

# ABRI School Assessment (ASA)

Susan S. Robertson  
KY- ABRI MTSS State Consultant  
University of Louisville  
[susan.robertson@louisville.edu](mailto:susan.robertson@louisville.edu)

# What is the ASA

- ▶ The ASA is a fidelity instrument for assessing the degree to which schools are effectively implementing multi-tiered systems of support
- ▶ It address the areas of reading, math, writing, and behavior
- ▶ Each content area has a separate section using the same 22 questions
- ▶ It was developed to be used in an interview-style format with a person in a leadership position

- ▶ The person interviewing will decide the score for each question based on the answer received
- ▶ Follow-up questions may be asked to help decide which score to give

# The Questions

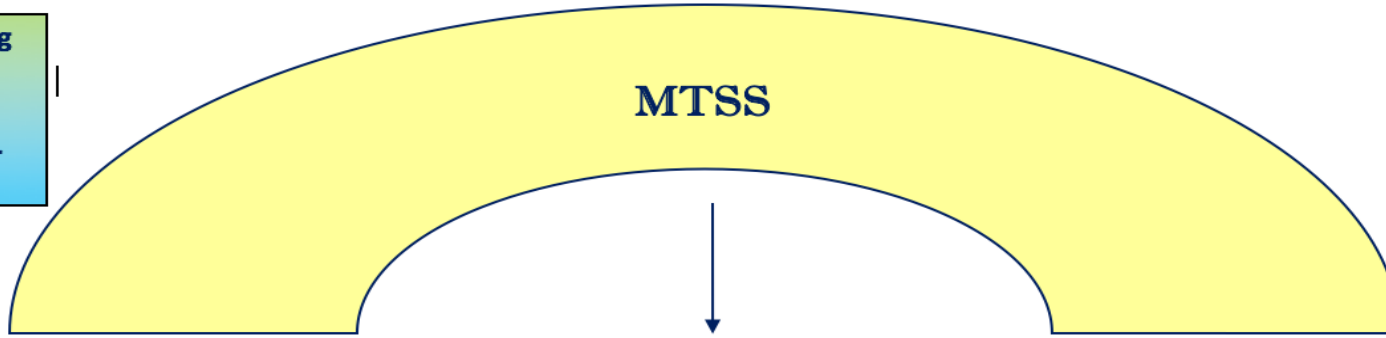
# Questions 1 and 2 - teaming

1. Do you have a school wide team that addresses RTI in \_\_\_\_\_?
2. How often does the team meet?

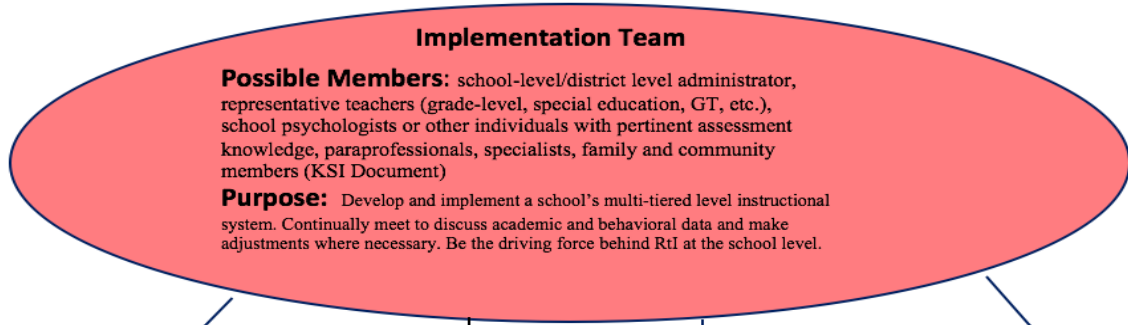
- ▶ Is there a team that is analyzing universal/school-wide data for the reading, writing, math and behavior?
- ▶ Does the team meet regularly (monthly)?
- ▶ Is the team a cross-representation of staff at the school?
- ▶ Is the team a voice for the other staff in the building?
- ▶ Does the team make universal decisions about the MTSS process at the school?
- ▶ Does the team shares data with other staff members?



RtI Teaming Plan  
Sample 1



MTSS



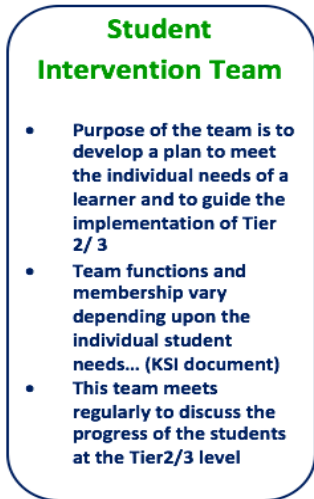
**Implementation Team**

**Possible Members:** school-level/district level administrator, representative teachers (grade-level, special education, GT, etc.), school psychologists or other individuals with pertinent assessment knowledge, paraprofessionals, specialists, family and community members (KSI Document)

**Purpose:** Develop and implement a school's multi-tiered level instructional system. Continually meet to discuss academic and behavioral data and make adjustments where necessary. Be the driving force behind RtI at the school level.

