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LET'S GET THE RIGHT KIDS IN TIER 2: PREVENTING OVER IDENTIFICATION

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1

What do we know about Tier 2 Identification?

- Typically follows the administration of a schoolwide, brief, valid and reliable screener of the target outcome(s).
- Identification as an at-risk student does not necessarily mean the student will be identified for Tier 2.
- The percentage of students identified for Tier 2 depends on the capacity of the school's Tier 2 system.



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Why Accurate Tier 2 Identification Matters: Avoiding MTSS Implementation Pitfalls

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Over Vs. Under Identification

Public Health

- Overidentification
 - Expense of additional testing
 - Unnecessary worry
- Underidentification
 - Miss serious health problem

Education

- Overidentification
 - Expense of additional testing
 - Expense of early intervention services
- Underidentification
 - Miss opportunity for prevention/early intervention

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4

4

Three Major Pitfalls to MTSS Design and Implementation

- Poor quality Tier 1 programming
- Flooding Tier 2 with false positives
- Failing to meaningfully distinguish the intensity of Tier 2 from intensive intervention

These pitfalls create inefficiencies and decrease quality of services.

Fuchs and Fuchs, 2018

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5

Pitfall 1: Poor Quality Tier 1

- Costly error because poor quality Tier 1 increases the number of students who will require expensive Tier 2 intervention.
- When schools need to provide a high percentage of students with Tier 2, the quality of what can be provided in Tier 2 decreases (larger group size, shorter duration sessions, less qualified tutors, less support for tutors).

Indicator: Less than 75-80% of students are identified as at or above grade level expectation

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6

Solution: Robust Tier 1 and Tier I Classwide Supports

- Peer Assisted Learning Strategies, www.peerassistedlearningstrategies.net
- High Leverage Practices
- Differentiation and Universal Design for Learning (UDL)
- Vertical and horizontal alignment of curriculum
- [IES Practice Guides](#)

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Pitfall 2: Flooding Tier 2 with False Positives

- Results from poor screening system or failure to use risk verification procedures.
 - ALL 'yellow' kids get Tier 2
 - Too much deference to screening results
 - Poor predictiveness of cut points or inappropriate for population
- Universal screening cut scores are designed to identify *false positives* (FPs) to avoid missing any truly at-risk children.

Indicator: More than 20% of population receiving Tier 2 interventions

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Problems with Providing Tier 2 to False Positives (FP)

- Over-identification of FP students for Tier 2 is a costly error.
- It dilutes the effectiveness of intervention for the students who do require Tier 2.
- It negatively affects FP students because they don't require Tier 2's foundational level remediation and should instead need instructional time on more challenging material.

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9

Solution: Robust Risk Verification

- Use at least **two other data sources to verify decisions** about whether a student is or is not at risk.
 - Assess only students who fail or almost fail initial screen
 - Consider data on classroom performance, performance on state assessments, diagnostic assessment data, short-term progress monitoring
- Limit Tier 2 interventions to no more than 15-20% of population (based on available resources)

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10

Why is risk verification important?

- The Stage 1 screen identified 72 false positives (students identified to enter Tier 2 who, according to year-end performance, did fine without Tier 2).
- Adding the additional data to the decision making decreased the number of false positives to 29.
- Administering additional assessments to the 72 students who failed the universal screen costs the school \$5,400 (72 students X .75hrs = 54 hrs X \$100 = \$5,400)
- But not tutoring 43 FPs saves the school \$23,800 (~14 triads X 34 hrs/triad = 238 hrs X \$100/hr = \$47,600)
- **Savings: \$47,600 - \$5,400 = \$42,200**

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11

11

Pitfall 3: Failing to meaningfully distinguish between Tier 2 and 3

- Tier 3 students fail to receive required the clinical approach afforded by specialized teachers engaged in data-based individualization.
- Costly error because these students fall farther and farther behind if permitted to languish in Tier 2+, when they have already demonstrated inadequate response to validated (standard, non-individualized) programs.

