Section 7

Problem Solving Systems

Response to Intervention

Problem Solving to Achieve Effective Outcomes: Systems and Groups

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Objectives

- ☑ Evaluate Systems
- ☑ RTI Team and Process
- ☑ Adequate Progress
- ☑ Problem Solving Systems
- ☑ Problem Solving Instructional Groups
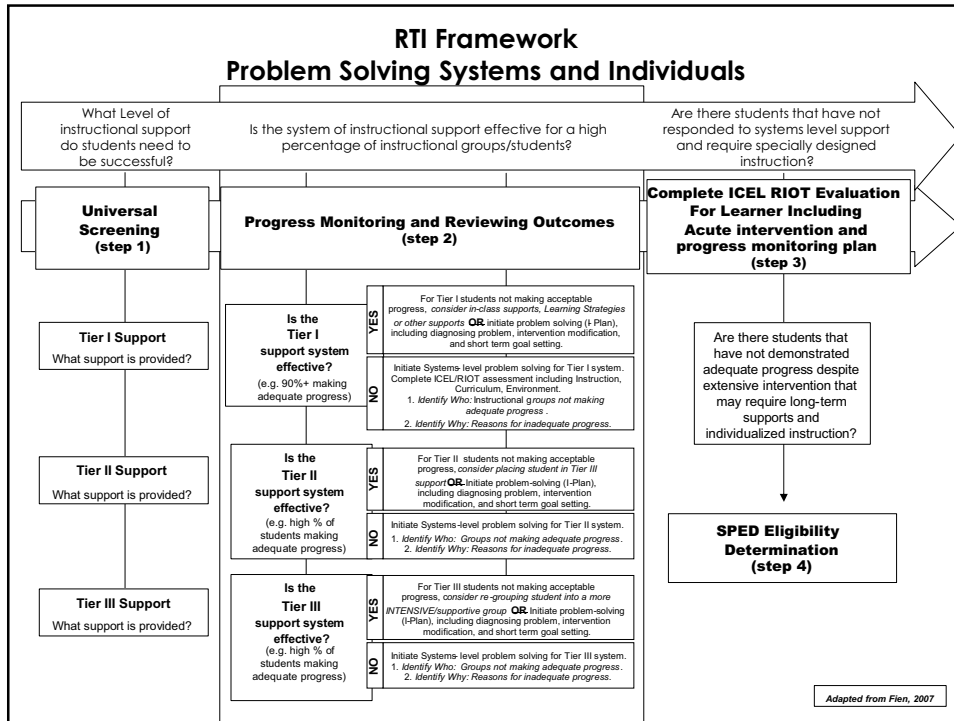- ☑ Individual Student Problem Solving

"Influence Up"

Having influence on things outside of your personal circle of control

Teaming for Influence

1. **Responsibility of Problem Solving Team (PST): Provide oversight regarding effectiveness of the overall system. The PST engages in problem-solving to address system concerns as well as for individual students.**

2. **Consider Establishing Grade Level or Subject Specific Committees: Teams evaluate effectiveness of instruction via progress of all students before problem solving for individual students.**

3. **Using summative and normative data, identify the degree to which programming is effective for each instructional group. Are most students (80 - 90%) making adequate progress?**

   A. If no, problem-solve for the group.
   B. If yes, problem-solve for individual students not making adequate progress.

4. **Establish and adhere to Problem-Solving Guidelines and format**

Response to Intervention
Problem Solving: Systems and Groups

RTI Framework
Problem Solving Systems and Individuals

What Level of instructional support do students need to be successful?	Is the system of instructional support effective for a high percentage of instructional groups/students?	Are there students that have not responded to systems level support and require specially designed instruction?

Universal Screening (step 1)	**Progress Monitoring and Reviewing Outcomes (step 2)**	**Complete ICEL RIOT Evaluation For Learner Including Acute intervention and progress monitoring plan (step 3)**

Tier I Support
What support is provided?

Is the Tier I support system effective?
(e.g. 90%+ making adequate progress)

YES — For Tier I students not making acceptable progress, *consider in-class supports, Learning Strategies or other supports* **OR** Initiate problem solving (I-Plan), including diagnosing problem, intervention modification, and short term goal setting.

NO — Initiate Systems-level problem solving for Tier I system. Complete ICEL/RIOT assessment including Instruction, Curriculum, Environment.
1. *Identify Who: Instructional groups not making adequate progress .*
2. *Identify Why: Reasons for inadequate progress.*

Are there students that have not demonstrated adequate progress despite extensive intervention that may require long-term supports and individualized instruction?

Tier II Support
What support is provided?

Is the Tier II support system effective?
(e.g. high % of students making adequate progress)

YES — For Tier II students not making acceptable progress, *consider placing student in Tier III support* **OR** Initiate problem-solving (I-Plan), including diagnosing problem, intervention modification, and short term goal setting.

NO — Initiate Systems-level problem solving for Tier II system.
1. *Identify Who: Groups not making adequate progress.*
2. *Identify Why: Reasons for inadequate progress.*

SPED Eligibility Determination (step 4)

Tier III Support
What support is provided?

Is the Tier III support system effective?
(e.g. high % of students making adequate progress)

YES — For Tier III students not making acceptable progress, *consider re-grouping student into a more INTENSIVE/supportive group* **OR** Initiate problem-solving (I-Plan), including diagnosing problem, intervention modification, and short term goal setting.

NO — Initiate Systems-level problem solving for Tier III system.
1. *Identify Who: Groups not making adequate progress.*
2. *Identify Why: Reasons for inadequate progress.*

Adapted from Fien, 2007


Has Your School Established the Following?

✓1.   **Systems - well designed structure for addressing all students**

✓2.   **Assessment - for the purpose of identifying students in need, differentiating instruction, and evaluating student progress and program effectiveness**

✓3.   **Intervention - Scientifically validated programs and teaching practices across all four levels of the system**

4.   **Problem Solving - Systems and individuals**

STEP 4: Establish a Problem Solving Process

Problem Solve at Three Levels:

1. **Problem Solve Systems
   (Tier 1, Tier II, Tier III)**

2. **Problem Solve Instructional Groups**

3. **Problem Solve Individual Students**
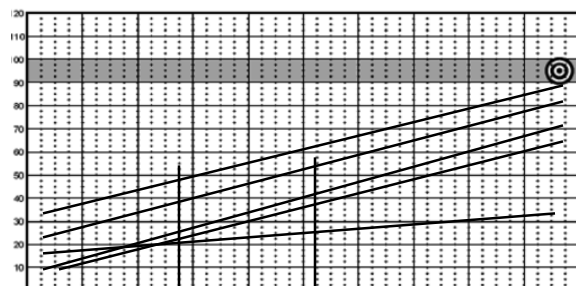   (section 5B)

Systems Problem Solving vs. Individual Problem Solving
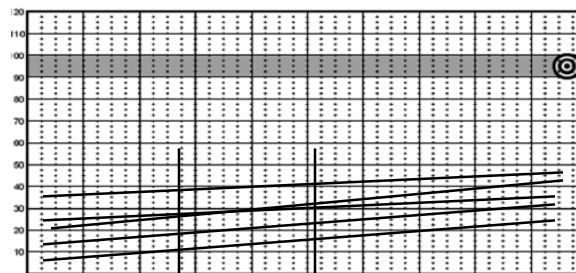
Group A

Student weekly growth:
.**5 cwpm**

Instructional Group Average weekly growth:
.**5 cwpm**

Group B

Student weekly growth:
.**5 cwpm**

Instructional Group Average weekly growth:
1.**75 cwpm**

Fien, 2007

Advantages of Systems Problem Solving

- **Effective Systems improves the performance of all students.**

- **Most problems are system, not student problems.**

- **Individual problem solving is resource/time intensive.**

- **Individual/Student response linked to progress of group.**

- **Ineffective system decreases likelihood that individual problem solving will be successful and sustainable.**

How Do We Know if the System is Effective?

ASK…

- **Is there something for everyone at all levels (i.e., Benchmark, Strategic, Intensive)?**

- **Is it working for most at all three levels?**

- **Are system level supports resulting in adequate progress of instructional groups? Are they closing the achievement gap?**

- **Do we have a clear, objective standard to evaluate student growth?**

Evaluating Systems:
Are Supports Effective?

