

# **RTI/PLC Data Teams: How to Develop and Sustain a High Performing Team**

**WERA**

**Annual Assessment Conference**

**December 10-12, 2011**

**Mike Jacobsen Assessment and Curriculum  
Director-White River School District**

***[mjacobse@whiteriver.wednet.edu](mailto:mjacobse@whiteriver.wednet.edu)***

# Making Decisions with Progress Monitoring Data

1. Establish Data Review Team
2. Determine Frequency of Data Collection
3. Establish Baseline and Progress Monitoring Level
4. Establish Goal
5. Collect and Graph Data
6. Analyze Data & Make Instructional Decisions
7. Continue Progress Monitoring

# Steps in the Decision Making Process

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# Data Review Teams

- Include at least three members
- Plan meetings to regularly review PM data (e.g., every four to six weeks)
- Follow established systemic data review procedures
  - Many schools have established agendas
  - Resources are available online

# Roles and Responsibilities of Team Members

- Ensure progress monitoring data are accurate
  - Administration & scoring training
  - Monitor fidelity of implementation
  - Provide additional training as needed
- Review progress monitoring data regularly
- Identify students in need of supplemental interventions
- Evaluate efficacy of supplemental interventions

# Plan to Regularly Review Progress Monitoring Data

- Conduct at logical, predetermined intervals
- Schedule prior to the beginning of instruction
- Involve relevant team members
- Use established meeting structures
  - Standard Agenda
  - Minutes assigned to each section to be covered
  - Rules about individual student v. group discussions

# Establish Systematic Data Review Procedures

- Articulate routines and procedures in writing
- Implement established routines and procedures with integrity
- Ensure routines and procedures are culturally and linguistically responsive
  - Limit time spent “admiring data”
  - Discuss intervention/accommodation options that school staff have at their disposal

# Establish Systematic Data Review Procedures

Consider clarifying the following in writing:

- What you are looking for?
- How will you look for it?
- How will you know if you found it?

# Think-Pair-Share

- In your school sites...
  - Who should be involved in the review of progress monitoring data?
  - What data review schedule is available?
  - How should meetings be facilitated?

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# Frequency of Progress Monitoring

**IDEAL**

**VS.**

**FEASIBLE**

# Frequency of Progress Monitoring

- Should occur **at least** monthly.
  - Ideal: 2x per month at secondary level
  - Ideal: 1-2 x per week at tertiary level
- As the number of data points increases, the effects of measurement error on the trend line decreases.
- Christ & Silberglitt (2007) recommended six to nine data points.

# Frequency of Progress Monitoring

Number of assessments/15 weeks	Effect Size (SD)	Percentile Gain
0	0	0
1	.34	13.5
5	.53	20
10	.60	22.5
15	.66	24.5
20	.71	26
25	.78	28.5
30	.82	29

Bangert-Drowns, R. L., Kulik, J. A., & Kulik, C.-L. C. (1991). Effects of frequent classroom testing. *Journal of Educational Research*, 85, 89-99.

Similar results found by Fuchs & Fuchs (1986)

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# Establishing the Baseline Score

- To begin progress monitoring you need to know the student's initial knowledge level or baseline knowledge
- Having a stable baseline is important for goal setting
- To establish the baseline use the median scores of three probes. (You may choose to use screening data for this, if progress monitoring occurs at the student's chronological grade level.)

