

Decision Trees



Rtl Decision Making Rules
at
West Street Elementary School
Geneva, NY

Anne Dinan, Literacy Coach
and Diann Warner, School Psychologist

About Us...



Data Analysis

(Connected to Ongoing Professional Development)

- Universal Screening
 - D.I.B.E.L.S. 6th Edition
- Local Diagnostic Assessments
 - Benchmark Assessment System 1 (Fountas & Pinnell)
 - Observation Survey (Clay)
 - High Frequency Words (North Star)
 - Developmental Spelling Analysis (Ganske)
 - 6+1 Traits of Writing (Culham)

**Primary Literacy Evaluation Plan
for the 3rd Marking Period ending 6/17/11**

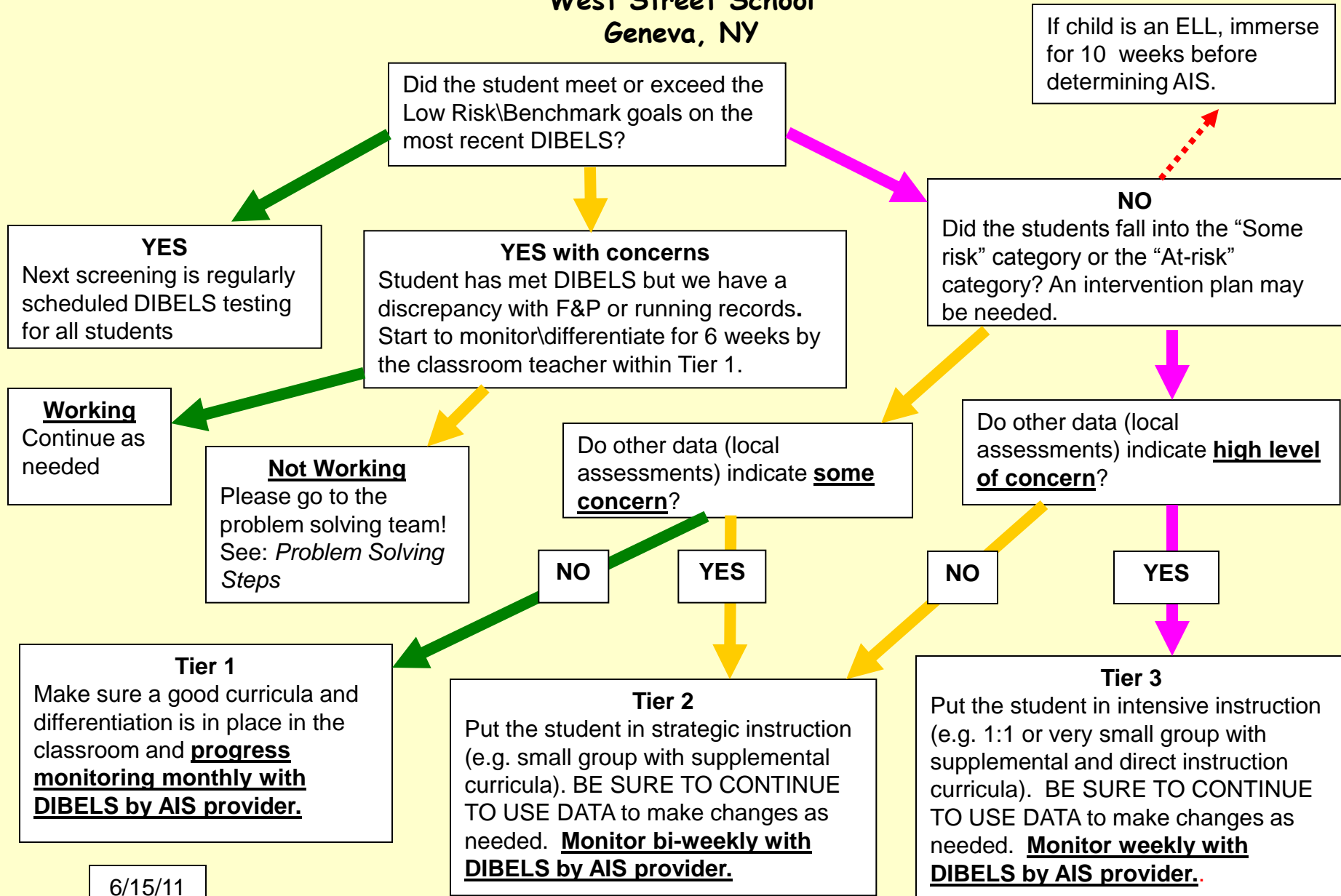
Please hand in data collection sheets to coaches and enter
data on *North Star* no later than 6/9/11.

4th Quarterly Meetings: 6/13/11-6/20/11

Kindergarten	Who/When to Test	Who Can Test
D.I.B.E.L.S.	All Students—6/7-6/9	Intervention Team
F&P B.A.S.	All Students—5/31-6/3	Intervention Team
Letter ID	All Students—5/16-6/9	Classroom Teacher; TA, RS
H.R.S.I.W. (I have a big dog...)	All Students—5/16-6/9	Classroom Teacher; RS
Writing Sample Score- 3-pt. Rubric	All Students—5/16-6/9	Classroom Teacher
HF Word Reading (25)	All Students—5/16-6/9	Classroom Teacher; TA
HF Word Writing (25)	All Students—5/16-6/9	Classroom Teacher; TA

RtI Decision Tree A for Universal Screening

West Street School Geneva, NY



Quarterly Meetings

Who?

-The classroom teacher, teaching assistant, AIS providers (ELA, OT, PT, S&L), literacy coach, administrator(s), counselor, psychologist, special education teacher, and *visitors**

What?

-For data analysis (cohort/classroom/child) and discussion

When?

-At entry and at the 1st, 2nd & 3rd marking periods

Where?

