Colorado Department of Education
Dyslexia Pilot Project

Data-Based Decision Making

Presenters
Date

Section 1. Data-Based Decision Making

Workshop Overview and Introduction

Data-based Decision Making (DBDM) Workshop Objectives

Participants will be able to:

- Understand and demonstrate how to use DBDM within the MTSS-R model
- Understand and describe the DBDM data sources
- Understand and demonstrate how the MTSS-R Team will use DBDM to provide continuous needs-based support of the MTSS-R systems
- Understand and demonstrate how the Grade-Level Professional Learning Teams (PLCs) will use DBDM to provide continuous needs-based support of grade-level instruction and intervention

Something to Think About. . .

Everyone in a school uses data and is responsible for using data for making instructional-related decisions. **Everyone**.

ECRI MTSS-R School-Based Teams

(data-based decision making occurs within both teams)

MTSS-R Leadership Team:

(meet quarterly)
- Evaluate the school's MTSS-R systems
- Establish assessment plan including data collection and coordination
- Use screening data to place students in Tiers of instruction
- Use systems data, grade-level student data summaries and implementation data to make MTSS-R systems action plans and adjustments
- Provides support for teachers and staff implementing MTSS-R

Professional Learning Communities:

(grade-level team instructional staff -- meet monthly)
- Evaluate classroom, group and individual student data, prioritize, and create new actions for instructional adjustments
- Explore new practices (ongoing learning)
- Practice newly learned strategies
- Reflect and plan instruction and needed coaching support

Using Scientific Framework for Educational Decision Making

- Science involves identifying and trying to solve problems to help make decisions.

- In education, one primary goal is to efficiently and effectively improve the reading skills of all students so that they are become proficient readers.

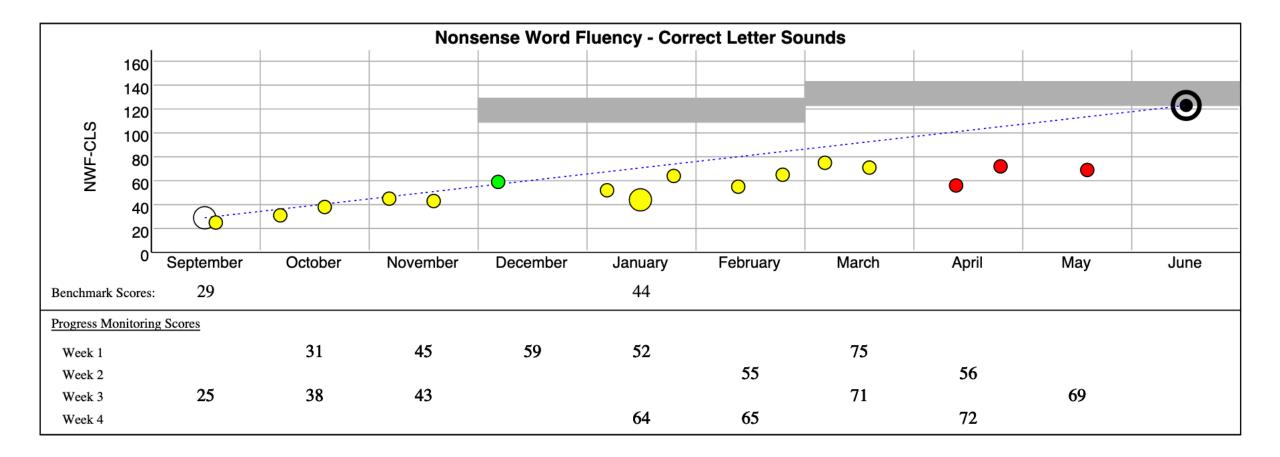- We can use a systematic and empirical approach to improve student reading performance.

The problem: Many students struggle to read

Reading--an extraordinary ability, peculiarly human and yet distinctly unnatural…acquired in childhood, forms an intrinsic part of our existence as human beings, and is taken for granted by most of us (p. 3).

Sally Shaywitz, M.D., Neuroscientist and Professor of Pediatrics, Yale University
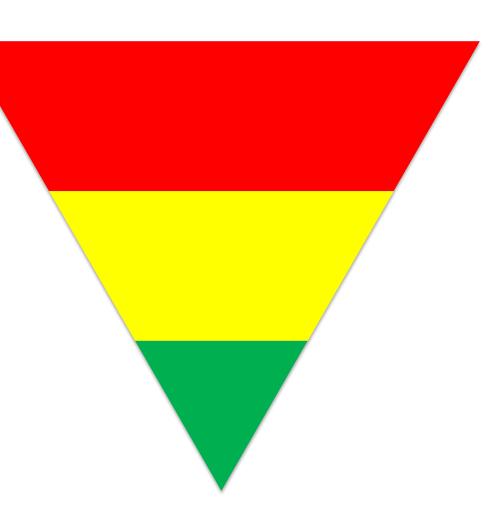
The problem may be at the student level…

Nonsense Word Fluency - Correct Letter Sounds

	September	October	November	December	January	February	March	April	May	June
Benchmark Scores:	29				44					

Progress Monitoring Scores

	September	October	November	December	January	February	March	April	May	June
Week 1		31	45	59	52		75			
Week 2						55		56		
Week 3	25	38	43				71		69	
Week 4					64	65		72		

