# Evaluating Multi-Tiered Systems of Support (MTSS)

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# Multi-Tiered Systems of Support

- **MTSS is a framework to provide all students with the best opportunities to succeed academically, *socially, emotionally* and behaviorally in school. MTSS focuses on providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. Data is used to allocate resources to improve student learning and support staff implementation of effective practices.**

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# Thank You for Attending
## Today's Focus:

### Evaluating Systems – Four Strategies

- **Build a solid plan/protocol** for instructional decision making (i.e. Placement Pathways)
- **Conduct walk throughs and fidelity checks** (to ensure implementation and support teachers)
- Hold On-Going **Monthly Data Meetings** using an established protocol for organizing and looking at progress of instructional groups
- **Evaluate and Problem Solve Systems** after benchmark assessments (Fall to Winter, Winter to Spring) using Adequate Progress method.

# We Begin with…

# Benefits of a Systems Approach to MTSS

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## Want to Improve Outcomes?

**Spend more time doing efficient things:**

- **Screen students** to identify instructional needs
- Have **protocols** for assessment and intervention
- Use ONLY **research validated** interventions
- Make sure **systems** are highly effective

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## Too Often, Schools…

- Try to fix or help struggling students one student at a time through problem solving meetings and creating individualized plans (Old RTI)
- Apply ineffective interventions or effective interventions in ineffective ways (e.g., brainstorming interventions)
- Turn to the most costly and time consuming approach… Special Education

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# NOT Efficient

- Teacher created interventions
- Filling out pre-referral paperwork
- Lots of student referrals
- Lots of meetings to discuss individual students
- Lots of meetings to plan or follow up other meetings
- More meetings
- Possibly lots of students being placed in special education unnecessarily
- Lots of frustration and lots of failure

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# What Makes an Effective System?

- One: The School has a well thought out plan for supporting students according to their needs – **one size does not fit all**.
- Two: Supports are pre-Arranged and efficient
- Three: Supports are Highly Effective – they work for the majority of students at each level

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## Success Zone Probabilities

| | |
|---|---|
| GREEN | High probability of grade-level or above success |
| YELLOW | Questionable probability of grade-level or above success |
| RED | Low probability of grade-level or above success |

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## What Intervention?

**Based on level of support and deficit indicated**

| | | |
|---|---|---|
| TIER I | BENCHMARK | Core Coursework/Standards |
| TIER 2 | STRATEGIC | Supplemental program/instruction according to specific skill deficits<br>*Below the 40th percentile – less than 2 years behind* |
| TIER 3 | INTENSIVE | Comprehensive Intervention program<br>*Below 20th percentile – two or more years behind* |

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## Elementary Reading Placement Pathway

| Screening | AIMSweb Composite Score | | | | | |
|---|---|---|---|---|---|---|
| | INTENSIVE | STRATEGIC (between 21st and 39th percentile) | | | BENCHMARK | ADVANCED |
| Diagnosis: Criteria | Intensive on AIMSweb/at or below the 20th percentile | Did not pass all portions of CORE Consortium on Reading Excellence Phonics Screener (fast/slow, but wrong) | Passed CORE Phonics Screener, not at benchmark on ORF (accurate, but slow) | Passed CORE Phonics Screener and at benchmark on ORF, below 39th percentile on Comprehension (accurate and fluent, but poor comprehension) | 40th -75th percentile on AIMSweb Composite | 76th percentile and higher on AIMSweb |
| Focus | COMPREHENSIVE | PHONICS | FLUENCY | COMPREHENSION | CORE CONTENT | ENRICHMENTS |
| Focus Skills | Basic reading skills: Letter/sound correspondence, decoding, fluency, vocabulary, comprehension | Target decoding skills identified on CORE Phonics Screener | Automatically decoding words, reading high frequency, and phrasing sentences. | Below 20th percentile on Vocabulary Assessment = Focus on Language and Reasoning; Above 20th percentile on Vocab. = Focus on Comprehension Strategies | Wonders and Wonder Works | Wonders and Enrichment |
| Intervention | Reading Mastery Reading and Language | Phonics for Reading | Read Naturally | Language focus = Language for Learning/Thinking; Comprehension focus = Achieve 3000 | Small group-Leveled Readers, Consider "Templates" phonics instruction | Advanced vocabulary, comprhension and writing |
| | | Core Reading: Wonders, Wonder Works & Achieve 3000 | | | | |
| Length of Time | 90 minutes daily (core replacement) | 30 minutes | 30 minutes | 30 minutes | 30 minutes | 30 minutes |
| Verify Progress | Reading Mastery In-program assessments and AIMSweb (once monthly) | Phonics for Reading Assessments; AIMSweb Progress Monitoring (once monthly) | Read Naturally and AIMSweb Progress Monitoring (once monthly) | Program Assessments; AIMSweb Vocabulary or Comprehension | In-Program Assessment | In-Program Assessments |
| Identify Method to Verify Effectiveness | Adequate progress on AIMSweb (Summary of Impact Report) | | | | | |

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**RTI IMPLEMENTATION CHECKLIST – Reading / Math (circle one)**

| | Elements of a School-Wide Approach | YES | NO | PARTIAL | Comments |
|---|---|---|---|---|---|
| 1. | Arrange system to meet the needs of the full range of students (i.e. benchmark, strategic, intensive) | | | | |
| | A. Are appropriate programs and materials used to teach the full range of students? | | | | |
| | B. Benchmark students receive minimum 90/45 min. reading/math instruction | | | | |
| | C. Strategic students receive core instruction with at least 30 min. targeted/supplemental instruction | | | | |
| | D. Intensive students placed in research validated intervention programs sufficient time to meet pacing requirements | | | | |
| | E. Is a sufficient number of staff allocated | | | | |
| | F. Have staff been assigned in a way such that instruction can be delivered to the full range of students each day | | | | |
| 2. | Use universal screening and functional assessment (e.g., phonics screening, etc.) to identify and place students according to instructional needs. | | | | |
| | A. Benchmark assessments are administered fall, winter and spring | | | | |
| | B. Diagnostic assessments are used to identify specific instructional focus for Strategic level students | | | | |
| | C. Intensive level students are administered placement tests | | | | |
| 3. | Use differentiated instruction to meet the needs of instructional groups. | | | | |
| | A. Are students grouped according to identified instructional focus area (homogenously by performance level/skill deficits | | | | |
| | B. Are students grouped based on program recommendation | | | | |
| | C. Are group sizes for small group activities appropriate (i.e., 4-8 students) | | | | |
| 4. | Use research-based interventions and instructional practices. | | | | 11 |
| | A. All instructional reading programs and materials are research based/validated | | | | |
| | B. Instructional programs are aligned to student instructional needs | | | | |
| | C. Are reading/math programs implemented with fidelity | | | | |
| | D. Are fidelity checks conducted regularly | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 5. | Conduct frequent progress monitoring to ensure adequate growth. | | | | |
| | A. In-program assessment (i.e. end of unit tests, etc.) are administered as required | | | | |
| | B. Out of program assessments are administered (monthly for Strategic students and every, twice monthly for Intensive students) | | | | |
| | C. Data is used for instructional decision making (i.e. to adjust instructional groups, evaluate effectiveness of instruction, etc.) | | | | |
| | D. Grade level data meetings have been established and occur regularly | | | | |
| 6. | Provide on-going professional development to support system-wide structures of instruction. | | | | |
| | A. Is training provided for teachers (i.e., staff receives professional development on programs used in classrooms before using program and at least twice after initial training) | | | | |
| | B. Are program specific consultants brought in to observe in classrooms and provide ongoing support and training | | | | |
| | C. Are inservice sessions developed around implementation issues identified by the building/district administrators | | | | |
| | D. Do building administrators conduct classroom walk thoughts during reading instruction – establish and communicate grade level reading goals and targets | | | | |
| | E. Are new teachers provided the necessary program training | | | | |
| 7. | Use data to evaluate effectiveness of school-wide system. | | | | |
| | A. Do grade level teachers have a method to evaluate effectiveness of instructional supports/systems (i.e., Benchmark, Strategic and Intensive) | | | | |
| | B. Less effective systems are identified and discussed by grade level teachers | | | | |
| | C. A school-wide team is established to evaluate the effectiveness systems | | | | 12 |

| | | | | | |
|---|---|---|---|---|---|
| 8. | Use problem-solving teams to identify and address unhealthy systems. | | | | |
| | A. Grade level teams identify systems in need of support and use Healthy System Checklist, ICEL/RIOT, Alterable Variables, and other resources for identifying possible causes | | | | |
| | B. Action plans are created to address systems in need of support | | | | |
| | C. Outcome goals and evaluation methods are identified regarding unhealthy systems | | | | |
| 9. | Develop intervention plans for students whose needs cannot be adequately addressed within the system (e.g., require intervention/instruction not available as part of the overall system). | | | | |
| | A. Intervention plans are created using a formal problem solving Process | | | | |
| | B. Goals of student intervention plans are clearly specified and regularly monitored | | | | |
| | C. Problem solving efforts are first addressed within grade level teams before being referred to the building level team | | | | |
| | D. Student level teams exist for the purpose of improving student performance rather than referral recommendations | | | | |
| 10. | Use information relevant to a student's response to intervention (progress monitoring data, review of intervention duration, intensity, and fidelity) as part of process for determining eligibility for special education. | | | | |
| | A. Students considered for special education have received intervention within effective systems | | | | |
| | B. Students considered for special education have received research validated interventions aligned to their instructional needs and for an extended period of time | | | | |
| | C. Progress monitoring information, history of interventions and results are used in determining eligibility for special education | | | | 13 |

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## Take a Moment to Reflect…

- What is the approach to MTSS in your school/district? Is it highly efficient? Effective?
- Are decision making protocols established as described here, OR do you try to address students one at a time through a referral type of approach?

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## Systems Evaluation
## Step One: Fidelity

- Training (initial and follow-up) occurring for MTSS practices and programs with an instructional methodology of modeling, coaching and feedback
- District-wide accountability structures in place for how practices/programs will be used with students in tiers 1, 2, and 3

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## Ensure Full Implementation

- Fully implement research-based intervention programs
- Create a timeline – hold people accountable
- Train all teachers
- Plan for observations/coaching to support teachers
- Ensure all teachers understand expectations regarding program fidelity

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## Importance of Fidelity

- To ensure sufficient practice and precise method
- To make sure the entire treatment occurred
- To be able to evaluate the effectiveness of the program
- To cover all required components of the program

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## Why Lack of Fidelity to Programs

- Teachers not trained
- Program complexity required greater skill than was prepared for
- System does not allow enough time/resources
- Resistance, reluctance due to philosophical differences, etc.
- Administration is not clear/does not follow through
- Myth of autonomy and academic freedom

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## Reflect…

- What, in your opinion, would cause a lack of fidelity to interventions?
- Share you're your opinion and rationale via the chat

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## How Can We Know if Day to Day Instruction Will Result In the Desired Results?

- Leave nothing to chance – **what is observed gets done**.
- Important to make sure what you think is happening is **actually happening**
  - Teachers know and value administrators that **support** instruction and hold everyone **accountable**
- Sharing students (walk to intervention) requires teachers to be able to trust one another

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## Walk Throughs

- Walk-throughs can help build a **strong culture** of **collaboration** in the school to support academic success
- To be effective, walk-throughs must be **empowering, affirming, and growth-producing**, not evaluative
- The walk-through process is one of the most visible and **potentially powerful** elements of instructional leadership
- Walk-throughs help build a strong teaching-learning culture to **support success**

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## Be Transparent

- Share walk-through tool(s) you will use
- Share with teachers the process—what to expect
- Ask what would be most helpful for them as part of the classroom visit process
- Recognize reactions to change
- Clearly differentiate between formal evaluations and walk-throughs

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## Five-Minute Observations

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# Five-Minute Observations

- **Rationale:** The five-minute observation form provides a broad overview of how a classroom is functioning. It focuses the observer on required fundamental elements. Without the basics established, coaching intended to refine a teacher's presentation skills would be premature.

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# Five-Minute Observations (Cont.)

- Ideally conducted during the first five minutes of a lesson
- Allows quick screening across the building of how well the classrooms are running
- Helps monitor if basics of implementation (grouping, scheduling, etc. . . .) are established
- Provides a structure for follow-up interaction with teachers

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# Structural Elements

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# Schedule

- Check to see the subject is scheduled for the recommended length of time.
- Check to see teacher is following the schedule (starting and ending each group on time and teaching every group on a daily basis).
- Check to see if an additional reading period is scheduled daily for low performers.
- A schedule coordinated for grade level and cross-class grouping works best.

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# Grouping

- Get a list of students in each group.
- Check to see that there is an appropriate number of students in each group. (Small groups of lower performing students should have 4-6 students.)
- Check to see if groups are homogeneous (via observations and written records).
- Are students moved to different groups based on student performance?

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# Materials

- Check to see that teacher has all materials required by program and knows how to use materials.
- Materials should be organized and easily accessible to teachers and students during instruction.
- Should be a routine for accessing and handling materials so that everyone transitions quickly from one part of the lesson to the next.

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## Physical Set Up

- Check to see that students can move quickly and easily into group.
- The instructional set-up should be relatively free of distractions.
- Lowest performers should be front and center.
- Teachers should be presenting so that they can see and hear all students and all students can see and hear them.
- Teacher should be able to walk around the room to monitor students working.
- While teaching a small group, can the teacher see what other students in the class are doing? 32

## Quality of Implementation

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## Behavior

- Students receiving group instruction are attentive and engaged.
- Teacher is relying on positive techniques to manage student behavior.
- Students doing independent work are on-task.

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## Student Performance

- Students are successful at completing instructional tasks.
- Written records of student performance are accessible (LPRs, In-Program Test Summaries, DIBELS).

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# Five-Minute Observation

**Five-Minute Observation**

School: _____ Name: _____

Grade: _____ Date: _____

Start Time: _____ Program/Level: _____

End Time: _____ Lesson: _____

**During a five-minute observation, watch for the following:**

| | |
|---|---|
| _____ | The subject and lesson you were expecting to see is being taught. |
| _____ | Number of students in group is appropriate. |
| _____ | Physical arrangement allows students and teachers to see and hear all parts of the lesson. |
| _____ | Students receiving group instruction are attentive and engaged. |
| _____ | Teacher follows the script as written. |
| _____ | Teacher corrects when students make errors. |
| _____ | Teacher relies on positive techniques to manage student behavior. |
| _____ | Students doing independent work are on-task. |
| _____ | Independent work is corrected and students have done fix-ups. |
| _____ | Student work is neat and well organized. |
| _____ | Teacher and student materials are organized and accessible. |
| _____ | Written records of student performance are posted or accessible. |
| _____ | Thermometer charts are posted and implemented correctly. |

Time and date of Follow-up from

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## Reflect…

- What is the purpose of the 5-Minute Observation?
- Identify how this type of observation could be used to help support the MTSS process in your building

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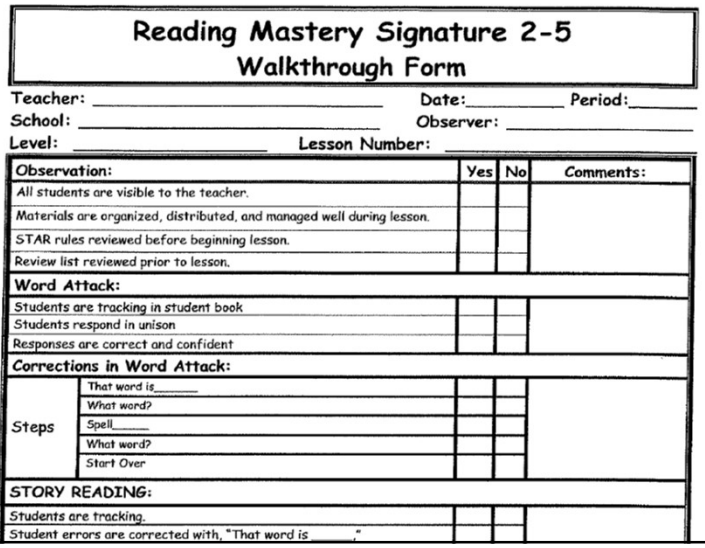
## Example Method of Conducting In-Depth Observations of Intervention:

- **Program Specific Observation Forms**
- **Generic Observations – Intervention "Look Fors" Form**

**Folder** 39

# Program Specific Observation Forms



**Reading Mastery Signature 2-5**
**Walkthrough Form**

Teacher: _____ Date:_____ Period:_____
School: _____ Observer: _____
Level: _____ Lesson Number: _____

| Observation: | | Yes | No | Comments: |
|---|---|---|---|---|
| All students are visible to the teacher. | | | | |
| Materials are organized, distributed, and managed well during lesson. | | | | |
| STAR rules reviewed before beginning lesson. | | | | |
| Review list reviewed prior to lesson. | | | | |
| **Word Attack:** | | | | |
| Students are tracking in student book | | | | |
| Students respond in unison | | | | |
| Responses are correct and confident | | | | |
| **Corrections in Word Attack:** | | | | |
| Steps | That word is_____ | | | |
| | What word? | | | |
| | Spell_____ | | | |
| | What word? | | | |
| | Start Over | | | |
| **STORY READING:** | | | | |
| Students are tracking. | | | | |
| Student errors are corrected with, "That word is_____." | | | | |

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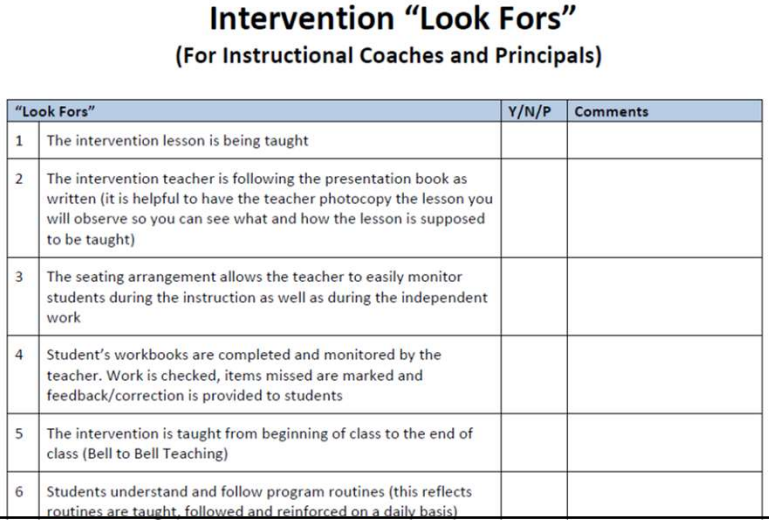
# Intervention Look Fors Form



**Intervention "Look Fors"**
**(For Instructional Coaches and Principals)**

| | "Look Fors" | Y/N/P | Comments |
|---|---|---|---|
| 1 | The intervention lesson is being taught | | |
| 2 | The intervention teacher is following the presentation book as written (it is helpful to have the teacher photocopy the lesson you will observe so you can see what and how the lesson is supposed to be taught) | | |
| 3 | The seating arrangement allows the teacher to easily monitor students during the instruction as well as during the independent work | | |
| 4 | Student's workbooks are completed and monitored by the teacher. Work is checked, items missed are marked and feedback/correction is provided to students | | |
| 5 | The intervention is taught from beginning of class to the end of class (Bell to Bell Teaching) | | |
| 6 | Students understand and follow program routines (this reflects routines are taught, followed and reinforced on a daily basis) | | |

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# Intervention "Look Fors" Summary Form

**INTERVENTION LOOK FORS SUMMARY**

SCHOOL: _____ DATE: _____

| Teacher | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| The intervention lesson is being taught | | | | | | | | | | | | | | |
| The intervention teacher is following the presentation book as written (it is helpful to have the teacher photocopy the lesson you will observe so you can see what and how the lesson is supposed to be taught) | | | | | | | | | | | | | | |
| The seating arrangement allows the teacher to easily monitor students during the instruction as well as during the independent work | | | | | | | | | | | | | | |
| Student's workbooks are completed and monitored by the teacher. Work is checked, items missed are marked and feedback/correction is provided to students | | | | | | | | | | | | | | |
| The intervention is taught from beginning of class to the end of class (Bell to Bell Teaching) | | | | | | | | | | | | | | |
| Students understand and follow program routines (this reflects routines are taught, followed and reinforced on a daily basis) | | | | | | | | | | | | | | |
| All students are responding during choral response – teacher monitors students and holds them accountable to respond 100% of the time | | | | | | | | | | | | | | |
| Correction is direct, explicit and provided immediately when an incorrect response is provided by the group or individual students. | | | | | | | | | | | | | | |
| Students are required to track with their fingers or bookmark when reading or following along in the textbook or workbook | | | | | | | | | | | | | | |
| The learning objective of the lesson should be reviewed at the beginning of the lesson (what are we doing today and why) and repeated/processed by students (keep brief – 1 to 2 minutes) | | | | | | | | | | | | | | |

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# Are there Systemic Problems?

