

1a. Grade Level Lesson Plan: Attached is an example of a grade 3 lesson plan for Math that is aligned with PA Math standards. b.) Learning objectives are clear and the summarization activities describe how learning objectives will be met and students' learning measured. c.) They specify typical methods that are used to give learners various ways to acquire information and to demonstrate what they know.

Tier 1 Lesson Plan

Everyday Mathematics Unit 1, Lesson 4, Grade 3

Lesson Number & Name: Unit 1, Lesson 4, Number Lines & Rounding

Overview: Rounding to the nearest 10 and 100

Objective: Children use open number lines to round numbers

Standard(s): CC.2.1.3.B.1

Teacher Page(s): 32-39

Resources Needed:

Math Masters p. 12-13

Math Journal 1 p. 6

Minute Math + p. 80

calculator, number grid

Key Activities/Concepts/Skills:

Use place value understanding and properties of operations to perform multi-digit arithmetic

Children will:

- identify the places in numbers and the values of digits in those places
- solve addition problems
- round numbers to the nearest 10 or 100

Assessments:

Math Journal 1 p. 6

Expect children to use open number lines to successfully identify the multiples of 10 or 100 that are the closest to the number they are rounding in problems 1-3.

Ongoing Learning & Practice:

Minute Math + p. 80

Home Link 1.4

Readiness	Enrichment	Extra Practice
<p>Identifying Close-but-Easier Numbers</p> <p>Teacher Page(s): 33</p> <p>Time: 5-10 min</p> <p>Resources Needed: Math Masters p. TA3</p> <p>Key Activities/Concepts/Skills: To support children with identifying close-but-easier numbers, have them shade multiples of 10 on Math Masters, p. TA3. Pose problems such as: Put your finger on 57. Is it closer to 50 or 60? How do you know? Repeat with other numbers.</p>	<p>Estimating Sums and Differences</p> <p>Teacher Page(s): 33</p> <p>Time: 10-15 min</p> <p>Resources Needed: Activity Card 5 Number Cards 1-9 (4 of each)</p> <p>Key Activities/Concepts/Skills: To apply children's estimation skills, have them mentally estimate sums and differences and use their estimates to check whether their exact answers make sense.</p>	<p>Rounding to the Nearest 10</p> <p>Teacher Page(s): 33</p> <p>Time: 5-10 min</p> <p>Resources Needed: Activity Card 6 Number Cards 1-9 (4 of each)</p> <p>Key Activities/Concepts/Skills: To provide practice rounding numbers, have children make a 2-digit number with number cards and round it to the nearest 10. Children may sketch open number lines and discuss how they used them to help round numbers.</p>

Lesson Plan for Tiered Support

Everyday Mathematics, Unit 1, Lesson 4, Grade 3

Tier 1	Tier 2	Tier 3	Learning Support
<p>Whole Group: Objective: Children use open number lines to round numbers.</p> <p>Standard(s): CC.2.1.3.B.1</p> <p>Key Activities/ Concepts/Skills: <u>Everyday Math</u> *Students identify the places in numbers and the values of digits in those places. *Students round numbers to the nearest 10 or 100.</p> <p>Assessments: Math journal 1 p. 6 Expect children to use open number lines to successfully identify multiples of 10 or 100 that are the closest to the number they are rounding.</p> <p>Ongoing Learning & Practice: Minute Math + p. 80 Home Link 1.4</p>	<p>Small Group: Objective: Students round whole numbers to the nearest ten and hundred.</p> <p>Standard(s): CC.2.1.3.B.1</p> <p>Key Activities: <u>Number Worlds</u> <u>Level E</u> *Students engage in the "Going Fishing" activity. *Students focus on rounding to nearest tens and hundreds. *The group practices activities using I Do, We Do, You Do format.</p> <p>Assessments: Unit 1 Week 2 Lesson 4 practice worksheet</p>	<p>Small Group: Objective: Students will use a number line to estimate to the nearest ten.</p> <p>Standard(s): CC.2.1.3.B.1</p> <p>Key Activities: <u>Connecting Math</u> <u>Level D</u> *Students focus on identifying numbers closer to the lower and higher ten. *Students demonstrate an understanding of the middle number between two tens. *Students engage in estimation strategies to the nearest ten. *The group practices verbal activities using I Do, We Do, You Do format.</p> <p>Assessments: Independent Practice Workbook Page Mastery Test</p>	<p>Small Group: Objective: Students will use a number line to estimate to the nearest ten.</p> <p>Standard(s): CC.2.1.3.B.1</p> <p>Key Activities: <u>Connecting Math</u> <u>Level D</u> *Students focus on identifying numbers closer to the lower and higher ten. *Students demonstrate an understanding of the middle number between two tens. *Students engage in estimation strategies to the nearest ten. *The group practices verbal activities using I Do, We Do, You Do format.</p> <p>Assessments: Independent Practice Workbook Page Mastery Test</p>

1b – Master Schedules: The attached master schedule shows the core math instruction for a minimum of 90 minutes per day. Also, the schedule shows the Tier 2 and Tier 3 support provided in every classroom during an Intervention/Enrichment scheduled block.

This schedule format is used for all buildings: Wingate Elementary, Mountaintop Area Elementary, Port Matilda Elementary, and Howard Elementary.

Mountaintop Area Elementary 2018-2019 Building Schedule

	8:15 AM	8:20 AM	8:25 AM	8:30 AM	8:35 AM	8:40 AM	8:45 AM	8:50 AM	8:55 AM	9:00 AM	9:05 AM	9:10 AM	9:15 AM	9:20 AM	9:25 AM	9:30 AM	9:35 AM	9:40 AM	9:45 AM	9:50 AM	9:55 AM	10:00 AM	10:05 AM	10:10 AM	10:15 AM	10:20 AM	10:25 AM	10:30 AM	10:35 AM	10:40 AM	10:45 AM	10:50 AM	10:55 AM	11:00 AM	11:05 AM	11:10 AM	11:15 AM	11:20 AM	11:25 AM	11:30 AM	11:35 AM	11:40 AM	11:45 AM	11:50 AM	11:55 AM	12:00 PM	12:05 PM	12:10 PM	12:15 PM	12:20 PM	12:25 PM	12:30 PM	12:35 PM	12:40 PM	12:45 PM	12:50 PM	12:55 PM	1:00 PM	1:05 PM	1:10 PM	1:15 PM	1:20 PM	1:25 PM	1:30 PM	1:35 PM	1:40 PM	1:45 PM	1:50 PM	1:55 PM	2:00 PM	2:05 PM	2:10 PM	2:15 PM	2:20 PM	2:25 PM	2:30 PM	2:35 PM	2:40 PM	2:45 PM	2:50 PM	2:55 PM
K	LA 30	I/E K 30 LA	LA 70				SC/SS 30	RECES S 20	LUNCH 30	LA 50	ENCORE	I/E K 30 M	MATH 60																																																																				
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2	LA 50		I/E 2 30 M		MATH 80				RECES S 20	LUNCH 30	I/E 2 30 LA	LA 65				SC/SS 45		ENCORE																																																															
3	SC/SS 45		ENCORE		I/E 3 30 M		MATH 90				LUNCH 30	RECES S 20	I/E 3 30 LA		LA 105																																																																		
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5	ENCORE		LA 75				MATH 90				LUNCH 30	RECES S 20	I/E 5 30 M		SC/SS 60		I/E 5 30 LA		LA 15																																																														
E	5		3		4		PLAN 20	RECES S 20	PLAN 25	LUNCH 30	RECES S 20	K		1		2																																																																	
MRS. NUGENT	I/E 1 30 M	MATH 1	I/E 2 30 M	M Gr 2	I/E 3 30 M	MAT H Gr 3	I/E 4 30 M	MATH Gr 5		LUNCH 30	RECES S 20	I/E 5 30 M	T3 Gr 1	I/E K 30 M	MAT H K	PLAN 45																																																																	
MRS. SCHALL	PLAN 30	I/E K 30 LA	LA Gr K		I/E 1 30 LA	LA Gr 1	RECES S 20	LUNCH 30	I/E 2 30 LA	LA 2	I/E 3 30 LA	T3 Gr 4	I/E 4 30 LA	PLAN 15	I/E 5 30 LA	T3 Gr 5																																																																	
MRS. HALL	LA Gr 2		MATH Gr 1		MATH Gr 2					LUNCH 30	I/E 2 30 LA	LA Gr 2		I/E 4 30 LA	MAT H Gr K	LA Gr 1	LA Gr 1																																																																

2a. Establishing Cut Points: aimswebPlus reports, Everyday Math assessments, and District Math assessments are analyzed during data team meetings after each Benchmark assessment period (Sept., Jan., and May). Grade level data teams consisting of classroom teachers, math interventionists, learning support teachers, counselor, and principal review the reports.

