Kansas Multi-Tier System of Supports

- Building Leadership Team Implementation Guide Mathemetics

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Introduction to Document

The *Kansas Multi-Tier System of Supports: Structuring Guide* has been created to assist schools in creating the structures necessary to begin the implementation of a Multi-Tier System of Supports (MTSS). This document serves as a workbook for either schools working with Recognized MTSS Trainers (a current list can be found at www.kansasmtss.org) or as a do-it-yourself guide for schools taking on the challenge themselves. This document provides an explanation of why each component is important as well as suggests steps that have helped other schools successfully complete the tasks and decision making necessary for creating structures that support a sustainable system. Content area specific documents for reading, mathematics, and behavior are companion documents to this one, providing information specific to each content area. All Kansas MTSS documents are aligned with the *Kansas Multi-Tier System of Supports: Innovation Configuration Matrix (ICM)*, which describes the critical components of a MTSS and what each looks like when fully implemented, and the *Kansas Multi-Tier System of Supports: Research Base*, which provides a basic overview of the research support for a MTSS.

Acknowledgements

A significant commitment of time and energy from numerous Kansas educators, their districts, organizations and partners made this document possible. Their efforts to learn and help others understand what it takes to make a MTSS a reality within schools is reflected in this document. This grassroots effort on the part of Kansas educators indicates a commitment to meeting the needs of every student and sharing wisdom from the field and the research. As the list of individuals and districts that have contributed to this effort over the past 10 years has become too long to detail, a collective expression of gratitude is offered here to everyone who has contributed to the concepts, ideas, and knowledge that are reflected in all Kansas MTSS documents.

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MTSS Math Implementation for Preschool

Teams integrating preschool programs into the overall building wide MTSS should refer to this document and one of the following supplemental guides as they work through each of the MTSS Implementation Steps.

MTSS Pre-Implementation Supplement For Preschool Math is intended to direct an elementary leadership team that includes preschool representation through the steps of MTSS implementation when a preschool core math curriculum has not been identified. The implementation steps for preschool will actually start with pre-implementation in which the preschool program identifies and receives training to implement a preschool core math curriculum. This guide addresses each of the MTSS math implementation steps in terms of what the leadership team's preschool representative will be doing/learning and/or ways to utilize data gathered at that specific step to inform decisions about preschool core curriculum and professional development.

MTSS Pre-Implementation Supplement For Preschool Math is intended to give preschool specific information and directions to elementary leadership teams with preschool representation implementing MTSS math at the preschool level. This guide addresses each of the MTSS math implementation steps in terms of what the leadership team's preschool representative will be doing/learning and/or ways to utilize data gathered at that specific step to inform decisions about preschool implementation and interventions.

Included in both versions of the supplement is a chart titled "Comparison of Elementary and Preschool Implementation Process." Before moving into the elementary implementation steps, the BLT and/or Collaborative Team should briefly review the similarities and differences presented in the chart. Once this is done the team will refer to each step outlined in the *BLT Implementation Guide Mathematics and/or Math Implementation Collaborative Team Guide* and then review the corresponding step in the preschool supplement for further guidance regarding preschool involvement.

Step 1: Monitor Universal Screening

Building Leadership Team Focus

<u>Review and Validate Universal Screening Data</u>

In addition to supporting Collaborative Teams in considering the validity of scores for individual students, the Building Leadership Team needs to review systemic issues that may affect the validity of screening data. The Building Leadership Team needs to review the fidelity of administration of the universal screening assessment by discussing and reviewing any information collected regarding the following issues:

- Were the directions for the administration of the screening assessment followed exactly?
- Were the time limits for each test followed exactly?
- Was shadow scoring used to check scoring fidelity?
- Was the assessment calendar followed?
- Have all staff members administering the assessment been trained?
- Did Collaborative Teams verify the individual student data?

It is important that the members of the Building Leadership Team review the procedures established for collecting data with fidelity during the universal screening process. Building Leadership Team members need to ask "How do we know?" regarding each of the issues listed above to verify that adequate information about assessment fidelity is being collected.

Keep in mind that the assessments suggested by Kansas MTSS were selected for their predictive validity, reliability, efficiency, and established cut-scores. Predictive validity means the measure is a strong predictor of future performance and can classify students as at risk or not at risk. If a test is reliable, two testers who assess the same students will get very similar—if not identical—scores. Efficiency refers to how quickly the screener can be administered, scored, and analyzed. The cut-score is a necessary component of screening to identify who is at risk. However, if an assessment is not given with fidelity, these key features are compromised (Gersten & Newman-Gonchar, 2011, pp. 29, 30).

Ensuring the validity of data does not apply only to universal screening data. All data collected throughout the implementation process, including screening, diagnostic, and progress monitoring data, must be reviewed to ensure that teams have confidence in the results.

<u>Review Decision Rules</u>

The Building Leadership Team needs to review the decision rules currently in place to ensure that rules have been implemented as

planned and to consider whether any of the decision rules need to be revised. The decision rules (e.g., cut-scores and guidelines for movement among and between groups) can be found in the Comprehensive Assessment Plan which is located in the Decision Notebook. Other Building Leadership Team responsibilities for this step include:

- Review the data to determine if any classroom needs to implement a class-wide intervention and whether that intervention has been planned.
- Consider any needs for professional development.
- Consider how personnel are currently allocated to support instructional groups and whether any changes in their allocation are warranted.

Collaborative Team Work

Review and Validate Universal Screening Data

As outlined in the Structuring process, universal screening assessments are administered a minimum of three times per year to all students. After the data are collected and entered and reports have been generated, an initial review of the data occurs. Collaborative Teams (classroom teachers, instructional coaches, professional learning communities, or grade-level or departmental teams) typically complete this review. The goal of the validation process is to ensure that the screening results are accurate before they are used for instructional decision making. The Collaborative Teams should consider the following questions when validating screening results:

- Was the screening assessment administered with fidelity?
- Were there environmental circumstances or events in the student's life that may have affected score results? For example, was the student sick the day of the universal screening assessment? Has a traumatic event occurred recently?

If any individual student's scores are questionable, the student should be assessed again using an alternate form of the measure. Validated scores need to be entered in the data management system and final reports generated.

Review Decision Rules

When determining intervention groups, teams will need more information than whether the student needs Tier 2 or Tier 3 intervention. Although students can initially be grouped according to needs identified by the universal screening assessment, additional information for grouping will come from the curriculum protocol placement test or student instructional planning report.

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Step 2: Analyze Data

Building Leadership Team Focus

Analyze Grade-Level Data

After every universal screening administration, the Building Leadership Team reviews grade-level reports showing the distribution of student scores. Recommended assessment systems (e.g., AIMSweb, easyCBM, and STAR Math Enterprise) will provide reports that use criteria established by those systems for placing students into On Track (i.e., low-risk), Supplemental, or Intensive instructional recommendation categories. The building's data manager should work with the assessment system to ensure the use of national norms, rather than building norms, in creating the categories. As stated in the Module 2 Math Structuring Guide, when using norm percentiles to determine intervention needs, the minimum criterion for intervention is the 25th percentile for AIMSweb and STAR Math Enterprise and the 40th percentile for easyCBM. The 10-24th percentile range for AIMSweb and STAR Math Enterprise and the 20-39th percentile range for easyCBM, includes students needing Supplemental intervention and the 9th percentile and below for AIMSweb and STAR Math Enterprise and the 19th percentile and below for easyCBM, includes students needing Intensive intervention.

SCREENER	ON TRACK RANGE		SUPPLEMENTAL RANGE	INTENSIVE RANGE
	No add'l help	Add'l help needed		
AIMSweb	50%ile and above	25-49%ile	10-24%ile	9%ile and below
STAR Math Enterprise	40%ile and above	25-39%ile	10-24%ile	9%ile and below
easyCBM	50%ile and above	40-49%ile	20-39%ile	19%ile and below

Building-, grade-, and class-level status worksheets are available in the appendix.

Students (sometimes referred to as "bubble" students) with scores between the 25-50th percentile for AIMSweb, between the 25-39th percentile for STAR Math Enterprise, and the 40-50th percentile for easyCBM need additional instructional support. This can be provided either through the use of differentiated instruction during core instruction or through intervention. This is a decision that the

Building Leadership Team will need to make depending on the total number of students needing intervention and the available resources. The Building Leadership Team may want to establish the criteria for the cut-scores at a higher level; when considering this step, it is imperative to ensure that resources are available to provide sufficiently intense instructional support to students below the On Track range. Although some systems (e.g., AIMSweb and STAR Math Enterprise) will allow schools to establish their own cut-scores, it is strongly recommended that schools use the criteria already established by the assessment system unless there are data to show that the building can adequately support more students in intervention.

The Building Leadership Team and the Collaborative Team should review the grade-level report and consider the number of students within the On Track, Supplemental, and Intensive ranges. The goal for buildings is to have 80 percent of students within the On Track range or above. If the building has fewer students than this at On Track, then several issues should be considered:

- Are core instruction and the core curriculum being implemented with fidelity? How do we know?
- Is core instruction explicit, systematic, and scaffolded?
- Are math concepts being taught to mastery?
- Are there sufficient examples, explanations, and opportunities for practice to support new learning?
- In terms of differentiating the core, what thoughts arise with regard to the strengths and needs of this current grade?
- Is professional development or supports needed with core curriculum or instruction?

