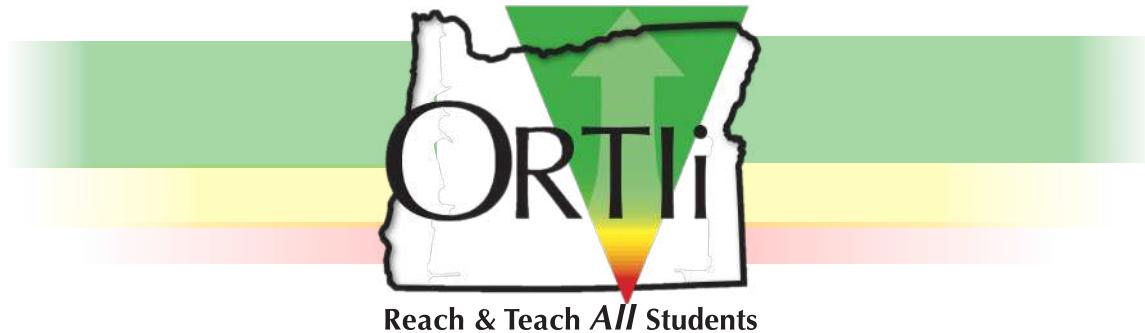


Vision: Every child in every district receives the instruction that they need and deserve...every day.

Holding Efficient and Effective Data-Based Team meetings

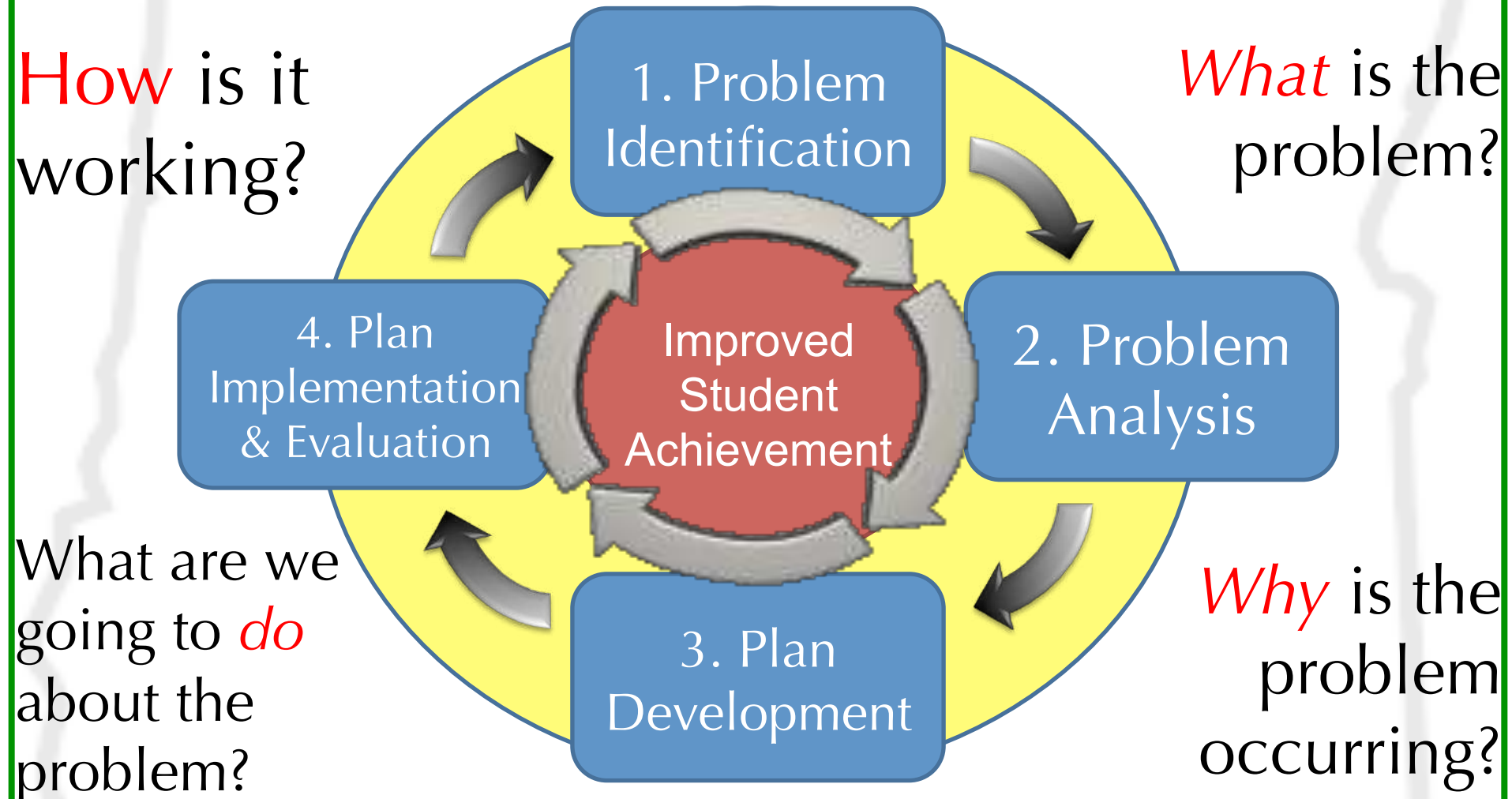
Dean Richards, ORTli

Dan Wolnick & Maria Madden, Juniper Elementary ,
Bend La Pine Schools



	Tier 1	PLC	Tier 2	Tier 3
Purpose	Improve in the instruction for the grade level	Discuss curriculum standards and individual instructional decisions	<ul style="list-style-type: none"> Identify students who need additional support Create program for students in need of additional support 	Problem solve individual student need
Who is discussed?	Grade level (no students names)	Grade level classes (students)	Intervention groups	Individual students
Who attends	<ul style="list-style-type: none"> Principal Literacy Specialist/ Title I Counselor Grade level team Others as determined by team 	Grade level team and others as invited	<ul style="list-style-type: none"> Principal Literacy Specialist/ Title I Counselor Grade level team Others as determined by team 	<ul style="list-style-type: none"> Principal Literacy Specialist/ Title I Special Education Teacher Classroom teacher
Frequency	2 to 3 times a year	Weekly/bi-weekly	Each grade level meets every 6 weeks	As needed
Data	<ul style="list-style-type: none"> EasyCBM grade level reports (Risk Analysis) OAKS 	Common Formative Assessments	<ul style="list-style-type: none"> EasyCBM Intervention assessments Core program assessments 	<ul style="list-style-type: none"> EasyCBM Diagnostic assessments Intervention assessments

