

Data Teams and Tier I Work

Tuesday March 23, 2021

Curriculum and Student Development Committee

Ryerson Elementary School - Letter Sound Fluency - Winter 2021 Results - Spring 2021 Focus

- *Tier One Small Group*
- *Duration - 10 - 15 minutes sessions*
- *Frequency - 3x week with teacher followed by 4th session with classroom paraprofessional*
- *Progress Monitoring - Every third week (April 5th & May 3rd)*
- *Progress Monitoring Tool - Progress Monitoring - easyCBM progress monitoring and Foundations letter/sound ID probes (Lisa will demonstrate)*

Format for Small Group:

1. *Session One - 5-10 minute small group session - letter / sound recognition - Building Automaticity : Letter Sound - NCII - see handout*
2. *Session Two - 10 - 15 minute small group session - “Move & Master” Fluency Tables*
3. *Session Three - 5-10 minute small group - letter / sound recognition - Building Automaticity : Letter Sound - NCII - see handout*
4. *Session Four - 10 - 15 minute small group session - Paraeducator selects from the games provided in the “Jolly Jump Up Resources”, Letter Memory Game, Fluency Tables, etc.*

Phoneme Segmentation			
<ul style="list-style-type: none"> ● Raw Score - 0-12~ Tier One Support provided by Literacy Coach or Reading Specialist ● Raw Score - 13+ ~ Tier One Support provided by Classroom Teacher 			
S. Collins / Reading Intervention	Lisa Caldwell - Literacy Coach	Kindergarten Teacher	Raw Score
Student #1			0
Student #2			2
Student #3			2
Student #4			4
	Student #5		5
	Student #6		6
	Student #7		10
	Student #8		10
	Student #9		11
	Student #10		11

	Student #11		11
	Student #12		11
	Student #13		11
	Student # 14		11
	Student #15		12
	Student #16		12
		Student #17	13
		Student # 18	14
		Student # 19	15
		Student # 20	15
		Student # 21	16
		Student # 22	16
		Student #23	17
		Student # 24	17
		Student # 25	17
		Student # 26	18
		Student # 27	18
		Student # 28	18
		Student # 29	18
		Student #30	19
		Student #31	19
		Student # 32	19
		Student # 33	19
		Student #34	19
		Student #35	19

		Student # 36	19
		Student # 37	19
		Student # 38	20
		Student # 39	20
		Student # 40	21
		Student #41	21
		Student #42	22
		Student #43	23
		Student # 44	23
		Student #45	23
		Student #46	24
		Student # 47	24

- Ackermann - 8 Tier One Students
- Barnikow - 6 Tier One Students
- Santoro - 5 Tier One Students
- Soja - 7 Tier One Students
- Whalen - 5 Tier One Students

- Lisa Caldwell - 13 Tier One Students
 - 2 Whalen
 - 4 Barnikow
 - 5 Soja
 - 2 Santoro

- Stacey Collins - 4 students

Ryerson Elementary School - Phoneme Segmentation - Winter 2021

- *Tier One Small Group*
- *Duration - 10 - 15 minutes sessions*
- *Frequency - 3x week with teacher followed by 4th session with classroom paraprofessional*
- *Progress Monitoring - Every third week (Week of February 22nd & Week of March 15th)*
- *Progress Monitoring Tool - Progress Monitoring (2/22) - (1_2 -EasyCBM) & 3/15 - (1_3 EasyCBM)*

Format for Small Group:

1. *Warm-up Heggerty - Kinesthetic Approach - 5 minutes (chop/chop/blend - 4 words)*
2. *Student Practice - Reinforcing the skill - (elkonin boxes/ google folder resources (games), kinesthetic activity, cut/sort activity) - 5 minutes*
3. *Closure - Show what you know - “exit exercise/slip” - 3-5 minutes or weekly progress monitoring - use “Foundations” - see page 11 from Google Folder.*

