



SAMPLE MATERIAL

## Data Team: Assessment and Planning Worksheet

Durham Elementary School, Oregon

**Topic:** Response to Intervention in Elementary-Middle Math

**Practice:** Screening and Monitoring

Durham Elementary School, like other Oregon schools, uses Effective Behavior and Instructional Support (EBIS), a systematic team process, to identify and place students in tiered interventions, change small-group or individual interventions, individualize instruction, and refer students for special education services. Teams use an 80/20 decision rules approach. If 80% of students are not meeting benchmarks, the core program is reviewed. For students scoring in the lowest 20% in grade-level screening measures and/or with chronic behavior needs, teams plan strategic group intervention(s).

The *Assessing & Planning EBIS Team Process Worksheet* helps data teams assess essential RtI components and prioritize implementation and improvement. Schools rate observable features (e.g., teams use protocols to make decisions on interventions) and interview data (e.g., the *EBIS Individual Problem Solving Worksheet* is completed through a review of the student's cumulative file). If the student has a second language, the ELL teacher obtains information about language and language

development and the team completes the ELL Student Data Checklist. This resource also includes *RtI Meeting Guidelines* and a *Tier 2 Data Meeting Agenda* used by Oregon schools.

### Assessing & Planning EBIS Team Process Elementary Schools

School: \_\_\_\_\_ Grade Level \_\_\_\_\_ Date: \_\_\_\_\_

Team Members: \_\_\_\_\_

Observer: \_\_\_\_\_

Status				Feature	Priority
In Place	Partially In Place	Not in Place	Not Observed		
<b>Observable Features</b>					
				1. Team is made up of the Principal, Counselor, Grade level teachers, Lit Specialist/Title 1, and Specialists from Sp. Ed. & ELL.	
				2. School administrator is an active participant on the EBIS team.	
				3. Team identifies students and/or reviews progress-monitoring data on students falling below the 20 %ile on DIBELS.	
				4. Team identifies and reviews progress-monitoring data on students who meet the screening criteria for math intervention on the <i>Math Protocol</i> .	
				5. Team identifies and/or reviews progress-monitoring data on students who have more than 2 ODRs, since the last meeting or more than 5 for the year.	
				6. Team identifies and determines interventions for students who have 5 or more absences since the previous meeting.	
				7. Teams use the protocols (Reading, Behavior, and Math) to make decisions on interventions, data to be collected, and person responsible for collecting data.	
				8. Students in interventions are progress monitored regularly, based on the protocol.	
				9. Grade level teams meet every 4 to 6 weeks to review progress-monitoring data on students in interventions.	
				10. Minutes of the meeting are kept and distributed to team members in a timely manner.	
				10. Team analyzes cohort data for ELL students in interventions.	
				11. <i>Decision rules</i> are followed and changes to interventions are made based on aimline/trendline analysis.	
				12. Only those changes to interventions listed on the <i>Intervention Changes and Modifications Form</i> are considered as changes.	

### Assessing & Planning EBIS Team Process Elementary Schools

School: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_  
 People Interviewed: \_\_\_\_\_  
 Interviewer: \_\_\_\_\_