# Example: Finding the Baseline Score

83 / 2 wrc

72 / 7 wrc

79 / 6 wrc

Bat lived all by himself in a damp and musty cave. The cave was always dark and dreary. As Bat hung upside down day after day, he thought about his sorrows. 14  
 "If only I had a friend," Bat often thought. "If I had a friend, I would have someone to play with. If I had a friend to talk to, I think I'd finally be very happy." 27  
 At night Bat would spread his strong wings and fly from the cave. He would search for a nice apple tree. Then he would perch on a branch and gobble down a juicy dinner. Bat liked apples, and he loved plums. But his favorite meals were those of beetles and other bugs. 31  
 To catch bugs, Bat had to swoop through the air with his mouth open. One night Bat was swooping through the air when he bumped into something solid and furry. Bat fell to the ground. He was scared as he looked up and stared into the yellow eyes of a cat. 37  
 "Oh, please don't eat me!" Bat cried as he covered his tiny head. "I don't plan on eating you," said the cat. "Don't have a heart attack." 47  
 "Why wouldn't you?" Bat asked as he looked into the cat's yellow eyes. 84  
 The cat yawned. "My owners feed me plenty of cat food so I don't have to hunt. To be honest, I'm bored most of the time." 80  
 "Would you consider being my friend?" asked Bat. "I'll teach you how to hang upside down, and I'll even teach you how to catch bugs. What do you say?" 94  
 "That sounds wonderful," said the cat. "You've got a deal. When do you think we could start? Do you think you could teach me how to fly too? I think I'm going to like being friends with you." 107  
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 303

Gabe was always telling his friends about his Uncle Jack. "My Uncle Jack," he would say, "is really famous. He can fly his own plane, and he can ride wild horses. He's over six feet tall, and he wears a cowboy hat made out of alligator skin." 10  
 "What does he wear a cowboy hat made out of alligator skin?" 23  
 Gabe's friend, Tim, asked him one day. "What's so special about that?" 39  
 "Well, my Uncle Jack wrestles alligators," said Gabe. "That's how he got the hat." 47  
 The boys in Gabe's class grew sick and tired of him bragging about his Uncle Jack all the time. No one really believed Gabe's stories about his Uncle Jack. All the boys thought Gabe was lying. They started to pick on Gabe. They started to call him mean names. 59  
 "Lizard breath!" John called Gabe one day. "I bet you've got lizard breath because you've been kissing alligators!" 70  
 Everyone laughed at John's words. Gabe couldn't believe it. He thought those boys were his friends. 71  
