Effective and Efficient Intervention Review Meetings

April 2017

Reach & Teach *All* Students
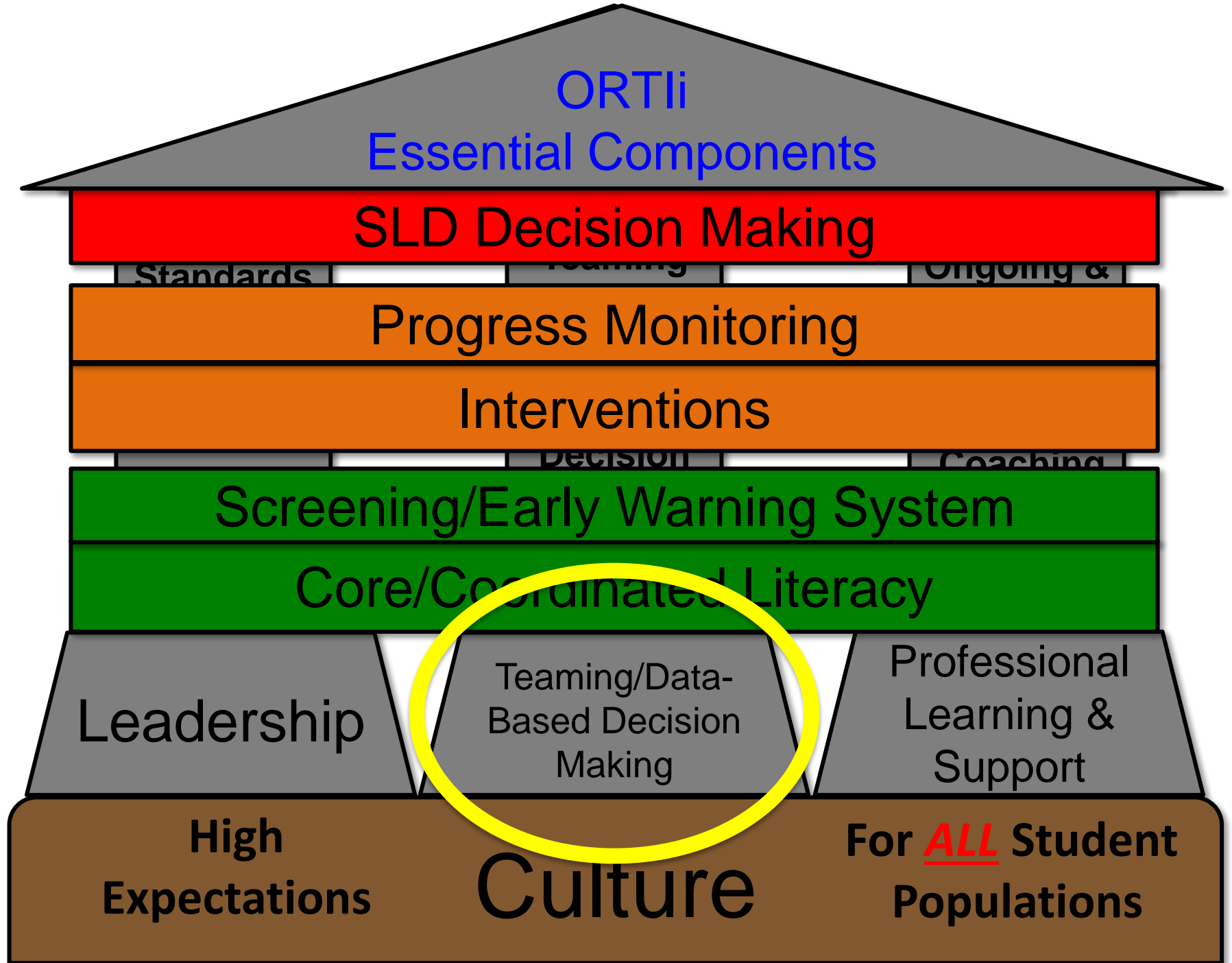
HELLO
my name is

Shelby

SIDNEY EAGLES

SIDNEY EAGLES

CINDERELLA IS PROOF THAT A NEW PAIR OF SHOES CAN CHANGE YOUR LIFE.

Targets

- To Review/improve upon components of Intervention Review Meetings (20% Meetings)

- To identify action items related to IRM via IRM Rubric

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Essential Components

SLD Decision Making

Standards | Teaming | Ongoing &

Progress Monitoring

Interventions

Decision | Coaching

Screening/Early Warning System

Core/Coordinated Literacy

Leadership

Teaming/Data-Based Decision Making

Professional Learning & Support

High Expectations

Culture

For *ALL* Student Populations

IRM meeting Scale

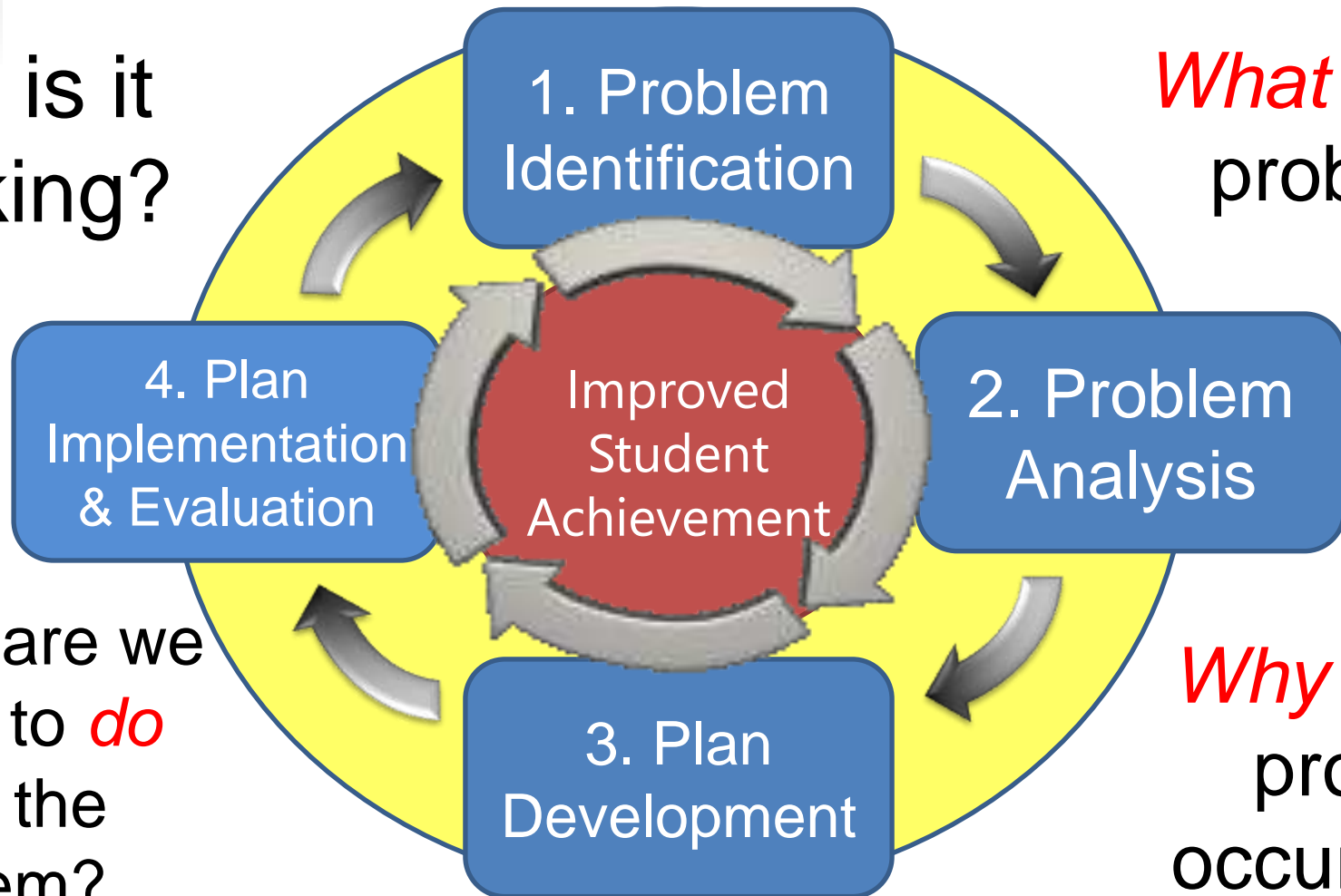|	
4	I understand the components of the IRM and how to effectively use the information to inform instructional decisions for students as well as use the information if needed for making special education referrals using RTI.
3	I understand the components of the IRM and how to effectively use the information to inform instructional decisions for students including the: • Agenda with guiding questions • Data collection process • Disaggregating data related to targeted populations • Student intervention profiles • Tracking form • Communicating Decisions • Aligning Interventions with Core instruction
2	I understand the basic components of the IRM including the: • Agenda with guiding questions • Data collection process • Student intervention profiles • Tracking form
1	I understand that a IRM has key elements.
0	I understand the importance of completing an IRM