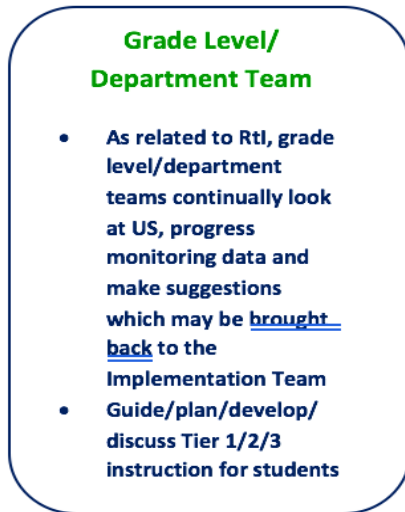
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and/or



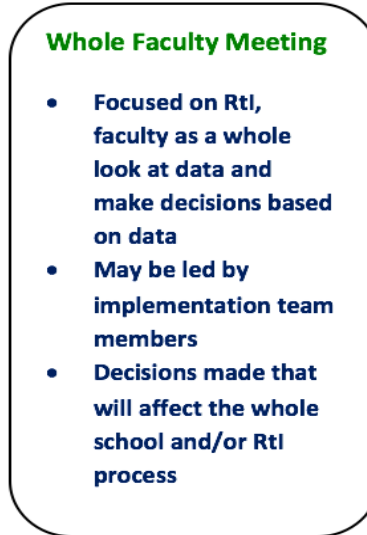
**Student Intervention Team**

- Purpose of the team is to develop a plan to meet the individual needs of a learner and to guide the implementation of Tier 2/3
- Team functions and membership vary depending upon the individual student needs... (KSI document)
- This team meets regularly to discuss the progress of the students at the Tier2/3 level



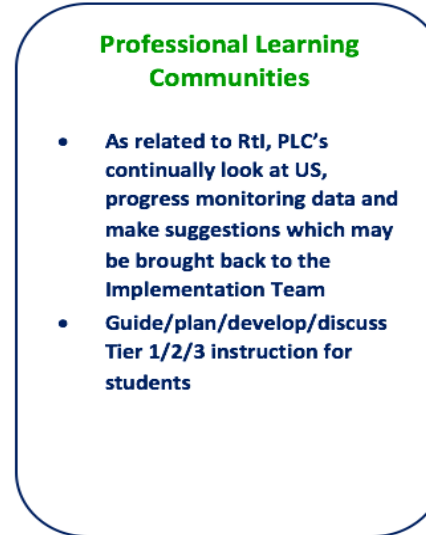
**Grade Level/Department Team**

- As related to RtI, grade level/department teams continually look at US, progress monitoring data and make suggestions which may be brought back to the Implementation Team
- Guide/plan/develop/discuss Tier 1/2/3 instruction for students



**Whole Faculty Meeting**

- Focused on RtI, faculty as a whole look at data and make decisions based on data
- May be led by implementation team members
- Decisions made that will affect the whole school and/or RtI process



**Professional Learning Communities**

- As related to RtI, PLC's continually look at US, progress monitoring data and make suggestions which may be brought back to the Implementation Team
- Guide/plan/develop/discuss Tier 1/2/3 instruction for students

# Sunnyside Elementary/Middle/High School

Site Base Decision Making Council/Committees

School Implementation Team (RtI)

Professional Learning Communities

**School Implementation Team**

**Possible Members:** school-level/district level administrator, representative teachers (grade-level, special education, GT, etc.), school psychologists or other individuals with pertinent assessment knowledge, paraprofessionals, specialists, family and community members (KSI Document)

**Purpose:** Develop and implement a school's multi-tiered level instructional system. Continually meet to discuss academic and behavioral data and make adjustments where necessary. Be the driving force behind RtI at the school level.