…Or it may be at the classroom, school, or district level

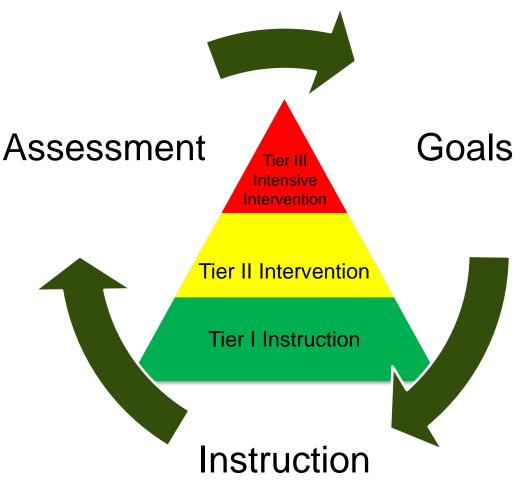| Grade	Beginning		
K	n=705	135 (19%)	208 (30%)	362 (51%)
1st	n=729	188 (26%)	279 (38%)	262 (36%)
2nd	n=703	211 (30%)	222 (32%)	270 (38%)
3rd	n=757	157 (21%)	154 (20%)	446 (59%)
4th	n=752	268 (36%)	221 (29%)	263 (35%)
5th	n=741	270 (36%)	157 (21%)	314 (42%)
6th	n=543	256 (47%)	37 (7%)	250 (46%)
7th	n=545	277 (51%)	0 (0%)	268 (49%)
8th	n=545	208 (38%)	90 (17%)	247 (45%)

Proposed Solution: Multi-tiered Systems of Support

- A systematic and empirical approach to solving educational problems and making decisions
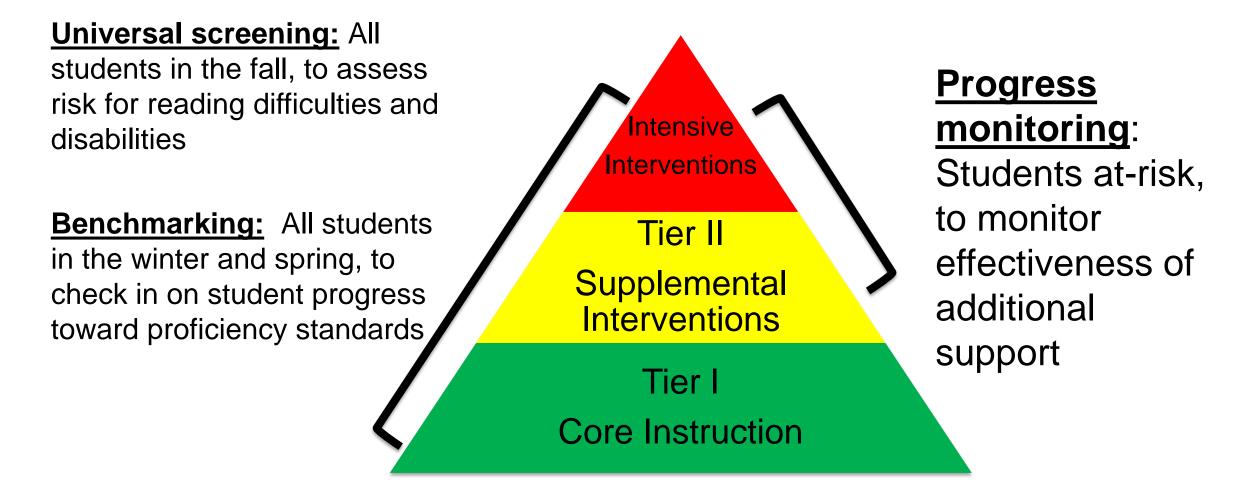- Key features:
  - Comprehensive and collaborative schoolwide goals
  - Effective, evidence-based instruction and intervention
  - Valid and reliable assessment data

Assessment

Goals

Tier III Intensive Intervention

Tier II Intervention

Tier I Instruction

Instruction

Using MTSS to Implement Instruction & Assessment

Universal screening: All students in the fall, to assess risk for reading difficulties and disabilities

Benchmarking: All students in the winter and spring, to check in on student progress toward proficiency standards

Progress monitoring: Students at-risk, to monitor effectiveness of additional support

Intensive Interventions

Tier II

Supplemental Interventions

Tier I

Core Instruction

An MTSS Decision Making Framework is Guided by Multiple Sources of Data

- **Student data** allow you to:
  - Assign students to tiers of support
  - Support adjustments to instruction and tier assignment
  - Examine student learning over time
  - Evaluate the "health" of the MTSS-R systems
- **Implementation data** allow you to evaluate whether supports are being provided as intended, to inform action plans, and to adjust instructional delivery
- **Systems data** allow you to evaluate whether current implementation MTSS-R systems are effective

Coordination and Planning

It is critical that the MTSS-R team establishes data management routines and coordinates data collection.

For each assessment, your team will plan and document:

1. What measures will be used?

2. What is the timeline for collection?

3. What students will be assessed?

Coordination and Planning (continued)

4. Who is the school expert?

5. Who is collecting the data?

6. When is the training for the data collectors?

7. Who is entering the data?

8. Where is the data stored?

A Comprehensive System of Student Reading Data

Use **multiple data sources** to answer essential questions:

Assessment Type	Important Question(s)
Universal Screening	Which students are at risk?
Progress Monitoring	Is the student at risk making adequate progress in the intervention?
Individual Diagnostic	What specific skills has the student not making adequate progress mastered and not mastered?
Lesson Mastery	Is the student learning the instructional content just taught in the lesson?

(Clarke, 2020)

MTSS-R: Instruction and Assessment

	Instruction	**Assessment**
Tier I	Core instruction provided to **all** students.	*Universal screening data* collected for **all** students, including students with or at risk for disabilities, to determine who is in need of whole group instruction, differentiated small group instruction, and independent practice
Tier II	Supplementary instruction provided to students who demonstrate need for additional support.	*Progress monitoring data* and *lesson mastery data* are collected to determine instructional adjustments and refinement
Tier III	Further intervention instruction provided in small groups (or 1:1).	Increasingly frequent *progress monitoring data, diagnostic data, and lesson mastery data* are collected for all students that are far below grade level and/or eligible for support through additional mechanisms (e.g., SPED)

Universal Screening Assessments in Reading

Purpose	Identify students who are at risk for poor learning outcomes
Focus	ALL students
Tools	Brief assessments that are valid and reliable and that demonstrate diagnostic accuracy for predicting learning or behavioral problems
Time Frame	Administered three times per year (fall, winter, spring)

