

*Vision: Every child in every district receives the instruction that they need and deserve...every day.*

# Holding Efficient and Effective Data-Based Team meetings

Dean Richards, ORTIi

Dan Wolnick & Maria Madden, Juniper Elementary ,  
Bend La Pine Schools



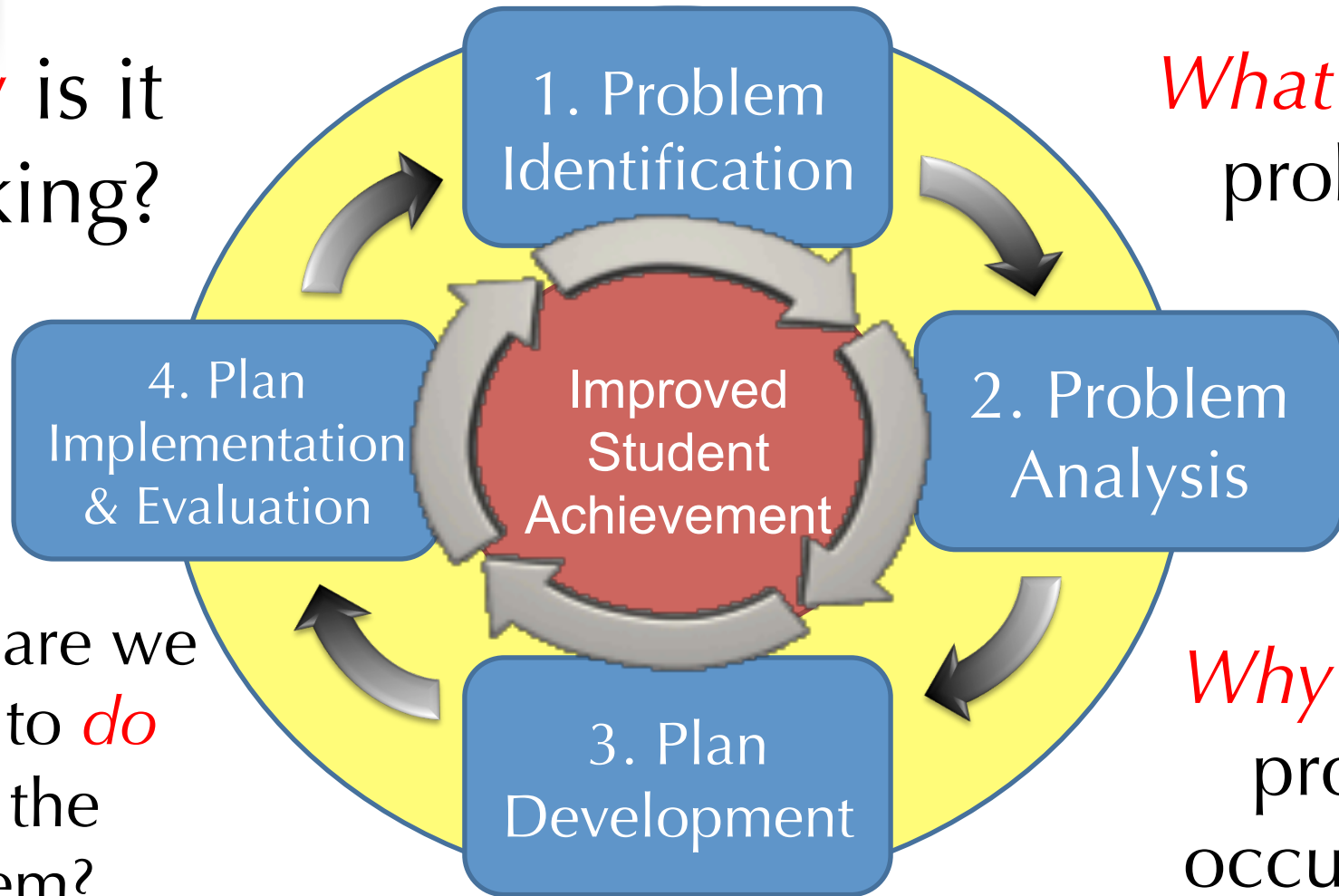
Reach & Teach *All* Students

	Tier 1	PLC	Tier 2	Tier 3
Purpose	Improve in the instruction for the grade level	Discuss curriculum standards and individual instructional decisions	<ul style="list-style-type: none"> <li>Identify students who need additional support</li> <li>Create program for students in need of additional support</li> </ul>	Problem solve individual student need
Who is discussed?	Grade level (no students names)	Grade level classes (students)	Intervention groups	Individual students
Who attends	<ul style="list-style-type: none"> <li>Principal</li> <li>Literacy Specialist/ Title I</li> <li>Counselor</li> <li>Grade level team</li> <li>Others as determined by team</li> </ul>	Grade level team and others as invited	<ul style="list-style-type: none"> <li>Principal</li> <li>Literacy Specialist/ Title I</li> <li>Counselor</li> <li>Grade level team</li> <li>Others as determined by team</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Literacy Specialist/ Title I</li> <li>Special Education Teacher</li> <li>Classroom teacher</li> </ul>
Frequency	2 to 3 times a year	Weekly/bi-weekly	Each grade level meets every 6 weeks	As needed
Data	<ul style="list-style-type: none"> <li>EasyCBM grade level reports (Risk Analysis)</li> <li>OAKS</li> </ul>	Common Formative Assessments	<ul style="list-style-type: none"> <li>EasyCBM</li> <li>Intervention assessments</li> <li>Core program assessments</li> </ul>	<ul style="list-style-type: none"> <li>EasyCBM</li> <li>Diagnostic assessments</li> <li>Intervention assessments</li> </ul>

# The Problem Solving Process

**How** is it working?

**What** is the problem?



What are we going to **do** about the problem?

