

Navigating Tier 2

Improving Tier 2:
Evaluating Your Current Practices and Determining
Next Steps



Clermont Northeastern Schools

Increasing Student Achievement



Who We Are

Clermont Northeastern is a rural district located in Southwest Ohio, east of Cincinnati. We have approximately 1200 students on one campus (three buildings). Our district covers 75 square miles and has 43% free and reduced lunch.

Mary Williams- Regional Early Literacy Specialist

Tonya Schmidt-Elementary Building Principal

Amy Ellis-Elementary Intervention Psychologist

Emma Keough-Elementary Assistant Principal



Session Objectives

- Participants will learn about best practices regarding the implementation of the reading components within tier 2 of a multi-tiered system of supports

- Participants will reflect on current practices and create action steps to support staff and students in their districts/schools.



Where We Are in Our Journey

Data



**MOMENTUM
AWARD**





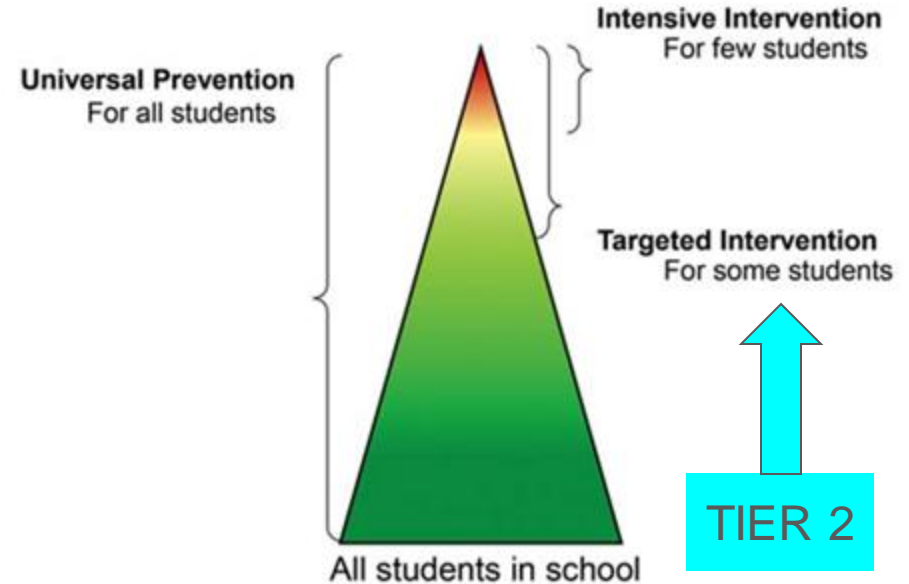
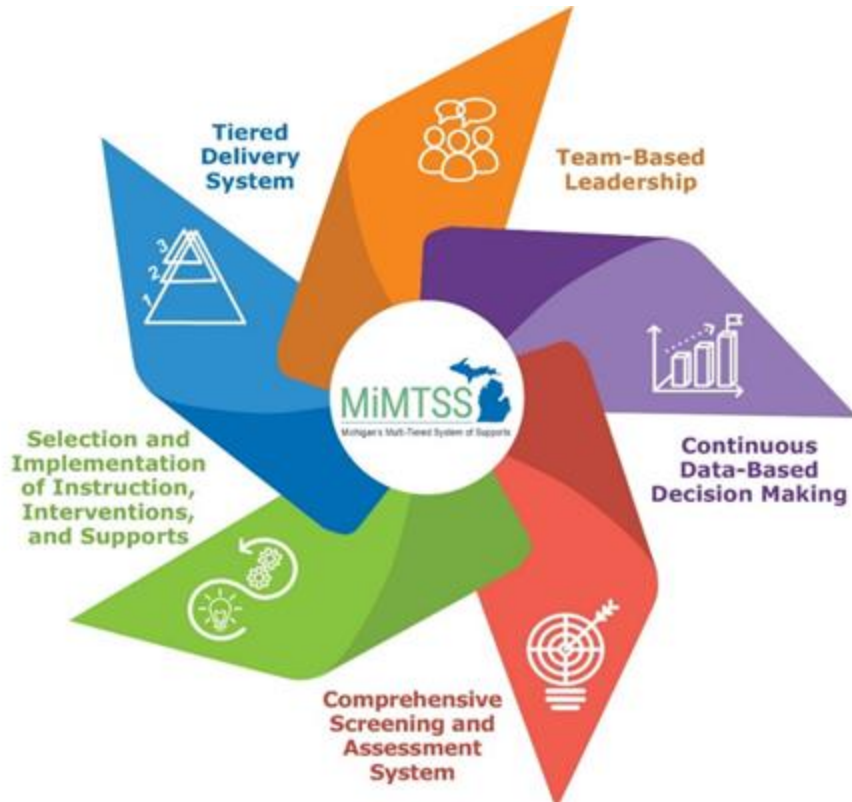
Housekeeping...

- 1) We know that everyone is at a different place...we hope that each of you will be able to take a nugget or two from this presentation.
 - For some of you it will be learning what first steps you should consider
 - For some of you it may be a tidbit that will help you refine your current practices
 - We are always learning ways to improve our model
- 1) Each area discussed will provide you with recommendations from the state and experts in the field mixed in with how we have tackled things at CNE and what we have learned along the way.
- 1) You will have some team time during the presentation for you to discuss how to use this information.

