

Tier II Decision Making

LEAs should explain what decisions will be made for instruction and interventions based on the results of the data. Teachers must show knowledge and evidence of setting goals for each child that are based on grade-level benchmarks or expectations. Teachers must show how students are progressing toward these goals. Teachers must use the data from ongoing assessment to make instructional decisions. A plan should be in place for when students are and are not making adequate progress.

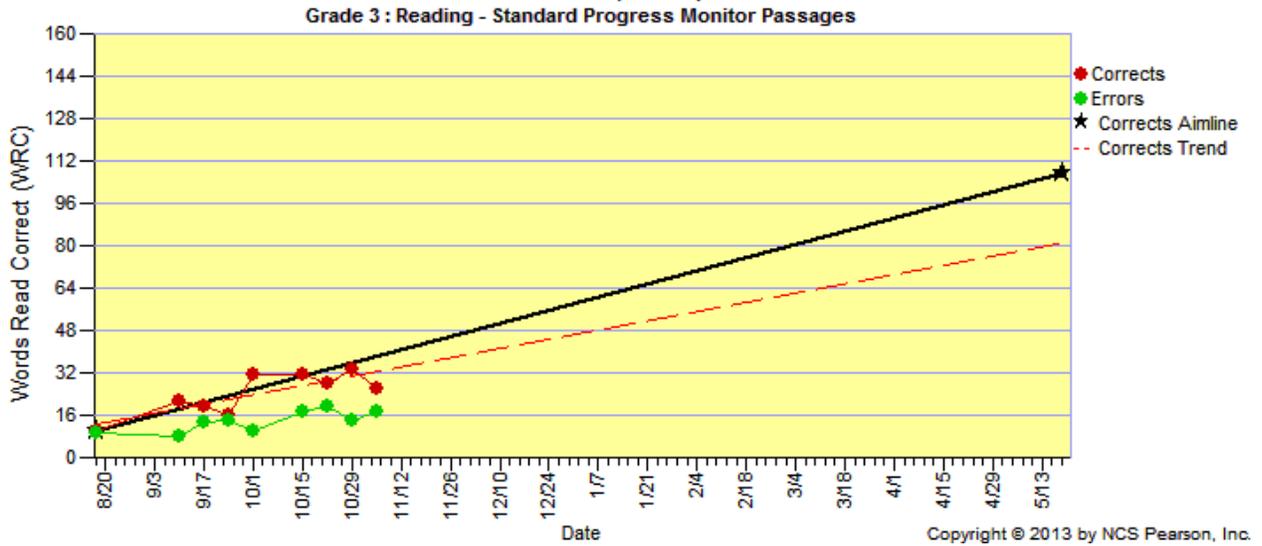
School RTI² Support Team Meeting

Note: This meeting should be done 4.5 -5 weeks after interventions have been implemented. Prior to this meeting, fidelity checks should be done. Teachers in attendance should bring intervention logs, work samples, and progress-monitoring data.

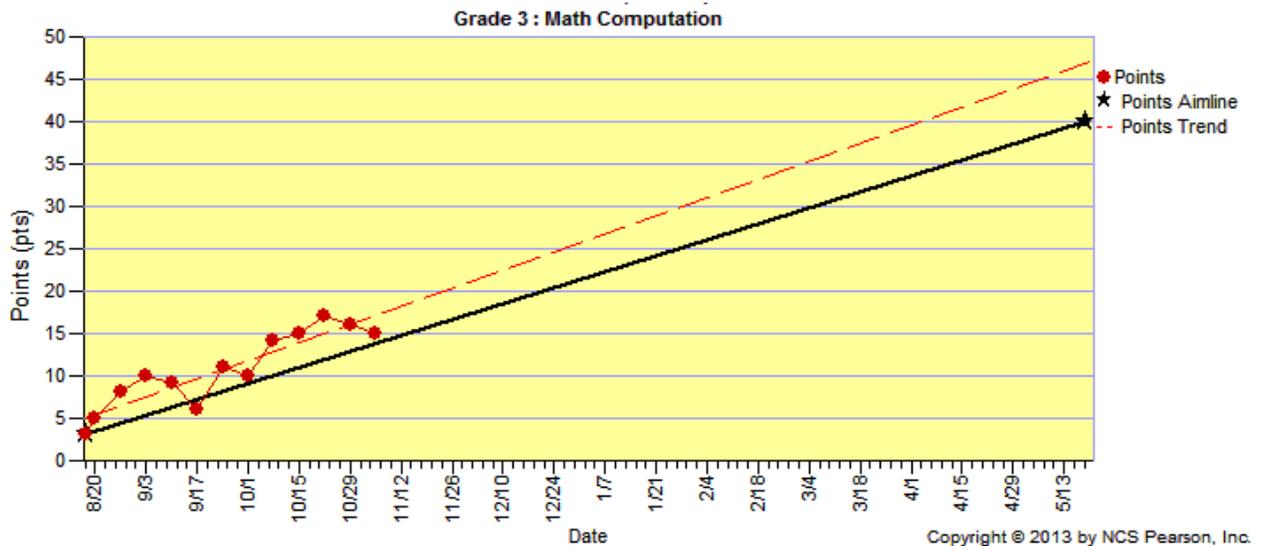
- Review progress monitoring data of Tier II and Tier III students
- Identify students who are not making adequate progress
 - Was implementation done with fidelity?
 - Was attendance a factor?
 - Is there other relevant data that needs to be considered?
- Establish a plan for students who did not meet goals or make adequate progress, and consider the following :
 - Should we change intervention provider?
 - Should we change intervention group?
 - Should we change intervention frequency?
 - Should we change intervention program?
 - Should we do additional diagnostic testing?
 - Should we consider the length of the intervention (has it been done long enough for change to occur)?
 - Are additional data points needed?