- First Look: Which measures do we have less than 80% (85% in Jan. and May) of students making benchmark? What patterns are evident in the screening data? What adjustments need to be made to core math instruction?
- Second Look: Which students have composite scores that place them between the 85th-99th percentiles? How will learning be extended during intervention and enrichment time? Which students have composite scores that place them between the 10th-24th percentiles? Additional assessments will be done by a math intervention teacher with each of these students. These assessments will determine the Tier 2 instruction given at the scheduled intervention and enrichment time.
- Third look: Which students have composite scores that place them below the 10th percentile? Additional assessments will be done by a math intervention teacher with each of these students. If the student is in the 10th percentile in multiple Benchmark assessments and the additional diagnostic assessments showing multiple deficits, the student will be placed in a Tier 3 intervention. Parents are invited to a meeting and the results of the diagnostic assessments and all other assessments are discussed. After 8-10 data points are collected during intensive Tier 2 and Tier 3 interventions, a review meeting is held to determine whether the intervention should continue in the current manner if the student is making considerable progress. The option is discussed if the intervention should be changed because the student is not making progress. The team would recommend additional testing by the school district psychologist after 15-20 data points are collected and multiple interventions were implemented. The intervention could be discontinued because the student's scores are now above the 25th percentile and the student will receive support during core math instruction. If the student continues to receive the intervention, if the intervention time is increased, the review process is repeated. After the second intervention period, a review meeting is held to assess the student's progress. At this time in the IST process, the decision will be made to evaluate the student for special education services.

Assessment Options (Math)

Grade	Assessments Tier 1	Assessments Tier 2	Assessments Tier 3
K	<ul style="list-style-type: none"> - NNF - QTF - CA - Number Identification - Number Writing - Counting to 100 - Counting by 5's - Counting by 10's - Compare and Order Numbers 	<ul style="list-style-type: none"> - Number Worlds Placement Test 	<ul style="list-style-type: none"> - Progress Monitoring Data -Incremental Rehearsal Baseline Data -Fluency Data Recording Sheet
1	<ul style="list-style-type: none"> - NCF-P - MFF-1D - CA - Counting by 2's to 100 - Number Writing - Addition Facts to 20 - Subtraction Facts to 20 	<ul style="list-style-type: none"> - Number Worlds Placement Test 	<ul style="list-style-type: none"> - Progress Monitoring Data - Connecting Math Placement Test -Fluency Data Recording Sheet
2	<ul style="list-style-type: none"> - NCF-T - MCF - CA - Basic Facts to 18 - Counting by 10's to 100 - Place Value 	<ul style="list-style-type: none"> - Number Worlds Placement Test 	<ul style="list-style-type: none"> - Progress Monitoring Data - Connecting Math Placement Test -Fluency Data Recording Sheet
3	<ul style="list-style-type: none"> - NCF-T - MCF - CA - Basic Facts - Place Value 	<ul style="list-style-type: none"> - Number Worlds Placement Test 	<ul style="list-style-type: none"> - Progress Monitoring Data - Connecting Math Placement Test -Fluency Data Recording Sheet
4	<ul style="list-style-type: none"> - NCF-T - MCF - CA - Basic Facts - Place Value 	<ul style="list-style-type: none"> - Number Worlds Placement Test 	<ul style="list-style-type: none"> - Progress Monitoring Data - Connecting Math Placement Test -Fluency Data Recording Sheet
5	<ul style="list-style-type: none"> - NCF-T - MCF - CA - Basic Facts to 18 - Place Value - Decimals/Fractions 	<ul style="list-style-type: none"> - Number Worlds Placement Test 	<ul style="list-style-type: none"> - Progress Monitoring Data - Connecting Math Placement Test -Fluency Data Recording Sheet

(Acronyms in blue print are from the aimswebPlus data management and reporting system.)

(Assessments in black print are District created assessments.)

Assessment Cut Scores
(aimswebPlus National Norms Table)

Third Grade

Concepts and Applications (CA)	BOY	MOY	EOY
10th	102-143	103-149	102-157
25th	144-154	150-161	158-168
50th	155-182	162-188	169-194
75th	183-195	189-201	195-207
90th	196-245	202-242	208-243

Mental Computation Fluency (MCF)	BOY	MOY	EOY
10th	0 - 0	0 - 2	0 - 4
25th	1 - 2	3 - 4	5 - 8
50th	3 - 12	5 - 13	9 - 20
75th	13 - 18	14 - 18	21 - 27
90th	19 - 42	19 - 42	28 - 42

Number Comparison Fluency-Triad (NCF-T)	BOY	MOY	EOY
10th	0-2	0-2	0-5
25th	3-6	3-7	6-9
50th	7-20	8-22	10-26
75th	21-28	23-30	27-33
90th	29-40	31-40	34-40

Number Sense Fluency (NSF)	BOY	MOY	EOY
10th	0 - 4	0 - 7	0 - 11
25th	5 - 10	8 - 12	12 - 19
50th	11 - 32	13 - 34	20 - 45
75th	33 - 45	35 - 46	46 - 59
90th	46 - 82	47 - 82	60 - 82

Math Benchmark (MATHB)	BOY	MOY	EOY
10th	102-149	103-160	102-173
25th	150-163	161-176	174-190
50th	164-209	177-222	191-243
75th	210-235	223-244	244-265
90th	236-327	245-324	266-325

**CRITERIA FOR
SELECTION OF TIER 2 MATH STUDENTS
2019-20 (BOY)**

Kindergarten:

- Task 1: AIMSWEB Math Composite: Well Below Average (High Risk)
- Task 2: NNF (0-13) score in 10th percentile or below
- Task 3: CA (0-5) score in 10th percentile or below
- Task 4: QTF (0-6) score in 10th percentile or below
- Task 5: Number Worlds (Level B) score of less than 80%

Grade 1:

- Task 1: AIMSWEB Math Composite: Well Below Average (High Risk)
- Task 2: CA (0-5) score in 10th percentile or below
- Task 3: MFF-1D (0-4) score in 10th percentile or below
- Task 4: NCF-P (0-13) score in 10th percentile or below
- Task 5: Number Worlds (Level C) score of less than 80%

Grade 2:

- Task 1: AIMSWEB Math Composite: Well Below Average (High Risk)
- Task 2: CA (79-128) score in 10th percentile or below
- Task 3: NSF (0-1) score in 10th percentile or below
- Task 4: NCF-T (0) score in 10th percentile or below
- Task 5: MCF (0-0) score in 10th percentile or below
- Task 6: Number Worlds (Level D) score of less than 80%

Grade 3:

- Task 1: AIMSWEB Math Composite: Well Below Average (High Risk)
- Task 2: CA (102-143) score in 10th percentile or below
- Task 3: NSF (0-4) score in 10th percentile or below
- Task 4: NCF-T (0-2) score in 10th percentile or below
- Task 5: MCF (0-0) score in 10th percentile or below
- Task 6: Number Worlds (Level E) score of less than 80%

Grade 4:

- Task 1: AIMSWEB Math Composite: Well Below Average (High Risk)
- Task 2: CA (114-158) score in 10th percentile or below
- Task 3: NSF (0-6) score in 10th percentile or below
- Task 4: NCF-T (0-1) score in 10th percentile or below
- Task 5: MCF (0-2) score in 10th percentile or below
- Task 6: Number Worlds (Level F) score of less than 80%
- Task 7: PSSA Score: Below Basic (600-922)

*Students with 3 or more areas of deficiency will be selected to meet with the math interventionist to begin the appropriate intervention.

*Small groups for Tier 2 intervention should not be larger than 5 students.

Grades 5:

- Task 1: AIMSWEB Math Composite: Well Below Average (High Risk)
- Task 2: CA (125-169) score in 10th percentile or below
- Task 3: NSF (0-5) score in 10th percentile or below
- Task 4: NCF-T (0-2) score in 10th percentile or below
- Task 5: MCF (0-1) score in 10th percentile or below
- Task 6: Number Worlds (Level G) score of less than 80%
- Task 7: PSSA Score: Below Basic (600-907)

*Students with 3 or more areas of deficiency will be selected to meet with the math interventionist to begin the appropriate intervention.

*Small groups for Tier 2 intervention should not be larger than 5 students.