We will try to take questions as you have them.

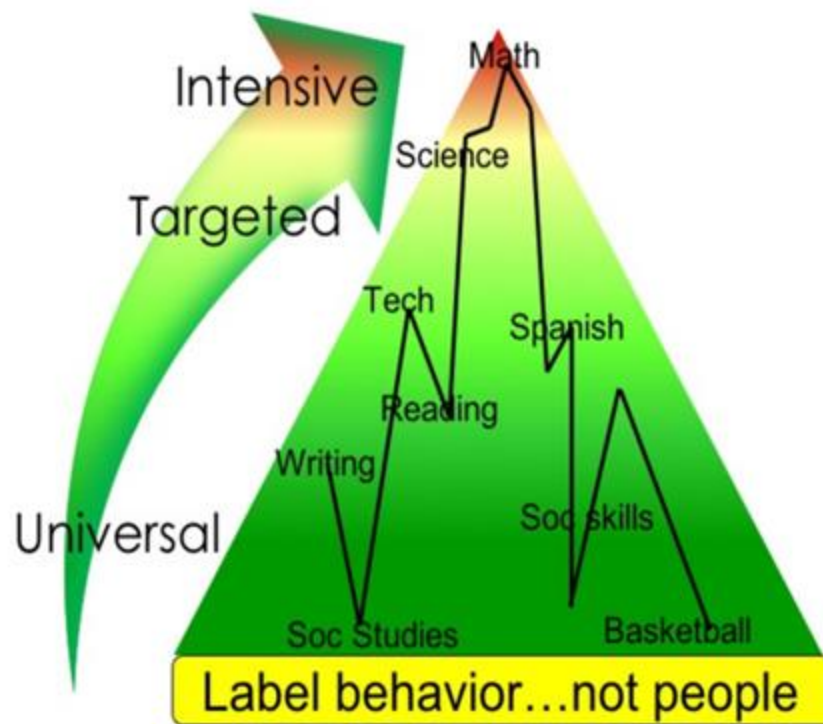
Multi-Tiered Systems of Support

Today's Focus: Tier 2 Interventions



Amy i don't remember where this one is from, do you?

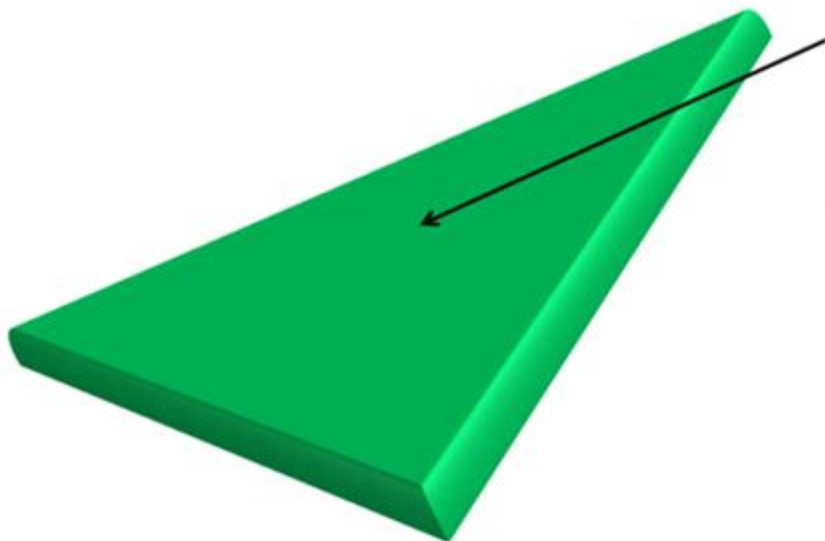
A Tiered Delivery System



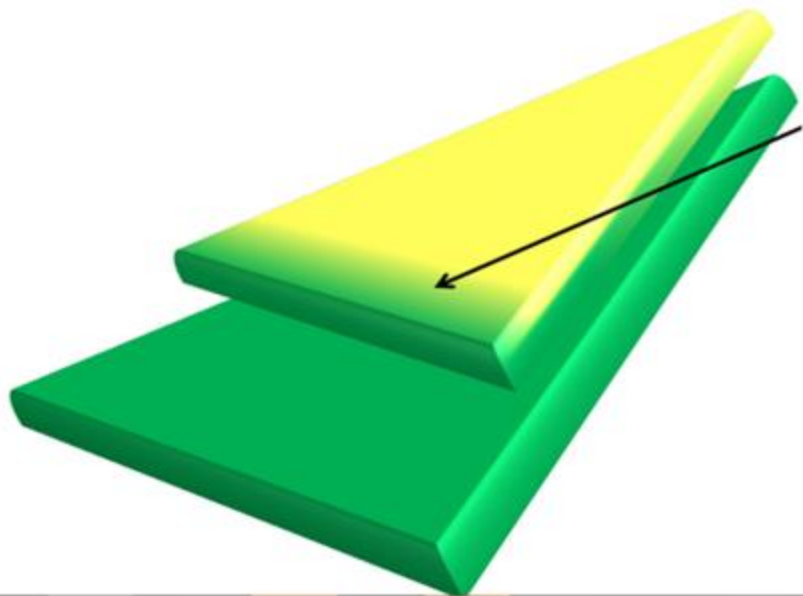
Tier 1: Universal Instruction and Differentiation to Meet the Needs of ALL Learners

GOAL: 100% of students achieve at high levels

Tier 1: Effective if at least 80% are meeting benchmarks with access to Core/Universal Instruction.



