A Collaborative Approach for Data-Based Decision Making
BURLEIGH
Where Everyone
Belongs Believes Becomes
A Brief Overview of Burleigh

- Located in the School District of Elmbrook (suburb of Milwaukee) which serves approximately 7,000 students
- 850 students
- Community Speech Program, Early Childhood, Partners in Play, Fee-based Preschool, Kindergarten-Fifth Grade
A Brief Overview of Burleigh

- SwD: 11.9%
- Economically Disadvantaged: 6.9%
- ELL: 6.8%
- White: 66%; Asian: 17.5%; Hispanic: 6.1%; Black: 3.4%; Two or more: 6.5%; American Indian: 0.6%
WSAS Report Cards

2013-14
- Score: 83.4 (Significantly Exceeds)
- Closing Gaps: 74.2

2015-16
- Score: 91.1 (Significantly Exceeds)
- Closing Gaps: 95.4
## MAP Growth Trends

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<th>Reading</th>
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Response to Intervention
MTSS Model

6-32 students

32-96 students

508-572 students

Tier III: Intensive Interventions (Few Students)

Tier II: Targeted Interventions (Some Students)

Tier I: Universal Instruction (All Students)
Major Tenets of an MTSS Framework

- **High Quality Instruction**
  - Protected, core blocks of instruction
  - Evidenced based curriculum & practices - fidelity checks (walk-through tools)
  - High rates of active student engagement - periodically assess (on-task analysis)

- **Collaborative Problem Solving Process - Building, Grade & Classroom Level**

- **Balanced, Data-Based Decision Making**
  - Universal Screening
  - Progress Monitoring
  - Formative & Summative Classroom Assessments
  - Diagnostic Assessments

- **Structure of Multi-Tiered Intervention**
4 Purposes of Assessment

- PROGRAM EVALUATION - How is the system working?
  - State assessments
  - Surveys
- UNIVERSAL SCREENING - Who is above, at or below grade level targets?
  - MAP, TC, ORF, PALS, FF, Aims Benchmark, ODR’s, etc.
- DIAGNOSTIC - What are the discrete skill needs of a struggling student?
  - Reading and Math Specialists
  - Special Education
- PROGRESS MONITORING - What does the student’s growth look like?
  - Aims Web
  - Rates of Improvement (ROI)
Tier 1 - Universal Instruction

- Protected core instructional blocks for ALL students - Inclusion
- Building-wide data analysis needed to ensure that 80-90% are meeting grade level standards PLC
- Includes:
  - Best Practice Instruction - Tier II/III intervention cannot make up for poor Tier I PLC
  - Establishing & Teaching Common Behavioral Expectations PBIS & STAR
  - Differentiation & Personalization PLC
  - Tier I Interventions PLC
    - Strategy groups
    - Pre-teach / Re-teach
- Ongoing as students progress to Tiers II or III
  - Core plus more; not substituting one for the other
Tier II - Targeted Interventions

- Data driven decision making utilizing multiple sources/data points *PLC*
- Requires skill analysis *PST*
  - What is the issue?
  - Where is the breakdown?
  - Why is occurring?
  - Which evidenced based intervention best targets the skill deficit?
- Small group, moderate intensity interventions delivered with fidelity *PST*
- Goal setting & Progress monitoring *PST*
- Tier I is ongoing *PLC*
Tier III - Intensive Interventions

- Discrete skill interventions for individual students *Formal PST*
- May require further diagnostic assessment to pinpoint discrete skill needs & refine intervention efforts *Formal PST*
- Increase in intervention intensity *Formal PST*
  - Type of intervention
  - Layering of interventions
  - Duration and/or frequency
  - Size of group
- Goal setting & Progress monitoring continue *Formal PST*
- May lead to referral for special education *Formal PST*
Professional Learning Communities
Four Critical Questions for a PLC

1. What is it we want our students to learn?
2. How will we know if each student is learning?
3. How will we respond when some of our students do not learn?
4. How will we enrich and extend the learning for students who are already proficient?
Three Big Ideas That Drive a PLC

★ A relentless focus on learning for all students!
★ A collaborative culture and collective effort to support student and adult learning!
★ A results orientation to improve practice and drive continuous improvement!
Culture Shifts for a Growing PLC

➔ From a focus on teaching...to a focus on learning
➔ From working in isolation...to working collaboratively
➔ From focusing on activities...to focusing on results
➔ From fixed time...to flexible time
➔ From average learning...to individualized learning
➔ From punitive...to positive
➔ From “teacher tell/student listen”...to “teacher coaching/student practice”
➔ From recognizing the elite...to creating opportunity for many winners