Intervention Review Meeting Rubric: A rubric is an assessment tool, which is constructed to review the critical components of the process of holding a 20% meeting (intervention review team meeting). The required elements are described in terms from not evident to accomplished. A score of 3 or proficient meets all requirements. A score of 1 or 2 indicated improvements are needed in your practice of 20% meetings. A score of 3 or 4 indicates acceptable practices.

Required Elements	RUBRIC			
	Needs Improvement		Acceptable Practices	
	Not Evident 1	Emergent 2	Proficient 3	Accomplished 4
Agenda/ Meeting basics: • Start and end time • Norms set • Facilitator/note taker/ time keeper/ data analysis assigned prior to the meeting • Room is prepped and ready to go • Data is available for all team members	No agenda, basic meeting guidelines are not evident	Have an agenda with basic information; meeting guidelines are evident, but not followed	Have a detailed agenda with guiding questions; meeting guidelines are evident and followed	Detailed agenda with guiding questions that is available prior to the meeting for all team meetings; meeting guidelines are followed and follow up action planning occurs within 1 week of the agenda being sent out
Action Item:				
Decision Rules	No decision rules are set	Decision rules are set, but not followed	Decision Rules are set and followed	Decision rules are set, followed and the team is aware of them prior to the meeting. Multiple pieces of data are incorporated into decision making.

The Problem Solving Process

How is it working?

What is the problem?

4. Plan Implementation & Evaluation

1. Problem Identification

Improved Student Achievement

2. Problem Analysis

3. Plan Development

What are we going to *do* about the problem?

Why is the problem occurring?

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RTI Team Structures

Meetings	Purpose	Students	Data
100% Meetings	Review effectiveness of tiered systems of support and make adjustments Fall/Winter/Spring	ALL	Screening (CBM), Attendance, ODRs, SBAC
Intervention Placement	Place students in interventions matched to area of need and intensity	20%	Progress Monitoring Data, Placement tests
Group Intervention Review Meetings	To make changes for students in interventions	Some students	Progress monitoring (CBM)
Individual Problem Solving Meetings	To further intensify interventions for those in need	Few Students	Progress Monitoring (CBM)

20%

Todays focus

Clear Purpose

- Define/redefine the purpose of IRM

- Norms

- Include all team members
  - define what is happening in core/ interventions

Purpose of these meetings...

- Is what **WE** are doing working?
- Is it a group problem or individual problem?
- What will **WE** do to improve?
- Do **WE** need to make changes?

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What are Group Intervention Review Meetings (20%) Meetings?

- Grade level teachers and specialists

- Meet every 4-8 weeks to use *data*

- *Standardized decision rules* to:

  – determine if interventions are working or need to be modified.

  GOAL:

  "Is what we are doing working?"

Logistics: What do you need to do this work?

- Standard Reading Protocol with intervention menu
- Decision rules
- Progress monitoring graphs
- Additional Assessments
- Teacher feedback
- Scheduled time, space and team
- In curriculum assessments
- A *Growth* mindset!

Logistics: Teaming is hard!!

- Having *strong* and *effective* teams is the *MOST DIFFICULT* thing to pull together!
  - Who meets?
  - How often?
  - How do we organize meetings?
  - When do we meet?
  - Who completes the paperwork?
  - How do we communicate decisions?
  - How do we assess our systems?

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Logistics: How often and When do we meet?

- How often:
  - Every 6-8 weeks, depending on…
    - Your decision rules
    - Your weekly schedule
- When:
  - After school?
  - Before school?
  - During school?

Logistics: Sample Meeting Schedule: 6 Week Cycle

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

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Logistics: Use an Agenda, Guiding Questions Document

The agenda will:

- Guide your team's decision making
- Establish pacing and process
- Ensure data-based, equitable decisions are made
- Keep the team focused on **decision rules**
- Keep the team focused what we can control
- Help to avoid storytelling

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Sample Agenda/Guiding Questions Document

20% Meeting – Guiding Questions

Norms:

Purpose: To coordinate our services for students receiving *interventions*, and to answer the question "Is what <u>*WE*</u> are doing working?"

--Follow this process for EACH intervention group--

Step 1: PROBLEM IDENTIFICATION (What is the problem?)

1. According to your *decision rules*, is there a group problem (e.g., *more than half of students in group not making progress*) or an individual problem? *(Refer to progress monitoring graphs)*

Group ⬇   **Individual** ⬇

Step 2: PROBLEM ANALYSIS (Why is the problem happening?)

2. Why isn't the GROUP making adequate progress?	2. Why isn't the INDIVIDUAL making adequate progress?
Check Fidelity of Intervention (If fidelity is weak, go to **step 3** & make plan to improve fidelity) (If fidelity is strong, check ICEL for the group) **INSTRUCTION** (e.g., not enough time, pacing, corrective feedback, etc.) **CURRICULUM** (e.g., skills taught not matched to need, wrong materials used, fidelity to program, etc.) **ENVIRONMENT** (e.g., group size too big, physical setup, behavior management, attendance, etc.) **LEARNER** (Other factors to consider, language, health, etc.)	**INSTRUCTION** (e.g., not enough time, pacing, corrective feedback, etc.) **CURRICULUM** (e.g., skills taught not matched to need, wrong materials used, fidelity to program, etc.) **ENVIRONMENT** (e.g., group size too big, physical setup, behavior management, attendance, etc.) **LEARNER** (Other factors to consider, language, health, etc.)

Step 3: PLAN DEVELOPMENT (What are we going to do about the problem?)

3. Using info from Step 2, and your *decision rules*, change the intervention for the GROUP	3. Using info from Step 2, and your *decision rules*, change the intervention for the INDVIDUAL
INCREASE FIDELITY (if needed) **INSTRUCTION** • Add time? Change Instructional delivery? **CURRICULUM** • Change or add program? **ENVIRONMENT** • Change group size? Increase attendance?	**INSTRUCTION** • Add time? Change Instructional delivery? **CURRICULUM** • Change or add program? **ENVIRONMENT** • Change group size? Move to different group? Behavior plan? Increase attendance?

Step 4: PLAN IMPLEMENTATION & EVALUATION (Is what we are doing working?)

Implement the new intervention with the agreed upon changes for 6–8 weeks, then repeat this process.
*If an individual student fails to make adequate progress after 2 group interventions, consider Individual Problem Solving for that student

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Understand Students

- Strengths and Needs

- Role of the teacher?

