System: **Supportive Learning Environment**

Structure: **Developing and Monitoring a Tiered System of Supports**

Process Name: **Develop Universal Screening and Data Review**

School-level [x]  District-level [ ]

**Purpose of the process:**

To screen students for risk of reading failure in order to plan instruction and early intervention to meet the needs of all students through a multi-tiered system of reading supports.

**Who is responsible for monitoring this process?** RTI Coordinator

| **Action Step** | **Position Responsible** | **Link to applicable tool(s)/resource(s)** | **Action Step Completion Date** |
| --- | --- | --- | --- |
| 1. Form a team of staff who will be responsible for administering universal screening measures in reading.
 | Curriculum AP | [Best Practice for RTI: Universal Screening](http://www.readingrockets.org/article/best-practice-rti-universal-screening)(Reading Rockets) |  |
| 1. Train the team in the standardized administration of the universal screening measures identified by the district (e.g. FASTBridge, MAP, DIBELS).
 | District RTI Supervisor | [Universal Screening Within a Response-to-Intervention Model](http://www.rtinetwork.org/learn/research/universal-screening-within-a-rti-model)(RTI Action Network) |  |
| 1. Administer the universal screening measures during the screening window and according to the calendar set by the district.
 | Grade Level Chair | [Madison County Elementary Universal Screening Process 2016-17 Sample Calendar](https://www.gadoe.org/School-Improvement/Documents/Georgia%27s%20Systems%20of%20Continuous%20Improvement/Universal%20Screening%20Schedule%20Sample.pdf)(Madison County Elementary RTI Team) |  |
| 1. Ensure that data is gathered in a usable format for RTI team or grade level teams to review (most programs generate reports for you).
 | Grade Level Chair | [7 Data Presentation Tips: Think, Focus, Simplify, Calibrate, Visualize++](https://www.kaushik.net/avinash/data-presentation-tips-focus-think-simplify-visualize/)(Avinash Kaushik) |  |
| 1. Follow the RTI Data Analysis Teaming Process by using the script and recording form, as trained by the district. Contact district MTSS Coordinator if coaching/facilitation is needed.
 | Grade Level Chair | [The RTI Data Analysis Teaming Process](http://www.rtinetwork.org/essential/assessment/data-based/teamprocess)(RTI Action Network) |  |
| 1. Apply the “80-20-5” rule to the data as decisions are made regarding tiered supports (ensure that you have a pyramid, not an ice cream cone).
 | RTI Coordinator | [Righting Your RTI/MTSS Triangle](https://www.mcrel.org/righting-your-rtimtss-triangle/)(McREL International) |  |
| 1. Determine which students will receive a Tier II intervention in reading, with progress monitoring data collected biweekly.
 | Grade Level Chair | [Tier 2 - Targeted Group Interventions](http://www.rtinetwork.org/essential/tieredinstruction/tier2)(RTI Action Network) |  |
| 1. Determine which students might need a referral to Tier III, based on universal screening data and past record of Tier II intervention.
 | RTI Coordinator | [Tier 3 - Intensive, Individual Interventions](http://www.rtinetwork.org/essential/tieredinstruction/tier3)(RTI Action Network) |  |
| 1. Complete referral paperwork to Tier III as necessary and schedule SST meetings.
 | RTI Coordinator |  |  |
| 1. Monitor the fidelity of interventions and progress monitoring of students in intervention between screening periods.
 | Curriculum AP | [Treatment Integrity Protocols](http://www.rtinetwork.org/getstarted/evaluate/treatment-integrity-protocols)(RTI Action Network) |  |
| 1. Monitor the fidelity of Tier I instruction via the TKES process.
 | Principal | [Classroom Reading Instruction That Supports Struggling Readers: Key Components for Effective Teaching](http://www.rtinetwork.org/essential/tieredinstruction/tier1/effectiveteaching)(RTI Action Network) |  |

**What information or resources are needed to complete the process (including funding if applicable)?**

* District-identified universal screening measures and funding.
* District-provided training on administering universal screening measures.
* Training for building-level teams to complete the data review process, including additional coaching and facilitation for teams as needed.
* Additional resources and information are linked to steps above.

**How do you know when the process is implemented?**

* District-level MTSS coordinator can access data system to review data for each school.
* Building-level administration can access data system to review data for grade levels/classrooms.
* District-level MTSS coordinator will request Data Recording Form from each school and grade level to ensure that data review process has been completed.
* Building-administration should participate in and lead the data review process at the building level.

**How long does the process typically take?**

* Screening—varies based on screeners used; CBM/DIBLES/FASTBridge CBMReading—approximately 3 minutes per child
* Data Review Process—will vary based on the proficiency level of the team; Devote at least an hour and ½ to begin this process.

**What is produced/made by the process?**

* Reading screening data for each child, showing risk level for reading failure.
* Data Recording Form is produced by each grade level/team during data review.
* Lists/Assignments/Rosters of students for Tier II intervention and referral to Tier III SST are generated.

**As you implement this process consider its impact and effect on the five Systems of Continuous Improvement. What adjustments should be considered? What new processes will be needed?**

|  |  |
| --- | --- |
| Coherent Instructional System: | Explore UDL to see if it fits into the entire instructional system. |
| Effective Leadership System: | Leadership should emphasize the need for customized instructional strategies, and should highlight publicly those teachers who are customizing their instruction. This is a great platform to exert instructional leadership school-wide. |
| Professional Capacity System: | As teams increase their capacity to identify unique student needs, there will need to be a similar increase in capacity to meet the needs instructionally. Consider building a repertoire of instructional strategies that meet student needs. |
| Supportive Learning Environment System: | Ensure that each of the steps in the Universal Screening and Data Review process are captured in the school’s MTSS manual for teachers and leaders. |
| Family and Community Engagement System: | Include the Universal Screening and Data Review process as an information item at Curriculum Nights and Parent/Teacher conferences. |

**Reference:**

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