Progress Monitoring in Reading

Purpose	Determine if students at risk are making adequate progress in response to intervention
Focus	All students at risk for reading problems; other students if needed
Tools	Brief assessments that are reliable and valid and sensitive to progress over time
Time Frame	Regular administration; weekly, biweekly, or monthly

Diagnostic Assessments

Purpose	Identify specific literacy skill strengths and weaknesses to inform intervention intensification
Focus	Students identified through screening/PM as at-risk for poor literacy skill acquisition, and are not making adequate progress
Tools	Longer assessments often standardized; also quicker, less standardized assessments. Psychometric quality varies
Time Frame	Students are assessed on an as-needed basis

Lesson Mastery

Purpose	Identify lesson components where the learner has reached a mastery level of proficiency
Focus	ALL students who receive the lesson; especially critical to collect for students at risk
Tools	Brief assessments that are either curriculum-embedded or proximal to lesson content
Time Frame	Shortly after completion of a lesson; interwoven throughout the year to ensure retention of mastery-level proficiency

Use the *Assessment and Coordination Plan* to Establish Data Management Routines and Coordination for Assessments

	Screening	Progress Monitoring	Diagnostics	Lesson Mastery	Implementation Data
What measures will be used?					
What is the timeline for collection?					
What students will be assessed?					
Who is the school expert?					
Who is collecting the data?					
When is the assessment training?					
Who is entering the data?					
Where is the data stored?					

Team Discussion, Coordination Planning and Documentation

ACTIVITY

Record: (use the *Assessment and Coordination Plan* document)
1. What measures will be used?
2. What is the timeline for collection?
3. What students will be assessed?
4. Who is the screening school expert?
5. Who is collecting the data?
6. When is the training for the data collectors?
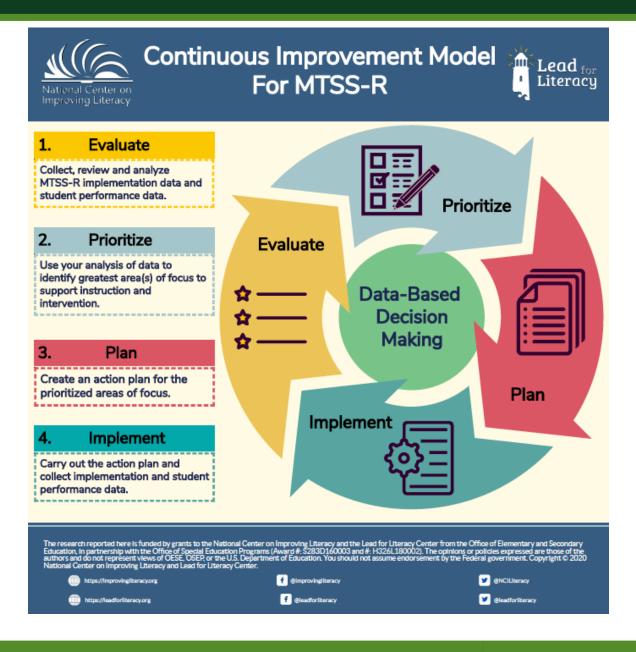7. Who is entering the data?
8. Where is the data stored?

Section 4. Data-Based Decision Making

DBDM Framework

Establish a Continuous Improvement Process for Data-Based Decision Making

1. Evaluate

Look at the data!

1. Pull up the data and reports
2. Ask: "What can these data tell me?"
3. Review the data
4. Answer your question
5. Ask: "What else do I need to know?"
6. Investigate necessary additional data sources

Based on purpose, evaluate the data at these levels:

– School
– Grade
– Classroom
– Small groups of students
– Individual student

2. Prioritize

How can you use the data and prioritize areas of need?

- What is happening or not happening in different areas of our MTSS-R system?
- Which student instructional areas are the lowest according to student performance data?
- Flag the instruction and intervention items that would provide the greatest benefit for the MTSS-R system.

3. Plan

- What is our plan to reach our goal?
  - What evidence-based practices support the item of focus?
  - What are actionable steps that will lead to the goal?
- When will the plan be initiated?
- Who will carry out roles and responsibilities within the plan?
- How will the we study the impact of the plan?

4. Implement

- How will you communicate the goal and plan to others?
- How will you work as a team to implement the plan?
- What ongoing professional development will need to be provided to support implementation?
- How will you use data to support implementation?
- How will you sustain implementation of evidence-based practices?

Section 5. Data-Based Decision Making

MTSS-R Team: DBDM Process

MTSS-R Team

Evaluate, *Prioritize*, *Plan* and *Implement* at these levels:

– **School**

– **Grade**

– Classroom

– Small groups of students

– Individual student

MTSS-R Team Meeting Agenda

Materials:

- Universal screening data reports for school, grades and classrooms
- MTSS-R Checklist evaluation
- School action plans
- Summary reports from grade-level teams (includes student data and action plans)
- Implementation data

MTSS-R Team Meeting Agenda

Agenda Items:

1. Debrief previous meeting notes and actions

2. Define session goals

3. *Evaluate* data

4. *Prioritize* to identify focus areas

5. *Plan* actions

6. *Implement* the plan

MTSS-R Team Meeting Agenda and Minutes

School:
Participants:

Date: Time:

Materials to Gather for the Meeting:
☐ Universal Screening Data Reports for School, Grades and Classrooms
☐ MTSS-R Checklist Evaluation
☐ School Action Plan(s)
☐ Summary Reports from Grade-Level Instruction and Intervention Teams (Student Data and Action Plans)
☐ Implementation Data

Agenda Items:
1. Debrief Previous Meeting Notes and Actions
   ☐ Review previous Action Plans. Were goals accomplished? Did the actions have an impact on student data? What adjustments need to be made?
   ☐ Celebrate progress!
2. Define Session Goals
   ☐ Identify the focus and specific goals of today's meeting.
3. Evaluate data
   ☐ Early Fall: review the Universal Screening Data, identify tiers of support for each student and place in appropriate ECRI Instructional Plan
   ☐ Review and evaluate current student performance data (e.g., grade-level summary reports)
   ☐ Review and evaluate current implementation data
   ☐ Highlight areas (Grades and Classrooms) in need of additional support
4. Prioritize Focus Areas
   ☐ Identify the most important areas of focus for supporting instruction and intervention.
5. Action Plan
   ☐ Adjust existing action plan, or create a plan to address needs-based supports and identify evidence-based practices for instruction and intervention.
6. Implement
   ☐ Identify additional team actions necessary to put the plan for instruction and intervention into effect and adjust need-based support.
     • How will you communicate the plan to others?
     • What actions are needed to implement the plan?
     • What ongoing professional development is needed to support implementation?