Academic Systems

Are we decreasing the percentage of students at **INTENSIVE?**

Are we decreasing the percentage of students at **STRATEGIC?**

Are we increasing the percent of students at **BENCHMARK?** **(80-85%)**

Reading   **Math**
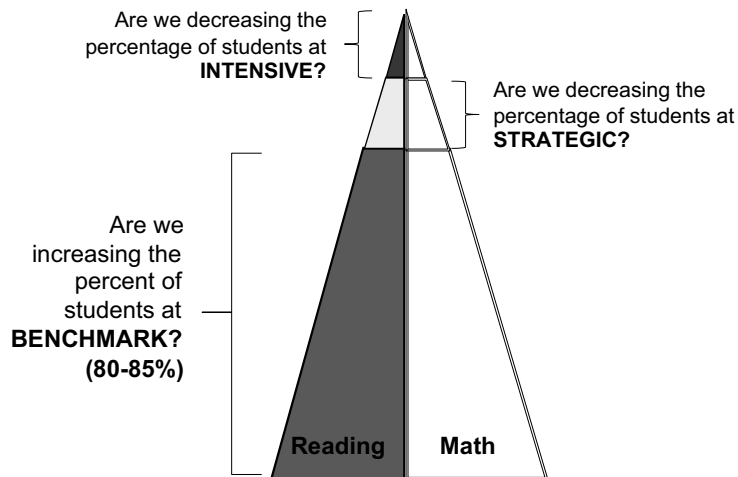
Activity

Problem Solving Systems   ACTIVITY

As a team, consider the previous slide.

1. **What is your school's method for determining effectiveness of systems?**

2. **How involved are teachers in evaluating effectiveness of systems?**

Evaluate and Problem-Solve at all Levels of the System

- **FIRST: Evaluate effectiveness and problem-solve systems at three levels (i.e. Tier I, Tier II, and Tier III)**

- **SECOND: Evaluate effectiveness and problem-solve at the instructional group level.**

- **THIRD: Evaluate progress and problem-solve Individual Students**

FIRST: Evaluate Effectiveness of Instructional Supports (Math)

1. **What percent of your students at each grade level are:**
   a) **Proficient on CBM Reading/Math**
   b) **Successful in content area classes**

2. **What percent of students previously identified strategic (40 to 20 percentile) are now considered benchmark/proficient?**

3. **What percent of intensive students have made significant gains (are no longer considered intensive)?**

Evaluating Systems

Review CBM data in reading and math. What percent of students were benchmark, strategic and intensive in the Fall? Winter?

	Math	Reading		Math	Reading
	% ___ INTENSIVE % ___			% ___ INTENSIVE % ___	
	% ___ STRATEGIC % ___			% ___ STRATEGIC % ___	
	% ___ BENCHMARK % ___			% ___ BENCHMARK % ___	
	FALL			**WINTER**	

How Are We Doing?

Comparing Percentages (math)

	Math	Reading		Math	Reading
	% _15_ INTENSIVE % _10_			% _23_ INTENSIVE % _7_	
	% _35_ STRATEGIC % _18_			% _27_ STRATEGIC % _12_	
	% _50_ BENCHMARK % _72_			% _50_ BENCHMARK % _81_	
	FALL			**WINTER**	
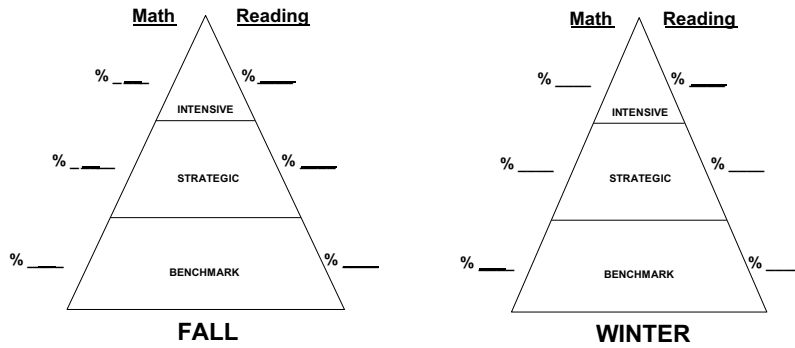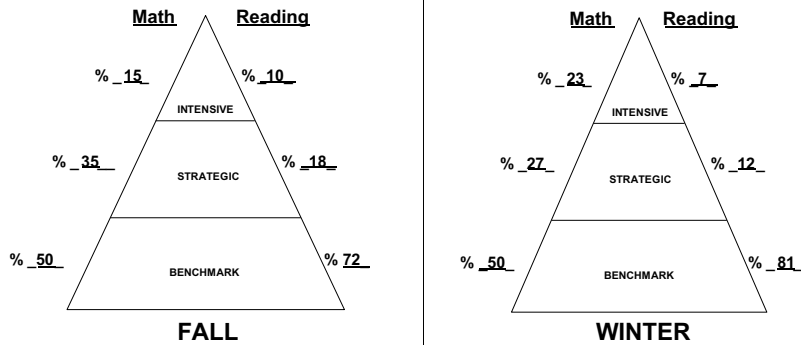
How Are We Doing?

Comparing Percentages (reading)

	Math	Reading
INTENSIVE	% _15_	% _10_
STRATEGIC	% _35_	% _18_
BENCHMARK	% _50_	% _72_

FALL

	Math	Reading
INTENSIVE	% _23_	% _7_
STRATEGIC	% _27_	% _12_
BENCHMARK	% _50_	% _81_
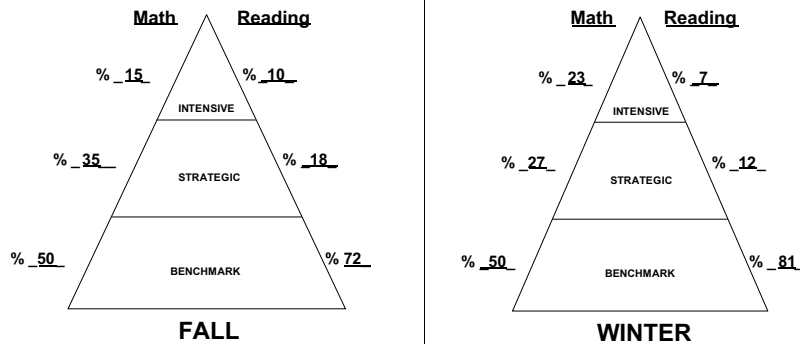
WINTER

Activity

Problem Solving Systems   ACTIVITY

1) Using the form on handout, page 2, evaluate progress from Fall to Winter and Winter to Spring.

2) How does the percentage of students in each category compare from Fall to Winter and Winter to Spring?

3) What conclusions can you make from comparing the F,W, and S data? What questions remain unanswered?

How Are We Doing?

First Grade Math and Reading

FALL

Math	Reading
% _25_	% _20_
INTENSIVE	
% _2_	% _30_
STRATEGIC	
% _73_	% _50_
BENCHMARK	

WINTER

Math	Reading
% _15_	% _20_
INTENSIVE	
% _24_	% _20_
STRATEGIC	
% _61_	% _60_
BENCHMARK	

SPRING

Math	Reading
% _5_	% _20_
INTENSIVE	
% _35_	% _5_
STRATEGIC	
% _60_	% _75_
BENCHMARK	
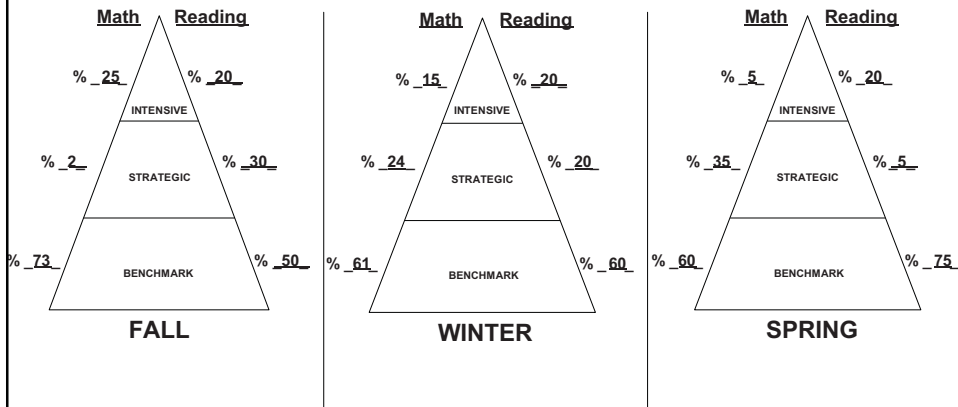
Evaluating Growth – Example Form

Grade/Measure	Percent Benchmark Period: Fall 2007	Percent Benchmark Period: Winter 2008	Percentage Point Increase/Decrease (+ or -)	Percent at Intensive Period: Fall 2007	Percent Established Intensive Period: Winter 2008	Percentage Point Increase/Decrease (+ or -)
Kindergarten	65%	95%	**+30%**	20%	2%	**-18%**
First Grade	75%	71%	**-4%**	15%	12%	**- 3%**
Second Grade	61%	85%	**+14%**	21%	17%	**-4%**
Third Grade	68%	74%	**+6%**	11%	6%	**- 5%**
Fourth Grade						
Fifth Grade						
Sixth Grade						

Evaluating Growth

Grade/Measure	Percent Strategic Period___	Percent Strategic Period___	Percentage Point Increase / Decrease (+ or -)	Percent Intensive Period___	Percent Intensive Period___	Percentage Point Increase / Decrease (+ or -)
Sixth Grade						
Seventh Grade						
Eighth Grade						
Ninth Grade						
Tenth Grade						
Eleventh Grade						
Twelfth Grade						

Are There Unanswered Questions?

