

Kansas Multi-Tier System of Supports

● Building Leadership Team Implementation Guide Reading
August 2012



Introduction to Document

The *Kansas Multi-Tier System of Supports: Building Leadership Team Implementation Guide Reading* has been created to assist schools that have created the structures and are now ready to begin implementation of a Multi-Tier System of Supports (MTSS). This document acts as a workbook for schools working with recognized facilitators (a list of recognized facilitators can be found at www.kansasmtss.org) or as a do-it-yourself guide for schools taking on the challenge themselves. All Kansas MTSS documents are aligned with the *Kansas Multi-Tier System of Supports: Innovation Configuration Matrix (ICM)* that describes the critical components of a Multi-Tier System of Supports and what each look like when they are being fully implemented and the *Kansas Multi-Tier System of Supports: Research Base* that provides a basic overview of the research support MTSS.

Acknowledgements

This document is possible only because of a significant commitment of time and energy by numerous Kansas educators, their districts, and numerous partners. It is their efforts to learn and help others understand what it takes to make a MTSS work within schools that is reflected in this document. This grassroots effort shows a commitment that Kansas educators have to meeting the needs of every student as well as a desire to share wisdom from the field and the research that has guided the effort along the way. The MTSS documents reflect over 9 years of effort and shared knowledge. The list of individuals and districts that have contributed to this understand has become too long to list individually so a collective thank you must be offered to everyone that has contributed to the concepts, ideas, and knowledge that are reflected in all Kansas MTSS documents.

This document was produced under the Kansas State Department of Education Technical Assistance System Network (TASN) Grant Title VI, Part B IDEA CFDA#84.027 Project #21006. Authorization to reproduce in whole or in part is granted. Permission to reprint this publication is not necessary.

Recommended citation:

Kansas State Department of Education. (2012). *Kansas Multi-Tier System of Supports: Building Leadership Team Implementation Guide Reading*. Topeka, KS: Kansas MTSS Project, Kansas Technical Assistance System Network.

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Review of Instructional System – Reading

Teams should designate the week after the end of the benchmark window for data analysis and grouping of students so that no time is lost in initiating intervention groups. “The goal is to spend one week analyzing the data and placing students into groups so that intervention instruction can start the Monday of the week after the data analysis week” (Hall, 2008, p. 79).

Step 1: Review and Validate Universal Screening Data

Building Leadership Team

In addition to considering the validity of scores for individual students, the building leadership team must review systemic issues that may affect the validity of data screening. The team needs to review the fidelity of administration of the universal screening assessment by discussing and reviewing any information collected regarding the following questions:

- Were the directions for the administration of the screening assessment followed exactly?
- Were the time limits for each test followed exactly?
- Was shadow scoring used to check scoring fidelity?
- Was the assessment calendar followed?
- Have all the staff members who administer the assessment been trained?

It is important for the leadership team to review its procedures for collecting fidelity data regarding the universal screening process. The leadership team needs to ask “How do we know?” regarding each of the issues listed above as verification that adequate information about assessment fidelity is being collected.

The goal of the validation process is to ensure that the screening results can accurately identify students in need of assistance, so that appropriate intervention can start as early as possible. Validated scores must be entered in the data management system and final reports generated. Once questionable scores have been validated, the universal screening data can be used with confidence.

Remember, the need to validate the data does not apply only to the universal screening data. All data collected throughout the implementation process, including screening, diagnostic, and progress monitoring data, must be reviewed to ensure that teams have confidence in the screening results. If any individual student’s scores are questionable, other data and information should be used to validate and corroborate the measure of performance.

Collaborative Team

The goal of the validation process is to ensure that the screening results accurately identify which students are in need of assistance. If the classroom teacher or collaborative team has a question about a student's scores, then reviewing and validating the student's scores may be necessary. This initial examination of the data ensures that the data are sound before they are used for instructional decision making. Following are questions that should be considered when validating the screening results:

- *Was the screening assessment administered with fidelity?*
- *Were there environmental circumstances or events in the student's life that may have affected score results? For example, was the student sick the day of the universal screening assessment? Has a traumatic event happened recently?*

If the classroom teacher or collaborative team lacks confidence in any score, further screening of the student's skills should be completed using an alternate progress monitoring form of the universal screener.

Step 2: Analyze Building Level Data

Building Leadership Team

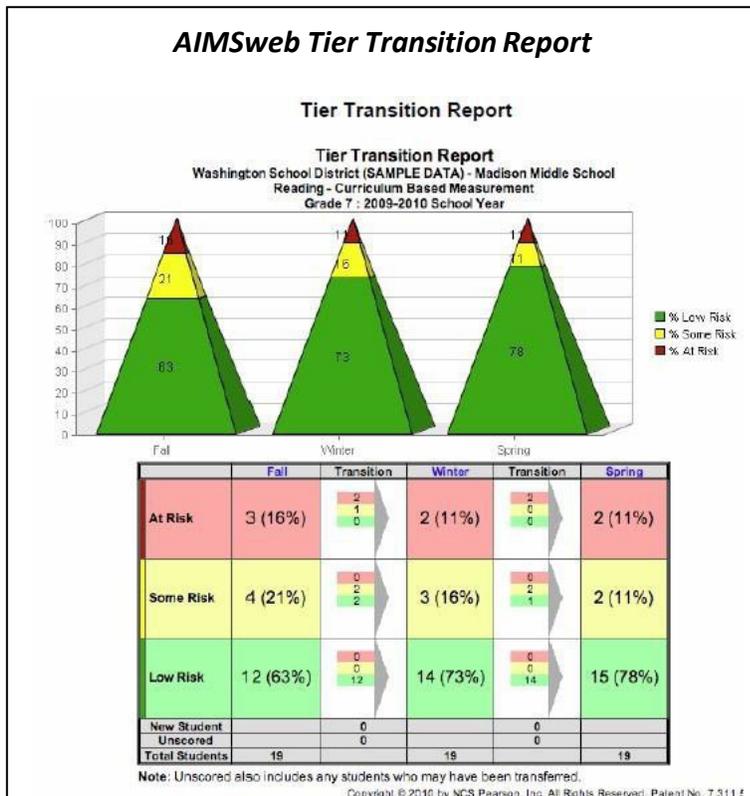
After every universal screening administration, the building leadership team will need to meet to review the building level data. The purpose of these meetings is to focus on whether the school is on track in implementing the Kansas MTSS. Schools using DIBELS Next will be able to download the Distribution Report to determine the overall progress of the building.

When schools are using AIMSweb, the building leadership team will need to determine composite scores by grade level using the Tier Transition Report to determine the overall progress of the building.

| DIBELS Distribution Report | | | | | | |
|---|--|--|--|---------------------------------------|---|--|
| DIBELS Data System Distribution Report - DIBELS Next | | | | | | |
| District: Example School District School: Washington Elementary School Grade: Third Grade Year: Beginning, 2010-2011 Breakdown: By Gender | | | | | | |
| | DORF-Words Correct | DORF-Accuracy | DORF-Retell | DORF-Retell Quality | Daze-Adjusted | Composite |
| Totals for School 79 students tested | Intensive: 16 (20%) Strategic: 22 (28%) Core: 41 (52%) | Intensive: 10 (13%) Strategic: 27 (34%) Core: 42 (53%) | Intensive: 1 (1%) Strategic: 10 (13%) Core: 66 (86%) | Strategic: 11 (14%) Core: 66 (86%) | Intensive: 5 (6%) Strategic: 2 (3%) Core: 72 (91%) | Intensive: 7 (9%) Strategic: 7 (9%) Core: 65 (83%) Missing Data: 0 (0%) |
| Not Set 28 students tested | Intensive: 4 (14%) Strategic: 11 (39%) Core: 13 (46%) | Intensive: 5 (18%) Strategic: 9 (32%) Core: 14 (50%) | Intensive: 1 (4%) Strategic: 5 (18%) Core: 22 (79%) | Strategic: 7 (25%) Core: 21 (75%) | Intensive: 4 (14%) Strategic: 1 (4%) Core: 23 (82%) | Intensive: 4 (14%) Strategic: 4 (14%) Core: 20 (71%) Missing Data: 0 (0%) |
| Female 30 students tested | Intensive: 9 (30%) Strategic: 7 (23%) Core: 14 (47%) | Intensive: 4 (13%) Strategic: 10 (33%) Core: 16 (53%) | Intensive: 0 (0%) Strategic: 2 (7%) Core: 27 (93%) | Strategic: 2 (7%) Core: 27 (93%) | Intensive: 1 (3%) Strategic: 1 (3%) Core: 28 (93%) | Intensive: 2 (7%) Strategic: 2 (7%) Core: 26 (87%) Missing Data: 0 (0%) |
| Male 21 students tested | Intensive: 3 (14%) Strategic: 4 (19%) Core: 14 (67%) | Intensive: 1 (5%) Strategic: 8 (38%) Core: 12 (57%) | Intensive: 0 (0%) Strategic: 3 (15%) Core: 17 (85%) | Strategic: 2 (10%) Core: 18 (90%) | Intensive: 0 (0%) Strategic: 0 (0%) Core: 21 (100%) | Intensive: 1 (5%) Strategic: 1 (5%) Core: 19 (90%) Missing Data: 0 (0%) |

Color Legend: ■ Low Risk / Established / Core Support ■ Some Risk / Emerging / Strategic Support ■ At Risk / Deficit / Intensive Support
 Missing Data refers to students who have been tested on some measurements for the requested assessment period, but are missing some scores that are required to determine the Composite Score.

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This report provides a summary of student scores for each grade level and assessment measure. Teams will determine the total number and percentage of students in each instructional recommendation category (i.e., Tier 1, Tier 2, Tier 3). To determine AIMSweb composite scores, teams will need to:

- Add subtests together and divide by the number of subtests given for each grade level. (The green area of the Tier Transition Report includes only the students who have reached or are above the target score.)

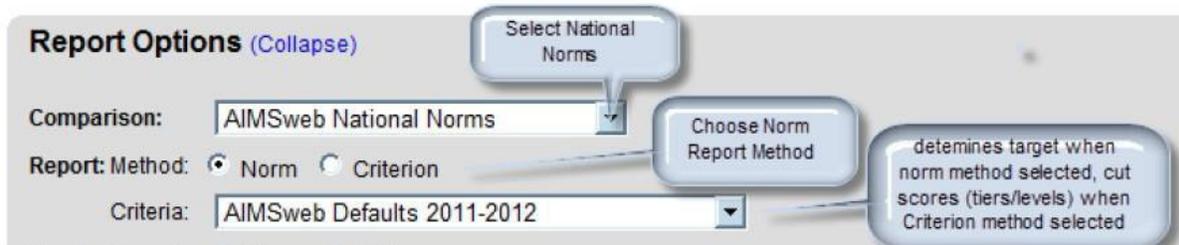
The following table shows which subtests to use to determine composite scores for AIMSweb, depending on the time of year and grade level. When first grade students have mastered PSF, their scores may drop between fall and winter once they begin reading (Farrell, Hancock, & Smaart, 2006).

| AIMSweb | | | |
|------------------|--------------------|--------------------|--------------------|
| Grade | Fall | Winter | Spring |
| Kdg | LNF, LSF, PSF | LNF, LSF, PSF, NWF | LNF, LSF, PSF, NWF |
| 1st | LNF, LSF, PSF, NWF | PSF, NWF, R-CBM | NWF, R-CBM |
| 2nd | R-CBM | R-CBM | R-CBM |
| 3rd - 6th | R-CBM, Maze | R-CBM, Maze | R-CBM, Maze |
| 7th - HS | Maze | Maze | Maze |

Assessment Systems such as AIMSweb and DIBELS Next provide reports that use criteria established by those systems for placing students into Benchmark (Tier 1), Strategic (Tier 2), and Intensive (Tier 3) instructional recommendation categories. According to Hasbrouck (2010), “there is significant evidence that it is crucial to help students read with fluency at or near the vicinity of the 50th percentile to support comprehension and motivation. There is no compelling evidence from research, theory or practice that suggests a benefit to reading significantly above the 50th percentile.” Therefore, schools should use the default cut-scores according to the assessment system they are using. Buildings using AIMSweb

should work with the assessment system to ensure the use of national norms, rather than building norms, for creating the instructional recommendation categories.

For national norm comparison you want to expand the report options and choose ‘norm’ Report Method, and select ‘AIMSweb National Norms’ in the ‘Comparison’ selector.]



Once the composite scores are determined for each grade level, the scores can be transferred to the building level report.

| | Tier 1 | Tier 2 | Tier 3 |
|------------------------------|--|--|--|
| R-CBM | 38% | 29% | 33% |
| MAZE | 26% | 42% | 32% |
| Total Composite Score | 64% ÷ 2 = 32% | 71% ÷ 2 = 36% | 64% ÷ 2 = 32% |



Building leadership teams should begin to evaluate beginning-of-year data and reflect on implications of the data for their upcoming year. To provide suggestions/recommendations to the district level team, buildings should not make changes based on limited data, but instead should look for patterns across time regarding effectiveness of curriculum, instruction, professional development decisions, and fidelity. Questions to consider when looking at building level data include:

- Does the delivery model chosen during structuring match the number of students needing intervention?
- Are core instruction and the core curriculum being implemented with fidelity? How do we know?
- Is core instruction explicit, systematic, and scaffolded?
- Is professional development or support needed with core curriculum or instruction?
- Are there sufficient examples, explanations, and opportunities for practice to support new learning?
- What do the strengths and needs of this current grade make us think about in terms of differentiating the core?

When a building has a high percentage of students who fail to reach the benchmark at a grade level, it may indicate problems within core instruction and curriculum. Even outstanding supplemental and intensive interventions cannot serve to support students who are failing because of issues within the core curriculum. The issues with core instruction and curriculum should be addressed prior to focusing on new or additional interventions. In some buildings, the leadership team needs to consider the question “What is our core curriculum?” and ensure that staff members are in fact using that core curriculum. A review of the materials that teachers are expected to use at each grade level as a part of core curriculum may be required. Building leadership teams must be cautious about making changes to core curriculum based on limited data. The leadership team will need multiple data points and sufficient time to examine patterns across the grade levels before making significant adjustments to core curriculum and instruction.