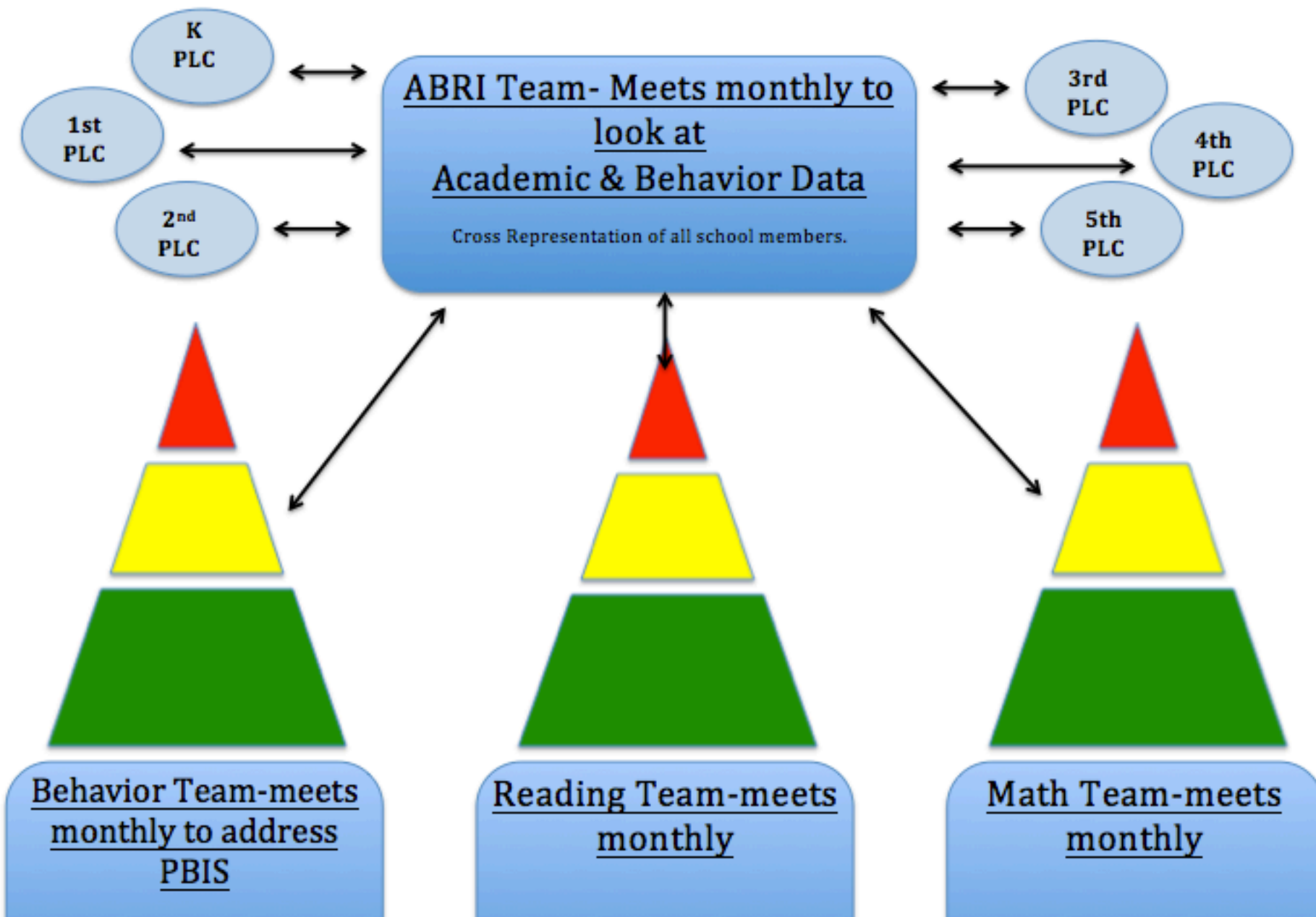
Set decision rules and implement RtI, a multi-tiered system of instruction, at the school level

Communicate with teachers and staff about RtI procedures, academic and behavioral data, core instruction and targeted/intensive interventions

Regularly evaluate and assess RtI procedures, academic and behavioral data, core instruction and targeted/intensive interventions and make changes when necessary

**Student Intervention Team**

- Purpose of team is to develop a plan to meet the individual needs of a learner and to guide the implementation of Tier 2 and Tier 3
- Team functions and membership vary depending upon the individual student needs... (KSI document)
- This team meets regularly to discuss the progress of the students at the Tier2/3 Level.





# Teaming: Composition

- ▶ Team should reflect a cross section of school staff
  - ▶ **Inviting staff with different views or opinions**
  - ▶ **5-8 members but could have more if needed**
- ▶ Identify a Leader
- ▶ Administrator support is key
- ▶ After the first year schools may want to consider having more than one implementation team: one team focuses on Tier I (core instruction) while another addresses Tier II and Tier III

# The Team's Tasks

- ▶ Create an MTSS (RTI/PBIS) structure and framework that WORKS for your school
- ▶ Make data based decisions for academics and behavior
- ▶ Monitor implementation of MTSS (consistency and fidelity school-wide is KEY)

# Teaming: Problem Solving

- ▶ All discussions center on specific measurable problems
- ▶ School data is paired to each problem and shared with committee members at meeting
- ▶ All members share responsibility for problem solving by taking ownership of problem

# Question 3 - goals

## 3. Do you have specific school-wide reading, writing, math and behavior goals?

- ▶ Does the school have goals relating to improving tiered instruction for MTSS?
- ▶ The goals can be specific and something the school would like to focus on (Example: Implement guided reading in all K-5 classrooms, utilize a new curriculum, implement PBIS).
- ▶ The goals can be the same as the CSIP goals.
- ▶ The goals need to be reviewed at each meeting.



## RTI Plan of Action

School: ABRI Elementary School

TEAM LEADER: Principal

E-mail of Team Leader:

### ANNUAL GOALS:

1. Improve Core Instruction
2. Implement the use of progress monitoring and diagnostic assessments for Tier 2 and Tier 3
3. Identify and implement the use of instructional resources for Tier 2 and Tier 3



July	August	September	October	November	December
Meeting with ABRI Staff	•Send data to ABRI •Implementation Team Meeting	•Data sent to ABRI •Implementation Team Meeting	•Data sent to ABRI •Implementation Team Meeting	•Data sent to ABRI •Implementation Team Meeting	•Data sent to ABRI •Implementation Team Meeting
1.	1. Overview of ABRI to staff on Aug. 29th.	1. Identify students in Tier 2 and Tier 3 based on Fall MAP scores.	1. Identify instructional needs of staff based on observation tool.	1.	1.
2.	2. ABRI staff meets with Implementation Team at 2 pm on the 29th.	2. Determine a system for diagnostic assessments.	2. Teachers revise growth plans based on instructional needs from the observation tool.	2.	2.
	3. Locate and organize resources for Reading and Math for all Tiers.	3. Develop an observation instrument for teachers on best practices for core instruction.			

# Question 4 – minutes

## 4. Do you have minutes from these MTSS meetings?

- ▶ Is someone on the team responsible for recording minutes and sharing the information with other team members?