**Why** is the problem occurring?

# Problem Solving Across Levels of Support

**Tier 3:**  
**Individual Problem Solving Meetings**

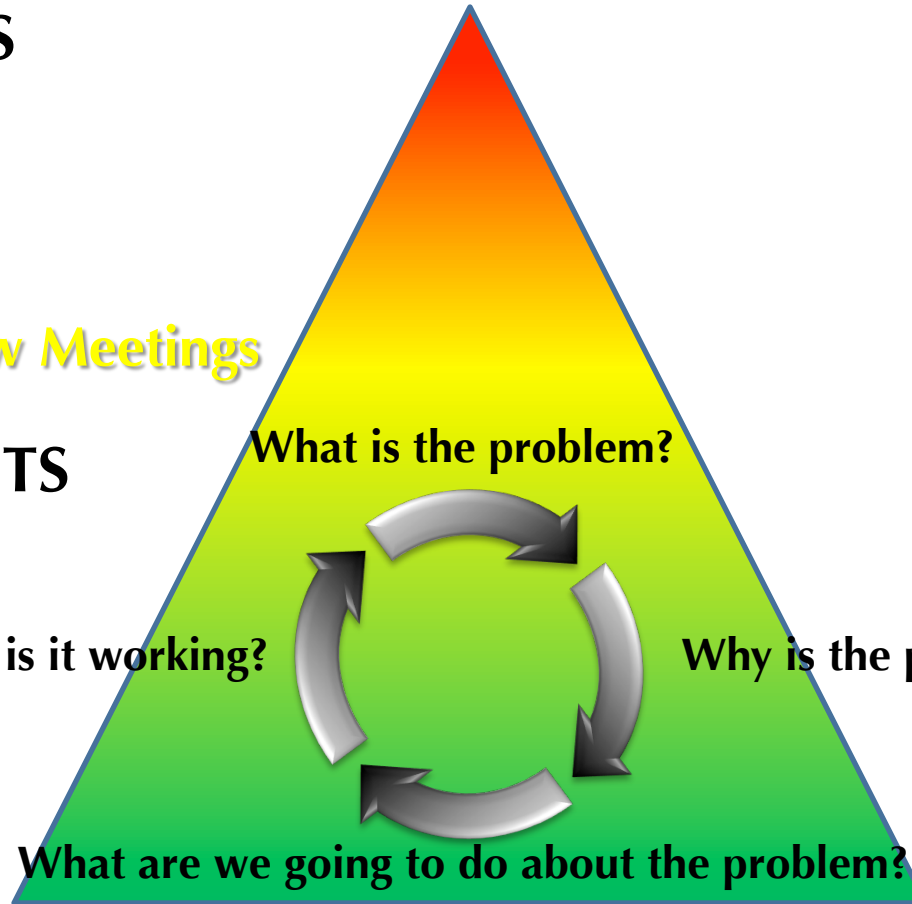
**FEW STUDENTS**

**Tier 2/3:**  
**Intervention Review Meetings**

**SOME STUDENTS**

**Tier 1:**  
**100% Meetings**

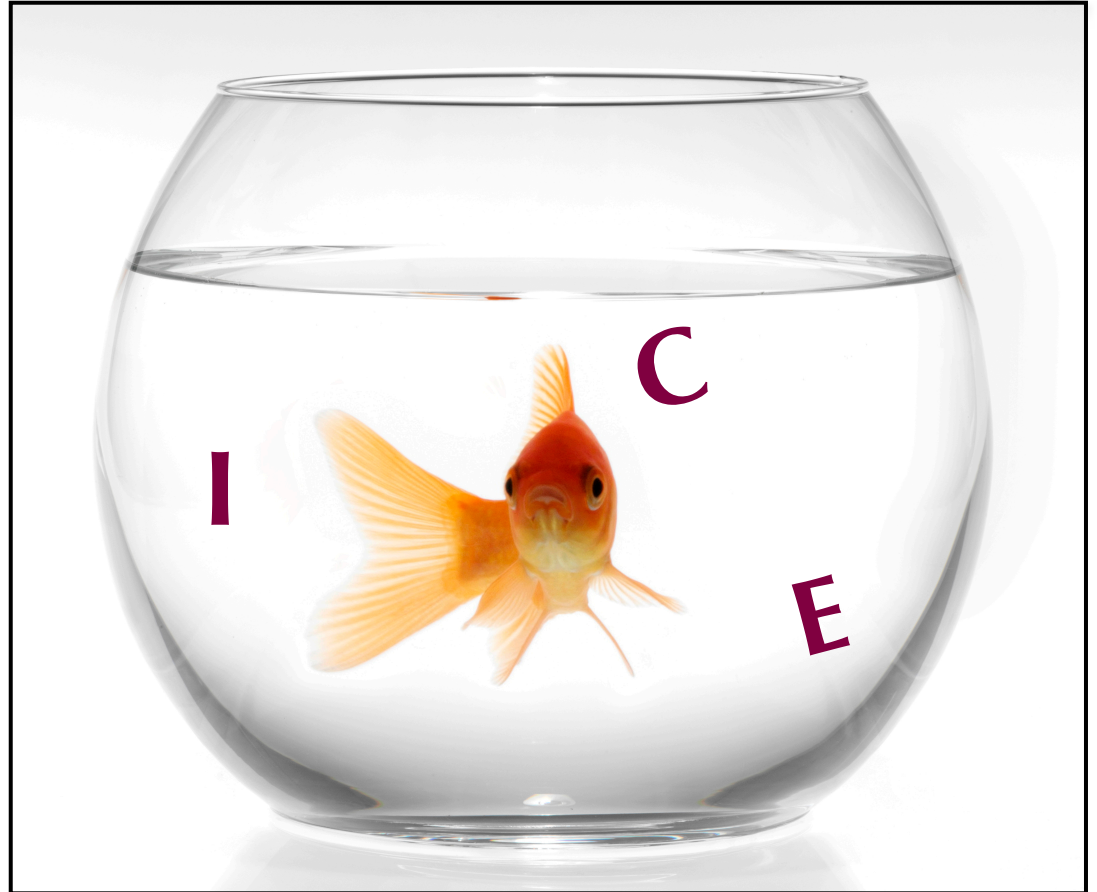
**ALL STUDENTS**



# *The Water...*

Focus on “the water” -

- Instruction
- Curriculum
- Environment



# ICEL

I – Instruction

C – Curriculum

E – Environment

L – Learner

# Do not get stuck in problem worshipping



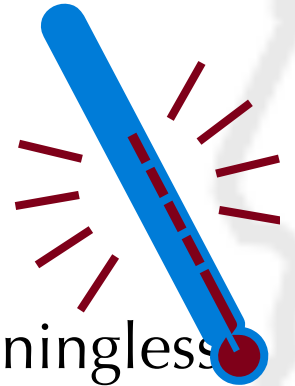
# 100% Meetings

- Looking for patterns of need across the grade level