Tier 2: Intervention Platform of Supplemental, Targeted Interventions for Some Learners

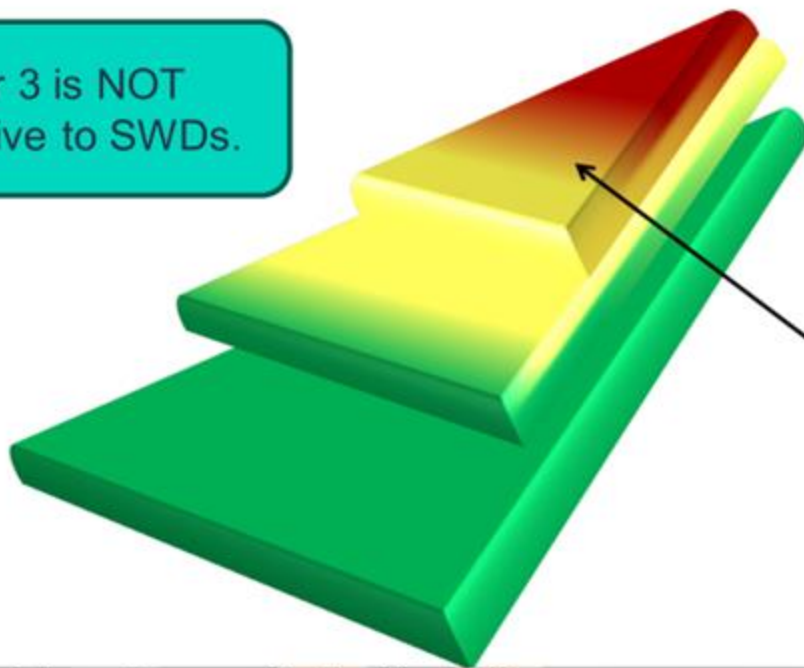


Tier 2 (in addition to Tier 1):

- Uses DBDM with screening, diagnostic data
- Automatic assignment to interventions with decision rules
- Standard protocol interventions that are skills-based
- Decisions made by T2/T3 team (MDT)
- Interventions do not pull from T1
- Small groups, not individualized
- Interventions result in accelerated, gap-closing growth
- Continuous DBDM with PM data
- Formal system for communication with families

Tier 3: Provides Intense Individual Interventions, Building on Tier 1 Instruction and Tier 2 Intervention

Tier 3 is NOT exclusive to SWDs.



Tier 3 (in addition to Tier 1):

- Standard protocol interventions that are skills-based PLUS
- Uses DBDM to intensify and individualize
- Clear alignment to Tier 1-2
- Decisions made by T2/T3 team (MDT)
- Interventions do not pull from T1
- Small groups or individual if necessary
- Interventions result in accelerated, gap-closing growth
- Continuous DBDM with PM data
- Formal system for communication with families

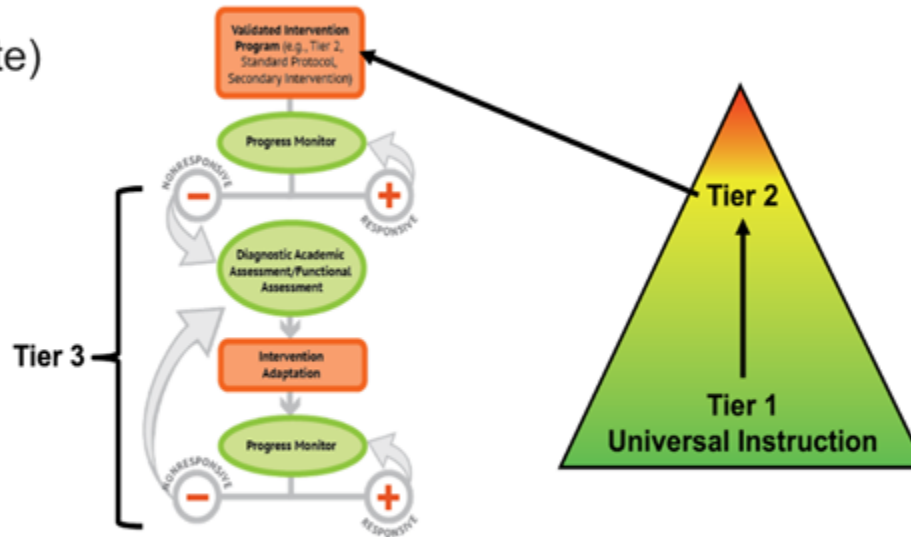
Intensifying Intervention (Tiers 2 and 3)

1. Implement a Validated Standard Protocol Intervention (e.g., REWARDS Intermediate)
2. Monitor Progress (curriculum-based measurement and in-program progress monitoring)

If students don't respond...