# Team Meeting Process

## Schedule a Monthly Meeting Date

1. Have an agenda
  - ▶ Set annual and monthly goals and review at beginning of each meeting
  - ▶ Leader facilitates meeting using an agenda
  - ▶ Minutes are recorded
2. Review academic/behavioral data
  - ▶ e.g., MAP, IC data, DRA data, F & P data, ACT data, course failures data, KPREP data
  - ▶ Look for trends and predict where students are struggling
3. Make data-based decisions
  - ▶ Agree upon plans for implementation
  - ▶ Agree upon and document goals for future
4. Action plan
5. Set agenda for next monthly meeting
6. Share information with staff



## ABRI Sample Meeting Agenda Date

- I. Team Members Present:
- II. Establish/Review Annual Goals:
- III. Review Previous Monthly Minutes, Roles, and Action Items (include positive outcomes):
- IV. Review of Data
  - A. Behavior:
    - 1. Universal Screener (ORD's from IC/Other)
    - 2. Schoolwide Update of Students Receiving Interventions
  - B. Academic:
    - 1. Universal Screener
    - 2. Diagnostic Assessments
    - 3. Failure Reports
    - 4. Coding
    - 5. Schoolwide Update of Students Receiving Interventions
- V. Agenda/Action Items for school, district, and liaison:
  - a. Agenda/Action
    - A. Person Responsible
  - b. Agenda/Action
    - A. Person Responsible
- VI. Other Discussion
- VII. Next Meeting Date and Time



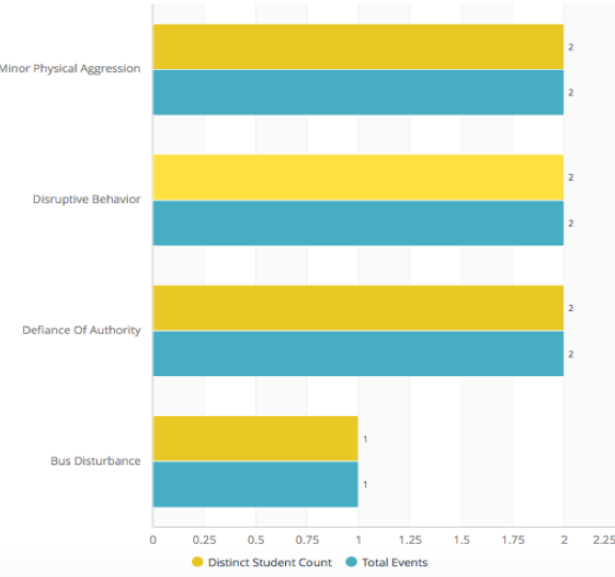
# Question 5 and 6 - data

**Q.5 Are reading (math, writing, behavior) data presented to the faculty in a graph or visual format?**

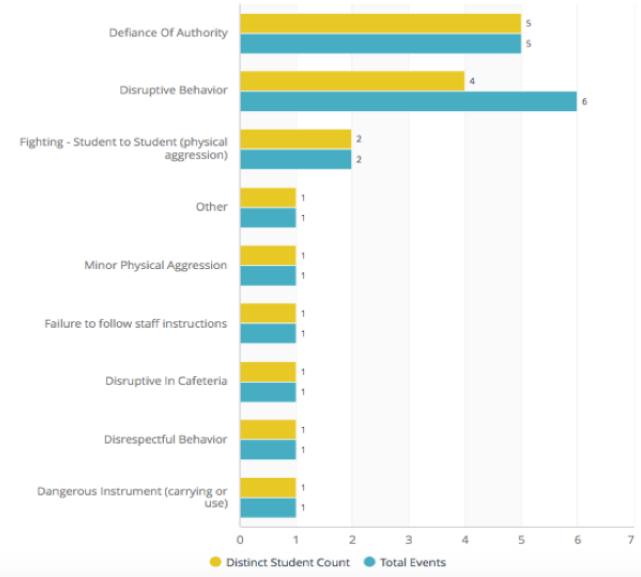
**Q.6 How often does the MTSS team present school-wide reading (math, writing, behavior) data to the school-wide or department faculty?**

- ▶ Is the faculty shown the school-wide data in a graph or visual format?
- ▶ Is the data analyzed and discussed with full faculty?
- ▶ Does the team present the data?
- ▶ The goal is to have the team share the data with staff

