

South Dakota MTSS

Data Workbook for Reading

Purpose

- ❖ Provide a framework for schools to conduct a thorough data analysis
- ❖ Track student progress and create a trail of information that verifies the student has been provided every opportunity to respond to appropriate instruction

Workbook Components

- ❖ Twelve step process for data analysis
 - ❖ Pages 5 - 52
- ❖ Secondary Level Implementation Supplement
 - ❖ Pages 52 -54
- ❖ List of references
 - ❖ Pages 55 - 56
- ❖ Artifacts
 - ❖ Pages 57 - 134
 - ❖ Used to conduct the data analysis
 - ❖ Serve as record keeping documents
- ❖ Building Level Teams and Grade Level Teams

Data Systems

- ❖ **DIBELS users**
 - ❖ DIBELS.net
 - ❖ University of Oregon

- ❖ **AIMSweb**

Narrative Section

- ❖ Included with each step
- ❖ Provides background information and sets the purpose for each step

Critical Components

Critical Components:

Who: Building Leadership Teams and Grade Level Teams

What: Building Level Status Worksheet (Artifact A)

aimsweb: Tier Transition Report (Criterion-Referenced)

U of Oregon DIBELS users: Distribution Report (select Former Goals from Need for Support drop-down)

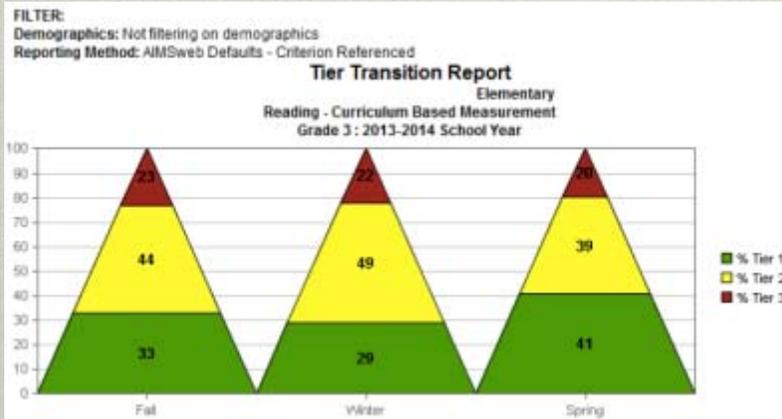
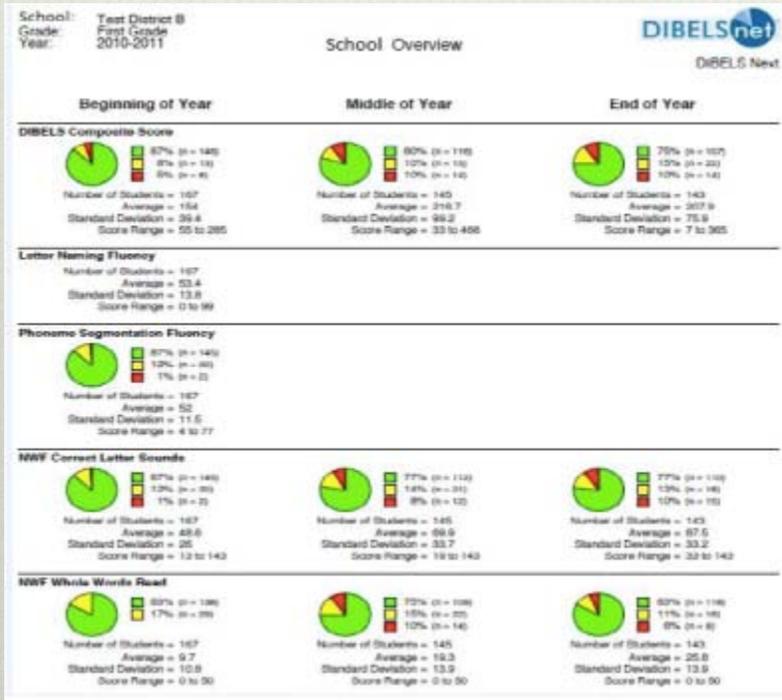
DIBELS.net DIBELS users: School Overview Report

When: After every Universal Screening

Where: Building Leadership Team and Grade Level Team meetings

Why: Determine overall progress

Screen Shots



Grade Level Need for Support Worksheet

Identify the Need for Support by Grade Level

Using the appropriate report listed in the Critical Companion section of Step 3, provide a response to each question for each grade level.

	Grade Level: Kindergarten	Grade Level: First	Grade Level: Second	Grade Level: Third	Grade Level: Fourth	Grade Level: Fifth	Grade Level: Sixth	Grade Level: _____
Approximately how many students may need additional instructional support? (Identify Student Population & Analyze Data and Develop Baseline)								
On which basic early literacy skills might students need support? (Prioritize Learning Content)								
What are the implications for curriculum and instruction? (Prioritize Learning Content)								
What additional supports or resources are necessary to achieve learner goals? (Learning Strategies)								

*If more than 20% of the total number of students needs additional support to achieve goals, an important first step is to analyze the core curriculum and instruction.