Case Study Example #3: Tracy

Based on the fall benchmark data, the team determined Tracy was in need of a fluency intervention. The RTI² team meets again in November to review the progress of students receiving intervention. Ms. Myers, third grade teacher, brings Tracy's progress monitoring data which indicates that she is making some progress as shown in the graph below:



The team also reviews Tracy's progress with existing math interventions. Her progress is shown in the graph below:



Activity

Use the attached resources to answer the following questions:

1. What is Tracy's ROI in reading fluency? What method would you use to calculate her ROI?
2. What does Tracy's response pattern indicate?
3. Based on Tracy's response pattern, what assumptions would you make about her reading intervention needs?
4. What further assessment would you recommend to determine appropriate intervention needs (i.e. survey level assessment)?
5. What recommendations would you have for Tracy's math intervention? Should she remain in Tier III? Move to Tier II?

RTI² Team Notes

Student Intervention Plan

Student: Tracy

Teacher: Ms. Myers

Grade: 3rd

School: Tennessee Elementary

Meeting Date: 08/20/2013

Initial Meeting/Intervention Plan

Follow-Up Meeting/Revised Intervention Plan

Specific Area of Concern

Phonological Awareness

Phonics

Math Calculation

Math Reasoning

High Achievement

Reading Fluency

Reading Comprehension

Vocabulary

Attention/Behavior

Speech/Language

Written Expression

Data-Based Decision

Tier 1 with ongoing assessment in _____

Tier 2 with required Progress Monitoring in Oral Reading Fluency

Tier 3 with required Progress Monitoring in _____

Referral to next level of support with parent/guardian present

Continue SPED intervention with Progress Monitoring in _____

Research Based Intervention to be Used	Skill Area*	Who Does it	How Often	Time/Days
A Fluency activities - FCRR	Reading Fluency	General Ed Teacher – Ms. Myers	Daily	30 mins/day
B Supplemental Intervention – Basal series	Math Computation	General Ed Teacher – Ms. Myers	Daily	30 mins/day
C				

*Intervention must be linked to skill deficit area

Notes: Team will reconvene in 5 weeks to review data based on intervention implementation.

Team members involved in approving this plan with name and relationship to the student

Name of Student: Tracy Teacher: Ms. Myers Month of: August/September 2013

Week	Date/Time	* Intervention Used	Skill area addressed	Observations/Notes (optional)
Week 1				
Monday				
Tuesday	08-20 / 1:30-2:00	B	Computation	
Wednesday	08-21 / 8:30-9:00	A	ORF	
Thursday	08-22 / 1:30-2:00	B	Computation	
Friday	08-23 / 8:30-9:00	A	ORF	
Week 2				
Monday	08-26 / 8:30-9:00	A	ORF	
Tuesday	08-27 / 1:30-2:00	B	Computation	
Wednesday	08-28 / 8:30-9:00	A	ORF	
Thursday	08-29 / 1:30-2:00	B	Computation	Appears more confident in skill
Friday	08-30 / 8:30-9:00	A	ORF	
Week 3				
Monday	Labor Day (NS)			
Tuesday	09-03 / 1:30-2:00	B	Computation	
Wednesday	09-04 / 8:30-9:00	A	ORF	
Thursday	09-05 / 1:30-2:00	B	Computation	
Friday	09-06 / 8:30-9:00	A	ORF	
Week 4				
Monday	09-09 / 8:30-9:00	A	ORF	
Tuesday	09-10 / 1:30-2:00	B	Computation	
Wednesday	09-11 / 8:30-9:00	A	ORF	
Thursday	09-12 / 1:30-2:00	B	Computation	
Friday	09-13 / 8:30-9:00	A	ORF	
Week 5				
Monday	09-16 / 8:30-9:00	A	ORF	
Tuesday	09-17 / 1:30-2:00	B	Computation	
Wednesday	09-18 / 8:30-9:00	A	ORF	
Thursday	09-19 / 1:30-2:00	B	Computation	
Friday	09-20 / 8:30-9:00	A	ORF	