-In the conference room with a SMART Board and 3 laptop computers

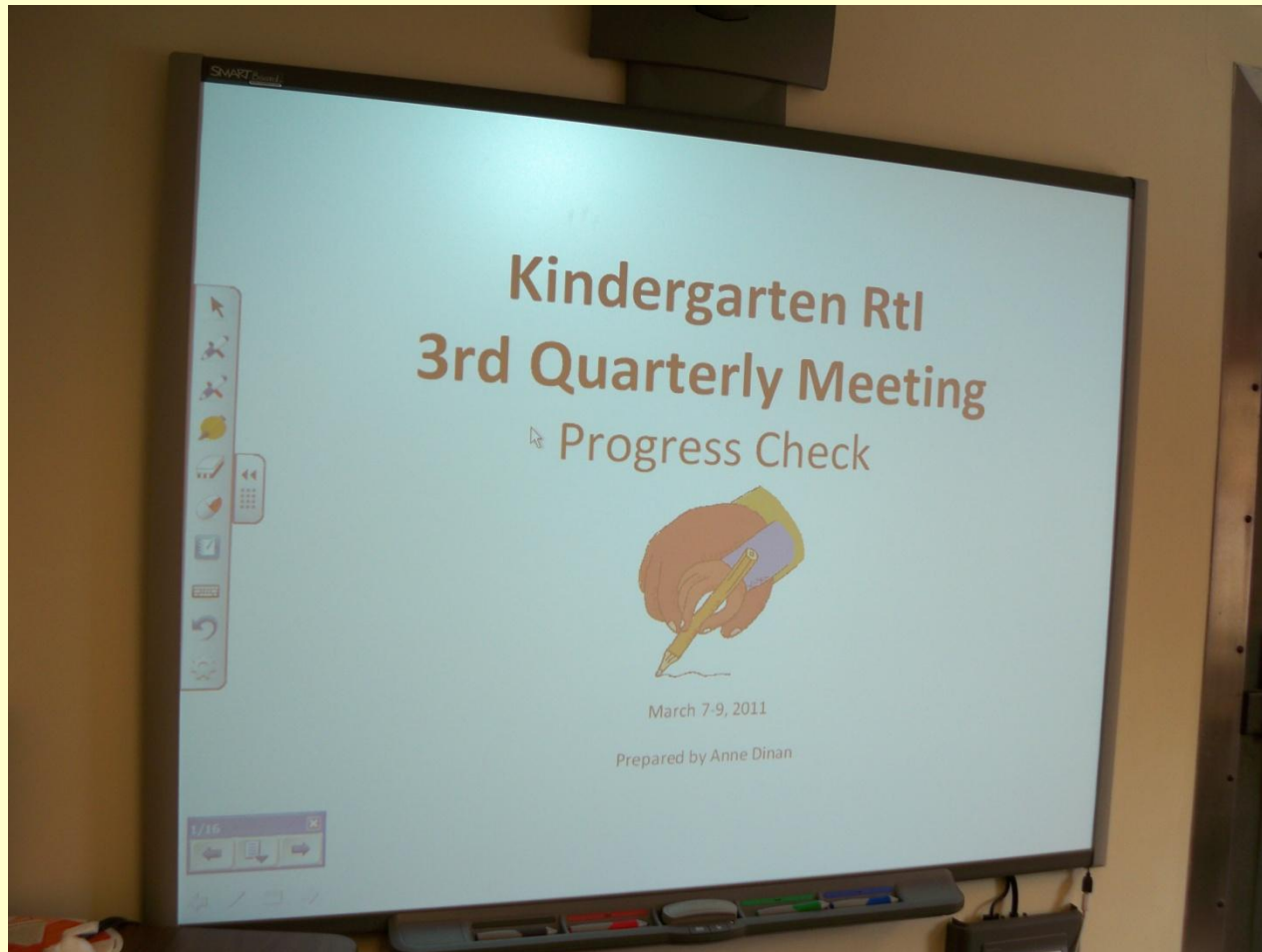
Why?

-To determine tiers, instructional implications, interventions, and progress monitoring

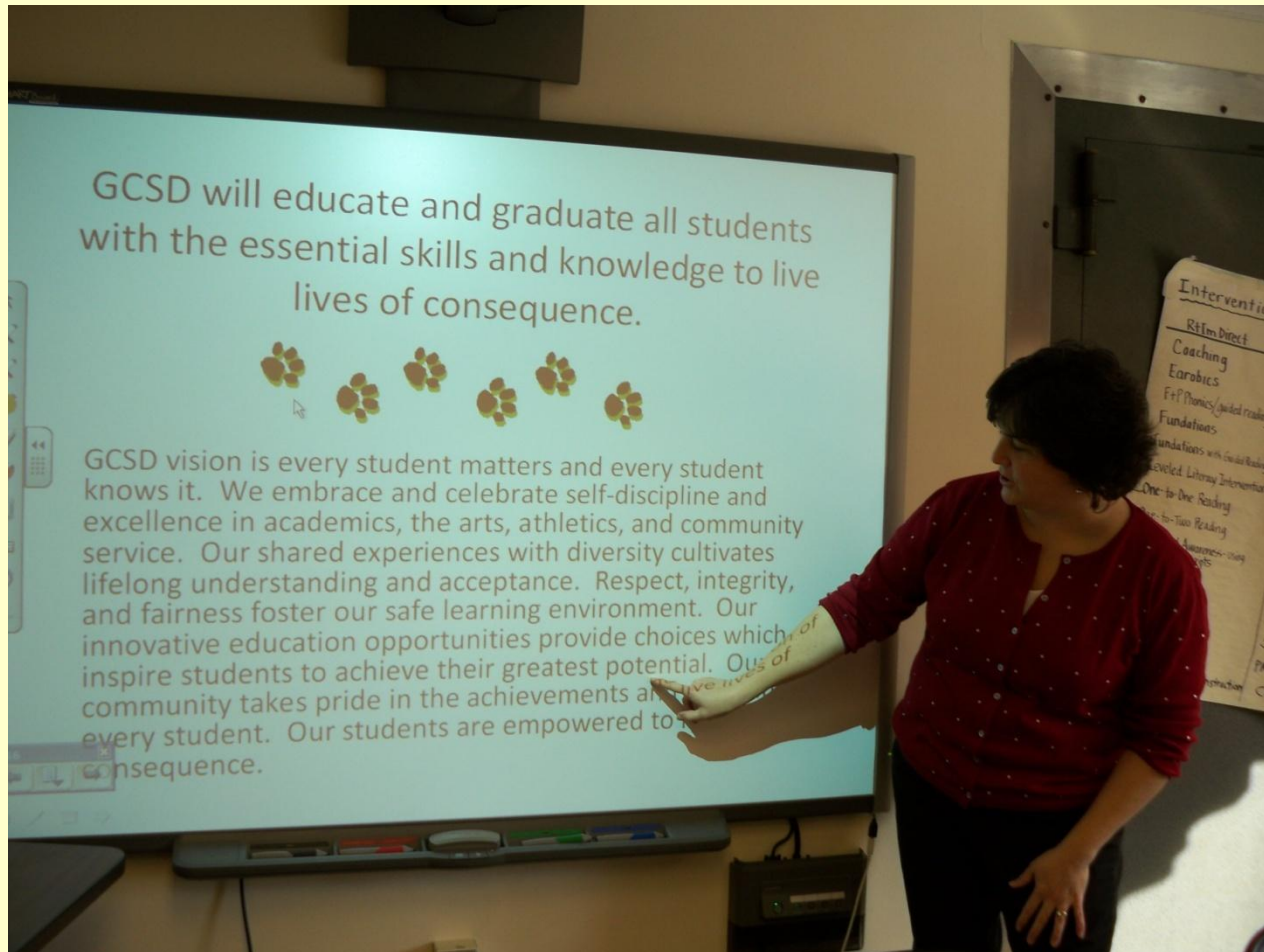
How?