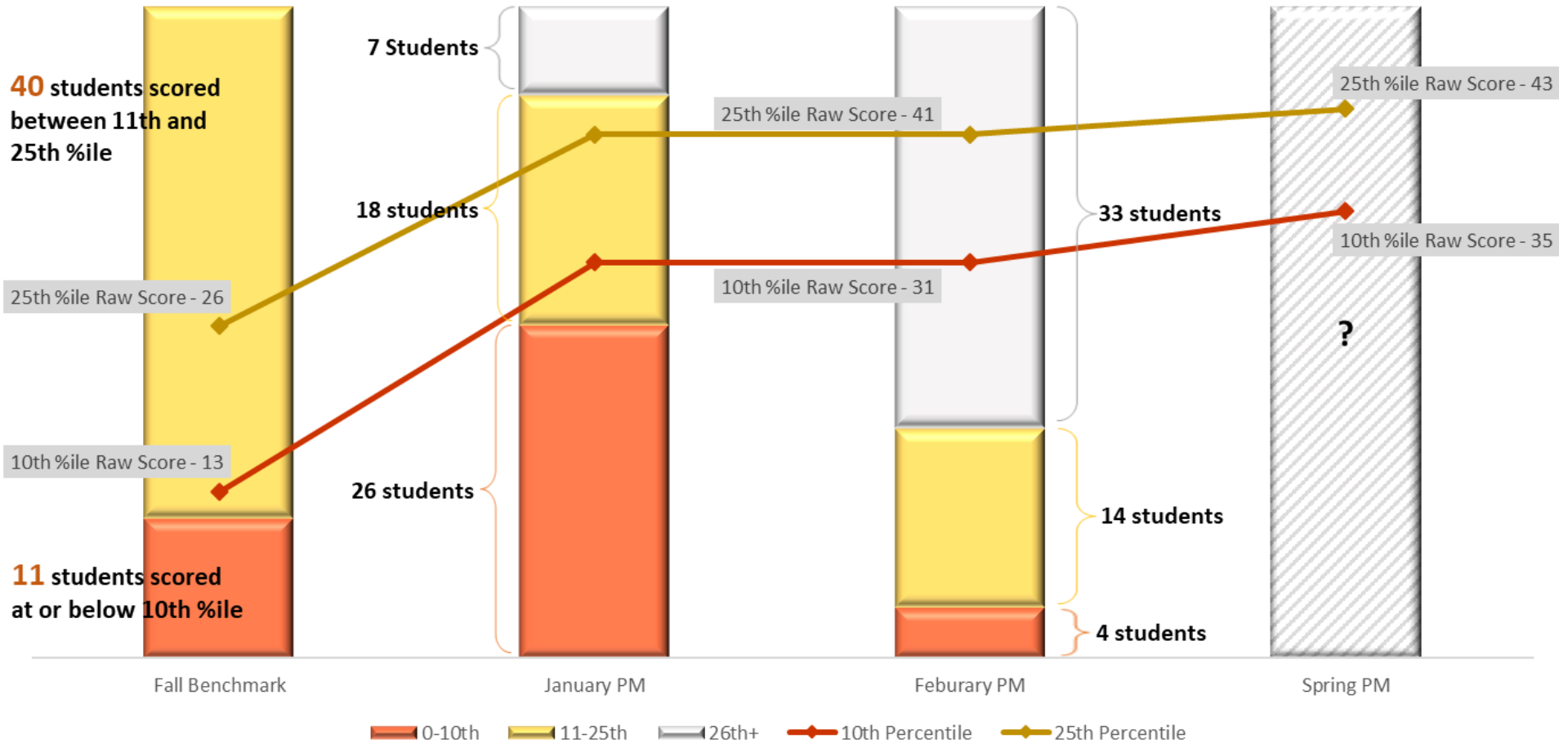
Phoneme Segmentation				
<ul style="list-style-type: none"> ● Raw Score - 13-20 ~ Tier One Support provided by Reading Interventionist ● Raw Score - 21-27 ~ Tier One Support provided by Literacy Coach ● Raw Score - 28+ ~ Tier One Support provided by Classroom Teacher 				
S.Collins / Reading Intervention	Michelle Horn - Literacy Coach	First Grade Teacher	Special Education Teacher	Raw Score
			Student #1	13
			Student #2	17
			Student #3	18
Student #4				19
Student #5				19
Student #6				20
	Student #7			21
			Student #8	21
Student #9				24
Student #10				21
	Student #11			26