**INTERVENTION LOOK FORS SUMMARY**

SCHOOL: _____ DATE: _____

| Teacher | Teacher 1 | Teacher 2 | Teacher 3 | Teacher 4 | Teacher 5 | Teacher 6 | Teacher 7 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| The intervention lesson is being taught | Y | N | Y | Y | Y | Y | Y | | | | | | | | |
| The intervention teacher is following the presentation book as written (it is helpful to have the teacher photocopy the lesson you will observe so you can see what and how the lesson is supposed to be taught) | N | P | N | P | P | Y | N | | | | | | | | |
| The seating arrangement allows the teacher to easily monitor students during the instruction as well as during the independent work | Y | Y | P | Y | Y | Y | Y | | | | | | | | |
| Student's workbooks are completed and monitored by the teacher. Work is checked, items missed are marked and feedback/correction is provided to students | P | Y | N | Y | Y | Y | Y | | | | | | | | |
| The intervention is taught from beginning of class to the end of class (Bell to Bell Teaching) | Y | Y | P | Y | Y | Y | Y | | | | | | | | |
| Students understand and follow program routines (this reflects routines are taught, followed and reinforced on a daily basis) | Y | Y | P | Y | P | Y | Y | | | | | | | | |
| All students are responding during choral response – teacher monitors students and holds them accountable to respond 100% of the time | Y | P | P | Y | Y | Y | Y | | | | | | | | |
| Correction is direct, explicit and provided immediately when an incorrect response is provided by the group or individual students. | Y | Y | N | P | Y | Y | P | | | | | | | | |
| Students are required to track with their fingers or bookmark when reading or following along in the textbook or workbook | N | Y | Y | Y | Y | N | Y | | | | | | | | |

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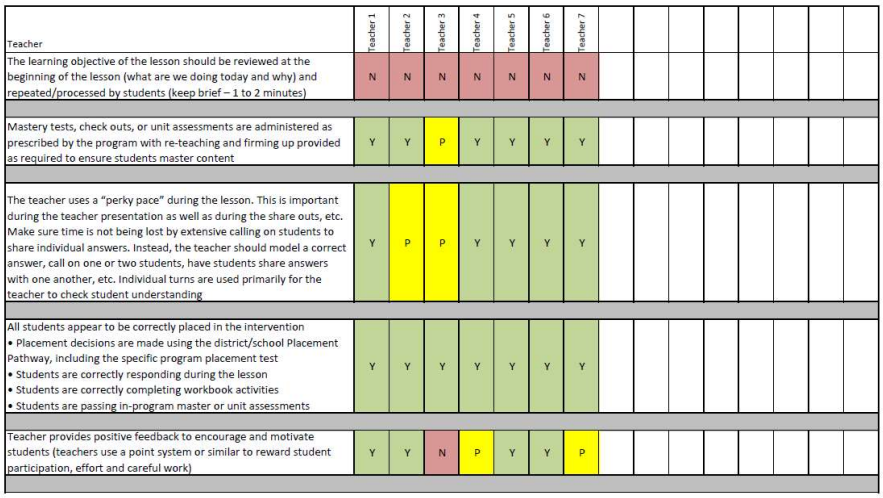

| Teacher | Teacher 1 | Teacher 2 | Teacher 3 | Teacher 4 | Teacher 5 | Teacher 6 | Teacher 7 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| The learning objective of the lesson should be reviewed at the beginning of the lesson (what are we doing today and why) and repeated/processed by students (keep brief – 1 to 2 minutes) | N | N | N | N | N | N | N | | | | | | | |
| Mastery tests, check outs, or unit assessments are administered as prescribed by the program with re-teaching and firming up provided as required to ensure students master content | Y | Y | P | Y | Y | Y | Y | | | | | | | |
| The teacher uses a "perky pace" during the lesson. This is important during the teacher presentation as well as during the share outs, etc. Make sure time is not being lost by extensive calling on students to share individual answers. Instead, the teacher should model a correct answer, call on one or two students, have students share answers with one another, etc. Individual turns are used primarily for the teacher to check student understanding | Y | P | P | Y | Y | Y | Y | | | | | | | |
| All students appear to be correctly placed in the intervention<br>• Placement decisions are made using the district/school Placement Pathway, including the specific program placement test<br>• Students are correctly responding during the lesson<br>• Students are correctly completing workbook activities<br>• Students are passing in-program master or unit assessments | Y | Y | Y | Y | Y | Y | Y | | | | | | | |
| Teacher provides positive feedback to encourage and motivate students (teachers use a point system or similar to reward student participation, effort and careful work) | Y | Y | N | P | Y | Y | P | | | | | | | |

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# After Observations: What Happens Next?

- Observations should be followed by some form of verbal or written feedback. A principal or coach may choose to use any or all of the following as appropriate:
- After observation, leave: brief note about two or three positive things observed + area(s) to focus on
- Brief reminder about time and place for follow-up conference
- Copy of the observation form

Location:

- Teacher's classroom
- Teacher's mailbox
- Other prearranged location

Form of Follow-Up

- Brief follow-up meeting
- Written comments

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## Map Out a Walk Through Plan

- Does your school/district currently conduct walkthroughs?
- Identify which of the observation forms would be most useful and a best fit for your staff and school.

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## Consider the following statement

"…Students will learn if the teaching is appropriate. If they fail to learn, the reason lies not with their inability to learn but with the delivery system's inability to teach"

Z. Engelmann

## WHAT'S NEXT?

## Establishing Data Protocols To Ensure Healthy Systems

## Evaluating and Problem Solving Systems

- **Evaluating and Problem Solving Systems** requires a plan
- Our plan must spell out how **we will use data** (and what data will be used)
- How will we organize the data so we can identify what's working and what's not
- We must also understand **what to do** if things are **NOT working** as well as we had hoped

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## Data Teams

- **Evaluate progress of instructional groups and problem solve at the group level - monthly**
- Evaluate Health of Tiered Systems at Benchmark periods (Winter and Spring) – identify systemic changes when necessary

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# Problem Solve Instructional Groups.
# ASK…

A. **Are students grouped appropriately?**

B. **Is the group in the appropriate intervention?**

C. **Is the intervention being implemented with fidelity?**

D. **Is adequate instruction provided?**

E. **Are students passing in-program assessments?**

F. **Is the pacing schedule appropriate – being followed?**

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## Data Meeting Focus Questions

| | | | | | |
|---|---|---|---|---|---|
| 1. | **Pacing:** The group is within three lessons of the anticipated target lesson? | **YES:** | Proceed to question #2A | | |
| | | **NO:** | Identify why the group is not on expected lesson and create action to remedy problem OR if pacing is deemed unattainable, establish a revised pacing goal. | | |
| 2A. | **In-Program Assessments: (Group)** The majority (80% or more) of the group is passing the in-program assessments? | **YES:** | Proceed to question #2B | | |
| | | **NO:** | Identify why the majority of the group is not passing and create a group level action plan. Consider the following: | | |
| | | | a) Is the group in the correct research validated intervention aligned to their learning deficits | YES: ☐ | NO: ☐ |
| | | | b) The majority of the students in the group are placed at the correct level (based on placement testing recommendations) of the intervention. If in doubt, revisit placement decisions. | YES: ☐ | NO: ☐ |
| | | | c) The intervention is being carried out/taught with fidelity? Identify the verification method (i.e., intervention look fors form, program specific fidelity tools, walk-throughs, etc.) | YES: ☐ | NO: ☐ |
| | | | d) Remedies such as re-teaching and pre-teaching, double dosing (i.e., more explicit and direct teaching, more modeling, more practice, more feedback, more time) is provided when the group does not pass in-program assessments. | YES: ☐ | NO: ☐ |
| 2B. | **In-Program Assessments: (Individual students)** All individual students within the group are passing<br><br>Handout(s) | **YES:** | Proceed to question #3A | | |
| | | **NO:** | Identify why individual students are not passing and create an individual student action plan. Consider the following: | | |
| | | | a) The individual students are correctly placed in this intervention? Is it aligned to their identified deficits? | YES: ☐ | NO: ☐ |
| | | | b) The individual students are placed in the correct level of the intervention (based on placement testing recommendations). How is this verified? | YES: ☐ | NO: ☐ |
| | | | c) Remedies such as pre-teaching, re-teaching, and the Five Mores are provided for individual students not passing in-program assessments? | YES: ☐ | NO: ☐ |
| | | | d) Individual students not passing in program assessments are present for the majority of instructional days and not excessively absent? | YES: ☐ | NO: ☐ |
| | | | e) The student(s) have passed vision and hearing screening and are using glasses/hearing aids if required? | YES: ☐ | NO: ☐ |

# Data Meeting Focus Questions (continued)

| | | | | | |
|---|---|---|---|---|---|
| 3A. | **Out of Program Assessments** (CBM's, Fastbridge, etc.) **(Group)** The majority (80% or more) of the instructional group is on or above the anticipated aimline (consider the three most recent data) | **YES:** | **Proceed to question #3B** | | |
| | | **NO:** | Identify why the majority of the group is not on or above the anticipated aimline and create a group level action plan. Consider the following reasons and remedies: | | |
| | | | a) The aimline is appropriate and aligned to the instructional level of the group and level of intervention (for example: if the group is placed in Reading Mastery first grade, the progress monitoring probes should be at the first grade level and aligned to the pacing goal of the intervention). | YES: ☐ | NO: ☐ |
| | | | b) The majority of the instructional group is below the aimline aligned to the instructional level of the group and aligned to the level of intervention?<br><br>If no: Add additional opportunities for student to generalize skills being taught in the intervention lessons, such as, more opportunities to re-read the stories, add additional fluency building opportunities using appropriate and similar level reading to those in the intervention. | YES: ☐ | NO: ☐ |
| 3B. | **Out of Program Assessments (**CBM's, Fastbridge, etc.**) (Individual students)** All individual students are on the aimline of the out-of-program progress monitoring? | **YES:** | Continue intervention as currently designed. No adjustments are warranted at this time. | | |
| | | **NO:** | Add additional opportunities for the specific student(s) to build fluency and generalize the skills being targeted in the intervention lessons, such as, re-reading stories, adding additional but similar practice materials, Six Minute Solution, Read Naturally, etc. | | |

**Note: If an individual student's performance does not improve after the above adjustments are made, consider placing the student in a lower level, or slower paced intervention group. If the student continues to be unsuccessful, a comprehensive evaluation for special education could be considered by a multi disciplinary team.**

Handout(s)

# Data Meeting Focus Questions

| | | | | | |
|---|---|---|---|---|---|
| 1. | **Pacing:** The group is within three lessons of the anticipated target lesson? | **YES:** | Proceed to question #2A | | |
| | | **NO:** | Identify why the group is not on expected lesson and create action to remedy problem OR if pacing is deemed unattainable, establish a revised pacing goal. | | |
| 2A. | **In-Program Assessments: (Group)** The majority (80% or more) of the group is passing the in-program assessments? | **YES:** | Proceed to question #2B | | |
| | | **NO:** | Identify why the majority of the group is not passing and create a group level action plan. Consider the following: | | |
| | | | a) Is the group in the correct research validated intervention aligned to their learning deficits | YES: ☐ | NO: ☐ |
| | | | b) The majority of the students in the group are placed at the correct level (based on placement testing recommendations) of the intervention. If in doubt, revisit placement decisions. | YES: ☐ | NO: ☐ |
| | | | c) The intervention is being carried out/taught with fidelity? Identify the verification method (i.e., intervention look fors form, program specific fidelity tools, walk-throughs, etc.) | YES: ☐ | NO: ☐ |
| | | | d) Remedies such as re-teaching and pre-teaching, double dosing (i.e., more explicit and direct teaching, more modeling, more practice, more feedback, more time) is provided when the group does not pass in-program assessments. | YES: ☐ | NO: ☐ |
| 2B. | **In-Program Assessments: (Individual students)** All individual students within the group are passing | **YES:** | Proceed to question #3A | | |
| | | **NO:** | Identify why individual students are not passing and create an individual student action plan. Consider the following: | | |
| | | | a) The individual students are correctly placed in this intervention? Is it aligned to their identified deficits? | YES: ☐ | NO: ☐ |
| | | | b) The individual students are placed in the correct level of the intervention (based on placement testing recommendations). How is this verified? | YES: ☐ | NO: ☐ |
| | | | c) Remedies such as pre-teaching, re-teaching, and the Five Mores are provided for individual students not passing in-program assessments? | YES: ☐ | NO: ☐ |
| | | | d) Individual students not passing in program assessments are present for the majority of instructional days and not excessively absent? | YES: ☐ | NO: ☐ |
| | | | e) The student(s) have passed vision and hearing screening and are using glasses/hearing aids if required? | YES: ☐ | NO: ☐ |

## Example Pacing Schedule

**Create a pacing schedule for Mrs. Andrew's 1st grade Intensive students.**

1. **Mrs. Andrew's Intensive group must complete Reading Mastery 1 lesson #160 by the end of the May.**
2. **It is early November and the group just completed lesson #17. Identify a pacing schedule that will ensure Mrs. Andrew's group will complete all 160 lessons by the end of the year**

**A. How many weeks = 24**

**3 Nov.**
**2 Dec.**
**4 Jan.**
**4 Feb.**
**3 Mar.**
**4 Apr.**
**4 May**

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## Example Pacing Schedule

**B. How many lessons = 143**

**160 – 17 = 143**

**C. Average number of lessons per week = 6 lessons per week**

**143 / 24 = 6**
**6 x 24 + 17 = 161**

**D. OUR TURN – Identify target lessons for each month**

**NOV., DEC., JAN., FEB.**
**NOV. = 35**
**DEC. = 47**
**JAN. = 71**
**FEB. = 95**

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# Reflect…

- Reflect, do you have pacing schedules in place for each intervention group in your school?
- Please type your answer into the chat.

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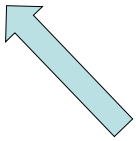
## Data Meeting Focus Questions

| | | | | | |
|---|---|---|---|---|---|
| 1. | **Pacing:** The group is within three lessons of the anticipated target lesson? | **YES:** | Proceed to question #2A | | |
| | | **NO:** | Identify why the group is not on expected lesson and create action to remedy problem OR if pacing is deemed unattainable, establish a revised pacing goal. | | |
| 2A. | **In-Program Assessments: (Group)** The majority (80% or more) of the group is passing the in-program assessments?  | **YES:** | Proceed to question #2B | | |
| | | **NO:** | Identify why the majority of the group is not passing and create a group level action plan. Consider the following: | | |
| | | | a) Is the group in the correct research validated intervention aligned to their learning deficits | YES: ☐ | NO: ☐ |
| | | | b) The majority of the students in the group are placed at the correct level (based on placement testing recommendations) of the intervention. If in doubt, revisit placement decisions. | YES: ☐ | NO: ☐ |
| | | | c) The intervention is being carried out/taught with fidelity? Identify the verification method (i.e., intervention look fors form, program specific fidelity tools, walk-throughs, etc.) | YES: ☐ | NO: ☐ |
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| | | | c) Remedies such as pre-teaching, re-teaching, and the Five Mores are provided for individual students not passing in-program assessments? | YES: ☐ | NO: ☐ |
| | | | d) Individual students not passing in program assessments are present for the majority of instructional days and not excessively absent? | YES: ☐ | NO: ☐ |
| | | | e) The student(s) have passed vision and hearing screening and are using glasses/hearing aids if required? | YES: ☐ | NO: ☐ |

# In-Program Assessments

**Reading Mastery Plus Level II**
**Mastery Test Data**

**Grade:**_____ **Teacher:** _____ **Group:** _____

| Names | Mastery Test | CO | CO | CO | CO | CO | CO | CO | CO | CO | CO | CO | CO | CO | CO | CO |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | After Lesson | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 | 65 | 70 | |
| | Criteria | 2:00 0-3 | 2:00 0-4 | 2:00 0-4 | 2:00 0-5 | 2:00 0-5 | 2:00 0-5 | 2:00 0-5 | 2:00 0-5 | 2:00 0-5 | 2:00 0-5 | 2:00 0-5 | 2:00 0-5 | 2:00 0-5 | 2:00 0-5 | 2:00 0-5 |
| 1. | | | | | | | | | | | | | | | | |
| | Retest | | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | | | |
| | Retest | | | | | | | | | | | | | | | |
| 3. | | | | | | | | | | | | | | | | |
| | Retest | | | | | | | | | | | | | | | |
| 4. | | | | | | | | | | | | | | | | |
| | Retest | | | | | | | | | | | | | | | |
| 5. | | | | | | | | | | | | | | | | |
| | Retest | | | | | | | | | | | | | | | |
| 6. | | | | | | | | | | | | | | | | |
| | Retest | | | | | | | | | | | | | | | |
| 7. | | | | | | | | | | | | | | | | |
| | Retest | | | | | | | | | | | | | | | |
| 8. | | | | | | | | | | | | | | | | |
| | Retest | | | | | | | | | | | | | | | |

Page 1 of 3

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**Signature Reading Grade 1** (2008 Edition)
Student Test Summary

Teacher: Mrs Walker School: Orchard Elementary Group: Apples

| | | CO 1 | CO 2 | CO 3 | CO 4 | CO 5 | CO 6 | CO 7 | CO 8 | CO 9 | CO 10 | CO 11 | CO 12 | CO 13 | CO 14 | CO 15 | CO 16 | CO 17 | CO 18 | CO 19 | CO 20 | CO 21 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Lesson | | 5 | 10 | 15 | 20 | 25 | 3_ | 35 | 40 | 45 | 50 | 55 | 60 | 65 | 70 | 75 | 80 | 85 | 90 | 95 | 100 | 105 |
| Criterion | Time | 2.5 | 2.5 | 2.5 | 2 | 3 | 2 | 2.5 | 2 | 2.5 | 2 | 2 | 2.5 | 2.5 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| | Errors | 0-3 | 0-3 | 0-3 | 0-3 | 0-4 | 0-3 | 0-4 | 0-3 | 0-4 | 0-3 | 0-3 | 0-4 | 0-4 | 0-3 | 0-4 | 0-4 | 0-5 | 0-5 | 0-5 | 0-5 | 0-5 |
| | WPM | 45 | 42 | 40 | 41 | 43 | 52 | 50 | 47 | 52 | 51 | 53 | 53 | 54 | 52 | 55 | 60 | 60 | 60 | 60 | 60 | 60 |
| 1 Derrick | | 2:15/12 | | | | | | | | | | | | | | | | | | | 1:49/12 | 1:39/13 |
| 2 Suzy | | 2:28/13 | | | | | | | | | | | | | | | | | | | 1:52/14 | 2:00/14 |
| 3 Jaquin | | 2:39/13 | | | | | | | | | | | | | | | | | | | 2:09/15 | 2:11/15 |
| 4 Yasmyn | | 1:59/11 | | | | | | | | | | | | | | | | | | | 1:55/11 | 1:46/12 |
| 5 Ronda | | 1:58/10 | | | | | | | | | | | | | | | | | | | 1:43/11 | 1:40/10 |
| 6 Jennifer | | 2:02/13 | | | | | | | | | | | | | | | | | | | 1:52/11 | 1:48/12 |
| 7 | | | | | | | | this data also exists but | | | | | | | | | | | | | | |
| 8 | | | | | | | | wasn't replicated for the | | | | | | | | | | | | | | |

