

# Structures to Support a Systematic Approach to Tier 2 Literacy Intervention Through Collaborative Data-Based Decision Making

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Padlet of resources:

[bit.ly/LitAcad25T2](https://bit.ly/LitAcad25T2)



# Objectives

1. Name and describe the necessary components of a system for systematic, automatic assignment to Tier 2 interventions.
2. Describe the characteristics of a team of experts to facilitate a system for Tier 2 literacy interventions.
3. Explain the purpose of a consistent way to organize all data sources across all buildings to apply decision rules.
4. Explain the purpose of applying decision rules to a data set to systematically assign students to interventions.
5. Describe the team meeting structures needed to support collaborative, data-based decision making.

# Common (But Not Recommended) Practice for Intervention Assignment (see [handout](#))

*Southside Elementary provides reading intervention for below grade level readers in grades K-6. ELA teachers can refer students they are concerned about to the Title Reading teacher at any point in the year, and the Title Reading teacher will schedule 2-4 times a week to meet with each referred student in small groups using an evidence-based, approved program. The Title Reading teacher tracks progress of students for ~6-18 weeks, and the data sheets are shared electronically to all ELA teachers. At the semester break, the Title Reading teacher creates new groups with new referred students and discontinues the students who have already received at least 6 weeks of intervention and made progress.*

- Who is making intervention decisions in this example?
- Based on what data?
- How is this approach at risk for inequities in access to intervention?

# MTSS Non-Negotiables at Tier 2

Team-  
Based  
Leadership

Tiered  
System  
Delivery

Selection and  
Implementation  
of Instructional  
Methods,  
Interventions,  
and Supports

Comprehensive  
Screening and  
Assessment  
System

Continuous  
Data-Based  
Decision  
Making

Leadership

# Must Haves to Systematize Tier 2 Intervention Assignment



MTSS Component	In Tier 2...
Team-Based Leadership	<input type="checkbox"/> Tier 2 Team/MDT
Tiered Delivery System	<input type="checkbox"/> Intervention schedule to enable time, space, staffing for Tier 2 outside of Tier 1
Selection & Implementation of Instruction, Interventions, and Supports	<input type="checkbox"/> Tier 2 materials <input type="checkbox"/> Implementation supports
Comprehensive Screening & Assessment System	<input type="checkbox"/> Literacy screening, diagnostic, & PM assessments
Continuous DBDM	<input type="checkbox"/> Decision Rules & Processes <input type="checkbox"/> Data sources organized in one location <input type="checkbox"/> Data meeting structures
Leadership	<input type="checkbox"/> District & School leadership involved and actively supporting necessary structures

# Creation of an Expert Team

# Team to Oversee Tier 2 Literacy Intervention

Members such as:

- Structured Literacy Certified Specialist
- Reading Specialist
- Intervention Specialist
- Classroom Teachers
- ESL/ML Teacher
- Related Service Providers
- School Psychologist
- Social Worker
- Literacy Coach
- Principal

Team supports systematic:

- Selection and implementation of HQIM for intervention
- Data collection and organization
- Intervention structures (groupings, scheduling)
- Data analysis to determine
  - Intervention assignment
  - Effectiveness of interventions
- PL for intervention providers
- Collection of implementation data of interventions
- Procedures for individualization and intensification for Tier 3
- Communication among different teams within the school and across the district



# Building Capacity Through On-site Literacy Leaders

## CPS Context:

- 4 total ELA Coaches for 46 elementary buildings and 17 high school buildings
- Full-time on-site Reading Specialist in 40+ elementary schools and 5 HS
- Reading Specialists:
  - Often SL Certified Specialists
  - Tend to be the most expert on-site staff in Tier 2 literacy

## The Why for RS as Literacy Leaders:

- Equity for all students, within and across buildings
- Making implicit processes explicit & transparent
- Building collective knowledge
- Increasing each building's capacity to provide effective, efficient, equitable Tier 2 literacy interventions



# Reading Specialist Literacy Leader Professional Learning Series

BOY  
Aug-Dec

- RS as Literacy Leaders
- BOY Data Collection, Organization, Analysis
- Fall Intervention Assignment
- BOY Intervention
- PM Analysis

MOY  
Jan-Feb

- MOY Data Collection, Entry, Analysis
- Winter Intervention Assignment
- PM Analysis

EOY  
Feb, May

- Refining systems
- Getting Ready for 25-26
- Newly adopted intervention program train-the-trainer

# Building-level Teams

Buildings have autonomy to construct their teams as best fit their context.

- More common - Grade Level Teams have meetings scheduled with specific focus Tier and data source(s) (more on this later)
- Less common - separate Tier 2/3 team to support the advanced tiers

Goal of Reading Specialist as Literacy Leader on those teams is to build capacity of leadership and teams to provide effective, efficient, equitable interventions.

# Decision Rules

# Why Decision Rules?

## Equity

Systems are our strongest defense against bias

## Effectiveness

Data-based decisions using automatic assignment to evidence-based programs giving the greatest chances of gap-closing

