

DATA-BASED DECISION MAKING IN VIRGINIA TIERED SYSTEM OF SUPPORTS (VTSS)

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*It must be remembered that there is **nothing more difficult to plan, more doubtful of success, nor more dangerous to manage than the creation of a new system.***

*For the **initiator** has the **enmity of all who would profit by the preservation of the old institution** and merely **lukewarm defenders** in those who would **gain by the new ones.***

Machiavelli The Prince" (1513)

DISCLOSURE

Mark R. Shinn, Ph.D. Serves as a **Paid Consultant** for **Pearson Assessment** for their *aimsweb* product that provides CBM assessment materials and organizes and report the information from 3 tiers, including RTI

Mark R. Shinn, Ph.D. Contributed to the **Cambium Group** for their *Vmath* product, a remedial mathematics intervention, but has **no financial interests**

Mark R. Shinn, Ph.D. Serves as a Consultant for **McGraw-Hill Publishing** for their *Jamestown Reading Navigator (JRN)* product and **receives royalties**

Mark R. Shinn, Ph.D. Serves as a Member of the National Advisory Board for the **CORE** (formerly the Consortium on Reading Excellence) and **receives a stipend for participation**

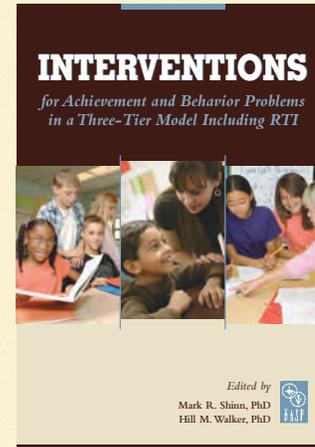
PROFESSIONAL

- Professor of School Psychology, National Louis University 2003-Present
- Professor of School Psychology and Special Education, University of Oregon 1984-2003
- APA Fellow, Division 16 (Elected 1994)
- Recipient, APA Division 16 Jack Bardon Award for Distinguished Career Service
- Member, Society of School Psychology Research (Elected 2013)
- 9th Recipient of University of Minnesota School Psychology Program Distinguish Alumnus Award Since 1970 (Awarded 2013)
- Author of 5 Edited Books, More than 100 Journal Articles and Book Chapters
- Recipient of More than \$4 million in Federal Personnel Preparation and Research Grants

BIG IDEAS

1. **Data-Based Decision Making** is a **Defining Feature** of VTSS Tiered Services
2. **BASIC SKILLS Screening and Progress Monitoring** Are the **Two Primary Decisions** in VTSS with Implications for **Both General Education and Special Education**
3. **Good Decision Making** May Not Be **Using Current Tools**—, **Fitting Square Pegs into Round Holes**
4. **You Have a Variety of Choices**...I'll Try to Explain Mine
5. We Must **We Know How to Do This, Efficiently and Effectively**—**No Need to Reinvent the Wheel**

I IDENTIFIED SOME PRIORITY THINKING AND PRACTICE READINGS



Germann, G. (2010). Thinking of Yellow Brick Roads, Emerald Cities, and Wizards.

Shinn, M.R. (2010). Building a scientifically based data system for progress monitoring and universal screening across three tiers including RTI using Curriculum-Based Measurement.

Both chapters in

M.R. Shinn & H.M. Walker (Eds.), Interventions for achievement and behavior problems in a three-tier model, including RTI. Bethesda, MD: National Association of School Psychologists.

And

Shinn, M.R. (2007). Identifying students at risk, monitoring performance, and determining eligibility within RTI: Research on educational need and benefit from academic intervention. *School Psychology Review*, 36, 601-617.

Shinn, M.R. (2012). Identifying and validating academic problems. In R. Brown-Chidsey & K. Andren (Eds.), *Problem-solving based assessment for educational intervention* (2nd ed., pp. 199-228). New York, NY: Guilford.



Data-Based Consulting

HOME WEBSITE PURPOSE RESOURCES/DOWNLOADS ABOUT ABOUT MARK ABOUT MICHE

MUSINGS CONTACT

markshinn.org

1. Click on the **Resources/ Downloads Tab**
2. Click on the **Presentations and Handouts Folder**
3. Click on the **VTSS Data Based Decision Making 2015 Folder**

EXPERTS
WHO'VE BEEN THERE

THE PROFESSIONAL
DEVELOPMENT WEBSITE FOR

MARK R. SHINN, PH.D.

Rules of the Game
Not Everything Goes:
Scientifically Sound Matters

USE THE PROFESSIONAL STANDARDS FOR GENERAL EDUCATION VTSS DECISIONS THAT WOULD BE DEFENSIBLE FOR SPECIAL EDUCATION DECISIONS

- (3) Use *technically sound instruments* that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- (c) *Other evaluation procedures*. Each public agency must ensure that—
 - (1) *Assessments and other evaluation materials* used to assess a child under this part—...
 - (iii) Are *used for the purposes* for which the assessments or measures are *valid and reliable*;

Conventional Standards for Reliability
.90 or above for High Stake Decisions
.80 for Screening
.70 for Research Purposes

SOME PREMISES

- For **Adults**, Every Minute In Testing is a Minute Away from Teaching
- For **Students**, Every Minute BEING Tested is a Minute Away from Learning

If Accurate, Testing Should Be as Time Efficient as Possible, For Students as Well as Adults

MTSS DECISIONS

- **Screening**: Is the Student Sufficiently Different That Intervention or Further Testing is Required?
- **Intervention Planning**: What are We Going to Do and How are We Going to Do It?
- **Progress Monitoring**: Is the Intervention Working or Does It Need to Be Changed?
- **Special Education Eligibility**: When We Combine Screening and Progress Monitoring Data into a Dual Discrepancy Model
- **Program Evaluation/Accountability**: Are Our Schools, Intervention Programs, Services Working the Way We Want

SCREENING TESTS

- In THEORY, Just About Any Test Can Be Used as a Screening Test
 - Presuming It Accurately Identifies Students At Risk or With Severe Performance Discrepancies
- Do You Want Your Screening Test to be “Long, Deep, and Separate” or “Short, Shallow, and Seamless”?

LONG, DEEP, SEPARATE TESTS

- Tests that **take longer** than **15 minutes**
- Tests that include **lots of skills, lots of items** that **tell me a lot** about what a student **does or does not do correctly**
- Because **FEW Tests are Validated for All MTSS Decisions**, I Typically **Must Use Different Tests** for Screening, Intervention Planning, Progress Monitoring, Program Evaluation/Accountability

My BIAS: Best Used for “Diagnosis” or Intervention Planning and Program Evaluation

PROFESSIONAL NORMS FOR SCREENING AND PROGRESS MONITORING HAVE BEEN ESTABLISHED

- Schools Should **Use Validated Screening** and **Progress Monitoring Tests**. Not All Tests Meet Screening and Progress Monitoring Standards



www.studentprogress.org
2003-2008



www.rti4success.org
2008-2013



http://www.intensiveintervention.org

USE SCREENING TESTS THAT MEET PROFESSIONAL NORMS

Center on RESPONSE TO INTERVENTION at American Institutes for Research

Home » Resources » Tools Charts » Screening Tools Chart

This tools chart presents information about screening tools from the fifth annual review of screening tools by the Center's Technical Review Committee (TRC). The columns include ratings from our TRC members on the technical rigor of the tool and information about the efficiency of implementation. Definitions of the technical standards can be found [here](#). Additional information is provided below the chart.

Tool	Area	Classification Accuracy Rating	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Population	Efficiency			
							Administration	Administration & Scoring Time	Scoring Key	Benchmarks / Norms
AIMSweb Progress in Math	Mathematics	1	Moderate Low	1	1	—	Group	35 - 40 Minutes	Computer Scored	Yes
AIMSweb English Language Arts	English Language Arts	1	Moderate High	1	1	—	Group	50 Minutes	Yes	Yes
AIMSweb Mathematics	Mathematics	1	Moderate High	1	1	—	Group	50 Minutes	Yes	Yes

USE PROGRESS MONITORING TESTS THAT MEET PROFESSIONAL NORMS

National Center on INTENSIVE INTERVENTION at American Institutes for Research

Home » Tools Charts » Academic Progress Monitoring GOM

This tools chart presents information about academic progress monitoring tools. The three tabs, Psychometric Standards, Progress Monitoring Standards, and Data-based Individualization Standards include ratings from our TRC members on the technical rigor of the tool. Additional information is provided below the chart.