- Look at additional areas of need
  - Attendance
  - Behavior

Last Name	First Name	Teacher Name	PRF	MCRC	EBISS (current Concerns)	Classroom Supports	Outside Supports	Action Plan
		Turner	88	10	comprehension, retention of skills/information, behaviors (environmental) family changes,	One on one or small group, support from Sarah, strategic seating, chunks her assignments, shortened,	ASP, Rdg Int (Mullin), Counseling Jose & LifeWays, Language (Mullin)	continue w/ interventions/counseling, monitor progress
		Turner	100	4	comprehension, slow worker, needs extra time, lang is a barrier	scaffolding, sentence frames, extra time (recess), discussion, context clues, vocab work, visuals	ELD, ASP, Rdg Int (Suzie)	continue w/ interventions and monitor progress
		Olivo	105	8	Comprehension,	chunking/modifying the assignments	RDG Int (Suzie), ASP, ELD	continue w/ interventions, monitor progress
		Olivo	112	7	attendance, behavior-defiant	One on one or small group, support from Sarah, strategic seating, chunks her assignments, shortened,	RDG Int (Mullin), Language (Mullin)	continue w/ interventions and monitor progress, modify assignments
		Olivo	72	7	making progress	One on one or small group, support from Sarah, strategic seating, chunks her assignments, shortened,	RDG Int (Mullin), Language (Mullin)	continue w/ interventions, monitor progress
		Olivo	98	8	particpates in class		RDG Int (Suzie)??	Check w/ Suzie and Irene in one wk about intervention
		Olivo	65	8	off topic, really poor comprehension, struggles to follow directions	One on one or small group, support from Sarah, strategic seating, chunks her assignments, shortened,	RDG Int (Mullin), Language (Mullin)	continue w/ interventions, monitor progress
		Turner	73	12	hard time w/ comprehension and retention, hard worker	recently exitted from Sped, one one support, chunking assignments, discussion, strategic seating	RDG Int (Merrillyn), ASP	continue w/ interventions, monitor progress, allow extra time to complete/modify
		Turner	113	13	hard time w/ comprehension and retention, hard worker	one one support, chunking assignments, discussion, strategic seating	ELD, RDG Int (Clinton), ASP	More time to complete tasks, continue w/ interventions, monitor progress
		Turner	107	12	attendance, progressing well		RDG Int (Merrillyn)	continue w/ interventions, monitor progress
		Turner	147	9	making progress		RDG Int (Alex), ELD	continue w/ interventions, monitor progress
		Alexander	227	10				
		Alexander	164	11	does not complete work, trouble focusing,	weekly progress reports to parents sent home, priveleges taken away by T and parents	Mom is supportive of T	Swan will check on TAG transition to Middle School

Grade Level	SPED	TAG	Under Served Ra	504	Migrant	ESL	Double Dose ELL	Reading Intervention	Double Dose Reading Interventions	FALL Letter Sounds	FALL Phonemic Segmentation	FALL Word Reading Fluency	FALL CCSS Math	WINTER Letter Sounds	WINTER Word Reading Fluency	WINTER Passage Reading Fluency	WINTER CCSS Math
1st			x					x	x	44	46	15	21	73	26	36	24
1st								x		47	44	69	25	61	71	123	31
1st								x						29	12	6	9
1st								x		32	26	23	18	43	38	61	21
1st			x					x		35	32	25	20	75	42	58	24
1st								x						41	42	90	28
1st	X		x					x		23	25	1	20	25	9	6	22
1st			x		X	x		x		30	52	9	22	48	22	23	27
1st								x		23	36	19	15	46	27	40	25
1st			x					x	x	64	53	10	23	61	19	24	31
1st			x		X			x		38	51	20	31	55	40	42	30
1st	X		x					x		28	0	5	12	32	41	29	17
1st			x		X			x						102	77	96	29
1st			x					x		34	45	5	18	49	11	12	24
1st								x		5	18	0	22	28	9	6	25
1st			x					x		34	52	7	16	67	24	21	17
1st			x		X			x	x	50	62	11	19	62	19	22	25
1st			x					x	x	47	46	29	18	67	32	62	24
1st			x		X			x		43	40	9	18	38	21	11	17
1st			x					x	x	48	67	17	20	59	28	32	28
1st								x	x	53	57	16	21	81	25	24	25
1st	x							x		0	9	1	3				13
1st								x		33	52	11	20	54	18	12	19
1st				X				x	x	46	67	43	21	64	57	78	32
1st	X		x		X			x		21	15	5	23	32	12	12	18
1st			x					x		45	45	21	22	63	34	34	25

Understand Students

Modify *interventions when:*

- Progress monitoring indicates <u>6 </u>or more data points below the aimline after 20+ instructional sessions

- If data is highly variable, maintain the current intervention for another month to establish a trendline
  - Progress is monitored weekly or biweekly.

Sample Decision Rules

MTI Reading Decision Rules, K-5
Example 2: Decision Rules

"How do we respond when students don't learn?"	
Kindergarten	**Grades 1– 5**
Beginning of the year – October: **Place students in strategic or intensive intervention groups based on fall DIBEL, progress monitoring and in program data:** Strategic/Intensive: According to Reading Protocol Monitor and graph progress 2 times per month for the students receiving strategic support and weekly for those receiving intensive support. **Middle of the year – January:** **Re-group students after January DIBELS Next has been completed. Place students accordingly into the following groups:** Strategic/Intensive: According to Reading Protocol Monitor and graph progress 2 times per month for the students receiving strategic support and weekly for those receiving intensive support.	**Place students in interventions when:** Academic skills fall below benchmark and place them in the strategic range according to GrIP reports which are based on DIBELS Next, MAP and OAKS and is corroborated by curriculum based assessments. **Change and intensify interventions when:** Progress monitoring indicates 4 consecutive data points below the aimline. If data are highly variable, (points above and below the aimline), maintain the current intervention until 6 data points have been collected. Analyze aimline and trendline. Change intervention if the slope is flat or decreasing and the scores are below benchmark. Each time the intervention is changed, the aimline should be re-drawn using the median of the three data points prior to the intervention change as the starting point for the new aimline. For ELL students, check the progress of the cohort group after each 6-week period to determine whether an individual student's progress is significantly different from the group. **Refer for Special Education when:** After 2 small group interventions and 1 highly structured intensive individually designed intervention determined from an Individualizing and Intensifying team meeting, progress continues below the aimline **OR** the team determines that the support is so significant that the student will need continued individualized and intensive instruction.
Consider exiting a student from intervention when: Core reading assessments and intervention assessments indicate grade level proficiency and DIBELS progress monitoring data points meet benchmark grade level targets in fluency/accuracy.	

Work Time!

- Use the graphic organizer and 1) rate yourself in agenda/ meeting basics and decision rules and 2) create an action item for these sections.

- Talk with your elbow partner about your rate of implementation and if you created an action item, what it is.

EL Considerations

"Begin assessing the instructional program prior to assessing the child." Spinelli 2008

- Include classroom teachers
- Support with data management
- Support interpreting data
- Model instructional practices
- Create resources for sharing tier 2-3 interventions across schools
- Ensure parents are valued as partners

English Language Learners: Differentiating Between Language Acquisition and Learning Disabilities 2014

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Matching Intervention to Need:

	Phonemic Awareness	Phonics	Oral Reading Accuracy & Fluency	Group?			
				1 Core Support	2 FLUENCY Only	3 ACCURACY Only	4 ACCURACY & FLUENCY
Phonics for Reading		☑				✖	
Read Naturally			☑		✖		
Reading Mastery	☑	☑	☑				✖
Sidewalks	☑	☑	☑				✖

Decoding

Fluency

Grade	Gender	SPED	Ethnicity	Race	ELL	Last Name	First Name	PRF	PRF Percentile	Accurcy
								37	1	80
								63	4	94
								74	7	97
								78	8	95
								94	14	95
								95	14	98
								97	15	97
								103	18	93
								109	23	98
								110	24	98
								117	29	99
4	M	YES	W	NO		White		118	30	98
4	F	NO	W	NO		Hispanic or Latino		119	31	100
4	M	NO	H	YES		Hispanic or Latino		120	32	97
4	F	NO	W	NO		Hispanic or Latino		121	33	94
4	M	NO	W	NO		White		125	38	99
4	M	NO	H	NO		Hispanic or Latino		128	42	98
4	M	YES	W	NO		White		129	42	98
4	M	NO	W	NO		White		131	44	97
4	M	NO	W	NO		Hispanic or Latino		132	46	98
4	F	NO	B	NO		Black		133	47	98
4	F	NO	H	YES		Hispanic or Latino		139	55	98
4	F	NO	H	YES		Hispanic or Latino		142	57	98
4	M	YES	W	NO		White		150	69	99
4	F	NO	W	NO		Two or more races		167	85	99
4	F	NO	W	NO		White		171	87	100

Additional Diagnostic Assessment

- Look to your Assessment Protocol

- Assessments to consider
  - Intervention Placement Test
  - Phonics Screener
  - CORE Assessments
  - DRA
  - QRI
  - Informal observations of the intervention

Not needed for EVERY child

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Intervention Matched to Student Need: ELL Considerations

- Did they also receive a language intervention?
  - "Not all currently used interventions in literacy (especially for primary grade students) include adequate attention to these areas [listening & reading comprehension], and thus they may need to be augmented for English learners."
    Institute for Education Sciences, 2004
- Is there a high degree of "fluidity" of instruction for ELL's across the day?
- Do we have decision rules for placement and movement of ELL's in interventions?
  - Did we follow them?