Indicator: More than 7% of population receiving Tier 3 interventions, paras/volunteers delivering Tier 3, or a 'Tier 3 intervention list'

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12

Pitfall 3 Solutions

- Reserving Tier 3 for students who prove unresponsive to Tier 2 delivered with fidelity (with quality Tier 1 and Tier 2, the expected rate in intensive intervention is 5-7% of the school population).
- Relying on the validated individualization process known as data-based individualization (DBI) to structure intensive intervention.
 - Provides indicator if students NEED specialized instruction

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13

How can you avoid these pitfalls?

- If more than 20% of students are identified as at-risk by your universal screening process, conduct a root cause analysis of Tier 1 and identify and implement approaches to improve Tier 1 instruction and support.
- Prior to identifying students for Tier 2 supports, determine the number of students your Tier 2 system can effectively support.
- Use validated approaches to identify students for participation in Tier 2 intervention.

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14

14

Assessing Tier 2 System Capacity

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15

Why do we need to understand our Tier 2 System Capacity?

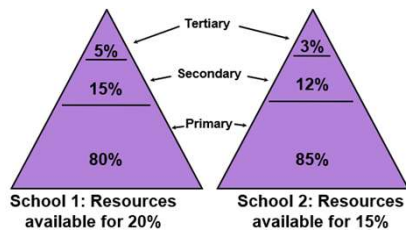
An overwhelmed Tier 2 system—one that attempts to serve more students than it has the capacity to serve—can result in limited or poor learning outcomes and ineffective use of staffing and resources.



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What does it mean to 'understand' the Tier 2 System Capacity?



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How do we determine Tier 2 capacity?

Total Number of Students our System Can Support <i>(last column from Step 1)</i>	Total Number of Students in Target Grade(s)	Percentage of Students our Tier 2 Can Realistically Support

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How do we determine Tier 2 capacity? *Example*

Total Number of Students our System Can Support	Total Number of Students in Target Grade(s)	Percentage of Students our Tier 2 Can Realistically Support
42	213	20%

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Considerations

- Which grades or schools need more 'intervention' opportunities?
Is our capacity ensuring equitable access to intervention?
- Is our capacity sustainable? Is it realistic?
- Does our system address all areas of need?
- What do we do if more students need intervention than our Tier 2 can effectively support?

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Identifying and Verifying Risk Status

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How do you identify students as at-risk?

- **Written decision rules** about risk identification can ensure teams make consistent and equitable decisions efficiently.
- **Staff can articulate** the risk identification and verification processes.
- Accurate risk identification depends on the **use of valid and reliable screening tools** and **validated risk verification procedures**.

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Identifying Students as At Risk

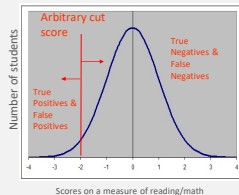
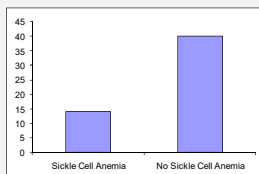
- **Cut scores** for universal screening tools are often set by publishers to over-identify students as at risk.
- MTSS success depends on accurate identification of the students identified as at risk.
- Perfect screening would result in 100% accurate identification of “True Positives” (those who need additional support) and “True Negatives” (those who do not need additional support), but there is no perfect screening tool.

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Defining Risk: Categorical Vs. Continuous



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Clinical Decision-Making Model

		Outcome	
		At risk	Not at risk
Screen	At risk	True Positive (Sensitivity)	False Positive
	Not at risk	False Negative	True Negative (Specificity)

True Positive – students correctly identified at risk

False Positive – students incorrectly identified at risk

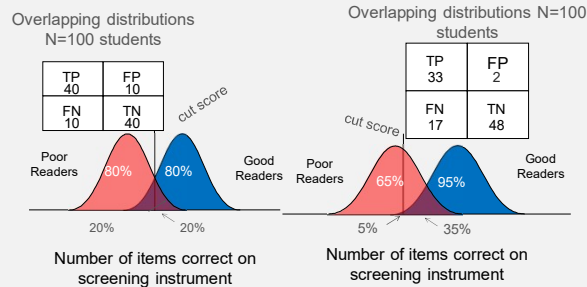
False Negative – students incorrectly identified not at risk

True Negative – students correctly identified not at risk

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Comparison Based on Changing the Cut Score



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Is it a good screening tool?