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## Check-Out Summary

School: Jefferson Trainer: T. Cruz Date: Aug. 15, 2012

Program / Lesson Number: RMSE K.L.11

| | Teacher Name | | Exercises | Followed script | Used appropriate signals | Used appropriate pace | Looked at students | Transitioned quickly between tasks | Individual turns | Corrections: Gives answer | Repeats task | Goes back | Individual Turns | Delayed test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | R. Speers | 1,2,5 | + | + | + | + | + | + | + | + | + | + | + | + |
| 2 | B. O'Neil | 3-5 | + | + | + | + | + | + | + | + | + | + | + | + |
| 3 | J. Rodrigues | 2-4 | + | + | NP | + | + | + | + | + | + | NP | + | + |
| 4 | K. Martin | 5-7 | + | + | + | + | + | + | + | + | + | + | + | + |
| 5 | P. Piper | 6-8 | + | (NP) | + | (NP) | + | (NP) | + | + | + | + | NP | + |
| 6 | B. Cox | 2-3,5 | + | + | + | + | + | + | + | + | + | + | + | + |
| 7 | O. Sanchez | 4-6 | + | + | + | + | + | + | + | + | + | + | + | + |
| 8 | R. Davisson | 1,2,5 | + | + | + | + | + | + | + | + | + | + | + | + |
| 9 | R. Ramono | 1,3-5 | + | + | + | + | + | (NP) | + | + | + | + | + | (NP) |

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# Data Meeting Focus Questions (continued)

| | | | | | |
|---|---|---|---|---|---|
| 3A. | **Out of Program Assessments** (CBM's, Fastbridge, etc.) **(Group)** The majority (80% or more) of the instructional group is on or above the anticipated aimline (consider the three most recent data) | **YES:** | **Proceed to question #3B** | | |
| | | **NO:** | Identify why the majority of the group is not on or above the anticipated aimline and create a group level action plan. Consider the following reasons and remedies: | | |
| | | | a) The aimline is appropriate and aligned to the instructional level of the group and level of intervention (for example: if the group is placed in Reading Mastery first grade, the progress monitoring probes should be at the first grade level and aligned to the pacing goal of the intervention). | YES: ☐ | NO: ☐ |
| | | | b) The majority of the instructional group is below the aimline aligned to the instructional level of the group and aligned to the level of intervention?<br><br>If no: Add additional opportunities for student to generalize skills being taught in the intervention lessons, such as, more opportunities to re-read the stories, add additional fluency building opportunities using appropriate and similar level reading to those in the intervention. | YES: ☐ | NO: ☐ |
| 3B. | **Out of Program Assessments (**CBM's, Fastbridge, etc.**) (Individual students)** All individual students are on the aimline of the out-of-program progress monitoring? | **YES:** | Continue intervention as currently designed. No adjustments are warranted at this time. | | |
| | | **NO:** | Add additional opportunities for the specific student(s) to build fluency and generalize the skills being targeted in the intervention lessons, such as, re-reading stories, adding additional but similar practice materials, Six Minute Solution, Read Naturally, etc. | | |

**Note: If an individual student's performance does not improve after the above adjustments are made, consider placing the student in a lower level, or slower paced intervention group. If the student continues to be unsuccessful, a comprehensive evaluation for special education could be considered by a multi disciplinary team.**

# CBM for Academics (out-of-program)

## Progress Monitoring Examples:

| Area | Measure |
|---|---|
| Reading | CBM: Passage Reading |
| Reading Comprehension | CBM: Multiple Choice Reading, Maze, Cloze |
| Math application, Operations, | CBM (computation, concepts, number sense) Easy CBM (Number Algebra, Geometry |
| Written Expression | CBM (TWW, CWS, WSC) |

# Average Growth

## 2005 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal completed an extensive study of oral reading fluency in 2004. The results of their study are published in a technical report entitled, "Oral Reading Fluency: 90 Years of Measurement," which is available on the University of Oregon's website, **brt.uoregon.edu/tech_reports.htm**.

This table shows the oral reading fluency rates of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. **Students scoring below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program.** In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

**Average weekly improvement** is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

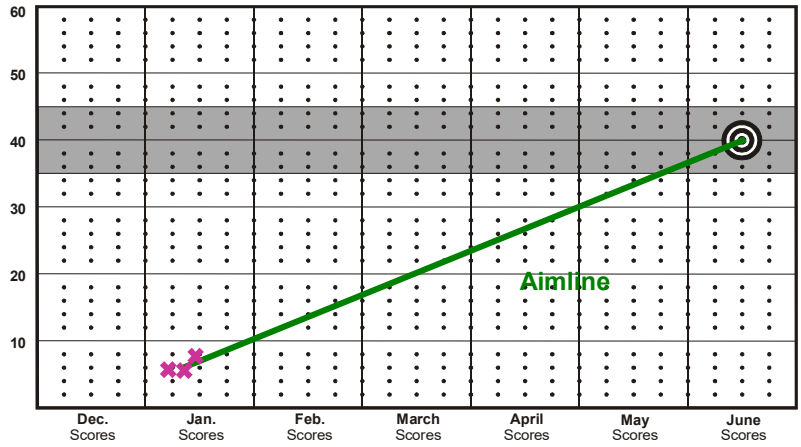
| Grade | Percentile | Fall WCPM* | Winter WCPM* | Spring WCPM* | Avg. Weekly Improvement** |
|---|---|---|---|---|---|
| 1 | 90 | | 81 | 111 | 1.9 |
| | 75 | | 47 | 82 | 2.2 |
| | 50 | | 23 | 53 | 1.9 |
| | 25 | | 12 | 28 | 1.0 |
| | 10 | | 6 | 15 | 0.6 |
| 2 | 90 | 106 | 125 | 142 | 1.1 |
| | 75 | 79 | 100 | 117 | 1.2 |
| | 50 | 51 | 72 | 89 | 1.2 |
| | 25 | 25 | 42 | 61 | 1.1 |
| | 10 | 11 | 18 | 31 | 0.6 |

*WCPM = Words Correct Per Minute

| Grade | Percentile | Fall WCPM* | Winter WCPM* | Spring WCPM* | Avg. Weekly Improvement** |
|---|---|---|---|---|---|
| 3 | 90 | 128 | 146 | 162 | 1.1 |
| | 75 | 99 | 120 | 137 | 1.2 |
| | 50 | 71 | 92 | 107 | 1.1 |
| | 25 | 44 | 62 | 78 | 1.1 |
| | 10 | 21 | 36 | 48 | 0.8 |
| 4 | 90 | 145 | 166 | 180 | 1.1 |
| | 75 | 119 | 139 | 152 | 1.0 |
| | 50 | 94 | 112 | 123 | 0.9 |
| | 25 | 68 | 87 | 98 | 0.9 |
| | 10 | 45 | 61 | 72 | 0.8 |
| 5 | 90 | 166 | 182 | 194 | 0.9 |
| | 75 | 139 | 156 | 168 | 0.9 |
| | 50 | 110 | 127 | 139 | 0.9 |
| | 25 | 85 | 99 | 109 | 0.8 |
| | 10 | 61 | 74 | 83 | 0.7 |
| 6 | 90 | 177 | 195 | 204 | 0.8 |
| | 75 | 153 | 167 | 177 | 0.8 |
| | 50 | 127 | 140 | 150 | 0.7 |
| | 25 | 98 | 111 | 122 | 0.8 |
| | 10 | 68 | 82 | 93 | 0.8 |
| 7 | 90 | 180 | 192 | 202 | 0.7 |
| | 75 | 156 | 165 | 177 | 0.7 |
| | 50 | 128 | 136 | 150 | 0.7 |
| | 25 | 102 | 109 | 123 | 0.7 |
| | 10 | 79 | 88 | 98 | 0.6 |
| 8 | 90 | 185 | 199 | 199 | 0.4 |
| | 75 | 161 | 173 | 177 | 0.5 |
| | 50 | 133 | 146 | 151 | 0.6 |
| | 25 | 106 | 115 | 124 | 0.6 |
| | 10 | 77 | 84 | 97 | 0.6 |

**Average words per week growth

# Aimline: Ensure Students are on Pace to Reach the Goal!




The aimline connects where you are to where you want to get to, and shows the course to follow to get there.

## Take a Moment…

- Consider what out-of-program assessments are used or available for progress monitoring in your school.
- How is out-of-program progress monitoring data currently being collected and used in your school?
- Please respond to the questions in the chat.

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**Monitoring Instructional Groups**
**Kidgraph Multi Test Tracking**

| | | | |
|---|---|---|---|
| **Group Instructor** | Mrs. Clepp | **Date** | 10/11/2016 |
| **Grade/Group** | Corrective Reading B2, Group 4 | **Program** | CR Decoding |
| **Expected Lesson #** | 47 | | |
| **Actual Lesson #** | 41 | | |

| Student Name | Passed Mastery Tests? | | | On Aimline? | | | Behavior +/- | Days Absent | Comments: |
|---|---|---|---|---|---|---|---|---|---|
| *Enter passing grade ➡* | *18* | *18* | *18* | *Enter Y or N* | | | | | |
| *Enter total problems ➡* | *20* | *20* | *20* | *ß* | *ß* | *ß* | | | |
| Halima | 18 | 17 | 15 | n | n | N | | 8 | Absent a lot |
| Martin | 20 | 20 | 20 | y | y | Y | | | |
| Jesus | 18 | 19 | 20 | y | y | N | | 2 | |
| Chandra | 17 | 18 | 18 | y | y | Y | | 1 | Works hard |
| Jentry | 20 | 20 | 20 | y | y | Y | | | |
| Jared | 20 | 20 | 19 | y | y | Y | | | |
| Dallas | 19 | 19 | 20 | y | y | Y | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| % of students Passing | 86% | 86% | 86% | 86% | 86% | 71% | | | |

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# Common Variables to Adjust

**STRUCTURAL PROBLEMS**

- **Time**
- **Grouping**
- **Staffing**
- **Pacing**

**IMPLEMENTATION PROBLEMS**

- **Fidelity**
- **Pacing/Mastery**
- **Generalization**
- **Opportunities to Respond**

**SYSTEM PROBLEMS**

- **Ineffective Programs**
- **One size fits all**
- **Philosophical Differences**
- **Competing Programs**
- **General features of Instruction (modeling, explicit language, etc.)**

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# Alterable Variables

**Alterable Instructional Variables**

Use this matrix to guide your intervention planning. This is not an exhaustive list of instructional components. It is a reminder that there are many variables in the instructional environment that we can manipulate in order to accelerate student learning.

| | Time/Amount of Practice (Instruction) | Maximize Program Efficacy | Professional Development | Grouping | Assessment |
|---|---|---|---|---|---|
| Universal | Increase student attendance. Involve parents. All students receive minimum of 90 minutes of instruction. Core program effectively implemented. | Pre-teach crucial ideas, vocabulary , & procedures from core program. Especially important for ELL students. Most trained staff should be assigned to instruct students with the greatest need. | Leadership observes & provides constructive feedback. Average teacher will need 50 - 60 hours of coaching to become skilled at reading instruction. Grade level teachers meet monthly. | Monitor group placement. Move students using data. Teachers have methods to visually monitor student growth. | Benchmark all students 3 times per year. Teachers and leadership should analyze this data to guide instruction. |
| Strategic | Increase amount of instruction; core plus extra 15 - 30 minute sessions as needed. Teach reading strategies/steps explicitly & based on data. | Use extensions of core program. Identify important background knowledge needed for new lessons. Teach, model, and remind students of that knowledge. | Grade level teams meet 2 - 4 times per month to discuss data and instructional delivery. Leadership team supports teachers in data analysis. | Reduce group size to about 7-5 students per adult. Try to incorporate parent participation as possible. | Students progress monitored twice monthly to once a month. Grade level teams should chart and review data frequently. |
| Strategic | Shift to include more choral responses, 15-25 responses per minute. Increase amount of teacher-led instruction through added amount, structure, and frequency of practice. | Add materials on top of core teaching time, supplemental materials. Ensure that scope and sequence of core matches that of supplemental materials. Increase use of predictable & consistent procedures during instruction. | Provide ongoing coaching & staff development from curriculum experts targeted towards diverse learners. Coaching should follow up and support workshop and seminars that teachers have attended. | Examine student progress every other week. Interventionist, SPED, and ELL staff in constant communication with classroom teacher. | Analyze student response patterns on DIBELS, core, & diagnostic assessments. Use assessment data to guide intervention and instructional delivery. |
| Intensive | 30-40 responses per | Change core to alternative | Increase amount of | Intervention | Progress monitor |

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# 5 "Mores"

- **More explicit , direct instruction**
- **More modeling**
- **More practice with….**
- **More feedback**
- **More time**

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# Identify and Plan Specific Actions

**Team Meeting Record Sheet**

Grade Level _____ Date _____ Participants _____

| Purpose of Meeting | | |
|---|---|---|
| Identify and Define the Concern | | |
| Analyze the Concern (what needs to be taught) | | |
| Generate Actions/Solutions | | |
| **Specific Decisions/Solutions** | **Who** | **When** |
| | | |
| | | |
| | | |

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# Problem Solving for Individual Students

- **Student's in need of additional support are identified through implementation of benchmark testing**
- **Develop and implement interventions designed to meet the needs of groups of students**
- **If group response IS adequate, problem solving is used to identify ways in which interventions may be changed at the Student Level**

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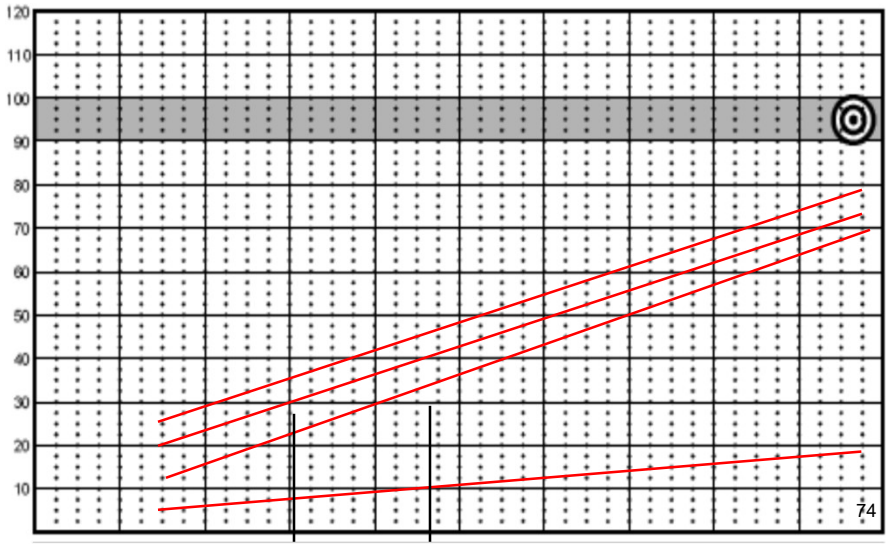
# Compare the Student's Response to that of Like Students

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**Monitoring Instructional Groups**
**Kidgraph Multi Test Tracking**

| | | | |
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| **Grade/Group** | Corrective Reading B2, Group 4 | **Program** | CR Decoding |
| **Expected Lesson #** | 47 | | |
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| Student Name | Passed Mastery Tests? | | | On Aimline? | | | Behavior +/- | Days Absent | Comments: |
|---|---|---|---|---|---|---|---|---|---|
| *Enter passing grade →* | *18* | *18* | *18* | *Enter Y or N* | | | | | |
| *Enter total problems →* | *20* | *20* | *20* | | | | | | |
| Halima | 18 | 17 | 15 | n | n | N | | 8 | Absent a lot |
| Martin | 20 | 20 | 20 | y | y | Y | | | |
| Jesus | 18 | 19 | 20 | y | y | N | | 2 | |
| Chandra | 17 | 18 | 18 | y | y | Y | | 1 | Works hard |
| Jentry | 20 | 20 | 20 | y | y | Y | | | |
| Jared | 20 | 20 | 19 | y | y | Y | | | |
| Dallas | 19 | 19 | 20 | y | y | Y | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| % of students Passing | 86% | 86% | 86% | 86% | 86% | 71% | | | |

75

# Individual Student Problem Solving

**Evaluate Progress and Adjust Instruction**
***"What To Do When Students Aren't Learning Enough"***

**STUDENT VARIABLES**

_____1. Does the learner have a potential undiagnosed hearing or vision problem?

_____2. Is the learner frequently absent during reading instruction?

Decision Point: Do student variables potentially explain the learner's lack of progress?
YES NO

If yes, specify a plan to address student factors.
_____Check hearing and vision
_____Develop systematic plan with parents to increase attendance
_____Other

**OPPORTUNITIES TO LEARN**

_____1. Student was present 95% or more of instructional days.
_____2. Instruction was delivered 5 days per week.

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## Now We Evaluate and Problem Solve Here

## Data Teams

- Evaluate Health of Tiered Systems at Benchmark periods (Fall to Winter and Winter to Spring) – identify systemic changes when necessary

- Evaluate progress of instructional groups and problem solve at the group level - monthly

77

## You have a Benchmark, Strategic and Intensive support System

This is your school's Placement Pathways

78

# Placement Pathways

3rd Grade Reading Placement Pathway

| Screening | DIBELS Screening | | | | | |
|---|---|---|---|---|---|---|
| | INTENSIVE | STRATEGIC | | | BENCHMARK | ADVANCED |
| Diagnosis: Criteria | Below 20th percentile on DORF & DAZE (difficulty with multiple reading skills) | Between the 21st and 40th percentile on ORF (fast/slow & wrong) | Between the 21st and 40th percentile on ORF & >95% accuracy (slow & right) | Between the 21st and 40th percentile on Comprehension Measure (Daze), Above 40th percentile on ORF (acurate and fluent, but poor comprhension) | Between the 41st and 70th percentile on ORF & Daze (fast & right) | Above the 75th percentile on ORF & Daze -demonstrates need for additional challenge/advancement (fast & right) |
| Focus | COMPREHENSIVE | PHONICS | FLUENCY | COMPREHENSION | CORE CONTENT | ENRICHMENTS |
| Focus Skills | Basic reading skills: Letter/sound comespondence, decoding, fluency, vocabulary, comprehension | Targeted decoding skills | Automatically decoding words, reading high frequency, and phrasing sentences. | Comprehension skills/ Strategies | Core coursework | Advanced Content Focus Comprehension Strategies Writing |
| Intervention | Reading Mastery | 95% Phonics | Read Naturally Wilson Fluency (Phrasing) | Soar to Success | Small group - Leveled Reader Harcourt Intervention Kit (borderline students) | Literacy First Kits Write Tools Guided Reading Groups |
| | | Harcourt Interventions if students are below in both areas | | | | |
| Length of Time | 60 minutes daily outside Core Coursework | 30 minutes daily addition to the Core Coursework | 30 minutes daily addition to the Core Coursework | 30 minutes daily addition to the Core Coursework | 30 minutes daily addition to the Core Coursework | 30 minutes daily addition to the Core Coursework |
| Verify Progress | *Progress Monitoring through DIBELS | *Progress Monitoring through DIBELS | *Progress Monitoring through DIBELS | *Progress Monitoring through DIBELS | *Performance in Core Coursework *Grades | *Classroom performance *Rubrics on projects |
| Identify Method to Verify Effectiveness | *Percent of students making adequate progress on DIBELS in each support category | | | | | |

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# NOW…

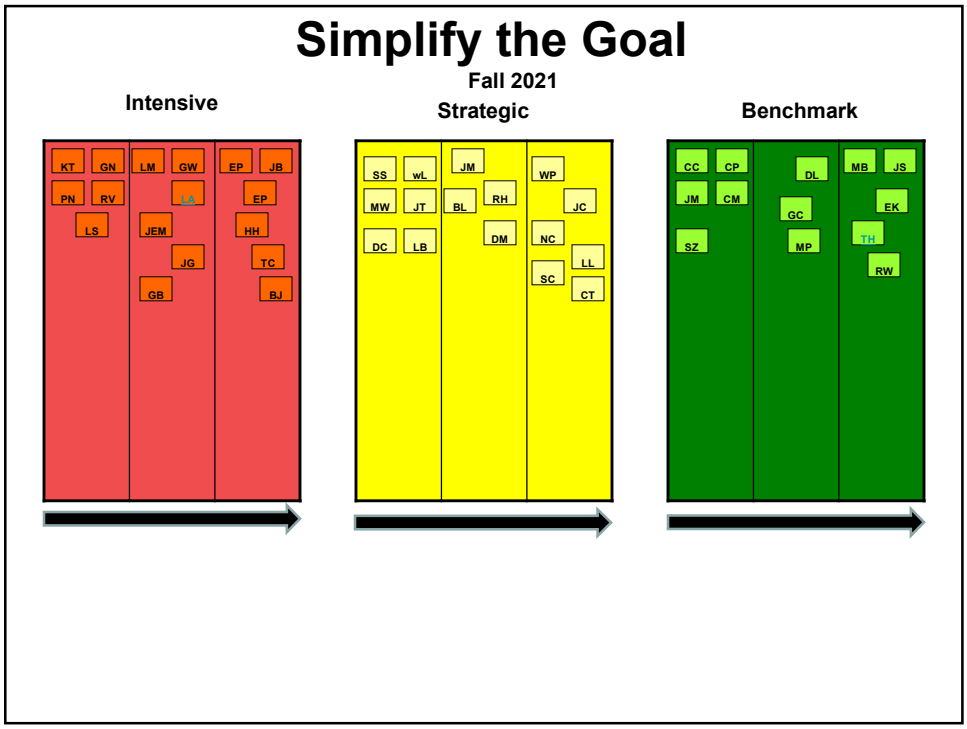
- The next step is to evaluate how well your system is working.