-The coach facilitates the presentation of the district's vision & mission, the current cohort and classroom data, the decision trees, data on individual children, celebrations, and goal setting

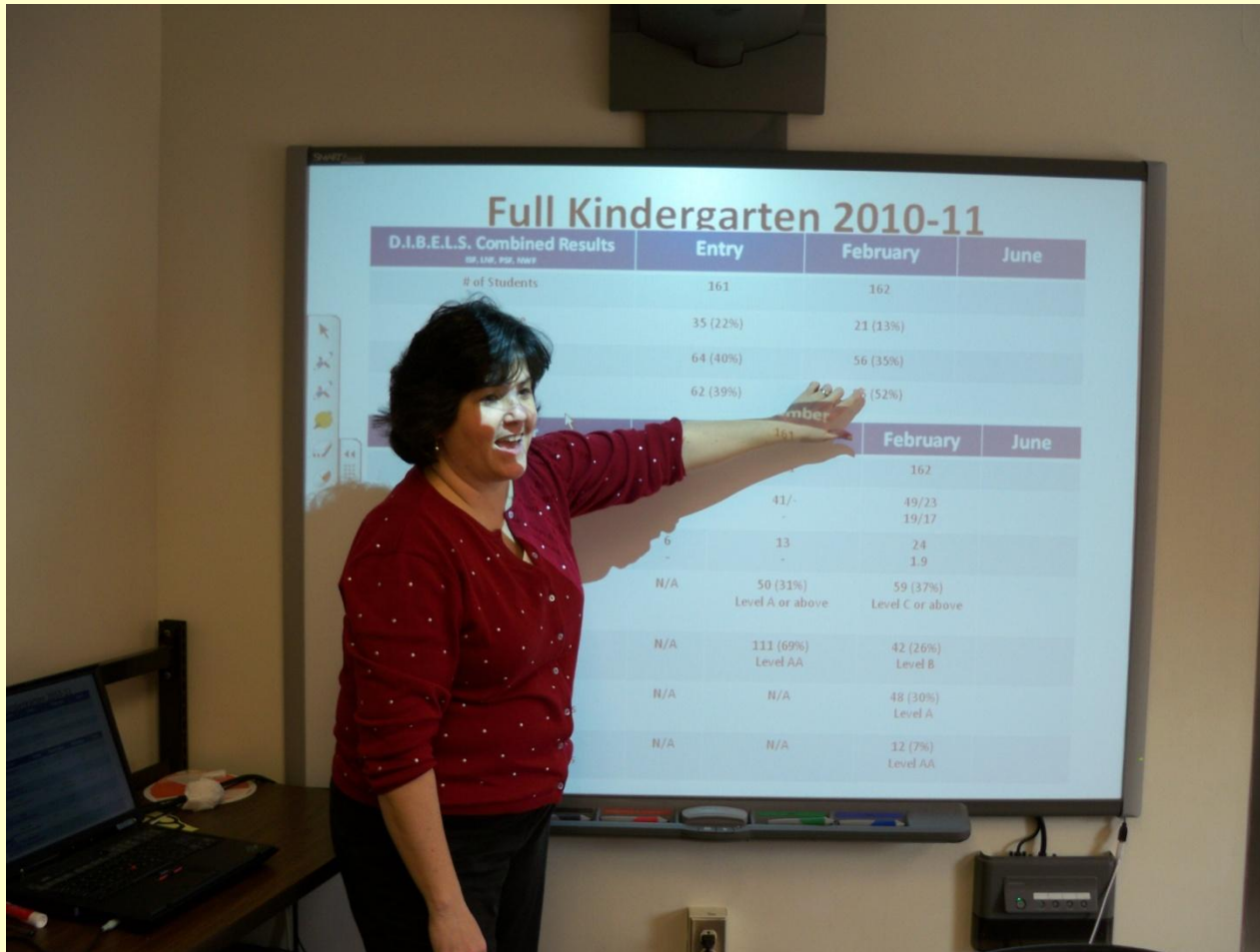
Quarterly Meeting Snapshots



Kindergarten Coach *and* Quarterly Meeting Facilitator



Cohort Data & Celebrations



Reading Level Data- Class Percentages



Classroom Data & Celebrations

Roberts				
D.I.B.E.L.S.	Entry	February	June	
# of Students	17	19		
Intensive	5 (29%)	5 (26%)		
Strategic	7 (41%)	8 (42%)		
Benchmark	5 (29%)	6 (32%)		
North Star	Entry	November	February	June
# of Students	17	18	19	
LID/LS Average HFWR/HFWR	19/- -	32/- -	43/19 14/12	
HRSIW Average Writing Score	4 -	8 -	19 1.7	
Exceeds F&P Benchmark Expectations	N/A	3 (17%) Level A or above	5 (28%) Level C or above	
Meets F&P Benchmark Expectations	N/A	15 (83%) Level AA	7 (39%) Level B	
Approaches F&P Benchmark Expectations	N/A	N/A	3 (17%) Level A	
Does Not Meet F&P Benchmark Expectations	N/A	N/A	3 (17%) Level AA	

Kindergarten Teaching Assistant and Classroom Teacher



A.I.S. Provider



ELA, OT, PT, Speech & Language

ESL Teacher



Principal and Grade 2 Coach



Quarterly Meeting Notes

10/1/10

Quarterly Meeting I – Horan

Student	Status	Current Level	Primary Concerns	Intervention *PM by provider