- Use screening level data to begin the conversation, supplementing with classroom data



# Essential Features of CBM Tools

- Robust *indicator* of academic health
- *Brief* and *easy* to administer
- Can be administered *frequently*
- Must have *multiple, equivalent* forms
  - (If the metric isn't the same, the data are meaningless)
- Must be *sensitive* to growth



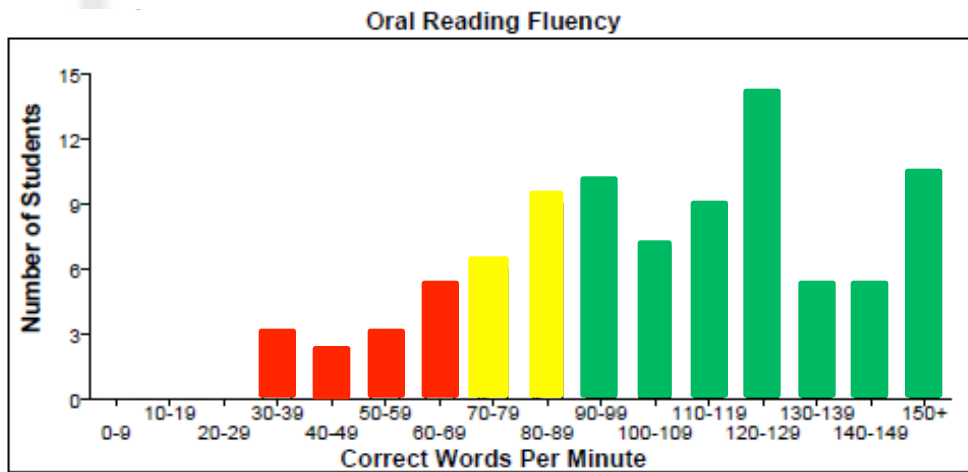
# Strong data analysis guides decisions

“However beautiful the strategy, you should occasionally look at the results.”

**--Winston Churchill,  
British prime  
minister**



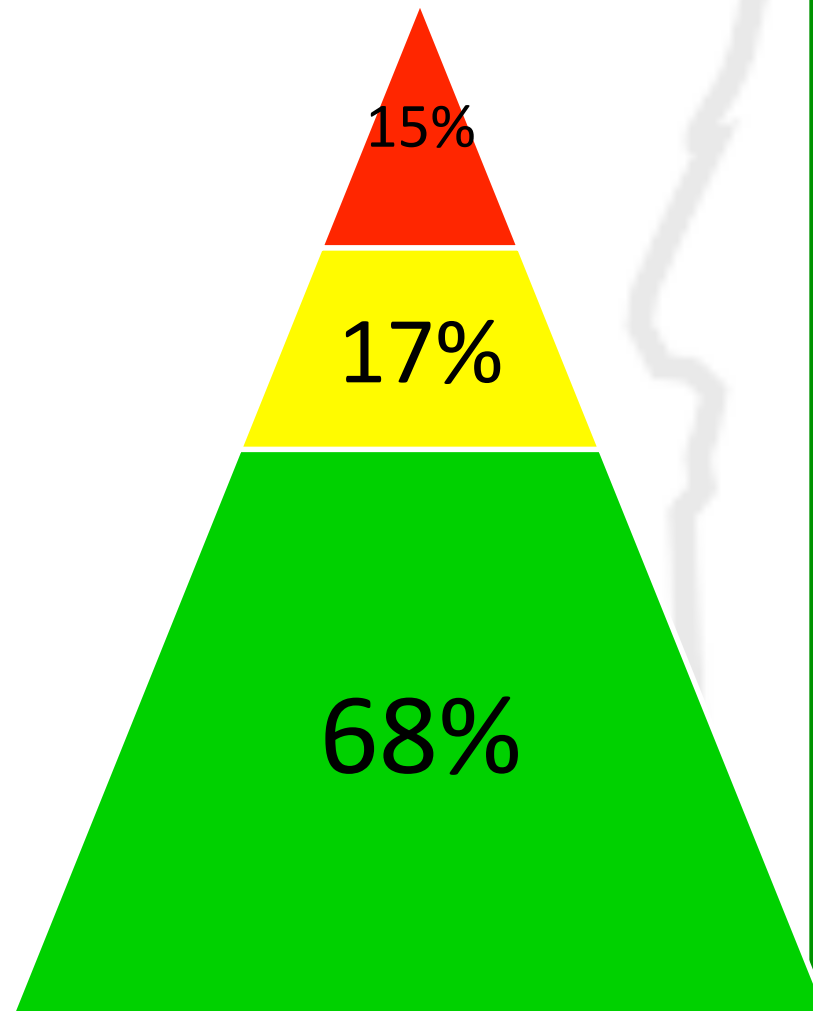
# Determine percentage of students at low risk, some risk and at-risk levels