- **Do you know what happened to specific students?**

- **Can you determine which instructional groups had growth?**

- **Are there systems/groups that require more support?**

- **What is considered acceptable levels of growth?**

Evaluating Systems
4 Ways to Achieve Adequate Progress

Time 1: (e.g., Winter)

Intensive	Strategic	Benchmark

Time 2: (e.g., Spring)

At Risk	1. Some Risk	2. Low Risk	At Risk	Some Risk	3. Low Risk	At Risk	Some Risk	4. Low Risk

Source: Oregon Reading First
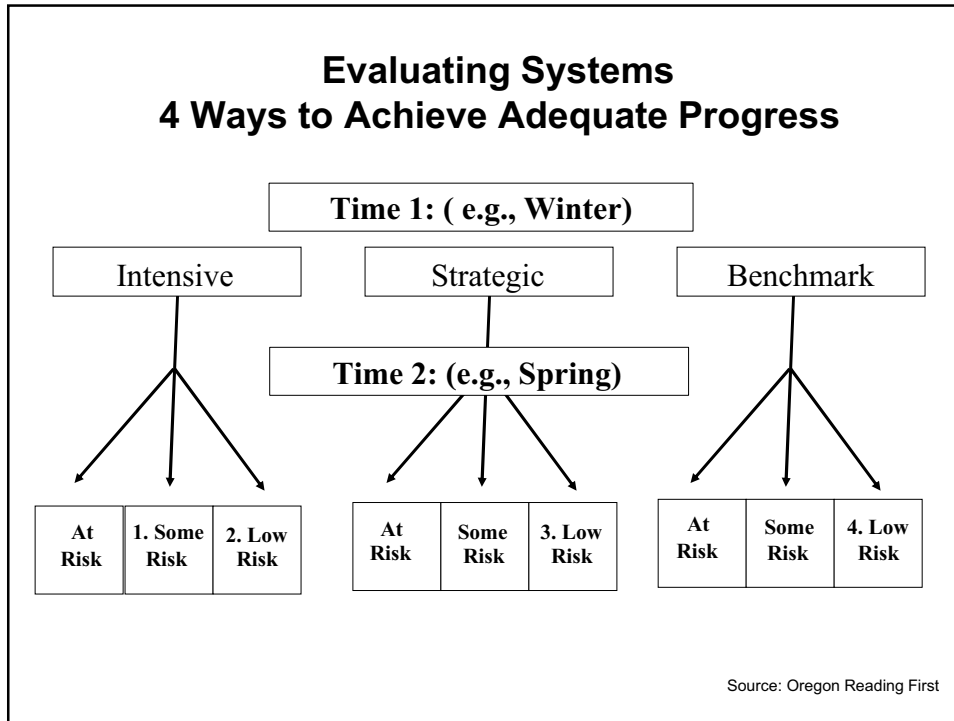
DIBELS
Summary of Effectiveness Report

Middle of Kindergarten Instructional Recommendation to End of Kindergarten Benchmark Status on PSF	Intensive at Middle of Year to			Strategic at Middle of Year to			Benchmark at Middle of Year to			Benchmark Status on PSF in End of Kindergarten (Totals)
	End of Year Deficit	End of Year Emerging	End of Year Established	End of Year Deficit	End of Year Emerging	End of Year Established	End of Year Deficit	End of Year Emerging	End of Year Established	
Adams	7 Students Intensive at Middle of K 8.5% of Total Students			34 Students Strategic at Middle of K 41.5% of Total Students			41 Students Benchmark at Middle of K 50% of Total Students			N = 82
Count	1	3	3	0	7	27	0	3	38	Deficit 1.2%
% of Instructional Recommendation	14.3%	42.9%	42.9%	0%	20.6%	79.4%	0%	7.3%	92.7%	Emerging 15.9%
% of Total	1.2%	3.7%	3.7%	0%	8.5%	31.9%	0%	3.7%	46.3%	Established 82.9%

Source: DIBELS

What percent of <u>INTENSIVE</u> students made adequate progress?

Middle of Kindergarten Instructional Recommendation to End of Kindergarten Benchmark Status on PSF	Intensive at Middle of Year to			Strategic at Middle of Year to			Benchmark at Middle of Year to			Benchmark Status on PSF in End of Kindergarten (Totals)	
	End of Year Deficit	End of Year Emerging	End of Year Established	End of Year Deficit	End of Year Emerging	End of Year Established	End of Year Deficit	End of Year Emerging	End of Year Established		
Adams	7 Students Intensive at Middle of K 8.5% of Total Students			34 Students Strategic at Middle of K 41.5% of Total Students			41 Students Benchmark at Middle of K 50% of Total Students			N = 82	
Count	1	3	3	0	7	27	0	3	38	Deficit	1.2%
% of Instructional Recommendation	14.3%	42.9%	42.9%	0%	20.6%	79.4%	0%	7.3%	92.7%	Emerging	15.9%
% of Total	1.2%	3.7%	3.7%	0%	8.5%	32.9%	0%	3.7%	46.3%	Established	82.9%

Source: DIBELS

What percent of <u>STRATEGIC</u> students made adequate progress?

Middle of Kindergarten Instructional Recommendation to End of Kindergarten Benchmark Status on PSF	Intensive at Middle of Year to			Strategic at Middle of Year to			Benchmark at Middle of Year to			Benchmark Status on PSF in End of Kindergarten (Totals)	
	End of Year Deficit	End of Year Emerging	End of Year Established	End of Year Deficit	End of Year Emerging	End of Year Established	End of Year Deficit	End of Year Emerging	End of Year Established		
Adams	7 Students Intensive at Middle of K 8.5% of Total Students			34 Students Strategic at Middle of K 41.5% of Total Students			41 Students Benchmark at Middle of K 50% of Total Students			N = 82	
Count	1	3	3	0	7	27	0	3	38	Deficit	1.2%
% of Instructional Recommendation	14.3%	42.9%	42.9%	0%	20.6%	79.4%	0%	7.3%	92.7%	Emerging	15.9%
% of Total	1.2%	3.7%	3.7%	0%	8.5%	32.9%	0%	3.7%	46.3%	Established	82.9%

Source: DIBELS

What percent of <u>BENCHMARK</u> students made adequate progress?

Middle of Kindergarten Instructional Recommendation to End of Kindergarten Benchmark Status on PSF	Intensive at Middle of Year to			Strategic at Middle of Year to			Benchmark at Middle of Year to			Benchmark Status on PSF in End of Kindergarten (Totals)	
	End of Year Deficit	End of Year Emerging	End of Year Established	End of Year Deficit	End of Year Emerging	End of Year Established	End of Year Deficit	End of Year Emerging	End of Year Established		
Adams	7 Students Intensive at Middle of K 8.5% of Total Students			34 Students Strategic at Middle of K 41.5% of Total Students			41 Students Benchmark at Middle of K 50% of Total Students			N = 82	
Count	1	3	3	0	7	27	0	3	38	Deficit	1.2%
% of Instructional Recommendation	14.3%	42.9%	42.9%	0%	20.6%	79.4%	0%	7.3%	92.7%	Emerging	15.9%
% of Total	1.2%	3.7%	3.7%	0%	8.5%	31.9%	0%	3.7%	46.3%	Established	82.9%

Source: DIBELS

What was the <u>TOTAL</u> percent of students that made adequate progress?