* Insert name of intervention program or code from action plan

Progress Monitoring scores **Please attach progress monitoring graphs before RTP meetings

Reading -- Week 1 10c / 10e Week 2 _____ Week 3 _____ Week 4 22c / 9e Week 5 20c / 14e

Progress Monitoring scores **Please attach progress monitoring graphs before RTP meetings

Math ---- Week 1 5 Week 2 8 Week 3 10 Week 4 9 Week 5 6

Intervention Fidelity Statement: I certify that the above noted strategies/interventions were conducted as described.

Teacher Signature

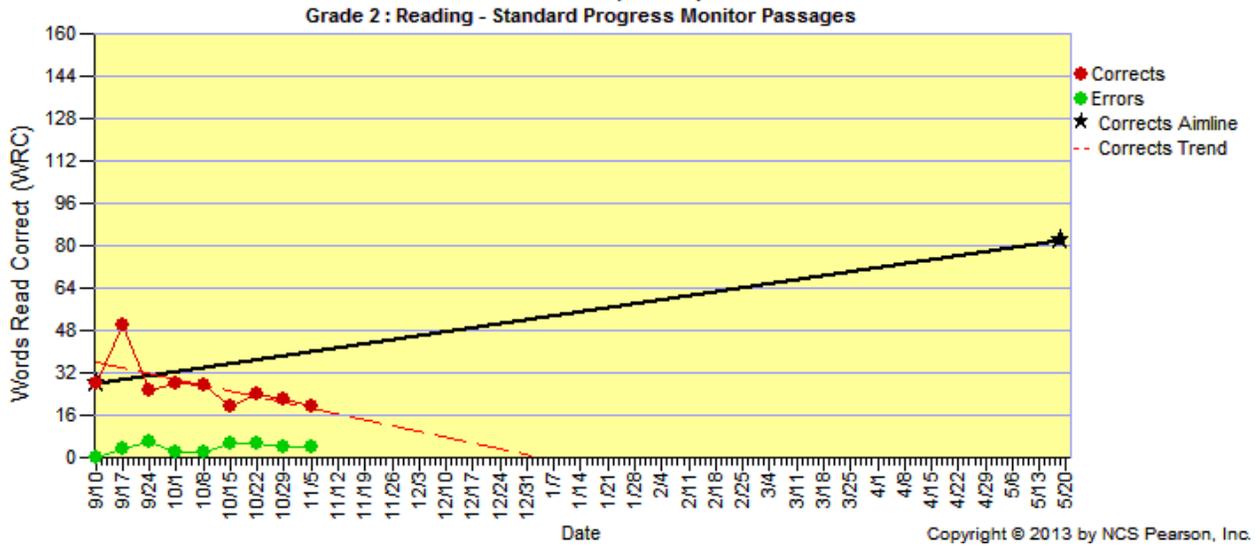
Week	Date/Time	* Intervention Used	Skill area addressed	Observations/Notes (optional)
Week 6				
Monday	09-23 / 8:30-9:00	A	ORF	
Tuesday	09-24 / 1:30-2:00	B	Computation	
Wednesday	09-25 / 8:30-9:00	A	ORF	
Thursday	09-26 / 1:30-2:00	B	Computation	
Friday	09-27 / 8:30-9:00	A	ORF	
Week 7				
Monday	09-30 / 8:30-9:00	A	ORF	
Tuesday	10-01 / 1:30-2:00	B	Computation	
Wednesday	10-02 / 8:30-9:00	A	ORF	
Thursday	10-03 / 1:30-2:00	B	Computation	
Friday	10-04 / 8:30-9:00	A	ORF	
Week 8				
Monday	10-07 / 8:30-9:00	A	ORF	
Tuesday	10-08 / 1:30-2:00	B	Computation	
Wednesday	10-09 / 8:30-9:00	A	ORF	
Thursday	10-10 / 1:30-2:00	B	Computation	
Friday	10-11 / 8:30-9:00	A	ORF	
Week 9				
Monday	10-14 / 8:30-9:00	A	ORF	
Tuesday	10-15 / 1:30-2:00	B	Computation	
Wednesday	10-16 / 8:30-9:00	A	ORF	
Thursday	10-17 / 1:30-2:00	B	Computation	
Friday	10-18 / 8:30-9:00	A	ORF	
Week 10				
Monday	10-21 / 8:30-9:00	A	ORF	
Tuesday	10-22 / 1:30-2:00	B	Computation	
Wednesday	10-23 / 8:30-9:00	A	ORF	
Thursday	10-24 / 1:30-2:00	B	Computation	
Friday	10-25 / 8:30-9:00	A	ORF	
Week 11				
Monday	10-28 / 8:30-9:00	A	ORF	
Tuesday	10-29 / 1:30-2:00	B	Computation	
Wednesday	10-30 / 8:30-9:00	A	ORF	
Thursday	10-31 / 1:30-2:00	B	Computation	
Friday	11-01 / 8:30-9:00	A	ORF	
Week 12				
Monday	11-03 / 8:30-9:00	A	ORF	
Tuesday	11-04 / 1:30-2:00	B	Computation	
Wednesday	11-05 / 8:30-9:00	A	ORF	
Thursday	11-06 / 1:30-2:00	B	Computation	
Friday	11-07 / 8:30-9:00	A	ORF	