Top Ten Event Types



Top Ten Event Types



**Fall Active Engagement**

Fall Pos Ratio: 0.19

Fall OTR per minute: Rate per day per 100 students

Total Monthly Events: 19

**By Gender**

Gender	Events	Distinct Students
F	1	1
M	18	11

**By Race**

100.00% Caucasian

**Location**

Location	Events
Classroom	7
Playground	4
Cafeteria	3
Other	3
Hallway/Stairwell	2

**Grade Level**

Grade Level	Events
0	3
1	4
2	3
3	5
4	3
5	1

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**Fall Active Engagement**

Fall Pos Ratio: 0.15

Fall OTR per minute: Rate per day per 100 students

Total Monthly Events: 12

**By Gender**

Gender	Events	Distinct Students
F	1	1
M	11	6

**By Race**

91.67% Caucasian, 8.33% Other

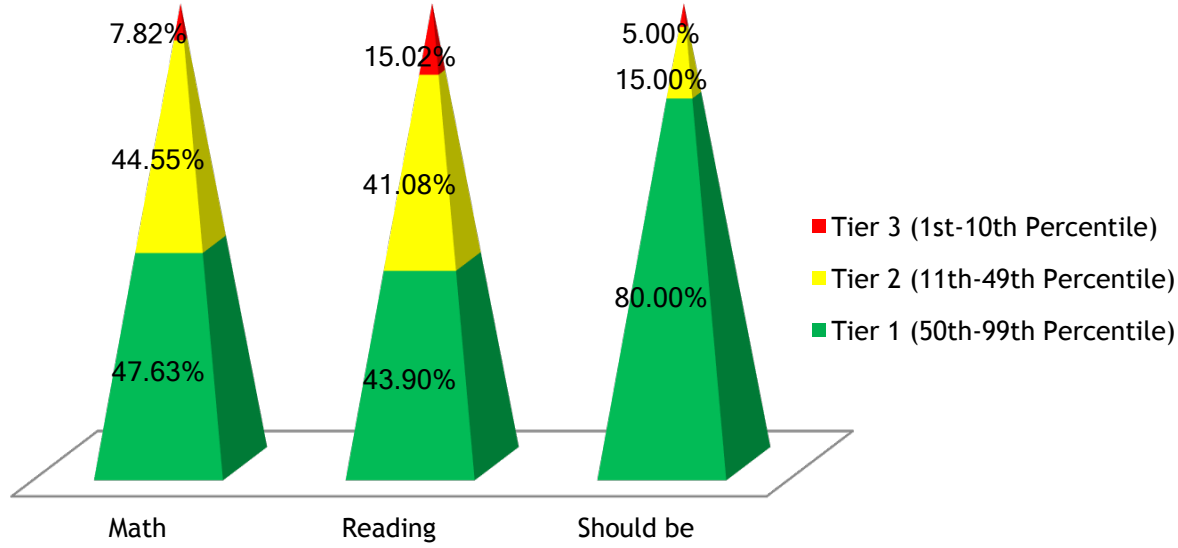
**Location**

Location	Events
Classroom	11
Playground	1

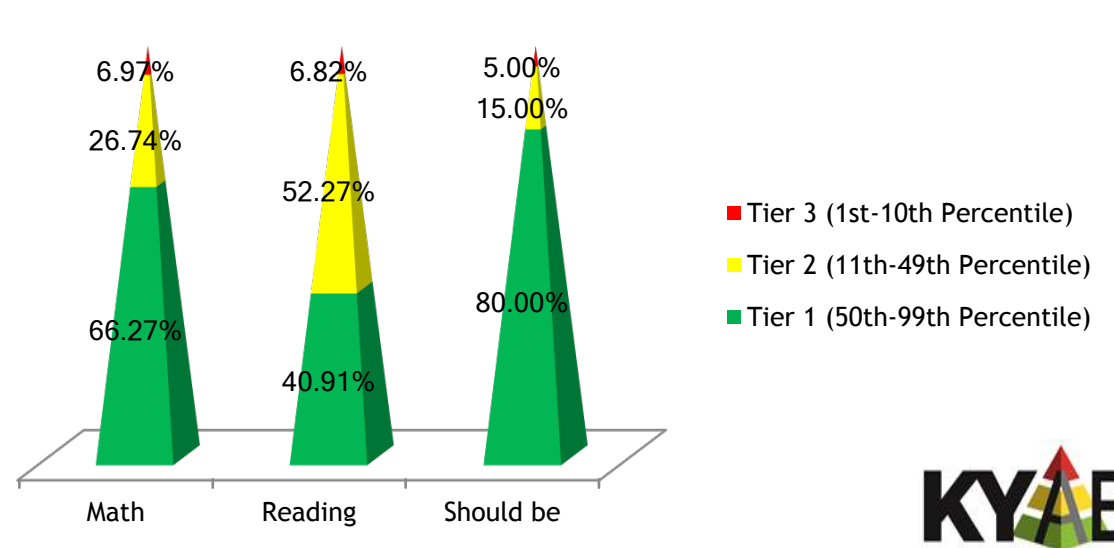
**Grade Level**

Grade Level	Events
0	3
1	4
3	3
5	2

### Whole School



### 1st Grade



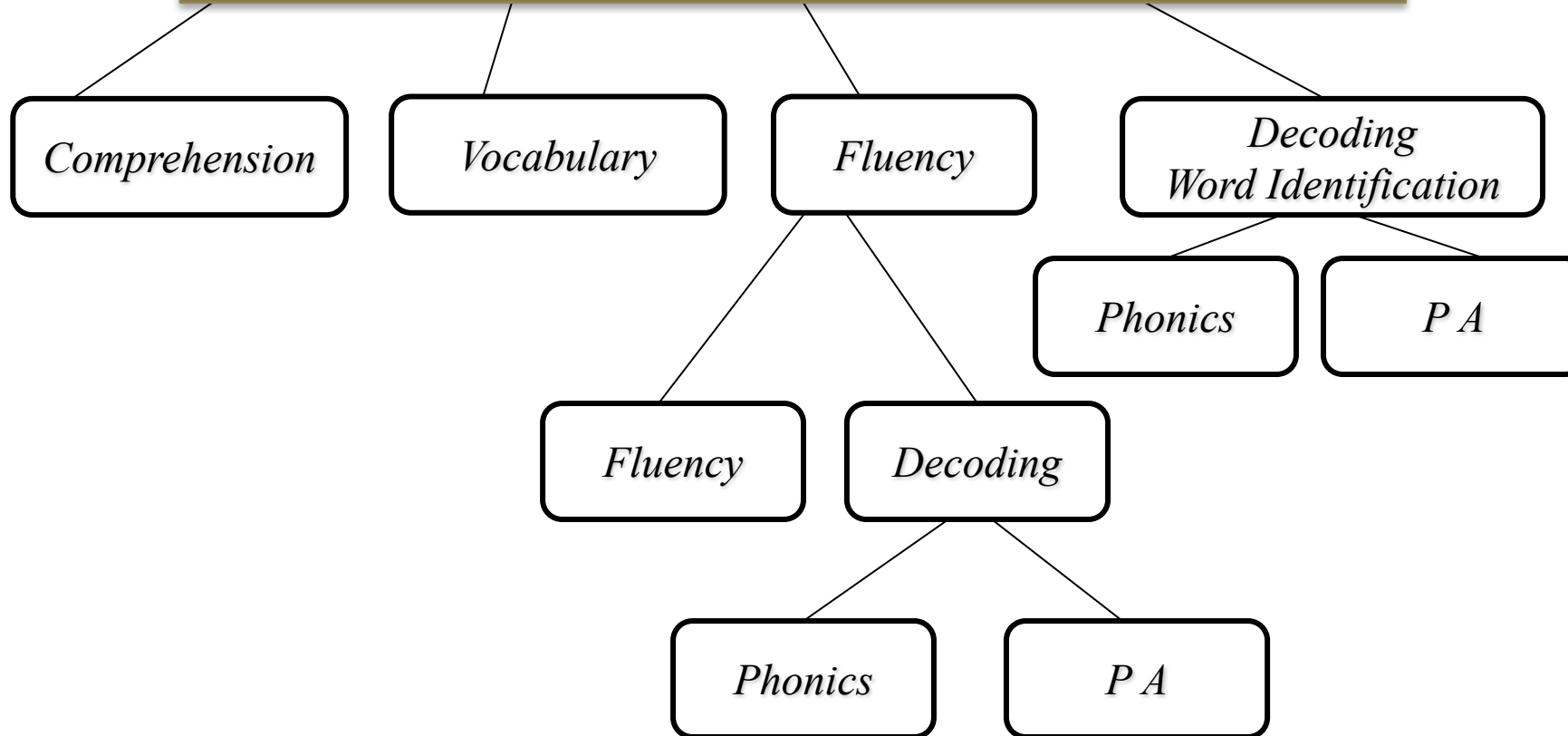
# Questions 7 and 8 - universal instruction

**Q. 7 Has the full faculty met and agreed upon specific reading (math, writing, behavior) strategies for implementation? IF YES, when did that last occur?**

**Q. 8 Do you monitor the implementation of plans for core reading instruction? IF YES How do you monitor?**

- ▶ What strategies has the faculty committed to implementing?
  - ▶ Examples: Direct/explicit Instruction, modeling, feedback, guided reading, Concrete-Semi-concrete-Abstract, Workshop Model, Close reading, Number Talks, PBIS foundations (teaching matrix, flow chart, acknowledgement system, etc.)
  - ▶ Examples: Observations, Walk-throughs, PLC discussions, analysis of assessments, pacing guide discussions

**Goal of Reading: understanding, synthesizing, and deriving meaning from written material**



# Math Content and Processes

*Numbers and  
Operations*

*Algebra*

*Geometry*

*Measurement*

*Data and  
Probability*

*Problem  
Solving*

*Reasoning and  
Proof*

*Communication*

*Connections*

*Representation*

