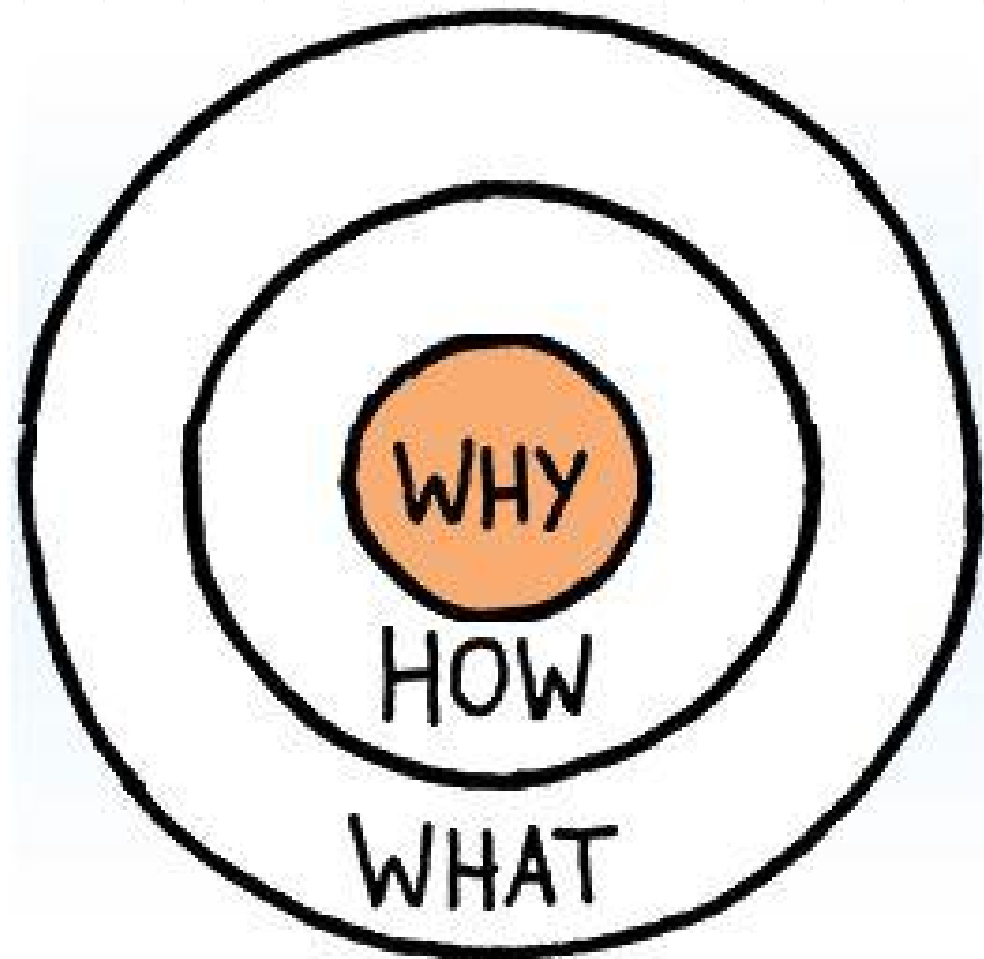

A Collaborative Approach for Data-Based Decision Making



BURLEIGH
Where Everyone



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

Reading

2014-15: 57.9

2015-16: 56.1

2016-17: 65.7

Math

2014-15: 61.8

2015-16: 70.3

2016-17: 71.6



TITLE I

School of Recognition

2015-2016

2018 BEST
SCHOOLS



NICHE

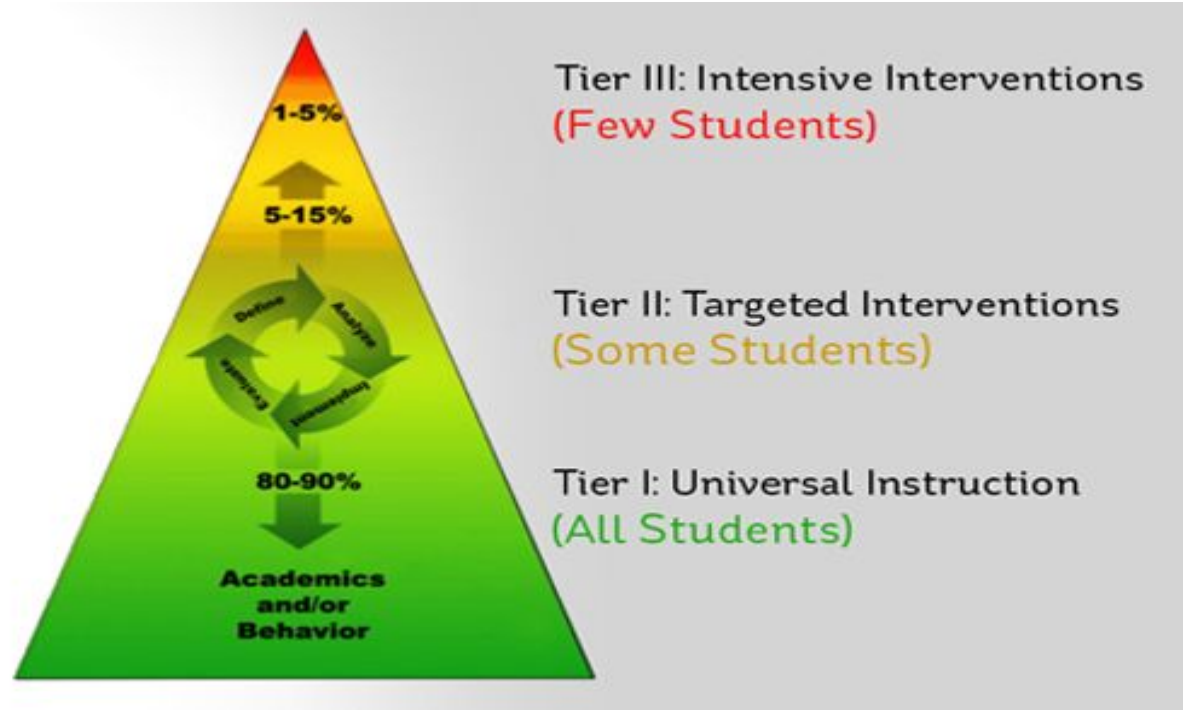
Response to Intervention

MTSS Model

6-32 students

32-96 students

508-572 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

Core Instructional Blocks

- 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

Intervention-Extension Time

- 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

Intervention-Extension Time

- 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

DuFour, DuFour, Eaker, and Karhanek, 2004, *Whatever It Takes*

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

Stiggins, 2002, *Assessment Crisis: The Absence of Assessment for Learning*

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

October 2017

PLC Topic	Monday	Tuesday	Wednesday	Thursday	Friday
