

Secondary Intervention System

Part 3: Assessment & Data Analysis for the Advanced Tiers

Assessment System

Provides information and clarity about each assessment, including:

- Name of the student outcome measure
- Who completes the assessment
- How data are used for decision-making
- Criterion score (e.g., benchmark, goal)
- Data collection and analysis decisions are made and supported at the school and district (school data analysis should happen first and inform the district analysis)
- Name of the fidelity measures (e.g., R-TFI, other intervention-specific fidelity data tools)
- 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 analyses

Universal Screening Data

Data Collection for Existing Students

Reading:

- Recommendations for intervention supports to begin right away in the Fall based on spring reading assessment data (e.g., benchmark and ongoing progress monitoring) if applicable or information from a multi-gated assessment process (e.g., NWEA, MSTEP, PSAT, incoming feeder school information, teacher concerns, etc.)
 - Assessment data should provide individuals with enough information to determine which intervention placement tests to administer
- Adjustments made to intervention access are based on any additional placement testing that takes place following the established procedures outlined by the district and in the intervention system document:
 - Determine if additional students would benefit from intervention supports
- The Multidisciplinary Team routinely reviews data to identify students in need of additional support through intervention

Behavior:

- Any student who ended the previous school year with 6 or more Office Discipline Referrals should be receiving an intervention by October (“October Catch”)

- Identify students with 2 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 to when people would know if the student would benefit from intervention supports. Be sure to include parameters such as:

- The number of days from when the student arrives to when s/he is assessed
- Person responsible for administering the assessment(s)
- Person responsible for entering data into data system(s)
- Person(s) responsible for analyzing the assessment data and determine if intervention is needed
- Number of days from when intervention placement tests will be administered, analyzed, to when the decision is made about the appropriate intervention program the student needs to be placed

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:

Implementation Record (brief lesson record completed daily)

- Was the session completed?
- How long was the session? (e.g., full class period, 20 minutes, etc.)
- 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 that session

Fidelity Observations

Use the district-approved and/or an intervention-provided checklist to observe and provide coaching feedback to each interventionist:

- At least once a month until fidelity threshold has been met for three consecutive months (If no fidelity threshold is provided within the selected intervention curriculum, 70% should be the minimum standard of fidelity.)
- At the beginning of intervention instruction (e.g., new school year, new semester class, etc.)
- When new lesson component parts are introduced in the instructional sequence

Progress Monitoring Data

All students receiving intervention should be administered in-program assessments as outlined in the intervention teacher manual. They should also be progress monitored biweekly to monthly using the general outcome 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 (e.g., ORF, MAZE, etc.) that is aligned to the intervention and sensitive to student growth which will serve as the primary indicator of intervention response. The MDT identifies team members to check biweekly 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, when).

System Fidelity

The Multidisciplinary Team, with representation from the School Leadership Team, will assess the fidelity of the Advanced Tiers twice yearly until the criterion score of 80% is met. Once the criterion score has been met, the Multidisciplinary Team, with representation from the School Leadership Team, can assess fidelity once per year 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 fidelity of implementation include:

- School-Wide Positive Behavioral Interventions and Supports Tiered Fidelity Inventory (SWPBIS TFI)
- Reading Tiered Fidelity Inventory (R-TFI)
 - Secondary-Level Edition

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