

Assessment & Data Analysis for the Advanced Tiers

This document is designed to assist the MDT in identifying and understanding the components of the assessment system and the types and functions of the data collected.

Assessment System

Provides information and clarity about each assessment available, including:

- Name of the student outcome measure
- Who completes the assessment (e.g., all K-6 students, all 9-12 students)
- How data are used for decision making
- Criterion score (i.e., benchmark, goal)
- Data collection and analysis decisions are made and supported at the school and district levels (school data analysis should happen first and inform the district analysis)
- Name of the fidelity measures (R-TFI, fidelity checklist)
- Name of the individual(s) responsible for administering the measure, entering the data into a data system, printing reports, and/or summarizing data for teams
- Dates for when the fidelity data will be aggregated for school-wide, grade-level, and individual student analysis

Universal Screening Data

Data Collection for Existing Students

Reading:

- Recommendations for intervention supports to begin right away in the fall, based on reading spring assessment data (benchmark and ongoing progress monitoring)
 - Spring assessment data provides individuals with enough information to determine which intervention placement tests to administer. Administering the placement tests and grouping students can occur in the fall; however, for secondary, if intervention is a class period, then it would need to be completed prior to the new school year
- Adjustments made to intervention access are based on each benchmark assessment, as well as during grade level team meetings and any additional placement testing that takes place following the established procedures outlined by the district and in this intervention system document:

- Determine if additional students would benefit from intervention supports; this can be done by reviewing data during Grade Level Team meetings and following a benchmark assessment
- Multidisciplinary Team members regularly join Grade Level Team meetings and routinely review data to identify students in need of additional support through intervention

Behavior:

- Any student who ended the previous year with six or more Office Referrals should be receiving an intervention by October (“October Catch”)
- Identify students with two or more referrals in October, November, and December, and determine if these students have an intervention in place

Data Collection for New Students

Keeping in mind any decisions made by your district, identify what should happen from the time a student is newly enrolled in your district and assigned to your school. Consider when people would know if the student would benefit from intervention supports. Be sure to include the following parameters:

- The number of days from enrollment to when the student is assessed
- Identify the person responsible for administering the assessment(s)
- Identify the person responsible for entering the data into the data system(s)
- Identify the person(s) responsible for analyzing the data and determining if intervention is needed
- Determine the number of days from when intervention placement tests will be administered and analyzed to when the decision about the appropriate intervention program for the student is made, for them to be placed into the intervention

Intervention Fidelity

Fidelity data is used to determine if students (including students with disabilities) are receiving designated interventions. **You cannot determine that instruction is insufficient if it has not been delivered with adequate fidelity.** Intensifying instruction without establishing fidelity will undermine the quality of instructional decision-making, lead to further reductions in fidelity, and unnecessarily stretch available resources. Some of the types of fidelity data that should be considered include:

Implementation Record

Brief lesson record completed daily

- Was the session completed?
- How long was the lesson?
- For each student in the group, indicate if the student was absent, fully engaged, partially engaged, or not engaged in the lesson
- Indicate which lesson components were completed during the session

Fidelity Observations

Using the district-approved and intervention-provided checklist at least once every 3-4 weeks

Progress Monitoring Data

All students receiving intervention should be monitored weekly using the progress-monitoring measure(s) outlined in the intervention platform. You may use multiple measures for any student, but it is important that your team identifies a primary measure (i.e., in 1st grade, Nonsense Word Fluency Correct Letter Sounds and Whole Words Read; in 2nd grade, 2nd grade Oral Reading Fluency (ORF), etc.). Progress monitoring assessments should be aligned with the intervention and sensitive to student growth, which will serve as the primary indicator of the intervention's response. The MDT identifies team members to check weekly to ensure that the primary measure was administered, the data were entered in the data management system, and address any data collection issues that may arise (e.g., clarify who is responsible for administering progress monitoring, make a checklist to help teachers/interventionists keep track of which students should be progress monitored using which measures, and when). **It is important to select a primary measure to simplify the decision-making process.**

System Fidelity

The MDT, with representation from the School Leadership Team (SLT), will assess the fidelity of the Advanced Tiers twice yearly until the criterion score of 80% is met. Once the criterion score is met, the MDT, with representation from the SLT, can assess fidelity annually, preferably in the spring. The purpose of assessing fidelity is to answer the question, "Are we doing what we said we would do as a system?" Measures that allow the system to assess the fidelity of implementation include:

- School-wide Positive Behavior Interventions and Supports Tiered Fidelity Inventory (SWPBIS TFI)
- Reading Tiered Fidelity Inventory (R-TFI)
 - Elementary Level
 - K-8 Level, or
 - Secondary Level

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