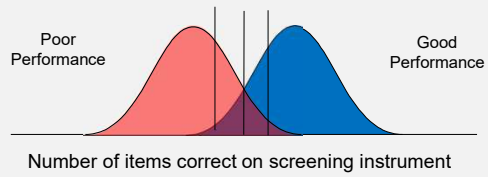
1. *Sensitivity* is the probability of correctly identifying a problem (i.e., the proportion of **true positives** that the screener correctly identifies).
2. *Specificity* is the probability of correctly identifying that there is not a problem (i.e., the proportion of **true negatives** that the screener correctly identifies).

NCII screening tools charts rate a screening tool highest when it has a **sensitivity rate of 70%** or higher and a **specificity rate of at least 80%**

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Setting Realistic Cut Scores or Indicators of Risk



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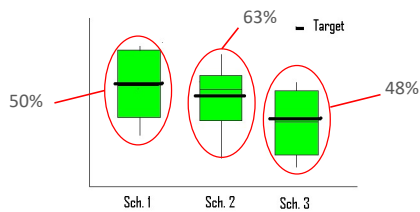
Problems with Schools Independently Establishing Cut Scores

School	Percent At or Above School Cut Score
School 1	50%
School 2	63%
School 3	48%

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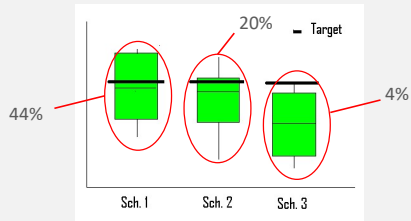
Problems with Schools Independently Establishing Cut Scores or Defining Risk



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Importance of District Cut Scores or Risk Definition



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Developing Risk Identification and Verification Procedures



Risk identification and verification typically occurs following fall or winter screening. For incoming 9th graders, it may begin spring of 8th grade.

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Definition of Risk

- What is the definition of a student at-risk for poor learning outcomes?
- Is there consensus among staff? Can staff articulate the definition?



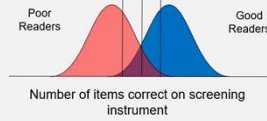
Using parent friendly language, define a student a risk. What is the target outcome?

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Primary Data Source

- What is the primary data source for risk identification?
- Is there evidence of the tool's [classification accuracy](#), or ability to accurately identify students at risk and not at risk?



What is your target outcome? What is your primary data source for risk identification?

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Risk Verification

- What secondary and additional data sources will be used to verify risk status?
- What is the validity of these data sources?

What are your secondary and additional data sources for risk verification for the target outcome?

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Decision Making

- How will risk status be determined using the primary, secondary, and additional data sources?
- What happens when more than 20% of students are identified and confirmed as at-risk?
- How will these data be used to improve decision making processes overtime?



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Sample Tool For Documentation Risk Verification

Student	Primary Data: <i>Valid Screening Tool</i>	Secondary: <i>Ex. Common class assessment</i>	Additional Data: <i>Ex. State Assessment</i>	Risk-Status Determination
<i>Ex. Conner</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>At-risk</i>
<i>Ex. Jenny</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Not At-Risk</i>

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Identify Primary Indicator of Risk Status

1. Requires valid and reliable screening tool
2. Uses tools with high classification accuracy

Examples of Common Tools

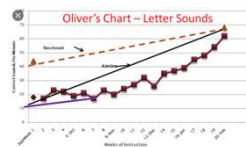
- a. AIMSweb, iReady, MAP, iSIP, SRSS, attendance, early warning system

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Step 2: Identify Valid Secondary Screener