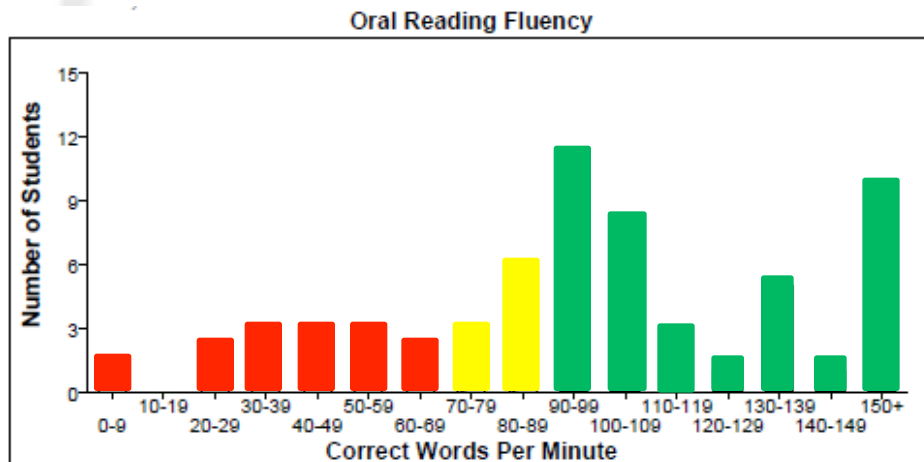
**Benchmark Goal:** The benchmark goal is for all children to have established reading skills of 90 or more words per minute on Oral Reading Fluency by the end of Second Grade.

**Expectation:** At the end of Second Grade, students should have 90 correct words per minute on Oral Reading Fluency.

- 68% (n=60) Low Risk**  
Students reading unpracticed Second Grade passages at a rate of 90 or more correct words per minute at the end of Second Grade are at low risk for reading difficulty. Progress should be checked again in the beginning, middle, and end of Third Grade to ensure adequate growth.
- 17% (n=10) Some Risk**  
Students reading unpracticed Second Grade passages at a rate of 70 to 89 correct words per minute at the end of Second Grade may need additional instructional support in reading to achieve benchmark goals. Progress toward benchmark goals should be monitored monthly.
- 15% (n=13) At Risk**  
Students reading unpracticed Second Grade passages at a rate of 69 or fewer correct words per minute at the end of Second Grade are at risk for reading difficulty. Students scoring in this range at the end of Second Grade may need intensive intervention in reading to achieve benchmark goals. Progress toward benchmark goals should be monitored at least every two weeks.



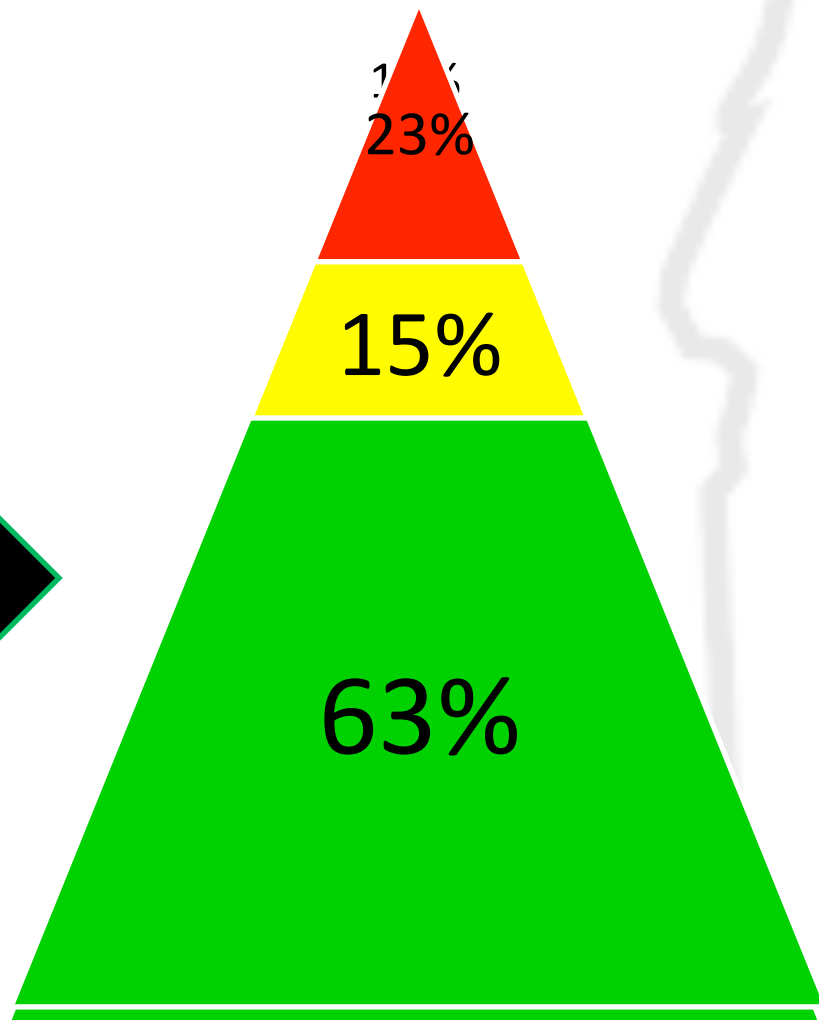
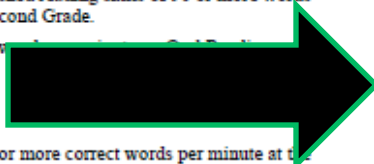
# Determine percentages compared to previous years and earlier in the year



**Benchmark Goal:** The benchmark goal is for all children to have established reading skills of 90 or more words per minute on Oral Reading Fluency by the end of Second Grade.