View the Progress Monitoring Mastery Measures »

Title	Area	Reliability of the Performance Level Score	Reliability of the Slope	Validity of the Level Score	Predictive Validity of the Slope of Improvement	Disaggregated Reliability and Validity Data
AIMSweb	M-CBM	1	1	1	1	—
AIMSweb	Math Computation	1	1	1	1	—
AIMSweb	Math Concepts and Applications	1	1	1	1	—
AIMSweb	Oral Reading Fluency (RCF)	1	1	1	1	—

SHORT, SHALLOW, SEAMLESS TESTS

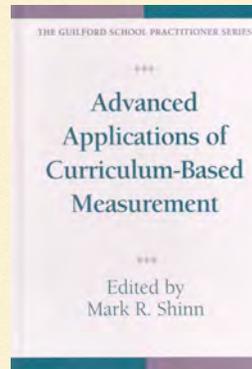
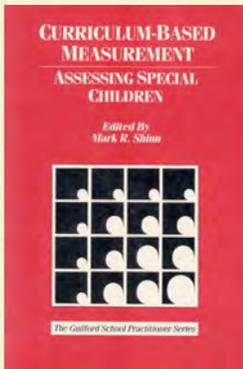
- Tests that **take less than 15 minutes** and preferably less than 5 minutes
- Tests that include a **few, but important skills**
- Tests that can be used (validly) for **BOTH** Screening and Progress Monitoring (SEAMLESS)

SEAMLESS DATA: VALID FOR MORE THAN 1 DECISION

MEASURE	SCREENING	PROGRESS MONITORING
	Just About ANY Achievement Test	Members of the CBM "Family" or STAR
STAR	Yes	Yes
MEMBERS OF THE CBM FAMILY (AIMSWEB, DIBELS, FAST)	Yes	Yes
MAP	Yes	Not Listed
GRADE	Yes	Not Listed
ITBS	Yes	Not Listed
F-P BENCHMARK	Not Listed	Not Listed

SEAMLESS

I PREFER TO USE CURRICULUM-BASED MEASUREMENT (CBM) IN VTSS



Editor and Contributor to 2 Major Texts on CBM

1 of 6 members of Technical Review Panel, National Center for Student Progress Monitoring, USDE/OSEP 2003-2007

Author of More than 100 Refereed Journal Articles and Book Chapters on the Topic of CBM, Progress Monitoring, and Screening

WHY I PREFER TO USE CURRICULUM-BASED MEASUREMENT (CBM) AS MY BASIC SKILLS SCREENING AND PROGRESS MONITORING TEST(S) IN VTSS

—CBM is

- **Easy to Learn** How to Administer and Score Accurately
- **Time Efficient**, With Most Tests < 5 Minutes; Math and Writing Can Be Group Administered—**Little Loss of Instructional Time**
- **All Basic Skills** Can Be Assessed
- **Inexpensive**, Typically Less Than \$10 Per Student Per Year
- **Easily Understood** By Teachers, Administrators, Parents, and Students
- It Can Be Used to **Build a SEAMLESS Data System K-12, General Education AND Special Education**
- **But Most Importantly, CBM Has Been Validated for Progress Monitoring and Screening in RTI2 and Special Education Decision Making**

CBM IS THE GENERAL LABEL FOR A “FAMILY” OF ASSESSMENTS



www.aimsweb.com



dibels.uoregon.edu



Easy CBM
www.easycbm.com



<http://www.fastbridge.org>



http://www2.ctb.com/products_services/ypp

A SOLID DATA BASE

The latest comprehensive CBM literature review, reported in Jenkins and Fuch presented the 2004 RIPM synthesis, tabulating **585 CBM research reports**, **307 of which were published in journals...with 141 empirical studies addressing technical adequacy, instructional utility, and implementation logistics.**

Jenkins, J. R., & Fuchs, L. S. (2012). Curriculum-Based Measurement: The Paradigm, History, and Legacy. In C. A. Espin, K. McMaster, S. Rose & M. Wayman (Eds.), *A measure of success: How Curriculum-Based Measurement has influenced education and learning*. Minneapolis, MN: University of Minnesota Press.

Data-Based Basic Skills Screening: The Key to Early Intervention

SCREENING BIG IDEAS

- **USE the Screening Data**—Don't **Screen If You Don't Intervene**
- **Screening Should Lead Directly and Immediately to Intervention by Triage**
- **Set Your Screening Cut Scores to Align with Intervention Resources, NOT the TRIANGLES...and PLAN!**
- **Make Your End of Year Screening Results a Priority** for Decision Making, Especially at Secondary!
- **Start with Universal Screening as Part of Benchmarking** at K and **Shift Over Time to Just Universal Screening**. Then **Multiple Gating Screening** and/or **Individual Screening** in Secondary

CRITICAL SCREENING VOCABULARY

Performance Discrepancy

How a Student's **LEVEL** of Achievement Compares to the **EXPECTED LEVEL** of Achievement

Screening

GENERAL Term to Describe Testing to Determine if a Student is Sufficiently Different (i.e., **DISCREPANT**) such that More Intensive Intervention is Required

Universal Screening

Screening **ALL** Students

Individual Screening

Screening **Individual** Students

CRITICAL SCREENING VOCABULARY

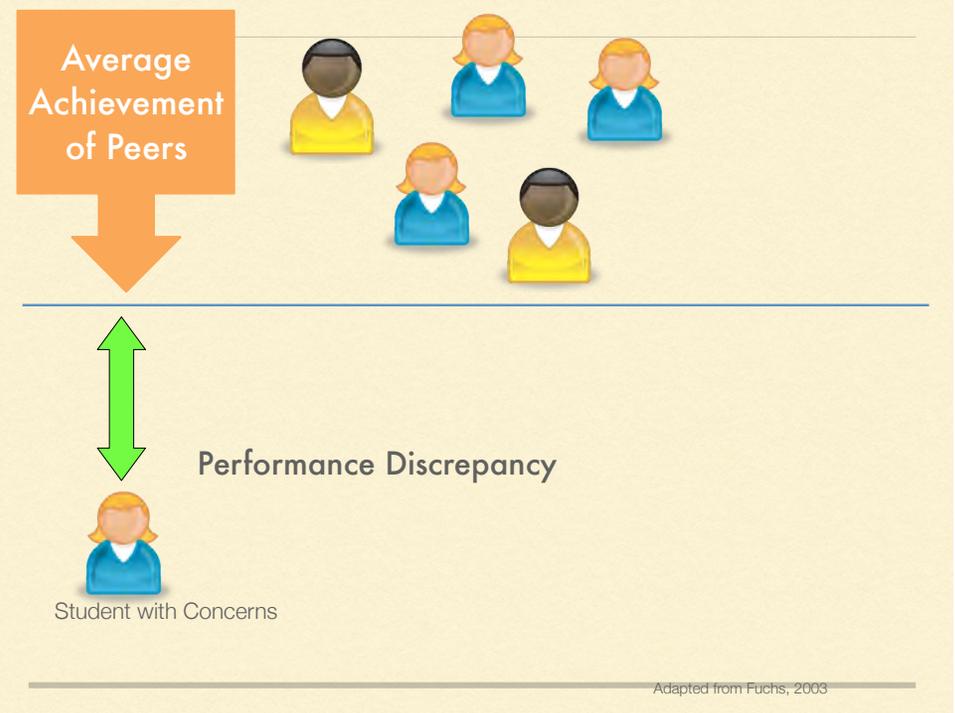
Multiple Gating Screening

Use *Existing Test Data* on **ALL** Students as a First Screen to Identify Those Students with Potential of a Basic Skills Deficit and *Follow Up Testing with Individual Screening—Best for Grade 9 Students*

Benchmark Assessment/Benchmarking

Combines **(Universal) Screening** and **(Universal) Progress Monitoring**. It is **BOTH!** *Best K-Grade 6*

K-8 Basic Skills Screening



CRITICAL SCREENING VOCABULARY

Norm-Based Discrepancy

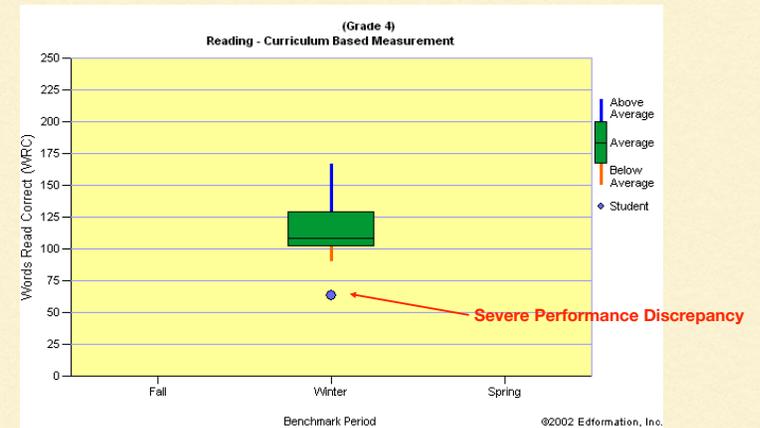
Individual Student Performance is Compared to that of a **GROUP** of Students