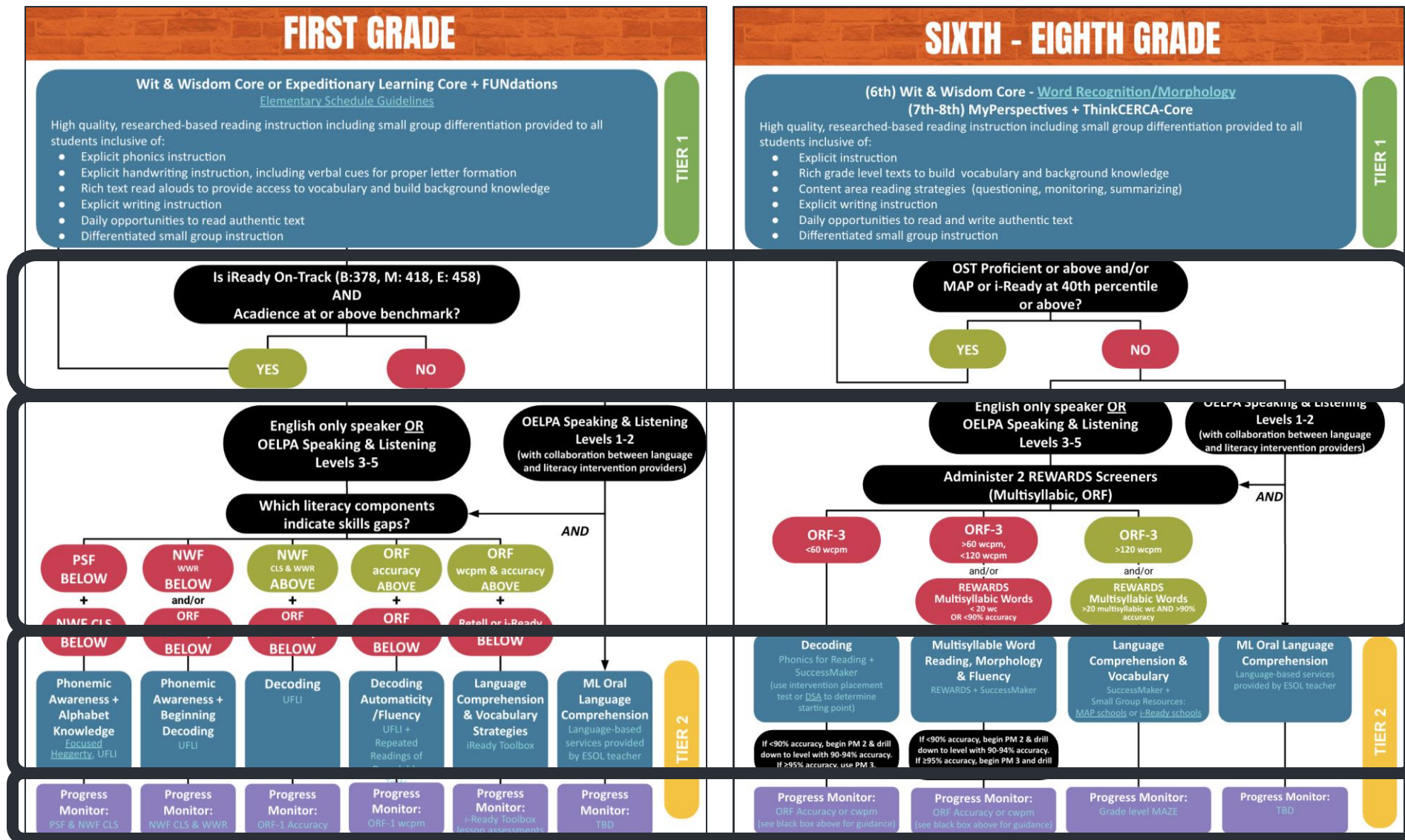
## Efficiency

Automatic assignment saves time and maximizes resources

# Decision Rules v. Individual Problem-solving

	DBDM Using Decision Rules	Individual Student Problem-Solving
Purpose	<ul style="list-style-type: none"> <li>• Create a <b>system</b> for DBDM</li> <li>• Automate (most) intervention assignments</li> <li>• Increase <b>effectiveness</b> &amp; <b>efficiency</b></li> <li>• Promote <b>equity</b></li> </ul>	<ul style="list-style-type: none"> <li>• Design intensifications and individualizations for students who require more than standard Tier 2 to make growth</li> </ul>
Tier	Tier 2	Tier 3
Example	<ol style="list-style-type: none"> <li>1. Collect data as a system</li> <li>2. Analyze data as a team within the system</li> <li>3. Determine that this group of students exhibits ____ skill gap, and will thus receive ____ intervention</li> <li>4. Collect &amp; monitor PM data as a system</li> </ol>	<ol style="list-style-type: none"> <li>1. Collect additional individual data</li> <li>2. Analyze individual data as a team</li> <li>3. Design intensifications and individualizations to make intervention more effective for this particular student</li> <li>4. Collect and monitor PM data for individual problem-solving</li> </ol>

# Literacy Decision Rules (see [handout](#))



# Decision Rules for Intervention Placement (see [handout](#))

## Using DSA for Intervention Placement

Choose the program below based on the grade level Decision Rules and student data. Use this table to determine the starting point in the selected intervention program.

If... DSA Level	Then...	
	UFLI	Phonics for Reading* *Gr. 3-12 only
1 - Initial Sounds	Lesson 1* *If <5 letter sounds known , very limited PA and/or limited fine motor skills, begin with Getting Ready Lessons A-J	See UFLI (3rd grade only) or consult with Reading Specialist.
2 - Final Sounds	Lesson 8	Level A: Lesson 1
3 - Short Vowels	Lesson 8	Level A: Lesson 1
4 - Digraphs	Lesson 35	Level A: Lesson 14
5 - Blends	Lesson 35	Level A: Lesson 14
6 - VCe	Lesson 49	Level B: Lesson 1
7 - R-cont. Vowels	Lesson 59	Level B: Lesson 1
8 - Long Vowel Teams	Lesson 63	Level B: Lesson 1
9 - Complex Consonants	Lesson 63	Level C: Lesson 1
10 - Diphthongs & Other Vowels	Lesson 88	Level C: Lesson 1
11 - Inflectional Suffixes	Lesson 88	Level C: Lesson 1
12 - Syllable Juncture	Lesson 111	NA (REWARDS)
13 - Unstressed Final Syllables	Lesson 111	NA (REWARDS)
14 - Derivational Suffixes	Lesson 119	NA (REWARDS)
15 - Greek & Latin element	NA (REWARDS)	NA (REWARDS)

*RS & IS - Support your teachers to double-check your program's scope and sequence to see what has already been taught and what will be taught next. Ensure there are not large gaps or too much time spent on already mastered concepts.*