Progress Monitoring scores *Please attach progress monitoring graphs before RTI² meetings***

Reading: Week 6 ___ Week 7 32/14 Week 8 ___ Week 9 32/17 Week 10 29/18 Week 11 32/15 Week 12 26c/16e

Case Study Example #4: Cole

Ms. Anderson has been very pleased with the progress of her Tier II intervention students, but she is still concerned about Cole. His progress monitoring data clearly indicates that he is not making the necessary gains in order to meet grade-level expectations by the end of the year. The chart below shows Cole's progress monitoring data during the months he received Tier II fluency interventions.



Classroom Accommodations (If appropriate)

<i>Check those that apply (max 3 at a time)</i>	General classroom Accommodations	<i>Date started</i>	<i>Date(s) reviewed</i>	Notes/Observations (optional)
√	Small group reading instruction at ability level	09/10/13	10/08/13	Variability in scores; initially responded well, then regressed to baseline
	Small group math instruction at ability level			
	Preferential seating			
	Directions given in short, clear, steps			
	Directions repeated frequently			
	Verbal/non-verbal prompts, cues			
	Directions repeated by student			
	Pair up with another student for assistance			
	Allow ample response time			
	Frequent review			
	Visual aids			
	Use of manipulatives			
	Assignments and/or tests read aloud			
	Oral assessments			
	Modified/shortened assignments			
	Daily/weekly behavior plan			
	Other:			
	Other:			

<i>Check those that apply (max 3 at a time)</i>	Fluency strategies	<i>Date started</i>	<i>Date(s) reviewed</i>	Notes/Observations (Optional)
	Guided oral reading at student's independent reading level			
√	Silent reading at student's independent reading level	09/24	10/17	Cole appears withdrawn since deployment of parent; does not initiate engagement with others
	Have student follow along with book on tape			
	Use of tracker (i.e. index card) to keep place while reading			
√	Choral reading. Teacher sets the pace and models aspects of reading fluency	09/10	10/08	
	Use flashcards to practice sight words and/or commonly misread words			
	Repeated reading passages at student's instructional level.			
	Other:			
	Other:			

RTI² Team Notes

Student Intervention Plan

Student: Cole

Teacher: Ms. Anderson

Grade: 2nd

School: Tennessee Elementary

Meeting Date: 09/10/2013

Initial Meeting/Intervention Plan

Follow-Up Meeting/Revised Intervention Plan

Specific Area of Concern

Phonological Awareness

Phonics

Math Calculation

Math Reasoning

High Achievement

Reading Fluency

Reading Comprehension

Vocabulary

Attention/Behavior

Speech/Language

Written Expression

Data-Based Decision

Tier 1 with ongoing assessment in _____

Tier 2 with required Progress Monitoring in Oral Reading Fluency

Tier 3 with required Progress Monitoring in _____

Referral to next level of support with parent/guardian present

Continue SPED intervention with Progress Monitoring in _____

Research Based Intervention to be Used	Skill Area*	Who Does it	How Often	Time/Days
A Word Family Zoom - FCRR	Reading Fluency	General Ed Teacher – Ms. Anderson	Daily	30 mins/day
B				
C				

*Intervention must be linked to skill deficit area

Notes: Team will reconvene in 5 weeks to review data based on intervention implementation.