Middle of Kindergarten Instructional Recommendation to End of Kindergarten Benchmark Status on PSF	Intensive at Middle of Year to			Strategic at Middle of Year to			Benchmark at Middle of Year to			Benchmark Status on PSF in End of Kindergarten (Totals)	
	End of Year Deficit	End of Year Emerging	End of Year Established	End of Year Deficit	End of Year Emerging	End of Year Established	End of Year Deficit	End of Year Emerging	End of Year Established		
Adams	7 Students Intensive at Middle of K 8.5% of Total Students			34 Students Strategic at Middle of K 41.5% of Total Students			41 Students Benchmark at Middle of K 50% of Total Students			N = 82	
Count	1	3	3	0	7	27	0	3	38	Deficit	1.2%
% of Instructional Recommendation	14.3%	42.9%	42.9%	0%	20.6%	79.4%	0%	7.3%	92.7%	Emerging	15.9%
% of Total	1.2%	3.7%	3.7%	0%	8.5%	31.9%	0%	3.7%	46.3%	Established	82.9%

Source: DIBELS

Identify Powerful Ways to Communicate Your Data

Effective Systems: Evaluating Grade Level Progress

Schools:	School Context	Grade Data					Support		Areas of Greatest Concern				
		K-2 (2005-2006)	K (2005-2006)	1 (2005-2006)	2 (2005-2006)	3 (2005-2006)	Coach	Principal	Kinder-garten	First Grade	Second Grade	Third Grade	Overall Level of Support/ Target
Elem. A	Interm.	72	87	74	53	57			I	B	S	I	Low

( ) indicates % of adequate progress Winter to Spring

Effective Systems: Identifying Concerns

Schools:	BSI Progress	K-2 (2005-2006)	K (2005-2006)	1 (2005-2006)	2 (2005-2006)	3 (2005-2006)	Areas of Concern/Actions		
							Benchmark	Strategic	Intensive
Elem. A	B	89	100	82	96	100	G 1: Walk to read? Fluency?	G 2: Phonics for reading? Fluency? Enhancements?	KG & G 3: Program pacing? Other?
	S	64	86	63	25	53			
	I	58	81	68	21	22			

We Do…

Dynamic Indicators of Basic Early Literacy Skills
Summary of Effectiveness by School

Middle of 1st Grade to End of 1st Grade

Middle of First Instructional Recommendations To End of First Benchmark Status on ORF	Intensive at Middle of Year To			Strategic at Middle of Year To			Benchmark at Middle of Year To			Benchmark Status on ORF in End of First (Totals)
	End of Year At Risk	End of Year Some Risk	End of Year Low Risk	End of Year At Risk	End of Year Some Risk	End of Year Low Risk	End of Year At Risk	End of Year Some Risk	End of Year Low Risk	
Elementary	15 Students Intensive at Middle of 1st 25.4% of Total Students			14 Students Strategic at Middle of 1st 23.7% of Total Students			30 Students Benchmark at Middle of 1st 50.8% of Total Students			N = 59
Count	10	3	2	6	7	1	0	3	27	At Risk 27.1%
% of Instructional Recommendation	66.7%	20%	13.3%	42.9%	50%	7.1%	0%	10%	90%	Some Risk 22%
% of Total	16.9%	5.1%	3.4%	10.2%	11.9%	1.7%	0%	5.1%	45.8%	Low Risk 50.8%

Middle of 3rd Grade to End of 3rd Grade

Middle of Third Instructional Recommendations To End of End of Thrid Benchmark Status on ORF	Intensive at Middle of Year To			Strategic at Middle of Year To			Benchmark at Middle of Year To			Benchmark Status on ORF in End of Third (Totals)
	End of Year At Risk	End of Year Some Risk	End of Year Low Risk	End of Year At Risk	End of Year Some Risk	End of Year Low Risk	End of Year At Risk	End of Year Some Risk	End of Year Low Risk	
Elementary	23 Students Intensive at Middle of 3rd 48.9% of Total Students			12 Students Strategic at Middle of 3rd 25.5% of Total Students			12 Students Benchmark at Middle of 3rd 25.5% of Total Students			N = 47
Count	21	1	1	1	8	3	0	2	10	At Risk 46.8%
% of Instructional Recommendation	91.4%	4.3%	4.3%	8.3%	66.7%	25%	0%	16.7%	83.3%	Some Risk 23.4%
% of Total	44.7%	2.1%	2.1%	2.1%	17%	6.4%	0%	4.3%	21.3%	Low Risk 29.8%

We Do… communicate data

Adequate Progress

Fall to Winter _____   Winter to Spring __**X**__

Effective Systems: Evaluating Grade Level Progress

School	Percent of Students Making Adequate Progress						
	K	1	2	3	4	5	6
Elem. A							

Effective Systems: Identifying Concerns

Schools:	BSI Progress	K	1	2	3	4	5	6	Area of Concern/Need for Additional Information		
									Benchmark	Strategic	Intensive
Elem. A	B										
	S										
	I										

1. Identify the total percent of students at each grade that made adequate progress
2. Identify the percent of students at each risk level (B,S,I) that made adequate progress
3. Color code each un-shaded data cell according to level of relative growth
   Top Quartile = Green
   Middle Quartile = Yellow
   Bottom Quartile = Red

We Do… communicate data

Adequate Progress

Fall to Winter _____   Winter to Spring __**X**__

Effective Systems: Evaluating Grade Level Progress

School	Percent of Students Making Adequate Progress						
	K	1	2	3	4	5	6
Elem. A		56%		32%			

Effective Systems: Identifying Concerns

Schools:	BSI Progress	K	1	2	3	4	5	6	Area of Concern/Need for Additional Information		
									Benchmark	Strategic	Intensive
Elem. A	B		90%		83%						
	S		7%		25%						
	I		33%		9%						

1. Identify the total percent of students at each grade that made adequate progress
2. Identify the percent of students at each risk level (B,S,I) that made adequate progress
3. Color code each un-shaded data cell according to level of relative growth
   Top Quartile = Green
   Middle Quartile = Yellow
   Bottom Quartile = Red

Comparing Performances in Reading

School: _____

What is the effectiveness of the grade level support plans?
Adequate Progress Relative Criteria

Winter to Spring

	Quartile	Total Overall Effectiveness % of students who made adequate progress in each grade	Intensive % of students who made adequate progress within an instructional support range	Strategic % of students who made adequate progress within an instructional support range	Benchmark % of students who made adequate progress within an instructional support range
K (PSF)	Top	>= 87%	>= 89%	>= 76%	>= 97%
	Middle	57% to 86%	52% to 88%	34% to 75%	76% to 96%
	Bottom	<=56%	<=51%	<=33%	<=75%
K (NWF)	Top	>= 72%	>= 54%	>= 60%	>= 94%
	Middle	39% to 71%	9% to 53%	25% to 59%	68% to 93%
	Bottom	<=38%	<=8%	<=24%	<=67%
1 (ORF)	Top	>= 72%	>= 50%	>= 50%	>= 100%
	Middle	50% to 71%	22% to 49%	22% to 49%	91% to 99%
	Bottom	<=49%	<=21%	<=21%	<=90%
2 (ORF)	Top	>= 61%	>= 18%	>= 27%	>= 91%
	Middle	40% to 60%	1% to 17%	1% to 26%	78% to 90%
	Bottom	<=39%	<=0%	<=0%	<=77%
3 (ORF)	Top	>= 59%	>= 34%	>= 28%	>= 92%
	Middle	43% to 58%	15% to 33%	10% to 27%	81% to 91%
	Bottom	<=42%	<=14%	<=9%	<=80%

We Do…

Adequate Progress

Fall to Winter _____   Winter to Spring __**X**__

Effective Systems: Evaluating Grade Level Progress

School	Percent of Students Making Adequate Progress						
	K	1	2	3	4	5	6
Elem. A		56%		32%			

Effective Systems: Identifying Concerns

Schools:	BSI Progress	K	1	2	3	4	5	6	Area of Concern/Need for Additional Information		
									Benchmark	Strategic	Intensive
Elem. A	B		90%		83%				GRADE 1	GRADE 1	GRADE 3
	S		7%		25%						
	I		33%		9%						

1. Identify the total percent of students at each grade that made adequate progress
2. Identify the percent of students at each risk level (B,S,I) that made adequate progress
3. Color code each un-shaded data cell according to level of relative growth
   Top Quartile = Green
   Middle Quartile = Yellow
   Bottom Quartile = Red

Activity… you do

Problem Solving Systems   ACTIVITY #4

Complete for School A

1. **Using the summary of effectiveness reports provided, identify what percent of <u>Intensive</u>, <u>Strategic</u>, and <u>Benchmark</u> students made adequate progress.**

2. **What was the total percent of students that made adequate progress?**

* *Use full page forms at end of section,3 -.*

You Do…Using this Form

Adequate Progress

Fall to Winter _____   Winter to Spring __**X**__

Effective Systems: Evaluating Grade Level Progress

School	K	1	2	3	4	5	6
			Percent of Students Making Adequate Progress				
Elem. A							

Effective Systems: Identifying Concerns

Schools:	BSI Progress	K	1	2	3	4	5	6	Benchmark	Strategic	Intensive
									Area of Concern/Need for Additional Information		
Elem. A	B										
	S										
	I										

1. Identify the total percent of students at each grade that made adequate progress
2. Identify the percent of students at each risk level (B,S,I) that made adequate progress
3. Color code each un-shaded data cell according to level of relative growth
    Top Quartile = Green
    Middle Quartile = Yellow
    Bottom Quartile = Red

Activity… you do

ACTIVITY #3 (cont.)

