WHAT A STAR SHEET IS...

A STAR (Strategies And Resources) Sheet provides well-researched strategies or information that can help solve the case studies in this unit.

WHAT IT IS...

Data-based decision making in RTI is the process of collecting data and using it to make instructional decisions, such as which students are struggling with reading and which tier of instruction would best meet those students’ academic needs.

WHAT THE RESEARCH AND RESOURCES SAY...

- By monitoring the progress of all the students in a classroom, teachers can make instructional changes to improve their students’ academic growth, including among those who are struggling with reading. (Fuchs & Fuchs, n.d.)

- By examining an individual student’s progress monitoring data, educators can determine whether that student is responding adequately to the instruction he or she is receiving, and make appropriate instructional decisions accordingly. (Johnson, Mellard, Fuchs, & McKnight, 2006)

- A minimum of five data points is required to assess a student’s response to instruction. (Fuchs & Fuchs, 2007; Stecker, 2007)

- By collecting progress monitoring data, educators can determine which intervention or types of instruction work best for all students in the class. (Johnson, Mellard, Fuchs, & McKnight, 2006)

CONNECTION TO RTI

Data-based decision making is a central concept in RTI. School personnel collect screening and progress monitoring data and then base their instructional decisions on these data. The table below summarizes these decisions.

<table>
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<th>Universal Screening</th>
<th>All students are given a brief screening measure. This assessment is given one to three times per year, (i.e., fall, winter, and spring) and the data are used to make decisions about which students are potentially struggling with reading.</th>
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<td>Tier 1</td>
<td>Teachers frequently (e.g., every one to two weeks) monitor the progress of struggling students who are identified through the universal screening process. Typically, teachers collect these data for five to ten weeks. The data are used to determine whether the students are responding adequately to Tier 1 instruction or would benefit from more targeted instruction (i.e., Tier 2).</td>
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Data-Based Decision Making Overview

When using data to make instructional decisions, teachers will often find it beneficial to have guidelines. These should specify what procedures to use when collecting and evaluating assessment data. Factors to consider include:

- The measures to be used to monitor progress and the frequency with which these measures will be administered (e.g., the Vanderbilt Word Identification Fluency probe administered once per week).
- The method to be used to evaluate students’ response to instruction (e.g., dual discrepancy)
- The criterion to be used to define “adequate” response to instruction (e.g., established benchmarks)
- The frequency of collecting progress monitoring data to document students’ reading performance (e.g., every one to two weeks)
- The amount of data sufficient to allow reasonable certainty about instructional decisions. For example, a teacher needs at least five data points to determine whether a student is responding adequately to Tier 1 instruction
- The rules to determine the appropriate level of instructional intensity (i.e., tier placement) based on students’ progress monitoring data

Tier 2
Tier 2 instruction should be provided for a minimum of 10 weeks. Student progress continues to be monitored frequently (e.g., at least once per week). The data are used to assess the student’s response to Tier 2 instruction. Based on those data, the school team may decide that the student:

- Can succeed with Tier 1 instruction only
- Would benefit from another round (e.g., 10 weeks) of Tier 2 instruction
- Needs more intensive individualized instruction (i.e., Tier 3 intervention)

Tier 3
Depending on a state’s or district’s policies, this instruction may be provided through general education or special education. Progress monitoring data are used to determine whether a student is responding successfully to an instructional approach. The data can also be used to decide whether the student is meeting grade-level expectations and can succeed with less intensive instruction (e.g., Tier 1 or Tier 2).
RTI: DATA-BASED DECISION MAKING

DATA-BASED DECISION MAKING OVERVIEW

• The number of weeks targeted instruction will be delivered before response to that instruction is evaluated and a tier placement decision is made. For example, a round of Tier 2 might be implemented for 10 weeks.

Round of Intervention:
A set period of time, determined by the school or district, during which an intervention is implemented. Some students may receive more than one round of intervention.

KEEP IN MIND

• School personnel must understand the purpose and intent of data collection. This allows them to more effectively use the data to make various decisions at different times throughout the RTI process. Typically, a school team (e.g., a school support team) is created to interpret students’ data and to make tier placement decisions. At least one member of the school team should have expertise related to interpreting data.

• Any time a decision is made regarding a student’s instructional needs, parents should be involved in the process.

• The most effective methods of evaluating a student’s response to instruction are examining the rate of growth, the performance level, or both.

RESOURCES