# Organization of Data Sources



# Data Organization for Systematic DBDM

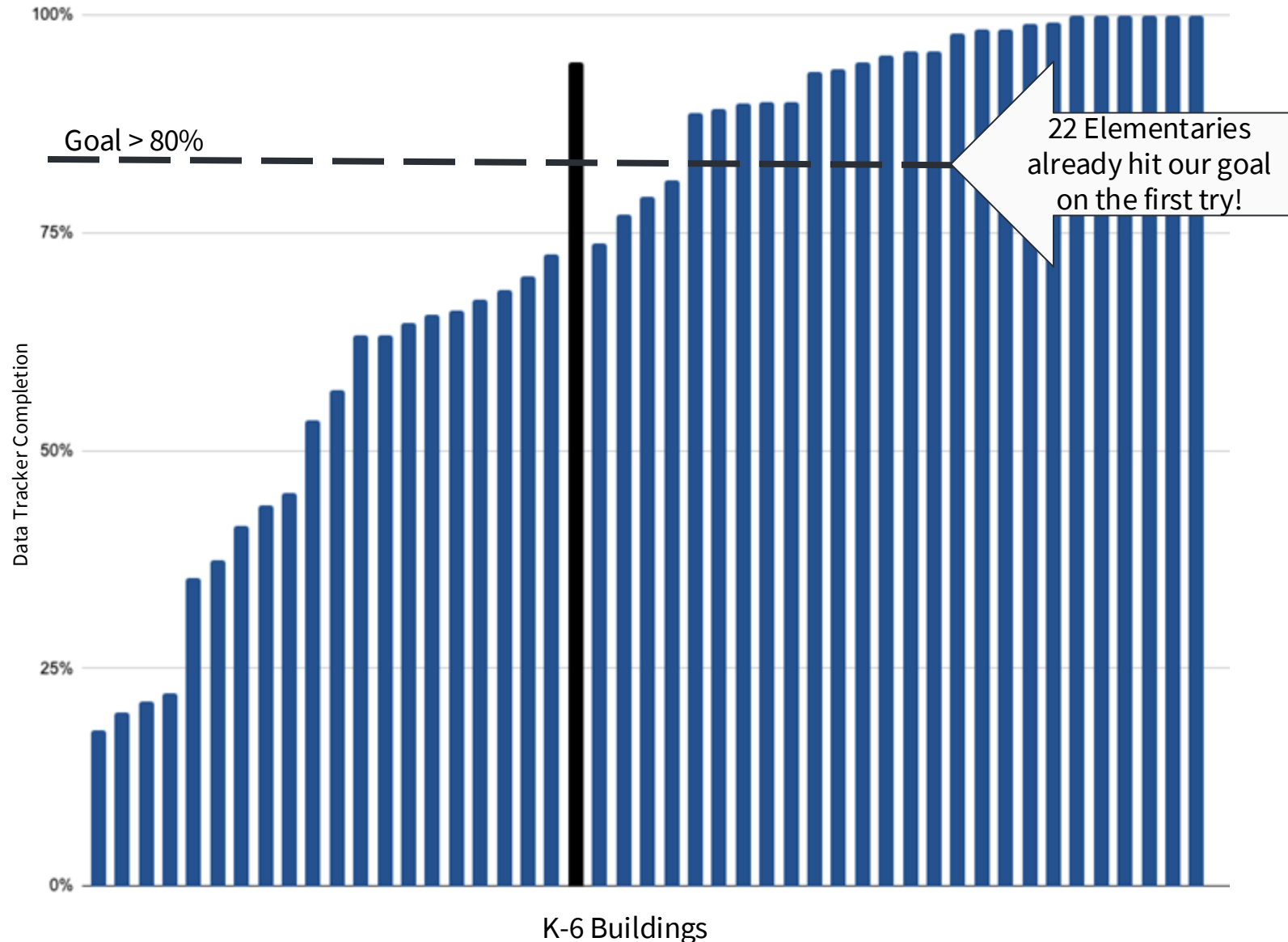
- All data entered or organized in one central location accessible to all providers
- Allows analysis of multiple data points at once
- Necessary to apply Decision Rules for intervention assignment