The building leadership team also must review any information that has been collected about the fidelity of implementation of the core curriculum. A lack of fidelity in teaching the

core curriculum is a problem in many buildings, and it is one of the first things that should be addressed when trying to increase the number of students who are at Benchmark or at Tier 1 with their reading skills. The building leadership team will need to consider whether there are any needs for professional development within the building. It is important that there be clear two-way communication about grade level results and any issues related to core curriculum between the building leadership team and the collaborative teams, and between the building leadership team and the district leadership team.

BUILDING LEVEL STATUS

Kindergarten

| | Tier 1 | Tier 2 | Tier 3 |
|--------|--------|--------|--------|
| Fall | | | |
| Winter | | | |
| Spring | | | |

Set Goal: By Spring, we want ____% to be at Benchmark with their literacy skills.

First Grade

| | Tier 1 | Tier 2 | Tier 3 |
|--------|--------|--------|--------|
| Fall | | | |
| Winter | | | |
| Spring | | | |

Set Goal: By Spring, we want ____% to be at Benchmark with their literacy skills.

Second Grade

| | Tier 1 | Tier 2 | Tier 3 |
|--------|--------|--------|--------|
| Fall | | | |
| Winter | | | |
| Spring | | | |

Set Goal: By Spring, we want ____% to be at Benchmark with their literacy skills.

Third Grade

| | Tier 1 | Tier 2 | Tier 3 |
|--------|--------|--------|--------|
| Fall | | | |
| Winter | | | |
| Spring | | | |

Set Goal: By Spring, we want ____% to be at Benchmark with their literacy skills.

Fourth Grade

| | Tier 1 | Tier 2 | Tier 3 |
|--------|--------|--------|--------|
| Fall | | | |
| Winter | | | |
| Spring | | | |

Set Goal: By Spring, we want ____% to be at Benchmark with their literacy skills.

Fifth Grade

| | Tier 1 | Tier 2 | Tier 3 |
|--------|--------|--------|--------|
| Fall | | | |
| Winter | | | |
| Spring | | | |

Set Goal: By Spring, we want ____% to be at Benchmark with their literacy skills.

BUILDING LEVEL STATUS

Grade 6

| | Tier 1 | Tier 2 | Tier 3 |
|---------------|--------|--------|--------|
| Fall | | | |
| Winter | | | |
| Spring | | | |

Set Goal : By Spring, we want ____% to be at Benchmark with their literacy skills.

Grade 7

| | Tier 1 | Tier 2 | Tier 3 |
|---------------|--------|--------|--------|
| Fall | | | |
| Winter | | | |
| Spring | | | |

Set Goal: By Spring, we want ____% to be at Benchmark with their literacy skills.

Grade 8

| | Tier 1 | Tier 2 | Tier 3 |
|---------------|--------|--------|--------|
| Fall | | | |
| Winter | | | |
| Spring | | | |

Set Goal: By Spring, we want ____% to be at Benchmark with their literacy skills.

Grade 9

| | Tier 1 | Tier 2 | Tier 3 |
|---------------|--------|--------|--------|
| Fall | | | |
| Winter | | | |
| Spring | | | |

Set Goal: By Spring, we want ____% to be at Benchmark with their literacy skills.

Grade 10

| | Tier 1 | Tier 2 | Tier 3 |
|---------------|--------|--------|--------|
| Fall | | | |
| Winter | | | |
| Spring | | | |

Set Goal: By Spring, we want ____% to be at Benchmark with their literacy skills.

Grade 11

| | Tier 1 | Tier 2 | Tier 3 |
|---------------|--------|--------|--------|
| Fall | | | |
| Winter | | | |
| Spring | | | |

Set Goal: By Spring, we want ____% to be at Benchmark with their literacy skills.

BUILDING LEVEL STATUS

Total Building Level Status

| | Tier 1 | Tier 2 | Tier 3 |
|--------|--------|--------|--------|
| Fall | | | |
| Winter | | | |
| Spring | | | |

Set Goal: By Spring, we want ____% to be at
Benchmark with their literacy skills.

Step 3: Analyze Grade Level Data

Building Leadership Team

After every universal screening administration, the building leadership team meets to review grade level reports showing the distribution of student scores. The purpose of these meetings is to determine whether each grade level has all the procedures in place so that implementation runs smoothly. Building leadership teams should look at student progress of the grade level as a whole, as well as the effectiveness of the procedures (Hall, 2008). Recommended assessment systems (e.g., AIMSweb, DIBELS Next) will provide reports that use criteria established by those systems. DIBELS Next Distribution Report defines the instructional recommendations as Benchmark, Strategic, and Intensive. AIMSweb instructional recommendations are identified as Well Above Average, Average, Below Average, and Well Below Average (Rainbow Report with target score). At a minimum, students whose AIMSweb scores are at the 24th percentile and below should receive intervention. Strategic intervention would include students scoring in the 10th to 24th percentile range, while those scoring at the 9th percentile or lower meet the criteria for intensive intervention.

It is important to recognize that when using AIMSweb, students who are in the average range, but with scores between the 25th percentile and target, will need additional instructional support. This can be provided either through the use of differentiated instruction during core instruction or through intervention. This is a decision that the building leadership team will make depending on the number of students needing intervention and the available resources. Although some systems (e.g., AIMSweb) will allow schools to establish their own cut-scores, it is strongly recommended that schools use the criteria already established by the assessment system.

Schools that employ AIMSweb will use the Grade Level Class Distribution Report by Score and Level (i.e., Rainbow Report) and add the percentage of students who are at and above target. Using this same report, schools will determine the percentage of students who are average (green), but below target. Students whose scores are at the 24th percentile and below need intervention. Strategic intervention would include students scoring in the 10th to 24th percentile range, while those scoring at the 9th percentile or lower meet the criteria for intensive instruction.

Collaborative Team

After every universal screening administration, the collaborative teams review grade level reports showing the distribution of student scores within the Benchmark/Target, Supplemental/Below Average, and Intensive/Well Below Average instructional recommendation categories. Supplemental intervention would include students scoring in the 10th to 24th percentile range, while those scoring at the 9th percentile or lower meet the criteria for intensive intervention. It is important to recognize that students who are in the average range, but with scores between the 25th percentile and target, will need additional instructional support, either through differentiated instruction of core or through intervention. This is a decision that building leadership teams will make depending on the number of students needing intervention and the resources available. When reviewing the grade level reports, teams should record the data from the most recent universal screening on the Grade Level Status

Worksheet that is used throughout each academic year. Teams will need to compare the most recent scores to the previous scores to determine growth. Schools using AIMSweb will use the Grade Level Class Distribution Report by Score and Level (i.e., Rainbow Report) and add the percentage of students who are at and above target. Using this same report, schools will determine the percentage of students who are Average (green), but below target. Students whose scores are at the 24th percentile and below need intervention. Strategic intervention would include students scoring in the 10th to 24th percentile range, while those students scoring at the 9th percentile or lower meet the criteria for intensive instruction.

When reviewing grade level data from the initial universal screening of the academic year, collaborative teams should focus on the following questions:

1. What is the current grade level status?
2. Where should the goal for this academic year be set?

When setting the goal, teams might think about what they would want the previous grade level's team to write.

Then, at each subsequent universal screening, teams ask:

1. Based on current progress, will the goal be met?
2. Is the current goal realistic?
3. Do we need to accelerate the rate of progress?

When teams analyze grade level data, the collaborative team should consider:

- The status of each grade level
- The strengths/needs of the current group of learners
- An appropriate goal for the percentage of students who will be at benchmark by spring/end of year at each grade level
- The level to which the core is being implemented with fidelity
- Necessary professional development for staff to implement the core effectively across the grade level
- Implications of the grade level results for differentiation of core instruction and curriculum

**Building Leadership Team
Grade Level Status Worksheet**

(AIMSweb users should use data from Rainbow Report. DIBELS Next users should use Grade Level Distribution Report)

| | % Benchmark/Target and above | % Supplemental/Below Average | % Interventional Below Average | AIMSweb % Below Target (Differentiation) |
|--------|------------------------------|------------------------------|--------------------------------|--|
| Fall | | | | |
| Winter | | | | |
| Spring | | | | |

Use the information from the Universal Screening Assessment to fill in the table on the worksheet for the grade level.

Considerations for Discussion: As you evaluate grade level data, what comes to mind in terms of...?

- implementing Core with fidelity
- strengths of the current group of learners
- professional development
- how these data, in combination with other data and information you have about the students help create the "whole" picture
- needed support

Set or Review Goal: By Spring, we want _____% to be at Benchmark with their literacy skills.
By Midyear, we want _____% to be at Benchmark with their literacy skills.

Discussion Notes:

Step 4: Analyze Classroom Level Data

Building Leadership Team

Most building leadership team members will be participating in the classroom level data analysis as a member of a collaborative team. The building leadership team needs to support the collaborative teams in their work, review the data for any classrooms that appear to be problematic, consider the current distribution of building resources and whether those resources should be distributed differently, identify and plan for needed professional development, and consider any issues reported to the leadership team by the collaborative teams.

Collaborative Team

After reviewing grade level data, the collaborative teams and classroom teachers review the class level report showing the distribution of student scores for each class. This report provides a synopsis of individual student achievement by class. A class level distribution report provides an instructional recommendation category (i.e. Benchmark/Target, Supplemental/Below Average, and Intensive/Well Below Average) for each student.

When reviewing the reports, teams should enter current data on the Classroom Level Status Worksheet and compare the percentages to previous data. When reviewing classroom level data, teams need to focus on the following questions:

1. *What is the current status of the classroom?*
2. *Where should the end of year goal be set??*
3. *Based on current progress, will the end-of-year goal be met?*
4. *Is the current goal realistic?*

To summarize, when teams analyze classroom level data, each team must consider:

- *The status of each classroom*
- *The strengths/needs of the current group of learners*
- *An appropriate goal for the percentage of students who will be at benchmark by spring/end of year in each classroom*
- *Level to which the core is being implemented with fidelity*
- *The number of students needing differentiation of core instruction (students who are in the Average range and below the target score)*
- *Which classes may need additional professional development*

Collaborative teams then need to decide which of these issues should be reported to the building leadership team.

| Classroom Level Status Worksheet | | | | |
|--|---|---|---|---|
| <small>(AIMSweb users should use data from Rainbow Report. DIBELS Next users should use Grade Level Distribution Report)</small> | | | | |
| | <small>% Benchmark/Target and above</small> | <small>% Supplemental/Below Average</small> | <small>% Intensive/Well Below Average</small> | <small>AIMSweb % Below Target (Differentiation)</small> |
| Fall | | | | |
| Winter | | | | |
| Spring | | | | |

Use the information from the Universal Screening Assessment to fill in the table on the worksheet for the grade level.

Considerations for Discussion: As you evaluate classroom level data, what comes to mind in terms of...?

- implementing Core with fidelity
- strengths of the current group of learners
- professional development
- how these data, in combination with other data and information you have about the students help create the "whole" picture
- needed support

Set or Review Goal: By Spring, I want _____% to be at Benchmark with their literacy skills.
By Midyear, I want _____% to be at Benchmark with their literacy skills.

Discussion Notes:

Step 5: Analyze Student Level Data Using the Initial Instructional Sort

Building Leadership Team

The building leadership team should review the decision rules currently in place to ensure that they have been implemented as planned and to consider whether any of the decision rules should be revised. The decision rules that each team created (e.g., cut-scores, guidelines for movement among and between groups) can be found in the Comprehensive Assessment Plan, which is located in the Decision Notebook. Other building leadership team responsibilities for this step are:

- Conduct fidelity checks to ensure that the collaborative teams met and conducted the sorting process correctly.
- Conduct checks to make sure that students are grouped correctly based on both the instructional intensity recommendation and the instructional focus for skill development.
- Review the data to see whether any classroom needs to implement a class-wide intervention and whether that intervention has been planned.
- Consider any needs for professional development.
- Consider how resources are currently allocated to support instructional groups and whether any changes in resource allocation are warranted.

Collaborative Team

Grouping students according to instructional recommendation is not sufficient, because these recommendations only indicate the level of support students require for success. Collaborative teams must also determine the skill focus for instruction.

Students are initially grouped for all assessments using the accuracy and fluency data from the universal screening assessment. A Four Group Instructional Grouping Worksheet, such as the generic one illustrated below, is used to provide a reasonable and practical way to organize data into four groups to determine the instructional focus for each student.

Grouping Worksheet Format

| | |
|-------------------------------------|---------------------------------------|
| Group 1: Accurate and Fluent | Group 2: Accurate but Slow |
| Group 3: Inaccurate and Slow | Group 4: Inaccurate but Fluent |

Using the results of the initial group sort, the collaborative team should consider whether the data indicate the need to implement a class-wide intervention. Any teacher who has a class with more than 40% of the students scoring in a single group (Groups 2, 3, or 4) needs to deliver the intervention as a class-wide intervention during core instruction. Trying to deliver the same intervention to more than 40% of a class puts too much strain on a system and is an inefficient use of resources. If additional support is needed to provide a class-wide intervention, the collaborative team should communicate those needs to the building leadership team.