The Problem Solving Process



Problem Solving Across Levels of Support

Tier 3:
Individual Problem Solving Meetings

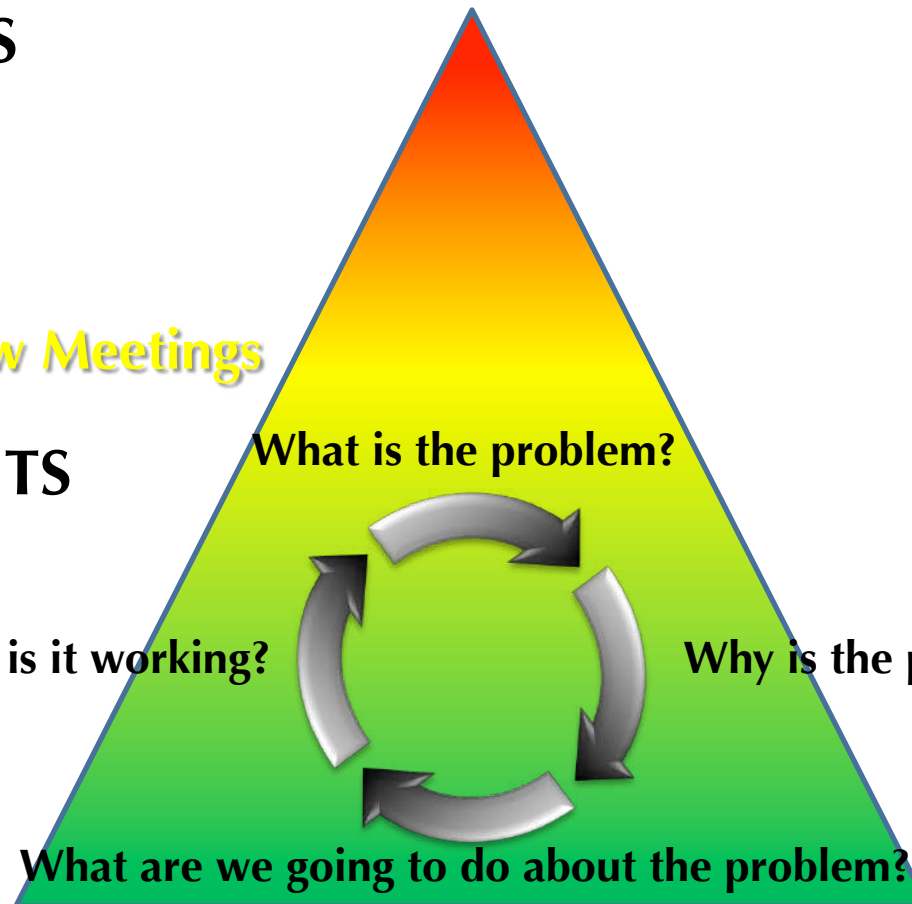
FEW STUDENTS

Tier 2/3:
Intervention Review Meetings

SOME STUDENTS

Tier 1:
100% Meetings

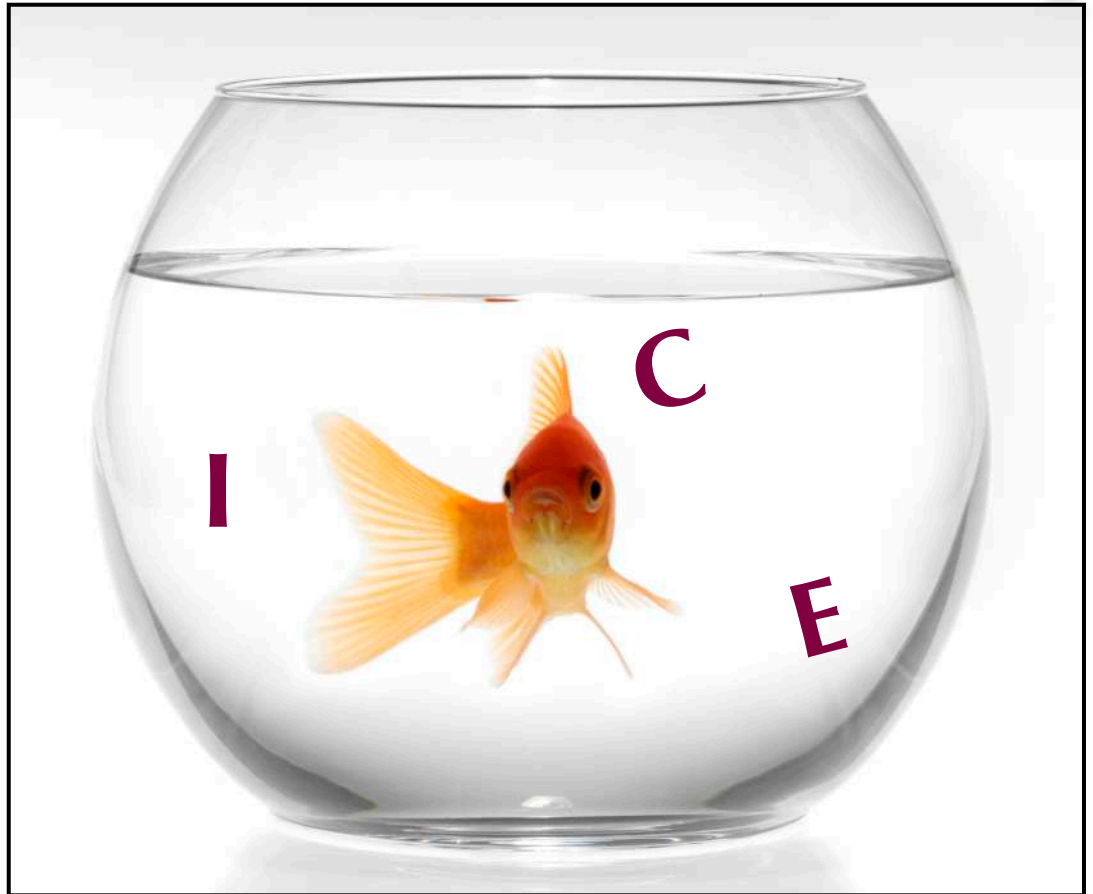
ALL STUDENTS



The Water...

Focus on “the water” -

- Instruction
- Curriculum
- Environment



ICEL

I – Instruction

C – Curriculum

E – Environment

L – Learner

Do not get stuck in problem worshipping

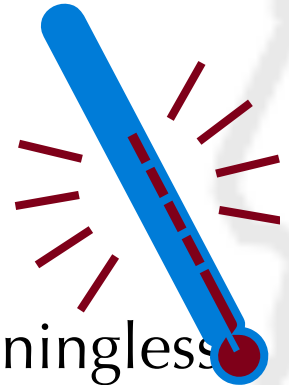


100% Meetings

- Looking for patterns of need across the grade level