3. Collect diagnostic academic or functional behavior data
4. Design and implement a change (adaptation) to the intervention
5. Monitor progress in the adapted intervention

Repeat steps 3-5 until the student responds (is on track to meet grade level benchmark)



Source: National Center for Intensive Intervention

Multi-Tiered Systems of Support

Today's Focus: Tier 2 Interventions

Implementing Ohio's Plan to Raise Literacy Achievement

A Guide for School Leaders, Grades K-5



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FEBRUARY 2023

Table 4. Characteristics of the Three-Tiered Model of Prevention of Reading Failure

	Tier 1 Instruction	Tier 1 Instruction Plus Tier 2 Intervention	Tier 1 Instruction Plus Tier 3 Intervention
Description	<ul style="list-style-type: none">Primary prevention of reading failureCore structured literacy curriculum and instruction	<ul style="list-style-type: none">Secondary prevention of reading failureStructured literacy intervention targeting students' specific reading concerns	<ul style="list-style-type: none">Tertiary prevention of reading failureIndividualized plan to intensify and coordinate structured literacy intervention
Effectiveness Criteria	At least 80% of students reach grade-level expectations	Additional 15-20% of students reach grade-level expectations	Remaining 0-5% of students reach grade-level expectations
Where	Regular classroom	Regular classroom or other location determined by the school	Location determined by the school
Who Delivers	Classroom teacher with support for differentiation and planning for universal design for learning	Classroom teacher with support of others determined by the school	Classroom teacher with support of others determined by the school
Who Receives	All students	Some students who are at risk or haven't responded to effective Tier 1 instruction	A few students with significant reading difficulties or those who haven't responded to effective Tier 1 and Tier 2 instruction
Group Size	Whole class, with small group of 5-7 students	Small groups (3-5 students recommended)	Small groups of students who need to work on the same skill (1-3 students recommended)
Time	Minimum of 90 minutes every day	30-45 minutes three to five times per week in addition to Tier 1 instruction	45-60 minutes every day in addition to Tier 1 instruction
Assessment	Universal screening three times per year	Progress monitoring at least every other week but determined by grade-level team	Progress monitoring weekly
Regular and Ongoing Engagement with Parents and Caregivers	Information, materials and events about literacy teaching and learning, curriculum, goals and ways to support literacy development at home	Information, materials and events matched to the literacy needs of specific students, ways to support literacy needs at home and receive feedback from families and caregivers	Information, materials and training matched to the literacy needs and goals of individual students, ways to intensify support at home and receive feedback from families and caregivers

Team Time:

1) Where are you in your MTSS journey?

1) What are your strengths in this area?

1) What are your potential next steps?

Things to Think About Prior to Planning Implementation of Tier 2

-Do you have a team that understands and believes in the mission?

Why Tier 2?

Tier 2 can give you a lot of bang for your buck, you cannot “Tier 2 your way out of a Tier 1 problem”

While we are beefing up our **Tier 1 instruction** we must have a way to provide systematic intervention to students who are not yet meeting reading benchmarks.

Note: most of us have still not reached full implementation of Reading Science-if you don't have 80% of your students meeting reading benchmarks, you are included in this group and still have work to do at the Tier 1 level.



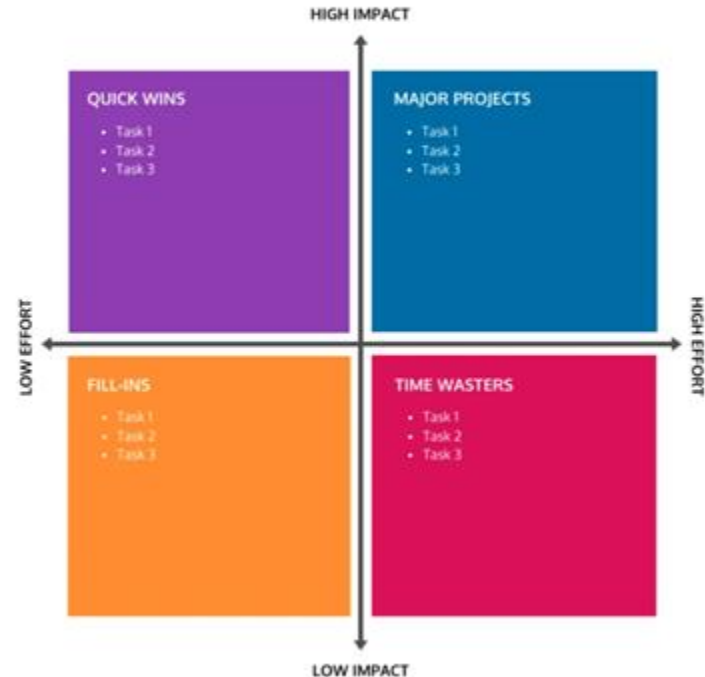
Things to Think About Prior to Planning Implementation of Tier 2

-RTFI

-Impact/Effort Matrix

GOAL SETTING IMPACT EFFORT MATRIX

The Impact and Effort Matrix, also known as the Priority Matrix or the Eisenhower Matrix, is a simple but effective tool used for prioritizing tasks or actions based on their impact and effort required.