When a high percentage of students in a grade level fail to reach the On Track range, it indicates possible problems with core instruction and curriculum. The leadership team needs to consider the data for all the grades in the school and look for patterns across the grade levels that might indicate systemic issues. The experiences of the Kansas MTSS pilot schools have shown that issues with core curriculum and instruction need to be a primary concern. Even outstanding supplemental and intensive interventions cannot serve to support students who are failing because of issues within the core. In some buildings, the Building Leadership Team needs to consider the question of "What is our core curriculum?" and ensure that staff is in fact using that core curriculum. A review of the materials that teachers are expected to use at each grade level as part of the core curriculum may be required. The issues with core would need to be addressed prior to focusing on adding interventions. Building Leadership Teams must be cautious about making changes to the core curriculum based on limited data. The leadership team will need multiple data points and time to examine patterns across the

grade levels before making significant adjustments to core curriculum and instruction.

The Building Leadership Team also needs to review any information that has been collected about the fidelity of implementation of the core curriculum. A lack of fidelity in teaching the core is a problem in many buildings, and it is one of the first things that should be addressed when trying to increase the number of students who are On Track with their math skills. In addition to the issue of curriculum fidelity, the Building Leadership Team may want to review core instructional practices to determine whether math concepts are being taught for comprehension and to mastery and whether teachers are providing sufficient examples, explanations, and practice to support new learning. The Building Leadership Team will need to consider whether there are any needs for professional development within the building. It is important that there be clear two-way communication about grade level results and any issues related to core between the Building Leadership Team and the Collaborative Teams as well as between the Building Leadership Team and the district leadership team.

AIMSweb Grade Level Status for Math

⊞ **Question:**   What is the current classroom level status and goal?

Kindergarten		% On Track		% at Supplemental (10-24%ile)	% at Intensive (9%ile and Below)
		50%ile & up	25-49%ile		
Fall	Number ID				
	Oral Count				
	Missing Num				
	Qty Discrim				
Winter	Number ID				
	Oral Count				
	Missing Num				
	Qty Discrim				
Spring	Number ID				
	Oral Count				
	Missing Num				
	Qty Discrim				

Considerations for Discussion

As teams evaluate classroom level data, what comes to mind in terms of...?
- Implementing core with fidelity?
- Strengths and weaknesses of the current group of learners?
- Needs for differentiation?
- Professional development needs?
- Needed supports?

Set Goal: By spring, _____% of students will be On Track for Number Identification.
By spring, _____% of students will be On Track for Oral Counting.
By spring, _____% of students will be On Track for Missing Number.
By spring, _____% of students will be On Track for Qty Discrimination.

Discussion Notes:

AIMSweb Grade Level Status for Math

Question: What is the current grade level status and goal?

GRADE		% On Track		% at Supplemental (10-24%ile)	% at Intensive (9%ile and Below)
		50%ile & up	25-49%ile		
Fall	MCAP				
	MCOMP				
Winter	MCAP				
	MCOMP				
Spring	MCAP				
	MCOMP				

Considerations for Discussion

As teams evaluate grade level data, what comes to mind in terms of...?
- Implementing core with fidelity?
- Strengths and weaknesses of the current group of learners?
- Needs for differentiation?
- Professional development needs?
- Needed supports?

Set Goal: By spring, ___% of students will be On Track for MCAP.
By spring, ___% of students will be On Track for MCOMP.

Discussion Notes:

easyCBM Grade Level Status for Math

Question: What is the current grade level status and goal?

GRADE		% On Track		% at Supplemental (20-39%ile)	% at Intensive (19%ile and Below)
		50%ile & up	40-49%ile		
Fall	Composite Score:				
Winter	Composite Score:				
Spring	Composite Score:				

Considerations for Discussion

As teams evaluate grade level data, what comes to mind in terms of...?
- Implementing core with fidelity?
- Strengths and weaknesses of the current group of learners?
- Needs for differentiation?
- Professional development needs?
- Needed supports?

Set Goal: By spring, _____% of students will be On Track.

Discussion Notes:

STAR Math Enterprise Grade Level Status for Math

Question: What is the current grade level status and goal?

GRADE		% On Track		% at Supplemental (10-24%ile)	% at Intensive (9%ile and Below)
		40%ile & up	25-39%ile		
Fall	Composite Score:				
Winter	Composite Score:				
Spring	Composite Score:				

Considerations for Discussion

As teams evaluate grade level data, what comes to mind in terms of...?
- Implementing core with fidelity?
- Strengths and weaknesses of the current group of learners?
- Needs for differentiation?
- Professional development needs?
- Needed supports?

Set Goal: By spring, _____% of students will be On Track.

Discussion Notes:

Analyze Classroom-Level Data

Most Building Leadership Team members will be participating in the classroom-level data analysis as a member of a Collaborative Team. The Building Leadership Team needs to:

- Support the Collaborative Teams in their work.
- Review the data for any classrooms that appear to be problematic.
- Consider the current distribution of building personnel and whether they need to be distributed differently.
- Consider any issues reported to the leadership team by the Collaborative Teams.

As a leadership team, you will have the opportunity to complete your personal Classroom-Level Report during training with the expectation that you will return and train your grade-level and/or Collaborative Team in how to do the same report for each of their classrooms.

Classroom-level data are important—not as a tool to compare teachers, but as a way to determine where to best use resources. If one class has significantly higher needs, for example, it would only make sense to place additional assistance in that classroom during core instruction.

Analyze Building-Level Data

Once the Grade-Level Status reports have been completed, the leadership team can complete the Building-Level Status report. This information is important to the team as a way to look at trends across the building. It allows the team to see possible weaknesses in the core curriculum, identify grade levels with more significant support needs, and track a class over time.

Classroom Level Data

Kindergarten

	% at Benchmark		% at Strategic	% at Intensive
	Green	Scary Green		
Fall				
Winter				
Spring				

Set Goal: By spring, we want _____% to be at benchmark.

First Grade

	% at Benchmark		% at Strategic	% at Intensive
	Green	Scary Green		
Fall				
Winter				
Spring				

Set Goal: By spring, we want _____% to be at benchmark.

Second Grade

	% at Benchmark		% at Strategic	% at Intensive
	Green	Scary Green		
Fall				
Winter				
Spring				

Set Goal: By spring, we want _____% to be at benchmark.

Third Grade

	% at Benchmark		% at Strategic	% at Intensive
	Green	Scary Green		
Fall				
Winter				
Spring				

Set Goal: By spring, we want _____% to be at benchmark.

Fourth Grade

	% at Benchmark		% at Strategic	% at Intensive
	Green	Scary Green		
Fall				
Winter				
Spring				

Set Goal: By spring, we want _____% to be at benchmark.

Fifth Grade

	% at Benchmark		% at Strategic	% at Intensive
	Green	Scary Green		
Fall				
Winter				
Spring				

Set Goal: By spring, we want _____% to be at benchmark.

Sixth Grade

	% at Benchmark		% at Strategic	% at Intensive
	Green	Scary Green		
Fall				
Winter				
Spring				

Set Goal: By spring, we want _____% to be at benchmark.

Seventh Grade

	% at Benchmark		% at Strategic	% at Intensive
	Green	Scary Green		
Fall				
Winter				
Spring				

Set Goal: By spring, we want _____% to be at benchmark.

Eighth Grade

	% at Benchmark		% at Strategic	% at Intensive
	Green	Scary Green		
Fall				
Winter				
Spring				

Set Goal: By spring, we want _____% to be at benchmark.

Ninth Grade

	% at Benchmark		% at Strategic	% at Intensive
	Green	Scary Green		
Fall				
Winter				
Spring				

Set Goal: By spring, we want _____% to be at benchmark.

Tenth Grade

	% at Benchmark		% at Strategic	% at Intensive
	Green	Scary Green		
Fall				
Winter				
Spring				

Set Goal: By spring, we want _____% to be at benchmark.

Eleventh Grade

	% at Benchmark		% at Strategic	% at Intensive
	Green	Scary Green		
Fall				
Winter				
Spring				

Set Goal: By spring, we want _____% to be at benchmark.

Building-wide Data

	% at Benchmark		% at Strategic	% at Intensive
	Green	Scary Green		
Fall				
Winter				
Spring				

Set Goal: By spring, we want _____% to be at benchmark.

Collaborative Team Work

Analyze Grade-Level Data

After every universal screening administration, the Collaborative Teams review grade-level reports showing the distribution of student scores within the On Track (i.e., low-risk), Supplemental, and Intensive instruction recommendation categories. The minimum criterion for intervention is the 25th percentile for AIMSweb and STAR Math Enterprise and the 40th percentile for easyCBM. The 10-24th percentile range for AIMSweb and STAR Math Enterprise and the 20-39th percentile range for easyCBM, includes students needing Supplemental intervention and the 9th percentile and below for AIMSweb and STAR Math Enterprise and the 19th percentile and below for easyCBM, includes students needing Intensive intervention.

SCREENER	ON TRACK RANGE		SUPPLEMENTAL RANGE	INTENSIVE RANGE
	No add'l help	Add'l help needed		
AIMSweb	50%ile and above	25-49%ile	10-24%ile	9%ile and below
STAR Math Enterprise	40%ile and above	25-39%ile	10-24%ile	9%ile and below
easyCBM	50%ile and above	40-49%ile	20-39%ile	19%ile and below

Students (sometimes referred to as "bubble" students) with scores between the 25-50th percentile for AIMSweb, between the 25-39th percentile for STAR Math Enterprise, and the 40-50th percentile for easyCBM need additional instructional support including differentiated instruction in core.