When grouping students for reading, it is essential to consider the most significant skill indicator associated with the grade level and the time of year the assessment is given. The following charts reflect the most significant indicator at various grade levels for beginning the grouping process.

| AIMSweb Grouping Indicators for Reading | | | | |
|--|--|---|--|--------------------------|
| | Kindergarten | 1st Grade | 2nd – 6th Grades | 7th – 12th Grades |
| Fall | Letter Naming Fluency (LNF) for Alphabet Knowledge and PAST subtests: Initial Phoneme, Syllable Blending, Segmentation, Deletion | Nonsense Word Fluency (NWF) or Phoneme Segmentation (PSF) | Reading Curriculum Based Measurement (R-CBM) | MAZE |
| Winter | Phoneme Segmentation Fluency (PSF) | Nonsense Word Fluency (NWF) | Reading Curriculum Based Measurement (R-CBM) | MAZE |
| Spring | Phoneme Segmentation Fluency (PSF) | Reading Curriculum Based Measurement (R-CBM) | Reading Curriculum Based Measurement (R-CBM) | MAZE |

| DIBELS Next Grouping Indicators for Reading | | | |
|--|------------------------------------|---|----------------------------|
| | Kindergarten | 1st Grade | 2nd-6th Grade |
| Fall | First Sound Fluency (FSF) | Nonsense Word Fluency (NWF) or Phoneme Segmentation Fluency (PSF) | Oral Reading Fluency (ORF) |
| Winter | First Sound Fluency (FSF) | Nonsense Word Fluency (NWF) | Oral Reading Fluency (ORF) |
| Spring | Phoneme Segmentation Fluency (PSF) | Oral Reading Fluency (ORF) | Oral Reading Fluency (ORF) |

First Sound Fluency (FSF) Grouping Method (DIBELS Next)

1. Locate class distribution report.
2. Place students into the DIBELS Next First Sound Fluency Grouping Worksheet based upon accuracy and fluency data.
3. Identify students who need strategic or intensive instructional interventions.
4. Using a yellow or pink highlighter, highlight the names of the students who need strategic or intensive support.

Letter Naming Fluency (LNF) Grouping Method (AIMSweb)

1. Locate Class distribution report.
2. Locate students identified as needing strategic (10th – 24th percentile) or intensive (0 – 9th percentile) intervention.
3. Give students needing intervention the following phonological awareness (PAST) subtests:
 - a) Phoneme Isolation of Initial Sounds
 - b) Syllable Blending, Segmentation, & Deletion
 - c) Concept of Spoken Word
4. Group students for Alphabet Knowledge and phonological awareness intervention as determined by the PAST subtests.

Phoneme Segmentation Fluency (PSF)

1. Locate class distribution report.
2. Review the student's PSF assessment and determine the accuracy percentage by dividing the student's score by the number attempted.
3. Use the Phoneme Segmentation Fluency Group Sort worksheet according to accuracy and fluency scores.
4. Identify students who need strategic or intensive instructional interventions.
5. Using a yellow or pink highlighter, highlight the names of the students who need strategic or intensive support.

Nonsense Word Fluency (NWF) Grouping Method

1. Locate class distribution report.
2. Review the student's Nonsense Word Fluency assessment and determine the accuracy percentage by dividing the student's score by the number attempted.
3. Place students in the Nonsense Word Fluency Group Sort according to performance patterns and accuracy. Performance patterns include such things as whether the student is reading sound by sound, partial blending, sound by sound and then recoding, or with unitization (reading the whole word correctly the first time).
4. Identify students who need strategic or intensive instructional interventions.
5. Using a yellow or pink highlighter, highlight the names of the students who need strategic or intensive support.

Oral Reading Fluency (ORF)/Reading-Curriculum Based Measurement (R-CBM) Grouping Method

Students who do not meet Benchmark scores on Oral Reading Fluency (ORF) measure or the Target scores on the reading-curriculum based measurement (R-CBM) passages may still have difficulty with accuracy due to lack of phonics and/or phonological awareness skills. Therefore, determining whether the student has an accuracy or fluency deficit ensures the correct instructional focus.

1. *Locate the accuracy and fluency scores on the class distribution report.*
2. *Using the accuracy percentage (see criteria below) and fluency target score from the class distribution report (i.e., Rainbow Report), place students into groups using the Oral Reading Fluency Grouping Worksheet.*
 - *Accuracy Percentage Criteria:*
 - *95% for 1st-2nd grade*
 - *98% for 3rd grade and above (Davidson, Allen, & Farrell, 2008)*
3. *Once students are placed into four groups, locate and record the Maze score for students in Group 1.*
4. *Identify students who need strategic or intensive instructional interventions and students who need differentiation in the core/intervention.*
5. *Using a yellow, pink, or green highlighter, highlight the names of the students who need strategic or intensive support, or differentiation of core/intervention.*
6. *Conduct additional assessments using a phonological awareness assessment (PAST)/phonics screener (QPS) for students who are placed in Group 3.*
7. *Document the phonics or phonological awareness assessment scores on the Phonological Awareness Grouping Worksheet or Phonics Grouping Worksheets to further refine the groups.*

Maze Grouping Method

For students in grades 7 and 8, the primary skill indicator is the Maze assessment. Students may exhibit difficulty with reading comprehension on Mazes for a variety of underlying reasons. For example, a student may score low on Mazes because of difficulty with comprehension or with fluency or accuracy. Therefore, students who do not reach benchmark or the target score on the Maze assessment should be given an oral reading fluency measure to determine whether the student has difficulty with accuracy, fluency, or comprehension.

Published grade level Maze assessments for grades 9-12 are not available, so a multi-step process is necessary to determine a student's instructional focus for students in grades 9-12.

1. *Once a year, a grade level comprehension assessment is given to all students in grades 9-12.*
2. *Students who are not reading at grade level on the comprehension assessment are given an eighth grade level Maze.*
3. *Students scoring below the target score on eighth grade level Maze passages are given eighth grade level oral reading fluency passages (R-CBM). Once the oral reading fluency scores are entered in the web-based data management system, follow the previous steps for the oral reading fluency grouping method.*

Step 6: Determine What Additional Information Is Needed and Complete Diagnostic Process

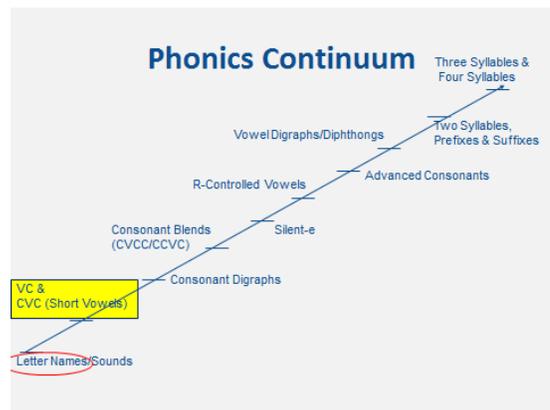
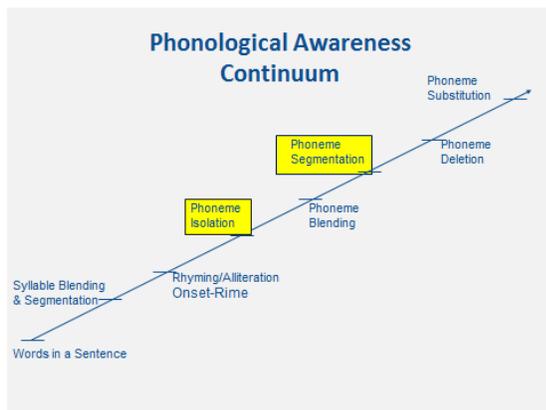
Building Leadership Team

Building leadership team responsibilities for this step are:

- Conduct fidelity checks to ensure that the collaborative teams met and performed the diagnostic process correctly.
- Conduct checks to make sure that students are placed into groups correctly based on the diagnostic process.
- Consider any needs for professional development.
- Consider how resources are currently allocated to support instructional groups and whether any changes in resource allocation are warranted.

Collaborative Team

Once the initial instructional sort has been completed, the diagnostic process is started. Students in Group 3 on the Oral Reading Fluency Grouping Worksheet need additional assessment to determine their instructional focus. This group should be given a phonological awareness assessment (PAST), phonics assessment (QPS), or possibly both to determine their instructional needs. These assessments are based on skill continuums. "Using phonological awareness and phonics continuums allows teachers to see that students need to master skills in a predetermined order. Whenever a student struggles with a skill that is assumed to be mastered at a set grade level, intervention is needed (Hall, 2011)." Students should be placed in an intervention group that addresses the lowest skill not yet mastered but expected to be mastered for the students' grade level. Once a student masters a skill, the student will receive instruction on the next- lowest skill that was missed on the continuum. This provides a seamless process from the skill continuum through the assessment scores to the instructional focus for grouping.



Once the universal screening data and any additional data are collected, it is important to keep the data visible by using assessment boards, folders, or notebooks to identify students who are not making progress.

Step 7: Determine Instructional Focus for Each Student and Finalize Instructional Groupings

Building Leadership Team

Building leadership team responsibilities for this step are:

- Conduct fidelity checks to ensure that the collaborative teams are following the guidelines for finalizing instructional groupings.
- Conduct checks to make sure that students are placed into groups correctly based on the level of Supplemental or Intensive intervention to be provided,
- Consider any needs for professional development.
- Consider how staff and resources are currently allocated to support instructional groups and whether any changes in staff/resource allocation are warranted.

In terms of providing instruction, it is critical to have a good match between the knowledge of the instructor and the intervention the instructor will teach. Therefore, it is important to know the strengths and professional development needs of the instructional providers (e.g., teachers, para-educators). For instance, some teachers are confident in teaching advanced phonics skills, while others are more skilled at teaching reading comprehension. Building leadership teams need to consider how certified and non-certified staff can best be used to teach intervention groups. The building leadership team should plan to provide any needed professional development to ensure that instructional staff members have the necessary skills to provide reading instruction. Instructional effectiveness depends on the use of strong research-based instruction and staff training to provide the intervention.

Collaborative Team

When finalizing the groupings after completing the diagnostic assessment process, it is important to review the data to make sure there is a match between the student's needs and the instructional level of supplemental or intensive instruction to be provided. Also, the instructional focus of each group should be revisited to ensure that the planned intervention is aligned with the identified student needs for that group. Teachers should remember that the protocol interventions selected for each group come from the Curriculum Protocol (from Structuring). Whenever universal screening is conducted, it is essential to revisit and refine the alignment of student needs with the level of intervention intensity and the instructional focus of the groupings.

In terms of providing instruction, it is critical to have a good match between the knowledge of the instructors and the interventions they will teach. Collaborative teams will make some decisions about this match based on guidance from the building leadership team. Therefore, it is important to know the strengths and professional development needs of instructional providers (e.g., certified, non-certified). For instance, some teachers are confident in teaching advanced phonics, while others are more comfortable teaching reading comprehension. The Reading Student Grouping Worksheet will aid in planning and documenting instructional groupings. Note that the assessments to be used for progress monitoring and exit criteria are described in the Oral Reading Fluency Summary sheet to help ensure ongoing data collection and appropriate movement between instructional groups.

Following are instructional practices recommended for each of the grouping indicators:

First Sound Fluency Instructional Focus

Students with scores below benchmark on First Sound Fluency may have accuracy or fluency difficulties. A student who misses several answers has accuracy issues, even if the student's scores are relatively high. Instruction for students with accuracy difficulties should focus on identifying initial phonemes accurately. Other students may be accurate but have fluency difficulty. Instruction for these students needs to focus on helping them identify phonemes faster (Farrell, Hancock, & Smartt, 2006).

- **Group 1:** Students are likely to need core support.
- **Group 2:** Students will need additional support on phonemic awareness and letter-sound skills.
- **Group 3:** Students will need additional support on phonemic awareness skills.
- **Group 4:** Students will need additional support on phonemic awareness and letter-sound skills.

Letter Naming Fluency Instructional Focus

The instructional focus for students not passing letter naming fluency will be on the following skills, depending on their assessment results:

- a) Alphabet Knowledge.
- b) Phonological Awareness Skills. The instructional focus will begin with the lowest skill **not passed** on the following phonological awareness skills:
 - Phoneme Isolation of Initial Sounds
 - Syllable Blending, Segmentation & Deletion
 - Concept of Spoken Word

Phoneme Segmentation Fluency Instructional Focus

Once the performance patterns and accuracy percentages are determined and students are placed in the appropriate groups, the instructional focus within each group can be finalized using the Phoneme Segmentation Fluency Group Summary worksheet.

- **Group 1 (Accurate and Fluent):** The students in this group segment all phonemes including phonemes in blends with good speed and accuracy (more than 95% accuracy). Focus of instruction should be on short vowels or CVC words and progress monitor using Nonsense Word Fluency.
- **Group 2 (Accurate and Non-Fluent):** Students in Group 2 segment all phonemes including blends with good accuracy (more than 95% accuracy) but did not pass phoneme segmentation fluency. Instructional focus for this group is on automaticity or fluency.
- **Group 3 (Segments Phonemes Partially Accurate):** Students in this group are inaccurate and slow. For students who produce onset and rime but not segment or segment blends, the focus of instruction should be on teaching single phoneme segmentation.

Students who incorrectly attempt to segment word parts or sounds such as initial phonemes, final phonemes, or vowel phonemes will need to have focused instruction on identifying specific phonemes (initial, final, and vowel).

For students who make few or no attempts to segment sounds or word parts, or repeat the entire word, a phonological awareness assessment should be administered to determine whether the student can identify words or syllables.

- **Group 4 (Segments Phonemes Inaccurately):** Instructional groupings for this group will depend on whether the students' accuracy improves when cued to slow down. If accuracy does not improve, then an additional phonological awareness assessment will need to be given and results will be used to focus instructional groups (95 Percent Group, Inc., 2007; Cummings & Good III, 2007).

Nonsense Word Fluency Instructional Focus

Once the accuracy percentages are determined, the instructional focus for the groups within each group can be finalized using the Nonsense Word Fluency Group Summary.