	3rd Measures Winter		
	PRF 118	MCRC 11	Math 25
All	107	9	26
SPED	44	6	22
ELD	77	7	24
Migrant	87	8	25
Underserve	99	9	25

	3rd Deltas (Fall to Winter)		
	PRF +26	MCRC +1	Math +3
All	37	1	6
SPED	17	-2	1
ELD	25	-1	5
Migrant	22	-1	3
Underserve	32	0	5

March IRM Meeting - Disaggregated Data Focus

In Attendance: Mollie Weiss, Candace Zugner, Brandi Bell & Tobey Huddleston
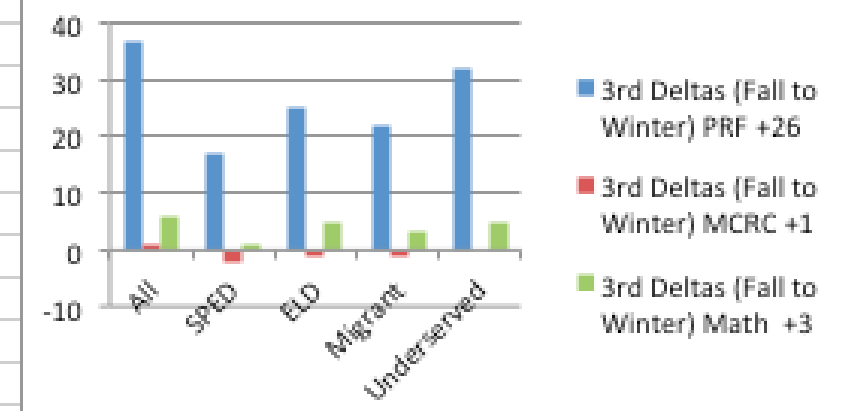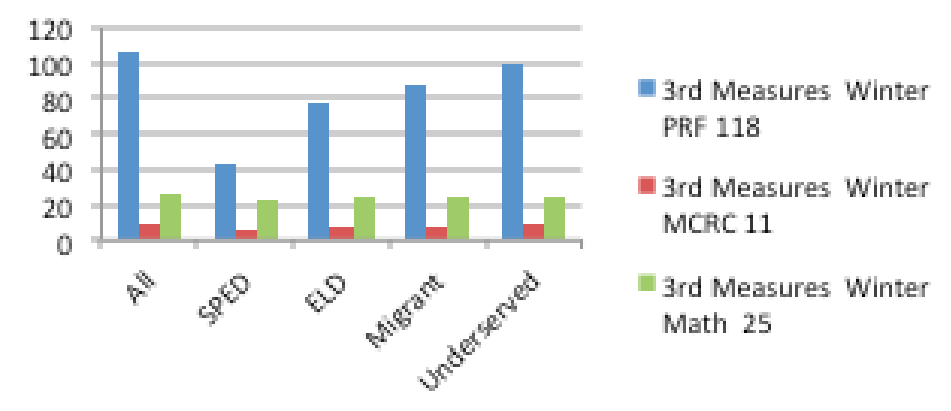
Meeting Purpose: Analyze disaggregated data from Fall to Winter of 2016-2017. Record trends in subgroup data. With this lens, review current interventions for students, decided if interventions are still appropriate and meet student needs or if there is a need for adjustment. Identify students who need additional support and create programs for students in need of additional support.

"Let's list some effective strategies that will assist our students to meet our goal(s)."

What Now?

Tracking Forms

Grade 2, Passage Reading Fluency:
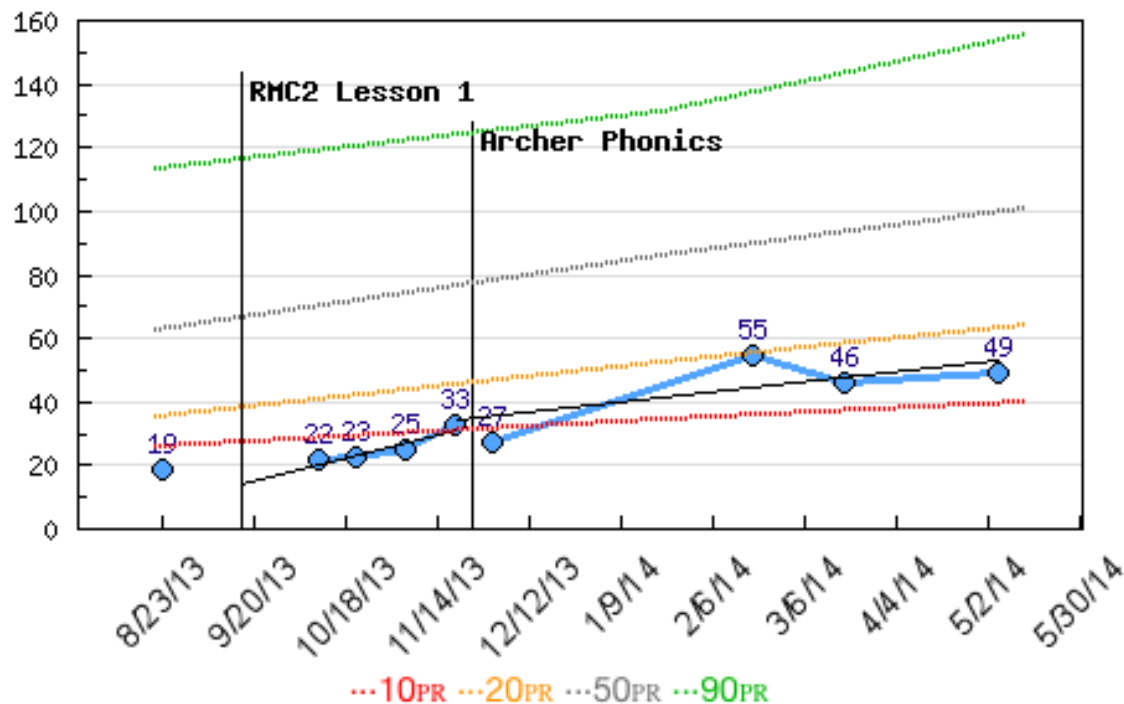
RMC2 Lesson 1
Archer Phonics

···10PR ···20PR ···50PR ···90PR

RMC2 Lesson 1 : 45 minutes daily with IA. Group of 5.
Archer Phonics : Begin at lesson 1. 45 minutes daily with IA. Group of 2.

Intervention Effectiveness Tool

Tier 2/3 Intervention Tracking Tool: Intervention Effectiveness

Directions: Use the Intervention Effectiveness tool to summarize information about how well students are responding to intervention and how well interventions are being implemented. Information from the Student Detail Tool is used to populate this tool. If there are multiple sections/groups of the same intervention record information about each section/group separately. Update monthly.

Intervention	Phonics for Reading	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Group 1	# of Students Participating in the Intervention				6					
	# of Students Responding/ Making Adequate Progress toward their Goal				1					
	% of Students Responding/ Making Adequate Progress toward their Goal				16%					
	Average Implementation Fidelity Rating									
Group 2	# of Students Participating in the Intervention				6					
	# of Students Responding/ Making Adequate Progress toward their Goal				2					
	% of Students Responding/ Making Adequate Progress toward their Goal				33%					
	Average Implementation Fidelity Rating									

EBIS Student Intervention Profile – <u>READING</u>
Can Be Completed In IPAS

Student Name: _____   Date: _____   ID Number: _____

Initial Data Information: **Initial Grade Level:** _____

Attach DIBELS Individual Student Profile and Progress Monitoring Report or IPAS Report.