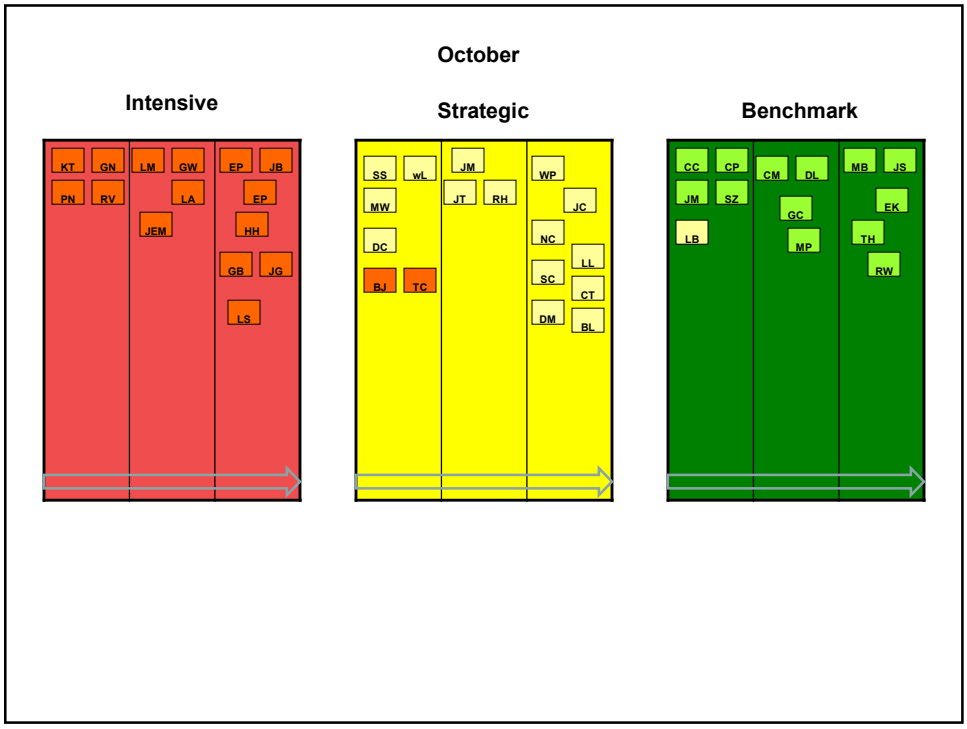
80

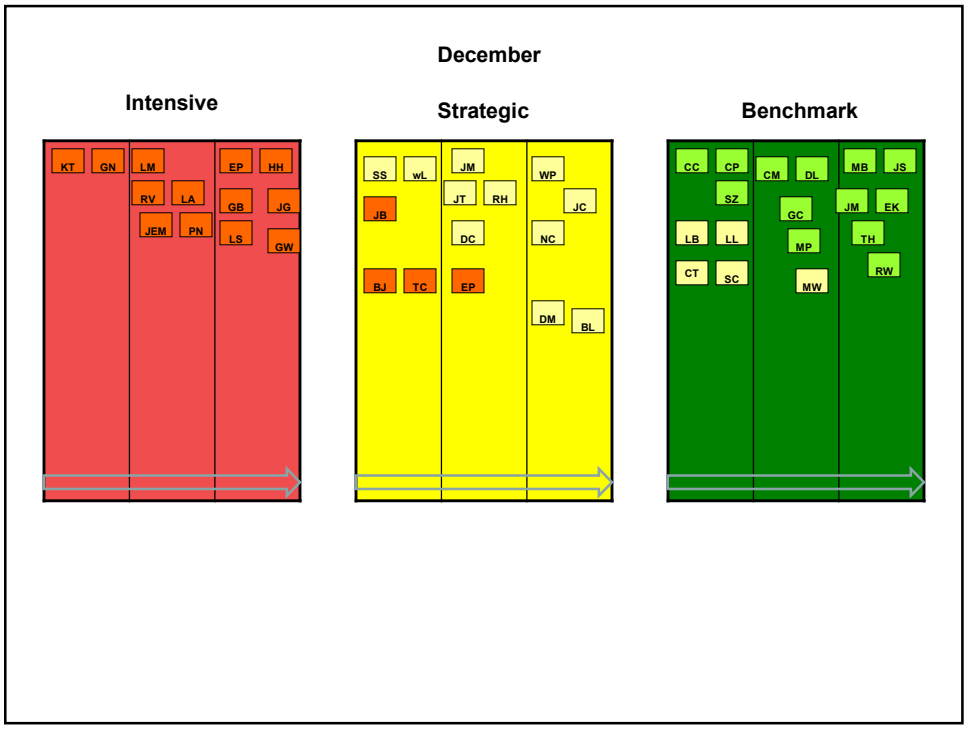
## Success Zone Probabilities

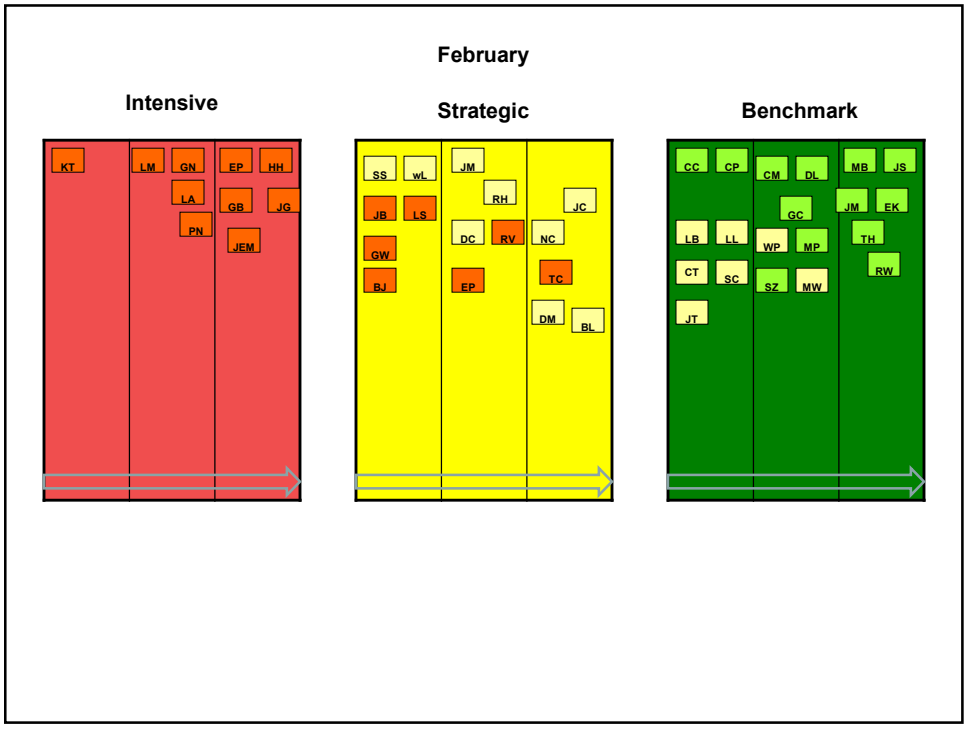
| | |
|---|---|
| GREEN | High probability of grade-level or above success |
| YELLOW | Questionable probability of grade-level or above success |
| RED | Low probability of grade-level or above success |

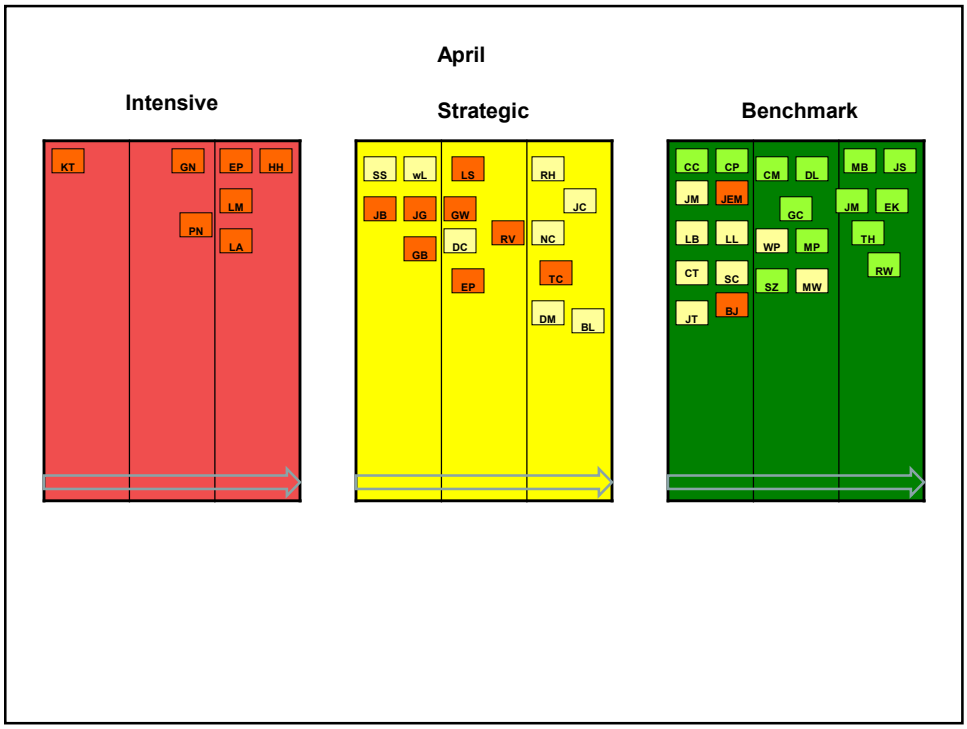
81

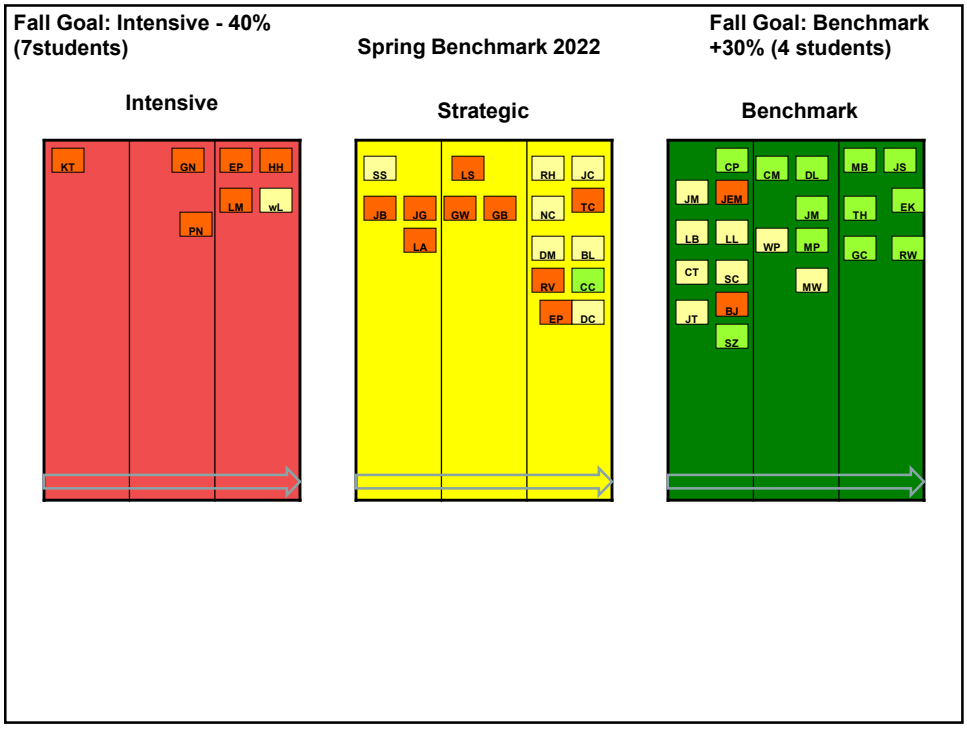

Simplify the Goal
Fall 2021
Intensive
Strategic
Benchmark
KT GN LM GW EP JB
PN RV LA EP
LS JEM HH
JG TC
GB BJ
SS wL JM WP
MW JT BL RH JC
DC LB DM NC
LL
SC CT
CC CP DL MB JS
JM CM EK
GC
SZ MP TH
RW


October
Intensive
Strategic
Benchmark
KT GN LM GW EP JB
PN RV LA EP
JEM HH
GB JG
LS
SS wL JM WP
MW JT RH JC
DC NC
BJ TC LL
SC
CT
DM BL
CC CP CM DL MB JS
JM SZ EK
GC
LB MP TH
RW


December
Intensive
Strategic
Benchmark
KT GN LM RV LA JEM PN EP HH GB JG LS GW
SS wL JB BJ TC JM JT RH DC EP WP JC NC DM BL
CC CP SZ LB LL CT SC CM DL GC MP MW MB JS JM EK TH RW


February
Intensive
Strategic
Benchmark
KT LM GN LA PN EP HH GB JG JEM
SS wL JB LS GW BJ JM RH DC RV EP JC NC TC DM BL
CC CP CM DL GC LB LL WP MP CT SC SZ MW JT MB JS JM EK TH RW


April
Intensive
Strategic
Benchmark
KT
GN
EP
HH
LM
PN
LA
SS
wL
LS
RH
JC
JB
JG
GW
RV
NC
DC
GB
EP
TC
DM
BL
CC
CP
CM
DL
MB
JS
JM
JEM
GC
JM
EK
LB
LL
WP
MP
TH
CT
SC
SZ
MW
RW
JT
BJ


Fall Goal: Intensive - 40% (7students)
Spring Benchmark 2022
Fall Goal: Benchmark +30% (4 students)
Intensive
Strategic
Benchmark
KT
GN
EP
HH
LM
wL
PN
SS
LS
RH
JC
JB
JG
GW
GB
NC
TC
LA
DM
BL
RV
CC
EP
DC
CP
CM
DL
MB
JS
JM
JEM
JM
TH
EK
LB
LL
WP
MP
GC
RW
CT
SC
MW
BJ
JT
SZ

## Effective Systems Defined

Effective Systems refers how well student support structures work.

The emphasis is on assessing the effectiveness of instruction and the school-wide system of support at each tier.

For MTSS, intervention must be generally effective – otherwise it indicates a System problem rather than a Learning Problem

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## Evaluating Systems

- Systems are only worthwhile to the degree they work
- In my experience, most schools rarely evaluate the effectiveness of their systems.
- Too often, student response to intervention is viewed as having to do with the student rather than the effectiveness of the intervention or system.

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## What are Effective Support Systems?

- Each Tier of our schoolwide system is effective if it meets the needs of **most** students who need that level of support.
- **Benchmark Students**
  - ***Generally Effective core curriculum & instruction***:
    - support Benchmark students to achieve each outcome **goals**.
- **Strategic Students**
  - ***Generally Effective supplemental support***:
    - support Strategic students to progress toward outcome **goals**.
- **Intensive Students**
  - ***Generally Effective interventions***:
    - support Intensive students to progress toward achieving outcome goals

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- **Step 1.** Review change in percentage of students at and below proficiency in Reading/Math. Calculate the difference between testing periods. Is there an increase in the percentage of students at Benchmark? Is there a decrease in the percentage of students at Intensive?
- Discuss as a team:
  - Has the percentage of students established on each measure increased?
  - Has the percentage of students at deficit on each measure decreased? Discuss as a team.

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***Reviewing Outcomes***

**Step 1. Review outcomes for Students receiving intervention. Discuss as a team:**
- **Has the percentage of students Proficient on each measure Increased?**
- **Has the percentage of students Non Proficient on each measure decreased?**

| A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|
| **Grade/Measure** | **Percent at Proficient Term__** | **Percent at Proficient Term__** | **Percentage Point Increase/ Decrease (+ or -)** | **Percent at Intensive (At Risk) Term__** | **Percent at Intensive (At Risk) Term__** | **Percentage Point Increase/ Decrease (+ or -)** |
| Grade k | | | | | | |
| Grade 1 | | | | | | |
| Grade 2 | | | | | | |
| Grade 3 | | | | | | |
| Grade 4 | | | | | | |
| Grade 5 | | | | | | |
| Grade 6 | | | | | | |
| Grade 7 | | | | | | |
| Grade 8 | | | | | | 92 |

***Reviewing Outcomes***

**The percent of students at Proficient has increased. That's good! However, only 69% total students are Proficient.**

**The percent of students at risk has decreased, so that is good. We still have 16% of students We still have work to do**

| A | | | | E | | |
|---|---|---|---|---|---|---|
| **Grade/Measure** | **Percent at Proficient Term_F_** | **Pr… Term_W_** | **…oint Increase/ Decrease (+ or -)** | **Percent at Intensive (At Risk) Term_F_** | **Intensive (At Risk) Term_W_** | **Po… …ase/ D… …se (… …)** |
| Grade k | | | | | | |
| Grade 1 | 61% | 69% | + 8% | 21% | 16% | -5% |
| Grade 2 | | | | | | |
| Grade 3 | | | | | | |
| Grade 4 | | | | | | |
| Grade 5 | | | | | | |
| Grade 6 | | | | | | |

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## *Reviewing Outcomes*

**Step 1. Review outcomes for Students receiving intervention. Discuss as a team:**
- **Has the percentage of students Proficient on each measure Increased?**
- **Has the percentage of students Non Proficient on each measure decreased?**

| A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|
| **Grade/Measure** | **Percent at Proficient Term__** | **Percent at Proficient Term__** | **Percentage Point Increase/ Decrease (+ or -)** | **Percent at Intensive (At Risk) Term__** | **Percent at Intensive (At Risk) Term__** | **Percentage Point Increase/ Decrease (+ or -)** |
| Grade 6 | | | | | | |
| Grade 7 | | | | | | |
| Grade 8 | | | | | | |
| Grade 9 | | | | | | |
| Grade 10 | | | | | | |
| Grade 11 | | | | | | |
| Grade 12 | | | | | | |

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## *Reviewing Outcomes*

**The percent of students at Proficient has increased. That's good! However, only 39% total students are Proficient.**

**The percent of students at risk has decreased, so that is good. We still have 36% of students at-risk…that's more than one third of the students. We still have work to do**

| A | | | | E | | |
|---|---|---|---|---|---|---|
| **Grade/Measure** | **Percent at Proficient Term_F_** | **Term_W_** | **Increase/ or -)** | **Percent at Intensive (At Risk) Term_F_** | **Intensive (At Risk) Term_W_** | **Poi De (+** |
| Grade 6 | | | | | | |
| Grade 7 | 31% | 39% | + 8% | 51% | 36% | -15% |
| Grade 8 | | | | | | |
| Grade 9 | | | | | | |
| Grade 10 | | | | | | |
| Grade 11 | | | | | | |
| Grade 12 | | | | | | |

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- **Step 2: Evaluate Adequate Progress –**
  Use the change in Instructional Recommendation to evaluate the health of the Fall to Winter or Winter to Fall support systems for a grade level.