Assessment *For* Learning

➢ Understand and articulate in advance of teaching the achievement targets
➢ Inform students about learning goals in terms they understand
➢ Develop assessment procedures that reflect student achievement
➢ Use classroom assessments to build students’ confidence
➢ Translate classroom assessments into frequent descriptive feedback
➢ Continuously adjust instruction based on the results of assessments
➢ Engage students in regular self-assessment so they can see growth
➢ Actively involve students in communication about improvement

The Power of Formative Assessments

❖ Promote efficiency for teachers
❖ Promote equity for students
❖ Provide a strategy for determining if curriculum is learned
❖ Inform the practice of individual teachers
❖ Build a team’s capacity to improve practice
❖ Facilitate a systematic response for struggling students
❖ Offer tool for changing adult behavior and practice

DuFour, DuFour, Eaker, and Many, 2006, *Learning By Doing*
# PLC Topic Rotations

- Mathematics
- Literacy
- Personalized Learning
- Social-Emotional
- PST
- Viking Voyage Planning

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Note: Timeline and activities are placeholders for illustrative purposes.
Problem Solving Teams
PST
# District Established Data Triggers & Targets

## Kindergarten

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<th>Talent Dev</th>
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## 1st Grade

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## Using Data Walls to Guide PST Decision Making

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Using ION to Simplify the Data Wall Creation Process

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Considerations Beyond the Data...

1. When a child triggers according to MAP, TC, or ORF we first look at the data relative to district targets and triggers (25th%ile and below)
2. From there the classroom teacher and Resource Team consider other factors to determine if the child should be placed in a Tier II or Tier III intervention. These factors may include...
   a. Historical data
   b. Classroom performance
   c. Classroom assessments
   d. Additional screening data (Ex. Aims benchmark)
3. 2 possible outcome of that analysis...
   a. Targeted Tier I classroom instruction with progress monitoring
   b. Targeted Tier I instruction AND Tier II or III Intervention with progress monitoring
What Do PSTs Look Like at Burleigh?

- Known students begin intervention right away based upon end of year recommendations
- Initial round of large group PST occurs after fall screenings for all students already in (including those with IEP’s) or for new students in need of intervention to:
  - support teachers in establishing students/groups in ION
  - determine intervention and establish appropriate groups
  - set appropriate growth goals
  - determine progress monitoring tool & schedule
  - provide suggestions for strategies to support students during tier 1 instruction
- Following that initial round, large group PST occurs every 6-8 weeks only to:
  - Discuss new students
  - Check in on students not progressing or ready to exit
- Every 6-8 weeks each grade level PLC uses the PST Process
  - Students not progressing or ready to exit are referred to the larger team
- Students with IEP’s are included in the same - not separate - process
- All documentation occurs in ION
PSTs During PLCs

Incorporation of PST process into PLCs

- For students already in intervention (including those with academic goals/services through an IEP)
- Review and analyze progress monitoring data
- Be responsive to data - adjust interventions/groups
- Generate a list of referrals to formal PST for students not making progress, ready to exit, or newly identified as needing intervention
- Use of ION
Progress Monitoring
## Progress Monitoring

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<tr>
<th>Date</th>
<th>Reading Fluency</th>
<th>Goal</th>
<th>ROI</th>
<th>Status</th>
<th>Goal</th>
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<tr>
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<td>98.0%</td>
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<td>48</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Unsuccessful</td>
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<tr>
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<tr>
<td>9/28/2017</td>
<td>19/24</td>
<td>79.2%</td>
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<thead>
<tr>
<th>Date</th>
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<th>Goal</th>
<th>ROI</th>
<th>Status</th>
<th>Goal</th>
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<tbody>
<tr>
<td>10/16</td>
<td>10/16</td>
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<td>0</td>
<td>Trending</td>
<td>8</td>
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<td>Unsuccessful</td>
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</tr>
<tr>
<td>7/11</td>
<td>7/11</td>
<td>63.6%</td>
<td>0</td>
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<td>7</td>
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</table>
Intervention Exit Criteria

- District established exit criteria:
  - MAP and/or other district approved measures at or approaching 50th %ile
  - Aims scores at or approaching 50th percentile on 3 concurrent probes
  - 4 progress monitoring data points at or above the goal line
- Students exit a Tier II or Tier III intervention through a Formal PST process
- Students who may be ready for dismissal are discussed at the grade level PLC and then referred to the next formal PST review date
Interventions in an Age of Inclusion