National Norms

Local Norms

Best Used K-8

A SEVERE PERFORMANCE DISCREPANCY

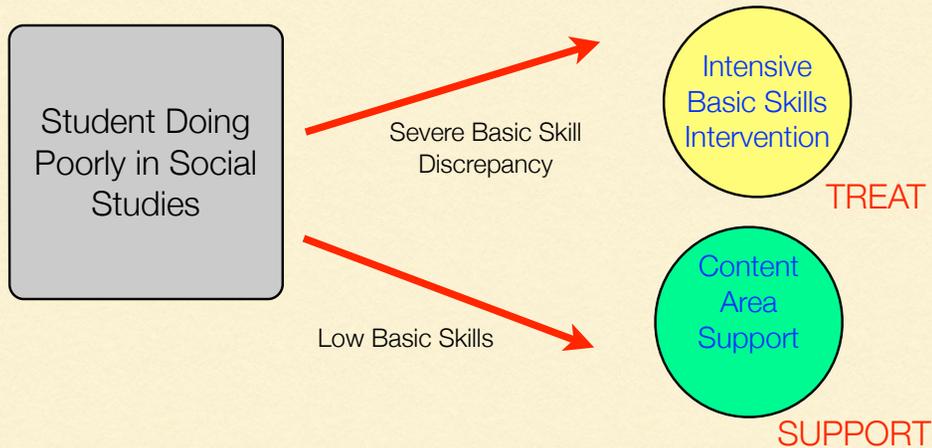


Basic Skills Screening Grades 9-12

THE BIG DIFFERENCES—IN A NUTSHELL

- **Universal Skills Screening** for RtI2 Intervention Take Place at the **END of Grade 8** to Schedule Tiered Grade 9 Interventions **Using Existing Achievement Information** (e.g., ACT EXPLORE) **Followed Up with Individual Screening** for Students with Potential **Performance Discrepancies (Severe Underachievement)**—**Multiple Gating with Attention to Warning System Use**
- **After Grade 9**, We Rely on **Individual Skills Screening** When There are Achievement Concerns
- How We **Define a Problem** that **Requires More Intensive Intervention Shifts** to a **Minimum Basic Skills (MBS) Performance Discrepancy**
- **Universal Skills Progress Monitoring is No Longer Standard Practice**. We **Prioritize** Students Who Receive **Tier 3 and SE Services** for Frequent Progress Monitoring

A PERFORMANCE DISCREPANCY FROM A BASIC SKILLS STANDARD REQUIRES INTENSIVE INTERVENTION



Minimum Basic Skills Level

A Pre-Defined Level of Performance (e.g., End of Grade 6 OR End of Grade 7) Below Which Intensive Intervention is Required



Performance Discrepancy



Student with Concerns

Adapted from Fuchs, 2003

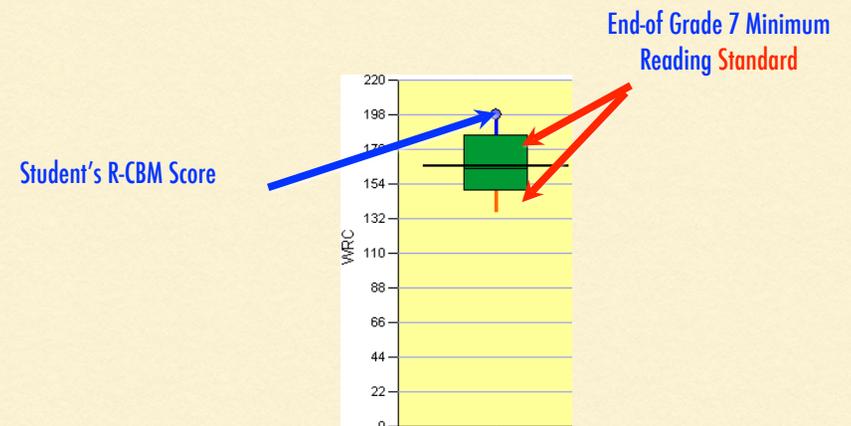
CRITICAL SCREENING VOCABULARY

Standards-Based Discrepancy

How a Student's **Current LEVEL** of Achievement Compares to a **LEVEL** of Achievement that Predicts Performance on a **Standards-Based Test** or to a **Minimum Performance Level** (e.g., Grade 7 reading proficiency)

Best Used 9-12

NO SIGNIFICANT MBS PERFORMANCE DISCREPANCY



HIGH SCHOOL SCREENING RECOMMENDATION

GRADE 9

GRADE 10

GRADE 11

GRADE 12

Multiple Gating Starting with Grade 8 Using Existing Achievement Tests Like ACT Explore

Individual Skills Screening with **Move-In** Students and/or Who Are **Performing Poorly** in **Content Area Classes**

Individual Skills Screening with **Move-In** Students and/or Who Are **Performing Poorly** in **Content Area Classes**

Individual Skills Screening with **Move-In** Students and/or Who Are **Performing Poorly** in **Content Area Classes**

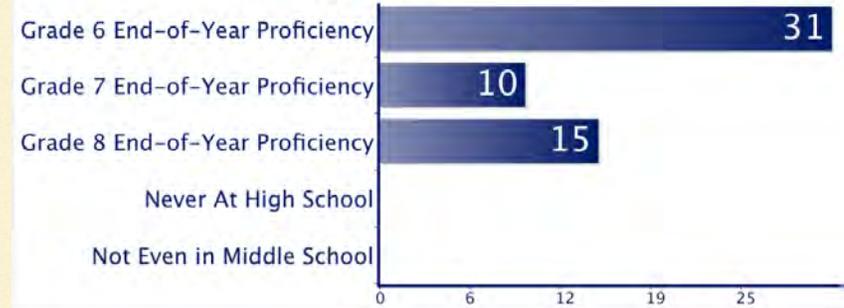
Follow Up Identified Students with **Individual Skills Screening** with Validated Screener

Do **Individual Skills Screening** with **Move-In** Students and/or Who Are **Performing Poorly** in **Content Area Classes**

NASP WORKSHOP RESPONDENTS

We Should Provide More Intensive Basic Skills Intervention When HS Students Read Below

Start this poll to accept responses



Screening Decision Rules:

Setting the Cut Score

PROFESSIONAL NORMS FOR CUT SCORES

A **specified point on a score scale**, such that scores **at or above** that point are **reported, interpreted, or acted upon differently** from scores below that point. (p. 218).

Cut scores **embody value judgments** as well as **technical and empirical considerations**. (p. 101)



American Psychological Association, American Educational Research Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological tests*. Washington, DC: American Educational Research Association.

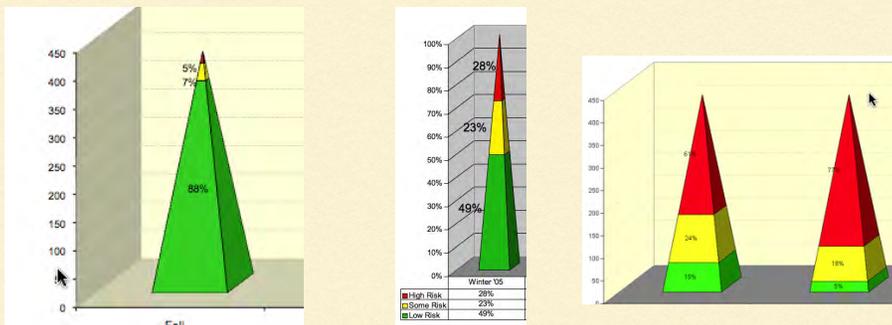
MARK'S CUT SCORE CUT TO THE CHASE PERSPECTIVE

1. Use the **SAME Cut Score** for **Defining a Severe Performance Discrepancy** as Your Screening Cut Score for **Tier 3**
2. **Avoid Use** of the **Dreaded Triangles** as the Primary Method
3. Make Your **Cut Score Clear and Unambiguous, Mostly For Parents**, But Also for **Teachers—No Mental Gymnastics and Don't Be Afraid of Local Norms**

Set Your Screening Cut Scores to Align with Intervention Resources, **NOT** the **TRIANGLES...and PLAN!**

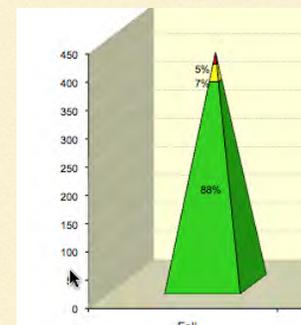
- Using **Standards-Based Cut Scores** (e.g., the **Green, Yellow, Red Triangles**) is an **Inefficient, Ineffective Method in TOO Many Cases**
- Aligning Your Cut Scores to **Available Resources** is **More Efficient and Leads to Proactive Planning and Scheduling of Interventions and Interventionists**

Imagine the Outcomes in These Schools



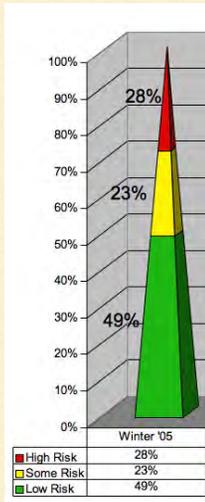
Which Schools Have Students with Severe Performance Discrepancies?

Imagine the Screening Outcomes in These Schools



- **Hardly Anyone** Would **Receive Tiered Intervention (12%)**
- **Even Some SE Students Likely Would Not Be Identified** With Performance Discrepancies
- **Expect Teacher and Especially Parent Push Back and Violation of Preferred Practices**

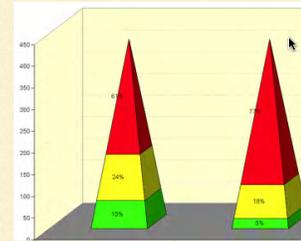
Imagine This Screening Outcome



- More than Half Would Receive Additional Intervention (51%)
- School Intervention Resources Would Quickly Be Overstretched or Overwhelmed
- Expect Teachers to Hate the Data
- Special Education Will Be "Business as Usual"

The Solution is NOT Tier 2 and 3, But Increasing the Intensity of Tier 1: This is Program Evaluation, Not Screening

Imagine This Screening Outcome



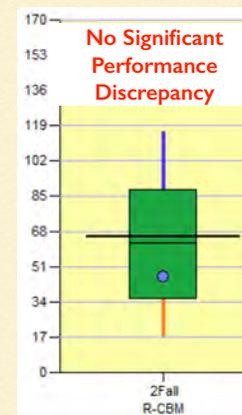
- Nearly ALL Would Receive Additional Intervention (85%)
- Expect Teachers to REALLY Hate the Data, Especially Progress Monitoring
- Expect Staff to Be Even More Overwhelmed and Discouraged
- Any Student-In Theory-Could Be Considered Special Education Eligible

The Solution is to Ensure Tier 1 Instruction Has the Features/ Programs of Tiers 2 or 3 in Other Communities

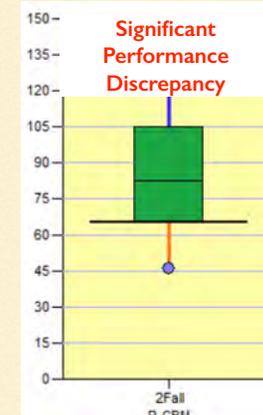
MENTAL GYMNASTICS

- We Define a Performance Discrepancy that Requires Remediation if the Student Performs at the 50th Percentile Nationally...
- Why? Because in Our High-Performing School, That's a Student Who is Well Below Average!
- I Get It. But It's Confusing to Me.