- Use screening level data to begin the conversation, supplementing with classroom data

Essential Features of CBM Tools

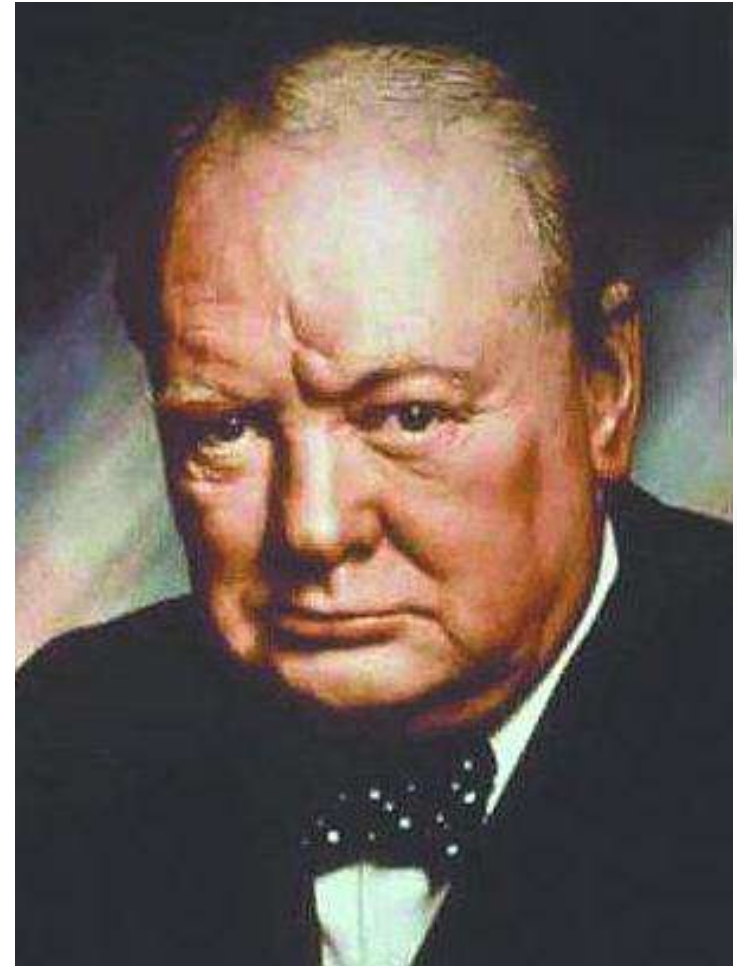
- Robust *indicator* of academic health
- *Brief* and *easy* to administer
- Can be administered *frequently*
- Must have *multiple, equivalent* forms
 - (If the metric isn't the same, the data are meaningless)
- Must be *sensitive* to growth



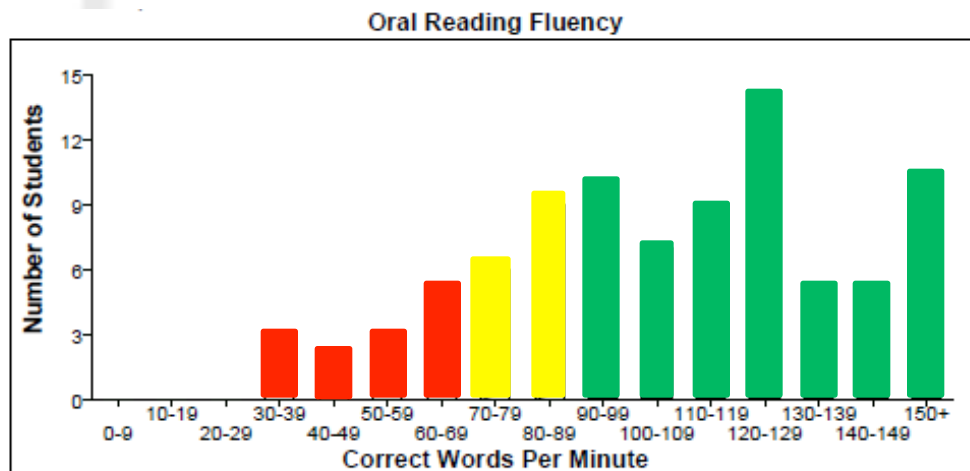
Strong data analysis guides decisions

“However beautiful
the strategy, you
should occasionally
look at the results.”