Team Time:

1) Who is your team? If you have one, are they functioning effectively?

1) Have you used the RTFI?

(Not have you DONE it, but have you used it?)

1) What first next steps has your team determined would be most beneficial?

1) How can you use the impact/effort matrix to guide your team toward improving literacy structures in your building?

Why Tier 2 (continued)?

Resource allocation and resource limitations usually do not allow for us to provide one on one reading intervention to every student in the building that needs it.

Tier 2 provides an opportunity for small groups of students with similar reading needs to receive intervention, allowing us to impact more students.

Why Tier 2 (continued)?

Struggling readers aren't singled out

Unintended positive consequence...these are "our kids"

During the majority of the school day, struggling readers receive less instruction on their level and less feedback on their reading

Allows students the opportunity to reach mastery at their level and pace, growing student confidence

How Does State Legislation Guide Us?

Dyslexia law

Third grade guarantee

Reading Science

Approved Assessment list

Team Time:

- 1) How healthy is your Tier 1? What data are you using to determine this?
- 1) How have you addressed your population of struggling readers up to this point? How effective has this been?
- 1) What value do you see in implementing or improving Tier 2? How will a better Tier 2 system impact your building?
- 1) What are your potential next steps?

Data and Assessment- First Steps

Administer Universal Screeners (DIBELS, ACADIENCE, AIMSWEB, etc)

What does data collection look like (SWAT vs teachers)?

SWAT (School Wide Assessment Team)	Teacher Collected
<ul style="list-style-type: none">-Ability to do an entire class in 20 minutes-Consistent data collectors-No “skin in the game”-SWAT team is fidelity checked prior to collection-Data done in two days-Distractions are decreased	<ul style="list-style-type: none">-Doesn't take more people-Students are in their classroom with a familiar adult

Data and Assessment-

Questions to ask your team after data collection

- What areas of strength do you have (our example of accuracy vs fluency)?
- What about the data is most concerning to you?
- How healthy is your system?
- Any positive or negative trends (grade level, teacher, skill)?

Data and Assessment

Secondary Assessment (Diagnostic)

Acadience (and similar **universal screeners**) tells us **whether or not students are meeting benchmark**, but doesn't give us enough information about **WHY** or what particular skills students possess.

Secondary assessments are designed to dive deeper into one area (usually phonics or phonological awareness).

They:

- 1) ...only need to be given to some students (based on decision rules)
- 2) ... are usually not timed
- 3) ...start with the lowest skill and once a student cannot pass a skill you can stop (this is the lowest skill not mastered)

***Dyslexia Guidebook:** Students who do not demonstrate progress after six weeks (determined by progress monitoring) must be administered a “tier 2” dyslexia screener.

Data and Assessment

Secondary Assessment (Diagnostic)

From Ohio's Dyslexia Guidebook:

Universal Screening (Tier 1 Dyslexia Screening)	Intervention-Based Diagnostic Assessment (Tier 2 Dyslexia Screening)
<ul style="list-style-type: none">• Brief (10 minutes or less)• Standardized• Technically adequate (reliable, valid, demonstrate accuracy for predicting reading achievement)• Direct indicators of essential literacy skills• Given by classroom teachers with the support of other educators• Predictive of future reading outcomes through research-based skill levels and risk status• Include alternate forms for ongoing progress monitoring	<ul style="list-style-type: none">• Given to all students who demonstrate a need or are at risk of dyslexia• Linked to structured literacy instruction• Standardized or informal, rather than teacher-created• Norm-referenced, criterion-referenced or curriculum-based• Selected to clarify instructional need and inform instructional placement by answering specific problem-analysis questions• Individually administered• Connected to specific foundational skills

Data and Assessment

Secondary Assessment (Diagnostic)

Examples of Secondary Assessments

[CORE Phonics](#)

[Heggerty/PAST Assessment](#)

Example of a CORE phonics assessment and an example of [how we collect and use the data](#).

[*Secondary assessments can also be used to determine the health of a system and also what skills teachers need to review or can move past.](#)

Team Time:

- 1) How do you feel about the effectiveness of your universal screening data collection?
- 1) Are you using universal screening data effectively? If not, what would be a good next step?
- 1) How do you feel about your use of secondary assessments? Do you see a way to use them in a different way?
- 1) What are your potential next steps?

Data and Assessment

Forming Tier 2 groups

****Unmatched or poorly matched groups lead to lack of clarity about which skills have been mastered, what intervention to use, and will be unlikely to meet the needs of the majority of the group**

Use the data that you have collected to determine groups based on lowest skill not mastered.

For example, based on the results of the CORE phonics survey in second grade you might have a group of students who haven't mastered blends and digraphs while another group is working on R-controlled vowels.