 One afternoon, John was teasing Gabe as usual when there was a knock on the classroom door. When the teacher answered it, all the kids gasped as the teacher stepped aside. 81  
 A man walked into the room. He was over six feet tall, and he wore a cowboy hat. He had very big hands, green eyes, and a dead alligator slung over his shoulder. 98  
 "Hello mates," he said. "I'm looking for my nephew, Gabe." 111  
 Gabe jumped out of his seat. He was so excited to see his Uncle Jack that he gave him a hug in front of everyone. 124  
 "Gabe," the teacher said, "would you please introduce us to your guest?" 134  
 "This is my Uncle Jack," Gabe said with a smile. "He's come here today to show us how to wrestle alligators." 145  
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Even though Marcus and Beth were twins, they were very different people. Beth liked exciting things. At the fair, she liked to ride on the fastest roller coaster. When she had the ice cream shop, she chose a new flavor each time. Marcus liked things that didn't change much. At the fair, he rode the Ferris wheel around and around slowly. When he visited the ice cream shop, he always chose chocolate. 11  
 Mother told the twins they would soon have a new baby brother or sister. Beth wanted to name the baby after a super hero. Marcus thought "Marcus" was a nice name. 25  
 When Mother came home with the new baby, Beth wore a party hat and blew a loud horn. Marcus just held a sign saying, "Welcome!" 37  
 First Beth held the new baby. She sang the baby a song about horses and ducklings. She put shiny purple and orange tap shoes on the baby's feet. She tried to make the baby laugh. Beth made faces and told jokes, but the baby just slept. 50  
 Then Marcus held the new baby. He whispered a slow song in the baby's ear. He repeated the names of all the rocks he knew. He tickled the baby's little feet. Marcus showed the baby his favorite stamp collection. He read the baby a story about reptiles, but the baby just slept. 63  
 One day Mother asked, "I wonder if the baby will be like Marcus or like Beth?" 72  
 Marcus said, "I want the baby to be just like me!" 85  
 Beth shouted, "I want the baby to be just like me!" 97  
 Suddenly the baby woke up and began to cry harder and harder. 103  
 Mother said, "I think the baby is saying he doesn't want to be like Marcus or like Beth. I think the baby wants to be like himself!" 118  
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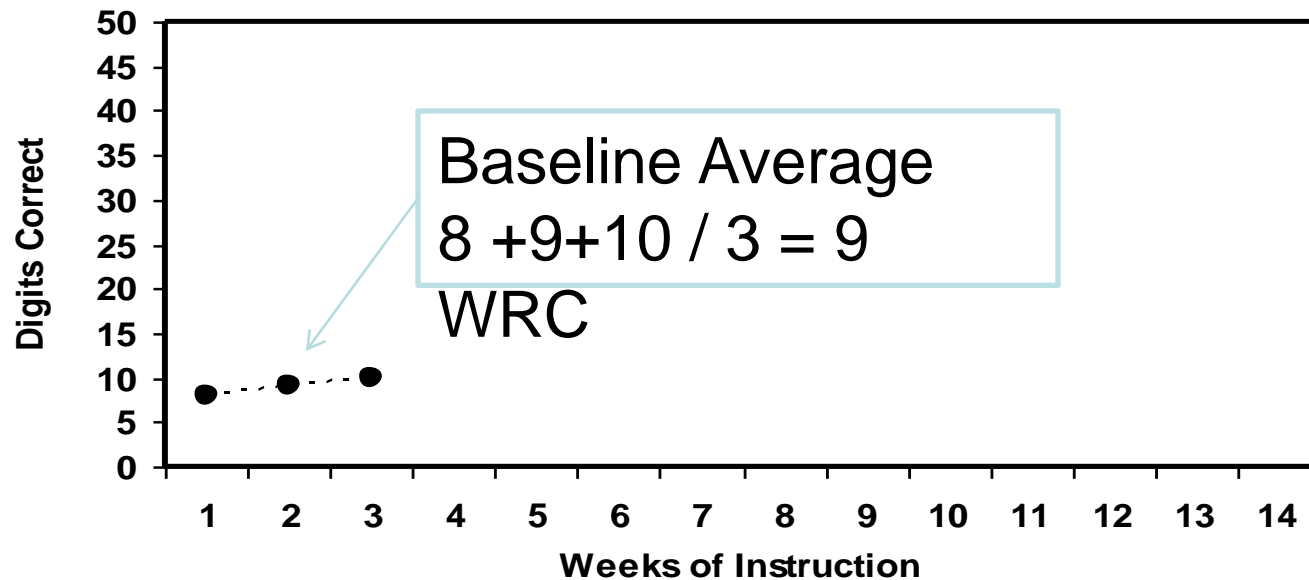
**Median is preferred to a measure of the average score because averages are susceptible to outliers when dealing with small number sets. Stable baselines are important in goal setting.**