- Progress Monitoring
 - 4-6 progress monitoring data points
 - Most effective in K-2 Settings
- Additional Valid and Reliable Screener
 - AIMSweb, MAP, iSIP, SRSS, attendance
 - Consider costs and implementation time
- Common Classroom Assessment
 - Core Assessments/Grades
 - Concerns about validity and reliability



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Primary Data Source: Identifying Initial Risk

- Conduct scheduled screening with fidelity
- Identify students considered at-risk
- Identify students consider potentially at-risk

ID	Name	Corrects	Errors	Accuracy	Performance	Potential Instructional Action
10245	Jan	107			Established	Continue Primary Prevention
10246	James	107			Established	Continue Primary Prevention
10705	Jackie	105			Established	Continue Primary Prevention
10241	Jan	105			Established	Continue Primary Prevention
10602	John	101			Established	Continue Primary Prevention
10100	Jack	101			Established	Continue Primary Prevention
10105	James	98			Established	Continue Primary Prevention
10107	James	98			Established	Continue Primary Prevention
10005	Jan	95			Established	Continue Primary Prevention
10014	James	90			Established	Continue Primary Prevention
10006	Jan	77			Established	Continue Primary Prevention
10008	James	77			Established	Continue Primary Prevention
10088	Jan	74			Established	Continue Primary Prevention
10012	Jan	74			Established	Continue Primary Prevention
10070	James	71			Established	Continue Primary Prevention
Emerging - 70						
10042	James	69			Emerging	Assess and Consider Secondary Prevention
10018	James	68			Emerging	Assess and Consider Secondary Prevention
10010	James	60			Emerging	Assess and Consider Secondary Prevention
10046	James	57			Emerging	Assess and Consider Secondary Prevention
10004	James	55			Emerging	Assess and Consider Secondary Prevention
10016	James	53			Emerging	Assess and Consider Secondary Prevention
Declining - 40						
10002	Jan	40			Declining	Assess and Consider Secondary Prevention
10012	James	38			Declining	Assess and Consider Secondary Prevention
10002	Jan	38			Declining	Assess and Consider Secondary Prevention

Potentially At-Risk

At-Risk

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40

Verify Risk Status for Some Students

	Initial Screener	Secondary Screener	Decision
Bill	Potentially At-Risk	Not At-Risk	
Bob	Potentially At-Risk	At-Risk	
James	Potentially At-Risk	Not At-Risk	
Sara	At-Risk	Not at-Risk	
Tina	At-Risk	At-Risk	
Lena	At-Risk	Not At Risk	
Sandy	At-Risk	At-Risk	
Frank	At-Risk	At-Risk	
Vivian	At-Risk	At-Risk	
Monty	At-Risk	At-Risk	
Ken	At-Risk	At-Risk	
Brian	At-Risk	At-Risk	

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41

Verify Risk Status for Some Students

	Initial Screener	SECONDARY	Decision
Bill	Potentially At-Risk	Not At-Risk	Tier I+
Bob	Potentially At-Risk	At-Risk	?
James	Potentially At-Risk	Not At-Risk	Tier I +
Sara	At-Risk	Not at-Risk	?
Tina	At-Risk	At-Risk	Intervention
Lena	At-Risk	Not At Risk	?
Sandy	At-Risk	At-Risk	Intervention
Frank	At-Risk	At-Risk	Intervention
Vivian	At-Risk	At-Risk	Intervention
Monty	At-Risk	At-Risk	Intervention
Ken	At-Risk	At-Risk	Intervention
Brian	At-Risk	At-Risk	Intervention

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Use Additional Data Sources for Risk Verification for Very Few Students

1. Not necessary when using progress monitoring for secondary screening or risk verification
2. Data should be readily accessible and generally valid and reliable
3. Consider progress monitoring or classroom assessment

