

DATA DAZE...

August 16, 2016

HOUSEKEEPING

[CLICK the HYPERLINKS](#)



Where can I find the next step?

Google Folder

Where can I get the interventions?

Google Folder → progress monitoring doc

What can we use for progress monitoring?

Google Folder → progress monitoring doc



FAQ = FREQUENTLY ASKED QUESTIONS

The most commonly asked questions are answered in these emails...

PLEASE READ
THESE EMAILS



WHO TO CONTACT

Mindy: melinda.keenan@cowetaschools.net

- IC function/access concerns
- Google folder information/sharing

Patricia: patricia.harris@cowetaschools.net

- Questions regarding the process
- Additional training for you and your staff

Maria: maria.carroll@cowetaschools.net

- 504 plans, PAWS, Parent Request Problems, Bypasses, other big stuff! (**after** talking with YOUR SCH PSYCH)



SPEECH & LANGUAGE

- Speech Students will be referred to Tier 2 by the teacher, using the REFERRAL FORM
- Interventions will be sent by SLP

AS OF NOW, LANG-Speech/Language lists READING Tiers 2 & 3



BEHAVIOR

Make sure you have clear expectations, both in the building and in the classroom.

PBIS schools: Use your SWIS data and classroom data to determine areas of difficulty

Non-PBIS schools: Ensure that your teachers have a method of collecting behavioral data (other than office referrals)



IN PROGRESS

- ★ Behavior RTI is still in progress
- ★ Identify your behavior leader
- ★ KEEP DATA!
- ★ Contact your Psychologist!
- ★ Share your data findings!



INTERPRETING THE ACADEMIC DATA

GRASP FLUENCY...

Fluency scores should alert you and teachers of who to watch.

Many with low fluency scores will also perform within the bottom 10% on benchmarks.

Those that don't should remain on the teacher's radar!



BENCHMARKS

How to analyze benchmark data to determine your bottom 10%:

Remember we are looking at...

READING



then

MATH



FIRST...

Look at your total number of students/population (excluding Pre-K).

Determine how many students makes up 10% of your population.



READING



- **Isolate** your reading data by school and by grade level.
- **Determine** any patterns in the data (more concerns in lower/upper grades, specific grade level struggling, etc.)
- **Dialogue** with your team about effective plans for your building.
- **Decide** whether you will take the bottom 10% overall, or by grade.

WHICH ONE IS BETTER?

Weigh the pros and cons for your school!

Each school has its own unique circumstances, talk it through with your team and decide what would be best for your students!



MATH

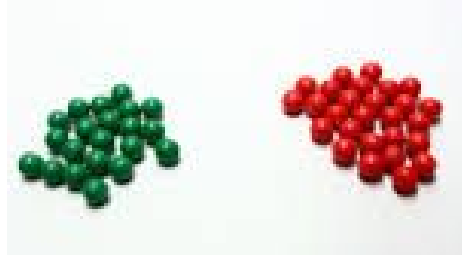
Repeat the reading process for math, and **STAY CONSISTENT!**

If you decide to go by grade level for reading, it's a good idea to do the same thing for math!

THE STUDENTS MAY BE DIFFERENT, but your process of determination should remain the same!



TAKE OUT YOUR SPED AND TIER 3 STUDENTS...



Some of your bottom performers will already be identified:

SPED– students with IEPs

Tier 3– students receiving tier 3 interventions carried over from last year.

**THESE STUDENTS WOULD NOT COUNT TOWARD YOUR
FINAL 10% moving into TIER 2.**

STUDENTS WHO REMAIN IN THE 10%!

ESOL: Students who receive ESOL services but have been enrolled in school for at least **ONE SCHOOL YEAR**.



504: Students who receive accommodations through a **504 plan**.



THE MATH...

Google sheets should do most of the work for you!

Rank your data, head straight to the bottom, and work your way up.



WHAT NOW? START THE PROCESS!

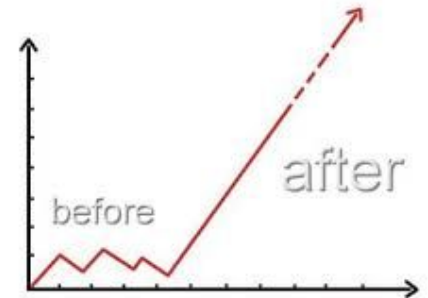
Have your teachers contact parents to gently notify them that their child is being moved to Tier 2.



Start creating plans in IC.



Determine your progress monitoring method and collect a baseline.



HERE'S AN EXAMPLE!

Welcome to Sample School!

Population: 196 students

Target #s for Tier 2:

- 19-20 students will receive Reading intervention
- 19-20 students will receive Math intervention



SAMPLE SCHOOL GAVE THE BENCHMARKS TO COLLECT DATA

Sample school has 3 grades: 3rd, 4th, and 5th.

They collected their test results and **isolated** the reading data.