# THINK-PAIR-SHARE

- What is Billy's baseline score?
  - 97/3 wrc
  - 88/2 wrc
  - 96/6wrc

# Other Approaches

- Monitor student over time (e.g., three data points over three weeks) to establish stable baseline. Take the average of the scores.



# Progress Monitoring Grade Level

- When possible, assess students at their chronological grade level
- The goal should be set where you expect the student to perform at the end of the intervention period
- Off grade-level assessment may be used with students performing below grade level.
  - Many PM tools have specific procedures for appropriately placing students.
  - Screening data should still be collected at grade level, however.

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# Set Goals Based on Logical & Research-Based Practices

Stakeholders should know...

- **Why** and **how** the goal was set
- **How long** the student has to achieve the goal
- What the student is **expected to do** when the goal is met

# Goal Setting Approaches

Three options for setting goals:

1. End-of-year benchmarking
2. National norms for weekly rate of improvement (slope)
3. Intra-individual framework (Tertiary)

# Option 1: Using Benchmarks

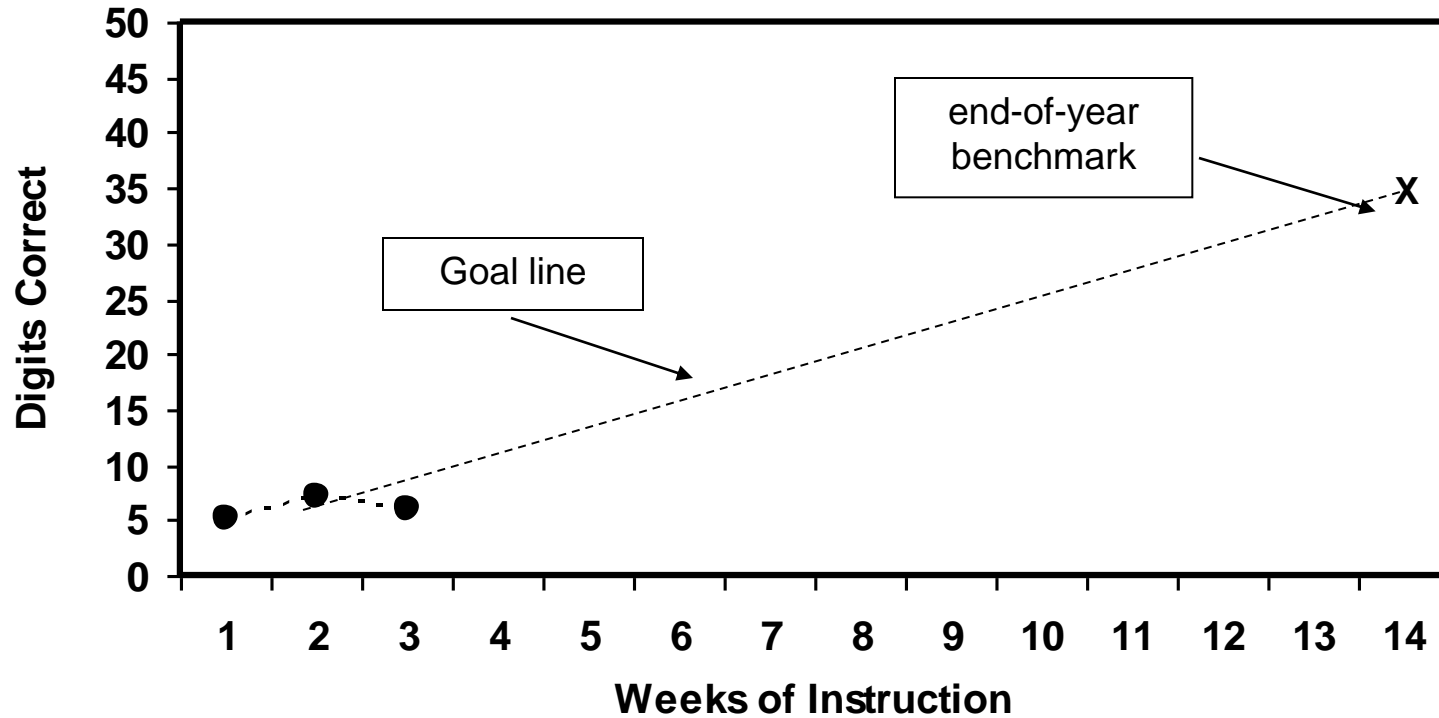
End-of-year benchmarking steps:

- Identify appropriate grade-level benchmark
- Mark benchmark on student graph with an X
- Draw goal line from first three CBM scores to X