Field (Happiness House)	Intensive	LID: 4 HRSIW: 4	1. Phonemic awareness concerns 2. Weak vocabulary and expressive language skills 3. ADHD-holds attention for about 3 seconds. 4. Left-handed with weak letter formation 5. Behavioral concerns	1. OT imp. 2X/week 2. 1:2 group Rdg. Readiness/PA/Oracy 5x/week with A. Dinan 10-10:30 pull-out MTRF, push-in W * PM LID at 3 & 6 weeks 3. Tier 3 – PM W/ISF
12/10/10	PM-ISF=15 GR-AA	LID: 49 HRSIW: 8 RHFW: 3 WHFW: 2	1. Attention is better-now on medication-less behavioral concerns 2. Letter formation-Left handed 3. Letter/sound connection	1. OT imp. 2X/week 2. 1:2 Rdg. 5x/week 10:05-10:35 Mon.-Thu. & 11:05-11:35 on Fri. with C. Farrington & TA follow-up 3. Dismiss PM of LID 4. Tier 3 – PM W/ISF
*P-S Team meeting 1/12/11	latest ISF score 34—trend line moves into low benchmark range.	Reading level A in GR	1. Attention/activity level—quick changes and fast pace seem to suit him.	1. Start LLI with C. Farrington 5x/week 2. Tier 2 - PM ISF bi-weekly TA connection
3/9/11	ISF: LNF: PSF: NWF: GR:	LID: LS: HRSIW: RHFW: WHFW: Wr. Samp.:		stay LLI PM/ISF PSF
Kavla	Strategic	LID: 50		

Horan

Class Progress Summary Report - DIBELS 6th Edition

District: Geneva City School District
 School: West Street School
 Grade: Kindergarten
 Year: 2010-2011
 Class: k- Horan

Instructional Recommendations:

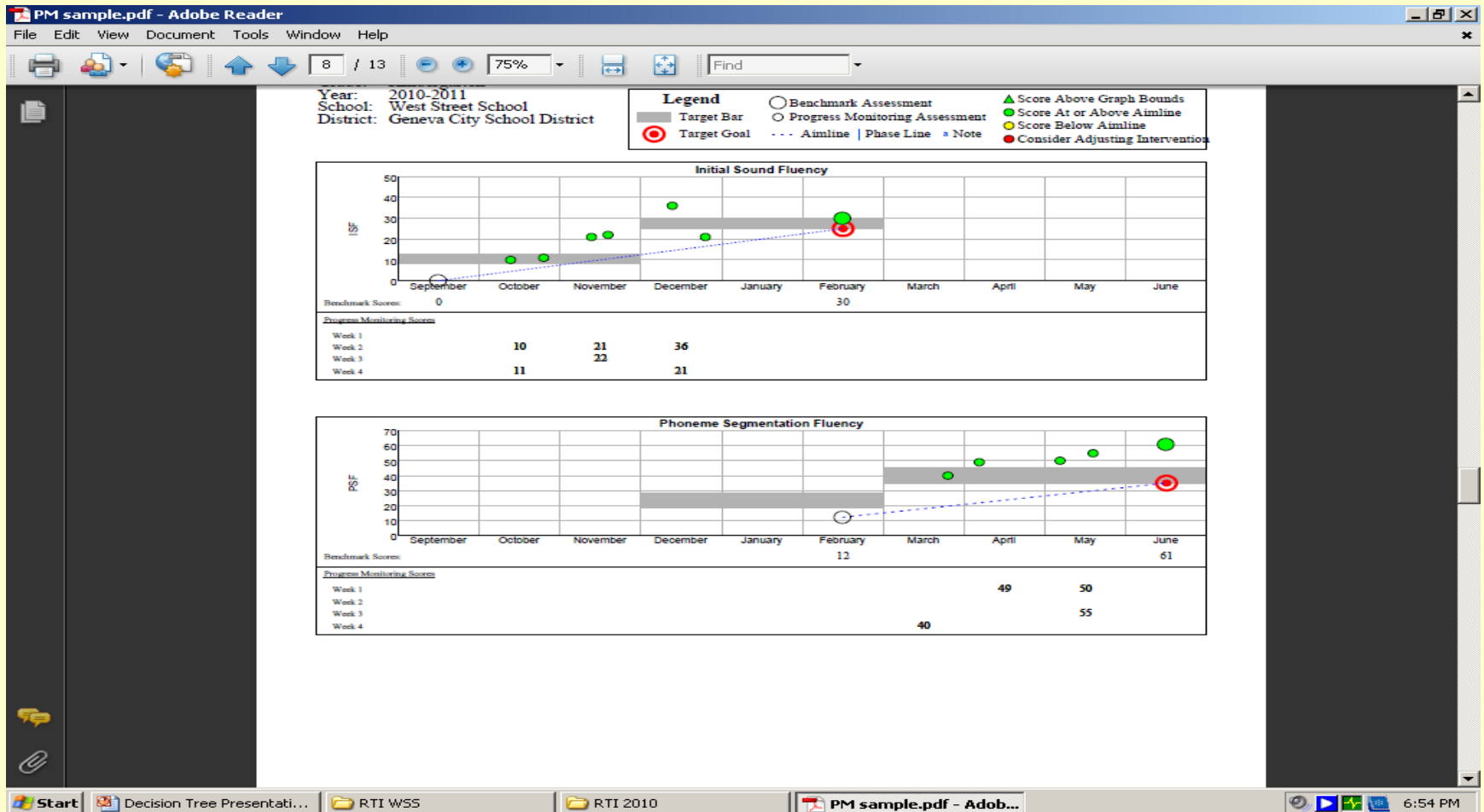
Intensive: Needs Substantial Intervention
 Strategic: Additional Intervention
 Benchmark: At Grade Level