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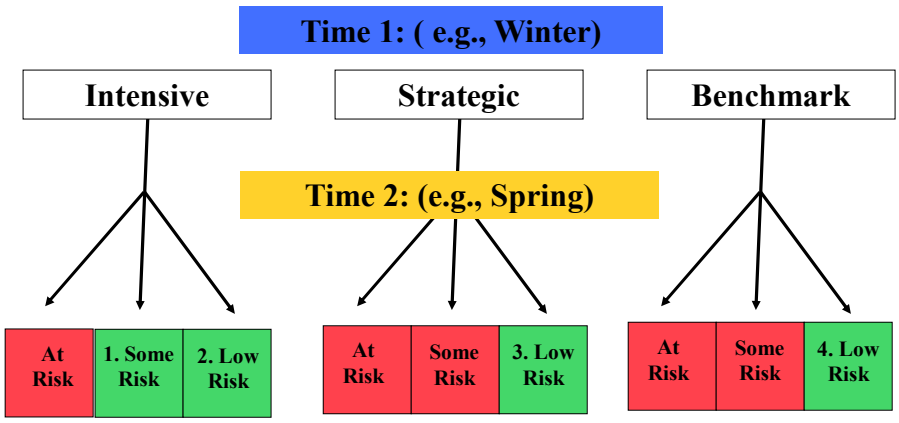
## Evaluating Systems
## 4 Ways to Achieve Adequate Progress

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# Summary of Impact Report

AIMSWEB REPORT ACTIVITIES

Summary of Impact

**Summary of Impact of Instructional Program**

| Impact of Benchmark Curriculum** | | | | Impact of Strategic Support Program | | | | Impact of Intensive Support Program | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Students at Benchmark at Fall of Year | Fall R-CBM Score | Winter R-CBM Score | Reached Winter Target of 146* | Students at Strategic at Fall of Year | Fall R-CBM Score | Winter R-CBM Score | Reached Winter Target of 146* | Students at Intensive at Fall of Year | Fall R-CBM Score | Winter R-CBM Score | Reached Winter Target of 146* |
| Alsaker, Tyler | 199 | 208 | ✓ | Ford, Kaylee | 95 | 103 | | Bertram, Jody | 84 | 98 | |
| Baker, Chloe | 261 | 303 | ✓ | | | | | Halbert, Spenser | 15 | 15 | |
| Buhr, Nicholas | 161 | 186 | ✓ | | | | | Johnson, Johannah | 40 | 67 | |
| Davis, Rebecca | 184 | 205 | ✓ | | | | | | | | |
| Ennis, Lydia | 109 | 121 | | | | | | | | | |
| Gale, Tabitha | 108 | 110 | | | | | | | | | |
| Heitzig, Katelyn | 146 | 167 | ✓ | | | | | | | | |
| Jackson, Jacky | 163 | 184 | ✓ | | | | | | | | |
| Knaak, Joseph | 127 | 140 | | | | | | | | | |
| Manthey, Alesha | 252 | 256 | ✓ | | | | | | | | |
| Meyer, Jessica | 141 | 166 | ✓ | | | | | | | | |
| Nelson, Jenna | 184 | 177 | ✓ | | | | | | | | |
| Owens, Eric | 108 | 148 | ✓ | | | | | | | | |
| Power, Daniel | 171 | 194 | ✓ | | | | | | | | |
| Renell, Amanda | 125 | 139 | | | | | | | | | |
| Average Score: | 163 | 180 | Count: 11/15 Percent: 73% | Average Score: | 95 | 103 | Count: 0/1 Percent: 0% | Average Score: | 46 | 60 | Count: 0/3 Percent: 0% |

*Target numbers for this measure are generated from .
**Students are split into programs based on the Fall scores in R-CBM and MAZE.
The individual student's school targets are used if available; AIMSweb templates are used when the school targets are unavailable.

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Indicates that student is marked for Strategic Monitoring

Indicates that student has at least one Progress Monitor Schedule

**Table 2. Evaluating Winter to Spring Grade Level Instructional Support Plans: Percent of Students Making Adequate Progress**

| Grade/Benchmark Goal Measure | Percent of ***Total*** Students that Made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | Percent of ***Intensive*** Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of ***Strategic*** Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of ***Benchmark*** Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|
| | Winter to Spring 2015 | | Winter to Spring 2015 | | Winter to Spring 2015 | | Winter to Spring 2015 | |
| | Total | | Intensive | | Strategic | | Benchmark | |
| Kindergarten | | | | | | | | |
| First Grade | | | | | | | | |
| Second Grade | 58% 11/19 | | 0% 0/3 | | 0% 0/1 | | 73% 11/15 | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

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- **Step 3: Interpret Effectiveness -** Use the Adequate Progress Relative Criteria to evaluate Instructional Effectivenss according to Tiers. Color code accordingly:

Top quartile = **Green**

Middle Quartile = **Yellow**

Bottom Quartile = **Red**

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# Fall to Winter Normative Criteria

*Figure 1 Adequate Progress Normative Criteria Fall to Winter (USE THIS TABLE WITH QUESTION 3)*

| | What is the overall effectiveness of the grade-level plan?<br><br>*% of students who made adequate progress in each grade* | How effective is the grade-level instructional support plan for **intensive** students?<br><br>*% of students who made adequate progress within an instructional support range* | How effective is the grade-level instructional support plan for **strategic** students?<br><br>*% of students who made adequate progress within an instructional support range* | How effective is the grade-level instructional support plan for **benchmark** students?<br><br>*% of students who made adequate progress within an instructional support range* |
|---|---|---|---|---|
| 1 (NWF) | ≥ 64% Top Quartile<br>39% to 63% Middle Quartiles<br>≤ 38% Bottom Quartile | ≥ 63% Top Quartile<br>27% to 62% Middle Quartiles<br>≤ 26% Bottom Quartile | ≥ 42% Top Quartile<br>15% to 41% Middle Quartiles<br>≤ 14% Bottom Quartile | ≥ 79% Top Quartile<br>58% to 78% Middle Quartiles<br>≤ 57% Bottom Quartile |
| 2 (ORF) | ≥ 67% Top Quartile<br>45% to 66% Middle Quartiles<br>≤ 44% Bottom Quartile | ≥ 21% Top Quartile<br>1% to 20% Middle Quartiles<br>≤ 0% Bottom Quartile | ≥ 60% Top Quartile<br>27% to 59% Middle Quartiles<br>≤ 26% Bottom Quartile | = 100% Top Quartile<br>95% to 99% Middle Quartiles<br>≤ 94% Bottom Quartile |
| 3 (ORF) *Can use with 4th/5th data. | ≥ 63% Top Quartile<br>41% to 62% Middle Quartiles<br>≤ 40% Bottom Quartile | ≥ 27% Top Quartile<br>9% to 26% Middle Quartiles<br>≤ 8% Bottom Quartile | ≥ 41% Top Quartile<br>14% to 40% Middle Quartiles<br>≤ 13% Bottom Quartile | ≥ 97% Top Quartile<br>86% to 96% Middle Quartiles<br>≤ 85% Bottom Quartile |

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**Figure 1**
**What is the effectiveness of the grade level support plans?**
**Adequate Progress Relative Criteria Winter to Spring**

For KG, Fall to Winter, use this PSF Chart

**What is the effectiveness of the grade level support plans?**
**Adequate Progress Relative Criteria WINTER TO SPRING**

| | What is the overall effectiveness of the grade-level plan?<br>*% of students who made adequate progress in each grade* | How effective is the grade-level instructional support plan for **intensive** students?<br>*% of students who made adequate progress within an instructional support range* | How effective is the grade-level instructional support plan for **strategic** students?<br>*% of students who made adequate progress within an instructional support range* | How effective is the grade-level instructional support plan for **benchmark** students?<br>*% of students who made adequate progress within an instructional support range* |
|---|---|---|---|---|
| **K (PSF)** | ≥ 87% Top Quartile<br>57% to 86% Middle Quartiles<br>≤ 56% Bottom Quartile | ≥ 89% Top Quartile<br>52% to 88% Middle Quartiles<br>≤ 51% Bottom Quartile | ≥ 76% Top Quartile<br>34% to 75% Middle Quartiles<br>≤ 33% Bottom Quartile | ≥ 97% Top Quartile<br>76% to 96% Middle Quartiles<br>≤ 75% Bottom Quartile |
| **K (NWF)** | ≥ 72% Top Quartile<br>39% to 71% Middle Quartiles<br>≤ 38% Bottom Quartile | ≥ 54% Top Quartile<br>9% to 53% Middle Quartiles<br>≤ 8% Bottom Quartile | ≥ 60% Top Quartile<br>25% to 59% Middle Quartiles<br>≤ 24% Bottom Quartile | ≥ 94% Top Quartile<br>68% to 93% Middle Quartiles<br>≤ 67% Bottom Quartile |
| **1 (ORF)** | ≥ 72% Top Quartile<br>50% to 71% Middle Quartiles<br>≤ 49% Bottom Quartile | ≥ 50% Top Quartile<br>22% to 49% Middle Quartiles<br>≤ 21% Bottom Quartile | ≥ 50% Top Quartile<br>22% to 49% Middle Quartiles<br>≤ 21% Bottom Quartile | = 100% Top Quartile<br>91% to 99% Middle Quartiles<br>≤ 90% Bottom Quartile |
| **2 (ORF)** | ≥ 61% Top Quartile<br>40% to 60% Middle Quartiles<br>≤ 39% Bottom Quartile | ≥ 18% Top Quartile<br>1% to 17% Middle Quartiles<br>≤ 0% Bottom Quartile | ≥ 27% Top Quartile<br>1% to 26% Middle Quartiles<br>≤ 0% Bottom Quartile | ≥ 91% Top Quartile<br>78% to 90% Middle Quartiles<br>≤ 77% Bottom Quartile |
| **3 4/5 (ORF)** | ≥ 59% Top Quartile<br>43% to 58% Middle Quartiles<br>≤ 42% Bottom Quartile | ≥ 34% Top Quartile<br>15% to 33% Middle Quartiles<br>≤ 14% Bottom Quartile | ≥ 28% Top Quartile<br>10% to 27% Middle Quartiles<br>≤ 9% Bottom Quartile | ≥ 92% Top Quartile<br>81% to 91% Middle Quartiles<br>≤ 80% Bottom Quartile |

**Figure 1**
**What is the effectiveness of the grade level support plans?**
**Adequate Progress Relative Criteria Winter to Spring**

## Lets Look at an example for 2nd Grade

**What is the effectiveness of the grade level support plans?**
**Adequate Progress Relative Criteria WINTER TO SPRING**

| | What is the overall effectiveness of the grade-level plan?<br>*% of students who made adequate progress in each grade* | How effective is the grade-level instructional support plan for **intensive** students?<br>*% of students who made adequate progress within an instructional support range* | How effective is the grade-level instructional support plan for **strategic** students?<br>*% of students who made adequate progress within an instructional support range* | How effective is the grade-level instructional support plan for **benchmark** students?<br>*% of students who made adequate progress within an instructional support range* |
|---|---|---|---|---|
| **K (PSF)** | ≥ 87% Top Quartile<br>57% to 86% Middle Quartiles<br>≤ 56% Bottom Quartile | ≥ 89% Top Quartile<br>52% to 88% Middle Quartiles<br>≤ 51% Bottom Quartile | ≥ 76% Top Quartile<br>34% to 75% Middle Quartiles<br>≤ 33% Bottom Quartile | ≥ 97% Top Quartile<br>76% to 96% Middle Quartiles<br>≤ 75% Bottom Quartile |
| **K (NWF)** | ≥ 72% Top Quartile<br>39% to 71% Middle Quartiles<br>≤ 38% Bottom Quartile | ≥ 54% Top Quartile<br>9% to 53% Middle Quartiles<br>≤ 8% Bottom Quartile | ≥ 60% Top Quartile<br>25% to 59% Middle Quartiles<br>≤ 24% Bottom Quartile | ≥ 94% Top Quartile<br>68% to 93% Middle Quartiles<br>≤ 67% Bottom Quartile |
| **1 (ORF)** | ≥ 72% Top Quartile<br>50% to 71% Middle Quartiles<br>≤ 49% Bottom Quartile | ≥ 50% Top Quartile<br>22% to 49% Middle Quartiles<br>≤ 21% Bottom Quartile | ≥ 50% Top Quartile<br>22% to 49% Middle Quartiles<br>≤ 21% Bottom Quartile | = 100% Top Quartile<br>91% to 99% Middle Quartiles<br>≤ 90% Bottom Quartile |
| **2 (ORF)** | ≥ 61% Top Quartile<br>40% to 60% Middle Quartiles<br>≤ 39% Bottom Quartile | ≥ 18% Top Quartile<br>1% to 17% Middle Quartiles<br>≤ 0% Bottom Quartile | ≥ 27% Top Quartile<br>1% to 26% Middle Quartiles<br>≤ 0% Bottom Quartile | ≥ 91% Top Quartile<br>78% to 90% Middle Quartiles<br>≤ 77% Bottom Quartile |
| **3 4/5 (ORF)** | ≥ 59% Top Quartile<br>43% to 58% Middle Quartiles<br>≤ 42% Bottom Quartile | ≥ 34% Top Quartile<br>15% to 33% Middle Quartiles<br>≤ 14% Bottom Quartile | ≥ 28% Top Quartile<br>10% to 27% Middle Quartiles<br>≤ 9% Bottom Quartile | ≥ 92% Top Quartile<br>81% to 91% Middle Quartiles<br>≤ 80% Bottom Quartile |

**Table 2. Evaluating Winter to Spring Grade Level Instructional Support Plans: Percent of Students Making Adequate Progress**

| Grade/Benchmark Goal Measure | Percent of ***Total*** Students that Made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | Percent of ***Intensive*** Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of ***Strategic*** Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of ***Benchmark*** Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|
| | Winter to Spring 2015 | | Winter to Spring 2015 | | Winter to Spring 2015 | | Winter to Spring 2015 | |
| | Total | | Intensive | | Strategic | | Benchmark | |
| Kindergarten | | | | | | | | |
| First Grade | | | | | | | | |
| Second Grade | 58% 11/19 | | 0% 0/3 | | 0% 0/1 | | 73% 11/15 | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

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**Table 2. Evaluating Winter to Spring Grade Level Instructional Support Plans: Percent of Students Making Adequate Progress**

| Grade/Benchmark Goal Measure | Percent of ***Total*** Students that Made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | Percent of ***Intensive*** Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of ***Strategic*** Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of ***Benchmark*** Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|
| | Winter to Spring 2015 | | Winter to Spring 2015 | | Winter to Spring 2015 | | Winter to Spring 2015 | |
| | Total | | Intensive | | Strategic | | Benchmark | |
| Kindergarten | | | | | | | | |
| First Grade | | | | | | | | |
| Second Grade | 58% 11/19 | | 0% 0/3 | | 0% 0/1 | | 73% 11/15 | |
| | | | | | | | | |
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| | | | | | | | | |

105

# How Are You Doing?

- Summarize the concept of Adequate Progress
- Great Job!!
- Now, Let's Try Another One

106

**Table 2. Evaluating Fall to Winter Grade Level Instructional Support Plans: Percent of Students Making Adequate Progress**

| Grade/Benchmark Goal Measure | Percent of ***Total*** Students that Made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | Percent of ***Intensive*** Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of ***Strategic*** Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of ***Benchmark*** Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|
| | Fall to Winter | | Fall to Winter | | Fall to Winter | | Fall to Winter | |
| | Total | | Intensive | | Strategic | | Benchmark | |
| Kindergarten | | | | | | | | |
| First Grade | | | | | | | | |
| Second Grade | 28% 23/83 | | 0% 0/45 | | 32% 6/19 | | 90% 17/19 | |
| Third Grade | | | | | | | | |
| Fourth Grade | | | | | | | | |
| **Fifth** Grade | | | | | | | | |
| Sixth Grade | | | | | | | | |

107

**Table 2. Evaluating Fall to Winter Grade Level Instructional Support Plans: Percent of Students Making Adequate Progress**

| Grade/Benchmark Goal Measure | Percent of ***Total*** Students that Made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | Percent of ***Intensive*** Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of ***Strategic*** Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of ***Benchmark*** Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | Fall to Winter | |
| | Total | | Intensive | | Strategic | | Benchmark | |
| Kindergarten | | | | | | | | |
| First Grade | | | | | | | | |
| Second Grade | | | | | | | 90% 17/19 | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

108

# Fall to Winter Normative Criteria

*Figure 1 Adequate Progress Normative Criteria Fall to Winter (USE THIS TABLE WITH QUESTION 3)*

| | What is the overall effectiveness of the grade-level plan? *% of students who made adequate progress in each grade* | How effective is the grade-level instructional support plan for **intensive** students? *% of students who made adequate progress within an instructional support range* | How effective is the grade-level instructional support plan for **strategic** students? *% of students who made adequate progress within an instructional support range* | How effective is the grade-level instructional support plan for **benchmark** students? *% of students who made adequate progress within an instructional support range* |
|---|---|---|---|---|
| 1 (NWF) | ≥ 64% Top Quartile<br>39% to 63% Middle Quartiles<br>≤ 38% Bottom Quartile | ≥ 63% Top Quartile<br>27% to 62% Middle Quartiles<br>≤ 26% Bottom Quartile | ≥ 42% Top Quartile<br>15% to 41% Middle Quartiles<br>≤ 14% Bottom Quartile | ≥ 79% Top Quartile<br>58% to 78% Middle Quartiles<br>≤ 57% Bottom Quartile |
| 2 (ORF) | ≥ 67% Top Quartile<br>45% to 66% Middle Quartiles<br>≤ 44% Bottom Quartile | ≥ 21% Top Quartile<br>1% to 20% Middle Quartiles<br>≤ 0% Bottom Quartile | ≥ 60% Top Quartile<br>27% to 59% Middle Quartiles<br>≤ 26% Bottom Quartile | = 100% Top Quartile<br>95% to 99% Middle Quartiles<br>≤ 94% Bottom Quartile |
| 3 (ORF) *Can use with 4th/5th | ≥ 63% Top Quartile<br>41% to 62% Middle Quartiles<br>≤ 40% Bottom Quartile | ≥ 27% Top Quartile<br>9% to 26% Middle Quartiles<br>≤ 8% Bottom Quartile | ≥ 41% Top Quartile<br>14% to 40% Middle Quartiles<br>≤ 13% Bottom Quartile | ≥ 97% Top Quartile<br>86% to 96% Middle Quartiles<br>≤ 85% Bottom Quartile |

109

**Table 2. Evaluating Fall to Winter Grade Level Instructional Support Plans: Percent of Students Making Adequate Progress**

| Grade/Benchmark Goal Measure | Percent of ***Total*** Students that Made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | | Percent of ***Intensive*** Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of ***Strategic*** Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of ***Benchmark*** Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|---|
| | Winter to Spring | Fall to Winter 20__ | Percent Change (+ or -) | Fall to Winter 20__ | Fall to Winter 20__ | Fall to Winter 20__ | Fall to Winter 20__ | Fall to Winter 20__ | |
| | Total | | | Intensive | | Strategic | | Benchmark | |
| Kindergarten | | | | | | | | | |
| First Grade | | | | | | | | | |
| Second Grade | | | | | | | | 90% 17/19 | |
| Third Grade | | | | | | | | | |
| Fourth Grade | | | | | | | | | |
| **Fifth** Grade | | | | | | | | | |
| Sixth Grade | | | | | | | | | |

110

**Table 2. Evaluating Fall to Winter Grade Level Instructional Support Plans: Percent of Students Making Adequate Progress**

| Grade/Benchmark Goal Measure | Percent of ***Total*** Students that Made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | Percent of ***Intensive*** Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of ***Strategic*** Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of ***Benchmark*** Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|
| | | | | | Fall to Winter | | | |
| | Total | | Intensive | | Strategic | | Benchmark | |
| Kindergarten | | | | | | | | |
| First Grade | | | | | | | | |
| Second Grade | | | | | 32% 6/19 | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

111

# Fall to Winter Normative Criteria

*Figure 1 Adequate Progress Normative Crite[illegible] Fall to Winter*
*(USE THIS TABLE WITH QUES[illegible])*

| | What is the overall effectiveness of the grade-level plan?<br><br>*% of students who made adequate progress in each grade* | How effective is the grade-level instructional support plan for intensive students?<br><br>*% of students who made adequate progress within an instructional support range* | How effective is the grade-level instructional support plan for strategic students?<br><br>*% of students who made adequate progress within an instructional support range* | How effective is the grade-level instructional support plan for benchmark students?<br><br>*% of students who made adequate progress within an instructional support range* |
|---|---|---|---|---|
| 1 (NWF) | ≥ 64% Top Quartile<br>39% to 63% Middle Quartiles<br>≤ 38% Bottom Quartile | ≥ 63% Top Quartile<br>27% to 62% Middle Quartiles<br>≤ 26% Bottom Quartile | ≥ 42% Top Quartile<br>15% to 41% Middle Quartiles<br>≤ 14% Bottom Quartile | ≥ 79% Top Quartile<br>58% to 78% Middle Quartiles<br>≤ 57% Bottom Quartile |
| 2 (ORF) | ≥ 67% Top Quartile<br>45% to 66% Middle Quartiles<br>≤ 44% Bottom Quartile | ≥ 21% Top Quartile<br>1% to 20% Middle Quartiles<br>≤ 0% Bottom Quartile | ≥ 60% Top Quartile<br>27% to 59% Middle Quartiles<br>≤ 26% Bottom Quartile | = 100% Top Quartile<br>95% to 99% Middle Quartiles<br>≤ 94% Bottom Quartile |
| 3 (ORF) *Can use with 4th/5th | ≥ 63% Top Quartile<br>41% to 62% Middle Quartiles<br>≤ 40% Bottom Quartile | ≥ 27% Top Quartile<br>9% to 26% Middle Quartiles<br>≤ 8% Bottom Quartile | ≥ 41% Top Quartile<br>14% to 40% Middle Quartiles<br>≤ 13% Bottom Quartile | ≥ 97% Top Quartile<br>86% to 96% Middle Quartiles<br>≤ 85% Bottom Quartile |