Building-, grade-, and class-level status worksheets are available in the appendix.

When reviewing the grade-level reports, teams should record the data from the most recent universal screening on the Grade Level Status Worksheet used throughout each academic year. If using AIMSweb, percentages in each intensity level on the grade level report need to be determined for both the Missing Number and Quantity Discrimination measures for Grades K-1 and both the Computation and Concepts/Application measures for Grades 2 and above; if using easyCBM or STAR Math Enterprise, use the composite scores given. Teams then compare the most recent scores to the previous scores to determine growth.

When reviewing grade-level data from the initial universal screening of the academic year, Collaborative Teams should address the following questions:

- What is the current grade-level status?
- Where should the goal for this academic year be set? When setting the goal, teams might think about what they would want the previous grade level's team to write.

Then, at each subsequent universal screening data collection, Collaborative Teams should ask:

- Based on current progress, will the goal be met?
- Is the current goal realistic?
- Does the rate of progress need to be accelerated?

The Collaborative Team should consider the number of students within the On Track, Supplemental, and Intensive ranges. The goal for schools is to have 80 percent of students within the On Track range or above. If the building has fewer students than this at On Track, then several issues should be considered:

- Are core instruction and the core curriculum being implemented with fidelity? How do we know?
- Is core instruction explicit, systematic, and scaffolded?
- Are math concepts being taught to mastery?
- Are there sufficient examples, explanations, and opportunities for practice to support new learning?
- In terms of differentiating the core, what thoughts arise with regard to the strengths and needs of this current grade?
- Are supports or professional development needed with the core curriculum or core instruction? If so, these need to be communicated to the Building Leadership Team.

Analyze Classroom-Level Data

The Collaborative Teams review classroom level reports showing the distribution of student scores for each classroom. A classroom-level report provides an intensity-level recommendation (i.e., On Track, Supplemental, or Intensive) for each student.

When reviewing the reports, teams should enter current data on the Classroom-Level Status Worksheet and compare the percentages to previous data. If using AIMSweb, percentages in each intensity level recommendation category need to be established for both the Missing Number and Quantity Discrimination measures for Grades K-1 and both the Computation and Concepts/Application measures for Grades 2 and above; if using easyCBM or STAR Math Enterprise, use the composite scores given. When reviewing classroom-level data, teams need to focus on addressing the following questions:

- What is the current status of the classroom?
- Where should the end-of-year goal be set?
- Based on current progress, will the end-of-year goal be met?
- Is the current goal realistic?

The Collaborative Team needs to consider whether the data indicate the need to implement a class-wide intervention. Any teacher who has a classroom with more than 40% of the students not On Track needs to (a) plan class-wide interventions to address that weakness and (b) plan adjustments in instruction and core curricular materials to support those learning needs. If additional professional development or coaching support is needed, Collaborative Teams communicate those needs to Building Leadership Teams. If a class-wide intervention is needed, the leadership team may wish to consider whether a significant skill/concept is missing from the core curriculum at an earlier grade level; if so, additional materials need to be identified and utilized to strengthen the core curriculum.

Collaborative Teams should review the classroom reports and consider the number of students within the On Track, Supplemental, and Intensive ranges. The goal for buildings is to have 80% of students within the On Track range or above. If the class has fewer students than this at On Track or above for any of these measures, then several issues should be considered:

- Is the core being taught with fidelity?
- Is sufficient instructional time being allocated to core math instruction?
- Is core instruction explicit, scaffolded, and differentiated?
- Are there sufficient opportunities for practice and review?
- Are peer tutoring strategies being used in the core curriculum to support the needs of students with math difficulties?

Teachers also need to consider how to differentiate instruction and provide a variety of curricular materials to meet the needs of a classroom where so many students lack adequate skills.

Collaborative Teams then need to decide which of these issues should be reported to the Building Leadership Team.

AIMSweb Classroom Level Status for Math

Question: What is the current classroom level status and goal?

TEACHER Kindergarten		% On Track		% at Supplemental (10-24%ile)	% at Intensive (9%ile and Below)
		50%ile & up	25-49%ile		
Fall	Number ID				
	Oral Count				
	Missing Num				
	Qty Discrim				
Winter	Number ID				
	Oral Count				
	Missing Num				
	Qty Discrim				
Spring	Number ID				
	Oral Count				
	Missing Num				
	Qty Discrim				

Considerations for Discussion

As teams evaluate classroom level data, what comes to mind in terms of…?
- Implementing core with fidelity?
- Strengths and weaknesses of the current group of learners?
- Needs for differentiation?
- Professional development needs?
- Needed supports?

Set Goal: By spring, _____% of students will be On Track for Number Identification.
By spring, _____% of students will be On Track for Oral Counting.
By spring, _____% of students will be On Track for Missing Number.
By spring, _____% of students will be On Track for Qty Discrimination.

Discussion Notes:

AIMSweb Classroom Level Status for Math

Question: What is the current classroom level status and goal?

TEACHER		% On Track		% at Supplemental (10-24%ile)	% at Intensive (9%ile and Below)
		50%ile & up	25-49%ile		
Fall	MCAP				
	MCOMP				
Winter	MCAP				
	MCOMP				
Spring	MCAP				
	MCOMP				

Considerations for Discussion

As teams evaluate classroom level data, what comes to mind in terms of…?
- Implementing core with fidelity?
- Strengths and weaknesses of the current group of learners?
- Needs for differentiation?
- Professional development needs?
- Needed supports?

Set Goal: By spring, ____% of students will be On Track for MCAP.
By spring, ____% of students will be On Track for MCOMP.

Discussion Notes:

easyCBM Classroom Level Status for Math

Question: What is the current classroom level status and goal?

TEACHER		% On Track		% at Supplemental (20-39%ile)	% at Intensive (19%ile and Below)
		50%ile & up	40-49%ile		
Fall	Composite Score:				
Winter	Composite Score:				
Spring	Composite Score:				

Considerations for Discussion

As teams evaluate classroom level data, what comes to mind in terms of...?
- Implementing core with fidelity?
- Strengths and weaknesses of the current group of learners?
- Needs for differentiation?
- Professional development needs?
- Needed supports?

Set Goal: By spring, _____% of students will be On Track.

Discussion Notes:

STAR Math Enterprise Classroom Level Status for Math

Question: What is the current classroom level status and goal?

TEACHER		% On Track		% at Supplemental (10-24%ile)	% at Intensive (9%ile and Below)
		40%ile & up	25-39%ile		
Fall	Composite Score:				
Winter	Composite Score:				
Spring	Composite Score:				

Considerations for Discussion

As teams evaluate classroom level data, what comes to mind in terms of...?
- Implementing core with fidelity?
- Strengths and weaknesses of the current group of learners?
- Needs for differentiation?
- Professional development needs?
- Needed supports?

Set Goal: By spring, _____% of students will be On Track.

Discussion Notes:

Step 3:   Use Data to Group Students

Building Leadership Team Focus

Determine Instruction Level (Test Down) for Each Student in
Intervention

Students should be progress monitored at their instructional level.
For screeners that do not identify the instructional level, the steps for
determining instructional grade level are:

- For students in grades 2 and above who scored below the On
  Track range, test down (using progress monitoring probes) one
  grade level at a time.
- Find the level at which the student passes (scores On Track) for
  the time of year of testing, using the norms for the grade level of
  the test.
- The student's instructional level is one grade level higher than the
  passing level; use the instructional level for intervention materials
  and progress monitoring.

Determine Instructional Focus for Each Student in Intervention

Once the Classroom-, Grade-, and Building-Level Status reports and
the testing-down process have been completed for students requiring
intervention, administer the placement test from the comprehensive
intervention curriculum protocol to all students needing intervention.
If the curriculum selected does not have a placement test, the
Collaborative Team will need to consult the universal screener, noting
lowest domains or focal points (easyCBM and STAR Math Enterprise).
If using AIMSweb, the Instructional Planning Report may be used.
Students are then grouped as homogenously as possible, based on
instructional level, intensity level, and placement test results or lowest
domain/focal point.

Developing a process for grouping students and determining
instructional focus for math are somewhat more complex tasks than
for reading. While reading clearly has a single skill that is the best
predictor for future reading development for each grade level, the
same is not true for mathematics. Although curriculum-based
measurement (CBM) math computation fluency probes have been
used for many years to screen for students with math difficulties,
they are not as reliable as oral reading fluency probes. Math
accuracy data from CBM probes are even less reliable than math
fluency results (Burns, VanDerHeyden, & Jiban, 2006).
Consequently, a fluency/accuracy grouping cannot be used for math
in the same way that it is for reading. In addition, because the math
proficiencies are completely intertwined, a comprehensive approach to
intervention is often more advantageous than addressing a single
skill/concept.

Finalize Intervention Groups for Early Numeracy Grades PreK-1

Research regarding early numeracy skills has consistently identified several basic skills measuring the development of early number sense and predicting future math development. Teachers should see these skills embedded in the universal screener: oral counting, strategic counting (i.e., missing number), magnitude comparison (i.e., quantity discrimination), and number naming (i.e., number identification) (Clarke & Shinn, 2004; Gersten, Clarke, & Mazzocco, 2007). However, the most critical kindergarten and first-grade skills for future math development are strategic counting and magnitude comparison (Gersten, Clarke, & Jordan, 2007). At the kindergarten and first-grade level, students are sorted into instructional groups based on their performance on the placement test of the curriculum or the lowest domain/focal point reported on the Instructional Planning Report.