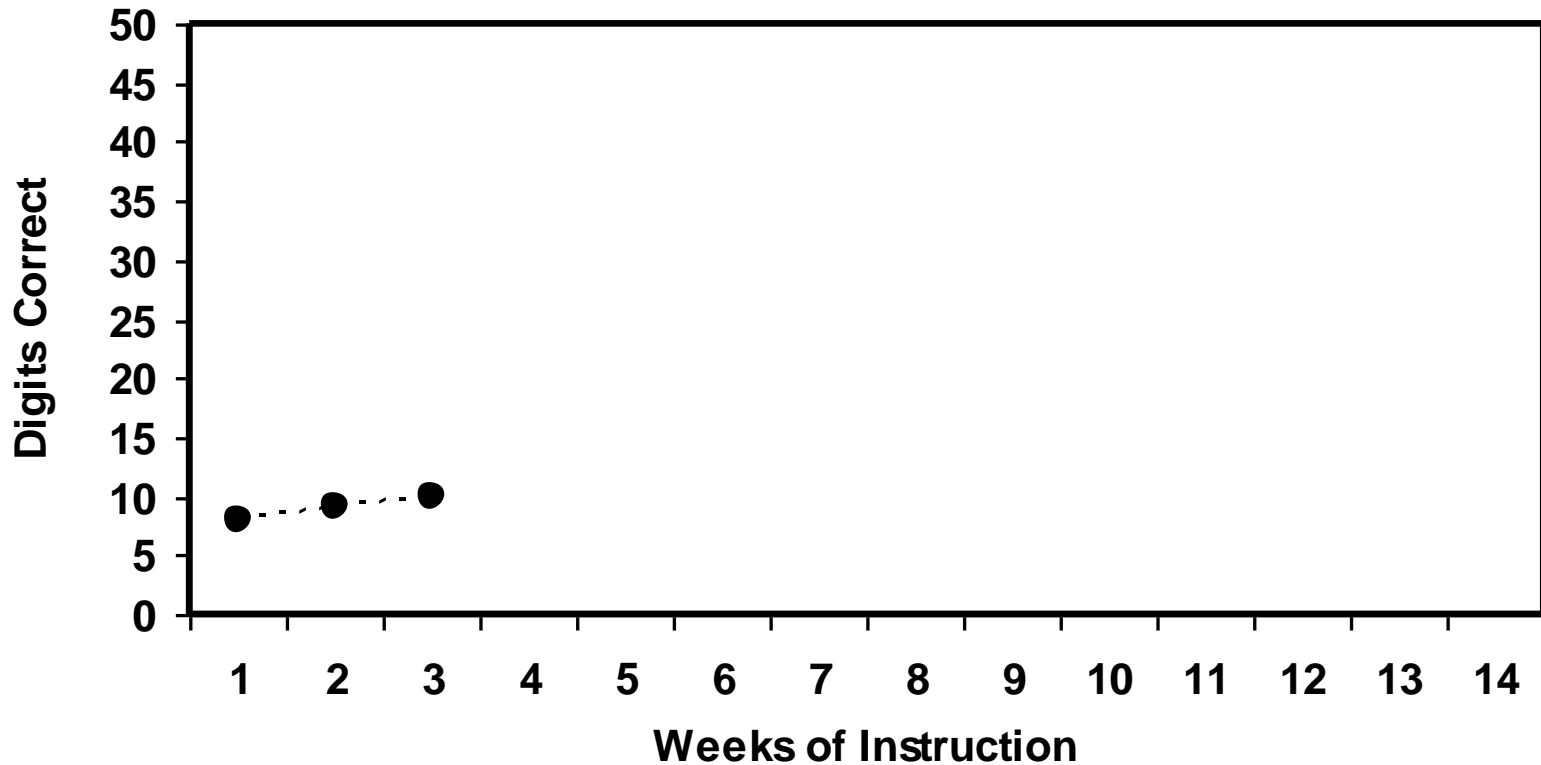
# Option 1: Setting Goals With End-of-Year Benchmarking

<b>Grade</b>	<b>Reading</b>	<b>Computation</b>	<b>Concepts and Applications</b>
Kindergarten	40 sounds/minute (LSF)	—	—
Grade 1	60 words/minute (WIF)	20 digits	20 points
Grade 2	75 words/minute (PRF)	20 digits	20 points
Grade 3	100 words/minute (PRF)	30 digits	30 points
Grade 4	20 replacements/2.5 minutes (Maze)	40 digits	30 points
Grade 5	25 replacements/2.5 minutes (Maze)	30 digits	15 points
Grade 6	30 replacements/2.5 minutes (Maze)	35 digits	15 points