	Fifth Grade	Fourth Grade	Third Grade		Fifth Grade %	Fourth Grade %	Third Grade %
2	3 / 29	8 / 100	2 / 29		10.3	8	6.9
3	5 / 29	8 / 100	2 / 29		17.24	8	6.9
4	7 / 29	12 / 100	3 / 29		24.14	12	10.3
5	7 / 29	16 / 100	3 / 29		24.14	16	10.3
6	7 / 29	20 / 100	4 / 29		24.14	20	13.79
7	9 / 29	24 / 100	4 / 29		31.03	24	13.79
8	9 / 29	28 / 100	4 / 29		31.03	28	13.79
9	9 / 29	28 / 100	5 / 29		31.03	28	17.24
10	9 / 29	32 / 100	5 / 29		31.03	32	17.24
11	10 / 29	32 / 100	5 / 29		34.48	32	17.24
12	10 / 29	32 / 100	5 / 29		34.48	32	17.24
13	10 / 29	36 / 100	5 / 29		34.48	36	17.24
14	10 / 29	40 / 100	5 / 29		34.48	40	17.24
15	10 / 29	40 / 100	5 / 29		34.48	40	17.24
16	11 / 29	40 / 100	6 / 29		37.93	40	20.69
17	11 / 29	40 / 100	6 / 29		37.93	40	20.69
18	11 / 29	44 / 100	7 / 29		37.93	44	24.14
19	11 / 29	44 / 100	7 / 29		37.93	44	24.14
20	11 / 29	44 / 100	7 / 29		37.93	44	24.14
21	11 / 29	48 / 100	7 / 29		37.93	48	24.14
22	11 / 29	48 / 100	7 / 29		37.93	48	24.14
23	11 / 29	48 / 100	8 / 29		37.93	48	27.59
24	11 / 29	52 / 100	8 / 29		37.93	52	27.59
25	12 / 29	52 / 100	8 / 29		41.38	52	27.59
26	12 / 29	52 / 100	8 / 29		41.38	52	27.59
27	12 / 29	52 / 100	9 / 29		41.38	52	31.03
28	12 / 29	56 / 100	9 / 29		41.38	56	31.03

READING DATA

1	Fifth Grade	Fifth Grade %	Fourth Grade	Fourth Grade %	Third Grade	Third Grade %
2	3 / 29	10.3	8 / 100	8	2 / 29	6.9
3	5 / 29	17.24	8 / 100	8	2 / 29	6.9
4	7 / 29	24.14	12 / 100	12	3 / 29	10.3
5	7 / 29	24.14	16 / 100	16	3 / 29	10.3
6	7 / 29	24.14	20 / 100	20	4 / 29	13.79
7	9 / 29	31.03	24 / 100	24	4 / 29	13.79
8	9 / 29	31.03	28 / 100	28	4 / 29	13.79
9	9 / 29	31.03	28 / 100	28	5 / 29	17.24
10	9 / 29	31.03	32 / 100	32	5 / 29	17.24
11	10 / 29	34.48	32 / 100	32	5 / 29	17.24
12	10 / 29	34.48	32 / 100	32	5 / 29	17.24
13	10 / 29	34.48	36 / 100	36	5 / 29	17.24
14	10 / 29	34.48	40 / 100	40	5 / 29	17.24
15	10 / 29	34.48	40 / 100	40	5 / 29	17.24
16	11 / 29	37.93	40 / 100	40	6 / 29	20.69
17	11 / 29	37.93	40 / 100	40	6 / 29	20.69
18	11 / 29	37.93	44 / 100	44	7 / 29	24.14
19	11 / 29	37.93	44 / 100	44	7 / 29	24.14
20	11 / 29	37.93	44 / 100	44	7 / 29	24.14
21	11 / 29	37.93	48 / 100	48	7 / 29	24.14
22	11 / 29	37.93	48 / 100	48	7 / 29	24.14
23	11 / 29	37.93	48 / 100	48	8 / 29	27.59
24	11 / 29	37.93	52 / 100	52	8 / 29	27.59
25	12 / 29	41.38	52 / 100	52	8 / 29	27.59
26	12 / 29	41.38	52 / 100	52	8 / 29	27.59
27	12 / 29	41.38	52 / 100	52	9 / 29	31.03
28	12 / 29	41.38	56 / 100	56	9 / 29	31.03

DETERMINE & DIALOGUE...

They **DETERMINE** that 3rd grade scores are lower overall. However, the curriculum was new and 2nd grade Milestones were fine.

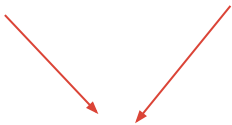
After **DIALOGUING** with their Data Team, they **DECIDE** that intervening with the bottom 10% of each grade level would be the most beneficial plan for their school.