# Data Organization Example (see [handout](#))

															Screening							Diagnostics									
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB				
Demographics															Fall Assessment Data																
Student ID #	Attendance % (thru 9/27)	Office Disciplinary Referrals or Behavior Concerns	Off Track/ RIMP?	HDT?	Ever retained? (enter retention year in notes)	English learners	504	IEP	Speech	OT	PT	i-Ready BOY Reading Diagnostic Score	i-Ready BOY Reading Grade Level Placement	i-Ready Percentile	i-Ready Projected Proficiency Level if Typical Growth	Acadience BOY Composite Score	Acadience BOY Benchmark Status	Acadience ORF WC	Acadience ORF Accuracy	Acadience Retell	Acadience Retell Quality	Acadience MAZE	Acadience DSA Instructional Level								
14	39.8	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								448	Grade 1	24	Level 1	233	at benchmark	99	94	19	2	6	04. Digraphs								
22	96.7	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>				380	Grade K	4	Level 1	118	well below bench	36	86	9	1	14	04. Digraphs								
25	83.2	2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								485	Grade 2	44	Level 2	287	at benchmark	87	98	14	2	17	04. Digraphs								
26	93.5	0	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>				464	Grade 1	31	Level 2	132	well below bench	52	90	12	1	4	04. Digraphs								
7	96.6	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>						396	Grade K	7	Level 1	41	well below bench	13	62	0	1	7	06. VCe								
8	93.3	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								414	Grade K	12	Level 1	92	well below bench	52	88	4	1	2	06. VCe								
12	93.3	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>				456	Grade 1	27	Level 1	71	well below bench	31	78	16	1	2	06. VCe								
15	90.3	0	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>				397	Grade K	7	Level 1	16	well below bench	16	59			0	06. VCe								
18	100	0	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>				358	Grade K	2	Level 1	16	well below bench	16	57			0	06. VCe								
20	82.8	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>				425	Grade 1	16	Level 1	154	well below bench	50	93	16	2	2	06. VCe								
21	90.3	0	<input type="checkbox"/>									505	Grade 2	56	Level 3	216	below benchmark	62	97	11	1	9	06. VCe								
3	100	0	<input type="checkbox"/>	<input type="checkbox"/>					<input checked="" type="checkbox"/>			502	Grade 2	54	Level 3	149	well below bench	77	88	18	2	3	07. R-controlled								
24	77.4	0	<input checked="" type="checkbox"/>									486	Grade 2	44	Level 2	244	at benchmark	78	98	19	3	6	07. R-controlled								
1	91.7	0	<input checked="" type="checkbox"/>									455	Grade 1	27	Level 1	34	well below bench	18	67			4	08. Long Vowel								
6	90.3	0	<input checked="" type="checkbox"/>									429	Grade 1	18	Level 1	174	well below bench	56	93	15	3	6	08. Long Vowel								
9	96.8	0	<input type="checkbox"/>			<input checked="" type="checkbox"/>						530	Early 3	74	Level 4	272	at benchmark	92	99	18	2	8	08. Long Vowel								
30	93.5	0	<input checked="" type="checkbox"/>									478	Grade 2	39	Level 2	216	below benchmark	74	97	15	1	4	08. Long Vowel								
31	90.3	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								467	Grade 1	33	Level 2	110	well below bench	38	88	12	2	6	08. Long Vowel								
32	96.8	1	<input type="checkbox"/>	<input type="checkbox"/>								512	Early 3	59	Level 3	285	at benchmark	117	97	24	3	6	08. Long Vowel								
33	96.7	0	<input checked="" type="checkbox"/>									475	Grade 2	37	Level 2	203	below benchmark	77	95	15	2	4	08. Long Vow								
2	100	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								442	Grade 1	22	Level 1	244	at benchmark	72	99	14	2	8	09. Complex Co								
13	100	1	<input type="checkbox"/>	<input type="checkbox"/>								514	Early 3	61	Level 3	271	at benchmark	97	99	19	3	6	09. Complex Co								
17	100	1	<input type="checkbox"/>	<input type="checkbox"/>								510	Grade 2	58	Level 3	197	below benchmark	65	97	14	2	2	09. Complex Co								
27	90	0	<input type="checkbox"/>	<input type="checkbox"/>								545	Mid 3	83	Level 4	290	above benchmark	86	99	22	2	12	09. Complex Co								
16	83.9	1	<input type="checkbox"/>					<input checked="" type="checkbox"/>				500	Grade 2	53	Level 3	282	at benchmark	142	95	8	1	11	10. Diphthongs								
11	100	0	<input type="checkbox"/>	<input type="checkbox"/>								516	Early 3	63	Level 3	190	below benchmark	80	96	11	1	0	11. Inflectional								
28	96.7	0	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>						494	Grade 2	49	Level 2	296	above benchmark	106	99	25	2	7	11. Inflectional								
29	75	0	<input type="checkbox"/>	<input type="checkbox"/>								506	Grade 2	56	Level 3	232	at benchmark	90	96	21	2	3	11. Inflectional								
5	100	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>				534	Early 3	77	Level 4	375	above benchmark	121	99	41	3	15	12. Syllable Jun								
10	90.3	0	<input type="checkbox"/>	<input type="checkbox"/>								525	Early 3	70	Level 4	286	at benchmark	102	98	12	2	14	12. Syllable Jun								
19	63.9	0	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>						510	Grade 2	58	Level 3	356	above benchmark	122	100	35	4	11	12. Syllable Jun								
23	100	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>								488	Grade 2	45	Level 2	268	at benchmark	104	99	12	1	7	12. Syllable Jun								
4	100	0	<input type="checkbox"/>	<input type="checkbox"/>								562	Late 3	90	Level 5	363	above benchmark	133	99	33	4	13	13. Unstressed								

# Monitoring of Data Organization & Intervention Assignment

- 100% using data tracker in some capacity
- Continue to grow RS and building capacity through ongoing PL and support



# Team Meeting Structures

# Types of Team Data Meetings

Meeting Type	Frequency	Focus/Purpose
Tier 1 Core Review	3x year	<ul style="list-style-type: none"><li>• Use benchmark/screening data to monitor health of Tier 1 system</li><li>• Identify Tier 1 priority skills and instructional strategies</li></ul>
Tier 1 Formative Data	Bi-Weekly	<ul style="list-style-type: none"><li>• Adjust Tier 1 to improve implementation and effectiveness</li></ul>
Tier 2-3 Intervention Assignment	2-3x year	<ul style="list-style-type: none"><li>• Analyze benchmark/screening and diagnostic data to assign interventions based on decision rules</li></ul>
Tier 2-3 Intervention Review	Every 4-6 weeks	<ul style="list-style-type: none"><li>• Review and analyze bi-weekly progress monitoring data</li><li>• Evaluate the effectiveness of Tier 2 &amp; 3 interventions</li><li>• Develop intensifications as needed to improve outcomes</li></ul>

# Calendar of Systematically Scheduled Data Meetings

- District resource for building leadership
- Recommendation for buildings to schedule meetings for assigned teams and data sources for full academic year