As teams begin to place students on the Instructional Grouping Worksheet, it is imperative that students with similar mathematical deficits be grouped together.

Finalize Intervention Groups for Math Grades 2 and Above

The same process is used to group students grades 2 and above. At this point in current mathematical research, no definitive basic skills that predict future math development have been identified. However, computational fluency appears to be an underlying issue for many students, and it is recommended that "about 10 minutes be devoted to building this proficiency during each intervention session" (Gersten, et al., 2009). More information on what this practice should look like is described later in this guide.

For students at the intermediate and secondary levels, additional skill assessment with fractions should be considered for those who are low on one of the screening measures (Riccomini & Witzel, 2010). The National Library of Virtual Manipulatives offers a quick assessment for fractions. Alternatively, a CBM probe of fraction computation could be used. At grades 2 and above, students are grouped as homogenously as possible based on instructional level, intensity level, and placement test results or lowest domain/focal point.

In terms of providing instruction for interventions, it is critical to have a good match between the instructors and the interventions they will be teaching. Therefore, it is important to know the strengths and professional development needs of intervention providers (e.g., teachers, para-educators). For example, some teachers are confident in teaching math whereas others are uncertain about good instructional practices for mathematics. Building Leadership Teams need to consider how professional and para- professional staff can best be used to teach intervention groups. The Building Leadership Team should plan to provide any needed professional development to ensure that

instructional staff has the necessary skills for providing math instruction. Instructional effectiveness depends on the use of strong materials and the training of the staff to provide the intervention.

Collaborative Team Work

Grouping students based on recommendations for instructional intensity (On Track, Supplemental, or Intensive) is not enough; instructional intensity recommendations only indicate the level of support students require for success. Collaborative Teams must also determine the skill/concept focus for intervention instruction. Students who do not score within the On Track range on the universal screening measure used at their grade level often have problems with prerequisite skills/concepts. Therefore, additional assessment may need to be conducted to determine how students should be grouped based on skill/concept deficits and the focus for instruction.

Determine Instructional Level (Test Down) For Each Student in Intervention

Students should be progress monitored at their instructional level. For screeners that do not identify the instructional level, the steps for determining instructional grade level are:

- For students in grades 2 and above who scored below the On Track range, test down (using progress monitoring probes) one grade level at a time.
- Find the level at which the student passes (scores On Track) for the time of year of testing, using the norms for the grade level of the test.
- The student's instructional level is one grade level higher than the passing level; use the instructional level for intervention materials and progress monitoring.

Determine Instructional Focus for Each Student

Once the placement test/instructional planning report information has been collected, students will be grouped according to instructional needs. When finalizing the groups after completing this process, it is important to review the data to ensure that the final grouping is a match for the student's instructional level, specific instructional needs, and the level of Supplemental or Intensive instruction to be provided. In addition, the instructional focus of each group should be revisited to ensure that the planned intervention is aligned with the identified student need for that group. Teachers should remember that the protocol interventions selected for each group come from the Curriculum Protocol tool (from the Structuring training). Whenever universal screening is conducted, it is essential to revisit and refine the alignment of student needs with the levels of intervention intensity and the instructional focus of the groups.

In terms of providing instruction, it is critical to have a good match between the instructor's knowledge and the interventions they will be teaching. Collaborative Teams will make some decisions about this match, based on guidance from the Building Leadership Team. Therefore, it is important to know the strengths and professional development needs of instructional providers (e.g., teachers, para-educators). For example, some teachers are confident in teaching math whereas others are uncertain about good instructional practices for mathematics. The Student Grouping Worksheet will aid in planning and documenting instructional groupings. Note that the assessments to be used for progress monitoring and exit criteria help ensure ongoing data collection and appropriate movement between instructional groups.

Instructional Grouping Worksheet

Intensive Intervention Group

Instructional Focus: Intervention Curriculum:

Interventionist: Location:

Progress Monitoring Tool:

Frequency of Progress Monitoring:

Student Receiving Intervention	Student Percentile (AIMSweb)		Student Composite Percentile (STAR)	Lowest strand/domain- where intervention begins?	Instructional Level to Progress Monitor
	MCAP	MCOMP	OR		

Supplemental Intervention Group

Instructional Focus: Intervention Curriculum:

Interventionist: Location:

Progress Monitoring Tool:

Frequency of Progress Monitoring:

Student Receiving Intervention	Student Percentile (AIMSweb)		Student Composite Percentile (STAR)	Lowest strand/domain- where intervention begins?	Instructional Level to Progress Monitor
	MCAP	MCOMP	OR		

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Step 4:   Determine Focus of Intervention

Building Leadership Team Focus

<u>Identify Skill(s)/Concept(s) to be Progress Monitored</u>

Progress monitoring students in intervention is critical to ensure appropriately targeted instruction leading to student growth. When students are progress monitored regularly and their data is used to make instructional decisions, they show more academic progress than students whose teachers do not progress monitor. Teachers' accuracy in judging student progress increases when progress monitoring is used consistently (Stecker & Fuchs, 2000). It is through frequent progress monitoring that the ultimate goal of returning students to only core instruction as soon as possible can be achieved.

Two criteria are essential for the progress monitoring tool. First, it must have concurrent validity—they "measure needs to correlate with an assessment of mathematics performance administered at approximately the same point in time" (Gersten, 2011, p. 36). Second, it must have construct validity. In other words, it must be sensitive to incremental student growth.

Building Leadership Teams need to train Collaborative Teams in the different ways to measure student growth. Progress monitoring of students in intervention measures (a) whether growth is occurring for those students and (b) whether sufficient growth is being obtained for students to close the gap. The progress monitoring results will be graphed and the data will be used for instructional decision making.

A second necessary measure of growth is accomplished using curriculum-based assessments to determine whether a student has mastered specific instructional skills. This is not something new, but what good teachers routinely do in the classroom. Examples of curriculum-based assessments include quizzes, discussions, on-the-bell assignments, and the use of white boards to view student work. They do not measure whether students are improving in all the critical skills measured by an integrated screening and progress monitoring data system, but rather whether the student is learning the skills/concepts being taught and if the instruction needs to be modified. Only progress monitoring can provide information about the effectiveness of the intervention curriculum, whether students in intervention are closing the gap with their grade-level peers, and if intervention instruction needs to be intensified.

The Building Leadership Team needs to:

- Support the Collaborative Teams in their work.
- Check to ensure that students in intervention are being monitored on the correct skill/concept.

- Identify and plan for needed professional development.
- Consider any issues reported to the leadership team by the Collaborative Teams.

Determine Appropriate Instructional Materials for Each Intervention Group

The Building Leadership Team will need to choose appropriate interventions from those documented in the Comprehensive Mathematics Curriculum Protocol tool (from the Structuring training) or from research-based intervention materials (like those suggested below) to identify the protocol interventions to be used with each group. Once the protocol interventions have been selected, the Building Leadership Team needs to complete the Math Instructional Grouping Worksheet and provide the summaries to the Collaborative Teams (replace the templates in the Collaborative Team Workbooks). Then the Building Leadership Team needs to consider the following questions:

- Are students being matched to comprehensive protocol interventions correctly?
- Does the building have appropriate protocol interventions available to meet the needs of all of the students?
- Do interventionists have the training and materials needed to provide the comprehensive protocol instruction with fidelity?
- Are the comprehensive protocols being taught with fidelity?

A variety of evidence-based interventions and instructional materials can be found to match learners' needs within each of the intervention groups. Because consideration of matching intervention groups and materials for math is very new, examples of materials appropriate for the groups are provided below. However, it is important to remember that programs alone do not teach. The lists below can be used as a starting point for discussions of research-based materials and strategies as well as matching student needs with targeted intervention materials. This list should not be considered an "approved" list; nor should it be considered exhaustive or appropriate for all student populations. Prior to selecting, purchasing, or using any instructional materials, it is critical to carefully review the materials and their research base.

Intervention Materials for Early Numeracy (K-1)

It is important to realize that students who score below the On Track range in oral counting and number identification will need to work on those skills in addition to the instructional focus of the group. Some examples of curricular materials for early numeracy instruction are:

- Math Rescue (multi-sensory, Sopris West).

- Practicing Basic Skills in Math (Sopris West).
- Number Worlds (McGraw-Hill).
- East Carolina Early Numeracy Curriculum (East Carolina University, Scott Methe, author).

Most curricular and instructional materials for early numeracy include a wide variety of skills. When planning instruction for each group, teachers should ensure that the skill targeted for instructional focus receives the most time for instruction and practice.

Intervention Materials for Math (Grade 2 and Above)

Students (sometimes referred to as "bubble" students) with scores between the 25-50th percentile for AIMSweb, between the 25-39th percentile for STAR Math Enterprise, and the 40-50th percentile for easyCBM need additional instructional support. The focus in the core classroom should be on differentiation of instruction, content knowledge remediation, and supporting students exiting from intervention. Examples of instructional materials include:

- Peer-Assisted Learning Strategies (PALS).
- Reciprocal Peer Tutoring (RPT).