	Student #12			26
	Student #13			26
	Student #14			27
	Student #15			27
			Student #16	28
	Student #17			28
			Student #18	31
		Student #19		31
			Student #20	31
			Student #21	31
		Student #22		32
		Student #23		32
		Student #24		33
			Student #25	35
		Student #26		35
		Student #27		36
		Student #28		36
		Student #29		37
		Student #30		37
		Student #31		37
		Student #32		41
		Student #33		41

Grade One Cohort - 84 students -

- 33/84 students “flagged” the assessment - **39% of the students**
- 8/84 students who “flagged” are “Identified Students” receiving specialized instruction.
- 2/84 students who “flagged” are currently receiving Tier 2 reading intervention

Grade 1 Phoneme Segmenting Progress Monitoring



Ryerson Elementary School - PRF & WRF - Winter 2021- Grade 2

- *Tier One Small Group*
- *Duration - 5-10 minutes sessions*
- *Frequency - 3x week with teacher*
- *Progress Monitoring - Every third week (April 5th & May 3rd)*
- *Progress Monitoring Tool: easyCBM PRF & WRF (be sure to choose one that you didn't instruct with)*

Format for Small Group:

- *Pick one of the easyCBM Progress Monitoring K_1-K_4, 1_1-1_4, 2_1-2_4, or 3_1-3_4 to instruct based on student's reading level.*
[Grade K WRF](#), [Grade 1 WRF](#), [Grade 2 WRF](#), [Grade 3 WRF](#)
- *Look for patterns in errors.*
- *Teach into errors (vowel teams, blends, digraphs, etc.)*
- *Practice for speed*

Passage Reading Fluency				
<ul style="list-style-type: none"> ● Raw Score - 0 - 46 ~ Tier One Support provided by Reading Interventionist / SPED teacher/ Literacy Coach ● Raw Score - 47+ ~ Tier One Support provided by Classroom Teacher / SPED teacher 				
S.Collins / Reading Intervention	Lisa Caldwell - Literacy Coach	Second Grade Teacher	Special Education Teacher	Raw Score
			Student One	6
			Student Two	19
			Student Three	35
Student Four				40
Student Five <i>(supported by Kerri Beisner)</i>				41
	Student Six			41
	Student Seven			41
			Student Eight	42
	Student Nine			42
		Student Ten		47
		Student Eleven		47

Ryerson Elementary School - PRF & WRF - Winter 2021- Grade 2

- *Tier One Small Group*
- *Duration - 5-10 minutes sessions*
- *Frequency - 3x week with teacher followed by 4th session with classroom paraprofessional*
- *Progress Monitoring - Every third week (April 5th & May 3rd)*
- *Progress Monitoring Tool easyCBM PRF & WRF (be sure to choose one that you didn't instruct with)*

Format for Small Group:

1. *Pick one of the easyCBM Progress Monitoring K_1-K_4, 1_1-1_4, 2_1-2_4, or 3_1-3_4 to instruct based on student's reading level.
[Grade K WRF](#), [Grade 1 WRF](#), [Grade 2 WRF](#), [Grade 3 WRF](#)*
2. *Look for patterns in errors.*
3. *Teach into errors (vowel teams, blends, digraphs, etc.)*
4. *Practice for speed*

Word Reading Fluency				
<ul style="list-style-type: none"> ● Raw Score - 0 - 33 ~ Tier One Support provided by Reading Interventionist / SPED teacher/ Literacy Coach ● Raw Score - 34+ ~ Tier One Support provided by Classroom Teacher / SPED teacher 				
S.Collins / Reading Intervention	Lisa Caldwell - Literacy Coach	Second Grade Teacher	Special Education Teacher	Raw Score
			Student One	7
			Student Two	13
			Student Three	23
Student Four				30
Student Five <i>(supported by Kerri Beisner)</i>				31
	Student Six			33
	Student Seven			34
			Student Eight	34
	Student Nine			35
		Student Ten		35
		Student Eleven		42

Ryerson Elementary School - PRF & WRF - Winter 2021- Grade 3

- *Tier One Small Group*
- *Duration - 5-10 minutes sessions*
- *Frequency - 3x week with teacher*
- *Progress Monitoring - Every third week (April 5th & May 3rd)*
- *Progress Monitoring Tool: easyCBM PRF & WRF (be sure to choose one that you didn't instruct with)*