**CRITERIA FOR
SELECTION OF TIER 2 MATH STUDENTS
2019-20 (MOY)**

Kindergarten:

- Task 1: AIMSWEB Math Composite: Well Below Average (High Risk)
- Task 2: NNF (0-23) score in 10th percentile or below
- Task 3: CA (0-8) score in 10th percentile or below
- Task 4: QTF (0-9) score in 10th percentile or below
- Task 5: QDF (0-1) score in 10th percentile or below
- Task 6: Number Worlds (Level B) score of less than 80%

Grade 1:

- Task 1: AIMSWEB Math Composite: Well Below Average (High Risk)
- Task 2: CA (0-8) score in 10th percentile or below
- Task 3: MFF-1D (0-8) score in 10th percentile or below
- Task 4: MFF-T (0-0) score in 10th percentile or below
- Task 5: NCF-P (0-20) score in 10th percentile or below
- Task 6: Number Worlds (Level C) score of less than 80%

Grade 2:

- Task 1: AIMSWEB Math Composite: Well Below Average (High Risk)
- Task 2: CA (71-130) score in 10th percentile or below
- Task 3: NSF (0-3) score in 10th percentile or below
- Task 4: NCF-T (0-0) score in 10th percentile or below
- Task 5: MCF (0-1) score in 10th percentile or below
- Task 6: Number Worlds (Level D) score of less than 80%

Grade 3:

- Task 1: AIMSWEB Math Composite: Well Below Average (High Risk)
- Task 2: CA (103-149) score in 10th percentile or below
- Task 3: NSF (0-7) score in 10th percentile or below
- Task 4: NCF-T (0-2) score in 10th percentile or below
- Task 5: MCF (0-2) score in 10th percentile or below
- Task 6: Number Worlds (Level E) score of less than 80%

Grade 4:

- Task 1: AIMSWEB Math Composite: Well Below Average (High Risk)
- Task 2: CA (117-163) score in 10th percentile or below
- Task 3: NSF (0-5) score in 10th percentile or below
- Task 4: NCF-T (0) score in 10th percentile or below
- Task 5: MCF (0-2) score in 10th percentile or below
- Task 6: Number Worlds (Level F) score of less than 80%
- Task 7: PSSA Score: Below Basic (600-922)

*Students with 3 or more areas of deficiency will be selected to meet with the math interventionist to begin the appropriate intervention.

*Small groups for Tier 2 intervention should not be larger than 5 students.

Grade 5:

- Task 1: AIMSWEB Math Composite: Well Below Average (High Risk)
- Task 2: CA (121-172) score in 10th percentile or below
- Task 3: NSF (0-7) score in 10th percentile or below
- Task 4: NCF-T (0-3) score in 10th percentile or below
- Task 5: MCF (0-2) score in 10th percentile or below
- Task 6: Number Worlds (Level G) score of less than 80%
- Task 7: PSSA Score: Below Basic (600-907)

*Students with 3 or more areas of deficiency will be selected to meet with the math interventionist to begin the appropriate intervention.

*Small groups for Tier 2 intervention should not be larger than 5 students.

Table 3. BEASD Decision Guidelines

Tier	Goal	Indication of progress toward goal	What to do next?	Indication of lack of progress toward goal	What to do next?
1	Math proficiently based on grade level norms	Meeting benchmarks based on Title I/Tier 2 Criteria	Maintain proficiency in current program.	Below benchmark(s) based on Title I/Tier 2 criteria.	Add intervention in classroom to differentiate or add to Tier 2.
2	Math proficiently based on grade level norms	Progress monitoring shows student is meeting expected target. Student's actual ROI is equal to or greater than the expected ROI (i.e., increased slope).	Maintain in current program and monitor OR May exit Tier 2 once two out of the three eligibility criteria for Tier 2/Title I has been met or exceeded (see Appendix C for exit criteria). Then continue monitoring at least bi-weekly for two months & follow up at next data analysis meeting.	Progress monitoring shows student is not meeting expected target. Student's actual ROI is significantly below the expected (typical) ROI (discrepancy ≤ 125).	Make a change to the program or move to Tier 3. Change in program can include change in intervention, adding an intervention, or increasing the frequency and/or intensity of a program (smaller group size, more frequent intervention times).
3	Math proficiently based on grade level norms	Progress monitoring shows student is meeting expected target. Student's actual ROI is equal to or greater than the expected ROI (i.e., increased slope).	Maintain current program and monitor OR Move back to Tier 2, if applicable, and follow Tier 2 guidelines above	Student's actual ROI is significantly below the expected (typical) ROI (discrepancy ≤ 125), and the student is not meeting the expected benchmarking criteria.	If the student's level is between the 11th-13th percentile, and the rate is > 125 , consider maintaining the program or changing the intervention in Tier 3. If the rate is discrepant (≤ 125) but not the level or vice versa, then make a change to the program. If the level is discrepant (≤ 10 th percentile) as well as the rate, then student may need to be referred for an evaluation for SLD.

Note. Expected ROI is based on national norms; ROI = Rate of improvement.

2a. / 4a.

BEASD Screening and Goal Record--Grade 3

Instructions: The Building Level or Grade Level Data Team completes three times per year for each classroom. Document students who are meeting benchmarks and students receiving Tier 2 and/or Tier 3 services based on the universal screening/benchmark data. Create a plan to achieve goals within each classroom for the different groups of students.

Teacher _____ School _____
 Number of students in the classroom 22

Benchmark Data (25th Percentile)	Benchmark Targets: Grade 3			Number of students in Tier 1: 22 Number of students in Tier 2: 3 Number of students in Tier 3: 0
	Fall	Winter	Spring	
PSSA			<922	
aimswbPlus (CA)	144-154	150-161	158-168	
aimswbPlus (MCF)	1-2	3-4	5-8	
aimswbPlus (NCF-T)	3-6	3-7	6-9	
aimswbPlus (NSF)	5-10	8-12	12-19	
aimswbPlus (MATHB)	150-163	161-176	174-190	
CDTs	822-984	822-984	822-984	
Notes:				

2a. / 4a.

Fall	Winter	Spring
Goals by next benchmark: <i>95% Above 26th percentile</i> Goals for students in Tier 3: Goals for students in Tier 2: <i>Projections to be above 26th percentile</i> Goals for students in Tier 1: (e.g. fence sitters) <i>Projected to 50th %ile</i>	Goals by next benchmark: Goals for students in Tier 3: Goals for students in Tier 2: Goals for students in Tier 1: (e.g. fence sitters)	Goals for Fall: Discuss plan to retain skills over the summer, students who need to begin Tier 3 immediately, etc.
What will we do in the classroom to help achieve these goals? *Strategies should have good research base and be practical.	What will we do in the classroom to help achieve these goals? *Strategies should have good research base and be practical.	Strategies that worked for students in Tier 2 and Tier 3 that should be continued next year:
What materials do we need? <i>xTRA math</i>	What materials do we need?	What materials were helpful?
What students do we need to watch between now and the next benchmark? Individual plan for each.	What students do we need to watch between now and the next benchmark? Individual plan for each.	What students do we need to watch for in the fall?
How will we know if we are on track to achieve our goals? <i>Mid Benchmark</i>	How will we know if we are on track to achieve our goals?	
Team Annotation of "To-Do's"	Team Annotation of "To-Do's"	
Next Meeting Date: <i>2/11/2020</i>	Next Meeting Date:	

Key:

CA=Concepts and Applications MFF-1D=Math Facts Fluency -1 Digit MFF-T = Math Facts Fluency - Tens
 NNF = Number Naming Fluency NCF-P = Number Comparison Fluency-Pairs QDF = Quantity Difference Fluency
 QTF = Quantity Total Fluency ENB = Early Numeracy Benchmark MCF = Mental Computation Fluency
 NCT - F = Number Comparison Fluency - Triads NSF= Number Sense Fluency MATHB = Math Benchmark
 CDT = Classroom Diagnostic Tools PSSA=Pennsylvania System of School Assessment

2b. Timeline and Meeting Structure: Attached is the timeline used to facilitate grade level analysis and goal setting relative to honing Tier 1/core instruction (dates are specific to the 2018-2019 school year, but the same structure is utilized each year.

The Screening and Goal Record sheet is an example from one grade level, but the format is used for all grade levels and buildings: Wingate Elementary, Mountaintop Area Elementary, Port Matilda Elementary, and Howard Elementary. (Example given in Domain 2a.)