Summary of Effectiveness Report

Beginning of 1st Grade to Middle of 1st Grade

SCHOOL A	10 Students **Intensive** at Middle of 1st			20 Students Strategic at Middle of 1st			16 Students Benchmark at Middle of 1st			N = 46
	21.7% of Total Students			43.5% of Total Students			34.8% of Total Students			Deficit 10.9%
Count										Emerging 41.3%
% of Instructional Recommendation	3	7	0	1	10	9	1	2	13	
	30%	**70%**	**0%**	5%	50%	45%	6.3%	12.5%	81.3%	Established 47.8%
% of Total	6.5%	15.2%	0%	2.2%	21.7%	19.6%	2.2%	4.3%	28.3%	

Activity… you do

ACTIVITY #3 (cont.)

Summary of Effectiveness Report

Beginning of 1st Grade to Middle of 1st Grade

SCHOOL A	10 Students Intensive at Middle of 1st			20 Students **Strategic** at Middle of 1st			16 Students Benchmark at Middle of 1st			N = 46
	21.7% of Total Students			43.5% of Total Students			34.8% of Total Students			Deficit 10.9%
Count										Emerging 41.3%
% of Instructional Recommendation	3	7	0	1	10	9	1	2	13	
	30%	70%	0%	5%	50%	**45%**	6.3%	12.5%	81.3%	Established 47.8%
% of Total	6.5%	15.2%	0%	2.2%	21.7%	19.6%	2.2%	4.3%	28.3%	

Activity… you do

ACTIVITY #3 (cont.)

Summary of Effectiveness Report

Beginning of 1st Grade to Middle of 1st Grade

SCHOOL A	10 Students Intensive at Middle of 1st			20 Students Strategic at Middle of 1st			16 Students **Benchmark** at Middle of 1st			N = 46
Count	21.7% of Total Students			43.5% of Total Students			34.8% of Total Students			Deficit 10.9%
% of Instructional Recommendation	3	7	0	1	10	9	1	2	13	Emerging 41.3%
	30%	70%	0%	5%	50%	45%	6.3%	12.5%	81.3%	Established 47.8%
% of Total	6.5%	15.2%	0%	2.2%	21.7%	19.6%	2.2%	4.3%	28.3%	

Activity… you do

ACTIVITY #3 (cont.)

Summary of Effectiveness Report

Beginning of 1st Grade to Middle of 1st Grade   TOTAL % Adequate Progress

SCHOOL A	10 Students Intensive at Middle of 1st			20 Students Strategic at Middle of 1st			16 Students Benchmark at Middle of 1st			N = 46
Count	21.7% of Total Students			43.5% of Total Students			34.8% of Total Students			Deficit 10.9%
% of Instructional Recommendation	3	7	0	1	10	9	1	2	13	Emerging 41.3%
	30%	70%	0%	5%	50%	45%	6.3%	12.5%	81.3%	Established 47.8%
% of Total	6.5%	15.2%	0%	2.2%	21.7%	19.6%	2.2%	4.3%	28.3%	

Activity

Problem Solving Systems   ACTIVITY

1. **For School A, use the Quartile Reference Forms to complete the to complete the Adequate Progress worksheet, handout 4 and 5.**

2. **Color code each grade and BSI according to their quartile ranking (top, middle, bottom).**

3. **Identify grades and systems requiring additional support.**

Comparing Performances in Reading

School: _____

What is the effectiveness of the grade level support plans?
Adequate Progress Relative Criteria

Winter to Spring

	Quartile	Total Overall Effectiveness % of students who made adequate progress in each grade	Intensive % of students who made adequate progress within an instructional support range	Strategic % of students who made adequate progress within an instructional support range	Benchmark % of students who made adequate progress within an instructional support range
K (PSF)	Top	>= 87%	>= 89%	>= 76%	>= 97%
	Middle	57% to 86%	52% to 88%	34% to 75%	76% to 96%
	Bottom	<=56%	<=51%	<=33%	<=75%
K (NWF)	Top	>= 72%	>= 54%	>= 60%	>= 94%
	Middle	39% to 71%	9% to 53%	25% to 59%	68% to 93%
	Bottom	<=38%	<=8%	<=24%	<=67%
1 (ORF)	Top	>= 72%	>= 50%	>= 50%	>= 100%
	Middle	50% to 71%	22% to 49%	22% to 49%	91% to 99%
	Bottom	<=49%	<=21%	<=21%	<=90%
2 (ORF)	Top	>= 61%	>= 18%	>= 27%	>= 91%
	Middle	40% to 60%	1% to 17%	1% to 26%	78% to 90%
	Bottom	<=39%	<=0%	<=0%	<=77%
3 (ORF)	Top	>= 59%	>= 34%	>= 28%	>= 92%
	Middle	43% to 58%	15% to 33%	10% to 27%	81% to 91%
	Bottom	<=42%	<=14%	<=9%	<=80%

Adequate Progress

Fall to Winter _____   Winter to Spring _____

Effective Systems: Evaluating Grade Level Progress

School	K	1	2	3	4	5	6
		Percent of Students Making Adequate Progress					
Elem. A		**63**					

Effective Systems: Identifying Concerns

Schools:	BSI Progress	K	1	2	3	4	5	6	Area of Concern/Need for Additional Information		
									Benchmark	Strategic	Intensive
Elem. A	B		81								
	S		45								
	I		70								

1. Identify the total percent of students at each grade that made adequate progress
2. Identify the percent of students at each risk level (B,S,I) that made adequate progress
3. Color code each un-shaded data cell according to level of relative growth
   Top Quartile = Green
   Middle Quartile = Yellow
   Bottom Quartile = Red

Activity Worksheet

Evaluating Healthy Systems

Use the ICE(L)/RIOT Assessment forms to help evaluate systems.

▪ Use the ICE(L) <u>Assessment</u> to help identify what elements/components to collect/review.

▪ Use the ICE(L) <u>Post-Assessment</u> to summarize information obtained.

ICE(L)/RIOT Assessment

Pre-Planning Assessment: ICEL/RIOT Assessment

Assessment Procedures/Data Sources

	R (Review)	I (Interview)	O (Observe)	T (Test/Assess)
	SYSTEMS PROBLEM SOLVING: Determine effectiveness of each part of the system by asking: 1. Is it effective at each level of the school-wide system? 2. Is it effective at the instructional group level? 3. Is it effective for individual students?			
I Instruction	☐ Differentiated instruction is utilized to address the skill level needs of students (i.e., benchmark, strategic, intensive) ☐ Instructors have received ample, high quality training needed to provide instruction? ☐ Is adequate time available to teach students according to instructional needs? ☐ Is additional time available for student in need? ☐ Are instructors incorporating features of strong instruction (e.g., modeling, scaffolding, explicit directions, multiple opportunities to respond, etc.)? ☐ Are behavioral expectations explicitly taught? ☐ Are the most critical features being prioritized and taught? ☐ What percent of students are making adequate progress?	☐ What level of instruction is being targeted (e.g., benchmark, strategic, intensive)? ☐ How much instructional time is allocated for students? ☐ Is additional instructional time provided as necessary? ☐ Does the instructor feel adequately trained and supported to meet the needs of students? ☐ Is instruction differentiated? ☐ Is instruction adequately explicit with opportunities for students to practice? ☐ Are other students (e.g., students in the same instructional group) making adequate progress? What %? ☐ Is the appropriate level of instruction necessary to meet similar student's needs available? ☐ Are students highly successful during instruction (90%+)?	☐ How much instructional time is provided each day? ☐ Does the instruction sufficiently meet the student's needs? ☐ Is instruction differentiated (like students grouped together)? ☐ Is the instruction direct and explicit; includes modeling actively engaging all students? ☐ Are students provided with extensive opportunities to respond during instruction? ☐ Are students given ample opportunities to practice skills being taught? ☐ Is corrective feedback provided? ☐ Are reinforcing statements provided to encourage student effort and response? ☐ Are all students in the group responding and completing activities with a high level of performance?	☐ All students in the instructional group are passing in -program or instructionally-based assessments? ☐ A high % of students are progressing according to expectations of growth (e.g., DIBELS, CBM, etc.)? ☐ Observation tools reveal a high % of the critical features of instruction are in place? ☐ Complete five -minute feedback form. ☐ Complete "What to do when…" form. ☐ Complete the checklist for effective instruction. ☐ Complete the systems healthy checklist form.
C Curriculum	☐ Is an appropriate range of programs available for all students? ☐ Are the program/materials appropriate for the instructional group? ☐ Are programs and instructional materials research based? Basis for conclusion? ☐ Are all necessary programs/materials available? ☐ Are programs/instructional materials resulting in adequate progress for a high percentage of students? ☐ Are programs/instructional materials implemented with fidelity? ☐ Does the curriculum match the instructional priorities established for the learner? ☐ Does the design and delivery of the program/materials ensure the instructional group is highly successful? ☐ Are the programs/materials systematic and explicit?	☐ Are instructors adequately trained in delivery of programs/instructional materials? ☐ What are exceptions of strengths or limits of programs/materials? ☐ Does the programming available match the instructional needs of the learners? ☐ Are students appropriately grouped according to the program guidelines? ☐ Are key skills adequately by the program/materials? ☐ Is there an established curriculum for the area of concern?	☐ Is the curriculum taught with fidelity? ☐ The program/materials appear appropriate for the instructional group? ☐ Are students appropriately grouped and placed in the program/materials? ☐ Do program/materials promote a high degree of student response? ☐ Are students successful in the program/materials? ☐ Is the program appropriate for the group and purpose for which it is intended (B,S,I)? ☐ Is group size appropriate for the program/materials? ☐ Is the instructor skilled in delivery of content? ☐ Is program content delivered without interruptions? ☐ Are students highly engaged in program/materials during delivery of instruction? ☐ Is an appropriate amount of program/materials content completed to ensure enough content is covered?	☐ Are students progressing through content at expected rate (e.g., 1 lesson per day, etc.)? ☐ Are students mastering content? ☐ Is program/materials content generalized – students demonstrate ability to apply skills taught (e.g., as measured by CBM, DIBELS, social skills, etc.)? ☐ Do program materials meet evaluation criteria for being research based? ☐ Will program/materials be evaluated to determine effectiveness? ☐ Are program/materials are designed for the purpose for which they are being used? ☐ Does alignment exists between what's being taught and learning needs of students? ☐ Is curriculum aligned to state and local standards and benchmarks? ☐ Do curriculum/materials enable students meet learning outcomes as measure benchmark and state assessment?