**--Winston Churchill,
British prime
minister**



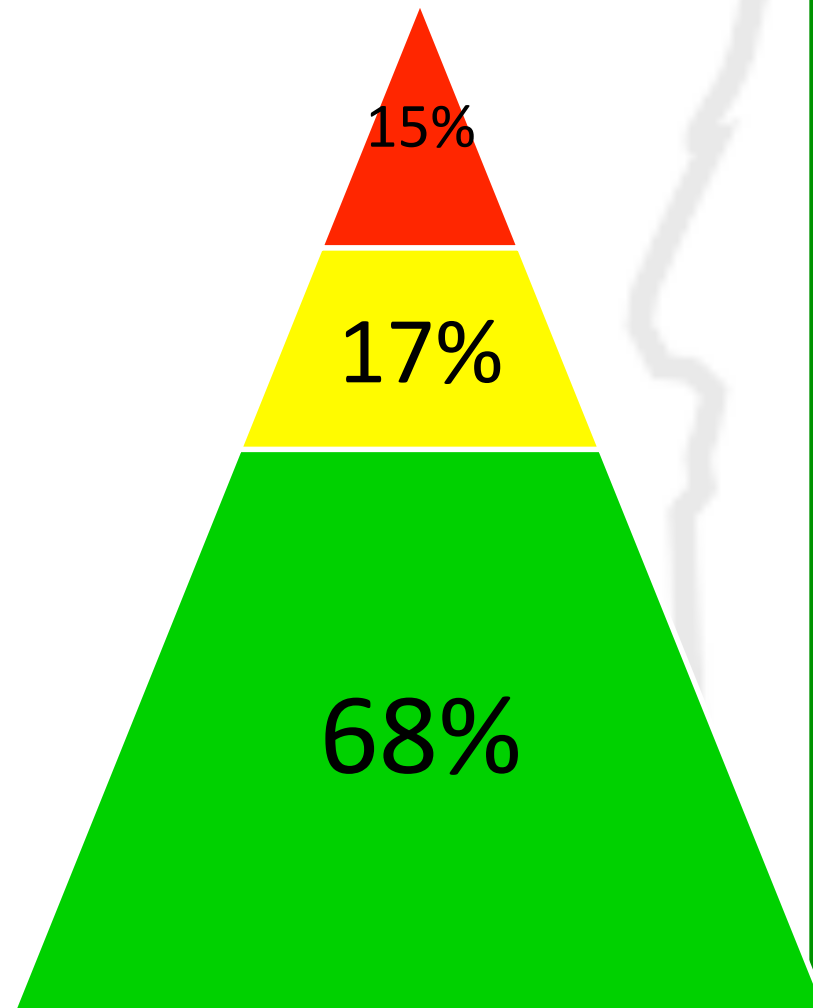
Determine percentage of students at low risk, some risk and at-risk levels



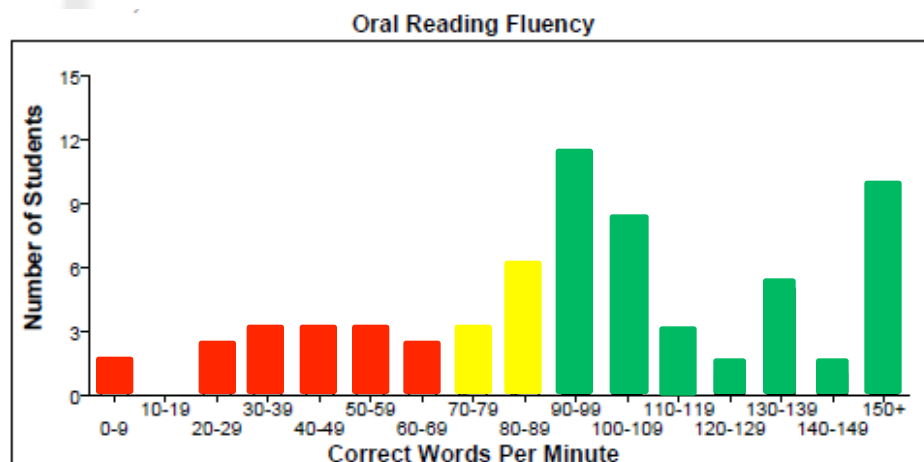
Benchmark Goal: The benchmark goal is for all children to have established reading skills of 90 or more words per minute on Oral Reading Fluency by the end of Second Grade.

End of Grade: At the end of Second Grade, students should have 90 correct words per minute on Oral Reading Fluency.

- **68% (n=60) Low Risk**
Students reading unpracticed Second Grade passages at a rate of 90 or more correct words per minute at the end of Second Grade are at low risk for reading difficulty. Progress should be checked again in the beginning, middle, and end of Third Grade to ensure adequate growth.
- **17% (n=10) Some Risk**
Students reading unpracticed Second Grade passages at a rate of 70 to 89 correct words per minute at the end of Second Grade may need additional instructional support in reading to achieve benchmark goals. Progress toward benchmark goals should be monitored monthly.
- **15% (n=3) At Risk**
Students reading unpracticed Second Grade passages at a rate of 69 or fewer correct words per minute at the end of Second Grade are at risk for reading difficulty. Students scoring in this range at the end of Second Grade may need intensive intervention in reading to achieve benchmark goals. Progress toward benchmark goals should be monitored at least every two weeks.