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43

Verify Risk Status through Additional Data Sources

	Initial Screener	SECONDARY	ADDITIONAL DATA Source	Decision
Bill	Potentially At-Risk	Not At-Risk	-	Tier I+
Bob	Potentially At-Risk	At-Risk	At-Risk	?
James	Potentially At-Risk	Not At-Risk	-	Tier I +
Sara	At-Risk	Not at-Risk	At-Risk	?
Tina	At-Risk	At-Risk	-	Intervention
Lena	At-Risk	Not At Risk	At-Risk	?
Sandy	At-Risk	At-Risk	-	Intervention
Frank	At-Risk	At-Risk	-	Intervention
Vivian	At-Risk	At-Risk	-	Intervention
Monty	At-Risk	At-Risk	-	Intervention
Ken	At-Risk	At-Risk	-	Intervention
Brian	At-Risk	At-Risk	-	Intervention

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44

Verify Risk Status through Additional Data Sources

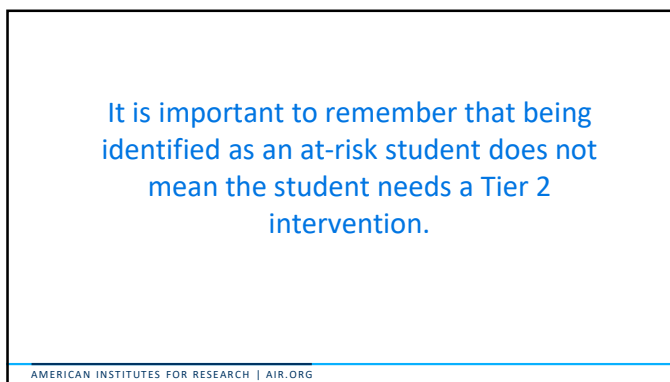
	Initial Screener	SECONDARY	ADDITIONAL DATA Source	Decision
Bill	Potentially At-Risk	Not At-Risk	-	Tier I+
Bob	Potentially At-Risk	At-Risk	At-Risk	Intervention
James	Potentially At-Risk	Not At-Risk	-	Tier I +
Sara	At-Risk	Not at-Risk	At-Risk	Intervention
Tina	At-Risk	At-Risk	-	Intervention
Lena	At-Risk	Not At Risk	At-Risk	Intervention
Sandy	At-Risk	At-Risk	-	Intervention
Frank	At-Risk	At-Risk	-	Intervention
Vivian	At-Risk	At-Risk	-	Intervention
Monty	At-Risk	At-Risk	-	Intervention
Ken	At-Risk	At-Risk	-	Intervention
Brian	At-Risk	At-Risk	-	Intervention

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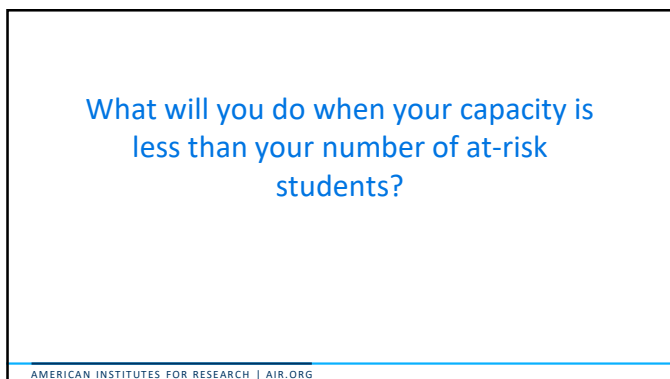
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46



47



48

Considerations

- Progress monitor all students identified as at-risk.
- Provide additional supports in Tier 1, such as small group instruction.
- Focus on improving Tier 1 capacity to support more students.

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49

Considerations for Ongoing Improvement

1. Does the current Tier 2 system continue to have the capacity to support the number of identified students? Are educators able to implement Tier 2 interventions and supports with fidelity?
2. Does progress monitoring data suggest that some identified students in Tier 2 intervention can move to less intensive supports?
3. Does progress monitoring data suggest that some students not initially identified for Tier 2 now need Tier 2 intervention?
4. Does the data suggest that the Tier 2 identification process was effective and efficient?
5. How can the efficiency and effectiveness of the risk verification and Tier 2 identification be improved?

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50

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51
