

# Module E. Using Data For Grouping Students into Interventions

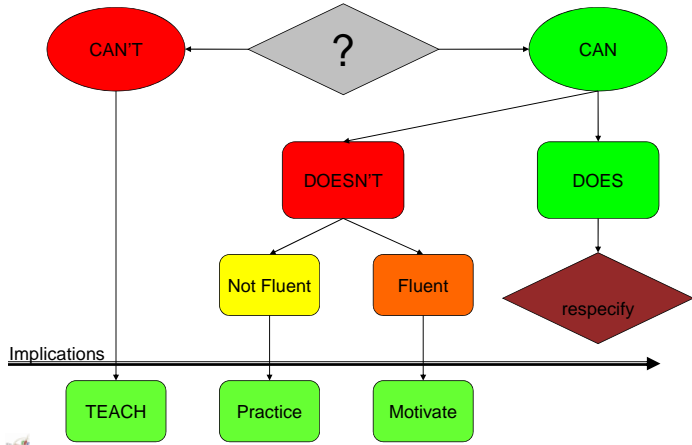


Lincolnwood School District 74

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## With Whom Do We Intervene?



Adapted from Gresham, Sugai and Horner, 2001

## In Words...

We need to intervene with students who do not have the skills to be successful, or those who have the skills but have not sufficiently mastered the skills to be successful independently.



BUT... It's Not Always Easy To See What Our Students Can And Can Not Do



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In Addition, Sometimes Some Things Just Don't Match

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So, How Do We Know Which Students Need Help?



Assessment, Testing, Other Evaluation

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But Again, There Are Many Reasons Why Student Scores Vary From One Test To Another



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## What Data Do You Have or Collect?

- MAP ■ \_\_\_\_\_
- Scantron Performance ■ \_\_\_\_\_
- CBM (DIBELS / Aimsweb) ■ \_\_\_\_\_
- Common Grade Level Assessment (s) ■ \_\_\_\_\_
- ISAT ■ \_\_\_\_\_
- EXPLORE, PLAN ■ \_\_\_\_\_



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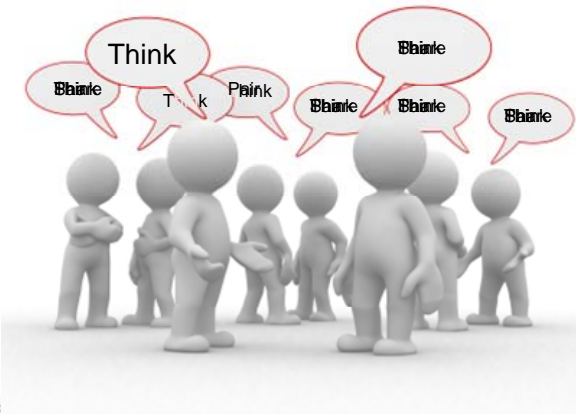
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## How Are You Currently Using The Data?



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## Thoughts from the Group

- Good Practices
- Questions



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With All Of This Data, How Do We Begin To Make Sense Of It All?



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Two Factors To Consider When Using Multiple Points of Assessment

- **Convergence:** Agreement or Overlap, a representation of common ground between theories – i.e., Do most assessments result in similar conclusions?
- **Magnitude:** The property of relative size or extent (whether large or small) – i.e., How large is the need?

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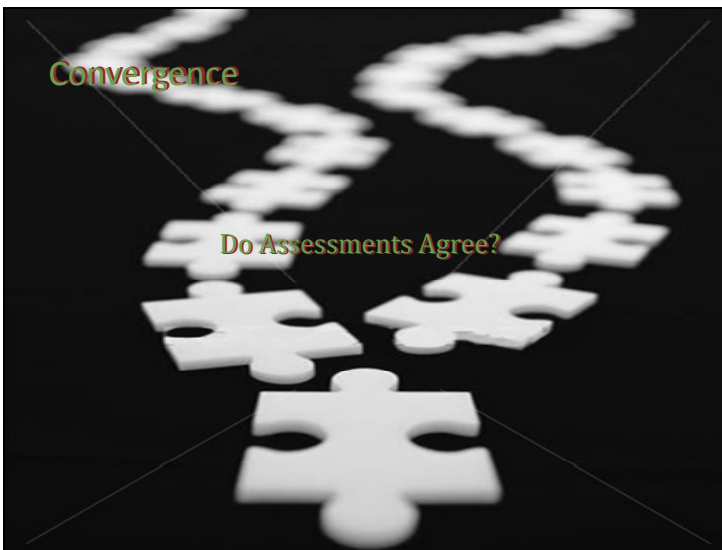
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Convergence

Do Assessments Agree?