- **Group 1:**
Accurate. Students in this group read whole nonsense words without any recoding or repeating of the word with good speed and accuracy. Instruction should be on reading accurately and fluently in connected text.
Not Accurate. Students in this group read whole nonsense words with good speed but make many letter-sound blending or substitution errors (less than 95% accuracy). Instruction should focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level.
- **Group 2:**
Accurate. Students in this group read sound by sound and read the whole nonsense word with over 95% accuracy. These students may also display hesitations and repetitions and may read at a slow pace. The instructional focus should include blending fluency practices at the word level.
Not Accurate. Students in this group read letter-sounds and nonsense words with many letter-sounds or blending substitution errors (less than 95% accuracy). The instruction should focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level.
- **Group 3:**
Accurate. Students in this group read sound by sound with minimal sound errors (over 95% accuracy). Instruction should focus on blending fluency practice at the word level.
Not Accurate. Students make many letter-sound errors (less than 95% accuracy) or are prompted by the examiner to move on to the next letter sound. The instruction should focus on accuracy at the letter-sound level and identifying known and unknown letter-sound combinations.
- **Group 4:**
Accurate. Students in this group read sound by sound and make minimal sound errors (over 95% accuracy). Focus on instruction for this group should be on blending fluency practice at the word level. Instruction should be in "reading words the fast way."
Not Accurate. Students make many letter-sound errors (less than 95% accuracy) or are prompted by the examiner to move on to the next letter sound, or the student doesn't respond. Instruction should focus on accuracy at the letter-sound level, ensuring that directions are understood, known and unknown letter-sound combinations are identified, and, for non-response, the phoneme segmentation fluency measure is administered.

Oral Reading Fluency Instructional Focus

Once the additional diagnostic information is collected, the instructional focus within each group can be finalized using the Oral Reading Fluency Group Summary.

- **Group 1:** *The students in this group who have difficulty with comprehension as determined from their Maze score need instruction with a comprehension focus, including comprehension/vocabulary skills and strategies. Students in grades 1-6 may need intervention in comprehension/vocabulary if they did not meet the Benchmark or Target score on their Maze assessment. If these students did meet the Benchmark/Target score on Maze, they will need to continue to receive core support for comprehension and vocabulary.*

Students in grades 7-12 in Group 1 will need comprehension or vocabulary intervention. Instruction for adolescent students who are accurate and fluent should have a focus on either comprehension strategies or basic skills in comprehension, depending on the level of support needed. Students who scored in the supplemental range on the universal screening need instruction in the use of comprehension strategies. Students who scored in the intensive range need basic comprehension skill instruction on skills such as understanding the main idea, sequencing, comparing and contrasting, character, setting, story structure, etc.

- **Group 2:** *This group should have an instructional focus on building fluency and automaticity. The instructional focus may include developing automaticity at the word, phrase, sentence, and passage level, as well as the use of repeated readings and pacing with both narrative and informational text.*
- **Group 3:** *Students who have difficulty with both accuracy and fluency should work to build accuracy skills first. Students within this group will have a focus on improving phonics skills, phonological awareness skills, or sight word skills based on the results of the additional assessments given (e.g., PAST, QPS). Instruction should focus on teaching skills in isolation and then applying skills to decodable/controlled connected text at the student's instructional level.*
- **Group 4:** *Instructional groupings for this group will depend on whether the students' accuracy improves when cued to do their best reading. If it does, then the instructional focus should be on self-monitoring strategies and adjusting the reading rate depending on the type of text and purpose for reading. If accuracy does not improve and a phonics assessment indicates problems with phonetic skills, then groups will be organized around where on the phonics continuum instruction needs to begin (Hosp & Robinson, 2008).*

Maze Instructional Focus

Students placed in Group 1 on the Oral Reading Fluency Grouping Worksheet should have their Maze scores documented in addition to their accuracy and fluency scores. Students in Group 1 who have not reached the Benchmark/Target score on Maze will need comprehension and vocabulary intervention.

First Sound Fluency (FSF) Grouping Summary

Performance Patterns for Developing Initial Phonemes

| | |
|--|---|
| <p>Group 1:</p> <ul style="list-style-type: none"> • Accurate and Fluent • 95% or higher | <p>Group 2:</p> <ul style="list-style-type: none"> • Accurate and Slow • 95% or higher |
| <ul style="list-style-type: none"> • Student segments all initial phonemes including phonemes in blends with good speed and accuracy (more than 95% accuracy) ➤ Focus instruction on phoneme segmentation | <ul style="list-style-type: none"> • Student segments all initial phonemes including phonemes in blends with good accuracy (more than 95% accuracy) but did not pass first sound fluency. ➤ Focus instruction on automaticity or fluency |
| <p>Group 3:</p> <ul style="list-style-type: none"> • Inaccurate and Slow • 94% or lower | <p>Group 4:</p> <ul style="list-style-type: none"> • Inaccurate and Fluent • 94% or lower |
| <ul style="list-style-type: none"> • Student attempts to segment initial sounds but is often incorrect (less than 95% accuracy) <ul style="list-style-type: none"> ○ Student makes few or no attempts to segment initial sounds ➤ Focus instruction on identifying single phonemes ➤ Administer a phonological awareness assessment to determine if student can identify lower level phonological awareness skills and focus instruction on lower level skills from phonological awareness assessment | <ul style="list-style-type: none"> • Student segments initial sounds very quickly but produces inaccurate sounds. ➤ Teacher should cue the student to slow down and retest. ➤ Administer a phonological awareness assessment to determine if student can identify lower level phonological awareness skills and focus instruction on lower level skills from phonological awareness assessment |

- Focus of Instruction
- Performance Patterns

(Adapted from 95 Percent Group, 2005 & Dynamic Measurement Group)

Phoneme Segmentation Fluency (PSF) Grouping Summary

Performance Patterns for Developing Phoneme Segmentation

| | |
|--|---|
| <p>Group 1:</p> <ul style="list-style-type: none"> • Accurate and Fluent • 95% or higher | <p>Group 2:</p> <ul style="list-style-type: none"> • Accurate and Slow • 95% or higher |
| <ul style="list-style-type: none"> • Student segments all phonemes including phonemes in blends with good speed and accuracy ➤ Focus instruction on short vowels or CVC words and progress monitor using Nonsense Word Fluency | <ul style="list-style-type: none"> • Student segments all phonemes including phonemes in blends with good accuracy but did not pass phoneme segmentation fluency. ➤ Focus instruction on automaticity or fluency |
| <p>Group 3:</p> <ul style="list-style-type: none"> • Inaccurate and Slow • 94% or lower | <p>Group 4:</p> <ul style="list-style-type: none"> • Inaccurate and Fluent • 94% or lower |
| <ul style="list-style-type: none"> • Student attempts to segment sounds or word parts, but is often incorrect <ul style="list-style-type: none"> ○ Initial phonemes ○ Final phonemes ○ Vowel phonemes ➤ Focus instruction on identifying specific phonemes (initial, final, vowel) • Student segments only partially • Does not segment blends. • Produces onset and rime ➤ Focus instruction on teaching single phoneme segmentation • Student makes few or no attempts to segment sounds or word parts; may repeat entire word ➤ Administer a phonological awareness assessment to determine if student can identify words or syllables and focus instruction on specific skills from phonological awareness assessment | <ul style="list-style-type: none"> • Student segments sounds very quickly but produces inaccurate sounds. ➤ Teacher should cue the student to slow down and retest. ➤ If accuracy does not improve then administer a phonological awareness assessment to determine if student can identify words or syllables and focus instruction on specific skills from phonological awareness assessment |

- Focus of Instruction
- Performance Patterns

(Adapted from 95 Percent Group, 2005 & Dynamic Measurement Group)

Nonsense Word Fluency (NWF) Grouping Summary

Performance Patterns for Developing Alphabetic Principle

| Group 1: Whole Word Reading (Unitization) | | Group 2: Sound-by-Sound and Recoding /t/ /o/ /b/ /tob/ | |
|---|--|--|--|
| <p>Accurate</p> <ul style="list-style-type: none"> • Student reads whole nonsense words with good speed and accuracy (more than 95% accuracy). • Reads whole word correctly on first attempt and read only once <p>➤ Focus instruction on accuracy and fluency in connected text</p> | <p>Not Accurate</p> <ul style="list-style-type: none"> • Student reads whole nonsense words with good speed but makes many letter-sound blending or substitution errors (less than 95% accuracy) • Student tries to read as “real words” <p>➤ Focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level</p> | <p>Accurate</p> <ul style="list-style-type: none"> • Student reads letter-sounds and then reads nonsense words with over 95% accuracy. May also have hesitations, repetitions, and slow pace. <p>➤ Focus on blending fluency practice at the word level</p> <p>➤ Instruction in “reading the words the fast way”</p> | <p>Not Accurate</p> <ul style="list-style-type: none"> • Student reads letter-sounds and then reads nonsense words with many letter-sound or blending substitution errors (less than 95% accuracy) <p>➤ Focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level</p> |
| Group 3: Partial Blends /t/ /ob/ | | Group 4: Decoding Sound-by-Sound /t/ /o/ /b/ | |
| <p>Accurate</p> <ul style="list-style-type: none"> • Student reads sound by sound and has minimal sound errors (over 95% accuracy) <p>➤ Focus instruction on blending fluency practice at the word level</p> <p>- Instruction in “reading the words the fast way”</p> | <p>Not Accurate</p> <ul style="list-style-type: none"> • Student makes many letter-sound errors (less than 95% accuracy) or is prompted by the examiner to move on to the next letter sound <p>➤ Focus instruction on accuracy instruction at the letter-sound level.</p> <p>➤ Identify known and unknown letter-sound combinations</p> | <p>Accurate</p> <ul style="list-style-type: none"> • Student reads sound by sound and has minimal sound errors (over 95% accuracy) <p>➤ Focus instruction on blending fluency practice at the word level</p> <p>- Instruction in “reading the words the fast way”</p> | <p>Not Accurate</p> <ul style="list-style-type: none"> • Student makes many letter-sound errors (less than 95% accuracy) or is prompted by the examiner to move on to the next letter sound <p>➤ Focus instruction on accuracy instruction at the letter-sound level</p> <p>➤ Make sure directions are understood</p> <p>➤ Identify known and unknown letter-sound combinations</p> <ul style="list-style-type: none"> • Student doesn’t respond <p>➤ Administer Phoneme Segmentation Fluency</p> |

- Focus of Instruction
- Performance Pattern

(adapted from MiBLSi, 2010)

Oral Reading Fluency Grouping Summary

| | |
|--|---|
| <p>Group 1 <u>Accurate and Fluent Reader</u></p> <p>Instructional Focus: Comprehension</p> <p>Question: Are student’s comprehension and vocabulary skills on grade level? If yes, continue to provide strong initial instruction (Tier 1). If no, determine instructional needs in the areas of comprehension and/or vocabulary skills.</p> <p>Plan of Action</p> <ul style="list-style-type: none"> • Instruction on monitoring for meaning • Instruction on determining main ideas • Instruction on fix-up strategies • Instruction on specific words and word learning strategies <p>Protocol Interventions:</p> <p>Group Exit Criteria:</p> | <p>Group 2 <u>Accurate and Slow Reader (lack of automaticity)</u></p> <p>Instructional Focus: Fluency</p> <p>Plan of Action</p> <ul style="list-style-type: none"> • Instruction on automaticity at the word, phrase, sentence, and passage level; repeated and assisted reading of passages • Instruction on grouping words to make meaning, pacing, and attention to punctuation • Use of both narrative and informational texts <p>Protocol Interventions:</p> <p>Group Exit Criteria:</p> |
| <p>Group 3 <u>Inaccurate and Slow Reader</u></p> <p><u>Instructional Focus:</u> Specific phonics or Phonological Awareness skills, or Sight Words depending on further assessments.</p> <p>Plan of Action</p> <ul style="list-style-type: none"> • Instruction on missing decoding skills • Instruction on missing sight words • Work on applying skills to connected text at instructional level • Work on fluent reading at independent level using decodable text <p>Protocol Interventions:</p> <p>Group Exit Criteria:</p> | <p>Group 4 <u>Inaccurate and Fluent Reader</u></p> <p>Instructional Focus: Depends on student’s response to self-monitoring strategy and further assessments, if needed</p> <p>Question: If cued to do best reading, does student’s accuracy improve?</p> <p>Plan of Action:</p> <ul style="list-style-type: none"> • Instruction on self-monitoring strategy • Table tapping when student makes an error to help student read more carefully and more accurately • Challenging student to read a portion of the text with 2 or fewer errors • Teaching student to adjust rate of reading to type of text and purpose for reading <p>Protocol Interventions:</p> <p>Group Exit Criteria:</p> |

(Adapted from *Curriculum Based Evaluation: Teaching and Decision Making* (1999) by Ken Howell and Victor Nollet.)

Step 8: Determine Appropriate Instructional Materials to Be Used for Each Instructional Grouping and Track Intervention

Building Leadership Team

The building leadership team will need to choose appropriate interventions from those documented in the Curriculum Protocol (from Structuring) to identify the protocol interventions to be used with each group and complete the Oral Reading Fluency Grouping Summary. The most successful groupings and progress occur when specific student skill deficits are pinpointed and aligned with the appropriate intervention. Building leadership teams will need to transfer appropriate interventions from those documented on the Curriculum Protocol (from Structuring) to the Oral Reading Fluency Grouping Summary for use by the collaborative teams. Whenever universal screening is conducted, it is essential to revisit and refine the alignment of student needs with the levels of intervention intensity and the instructional focus of the groupings.

Once the protocol interventions are documented on the Oral Reading Fluency Grouping Summary, the building leadership team needs to consider the following questions:

- Are students being matched to protocols correctly?
- Does the building have a sufficient variety of protocols available to meet the needs of all the students?
- Do instructors have the training and materials needed to provide the protocol instruction with fidelity?
- Are protocols being followed in the instruction provided to students in the intervention?

Various evidence-based interventions and instructional materials are available for matching learners' needs within each group. The list below, based on the five areas of reading, provides a basis for discussion supported by examples of research-based materials and strategies and of matching student needs with targeted instructional materials. It is important to remember that programs do not teach. Success does not depend on which program you buy, but on how well trained your teachers are to deliver excellent instruction. This list should not be considered an 'approved list' or an exhaustive list; nor is it appropriate for all student populations. Prior to selecting, purchasing, or using any instructional materials, it is critical to carefully review the research base and match the materials to the student population (Hall, 2011).