2b. Meeting Structure

BEA ELEMENTARY ASSESSMENT & PROFESSIONAL DEVELOPMENT CALENDAR 2019-2020

August/September 2019

August 27	School Wide PBIS Meeting	Elementary Buildings – 3:20-4:00 p.m.
Aug 28 – Sept 6	BOY District Reading & Math Assessments (K-5), Math & Reading aimswebPlus (K-5) completed by SWAT, SRI (3-5), Foundational Reading Assessment (1-2) – if student “checked” then give SRI	
September 3-5	CDT Testing Math & Reading Grades 3-5 Test #1: 3 rd – Math, 4 th – Reading, 5 th – Make-ups	
September 3	Faculty Meeting	Elementary Buildings – 3:20-4:00 p.m.
September 10	Professional Development – Collins/TDA	Elementary Buildings – 3:20-4:00 p.m.
September 10	PT: Making Each Moment Count – Mountaintop	K-2 (8:00-11:00 a.m.) & 3-5 (Noon-3:00 p.m.)
September 11	BOY District Data emailed to Betsy Gettig	
September 11	PT: Making Each Moment Count – Howard	K-2 (8:00-11:00 a.m.) & 3-5 (Noon-3:00 p.m.)
September 12	PT: Making Each Moment Count – Port Matilda	K-2 (8:00-11:00 a.m.) & 3-5 (Noon-3:00 p.m.)
September 13	Submit SLO with supporting data in PAETEP for approval	
Week of Sept 16	Data Team: W - 16 th , MT - 17 th , H - 18 th , PM – 19 th	CDT, District Data, SRI, aimswebPlus, FR & FR Subtest
September 17	Professional Development – MTSS/Data	Elementary Buildings – 3:20-4:00 p.m.
September 17	PT: Making Each Moment Count – Wingate	K (8:00-11:00 a.m.) & 3 (Noon-3:00 p.m.)
September 18	PT: Making Each Moment Count – Wingate	1 (8:00-11:00 a.m.) & 4 (Noon-3:00 p.m.)
September 19	PT: Making Each Moment Count – Wingate	2 (8:00-11:00 a.m.) & 5 (Noon-3:00 p.m.)
September 24	PBIS Building Meetings	Elementary Buildings – 3:20-4:00 p.m.
September 25	MTSS Team–Math, Reading, Writing, SEL, SLD	Library Classroom
September 27	Submit Differentiated Supervision Plan with supporting documents in PAETEP for approval	

October 2019

October 1	Faculty Meeting	Elementary Buildings – 3:20-4:00 p.m.
October 1	Tier 2 & 3 Meetings at Howard & Wingate	
October 2	Elementary Curriculum Team Meeting	MS/HS Library Classroom – 8:00 a.m.-3:20 p.m.
October 3	Tier 2 & 3 Meetings at Mountaintop & Port Matilda	
October 7-18	Social Emotional Learning Screening – SAEBRS (more info to be shared prior to first screening)	
October 8	Professional Development – Collins/TDA	Elementary Buildings – 3:20-4:00 p.m.
October 14-17	Scholastic Reading Inventory (1-5)	
October 15	Professional Development – MTSS/Data	Elementary Buildings – 3:20-4:00 p.m.
October 22	PBIS Building Meetings	Elementary Buildings – 3:20-4:00 p.m.
October 28	End of 1 st Marking Period	
October 29	Professional Development – Collins/TDA	Elementary Buildings – 3:20-4:00 p.m.

November 2019

November 1	Grade book updated by 3:20 p.m.	
November 1	Report cards ready to share at parent/teacher conferences	
November 5	Faculty Meeting	Elementary Buildings – 3:20-4:00 p.m.
November 5	Tier 2 & 3 Meetings at Mountaintop & Port Matilda	
November 7	Tier 2 & 3 Meetings at Howard & Wingate	
Week of Nov 11	Data Team: W – 11 th , H – 12 th , MT – 13 th , PM – 14 th	District Data, SRI, Progress Monitoring, FR & FR Subtest
November 12-14	Collins Writing Fidelity Checks – Kristine Gibson	Wingate (schedule to be provided)
November 12	Professional Development – MTSS/Data	Elementary Buildings – 3:20-4:00 p.m.
November 18	Collins Writing Fidelity Checks – Kristine Gibson	Howard (schedule to be provided)
November 19	Collins Writing Fidelity Checks – Kristine Gibson	Mountaintop (schedule to be provided)
November 19	PBIS Building Meetings	Elementary Buildings – 3:20-4:00 p.m.
November 20	Collins Writing Fidelity Checks – Kristine Gibson	Port Matilda (schedule to be provided)
November 21	MTSS Team–Math, Reading, Writing, SEL, SLD	Library Classroom

December 2019

December 10	Tier 2 & 3 Meetings at Howard & Wingate	
December 10	Faculty Meeting	Elementary Buildings – 3:20-4:00 p.m.
December 12	Tier 2 & 3 Meetings at Mountaintop & Port Matilda	
December 17	PBIS Building Meetings	Elementary Buildings – 3:20-4:00 p.m.

January 2020

January 7	Faculty Meeting	Elementary Buildings – 3:20-4:00 p.m.
January 13-15	CDT Testing Math and Reading Grades 3-5 Test #2: 13 th – Math, 14 th – Reading, 15 th – Make-ups	
January 13-17	SRI (1-5), RW RR (K), Foundational Reading Assessment (K-2) – if “checked” then give SRI	

2b.

January 14	Professional Development – Collins/TDA	Elementary Buildings – 3:20-4:00 p.m.
January 20	End of 2 nd Marking Period	
January 20-31	Midyear District Math & Reading Assessments, Math & Reading aimswebPlus (K-5) by SWAT	
January 20-31	Social Emotional Learning Screening – SAEBRs	
January 21	Professional Development – MTSS/Data	Elementary Buildings – 3:20-4:00 p.m.
January 24	Grade book updated by 3:20 p.m.	
January 28	Tier 2 & 3 Meetings at Howard & Wingate	
January 28	PBIS Building Meetings	Elementary Buildings – 3:20-4:00 p.m.
January 29	Elementary Curriculum Team Meeting	MS/HS Library Classroom – 8:00 a.m.-3:20 p.m.
January 30	Tier 2 & 3 Meetings at Mountaintop & Port Matilda	
January 31	Differentiated Supervision Plan Midyear Progress including preliminary data due in PAETEP	

February 2020

February 4	Faculty Meeting	Elementary Buildings – 3:20-4:00 p.m.
February 5	Midyear District Data emailed to Betsy Gettig	
Week of Feb 10	Data Team: W – 10 th , MT – 11 th , H – 12 th , PM – 13 th	aimswebPlus, CDT, RR, SRI, Data, Progress Monitoring, FR
February 11	Professional Development – Collins/TDA	Elementary Buildings – 3:20-4:00 p.m.
February 18	Professional Development – MTSS/Data	Elementary Buildings – 3:20-4:00 p.m.
February 25	PBIS Building Meetings	Elementary Buildings – 3:20-4:00 p.m.

March 2020

March 3	Faculty Meeting	Elementary Buildings – 3:20-4:00 p.m.
March 3	Tier 2 & 3 Meetings at Howard & Wingate	
March 5	Tier 2 & 3 Meetings at Mountaintop & Port Matilda	
March 9-12	SRI (1-5), RW RR (K), Foundational Reading Assessment (K-2) – if “checked” then give SRI	
March 10	Professional Development – MTSS/Data	Elementary Buildings – 3:20-4:00 p.m.
March 11	MTSS Team–Math, Reading, Writing, SEL, SLD	Library Classroom
March 17	PSSA Online Training	Elementary Buildings – 3:20-4:00 p.m.
March 24	PBIS Building Meetings	Elementary Buildings – 3:20-4:00 p.m.
March 26	End of 3 rd Marking Period	
March 31	PSSA Test Administration Meeting	Elementary Buildings – 3:20-4:00 p.m.

April 2020

April 1	Grades due by 3:20 p.m.	
April 1	Elementary Curriculum Team Meeting	MS/HS Library Classroom – 8:00 a.m.-3:20 p.m.
April 2	Tier 2 & 3 Meetings at Mountaintop & Port Matilda	
April 6-17	Social Emotional Learning Screening – SAEBRs	
April 7	Tier 2 & 3 Meetings at Howard & Wingate	
April 7	Faculty Meeting	Elementary Buildings – 3:20-4:00 p.m.
April 14	Professional Development – Collins/TDA	Elementary Buildings – 3:20-4:00 p.m.
April 20-22	PSSA English Language Arts Assessment Grades 3-5	
April 21	Professional Development – MTSS/Data	Elementary Buildings – 3:20-4:00 p.m.
April 23-24	PSSA English Language Arts Make-ups	
April 27-28	PSSA Mathematics Assessment Grades 3-5	
April 28	PBIS Building Meetings	Elementary Buildings – 3:20-4:00 p.m.
April 29-30	PSSA Science Assessment Grade 4	