August						
Su	Mo	Tu	We	Th	Fr	Sa
Wk 1						
Wk 2						
Wk 3						
Wk 4						

February						
Su	Mo	Tu	We	Th	Fr	Sa
Wk 1						
Wk 2						
Wk 3						
Wk 4						

September						
Su	Mo	Tu	We	Th	Fr	Sa
Wk 1						
Wk 2						
Wk 3						
Wk 4						

March						
Su	Mo	Tu	We	Th	Fr	Sa
Wk 1						
Wk 2						
Wk 3						
Wk 4						

October						
Su	Mo	Tu	We	Th	Fr	Sa
Wk 1						
Wk 2						
Wk 3						
Wk 4						

April						
Su	Mo	Tu	We	Th	Fr	Sa
Wk 1						
Wk 2						
Wk 3						
Wk 4						

November						
Su	Mo	Tu	We	Th	Fr	Sa
Wk 1						
Wk 2						
Wk 3						
Wk 4						

May						
Su	Mo	Tu	We	Th	Fr	Sa
Wk 1						
Wk 2						
Wk 3						
Wk 4						

December						
Su	Mo	Tu	We	Th	Fr	Sa
Wk 1						
Wk 2						
Wk 3						
Wk 4						

June						
Su	Mo	Tu	We	Th	Fr	Sa
Wk 1						
Wk 2						
Wk 3						
Wk 4						

January						
Su	Mo	Tu	We	Th	Fr	Sa
Wk 1						
Wk 2						
Wk 3						
Wk 4						

July						
Su	Mo	Tu	We	Th	Fr	Sa
Wk 1						
Wk 2						
Wk 3						
Wk 4						

- MTSS Leadership Team (Monthly)
- Grade Level/Dept. Teams (Weekly or Bi-Weekly Tier 1)
- Grade Level Teams - Core Review (3 x Per Year)
- Grade Level Teams - Intervention Review (Every 4-6 Weeks)
- Individual Problem Solving Teams (Ongoing, As Needed)

**MTSS Leadership Team (Monthly)**  
 Use universal data to identify and monitor building goals/actions  
 Assess implementation of MTSS  
 Identify PD needs, resources, and schedules  
 Provide data-based support to grade level meetings across tiers  
 Support the use of ongoing progress monitoring and fidelity data

**Grade Level/Dept. Tier 1 Formative Data (Weekly or Bi-Weekly)**  
 Adjust Tier 1 (learning targets, pacing guides, and classroom data)  
 What is it we expect students to learn?  
 How will we know they have learned it?  
 How will we respond when some students don't learn it?  
 How will we respond when some already know it?

**Grade Level Teams - Tier 1 Core Review (3 x per year)**  
 Fall:  
 Using benchmark data, identify Tier 1 priority skills and strategies  
 Match students to Tier 2 interventions based on decision rules  
 Winter:  
 Make adjustments to increase effectiveness of Tier 1 strategies  
 Review Tier 2 groupings and make changes based on data  
 Spring:  
 Determine effectiveness of Tier 1 strategies and plan Fall supports  
 Identify potential Tier 2 and Tier 3 groups for Fall

**Grade Level Teams - Tier 2 Intervention Review (4-6 weeks)**  
 Review and analyze bi-weekly progress monitoring data  
 Evaluate the effectiveness of Tier 2 interventions  
 Monitor intervention fidelity (is it happening as intended?)  
 Document interventions and outcomes  
 Add new students not already identified at benchmarks  
 Identify students who may need Tier 3 Problem Solving

**Tier 3: Individual Problem Solving (Ongoing, As Needed)**  
 Students are identified as needing Tier 3 based on decision rules  
 The student team, including caregivers, will develop an individual plan including goals, progress monitoring, and intervention fidelity  
 This team will meet regularly to evaluate progress and fidelity

# Tier 2 Intervention Assignment Data Meeting Agenda

Tier 2 INTERVENTION ASSIGNMENT

TEAM MEETING AGENDA

Modified from MSJ Reading Science Data Meeting Agenda Template here.

School		Grade
Team/Roles	(Facilitator, Note Taker, Time Keeper)	Date

Prework

Prepare the following:

1. Completed Data Tracker

2. Sort/filter Data Tracker by relevant data sources to pull greatest needs to the top and group students with similar needs

3. Prepare copies of Decision Rules

Optional: DRAFT intervention assignments and groups based on data and decision rules entered in Data Tracker and shared ahead of time to review and revise in the meeting.

Recap & Updates:

NA for this meeting.

Agenda:

Assign Interventions:

☐ Identify groups of students with similar needs

☐ Use Decision Rules to identify Intervention Focus, Program, PM Measure

☐ Decide Intervention Provider for each group

☐ Schedule days/time for each group

☐ Ensure every student who requires intervention has an assignment in all 4 columns

Identify support needs:

☐ Who will require intervention materials?

☐ Training on interventions?

Summary:

☐ Problem Solving/Action Planning

☐ Review and Next Steps

☐ Team Feedback

Student Data:

Assign Interventions:

1. Identify groups of students with similar needs

2. Use Decision Rules to identify Intervention Focus, Program, PM Measure

3. Decide Intervention Provider for each group

4. Schedule days/time for each group

5. Ensure every student who requires intervention has an assignment in all 4 columns

Identify Support Needs:

Who will require intervention materials?

Who will require training on interventions?

What other supports may be needed to ensure implementation of all interventions as assigned?

Problem Solving/Action Planning:

	To Do	Person Responsible
Action Steps		

Review and Next Steps:

Team Feedback:

Plus	Delta



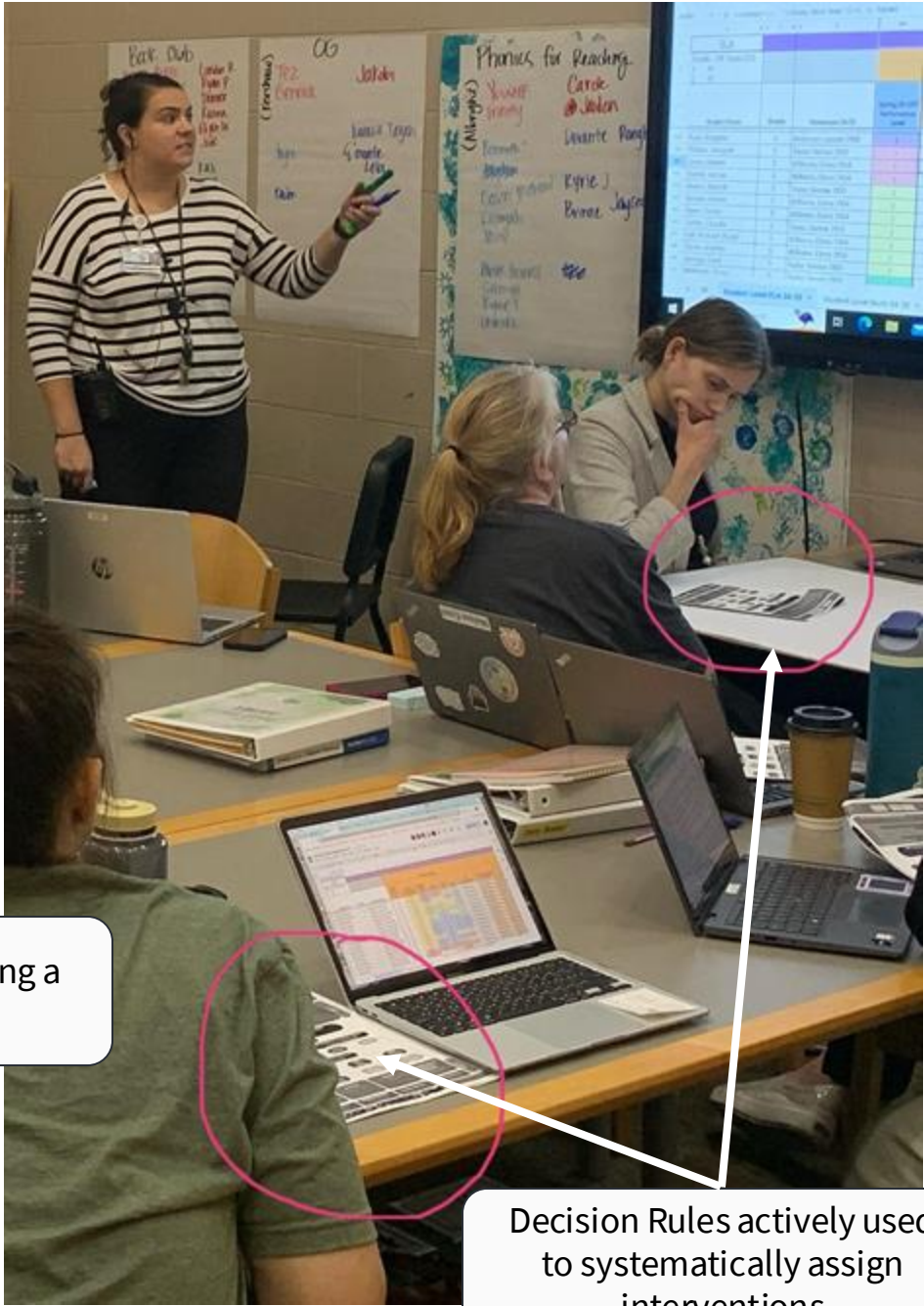
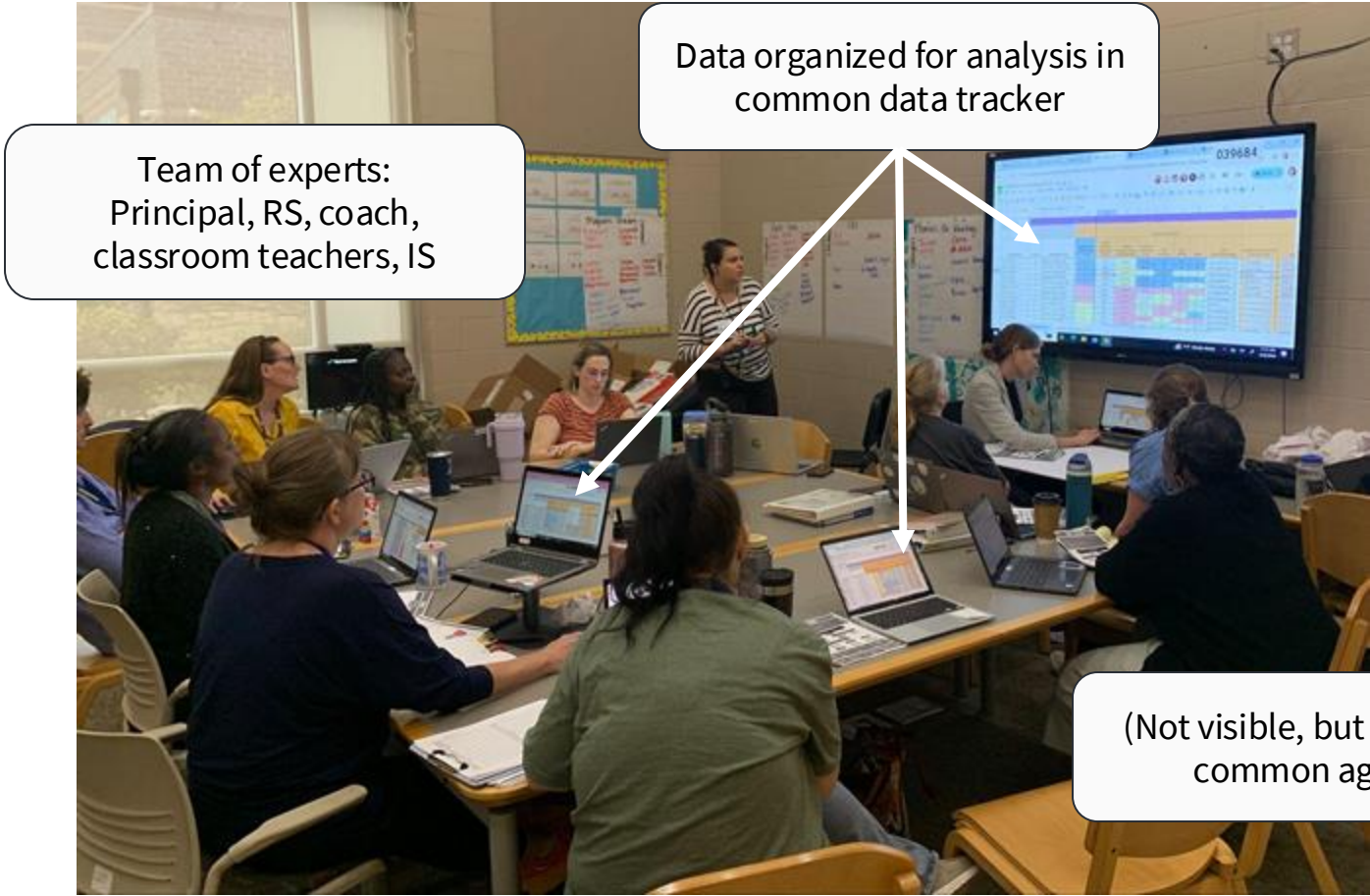
# Systematic Intervention Assignment Example