Phonological Awareness Skills

- Road to the Code (Paul H. Brooks)
- Reading Readiness (Neuhaus)
- Start Up (Benchmark)
- Sounds in Action (Crystal Springs Books)
- Interventions for All Phonological Awareness (Crystal Springs Books)
- Kansas LETRS (Module 2), (Strategies), (Sopris)

Phonics Skills

- Build Up (Benchmark)
- Spiral Up (Benchmark)
- Phonics Boost (Really Great Reading Company)
- Phonics Blitz (Really Great Reading Company)
- Phonics A-Z (Scholastic)

- Teaching Phonics & Word Study in the Intermediate Grades (Scholastic)
- Rewards (Sopris)
- High Noon Decodable Texts (Academic Therapy)
- Kansas LETRS (Modules 7, 10), (Strategies), (Sopris)
- Word Identification Strategy (Strategies) (Strategic Instruction Model (SIM) University of Kansas Center for Research on Learning)

Fluency

- Six Minute Solution (Sopris)
- Fluency Strategies for Struggling Readers (Scholastic)
- Quick Reads (Pearson)
- Read Naturally (Read Naturally)
- Kansas LETRS (Module 5), (Strategies), (Sopris)

Vocabulary

- 35 Strategies for Developing Content Area Vocabulary (Pearson)
- Vocabulary Through Morphemes (Sopris)
- Building Academic Vocabulary (ASCD)
- Kansas LETRS (Module 4), (Strategies), (Sopris)
- Six Minute Solution Plus (Sopris)
- LINKS Strategy (Strategies) (Strategic Instruction Model (SIM) University of Kansas Center for Research on Learning)

Comprehension

- Six Minute Solution Plus (Sopris)
- Six Way Paragraphs (Jamestown Publishers)
- Teaching Text Structures (Scholastic)
- 50 Content Area Strategies for Adolescent Literacy (Pearson)
- Kansas LETRS (Modules 6, 11), (Strategies), (Sopris)
- Summarization (Strategies) (Strategic Instruction Model (SIM) University of Kansas Center for Research on Learning)

Leadership teams can customize the Oral Reading Fluency Group Summary by documenting the interventions from the building's Curriculum Protocol to the appropriate instructional group so teachers can easily follow the established protocols.

Collaborative Team

After selecting the interventions, teams will need to:

1. *Determine and document the following on the Reading Student Grouping Worksheet:*
 - a) *Instructor providing the intervention for each group*
 - b) *Instructional focus of the group*
 - c) *Location at which the intervention will be delivered*
 - d) *Person responsible for progress monitoring*
2. *Track student progress on intervention logs.*
3. *Complete tracking intervention document.*

Building Leadership Team

Building leadership teams will need to provide collaborative teams with an intervention log to document important anecdotal information such as absenteeism or any other pertinent information to the intervention group. An intervention log

should be maintained for all students receiving intervention. This can be created locally or an example is below:

Intervention Log Example

Week of _____

Intervention Teacher _____

Assessment Measures:

Date:

| Names of Students in Group | FSF | LNF | PSF | NWF | ORF/R-CBM | MAZE |
|----------------------------|-----|-----|-----|-----|-----------|------|
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |

Time - Intervention Provided

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|--------|---------|-----------|----------|--------|
| Teams Met | | | | | |
| Total Minutes/day: | | | | | |

Instructional Focus:

Intervention/Materials:

Attendance and Observation Records:

| | |
|--|--|
| Student Name: Attendance: (Circle if absent) M T W Th F | Student Name: Attendance: (Circle if absent) M T W Th F |
| Student Name: Attendance: (Circle if absent) M T W Th F | Student Name: Attendance: (Circle if absent) M T W Th F |
| Student Name: Attendance: (Circle if absent) M T W Th F | Student Name: Attendance: (Circle if absent) M T W Th F |

Add additional boxes on back if more than 6 students

Adapted from 95 Percent Group Inc.

Leadership teams will also need to track the interventions that have been used with students. An example of a form for tracking interventions is below.

How Are You Tracking Interventions?

| Last Name | First Name | Teacher | Date Sept.1- Oct.9 Intervention | Date Oct. 9-Nov. 12 Intervention | Date Nov. 12- Nov. 26 Intervention |
|-----------|------------|----------|---------------------------------------|-------------------------------------|--|
| | | Poertner | DC Text | DC Text | 6MS |
| | | Poertner | S-Up | S-Up | RW |
| | | Baker | CVC | S-Up | S-Up |
| | | Poertner | S-Up | S-Up | S-Up |
| | | Romeiser | 6MS | 6MS | 6MS |
| | | Baker | RW | RW | RW |
| | | Poertner | AP | AP | AP |
| | | Baker | AP | Ap | AP |
| | | Romeiser | Comp./F | Comp./F | Comp./F |

6MS= 6 Minute Solution
 CVC=Short Vowels
 Comp./F= Comprehension and
 Fluency

S-Up= Spiral Up
 AP= Alphabetic Phonics
 RW=Rewards
 DC Text=Decodable Text



WWW.KANSASMTSS.ORG

Progress monitoring data need to be organized so that the information is usable for teams in determining whether students are continuing to make progress. Keeping progress monitoring visible is a good way to keep it usable. One of the most common ways of keeping data visible is to transfer assessment information to assessment cards like the one shown below. This assessment card contains DIBELS information, QPS scores, and state assessment information. The yellow circle contains the indicators that this student needs to work on and is color coded similarly to the DIBELS system. The target score is the benchmark score for fall/winter/spring. The NWF, ORF, and Retell Fluency (RTF) are the student's scores from the fall universal screening.

Example: Assessment Card

P-3 (gr.) Name _____ Target Score: 77+/92+/110+

NWF (50)

ORF (72)

RTF (15)

Indicator

1

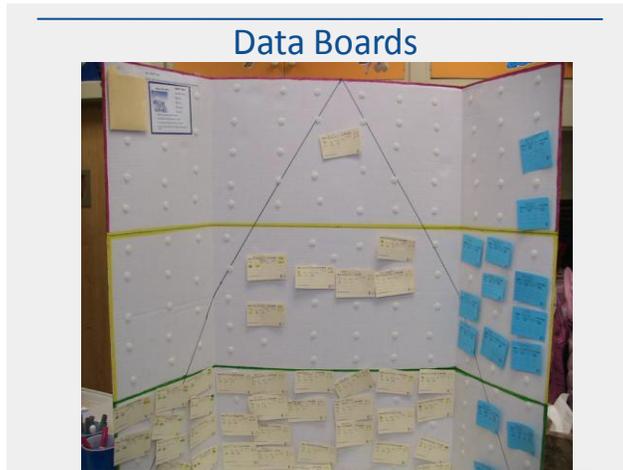
2

5

QPS (1) (2) (3) (4) 5 6 7 8 9a 9b 9c 10

Depending on how the assessment information will be used, the assessment cards can be posted on assessment walls, put on tri-fold boards, or kept in folders. When displaying data, it is always important to ensure that student confidentiality is protected.

Data Boards



Reading Implementation Day 2

Progress Monitoring Students in Interventions

Step 9: Review Frequency of Progress Monitoring Data Collection and Review

Building Leadership Team

Ongoing progress monitoring is essential for students receiving interventions to ensure that the interventions are working. Data from progress monitoring track how the student is responding to the intervention; without these data, instruction is just a best guess. The building leadership team will determine the frequency of progress monitoring data collection and review for the building. When determining the frequency of progress monitoring data collection, it is important to consider (a) how quickly students typically learn the skills that are the focus of instruction and (b) how frequently the collaborative team will meet to review progress monitoring data for instructional adjustments based on the decision rules of the system. The frequency of progress monitoring is influenced by how quickly instructional adjustments can be made. The recommended frequency of progress monitoring within the Kansas MTSS framework is every other week for students receiving supplemental (Tier 2) instruction and weekly for students receiving intensive (Tier 3) instruction.

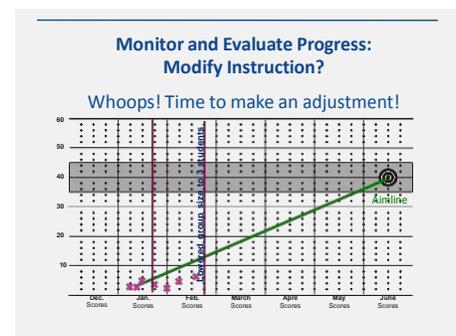
Building leadership team responsibilities for this step are:

- Determine the frequency of progress monitoring data collection for Supplemental and Intensive intervention,
- Determine how frequently collaborative teams should meet to review the progress monitoring data.
- Review the decision rule (from Structuring) regarding the number of data points needed to determine whether student performance indicates that adjustment to instruction may be appropriate.
- Conduct fidelity checks to make sure that the collaborative teams are following the guidelines for frequency of progress monitoring.
- Consider whether staff members have been informed about the data point decision rules of the system.
- Consider any needs for professional development.
- Consider how staff and resources are currently allocated to support instructional groups and whether any changes in staff/resource allocation are warranted.

Any changes to an intervention should be based on the results of the progress monitoring data and documented. Both the progress monitoring graph and the intervention log should be used to document this information.

Collaborative Team

To ensure that progress monitoring data are being collected and used as planned and to aid in instructional decision making in the future, it is important to graph the data to chart the growth of individual students. Progress monitoring at this level answers two questions:



1. *Is the instructional intervention working?*
2. *Does the effectiveness of the intervention warrant continued, increased, or decreased support?*

The collaborative teams should follow the rules regarding frequency of data collection and data review that were determined by the building leadership team. The decision rules of the system include, for example, to “progress monitor students in Tier 2 every other week and students in Tier 3 every week.” The decision rule to be used was determined by the building leadership team during structuring, so it is important for collaborative teams to know these rules and how to apply them.

The graphed progress monitoring data provide teachers with information necessary to determine how to adjust instruction and instructional groups. After returning a student to less intensive instruction, progress continues to be monitored in case a need re-emerges for additional supports.

Maintaining an intervention log is critical for tracking students’ progress in intervention. Any changes to the intervention should be based on the results of the progress monitoring data and documented. This information should be documented on both the progress monitoring graph and the intervention log.

Intervention Log Example

Week of _____

Intervention Teacher _____

Assessment Measures:

Date:

| Names of Students in Group | FSF | LNF | PSF | NWF | ORF/R-CBM | MAZE |
|----------------------------|-----|-----|-----|-----|-----------|------|
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |

Time - Intervention Provided

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|--------|---------|-----------|----------|--------|
| Teams Met | | | | | |
| Total Minutes/day: | | | | | |

Instructional Focus:

Intervention/Materials:

Attendance and Observation Records:

| | |
|--|--|
| Student Name: Attendance: (Circle if absent) M T W Th F | Student Name: Attendance: (Circle if absent) M T W Th F |
| Student Name: Attendance: (Circle if absent) M T W Th F | Student Name: Attendance: (Circle if absent) M T W Th F |
| Student Name: Attendance: (Circle if absent) M T W Th F | Student Name: Attendance: (Circle if absent) M T W Th F |

Add additional boxes on back if more than 6 students

Adapted from 95 Percent Group Inc.

Step 10: Identify Skills to Be Progress Monitored

Building Leadership Team

“Often principals try to alleviate the stress level of teachers by postponing progress monitoring. However, by postponing progress monitoring you will lose the data that motivate teachers to keep going because progress monitoring documents the improvements that students are making” (Hall, 2011 p. 3).

Progress monitoring of students in intervention is critical to ensure appropriately targeted instruction leading to student growth. Students whose teachers monitor progress regularly and use the data to make instructional decisions demonstrate more academic progress than students whose teachers do not monitor progress. Teachers' accuracy in judging student progress increases when progress monitoring is used consistently (Stecker & Fuchs, 2000). It is through frequent progress monitoring that the ultimate goal of returning students to less intensive instruction as soon as possible can be achieved.

Building leadership teams need to train collaborative teams to measure student growth in several ways. Progress monitoring of students in intervention measures (a) whether growth is occurring for those students and (b) whether sufficient growth is being obtained for the students to close the achievement gap. The results will be graphed and the charts used for instructional decision making. A second way to measure growth is by using mastery assessment (a pre- and post-assessment) to determine whether a student has mastered specific instructional skills. When students in Group 3 of oral reading fluency are working on phonological awareness/phonics skills, the PAST/QPS is used as a pre-post assessment to determine whether students are mastering specific phonological awareness/phonics skills. These students will also still need to be progress monitored using the appropriate CBM below.

Some curricular materials contain measures for assessing student growth that are frequently labeled progress monitoring measures. However, these measures are actually pre- and post-assessments in that they reflect whether students are learning the skills taught by that program. They do not measure whether students are improving in all the critical skills that are measured by an integrated screening and progress monitoring data system. Progress monitoring using CBM measures can provide information about the effectiveness of the curriculum, whether students in intervention are closing the achievement gap with their grade level peers, and whether instruction needs to be adjusted. The tools recommended for progress monitoring include the CBM assessments as the universal screener that was originally used to identify students requiring interventions (Torgesen, 2006).

The assessment chosen for progress monitoring must be able to measure the skills being taught in the intervention provided to a student. If the assessment tests a skill other than the one being taught, it is not possible to accurately determine student progress. Progress monitoring the appropriate skill for the student's instructional group will provide information regarding whether the instruction and materials are effectively enabling the student to make progress.

| Matching Progress Monitoring to the Focus of Instruction | |
|---|--|
| Focus of Instruction | Progress Monitor |
| Alphabet Knowledge | Letter Naming Fluency (LNF) |
| Phoneme Isolation Onset/Rime | First Sound Fluency (FSF) |
| Phoneme Segmentation | Phoneme Segmentation Fluency (PSF) |
| Short Vowels | Nonsense Word Fluency (NWF) |
| Accuracy (Advanced Phonics) | Oral Reading Fluency Passages (ORF/R-CBM) (Accuracy Percentages) |
| Fluency | Oral Reading Fluency Passage (WCPC) (ORF/R-CBM) |
| Comprehension | Daze/Maze Passages |

The building leadership team needs to:

- Support the collaborative teams in their work.
- Check to make sure that students in intervention are being monitored on the correct skill.
- Consider the current distribution of building resources and whether those resources need to be distributed differently.
- Identify and plan for needed professional development.
- Consider any issues reported to the leadership team by the collaborative teams.