May 2020

May 1-4	PSSA Mathematics & Science Make-ups	
May 5	Completed SLO & Differentiated Supervision Plans w/supporting data & reflection due in PAETEP	
May 5	Faculty Meeting	Elementary Buildings – 3:20-4:00 p.m.
May 11-13	CDT Testing Math & Reading Grades 3-5 Test #3: 11 th – Math, 12 th – Reading, 13 th – Make-ups	
May 11-29	EOY Assessments, SRI (K-5), aimswebPlus (K-5) by SWAT, FRA (K-2) – if “checked” give SRI, RW RR (K)	
May 12	Professional Development – Collins/Data	Elementary Buildings – 3:20-4:00 p.m.
May 13	MTSS Team–Math, Reading, Writing, SEL, SLD	Library Classroom
Week of May 18	Data Team: PM–18 th , H–19 th , W–20 th , MT–21 st	Focus: Student growth
May 19	Professional Development – MTSS/Data	Elementary Buildings – 3:20-4:00 p.m.
May 26	PBIS Building Meetings	Elementary Buildings – 3:20-4:00 p.m.
May 31	EOY District Data emailed to Betsy Gettig	

June 2020

June 2	Faculty Meeting	Elementary Buildings – 3:20-4:00 p.m.
June 2	Grades due by 3:20 p.m.	
June 4	End of 4 th Marking Period	

3. Role of the core leadership RtI team: The MTSS team was constructed and consists of representation from all grade levels and buildings in the district. Together, we completed the MTSS Case Studies Series and applied that guidance to finalize the process of Using Response to Intervention for Specific Learning Disability Determination and completing the application. The Math Intervention teachers were assigned to support Tier 2 and Tier 3 interventions. An MTSS Coordinator job assignment was created to direct the changes being made to support the MTSS framework. New interventions were also purchased to be implemented in Tier 2 and Tier 3 areas of need.

RtII Teaming Structure

Who?	What?	When?
Data Analysis Team <ul style="list-style-type: none"> Principal MTSS Coordinator Intervention Specialists School Psychologist (as needed) EL Teacher (as needed) Grade Level Teachers Guidance Counselor (as needed) 	<ul style="list-style-type: none"> Collect and analyze universal screening data Set measurable goals Monitor fidelity of implementation of MTSS Monitor student progress in Tiers 2 and 3 Design and implement effective interventions for at-risk students Refer students not making adequate progress to IST 	<ul style="list-style-type: none"> September (mid-end) February (mid) May (mid-end) <p>*For students in Tiers 2 and 3 meetings will take place more frequently as needed.</p>

Fidelity Checklist Overview

Fidelity Checklist	Who?	What?	When?
Tier 1	<ul style="list-style-type: none"> Principals MTSS Coordinator 	<ul style="list-style-type: none"> Classroom Fidelity Assessment Checklist for reading and/or EL 	

Bald Eagle Area School District
Roles and Responsibilities of the Core Leadership MTSS Team

Role	Responsibility
MTSS Coordinator	Induction MTSS Training
Principals	Fidelity Checklists
MTSS Team	Develop a Strategic Plan
Principals	Provide Fidelity of Implementation results to staff
MTSS Coordinator	Impact of interventions on diverse groups
MTSS Team	Action Plan Approval
MTSS Coordinator, Interventionists, Principal	Family Communication of MTSS
MTSS Coordinator, Interventionists	Analyze average growth of students in intervention groups
MTSS Coordinator	Conduct Quarterly Data Team Meetings
MTSS Team	Monitoring Professional Learning Needs
Parents/Guardians	Assist in making an informed decision about their child

Self-Assessment of MTSS Implementation to Inform Self-Action Plan

A. Leadership Domain (1-5)

1. Principal actively involved	2.4	S
2. Leadership team established	3.0	S
3. Team actively engages staff	1.3	D
4. Strategic plan implementation developed	2	S
5. Leadership team facilitating implementation	2.7	S

B. Building the Capacity/Infrastructure for Implementation Domain (6-16)

6. Critical elements are defined	2.7	S
7. Leadership Team facilitates professional development (assessments and data)	1.3	D
8. Leadership Team facilitates professional development (problem solving)	1.1	D
9. Leadership Team facilitates professional development (multi-tiered instruction and intervention)	1.0	D
10. Coaching is used to support MTSS	1.0	D
11. Schedules provide time for support	1.0	D
12. Schedules provide time for assessments	2.7	S
13. Schedules provide time for instruction and intervention	2.0	S
14. Schedules provide time for staff collaboration	1.3	D
15. Processes, procedures, and decision rules are established	2.4	S
16. Resources available	1.7	D

C. Communication and Collaboration Domain (17-20)

17. Staff engage	1.7	D
18. Staff provided data	2.6	S
19. Family and community engagement	1.3	D
20. Actively engage families	1.3	D

D. Data-Based Problem-Solving Domain (21-27)

21. Integrated data-based problem solving	2.0	S
22. Across all Tiers	1.3	D
23. Academic, behavior, and social -emotional data	2.3	S
24. Specific instructional/intervention plans are developed	2.3	S
25. Student progress specific	3.0	S
26. Data-based problem solving informs	1.0	D
27. Resources for and barriers	1.0	D

E. Three-Tiered Instructional/Intervention Model Domain

28. Tier 1 academic practices exist	2.3	S
29. Tier 1 behavior and social-emotional practices exist	2.0	S
30. Tier 2 academic practices exist	2.0	S
31. Tier 2 behavior and social-emotional practices exist	1.0	D
32. Tier 3 academic practices exist	2.0	S
33. Tier 3 behavior and social-emotional practices exist	0.7	W

F. Data-Evaluation Domain

34. Staff understand and have access	1.3	D
35. Policies and procedures for decision making are established	1.3	D
36. Effective data tools used appropriately	0.6	W
37. Data sources are used to evaluate	2.0	S
38. Available resources are allocated	1.3	D
39. Data sources are monitored	0.3	W

(W) - Weakness 0 - 0.9 (D) - Developing 1 - 1.9 (S) - Strength 2.0 - 3.0

Strengths

- A1. Principal actively involved
- A2. Leadership team established
- A4. Strategic plan implementation developed
- A5. Leadership team facilitating implementation
- B6. Critical elements are defined
- B12. Schedules provide time for assessments
- B13. Schedules provide time for instruction and intervention
- B15. Processes, procedures, and decision rules are established
- C18. Staff provided data
- D21. Integrated data-based problem solving
- D23. Academic, behavior, social-emotional data
- D24. Specific instructional/intervention plans are developed
- D25. Student progress specific
- E28. Tier 1 academic practices exist
- E29. Tier 1 behavior and social-emotional practices exist
- E30. Tier 2 academic practices exist
- E32. Tier 3 academic practices exist
- F37. Data sources are used to evaluate

Developing

- A3. Team actively engages staff
- B7. Leadership Team facilitates professional development (assessments and data)
- B8. Leadership Team facilitates professional development (problem solving)
- B9. Leadership Team facilitates professional development (multi-tiered instruction and intervention)
- B10. Coaching is used to support MTSS
- B11. Schedules provide time for support
- B14. Schedules provide time for staff collaboration
- B16. Resources available
- C17. Staff engage
- C19. Family and community engagement
- C20. Actively engage families
- D22. Across all tiers
- D26. Data-based problem solving informs
- D27. Resources for and barriers
- E31. Tier 2 behavior and social-emotional practices exist
- F34. Staff understand and have access
- F35. Policies and procedures for decision making are established
- F38. Available resources are allocated

Weaknesses

- E33. Tier 3 behavior and social-emotional practices exist
- F36. Effective data tools used appropriately
- F39. Data sources are monitored

Action Plan and Guiding Questions

1. In which domains are the greatest gaps in current and optimal MTSS implementation?
2. Which specific items represent the greatest gaps in current and optimal MTSS implementation?
3. Which specific MTSS implementation actions or activities will your team focus on improving within your school?
4. Which are most immediately actionable?
5. Which would be the most impactful?
6. Which would be most foundational (aligned with where you want to be)?