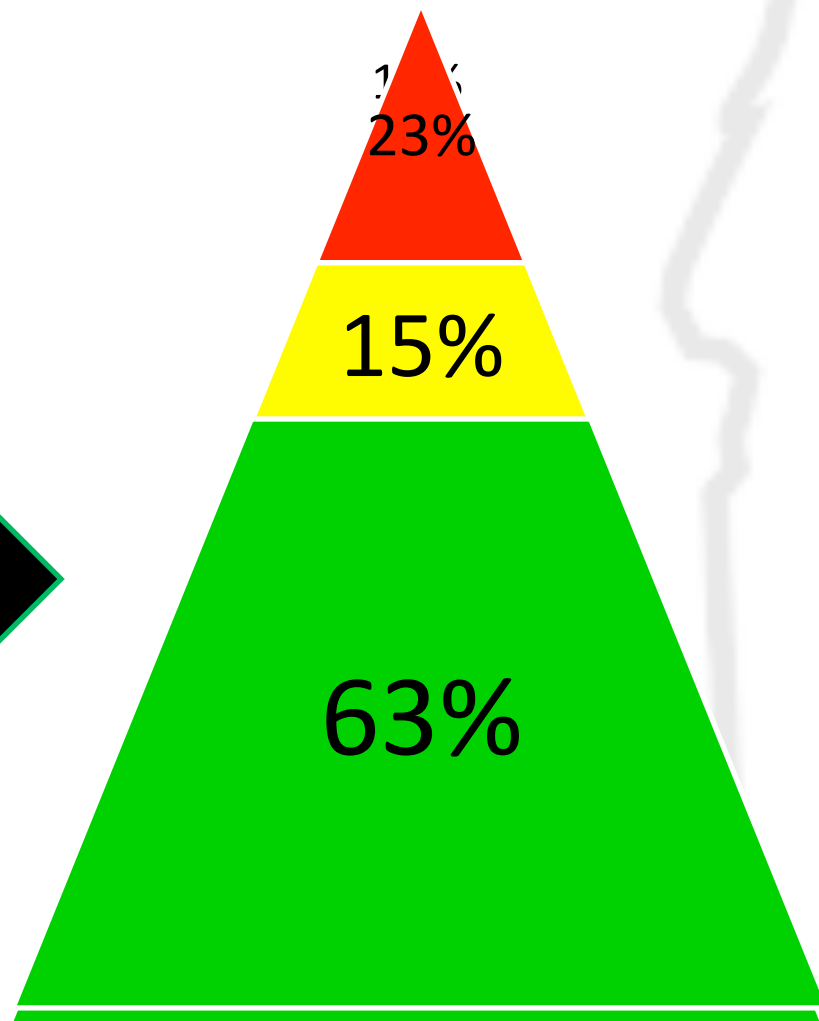
Determine percentages compared to previous years and earlier in the year



Benchmark Goal: The benchmark goal is for all children to have established reading skills of 90 or more words per minute on Oral Reading Fluency by the end of Second Grade.

Standard: At the end of Second Grade, students should have 90 correct words per minute on Oral Reading Fluency.

- 63% (n=39) Low Risk**
Students reading unpracticed Second Grade passages at a rate of 90 or more correct words per minute at the end of Second Grade are at low risk for reading difficulty. Progress should be checked again in the beginning, middle, and end of Third Grade to ensure adequate growth.
- 15% (n=9) Some Risk**
Students reading unpracticed Second Grade passages at a rate of 70 to 89 correct words per minute at the end of Second Grade may need additional instructional support in reading to achieve benchmark goals. Progress toward benchmark goals should be monitored monthly.
- 23% (n=14) At Risk**
Students reading unpracticed Second Grade passages at a rate of 69 or fewer correct words per minute at the end of Second Grade are at risk for reading difficulty. Students scoring in this range at the end of Second Grade may need intensive intervention in reading to achieve benchmark goals. Progress toward benchmark goals should be monitored at least every two weeks.



Avoiding TBU

True But Useless

Moving from data collection and analysis to
action on data.



Curriculum

Which **priority skill(s)** within the identified big idea will be targeted for instruction?:

What component(s) of the core can be used for this?

Instruction

What ***common instructional strategy/active engagement strategy*** will be used by all grade level teachers?:

When this is working what will it look like?

Enviroment

What ***behavior management strategy*** will be used by all grade level teachers?:

When this is working what will it look like?

Professional Learning

What *professional development* is needed to improve the core?

Juniper Elementary



Apple
Exemplary
School
Oregon
Report Card:
Level 5
Model
School

Sample Decisions

Grade Level	% of Students Proficient			<i>Curriculum:</i> Priority Skill and Focus Area	<i>Instruction:</i> Common Effective Instructional Strategy	<i>Environment:</i> Common Active Engagement Strategy	Professional Development Needs
	Previous	Current	Goal				
K	NA	60	75	Phonics: Letter Names	Emphasizes distinctive features of new concepts	Hand signals of letter names	Video for students and parents
1	84	65	70	Phonemic Segmentation: Blending and segmenting	Proceeds in step-by-step fashion: templates	5:1 positive	Template feedback from Jenn observation and modeling
2	73	78	81	Fluency: From Choppy to Smooth	Demonstrate the task with think aloud	Partner responses after tasks is modeled	<u>Rigorous Reading</u>
3	71	69	74	Fluency: Self corrects when reading	Student follow a student to student feedback protocol "APE"	Partner responses	Julie, Dean & Jenn modeling and observation of fluency lesson
4	69	71	76	Fluency: Self corrects when reading	Students follow a student to student feedback protocol "APE"	Partner responses	See the APE protocol in 3 rd grade
5	72	69	74	Fluency: Prosody	Specific roles are assigned to partners	Partner response	Jenn working with them on small group



PRIORITY SKILLS

Instructional Strategy

ACTIVE
ENGAGEMENT
OR
BEHAVIOR
MANAGEMENT
STRATEGY

SOUND IDENTIFICATION

KINDERGARTEN

Skill groups assigned by teachers

KINDERGARTEN

LIMIT/REDUCE
TRANSITION TIME
(USE SONGS
DURING
TRANSITIONS)

KINDERGARTEN

BLENDING & SEGMENTING

1ST GRADE

Provides extra practice
based on accuracy of
student responses.