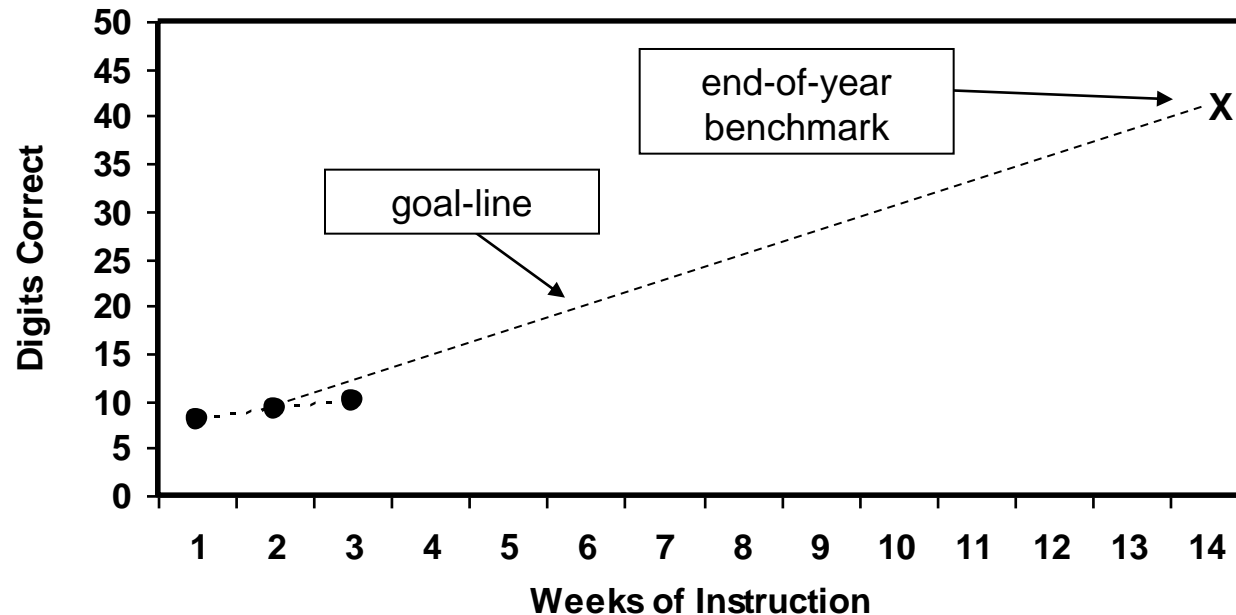
# Option 1: Setting Goals With End-of-Year Benchmarking



# Option 1: Setting Goals With End-of-Year Benchmarking: Handout 1 – Gunnar



# Option 1: Setting Goals With End-of-Year Benchmarking: Handout 1 Answer-Gunnar



# Option 2: Setting Goals With National Norms for Weekly Improvement (slope)

Grade	Reading—Slope	Computation CBM—Slope for Digits Correct	Concepts and Applications CBM—Slope for Points
1	1.8 (WIF)	.35	No data available
2	1.5 (PRF)	.30	.40
3	1.0 (PRF)	.30	.60
4	.40 (Maze)	.70	.70
5	.40 (Maze)	.70	.70
6	.40 (Maze)	.40	.70

Note: These figures may change pending additional RTI research.