Action/Activity	Who is responsible?	When will it be started?	When will it be completed?	When/how will we evaluate it?
C19. Family and Community Engagement <ul style="list-style-type: none"> Schedule a Title I Math Family Engagement Night 	Teachers Math Intervention Teachers Title I Coordinator Administration	The beginning of the 2019/2020 academic school year.	The end of the 2019/2020 academic school year.	Attendance Sign-in sheet will be used to evaluate success
F36. Effective data tools used appropriately <ul style="list-style-type: none"> Provide all staff with training and access to aimswebPlus Math Data 	Director of Curriculum and Instruction MTSS Coordinator	The beginning of the 2019/2020 academic school year.	The end of the 2019/2020 academic school year.	Teacher feedback on improving functionality for completion of classroom math data
F39. Data sources are monitored <ul style="list-style-type: none"> Provide all staff with training and relevant access to all math data platforms 	Director of Curriculum and Instruction	The beginning of the 2019/2020 academic school year.	The end of the 2019/2020 academic school year.	Teacher feedback on improving functionality of math data collection

Response to Instruction and Intervention Grid

Tier 1 Level Programming	Tier 1	Tier 2	Tier 3	Special Education
What (Core Program)	Core Math Program	Core Math Program	Core Math Program	Specialized Math Program
Intervention	Differentiated Instructional Strategies	Targeted Intervention Standard Treatment Protocol	Specialized Math Program	
Who (Intervention)	Classroom Teacher	Classroom Teacher, Intervention Teacher (Small Group)	Intervention Specialist: Small Intensive Group	
Where (Intervention)	Classroom	Classroom or Pull Out	Pull Out	
Group Size (Teacher to Student Ratio)		1:6 maximum	1:3 maximum	
How Long (Duration)	Benchmark Period	Until goals are met	Until goals are met	
How Long (Time/Day)	90 minutes daily	20-60 minutes in addition to Core Instruction minimum 4x/week (Grades K-3)	60-75 minutes in addition to Core Instruction per day (Grades 1-3) 45-60 mins for K	
Assessment (Universal)	aimswebPlus (K-5), Fluency Data, Curriculum-Based Measures	aimswebPlus (K-5), Number Worlds Placement Test	aimswebPlus (K-5), Progress Monitoring Data, Fluency Data	
Assessment (Intervention)	aimswebPlus Universal Screening, Fluency Data, Curriculum-Based Measures	aimswebPlus Progress Monitoring, minimum 2x month,	aimswebPlus weekly Progress Monitoring,	

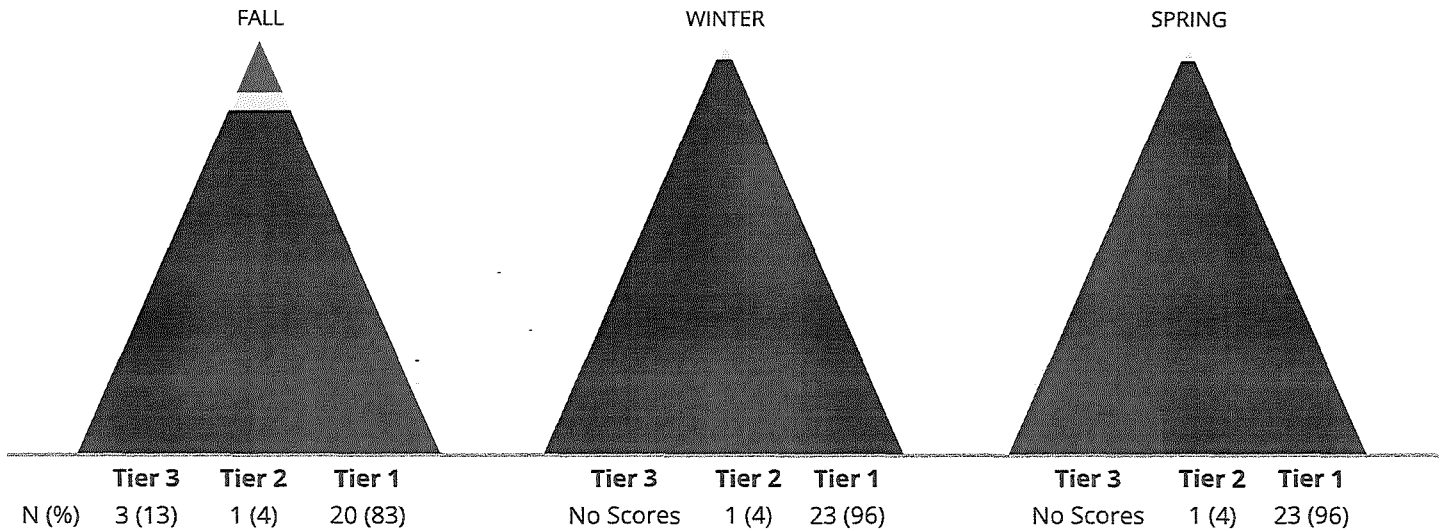
4a. Grade Level Goals: The attached document in Domain 2a. demonstrates the establishment of grade level goals and the identification of instructional strategies matched to student needs/goals. The items also used are: Data Team Meeting Record Sheet– This form appropriately groups students to math intervention groups based on data collected; Math Assessment Summary Sheet – This is a portion of the data collection file used by all grade levels to compare scores for multiple assessments; Everyday Math Assessment Check-In Records and Unit Assessment Tracking Sheets - This information will be used by the classroom teacher to drive instruction, reteach, and differentiate in the classroom during core instruction time; aimswebPlus Benchmark Comparison Report- This report provides scores, accuracy, and percentiles to use for intervention consideration.

The Screening and Goal Record sheet is an example from one grade level, but the format is used for all grade levels and buildings: Wingate Elementary, Mountaintop Area Elementary, Port Matilda Elementary, and Howard Elementary. (Example given in Domain 2a.)

Report: Group Tier Transition School: Mt. Top Grade: 3 Battery: Math School Year: 2018-2019

Tier: **1** Low Risk **2** Moderate Risk **3** High Risk

Tier Transition Summary



Transition Details

Fall to Winter Transition			Winter to Spring Transition			Fall to Spring Transition		
Fall	Winter Tier for Fall Students		Winter	Spring Tier for Winter Students		Fall	Spring Tier for Fall Students	
Tier N (%)			Tier N (%)			Tier N (%)		
3 (13)		1	0 (0)			3 (13)		1
1 (4)			1 (4)		1	1 (4)		
20 (83)		20	23 (96)		22	20 (83)		20
24	1	23	24	1	23	24	1	23

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	2.73	65			1.90	72
	2.10	85	2.21	85	1.16	65
	1.99	83	1.56	66	1.91	86
	2.27	78	1.89	76	1.66	74

BEASD Elementary Data Team Meeting

Teacher:

Grade

Date:

Number Worlds	Math Intervention	Math Enrichment

Specific Math Concerns:

Specific Math Strengths:

IST Concerns/Needs:

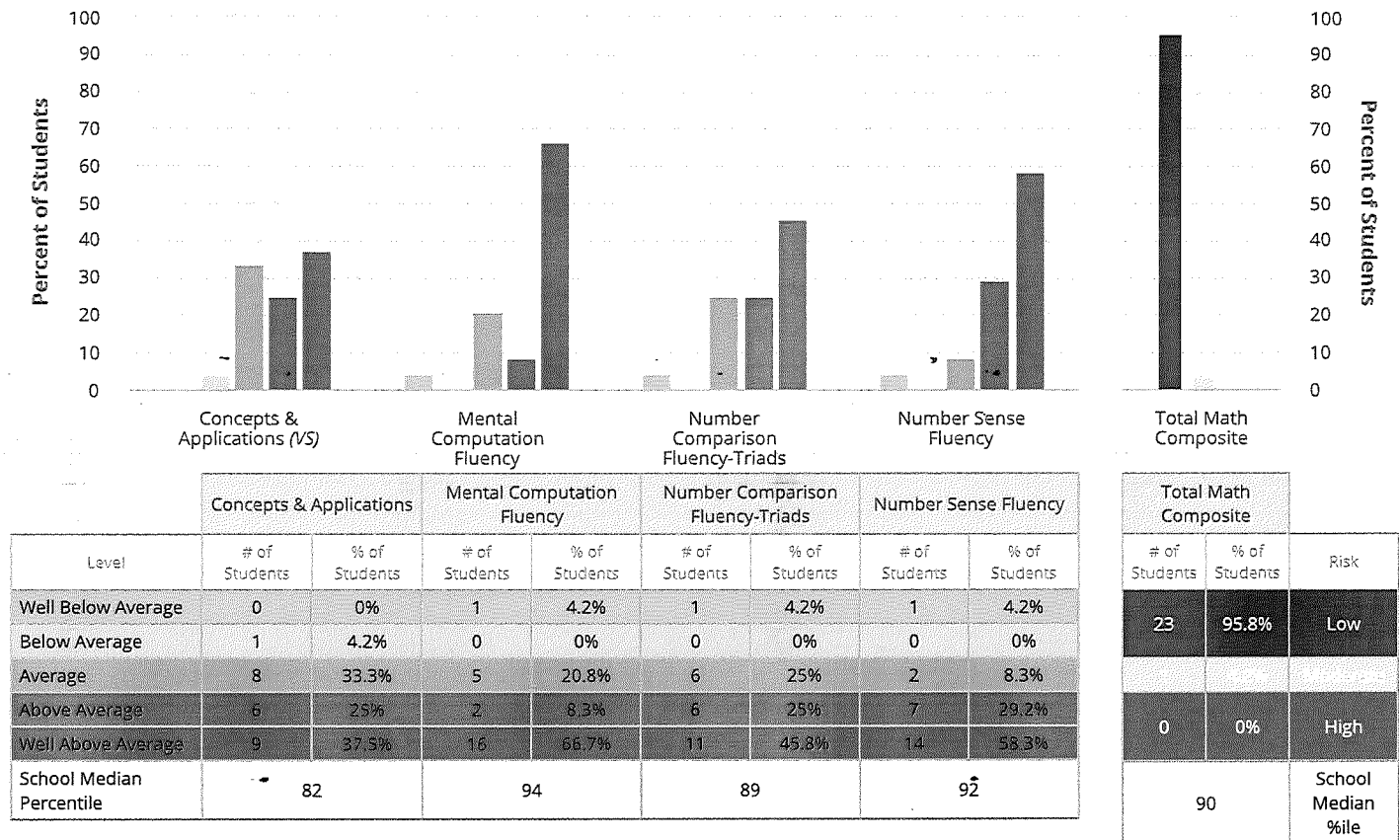
Follow-up/Parent Contact:

Behavior Concerns:

Report Scores & Skills Plan Grade 3 District Bald Eagle Area SD School Mt. Top Period Spring 2019

Math Summary

Spring Performance Goal: 30th national percentile



What do these math scores mean?