1ST GRADE

CHORAL RESPONSES

1ST GRADE

LONG AND SHORT VOWELS

1ST GRADE

More than one
opportunity to
practice each new
skill
"Vowel Warm-ups"

1ST GRADE

ACTION
RESPONSE:
TAPPING AND
POINTING ON
VOWEL WARM-UPS

1ST GRADE

VOWEL IN EVERY SYLLABLE

1ST GRADE

Promptly corrects
errors with provision
of correct model

1ST GRADE

CHORAL RESPONSE

1ST GRADE

FLUENCY (PROSODY)

1ST GRADE

Teacher
Demonstrates
the task

1ST GRADE

CHORAL,
PARTIAL AND
INDIVIDUAL
FLUENCY DRILLING

1ST GRADE

MULTISYLLABIC WORDS

1ST GRADE

Provides opportunities
for practice after
each step in
instruction.

1ST GRADE

CHORAL RESPONSE

1ST GRADE

20% Meetings

- Look at students who are receiving additional instruction and determining effectiveness of programming
- Using progress monitoring data to begin the conversation, supplementing with class room assessments and intervention assessments

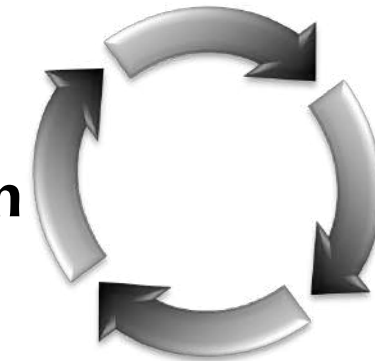
Intervention Placement

Use Universal Screener to identify the lowest students

**1. Problem
Identification**

**Identify the
target skills
and the
instructional
focus**

**2. Problem
Analysis**



**3. Plan
Development**

**4. Plan
Implementation
& Evaluation**

**Implement
for 6-8
weeks**

**Place the student into the
correct intervention and lesson**

Group Intervention Review process

1. Problem Identification

What's the problem

Use Decision Rules

Data-Based Decision Rules

- Decision rules *guide* how we decide **if what WE are doing is working**
 - Use your progress monitoring data
- Your decision rules create consistency across grade levels and schools
- Determine *how* to intensify and individualize interventions
- Standardizes process for eligibility decision making