Legend - ISF: Initial Sound Fluency, **LNF:** Letter Naming Fluency, **WUF:** Word Use Fluency, **PSF:** Phoneme Segmentation Fluency, **NWF-CLS:** Nonsense Word Fluency - Correct Letter Sounds, **NWF-WRC:** Nonsense Word Fluency - Words Read Correctly

Student	Beginning			Middle						End					Instructional Recommendation
	ISF	LNF	WUF	ISF	LNF	PSF	NWF-CLS	NWF-WRC	WUF	LNF	PSF	NWF-CLS	NWF-WRC	WUF	
	13	1		33	49	31	3	0		28	52	10	1		Intensive
	15	2								23	14	4	0		Intensive
	17	0		21	26	42	13	0		29	40	18	0		Strategic
	0	27		16	37	12	2	0		36	18	35	1		Strategic
	2	5		21	31	15	15	0		33	49	14	3		Strategic
	11	21		26	56	42	29	7		53	56	23	5		Benchmark
	17	36		37	60	31	40	0		60	49	29	3		Benchmark
	8	6		18	33	2	9	0		45	35	17	4		Benchmark
	6	11		24	30	0	18	0		51	64	13	5		Benchmark
	22	17		21	30	35	28	8		38	50	26	4		Benchmark
	5	2		23	51	22	10	0		49	52	21	0		Benchmark
	4	8		14	20	23	27	6		46	50	30	1		Benchmark
	6	16		23	30	34	13	0		34	43	27	0		Benchmark
	9	30		34	30	31	21	2		39	48	37	10		Benchmark
	15	11		24	51	46	33	0		57	63	38	1		Benchmark
	2	15		17	37	0	14	3		41	44	26	0		Benchmark
	15	46		24	44	39	34	7		60	44	48	11		Benchmark
	15	59		28	35	14	41	12		68	45	74	19		Benchmark
	15	10		24	56	11	25	0		62	47	30	0		Benchmark
	10.4	17.0	0.0	23.8	39.2	23.9	20.8	2.5	0.0	44.8	45.4	27.4	3.6	0.0	

Color Legend: Low Risk / Established / Core Support
 Some Risk / Emerging / Strategic Support
 At Risk / Deficit / Intensive Support

D.I.B.E.L.S. – Individual Student Progress Monitoring



Reading Level Data by Student



Class List – Local Assessments

AN	HF-R	HF-W	Writing	LID	LS	HRSIW	GR	DIBELS	Comments
AN									
ir, Lara	24	24	2	53	25	30	C	B	1
in, Kelly H.	25	25	3	54	24	31	D	B	1
, Aaron A.	25	22	3	52	21	20	C	S	1S
ell, Leslie M.	22	17	2	54	25	21	A	S	2
s, Austin W.	21	18	1	52	25	25	A	S	2
Ellana	17	14	2	48	19	28	A	B	2
h, Noah M.	25	24	2	53	26	31	B	B	1S
s, Davontia M.	21	21	2	52	23	21	A	B	1S
y, Zack	25	22	2	51	26	32	B	S	1
ez-Walker, Alejandro	24	22	2	50	24	27	B	B	1S/E
Daniel J.	21	25	3	48	25	30	C	B	1
, James D.	22	24	2	49	23	25	C	B	1
, Kayla E.	22	12	1	52	20	13	A	S	1S
er, Gianni E.	25	21	2	52	23	19	B	S	1S
on, Allison G.	24	24	3	54	22	34	D	B	1
er, Luke A.	25	25	3	53	26	37	D	B	1
eld, Ahmelle J.	16	16	2	50	26	21	A	S	2
, Kollin M.	21	11	1	52	26	26	A	S	2