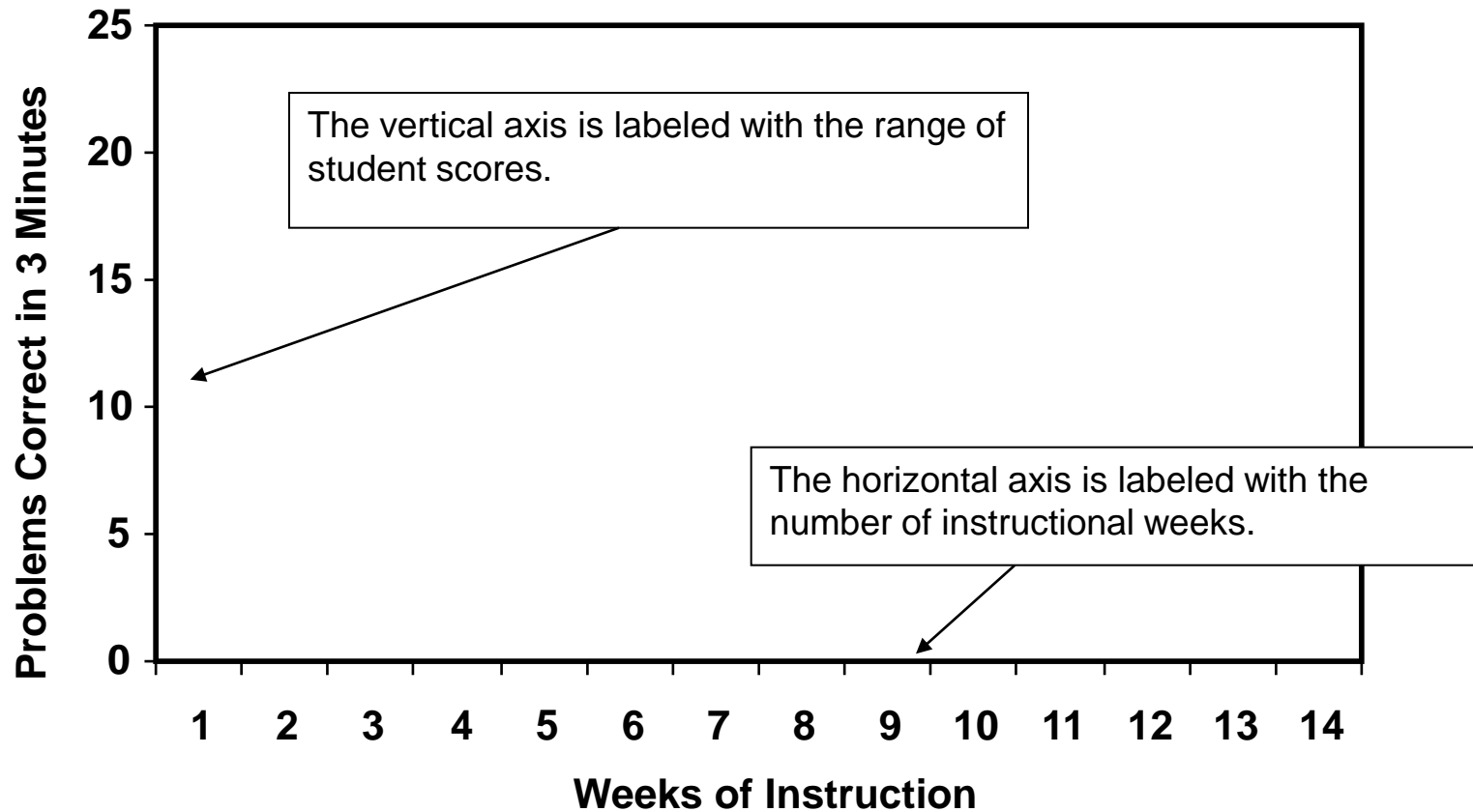
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# Graphing Progress Monitoring Data

- Graphed data allows teachers to quantify rate of student improvement:
  - Increasing scores indicate student is making progress and responding to the curriculum.
  - Flat or decreasing scores indicate non-response.
    - Student is not benefiting from instruction and requires a change in the instructional program.

# Graphing CBM Scores



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# Collecting Data Is Great...

- But using data to make instructional decisions is the **most** important.
- Select a decision making rule and stick with it.

# High Performing PLC Teams: Define the Work

- Clarify the essential outcomes for each subject or course
- Develop common formative assessments and collaboratively analyze the results
- Monitor the learning of each student

# High Performing PLC Teams: Define the Work

- Participate in the development of systematic plans to provide students with extra time and support
- Reflect on and share with other team members instructional practices
- Engage in collective inquiry

# Building Shared Knowledge

- Provide a consistent and clear rationale for team collaboration
- “Collaborative teams are characterized by team members working interdependently to achieve common goals, for which they will hold themselves mutually accountable.”
  - DuFour, DuFour, Eaker & Many, 2010

# Monitoring PLC Teams

Task	Team 1	Target Date	Team 2
<b>Develop team norms.</b>			
<b>Identify power standards and develop common pacing guides.</b>			
<b>Create written meeting agendas.</b>			
<b>Write common assessments.</b>			
<b>Analyze the results of common assessments.</b>			

# Monitoring PLC Teams

Task	Team 1	Target Date	Team 2
<b>Develop systematic plan for time, support, and enrichment.</b>			
<b>Develop a plan to celebrate the improvement of students.</b>			
<b>Develop a plan to celebrate improvement of adults.</b>			
<b>Analyze student work.</b>			

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# Continue Progress Monitoring

- Follow a set data collection schedule
- Communicating **purpose** of data collection **AND results** regularly
  - Share with parents, teachers, and students
- Dissemination with discussion is preferred
  - Encourage all school teams to talk about results, patterns, possible interpretations, and likely next steps.