## Teaching Matrix

		Definition	Cafeteria	Lockers	Hallways	Bus	Classroom
<b>Rules/Expectations</b>	<b>Respectful</b>	Treat others as you want to be treated.	Use appropriate language, voice and tone to peers and staff (Say please and thank you)	Be aware of others and their belongings.	Keep your body to yourself.	Listen to the bus driver or other staff.	
	<b>Responsible</b>	Be accountable for your actions.	Clean up after yourself.	Use your locker for your belongings.	Know what you need, get it and go.	Stay in your seat.	
	<b>Right on Time</b>	Always be on time.	Be where you are supposed to be, remain in the café.	Know what you need and get it and go.	Keep center of the hall clear, hallway is for passing.	Stay in the appropriate waiting area for bus.	

# Questions 9, 10, 11 – school wide screener

**Q. 9 Do you use a school-wide screener for reading (math, writing, behavior)? IF YES, what do you use?**

**Q. 10 How often is the universal reading (math, writing, behavior)screener administered?**

**Q. 11 Are data from the universal reading screener tied to core instruction? If yes, describe how it is tied to core instruction.**

- ▶ There are various screeners examples listed (MAP, Discovery ED, on-demand prompts, office discipline referrals (ODRs), Student Risk Screening Scale-SRSS)
- ▶ Academic screeners should be given 3 times a year – remember MTSS is preventive – we want to use the data to make instructional decisions regarding at risk students
- ▶ The universal data can also help identify how students are responding to core (Tier 1) instruction
- ▶ Teachers should be using data to make adjustments to core instruction
  - ▶ What process is used to make adjustments to instruction?

# Screening

- ▶ Universal Screener
  - ▶ Benchmark . . . What is it?
  - ▶ We want 80% of students meeting benchmark **with core instruction**
- ▶ Use percentiles and growth rates to identify students at low, moderate, or high risk for developing reading and math difficulties – as well as identify students in need of enrichment.