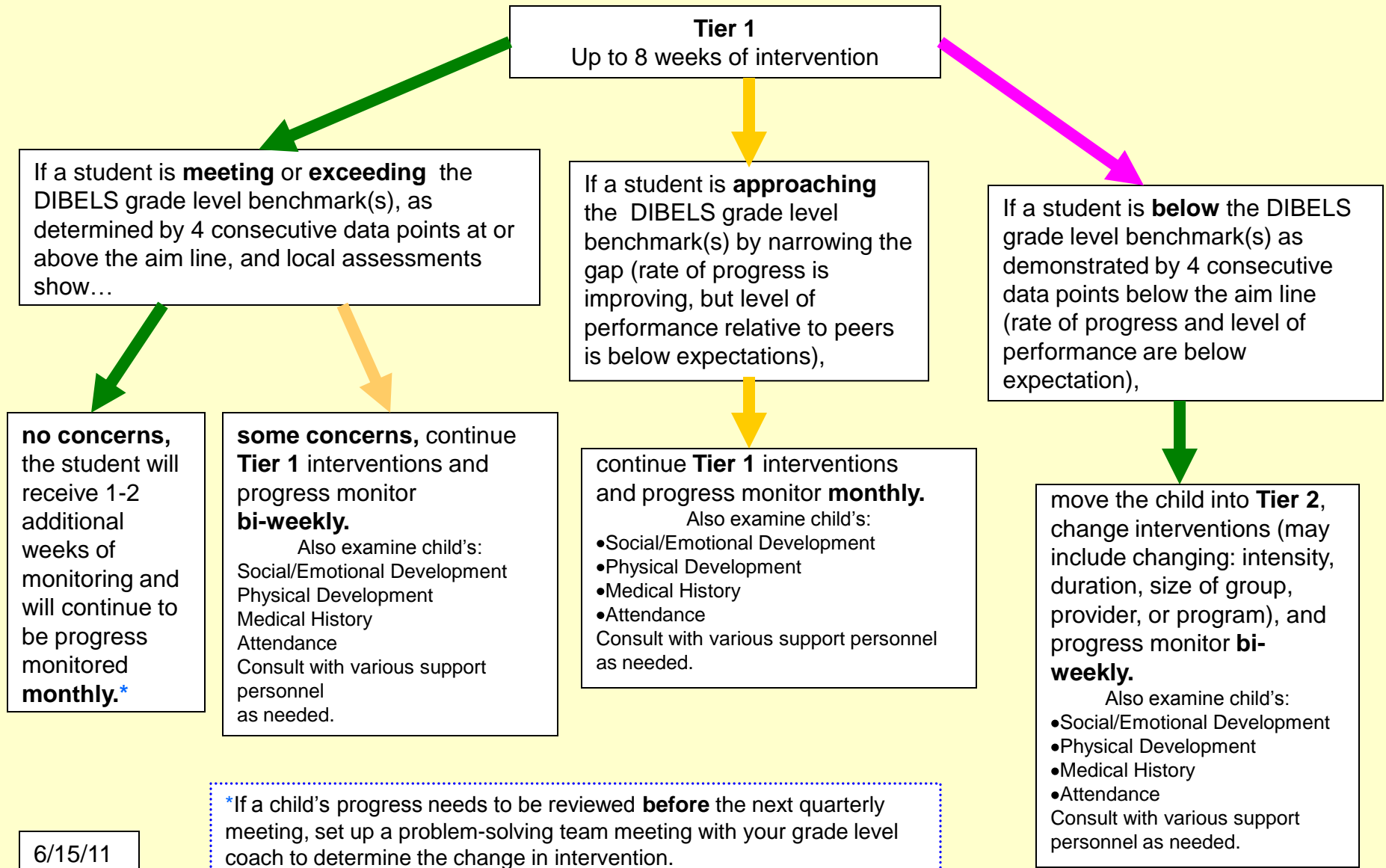
<u>H-F word reading and writing</u> 0-10 = at risk 11-14 = some risk 15 + above = meeting or exceeding	<u>Writing Sample</u> N/A = at risk 1 = some risk 2 = meeting or exceeding
<u>Letter ID</u> 0-23 = at risk 24-39 = some risk 40+ = meeting or exceeding	<u>Guided Reading</u> AA = at risk A = some risk B or above = meeting or exceeding
<u>Letter Sounds</u> 0-10 = at risk 11-16 = some risk 17+ = meeting or exceeding	<u>HRSIW</u> 0-14 = at risk 15-23 = some risk 24+ = meeting or exceeding

Reviewing Decision Trees



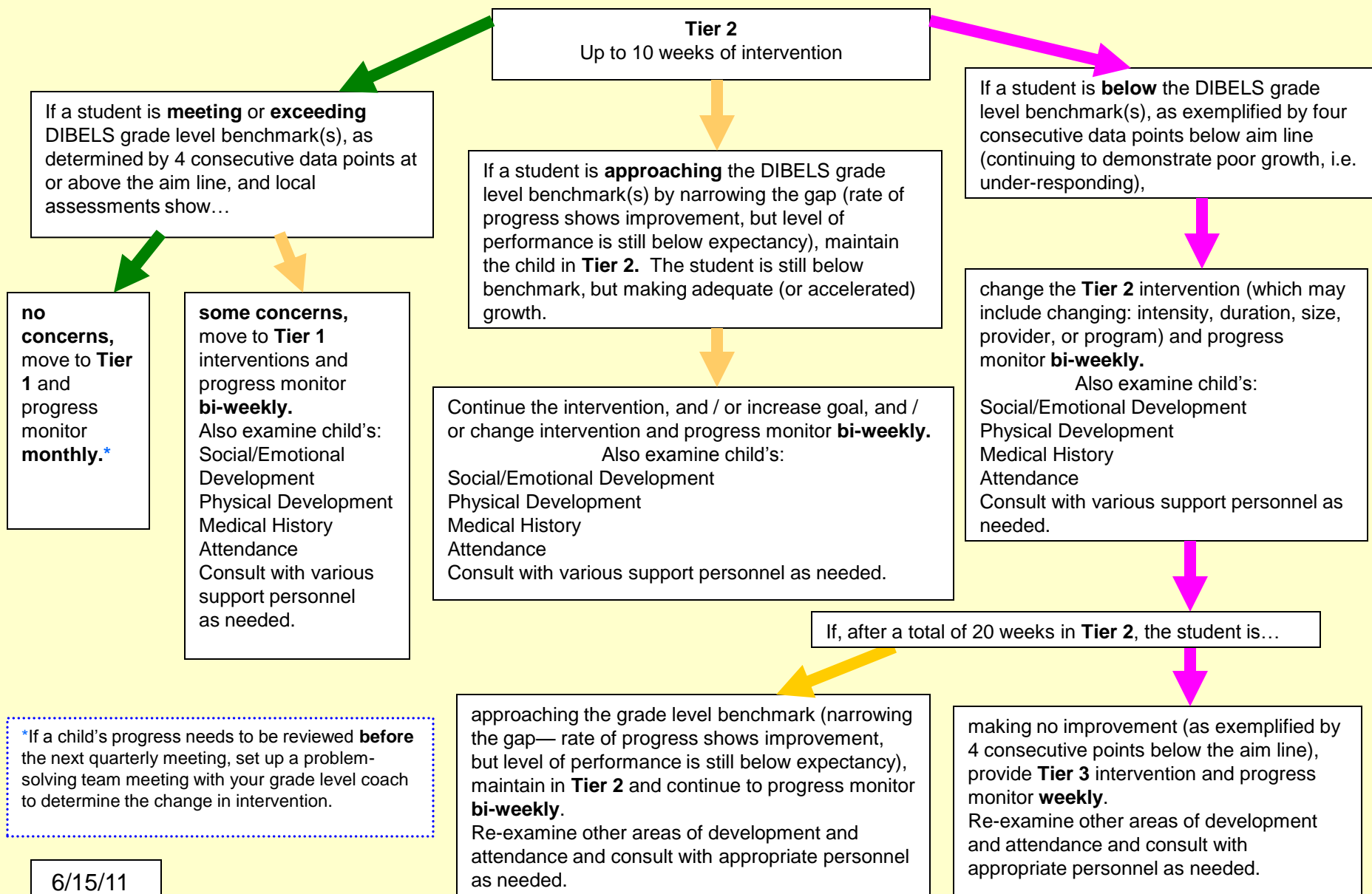
RtI Decision Tree B - Tier 1 Progress Check