Step 11: Determine the Instructional Level for Off Grade Level Progress Monitoring

Building Leadership Team

Progress monitoring a student at the appropriate level of difficulty for oral reading fluency is critical to determine whether the correct intervention is being provided.

Building leadership team responsibilities for this step are:

- Conduct fidelity checks to ensure that the collaborative teams are following the guidelines for determining the level of progress monitoring (are students being monitored at their instructional level?).
- Consider whether staff members have the needed materials and know the procedures for maintaining an intervention log.
- Consider any needs for professional development.
- Consider how staff and resources are currently allocated to support instructional groups and whether any changes in staff/resource allocation are warranted.

Collaborative Team

If a student is performing close to grade level, then the progress monitoring materials used and goal should be at grade level. Grade level end-of-year benchmarks should be used for the goal with DIBELS and grade level end-of-year norms should be used for the goal with AIMSweb.

Collaborative teams will need to determine instructional level for oral reading fluency using the Oral Reading Fluency Grouping Worksheet for the following students:

- *Students in Group 3 who have passed the phonological awareness assessment (PAST) and short vowels on the phonics assessment (QPS)*
- *Students who need intensive support (highlighted in red) in Group 2 (accurate and slow)*

Collaborative teams will need to take the following steps to determine instructional level of oral reading fluency:

1. *Use the appropriate time of year Backwards Testing Worksheet.*
2. *Test down (using progress monitoring probes) one grade level at a time.*
3. *Find the level at which the student reaches benchmark for DIBELS Next or the 25th percentile if using AIMSweb.*
4. *Use the norms for the grade level and the time of year of testing, with 95% accuracy for 1st - 2nd grade and 98% accuracy for 3rd grade and above.*
5. *Make sure the student's instructional level is one grade level higher.*
6. *Use the instructional level for instructional materials and progress monitoring.*

Step 12: Review Progress Monitoring Data and Determine Whether the Student Is Making Progress

Building Leadership Team

Building leadership team responsibilities for supporting collaborative teams include:

- Reviewing systemic issues that may affect the validity of progress monitoring data.
- Reviewing the fidelity of progress monitoring assessment administration by discussing and reviewing any information collected regarding the following questions:
 - Were the directions for the administration of the progress monitoring assessment followed exactly?
 - Were the time limits for each test followed exactly?
 - Was shadow scoring used to verify scoring fidelity?
 - Have all the staff members who administer the progress monitoring assessment been trained?
 - Did collaborative teams verify the individual student data?
 - Have collaborative teams established and are they following a routine for examining progress monitoring graphs for accuracy?

It is important for the members of the building leadership team to review the procedures established for collecting data with fidelity. Building leadership team members need to ask “How do we know?” regarding each of the issues listed above as verification that adequate information about assessment fidelity is being collected. The building leadership team needs to:

- Conduct fidelity checks to ensure that the collaborative teams are following the guidelines for reviewing progress monitoring data and applying the decision rules correctly.
- Check to see whether staff members are charting the progress monitoring data accurately.
- Check to see whether periodic progress monitoring is occurring for students who have exited supplemental intervention in case a need re-emerges for additional supports.
- Consider any needs for professional development.

At the same time that the building leadership team is supporting the collaborative teams in determining whether individual students receiving interventions are making progress, the leadership team also needs to consider whether any patterns or trends can be seen across all the progress monitoring results. If most students are making progress and they are making sufficient progress, then all staff members can celebrate how well the system is succeeding. However, if many students are not making progress, then the leadership team needs to consider the effectiveness of the interventions and what might be changed to enhance their effectiveness.

Collaborative Team

As soon as progress monitoring data are collected, the data should be added to each student's progress monitoring chart. It is important for each collaborative team to establish a regular routine for examining progress monitoring graphs for accuracy. The team should confirm that:

- The correct skills were progress monitored at the correct level.
- Sufficient data were collected to make decisions according to the established decision rules.
- The data were correctly graphed.

Looking for and thinking about these issues provides a basic fidelity check of the process and helps ensure that decisions about instructional adjustments are accurate.

The collaborative teams will need to determine whether individual students receiving intervention are making progress or whether adjustments are needed in the intervention instruction. This decision is made by reviewing the data points on the progress monitoring charts and following the decision rules determined during structuring.

In the examples below, a 3-data-point decision rule is used. If the local system uses a 4-data-point rule, the same process applies with just a modification of the number of data points.

3 or More Consecutive Data Points Above Aim Line

Once a student has at least 6 data points to establish a trend, examine the last 3 consecutive scores to determine instructional success. If a student has 3 or more data points consecutively above the aim line, the intervention is having a positive impact and progress is being made. The intervention needs to continue until the student meets criteria based on the decision rules determined during structuring. The collaborative team will need to ensure that the decision rule is followed. Once the criteria for the decision rule are met, options are:

- Regroup to work on another intervention skill.
- Exit the supplemental intervention and continue core with periodic progress monitoring.

3 or More Consecutive Data Points Below the Aim Line

Once a student has at least 6 data points to establish a trend, examine the last 3 consecutive scores to determine instructional success. If 3 or more consecutive data points are below the aim line, an adjustment to the intervention is needed. Many things can influence whether a student makes progress, so it is important to have a systematic process for analyzing the cause, starting with the most basic and easiest adjustment.

How to Adjust an Intervention

In analyzing a lack of progress, the team must look into each of the following adjustments in sequence:

- 1) First check to ensure that the skill being progress monitored is the same as the instructional focus (what is being taught)
- 2.) If the skill and the progress monitoring measure are consistent, check fidelity of instruction.
- 3) If both of the previous are happening, next consider increasing the pace of instruction. Often teachers respond to the student having difficulty in learning by slowing the pace of instruction, when in fact they need to increase it. Slowing the pace of instruction can result in lower levels of student attention and motivation, while a faster pace can keep students engaged. The pace of instruction is related to the number of student-teacher interactions per minute. For intensive intervention with groups of 3 or fewer, students should be expected to provide 5 correct responses per minute (via choral or individual responses).
- 4) Next, consider modifying the pace of intervention. For example, the pace of intervention can be slowed by reducing the number of new skills introduced each week. If new skills are being introduced at the rate of 5 per week, consider introducing only 3 per week and providing a greater amount of practice on each skill before moving to the next skill
- 5) Ensure the alignment of programs. Teams need to ensure that vocabulary is used the same way in both core and interventions. Consider moving the student to a different group with a different instructional focus.
- 6) Adjust the instructional materials. Examples include:

- a) *Add manipulatives.*
 - b) *Use decodable text until ready for authentic text.*
 - c) *Change the intervention program.*
- 7) *Move the student to a different intervention group*

Step 13: If Progress Is Sufficient – Continue the Intervention

Building Leadership Team

The role of the building leadership team in steps 13 through 16 is to support the work of the collaborative teams and make sure that decision rules determined during structuring are being followed. To do this, the building leadership team needs to:

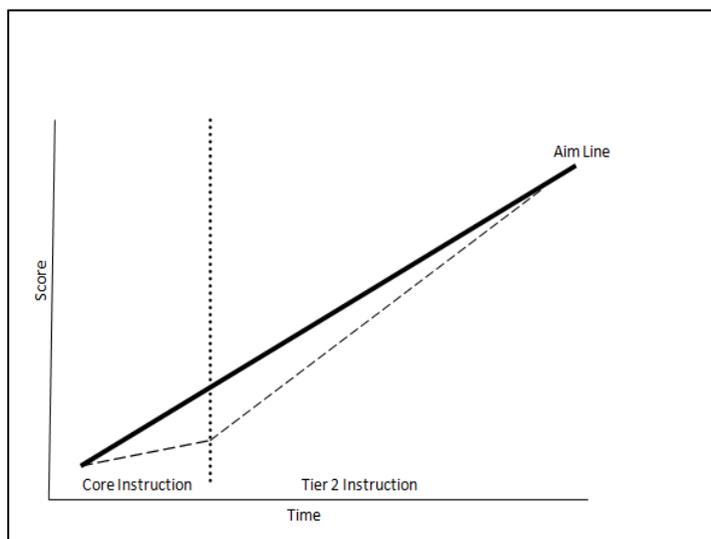
- Conduct fidelity checks to make sure that the collaborative teams are following the guidelines for reviewing progress monitoring data and applying the decision rules correctly.
- Monitor to ensure that intervention is continuing until student achieves goal.

Collaborative Team

The analysis of progress monitoring data is a two-step process: (a) determine whether the student is making progress and (b) determine whether the rate of growth is sufficient to close the achievement gap. The most valid means of defining progress is through analysis of slope and level (Fuchs & Deshler, 2007). When analyzing slope, the team determines whether the student is making progress by comparing the student's current level of performance to the identified goal. When looking at level, the team is determining if the student's progress is sufficient to close the achievement gap by comparing the student's current performance to the final desired level of performance, which is typically the grade level benchmark. Thus, the analysis of progress monitoring data involves two steps: (a) determine whether progress is being made (slope) and (b) determine whether the achievement gap is closing (level).

The ultimate goal for students in intervention is to close the achievement gap between where the student is currently performing and the grade level performance of peers. The chart of a student who is closing the gap will show a trend line that will intersect with the goal line before the end of the year (or other monitoring period of time).

The graph shows an example of growth in performance and growth rate by having a positive response by level and slope. The Tier 2 intervention is working for this student and by continuing the intervention the student should reach the benchmark goal by the end of the year.



**Positive Response by Level & Slope
(Growth in Performance and Growth Rate)**

Step 14: If Progress Is Insufficient - Intensify the Intervention

Building Leadership Team

Building leadership team responsibilities for this step are:

- Conduct fidelity checks to make sure that the collaborative teams are following the guidelines for reviewing progress monitoring data and applying the decision rules correctly.
- Review fidelity data of the protocol intervention being used.
- Ensure that teams are using the research-based practices sheet in problem solving.
- Review the intervention log to ensure that group size and time guidelines for supplemental and intensive interventions are being followed.
- Ensure that the current intervention is continued with instruction being intensified.
- Consider any needs for professional development on how to intensify instruction.

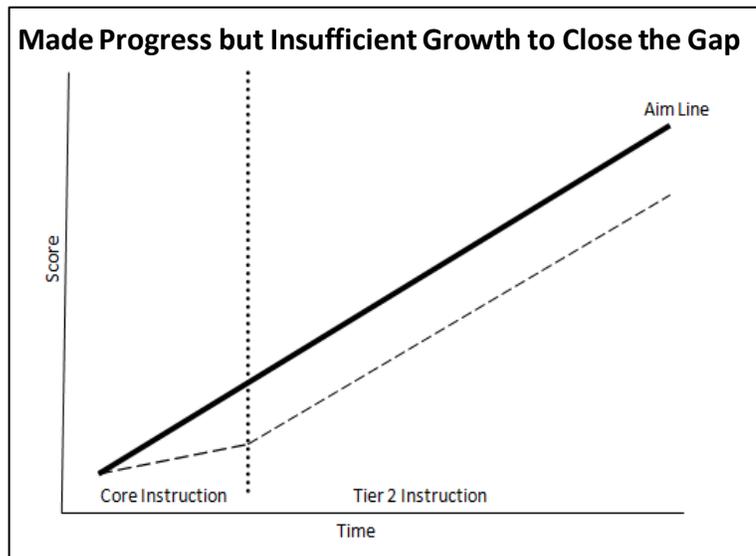
Collaborative Team

If the graph of student performance shows a line parallel to but below the aim line, then the student is improving, but at a rate that is insufficient to close the gap with peers.

If the team determines the student is showing growth, but at a rate insufficient to close the gap, the team needs to determine how to increase the intensity of the current instruction (see below).

How to Intensify Instruction

- Increase the number of student responses in a minute by reducing group size.
- Increase the number of questions and error corrections the student receives in a minute.
- Increase the scaffolding by breaking down the task more or providing more structure so that the student can succeed.
- Spend more time modeling the “I do” and “We do” guided practice before the student practices independently.
- Increase the number of repetition cycles on each skill before moving on to see whether mastery is achieved with more practice cycles.
- Use a more systematic curriculum so that skills are taught in a prescribed manner, with the teacher asking questions and cueing with the same language for each routine (Hall, 2007).



Step 15: What to Do If a Student Is Not Making Progress – Use Problem Solving to Customize the Intervention

Building Leadership Team

Building leadership team responsibilities for this step are:

- Conduct fidelity checks to make sure that the collaborative teams are following the guidelines for reviewing progress monitoring data and applying the decision rules correctly and in sequence.
- Review the fidelity of data for the protocol intervention being used.
- Ensure that teams are using the research-based practices sheet in problem solving to begin the customization of intervention, changing only one practice at a time.
- Review the intervention log to ensure that group size and time guidelines for supplemental and intensive interventions are being followed.
- Consider any needs for professional development.
- Consider how resources are currently allocated to support instructional groups and whether any changes in resource allocation are warranted.