**Standard:** At the end of Second Grade, students should have 90 correct words per minute on Oral Reading Fluency.

- **63% (n=39) Low Risk**  
Students reading unpracticed Second Grade passages at a rate of 90 or more correct words per minute at the end of Second Grade are at low risk for reading difficulty. Progress should be checked again in the beginning, middle, and end of Third Grade to ensure adequate growth.
- **15% (n=9) Some Risk**  
Students reading unpracticed Second Grade passages at a rate of 70 to 89 correct words per minute at the end of Second Grade may need additional instructional support in reading to achieve benchmark goals. Progress toward benchmark goals should be monitored monthly.
- **23% (n=14) At Risk**  
Students reading unpracticed Second Grade passages at a rate of 69 or fewer correct words per minute at the end of Second Grade are at risk for reading difficulty. Students scoring in this range at the end of Second Grade may need intensive intervention in reading to achieve benchmark goals. Progress toward benchmark goals should be monitored at least every two weeks.



# Avoiding TBU

True But Useless

Moving from data collection and analysis to  
**action on data.**



# Curriculum

Which **priority skill(s)** within the identified big idea will be targeted for instruction?:

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What component(s) of the core can be used for this?

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# Instruction

What ***common instructional strategy/active engagement strategy*** will be used by all grade level teachers?:

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When this is working what will it look like?

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# Enviroment

What ***behavior management strategy*** will be used by all grade level teachers?:

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When this is working what will it look like?

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# Professional Learning

What *professional development* is needed to improve the core?

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# Juniper Elementary



Apple  
Exemplary  
School  
Oregon  
Report Card:  
Level 5  
Model  
School

# Sample Decisions

Grade Level	% of Students Proficient			<i>Curriculum:</i> Priority Skill and Focus Area	<i>Instruction:</i> Common Effective Instructional Strategy	<i>Environment:</i> Common Active Engagement Strategy	Professional Development Needs
	Previous	Current	Goal				
<b>K</b>	NA	60	75	Phonics: Letter Names	Emphasizes distinctive features of new concepts	Hand signals of letter names	Video for students and parents
<b>1</b>	84	65	70	Phonemic Segmentation: Blending and segmenting	Proceeds in step-by-step fashion: templates	5:1 positive	Template feedback from Jenn observation and modeling
<b>2</b>	73	78	81	Fluency: From Choppy to Smooth	Demonstrate the task with think aloud	Partner responses after tasks is modeled	<u>Rigorous Reading</u>
<b>3</b>	71	69	74	Fluency: Self corrects when reading	Student follow a student to student feedback protocol "APE"	Partner responses	Julie, Dean & Jenn modeling and observation of fluency lesson
<b>4</b>	69	71	76	Fluency: Self corrects when reading	Students follow a student to student feedback protocol "APE"	Partner responses	See the APE protocol in 3 <sup>rd</sup> grade
<b>5</b>	72	69	74	Fluency: Prosody	Specific roles are assigned to partners	Partner response	Jenn working with them on small group



# PRIORITY SKILLS

# Instructional Strategy

# ACTIVE ENGAGEMENT OR BEHAVIOR MANAGEMENT STRATEGY

**SOUND IDENTIFICATION**  
KINDERGARTEN

**BLENDED & SEGMENTING**  
CARD 5 & 6  
1<sup>ST</sup> GRADE

**LONG AND SHORT VOWELS**  
2<sup>ND</sup> GRADE

**VOWEL IN EVERY SYLLABLE**  
2<sup>ND</sup> GRADE

**FLUENCY (PROSODY)**  
4<sup>TH</sup> GRADE

**MULTISYLLABIC WORDS**  
2<sup>ND</sup> GRADE

**Skill groups assigned by teachers**  
KINDERGARTEN

Provides extra practice based on accuracy of student responses.  
1<sup>ST</sup> GRADE

More than one opportunity to practice each new skill  
"Vowel Warm-ups"  
2<sup>ND</sup> GRADE

Promptly corrects errors with provision of correct model  
2<sup>ND</sup> GRADE

Teacher Demonstrates the task  
4<sup>TH</sup> GRADE

Provides opportunities for practice after each step in instruction.  
2<sup>ND</sup> GRADE

**LIMIT/REDUCE TRANSITION TIME (USE SONGS DURING TRANSITIONS)**  
KINDERGARTEN

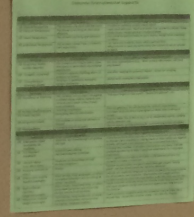
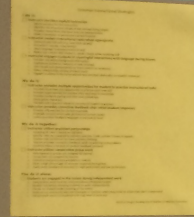
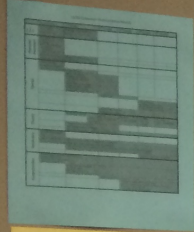
**CHORAL RESPONSES**  
1<sup>ST</sup> GRADE

**ACTION RESPONSES: TOUCHING AND POINTING ON VOWEL WARM-UPS**  
2<sup>ND</sup> GRADE

**CHORAL RESPONSE**  
1<sup>ST</sup> GRADE

**CHORAL, PARTIAL AND INDIVIDUAL FLUENT READING**  
4<sup>TH</sup> GRADE

**CHORAL RESPONSES**  
1<sup>ST</sup> GRADE



# 20% Meetings

- Look at students who are receiving additional instruction and determining effectiveness of programming
- Using progress monitoring data to begin the conversation, supplementing with classroom assessments and intervention assessments