Format for Small Group:

- *Pick one of the easyCBM Progress Monitoring K_1-K_4, 1_1-1_4, 2_1-2_4, or 3_1-3_4 to instruct based on student's reading level.*
[Grade K WRF](#), [Grade 1 WRF](#), [Grade 2 WRF](#), [Grade 3 WRF](#)
- *Look for patterns in errors.*
- *Teach into errors (vowel teams, blends, digraphs, etc.)*
- *Practice for speed.*

Passage Reading Fluency				
<ul style="list-style-type: none"> ● Raw Score - 0 - 46 ~ Tier One provided by SPED teacher/ Literacy Coach ● Raw Score - 47+ ~ Tier One Support provided by LA Coach / SPED teacher 				
S.Collins / Reading Intervention	Lisa Caldwell - Literacy Coach	Third Grade Teacher	Special Education Teacher	Raw Score
			Student One	6
			Student Two	18
			Student Three	44
			Student Four	46
			Student Five	59
			Student Six	59
	Student Seven			69
			Student Eight	71
			Student Nine	75
	Student Ten			79

Ryerson Elementary School - PRF & WRF - Winter 2021- Grade 3

- *Tier One Small Group*
- *Duration - 5-10 minutes sessions*
- *Frequency - 3x week with teacher*
- *Progress Monitoring - Every third week (April 5th & May 3rd)*
- *Progress Monitoring Tool: easyCBM PRF & WRF (be sure to choose one that you didn't instruct with)*

Format for Small Group:

1. *Pick on of the easyCBM Progress Monitoring K_1-K_4, 1_1-1_4, 2_1-2_4, or 3_1-3_4 to instruct based on student's reading level.*
[Grade K WRF](#), [Grade 1 WRF](#), [Grade 2 WRF](#), [Grade 3 WRF](#)
2. *Look for patterns in errors.*
3. *Teach into errors (vowel teams, blends, digraphs, etc.)*
4. *Practice for speed.*

Word Reading Fluency				
<ul style="list-style-type: none"> ● Raw Score - 0 - 10 ~ Tier One Support provided by Reading Interventionist / SPED teacher/ Literacy Coach ● Raw Score - 10+ ~ Tier One Support provided by Classroom Teacher / SPED teacher 				
S.Collins / Reading Intervention	Lisa Caldwell - Literacy Coach	Third Grade Teacher	Special Education Teacher	Raw Score
			Student One	8
			Student Two	23
			Student Three	24
			Student Four	25
			Student Five	27
			Student Six	30
			Student Seven	36
			Student Eight	40
	Student Nine			40

Tier II/Tier III Case Study

Tuesday March 23, 2021

Curriculum and Student Development Committee

The Tiered Intervention Process

A Case Study from Jeffrey School



A screenshot of the RTI system interface. At the top, there is a purple header with the 'RTI' logo. Below the header is a red banner with white text: 'Major Update: The site will be unavailable on Tuesday, February'. Underneath is a teal header that says 'Intervention History for STUDENT'. Below this is a white section with the text 'Expand All (+)'. The main content area contains a list of six rows, each starting with a yellow plus icon in a square, followed by the text 'Inactive Intervention: 2020-2021', 'Inactive Intervention: 2020-2021', 'Inactive Intervention: 2019-2020', 'Inactive Intervention: 2018-2019', 'Inactive Intervention: 2018-2019', and 'Inactive Intervention: 2018-2019' respectively.

June 2019

The Data Team agreed to roll over Tier 3 intervention services.

October 2019

SST

ATTENDEES: Principal, Teacher, Interventionist, Counselor

Interventionist shared the WADE assessment data and XXXXX's early progress in Book 1. XXXXX struggles with short vowels and letter reversals such as b, d, p & q. XXXXX is currently at instructional **Level E**. Interventionist and teacher met with XXXXX's parents at conference and a plan has been set to meet again in early December to share progress.

The team agreed to continue Tier 3 support. Reevaluate in 6 weeks.