K & 1: Literacy 2 & 3: Math 4 & 5: PL	2: Begin Round 11/E Formal Interventions Begin K PALS Window Closes	3: BLT Meeting 7:45 PLC (K) 11:10-12:10	4: PLC 7:35-8:35 (1, 2, 3, 5) 4:00 SPED Dept Meeting	5: Narrative On-Demand window ends TC window ends ER - Building Directed	6: FUN RUN
K & 1: Social/Emotional 2 & 3: Literacy 4 & 5: Math	9: NO Students Teacher PD Full Team PST	10: Staff Meeting 8:00 PLC (4) 9:00-10:00 PLC (K) 11:10-12:10	11: PLC 7:35-8:35 (1, 2, 3, 5)	12: PBIS Meeting 7:45 ER - Building Directed	13:
K & 1:Math 2 & 3: Social/Emotional 4 & 5: Literacy	16: Math Leaders 4:00-5:30 pm	17: BLT Meeting 7:45 PLC (4) 9:00-10:00 PLC (K) 11:10-12:10	18: PLC 7:35-8:35 (1, 2, 3, 5)	19: 8:00 SPED Dept Meeting ER - Self-Select (Ed Camp)	20:
K & 1: Literacy 2 & 3: Math 4 & 5: Social/Emotional	23:	24: Staff Meeting 8:00 PLC (4) 9:00-10:00 PLC (K) 11:10-12:10	25: PLC 7:35-8:35 (1, 2, 3, 5)	26: AM: Half Day (students) PM: Comp day SLO/PPG Due	27: NO SCHOOL
K-5: Viking Voyage Planning	30: Fact Fluency Window Opens	31: PLC (4) 9:00-10:00 PLC (K) 11:10-12:10			