Students who struggle with word problems might use instructional materials such as:

- Solving Math Word Problems: Teaching Students with Learning Disabilities Using Schema-Based Instruction (Pro-Ed).
- Pirate Math (Seethaler, Powell, & Fuchs).
- Solve It! (Montague, Warger, & Morgan, 2000).

Students who are struggling with the "why" behind standard algorithms might benefit from instructional materials such as:

- Computation of Integers (Pearson).
- Computation of Fractions (Pearson).
- Solving Math Word Problems (Pro-Ed).
- Number Worlds (McGraw-Hill).
- V Math (Cambium Learning).

Begin Comprehensive Protocol Intervention

Once the appropriate intervention materials are selected, the students should begin the protocol intervention. Again, fidelity to the selected curriculum is very important.

Begin Daily Fact Fluency Practice

Students should also receive 10 minutes of fact fluency practice during every intervention period (Gersten et al., 2009). Daily fact fluency practice may also take place during core instruction if time for

interventions is less than recommended or if more than 40% of the class needs practice in this area. For all areas of mathematics, teachers must be careful not to present too much information at one time or in a very short period of time. Too much information can overload students' processing capacity (working memory). Especially when working with students to build proficiency or automaticity, teachers should consider how information might be chunked or grouped into smaller pieces for instruction (Riccomini & Witzel, 2010).

Collaborative Team Work

Identify Skill(s)/Concept(s) to be Progress Monitored

Progress monitoring tools are selected based on the domain the intervention is addressing if using easyCBM. Computer-adapted assessments like STAR Math Enterprise automatically generate the appropriate probe at the correct level. If using AIMSweb, it is recommended that both the computation and concepts and application assessments be given.

In addition to progress monitoring to determine skill growth, teachers will also want to assess skills for instructional purposes. For example, students receiving instruction on specific basic facts should receive frequent curriculum based assessment of those facts to help determine skill mastery.

Determine Appropriate Instructional Materials for Each Intervention Group

Once student intervention groups have been formed and an instructional focus for each group has been determined, the Collaborative Team will need to select the appropriate intervention for each group. The most successful groups and progress occurs when a placement test is used to pinpoint and align the appropriate intervention. After the grouping process has been finalized, Collaborative Teams will need to choose appropriate interventions from the building's Math Comprehensive Curriculum Protocol. After selecting the interventions, teams will need to determine and document on the Math Instructional Grouping Worksheet:

- Who will provide the intervention for each group.
- The instructional focus of the group.
- The location where the intervention will be delivered.
- The person responsible for progress monitoring.

Begin Comprehensive Protocol Intervention

Once the appropriate materials are selected, the students should begin the protocol intervention. Again, fidelity to the selected curriculum is very important.

<u>Begin Daily Fact Fluency Practice</u>

Students should receive 10 minutes of fact fluency practice during every intervention period (Gersten et al., 2009). Daily fact fluency practice may also take place during core instruction if time for interventions is less than recommended or if more than 40% of the class needs practice in this area. For all areas of mathematics, teachers must be careful not to present too much information at one time or in a very short period of time. Too much information can overload students' processing capacity (working memory). Especially when working with students to build proficiency or automaticity, teachers should consider how information might be chunked or grouped into smaller pieces for instruction (Riccomini & Witzel, 2010).

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Step 5: Determine Instructional Level for Progress Monitoring and Intervention Goal

Building Leadership Team Focus

<u>Determine the Appropriate Instructional Level for Progress Monitoring</u>

Progress monitoring students at their instructional level is critical in helping students close the achievement gap between themselves and their peers. The instructional level was determined during the grouping process. That same level should be used for progress monitoring. Universal screening is always done at the student's current grade level.

The Building Leadership Team's responsibilities for this step include:

- Conducting fidelity checks to ensure that students are being progress monitored at their instructional level.

<u>Determine Frequency of Progress Monitoring Data Collection and Review</u>

Ongoing progress monitoring is essential for all students receiving interventions to ensure that all students are achieving adequate progress. Data from progress monitoring track how the student is responding to the intervention; without these data, instruction is just a best guess. "A progress monitoring protocol that includes assessment frequent enough to make informed and student-centered decisions is important to any intervention system" (Riccomini & Witzel, 2010, p. 46). The Building Leadership Team will determine the frequency of progress monitoring data collection and review to be used in the building. When determining the frequency with which progress monitoring data will be collected, it is important to consider (a) how quickly students typically learn the skill(s)/concept(s) that are the focus of instruction and (b) how frequently the Collaborative Team will be meeting to review progress monitoring data to make instructional adjustments based on the decision rules of the system. The frequency of progress monitoring is influenced by how quickly instructional adjustments can be made. For example, if the school is using a 6-data-point decision rule and progress monitoring data are being collected every 2 weeks, 12 weeks will elapse before sufficient data will be available to make instructional adjustments. It is important to progress monitor frequently enough to enable the Collaborative Team to make timely instructional decisions and not spend additional time intervening for a skill/concept the student has mastered. The recommended frequency of progress monitoring for math within the MTSS framework is every two to three weeks for students receiving Supplemental or Intensive intervention instruction.

The Building Leadership Team's responsibilities for this step include:
- Determining the frequency of progress monitoring data collection for Supplemental and Intensive intervention.
- Determining the frequency with which Collaborative Teams should meet to review the progress monitoring data.
- Reviewing the decision rules (from the Structuring training) regarding the number of data points needed to determine if student performance indicates that adjustment to instruction may be appropriate.
- Conducting fidelity checks to ensure that the Collaborative Teams are following the guidelines for frequency of progress monitoring.
- Considering whether staff has been informed about the data point decision rules of the system.

Maintaining an intervention log is critical for documenting changes made to the student's intervention plan. Any changes to a protocol intervention or an individualized plan should be based on the results of the progress monitoring data and documented in the intervention log.

Determine the Appropriate Intervention Goal
Students who score below the On Track range need to have an ambitious goal. Research indicates that ambitious goals produce better results than lower goals (McCook, 2006). Without an ambitious goal, students in intervention can make progress, but continue to lag behind grade level without closing the achievement gap between themselves and their peers. For students who are receiving high-quality intervention, it is appropriate to expect more than a year's growth in a year's time, even if the student has not achieved that rate of growth in the past.
The Building Leadership Team's responsibilities for this step include:

- Conducting fidelity checks to ensure that the Collaborative Teams are following the guidelines for determining the appropriate goal for each student.
- Considering whether staff members know how to chart progress monitoring results accurately.

Collaborative Team Work
Determine the Appropriate Instructional Level for Progress Monitoring
Progress monitoring students at their instructional level is critical in helping students close the achievement gap between themselves and their peers. The instructional level was determined during the grouping process. That same level should be used for progress monitoring. Universal screening is always done at current grade level.

<u>Determine the Frequency of Progress Monitoring Data Collection and Review</u>

The Collaborative Teams should follow the rules regarding frequency of data collection and data review. The decision rules of the system include, for example, the 3-data-point decision rule to help teams determine if student performance indicates that adjustment to the instruction may be appropriate. The decision rules were determined by the Building Leadership Team during the Structuring training.

In general, students are likely to learn earlier and more discrete basic skills/concepts quickly after skill-focused intervention is provided. More complex skills/concepts usually require a longer period of time for a student to demonstrate growth.

Maintaining an intervention log is critical for documenting changes made to the student's intervention plan. Any changes to a protocol intervention or an individualized plan should be based on the results of the progress monitoring data and documented in the intervention log.

<u>Determine the Appropriate Intervention Goal</u>

At a minimum, the goal for a student should be the 25% percentile on end-of-year norms of the grade level at which the student is being progress monitored (instructional level) or the 40% percentile if using easyCBM. The national norms for the universal screening assessment administered within your building should be used to set the end-of-year goals for students.

Once the level for progress monitoring has been selected and a goal for the student has been chosen, a chart for progress monitoring can be started. The Collaborative Team should plot the score the student obtained on the probe at the student's instructional level (or from the universal screening assessment if the student is being monitored at grade level) as the baseline score. Next, plot the score that is the goal for the student at the level being used for progress monitoring. Now draw a line between the baseline point and the goal point. This is the student's aim line, sometimes called the goal line, and progress toward the goal will be determined by the number of points at, above, or below this aim line. Graph the data and chart the growth of individual students. Decisions about changing instruction will be based on the previously developed decision rules.

Progress monitoring data need to be organized so they are useable for teams to determine when to make an adjustment in intervention. Keeping progress monitoring visible is a good method of keeping it useable. There are different ways to keep these data visible and useable. Charts are best for visual representations to help staff interpret the progress monitoring data in relation to the students' goal. Assessment cards are an additional option for displaying both

screening data and progress monitoring information to staff. Whatever method of data display is used, it is important to ensure that the data are maintained in a confidential manner, but readily available to staff members who work with the students.

Step 6:   Analyze Progress Monitoring Data

Building Leadership Team Focus

Validate Progress Monitoring Data

In addition to supporting Collaborative Teams in considering the validity of scores for individual students, the Building Leadership Team needs to review systemic issues that may affect the validity of progress monitoring data. The Building Leadership Team needs to review the fidelity of administration of the progress monitoring assessment by discussing and reviewing any information collected regarding the following issues:

- Were the directions for the administration of the progress monitoring assessment followed exactly?
- Were the time limits for each test followed exactly?
- Was shadow scoring used to check scoring fidelity?
- Have all the staff members who administer the progress monitoring assessment been trained?
- Did Collaborative Teams verify the individual student data?
- Have Collaborative Teams established and are they following a routine for examining progress monitoring graphs for accuracy?