# Q 12 – Secondary teams analyzing data

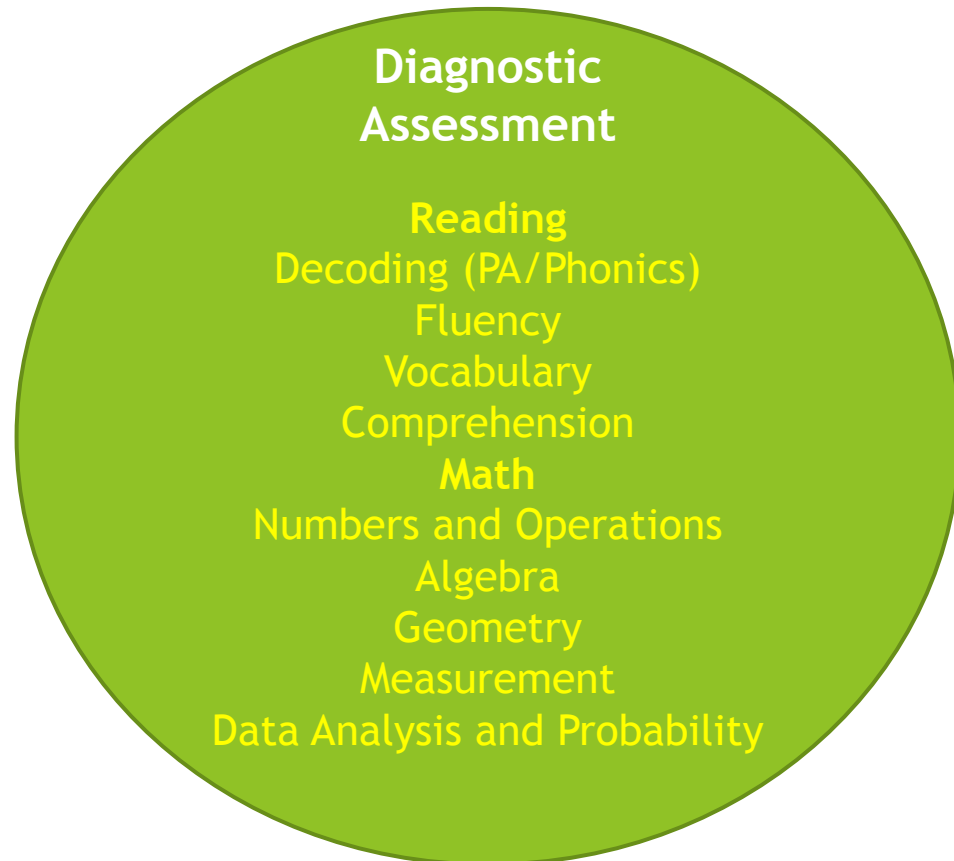
**Q. 12 Do grade or content level teams meet to review individual student needs? If yes, how often are these meeting scheduled – and it is a regular timeframe?**

- ▶ Looking for a team that can analyze specific student data
  - ▶ PLCs – grade level or content level
    - ▶ Student Assistant Teams – looking at individual student data

# Questions 13 and 14 - Tier 2 assessment

Q. 13 - Do you have a Tier II level of assessment for reading ((math, writing, behavior)? IF YES, What do you use?

Q.14 - How do you determine which students are administered the Tier II reading assessment?



- Examples for Question 13:  
DRA, math diagnostic interview, simple function of behavior analysis
- Are there diagnostic assessments in place to identify specific areas of deficit
- Are there guidelines about who is receiving the diagnostic?

# Questions 15 and 16 have to do with Tier 2 instruction

Q. 15 Do students receive additional Tier II reading (math, writing, behavior) instruction?

Q. 16 Which instructional strategies do you use for Tier II reading (math, writing and behavior)?  
(Can you provide strategy names?)

- ▶ Students should be receiving core instruction in addition to supplemental instruction
  - ▶ Example: 90 minute literacy block PLUS 30 minute supplemental reading (fluency) 2 x's a week
- ▶ What are the instructional strategies or programs that are available for Tier 2 instruction?
  - ▶ Example: direct/explicit instruction, guided practice, repeated reading, Elkonin boxes, Self-regulated **strategy** development (**SRSD**), check-in/check-out, social stories, cover-copy-compare, graphic organizers, constant time delay, etc.

# Questions 17 and 18 – goals and progress monitoring

**Q. 17 Are there specific written goals for students receiving Tier II reading (math, writing, and behavior) interventions?**

**Q. 18 Is progress monitoring done for students in Tier II reading (math, writing, and behavior)? IF YES, what do you use?**

- ▶ Student specific goals should be determined to address the area of need
- ▶ Goals should be documented
- ▶ Progress monitoring should be completed to assess if students are responding to the intervention
- ▶ Sometimes progress monitoring is built into a specific program

**SAMPLE**  
**RESPONSE TO INTERVENTION INSTRUCTIONAL MONITORING SHEET**

STUDENT NAME:

INTERVENTION TEACHER:

GRADE:

#OF DAYS PER WEEK:

DOB:

TIME:

AREA OF CONCERN:

SETTING:

TIER:

FREQUENCY OF PROGRESS MONITORING:

IC PRINTOUT FOR:  ATTENDANCE     DISCIPLINARY RECORD     GRADE REPORT

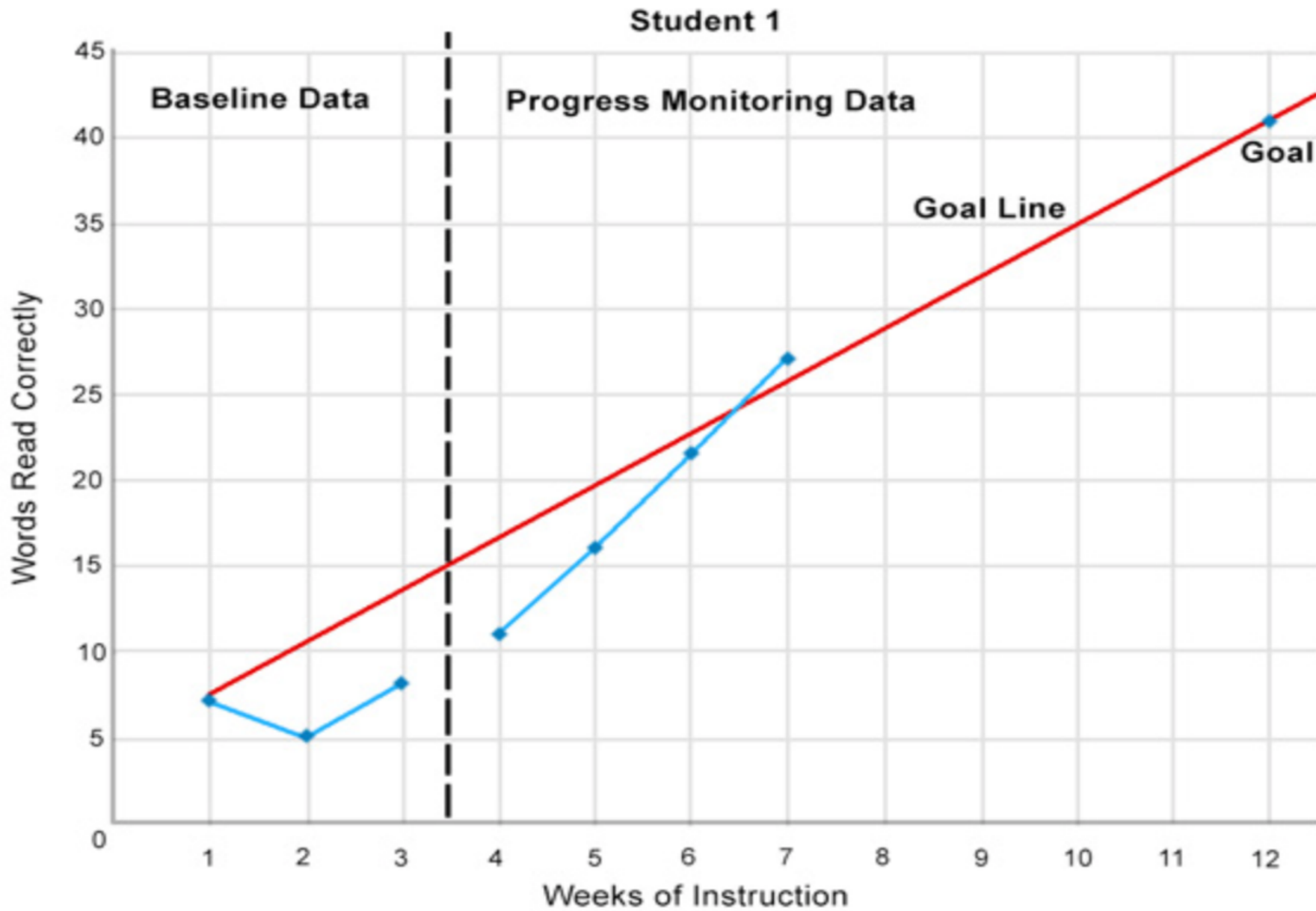
PAS DATA     OTHER DATA \_\_\_\_\_

INITIAL SCREENING SCORE: \_\_\_\_\_ GOAL \_\_\_\_\_



DATE	STANDARD/SKILL	STRATEGIES/INTERVENTION	DURATION	COMMENTS

PLEASE ATTACH ALL DATA INCLUDING PROGRESS MONITORING DATA



# Questions 19, 20, 21, 22 – Tier 3

**Q. 19 Do you use data to identify students who need Tier III reading (math, writing and behavior intervention)? IF YES What data and what criteria?**

**Q. 20 What instructional strategies do you use for Tier III reading, (math, writing, behavior)? (Can you provide strategy names?)**

**Q. 21 Among students receiving Tier III reading (math, writing and behavior) interventions, are there specific written goals?**

**Q. 22 Is progress monitoring done for students in Tier III reading (math, writing, behavior)? IF YES, how often?**

- ▶ Universal screening data and progress monitoring data should be used to determine who will receive Tier 3 instruction
- ▶ Guidelines should be established by a team to assist with decision making
- ▶ Team makes data based decisions of when a student moves to Tier 3
- ▶ Goal setting and progress monitoring is completed and in writing just like Tier 2
- ▶ Progress monitoring should be completed more frequently

# Let's Practice

- ▶ <https://www.youtube.com/watch?v=xuFegrPQ8WY>



# Questions

- ▶ Please schedule a phone consultation at [www.kyabri.org](http://www.kyabri.org) website if you have further questions.