Most Recent OAKS RIT Scores & %iles: (grade taken ___): R/L ____ M ___ Wr. ___ Sci. ____

ELL Language Level: _____Math CBM Screening Score: _____

Attendance Issues: _____YTD Absences ____ YTD Tardies

Teacher/School
K _____
1 _____

____

Behavioral Issues:

_____

(If behavioral concerns, attach SWIS Individual Student Report or data on behavior plan)

Number and times of Health Room Visits in past month: _____

Intervention #1

Start Date: _____   **Current Grade Level:** _____

Targeted Skill: Phonological awareness __ Phonics __ Fluency __ Compr. __ Vocabulary __

Curriculum (From Reading Protocol): _____

Group Size: 1-3: ____   4-7: ____   8 or more: ____

Frequency: **DAILY**

Duration: 10 min (K only): ____ 15 min.: ____ 30 min.: ____ 45 min.: ____Other: _____

**End Date:** _____ **Attach Progress Monitoring Data**

Number of intervention sessions attended during intervention period #1____ **Total sessions possible** ____

Notes:

Intervention #2

Start Date: _____   **Current Grade Level:** _____

Targeted Skill: Phonological awareness __ Phonics __ Fluency __ Compr. __ Vocabulary __

Curriculum (From Reading Protocol): _____

Group Size: 1-3: ____   4-7: ____   8 or more: ____

Frequency: **DAILY**

Duration: 10 min (K only): ____ 15 min.: ____ 30 min.: ____ 45 min.: ____ other: _____

End Date: _____ **Attach Progress Monitoring Data**

Number of intervention sessions attended during intervention period #2____ **Total sessions possible** ____

Work Time!

- Use the graphic organizer and 1) rate yourself in targeted populations, students placed appropriately, tracking forms and 2) create an action item for these sections.

- Talk with your elbow partner about your rate of implementation and if you created an action item, what it is.

Understanding Data: Progress Monitoring


Grade 2, Passage Reading Fluency: ANDREW DIFONZO
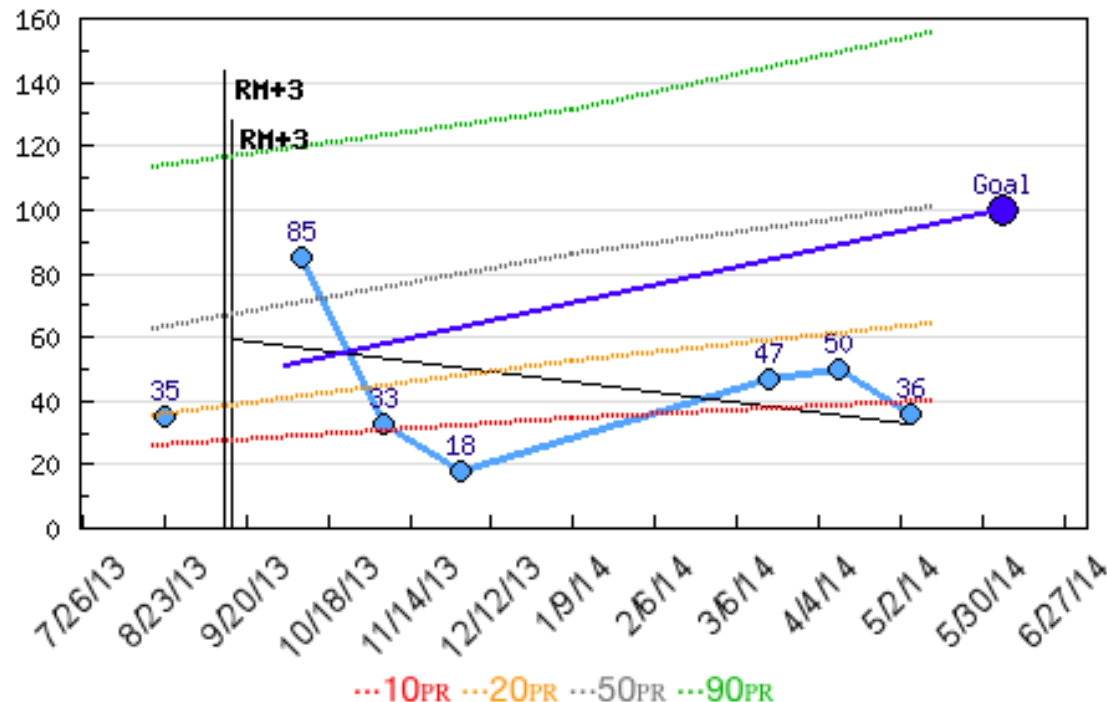
Leading Questions….

- "Which groups do we really have to watch this 6-8 weeks?"
- "How far behind are these students?"
- "What has been their gains since the last assessment?"
- "How do the DIBELS/AIMSweb/EasyCBM scores compare with their in program assessments?"
- "Which students do we think will get to benchmark without extra supports?"

Document Changes

Grade 2, Passage Reading Fluency:
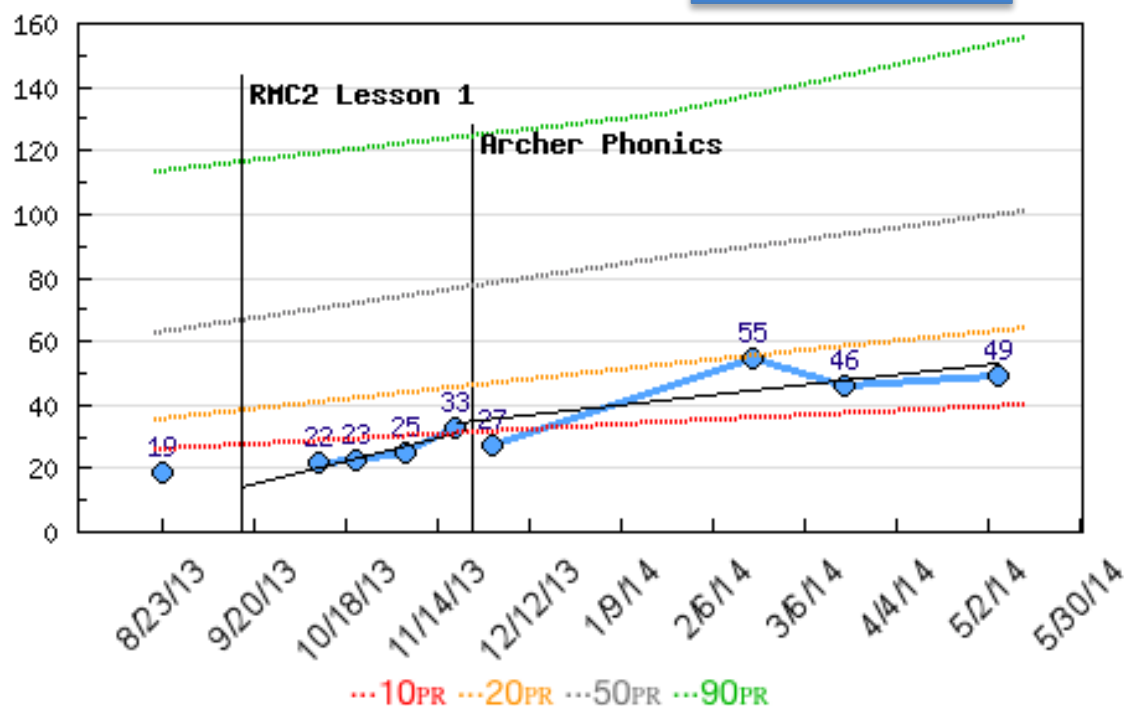
RMC2 Lesson 1

Archer Phonics

···10PR ···20PR ···50PR ···90PR

RMC2 Lesson 1 : 45 minutes daily with IA. Group of 5.
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Example from TTSD: What do we change?

INSTRUCTION →

ENVIRONMENT →

CURRICULUM →

INSTRUCTION →

CHANGE IN INTERVENTION

Each of these changes constitutes a new intervention, and are decided upon by the EBIS team. These are the options available for academic and behavioral intervention changes.