Data and Assessment

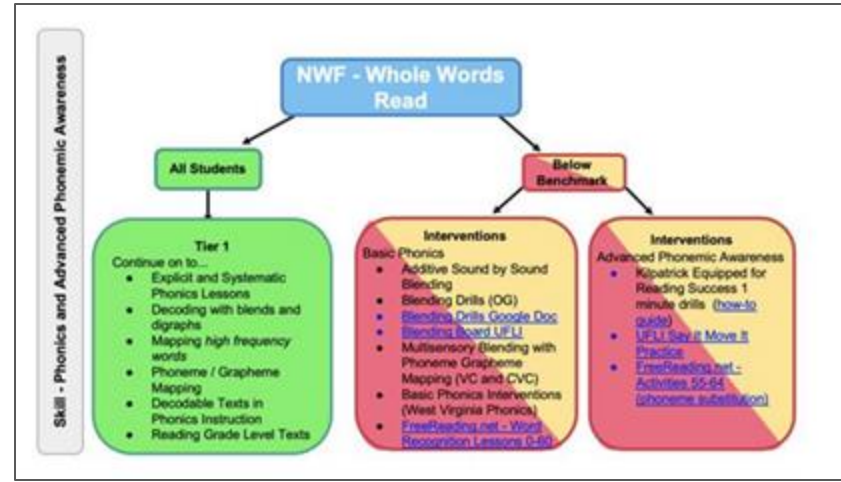
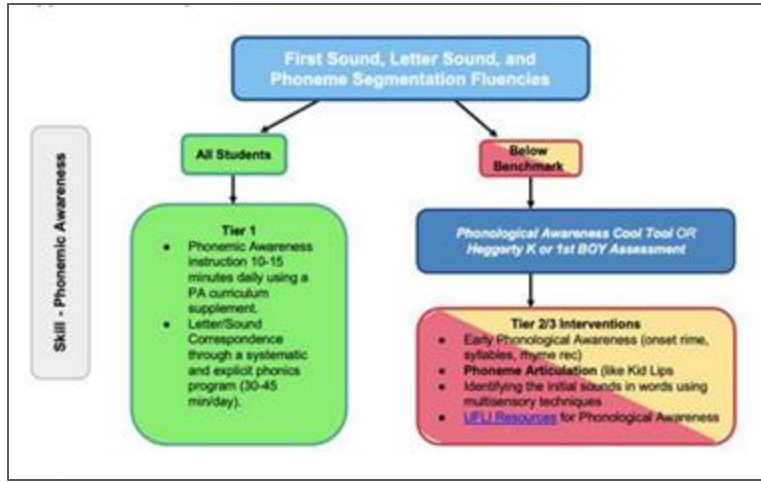
Forming Tier 2 groups

- Groups with more intensive needs should be smaller (4-6)
- The more intensive the group, the more experienced the teacher should be (we use our reading specialists and intervention specialists for the lowest groups)
- Students that have met benchmark can be in larger groups, working on enrichment (sometimes these are the hardest groups because they can take more planning)
- Groups should be fluid (within reason)
- Keep in mind that there may be an intervention that MOST students should receive (based on your building data). Examples: REWARDS and REWARDS writing

Data and Assessment

Forming Tier 2 groups

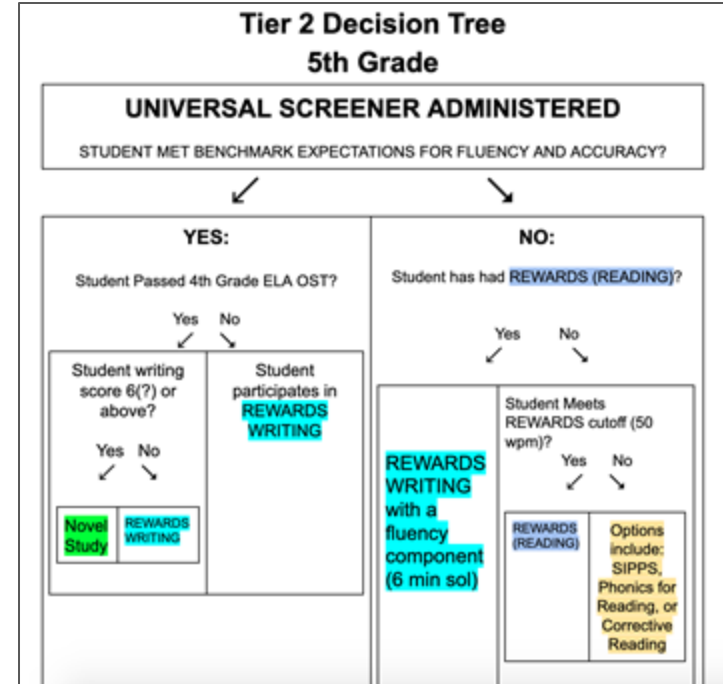
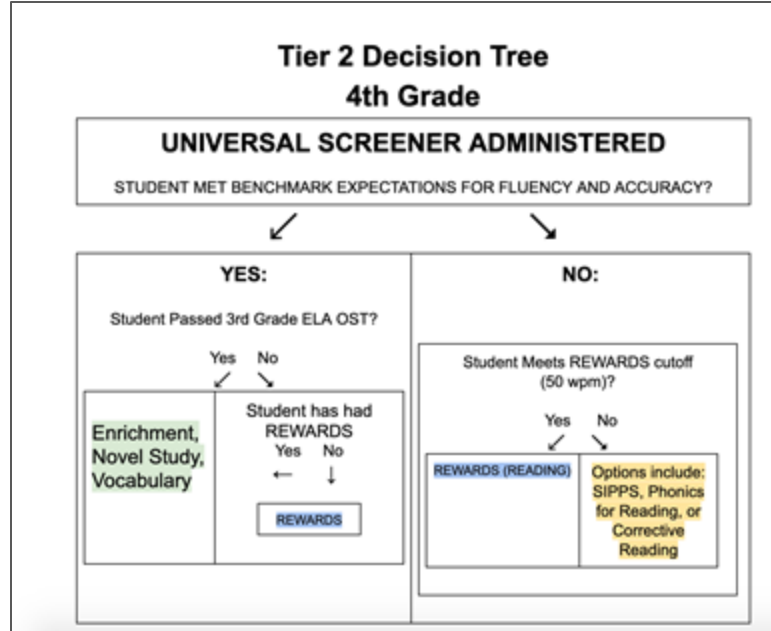
Decision Rules examples from the Implementation Guide:



Data and Assessment

Forming Tier 2 groups

CNE Decision Rules examples:



Data and Assessment- Data Meetings

- Provide a great opportunity to look at the health of the system (school-wide and within a grade)
- Build teacher capacity while staying true to the process
- Help increase the feeling that these are “our kids”

Things to consider:

- having a presort done to save time (this does not mean that changes won't be made)
 - have a running list of interventions for each targeted skill
 - know how many people can run a skills group for each grade level
- **Gradual Release of Responsibility

Data and Assessment- Pitfalls to Avoid

- Choosing a data source that doesn't tell you specifically what skills students have mastered and what they are ready for next
- Determining Tier 2 groups on one piece of data that requires more than one skill for students to have (ex. NWEA MAP=comprehension + phonics + not administered one on one + other noise)
- Not staying true to the data, the decision rules and the system (AVOID "hallway switches")
- Building capacity doesn't mean moving away from the system
- Not picking a person who is the "keeper of the data" (if you aren't using your psych for this, rethink their role)

Data and Assessment- Pitfalls to Avoid (cont)

- Not providing training for new staff and refreshers for all staff are provided on interventions AND data collection
- Determining groups solely Green, yellow, and red
- Assuming that Green is done with the developmental reading process related to phonics (first grade example)
- Not determining who will be doing progress monitoring and what the expectations are for it
- Not allowing enough time for data meetings (we used ½ days for awhile)
- NOT CONSIDERING ACCURACY!

LOGISTICS

People and Schedules

8:15-8:45 AM	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival
8:45	Academic	Academic		Academic	Academic	8:50 - 9:30
9:00	Block	Block	9:05 - 9:35 Skills	Block	Block	Specials
9:30		Academic				Academic Block
9:45		Block			9:40 - 10:20	
10:00				10:00 - 10:30 Skills	Specials	
10:15						
10:30	10:30 - 11:00			10:30 - 11:10	Academic	
10:45	Recess			Specials	Block	
11:00	11:00 - 11:30	11:00 - 11:30				
11:15	Lunch	Recess	11:15 - 11:45	Academic		
11:30	Academic	11:30 - 12:00 Lunch	Block	Academic	Academic	11:30 - 12:00 Skills
11:45	Block	Lunch	11:45 - 12:15		Block	
12:00		Academic	Recess			12:00 - 12:30
12:15		Block	Academic	12:15 - 12:45		Lunch
12:30	12:30 - 1:00		Block	Lunch	12:30 - 1:00	12:30 - 1:00
12:45	Skills	12:50 - 1:30		12:45 - 1:15	Lunch	Recess
1:00		Specials		Recess	1:00 - 1:30	Academic
1:15				Academic	Recess	Block
1:30		Academic	1:35 - 2:15	Block	1:30 - 2:00 Skills	
1:45		Block	Specials			
2:00		2:05 - 2:35 Skills			Academic	
2:15	2:20 - 3:00		Academic		Block	
2:30	Specials		Block			
2:45						
3:00						

Who
Teacher
IS
Para
Title
Speech Path
Special Area

Logistics

8 Characteristics of Effective Interventions (Hall)

- Target one skill
- Skills are taught in a sequence
- Provide explicit instruction
- Provide systematic instruction (routines)
- Utilize multisensory techniques
- Provide increased feedback
- Involve minimal teacher talk
- Utilize instructional routines

Logistics Interventions (cont.)

Intervention Materials

Keep it simple stupid (don't have too many options for intervention)

Also...keep in mind that intervention doesn't always need to be a program (pay attention to dosage):

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

**Taxonomy of Intervention
Intensity: Academics**



The Taxonomy of Intervention Intensity* was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).
Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does not address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
Attention to transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.
Comprehensiveness	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student's complex learning needs.

*Fuchs, L.S., Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(2), 35–43.

This document was developed under U.S. Department of Education, Office of Special Education Programs (OSEP) Grant No. H9326G160001. Celia Rosanquist is the OSEP project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education.

WANT TO LEARN MORE? Visit us at www.intensiveintervention.org.

