would be an appropriate progress monitoring goal for Rebecca’s reading intervention?

**Step 1: Determine Typical ROI**

$\frac{52}{\text{Spring benchmark expectation}}$	$-$	$\frac{39}{\text{Fall benchmark expectation}}$	$) /$	$\frac{36}{\text{Number of weeks}}$	$=$	$\frac{.36}{\text{Typical ROI (slope)}}$
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**Step Two: Determine Goal ROI**

$\frac{.36}{\text{Typical ROI}}$	$\times$	$\frac{2}{\text{Aggressive ROI}}$	$=$	$\frac{.72}{\text{Aggressive ROI}}$
<b>OR</b>				
$\frac{.36}{\text{Typical ROI}}$	$\times$	$\frac{1.5}{\text{Reasonable ROI}}$	$=$	$\frac{.54}{\text{Reasonable ROI}}$

**Step Three: Calculate Goal**

$\frac{27}{\text{Initial Score}}$	$+$	$\frac{(.72 \times 36)}{(\text{ROI}) \times (\# \text{ of weeks})}$	$=$	$\frac{53}{\text{Goal Score}}$
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**Step Three:**

1. What specific level assessment data would you collect in order to further inform Rebecca’s intervention?

*Phonics inventory, possible PA screener to further explore skills not measured on US*

*Item analysis of math assessment, possible key math to identify specific deficits*

2. Complete attached Student Intervention Plan for Rebecca’s intervention.

## RTI<sup>2</sup> Team Notes

### Student Intervention Plan

**Student:** Rebecca

**Teacher:** Myers

**Grade:** 3

**School:** ABC Elem

**Meeting Date:** 9/1

Initial Meeting/Intervention Plan

Follow-Up Meeting/Revised Intervention Plan

**Specific Area of Concern**

Phonological Awareness

Phonics

Math Calculation

Math Reasoning

High Achievement

Reading Fluency

Reading Comprehension

Vocabulary

Attention/Behavior

Speech/Language

Written Expression

**Data-Based Decision**

Tier 1 with ongoing assessment in \_\_\_\_\_

Tier 2 with required Progress Monitoring in \_\_\_\_\_

Tier 3 with required Progress Monitoring in 2<sup>nd</sup> grade NWF & 2<sup>nd</sup> grade M-COM  Referral to next level of support with parent/guardian present

Continue SPED intervention with Progress Monitoring in \_\_\_\_\_

Research Based Intervention to be Used	Skill Area*	Who Does it	How Often	Time/Days
A XYZ phonics intervention	phonics	Mrs. Teacher	3x/week	M-W-F
B QRS math skills intervention	Computation	Mrs. Teacher	2x/week	T-Th
C				

\*Intervention must be linked to skill deficit area

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Team members involved in approving this plan with name and relationship to the student**

\_\_\_\_\_  
 \_\_\_\_\_

Sample Norm Charts:

Reading - Curriculum Based Measurement

Grade	%ile	Fall		Winter		Spring	
		Num	WRC	Num	WRC	Num	WRC
1	90	360444	66	65158	100	65158	128
	75		30		68		97
	50		13		36		67
	25		5		19		40
	10		2		11		22
	<i>Mean</i>		24		47		71
	<i>StdDev</i>		29		36		40
2	90	38282	116	38282	140	38282	156
	75		88		115		131
	50		62		88		106
	25		35		64		82
	10		17		39		59
	<i>Mean</i>		54		90		106
	<i>StdDev</i>		37		38		38
3	90	40570	143	40570	162	40570	179
	75		116		139		152
	50		87		111		127
	25		59		84		98
	10		38		56		73
	<i>Mean</i>		89		110		125
	<i>StdDev</i>		40		41		42

Math Computation

Grade	%ile	Fall		Winter		Spring	
		Num	pts	Num	pts	Num	pts
2	90	14194	33	14194	44	14194	50
	75		24		39		46
	50		16		32		40
	25		10		23		32
	10		6		14		22
	<i>Mean</i>		18		30		37
	<i>StdDev</i>		10		11		11
3	90	15269	46	15269	63	15269	68
	75		33		55		64
	50		22		42		56
	25		14		29		40
	10		8		19		26
	<i>Mean</i>		24		41		50
	<i>StdDev</i>		14		18		16

Sample Norm Charts

Phoneme Segmentation Fluency

		Fall		Winter		Spring	
Grade	%ile	Num	PC	Num	PC	Num	PC
K	90	21371	40	48100	63	48100	69
	75		23		43		59
	50		8		30		48
	25		1		11		35
	10		0		3		16
	<i>Mean</i>		14		29		46
	<i>StdDev</i>		16		19		20
1	90	39310	60	39310	70	436097	74
	75		51		60		65
	50		41		51		55
	25		29		41		45
	10		14		31		35
	<i>Mean</i>		39		50		55
	<i>StdDev</i>		17		16		16

Nonsense Word Fluency

		Fall		Winter		Spring	
Grade	%ile	Num	SC	Num	SC	Num	SC
K	90	0	-	42104	50	42104	71
	75		-		37		63
	50		-		25		40
	25		-		15		28
	10		-		4		18
	<i>Mean</i>		-		27		43
	<i>StdDev</i>		-		19		24
1	90	25099	71	25099	106	25099	128
	75		49		73		95
	50		34		54		68
	25		22		40		51
	10		13		30		38
	<i>Mean</i>		39		61		75
	<i>StdDev</i>		25		32		35
2	90	239878	113	29827	129	20801	143
	75		81		93		107
	50		56		65		76
	25		39		44		52
	10		26		29		36
	<i>Mean</i>		63		72		83
	<i>StdDev</i>		34		40		43