The data above show the overall math performance of this group based on Spring benchmark testing.

The left portion of the bar graph shows the percentage of students in the five performance levels (see key below) for each measure. The national percentages for each performance level are also provided for comparison.

- 10% Well Below Average
- 15% Below Average
- 49% Average
- 15% Above Average
- 10% Well Above Average

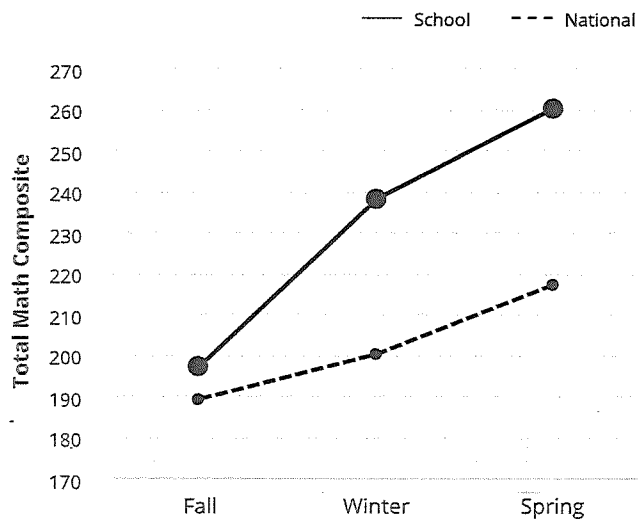
The right portion of the bar graph shows the percentage of students in each risk category based on their Math Composite scores. The risk categories describe the likelihood that students will achieve year-end performance goals based on their current scores.

The tables show both the student percentages and the actual number of students in each of the five performance levels and in each of the three risk categories (see key below). The group's median percentiles for each measure and for the Math Composite are also shown. Each percentile can be compared to the national median percentile of 50.

- High Risk (< 50% chance)
- Moderate Risk (50% to 80% chance)
- Low Risk (> 80% chance)

Report	Grade	District	School	Period
Scores & Skills Plan	3	Bald Eagle Area SD	Mt. Top	Spring 2019

School Growth



Are math skills improving? This graph shows the average Math Composite scores for this group (solid line) and for the national norm group (dashed line). The average gain for this group was 63 points, compared to an average gain of 28 points observed in the national sample.

The math-skill growth rates for 92% of this group exceed the national average growth rate, while the growth rates for the remaining 8% are below the national average.

INDIVIDUAL STUDENT MATH RECORDS - District Assessments

Grade 3 - Beginning of Year

Teacher: _____

Building: Port Matilda

Date: 9/6/2

STUDENT ID			BASIC FACTS (2 min. 30 sec.)				Place Value: millions - thousandths (__/36)	Open-Ended Questions (district) (__/4)
			Addition single digit (__/50)	Subtraction (__/50)	Multiplication (__/50)	Division (__/50)		
	Last	First						
			18	17	1		12	
			14	13	1		4	
			50	50	46		28	
			45	41	18		12	
			35	24	2		12	
			48	22	2		12	
			24	21	15		2	
			50	40	24		27	
			43	34	9		12	
			32	23	0		3	
			13	13	4		1	
			20	4	3		5	
			47	33	14		12	
			50	50	23		27	
			30	17	2		16	
			31	17	6		12	
			49	28	7		23	

Response to Instruction and Intervention Grid

Tier 1 Level Programming	Tier 1	Tier 2	Tier 3	Special Education
What (Core Program)	Core Math Program	Core Math Program	Core Math Program	Specialized Math Program
Intervention	Differentiated Instructional Strategies	Targeted Intervention Standard Treatment Protocol	Specialized Math Program	
Who (Intervention)	Classroom Teacher	Classroom Teacher, Intervention Teacher (Small Group)	Intervention Specialist: Small Intensive Group	
Where (Intervention)	Classroom	Classroom or Pull Out	Pull Out	
Group Size (Teacher to Student Ratio)		1:6 maximum	1:3 maximum	
How Long (Duration)	Benchmark Period	Until goals are met	Until goals are met	
How Long (Time/Day)	90 minutes daily	20-60 minutes in addition to Core Instruction minimum 4x/week (Grades K-3)	60-75 minutes in addition to Core Instruction per day (Grades 1-3) 45-60 mins for K	
Assessment (Universal)	aimswebPlus (K-5), Fluency Data, Curriculum-Based Measures	aimswebPlus (K-5), Number Worlds Placement Test	aimswebPlus (K-5), Progress Monitoring Data, Fluency Data	
Assessment (Intervention)	aimswebPlus Universal Screening, Fluency Data, Curriculum-Based Measures	aimswebPlus Progress Monitoring, minimum 2x month,	aimswebPlus weekly Progress Monitoring,	

4b. Changes: Our EL students receive the state recommended weekly EL instructional support from a certified ESL teacher. All EL and economically disadvantaged students follow the instructional framework based on data collected through benchmark testing and progress monitoring. They receive 90 minutes of core instruction and qualify for 30 additional minutes of Tier 2 instruction. If data collected shows lack of progress, these students can receive an additional 30 minutes of instruction through Tier 3 instruction. The students are progress monitored bi-weekly if they are receiving Tier 2 intervention instruction and weekly if they are receiving Tier 3 intervention instruction.

This process shown in the Tiered Support Flowchart is used to facilitate problem solving for students deemed at risk.

We use PVAAS to identify whether we have disproportionate numbers of ELLS and students who are economically disadvantaged students who are receiving tiered support in math.

PVAAS

Report: Growth of Student Groups
School: Port Matilda Elementary School
District: Bald Eagle Area School District

View Growth by Subject Area

This report shows the growth of student groups for an individual school. Each table shows a subject, and each row displays the growth measure, standard error, and index where available. This information is available across a group of similar tests, grades, and courses as well as by each individual test, grade, or course.

There must be at least 11 students with sufficient testing history in a specific student group in order for growth to be included in this table. Students can be included in multiple groups.

Math

Student Group	Growth Measure	Standard Error	Growth Index
Economically disadvantaged			
PSSA			1.53 LB
5th Grade	4.8	3.1	1.53 LB
White (not Hispanic)			
PSSA			1.54 LB
4th Grade	4.4	2.5	1.76 LB
5th Grade	0.6	2.1	0.28 G

English Language Arts

Student Group	Growth Measure	Standard Error	Growth Index
Economically disadvantaged			
PSSA			1.49 LB
5th Grade	5.3	3.6	1.49 LB
White (not Hispanic)			
PSSA			0.88 G
4th Grade	-2.3	2.7	-0.86 G
5th Grade	5.5	2.4	2.34 DB

Science

Student Group	Growth Measure	Standard Error	Growth Index
White (not Hispanic)			
PSSA			
4th Grade	-3.2	18.2	-0.17 G

View Growth by Student Group

This report shows the growth of student groups for an individual school. Each table shows a student group, and each row shows growth across all tests, grades, and courses for a subject. The row displays the growth measure, standard error, and index where available.

There must be at least 11 students with sufficient testing history in a specific student group in order for growth to be included in this table. Students can be included in multiple groups.