MTSS-R Team Meeting Minutes

MTSS-R Team Meeting Agenda and Minutes

Meeting Minutes:

1.	Debrief Previous Meeting Notes and Actions. Were goals accomplished? Did the actions have an impact on student data? What possible adjustments need to be made? Celebrate progress!
2.	Define Session Goals. List the focus and any specific goals of today's meeting:

3. Evaluate Data.

List grade-levels in need of additional support:	List classrooms in need of additional support:

4.	Prioritize Focus Area. Record the prioritized area(s) of focus for instruction and intervention planning adjustments.

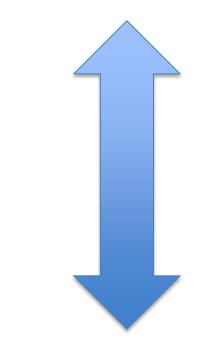|	
5.	Action Plan. Use the **Action Planning form** to adjust existing action plan, or create a new plan to address the prioritized focus area(s).
6.	Implement. List additional team actions necessary to put the plan for instruction and intervention in place. How will you communicate the plan to others? What actions are needed to implement the plan? What ongoing professional development is needed to support implementation?

Actions:	Who?	By When?

1. Evaluate

- Goal: Evaluate the existing MTSS-R to identify and confirm level of need.

Evaluate the data at these levels:

– **School**

– **Grade**

– Classroom

– Small groups of students

– Individual student

Evaluate – DBDM

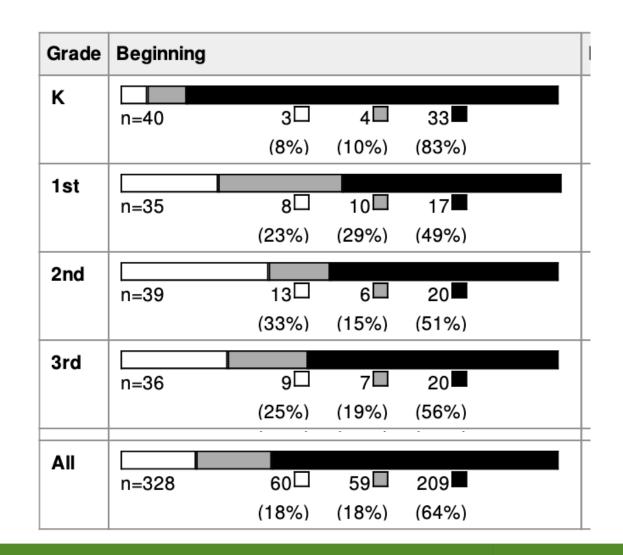| Level	What questions to ask about our school?
Grade	Are the needs of students in a grade sufficiently different from other grades that additional reading supports or resources may be necessary?
School	Are the needs of students sufficiently different from other schools in our district that additional reading supports or resources may be necessary?

STEP 1: Pull Up School and Grade-Level Data and Reports

School Goal:

80% of students performing in the core support range.

Black = core support, or minimal risk

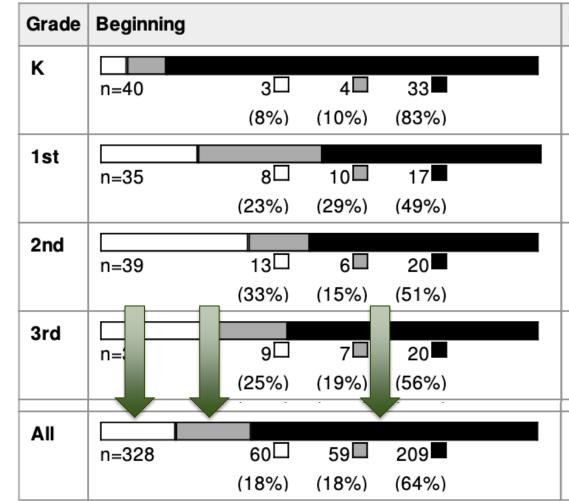Gray = strategic support, or some risk

White = intensive support, or at risk

Grade	Beginning		
K	n=40	3☐ (8%)	4▨ (10%) 33■ (83%)
1st	n=35	8☐ (23%)	10▨ (29%) 17■ (49%)
2nd	n=39	13☐ (33%)	6▨ (15%) 20■ (51%)
3rd	n=36	9☐ (25%)	7▨ (19%) 20■ (56%)
All	n=328	60☐ (18%)	59▨ (18%) 209■ (64%)

STEP 2: What can these data tell me at the school level?
STEP 3: Review the data.
STEP 4: Answer your question.

How many students at our school…

- Scored in the intensive support/at risk range (white)? 60 (18%)
- Scored in the strategic support/some risk range (gray)? 59 (18%)
- Scored in the core support/minimal risk range (black)? 209 (64%)

One possible takeaway: Only 64% of the students in the school scored in the core support range, so we've identified a need for support.

Grade	Beginning		
K	n=40	3☐ (8%)	4⬜ (10%)	33⬛ (83%)
1st	n=35	8☐ (23%)	10⬜ (29%)	17⬛ (49%)
2nd	n=39	13☐ (33%)	6⬜ (15%)	20⬛ (51%)
3rd	n=?	9☐ (25%)	7⬜ (19%)	20⬛ (56%)
All	n=328	60☐ (18%)	59⬜ (18%)	209⬛ (64%)

STEP 2: What can these data tell me at the grade level?
STEP 3: Review the data.
STEP 4: Answer your question.