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## Convergence

- The question of convergence is
- To what degree does all of the assessment data indicate a need for the decision you are considering?
- If more than half of the assessments examined indicate a need for something different than what is typical, then we should at least consider something different.



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## If There Is Not Convergence

- Then we can discount a single indicator of magnitude because
- It is likely that the poor test score is the result of a bad day



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## Magnitude

- The question of magnitude is
- How Much of a Difference in Programming is Required?
- If there are more indications that the difference between the student and typical peers is large than small, then more intensive service should be considered.



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## How Can We Use Convergence and Magnitude to Make Intervention Groups?

- Step 1. What data will you use?
- Step 2. What are the cut scores indicating a difference requiring additional assistance? What is the cut score indicating a need for substantial assistance?
- Step 3. Classify each score as Risk versus No Risk
- Step 4. Determine convergence, list scores with >50% convergence
- Step 5. Sort by Magnitude
- Step 6. Meet with teachers to validate decisions



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## Step 1. What data will you use?

- Previous State Test Scores
- EPAS Scores
- CBM Scores
- Grade Level Common Assessment Scores
- Vocabulary Matching



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## Step 2. Cut Scores

Asmt #		Cutting Score (range)	
		Tier 3	Tier 2
# 1	ISAT Reading	120 - 190	191 - 240
# 2	EXPLORE Reading	8	13
# 3	CBM Reading	> 100 WRC	101 - 150 WRC
# 4	Grade Level Asmt	>10th %ile	>20th %ile
# 5	Vocabulary Matching	>10th %ile	>20th %ile

## Step 3. Classify Each Score

	ISAT Rdg	EXPLORE Rdg	CBM Reading	Grade Level Asmt	Vocabulary Matching
Billy	195	13	120	9th	25th
Sally	241	10	145	19th	10th
Mary	160	8	162	14th	8th
Joey	250	16	145	25th	15th

## Step 3. Classify Each Score

	ISAT Rdg	EXPLORE Rdg	CBM Reading	Grade Level Asmt	Vocabulary Matching
Billy	195 X	13 X	120 X	9th X	25th
Sally	241	10 X	145 X	19th X	10th X
Mary	160 X	8 X	162	14th X	8th X
Joey	250	16	145 X	25th	15th X

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### Step 4. Determine Convergence

	ISAT Rdg	EXPLORE Rdg	CBM Reading	Grade Level Asmt	Vocabulary Matching	Convergence
Billy	195 X	13 X	120 X	9th X	25th	4/5 80%
Sally	241	10 X	145 X	19th X	10th X	4/5 80%
Mary	160 X	8 X	162	14th X	35th	3/5 60%
Joey	250	16	145 X	25th	15th X	2/5 40%




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### Step 4. Determine Convergence

	ISAT Rdg	EXPLORE Rdg	CBM Reading	Grade Level Asmt	Vocabulary Matching	Convergence
Billy	195 X	13 X	120 X	9th X	25th	4/5 80%
Sally	241	10 X	145 X	19th X	10th X	4/5 80%
Mary	160 X	8 X	162	14th X	35th	3/5 60%
Joey	250	16	145 X	25th	15th X	2/5 40%




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### Step 5. Sort by Magnitude

	ISAT Rdg	EXPLORE Rdg	CBM Reading	Grade Level Asmt	Vocabulary Matching	Convergence	Magnitude
Mary	160 3	8 3	162 1	14th 2	35th 3	4/5 0%	3
Billy	195 2	13 2	120 2	9th 3	25th 1	4/5 0%	2
Sally	241 1	10 2	145 2	19th 2	10th 3	4/5 0%	2
Joey	250 4	16 4	145 2	25th 4	15th 2	2/5 0%	1




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## Step 6. Meet with Teachers to Validate Decisions

- Sometimes there is additional data that are relevant to groupings

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## Your Turn

- Determine Convergence for the following

	ISAT Rdg	EXPLORE Rdg	CBM Reading	Grade Level Asmt	Vocabulary Matching	Convergence
Arthur	180	14	96	9th	25th	
Richard	192	13	138	24th	10th	
Joan	250	16	145	28th	9th	
Barbara	191	11	165	25th	15th	

Asmt #	Cutting Score (range)	
	Tier 3	Tier 2
# 1	ISAT Reading 120 - 190	191 - 240
# 2	EXPLORE Reading 8	13
# 3	CBM Reading > 100 WRC	101 - 150 WRC
# 4	Grade Level Asmt >10th %ile	>20th %ile
# 5	Vocabulary Matching >10th %ile	>20th %ile