Step 1

- ❖ **Review and Validate Universal Screening Data**
 - ❖ Building Leadership Team
 - ❖ Grade Level Team
- ❖ **Fidelity of administration**
- ❖ **Environmental Circumstances**

Step 2

- ❖ **Analyze Building Level data by Grade**
 - ❖ Determine if the core curriculum has sufficiently met the needs of most students

- ❖ **Composite Scores**
 - ❖ **DIBELS Next**
 - ❖ Calculated as a feature of DIBELS Next reports
 - ❖ **AIMSweb**
 - ❖ Add the percent of students for all grade level subtests together
 - ❖ Divide by the number of subtests for each grade level
 - ❖ Repeat these two steps for each category

Step 3

❖ **Analyze Grade Level Data**

- ❖ Utilize composite scores
- ❖ List number of students in need of additional instructional support
- ❖ On which basic literacy skills students might need support
- ❖ Implications for curriculum and instruction
- ❖ Supports and resources necessary to achieve learner goals

❖ **SLO Language**

Step 4

- ❖ **Grade Level Goal Setting**
 - ❖ Middle of the Year (MOY)
 - ❖ Beginning of the Year (BOY)

- ❖ **Considerations**

Step 5

❖ **5A: Planning for Support**

- ❖ What is the plan for achieving goals?
- ❖ List names of students who are below benchmark in relation to both composite scores and scores on individual sub-tests

❖ **5B: Evaluating the Effectiveness of Instructional Support**

- ❖ Is the curriculum and instruction supporting enough students to meet the benchmark goal?
- ❖ Are the Strategic and Intensive supports providing students what they need in order to achieve adequate progress to close the gap?

Step 6

- ❖ **Analyze Student Level Data Using the Initial Instructional Sort**
 - ❖ DIBELS.net data system users
 - ❖ *Initial Grouping Suggestions* report
 - ❖ U of Oregon DIBELS data system users
 - ❖ Complete *Instructional Grouping Suggestions* worksheets
 - ❖ AIMSweb data system users
 - ❖ Artifact I *Initial Instructional Sort*

Step 7

- ❖ **Determine What Additional Information Is Needed and Complete Diagnostic Process**
 - ❖ Detailed error analysis
 - ❖ Administer diagnostic assessments based on skills continuums
 - ❖ Re-group students based on skill deficits
 - ❖ Determine instructional focus for each group of students
 - ❖ DIBELS Next
 - ❖ Pre-determined and listed on Initial Grouping Suggestions Worksheets
 - ❖ AIMSweb
 - ❖ Artifact J

Step 8

- ❖ **Finalize Groupings by Determining Instructional Focus and Appropriate Materials**
 - ❖ Final determination to ensure appropriate grouping of students
 - ❖ Determine there is a match between student's needs and instructional level of strategic or intensive support
 - ❖ Determine that the planned intervention is aligned with the identified student needs for that group
- ❖ **Make sure there is a good match between the knowledge of the instructors and the interventions they will teach**
- ❖ **Student Monitoring Form**

Step 9

❖ **Prepare for Progress Monitoring**

- ❖ Essential to ensure interventions are working
- ❖ Subtest chosen for progress monitoring must be able to measure the skills being taught in the intervention
- ❖ Use the progress monitoring feature of the screening tool
- ❖ Every week for students receiving intensive (Tier 3) instruction
- ❖ Every other week for students receiving Strategic (Tier 2) instruction
- ❖ Keep the *Intervention Documentation Worksheet* current

Intervention Documentation Worksheet

Refer to Step 9 to complete this worksheet.

Student Name		School/Classroom Teacher				Grade	Interventionist				
Intervention Goal/Focus:											
Benchmark Score:	Monday		Tuesday		Wednesday		Thursday		Friday		Total # of Minutes
	M	I	M	I	M	I	M	I	M	I	
Week 1:											
Progress Monitoring Subtest and Score:											
Week 2											
Progress Monitoring Subtest and Score:											
Week 3											
Progress Monitoring Subtest and Score:											
Week 4											
Progress Monitoring Subtest and Score:											
<p>M = Minutes entered as the length of time the intervention was actually delivered I = Intervention entered as the particular skill targeted by the intervention/instruction Total # of Minutes should be summed for each week of intervention. Then, weekly totals are summed and compared to the number of minutes prescribed in the Comprehensive Intervention Plan. This allows for an assessment of fidelity of the amount of planned instructional/intervention support.</p>											

Step 10

- ❖ **Determine the Instructional Level for Off Grade Level Progress Monitoring**
 - ❖ Used only with students who are in the Well Below Benchmark / Intensive range
 - ❖ Back test so progress monitoring can be done at the appropriate level of difficulty
 - ❖ Goal setting needs to be accelerated
 - ❖ DIBELS Next users
 - ❖ DIBELS Survey
 - ❖ AIMSweb users
 - ❖ Back testing worksheet (Artifact R) and steps 1-6 on pages 38 - 39

Step 11

- ❖ **Review Progress Monitoring Data For Instructional Decision Making**
 - ❖ **Is the intervention working?**
 - ❖ **Is the student making progress?**
 - ❖ **Is the progress sufficient to close the gap?**
- ❖ **Criteria for determining changes are necessary**
- ❖ **How to adjust an intervention**
- ❖ **How to intensify instruction**
- ❖ **How to customize an intervention**
- ❖ **Setting short term goals**
- ❖ **Research based instructional practices**

Step 12

- ❖ **Continual Student Information Updating**
 - ❖ Accurate record of interventions
 - ❖ An accurate record of actual student participation in intervention instruction
 - ❖ An accurate record of progress monitoring results
 - ❖ Ongoing regular data review meetings with instructional adjustments made according to decision rules.

Secondary Implementation

- ❖ **Secondary Level Implementation Supplement**
 - ❖ Secondary academic MTSS does not mirror elementary implementation
 - ❖ Comprehension is the target
 - ❖ Gating Procedures
 - ❖ Secondary support within content area classrooms

Additional Materials

- ❖ **Artifacts A – T**

- ❖ Worksheets
- ❖ Record keeping documents

- ❖ **Artifact U**

- ❖ Examples of instructional groupings used in the RtI process

- ❖ **Artifacts V – AA**

- ❖ AIMSweb flowcharts to aid in problem solving

Contact Information

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