Problem Solving Teams

PST

District Established Data Triggers & Targets

Kindergarten	Fall			Winter			Spring		
	Trigger	Target	Talent Dev	Trigger	Target	Talent Dev	Trigger	Target	Talent Dev
Teacher's College	---	---	--	A	B	--	B	D	--
MAP Math RIT**	---	---	--	140	153 (57%t)	191	149	161 (56%t)	205
1st Grade	Fall			Winter			Spring		
	Trigger	Target	Talent Dev	Trigger	Target	Talent Dev	Trigger	Target	Talent Dev
Teacher's College	B	D	--	E	G	--	H	J	--
Oral Reading Rate	--	--	--	19 cwpm	36 cwpm	--	40 cwpm	67 cwpm	--
Oral Reading Accuracy*	--	--	--	93%	96%	--	93%	96%	--
MAP Reading RIT**	--	--	--	--	--	--	168	183 (64%t)	213
MAP Math RIT**	154	163 (51%t)	201	165	174 (50%t)	211	172	181 (50%t)	226
2nd Grade	Fall			Winter			Spring		
	Trigger	Target	Talent Dev	Trigger	Target	Talent Dev	Trigger	Target	Talent Dev
Teacher's College	H	J	--	I	K	--	K	M	--
Oral Reading Rate*	35 cwpm	62 cwpm	--	64 cwpm	88 cwpm	--	82 cwpm	106 cwpm	--
Oral Reading Accuracy	93%	96%	--	93%	96%	--	93%	96%	--
MAP Reading RIT**	164	181 (65%t)	214	174	190 (64%t)	219	178	194 (63%t)	224
MAP Math RIT**	168	179 (55%t)	211	176	188 (54%t)	221	183	194 (55%t)	229

Using Data Walls to Guide PST Decision Making

						Trigger N Target P	Trigger 98 Target 127
Grade	Student	Teacher	PST Area	MAP (Math)	MAP (Rdg)	TC	ORF
3		Scheunemann	Reading	-	41%	L	46
3		Scheunemann	Reading & Math	25%	15%	N	110
3		Scheunemann	Reading	-	73%	O	130
3		Scheunemann	Reading & Math	20%	35%	N	159
3		Balke	Reading & Math	32%	18%	O	79
3		Balke	Reading	-	61%	N	78
3							
3		Bates	Reading	-	59%	O	127
3		Bates	Reading & Math	63%	31%	O	88
3		Engel	Reading	-	35%	O	109
3		Engel	Reading	-	33%	O	121
3		Engel	Reading	-	12%	N	87

Using ION to Simplify the Data Wall Creation Process

Student	Gender	Fall						P
		MAP Reading F	TC Previous Year	TC Fall	ORF	Narrative Writing-Fall	MAP Mathematics	
	F	173	J	J	72	13.0	173	
	F	179	G	J	58	10.5	158	
	F	177	J	L	72	20.5	186	
	F	177	J	L	72	31.5	182	
	M	180	J	I	76	13.0	186	
	F	171	K	K	66	18.0	178	
	M	182	J	I	72	16	187	
	M	173	J	J	75	27	189	
	F	196	K	J	80	14	194	
	F	165	J	L	47	18	169	
	F	182	N	N	77	21	184	