# How do PLC's and RTI Support Each Other?

## PLC's: What has become more clear

- Culture Shift
- Hard Facts vs Half Truths
- Action Orientation or Learning by Doing”
- Frequent, Common Formative Assessments
- Relevant and Timely Information (Not data)
- Systematic Response When Students Don't Learn
- Guiding the Work of Collaborative Teams
- Distributed Leadership and the Central Office
- Common Language

## What do PLC's and RTI have in Common?

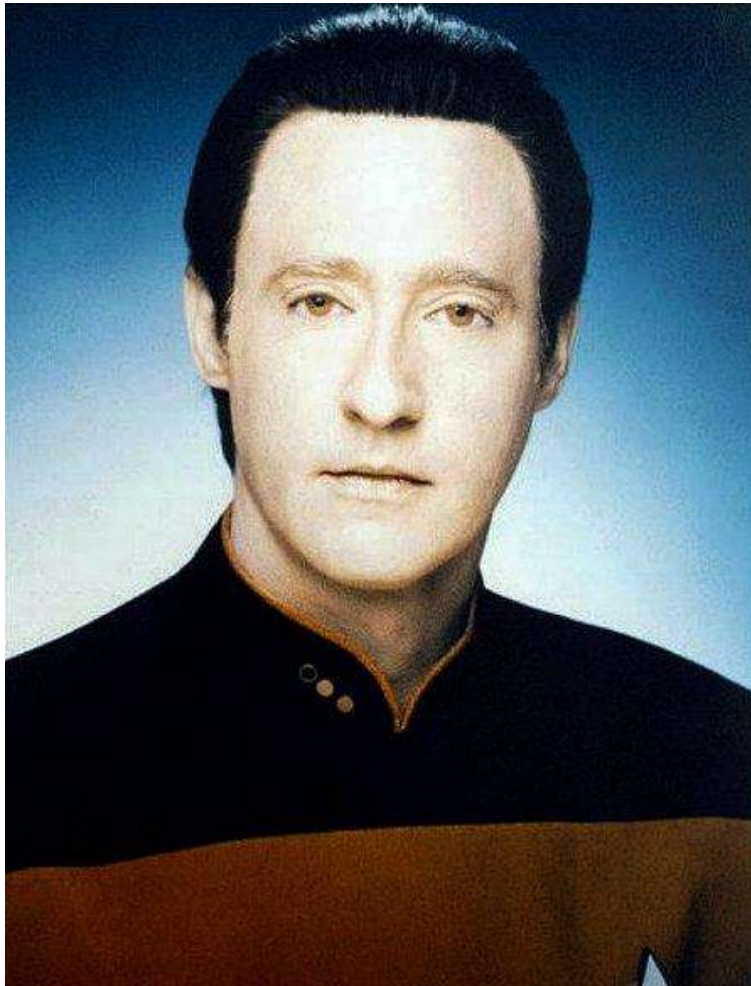
- Focus on a Culture Shift
- Both are systems of continuous improvement with an emphasis on doing what works
- Collaborative teams are at the core of the work
- Frequent use of formative/interim assessment to change instruction
- Student outcome data/student work is the sine qua non of instruction
- Timely, directive, systemic and non-optional response for struggling students

## RTI: Essential Components

- Multi-Tier Implementation
- High Quality Core Instructional Program
- Universal Screening
- Progress Monitoring
- Evidence-Based Instruction and Intervention Provision
- RTI Data Teams

**What do you do when it does not turn out the way you had planned?**





**Resistance  
is futile...**

When you have **DATA!**