ICE(L)/RIOT Post-Assessment

Post Assessment: ICE(L)/RIOT

Fill in the high priority, structural elements	R	I	O	T
I Instruction				
C Curriculum				
E Environment				
L Learner for individual problem solving				

(Left side label: Systems/Groups spanning Instruction, Curriculum, Environment; Individual Student spanning Learner)

Second: Evaluate and Problem-Solve Instructional Groups

Evaluate progress of instructional groups:

1) **Begin by Targeting grades and systems that had insufficient growth (bottom or middle quartile).**

2) **For each grade/system, evaluate the progress of each instructional group.**

3) **Identify instructional groups with insufficient growth. Analyze concerns, then problem-solve actionable solutions.**
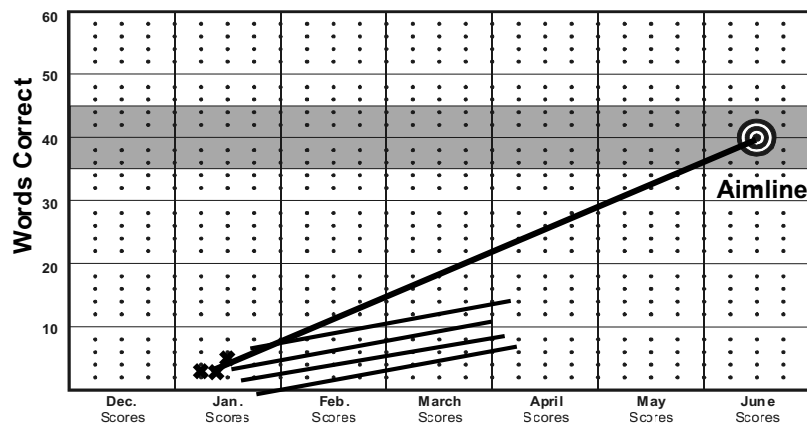
Instructional Groups

- **Students in need of additional support are identified and grouped together based on results of benchmark and placement testing.**

- **Develop and implement interventions designed to meet the needs of groups of students.**

- **If response is not adequate, problem solving is used to identify ways in which interventions may be intensified for the group and/or individual student.**

Evaluate Instructional Groups

1. **Evaluate progress of each group according to pre-established aimline/anticipated rate of growth.**

2. **How many students (percent) are not making progress?**

3. **Are 80-90% of students progressing at anticipated rate?**

4. **Use data to examine reasons for lack of progress.**

Evaluate the Progress of Instructional Groups

DMG (c) 2005   50

Identify Concerns at the Instructional Group Level

1. **Use benchmark and progress monitoring data to identify which instructional groups are not making adequate progress.**

2. **Use the Pre-ICE(L)/RIOT form to identify possible reasons for the inadequate progress.**

3. **Use the ICE(L)/RIOT and alterable variables chart to identify possible changes that could be made to the instructional programming.**

When Problem Solving Instructional Groups, ASK…

A. **Are students grouped appropriately?**

B. **Is the group in the appropriate intervention?**

C. **Is the intervention being implemented with fidelity?**

D. **Is adequate instruction provided?**

E. **Are students passing in-program assessments?**

F. **Is the pacing schedule appropriate – being followed?**

Consider…

Your system is perfectly aligned to achieve the results you are getting

Common Problems to Consider

STRUCTURAL PROBLEMS
- Time
- Grouping
- Staffing
- Pacing

SYSTEM PROBLEMS
- Ineffective Programs
- One size fits all
- Philosophical Differences
- Competing Programs
- General features of Instruction
   (modeling, explicit language, etc.)

IMPLEMENTATION PROBLEMS
- Fidelity
- Pacing/Mastery
- Generalization
- Opportunities to Respond

Effectiveness of Intervention:
Is Pacing the Problem?

Effectiveness of Grade 2 Intensive Support Programs			
Students Intensive at Beginning of Year	Beginning ORF Score	Middle ORF Score	Is the Gap Closing? total growth (average gain per week)
Marcus	7	13	6 (.4)
Timmy	4	6	2 (.1)
Maria	20	36	16 (1.1)
Stacey	6	10	4 (.2)
Louis	10	22	12 (.8)
Ethan	17	29	12 (.8)
Regina	23	56	33 (2.2)
Dana	13	30	17 (1.1)

Reality: 73% of this school's intensive 2nd graders are losing ground. 18% are making only parallel growth.

Source: Oregon Reading First

Example Pacing Schedule

Create a pacing schedule for Intensive students.

1. **An Intensive Reading group is expected to complete 160 lessons by the end of the May.**

2. **It is early November and the group just completed lesson #17. Identify a pacing schedule that will ensure the group will complete all 160 lessons by the end of the year**

   A. **How many weeks = 24**

   3 Nov.

   2 Dec.

   4 Jan.

   4 Feb.

   3 Mar.

   4 Apr.

   4 May

Example Pacing Schedule

B.   How many lessons = 143

160 – 17 = 143

C.   Average number of lessons per week = 6 lessons per week

143 / 24 = 6

6 x 24 + 17 = 161

D.   OUR TURN – Identify target lessons for each month

NOV., DEC., JAN., FEB.

NOV. = 35

DEC. = 47

JAN. = 71

FEB. = 95

Activity… Your Turn!

Problem Solving Systems   ACTIVITY #5

Create a pacing map for Mr. Moon's Intervention Group

1.   **Current lesson = 41**

2.   **Date = Jan. 1st**

3.   **Target Lesson = 160 by end of year**

4.   **Average number of lessons per week needed to meet target?**

5.   **What is the target lesson at the end of each month… JAN. thru 2 weeks of JUNE?**

Apply <u>Assessment-Intervention Loop</u> to Systems, Groups, Students

Identify need for Support

Define & Validate Need for Support

Explore & Plan Instructional Intervention

Implement Instructional Support

Assess & Modify Support

Look at & Review results

Source: Adapted from Secretary's Leadership Academy, Reading First Initiative
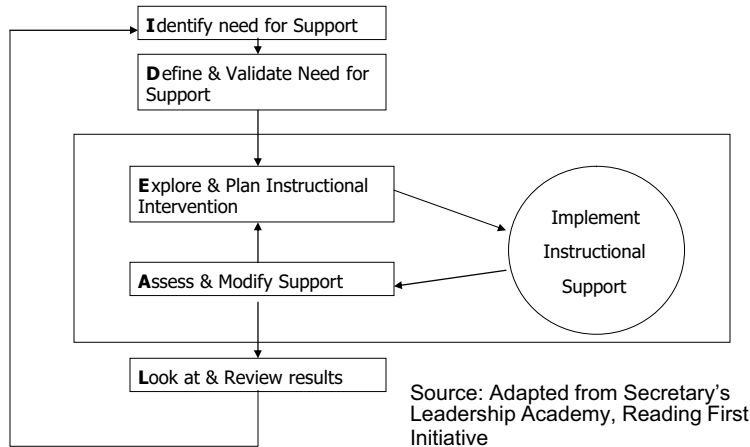
Helpful Forms for Problem-Solving