December 2019

SST

ATTENDEES: Principal, Teacher, Interventionist, SPED Coordinator

Teacher shared that XXXXX is a hard worker who works well independently and is very proficient in math but still struggles with reading. Interventionist reported that XXXXX is currently reading at **Level H**.

She is working with the WILSON reading program and progress monitoring using DIBELS shows acquisition of skills.

The team agreed to continue with Tier 3 and with the WILSON program.
Reevaluate in 6 weeks.

February 2020
SST

ATTENDEES: Principal, Teacher, Interventionist, Counselor, SPED Coordinator

Teacher shared that XXXXX has made progress as evidenced by the BAS. She is now instructional **Level J**. Teacher has noted a lot of improvement in spelling, phrasing and expression. She also noted that XXXXX often does not read through words fully and therefore leaves off word endings. Interventionist reported that XXXXX is making progress in the WILSON program.

The team agreed to continue with Tier 3 and the WILSON program.
Reevaluate in 6 weeks.

June 2020:

SST Team decision to continue Tier 3 reading intervention for the beginning of the 2020-2021 school year.

December 2020

SST

ATTENDEES: Principal, Teacher, Interventionist, Counselor, SPED Coordinator

Teacher reported that XXXXX is doing very well in class. She is making excellent growth and holding her own with her peers. Interventionist shared that XXXXX passed Wilson Book 2 assessment with excellent scores:

oral reading accuracy=99%

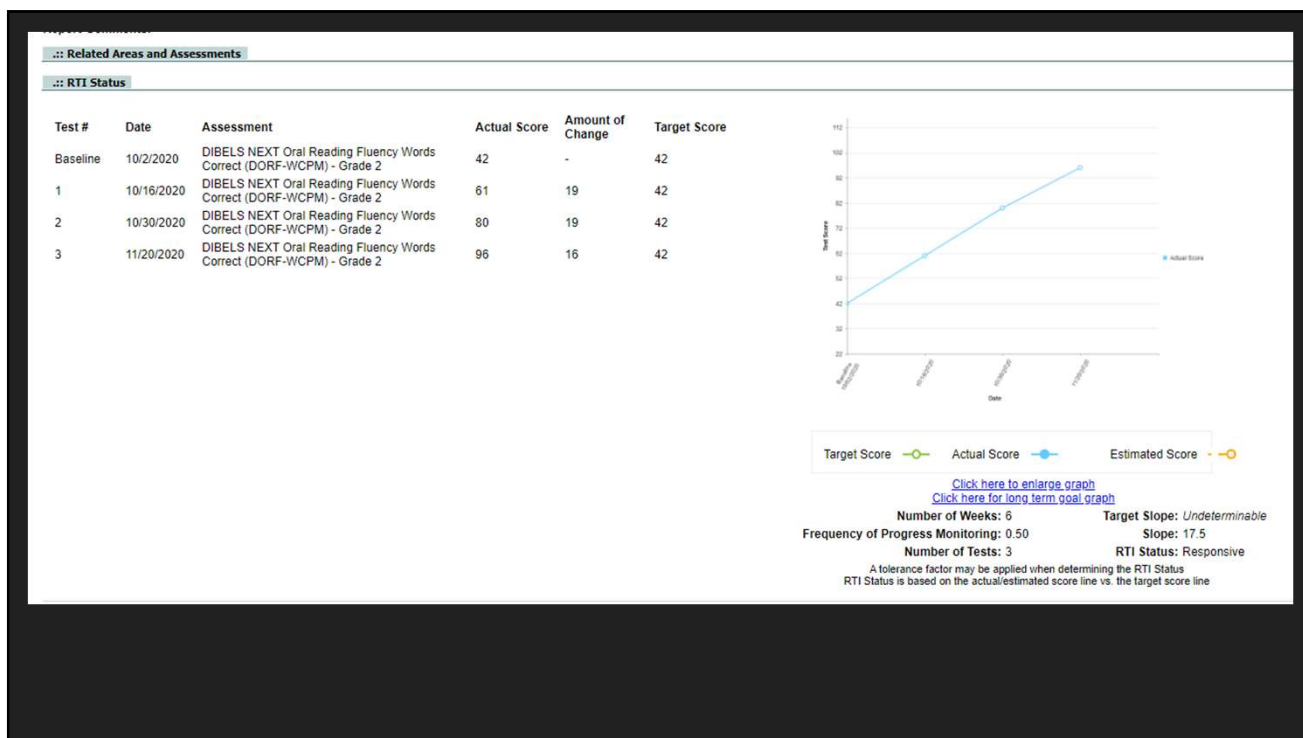
107 wcpm

10/10 comprehension

Spelling score 12/15

Current BAS level independent **Level N**.