Screening	Diagnostics	Intervention	PM	etc.
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A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK
Student ID #	Demographics											Fall Assessment Data										Interventions- Fall														
	Attendance % (thru 9/27)	Office Disciplinary Referrals or Behavior Concerns	Off Track/ RIMP?	HDT?	Ever retained? (enter retention year in notes)	English learners	504	IEP	Speech	OT	PT	I-Ready BOY Reading Diagnostic Score	I-Ready BOY Reading Grade Level Placement	I-Ready Percentile	I-Ready Projected Proficiency Level if Typical Growth	Acadience BOY Composite Score	Acadience BOY Benchmark Status	Acadience ORF WC	Acadience ORF Accuracy	Acadience Retell	Acadience Retell Quality	Acadience MAZE	DSA Instructional Level	Intervention Focus from Decision Rules	Intervention Program BOY	Intervention Program Starting Point	Who provides interventions BOY	PM Measure	Day/Time	Additional Notes						
14	39.8	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								448	Grade 1	24	Level 1	233	at benchmark	99	94	19	2	6	04. Digraphs	Decoding	Phonics	Level 1, Lesson	Interven...	ORF-3 Accur...	M-F 10:10-10:40							
22	96.7	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								380	Grade K	4	Level 1	118	well below bench	36	86	9	1	14	04. Digraphs	Decoding	Phonics	Level 1, Lesson	Interven...	ORF-1 WC	M-F 10:10-10:40							
25	83.2	2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								485	Grade 2	44	Level 2	287	at benchmark	87	98	14	2	17	04. Digraphs	Lang. Comp.	Magnet...	Focus Standard	Teacher...	ORF-3 WC	MWF 10:10-10:40							
26	93.5	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								464	Grade 1	31	Level 2	132	well below bench	52	90	12	1	4	04. Digraphs	Decoding	Phonics	Level 1, Lesson	Interven...	ORF-1 WC	M-F 10:10-10:40							
7	95.6	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								396	Grade K	7	Level 1	41	well below bench	13	62	0	1	7	06. VCe	Decoding	Phonics	Level 1, Lesson	Interven...	ORF-1 WC	M-F 10:10-10:40							
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15	90.3	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								397	Grade K	7	Level 1	16	well below bench	16	59			0	06. VCe	Decoding	Phonics	Level 1, Lesson	Teacher...	ORF-3 WC	M-F 10:10-10:40	Glasses						
18	100	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								358	Grade K	2	Level 1	16	well below bench	16	57			0	06. VCe	Decoding	Phonics	Level 1, Lesson	Interven...	ORF-1 WC	M-F 10:10-10:40							
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21	90.3	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								505	Grade 2	56	Level 3	216	below benchmark	62	97	11	1	9	06. VCe	Decoding	Phonics	Level 1, Lesson	Readin...	Benchmark	M-F 10:10-10:40							
3	100	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								502	Grade 2	54	Level 3	149	well below bench	77	88	18	2	3	02. R-controlled	Decoding	Phonics	Level 1, Lesson	Readin...	Benchmark	M-F 10:10-10:40	Speech 1x week						
24	77.4	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								486	Grade 2	44	Level 2	244	at benchmark	78	98	19	3	6	02. R-controlled	Lang. Comp.	Magnet...	Focus Standard	Teacher...	ORF-3 WC	MWF 10:10-10:40							
1	91.7	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								455	Grade 1	27	Level 1	34	well below bench	18	67			4	08. Long Vowel	PA & Beg. Dec.	Phonics	Level 2, Lesson	Readin...	ORF-2 Accur...	M-F 10:10-10:40							
6	90.3	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								429	Grade 1	18	Level 1	134	well below bench	56	93	15	3	6	08. Long Vowel	Decoding	Phonics	Level 2, Lesson	Readin...	ORF-3 WC	M-F 10:10-10:40							
9	96.8	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								530	Early 3	34	Level 4	272	at benchmark	92	99	18	2	8	08. Long Vowel	Enrichment	Magnet...	Focus Standard	Teacher...	Benchmark	MWF 10:10-10:40							
30	93.5	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								478	Grade 2	39	Level 2	216	below benchmark	34	97	15	1	4	08. Long Vowel	Lang. Comp.	Magnet...	Focus Standard	Teacher...	ORF-3 WC	MWF 10:10-10:40							
31	90.3	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								467	Grade 1	33	Level 2	110	well below bench	38	88	12	2	6	08. Long Vowel	Decoding	Phonics	Level 2, Lesson	Teacher...	ORF-3 Accur...	M-F 10:10-10:40							
32	96.8	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								512	Early 3	59	Level 3	285	at benchmark	117	97	24	3	6	08. Long Vowel	Grade level pra	Magnet...	Focus Standard	Teacher...	Benchmark								
33	96.7	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								475	Grade 2	37	Level 2	203	below benchmark	77	95	15	2	4	08. Long Vow			Focus Standard	Readin...									
2	100	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								442	Grade 1	22	Level 1	244	at benchmark	72	99	14	2	8	09. Complex Co.	Lang. Comp.	Magnet...	Focus Standard	Teacher...	ORF-3 WC	MWF 10:10-10:40							
13	100	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								514	Early 3	61	Level 3	271	at benchmark	97	99	19	3	6	09. Complex Co.	Enrichment	Magnet...	Focus Standard	Teacher...	Benchmark	TF 10:10-10:25							
17	100	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								590	Grade 2	58	Level 3	197	below benchmark	65	97	14	2	2	09. Complex Co.	Lang. Comp.	Magnet...	Focus Standard	Teacher...	Benchmark	MWF 10:10-10:40							
27	90	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								545	Mid 3	83	Level 4	290	above benchmark	86	99	22	2	12	09. Complex Co.	Enrichment	Magnet...	Focus Standard	Teacher...	Benchmark	TF 10:10-10:25	BIP						
16	83.9	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								500	Grade 2	53	Level 3	282	at benchmark	142	95	8	1	11	10. Diphthongs	Lang. Comp.	Magnet...	Focus Standard	Teacher...	Benchmark	MWF 10:10-10:40							
11	100	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								596	Early 3	63	Level 3	190	below benchmark	80	96	11	1	0	11. Inflectional	Enrichment	Magnet...	Focus Standard	Teacher...	Benchmark	TF 10:10-10:25							
28	96.7	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								494	Grade 2	49	Level 2	296	above benchmark	106	99	25	2	7	11. Inflectional	Enrichment	Magnet...	Focus Standard	Teacher...	Benchmark	TF 10:10-10:25							
29	75	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								506	Grade 2	56	Level 3	232	at benchmark	90	96	21	2	3	11. Inflectional	Grade level pra	Magnet...	Focus Standard	Teacher...	Benchmark	TF 10:25-10:40							
5	100	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								534	Early 3	77	Level 4	375	above benchmark	121	99	41	3	15	12. Syllable Jun.	Enrichment	Magnet...	Focus Standard	Teacher...	Benchmark	TF 10:10-10:25							
10	90.3	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								525	Early 3	70	Level 4	286	at benchmark	102	98	12	2	14	12. Syllable Jun.	Enrichment	Magnet...	Focus Standard	Teacher...	Benchmark	TF 10:10-10:25							
19	63.9	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								590	Grade 2	58	Level 3	356	above benchmark	122	100	35	4	11	12. Syllable Jun.	Grade level pra	Magnet...	Focus Standard	Teacher...	Benchmark	TF 10:25-10:40							
23	100	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								488	Grade 2	45	Level 2	268	at benchmark	104	99	12	1	7	12. Syllable Jun.			Teacher...										
4	100	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								562	Late 3	90	Level 5	363	above benchmark	133	99	33	4	13	13. Unstressed	Enrichment	Magnet...	Focus Standard	Teacher...	Benchmark	TF 10:10-10:25							