It is important that the members of the Building Leadership Team review the procedures established for collecting data with fidelity. Building Leadership Team members need to ask "How do we know?" regarding each of the issues listed above as verification that adequate information about assessment fidelity is being collected.

Determine if the Student is Making Enough Progress Toward End-of-Year Goal

The Building Leadership Team's responsibilities for supporting Collaborative Teams in determining whether individual students are making progress include:

- Conducting fidelity checks to ensure that the Collaborative Teams are following the guidelines for reviewing the progress monitoring data and applying the decision rules correctly.
- Checking to ascertain that, for any student returned to the core curriculum, progress monitoring continues for a period of time in case a need re-emerges for additional support.
- Checking to see if staff are charting the progress monitoring data accurately.
- Considering how personnel are currently allocated to support instructional groups and whether any change in their allocation is warranted.

At the same time that the Building Leadership Team is supporting the Collaborative Teams in determining whether individual students

receiving intervention are making progress, the leadership team also needs to consider whether any patterns or trends can be seen across all of the progress monitoring results. If most students are making progress and they are making sufficient progress to close the gap, then staff can celebrate how well the system is working. It is not enough for students to just make progress. If many students are not closing the gap, or if many students are not making progress, then the leadership team needs to consider the effectiveness of the interventions and what might be changed to improve intervention effectiveness.

The table on the next page lists research-based practices within the categories of curriculum, instruction, setting, and individuals that the leadership team might consider when engaging in system-level problem solving. The team needs to engage in the Look-Think-Act problem-solving sequence as the progress monitoring data are analyzed and the topics that might improve the effectiveness of the interventions are considered. The Building Leadership Team will need to consider in what way they might want to engage the Collaborative Teams in this systemic problem solving. However, it is important for the Building Leadership Team to remember that the primary responsibilities of the Collaborative Teams are for individual student progress monitoring data collection and review and adjustment of instruction for individual students based on that data.

Research-Based Practices to Consider
Regarding Intervention Effectiveness

Instruction	Curriculum
- Fidelity of instruction - Modeling and guided practice prior to independent practice (I Do, We Do, You Do) - Explicit teaching - Pace of instruction - Opportunities to respond - Time allocated - Intervention in addition to core - Intervention time daily - More intervention time needed - Sufficient questioning, check for understandings - Clear directions - Sufficient practice, application, and review	- Appropriate match between learner and intervention - Instructional focus based on diagnostic process - Relation to post-school outcomes and student interests - Variety of activities - Provides for explicit approach to teaching - Appropriate independent work activities - Teaches skills to mastery - Provides adequate opportunities for practice and review - Progress is being monitored on the appropriate skill - Appropriate rate of progress to reach goal
Setting	**Individual**
- Classroom routines and behavior management support learning - Appropriate person teaching the intervention group - Group arrangements for instruction - Size of group - Student is in appropriate group - Movement to group using decision rules - Interruptions to class are infrequent - Academic learning time is high - Transitions are short and brief - Time devoted to homework with monitoring	- Motivation - Task persistence - Social skills/peer relationships - Commitment to school - Self-efficacy - Attendance - Learning strengths - Pattern of performance errors reflect skill deficits - Connection with school, community, adults, and family - Home-based reading and math activities (practice, no new learning)

Determine if Student is Mastering Intervention Skill(s)/Concept(s)

If a student has 3 or more data points consecutively above the aim line or the data points are inconsistent (i.e., both above and below), it means the intervention is having a positive impact and progress is being made. This alone is not a sufficiently deep analysis to determine whether an adjustment in instruction is appropriate. To determine this, the team will need to determine whether the gap is closing.

If the Student is Not Making Sufficient Growth to Close the Gap, Intensify Instruction

The Building Leadership Team's responsibilities for this step include:

- Ensuring that instruction is being intensified for any students not making sufficient growth.
- Checking to see if staff are charting the progress monitoring data accurately.
- Considering how resources are currently allocated to support instructional groups and whether any changes in resource allocation are warranted.

If the Student is Not Making Progress, Customize the Intervention

When a student receiving Intensive intervention fails to show progress despite data-based adjustments to the intervention being provided, the Collaborative Team, in collaboration with the Building Leadership Team, should consider the need for individual student problem solving to customize the intervention. This would be a time when formal diagnostic assessments, such as KeyMath3 or Tools for Early Assessment in Math (TEAM), might be used. In addition, it would be appropriate to administer an error analysis. One source for error analysis is Marilyn Burns' Math Reasoning Inventory, which can be found at https://www.mathreasoninginventory.com/.

The individual student problem-solving process is what schools have traditionally used for general education interventions, often conducted by Student Improvement Teams (also known as SIT, SAT, TAT, and CARE teams, among other names). Within the Kansas MTSS model, the Collaborative Teams conduct the work of the General Education Intervention or Student Improvement Team (SIT). At any time when a leadership team or a Collaborative Team suspects that a student may be a student with an exceptionality, they must refer the student for an initial evaluation. Any parent request for a special education evaluation must be reported to the building administrator or to the appropriate staff person, as designated by district special education procedures. The MTSS should not delay a student from receiving a special education evaluation. A student does not have to move through all the tiers before a referral for a special education evaluation is made. Conversely, having received all tiers of instruction or needing Tier 3 instruction does not indicate in and

of itself that a student should be referred for a special education evaluation.

When a Kansas MTSS is being implemented, all parents must be informed of the nature of student performance data being collected, the general education services being provided, strategies for increasing a student's rate of learning, and parents' right to request an evaluation (K.A.R. 91-40-10(f)(2)). Both staff and parents need to know that a student may be referred for a special education initial evaluation when (a) the school has data-based documentation indicating general education interventions and strategies would be inadequate to address the areas of concern for the student or (b) the school has data-based documentation indicating that:

- The student was provided appropriate instruction by qualified staff in regular education.
- The student was provided repeated assessment of academic achievement to demonstrate his or her progress during instruction.
- The assessment results were shared with the parents.
- The results indicate an evaluation is appropriate (K.A.R. 91-40-7(c)).

Many buildings publish this information in school newsletters at the beginning of the school year to ensure that parents have been provided with this information.

The Building Leadership Team's responsibilities for this step include:

- Conducting fidelity checks to ensure that the Collaborative Teams are following the guidelines for reviewing the progress monitoring data and applying the decision rules correctly and in sequence.
- Checking to see if staff are charting the progress monitoring data accurately.
- Ensuring that teams are conducting formal diagnostic and error analyses, if needed.
- Ensuring that teams are conducting individual student problem solving, if needed.
- Ensuring that any student suspected of being a student with an exceptionality is referred for an initial evaluation.

Collaborative Team Work
Validate Progress Monitoring Data
As soon as progress monitoring data are collected, they should be added to each student's progress monitoring chart. It is important for each Collaborative Team to establish a routine for examining all the progress monitoring graphs for accuracy. The team will be looking to confirm that:

- The correct skills/concepts were progress monitored at the correct level.
- Sufficient data have been collected to make decisions, according to the established decision rules.
- The data were accurately graphed.

Looking for and thinking about these issues provides a basic fidelity check of the process and helps ensure that decisions about instructional adjustments are accurate.

Determine if the Student is Making Enough Progress Toward End-of-Year Goal

The analysis of progress monitoring data is a two-step process: (a) determine whether the student is making progress and (b) determine whether the rate of growth is sufficient to close the gap. The most valid means of defining progress is through analysis of the trend line (Fuchs & Deshler, 2007). The trend line is the line of best fit for the progress monitoring points collected over time, meaning that it is the line drawn through the data points that comes closest to having all of the points fall on the line. The team determines if the student is making progress by comparing the student's trend line to the identified goal line or aim line and then applying the decision rules of the system. The team also determines if the student's progress is sufficient to close the gap with grade-level peers by comparing a continuation of the student's trend line to the final desired level of performance, which is typically the On Track (above the 25th percentile) range for the instructional level.

In the following examples, a 3-data-point decision rule is used. If the local system uses a 4- or 6-data-point rule, the same process applies, just with a modification to the number of data points.

Three or More Consecutive Data Points Above Aim Line or Data Points are Both Above and Below Aim Line

If a student has 3 or more data points consecutively above the aim line or the data points are inconsistent (i.e., both above and below), it means the intervention is having a positive impact and progress is being made. This alone is not a sufficiently deep analysis to determine whether an adjustment in instruction is appropriate.

Three or More Consecutive Data Points below the Aim Line but Trend Line Shows an Upward Trend

If 3 or more consecutive data points are below the aim line, but the trend line shows an upward trend, it means that sufficient progress is not being achieved. This alone is not a sufficiently deep analysis to determine any potential adjustment in instruction.

<u>Three or More Consecutive Data Points below the Aim Line and Trend Line is Flat or Downward</u>

When the trend line is below the aim line and on a flat or downward trend, this means that progress is not being made.

<u>Determine if Student is Mastering Intervention Skill(s)/Concepts</u>

The ultimate goal for students in intervention is to close the gap between where the student is currently performing and the grade-level performance of peers enough for the student to return to only core instruction. The chart of a student who is closing the gap will show data points that fall above or both below and above the aim line as well as a trend line that intersects the goal line before the end of the year (or other monitoring time period).