West Street School
Geneva, NY



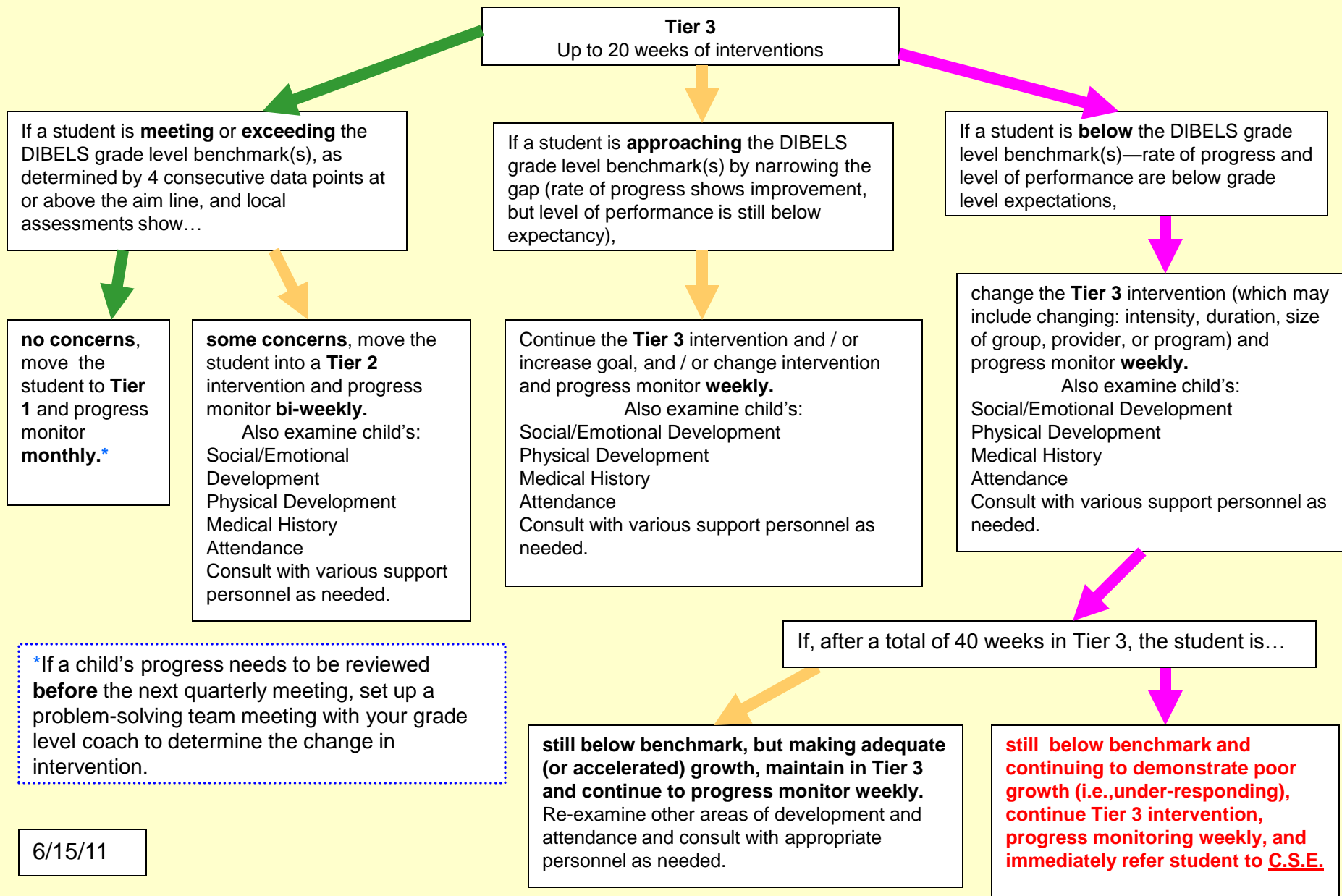
RtI Decision Tree B - Tier 2 Progress Check