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**Table 2. Evaluating Fall to Winter Grade Level Instructional Support Plans: Percent of Students Making Adequate Progress**

| Grade/Benchmark Goal Measure | Percent of ***Total*** Students that Made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | | Percent of ***Intensive*** Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of ***Strategic*** Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of ***Benchmark*** Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|---|
| | Winter to Spring | Fall to Winter 20__ | Percent Change (+ or -) | Fall to Winter 20__ | Fall to Winter 20__ | Fall to Winter 20__ | Fall to Winter 20__ | Fall to Winter 20__ | |
| | Total | | | Intensive | | Strategic | | Benchmark | |
| Kindergarten | | | | | | | | | |
| First Grade | | | | | | | | | |
| Second Grade | | | | | | 32%<br>6/19 | | 90%<br>17/19 | |
| Third Grade | | | | | | | | | |
| Fourth Grade | | | | | | | | | |
| **Fifth** Grade | | | | | | | | | |
| Sixth Grade | | | | | | | | | |

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**Table 2. Evaluating Fall to WInter Grade Level Instructional Support Plans: Percent of Students Making Adequate Progress**

| Grade/Benchmark Goal Measure | Percent of ***Total*** Students that Made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | Percent of ***Intensive*** Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of ***Strategic*** Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of ***Benchmark*** Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|
| | | | Fall to Winter | | | | | |
| | Total | | Intensive | | Strategic | | Benchmark | |
| Kindergarten | | | | | | | | |
| First Grade | | | | | | | | |
| Second Grade | | | 0%<br>0/45 | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

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# Fall to Winter Normative Criteria

*Figure 1 Adequate Progress Normative Criteria Fall to Winter*
*(USE WITH TABLE WITH QUESTION 3)*

| | What is the overall effectiveness of the grade-level plan?<br>*% of students who made adequate progress in each grade* | How effective is the grade-level instructional support plan for **intensive** students?<br>*% of students who made adequate progress within an instructional support range* | How effective is the grade-level instructional support plan for **strategic** students?<br>*% of students who made adequate progress within an instructional support range* | How effective is the grade-level instructional support plan for **benchmark** students?<br>*% of students who made adequate progress within an instructional support range* |
|---|---|---|---|---|
| 1 (NWF) | ≥ 64% Top Quartile<br>39% to 63% Middle Quartiles<br>≤ 38% Bottom Quartile | ≥ 63% Top Quartile<br>27% to 62% Middle Quartiles<br>≤ 26% Bottom Quartile | ≥ 42% Top Quartile<br>15% to 41% Middle Quartiles<br>≤ 14% Bottom Quartile | ≥ 79% Top Quartile<br>58% to 78% Middle Quartiles<br>≤ 57% Bottom Quartile |
| 2 (ORF | ≥ 67% Top Quartile<br>45% to 66% Middle Quartiles<br>≤ 44% Bottom Quartile | ≥ 21% Top Quartile<br>1% to 20% Middle Quartiles<br>≤ 0% Bottom Quartile | ≥ 60% Top Quartile<br>27% to 59% Middle Quartiles<br>≤ 26% Bottom Quartile | = 100% Top Quartile<br>95% to 99% Middle Quartiles<br>≤ 94% Bottom Quartile |
| 3 (ORF) *Can use with 4th/5th | ≥ 63% Top Quartile<br>41% to 62% Middle Quartiles<br>≤ 40% Bottom Quartile | ≥ 27% Top Quartile<br>9% to 26% Middle Quartiles<br>≤ 8% Bottom Quartile | ≥ 41% Top Quartile<br>14% to 40% Middle Quartiles<br>≤ 13% Bottom Quartile | ≥ 97% Top Quartile<br>86% to 96% Middle Quartiles<br>≤ 85% Bottom Quartile |

115

**Table 2. Evaluating Fall to Winter Grade Level Instructional Support Plans: Percent of Students Making Adequate Progress**

| Grade/Benchmark Goal Measure | Percent of ***Total*** Students that Made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | | Percent of ***Intensive*** Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of ***Strategic*** Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of ***Benchmark*** Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|---|
| | Winter to Spring | Fall to Winter 20__ | Percent Change (+ or -) | Fall to Winter 20__ | Fall to Winter 20__ | Fall to Winter 20__ | Fall to Winter 20__ | Fall to Winter 20__ | |
| | Total | | | Intensive | | Strategic | | Benchmark | |
| Kindergarten | | | | | | | | | |
| First Grade | | | | | | | | | |
| Second Grade | | | | 0% 0/45 | | 32% 6/19 | | 90% 17/19 | |
| Third Grade | | | | | | | | | |
| Fourth Grade | | | | | | | | | |
| **Fifth** Grade | | | | | | | | | |
| Sixth Grade | | | | | | | | | |

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**Table 2. Evaluating Fall to Winter Grade Level Instructional Support Plans: Percent of Students Making Adequate Progress**

| Grade/Benchmark Goal Measure | Percent of ***Total*** Students that Made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | Percent of ***Intensive*** Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of ***Strategic*** Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of ***Benchmark*** Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|
| | Fall to Winter | | Fall to Winter | | Fall to Winter | | Fall to Winter | |
| | Total | | Intensive | | Strategic | | Benchmark | |
| Kindergarten | | | | | | | | |
| First Grade | | | | | | | | |
| Second Grade | 28% 23/83 | | 0% 0/45 | | 32% 6/19 | | 90% 17/19 | |
| Third Grade | | | | | | | | |
| Fourth Grade | | | | | | | | |
| **Fifth** Grade | | | | | | | | |
| Sixth Grade | | | | | | | | |

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# Fall to Winter Normative Criteria

*Figure 1 Adequate Progress Normative Criteria Fall to Winter*
*(USE THIS TABLE WITH QUESTION 3)*

| | What is the overall effectiveness of the grade-level plan?<br><br>*% of students who made adequate progress in each grade* | How effective is the grade-level instructional support plan for intensive students?<br><br>*% of students who made adequate progress within an instructional support range* | How effective is the grade-level instructional support plan for strategic students?<br><br>*% of students who made adequate progress within an instructional support range* | How effective is the grade-level instructional support plan for benchmark students?<br><br>*% of students who made adequate progress within an instructional support range* |
|---|---|---|---|---|
| 1 (NWF) | ≥ 64% Top Quartile<br>39% to 63% Middle Quartiles<br>≤ 38% Bottom Quartile | ≥ 63% Top Quartile<br>27% to 62% Middle Quartiles<br>≤ 26% Bottom Quartile | ≥ 42% Top Quartile<br>15% to 41% Middle Quartiles<br>≤ 14% Bottom Quartile | ≥ 79% Top Quartile<br>58% to 78% Middle Quartiles<br>≤ 57% Bottom Quartile |
| 2 (ORF) | ≥ 67% Top Quartile<br>45% to 66% Middle Quartiles<br>≤ 44% Bottom Quartile | ≥ 21% Top Quartile<br>1% to 20% Middle Quartiles<br>≤ 0% Bottom Quartile | ≥ 60% Top Quartile<br>27% to 59% Middle Quartiles<br>≤ 26% Bottom Quartile | = 100% Top Quartile<br>95% to 99% Middle Quartiles<br>≤ 94% Bottom Quartile |
| 3 (ORF) *Can use with 4th/5th | ≥ 63% Top Quartile<br>41% to 62% Middle Quartiles<br>≤ 40% Bottom Quartile | ≥ 27% Top Quartile<br>9% to 26% Middle Quartiles<br>≤ 8% Bottom Quartile | ≥ 41% Top Quartile<br>14% to 40% Middle Quartiles<br>≤ 13% Bottom Quartile | ≥ 97% Top Quartile<br>86% to 96% Middle Quartiles<br>≤ 85% Bottom Quartile |

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**Table 2. Evaluating Fall to Winter Grade Level Instructional Support Plans: Percent of Students Making Adequate Progress**

| Grade/Benchmark Goal Measure | Percent of ***Total*** Students that Made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | | Percent of ***Intensive*** Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of ***Strategic*** Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of ***Benchmark*** Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|---|
| | Winter to Spring | Fall to Winter 20__ | Percent Change (+ or -) | Fall to Winter 20__ | Fall to Winter 20__ | Fall to Winter 20__ | Fall to Winter 20__ | Fall to Winter 20__ | |
| | Total | | | Intensive | | Strategic | | Benchmark | |
| Kindergarten | | | | | | | | | |
| First Grade | | | | | | | | | |
| Second Grade | 28%<br>23/83 | | | 0%<br>0/45 | | 32%<br>6/19 | | 90%<br>17/19 | |
| Third Grade | | | | | | | | | |
| Fourth Grade | | | | | | | | | |
| **Fifth** Grade | | | | | | | | | |
| Sixth Grade | | | | | | | | | |

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# Adequate Progress for Secondary

- **Adequate Progress** for secondary works the same way
- Calculate the percentage of students that started the year **Intensive** – now where are they? How many of the original Intensive students moved out of Intensive (to either Strategic or Benchmark).
- How many students started the year **Strategic**? How many of these students moved to Benchmark?

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**Table 2. Evaluating Instructional Support Plans: Percent of Students Making Adequate Progress**

| Grade/Benchmark Goal Measure | Percent of *Total* Students that Made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | | Percent of *Intensive* Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of *Strategic* Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of *Benchmark* Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|---|
| | Winter to Spring 2016 | Winter to Spring 2017 | Percent Change (+ or -) | Winter to Spring 2016 | Winter to Spring 2017 | Winter to Spring 2016 | Winter to Spring 2017 | Winter to Spring 2016 | Winter to Spring 2017 |
| | Total | | | Intensive | | Strategic | | Benchmark | |
| Sixth Grade | | | | | | | | | |
| Seventh Grade | | | | | | | | | |
| Eight Grade | 43%<br>35/81 | 52%<br>39/74 | +9% | 29%<br>9/31 | 35%<br>8/23 | 27%<br>7/26 | 21%<br>11/29 | 79%<br>19/24 | 91%<br>20/22 |
| Ninth Grade | | | | | | | | | |
| Tenth Grade | | | | | | | | | |
| **Eleventh** Grade | | | | | | | | | |
| Twelfth Grade | | | | | | | | | |

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**Figure 2**
**What is the effectiveness of the grade level support plans?**
**Adequate Progress Relative Criteria Fall to Winter OR Winter to Spring**

| | What is the overall effectiveness of the grade-level plan? % of students who made adequate progress in each grade | How effective is the grade-level instructional support for **intensive** students? % of students who made adequate progress within an instructional support range | How effective is the grade-level instructional support for **strategic** students? % of students who made adequate progress within an instructional support range | How effective is the grade-level instructional support for **benchmark** students? % of students who made adequate progress within an instructional support range |
|---|---|---|---|---|
| **Grades 6 and Up** | ≥ 60% Top Quartile<br>41% to 61% Middle Quartile<br>≤ 40% Bottom Quartile | ≥ 30% Top Quartile<br>10% to 29% Middle Quartile<br>≤ 9% Bottom Quartile | ≥ 40% Top Quartile<br>14% to 39% Middle Quartile<br>≤ 13% Bottom Quartile | ≥ 95% Top Quartile<br>86% to 94% Middle Quartile<br>≤ 85% Bottom Quartile |

**Benchmark = 40th percentile and higher**
**Strategic = 21st – 39th percentile**
**Intensive = 20th percentile and lower**

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**Table 2. Evaluating Instructional Support Plans: Percent of Students Making Adequate Progress**

| Grade/Benchmark Goal Measure | Percent of ***Total*** Students that Made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | | Percent of ***Intensive*** Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of ***Strategic*** Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of ***Benchmark*** Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|---|
| | Winter to Spring 2016 | Winter to Spring 2017 | Percent Change (+ or -) | Winter to Spring 2016 | Winter to Spring 2017 | Winter to Spring 2016 | Winter to Spring 2017 | Winter to Spring 2016 | Winter to Spring 2017 |
| | Total | | | Intensive | | Strategic | | Benchmark | |
| Sixth Grade | | | | | | | | | |
| Seventh Grade | | | | | | | | | |
| Eight Grade | 43%<br>35/81 | 52%<br>39/74 | +9% | 29%<br>9/31 | 35%<br>8/23 | 27%<br>7/26 | 21%<br>11/29 | 79%<br>19/24 | 91%<br>20/22 |
| Ninth Grade | | | | | | | | | |
| Tenth Grade | | | | | | | | | |
| **Eleventh** Grade | | | | | | | | | |
| Twelfth Grade | | | | | | | | | |

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# Processing Practice

- Practice explaining Step 2 as if you were explaining it to colleagues at your school
  - Explain the purpose of Adequate Progress
  - Explain how to read Table 2
  - Demonstrate how to highlight the systems using the normative tables
  - What questions do you have? Please post questions into the chat.

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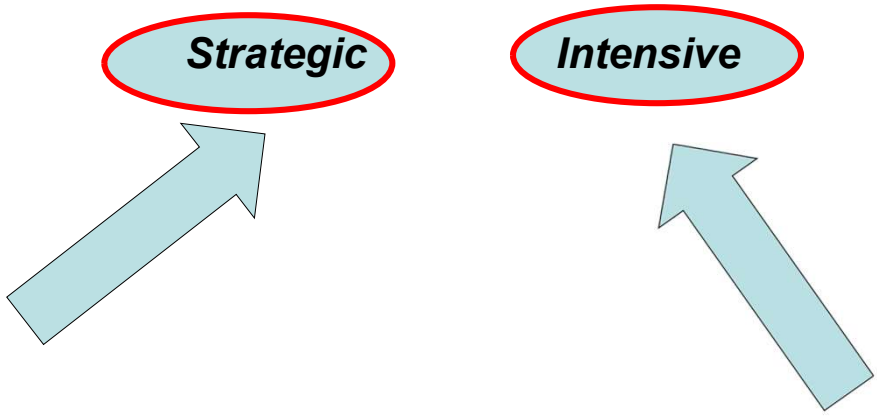
- **Step 4:** Identify systems that need support (circle):



# Is the Building/Grade-level Systems Healthy?

Table 2. Evaluating Winter to Spr[illegible]de Level Instructional Support Plans: Percent of Students Making Adequate Progress on AIMsweb

| Grade/ Benchmark Goal Measure | Percent of *Total* Students that made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | | Percent of *Intensive* Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of *Strategic* Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of *Benchmark* Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|---|
| | Winter to Spring 2014 | Winter to Spring 2015 | Percent Change (+ or -) | Winter to Spring 2014 | Winter to Spring 2015 | Winter to Spring 2014 | Winter to Spring 2015 | Winter to Spring 2014 | Winter to Spring 2015 |
| | | *Total* | | | *Intensive* | | *Strategic* | | *Benchmark* |
| Kindergarten PSF | | 97% | | | 100% | | 100% | | 97% |
| Kindergarten NWF | | 84% | | | 100% | | 67% | | 88% |
| First Grade R-CBM | | 65% | | | 25% | | 29% | | 92% |
| Second Grade R-CBM | | 73% | | | 50% | | 17% | | 92% |
| Third Grade R-CBM | | 44% | | | 42% | | 20% | | 83% |
| Fourth Grade R-CBM | | 61% | | | 67% | | 22% | | 72% |
| Fifth Grade R-CBM | | 61% | | | 58% | | 13% | | 83% |
| Sixth Grade R-CBM | | 55% | | | 13% | | 11% | | 78% |

# Are the Benchmark/Strategic/Intensive Systems Healthy?

Table 2. Evaluating Winter to Spring Grade Level Instructio[illegible]ort Plans: Perce[illegible]dents Making Ad[illegible] Progress on AIMsweb

| Grade/ Benchmark Goal Measure | Percent of *Total* Students that made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | | Percent of *Intensive* Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of *Strategic* Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of *Benchmark* Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|---|
| | Winter to Spring 2014 | Winter to Spring 2015 | Percent Change (+ or -) | Winter to Spring 2014 | Winter to Spring 2015 | Winter to Spring 2014 | Winter to Spring 2015 | Winter to Spring 2014 | Winter to Spring 2015 |
| | | *Total* | | | *Intensive* | | *Strategic* | | *Benchmark* |
| Kindergarten PSF | | 97% | | | 100% | | 100% | | 97% |
| Kindergarten NWF | | 84% | | | 100% | | 67% | | 88% |
| First Grade R-CBM | | 65% | | | 25% | | 29% | | 92% |
| Second Grade R-CBM | | 73% | | | 50% | | 17% | | 92% |
| Third Grade R-CBM | | 44% | | | 42% | | 20% | | 83% |
| Fourth Grade R-CBM | | 61% | | | 67% | | 22% | | 72% |
| Fifth Grade R-CBM | | 61% | | | 58% | | 13% | | 83% |
| Sixth Grade R-CBM | | 55% | | | 13% | | 11% | | 78% |

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# Let's Review the Steps of Adequate Progress Covered So Far…

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**Table 2. Evaluating Fall to Winter Grade Level Instructional Support Plans: Percent of Students Making Adequate Progress**

| Grade/Benchmark Goal Measure | Percent of ***Total*** Students that Made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | Percent of ***Intensive*** Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of ***Strategic*** Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of ***Benchmark*** Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|
| | Fall to Winter | | Fall to Winter | | Fall to Winter | | Fall to Winter | |
| | Total | | Intensive | | Strategic | | Benchmark | |
| Kindergarten | | | | | | | | |
| First Grade | | | | | | | | |
| Second Grade | 28% 23/83 | | 0% 0/45 | | 32% 6/19 | | 90% 17/19 | |
| Third Grade | | | | | | | | |
| Fourth Grade | | | | | | | | |
| **Fifth** Grade | | | | | | | | |
| Sixth Grade | | | | | | | | |

**Identify the Percentage of Students that made adequate progress**

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# Fall to Winter Normative Criteria

**Refer to the Appropriate Adequate Progress Chart (i.e., Fall to Winter or Winter to Spring**

*Figure 1 Adequate Progress Normative Criteria Fall to Winter*
*(USE TABLE WITH QUESTIONS)*

| | What is the overall effectiveness of the grade-level plan?<br>*% of students who made adequate progress in each grade* | How effective is the grade-level instructional support plan for intensive students?<br>*% of students who made adequate progress within an instructional support range* | How effective is the grade-level instructional support plan for strategic students?<br>*% of students who made adequate progress within an instructional support range* | How effective is the grade-level instructional support plan for benchmark students?<br>*% of students who made adequate progress within an instructional support range* |
|---|---|---|---|---|
| 1 (NWF) | ≥ 64% Top Quartile<br>39% to 63% Middle Quartiles<br>≤ 38% Bottom Quartile | ≥ 63% Top Quartile<br>27% to 62% Middle Quartiles<br>≤ 26% Bottom Quartile | ≥ 42% Top Quartile<br>15% to 41% Middle Quartiles<br>≤ 14% Bottom Quartile | ≥ 79% Top Quartile<br>58% to 78% Middle Quartiles<br>≤ 57% Bottom Quartile |
| 2 (ORF) | ≥ 67% Top Quartile<br>45% to 66% Middle Quartiles<br>≤ 44% Bottom Quartile | ≥ 21% Top Quartile<br>1% to 20% Middle Quartiles<br>≤ 0% Bottom Quartile | ≥ 60% Top Quartile<br>27% to 59% Middle Quartiles<br>≤ 26% Bottom Quartile | = 100% Top Quartile<br>95% to 99% Middle Quartiles<br>≤ 94% Bottom Quartile |
| 3 (ORF) *Can use with 4th/5th | ≥ 63% Top Quartile<br>41% to 62% Middle Quartiles<br>≤ 40% Bottom Quartile | ≥ 27% Top Quartile<br>9% to 26% Middle Quartiles<br>≤ 8% Bottom Quartile | ≥ 41% Top Quartile<br>14% to 40% Middle Quartiles<br>≤ 13% Bottom Quartile | ≥ 97% Top Quartile<br>86% to 96% Middle Quartiles<br>≤ 85% Bottom Quartile |

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**Table 2. Evaluating Fall to Winter Grade Level Instructional Support Plans: Percent of Students Making Adequate Progress**

| Grade/Benchmark Goal Measure | Percent of ***Total*** Students that Made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | | Percent of ***Intensive*** Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of ***Strategic*** Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of ***Benchmark*** Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|---|
| | Winter to Spring | Fall to Winter 20__ | Percent Change (+ or -) | Fall to Winter 20__ | Fall to Winter 20__ | Fall to Winter 20__ | Fall to Winter 20__ | Fall to Winter 20__ | |
| | Total | | | Intensive | | Strategic | | Benchmark | |
| Kindergarten | | | | | | | | | |
| First Grade | | | | | | | | | |
| Second Grade | 28%<br>23/83 | | | 0%<br>0/45 | | 32%<br>6/19 | | 90%<br>17/19 | |
| Third Grade | | | | | | | | | |
| Fourth Grade | | | | | | | | | |
| **Fifth** Grade | | | | | | | | | |
| Sixth Grade | | | | | | | | | |

**Color Code Accordingly:**
**Top Quartile = Green**; **Middle Quartile = Yellow**; **Bottom Quartile = Red**

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# AND NOW…

- The final step is to identify possible actions to improve systems identified as part of Evaluating Adequate Progress.