Is the need for support specific to certain grades (look at black shading)?

- Which grades have met the goal of 80% of students performing in the core support range?
  - Grade K: 83%
- Which grades have not met the goal of 80% of students performing in the core support range?
  - Grade 1: 49%
  - Grade 2: 51%
  - Grade 3: 56%

One possible takeaway: We are most concerned about grades 1, 2, and 3.

Grade	Beginning		
K	n=40	3 (8%)	4 (10%)	33 (83%)
1st	n=35	8 (23%)	10 (29%)	17 (49%)
2nd	n=39	13 (33%)	6 (15%)	20 (51%)
3rd	n=36	9 (25%)	7 (19%)	20 (56%)

STEP 2: What can these data tell me about tiers of instruction across grades?
STEP 3: Review the data.
STEP 4: Answer your question.

Look at how many students need strategic or intensive support. (some risk in white PLUS at risk in black)

- Grade K? 7 (18%)
- Grade 1? 18 (52%)
- Grade 2? 19 (48%)
- Grade 3? 16 (44%)
- School? 119 (36%)

One possible take away: Almost half of the students in grades 1, 2 and 3 are at risk, indicating we may want to focus instructional resources to those grades.
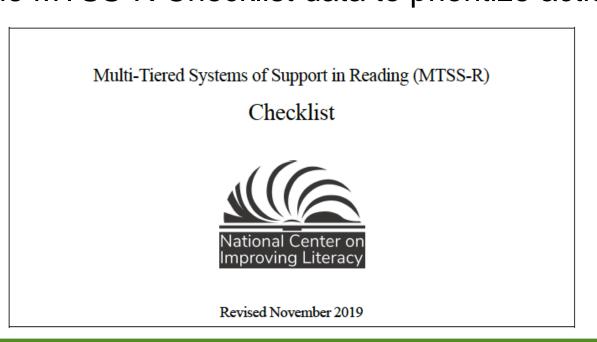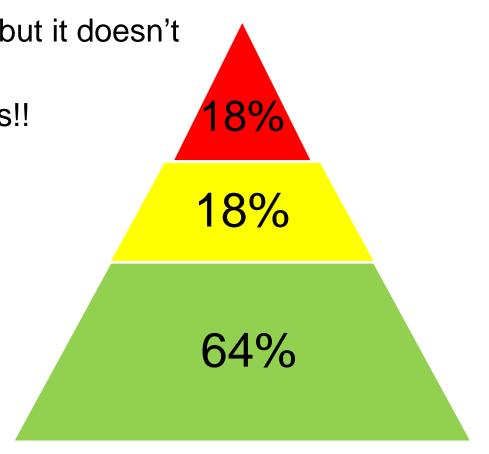
Grade	Beginning		
K	n=40	3□ (8%)	4▨ (10%)	33■ (83%)
1st	n=35	8□ (23%)	10▨ (29%)	17■ (49%)
2nd	n=39	13□ (33%)	6▨ (15%)	20■ (51%)
3rd	n=36	9□ (25%)	7▨ (19%)	20■ (56%)
All	n=328	60□ (18%)	59▨ (18%)	209■ (64%)

STEP 5: What else do I need to know?
STEP 6: Investigate additional data sources.

Screening data can tell us that there is a problem, but it doesn't necessarily tell us *why* the problem is occurring.

Use the MTSS-R Checklist data to prioritize actions!!

Multi-Tiered Systems of Support in Reading (MTSS-R)

Checklist

National Center on Improving Literacy

Revised November 2019

18%

18%

64%

2. Prioritize

- Goal: Identify the most important areas of focus for Instruction and Intervention

- Where is the largest need?
- What is happening/not happening across tiers in your building?
- How can you prioritize areas of need?
- How do you decide what is priority?

Prioritize – DBDM

Level	What questions to ask about our school?
Grade	• What is happening/not happening across grades? • Where is the largest need? • How can you prioritize areas of need? • How do you decide what is priority?
School	• What is happening/not happening across tiers? • Where is the largest need? • How can you prioritize areas of need? • How do you decide what is priority?

3. Plan

- Goal: Create a plan to address needs-based supports and identify evidence-based practices for instruction and intervention.

- What is our plan to reach our goal?
  - What evidence-based practices support the item of focus?
  - What are actionable steps that will lead to the goal?
- When will the plan be initiated?
- Who will carry out roles and responsibilities within the plan?
- How will we study the impact of the plan?

Action Planning

1. Prioritize an *Instruction and Intervention* goal
2. Determine the group will be impacted by the goal.
3. Determine what MTSS-R member(s) will be responsible for leading the implementation.
4. Determine specific data that will be collected to evaluate the implementation.
5. Leverage additional actions to support the *Instruction and Intervention* goal:
   a. *Data Use*
   b. *PD and Coaching*
   c. *MTSS-R School Leadership*

MTSS-R Action Plan

Formulate a comprehensive action plan to support the implementation of your prioritized instruction and intervention focus.

* Required

Email address *

Your email

School: *

Your answer

Date: *

Date

mm/dd/yyyy

What is your Instruction and Intervention Goal? *

Your answer

Action Plan Example

Pansy Central Elementary ACTION PLAN   **Date: 09/15/2020**
MTSS-R Team Member Leader(s): Mrs. Flower

Instruction and Intervention Goal:	Provide explicit and systematic reading instruction with improved active student engagement to increase the opportunities of student responses.

Group(s):	Grades K-3, Tiers I, II and III

Data that will be collected and used to evaluate implementation:

Student Performance Data	Details
Universal Screening, Progress Monitoring	Collect progress monitoring data 2x/month from all students receiving interventions and use the PM data to make instructional adjustments.
Implementation Data	**Details**
Reading Instruction and Intervention, PD and Coaching	Use the RESET rubric and PD and Coaching evaluations to make adjustments for future PD and Coaching.