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## Your Turn

- Determine Magnitude for the following

	ISAT Rdg	EXPLORE Rdg	CBM Reading	Grade Level Asmt	Vocabulary Matching	Convergence	Magnitude
Arthur	180	14	96	9th	25th	3/5 60%	
Richard	192	13	138	24th	10th	4/5 80%	
Joan	250	16	145	28th	9th	2/5 40%	
Barbara	191	11	165	25th	15th	3/5 60%	

Asmt #	Cutting Score (range)	
	Tier 3	Tier 2
# 1	ISAT Reading 120 - 190	191 - 240
# 2	EXPLORE Reading 8	13
# 3	CBM Reading > 100 WRC	101 - 150 WRC
# 4	Grade Level Asmt >10th %ile	>20th %ile
# 5	Vocabulary Matching >10th %ile	>20th %ile

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## Setting Up Excel to Make Grouping Easier For You

### ■ Step 1. What data will you use?

- Set up your header row (Begin in Row 3)
- Label Your Measures

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1															
2															
3	ID	NAME	Homeroom	MEASURE 1	MEASURE 2	MEASURE 3	MEASURE 4	MEASURE 5	MEASURE 6	MEASURE 7	MEASURE 8	MEASURE 9	MEASURE 10		
4															
5															
6															
7															




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## Setting Up Excel to Make Grouping Easier For You

### ■ Step 2. What are the cut scores indicating a difference requiring additional assistance? What is the cut score indicating a need for substantial assistance?

- Set Cut Scores for Tier 3 in Row 1
- Set Cut Scores for Tier 2 in Row 2




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## Setting Up Excel to Make Grouping Easier For You

- Set Cut Scores for Tier 3 in Row 1
- Set Cut Scores for Tier 2 in Row 2

	A	B	C	D	E	F	G	H	I	J	K	L	M
1					Tier 3	180	9	100	0.1	0.1			
2					Tier 2	240	13	150	0.2	0.2			
3	ID	NAME	Homeroom	Previously Identified	STATE TEST (Grade 4)	EXPLORE	CBM	Curriculum Assessment	Vocabulary Matching	MEASURE 7	MEASURE 8	MEASURE 9	MEASURE 10
4													
5													
6													
7													
8													




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## Enter Data

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1			Tier 3	1	190	8	100	0.1	0.1						
2			Tier 2	1	240	13	150	0.2	0.2						
3	D	NAME	Homeroom	Previously Identified	STATE TEST (Grade M)	EXPLORE	CBM	Curriculum Assessment	Vocabulary Matching	MEASURE 7	MEASURE 8	MEASURE 9	MEASURE 10		
4		Arthur		NO	180	14	96	0.9	0.25						
5		Richard		NO	192	13	138	0.24	0.1						
6		Joan		NO	250	16	145	0.28	0.9						
7		Barbara		NO	191	11	165	0.25	0.15						
8		Waseem		NO	169	21	181	0.48	0.28						
9		Alexia		NO	180	15	191	0.06	-0.14						
10		Maria		NO	142	13	170	0.96	1.06						
11		Quintin		NO	132	21	129	0.72	0.82						
12		Sally		NO	172	24	195	0.59	0.39						
13		Rachel		NO	246	15	146	0.74	0.84						
14		Mica		NO	123	22	185	0.64	0.74						

## Setting Up Excel to Make Grouping Easier For You

- Step 3. Classify each score as Risk versus No Risk
- Classification of risk means that the score is less than or equal to the Tier 2 Cut score
- In Cell O4 enter the formula:  
`=if (score<=criteria,1 (TRUE) ,0 (FALSE) )`  
`=if (D4<=D$2,1,0)`
- Select Relevant Cells  
 Edit -> Fill -> Right