Team members involved in approving this plan with name and relationship to the student

Intervention Decisions:

Tier 2 or 3	2	Intervention	Word Family Zoom	Interventionist	Ms. Anderson
		Beginning Date	09/10/13	Ending Date	11/05/13
Tier 2 or 3		Intervention		Interventionist	
		Beginning Date		Ending Date	
Tier 2 or 3		Intervention		Interventionist	
		Beginning Date		Ending Date	

PM Test	Level	Goal	ROI	PM Test	Goal	ROI	Goal of PM Accuracy

Additional Intervention Team Notes:

Date 09/24/13 **Comments** Cole's mother was re-deployed; Younger siblings are residing with grandparents in another state.

Change PM Grade Level		Change PM Measure	Change Intervention Program	Change PM Goal	
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Date **Comments**

Change PM Grade Level		Change PM Measure	Change Intervention Program	Change PM Goal	
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Date **Comments**

Change PM Grade Level		Change PM Measure	Change Intervention Program	Change PM Goal	
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Activity

Use the information provided to answer the following questions:

1. What conclusions would you make based on the visual interpretation of Cole's graph?
2. What follow up questions would you have for Cole's teacher?
3. What additional data, if any, would you request?
4. What recommendations would you make for Cole's intervention?

Case Study Example #5: Malik

Mrs. Lopez is pleased with the progress of all of her students except Malik. His progress monitoring data clearly indicates that he is not making the necessary gains in order to meet grade-level expectations by the end of the year. Mrs. Lopez decides to bring up Malik at the next RTI² Student Support team meeting (See attached graph).

Activity

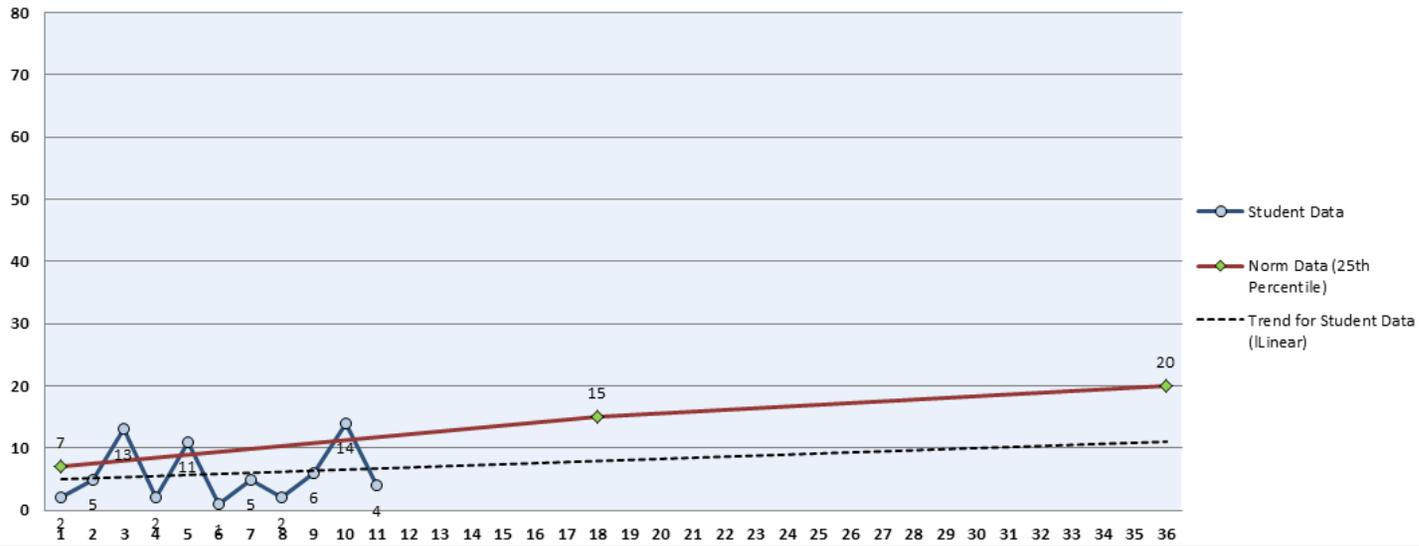
Use the attached resources to answer the following questions:

1. What is Malik's current rate of improvement (ROI)?
2. How does Malik's rate of improvement compare to the typical rate of improvement? What is the ratio of deficiency for his *rate* of learning (see component 5.2)?
3. What is Malik's current "gap" (i.e. ratio of deficiency for *level* of learning)?
4. How does Malik's ROI compare to the ROI needed to reach the end of the year benchmark?
5. What would be your recommendation for Malik's intervention?
6. Are there other factors that the team should consider when looking at Malik's data?

