

NOTES			
STEP	STUDENT A	STUDENT B	STUDENT C
DEFINE			
ANALYZE			
IMPLEMENT Data Team Decision?			
EVALUATE			
Next Steps?			

Student A, B, and C Data Profile

Define

Universal Reading Screener

Most Recent: 28th percentile overall composite

- Oral Reading Fluency – 30th percentile, 80% accuracy
- Vocabulary – 45th percentile
- Reading Comprehension – 20th percentile
- Current attendance rate 93%

Historical: Past four (4) URS overall percentile scores have ranged from 33rd percentile to 42nd percentile

Math Universal Screener

Average range with a decline from a high of 43rd percentile to the 33rd percentile

Written Expression

Labor intensive transcription; legible handwriting

Primarily uses simple sentences; little to no punctuation

Ideas expressed in composition product does not align to language skills evident in oral pre-writing activities

Written Expression CBM Data

Words Spelled Correctly = low average; Total Words Written = low average; Total Correct Word Sequences = below average

Teacher Input and Observation

Average student (Bs and Cs)

Generally engaged in classroom discussion

Excels in math and science

Loves talking about topics of personal interest, especially in science

Good vocabulary and oral comprehension

Off task easily during independent reading and writing tasks

Student A
Data Profile Sheet

Analyze

Attendance History

95% attendance rate or higher until fall of 3rd grade

Current attendance rate 93%

Discipline History

Described as generally well-behaved

Recent office discipline referral for non-compliance and rude language (occurred at the start of an independent writing task)

Current teacher does report easily distracted and disconnected, especially during reading/writing activities

RTI² and Tutoring History

Not previously served in Tier II or Tier III intervention

Has not participated in high dosage, low ratio tutoring

Additional Data

The teacher shared the student has had changes in home life that may be impacting the student's ability to focus during classroom instruction.

Written Expression

PROMPT: Finish this story: The craziest thing happened on the way to school. I looked up into the sky and I saw the strangest sight. I ...

I saw a man flying.
I'm bored I'm bored
I'm bored I'm bored I'm
bored I hate wriding
I'm bored.

Characteristics of Dyslexia Screening Data (Survey Level Assessments)

Analysis of Oral Reading Fluency

Sally understood the urgency of the task. She prepared herself to complete the work just like

~~the teacher asked her. When she began, she realized it was much harder than she first thought.~~ Skipped line

This was not going to be a simple task! She focused her attention and finally finished it. After completion, she went ~~on~~ to the next assignment. This one looked ~~even~~ more difficult. She would need to dig ~~deep~~ to persevere. She knew she could. She raised her hand to ask a clarifying question. Once the teacher answered, she felt confident she could finish the work on time.

80/100 = 80 words correct per minute
80% accuracy

Phonological Awareness Skills Screener (PASS) = 95% with weakest area being phoneme deletion (8/10 on section 10)

Phonics and Word Reading Survey

Student A		Summary Chart			
Student	Grade/Class	Date			
Foundation Skill	Target for Instruction			TOTALS	
Letter Naming-Uppercase				Pre	Post
Letter Naming-Lowercase				20	20
Letter-Sound Correspondences: Single Consonants and Digraphs				24	24
High-Frequency Words				34/35	35
Letter-Sound Correspondences: Short and Long Vowels				15	15
				15	15
				15	15
Decoding Skill	Real Words	Nonsense Words	Multisyllable Words	TOTALS	
Closed Syllable Words With Short Vowels and Single Consonants	6/6	6/6	6/6	18	18
Closed Syllables With Digraphs, Doubles, and Blends	11/12	5/6	5/6	21	24
Long Vowel VCe Words and Syllables	6/6	5/6	5/6	16	18
Vowel-r Syllables	6/6	5/6	6/6	17	18
Vowel Team Syllables	6/6	5/6	5/6	16	18
Complex Consonant Patterns	6/6	5/6		11	12
Mixed Syllables With Consonant- <i>le</i>	8/10			8	10
Base Words With Inflections and Suffixes	9/10			9	10
Compound Words: Varied Syllables	9/12			9	12
Derivational Prefixes, Suffixes, and Roots	3/6			3	6
Extension: Encoding				20	20
				18	12

Encoding (TN-URS) = 51st percentile

Student B
Data Profile Sheet

Analyze

Attendance History

98% attendance rate or higher

Discipline History

Described as generally well behaved

No office referrals

Teacher indicated student has occasional difficulties with a friend group, but it is teacher managed

RTI² and Tutoring History

Not previously served in Tier II or Tier III intervention

Has not participated in high dosage, low ratio tutoring

Additional Data

Student B has difficulty with long vowel sounds. The classroom teacher shared examples of student work which further confirmed the student does not recognize and cannot properly decode and/or encode long vowel patterns.