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

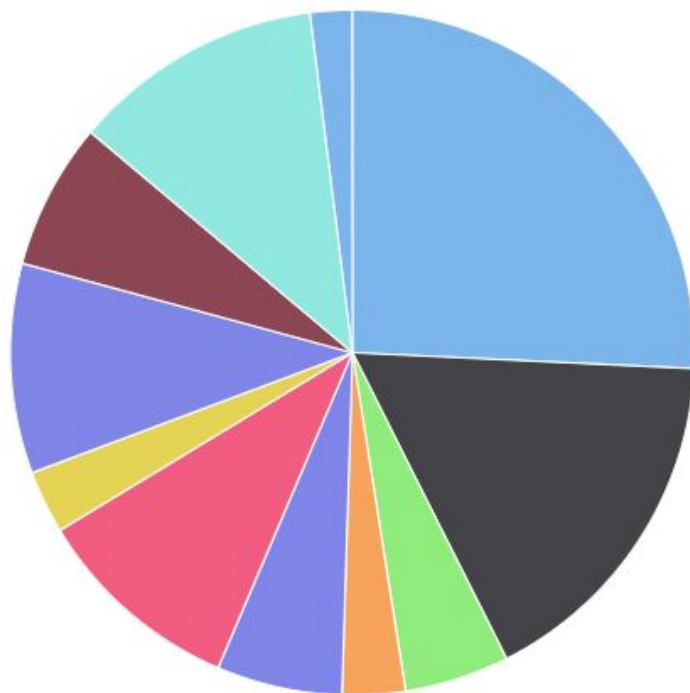
PSTs During PLCs

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

Students By Intervention



Group	#	↑	↓
1st Grade ERI	6	0	0
1st Grade LLI	13	0	0
2nd Grade Foundations	5	0	0
2nd Grade LLI	10	0	0
2nd/3rd Grade - Do the Math (addition/subtraction)	4	0	0
3rd Grade - Dreambox	3	0	0
3rd Grade LLI	9	0	0
3rd Grade Writing Intervention	1	0	0
4th Grade - Do the Math (Facts Through 12 x 12)	3	0	0
4th Grade Just Words	3	0	0
4th Grade LLI	8	0	0
4th Grade Writing Intervention	4	0	0
5th Grade - Do the Math (X Facts Greater than 12)	1	0	0
5th Grade Just Words	2	0	0
5th Grade LLI	3	0	0
5th Grade Read Live	2	0	0

Progress Monitoring Continued

	<p>Passage Reading Fluency (Monitored at Gr 3)</p> <p>Goal ROI 91  0</p> <p>Status  Trending Unsuccessful</p>		9/28/2017	<p>48/49 98.0% <i>Goal: 48</i></p>
	<p>Passage Reading Fluency (Monitored at Gr 3)</p> <p>Goal ROI 62  0</p> <p>Status  Trending Unsuccessful</p>	10/6/2017	9/28/2017	<p>28/30 93.3% <i>Goal: 20</i></p> <p>19/24 79.2% <i>Goal: 19</i></p>
	<p>Passage Reading Fluency (Monitored at Gr 3)</p> <p>Goal ROI 50  0</p> <p>Status  Trending Unsuccessful</p>	10/6/2017	9/28/2017	<p>10/16 62.5% <i>Goal: 8</i></p> <p>7/11 63.6% <i>Goal: 7</i></p>

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.”

Allington, R. (2009). *What really matters in response to intervention*.

What is Intervention and Extension?