RTI Data graphing tool:



Malik, 2 Math computation V-Math



Typical Rate of Improvement
0.361
Student Rate of Improvement
0.173

RTI² Team Notes

Student Intervention Plan

Student: Malik

Teacher: Mrs. Lopez

Grade: 2nd

School: Tennessee Elementary

Meeting Date: 08/20/2013

Initial Meeting/Intervention Plan

Follow-Up Meeting/Revised Intervention Plan

Specific Area of Concern

Phonological Awareness

Phonics

Math Calculation

Math Reasoning

High Achievement

Reading Fluency

Reading Comprehension

Vocabulary

Attention/Behavior

Speech/Language

Written Expression

Data-Based Decision

Tier 1 with ongoing assessment in _____

Tier 2 with required Progress Monitoring in DCPM

Tier 3 with required Progress Monitoring in _____

Referral to next level of support with parent/guardian present

Continue SPED intervention with Progress Monitoring in _____

Research Based Intervention to be Used	Skill Area*	Who Does it	How Often	Time/Days
A V-Math	Math Computation	General Ed Teacher – Mrs. Lopez	Daily	30 mins/day
B				
C				

*Intervention must be linked to skill deficit area

Notes: Team will reconvene in 5 weeks to review data based on intervention implementation.

Team members involved in approving this plan with name and relationship to the student

Name of Student: Malik Teacher: Mrs. Lopez Month of: August/September 2013

Week	Date/Time	* Intervention Used	Skill area addressed	Observations/Notes (optional)
Week 1				
Monday				
Tuesday	08-20 / 8:30-9:00	V-Math	Computation	
Wednesday	08-21 / 8:30-9:00	V-Math	Computation	
Thursday	08-22 / 8:30-9:00	V-Math	Computation	
Friday	08-23 / 8:30-9:00	V-Math	Computation	
Week 2				
Monday	08-26 / 8:30-9:00	V-Math	Computation	
Tuesday	08-27 / 8:30-9:00	V-Math	Computation	
Wednesday	08-28 / 8:30-9:00	V-Math	Computation	
Thursday	08-29 / 8:30-9:00	V-Math	Computation	
Friday	08-30 / 8:30-9:00	V-Math	Computation	
Week 3				
Monday	Labor Day (NS)			
Tuesday	09-03 / 8:30-9:00	V-Math	Computation	
Wednesday	09-04 / 8:30-9:00	V-Math	Computation	
Thursday	09-05 / 8:30-9:00	V-Math	Computation	Offered incentive for PM
Friday	09-06 / 8:30-9:00	V-Math	Computation	
Week 4				
Monday	09-09 / 8:30-9:00	V-Math	Computation	
Tuesday	09-10 / 8:30-9:00	V-Math	Computation	
Wednesday	09-11 / 8:30-9:00	V-Math	Computation	
Thursday	09-12 / 8:30-9:00	V-Math	Computation	
Friday	09-13 / 8:30-9:00	V-Math	Computation	
Week 5				
Monday	09-16 / 8:30-9:00	V-Math	Computation	Treasure box for participation
Tuesday	09-17 / 8:30-9:00	V-Math	Computation	
Wednesday	09-18 / 8:30-9:00	V-Math	Computation	Treasure box for participation
Thursday	09-19 / 8:30-9:00	V-Math	Computation	
Friday	09-20 / 8:30-9:00	V-Math	Computation	Treasure box for participation
Week 6				
Monday	09-23 / 8:30-9:00	Cover-Copy-Compare	Computation	
Tuesday	09-24 / 8:30-9:00	Cover-Copy-Compare	Computation	
Wednesday	09-25 / 8:30-9:00	Cover-Copy-Compare	Computation	
Thursday	09-26 / 8:30-9:00	Cover-Copy-Compare	Computation	
Friday	09-27 / 8:30-9:00	Cover-Copy-Compare	Computation	

* Insert name of intervention program or code from action plan

Progress Monitoring scores **Please attach progress monitoring graphs before RTP meetings

Week 1 2 Week 2 5 Week 3 13 Week 4 2 Week 5 11

Intervention Fidelity Statement: I certify that the above noted strategies/interventions were conducted as described.