<u>Made Progress and Sufficient Growth to Close the Gap</u>

If the team determines that the student's progress is at or above the aim line and the student is making progress sufficient to meet the goal, the team needs to make one of the following decisions:

1. Should the intervention recommendation be changed, i.e., should the student's intervention be changed from intensive to Supplemental? Teams should follow decision rules for moving students between tiers.
2. Should the student be regrouped to work on a different skill/concept? If the instructional focus is on a skill/concept that is multiple grade levels below grade-level core instruction, the team will want to consider conducting further assessment to determine the appropriate instructional focus for the student and regroup based on the new skill/concept.
3. Should intervention continue as currently designed and implemented? Just because a student is showing progress does not mean that immediate action must be taken. Generally the team will want to continue the student in the current successful intervention until the goal for that instructional level is met. Once the student meets the goal, teachers should move to the next higher grade level for instructional materials and level of progress monitoring. Teachers should repeat this process for increasing the level of instructional materials based on progress monitoring results until the student's progress has closed the achievement gap with peers. Once the student closes this gap, gradually decreasing the amount of support provided to the student should be considered. Continued progress monitoring will indicate whether decreased support is sufficient for student growth to continue.
4. Should intervention be discontinued and would core instruction be sufficient?

Having students learn skills/concepts to the point they can succeed with only core instruction is the goal of MTSS. When considering this decision, the team needs to ask questions such as:

- How close is this achievement to being within the On Track range for the student's grade level? If the student's current level is considerably below the On Track range, it is likely that the student will continue to need intervention.
- What are the next critical skills/concepts the student needs to learn? Knowing this enables the team to make informed decisions about the appropriate instructional focus for the student.
- What are the skills/concepts being taught within the core curriculum? Knowing this enables the team to understand and make informed decisions about the instructional match between what is being taught in core and in intervention.
- What level of support has been provided to allow this level of achievement? If a very high level of support has been provided to achieve the performance, the team may consider reducing the intervention intensity as opposed to immediately discontinuing intervention.
- How frequently should progress be monitored if intervention is discontinued and the student is only receiving core instruction? Even after a student has exited from intervention, it is important to check more frequently than just universal screening to ensure that the skills have generalized to the classroom and the student is still able to be successful.

If a student is returned to core, then continued progress monitoring for a period of time is recommended in case a need re-emerges for additional support.

If the Student is Not Making Sufficient Growth to Close the Gap, Intensify Instruction
If the graph of student performance shows an upward trending line that will not intersect with the goal line or aim line, then a student is improving, but at a rate that is insufficient to close the gap with peers.

Made Progress but Insufficient Growth to Close the Gap
If the team determines the student is showing growth but at an insufficient rate to close the gap, then the team needs to determine how to increase the intensity of the current instruction. Options for intensifying instruction include the following:

1. Check student's attendance to see if the student needs intervention to improve his or her participation in instruction.
2. Increase the number of student responses per minute by reducing group size.

3. Increase the number of questions and error corrections the student receives in a minute.
4. Increase the scaffolding by breaking the task down further or providing more structure so that the student can be successful.
5. Spend more time modeling the "I do" and "We do" guided practice before the student practices independently.
6. Increase the number of repetition cycles on each skill/concept before moving on to see whether mastery is achieved with more practice.
7. Use a more systematic curriculum so that skills/concepts are taught in a prescribed manner, with the teacher asking questions and cueing using the same language for each routine (Hall, 2007).

<u>If the Student is Not Making Progress, Customize the Intervention</u>
If the graph of student performance shows a trend line that is flat or downward, then teams should consider customizing the intervention.

Many factors can influence whether a student makes progress, so it is important to have a systematic process for analyzing the cause, starting with the most basic and easiest to change. However, it is always important to remember that the protocol intervention must be taught with fidelity. If the student is still not making progress, then the intervention can be customized one piece at a time.

In analyzing the lack of progress, the team must look into each of these items in sequence:

1. First check the student's attendance to ensure that access to instruction is not the issue.
2. Next, check to ensure the skill/concept being progress monitored is the same as the instructional focus (what is being taught) of the intervention.
3. If the skill/concept and the progress monitoring measure are consistent, check fidelity of instruction. This can be done by looking at the intervention log to check whether the intervention was given as frequently as planned (i.e., daily), for the duration planned (i.e., 30 or 60 minutes), using the materials as designed and that progress monitoring was conducted as planned (i.e., weekly).
4. If both of the previous points are happening, next consider increasing the pace of instruction. Often teachers respond to the student having difficulty in learning by slowing down the pace of instruction when, in fact, they need to increase the pace of instruction. Slowing down the pace of instruction can result in lower levels of student attention and motivation whereas a faster pace can keep students engaged. The pace of instruction is related to the number of student–teacher interactions per minute. For Intensive intervention with groups of three or fewer students,

students should be expected to provide five correct responses per minute (via choral or individual responses).

5. Next consider modifying the pace of intervention. For example, reducing the number of new skills/concepts introduced each week can slow the pace of intervention. If new skills/concepts are being introduced at a rate of five per week, consider introducing only three per week and providing a greater amount of practice on each skill/concept before moving to the next.

6. Ensure the alignment of programs. Teams need to ensure that vocabulary is used the same way in both core and intervention instruction and that skills/concepts are taught and practiced in the same way in all instructional settings for each student.

7. If all of the six previous steps have been completed and everything is in place as planned, the team should consider adjusting the instructional materials.

8. Consider moving the student to a different group with a different instructional focus.

9. Consider moving the student from Supplemental to Intensive intervention.

If the Student is Not Making Progress, Customize the Intervention

When a student receiving Intensive intervention fails to show progress despite data-based adjustments to the intervention being provided, the Collaborative Team—in collaboration with the Building Leadership Team—should consider the need for individual student problem solving to customize the intervention. This would be a time when formal diagnostic assessments, such as KeyMath3 or Tools for Early Assessment in Math (TEAM), might be used to further analyze the student's needs. In addition, it would be appropriate to administer an error analysis. One source for error analysis is Marilyn Burns' Math Reasoning Inventory, which can be found at https://www.mathreasoninginventory.com/.

To customize the intervention, teachers should use current research to determine the necessary components of the individualized plan. Teams will need to analyze all the data available regarding a student (including the information from the formal diagnostic assessment and error analysis, if completed) and develop a hypothesis about the underlying causes of the student's lack of progress so that a more individually customized intervention plan can be developed and implemented.

The individual student problem-solving process is what schools have traditionally used for general education interventions, often conducted by Student Improvement Teams (also known as SIT, SAT, TAT, and CARE teams, among other names). Within the MTSS model, the Collaborative Teams conduct the work of the General Education Intervention or Student Improvement Team (SIT). The Collaborative Team working to customize intervention for a student may decide

that the data indicate that the student needs to be referred for evaluation for special education services.

At any time when a Collaborative Team suspects a student may be a student with an exceptionality, they must refer the student for an initial evaluation. Any parent request for a special education evaluation must be reported to the building administrator or to the appropriate staff person as designated by district special education procedures. The MTSS should not delay a student from receiving a special education evaluation. A student does not have to move through all the tiers before a referral for a special education evaluation is made. Conversely, having received all tiers of instruction or needing Tier 3 instruction does not indicate in and of itself that a student should be referred for a special education evaluation.

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Step 7:   Update Intervention Student Tracking Information

Building Leadership Team Focus

Update Student Intervention Log and Progress Monitoring Graph

The Building Leadership Team's responsibilities for this step include:

- Ensuring that staff members are keeping student intervention logs (including student attendance) updated.
- Ensuring that staff members are charting the progress monitoring data consistently and accurately.
- Ensuring that data review meetings are being held as scheduled.
- Ensuring that decision rules are being followed.
- Conducting periodical reviews of the entire process with staff to ensure fidelity.
- Considering any needs for professional development.

Collaborative Team Work

Update Student Intervention Log and Progress Monitoring Graph

Once any instructional adjustments have been completed, instruction and progress monitoring of student growth continues as described in previous steps. The student intervention log and the progress monitoring graph need to be consistently updated so that an accurate record of the interventions and results can be maintained. It is critical that teachers document both the instruction that they are providing and the intervention sessions that each student actually attends. This documentation is critical as a source of information when analyzing student growth. This cycle of assessing, adjusting, and adding to the graph or log continues as long as a student requires intervention. To summarize, all students in intervention need:

- An accurate record of interventions.
- An accurate record of actual student participation in intervention instruction.
- An accurate record of progress monitoring results.
- Ongoing, consistent, regular data review meetings with instructional adjustments made according to decision rules.

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Appendix A

AIMSweb Grade Level Status for Math

Question: What is the current grade level status and goal?

GRADE		% On Track		% at Supplemental (10-24%ile)	% at Intensive (9%ile and Below)
		50%ile & up	25-49%ile		
Fall	MCAP				
	MCOMP				
Winter	MCAP				
	MCOMP				
Spring	MCAP				
	MCOMP				

Considerations for Discussion

As teams evaluate grade level data, what comes to mind in terms of…?
- Implementing core with fidelity?
- Strengths and weaknesses of the current group of learners?
- Needs for differentiation?
- Professional development needs?
- Needed supports?

Set Goal: By spring, ___% of students will be On Track for MCAP.
By spring, ___% of students will be On Track for MCOMP.