## Setting Up Excel to Make Grouping Easier For You

- Step 3. Classify each score as Risk versus No Risk

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1			Tier 3	1	190	8	100	0.1	0.1											
2			Tier 2	1	240	13	150	0.2	0.2											
3	D	NAME	Homeroom	Previously Identified	STATE TEST (Grade M)	EXPLORE	CBM	Curriculum Assessment	Vocabulary Matching	MEASURE 7	MEASURE 8	MEASURE 9	MEASURE 10		Previously Identified	STATE TEST (Grade M)	EXPLORE	CBM	Curriculum Assessment	Vocabulary Matching
4		Arthur		NO	180	14	96	0.9	0.25						0	1	0	1	0	0
5		Richard		NO	192	13	138	0.24	0.1						0	1	0	1	0	0
6		Joan		NO	250	16	145	0.28	0.9						0	0	0	1	0	0
7		Barbara		NO	191	11	165	0.25	0.15						0	1	1	0	0	1
8		Waseem		NO	169	21	181	0.48	0.28						0	1	0	0	0	0
9		Alexia		NO	180	15	191	0.06	-0.14						0	1	0	0	1	1
10		Maria		NO	142	13	170	0.96	1.06						0	1	1	0	0	0
11		Quintin		NO	132	21	129	0.72	0.82						0	1	0	1	0	0
12		Sally		NO	172	24	195	0.59	0.39						0	1	0	0	0	0
13		Rachel		NO	246	15	146	0.74	0.84						0	0	0	0	1	0
14		Mica		NO	123	22	185	0.64	0.74						0	1	0	0	0	0

## Setting Up Excel to Make Grouping Easier For You

- Step 4. Determine convergence, list scores with >50% convergence
- In Cell W4 Enter the formula  
=Sum (Factors)/Count (Factors)  
=SUM(O4:T4)/COUNT(O4:T4)
- Select Relevant Cells  
Edit -> Fill -> Down

## Setting Up Excel to Make Grouping Easier For You

- Step 5. Sort by Magnitude
- Set up the formula in Cell Y4
  - If (converge>=.5,(then)  
if (test1<=tier3,(then) 3,(otherwise)  
if (test1<=tier2,(then) 2,(otherwise) 1  
) , (otherwise) "-"
- =IF(\$X4>=0.5,IF(F4<=F\$1,"3",IF(F4<F\$2,"2","1")),"-")
- Select Relevant Cells  
Edit -> Fill -> Right

## Setting Up Excel to Make Grouping Easier For You

- Step 5. Sort by Magnitude
- In Cell AE4 Enter the Formula
  - If (converge>=.5,(then)  
"Tier"& if (countif(Magnitude,3)>.49,(then) 3,  
(otherwise) 2) , (otherwise) "-"
- IF(\$X4>=0.5,"Tier "& IF(COUNTIF(Y4:AC4,3)>0.49\*  
COUNT(Y4:AC4),3,2)),"-")

## Setting Up Excel to Make Grouping Easier For You

- Step 6. Meet with teachers to validate decisions
- Use Filters to Review Data
- Data -> Filters -> Auto Filter

ID	NAME	Homeroom	Previously Identified	STATE TEST (Grade VI)	EXPLORE	CBM	Curriculum Assessment	Vocabulary	Magnitude	Convergence Factors	Convergence	STATE TEST (Grade VI)	EXPLORE	CBM	Curriculum Assessment	Vocabulary	Magnitude	Rec. Tier
14	Arthur	NO	180	14	96	0.09	0.25	1	0	1	0	60%	1	1	0	1	60%	Tier 3
15	Richard	NO	192	13	138	0.24	0.11	1	1	1	0	80%	1	1	0	1	80%	Tier 2
16	Joan	NO	250	16	145	0.28	0.09	0	0	1	0	40%	0	0	1	0	40%	Tier 2
17	Barbara	NO	191	11	165	0.25	0.15	1	1	0	0	60%	2	2	1	1	60%	Tier 2
18	Waseem	NO	169	21	151	0.48	0.28	1	0	0	0	20%	-	-	-	-	20%	Tier 3
19	Alexia	NO	190	15	191	0.06	-0.14	1	0	0	1	60%	3	1	1	3	60%	Tier 3
10	Maria	NO	142	13	170	0.96	1.06	1	1	0	0	40%	-	-	-	-	40%	Tier 3
11	Quintin	NO	132	21	129	0.72	0.82	1	0	1	0	40%	-	-	-	-	40%	Tier 3
12	Sally	NO	172	24	195	0.59	0.39	1	0	0	0	20%	-	-	-	-	20%	Tier 3
13	Rachel	NO	246	15	146	0.74	0.84	0	0	1	0	20%	-	-	-	-	20%	Tier 3
14	Mica	NO	123	22	185	0.64	0.74	1	0	0	0	20%	-	-	-	-	20%	Tier 3

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## Convergence and Magnitude

- Step 1. What data will you use?
- Step 2. What are the cut scores indicating a difference requiring additional assistance?  
What is the cut score indicating a need for substantial assistance?
- Step 3. Classify each score as Risk versus No Risk
- Step 4. Determine convergence, list scores with >50% convergence
- Step 5. Sort by Magnitude
- Step 6. Meet with teachers to validate decisions