Mrs. Lopez

Teacher Signature

Week	Date/Time	* Intervention Used	Skill area addressed	Observations/Notes (optional)
Week 7				
Monday	09-30 / 8:30-9:00	Cover-Copy-Compare	Computation	
Tuesday	10-01 / 8:30-9:00	Cover-Copy-Compare	Computation	
Wednesday	10-02 / 8:30-9:00	Cover-Copy-Compare	Computation	
Thursday	10-03 / 8:30-9:00	Cover-Copy-Compare	Computation	
Friday	10-04 / 8:30-9:00	Cover-Copy-Compare	Computation	
Week 8				
Monday	10-07 / 8:30-9:00	Cover-Copy-Compare	Computation	
Tuesday	10-08 / 8:30-9:00	Cover-Copy-Compare	Computation	
Wednesday	10-09 / 8:30-9:00	Cover-Copy-Compare	Computation	
Thursday	10-10 / 8:30-9:00	Cover-Copy-Compare	Computation	
Friday	10-11 / 8:30-9:00	Cover-Copy-Compare	Computation	
Week 9				
Monday	10-14 / 8:30-9:00	Cover-Copy-Compare	Computation	
Tuesday	10-15 / 8:30-9:00	Cover-Copy-Compare	Computation	
Wednesday	10-16 / 8:30-9:00	Cover-Copy-Compare	Computation	
Thursday	10-17 / 8:30-9:00	Cover-Copy-Compare	Computation	
Friday	10-18 / 8:30-9:00	Cover-Copy-Compare	Computation	
Week 10				
Monday	10-21 / 8:30-9:00	Cover-Copy-Compare	Computation	Treasure box for participation
Tuesday	10-22 / 8:30-9:00	Cover-Copy-Compare	Computation	
Wednesday	10-23 / 8:30-9:00	Cover-Copy-Compare	Computation	Treasure box for participation
Thursday	10-24 / 8:30-9:00	Cover-Copy-Compare	Computation	Offered incentive for PM
Friday	10-25 / 8:30-9:00	Cover-Copy-Compare	Computation	
Week 11				
Monday	10-28 / 8:30-9:00	Cover-Copy-Compare	Computation	
Tuesday	10-29 / 8:30-9:00	Cover-Copy-Compare	Computation	
Wednesday	10-30 / 8:30-9:00	Cover-Copy-Compare	Computation	
Thursday	10-31 / 8:30-9:00	Cover-Copy-Compare	Computation	
Friday	11-01 / 8:30-9:00	Cover-Copy-Compare	Computation	

* Insert name of intervention program or code from action plan

Progress Monitoring scores ***Please attach progress monitoring graphs before RTI² meetings

Week 1 2 Week 2 5 Week 3 13 Week 4 2 Week 5 11 Week 6 1
 Week 7 5 Week 8 2 Week 9 6 Week 10 14 Week 11 4

Intervention Fidelity Statement: I certify that the above noted strategies/interventions were conducted as described.

 Mrs. Lopez

Teacher Signature

RTI² Team Notes

Intervention Plan Evaluation (Every 4.5 weeks)

Student Name: Malik Teacher: Mrs. Lopez Review Date: 09/24/13

Current Tier (circle one) II or III Intervention used: V-Math Skill Area Addressed: Math Computation

Is progress: <ul style="list-style-type: none"> • Good • Questionable • Poor 	<input checked="" type="radio"/> G <input type="radio"/> Q <input type="radio"/> P
Is plan being implemented with fidelity?* <ul style="list-style-type: none"> • Fully • Partially • Not Implemented 	<input checked="" type="radio"/> F <input type="radio"/> P <input type="radio"/> N
Is documentation sufficient to make data based decision? <ul style="list-style-type: none"> • Yes • No 	<input checked="" type="radio"/> Y <input type="radio"/> N
Evaluation Decision <ul style="list-style-type: none"> • Continue • Modify** • Discontinue 	<input type="radio"/> C <input checked="" type="radio"/> M <input type="radio"/> D

* Refer to Intervention Log/fidelity checklists

** If decision is made to modify intervention, a new Student Intervention Plan must be completed

Please describe basis for Evaluation Decision: Progress Monitoring data is variable and does not show consistent increase in ROI or closure of Gap.