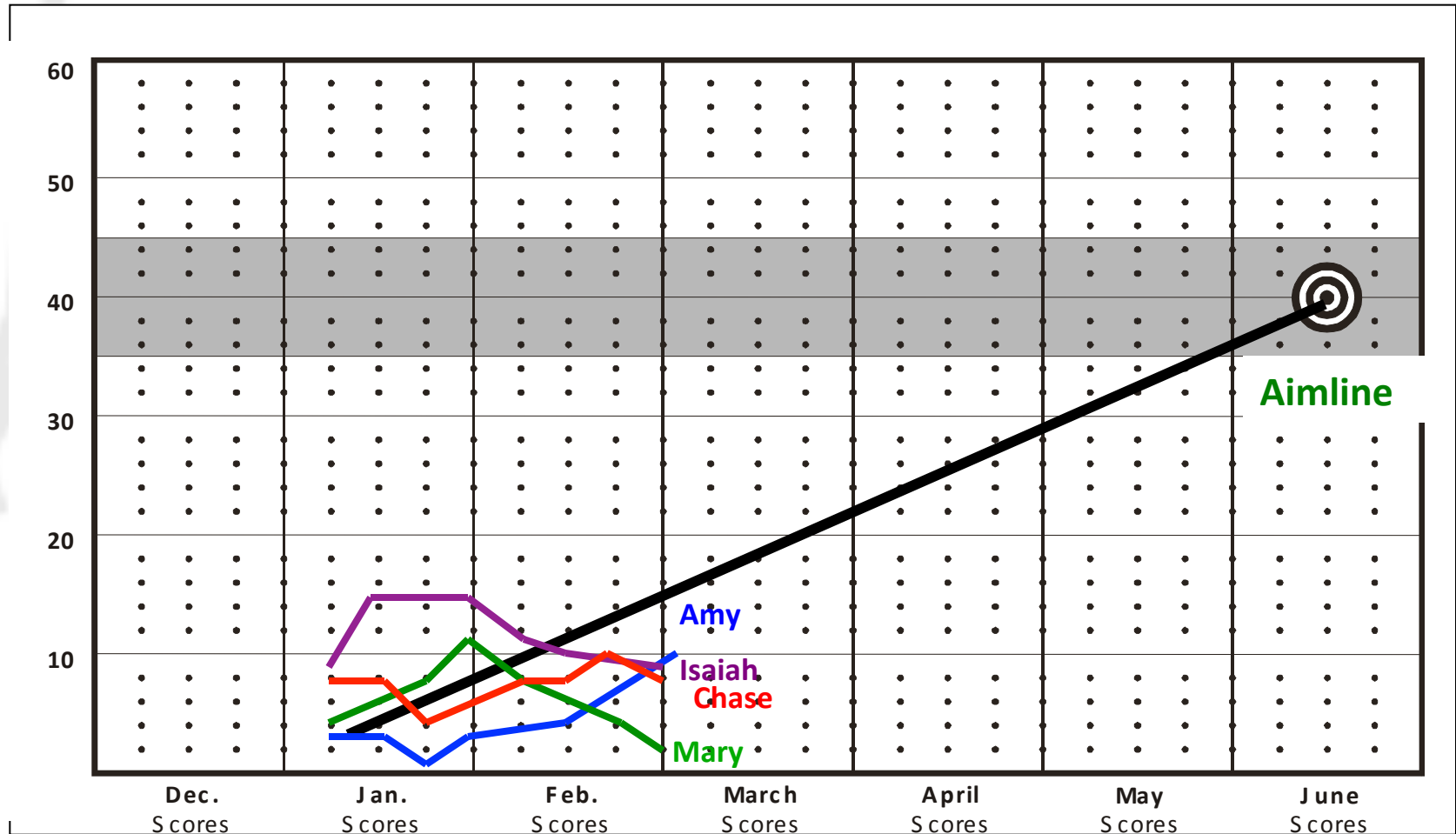
Data-Based Decision Rules

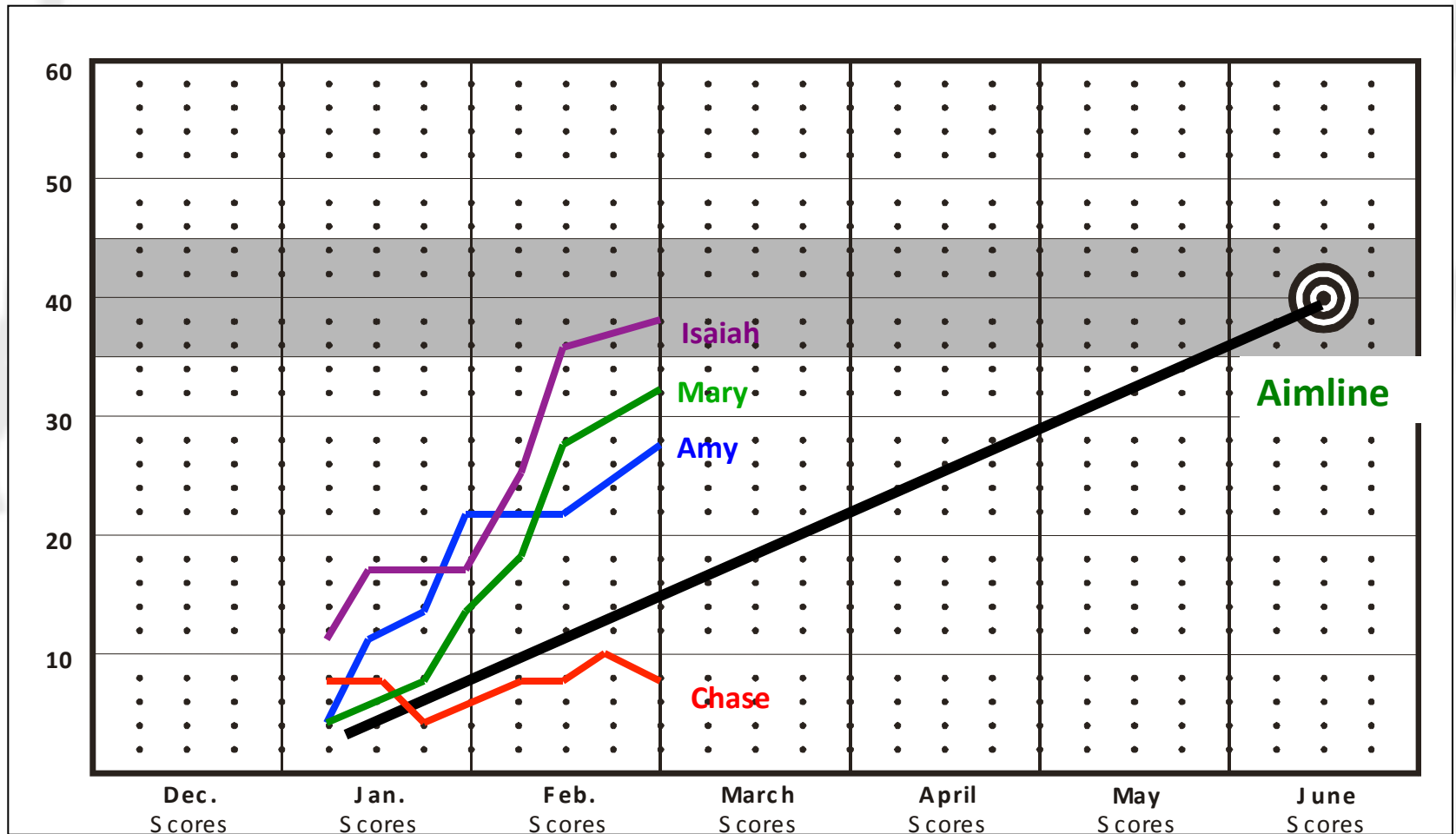
Pause
Analyze
Respond



What do you notice?

How do we avoid worshipping the problem?





Group Intervention Review process

1. Problem Identification

What's the problem

Use Decision Rules
Group or **Individual** problem?

GROUP

INDIVIDUAL



2. Problem Analysis

Why is the problem occurring?

Check **ICEL**
for group
Start with FIDELITY

3. Plan Development

What are we going to do about the problem?

4. Plan Implementation & Evaluation

How it it working?

Agenda- *Time for Action!*

1. Is the **group** of students in intervention not making adequate progress? If so, what changes may need to be made?

Starting with intervention groups helps to...

- Increases your efficiency
 - Can discuss more kids in less time
- Identify a group vs. individual problem
 - Requires different solutions
- Keep the focus on what **we** are doing

Why might the problem be occurring?

The Group

Instruction:

*Not **explicit** enough?*
*Not enough student **opportunities to respond**?*
*Not enough instructional **time**?*
*Not enough **corrective feedback**?*

Curriculum:

Wrong lesson placement?
Wrong focus skill?

FIDELITY

Environment:

Distracting setting?
Group size too large?
Behavior management needs?

Learner:

Other things to consider?

Coordination and Collaboration

- We can intensify an intervention through collaboration between the classroom and the intervention instruction
 - e.g. Provide extra practice of the intervention skill or text in small group during core instruction time.

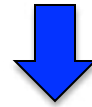
Group Intervention Review process

1. Problem Identification

What's the problem

Use Decision Rules
Group or **Individual** problem?

GROUP



Check ICEL
for **GROUP**
Start with FIDELITY

INDIVIDUAL



Check ICEL
for *Individual*

2. Problem Analysis

Why is the problem occurring?

3. Plan Development

What are we going to do about the problem?

4. Plan Implementation & Evaluation

How it it working?