NORM-BASED DECISIONS



Average Reader Nationally
34th Percentile



Significantly Discrepant Reader
Locally
9th Percentile

THE WIDESPREAD BELIEF

National Norms Are Better...

Why Do We Think This?

Training—or Lack Thereof?

What Makes Good Norms?

NATIONAL NORMS ARE BETTER BECAUSE THEY ARE “BIGGER”

National Norms Can Be “Better” Because Well-Designed Tests are REPRESENTATIVE of the United States

Let’s Take a Well-Designed Broad Band Achievement Test:

Weschler Individual Achievement Test (WIAT)

The Sample was carefully selected to be representative of the US by SES, Ethnicity, Race, Gender, Geography and a students, respectively, each divided into 11 grade groups. Each of the grade groups for fall included 100 participants. The grade groups for spring included 100 participants except for PK, which included 75 participants.

These #s of Students is Typically Far Less Than the #s in a School District’s Benchmark Results!

TEST STANDARDS LANGUAGE

The validity of norm-referenced interpretations depends in part on the appropriateness of the reference group to which test scores are compared.

More than one reference population may be appropriate for the same test. For example, achievement test performance might be interpreted by reference to local norms based on sampling from a particular school district for use in making local instructional decisions, ...or to national norms for using in making comparisons to national groups. (p. 96)

NORMS CAN REALLY MAKE A DIFFERENCE IN DEFINING THE PERFORMANCE DISCREPANCY

Reading - Curriculum Based Measurement
2011-2012 School Year

Grade	%ile	Fall		Winter		Spring		Group ROI
		Num	WRC	Num	WRC	Num	WRC	
1	90	80	122	142	172			
	75	55	92	114	164			
	50	25	65	89	178			
	25	14	221	38	223	66	1.44	
	10	10	25	49	1.08			
	Mean	37	68	92	1.53			
2	90	131	159	171	1.11			
	75	111	139	150	1.08			
	50	86	114	127	1.14			
	25	65	245	91	247	103	1.06	
	10	47	75	87	1.11			
	Mean	88	114	128	1.17			
3	90	161	181	190	0.81			
	75	141	158	170	0.81			
	50	112	138	150	1.06			
	25	87	250	115	253	129	1.17	
	10	66	94	102	1.00			
	Mean	113	126	148	0.97			
4	90	137	153	165				
	75	107	125	139				
	50	87	113	124	0.72			
	25	25	113	124	0.75			
	10	19	150	167	0.78			
	Mean	129	150	167	0.78			

Local Norms

AIMSweb® National Norms Table
Reading - Curriculum Based Measurement

Grade	%ile	Fall		Winter		Spring		Group ROI
		Num	WRC	Num	WRC	Num	WRC	
1	90	87	100	129	1.00			
	75	31	68	97	1.03			
	50	13	36	67	1.50			
	25	491845	6	55158	19	55158	40	0.94
	10	2	11	22	0.96			
	Mean	34	47	71	1.31			
2	90	115	140	156	1.14			
	75	68	115	131	1.18			
	50	62	88	106	1.22			
	25	38282	35	38282	64	38282	82	1.31
	10	17	38	59	1.17			
	Mean	54	80	106	1.17			
3	90	143	162	179	1.00			
	75	116	138	152	1.00			
	50	87	111	127	1.11			
	25	40570	38	40570	84	40570	98	1.08
	10	38	56	73	0.97			
	Mean	89	110	125	1.00			
4	90	107	125	139				
	75	87	113	124	0.89			
	50	37321	78	7320	90	0.81		
	25	61	109	128	140	0.86		
	10	38	40	42	0.68			
	Mean	109	128	140	0.86			

National Norms



American Psychological Association, American Educational Research Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological tests*. Washington, DC: American Educational Research Association.

A WAY TO DECIDE

If there is at least a **.40 Standard Deviation Difference** between norms.

.40 is conventionally the value used to determine a **Large Effect Size (ES)**

Example

Local Norm = **137**WRC

National Norm = **107**

Standard Deviation is **36**

$.4 * 36 =$ About **14**WRC

$137 - 107 =$ **30** > **14**WRC

In fact, in this example, the Local Norm is **almost 1 SD higher**

MARK'S CUT TO THE CHASE PERSPECTIVE ABOUT LOCAL NORMS

1. If Local Norms and National Norms **Don't Differ**, Use the Norms that Work Best to Communicate.
2. **IF** They Differ, Use **Local Norms** as the **PRIMARY** Decision Making Metric. It's **How Teachers and Parents "Think"** About Problems. **It's Straight**. No **Mental Gymnastics** Required.
3. Local Norms Reflect a Real **Distinction** of What is a **General Education Problem for Many** Students and the **Few Who May Require a More Intensive Intervention**.
4. **Screening Cut Scores** can be based on (a) the **Numbers of Students We Believe We Can Serve** and (b) **How We Envision Interventions** of **Suitable Intensity**.
5. Enables **Discussion** and **Debate** about (a) and (b). I Can **Adjust My Screening Cut Scores!**
6. Enables **Proactive Planning**, Especially When Combined with **End-of-Year Screening**.

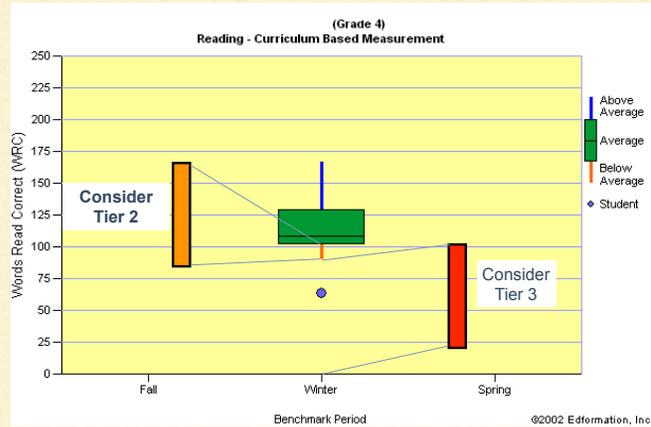
Screening Best Practices:

Triage and Align to Resources

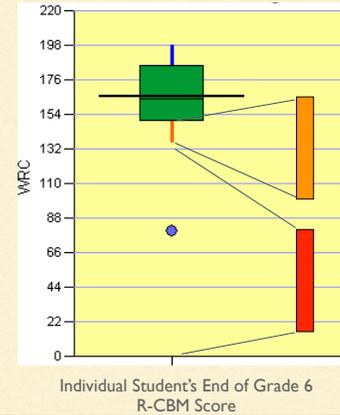
SCREEN AND TRIAGE, NOT WAIT FOR REFERRAL

- It is the **Same System** if You Screen and Benchmark, but **Only Look at the Data Through Teacher Referral**
- **Teacher Referral** is **Inefficient and Often Biased**. It is **Reactive and 1 at a Time**
- **Screening to Tier 2** is **Wait to Fail** for Students with **Severe Performance Discrepancies...and, Inefficient**

ELEMENTARY TRIAGE



HIGH SCHOOL TRIAGE



ALIGN YOUR CUT SCORES TO RESOURCES

Grade	# Students	Teachers	Average Class Size	Tier 2 if <25th Percentile	# Groups of 5 @ 30 min per day
K	71	4	18	11	2
1	58	3	19	9	2
2	57	3	19	9	2
3	47	2	24	7	2
4	45	2	23	7	2
5	43	2	22	6	2
Total					6

Grade 2
 Tier 2 15% of 57 = 9-10 Students
 2 Groups of 5 for 30 Minutes
 1 Personnel and Scheduled Hour for Tier 2

Number of Groups Needed: 12
 Hours of Daily Intervention Needed: 6

TIER 3 PLANNING BASED ON LOWEST 10%

Grade	# Students	Tier 3 if < 10th Percentile	# Groups of 3 @ 60 min per day
K	71	7	2
1	58	6	2
2	57	6	2
3	47	5	2
4	45	5	2
5	43	4	1
Total			11

Number of Groups Needed: 11
 Hours of Daily Intervention Needed: 11

Grade 2
 Tier 3 10% of 57 = 6 Students
 2 Groups of 3 for 60 Minutes
 2 Personnel/Scheduled Hours for Tier 3

Data-Based Decision Making: Progress Monitoring

BIG IDEAS IN PROGRESS MONITORING

- Without Sound and Simple Progress Monitoring Practices, Our Interventions will be Wimpy
- The Goal of Tier 1 Progress Monitoring is to Ensure Growth and Development
- The Goal of Tier 2, 3, and Special Education is to Reduce the Gap!
- A Seamless Basic Skills Progress Monitoring Plan Across Tiers, Across Grades is Desirable
- The Best Way to Increase Quality VTSS Progress Monitoring is by Changing How We Write IEP Goals and SE Monitor Progress!