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

Struggling Students

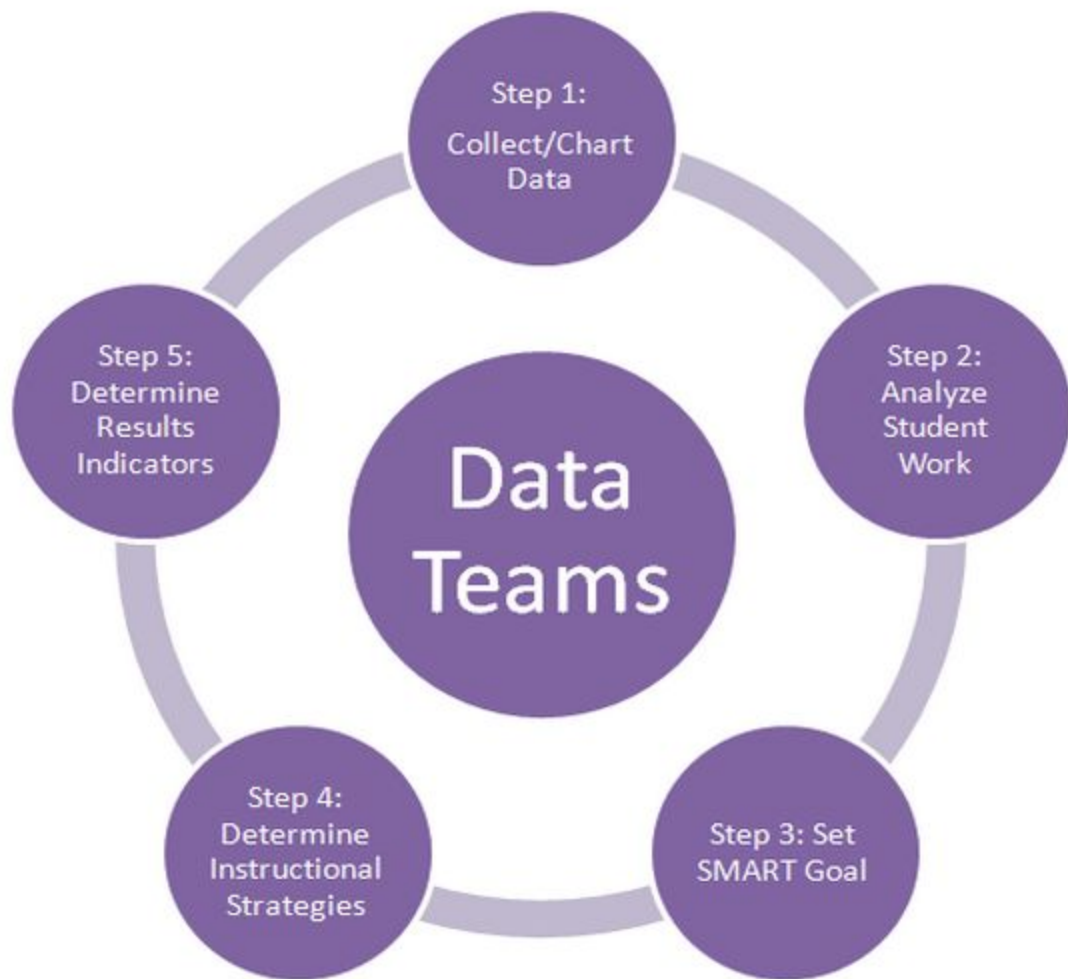
- Receiving Tier II/III intervention

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 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

“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

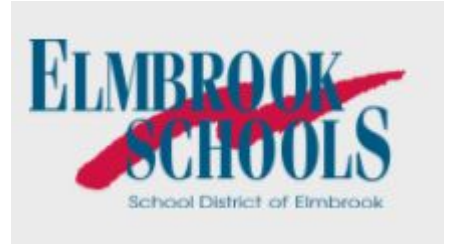
Discussions

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



Christian Pleister, Principal: pleistec@elmbrookschoool.org

Nicole Heller, School Psychologist: hellern@elmbrookschoools.org

Katie Kass, Instructional Coach: kassk@elmbrookschoools.org

Christie Johnson, Reading Specialist: johnsonc@elmbrookschoools.org