HELP

Response to Intervention
Problem Solving: Systems and Groups

Lesson Progress Report (LPR)
Instructor

Teacher: School: LPR Period:

Grade	Group	Size of Group	Instruct Rec (I, S, B)	Intervention Program(s)	Current Lesson	Target Lesson	In-Program Test Summaries			
							Test or Check-out	Passing Students	Absent Students	Failing Students

Comments:

Adapted from: Carrie Thomas-Beck

School-Wide Instructional Effectiveness

Description of Instructional Programming

Academic Subject:_____ Grade Level:_____ Date:_____

School Practices	Students at and Somewhat Below Grade Level	Students Significantly Below Grade Level
1. Program materials used during the main instructional time.	Materials used during whole class instruction Materials used during small group instruction	Materials used during whole class instruction Materials used during small group instruction
2. Time when main instructional period begins and ends.	Begins at _____ Ends at _____ Total Minutes _____	Begins at _____ Ends at _____ Total Minutes _____
3. Minutes during the main instructional time that each student received teacher directed instruction. - in whole class instruction - in small group instruction	_____ minutes of teacher directed whole-class instruction during core time _____ minutes of teacher directed small group instruction provided to each student somewhat below grade level during core time _____ days a week.	_____ minutes of teacher directed whole-class instruction during core time _____ minutes of teacher directed small group instruction provided to each student significantly below grade level during core time __ _____ days a week.
4. Extra minutes of teacher directed instruction provided for students below grade level in addition to time during main period.	_____ minutes of extra instruction provided to students somewhat below grade level (strategic) _____ days a week.	_____ minutes of extra instruction provided to students significantly below grade level (intensive) _____ days a week.
5. Programs and materials used during the extra teacher directed small group time.		
6. How often are progress-monitoring assessments administered in addition to benchmark assessments?	Assessment How often administered assessment	Assessment How often administered assessment
7. Other assessments administered. How often? Include assessments from programs.	Assessment How often administered assessment	Assessment How often administered assessment

Adapted from: Jerry Silbert

Team Meeting Record Sheet - *sample*

Grade Level___2ⁿᵈ Grade___ Date___1/7/02___ Participants___2ⁿᵈ Grade Team___

Purpose of Meeting

To examine student results in oral-reading fluency.

Identify Challenges/Concerns

Only 35% of students in the second grade were able to reach the grade-level targets for wcpm on fluency assessment passages. Students are still struggling to read with fluency.

Analyze the Challenge/Concern

Fluency building opportunities are not routinely included as part of the reading block.

Generate Possible Actions/Solutions

1. Teachers will examine the types of errors made by their students
2. Teachers will arrange schedules so that all students needing extra support will be available for 20-30 minutes of direct instruction or partner rereading during Workshop every day. This work will focus on developing fluency through rereading the decodables and other fluency interventions provided with the program. If decoding issues are apparent, special interventions will be planned.
3. More frequent fluency assessments will be provided to the lowest-scoring students.
4. Results will be analyzed in the next grade-level meeting.

Specific Decisions/Solutions

Identify	Who	When
Teachers will review each student's assessment of oral-reading fluency and make a chart indicating areas of need. Teachers will use the more frequent fluency-assessment passages and chart the progress		
Teachers will provide partner reading and other rereading activities during Workshop. Students may be regrouped across classrooms for maximum efficiency. Continue weekly fluency assessments.		
Continue small-group instruction and independent work during Workshop that is closely monitored by the teacher. Continue weekly fluency assessments.		
Determine evidence/assessment data.		

Next Meeting Date:

Activity

Problem Solving Systems   ACTIVITY

1. **Identify a system or instructional group within your building requiring support.**

2. **Complete the ICE(L)/RIOT check-list. Identify questions to be answered/information to be collected.**

3. **Develop a plan to collect the identified information.**

4. **Prior to the next training day, collect the information and summarize the results on the Post ICE(L)/RIOT Assessment.**

5. **Identify elements that need to be addressed to strengthen that portion of the system. Complete the Team Meeting Record Sheet form to help problem solve a solution and actionable plan to address the areas of identified concern.**

(See Toolbox for ICE(L)/RIOT forms)

HANDOUTS

THE RTI TEAM- Purpose and Process

Team Purpose:

1. Team consists of principal, grade level representatives, Title I, school psychologists, special education, and other specialists as needed.

2. Team meets twice per month (45 min. – 1.5 hours)

3. Team reviews benchmark data to evaluate health of system 3x per year (f,w,s).

4. Team shares results with grade level teams.

5. Team reviews progress of systems, by grade, to ensure systems improve/remain healthy.

6. Team engages in problem solving systems, instructional groups, and individual students.

Healthy Systems

1. Review benchmark data in reading, writing, math and behavior. What percent of students are benchmark, strategic, intensive?

2. Evaluate adequate progress fall to winter and winter to spring for all grade levels. Identify systems requiring additional support (i.e., those with inadequate progress and/or too many students below benchmark).

3. Evaluate progress of instructional groups. Target grades and systems that had insufficient growth (i.e., bottom or middle quartile).

4. Collect information regarding system elements requiring further development by completing the ICEL/RIOT pre and post assessment.

5. Problem-solve system solutions and create an action plan to increase support to identify concerns.

6. Establish benchmarks and timelines (i.e. monthly, quarterly) for evaluating success of improvement plan.

7. Periodically review progress toward benchmarks by evaluating progress of instruction groups monthly and modify the systems intervention plan as necessary.

Individual Students

1. Complete the referral to problem solving form.

2. Identify what systems supports were already provided and the results of interventions completed. Were there other students that failed to adequately progress? Was the system considered effective for most students?

3. As a problem-solving team, identify what information must be obtained to understand the students presenting problem.

4. Complete the LEARNER portion of the ICEL/RIOT. Summarize the results on the POST ICEL assessment.

THE RTI TEAM - Purpose and Process cont….

5. Review elements of the system to insure the student was adequately exposed to effective interventions/supports

6. If a healthy system is confirmed, the RTI team completes the student intervention plan identifying:
    a. problem
    b. goal for improvement
    c. research-based intervention
    d. implementation plan A and B
    e. progress monitoring plan and decision rules
    f. follow-up date
    g. case manager to ensure implementation

7. RTI team periodically reviews long-term implementation of student intervention plan to ensure fidelity and evaluate progress. Additional problem solving is applied as necessary.

8. The RTI TEAM initiates referral for special education based on the students response to intervention and need for long-term supports and accommodations.

Evaluating Growth

Grade/Measure	Percent Strategic Period___	Percent Strategic Period___	Percentage Point Increase / Decrease (+ or -)	Percent Intensive Period___	Percent Intensive Period___	Percentage Point Increase / Decrease (+ or -)
Sixth Grade						
Seventh Grade						
Eighth Grade						
Ninth Grade						
Tenth Grade						
Eleventh Grade						
Twelfth Grade						

Pre-Planning Assessment: ICEL/RIOT Assessment

Assessment Procedures/Data Sources

SYSTEMS PROBLEM SOLVING: Determine effectiveness of each part of the system by asking:
1. Is it effective at each level of the school-wide system?
2. Is it effective at the instructional group level?
3. Is it effective for individual students?