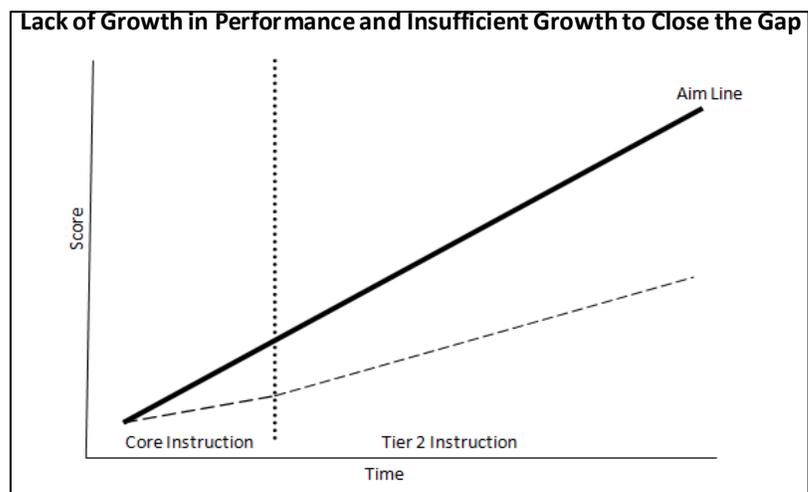
| Research-Based Practices to Consider Regarding Intervention Effectiveness | |
|---|---|
| Instruction | Curriculum |
| <ul style="list-style-type: none"> • Fidelity of instruction • Modeling and guided practice prior to independent practice (I Do, We Do, You Do) • Explicit teaching • Pace of instruction • Opportunities to respond • Time allocated <ul style="list-style-type: none"> ○ Intervention in addition to core ○ Intervention time daily ○ More intervention time needed • Sufficient questioning, check for understandings • Clear directions • Sufficient practice, application, and review | <ul style="list-style-type: none"> • Appropriate match between learner and intervention • Instructional focus based on diagnostic process • Relation to post-school outcomes and student interests • Variety of activities • Provides for explicit approach to teaching • Appropriate independent work activities • Teaches skills to mastery • Provides adequate opportunities for practice and review • Progress is being monitored on the appropriate skill • Appropriate rate of progress to reach goal |
| Setting | Individual |
| <ul style="list-style-type: none"> • Classroom routines and behavior management support learning • Appropriate person teaching the intervention group • Group arrangements for instruction <ul style="list-style-type: none"> ○ Size of group ○ Student is in appropriate group ○ Movement to group using decision rules • Interruptions to class are infrequent • Academic learning time is high • Transitions are short and brief • Time devoted to homework with monitoring | <ul style="list-style-type: none"> • Motivation • Task persistence • Social skills/peer relationships • Commitment to school • Self-efficacy • Attendance • Learning strengths • Pattern of performance errors reflect skill deficits • Connection with school, community, adults, and family • Home-based reading and reading activities (practice, no new learning) |

Collaborative Team

When a student receiving intervention fails to show progress, teams should consider issues related to the instruction, curriculum, setting, and the individual when reviewing student progress monitoring data. The research-based practices tool offers a way for teams to discuss underlying causes of the student's lack of progress.

If the graph of student performance shows a non-response by level and slope, then teams should consider customizing the intervention.

When a student receiving intensive services fails to show progress despite data-based adjust the intervention, teams should consider the need for individual student problem



solving to customize the intervention provided to the student.

How to Customize an Intervention

- 1. Make sure the student is receiving an intensive protocol intervention with fidelity.*
- 2. Determine whether a revision to the program is needed to boost the student's rate of improvement.*
- 3. Add one researched instructional practice to the protocol intervention.*
- 4. Analyze the progress monitoring data on the added instructional practice before adding another instructional practice.*

Step 16: Determine the Short-Term Goals for Students Not Making Progress

Building Leadership Team

Building leadership team responsibilities for this step are:

- Review to ensure that collaborative teams are setting appropriate short-term goals and that instruction is being customized to achieve those goals.

Collaborative Team

The goal for a student who is behind multiple grade levels should be the end-of-year benchmark (or for AIMSweb the 25th percentile on end-of-year norms) of the grade level at which the student is being progress monitored. Most universal screening assessment systems (e.g., DIBELS, AIMSweb) provide end-of-year benchmarks for the primary reading skill being assessed at that grade level. The norms for the universal screening assessment administered within a building should be used to set the end-of-year benchmark goals for students. Once a student meets the end-of-year norm, instruction and progress monitoring can be increased to the next grade level. This process is repeated by increasing the level of materials based on progress monitoring results until the student's progress has closed the achievement gap with peers. Once the student closes this gap, decreasing the amount of support provided to the student should be considered. Continued progress monitoring will indicate whether decreased support is sufficient for student growth to continue. Once the team has determined whether the student is on track, the team will follow the previously determined decision rules on how to decrease student support.

For students who are below benchmark in reading skills and not making sufficient progress, it is beneficial to set short-term goals. Teams may want to refer to the following table when setting short-term goals for oral reading fluency. Appropriate goals for weekly improvement on first readings can be estimated on the basis of curriculum-based measurement research (Fuchs, Fuchs, Hamlett, Walz, & Germann, 1993).

Expected Rate of WCPM Increase by Week

| Grade Level | Realistic Goal | Ambitious Goal |
|-------------|----------------|----------------|
| 1 | 2.0 | 3.0 |
| 2 | 1.5 | 2.0 |
| 3 | 1.0 | 1.5 |
| 4 | .85 | 1.1 |
| 5 | .5 | .8 |
| 6 | .3 | .65 |

When setting goals, it is more effective to involve students in setting their own goals and in monitoring their own progress (Chappuis, 2005). Research has indicated that ambitious goals produce better results than lower goals (McCook, 2006). Without ambitious goals, students in interventions can make progress, but continue to lag behind grade level without closing the achievement gap between

Reading Intervention Collaboration Log

Adapted from ©2007 University of Texas System

Student: _____ Grade: _____ Teacher: _____

| Baseline/Current Reading Assessment | Instructional Focus | Core Reading Instruction | Tier II/Tier III Instruction | |
|--|---|--|--|---|
| Instrument: _____ Date: _____ State Assessment: _____ Comp. _____ Vocabulary: _____ Fluency: _____ Phonics: _____ Phon. Awareness: _____ OPS: 1,2,3,4,5,6,7,8,9a, 9b, 9c, 10 | Focus: _____ Intervention Exit Criteria: _____ | Program: _____ Teacher: _____ Amount of Time: _____ Time of Day: _____ daily other | Tier II: _____ Tier III: _____ Intervention Setting: _____ Amount of Time: _____ Time of Day: _____ Daily: _____ Other: _____ | |
| Intervention Period | Priority Intervention Strategies | Teacher(s) Responsible | Notes on Student Response | Progress Monitoring Assessment Data |
| (dates) | | | | (score/benchmark/status) CO _____ VO _____ FL _____ PH _____ PA _____ <small>team review needed</small> |
| (schedule) | | | | |
| Progress Goals CO _____ VO _____ FL _____ PH _____ PA _____ | | | | |
| Intervention Period | Priority Intervention Strategies | Teacher(s) Responsible | Notes on Student Response | Progress Monitoring Assessment Data |
| (dates) | | | | (score/benchmark/status) CO _____ VO _____ FL _____ PH _____ PA _____ <small>team review needed</small> |
| (schedule) | | | | |
| Progress Goals CO _____ VO _____ FL _____ PH _____ PA _____ | | | | |

themselves and their peers who are receiving high-quality interventions. It is appropriate to expect more than a year's growth in a year's time, even if the student has not achieved that rate of growth in the past. Fuchs, Fuchs, and Deno (1985) found that when teachers and students established high goals and increased them based on data, student progress was more rapid than with students who had lower performance goals that remained fixed.

The collaboration log is beneficial for establishing short-term goals and tracking student information. Information regarding student progress monitoring data and short-term goals can be documented in the Reading Intervention Collaboration Log.

Example of Setting a Short-Term Goal:

- *Fall target for 4th grade is 136 wcpm.*
- *Johnny, a 4th grade student, is reading 60 wcpm in the fall.*
- *End-of-year 25th percentile goal for 4th grade is 98 wcpm.*
- *Fourth grade ambitious goals include a 1.1 wcpm increase in a week.*
- *End-of-year goal is $36 \text{ weeks} \times 1.1 = 39.6 \text{ wcpm}$.*
- *$60 \text{ wcpm} + 39.6 \text{ wcpm increase} = \text{end-of-year goal of } 99.6 \text{ wcpm}$.*
- *3-week short-term goal is $60 + 3.3 = 63.3 \text{ wcpm}$.*

Step 17: Determine Whether Student Interventions Are Working

Building Leadership/Collaborative Team

The Summary of Effectiveness Report (DIBELS Next) or Summary of Impact Report (AIMSweb) can help building leadership and collaborative teams determine whether individual students are making sufficient progress and judge the effectiveness of core, supplemental, and intensive interventions. The Summary of Impact Report below shows which students stayed the same or moved to a score at or above target.

DIBELS Next Example

Dynamic Indicators of Basic Early Literacy Skills Summary of Effectiveness by School - DIBELS Next

District: Example School District
School: Lincoln Elementary
Date: 2010-2011
Step: Beginning of 3rd Grade to Middle of 3rd Grade

| Beginning of Third Grade Composite Score to Middle of Third Grade Benchmark Status on Composite | Likely to Need Intensive Support at Beginning of Year to | | | Likely to Need Strategic Support at Beginning of Year to | | | Likely to Need Core Support at Beginning of Year to | | | Benchmark Status on Composite in Middle of 3rd (Totals) |
|---|--|--------------------|---------------|--|--------------------|---------------|--|--------------------|---------------|---|
| | Mid-Year Intensive | Mid-Year Strategic | Mid-Year Core | Mid-Year Intensive | Mid-Year Strategic | Mid-Year Core | Mid-Year Intensive | Mid-Year Strategic | Mid-Year Core | |
| Lincoln Elementary | 5 Students Intensive at Beginning of 3rd 7.8% of Total Students | | | 4 Students Strategic at Beginning of 3rd 6.3% of Total Students | | | 55 Students Benchmark at Beginning of 3rd 85.9% of Total Students | | | N=64 |
| Count | 4 | 1 | 0 | 1 | 2 | 1 | 0 | 3 | 52 | Intensive 7.8% |
| % of Composite Score | 80% | 20% | 0% | 25% | 50% | 25% | 0% | 5.5% | 94.5% | Strategic 9.4% |
| % of Total | 6.3% | 1.6% | 0% | 1.6% | 3.1% | 1.6% | 0% | 4.7% | 81.3% | Core 82.8% |
| Example Class 1 | 2 Students Intensive at Beginning of 3rd 6.5% of Total Students | | | 1 Students Strategic at Beginning of 3rd 3.2% of Total Students | | | 28 Students Benchmark at Beginning of 3rd 90.3% of Total Students | | | N=31 |
| Count | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 27 | Intensive 6.5% |
| % of Composite Score | 100% | 0% | 0% | 0% | 0% | 100% | 0% | 3.6% | 96.4% | Strategic 3.3% |
| % of Total | 6.5% | 0% | 0% | 0% | 0% | 3.2% | 0% | 3.2% | 87.1% | Core 90.2% |
| Example Class 2 | 3 Students Intensive at Beginning of 3rd 9.1% of Total Students | | | 3 Students Strategic at Beginning of 3rd 9.1% of Total Students | | | 27 Students Benchmark at Beginning of 3rd 81.8% of Total Students | | | N=33 |
| Count | 3 | 1 | 0 | 1 | 2 | 0 | 0 | 2 | 25 | Intensive 9.2% |
| % of Composite Score | 66.7% | 33.3% | 0% | 33.3% | 66.7% | 0% | 0% | 7.4% | 92.6% | Strategic 15.0% |
| % of Total | 6.1% | 3% | 0% | 3% | 6.1% | 0% | 0% | 6.1% | 75.8% | Core 75.8% |

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5/2/2011, 1

The Summary of Impact Report indicates which students in Benchmark, Strategic or Intensive programs have reached the Benchmark Target for a selected benchmark period and measure. These students are marked with a checkmark or a smiley face.

AIMSweb Example

Summary of Impact

Summary of Impact of Instructional Program Washington School District (SAMPLE DATA) - Madison Middle School Grade 7 - : 2009-2010 School Year Reading - Curriculum Based Measurement Fall of 7th Grade to Winter of 7th Grade

| 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 140 | Students at Strategic at Fall of Year | Fall R-CBM Score | Winter R-CBM Score | Reached Winter Target of 140 | Students at Intensive at Fall of Year | Fall R-CBM Score | Winter R-CBM Score | Reached Winter Target of 140 |
| Alsaker, Tyler | 199 | 208 | ✓ | Ford, Kaylee | 95 | 103 | | Bartram, Jody | 84 | 88 | |
| Baker, Chloe | 201 | 303 | ✓ | | | | | Halbert, Spencer | 15 | 15 | |
| Buhr, Nicholas | 181 | 188 | ✓ | | | | | Johnson, Johannah | 40 | 67 | |
| Davis, Rebecca | 184 | 205 | ✓ | | | | | | | | |
| Ennis, Lydia | 109 | 121 | | | | | | | | | |
| Gale, Tabitha | 108 | 110 | | | | | | | | | |
| Helzig, Katelyn | 140 | 167 | ✓ | | | | | | | | |
| Jackson, Jacky | 183 | 184 | ✓ | | | | | | | | |
| Knaak, Joseph | 127 | 140 | | | | | | | | | |
| Manthey, Alesha | 252 | 256 | ✓ | | | | | | | | |
| Meyer, Jessica | 141 | 188 | ✓ | | | | | | | | |
| Nelson, Jenna | 184 | 177 | ✓ | | | | | | | | |
| Owens, Eric | 108 | 148 | ✓ | | | | | | | | |
| Power, Daniel | 171 | 194 | ✓ | | | | | | | | |
| Rensil, Amanda | 125 | 139 | | | | | | | | | |
| Average Score: | 183 | 180 | Count: 11/15 Percent: 73% | Average Score: | 95 | 103 | Count: 0/1 Percent: 0% | Average Score: | 40 | 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

Step 18: Update Student Intervention/Collaboration Logs

Building Leadership Team

Building leadership team responsibilities for this step are:

- Ensure that staff members are keeping student intervention logs (including student attendance) up to date.
- Ensure that staff members are charting progress monitoring data consistently and accurately.
- Ensure that data review meetings are being held as scheduled.
- Ensure that decision rules are being followed.
- Conduct periodic reviews of the entire process with staff members to ensure fidelity.
- Consider any needs for professional development.
- Review records to ensure that the Kansas MTSS process is not being used to delay or deny appropriate referrals and/or requests for initial evaluation for special education or other entitlement services.
- Consider how resources are currently allocated to support instructional groups and whether any changes in resource allocation are warranted.