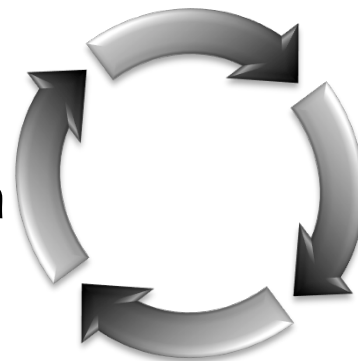
# Intervention Placement

**Use Universal Screener to identify the lowest students**

**1. Problem Identification**

**Identify the target skills and the instructional focus**

**2. Problem Analysis**



**3. Plan Development**

**4. Plan Implementation & Evaluation**

**Implement for 6-8 weeks**

**Place the student into the correct intervention and lesson**

# Group Intervention Review process

## **1. Problem Identification**

*What's the problem*

Use Decision Rules

# Data-Based Decision Rules

- Decision rules *guide* how we decide **if what WE are doing is working**
  - Use your progress monitoring data
- Your decision rules create consistency across grade levels and schools
- Determine *how* to intensify and individualize interventions
- Standardizes process for eligibility decision making

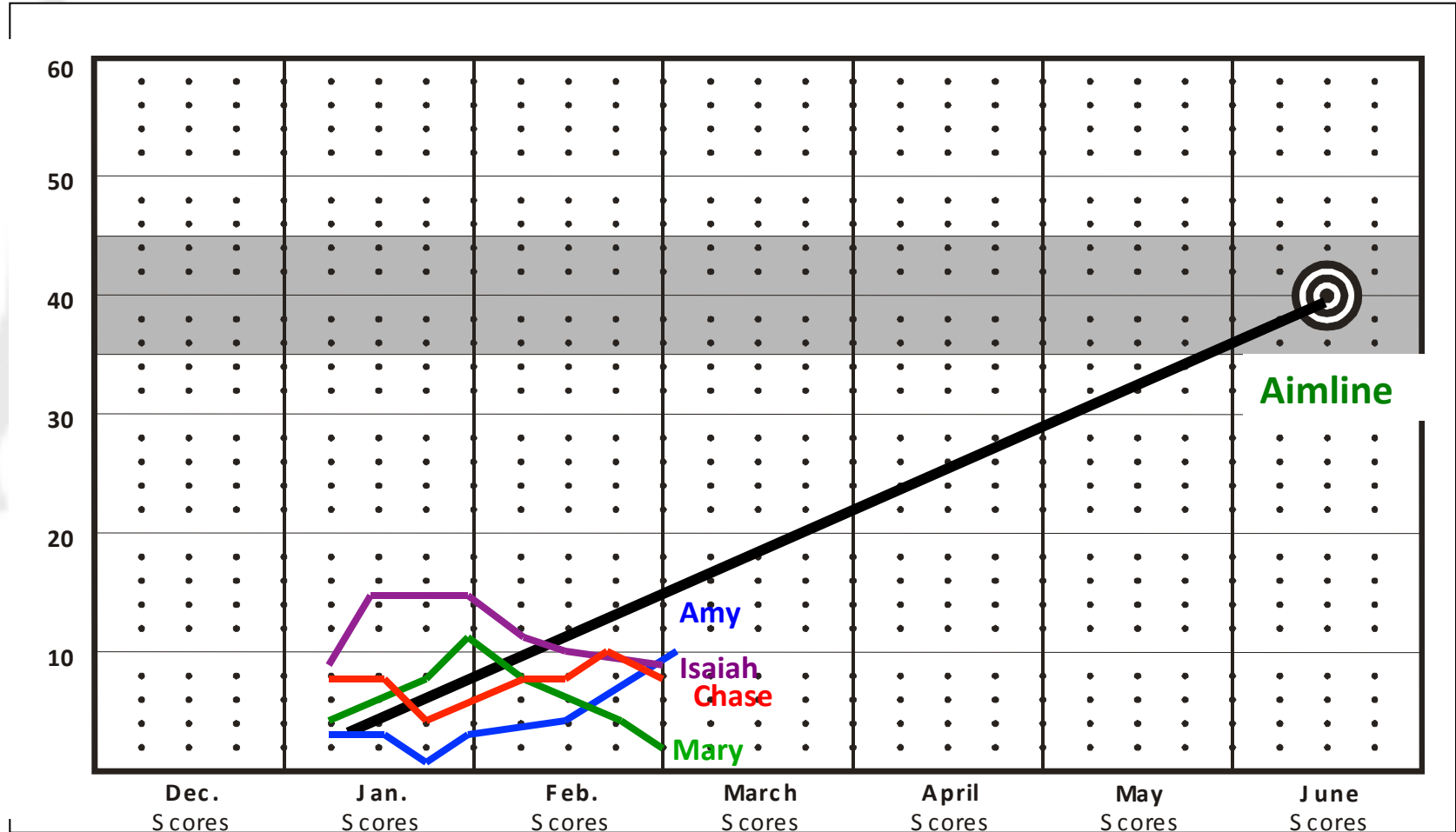


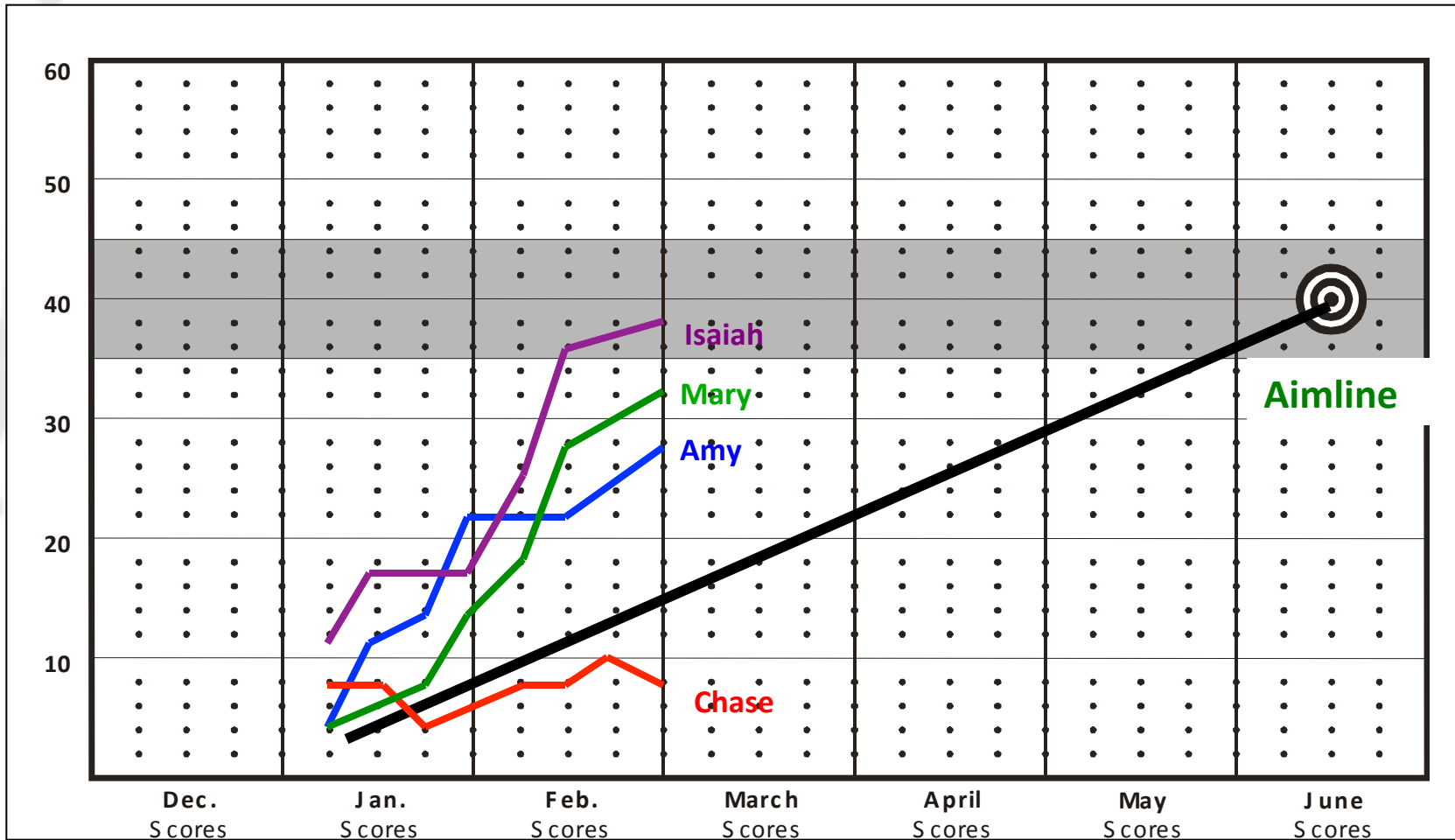
# Data-Based Decision Rules

Pause  
Analyze  
Respond

# What do you notice?

*How do we avoid worshipping the problem?*





# Group Intervention Review process

## 1. Problem Identification

*What's the problem*

Use Decision Rules  
**Group** or **Individual** problem?

**GROUP**

**INDIVIDUAL**



## 2. Problem Analysis

*Why is the problem occurring?*

Check **ICEL**  
for group  
**Start with FIDELITY**

## 3. Plan Development

*What are we going to do about the problem?*

## 4. Plan Implementation & Evaluation

*How it it working?*

# Agenda- *Time for Action!*

1. Is the **group** of students in intervention not making adequate progress? If so, what changes may need to be made?

# Starting with intervention groups helps to...

- Increases your efficiency
  - Can discuss more kids in less time
- Identify a group vs. individual problem
  - Requires different solutions
- Keep the focus on what **we** are doing

# Why might the problem be occurring?

## *The Group*

### **Instruction:**

*Not **explicit** enough?  
Not enough student **opportunities to respond**?  
Not enough instructional **time**?  
Not enough **corrective feedback**?*