CRITICAL VOCABULARY

Progress Discrepancy

When a Student's **RATE OF IMPROVEMENT (ROI)** Fails to Reduce the Gap

Benchmark Assessment/Benchmarking

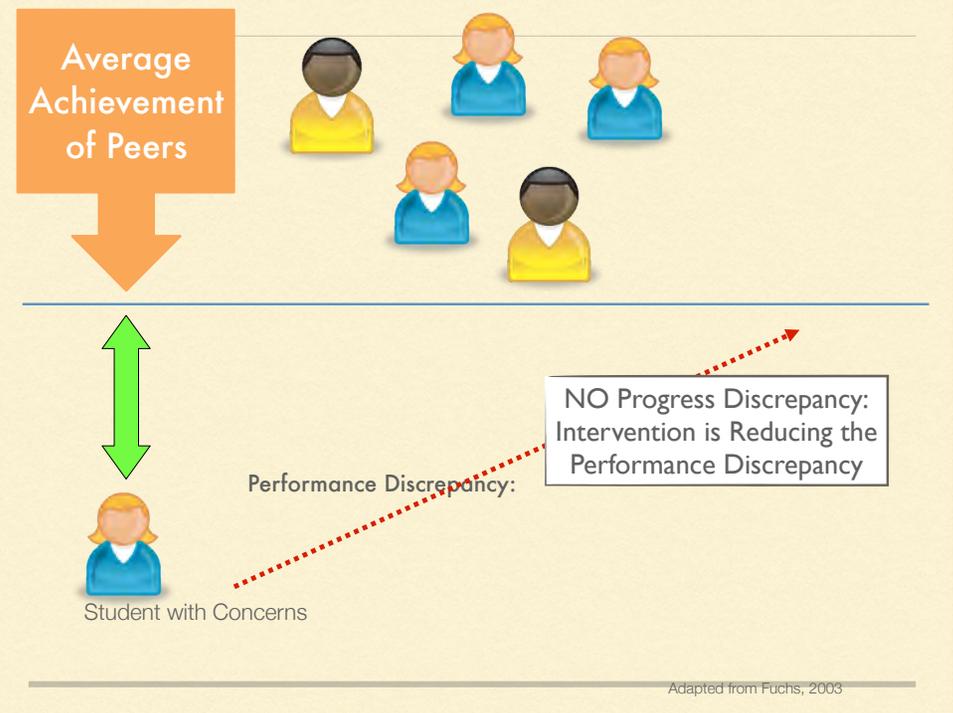
Combines (Universal) Screening and (Universal) Progress Monitoring. It is BOTH!

Frequent Progress Monitoring

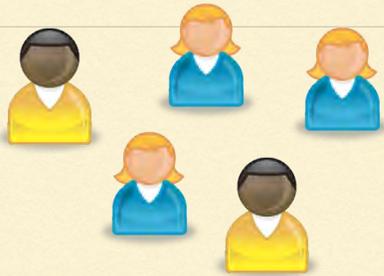
Monitoring Progress the Same Way Using Materials of the Same Difficulty At Least Once (1x) per Month

Rate of Improvement (ROI)

A Student's Rate of Progress Over Time, Usually Expressed in Terms of Improvement per Week



Average Achievement of Peers



Performance Discrepancy

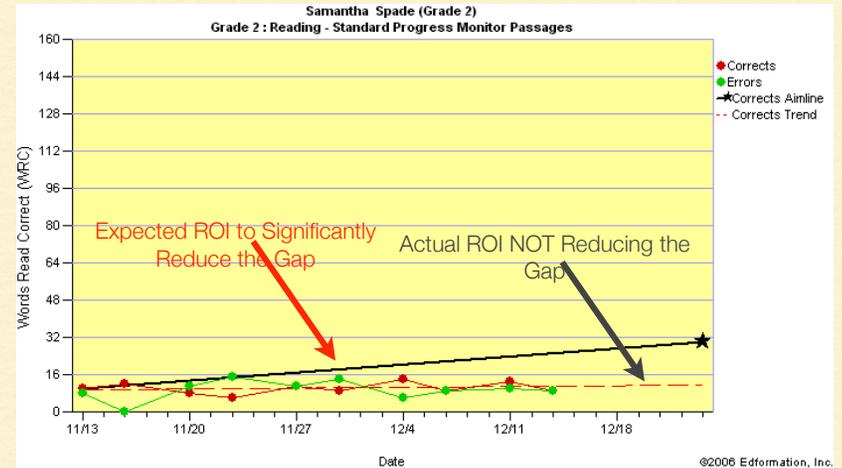
Progress Discrepancy:
Intervention is NOT Reducing the Performance Discrepancy



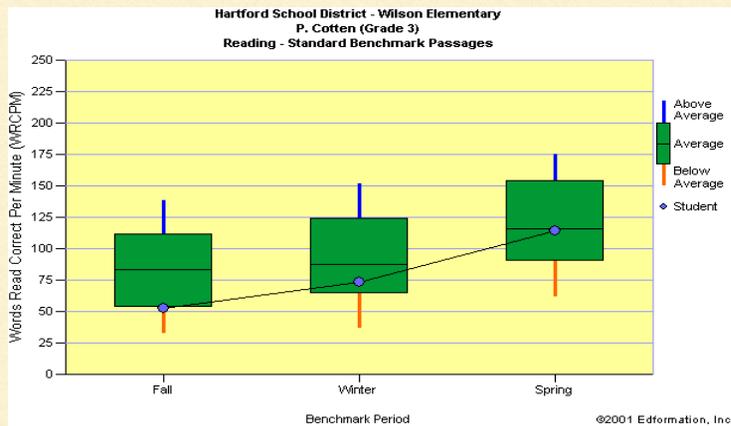
Student with Concerns

Adapted from Fuchs, 2003

A SEVERE PROGRESS DISCREPANCY

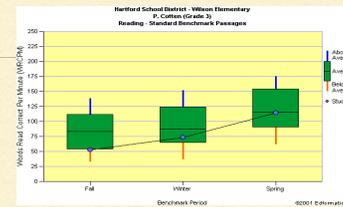


TIER I BENCHMARKING

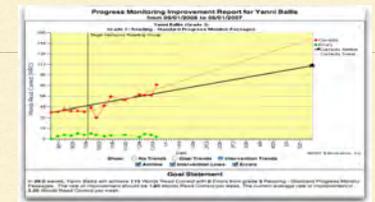


Screening AND PROGRESS MONITORING of ALL Students to Ensure Growth
Best Through the First Year of Middle School in Typical Communities

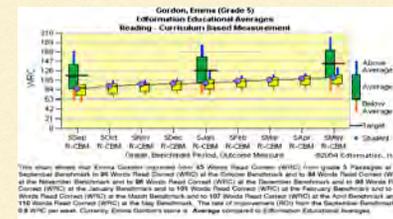
SEAMLESS PROGRESS MONITORING ACROSS TIERS