Data Use actions to support this goal:	Implementation data on Tier I, Tier II, and Tier III reading instruction will be collected, distributed, and used to plan, adjust, and improve the delivery of instruction.

PD and Coaching actions to support this goal:	All staff (including leadership, classroom, paraprofessionals, and specialists) will be trained in how to deliver explicit and systematic instruction with active student engagement. Student reading and implementation data will be used to identify on-going job-embedded PD and coaching.

MTSS-R School Leadership actions to support this goal:	Classroom reading instruction and intervention team meetings will be used for the purpose of how explicit and systematic reading instruction is taught in the classroom. Reading instructional staff will have the opportunity to share experiences and explore new ideas to improve engagement and learning.

4. Implement

- Goal: Put the plan for instruction and intervention into effect and evaluate and adjust needs-based support.

- How will you communicate the goal and plan to others?

- How will you work as a team to implement the plan?

- What ongoing professional develop will need to be provided to support implementation?

- How will you use data to support implementation?

- How will you sustain implementation of evidence-based practices?

Implement – DBDM

Level	What questions to ask?
Grade	Are students in each grade making adequate progress toward grade level goals?
School	Are students in our school making adequate progress toward our schoolwide goal?

1. Evaluate (Again)

- Goal: Evaluate the existing MTSS-R to evaluate the effectiveness of implementation and needs-based supports.

Evaluate the data at these levels:

– **School**

– **Grade**

– Classroom

– Small groups of students

– Individual student

Why Do We Evaluate The Effectiveness of Needs-Based Support?

- An examination of data collected following implementation of instruction/intervention allows for a systematic evaluation of whether reading goals have been met:

  - **District and school level:** Did the schoolwide system of support/reading program sufficiently meet the needs of <u>all</u> students?

- Answering these questions *following* implementation of instruction/intervention allows educators to make *large-scale adjustments* to curriculum/instruction/resource allocation *based on student data.*

Continue using the Improvement Cycle

Continuous Improvement Model For MTSS-R

National Center on Improving Literacy
Lead for Literacy

1. **Evaluate**
Collect, review and analyze MTSS-R implementation data and student performance data.

2. **Prioritize**
Use your analysis of data to identify greatest area(s) of focus to support instruction and intervention.

3. **Plan**
Create an action plan for the prioritized areas of focus.

4. **Implement**
Carry out the action plan and collect implementation and student performance data.

Evaluate — Prioritize — Plan — Implement — Data-Based Decision Making

Section 6. Data-Based Decision Making

Professional Learning Communities:

DBDM Process

DBDM Purpose

Evaluate, *Prioritize*, *Plan* and *Implement* at these levels:

– School
– Grade
– **Classroom**
– **Small groups of students**
– **Individual student**

Professional Learning Communities (PLCs) or Grade-Level Meeting Agenda

Materials:

- Instructional Plans and Descriptions

- Student Performance Data:

  – Screening data

  – Progress monitoring data

  – Core unit assessment data

  – Mastery Data sheets (includes Accuracy and Fluency logs)

- Implementation data

- Previously implemented plans with instructional adjustment goals

Agenda:

1. Debrief previous meeting notes and actions
2. Define session goals
3. Evaluate data
4. Prioritize focus areas
5. Action plan
6. Explore and practice necessary instructional strategies
7. Reflect and implement

Grade-Level Professional Learning Community Meeting Agenda and Minutes

School and Grade:	
Participants:	
Date:	Time:

Materials to Gather for the Meeting:
☐ ECRI Instructional Plans Flowchart and Descriptions
☐ Grade-Level Student Performance Data:
    a. Screening Data
    b. Progress Monitoring Data
    c. Core Unit Assessment Data
    d. ECRI Mastery Checks
    e. Accuracy and Fluency Logs
    f. Retell Checklists
☐ Implementation Data
☐ Previously Implemented Plans: Instructional Adjustment Goals
☐ Videos of lesson delivery

Agenda Items:
1. Debrief Previous Meeting Notes and Actions
    ☐ Review previous Action Plans. Were goals accomplished? Did the actions have an impact on student data? What adjustments need to be made?
    ☐ Celebrate progress!
2. Define Session Goals
    ☐ Identify the focus and specific goals of today's meeting.
3. Evaluate data
    ☐ Review the student performance data to place students in appropriate ECRI Instructional Plan (Early Fall), or to adjust students' ECRI Instructional Plan (each month).
    ☐ Highlight ECRI Instructional Plan *groups* not making acceptable growth.
    ☐ Highlight individual *students* not making acceptable growth.
    ☐ Review Implementation Data and highlight instructional areas to explore, practice and adjust.
4. Prioritize Focus Areas
    ☐ Identify the most important areas of focus for instruction and intervention.
5. Action Plan
    ☐ Create a plan to address needs-based supports and identify evidence-based practices for instruction and intervention.
6. Explore and Practice Necessary Instructional Strategies
    ☐ Collaborate and practice specific features of ECRI instruction and/or instructional adjustments identified.
7. Reflect and Implement
    ☐ Identify necessary supports from leadership or coaching
    ☐ Put the plan for instruction and intervention into effect and continue to evaluate and adjust.

Meeting Minutes

Grade-Level Professional Learning Community Meeting Agenda and Minutes

Meeting Minutes:

1. Debrief Previous Meeting Notes and Actions. Record all items that were not completed or accomplished:	

2. Define Session Goals. List the focus and any specific goals of today's meeting:	

3. Evaluate Data.

List ECRI Instructional Plan **groups** not making acceptable growth:	List individual **students** not making acceptable growth:	List **instructional** areas to explore, practice and adjust:

4. Prioritize Focus Area. Record the prioritized area(s) of focus for instruction and intervention planning adjustments.	

5. Action Plan. Create a plan to address the prioritized focus area(s).

Actions:	Who, or what students/group?	By When?

6. Explore and Practice Necessary Instructional Strategies. List specific features of instruction that were practiced.	

7. Reflect and Implement. List necessary supports from leadership, additional PD requested, and additional coaching supports.	