1. Add 15 or more minutes per intervention session (ex: extra time could be used to pre-teach vocabulary or core content)

2. Reduce group size by 2-3 students

3. Add a behavior plan and/or attendance intervention to increase instructional time, motivation and/or attention.

4. Change curriculum according to protocol if the current intervention is not addressing the student's needs based on additional <u>assessment</u> (phonics screener, core program assessment, intervention placement test, etc.).

5. Add curriculum according to protocol based on additional <u>assessment</u> (phonics screener, core program assessment, intervention placement test, etc.) to provide additional practice on targeted skills.

6. The team may decide that the student needs more time in the current intervention along with a refinement in the instructional delivery based on the needs of the student by increasing the intensity of the intervention. In these instances, <u>consult</u> your EBIS coach.

When considering a change, look at multiple data sources

- Intervention data, e.g. weekly checkouts
- Smarter Balanced Data
- Weekly core reading assessments
- Unit/Theme core reading assessments
- Systematic anecdotal notes
- Diagnostic assessment
- Other CBM

Work Time!

- Use the graphic organizer and 1) rate yourself in progress monitoring data and change to intervention 2) create an action item for this section.

- Talk with your elbow partner about your rate of implementation and if you created an action item, what it is.

ICEL

I – Instruction
C – Curriculum
E – Environment
L – Learner

LICE

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?

Why might the problem be occurring?
The Individual

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?
Intervention program placement match?

FIDELITY

Environment:

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

Learner:

Other things to consider?
Cultural?
Social, emotional, medical?
Language?

47

Connecting to core

Reading Comprehension

Foundational Skills

Oral Reading
Accuracy & Fluency

Phonics
(Alphabetic Principle)

Phonemic Awareness

Reading Comprehension

Vocabulary
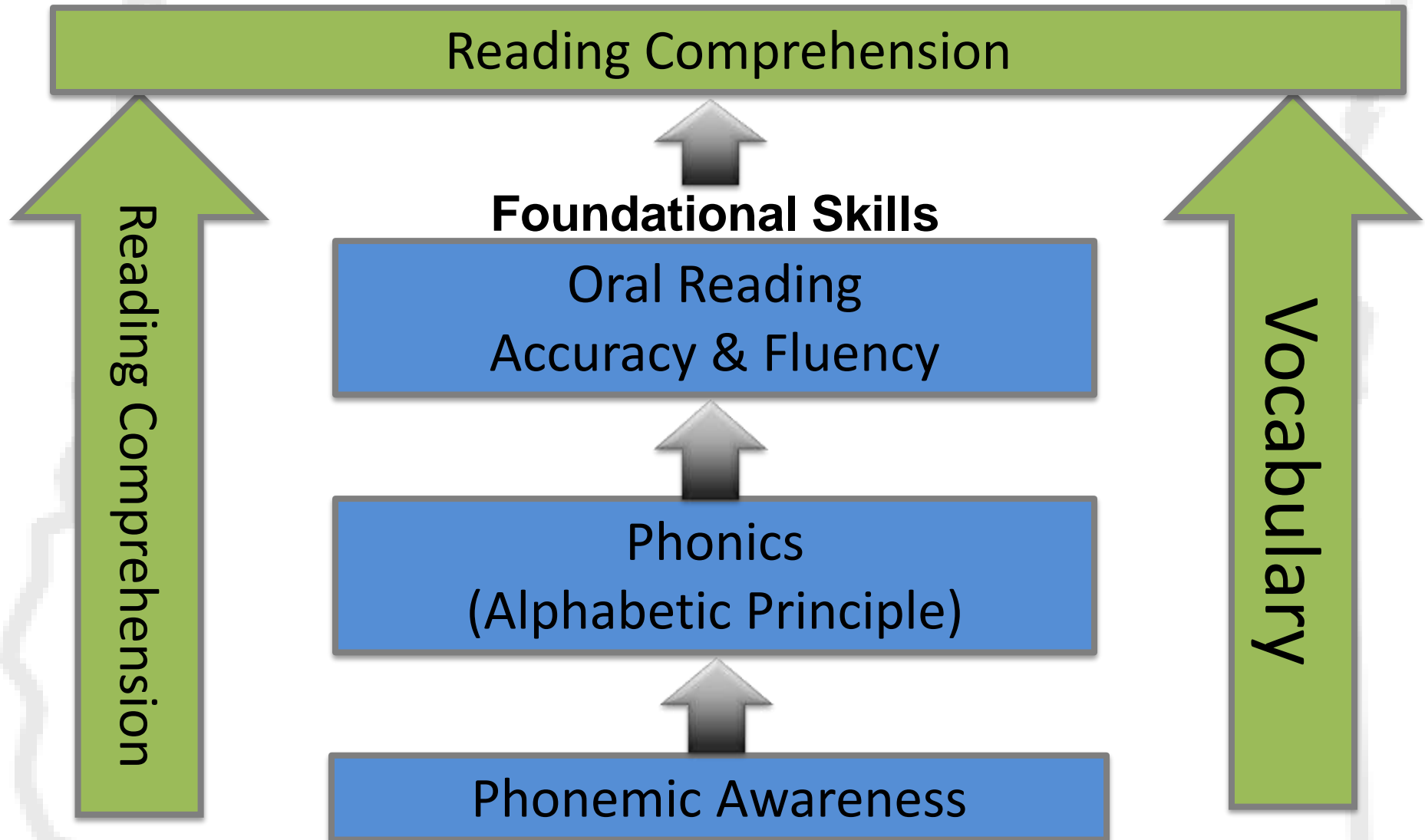
Video Study: Examining ICE for the Group...

Oregon Response to Intervention

Work Time!

- Use the graphic organizer and 1) rate yourself in ICE, connection to core 2) create an action item for this section.

- Talk with your elbow partner about your rate of implementation and if you created an action item, what it is.

OSD Standard Literacy Protocol

Grade	Tier I All Students Core Curriculum		Tier II Core + Intervention		Tier III Core + Intervention	
	Time	Program Options	Time, Add:	Program Options	Time, Add:	Program Options
K	90 Minutes daily	Reading Street	30 minutes	Reading Street Small Group Reading Mastery Language for Learning Funnix	30 Minutes-90 Minutes	Reading Mastery Language For Learning Funnix
1	90 Minutes daily	Reading Street	30 minutes	RM Classic RM + Read Naturally Language for Thinking Funnix	30 Minutes-90 Minutes	RM Classic/ RM + RM Fast Cycle Language for Thinking Funnix
2 – 3	90 Minutes daily	Reading Street	30 minutes	RM Classic / RM + Horizons CD Read Naturally Language for Thinking Funnix	30 minutes-90 minutes	RM Classic/ RM + RM Fast Cycle Horizons Language for Thinking Funnix
4 –6	90 Minutes daily	Reading Street	30 minutes	RM Classic / RM + Read Naturally Rewards	30 minutes-90 minutes	RM + RM Fast Cycle RM Classic Horizons CD CR Decoding A, B1, B2, C Funnix

Group Intervention *Review* process

1. Problem Identification
What's the problem

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?