THEY REMOVED THE IDENTIFIED STUDENTS

1	5	5 / 29	skylar	Sample	EIP
2	5	7 / 29	Breanna	Home	
3	5	7 / 29	eric	Smile	EIP
4	5	9 / 29	casey	Sample	
5	5	9 / 29	camryn	Smile	
6	5	9 / 29	darcey	Smile	
7	5	9 / 29	Lacey	Home	EIP
8	4	8 / 100	javier	Bird	
9	4	12 / 100	austen	Bird	
10	4	20 / 100	zoe	Bird	EIP

11	21	5	3 / 29	jared	Sample	IEP
12	22	5	7 / 29	ciara	Home	TIER 3
13	23	5	9 / 29	david	Home	IEP
14	24	4	8 / 100	william	Bird	IEP
15	25	4	16 / 100	Brendan	Shane	GIFTED
16	26	3	7 / 29	jamel	Toolbox	TIER 3
17	27	3	7 / 29	marcus	Toolbox	GIFTED



THEY IDENTIFIED THE BOTTOM 10%

1	5	5 / 29	skyler	Sample	EIP
2	5	7 / 29	Breanna	Home	
3	5	7 / 29	eric	Smile	EIP
4	5	9 / 29	casey	Sample	
5	5	9 / 29	camryn	Smile	
6	5	9 / 29	darcey	Smile	
7	5	9 / 29	Lacey	Home	EIP
8	4	8 / 100	javier	Bird	
9	4	12 / 100	austen	Bird	
10	4	20 / 100	Kelly	Bird	EIP
11	4	24 / 100	Hannah	Shane	
12	4	28 / 100	kyleigh	Bird	EIP
13	4	28 / 100	Dustin	Shane	
14	3	6 / 29	Jack	Ann	EIP
15	3	7 / 29	Jackson	Toolbox	
16	3	7 / 29	Kerry	Ann	ESOL- Year 2
17	3	8 / 29	Camille	Deal	EIP
18	3	8 / 29	fabian	Easter	ESOL- YEAR 3
19	3	8 / 29	lora	Easter	
20	3	8 / 29	leah	Toolbox	

FINAL NUMBERS- READING

Total school pop.= 196

Total Reading Tier 2= 20

Total 5th grade pop.= 69 → Total Reading Tier 2 = 7

Total 4th grade pop. = 57 → Total Reading Tier 2 = 6

Total 3rd grade pop. = 70 → Total Reading Tier 2 = 7

NEXT UP... MATH



Next, Sample School's data team will do the process all over for MATH!

They will select 19-20 students that are not receiving an IEP, Tier 3, or the first year of ESOL AND have performed at the bottom of their grade level.

Fifth Grade will provide Math Tier 2 for 6-7 students, Fourth Grade will provide for 6, and Third Grade will provide for 7.

WHAT IF THE SAME KID NEEDS BOTH?

Let's look at Leah in Ms. Toolbox's class:

Leah's reading benchmark was within the bottom 10% for third grade

19	3	8 / 29	lora	Easter	
20	3	8 / 29	leah	Toolbox	
21	5	3 / 29	iaed	Sample	IEP



WHAT IF THE SAME KID NEEDS BOTH

Well, when looking at the math benchmark scores, Ms. Toolbox realizes that Leah falls within the bottom 10% there too.

19	3	8 / 29	Iora	Easter	
20	3	9 / 29	leah	Toolbox	
21	5	2 / 20	Irad	Sample	IED



LEAH RECEIVES BOTH READING AND MATH TIER 2!

Leah fell within the 10% on both measures, so she will receive both areas of intervention.

The team will decide how to divide the 60 minutes/week to best meet Leah's needs.



TOTAL NUMBERS FOR TIER 2

Sample school had 5 other children that fell in the same position as Leah (6 total). Here are their total numbers:

Reading Tier 2: 20 students 10%

Math Tier 2: 20 students 10%

Total Tier 2: 34 students 17.34%

FOR SCHOOLS WITH LARGE POPULATIONS...

Let's look at Commodore Sloat Elementary:

Total student population: 915

10 % of student pop.: 90

Commodore Sloat does not have the resources to provide Tier 2 to 90 students in math AND 90 students in reading.

After some dialogue, they decide to set their target #s between 5-7%.



COMMODORE SLOAT CONT...

At their data team meeting they determined that they would intervene with the bottom 6%, their final numbers are:

Reading Tier 2: 55 students 6%

Math Tier 2: 55 students 6%

Total Tier 2: 97 students* 10.6%

***13 students received both reading and math Tier 2**



READING A TO Z & RAZ KIDS

Our Tier 2/3 intervention!

The logo for Reading A-Z features a red sun icon with rays above the text "Reading A-Z" in a bold, red, sans-serif font.

The logo for Raz-Kids features a blue sun icon with rays above the text "Raz-Kids" in a bold, blue, sans-serif font.

Should be available by September 1!

YOU SPOKE, WE LISTENED...

NewTimes

New Intervention Times!

Students receiving **one subject** (reading OR math)

45 mins/week: 3- 15 minute sessions per week.

Students receiving **Reading AND Math**

60 mins/week: 4- 15 minute sessions per week.

TIER 3 TIMES...

One subject

60 minutes: 4- 15 minute sessions per week

Two subjects

80 minutes: 4- 20 minute sessions per week



QUESTIONS?