What student data will you be collecting?

Screening Data

Significantly Exceeds	Grade Level	Below Grade Level
Summative Data	Summative Data	Progress Monitoring and Summative Data

PASS	NO PASS	PASS	NO PASS	PASS	NO PASS

ECRI Plan 1:
- 90-minute Tier I grade-level core reading program with appropriate sections of aligned ECRI lessons
- Provide reading materials and strategies at student's instructional level

ECRI Plan 2:
- 90-minute Tier I grade-level core reading program with aligned ECRI lessons

ECRI Plan 3:
- 90-minute Tier I grade-level core reading program with aligned ECRI lessons
- Add additional explicitness and practice (small group pre-teaching and re-teaching of skills)

ECRI Plan 4:
- 90-minute Tier I grade-level core reading program with aligned ECRI lessons
- 30-minute Tier II preteach of ECRI lessons

ECRI Plan 5:
- 90-minute Tier I grade-level core reading program with aligned ECRI lessons
- 30-minute Tier II preteach of ECRI lessons
- Reteach pre-requisite skills during Tier II and Tier I small groups.

Intensive Plan 6:
Intensification of Tier II intervention.

HIGH RISK = Not making progress on ECRI Plan 5 instruction

What student data will you be collecting?

ECRI Instructional Plan Descriptions

ECRI Instructional Plan	List Students:	Progress Monitoring and Summative Data to Collect	Instructional Focus Notes for Group Differentiation
ECRI Plan 4 At-Risk Students Acceptable Progress Monitoring Growth Passing Summative Assessments		**Progress Monitoring:** 2X/Month **Summative Data:** 1. Daily Mastery Checks from Tier II instruction 2. Accuracy and Fluency Log from Tier II instruction	Tier I 90-minute Reading Block Tier II 30-minute ECRI Lesson ECRI Instruction Plan Notes: • Instructional needs are met by the Tier I grade-level Core reading program with aligned ECRI lessons and Tier II pre-teaching of the aligned ECRI lessons • Explicit small group skill practice opportunities are necessary • Provide extensive fluency instruction with decodable text selections within Tier I and Tier II instruction

Additional Procedure Notes:

Daily ECRI Mastery Checks with Accuracy and Fluency Logs

Daily Mastery Data Table, Part 1: Errors

Monitor students during *Check for Understanding* for each part of the lesson.	→	Record errors made by putting the individual student's initials next to the item they missed in the cell for the current day's lesson.	→	At the end of each day's lesson, record errors made on the *Needs More Practice Chart,* and provide additional practice for students.	→	*At the end of 5 lessons, use the **Weekly Mastery Data Summary Table** to summarize this data and determine Instructional Adjustments.

		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5*
Part 1: Irregular Words						
Part 2: Phonological Awareness	Blending					
	Segmenting					
	Other PA Task					
Part 3: Sounds						
Part 4: Blending/Regular Word Reading	Reading (or decoding) of Words: (NOTE: write student initials and the error made)					
	Writing (or encoding of words): (NOTE: write student initials and the error made)					

NOTE: Each day also use the Daily Mastery Data Table, Part 2: Accuracy and Fluency Log to record student data during decodable text reading.

1. Evaluate

- Goal: Identify and confirm level of need.

Evaluate the data at these levels:

– School

– Grade

– **Classroom**

– **Small groups of students**

– **Individual student**

1. Evaluate

- Goal: Identify and confirm level of need.

Level	What questions to ask?
Classroom	• Did core/differentiated supports meet the needs of all students in each classroom, in each small group, for each individual student?
Small Groups	• What areas of implementation are challenging?
Individual Students	

STEP 1: Pull up the data.

STEP 2: What can these data tell me?

STEP 3: Review the data.

STEP 4: Answer your question.

Data Evaluation Summary

Each Month:
- Summarize student data
- Use information to guide instructional adjustment decisions
- Submit summary to MTSS-R Team

Grade-Level Collaborative Learning Teams: Data Evaluation Summary — Month: _____ Teacher: _____

Student Name	Tier of Support?	Above Benchmark on Screening? 1 = Yes 2 = No	Does Progress Monitoring reflect acceptable growth? 1 = Yes 2 = No	Passing all sections of the Core Unit Assessment? 1 = Yes 2 = No	Passing all sections of the ECRI Mastery Checks? 1 = Yes 2 = No	Few or no errors 3 out of 5 days on the Accuracy and Fluency Log? 1 = Yes 2 = No	Retell Checklists 1 = Yes 2 = No	ECRI Instructional Plan (1-6)

Determined in the Fall, Winter and Spring based on Screening | Evaluate at Monthly Grade-Level Collaborative Learning Team Meetings

STEP 5: What else do I need to know?
STEP 6: Investigate additional data sources.

Implementation Data

Student data can tell us that there is a problem, but we also need to make sure that low student performance isn't a result of low-quality implementation.

1. Evaluate

- Goal: Identify and confirm level of need.

- Review the *Data Evaluation Summary* to place students in appropriate *ECRI Instructional Plan* (Early Fall), or to adjust students' *ECRI Instructional Plan* (each month).
- Highlight *ECRI Instructional Plan* **groups** not making acceptable growth.
- Highlight individual **students** not making acceptable growth.
- Review implementation data and highlight instructional areas to explore, practice and adjust.

2. Prioritize

- Goal: Identify the most important item(s) of focus for Instruction and Intervention

Look at the data!

Level	What questions to ask?
Classroom	• Where is the greatest need?
Small Groups	• What is happening/not happening across tiers? • What instructional adjustments will have the greatest impact across groups of students?
Individual Students	• How will you prioritize areas of need?

3. Plan

- Goal: Create a plan based on instruction and intervention evidence-based practices

Look at the data!