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

GROUP

INDIVIDUAL

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

Check **ICEL** for *INDIVIDUAL*

Make a change for the *GROUP*

Make a change for the *INDIVIDUAL*

Implement for 6-10 weeks

Starting with intervention <u>groups</u> 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

ORTIi
Reach & Teach *All* Students

Data Analysis at a Group Level

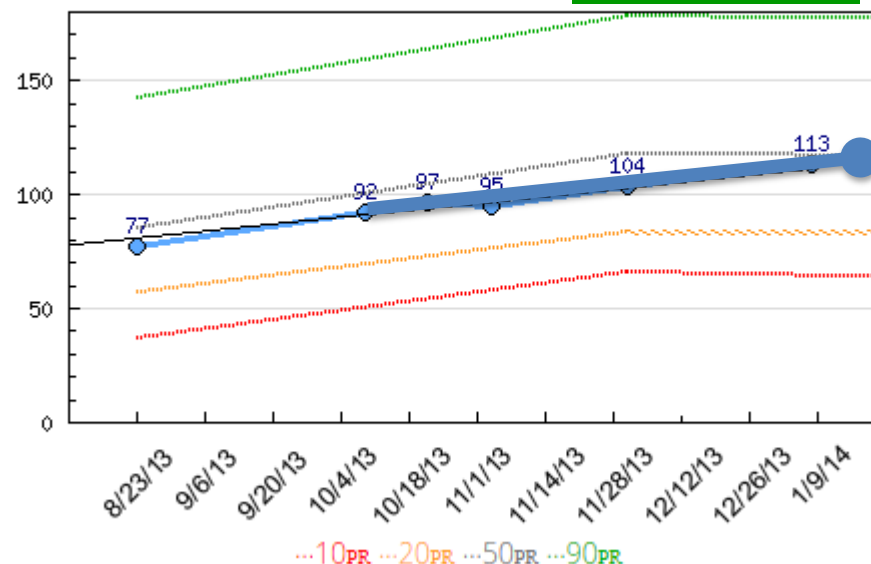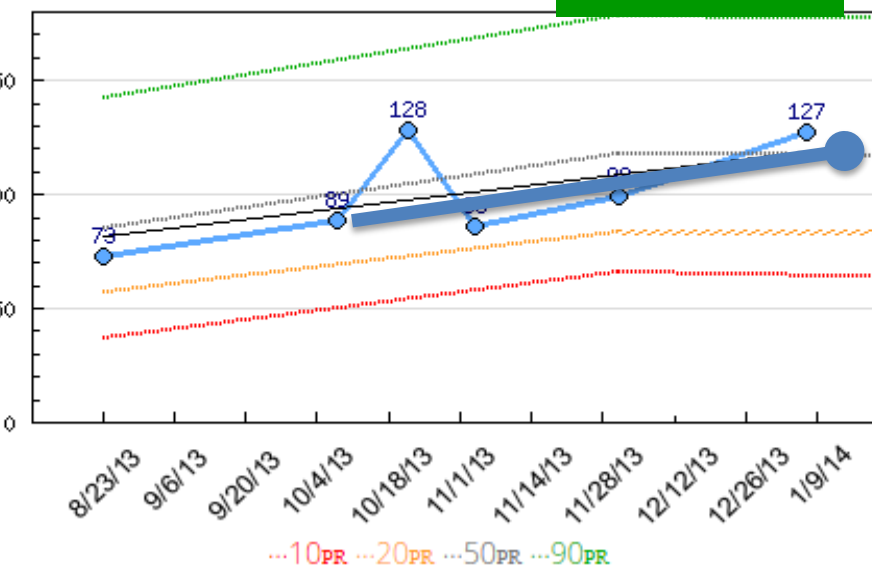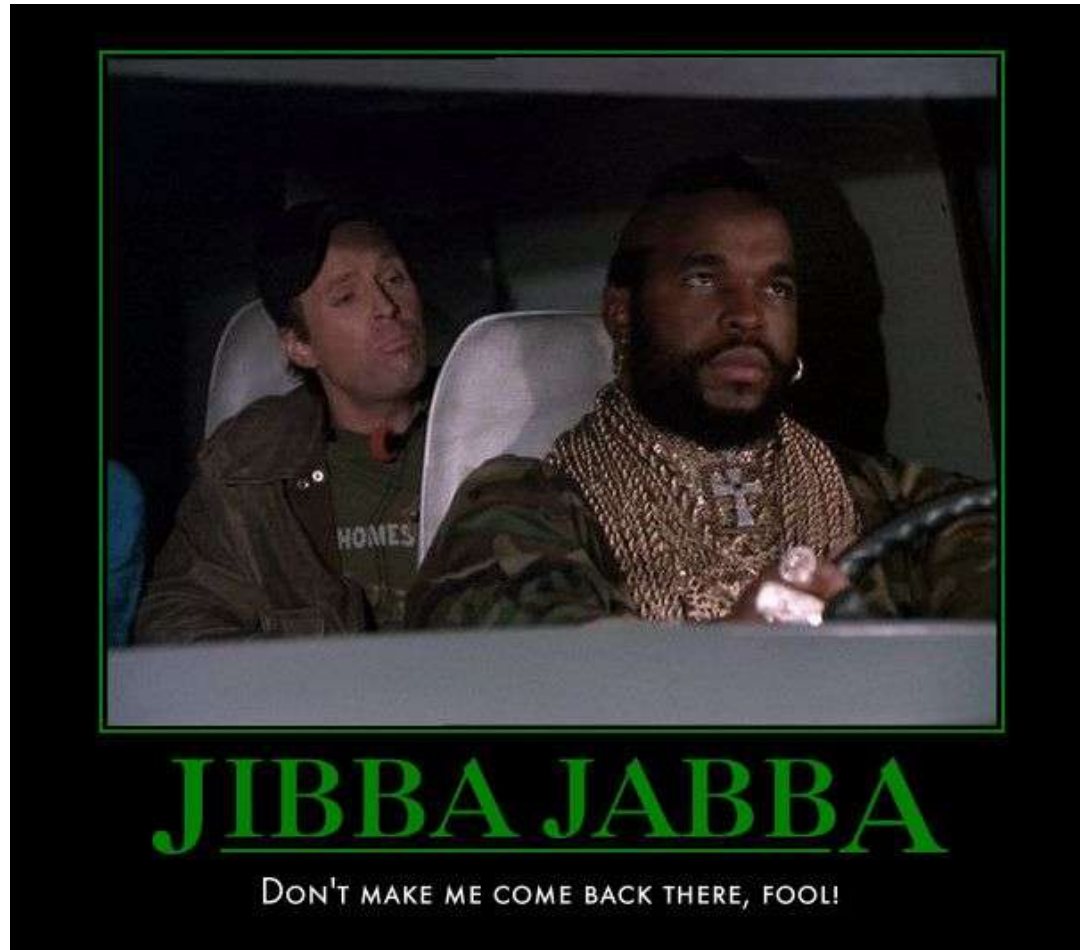**Group Passage Reading Fluency Performance** (Only shown for groups of 10 students or fewer)
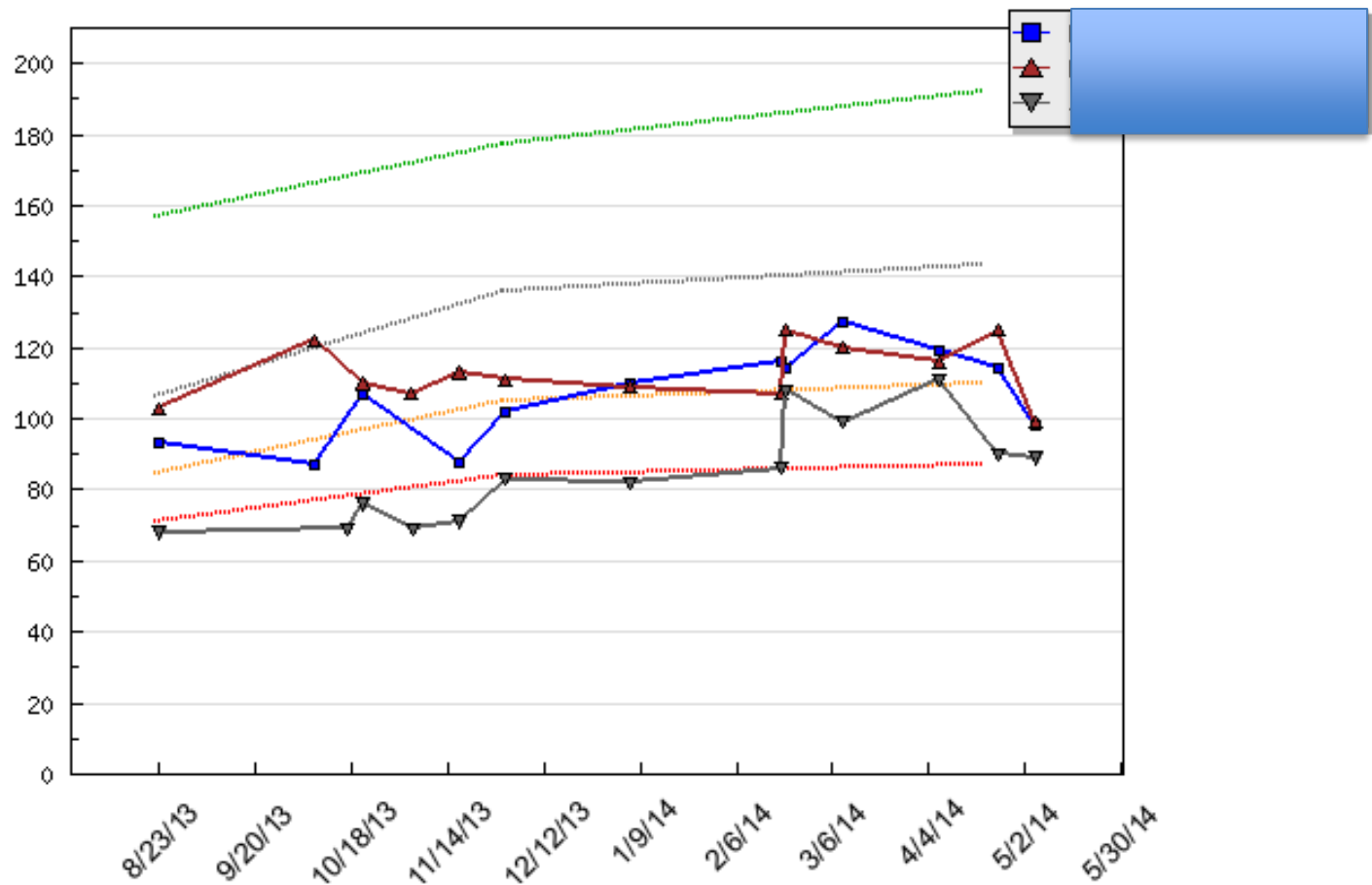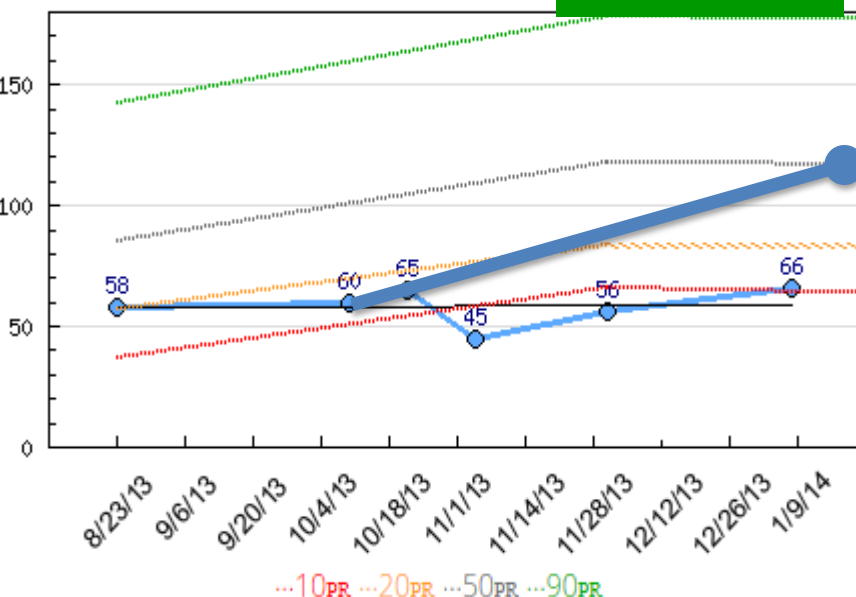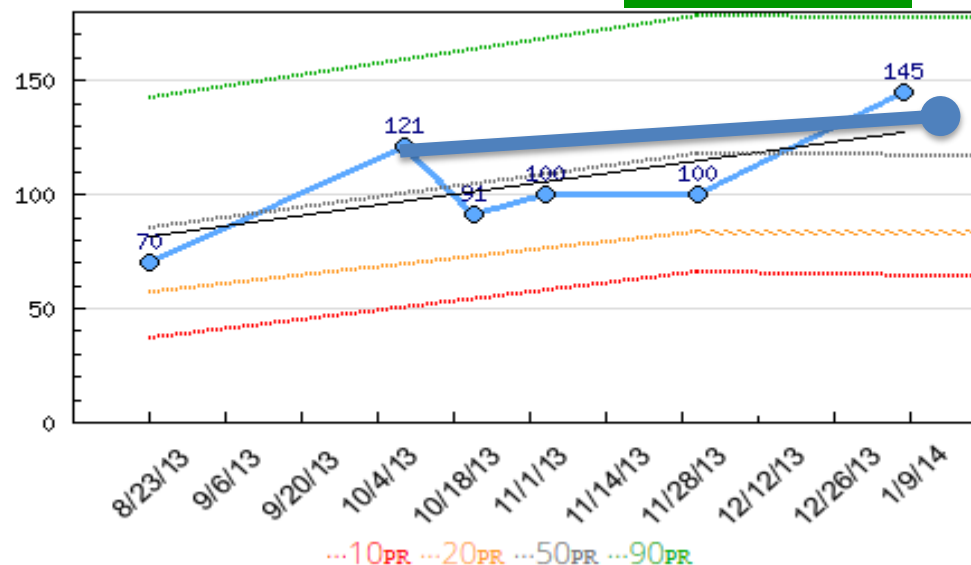
Video Study: Group or Individual?