# What does this look like?



# Tier 2 Intervention PM Analysis Data Meeting Agenda

## Tier 2 PM DATA ANALYSIS

### TEAM MEETING AGENDA

\*Modified from MSJ Reading Science Data Meeting Agenda Template.

School		Grade
Team/Roles	(Facilitator, Note Taker, Time Keeper)	Date

#### Pework

Bring the following:

1. How many times was intervention actually provided for each group?
2. What % and Who is at or above aimline?
3. What % and Who is below aimline?

#### Recap & Updates:

(Revisit last meeting's action steps to check in on implementation, celebrations, barriers to prob

#### Agenda:

##### Phase 1 Overall Grade Level PM Data:

- ☐ Examine the Acadience PM Status Report by grade level
- ☐ Discuss overall grade level growth/trends
- ☐ Which groups are consistently receiving the intervention outlined for them in the Data Tracker?
- ☐ What can be done to improve the % of students consistently receiving the intervention outlined for them in the Data Tracker?

##### Phase 2 Small Group and Individual Student PM Data:

- ☐ Examine the Acadience PM Status Report by intervention group
- ☐ Discuss small group student data growth/trends
- ☐ Examine student Progress Monitoring charts

##### Summary:

- ☐ Problem Solving/Action Planning
- ☐ Review and Next Steps
- ☐ Team Feedback

#### Student Data: (attendance, behavior, academic)

##### Phase 1 Overall Grade Level PM Data Trends:

*Roughly what % of students are exceeding their aimline (Green)?*  
*Roughly what % of students are hovering around their aimline (Yellow)?*  
*Roughly what % of students are below their aimline (Red)?*

*Which groups are consistently receiving the intervention outlined for them in the Data Tracker?*

*What can be done to improve the % of students consistently receiving the intervention outlined for them in the Data Tracker?*

##### Phase 2 Student Data Trends:

*Which skills are students in each group doing well with (while teaching, in what skills are you observing evidence of improvement)?*

*Which skills are students in each group struggling with (what are the sticking points)?*

*How will the intervention be refined to be more:*  
*Explicit?*

*Systematic?*

*More repetitions for focused practice?*

*More opportunities for focused feedback?*

##### Progress Monitoring or Group Changes:

*Who might need to change PM measures? (topping or bottoming out on current measure)*

*Who might need to change groups? (This would be LEAST USED RESPONSE, primarily for students who are far exceeding or falling far behind the growth rate of their group, because merely changing groups is least likely to change the trajectory for students who are not meeting growth goals.)*

#### Problem Solving/Action Planning:

	To Do	Person Responsible
Action Steps		

#### Review and Next Steps:


#### Team Feedback:

Plus	Delta

# Ongoing Improvement Process

# Ongoing Refinement Through Improvement Cycles

- Reading Specialists working in isolation → team-based approach
- Increase Principal knowledge
- More systematic monitoring of intervention implementation and progress monitoring
- Incorporating decision rules training into Tier 2 intervention training
- Decision Rules, Data Tracker and Meeting Templates are living documents, ongoing feedback collected and changes made
- Ongoing collaboration with MTSS Steering Committee, including increased training in literacy tools for pilot schools



# THANK YOU

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Please reach out with any questions:

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