● Provision of intervention, at any Tier, should start with assumed implementation in general education settings

● Requirements include:
  ○ PLC and co-planning conversations
  ○ Adherence to classroom/teacher schedules

● This does NOT mean that students cannot or will not ever be removed from general education; rather that we challenge our thinking around how/where/when we can infuse needed interventions into the classroom
  ○ Remember the critical question......THIS _____________ IS BEST FOR WHOM?
Interventions in an Age of Inclusion

- Allows for the inclusion of students in intervention groups who may not otherwise have access to those supports
- Provides access to specialists and their expertise on an ongoing basis
- Intervention-Extension time provides a built-in opportunity to provide services that may be difficult to incorporate into a general education setting
- Core instructional blocks are no-pull zones - particularly for students with academic performance below proficiency standards
Intervention & Extension
Why Intervention & Extension Blocks

What Richard Allington has to say...

“Struggling readers have rarely caught up to their achieving peers because most schools have not thought about what sort of efforts might be required to double or triple the struggling readers’ learning rates for reading. If a 90-minute reading block is producing a half year of growth, then why would 30 additional minutes every day of large group intervention double or triple that rate of learning? That is assuming that the 30 added minutes are actually added. In most cases, however, that intervention 30 minutes was scheduled during the 90-minute classroom reading block. So no new minutes of reading instruction were added. Instead, we altered part of the 90 minutes of reading instruction but did not add more minutes of reading instruction.”

What is Intervention and Extension?

30 minute block in each grade level’s schedule where instruction is designed to meet students’ needs

**Struggling Students**

- Receiving Tier II/III intervention

**On-Track Students**

- Receiving focused instruction in a specific area or extension related services
Intervention & Extension Block at Burleigh

○ Occurs 4 days/week for 30 minutes a day
○ All staff are involved
  ■ Teachers, SPED staff, Instructional Assistants and Learning Support Assistants
○ Tier 1 support
  ■ Classroom teachers identify learning goals
  ■ Plan/prepare instruction
○ Tier II/III interventions
  ■ Progress monitored during this time using AIMS Web
○ Formative and summative assessment data is reviewed and students are re-grouped as needed every 6 weeks
Data Teams

Step 1: Collect/Chart Data
Step 2: Analyze Student Work
Step 3: Set SMART Goal
Step 4: Determine Instructional Strategies
Step 5: Determine Results Indicators
Data Used to Form Groups

- Formal running record assessments to determine focus area of need (Decoding, Fluency, Comprehension)
- Oral reading fluency assessments
- Informal running records
- Math unit assessments (pre and post assessments)
- Fact fluency assessments
- Dreambox and ALEKS reports
- MAP data (Fall, Winter, Spring)
- Writing On-Demand & Analysis
- Reading workshop (pre and post assessments)
- Developmental spelling inventory analysis
## Intervention & Extension Template

<table>
<thead>
<tr>
<th>Focus/Lesson Examples</th>
<th>LLI</th>
<th>LLI, ERI, Comprehension Focus Group</th>
<th>Fluency</th>
<th>Guided Reading Plus</th>
<th>Fact Practice (Xtra Math, Quick Tables, Sumdog)</th>
<th>Read to Self with Focused Response OR Storyline Online with Response</th>
<th>Work on Writing (Review, Preteach, Conventions)</th>
<th>Word Work (Sorting, High Frequency Words, Vocab)</th>
<th>Ipad Apps (Math)</th>
<th>Close Reading, Readers Theater</th>
<th>Do the Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>These are ideas, feel free to edit as it pertains to your group/level</em></td>
<td>Teacher</td>
<td>Location</td>
<td></td>
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</tr>
<tr>
<td>Student Name</td>
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</tbody>
</table>

*Note: The table can be filled in with specific activities and strategies based on the student's needs and the lesson objectives.*
“The reason PLCs increase student learning is that they produce more good teaching by more teachers more of the time. Put simply, PLCs improve teaching, which improves student results, especially for the least advantaged of students.”

- John Saphier
Discussions

Share out around the following questions:

1. What is the process my school utilizes for analyzing data?
2. What are the resources used by my school to facilitate this process?
3. What are my next steps?
Presenters

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Nicole Heller, School Psychologist: hellern@elmbrookschools.org
Katie Kass, Instructional Coach: kassk@elmbrookschools.org
Christie Johnson, Reading Specialist: johnsonc@elmbrookschools.org