Level	What questions to ask?
Classroom	• What is our plan to reach our goal(s)?
	• What evidence-based practices support the item of focus?
Small Groups	• What are actionable steps that will lead to the goal?
	• When will the plan be initiated?
Individual Students	• Who will carry out roles and responsibilities within the plan?
	• How will the we study the impact of the plan?

3. Plan

Grade-Level Professional Learning Community Meeting Agenda and Minutes

Meeting Minutes:

1. Debrief Previous Meeting Notes and Actions.
   Record all items that were not completed or accomplished:

2. Define Session Goals.
   List the focus and any specific goals of today's meeting:

3. Evaluate Data.

List ECRI Instructional Plan **groups** not making acceptable growth:	List individual **students** not making acceptable growth:	List **instructional areas** to explore, practice and adjust:

4. Prioritize Focus Area.
   Record the prioritized area(s) of focus for instruction and intervention planning adjustments.

5. Action Plan. Create a plan to address the prioritized focus area(s).

Actions:	Who, or what students/group?	By When?

6. Explore and Practice Necessary Instructional Strategies.
   List specific features of instruction that were practiced.

7. Reflect and Implement
   List necessary supports from leadership, additional PD requested, and additional coaching supports.

Using Mastery Data for Instructional Adjustment Planning

Instructional Adjustment Plan:

1. List items from the last line of the *Weekly Mastery Data Summary* to determine instructional adjustments → 2. Use the *Instructional Planning Sheet* to determine adjustments. → 3. List any materials that are needed for the instructional adjustments. → 4. Record any procedural notes for each activity and determine *Action*.

	Part 1	Part 2	Part 3	Part 4	Part 5
	Irregular Word Reading	Phonological Awareness	Sounds	Blending and Regular Word Reading	Connected Text Accuracy and Fluency
List items from the last line of the *Weekly Mastery Data Summary*					
Materials Needed					
Procedure Notes					

Adjustment Action: # of 5 parts that require additional instruction: _____
All parts mastered, no adjustments are needed = Continue to the next lesson.
Some parts not mastered = Add adjustments for those parts only while also continuing to the next lesson(s).

Using Instructional Adjustment Planning Ideas

Instructional Adjustment Planning Ideas (base decisions on Implementation Data and Student Data):

ECRI Lesson Mastery	
WHAT?	**HOW TO ADJUST INSTRUCTION?**
☐ Student(s) are not Mastering ECRI Lessons	☐ Add "Needs More Practice" Chart at the beginning and/or end of each ECRI lesson ☐ Provide re-teaching of skills during Tier II instruction in addition to the Pre-Teaching ECRI lesson ☐ Provide aligned re-teaching of specific skills during Tier I differentiated small group instruction (in addition to Tier II instruction) ☐ Temporarily replace Pre-Teaching with Re-Teaching and catch-up Fast Tracking

Student Engagement and Behavior Management	
WHAT?	**HOW TO ADJUST INSTRUCTION?**
☐ Student Engagement ☐ Group Behavior Management	☐ Increase think time between the focus/cue and signal for students to respond ☐ Specific Positive Phrases ☐ Celebrate to Motivate ☐ Management Games (e.g., dots on sticky notes, etc.) ☐ Improve Pacing ☐ Student Grouping or Partner Changes

Phonemic Awareness	
WHAT?	**HOW TO ADJUST INSTRUCTION?**
☐ Phoneme Blending ☐ Phoneme Segmenting ☐ Other PA Activities	☐ Scaffold ☐ Provide Re-Teaching in Addition to Pre-Teaching ☐ Add another dose (e.g., Tier I differentiated small group)

Alphabetic Understanding	
WHAT?	**HOW TO ADJUST INSTRUCTION?**
☐ Sound-Spellings ☐ Blending ☐ Regular Word Reading ☐ Irregular Word Reading ☐ Encoding (Dictation)	☐ Scaffold ☐ Provide Re-Teaching in Addition to Pre-Teaching ☐ Add another dose (e.g., Tier I differentiated small group)

Accuracy and Fluency Reading Connected Text	
WHAT?	**HOW TO ADJUST INSTRUCTION?**
☐ Accuracy ☐ Fluency	☐ Scaffold ☐ Increase minutes spent re-reading text for fluency practice ☐ Add another dose (e.g., Tier I differentiated small group)

Vocabulary and Comprehension	
WHAT?	**HOW TO ADJUST INSTRUCTION?**
☐ Vocabulary ☐ Narrative Text Structure ☐ Information Text Structure	☐ Scaffold ☐ Increase engagement and the number of practice opportunities ☐ Add another dose (e.g., Tier I differentiated small group)

When Necessary, Adjust ECRI to Re-Teaching and Fast Tracking Model

What happens if students receiving Tier II instruction aren't successful with aligned ECRI lesson?

ECRI Re-Teaching and Fast Track Recommendations Flowchart

Is the student successful with Pre-Teaching of grade-level ECRI Lessons?

No	Yes
Go back ONE unit from current placement and deliver the first ECRI lesson. Use "checks for understanding" to document mastery. Did the student(s) master the skills in that lesson?	Keep pre-teaching aligned grade-level ECRI lessons (scaffold only as needed).

No	Yes
Continue to go back to earlier units/lessons and check for Mastery to determine lesson starting point.	Deliver lessons using an accelerated schedule: Only deliver Day 4 and Day 5 Use "checks for understanding" to document mastery. After Day 5, did the student(s) master the skills for that week?

No	Yes
Teach Day 1 of the next week's lesson. Add additional days until student(s) have mastered the skills, then move to the next week's lessons.*	Continue to advance and deliver Day 4 and Day 5 of the next lesson.

*If students aren't mastering using the normal 5-day schedule, they may need additional intensification strategies.

4. Implement

- Goal: Put the plan for instruction and intervention into effect; collect and use data specified to support the process

Look at the data!

Level	What questions to ask?
Classroom	How will you communicate the goal and plan to others? How will you work as a team to implement the plan?
Small Groups	What ongoing professional develop will need to be provided to support implementation?
Individual Students	How will you use data to support implementation? How will you sustain implementation of evidence-based practices?