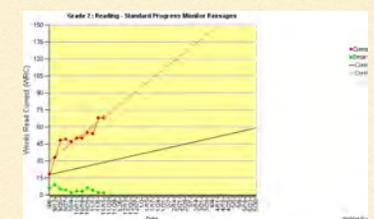
Tier 1



Tier 3

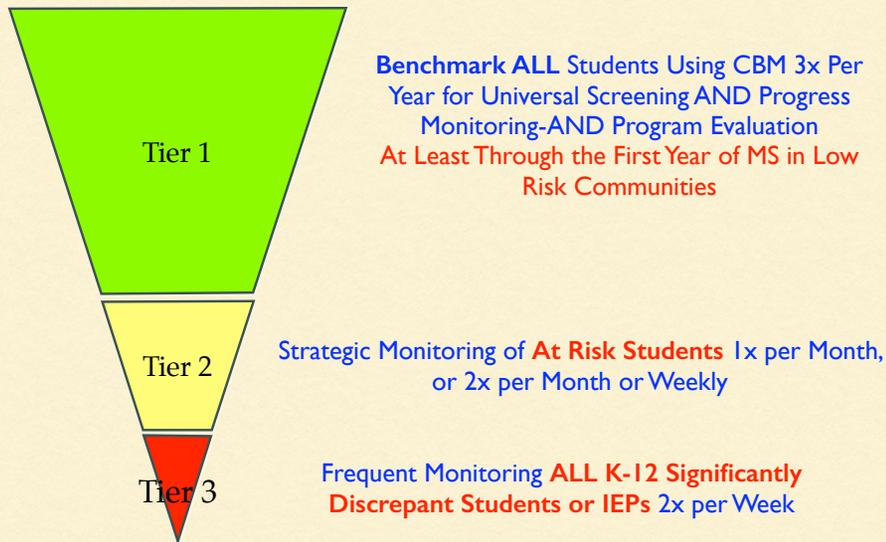


Tier 2

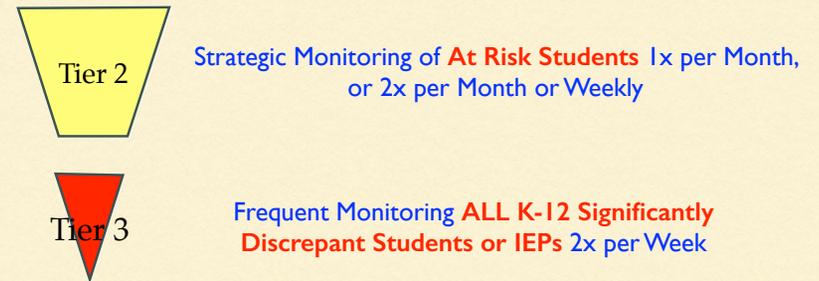


IEP Goals

K-6 SIMPLE, SEAMLESS PROGRESS MONITORING ACROSS TIERS



GRADES 7-12 SIMPLE, SEAMLESS PROGRESS MONITORING ACROSS TIERS



Progress Monitoring Goal Setting for Tiers 2, 3, and IEPs

KEY CONCEPT IN PROGRESS MONITORING: WE PROVIDE INTERVENTIONS TO REDUCE THE GAP

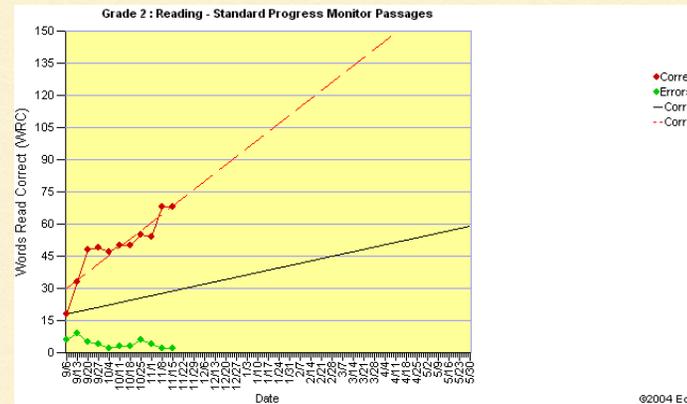
- Our Tier 2 Interventions Should Be to Reduce the Gap, NOT Determine Who Goes to Tier 3
- Our Tier 3 Interventions Should Be to Reduce the Gap, NOT Determine Who Goes to Special Education
- This Thinking is OLD Thinking...the (Sole) Purpose of Rtl is to Determine Eligibility for SE

Focus on Evaluating Growth Until End of Year, Not
Some Magical # of Weeks

PROGRESS MONITORING PITFALLS

- Everyone **Has an Opinion**, **Few Have Training**
- Setting Goals for X Number of Magic Weeks**
- Using **Rate of Improvement (ROI)** to **Determine How Much Growth to Expect**

HOW DO WE DETERMINE THE EXPECTED RATE OF IMPROVEMENT?



In 1 year, Johnny will read **60 WRC** with less than 3 errors in **Grade 2 Reading Passages**.

ROI IS EASY—LITTLE THINKING, JUST MATH...

Grade	%ile	Fall		Winter		Spring		ROI
		Num	WRC	Num	WRC	Num	WRC	
1	90	55	46	102	76	153	91	1.3
	75		33		55		32	0.7
	50		7		27		32	0.7
	25		3		15		17	0.4
	10		0		6		6	0.2
	Mean		21		36		40	0.5
	StdDev		32		31		32	
2	90	77	89	175	115	82	118	0.8
	75		68		98		106	1.1
	50		51		79		87	1.0
	25		32		51		61	0.8
	10		16		24		43	0.8
	Mean		52		75		83	0.9
	StdDev		29		33		33	

Identify Growth Rate for Typical Students

$$1.0 \text{ WRC} * 36 \text{ Weeks} = 36 + \text{Current Performance} = \text{Goal WRC}$$

BUT ROI WITHOUT THINKING WORRIES ME

Grade	%ile	Fall		Winter		Spring		ROI
		Num	WRC	Num	WRC	Num	WRC	
1	90	55	46	102	76	153	91	1.3
	75		33		55		32	0.7
	50		7		27		32	0.7
	25		3		15		17	0.4
	10		0		6		6	0.2
	Mean		21		36		40	0.5
	StdDev		32		31		32	
2	90	77	89	175	115	82	118	0.8
	75		68		98		106	1.1
	50		51		79		87	1.0
	25		32		51		61	0.8
	10		16		24		43	0.8
	Mean		52		75		83	0.9
	StdDev		29		33		33	

1/6 of the Growth

2/3 of the Growth

ROI Starts to Look Like "IQ," a Characteristic of the Student Rather than a Product of Intervention Intensity

Low Goals, Low Expectations, Weak Interventions, Fall Farther Behind!

BUSINESS AS USUAL!

USE ROI AS “VALUE ADDED” TO ENSURE WE DON’T SET OUR GOAL TOO LOW!

18 WRC	64 WRC	NOW Cross Validate with ROI
2nd Percentile	15th Percentile	1.5 WRC Per Week
Now	30 Weeks	Rate of Improvement

Too Low? Let's Expect More!

REDUCING THE (LOCAL NORM) GAP

Grade 3 Example
(30 Week)

18 WRC	80 WRC	NOW Cross Validate with ROI
2nd Percentile	25th Percentile	2.1 WRC Per Week
Now	End-of-Year	Rate of Improvement

Increase Quality of Progress Monitoring Everywhere By Changing IEP Goals ASAP!

SPECIAL EDUCATION LEGAL EXPERTS DON'T LIKE WHAT WE ARE DOING NOW

"Sadly, most IEPs are horrendously burdensome to teachers and nearly useless to parents. Many if not most goals and objectives couldn't be measured if one tried and all too often no effort is made to actually assess the child's progress toward the goal.

Bateman and Linden (2008, p. 63)

CURRENT IEP READING GOALS

Annual Goal:
Frodo will increase his basic reading skills.

	Objectives	Criteria	Evaluations	Schedule
1.	Frodo will decode words containing long vowel syllable patterns	80%	Documented Observation	Grading Period
2.	Frodo will decode words containing the silent syllable pattern (CVCe)	80%	Documented Observation	Grading Period
3.	Frodo will decode words containing inflected endings (ing, ed, er, y, ly, ful)	80%	Documented Observation	Grading Period

SOUND PROGRESS MONITORING PROVIDES MORE SCIENTIFICALLY SOUND, OBSERVABLE AND MEASURABLE IEP GOALS

In 1 Year (Expiration of the IEP), John will

Read 115 Words Correctly (WRC) with 3 or fewer errors from a randomly selected Grade 4 Standard Reading Passage

Earn a score of greater than 35 points on a randomly selected Grade 5 Mathematics Applications Probe

Write 45 Total Words (TWW) with 40 Correct Writing Sequences (CWS) given a randomly selected story starter.

Data-Based Decision Making: Special Education Decision Making

CRITICAL VOCABULARY

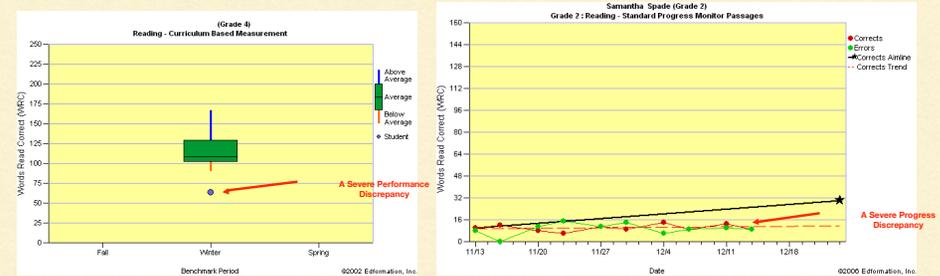
Dual Discrepancy

A Performance Discrepancy AND a Progress Discrepancy
Contributes to Eligibility for Special Education as Specific Learning Disabilities (SLD)

UP FRONT MARK'S PERSPECTIVE: ONE OF ADVOCACY

1. IDEA 2004 **Legitimized Abandonment of the Old SLD Methods** and **Use of Different Kinds of Assessment Data to SLD Identification, Response to Intervention.** The Changes Were Designed to **Fix Some Things!**
2. Identification of SLD is a **Legal, Ethical, and Social Values Issue First**, and **"Science Second."**
3. Anything that is **CLOSE TO THE OLD WAY, Will Likely Be Done Versus Something That is Demonstrably Different...Sociological Inertia**
4. RtI as **Part of SLD Identification Can Be Built to Better the System (MTSS) for Students and Adults or As Another Version of Wait to Fail.**
5. RtI is Based on a **Dual Discrepancy Model:**
 - (a) **Severe Performance Discrepancy (Severe Educational Need)**
 - (a) **Progress Discrepancy (Lack of Progress) When Provided Appropriate Instruction (Educational Benefit)**
6. **If We Don't Do SLD Eligibility "Right," We are WRONG...We Will Divert Resources Away from Intervention, Especially Mental Health, Behavior Support, and Enable BOTH General Education and Special Education to Remain "Unremarkable."**

PUTTING THE CONCEPTS TOGETHER



Performance Discrepancy + Progress Discrepancy =

Dual Discrepancy

CUTTING TO THE CHASE FOR DR. SHINN'S SPECIFIC RECOMMENDATIONS FOR IN RTI AS SLD IDENTIFICATION K-8

Students May Be Eligible for Special Education under the Category of SLD K-8 IF:

1. **Severe Achievement Discrepancy** Below the 10th Percentile of Grade-Level Peers Locally as Measured By Curriculum-Based Measurement (CBM) Using Grade-Level Tests (a norm-based approach)—Use Confidence Intervals and Don't Get Rigid on the Cutscore
2. **Severe Progress Discrepancy**— Progress On CBM is Below the Rate of Improvement (ROI) That Significantly Reduces the Severe Achievement Discrepancy When
 - (i) Tier 3 Intervention is of Appropriate Intensity
 - (ii) Delivered With Fidelity
3. **Need for Specially Designed Instruction:** Proposed Special Education Intervention is Described in Sufficient Detail to Suggest that is Different in Meaningful Ways from Tier 3 Intervention and Reflects Specially Designed Instruction to Meet the Student's Unique Needs
4. **All Other Procedural Requirements (Determinant and Exclusionary Components) Have Been Addressed**

K-8 CAVEATS

1. **Universal Screening Data Drive the Process, NOT Primarily Teacher Referral**
2. **Grade-Level Teams with Administrative Support Proactively Triage Students into Tiers of Appropriate Intensity**
3. **The Clear Intent of Multi-Tiered Systems of Support/RtI is to Provide Appropriately Intensive Intervention in a Timely Manner, NOT Serve as a Hoop Jumping Process to Determine SE**
4. **Relatedly, the Process DOES Not Include "Wait to Fail" at Tier 1 and Tier 2, to Get to Tier 3 and Fail Again**
5. **Only Rarely Do Tier 2 Students Move to Tier 3**
6. **Interventions at Tiers 2 and 3 Use Intensive and Proven Programs, Not Teacher-Made**
7. **Consider Two Tiers at K and 1**

TYPICAL SECONDARY SLD

Content Area Courses

Student Doing Poorly in Social Studies



In Special Education

Student Receives Homework Help, Accommodations (Extended Time, Modified Grades) or "Alternative" Social Studies with Lower Content and Reduced Expectations

BUT HERE IS WHAT DEFINES THE DISABILITY

§300.309 Determining the existence of a **specific learning disability**

The school must demonstrate that the student does not achieve adequately for the **child's age** or to meet state-approved **standards** in one or more of the following areas when provided with learning experiences and instruction appropriate for the student.

- Oral expression;
- Listening comprehension;
- Written expression;
- Basic reading skill;
- Reading fluency skills;
- Reading comprehension;
- Mathematics calculation;
- Mathematics problem solving.

A **Standards-Based Performance Discrepancy**

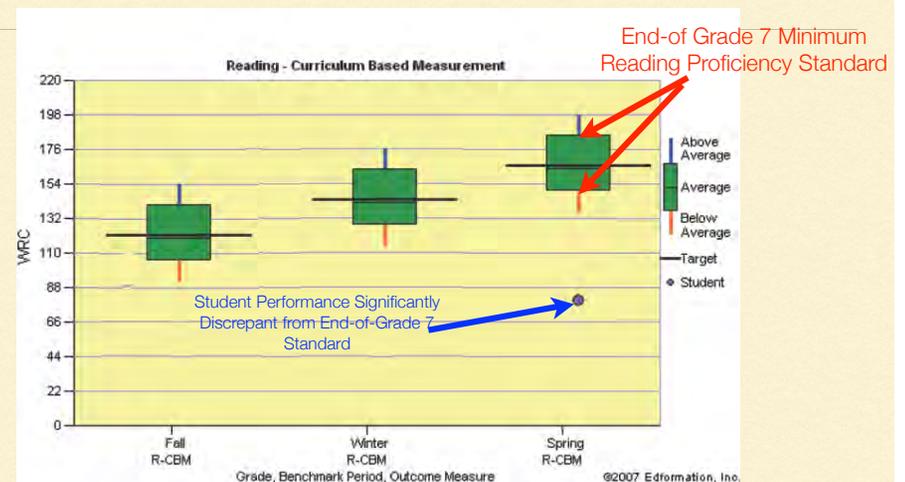
A **Norm-Based Performance Discrepancy**

MARK'S GRADES 9-12 PERSPECTIVE

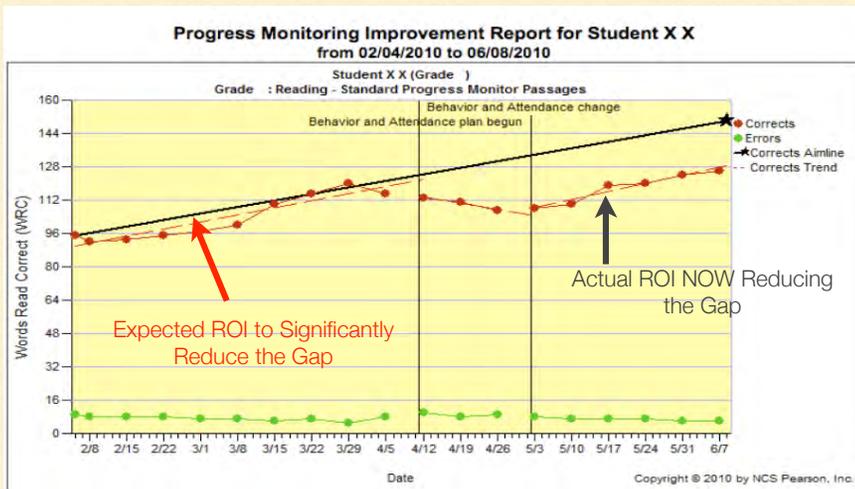
Students May Be Eligible for Special Education under the Category of SLD **Grades 9-12** IF:

1. **Severe Achievement Discrepancy Below the Median of Local End-of-Year Grade 7 Students as Measured By CBM Using Grade 7 Tests (a Standards-Based approach)—Use Confidence Intervals and Don't Get Rigid on the Cut Score**
2. **Severe Progress Discrepancy—Progress On CBM is Below the Rate of Improvement (ROI) That Significantly Reduces the Severe Achievement Discrepancy When**
 - (i) Tier 3 Intervention is of Appropriate Intensity (Described Using the IPF)
 - (ii) Delivered With Fidelity (IPF Used as an Observation Tool Conducted to Meet Observation Procedural Requirement)
3. **The Proposed Special Education Intervention Has a Direct Instruction, Basic Skills Focus that is Described in Sufficient Detail to Suggest that is Different in Meaningful Ways from Tier 3 Intervention and Reflects Specially Designed Instruction to Meet the Student's Unique Needs. The Tier 3 IPF is Compared to the SE Proposed IPF.**
4. **All Other Procedural Requirements (Determinant and Exclusionary Components) Have Been Addressed**

GRADE 9-12 SLD MINIMUM BASIC SKILLS PERFORMANCE DISCREPANCY



MEASURING THE HIGH SCHOOL PROGRESS DISCREPANCY



GRADE 9-12 CAVEATS

1. Universal Screening Data Using Extant Data from End-of Grade 8 Leads to Individual Screening Using CBM to Drive the Process; Grades 10-12 are Based Solely on Individual CBM Screening
2. Grade-Level or Department Teams with Administrative Support Proactively Triage Students into Tiers of Appropriate Intensity
3. The Clear Intent of Multi-Tiered Systems of Support/RtI is to Provide Appropriately Intensive Intervention in a Timely Manner, NOT Serve as a Hoop Jumping Process to Determine SE
4. Relatedly, the Process DOES Not Include "Wait to Fail" at Tier 1 and Tier 2, to Get to Tier 3 and Fail Again
5. Only Rarely Do Tier 2 Students Move to Tier 3
6. Interventions at Tiers 2 and 3 Use Intensive and Proven BASIC SKILLS Programs, Not Teacher-Made, Not Help with Homework, Alternative Courses

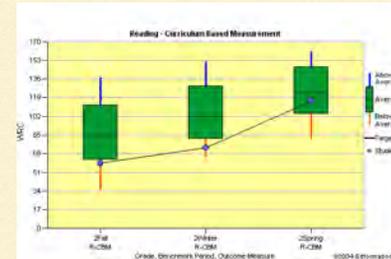
AN OVERVIEW OF NECESSARY CHANGES

1. Methods to Address the Inclusionary Components
Requires **Most Significant Attention**
2. Methods to Address Determinant Factors (e.g., Appropriate Instruction, Formal Assessment of Achievement at Reasonable Intervals, English Learners)
Requires **Significant Attention**
 1. Methods to Address Exclusionary Components (e.g., the same ones as previous)
Requires **Minor Attention—But BIG Changes in Practice**