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# Problem Solving Systems

**Essential Elements for Healthy Reading Systems**

Are enough students making adequate progress? If the answer is no, consider the following:

| **Benchmark System:** | | |
|---|---|---|
| 1. | Is the reading program being taught with fidelity?<br>Are all parts of the program being used according to author recommendations? | |
| 2. | A minimum 90 minutes of uninterrupted reading instruction occurs daily allowing pacing goals to be met? | |
| 3. | At least 30 minutes of small group instruction occurs on a daily basis? | |
| 4. | Are students grouped homogenously by performance level (i.e. High Benchmark, Low Benchmark, etc.)? | |
| 5. | Are Benchmark students NOT making adequate progress in a particular classroom OR are they evenly distributed? | |
| 6. | Are Benchmark students administered and passing in-program assessments? Are remedies/re-teaching provided when necessary? Passing re-tests? | |
| 7. | Are Low Benchmark students identified at the beginning of the year/semester and closely monitored? Consider Progress Monitoring every 3-4 weeks. | |
| 8. | Are instructors incorporating features of strong instruction, including modeling, explicit language/teaching, active engagement, multiple opportunities to respond, immediate and specific feedback, etc.? | |
| 9. | Are critical skills, ideas and key vocabulary pre-taught when necessary? | |
| 10. | Is additional time provided after the reading block to firm up key skills, ideas and vocabulary (i.e., 15-30 minutes) using the "5 Mores" Framework?<br>• More explicit, direct teaching<br>• More modeling | |

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# Problem Solving Systems

## Essential Elements for Healthy Reading Systems

Are enough students making adequate progress? If the answer is no, consider the following:

| Strategic System: | | |
|---|---|---|
| 1. | Is the reading program being taught with fidelity?<br>Are all parts of the program being used according to author recommendations? | |
| 2. | A minimum 120 minutes of uninterrupted reading instruction occurs daily allowing pacing goals to be met? | |
| 3. | At least 30 minutes of small group instruction occurs on a daily basis? | |
| 4. | Are students grouped homogenously by performance level (i.e. High Strategic, Low Strategic, etc.)? | |
| 5. | Are Strategic students NOT making adequate progress in a particular classroom OR are they evenly distributed? | |
| 6. | Are Strategic students administered and passing in-program assessments? Are remedies/re-teaching provided when necessary? Passing re-tests? | |
| 7. | Are Strategic students identified at the beginning of the year/semester and provided additional support? Are they closely monitored? Consider Progress Monitoring every 3-4 weeks. | |
| 8. | Are instructors incorporating features of strong instruction, including modeling, explicit language/teaching, active engagement, multiple opportunities to respond, immediate and specific feedback, etc.? | |
| 9. | Are critical skills, ideas and key vocabulary pre-taught when necessary? | |
| 10. | Is additional time provided after the reading block to firm up key skills, ideas and vocabulary (i.e., 15-30 minutes) using the "5 Mores" Framework?<br>• More explicit, direct teaching | |

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# Problem Solving Systems

## Essential Elements for Healthy Reading Systems

Are enough students making adequate progress? If the answer is no, consider the following:

| Intensive System: | | |
|---|---|---|
| 1. | Are all Intensive level students placed in a highly structured, research validated reading program (i.e., Reading Mastery, Corrective Reading)? | |
| 2. | Are programs taught with 100% fidelity by well trained teachers? | |
| 3. | Is coaching and frequent walk-throughs conducted to ensure very high levels of fidelity? | |
| 4. | Are all components of the reading program delivered on a daily basis (i.e., language, writing, etc.)? | |
| 5. | Are all Intensive level students administered placement tests and grouped according to program recommendations at their instructional level? Are group sizes smaller for more intensive students? | |
| 6. | Are pacing goals established for each instructional group to ensure desired progress is achieved? | |
| 7. | Is adequate instructional time allotted to ensure each group is able to cover all parts of the program and cover the number of lessons in order to reach pacing goals (minimum of 90 minutes per day)? | |
| 8. | Is additional time (30 minutes per day) allotted for double dosing (pre-teach and re-teach) for individual students and/or instructional groups as necessary? | |
| 9. | Are at least 80% of the students in each group progressing as expected? If not, consider group problem solving. If yes, problem solve for individual students. | |
| 10. | Are in-program mastery and checkout assessments administered as | |

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## Essential Elements for Healthy Secondary Intervention Systems

Are enough students making adequate progress? If the answer is no, consider the following:

| Intensive and Strategic Systems: Circle One | | |
|---|---|---|
| 1. | Are all Intensive/Strategic level students placed in a highly structured, research validated intervention program (i.e., Language!,)? | |
| 2. | Are programs taught with 100% fidelity by well trained teachers? | |
| 3. | Is coaching and frequent walk-throughs conducted to ensure very high levels of fidelity? | |
| 4. | Are all components of the intervention program delivered on a daily basis (i.e., language, writing, etc.)? | |
| 5. | Are all Intensive/Strategic level students administered placement tests and grouped according to program recommendations at their instructional level? Are group sizes appropriate | |
| 6. | Are pacing goals established for each instructional group to ensure desired progress is achieved? | |
| 7. | Is adequate instructional time allotted to ensure each group is able to cover all parts of the program and cover the number of lessons in order to reach pacing goals? | |
| 8. | Is additional time (30 minutes per day) allotted for double dosing (pre-teach and re-teach) for individual students and/or instructional groups as necessary? | |
| 9. | Are at least 80% of the students in each group progressing as expected? If not, consider group problem solving. If yes, problem solve for individual | |

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How you would prioritize the following questions? Rank the order 1, 2, 3 and 4

| | |
|---|---|
| | Are pacing goals established for each instructional group to ensure desired progress is achieved? |
| | Is adequate instructional time allotted to ensure each group is able to cover all parts of the program and cover the number of lessons in order to reach pacing goals? |
| | Are all Intensive/Strategic level students placed in a highly structured, research validated intervention program (i.e., Language!,)? |
| | Are all Intensive/Strategic level students administered placement tests and grouped according to program recommendations at their instructional level? Are group sizes appropriate |

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# Opportunity to Process

- Explain this step:
  - Explain the purpose of this step.
  - Identify what data will be used to evaluate systems
  - Discuss why it is important to prioritize the elements when considering what would be addressed/changed to improve that system

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1. **How is the overall reading system working?**

**Table 2. Evaluating Winter to Sp[illegible] Grade Level Instructional Support Plans: Percent of Students Making Adequate Progress on AIMsweb**

| Grade/ Benchmark Goal Measure | Percent of [illegible] Students that made Ad[illegible]ate Progress *Include a[illegible]l numbers of s[illegible]ents, e.g., 9[illegible]00 or 90%.* | | | Percent of *Intensive* Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of *Strategic* Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of *Benchmark* Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|---|
| | Winter to Spring 2014 | Winter to Spring 2015 | Percent Change (+ or -) | Winter to Spring 2014 | Winter to Spring 2015 | Winter to Spring 2014 | Winter to Spring 2015 | Winter to Spring 2014 | Winter to Spring 2015 |
| | *Total* | | | *Intensive* | | *Strategic* | | *Benchmark* | |
| Kindergarten PSF | | 97% | | | 100% | | 100% | | 97% |
| Kindergarten NWF | | 84% | | | 100% | | 67% | | 88% |
| First Grade R-CBM | | 65% | | | 25% | | 29% | | 92% |
| Second Grade R-CBM | | 73% | | | 50% | | 17% | | 92% |
| Third Grade R-CBM | | 44% | | | 42% | | 20% | | 83% |
| Fourth Grade R-CBM | | 61% | | | 67% | | 22% | | 72% |
| Fifth Grade R-CBM | | 61% | | | 58% | | 13% | | 83% |
| Sixth Grade R-CBM | | 55% | | | 13% | | 11% | | 78% |

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## 2. Which reading systems are working best/not so well?

BEST

Not as well

Table 2. Evaluating Winter to Spring Grade Level Instructional S[upport] Plans: Percent[ of] Students Making Adequ[ate] Progress on AIMsweb

| Grade/ Benchmark Goal Measure | Percent of *Total* Students that made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | | Percent of *Int[ensive]* Students that [made] Adequate Pro[gress] *Include act[ual] numbers of stu[dents,] e.g., 1/5 or [20%.]* | | Percent of *St[rategic]* Students that [made] Adequate Pr[ogress] *Include actual [num]bers of studen[ts,] e.g., 25/50 o[r 50%.]* | | Percent of *Benchm[ark]* Students that ma[de] Adequate Progre[ss] *Include actual numb[ers] of students, e.g., 95/100 or 95[%.]* | |
|---|---|---|---|---|---|---|---|---|---|
| | Winter to Spring 2014 | Winter to Spring 2015 | Percent Change (+ or -) | Winter to Spring 2014 | Wi[nter] to S[pring] | Winter to Spring 2014 | W[inter] to [Spr]ing [20]15 | Winter to Spring 2014 | Win[ter] to Sp[ring] 2[015] |
| | *Total* | | | *Intensive* | | *Strategic* | | *Benchmark* | |
| Kindergarten PSF | | 97% | | | 100% | | 100% | | 97% |
| Kindergarten NWF | | 84% | | | 100% | | 67% | | 88% |
| First Grade R-CBM | | 65% | | | 25% | | 29% | | 92% |
| Second Grade R-CBM | | 73% | | | 50% | | 17% | | 92% |
| Third Grade R-CBM | | 44% | | | 42% | | 20% | | 83% |
| Fourth Grade R-CBM | | 61% | | | 67% | | 22% | | 72% |
| Fifth Grade R-CBM | | 61% | | | 58% | | 13% | | 83% |
| Sixth Grade R-CBM | | 55% | | | 13% | | 11% | | 78% |

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**Table 2. Evaluating Instructional Support Plans: Percent of Students Making Adequate Progress**

| Grade/Benchmark Goal Measure | Percent of *Total* Students that Made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | | Percent of *Intensive* Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of *Strategic* Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of *Benchmark* Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|---|
| | Winter to Spring 2019 | Winter to Spring 2020 | Percent Change (+ or -) | Winter to Spring 2019 | Winter to Spring 2020 | Winter to Spring 2019 | Winter to Spring 2020 | Winter to Spring 2019 | Winter to Spring 2020 |
| | Total | | | Intensive | | Strategic | | Benchmark | |
| Sixth Grade | | | | | | | | | |
| Seventh Grade | | | | | | | | | |
| Eight Grade | 43% 35/81 | 52% 39/74 | +9% | 29% 9/31 | 35% 8/23 | 27% 7/26 | 21% 11/29 | 79% 19/24 | 91% 20/22 |
| Ninth Grade | | | | | | | | | |
| Tenth Grade | | | | | | | | | |
| **Eleventh** Grade | | | | | | | | | |
| Twelfth Grade | | | | | | | | | |

**Let's revisit this example**

**Given the number of students in Strategic, I would prioritize this as the system of greatest need and develop an action plan to improve it.**

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**3. Is there a particular grade level that may require more building level supports?**

**Table 2. Evaluating Winter to Spring Grade Level Instructional Support Plans: Percent of Students Making Adequate Progress on AIMsweb**

| Grade/ Benchmark Goal Measure | Percent of *Total* Students that made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | | Percent of *Intensive* Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of *Strategic* Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of *Benchmark* Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|---|
| | Winter to Spring 2014 | Winter to Spring 2015 | Percent Change (+ or -) | Winter to Spring 2014 | Winter to Spring 2015 | Winter to Spring 2014 | Winter to Spring 2015 | Winter to Spring 2014 | Winter to Spring 2015 |
| | *Total* | | | *Intensive* | | *Strategic* | | *Benchmark* | |
| Kindergarten PSF | | 97% | | | 100% | | 100% | | 97% |
| Kindergarten NWF | | 84% | | | 100% | | 67% | | 88% |
| First Grade R-CBM | | 65% | | | 25% | | 29% | | 92% |
| Second Grade R-CBM | | 73% | | | 50% | | 17% | | 92% |
| Third Grade R-CBM | | 44% | | | 42% | | 20% | | 83% |
| Fourth Grade R-CBM | | 61% | | | 67% | | 22% | | 72% |
| Fifth Grade R-CBM | | 61% | | | 58% | | 13% | | 83% |
| Sixth Grade R-CBM | | 55% | | | 13% | | 11% | | 78% |

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**Table 3**

# Systems Action Plan

| System (circle one): Strategic Intensive | | |
|---|---|---|
| ***System Questions*** (Essential Elements for Healthy Secondary Intervention Systems) | ***What evidence do you have that identifies this question as a concern?*** (I.e. observations, interviews, further assessment, Review Existing Data, Schedules, Instructional Plans?) | ***List Suggested Actions to Address the Concern:*** |
| 1. Essential Elements Checklist Element: _____ | | |
| 2. Essential Elements Checklist Element: _____ | | |
| 3. Essentials Element Checklist: Element: _____ | | |

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# NDMTSS: Evaluating Your System:
## Review of Strategies

- **Build a solid plan/protocol** for instructional decision making (i.e. Placement Pathways)
- **Conduct walk throughs and fidelity checks** (to ensure implementation and support teachers)
- Hold On-Going **Monthly Data Meetings** using an established protocol for organizing and looking at progress of instructional groups
- **Evaluate and Problem Solve Systems** after benchmark assessments (Fall to Winter, Winter to Spring) using Adequate Progress method.

Elementary Reading Placement Pathway

| Screening | AIMSweb Composite Score | | | | | |
|---|---|---|---|---|---|---|
| | INTENSIVE | STRATEGIC (between 21st and 39th percentile) | | | BENCHMARK | ADVANCED |
| Diagnosis: Criteria | Intensive on AIMSweb/at or below the 20th percentile | Did not pass all portions of CORE Consortium on Reading Excellence Phonics Screener (fast/slow, but wrong) | Passed CORE Phonics Screener, not at benchmark on ORF (accurate, but slow) | Passed CORE Phonics Screener and at benchmark on ORF, below 39th percentile on Comprehension (accurate and fluent, but poor comprehension) | 40th -75th percentile on AIMSweb Composite | 76th percentile and higher on AIMSweb |
| Focus | COMPREHENSIVE | PHONICS | FLUENCY | COMPREHENSION | CORE CONTENT | ENRICHMENTS |
| Focus Skills | Basic reading skills: Letter/sound correspondence, decoding, fluency, vocabulary, comprehension | Target decoding skills identified on CORE Phonics Screener | Automatically decoding words, reading high frequency, and phrasing sentences. | Below 20th percentile on Vocabulary Assessment = Focus on Language and Reasoning; Above 20th percentile on Vocab. = Focus on Comprehension Strategies | Wonders and Wonder Works | Wonders and Enrichment |
| Intervention | Reading Mastery Reading and Language | Phonics for Reading | Read Naturally | Language focus = Language for Learning/Thinking; Comprehension focus = Achieve 3000 | Small group-Leveled Readers, Consider "Templates" phonics instruction | Advanced vocabulary, comprhension and writing |
| | | Core Reading: Wonders, Wonder Works & Achieve 3000 | | | | |
| Length of Time | 90 minutes daily (core replacement) | 30 minutes | 30 minutes | 30 minutes | 30 minutes | 30 minutes |
| Verify Progress | Reading Mastery In-program assessments and AIMSweb (once monthly) | Phonics for Reading Assessments; AIMSweb Progress Monitoring (once monthly) | Read Naturally and AIMSweb Progress Monitoring (once monthly) | Program Assessments; AIMSweb Vocabulary or Comprehension | In-Program Assessment | In-Program Assessments |
| Identify Method to Verify Effectiveness | Adequate progress on AIMSweb (Summary of Impact Report) | | | | | |

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# NDMTSS: Evaluating Your System:
## Review of Strategies

- **Build a solid plan/protocol** for instructional decision making (i.e. Placement Pathways)
- **Conduct walk throughs and fidelity checks** (to ensure implementation and support teachers)
- Hold On-Going **Monthly Data Meetings** using an established protocol for organizing and looking at progress of instructional groups
- **Evaluate and Problem Solve Systems** after benchmark assessments (Fall to Winter, Winter to Spring) using Adequate Progress method.

# Five-Minute Observation

**Five-Minute Observation**

School: _____ Name: _____

Grade: _____ Date: _____

Start Time: _____ Program/Level: _____

End Time: _____ Lesson: _____

**During a five-minute observation, watch for the following:**

_____ The subject and lesson you were expecting to see is being taught.
_____ Number of students in group is appropriate.
_____ Physical arrangement allows students and teachers to see and hear all parts of the lesson.
_____ Students receiving group instruction are attentive and engaged.
_____ Teacher follows the script as written.
_____ Teacher corrects when students make errors.
_____ Teacher relies on positive techniques to manage student behavior.
_____ Students doing independent work are on-task.
_____ Independent work is corrected and students have done fix-ups.
_____ Student work is neat and well organized.
_____ Teacher and student materials are organized and accessible.
_____ Written records of student performance are posted or accessible.
_____ Thermometer charts are posted and implemented correctly.

Time and date of Follow-up from

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# Program Specific Observation Forms

**Reading Mastery Signature 2-5**
**Walkthrough Form**

Teacher: _____ Date:_____ Period:_____
School: _____ Observer: _____
Level: _____ Lesson Number: _____

| Observation: | | Yes | No | Comments: |
|---|---|---|---|---|
| All students are visible to the teacher. | | | | |
| Materials are organized, distributed, and managed well during lesson. | | | | |
| STAR rules reviewed before beginning lesson. | | | | |
| Review list reviewed prior to lesson. | | | | |
| **Word Attack:** | | | | |
| Students are tracking in student book | | | | |
| Students respond in unison | | | | |
| Responses are correct and confident | | | | |
| **Corrections in Word Attack:** | | | | |
| Steps | That word is_____ | | | |
| | What word? | | | |
| | Spell_____ | | | |
| | What word? | | | |
| | Start Over | | | |
| **STORY READING:** | | | | |
| Students are tracking. | | | | |
| Student errors are corrected with, "That word is_____." | | | | |

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# Intervention Look Fors Form

**Intervention "Look Fors"**
**(For Instructional Coaches and Principals)**

| | "Look Fors" | Y/N/P | Comments |
|---|---|---|---|
| 1 | The intervention lesson is being taught | | |
| 2 | The intervention teacher is following the presentation book as written (it is helpful to have the teacher photocopy the lesson you will observe so you can see what and how the lesson is supposed to be taught) | | |
| 3 | The seating arrangement allows the teacher to easily monitor students during the instruction as well as during the independent work | | |
| 4 | Student's workbooks are completed and monitored by the teacher. Work is checked, items missed are marked and feedback/correction is provided to students | | |
| 5 | The intervention is taught from beginning of class to the end of class (Bell to Bell Teaching) | | |
| 6 | Students understand and follow program routines (this reflects routines are taught, followed and reinforced on a daily basis) | | |

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# Are there Systemic Problems?