West Street School
Geneva, NY

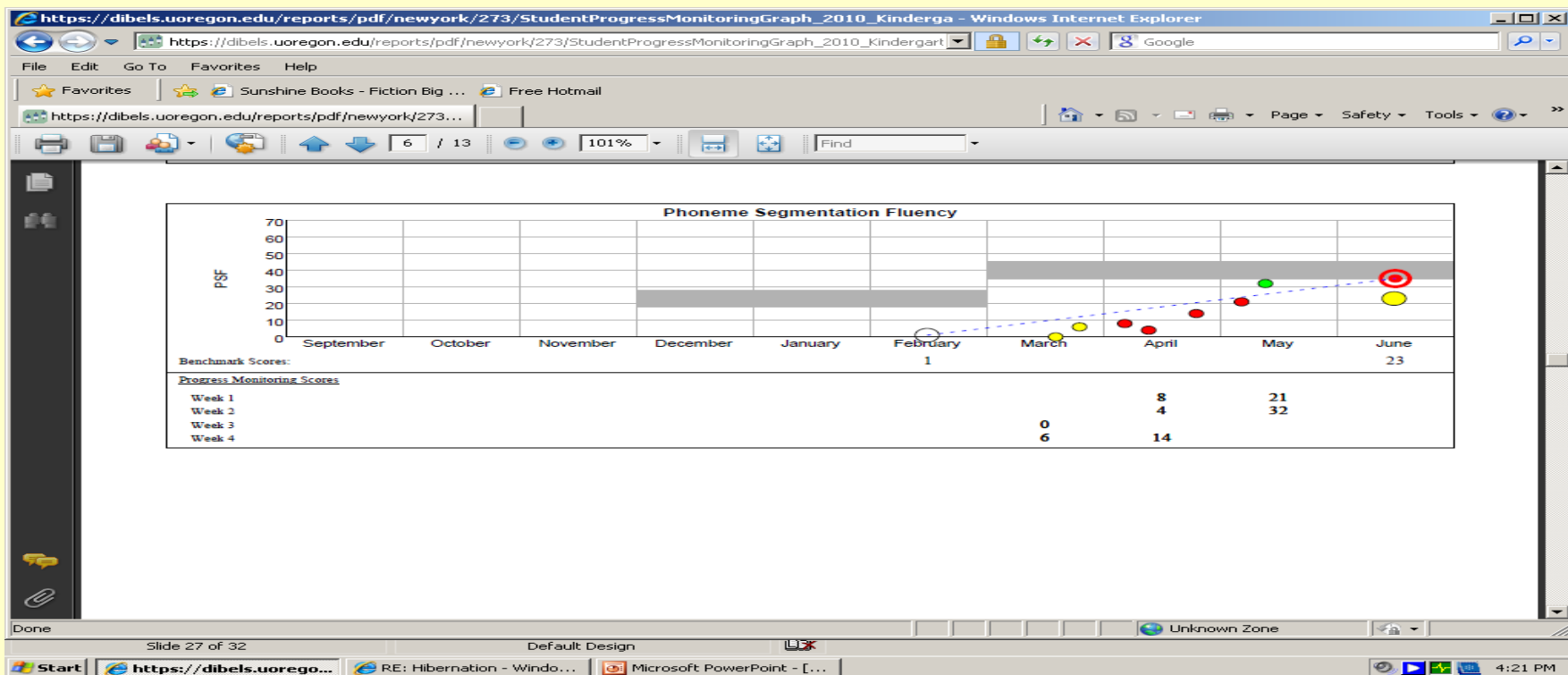


RtI Decision Tree B - Tier 3 - Progress Check

West Street School



Tier 3 Sample Student



Intensive
LNF: 24**
PSF: 23*
NWF: 10**
F&P: B*

LID: 52
LS: 22*
HRSIW: 11**
RHFW: 24*
WHFW: 7**
Wr. Samp.: 1**

1. OT Testing: Globally delayed both Visual and fine motor at 4 yr.-old level—struggles with all writing tasks
2. Stuttering and stimming frequently-not transferring social skills learned in speech to classroom setting
3. Inconsistent reading performance, but has made substantial gains in 1:1 reading setting (2 running records at level C above 90%)
3. Can produce very little work independently

1. OT and PT imp.3x/week
2. Speech imp. 2x/week
3. PM PSF and NWF weekly
4. Continue Tier 3 1:1 reading

School Psychologist




Intervention Bank

Tiers 1-3	Coaching
Tier 1	Earobics
Tier 2	Foundations
Tier 2 or 3	Guided Reading & F&P Phonics or Foundations
Tier 2 or 3	Leveled Literacy Intervention (L.L.I.)
Tier 3	1:1 Reading
Tier 2 or 3	1:2 Reading
Tier 2 or 3	Phonological Awareness
Tier 1	Read Naturally
Tier 2 or 3	Readiness Skills
Tier 1	TA Scripts (Rereading, Guided Writing, Letter ID, etc.)

Goal Setting and Process Check

Summary

1. What are you seeing?
2. Where do you need to focus your Tier 1 classroom instruction?
3. Based on what you have seen today, please choose a framework element for your next coaching cycle.
4. Please share feedback on today's quarterly meeting process.



The image shows a presentation slide titled "Summary" with four numbered points. Below the list is a colorful illustration of a treasure chest overflowing with gold coins, with a rainbow arching over it and a sun in the background. The slide is displayed on a screen with a toolbar on the left and a status bar at the bottom.

Feedback on Rtl Process



- Love the chance to discuss *all* of the children
- It takes so much pressure off the classroom teacher knowing a team will help make sure that individual teacher discretion will not be a cause of anyone "falling through the cracks"
- Every child has a level playing field and the attention and best thinking of the group 4 times a year
- No one falls through the cracks
- Like it better than the one-kid-a-week problem-solving process
- Much smoother this year
- Don't have to agonize over picking one child and then waiting a month to get on the calendar
- So organized—Thanks for the email on what to prepare and having time to get it ready before the QM
- More effective in every way
- Team approach moves everyone forward
- We all leave the QM knowing exactly what to do to help a child
- Focused on my kids and their needs
- Fabulous...keep it going!
- Liked the neutral party testing
- Like having services for all kids—even the enrichment groups
- Like the targeted TA scripts
- Like the QM process—in right away—expedience with help!
- Gratifying to see kids dismissed from so many interventions due to such targeted help
- Nice to communicate with teachers who pull the kids out every day
- More confident about where the kids are and what they need—better at looking at data and actually using it!
- Still don't like all the testing, but it's better with blitz team doing some of it
- DIBELS PM needs to be more consistent
- Don't like that kids are timed for DIBELS

Q & A