The team agreed to move to Tier 2. Reevaluate in 6 weeks.



READING ASSESSMENTS	F & P LEVEL	Raz-Kids LEVEL
	A	A
	B	B
	C	C
	D	D
	E	E
	F	F
	G	G
	H	H
	I	I
	J	J, K
	K	L
GOAL →	L	Student's reading level
	M	M, N
	N	O, P
	O	Q, R
	P	S
	Q	T
	R	U
	S	V
		W, X

GRADE	ORAL READING FLUENCY		
	FALL	WINTER	SPRING
1	Proficient	≥29	≥60
	Approaching	16-28	34-59
	Below	0-15	0-33
2	Proficient	≥50	≥84
	Approaching	36-49	59-83
	Below	0-35	0-58
3	Proficient	≥83	≥97
	Approaching	59-82	79-96
	Below	0-58	0-78
4	Proficient	≥94	≥120
	Approaching	75-93	95-119
	Below	0-74	0-94
Student's ORF Level:		55	Secondary Vertical (Value) Axis

February 2021



SST

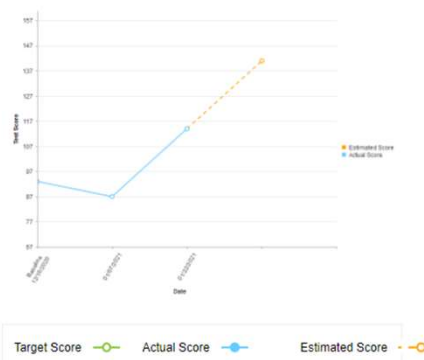
ATTENDEES: Principal, Teacher, Interventionist, Counselor, SPED Coordinator

Teacher reported that XXXXX is now reading at instructional **Level O** which is the expectation for Grade 3 at this time of year. Interventionist reported that XXXXX's work in Wilson and her progress monitoring all show she is working at grade level expectations. The team agreed to discontinue interventions services. Teacher and Interventionist will share this information with XXXXX's parents at parent conference on February 3rd.

Related Areas and Assessments

RTI Status

Test #	Date	Assessment	Actual Score	Amount of Change	Target Score
Baseline	12/10/2020	DIBELS NEXT Oral Reading Fluency Words Correct (DORF-WCPM) - Grade 3	93	-	93
1	1/7/2021	DIBELS NEXT Oral Reading Fluency Words Correct (DORF-WCPM) - Grade 3	87	-6	93
2	1/22/2021	DIBELS NEXT Oral Reading Fluency Words Correct (DORF-WCPM) - Grade 3	114	27	93



[Click here to enlarge graph](#)
[Click here for long term goal graph](#)
 Number of Weeks: 6 Target Slope: Undeterminable
 Frequency of Progress Monitoring: 0.50 Slope: 27
 Number of Tests: 3 RTI Status: Responsive
A tolerance factor may be applied when determining the RTI Status
 RTI Status is based on the actual-estimated score line vs. the target score line

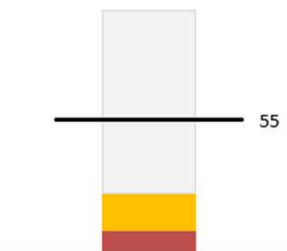


MADISON PUBLIC SCHOOLS

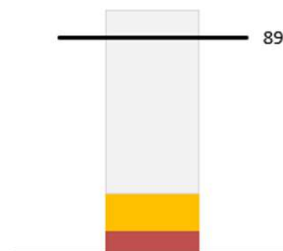
EasyCBM Winter Benchmark Report - Grade 3