Team members involved in approving this plan with name and relationship to the student

RTI² Team Notes

Student Intervention Plan

Student: Malik

Teacher: Mrs. Lopez

Grade: 2nd

School: Tennessee Elementary

Meeting Date: 09/24/2013

Initial Meeting/Intervention Plan

Follow-Up Meeting/Revised Intervention Plan

Specific Area of Concern

- Phonological Awareness
 Phonics
 Math Calculation
 Math Reasoning
 High Achievement
 Reading Fluency
 Reading Comprehension
 Vocabulary
 Attention/Behavior
 Speech/Language
 Written Expression

Data-Based Decision

- Tier 1 with ongoing assessment in _____
 Tier 2 with required Progress Monitoring in DCPM
 Tier 3 with required Progress Monitoring in _____
 Referral to next level of support with parent/guardian present
 Continue SPED intervention with Progress Monitoring in _____

Research Based Intervention to be Used	Skill Area*	Who Does it	How Often	Time/Days
A Cover-Copy-Compare (intervention central)	Math Computation	General Ed Teacher – Mrs. Lopez	Daily	30 mins/day
B				
C				

*Intervention must be linked to skill deficit area

Notes: Team will reconvene in 5 weeks to review data based on intervention implementation.

Team members involved in approving this plan with name and relationship to the student

Student Name: _____
 Grade: _____

Date: _____
 Current Tier: _____

Gap Analysis Worksheet

Assessment Used:	
Student's current performance:	
Student's current rate of improvement (ROI):	
Current benchmark expectation:	
End of year benchmark expectation:	
Number of weeks left in the school year:	

Step 1: Determine Gap

$\frac{\text{_____}}{\text{Current benchmark Expectation}}$	$\frac{\text{_____}}{\text{Current performance}}$	$=$	$\frac{\text{_____}}{\text{Current Gap}}$	Is Gap Significant? <input type="checkbox"/> Yes <input type="checkbox"/> No
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If Gap is significant complete Step 2



Step 2: Gap Analysis

$\text{_____} - \text{_____} = \text{_____}$ End of year benchmark Current performance Difference
--



$\frac{\text{_____}}{\text{Difference}} \div \frac{\text{_____}}{\text{Weeks left in the year}} = \frac{\text{_____}}{\text{Rate of Improvement Needed}}$	Is this reasonable*? <input type="checkbox"/> Yes <input type="checkbox"/> No
OR	
$\frac{\text{_____}}{\text{Difference}} \div \frac{\text{_____}}{\text{Student's Current ROI}} = \frac{\text{_____}}{\text{Number of weeks to meet goal}}$	<input type="checkbox"/> Yes <input type="checkbox"/> No

*A reasonable ROI is one which is no more than twice (2x) the ROI of typical peers

Step 3: Conclusion _____

 School Psychologist Signature

Student Name: _____
 Grade: _____

Date : _____
 Current Tier: _____

Rate of Improvement (ROI) Worksheet

Assessment Used:	
Student's score on first probe administered:	
Student's score on last probe administered:	
Fall benchmark expectation:	
Spring benchmark expectation:	

Step 1: Determine Typical ROI

<u> </u>	-	<u> </u>	/	<u> 36 </u>	=	<u> </u>
Spring benchmark expectation		Fall benchmark expectation		Number of weeks		Typical ROI (slope)

Step 2: Determine Student ROI

<u> </u>	-	<u> </u>	/	<u> </u>	=	<u> </u>
Score on last probe administered		Score on first probe administered		Number of weeks		Student ROI (slope)



Step 3: Compare Student ROI to Typical ROI	Is Student's ROI < Aggressive/Reasonable ROI?										
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<u> </u>	x	<u> 2 </u>	=	<u> </u>							
Typical ROI		Aggressive ROI									
OR											
<table style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;"><u> </u></td> <td style="width: 5%;">x</td> <td style="width: 20%;"><u> 1.5 </u></td> <td style="width: 5%;">=</td> <td style="width: 20%;"><u> </u></td> </tr> <tr> <td>Typical ROI</td> <td></td> <td>Reasonable ROI</td> <td></td> <td></td> </tr> </table>	<u> </u>	x	<u> 1.5 </u>	=	<u> </u>	Typical ROI		Reasonable ROI			
<u> </u>	x	<u> 1.5 </u>	=	<u> </u>							
Typical ROI		Reasonable ROI									

If the team answers "yes", consider a change in intervention:

- Increasing frequency of intervention sessions
- Changing intervention
- Changing intervention provider
- Changing time of day intervention is delivered
- Increasing intensity (Tier) of intervention