	R (Review)	I (Interview)	O (Observe)	T (Test/Assess)
Instruction (I)	☐ Differentiated instruction is utilized to address the skill level needs of students (i.e., benchmark, strategic, intensive) ☐ Instructors have received ample, high quality training needed to provide instruction? ☐ Is adequate time available to teach students according to instructional needs? ☐ Is additional time available for student in need? ☐ Are instructors incorporating features of strong instruction (e.g., modeling, scaffolding, explicit directions, multiple opportunities to respond, etc.)? ☐ Are behavioral expectations explicitly taught? ☐ Are the most critical features being prioritized and taught? ☐ What percent of students are making adequate progress?	☐ What level of instruction is being targeted (e.g., benchmark, strategic, intensive)? ☐ How much instructional time is allocated for students? ☐ Is additional instructional time provided as necessary? ☐ Does the instructor feel adequately trained and supported to meet the needs of students? ☐ Is instruction differentiated? ☐ Is instruction adequately explicit with opportunities for students to practice? ☐ Are other students (e.g., students in the same instructional group) making adequate progress? What %? ☐ Is the appropriate level of instruction necessary to meet similar student's needs available? ☐ Are students highly successful during instruction (90%+)?	☐ How much instructional time is provided each day? ☐ Does the instruction sufficiently meet the student's needs? ☐ Is instruction differentiated (like students grouped together)? ☐ Is the instruction direct and explicit; includes modeling actively engaging all students? ☐ Are students provided with extensive opportunities to respond during instruction? ☐ Are students given ample opportunities to practice skills being taught? ☐ Is corrective feedback provided? ☐ Are reinforcing statements provided to encourage student effort and response? ☐ Are all students in the group responding and completing activities with a high level of performance?	☐ All students in the instructional group are passing in-program or instructionally-based assessments? ☐ A high % of students are progressing according to expectations of growth (e.g., DIBELS, CBM, etc.)? ☐ Observation tools reveal a high % of the critical features of instruction are in place? ☐ Complete five-minute feedback form. ☐ Complete "What to do when…" form. ☐ Complete the checklist for effective instruction. ☐ Complete the systems healthy checklist form.
Curriculum (C)	☐ Is an appropriate range of programs available for all students? ☐ Are the program/materials appropriate for the instructional group? ☐ Are programs and instructional materials research based? Basis for conclusion? ☐ Are all necessary programs/materials available? ☐ Are programs/instructional materials resulting in adequate progress for a high percentage of students? ☐ Are programs/instructional materials implemented with fidelity? ☐ Does the curriculum match the instructional priorities established for the learner? ☐ Does the design and delivery of the program/materials ensure the instructional group is highly successful? ☐ Are the programs/materials systematic and explicit?	☐ Are instructors adequately trained in delivery of programs/instructional materials? ☐ What are exceptions of strengths or limits of programs/materials? ☐ Does the programming available match the instructional needs of the learners? ☐ Are students appropriately grouped according to the program guidelines? ☐ Are key skills adequately by the program/materials? ☐ Is there an established curriculum for the area of concern?	☐ Is the curriculum taught with fidelity? ☐ The program/materials appear appropriate for the instructional group? ☐ Are students appropriately grouped and placed in the program/materials? ☐ Do program/materials promote a high degree of student response? ☐ Are students successful in the program/materials? ☐ Is the program appropriate for the group and purpose for which it is intended (B,S,I)? ☐ Is group size appropriate for the program/materials? ☐ Is the instructor skilled in delivery of content? ☐ Is program content delivered without interruptions? ☐ Are students highly engaged in program/materials during delivery of instruction? ☐ Is an appropriate amount of program/materials content completed to ensure enough content is covered?	☐ Are students progressing through content at expected rate (e.g., 1 lesson pre day, etc.)? ☐ Are students mastering content? ☐ Is program/materials content generalized – students demonstrate ability to apply skills taught (e.g., as measured by CBM, DIBELS, social skills, etc.)? ☐ Do program materials meet evaluation criteria for being research based? ☐ Will program/materials be evaluated to determine effectiveness? ☐ Are program/materials are designed for the purpose for which they are being used? ☐ Does alignment exists between what's being taught and learning needs of students? ☐ Is curriculum aligned to state and local standards and benchmarks? ☐ Do curriculum/materials enable students to meet learning outcomes as measured by benchmark and state assessments?

E — Environment

☐ Have you completed the classroom environment learning scale?
☐ Have you conducted a rate of students response survey – evaluated extent of engagement during lesson instruction?
☐ Are students 90% accurate when responding during lessons?
☐ Do teachers understand and implement positive behavioral support components within the classroom?
☐ Do students understand behavioral expectations?
☐ Are students reinforced for complying with behavioral expectations?
☐ Do students perceive a nurturing learning environment?
☐ Are students grouped to ensure academic success and adequate progress?

☐ Do physical arrangements of rooms facilitate learning?
☐ Are behavioral expectations clear?
☐ Is there a 5 to 1 praise to consequence ratio?
☐ Are students successful in academic tasks?
☐ Are students highly engaged during lesson and academic tasks?
☐ Are students grouped homogenously?
☐ Are teachers well supported by the overall school behavioral system?
☐ Behavioral expectations are taught and positively reinforced?
☐ Are learning environments orderly and facilitate academic engagement?
☐ Are lessons free of interruptions (e.g., announcements, music practice, etc.)

☐ Are positive, proactive behavioral supports are in place?
☐ What is the average number of behavioral referrals for grade? Within each class?
☐ Are teachers and support staff trained in positive and effective behavior management practices?
☐ Does scheduling minimizes interruptions during instructional periods?
☐ Are instructional materials available and well managed?
☐ Are routines and expectation directly taught and periodically reviewed?
☐ Are new staff members trained in the school's behavioral support philosophy/system?
☐ Are supports and intervention available for students with greater behavioral challenges?

☐ Do teacher(s) feel well trained/supported in the schools disciplinary methodology?
☐ Are learning environments well organized and minimize distractions?
☐ Are behavioral expectations directly taught and periodically reviewed with students?
☐ Are routines well understood by students?
☐ Are students successful in their learning?
☐ Are students highly engaged in their learning?
☐ Are additional supports available for students with behavioral concerns?

INDIVIDUAL PROBLEM SOLVING

L — Learner

☐ Has a hearing or vision problem been ruled out? If so, when was the last evaluation?
☐ What is the student's instructional level?
☐ Has functional and diagnostic assessment pinpointed areas of need for instruction and been re-assessed?
☐ What is the discrepancy between the instruction, curriculum, and environment and the student's performance?
☐ Is the student missing pre-requisite skills necessary for proficient performance in the targeted area?
☐ How does the student perform on individual skill assessments?
☐ What is the student's performance on classroom assessment?
☐ What are the student's specific skill strengths and weaknesses?
☐ What needs to be taught?
☐ What needs to be reinforced?
☐ What motivates this student?

☐ How does the student's behavior compare to his peers?
☐ Does the student have frequent opportunities to respond to tasks during teacher directed instruction?
☐ How is the student's time on-task?
☐ Does the student talk without permission?
☐ Is the student physically aggressive (biting, hitting, spitting)? If yes, what is the frequency of the occurrences? In what context does the behavior occur? What are the antecedents and consequences of the behavior?
☐ Does the student engage in positive self-talk?
☐ Does the student engage in noise making (pencil tapping, humming)?
☐ What is the student's completion time relative to his peers?
☐ Does the student receive positive feedback?
☐ Is there a good match between the learner and the instructional methods?
☐ Does the student receive positive corrective practice in the areas of concern?
☐ Does the student receive individual attention from the teacher?
☐ What percentage of the time is the student compliant with classroom rules?
☐ Is the student successful during instruction?
☐ Is the student provided a correction procedure when in error? What is the student's response?
☐ Is the student motivated to perform?
☐ Does the student have positive peer/adult interactions?

☐ What does student report as their strengths and weaknesses?
☐ What are the student's likes and dislikes?
☐ What are the student's views on the problem?
☐ How does the student think the problem could be corrected?
☐ What are the parent's biggest concerns for their child?
☐ What are the teachers perception of the problem?
☐ How does the teacher rate the intensity of the problem?
☐ What is the parent's perception of the problem?
☐ How do the parents rate the intensity of the problem?
☐ Is there a pattern of behavior perceived by parents, teachers, and student?
☐ Is there a common setting to the behavior of concern?
☐ Are similar concerns reported by other teachers or staff members who interact with this student?
☐ Why is this particular student not progressing at a rate similar to other students?
☐ What would be required to make the instruction more effective for this student?

☐ Are there any medical or developmental concerns reported in the student's cumulative folder?
☐ Has the student been present 95% or more of instructional days?
☐ Does the student have a history of school or class tardiness?
☐ Has the student received passing grades on their report card?
☐ When did the problem begin?
☐ How long has this been a problem?
☐ What have previous teachers reported about the problem?
☐ What is the standard performance of peers?
☐ Does the cumulative record indicate a pattern of behavior?
☐ Do the cumulative records reflect any interference with personal, interpersonal, and academic adjustment?
☐ What are the settings where the behavior of concern has occurred?
☐ Is there a pattern of performance that indicates skills deficits?
☐ What has previous progress monitoring revealed about student's learning patterns?
☐ What are the interventions that have the student has shown resistance to?
☐ What interventions have been attempted? What were the results?

Post Assessment: ICE(L)/RIOT

Fill in the high priority, structural elements		R	I	O	T
Systems/Groups	I — Instruction				
	C — Curriculum				
	E — Environment				
Individual Student	L — Learner for individual problem solving				

Improving Systems
Action Plan
(Accompanies ICE(L)/RIOT Post Assessment)

School: _____

Grade Level: _____

System (circle one):   **BENCHMARK   STRATEGIC   INTENSIVE**

System Concern (taken from ICE(L)/RIOT Post Assessment)	**Identify the Specific Concern** (i.e., what is causing/contributing to this concern?)	**Identify Actions to Address this Concern**
1. Instruction a. _____ b. _____ c. _____		
2. Curriculum a. _____ b. _____ c. _____		
3. Environment a. _____ b. _____ c. _____		