Participants will understand...

- Understand to use Data in RtI
- Goals of Data collection
- Review of the product “A Deeper View”
- Review of the pilot program in Brevard

Along with good information, you will see a commercially available product in this discussion.

“Until you have data as a backup, you’re just another person with an opinion.”

Dr. Perry Gluckman
Data types used within the RtI model
Three purposes for assessment within RTI:

1. **Screening**: identify students at risk for academic difficulty
2. **Diagnostic**: provide an in-depth, reliable assessment of targeted skills
3. **Progress Monitoring**: determine whether the student is responsive to given instruction
4. **Outcome**: student demonstrates accepted level of mastery

### Intervention Design (suggested timeline)
- Universal Screening
- Diagnostic Testing *(as needed for select few)*
- Hypothesis Development
- SMART Goal Development
- Intervention development
- Progress Monitoring
- Review of Results

### Intervention Format
MATCH to student need is the priority
- Find the need
- Target the skill
- Remediate the deficit

### S.M.A.R.T G.O.A.L
- **S** - Specific
- **M** – Measurable
- **A** – Achievable
- **R** – Realistic / reasonable
- **T** – Time bound/ time frame
- **G** - Guide
- **O** – Outlining
- **A** – Areas of
- **L** – Learning

### Progress Monitoring
- How do you know when "you have arrived?"
- What measuring stick will you use to determine proficiency?
- How will you collect the data?
**Why display data?**

- “Graphical Representations” are stated in the law
- Ease of use
- Quick Analysis
- Spend more time on Problem Solving instead of “Problem Admiring”

**Graphic Display**

- Current Level of Performance (Baseline)
- Desired Level of Performance (Goal)
- Aim Line-Desired Rate of Improvement
- Trend Line-Actual Rate of Improvement
- Time to Goal

**Graph Components**

- Instructional Change Line
- Intervention (Group or Individual)
- Aim Line
- Goal
- Trend Line
- Skill equal increments
- Time - equal increments

**Making Decisions:**

**Using Data to Move Between Tiers**

**Data-Based Decision Making**

- Intensive Intervention
- Supplementary Intervention
- General Instruction
- Intensity of Intervention

**Apply Decision Rules...**

- Is rate of progress acceptable?
- If not, why and what should we do about it?
  - Frequency and amount of intervention
  - Instructional strategy
  - Opportunity for practice and application
  - Other factors?
- Choices- try another intervention, modify existing intervention, other?
**Response to Intervention**

**Expected Trajectory**
- Positive
- Questionable
- Poor

**Observed Trajectory**
- Positive
- Questionable
- Poor

**Time**

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**Decisions**

**What to do if RtI is:**

- **Positive**
  - Continue intervention with current goal
  - Continue intervention with goal increased
  - Fade intervention to determine if student(s) have acquired functional independence.

- **Questionable**
  - Was intervention implemented as intended?
    - If no - employ strategies to increase implementation integrity
    - If yes -
      - Increase intensity of current intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to problem solving.
  - Is intervention aligned with the verified hypothesis? (Intervention Design)
  - Are there other hypotheses to consider? (Problem Analysis)
  - Was the problem identified correctly? (Problem Identification)

- **Poor**
  - Was intervention implemented as intended?
    - If no - employ strategies in increase implementation integrity
    - If yes -
      - Increase intensity of current intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to problem solving.
      - Is intervention aligned with the verified hypothesis? (Intervention Design)
      - Are there other hypotheses to consider? (Problem Analysis)
      - Was the problem identified correctly? (Problem Identification)

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**Essential Questions**

**How BIG is the GAP?**

**How much TIME do we have to close it?**

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**Goal: Student Achievement**

- Need to make decisions quickly
- Academically engaged time is the biggest predictor of growth
- We don’t have time to waste on interventions that are not working
### A Deeper View

www.adeeperview.com

Micheal Darden – creator

### Pilot in Brevard

- Barbara McFadden- project leader
- 18+ schools
- Teachers given training and materials
- Biggest hurdle: internet connections and training