### **Curriculum:**

*Wrong lesson placement?  
Wrong focus skill?*

## **FIDELITY**

### **Environment:**

*Distracting setting?  
Group size too large?  
Behavior management needs?*

### **Learner:**

*Other things to consider?*

# Coordination and Collaboration

- We can intensify an intervention through collaboration between the classroom and the intervention instruction
  - e.g. Provide extra practice of the intervention skill or text in small group during core instruction time.



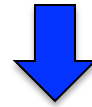
# Group Intervention Review process

## 1. Problem Identification

*What's the problem*

Use Decision Rules  
**Group** or **Individual** problem?

**GROUP**



Check ICEL  
for **GROUP**  
Start with **FIDELITY**

**INDIVIDUAL**



Check ICEL  
for **Individual**

## 2. Problem Analysis

*Why is the problem occurring?*

## 3. Plan Development

*What are we going to do about the problem?*

## 4. Plan Implementation & Evaluation

*How it it working?*

# Agenda- *Time for Action!*

2. Are there **individual** students in intervention groups not making adequate progress? If so, what changes may need to be made?

# Additional Assessment

- Look to your Assessment Protocol
  - 4 types of assessment: Screening, Progress monitoring, Diagnostic, and Mastery/Outcome
- Assessments to consider
  - Intervention Placement Test
  - Phonics Screener
  - CORE Assessments
  - DRA
  - QRI
  - Informal observations of the intervention

# Why might the problem be occurring?

## *The Individual*

### **Instruction:**

*Not **explicit** enough?  
Not individual student  
**opportunities to respond**?  
Not enough instructional **time**?  
Not enough **corrective feedback**?*

### **Curriculum:**

*Wrong lesson placement?  
Wrong focus skill?  
More explicit curriculum?*

## **FIDELITY**

### **Environment:**

*Distracting setting?  
Group size too large?  
Individual behavior plan  
needed?*

### **Learner:**

*Other things to consider?*

A change of intervention **does not necessarily** mean a change of intervention curriculum.