Communication

Notify Parents

- Inform parents of student's placement & progress in intervention
  - Call parent
  - Progress reports

Work Time!

- Use the graphic organizer and 1) rate yourself in definition of interventions, data analysis at the group level, communication 2) create an action item for this section.

- Talk with your elbow partner about your rate of implementation and if you created an action item, what it is.

ORTII
Reach & Teach *All* Students

Use your tools for Success!

- Decision Rules
- IRM Agenda
- Team
- Tracking forms
- Data:
  - Implementation integrity data
  - Cohort group data
  - Individual data
  - Other data

Intervention Review Meeting Rubric: A rubric is an assessment tool, which is constructed to review the critical components of the process of holding a 20% meeting (intervention review team meeting). The required elements are described in terms from not evident to accomplished. A score of 3 or proficient meets all requirements. A score of 1 or 2 indicated improvements are needed in your practice of 20% meetings. A score of 3 or 4 indicates acceptable practices.

Required Elements	RUBRIC			
	Needs Improvement		**Acceptable Practices**	
	Not Evident 1	Emergent 2	Proficient 3	Accomplished 4
Agenda/ **Meeting basics:** • Start and end time • Norms set • Facilitator/note taker/ time keeper/ data analysis assigned prior to the meeting • Room is prepped and ready to go • Data is available for all team members	No agenda, basic meeting guidelines are not evident	Have an agenda with basic information; meeting guidelines are evident, but not followed	Have a detailed agenda with guiding questions; meeting guidelines are evident and followed	Detailed agenda with guiding questions that is available prior to the meeting for all team meetings; meeting guidelines are followed and follow up action planning occurs within 1 week of the agenda being sent out
Action Item:				
Decision Rules	No decision rules are set	Decision rules are set, but not followed	Decision Rules are set and followed	Decision rules are set, followed and the team is aware of them prior to the meeting. Multiple pieces of data are incorporated into decision making.

- "Using a systematic team approach to RTI allows teachers and staff to all be involved in planning for every student's academic performance. By sharing responsibility as a team, more educators are accountable for student progress and aware of the diversity of needs among students."

~Joseph F. Kovaleski et. al

IRM meeting Scale

4	I understand the components of the IRM and how to effectively use the information to inform instructional decisions for students as well as use the information if needed for making special education referrals using RTI.
3	I understand the components of the IRM and how to effectively use the information to inform instructional decisions for students including the: • Agenda with guiding questions • Data collection process • Disaggregating data related to targeted populations • Student intervention profiles • Tracking form • Communicating Decisions • Aligning Interventions with Core instruction
2	I understand the basic components of the IRM including the: • Agenda with guiding questions • Data collection process • Student intervention profiles • Tracking form
1	I understand that a IRM has key elements.
0	I understand the importance of completing an IRM

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Acknowledgements

Engaging in Reflection for Productive Decision Making by Dawn Miller, 2011

Data Analysis for Instructional Decision Making: Team Process, RTI in PA