Discussion Notes:

AIMSweb Classroom Level Status for Math

Question: What is the current classroom level status and goal?

TEACHER		% On Track		% at Supplemental (10-24%ile)	% at Intensive (9%ile and Below)
		50%ile & up	25-49%ile		
Fall	MCAP				
	MCOMP				
Winter	MCAP				
	MCOMP				
Spring	MCAP				
	MCOMP				

Considerations for Discussion

As teams evaluate classroom level data, what comes to mind in terms of…?
- Implementing core with fidelity?
- Strengths and weaknesses of the current group of learners?
- Needs for differentiation?
- Professional development needs?
- Needed supports?

Set Goal: By spring, ____% of students will be On Track for MCAP.

By spring, ____% of students will be On Track for MCOMP.

Discussion Notes:

AIMSweb Grade Level Status for Math

Question: What is the current classroom level status and goal?

Kindergarten		% On Track		% at Supplemental (10-24%ile)	% at Intensive (9%ile and Below)
		50%ile & up	25-49%ile		
Fall	Number ID				
	Oral Count				
	Missing Num				
	Qty Discrim				
Winter	Number ID				
	Oral Count				
	Missing Num				
	Qty Discrim				
Spring	Number ID				
	Oral Count				
	Missing Num				
	Qty Discrim				

Considerations for Discussion

As teams evaluate classroom level data, what comes to mind in terms of…?
- Implementing core with fidelity?
- Strengths and weaknesses of the current group of learners?
- Needs for differentiation?
- Professional development needs?
- Needed supports?

Set Goal: By spring, _____% of students will be On Track for Number Identification.
By spring, _____% of students will be On Track for Oral Counting
By spring, _____% of students will be On Track for Missing Number.
By spring, _____% of students will be On Track for Qty Discrimination.

Discussion Notes:

AIMSweb Grade Level Status for Math

Question: What is the current classroom level status and goal?

First Grade		% On Track		% at Supplemental (10-24%ile)	% at Intensive (9%ile and Below)
		50%ile & up	25-49%ile		
Fall	Number ID				
	Oral Count				
	Missing Num				
	Qty Discrim				
	Computation				
Winter	Number ID				
	Oral Count				
	Missing Num				
	Qty Discrim				
	Computation				
Spring	Number ID				
	Oral Count				
	Missing Num				
	Qty Discrim				
	Computation				

Considerations for Discussion

As teams evaluate classroom level data, what comes to mind in terms of…?
- Implementing core with fidelity?
- Strengths and weaknesses of the current group of learners?
- Needs for differentiation?
- Professional development needs?
- Needed supports?

Set Goal: By spring, _____% of students will be On Track for Number Identification.
By spring, _____% of students will be On Track for Oral Counting
By spring, _____% of students will be On Track for Missing Number.
By spring, _____% of students will be On Track for Qty Discrimination.
By spring, _____% of students will be On Track for Computation.

Discussion Notes:

<p align="center">**AIMSweb Classroom Level Status for Math**</p>

Question: What is the current classroom level status and goal?

TEACHER Kindergarten		% On Track		% at Supplemental (10-24%ile)	% at Intensive (9%ile and Below)
		50%ile & up	25-49%ile		
Fall	Number ID				
	Oral Count				
	Missing Num				
	Qty Discrim				
Winter	Number ID				
	Oral Count				
	Missing Num				
	Qty Discrim				
Spring	Number ID				
	Oral Count				
	Missing Num				
	Qty Discrim				

Considerations for Discussion

As teams evaluate classroom level data, what comes to mind in terms of…?
- Implementing core with fidelity?
- Strengths and weaknesses of the current group of learners?
- Needs for differentiation?
- Professional development needs?
- Needed supports?

Set Goal: By spring, _____% of students will be On Track for Number Identification.
By spring, _____% of students will be On Track for Oral Counting
By spring, _____% of students will be On Track for Missing Number.
By spring, _____% of students will be On Track for Qty Discrimination.

Discussion Notes:

AIMSweb Classroom Level Status for Math

Question: What is the current classroom level status and goal?

TEACHER First Grade		% On Track		% at Supplemental (10-24%ile)	% at Intensive (9%ile and Below)
		50%ile & up	25-49%ile		
Fall	Number ID				
	Oral Count				
	Missing Num				
	Qty Discrim				
	Computation				
Winter	Number ID				
	Oral Count				
	Missing Num				
	Qty Discrim				
	Computation				
Spring	Number ID				
	Oral Count				
	Missing Num				
	Qty Discrim				
	Computation				

Considerations for Discussion

As teams evaluate classroom level data, what comes to mind in terms of…?

- Implementing core with fidelity?
- Strengths and weaknesses of the current group of learners?
- Needs for differentiation?
- Professional development needs?
- Needed supports?

Set Goal: By spring, _____% of students will be On Track for Number Identification.
By spring, _____% of students will be On Track for Oral Counting
By spring, _____% of students will be On Track for Missing Number.
By spring, _____% of students will be On Track for Qty Discrimination.
By spring, _____% of students will be On Track for Computation.

Discussion Notes:

easyCBM Grade Level Status for Math

Question: What is the current grade level status and goal?

GRADE		% On Track		% at Supplemental (20-39%ile)	% at Intensive (19%ile and Below)
		50%ile & up	40-49%ile		
Fall	Composite Score:				
Winter	Composite Score:				
Spring	Composite Score:				

Considerations for Discussion

As teams evaluate grade level data, what comes to mind in terms of…?

- Implementing core with fidelity?
- Strengths and weaknesses of the current group of learners?
- Needs for differentiation?
- Professional development needs?
- Needed supports?

Set Goal: By spring, _____% of students will be On Track.

Discussion Notes:

easyCBM Classroom Level Status for Math

Question: What is the current classroom level status and goal?

TEACHER		% On Track		% at Supplemental (20-39%ile)	% at Intensive (19%ile and Below)
		50%ile & up	40-49%ile		
Fall	Composite Score:				
Winter	Composite Score:				
Spring	Composite Score:				

Considerations for Discussion

As teams evaluate classroom level data, what comes to mind in terms of…?
- Implementing core with fidelity?
- Strengths and weaknesses of the current group of learners?
- Needs for differentiation?
- Professional development needs?
- Needed supports?

Set Goal: By spring, _____% of students will be On Track.

Discussion Notes:

STAR Math Enterprise Grade Level Status for Math

Question: What is the current grade level status and goal?

GRADE		% On Track		% at Supplemental (10-24%ile)	% at Intensive (9%ile and Below)
		40%ile & up	25-39%ile		
Fall	Composite Score:				
Winter	Composite Score:				
Spring	Composite Score:				

Considerations for Discussion

As teams evaluate grade level data, what comes to mind in terms of…?
- Implementing core with fidelity?
- Strengths and weaknesses of the current group of learners?
- Needs for differentiation?
- Professional development needs?
- Needed supports?

Set Goal: By spring, _____% of students will be On Track.

Discussion Notes:

STAR Math Enterprise Classroom Level Status for Math

Question: What is the current classroom level status and goal?

TEACHER		% On Track		% at Supplemental (10-24%ile)	% at Intensive (9%ile and Below)
		40%ile & up	25-39%ile		
Fall	Composite Score:				
Winter	Composite Score:				
Spring	Composite Score:				

Considerations for Discussion

As teams evaluate classroom level data, what comes to mind in terms of…?
- Implementing core with fidelity?
- Strengths and weaknesses of the current group of learners?
- Needs for differentiation?
- Professional development needs?
- Needed supports?

Set Goal: By spring, _____% of students will be On Track.

Discussion Notes:

Instructional Grouping Worksheet

Intensive Intervention Group

Instructional Focus: Intervention Curriculum:
Interventionist: Location:
Progress Monitoring Tool:
Frequency of Progress Monitoring:

Student Receiving Intervention	Student Percentile (AIMSweb) OR		Student Composite Percentile (STAR)	Lowest strand/domain- where intervention begins?	Instructional Level to Progress Monitor
	MCAP	MCOMP			

Supplemental Intervention Group

Instructional Focus: Intervention Curriculum:
Interventionist: Location:
Progress Monitoring Tool:
Frequency of Progress Monitoring:

Student Receiving Intervention	Student Percentile (AIMSweb) OR		Student Composite Percentile (STAR)	Lowest strand/domain- where intervention begins?	Instructional Level to Progress Monitor
	MCAP	MCOMP			

Bubble Students Progress Monitoring and Differentiated Instruction Group

Progress Monitoring Tool: _____

Frequency of Progress Monitoring: **Monthly**

Students

Intervention Log Example

Week of _____

Intervention Teacher _____

Assessment Measures: Date:

Names of Students in Group	PM tool	Curriculum-based Assess.
1.		
2.		
3.		
4.		
5.		
6.		

Time - Intervention Provided

	Monday	Tuesday	Wednesday	Thursday	Friday
Teams Met					
Total Minutes/day:					

Instructional Focus:

Intervention/Materials:

Attendance and Observation Records:

Student Name: Attendance: (Circle if absent) M T W Th F	Student Name: Attendance: (Circle if absent) M T W Th F
Student Name: Attendance: (Circle if absent) M T W Th F	Student Name: Attendance: (Circle if absent) M T W Th F
Student Name: Attendance: (Circle if absent) M T W Th F	Student Name: Attendance: (Circle if absent) M T W Th F