**INTERVENTION LOOK FORS SUMMARY**

SCHOOL: _____ DATE: _____

| Teacher | Teacher 1 | Teacher 2 | Teacher 3 | Teacher 4 | Teacher 5 | Teacher 6 | Teacher 7 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| The intervention lesson is being taught | Y | N | Y | Y | Y | Y | Y | | | | | | | |
| The intervention teacher is following the presentation book as written (it is helpful to have the teacher photocopy the lesson you will observe so you can see what and how the lesson is supposed to be taught) | N | P | N | P | P | Y | N | | | | | | | |
| The seating arrangement allows the teacher to easily monitor students during the instruction as well as during the independent work | Y | Y | P | Y | Y | Y | Y | | | | | | | |
| Student's workbooks are completed and monitored by the teacher. Work is checked, items missed are marked and feedback/correction is provided to students | P | Y | N | Y | Y | Y | Y | | | | | | | |
| The intervention is taught from beginning of class to the end of class (Bell to Bell Teaching) | Y | Y | P | Y | Y | Y | Y | | | | | | | |
| Students understand and follow program routines (this reflects routines are taught, followed and reinforced on a daily basis) | Y | Y | P | Y | P | Y | Y | | | | | | | |
| All students are responding during choral response – teacher monitors students and holds them accountable to respond 100% of the time | Y | P | P | Y | Y | Y | Y | | | | | | | |
| Correction is direct, explicit and provided immediately when an incorrect response is provided by the group or individual students. | Y | Y | N | P | Y | Y | P | | | | | | | |
| Students are required to track with their fingers or bookmark when reading or following along in the textbook or workbook | N | Y | Y | Y | Y | N | Y | | | | | | | |

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| Teacher | Teacher 1 | Teacher 2 | Teacher 3 | Teacher 4 | Teacher 5 | Teacher 6 | Teacher 7 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| The learning objective of the lesson should be reviewed at the beginning of the lesson (what are we doing today and why) and repeated/processed by students (keep brief – 1 to 2 minutes) | N | N | N | N | N | N | N | | | | | | | |
| Mastery tests, check outs, or unit assessments are administered as prescribed by the program with re-teaching and firming up provided as required to ensure students master content | Y | Y | P | Y | Y | Y | Y | | | | | | | |
| The teacher uses a "perky pace" during the lesson. This is important during the teacher presentation as well as during the share outs, etc. Make sure time is not being lost by extensive calling on students to share individual answers. Instead, the teacher should model a correct answer, call on one or two students, have students share answers with one another, etc. Individual turns are used primarily for the teacher to check student understanding | Y | P | P | Y | Y | Y | Y | | | | | | | |
| All students appear to be correctly placed in the intervention<br>• Placement decisions are made using the district/school Placement Pathway, including the specific program placement test<br>• Students are correctly responding during the lesson<br>• Students are correctly completing workbook activities<br>• Students are passing in-program master or unit assessments | Y | Y | Y | Y | Y | Y | Y | | | | | | | |
| Teacher provides positive feedback to encourage and motivate students (teachers use a point system or similar to reward student participation, effort and careful work) | Y | Y | N | P | Y | Y | P | | | | | | | |

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# NDMTSS: Evaluating Your System:
# Review of Strategies

- **Build a solid plan/protocol** for instructional decision making (i.e. Placement Pathways)
- **Conduct walk throughs and fidelity checks** (to ensure implementation and support teachers)
- Hold On-Going **Monthly Data Meetings** using an established protocol for organizing and looking at progress of instructional groups
- **Evaluate and Problem Solve Systems** after benchmark assessments (Fall to Winter, Winter to Spring) using Adequate Progress method.

## Data Meeting Focus Questions

| | | | | | |
|---|---|---|---|---|---|
| 1. | **Pacing:** The group is within three lessons of the anticipated target lesson? | **YES:** | Proceed to question #2A | | |
| | | **NO:** | Identify why the group is not on expected lesson and create action to remedy problem OR if pacing is deemed unattainable, establish a revised pacing goal. | | |
| 2A. | **In-Program Assessments: (Group)** The majority (80% or more) of the group is passing the in-program assessments? | **YES:** | Proceed to question #2B | | |
| | | **NO:** | Identify why the majority of the group is not passing and create a group level action plan. Consider the following: | | |
| | | | a) Is the group in the correct research validated intervention aligned to their learning deficits | YES: ☐ | NO: ☐ |
| | | | b) The majority of the students in the group are placed at the correct level (based on placement testing recommendations) of the intervention. If in doubt, revisit placement decisions. | YES: ☐ | NO: ☐ |
| | | | c) The intervention is being carried out/taught with fidelity? Identify the verification method (i.e., intervention look fors form, program specific fidelity tools, walk-throughs, etc.) | YES: ☐ | NO: ☐ |
| | | | d) Remedies such as re-teaching and pre-teaching, double dosing (i.e., more explicit and direct teaching, more modeling, more practice, more feedback, more time) is provided when the group does not pass in-program assessments. | YES: ☐ | NO: ☐ |
| 2B. | **In-Program Assessments: (Individual students)** All individual students within the group are passing<br> Handout(s) | **YES:** | Proceed to question #3A | | |
| | | **NO:** | Identify why individual students are not passing and create an individual student action plan. Consider the following: | | |
| | | | a) The individual students are correctly placed in this intervention? Is it aligned to their identified deficits? | YES: ☐ | NO: ☐ |
| | | | b) The individual students are placed in the correct level of the intervention (based on placement testing recommendations). How is this verified? | YES: ☐ | NO: ☐ |
| | | | c) Remedies such as pre-teaching, re-teaching, and the Five Mores are provided for individual students not passing in-program assessments? | YES: ☐ | NO: ☐ |
| | | | d) Individual students not passing in program assessments are present for the majority of instructional days and not excessively absent? | YES: ☐ | NO: ☐ |
| | | | e) The student(s) have passed vision and hearing screening and are using glasses/hearing aids if required? | YES: ☐ | NO: ☐ |

# Data Meeting Focus Questions (continued)

| | | | | | |
|---|---|---|---|---|---|
| 3A. | **Out of Program Assessments** (CBM's, Fastbridge, etc.) **(Group)** The majority (80% or more) of the instructional group is on or above the anticipated aimline (consider the three most recent data) | **YES:** | **Proceed to question #3B** | | |
| | | **NO:** | Identify why the majority of the group is not on or above the anticipated aimline and create a group level action plan. Consider the following reasons and remedies: | | |
| | | | a) The aimline is appropriate and aligned to the instructional level of the group and level of intervention (for example: if the group is placed in Reading Mastery first grade, the progress monitoring probes should be at the first grade level and aligned to the pacing goal of the intervention). | YES: ☐ | NO: ☐ |
| | | | b) The majority of the instructional group is below the aimline aligned to the instructional level of the group and aligned to the level of intervention?<br><br>If no: Add additional opportunities for student to generalize skills being taught in the intervention lessons, such as, more opportunities to re-read the stories, add additional fluency building opportunities using appropriate and similar level reading to those in the intervention. | YES: ☐ | NO: ☐ |
| 3B. | **Out of Program Assessments (**CBM's, Fastbridge, etc.**) (Individual students)** All individual students are on the aimline of the out-of-program progress monitoring? | **YES:** | Continue intervention as currently designed. No adjustments are warranted at this time. | | |
| | | **NO:** | Add additional opportunities for the specific student(s) to build fluency and generalize the skills being targeted in the intervention lessons, such as, re-reading stories, adding additional but similar practice materials, Six Minute Solution, Read Naturally, etc. | | |

**Note: If an individual student's performance does not improve after the above adjustments are made, consider placing the student in a lower level, or slower paced intervention group. If the student continues to be unsuccessful, a comprehensive evaluation for special education could be considered by a multi disciplinary team.**

Handout(s)

**Monitoring Instructional Groups**
**Kidgraph Multi Test Tracking**

**Group Instructor** Mrs. Clepp
**Grade/Group** Corrective Reading B2, Group 4
**Expected Lesson #** 47
**Actual Lesson #** 41

**Date** 10/11/2016
**Program** CR Decoding

| Student Name | Passed Mastery Tests? | | | On Aimline? | | | Behavior +/- | Days Absent | Comments: |
|---|---|---|---|---|---|---|---|---|---|
| *Enter passing grade →* | *18* | *18* | *18* | *Enter Y or N* | | | | | |
| *Enter total problems →* | *20* | *20* | *20* | | | | | | |
| Halima | 18 | 17 | 15 | n | n | N | | 8 | Absent a lot |
| Martin | 20 | 20 | 20 | y | y | Y | | | |
| Jesus | 18 | 19 | 20 | y | y | N | | 2 | |
| Chandra | 17 | 18 | 18 | y | y | Y | | 1 | Works hard |
| Jentry | 20 | 20 | 20 | y | y | Y | | | |
| Jared | 20 | 20 | 19 | y | y | Y | | | |
| Dallas | 19 | 19 | 20 | y | y | Y | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
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| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| % of students Passing | 86% | 86% | 86% | 86% | 86% | 71% | | | |

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# NDMTSS: Evaluating Your System:
## Review of Strategies

- **Build a solid plan/protocol** for instructional decision making (i.e. Placement Pathways)
- **Conduct walk throughs and fidelity checks** (to ensure implementation and support teachers)
- Hold On-Going **Monthly Data Meetings** using an established protocol for organizing and looking at progress of instructional groups
- **Evaluate and Problem Solve Systems** after benchmark assessments (Fall to Winter, Winter to Spring) using Adequate Progress method.

## Is the Building/Grade-level Systems Healthy?

Table 2. Evaluating Winter to Spr[illegible]de Level Instructional Support Plans: Percent of Students Making Adequate Progress on AIMsweb

| Grade/ Benchmark Goal Measure | Percent of *Total* Students that made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | | Percent of *Intensive* Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of *Strategic* Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of *Benchmark* Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|---|
| | Winter to Spring 2014 | Winter to Spring 2015 | Percent Change (+ or -) | Winter to Spring 2014 | Winter to Spring 2015 | Winter to Spring 2014 | Winter to Spring 2015 | Winter to Spring 2014 | Winter to Spring 2015 |
| | *Total* | | | *Intensive* | | *Strategic* | | *Benchmark* | |
| Kindergarten PSF | | 97% | | | 100% | | 100% | | 97% |
| Kindergarten NWF | | 84% | | | 100% | | 67% | | 88% |
| First Grade R-CBM | | 65% | | | 25% | | 29% | | 92% |
| Second Grade R-CBM | | 73% | | | 50% | | 17% | | 92% |
| Third Grade R-CBM | | 44% | | | 42% | | 20% | | 83% |
| Fourth Grade R-CBM | | 61% | | | 67% | | 22% | | 72% |
| Fifth Grade R-CBM | | 61% | | | 58% | | 13% | | 83% |
| Sixth Grade R-CBM | | 55% | | | 13% | | 11% | | 78% |

# Are the Benchmark/Strategic/Intensive Systems Healthy?

Table 2. Evaluating Winter to Spring Grade Level Instructio[n] ort Plans: Perce[nt] dents Making Ad[equate] Progress on AIMsweb

| Grade/ Benchmark Goal Measure | Percent of *Total* Students that made Adequate Progress *Include actual numbers of students, e.g., 90/100 or 90%.* | | | Percent of *Intensive* Students that made Adequate Progress *Include actual numbers of students, e.g., 1/5 or 20%.* | | Percent of *Strategic* Students that made Adequate Progress *Include actual numbers of students, e.g., 25/50 or 50%.* | | Percent of *Benchmark* Students that made Adequate Progress *Include actual numbers of students, e.g., 95/100 or 95%.* | |
|---|---|---|---|---|---|---|---|---|---|
| | Winter to Spring 2014 | Winter to Spring 2015 | Percent Change (+ or -) | Winter to Spring 2014 | Winter to Spring 2015 | Winter to Spring 2014 | Winter to Spring 2015 | Winter to Spring 2014 | Winter to Spring 2015 |
| | | *Total* | | | *Intensive* | | *Strategic* | | *Benchmark* |
| Kindergarten PSF | | 97% | | | 100% | | 100% | | 97% |
| Kindergarten NWF | | 84% | | | 100% | | 67% | | 88% |
| First Grade R-CBM | | 65% | | | 25% | | 29% | | 92% |
| Second Grade R-CBM | | 73% | | | 50% | | 17% | | 92% |
| Third Grade R-CBM | | 44% | | | 42% | | 20% | | 83% |
| Fourth Grade R-CBM | | 61% | | | 67% | | 22% | | 72% |
| Fifth Grade R-CBM | | 61% | | | 58% | | 13% | | 83% |
| Sixth Grade R-CBM | | 55% | | | 13% | | 11% | | 78% |

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# Problem Solving Systems

**Essential Elements for Healthy Reading Systems**

Are enough students making adequate progress? If the answer is no, consider the following:

| **Benchmark System:** | | |
|---|---|---|
| 1. | Is the reading program being taught with fidelity?<br>Are all parts of the program being used according to author recommendations? | |
| 2. | A minimum 90 minutes of uninterrupted reading instruction occurs daily allowing pacing goals to be met? | |
| 3. | At least 30 minutes of small group instruction occurs on a daily basis? | |
| 4. | Are students grouped homogenously by performance level (i.e. High Benchmark, Low Benchmark, etc.)? | |
| 5. | Are Benchmark students NOT making adequate progress in a particular classroom OR are they evenly distributed? | |
| 6. | Are Benchmark students administered and passing in-program assessments?<br>Are remedies/re-teaching provided when necessary? Passing re-tests? | |
| 7. | Are Low Benchmark students identified at the beginning of the year/semester and closely monitored? Consider Progress Monitoring every 3-4 weeks. | |
| 8. | Are instructors incorporating features of strong instruction, including modeling, explicit language/teaching, active engagement, multiple opportunities to respond, immediate and specific feedback, etc.? | |
| 9. | Are critical skills, ideas and key vocabulary pre-taught when necessary? | |
| 10. | Is additional time provided after the reading block to firm up key skills, ideas and vocabulary (i.e., 15-30 minutes) using the "5 Mores" Framework?<br>• More explicit, direct teaching<br>• More modeling | |

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# Problem Solving Systems

## Essential Elements for Healthy Reading Systems

Are enough students making adequate progress? If the answer is no, consider the following:

| Strategic System: | | |
|---|---|---|
| 1. | Is the reading program being taught with fidelity?<br>Are all parts of the program being used according to author recommendations? | |
| 2. | A minimum 120 minutes of uninterrupted reading instruction occurs daily allowing pacing goals to be met? | |
| 3. | At least 30 minutes of small group instruction occurs on a daily basis? | |
| 4. | Are students grouped homogenously by performance level (i.e. High Strategic, Low Strategic, etc.)? | |
| 5. | Are Strategic students NOT making adequate progress in a particular classroom OR are they evenly distributed? | |
| 6. | Are Strategic students administered and passing in-program assessments? Are remedies/re-teaching provided when necessary? Passing re-tests? | |
| 7. | Are Strategic students identified at the beginning of the year/semester and provided additional support? Are they closely monitored? Consider Progress Monitoring every 3-4 weeks. | |
| 8. | Are instructors incorporating features of strong instruction, including modeling, explicit language/teaching, active engagement, multiple opportunities to respond, immediate and specific feedback, etc.? | |
| 9. | Are critical skills, ideas and key vocabulary pre-taught when necessary? | |
| 10. | Is additional time provided after the reading block to firm up key skills, ideas and vocabulary (i.e., 15-30 minutes) using the "5 Mores" Framework?<br>• More explicit, direct teaching | |

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# Problem Solving Systems

## Essential Elements for Healthy Reading Systems

Are enough students making adequate progress? If the answer is no, consider the following:

| Intensive System: | | |
|---|---|---|
| 1. | Are <u>all</u> Intensive level students placed in a highly structured, research validated reading program (i.e., Reading Mastery, Corrective Reading)? | |
| 2. | Are programs taught with 100% fidelity by well trained teachers? | |
| 3. | Is coaching and frequent walk-throughs conducted to ensure very high levels of fidelity? | |
| 4. | Are all components of the reading program delivered on a daily basis (i.e., language, writing, etc.)? | |
| 5. | Are all Intensive level students administered placement tests and grouped according to program recommendations at their instructional level? Are group sizes smaller for more intensive students? | |
| 6. | Are pacing goals established for each instructional group to ensure desired progress is achieved? | |
| 7. | Is adequate instructional time allotted to ensure each group is able to cover all parts of the program and cover the number of lessons in order to reach pacing goals (minimum of 90 minutes per day)? | |
| 8. | Is additional time (30 minutes per day) allotted for double dosing (pre-teach and re-teach) for individual students and/or instructional groups as necessary? | |
| 9. | Are at least 80% of the students in each group progressing as expected? If not, consider group problem solving. If yes, problem solve for individual students. | |
| 10. | Are in-program mastery and checkout assessments administered as | |

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**Table 3**

| System (circle one): Strategic Intensive | | |
|---|---|---|
| ***System Questions*** (Essential Elements for Healthy Secondary Intervention Systems) | ***What evidence do you have that identifies this question as a concern?*** (I.e. observations, interviews, further assessment, Review Existing Data, Schedules, Instructional Plans?) | ***List Suggested Actions to Address the Concern:*** |
| 1. Essential Elements Checklist Element: _____ | | |
| 2. Essential Elements Checklist Element: _____ | | |
| 3. Essentials Element Checklist: Element: _____ | | |

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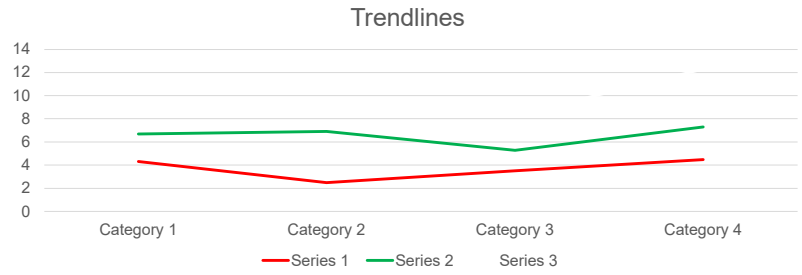
# Effective Systems

## Evaluating Trendlines:

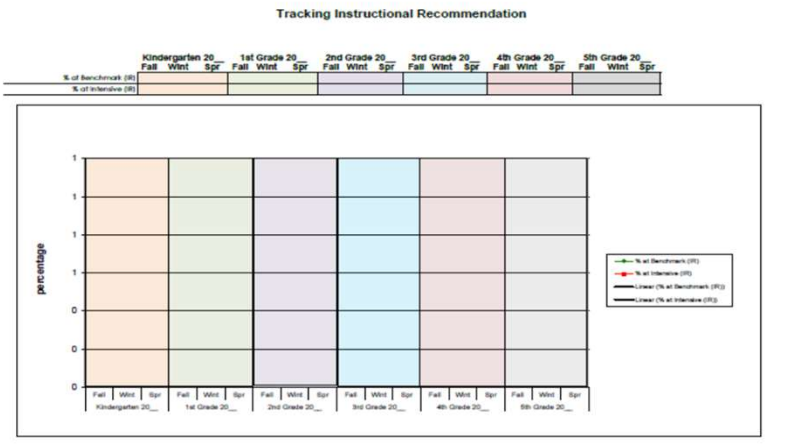
Are We Moving in the Right Direction?



## How Well Is Your System Working?

| | Kindergarten | | | 1st Grade | | | 2nd Grade | | | 3rd Grade | | | 4th Grade | | | 5th Grade | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fall | Wint | Spr | Fall | Wint | Spr | Fall | Wint | Spr | Fall | Wint | Spr | Fall | Wint | Spr | Fall | Wint | Spr |
| % at Benchmark (IR) | 34 | 44 | 52 | 54 | 57 | 62 | 55 | 64 | 57 | 56 | 58 | 54 | 54 | 62 | 61 | 67 | 70 | 68 |
| % at Intensive (IR) | 22 | 18 | 26 | 18 | 12 | 13 | 22 | 24 | 25 | 19 | 20 | 19 | 26 | 19 | 23 | 17 | 17 | 16 |

## What Does Your Data Trend Look Like?

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