The individual student problem-solving process is what schools have traditionally used for general education interventions, often conducted by student improvement teams (also known as SIT, SAT, TAT, and CARE teams, among other names). Within the Kansas MTSS model, the collaborative teams conduct the work of the general education intervention or student improvement team (SIT). At any time a leadership or collaborative team suspects a student may be a student with an exceptionality, the team must refer the student for an initial evaluation. Any parent request for a special education evaluation must be reported to the building administrator or to the appropriate staff member as designated by district special education procedures. The Kansas MTSS should not delay a student from receiving a special education evaluation. A student does not have to move through all the tiers before a referral for a special education evaluation is made. Conversely, having received all tiers of instruction or needing Tier 3 instruction does not indicate in and of itself that a student should be referred for a special education evaluation.

When the Kansas MTSS is being implemented, all parents must be informed of the nature of student performance data being collected, the general education services being provided, strategies for increasing a student's rate of learning, and parents' right to request an evaluation (K.A.R. 91-40-10(f)(2)). Staff members and parents need to know that a student may be referred for a special education initial evaluation when (a) the school has data-based documentation indicating that general education interventions and strategies would be inadequate to address the areas of concern for the student or (b) the school has data-based documentation that:

- The student was provided appropriate instruction by qualified staff in regular education.
- The student was provided repeated assessment of academic achievement to demonstrate the student's progress during instruction.
- The assessment results were shared with the parents.
The results indicated that an evaluation is appropriate (K.A.R. 91-40-7(c)).

Collaborative Team

Once any instructional adjustments have been completed, instruction and progress monitoring of student skill growth continues as described in previous steps. The student intervention/collaboration log and the progress monitoring graph need to be consistently updated so that an accurate record of the interventions and their results can be maintained. It is critical for teachers to document both the instruction that they are providing and the intervention sessions that each student actually attends. This documentation is critical as a source of information when analyzing student growth. This cycle of assessment, adjustment, and adding to the graph or log continues as long as a student requires intervention. To summarize, all students in intervention need:

- *An accurate record of interventions*
- *An accurate record of actual student participation in intervention instruction*
- *An accurate record of progress monitoring results*
- *Ongoing and regular data review meetings with instructional adjustments made according to decision rules*

Steps 1 through 18 will be repeated during this year and the following years as the leadership team and collaborative teams continue to collect and analyze data for the Kansas MTSS implementation for reading. Teams will become more adept at the process with practice, but it is important to periodically review the process as described in the leadership team guide and collaborative team workbook to maintain fidelity to the process.

Once any instructional adjustments have been completed, instruction and progress monitoring of student skill growth continues as described earlier. The student collaboration log and the progress monitoring graph need to be consistently updated to reflect an accurate record of the interventions and their results. This cycle continues as long as a student requires intervention.

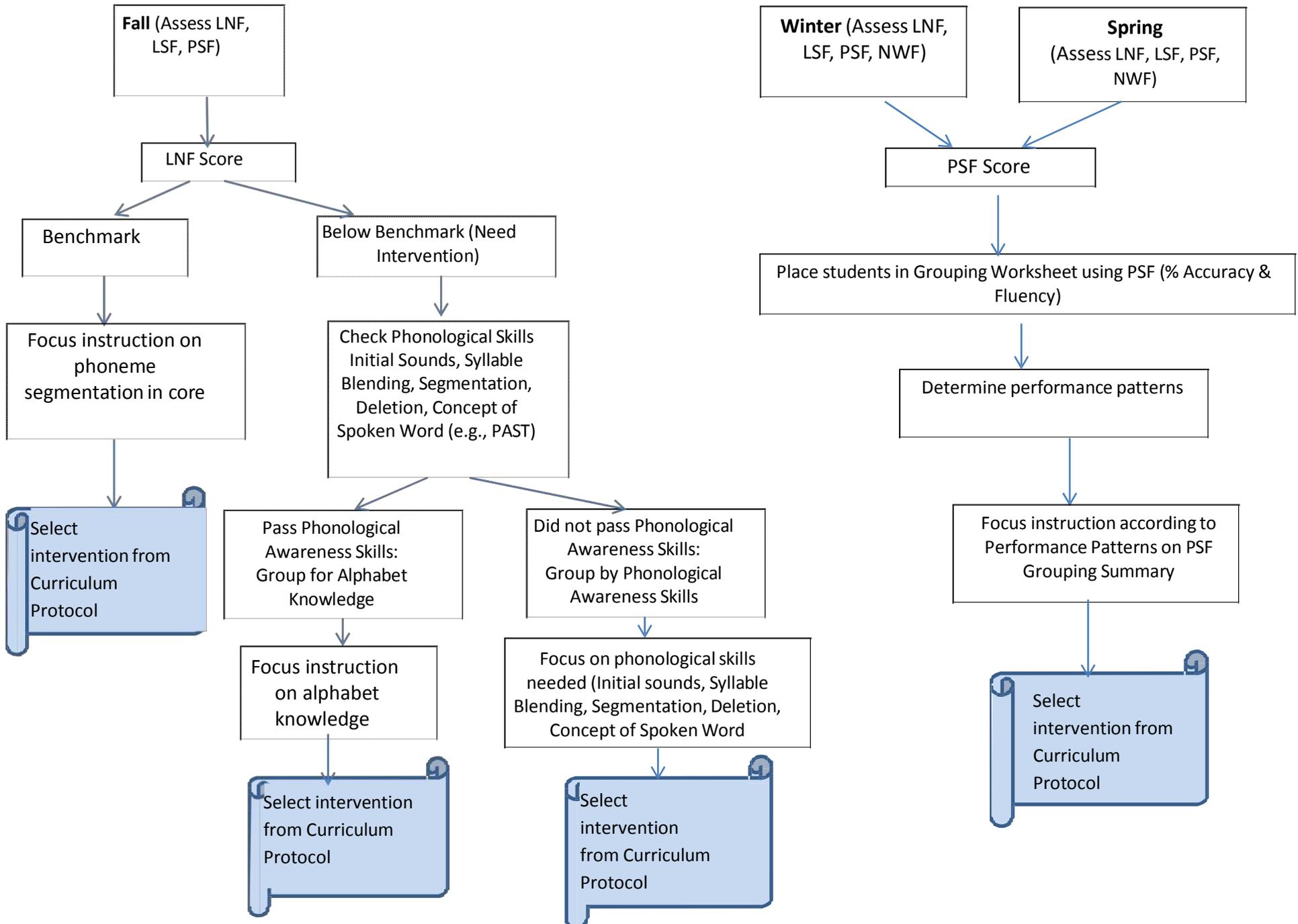
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Appendix

Kindergarten AIMSweb Universal Screening Flowchart



Kindergarten DIBELS Next Universal Screening Flowchart

Fall
(Assess FSF, LNF)

Winter
(Assess FSF, LNF, PSF, NWF)

Spring
(Assess LNF, PSF, NWF)

FSF Score

PSF Score

Place students on Grouping Worksheet using
FSF (% Accuracy & Fluency)

Place students in Grouping Worksheet using PSF (% Accuracy &
Fluency)

Determine performance
patterns

Determine performance patterns

Follow focus of instruction based on
performance pattern from FSF Grouping
Summary

Follow focus of instruction based on
performance pattern from PSF Grouping
Summary

Select
intervention from
Curriculum
Protocol

Select
intervention from
Curriculum
Protocol

First Grade Universal Screening Flowchart

Fall
(Assess LNF, LSF, PSF, NWF)

Winter
(Assess PSF, NWF, R-CBM)

Spring
(Assess NWF, R-CBM)

NWF Score

DORF/R-CBM Score

Did not pass NWF:
Check PSF score

Did not pass DORF/R-CBM:
Check NWF score

Passed NWF: Place students in Grouping Worksheet using NWF (% Accuracy & Fluency)

Passed PSF

Did not Pass PSF

Passed DORF/R-CBM: Place students in Grouping Worksheet using DORF procedures

Passed NWF

Did not pass NWF: Check PSF

Focus instruction according to Performance Patterns in NWF Grouping Summary

Place students in Grouping Worksheet using PSF (% Accuracy & Fluency)

Focus instruction according to ORF Grouping Summary

Did not pass PSF

Select interventions from NWF Grouping Summary worksheet/Curriculum Protocol

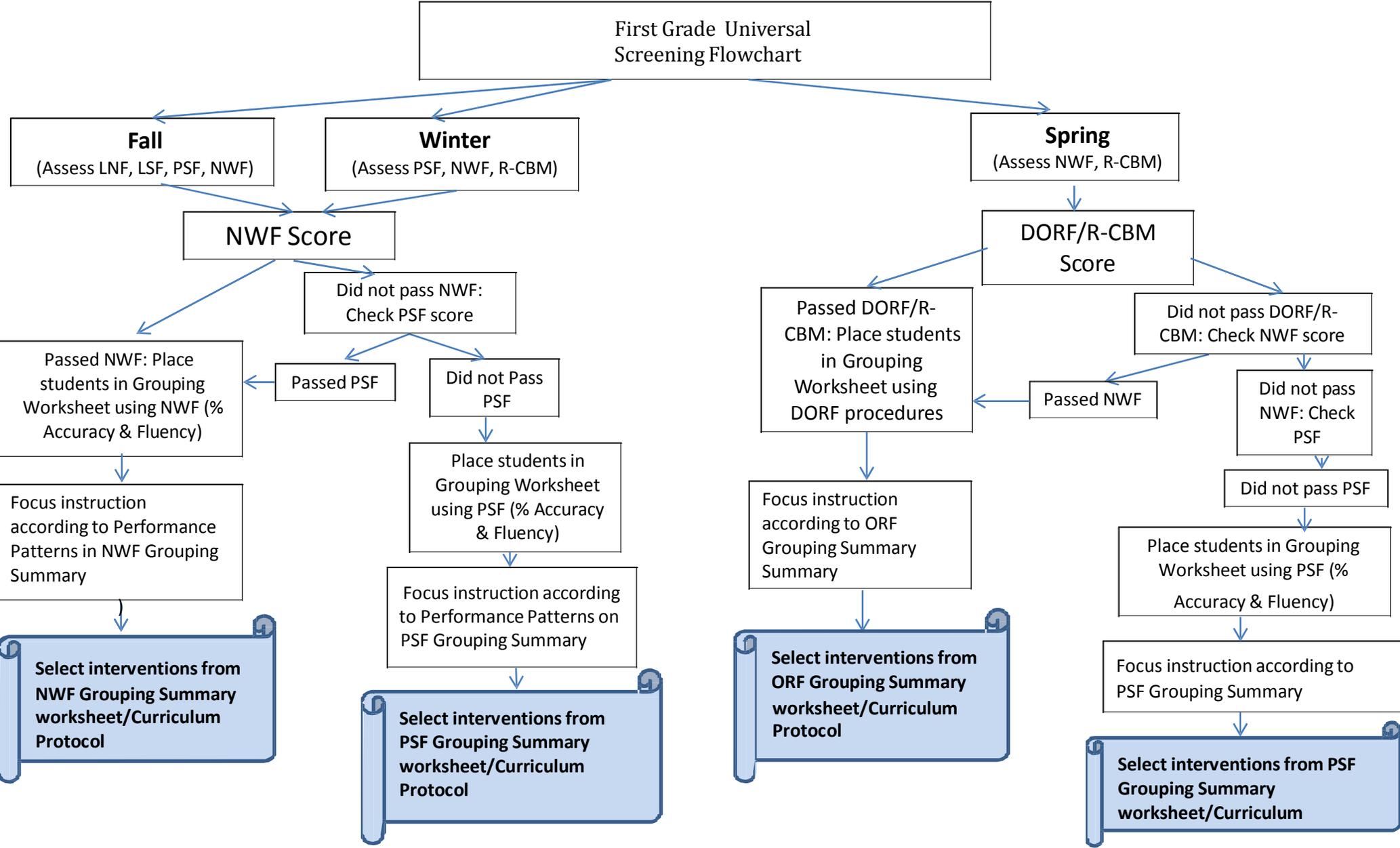
Focus instruction according to Performance Patterns on PSF Grouping Summary

Select interventions from ORF Grouping Summary worksheet/Curriculum Protocol

Place students in Grouping Worksheet using PSF (% Accuracy & Fluency)

Focus instruction according to PSF Grouping Summary

Select interventions from PSF Grouping Summary worksheet/Curriculum



Oral Reading Fluency Universal Screening Flowchart

Place students on Grouping Worksheet using
DORF/ R-CBM
(% Accuracy & WCPM)

**Group 4
Inaccurate and
Fluent**

Provide self
monitoring
strategies

If needed: Give
Phonics Assessment

Focus on Word Recognition/
Phonics Skills

Select intervention from
ORF Grouping Summary
worksheet /Curriculum
Protocol

**Group 3
Inaccurate and
Slow**

Give Phonics Assessment:
(e.g., QPS)

Focus on Word
Recognition/
Phonics Skills
(CVC, Blends,
R-controlled, Etc...)

Select intervention from ORF Grouping
Summary worksheet/
Curriculum Protocol

**Group 2
Accurate and Slow**

Focus on Fluency
skills (prosody, voice,
punctuation etc.) at
the word, phrase,
sentence, passage

Inadequate NWF
Check(e.g., PAST)
phonological skills
(e.g., PAST)

Focus on phonological
skills if needed
(Syllables, onset rime,
Phoneme
Segmentation)

Select intervention from
ORF Grouping
Summary
worksheet/Curriculum
Protocol

**Group 1
Accurate and
Fluent**

Inadequate
Comprehension

Focus on
vocabulary,
sentence
comprehension,
topic knowledge,
background
information,
inference making

Select intervention
from ORF Grouping
Summary
worksheet/Curriculum
Protocol

Adequate
Comprehension/
Vocabulary

Higher level
reasoning inference
making

Select intervention from ORF Grouping
Summary
worksheet/Curriculum
Protocol