Written Expression

PROMPT: Finish this story: The craziest thing happened on the way to school. I looked up into the sky and I saw the strangest sight. I...

A boy flotd in the .ski. I
yelld up to him He fell down
I crid and crid and crid

Characteristics of Dyslexia Screening Data (Survey Level Assessments)

Analysis of Oral Reading Fluency

~~understands~~ ~~sk~~ ~~sk~~ ~~sk~~ Sally ~~prep~~ ~~comp~~ understood the urgency of the task. She prepared herself to complete the work just like the teacher asked her. When she began, she ~~reacts~~ realized it was much harder than she first thought. This was not going to be a simple task! She ~~focuses~~ focused her attention and finally finished it. After completion, she went on to the next assignment. This one looked even more ~~different~~ difficult. She would need to dig deep to ~~sk~~ persevere. She knew she could. She raised her hand to ask a clarifying question. Once the teacher answered, she felt ~~sk~~ confident she could finish the work ~~sk~~ on time.

80/100 = 80 words correct per minute
80% accuracy

Phonological Awareness Skills Screener (PASS) = 90% with a few errors in deletion and segmentation

Phonics and Word Reading Survey

Student B
Summary Chart

Student _____ Grade/Class _____ Date _____

Foundation Skill	Target for Instruction	TOTALS			
		Pre	Post		
Letter Naming-Uppercase		26	26		
Letter Naming-lowercase		26	26		
Letter-Sound Correspondences: Single Consonants and Digraphs		24	24		
High-Frequency Words		30 / 35	___ / 35		
Letter-Sound Correspondences: Short and Long Vowels	Went back and administered this section after student struggled on long vowels	5 / 5	___ / 5		
		5 / 5	___ / 5		
		5 / 5	___ / 5		
Decoding Skill	Real Words	Nonsense Words	Multisyllable Words	TOTALS	
Closed-Syllable Words With Short Vowels and Single Consonants	6 / 6	5 / 6	5 / 6	16 / 18	___ / 18
Closed Syllables With Digraphs, Doubles, and Blends	11 / 12	5 / 6	4 / 6	20 / 24	___ / 24
Long Vowel VCe Words and Syllables	4 / 6	2 / 6	3 / 6	9 / 18	___ / 18
Vowel-r Syllables	4 / 6	4 / 6	5 / 6	14 / 18	___ / 18
Vowel Team Syllables	4 / 6	3 / 6	3 / 6	10 / 18	___ / 18
Complex Consonant Patterns	4 / 6	2 / 6		6 / 12	___ / 12
Mixed Syllables With Consonant- <i>le</i>	6 / 10			6 / 10	___ / 10
Base Words With Inflections and Suffixes	5 / 10			5 / 10	___ / 10
Compound Words: Varied Syllables	6 / 12			6 / 12	___ / 12
Derivational Prefixes, Suffixes, and Roots	2 / 6			2 / 6	___ / 6
Extension: Encoding				26 / 26	___ / 26
				12 / 12	___ / 12

Encoding (TN-URS) = 22nd percentile

Student C
Data Profile Sheet

Analyze

Attendance History

98% attendance rate or higher

Discipline History

Described as well-behaved, compliant, and always wanting to help (especially during reading block)

No office referrals

RTI² and Tutoring History

Not previously served in Tier II or Tier III intervention

Has not participated in high dosage, low ratio tutoring

Additional Data

Student C has difficulty with long vowel sounds. The classroom teacher shared examples of student work which further confirmed the student does not recognize and cannot properly decode and/or encode long vowel patterns.

Written Expression

PROMPT: Finish this story: The craziest thing happened on the way to school. I looked up into the sky and I saw the strangest sight. I...

I saw a alien and a
spaceship. There was lots
of brite litz and a humming
sound. I felt scared.

Characteristics of Dyslexia Screening Data (Survey Level Assessments)

Analysis of Oral Reading Fluency

understands directions sk sk lick
 Sally understood the urgency of the task. She prepared herself to complete the work just like
 tech begged sk sk
 the teacher asked her. When she began, she realized it was much harder than she first thought.
 sk sk fin
 This was not going to be a simple task! She focused her attention and finally finished it. After
 sk thing was sk
 completion, she went on to the next assignment. This one looked even more difficult. She would
 ned press rinsed
 need to dig deep to persevere. She knew she could. She raised her hand to ask a clarifying
 cold the way home
 question. Once the teacher answered, she felt confident she could finish the work on time.