Annual and 3 Year Reviews

DUAL DISCREPANCY IS ESSENTIAL TO ANNUAL AND 3-YEAR EVALUATIONS



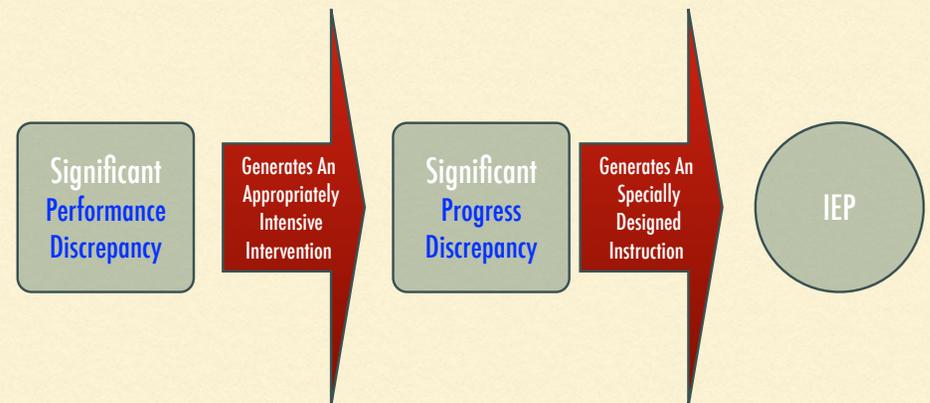
Reducing Performance Discrepancy

No Progress Discrepancy

CHANGE IS DIFFICULT

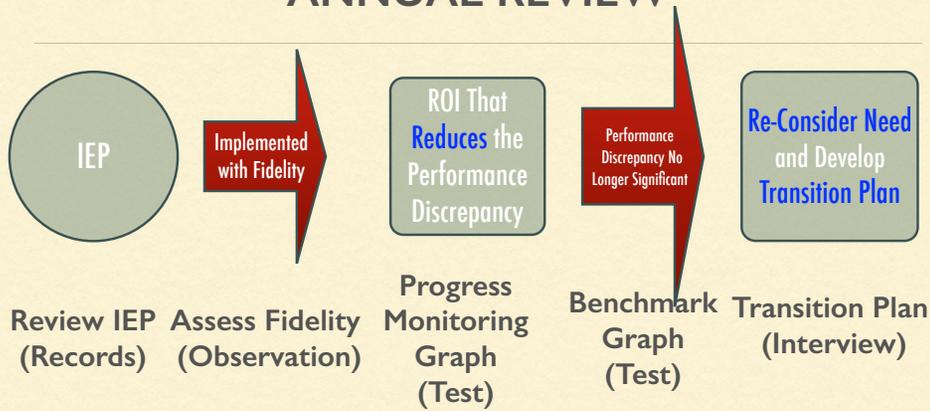
The *difficulty* lies, *not in the new ideas*, but in *escaping from the old ones*, which ramify, for those brought up as most of us have been, *into every corner of our minds.*

ELIGIBILITY

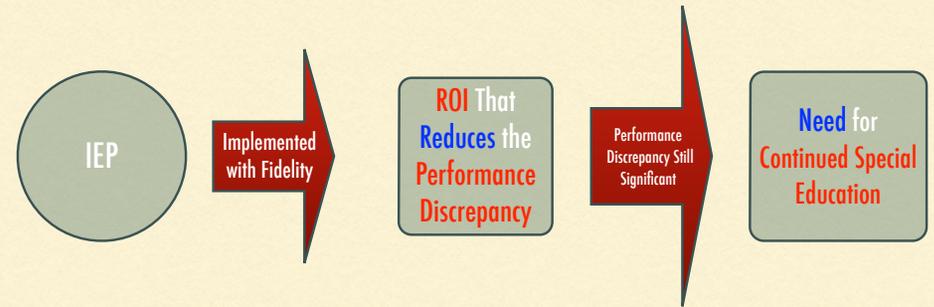


John Maynard Keynes (1883 - 1946), *The General Theory of Employment, Interest and Money* (13 December 1935)

POSITIVE 3-YEAR RE-EVALUATION AND ANNUAL REVIEW

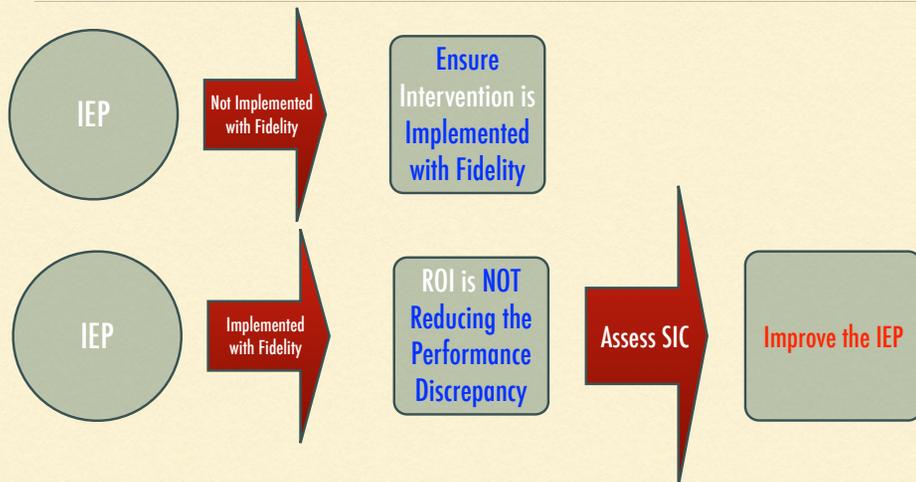


POTENTIAL 3-YEAR RE-EVALUATION AND ANNUAL REVIEW



Student is **Benefiting** from SE, But Still **NEEDS** SE

TROUBLESOME 3-YEAR RE-EVALUATION AND ANNUAL REVIEWS



ELEMENTARY IMPLEMENTATION CHALLENGES IN SLD ELIGIBILITY

COMPONENT	EASE OF IMPLEMENTATION	CHALLENGES AND SOLUTIONS
PERFORMANCE DISCREPANCY	Easiest of Inclusionary Factors	If Using a Validated Basic Skills Screener Now, It's Cleaning Up the Process. If Not, Stop Gap for 1 Year With Conventional Broad Band Achievement Test
PROGRESS DISCREPANCY	More Difficult	Attention MUST Be Paid to the Science of Progress Monitoring
INSTRUCTIONAL NEED	Relatively Easy	Use an Instructional Planning Form (IPF) to Describe Tier 3 Intervention and Contract with Proposed SE Intervention
FORMAL ASSESSMENT OF ACHIEVEMENT DURING...	Relatively Easy if School Benchmarks with Validated Screener/Progress Monitoring	Select a Test Reviewed by OSEP Center(s) As Meeting Standards for BOTH Screening and Progress Monitoring (e.g., CBM)
APPROPRIATE READING AND MATH INSTRUCTION	Most Difficult	Form the Basis for the Judgment by Examining an IPF for Tier 3 (Highest Priority) and Tier 1
ELL	Not As Difficult as Perceived	Make a Good Faith Effort to Use a 2 Step Method of Determining the Performance Discrepancy
EXCLUSIONARY COMPONENT	Not Difficult at All	Get Comfortable Using RIO as a First Step Screener and Not Worrying about Routine Cognitive Testing

MIDDLE SCHOOL IMPLEMENTATION CHALLENGES

COMPONENT	EASE OF IMPLEMENTATION	CHALLENGES AND SOLUTIONS
PERFORMANCE DISCREPANCY	Easiest of Inclusionary Factors	If Using a Validated Basic Skills Screener, Whether Universal or Individual ; Stop Gap Measure for 1 Year With Conventional Broad Band Achievement Test
PROGRESS DISCREPANCY	More Difficult	Attention MUST Be Paid to the Science of Progress Monitoring
INSTRUCTIONAL NEED	Relatively Easy	Use an Instructional Planning Form (IPF) to Describe Tier 3 Intervention and Contrast with Proposed SE Intervention
FORMAL ASSESSMENT OF ACHIEVEMENT DURING...	More Difficult	Because There is Little Benchmarking, Frequent Progress Monitoring from Tiered Intervention Is Likely the Best Solution.
APPROPRIATE READING AND MATH INSTRUCTION	Most Difficult	Form the Basis for the Judgment by Examining an IPF for Tier 3
ELL	Not As Difficult as Perceived	Make a Good Faith Effort to Use a 2 Step Method of Determining the Performance Discrepancy
EXCLUSIONARY COMPONENT	Not Difficult at All	Get Comfortable Using RIO as a First Step Screener and Not Worrying about Routine Cognitive Testing

HIGH SCHOOL IMPLEMENTATION CHALLENGES

COMPONENT	EASE OF IMPLEMENTATION	CHALLENGES AND SOLUTIONS
PERFORMANCE DISCREPANCY	Harder than K-8	Requires Change in Thinking to Minimum Basic Skills Standards. Use a Validated Individual Basic Skills Screener or Stop Gap Measure for 1 Year With Conventional Broad Band Achievement Test
PROGRESS DISCREPANCY	More Difficult	Attention MUST Be Paid to the Science of Progress Monitoring
INSTRUCTIONAL NEED	Relatively Easy	Use an Instructional Planning Form (IPF) to Describe Tier 3 Intervention and Contrast with Proposed SE Intervention
FORMAL ASSESSMENT OF ACHIEVEMENT DURING...	More Difficult	Because There is Little Benchmarking, Frequent Progress Monitoring from Tiered Intervention Is Likely the Best Solution.
APPROPRIATE READING AND MATH INSTRUCTION	Most Difficult	Form the Basis for the Judgment by Examining an IPF for Tier 3
ELL	Not As Difficult as Perceived	Make a Good Faith Effort to Use a 2 Step Method of Determining the Performance Discrepancy
EXCLUSIONARY COMPONENT	Not Difficult at All	Get Comfortable Using RIO as a First Step Screener and Not Worrying about Routine Cognitive Testing