Agenda- *Time for Action!*

2. Are there **individual** students in intervention groups not making adequate progress? If so, what changes may need to be made?

Additional Assessment

- Look to your Assessment Protocol
 - 4 types of assessment: Screening, Progress monitoring, Diagnostic, and Mastery/Outcome
- Assessments to consider
 - Intervention Placement Test
 - Phonics Screener
 - CORE Assessments
 - DRA
 - QRI
 - Informal observations of the intervention

Why might the problem be occurring?

The Individual

Instruction:

*Not **explicit** enough?*
Not individual student
***opportunities to respond**?*
*Not enough instructional **time**?*
*Not enough **corrective feedback**?*

Curriculum:

Wrong lesson placement?
Wrong focus skill?
More explicit curriculum?

FIDELITY

Environment:

Distracting setting?
Group size too large?
Individual behavior plan
needed?

Learner:

Other things to consider?

A change of intervention **does not necessarily** mean a change of intervention curriculum.

It means a change in **intensity** matched to need.

Group Intervention Review process

1. Problem Identification

What's the problem

Use Decision Rules
Group or **Individual** problem?

GROUP

INDIVIDUAL

2. Problem Analysis

Why is the problem occurring?

Check ICEL
for **GROUP**
Start with **FIDELITY**

Check ICEL
for **Individual**

3. Plan Development

What are we going to do about the problem?

Make a change for
the **GROUP**

Make a change for
the **INDIVIDUAL**

4. Plan Implementation & Evaluation

How it it working?

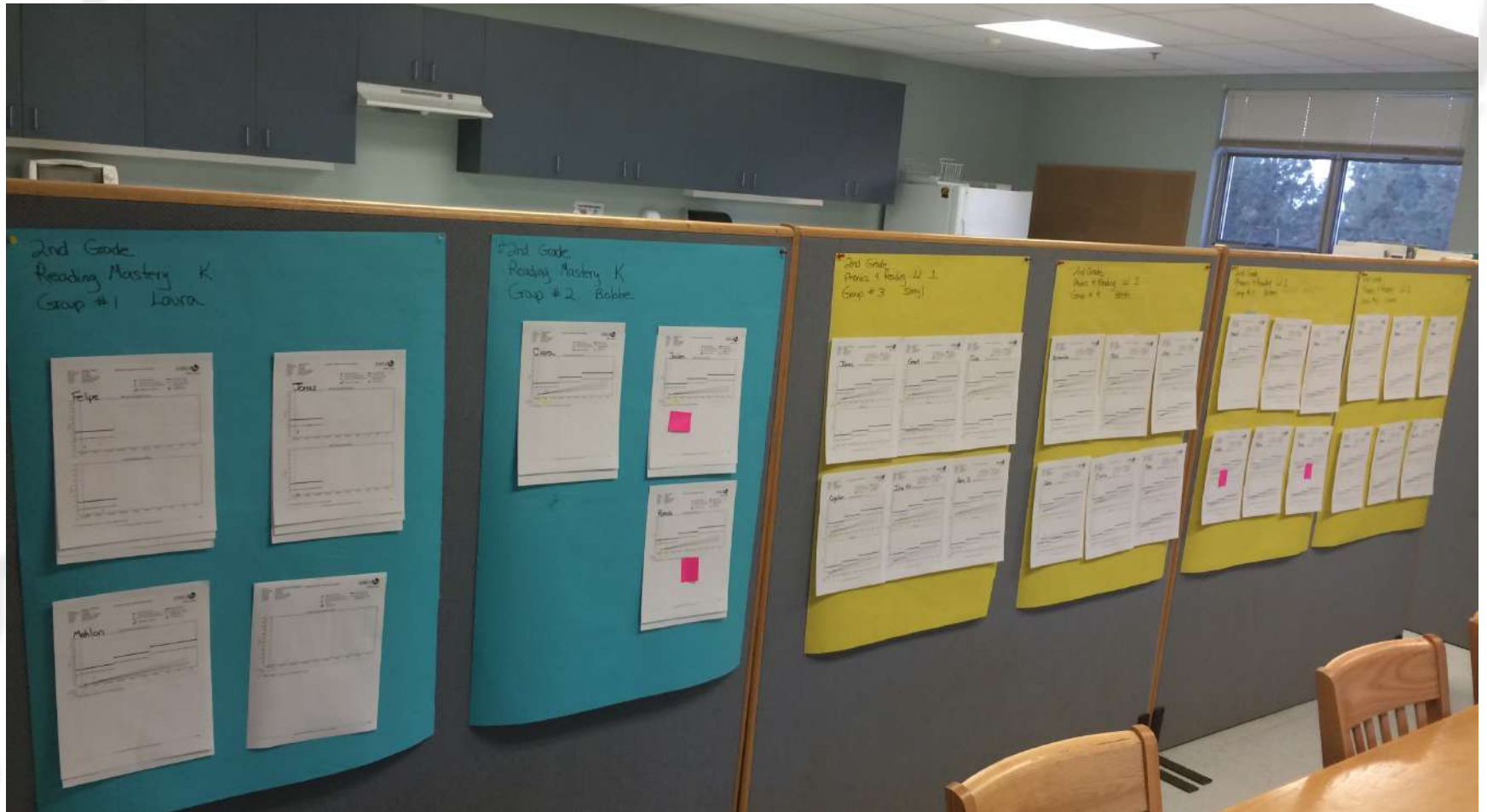
Implement for 6-8 weeks

Sample Meeting Schedule: 6 Week Cycle

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1		Kinder			1 st Grade Data due	
Week 2		1 st Grade	Professional Development		2 nd Grade Data due	
Week 3		2 nd Grade	Staff Meeting		3 rd Grade Data due	
Week 4		3 rd Grade	PBIS Meeting		4 th Grade Data due	
Week 5		4 th Grade			5 th Grade Data due	
Week 6		5 th Grade			Kinder Data due	

Juniper Elementary





Contact Information

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