Status			Feature	Priority
In Place	Partially In Place	Not in Place		
<b>Determine through Interview</b>				
			1. The <b>EBIS Group Intervention &amp; Planning Form</b> is completed for each grade level and lists students who are below the 20 <sup>th</sup> percentile on DIBELS or who meet criteria for interventions in math, behavior, and/or attendance.	
			2. The <b>EBIS Student Intervention Profile</b> is started for each student receiving an intervention and is updated when new interventions are implemented.	
			3. Students in math interventions are progress monitored every two weeks.	
			4. Students in reading interventions are progress monitored weekly.	
			5. Daily data is collected for students in behavioral or attendance interventions.	
			6. Parents are notified when their child is placed in intervention or when there has been a change in intervention	
			7. After two failed group interventions, the team waits to collect additional information about the student (see <b>Planning for the Individual Student</b> page) before planning the individualized intervention.	
			a. The <b>EBIS Team Meeting Notice</b> is sent to parents	
			b. A Case Manager is assigned to ensure that all required tasks are completed.	
			c. Parents are given the <b>RTI Process Brochure</b> .	
			d. A <b>Developmental History</b> is obtained	
			e. If the student has a second language, the ELL teacher at the school obtains information about language and language development and the team completes the ELL Student Data Checklist.	
			f. The <b>EBIS Individual Problem Solving Worksheet</b> is completed through a review of the student's cumulative file.	
			g. The EBIS team uses the information obtained from the developmental history and problem solving worksheet and the <b>Reading Protocol</b> or other appropriate protocol to determine the appropriate Tier III intervention for the student.	
			8. If reading or math progress continues to be below the aimline after 4 to 6 weeks of the individualized intervention, the team completes a referral for special education services.	
			9. The <b>EBIS Student Intervention Profile, Developmental History Form, Progress Monitoring Data, and the Individual PS Worksheet</b> are attached to the Special Ed Referral Form.	
			10. EBIS team reviews data on student performance at least 3 times each year (fall, winter, spring) to evaluate effectiveness of the core programs.	
			a. Data regarding the core program are disaggregated by race, special programs (such as ELL and Sped), grade level, and class.	
			11. Results of the triennial review are shared with grade level teams and changes are made as needed based on the data.	

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## RTI Meeting Guidelines

**Note:** This guide delineates meetings according to purpose. Depending on the frequency and length of RTI meetings, it may be possible to consolidate multiple purposes into one meeting. Generally, the core RTI team meets with a different grade level team each week for approximately one hour.

**Team membership:** principal, literacy specialist/reading teacher, counselor/psychologist, ELL representative, special education representative, grade level team

### Meeting tips:

- Don't meet without the essential team members
- Beware of having too many special education staff on the team (the focus should be general ed.)
- Designate roles (timekeeper, facilitator, note taker)
- Review the purpose
- Stick to the agenda
- Organize the data before the meeting
- Celebrate successes

### 80% Meetings-Conducted after Fall, Winter & Spring Universal Screening

Purpose: To determine the effectiveness of the core program and make necessary adjustments if it is not meeting the needs of most students.

Examine the data. Are 80% or more of your students meeting benchmark?

Yes: Celebrate! Are all students making growth? Have you set ambitious goals for the next trimester?

No: Discuss the following questions about the core program.

### READING, MATH AND WRITING

- Are all teachers using the program with a high degree of fidelity?
- Is instructional time protected, or are there interruptions such as school assemblies, fire drills, etc.?
- Is the instructional block sufficient, or is more time needed?
- Are students grouped appropriately? (group with the lowest skills has the fewest members, group with the highest skills has the most members)

### ATTENDANCE

- Is there a clearly articulated attendance policy?
- Is there sufficient outreach to families and a welcoming attitude toward all students?

### BEHAVIOR

- Is there a schoolwide behavior policy, behavior curriculum and behavior team?
- Are behavior expectations posted, taught, practiced, and reinforced at the building and classroom level?

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- Are support personnel such as bus drivers and playground attendants trained in positive behavior support?
- Is there a classroom behavior incentive system?

### **20% Meetings-Conducted after Fall, Winter & Spring Universal Screening**

Purpose: To determine which students are in need of intervention, select appropriate interventions, schedule intervention groups, and schedule progress monitoring.

### **READING, MATH and WRITING**

Use DIBELS, Curriculum Based Measures, Oregon Assessment of Knowledge & Skills, and classroom assessments to identify students with skills in the lowest 20% of the grade level.

- Using DIBELS or other CBMs, is the skill deficit is fluency, accuracy, or both?
- Using core curriculum assessments and other classroom information, can the team identify other needs (comprehension, vocabulary, math concepts, writing organization)?

### **ATTENDANCE**

Review attendance data and identify students with more than 5 absences in a 30 day period.

- Is there a group of students with a similar attendance issue?
- Would breakfast with the school counselor or daily check-ins improve the group's attendance?
- Do individual students need a point system for arriving on time each day, an "attendance buddy," a wake-up call, or home visits?

### **BEHAVIOR**

Review behavior data and identify students with 3 or more discipline or counseling referrals in a 30 day period.