Logistics

Pitfalls to avoid

- Not having a backup plan for when people are gone
- Not creating and sharing building-wide expectations about Tier 2 as a priority
- Having too many intervention options
- Letting teachers determine interventions too early on (make sure they are based on reading science)
- Not having a plan for the students that need extension (this is sometimes the hardest group to find a valuable program)

Team Time:

- 1) How are you using data meetings and figuring out groups?
- 1) Do you have “tight” groups?
- 1) Do you have decision rules that make sense for our building’s needs?
- 1) Do you have the right interventions to meet student need?
- 1) Are you setting staff up to be successful with those interventions?
- 1) What are your next steps?

Monitoring the Effectiveness (Student Data and Adult Implementation Data)

“The course corrections that are part of the intervention journey require a cycle of teaching, testing, regrouping, teaching some more, assessing again, and so on.” (Hall)

We must always be collecting data and responding to the most recent data



Monitoring the Effectiveness (Student Data and Adult Implementation Data) Progress Monitoring Data

Should be done based on decision rules.

Should be done on lowest skill not mastered.

For example:

-intensive students weekly

-strategic students bi-weekly

-students who have benchmarked at least monthly

This could mean that a third grader is still being progress monitored on NWF or PSF. In this case it makes sense to also do a grade level passage every so often.

This could also mean that some of your first graders are ready to progress monitor on a second grade passage.

You should decide how the progress monitoring data will be organized and ready available for easy access.

Monitoring the Effectiveness (Student Data and Adult Implementation Data) RATE OF IMPROVEMENT

Using ROI is an effective way to see if an individual student is growing at the rate that we expect AS WELL AS the health of our system. You can look at the building, a grade level, or even a skills group

It allows us to see how students are growing within their “color” (ex: If we can get a student to move from REALLY RED to barely red, we are closing the gap)

If a student isn't responding to their current level of support, then we should consider adding more support.

Monitoring the Effectiveness (Student Data and Adult Implementation Data) RATE OF IMPROVEMENT

80% of our students SHOULD BE RESPONDING to their current level of support.

Our actual data from November 23/24:

	K	First	Second	Third	Fourth	Fifth
Percent of students not responding	4	11	14	6	5	2
Percent of students responding in one skills	8	23	31	23	15	8
Percent of students responding in both skills	89	66	55	71	80	90

Monitoring the Effectiveness (Student Data and Adult Implementation Data) Pitfalls to Avoid

- Using tier 2 time for progress monitoring
- Not setting aside time to look at the data (and tweak skills groups)
- Not looking at ROI to see if we are growing all students
- Not responding to your data consistently, waiting until benchmarking or the end of the year to make corrections

Team Time

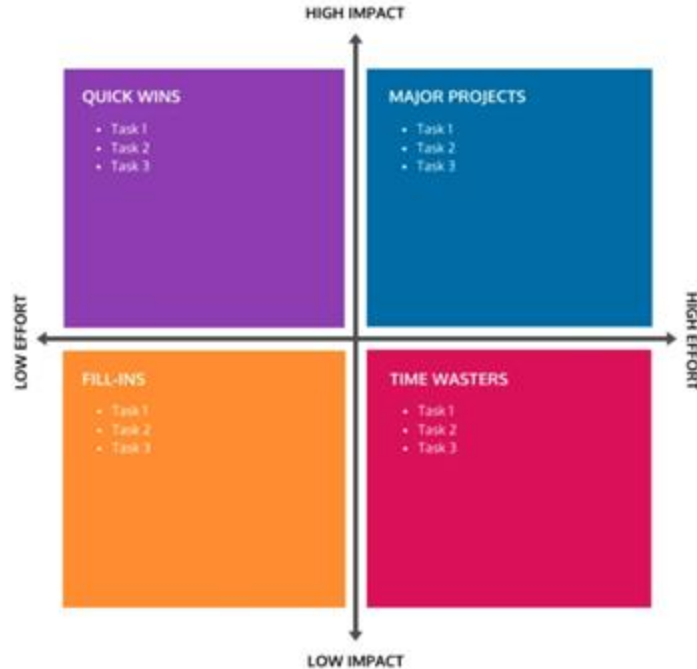
- 1) How consistently are you collecting PM data? Do you have a comprehensive and clear plan?
- 1) Do you have a person or team responsible for maintaining the data to make it easy to access and use?
- 1) How are you systematically responding to this data?
- 1) How do you know when to add more support to a student?
- 1) What are your potential next steps?

Team Time:

Think about where your potential next steps might go on the impact effort matrix.

GOAL SETTING IMPACT EFFORT MATRIX

The Impact and Effort Matrix, also known as the Priority Matrix or the Eisenhower Matrix, is a simple but effective tool used for prioritizing tasks or actions based on their impact and effort required.



Resources

Books:

10 Success Factors for Literacy Intervention-Susan L Hall (co-founder of 95% group)

Websites:

Michigan MTSS Technical Assistance Center ([MiMTSStac.org](https://www.mimttss.org))

-Lots of MTSS related resources including the RTFI

95% Group ([95percentgroup.com](https://www.95percentgroup.com))

-Evidence based literacy solutions

[Dyslexia Guidebook](#)

[Third Grade Guarantee Manual](#)

[Implementation Guides](#)