80/100 = 80 words correct per minute
80% accuracy

Phonological Awareness Skills Screener (PASS) = 80% with errors mainly in blending, deletion, and segmentation

Phonics and Word Reading Survey

Student C **Summary Chart**
 Student _____ Grade/Class _____ Date _____

Foundation Skill	Target for Instruction	TOTALS			
		Pre	Post		
Letter Naming - Uppercase		26	26		
Letter Naming - Lowercase		26	26		
Letter-Sound Correspondences: Single Consonants and Digraphs		24	24		
High-Frequency Words		30 / 35	35		
Letter-Sound Correspondences: Short and Long Vowels	Went back and administered this section after student struggled on long vowels	5 / 5	5		
Decoding Skill		5 / 5	5		
		5 / 5	5		
	Real Words	Nonsense Words	Multisyllable Words	TOTALS	
Closed-Syllable Words With Short Vowels and Single Consonants	6 / 6	5 / 6	5 / 6	16 / 18	18
Closed Syllables With Digraphs, Doubles, and Blends	11 / 12	5 / 6	4 / 6	20 / 24	24
Long Vowel VCe Words and Syllables	4 / 6	2 / 6	3 / 6	9 / 18	18
Vowel-F Syllables	4 / 6	4 / 6	5 / 6	14 / 18	18
Vowel Team Syllables	4 / 6	3 / 6	3 / 6	10 / 18	18
Complex Consonant Patterns	4 / 6	2 / 6		6 / 12	12
Mixed Syllables With Consonant-le	6 / 10			6 / 10	10
Base Words With Inflections and Suffixes	5 / 10			5 / 10	10
Compound Words: Varied Syllables	6 / 12			6 / 12	12
Derivational Prefixes, Suffixes, and Roots	2 / 6			2 / 6	6
Extension: Encoding				26	26
				12	12

Encoding (TN-URS) = 17th percentile

Student A

Data Profile

Implement

Did your team consider all of the data in making your determination?

- Does the team have enough information to make a decision about the next steps?
 - If not, what other data is needed?
 - Is the team including both quantitative and qualitative data and ensuring decisions are not being made according to cut scores or prescriptive guidelines?
- Is the student being served appropriately at this time?
- If the student is currently in intervention, what changes, if any, to dosage, ratio, or intensity are warranted based on student information?
- What instructional supports, if any, can the team consider to support the student during Tier I instruction?
- If the student is in intervention, how is cohesion between Tier I and skills-based intervention being approached purposefully and collaboratively?
- How should the team respond to the student's current performance?
 - What are the next steps for student support?
 - How will the team continue to collect data and monitor progress?
 - When will the team reconvene to discuss the student again?

Student A

Student Support Determination

The team determines the student would be best served in Tier I standards-based intervention. Features of this include

- Flexible small groups
- Acceleration
- Re-teaching reinforcement of previously taught content
- Extra opportunities for application and practice
- Smaller ratio for re-direction to task and immediate corrective feedback

Additionally, the school counselor schedules regular times to meet with the student to address and support social and personal needs. The classroom teacher will continue to pull the student during small group time to provide additional support as needed.

Student B

Data Profile

Implement

Did your team consider all of the data in making your determination?

- Does the team have enough information to make a decision about the next steps?
 - If not, what other data is needed?
 - Is the team including both quantitative and qualitative data and ensuring decisions are not being made according to cut scores or prescriptive guidelines?
- Is the student being served appropriately at this time?
- If the student is currently in intervention, what changes, if any, to dosage, ratio, or intensity are warranted based on student information?
- What instructional supports, if any, can the team consider to support the student during Tier I instruction?
- If the student is in intervention, how is cohesion between Tier I and skills-based intervention being approached purposefully and collaboratively?
- How should the team respond to the student's current performance?
 - What are the next steps for student support?
 - How will the team continue to collect data and monitor progress?
 - When will the team reconvene to discuss the student again?

Student B

Student Support Determination

Based on the student's data profile and evidence from team members, the team determined the student would be best served in Tier III with a dyslexia-specific intervention designed to address all aspects of reading. Student B's intervention time includes focused explicit instruction in all areas of reading, but with more intensity on decoding, word recognition, encoding, and fluency. The intervention time includes opportunities for practice and application both within the intervention material and through the use of Tier I high-quality instructional materials.