It means a change in **intensity** matched to need.

# Group Intervention Review process

## 1. Problem Identification

*What's the problem*

Use Decision Rules  
**Group** or **Individual** problem?

**GROUP**

**INDIVIDUAL**

## 2. Problem Analysis

*Why is the problem occurring?*

Check ICEL  
for **GROUP**  
Start with **FIDELITY**

Check ICEL  
for **Individual**

## 3. Plan Development

*What are we going to do about the problem?*

Make a change for  
the **GROUP**

Make a change for  
the **INDIVIDUAL**

## 4. Plan Implementation & Evaluation

*How it it working?*

Implement for 6-8 weeks

# Sample Meeting Schedule: 6 Week Cycle

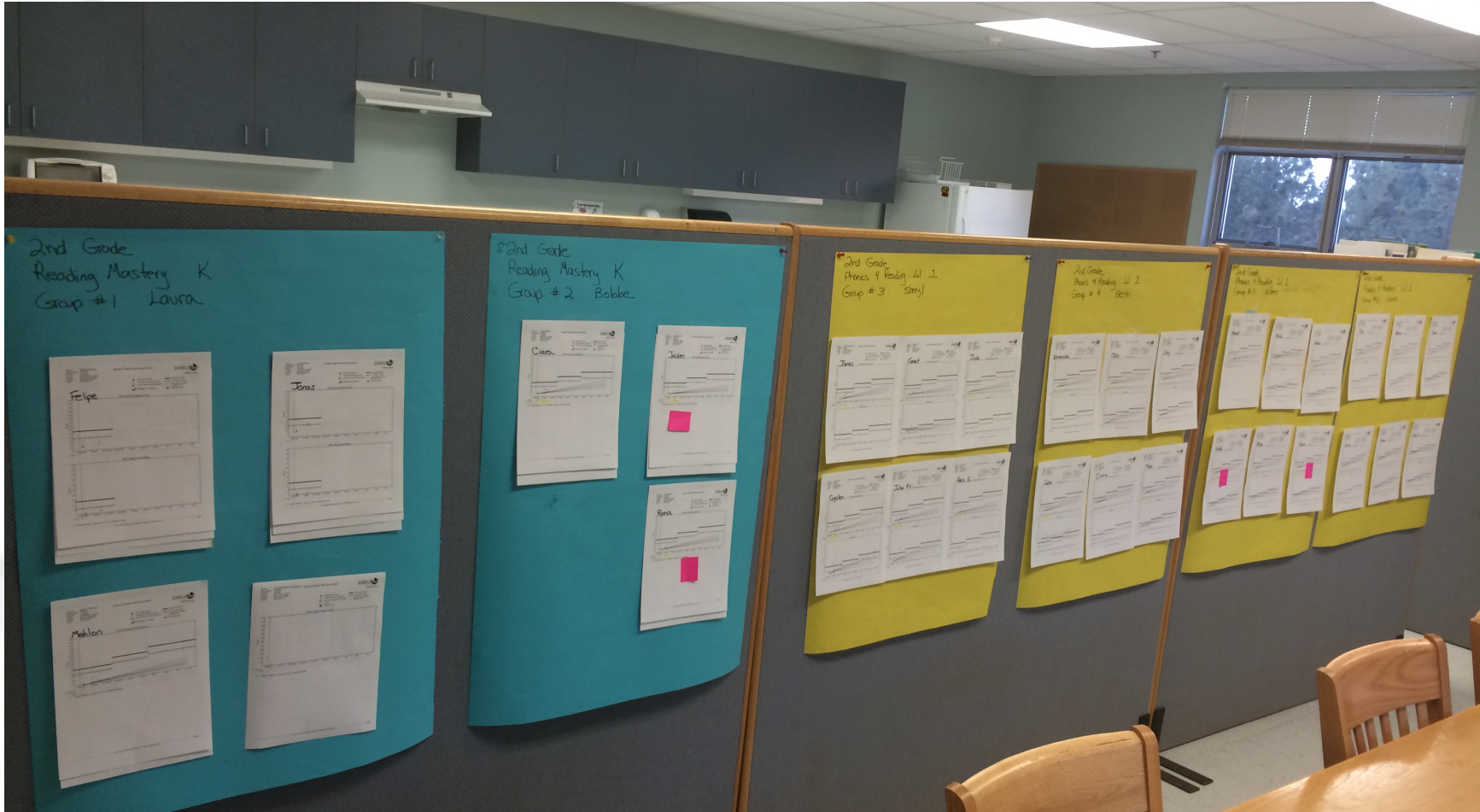
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1		Kinder			1 <sup>st</sup> Grade Data due	
Week 2		1 <sup>st</sup> Grade	Professional Development		2 <sup>nd</sup> Grade Data due	
Week 3		2 <sup>nd</sup> Grade	Staff Meeting		3 <sup>rd</sup> Grade Data due	
Week 4		3 <sup>rd</sup> Grade	PBIS Meeting		4 <sup>th</sup> Grade Data due	
Week 5		4 <sup>th</sup> Grade			5 <sup>th</sup> Grade Data due	
Week 6		5 <sup>th</sup> Grade			Kinder Data due	

# Juniper Elementary



Reach & Teach All Students





# Contact Information

- Dan Wolnick, Principal, Juniper Elementary, Bend-La Pine School District
  - [dan.wolnick@bend.k12.or.us](mailto:dan.wolnick@bend.k12.or.us)
- Maria Madden, Vice-Principal, Juniper Elementary, Bend-La Pine School District
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