- Do behavior expectations need to be retaught and reinforced to a select group of students?
- Are behavior prevention or intervention programs such as First Step to Success and Second Step available?
- Does a group of students need a social skills lunch bunch?
- Do parents need more support with managing behavior and parenting skills at home?
- Does a student need a behavior plan with clearly defined skills to be taught and established supports and expectations?
- Does a student need a Functional Behavior Analysis?

### **GENERAL**

Use standard protocols to determine which intervention program matches the group's needs, what group size is appropriate, and how much time per day is needed for that intervention. For behavior and attendance issues, it may be more appropriate to plan at the individual versus group level.

Determine which staff are trained (or need training) in the program and schedule the intervention time.

Determine what will be used to measure progress, how often, and who will be responsible for data collection. When will the grade-level team reconvene to review student progress?

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Determine who will check fidelity of instruction and who will inform parents about team decisions.

### **Data Review Meetings-Conducted Every 4-8 Weeks**

Purpose: To review progress monitoring for all students in interventions (20% group) and make decisions about whether to proceed with, discontinue, or change an intervention.

#### *Before meeting:*

Draw aimlines and trendlines on progress monitoring graphs (each student will need a minimum of 3-7 data points).

Sort progress monitoring data into three groups (be sure to use decision rules to form the groups!):

- 1) Students making sufficient progress
- 2) Students who need a change in intervention
- 3) Students ready to proceed to individually-designed intervention

#### *During meeting:*

- 1) Quickly review students making sufficient progress, determine if any student(s) should discontinue intervention.
- 2) Discuss groups or individual students in need of an intervention change. Consider: more time, a new curriculum, or a significant reduction in group size.
- 3) Change students' graphs to indicate the intervention modifications.

### **Individual Student Meetings-Conducted After 2 Group Interventions Have Been Unsuccessful, or if the Team is Considering Referral After 2 Group Interventions and 1 Individually Designed Intervention**

Purpose: To review student information (progress monitoring, cumulative file, developmental history) and use it to plan an individually-designed intervention, or to review progress monitoring from individually-designed intervention to determine if referral is appropriate.

#### **Individually-Designed Intervention Planning:**

##### *Before meeting:*

- 1) Use *Individual Problem-Solving Worksheet* to conduct file review
- 2) Counselor or school psychologist uses *Developmental History* to interview parents
- 3) Invite parents to meeting

##### *During meeting:*

- 1) Review decision rules
- 2) Review data
- 3) Plan or if necessary modify intervention

#### **Individually-Designed Intervention Review:**

- 1) Review progress monitoring from all 3 intervention phases and other student data
- 2) Review decision rules
- 3) Team discussion: Has the student made sufficient progress? Determine if referral is appropriate.

## Tier 2 Data Meeting agenda

***Purpose of meeting: To determine which students are in need of intervention, determine the effectiveness of current interventions, and make decisions about whether to continue, discontinue, or change an intervention.***

- Review team norms
- Review purpose for meeting

### **1. Are intervention groups making adequate progress with additional Tier 2/Tier 3 support?**

- a)** Examine student progress monitoring graphs for intervention groups.
  - i)** Are most students in an intervention group making adequate progress (based on data-decision rules)? If majority of group is not making adequate progress:
    - (1) Has fidelity of implementation been examined?
    - (2) If implementation fidelity is good, does the intervention need to be modified?
      - (a)** Consider adding a group reinforcement system, or adjusting group size, amount of intervention time, frequency of intervention, or other alterable variables

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

- a)** Examine existing data and determine if additional data are needed, including:
  - i)** Progress monitoring data, diagnostic data, daily lesson data, curriculum assessments, observational data during intervention and core instruction, teacher and parent input, etc.
- b)** If a change is needed, consider the following options:
  - (1) Does the student need a different, more appropriately matched intervention?
  - (2) Does the student need a more intensive intervention with same instructional focus?
  - (3) Can you modify the current intervention to accommodate the student?
    - (a)** Consider adjusting group size, amount of intervention time, frequency of intervention, or other alterable variables

### **3. If a student is making better than adequate progress (based on data decision rules), can the intervention be de-intensified or discontinued?**

- a)** If de-intensifying an intervention, determine which alterable variables to adjust
- b)** If discontinuing an intervention, create a progress monitoring plan to determine ongoing need.