Student C

Data Profile

Implement

Did your team consider all of the data in making your determination?

- Does the team have enough information to make a decision about the next steps?
 - If not, what other data is needed?
 - Is the team including both quantitative and qualitative data and ensuring decisions are not being made according to cut scores or prescriptive guidelines?
- Is the student being served appropriately at this time?
- If the student is currently in intervention, what changes, if any, to dosage, ratio, or intensity are warranted based on student information?
- What instructional supports, if any, can the team consider to support the student during Tier I instruction?
- If the student is in intervention, how is cohesion between Tier I and skills-based intervention being approached purposefully and collaboratively?
- How should the team respond to the student's current performance?
 - What are the next steps for student support?
 - How will the team continue to collect data and monitor progress?
 - When will the team reconvene to discuss the student again?

Student C

Student Support Determination

Based on the student's data profile and evidence from team members, the team determined the student would be best served in Tier III with a dyslexia-specific intervention designed to address all aspects of reading. Student C's intervention time includes focused explicit instruction in all areas of reading, but with more intensity on phonological/phonemic awareness, decoding, word recognition, and encoding. The intervention includes extra purposeful opportunities for practice and application both within the intervention material and through the use of Tier I high-quality instructional materials.

Student A

Data Profile

Evaluate

During the next data team meeting, the team reflected on Student A's current performance and needs. The classroom teacher reported that Student A made progress when reading independently and the student received minimal corrective feedback on the last writing task.

Questions for the team to consider in its discussion:

- Does the team have enough information to make a decision about the next steps?
 - If not, what other data is needed?
 - Is the team including both quantitative and qualitative data and ensuring decisions are not being made according to cut scores or prescriptive guidelines?
- Is the student being served appropriately at this time?
- If the student is currently in intervention, what changes, if any, to dosage, ratio, or intensity are warranted based on student information?
- What instructional supports, if any, can the team consider to support the student during Tier I instruction?
- If the student is in intervention, how is cohesion between Tier I and skills-based intervention being approached purposefully and collaboratively?
- How should the team respond to the student's current performance?
 - What are the next steps for student support?
 - How will the team continue to collect data and monitor progress?
 - When will the team reconvene to discuss the student again?

Student A

Next Steps Determination

Student B

Data Profile

Evaluate

Student B is making progress with the current intervention. Student B's classroom teacher shared Student B is not making any new progress in the classroom setting and provided student work examples demonstrating Student B is still making the same errors in decoding.

Questions for the team to consider in its discussion:

- Does the team have enough information to make a decision about the next steps?
 - If not, what other data is needed?
 - Is the team including both quantitative and qualitative data and ensuring decisions are not being made according to cut scores or prescriptive guidelines?
- Is the student being served appropriately at this time?
- If the student is currently in intervention, what changes, if any, to dosage, ratio, or intensity are warranted based on student information?
- What instructional supports, if any, can the team consider to support the student during Tier I instruction?
- If the student is in intervention, how is cohesion between Tier I and skills-based intervention being approached purposefully and collaboratively?
- How should the team respond to the student's current performance?
 - What are the next steps for student support?
 - How will the team continue to collect data and monitor progress?
 - When will the team reconvene to discuss the student again?

Student B

Next Steps Determination

Student C **Data Profile**

Evaluate

Student C is making little progress with the current intervention. Student C's classroom teacher shared Student C is experiencing great difficulty with decoding grade-level text and accessing Tier I content as a result. The classroom teacher shared samples of student work to provide additional evidence of this concern. The interventionist working with Student C describes the same concerns with the student. The next data team is over 5 weeks away. The classroom teacher and interventionist request a "support team" meeting with the parent, and one is organized for the following week to discuss whether the team agrees a disability is suspected and an evaluation is warranted.

Questions for the team to consider in its discussion:

- Does the team have enough information to make a decision about the next steps?
 - If not, what other data is needed?
 - Is the team including both quantitative and qualitative data and ensuring decisions are not being made according to cut scores or prescriptive guidelines?
- Is the student being served appropriately at this time?
- If the student is currently in intervention, what changes, if any, to dosage, ratio, or intensity are warranted based on student information?
- What instructional supports, if any, can the team consider to support the student during Tier I instruction?
- If the student is in intervention, how is cohesion between Tier I and skills-based intervention being approached purposefully and collaboratively?
- How should the team respond to the student's current performance?
 - What are the next steps for student support?
 - How will the team continue to collect data and monitor progress?
 - When will the team reconvene to discuss the student again?

Student C

Next Steps Determination