STUDENT NAME **STUDENT**

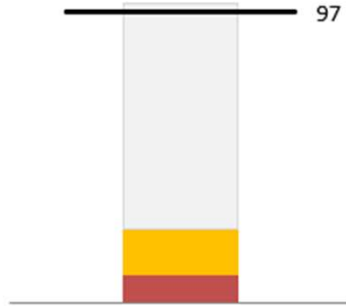
Passage Reading Fluency



Vocabulary



Multiple Choice Reading Comprehension



Video HERE

February 2021



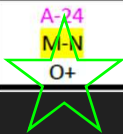
SST

ATTENDEES: Principal, Teacher, Interventionist, Counselor, SPED Coordinator

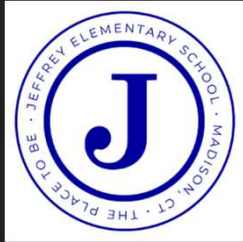
The team agreed to discontinue interventions services. Teacher and Interventionist will share this information with XXXXX's parents at parent conference on February 3rd.

BENCHMARKS: (Instructional Levels) *The colors in this chart correspond to the data workbooks

	SEPTEMBER		NOVEMBER		FEBRUARY		MAY/JUNE	
	DRA	BAS	DRA	BAS	DRA	BAS	DRA	BAS
K					A-2 3+	B C+	A-2 3 4+	B C D
1	A-2 3 4+	B C D	A-6 8 10+	D E F	A-8 10-12 14+	E F-G H	A-12 14-16 18+	G H-I J
2	A-12 14-16 18+	G H-I J	A-14 16-18 20+	H I-J K	A-16 18-20 24+	I J-K L	A-18 20-24 M+	J K-L M
3	A-18 20-24 M+	J K-L M+	A-20 24-M N+	K L-M N+	A-24 M-N O+	L M-N O+	A-24 N-O P+	L N-O P+



Current Jeffery Data



Tier II

Tier III

Staff Development/Consultation

Tuesday March 23, 2021

Curriculum and Student Development Committee

Summary of 2020-2021 School Year

Staff Development

Staff Development Providers	Participants	Topic/Purpose	Training Plan
Wilson Foundations Training Link here	K-3 classroom teachers, special education teachers, literacy coaches, reading interventionists	The research-validated and successful Wilson Reading System® is the basis for the <u>Foundations</u> program. Approach was endorsed by the consultants listed below in June, 2020, and was selected in the year prior to implement in Tier II and III. In anticipation of needs it was moved to a Core Material.	-each grade had a full day virtual workshop -each teacher is assigned a Wilson Literacy Specialist -5 one-hour sessions occur throughout the year -online materials and discussion board access
Penny Kittle CV here	Session on video-taped for teachers In Zoom training: Ass't Superintendent, MS/HS coordinators and coaches as well as HS librarian	Topics: Increasing student engagement in reading Formative assessment and feedback against standards Culturally responsive teaching Questioning and managing complex topics	One day only due to pandemic
Dr. Ben Powers CV here	Assistant Superintendent, Director of Sped, literacy coaches, interventionists, ELA coordinators, sped teachers	Topic: Morphology- the study of words, how they are formed and their relationship to other words	3 one-hour sessions: mini series
Lindsey Ramos CREC Here	Math coordinators, MS Math teachers	Certified Illustrative Math Instructor	2 hour long sessions with each grade: 6, 7, and 8 in May, 2021 Follow up training plan

Summary of 2020-2021 School Year

Consultants

Consultants	Purpose
Dr. Rachael Gabriel CV here	These experts come from 2 sides of the literacy debate- selected to provide unbiased opinions. They are both noted experts and literacy researchers. They are contacted “together” and asked for honest feedback on district documents, strategies and queries. This year, they were sent the Easy CBM data for K-3 and asked to respond to: <i>Now for the question- we examine the students performing at the 50th percentile as “grade level” achievement. Of course, the 25th percentile and under is the “at risk” category. There are questions about these scores at the 50th percentile as a cause for alarm and points to a “curricular issue” – do you see it in that way?</i>
Dr. Ben Powers CV here	<i>My attachment is a more complete picture of the norms and scores this year: ...tell me if you think this is alarming at the 50th percentile- or indicates a curricular issue? Be honest. Thank you for your time- I did make sure I included your consultation in the information I provided, so I want to make sure this is accurate.</i>