PVAAS

Economically disadvantaged

Subject	Growth Measure	Standard Error	Growth Index
Math			
PSSA			1.53 LB
5th Grade	4.8	3.1	1.53 LB
English Language Arts			
PSSA			1.49 LB
5th Grade	5.3	3.6	1.49 LB

White (not Hispanic)

Subject	Growth Measure	Standard Error	Growth Index
Math			
PSSA			1.54 LB
4th Grade	4.4	2.5	1.76 LB
5th Grade	0.6	2.1	0.28 G
English Language Arts			
PSSA			0.88 G
4th Grade	-2.3	2.7	-0.86 G
5th Grade	5.5	2.4	2.34 DB
Science			
PSSA			
4th Grade	-3.2	18.2	-0.17 G

DB	Significant evidence that the school exceeded the standard for PA Academic Growth
LB	Moderate evidence that the school exceeded the standard for PA Academic Growth
G	Evidence that the school met the standard for PA Academic Growth
Y	Moderate evidence that the school did not meet the standard for PA Academic Growth
R	Significant evidence that the school did not meet the standard for PA Academic Growth

Tiered Support Flowchart

Bald Eagle Area School District

Academic Concerns

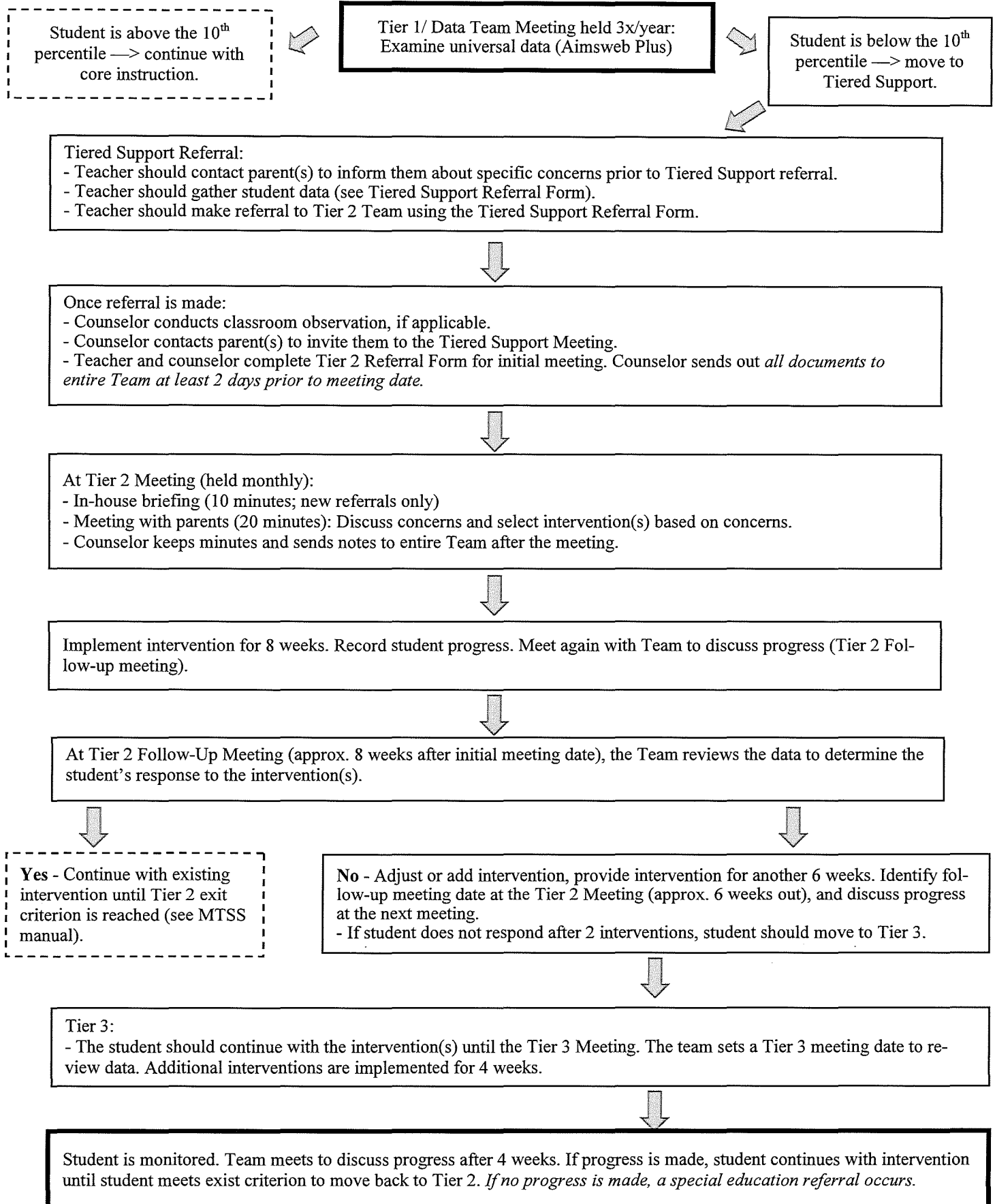


Table 4. Reference Guide to Decision Guidelines

Student Progress	Tier 1	Tier 2	Tier 3
At or above Tier 1 benchmark criteria	continue Tier 1	-	-
Below benchmark criteria at Tier 1	add classroom intervention OR Add Tier 2 support	Add Tier 2 support	-
At or above Tier 2 criteria	maintain program	maintain program in Tier 2 OR exit to Tier 1	-
Below Tier 2 criteria	Add Tier 2 support	maintain program in Tier 2 OR add Tier 3 support	Add Tier 3 support
At or above Tier 3 criteria: > 10th percentile, expected ROI > 125%	-	maintain program	maintain program in Tier 3 OR exit to Tier 2
Below Tier 3 criteria: 11th-13th percentile, expected ROI > 125%	-	-	maintain program OR Change intervention in Tier 3*
≤ 10th percentile, expected ROI > 125%	-	-	Change intervention in Tier 3*
> 10th percentile, expected ROI ≤ 125%	-	-	Change intervention in Tier 3*
≤ 10th percentile, expected ROI ≤ 125%	-	-	consider referral for eval**

*Consider referral if prolonged Tier 3 support has been provided.

**Consider referral after two (2) Tier 3 interventions have been tried (a minimum of 10 data points across Tier 2 and Tier 3 must be available).

Report	Battery	Student	Student ID	Grade	School Year
Student Profile	Early Literacy, Early Numeracy			K	'18-19

Performance Summary

Benchmarking

Early Literacy Medium Risk	Nat'l %ile			SGP			ROI
	F	W	S	F → W	W → S	F → S	
Composite	7	17	17	55	35	45	1.89
PC	1						
IS	8	19		35			0.35
LNF	6	18	11	45	15	25	0.80
AV	11	16	22				0.14
LWSF	25	20	35	45	55	55	1.09
PS		36	55		85		0.61
NWF		43	7		5		-0.54
WRF			38				

Early Numeracy High Risk	Nat'l %ile			SGP			ROI
	F	W	S	F → W	W → S	F → S	
Composite	4	12	9	55	25	35	0.69
NNF	1	20	10	65	15	65	0.83
QTF	18	44	56	45	75	55	0.32
CA	4	2	2	25	55	25	0.12
QDF							

Student example: Using the benchmarking data, this student qualified for Tiered 2 interventions, especially for Concepts and Applications (CA). She was instructed with Number Worlds. At the mid-year benchmark, progress was not being made, and the Tier 3 intervention of Connecting Math was implemented for additional instruction. Tier 2 support is given in small group instruction of 3 to 4 students, and Tier 3 support is given in one-to-one or two-to-one settings. The student continued with the general education math curriculum at the same time.

Completed for Tiered Support Meeting Date: _____

BEASD ELEMENTARY
TIER 2/TIER 3 REFERRAL FORM 2019 - 2020

Section 1 – Referral Concern Information: TO BE COMPLETED BY TEACHER

Student Name: _____ D.O.B: _____ Grade: _____

Parent/ Guardian Name: _____

Phone Contacts: (H) _____ (C) _____ (W) _____

Who has custody of the student? Both Parents ____ Mother ____ Father ____ Guardian ____

Parent Notified of Referral: Yes _____ No _____ Date Notified: _____

Parent Contact History

Date:	Summary of Parent Contact and Type of Contact (e.g., Email, in person, phone):

NOTE: If this form was completed for the initial referral meeting, please complete the few questions below. You do not need to complete all questions in Section 1 again unless changes need to be made. However, please update all assessment results applicable to the student (Section 2, academic and/ or behavior). **PLEASE FEEL FREE to ATTACH ANY SUPPORTING INFORMATION INSTEAD OF WRITING THE INFORMATION IN** (e.g., Aimsweb/ SRI scores, grades, etc.).

Last Tier 2 meeting date:

Have there been any changes in prior concerns or any additional concerns noted since the last meeting?

____ no ____ yes. *If yes, please complete relevant sections below.*

Since the last meeting, has there been a change in:

Attendance? ____ yes ____ no

Medical information? ____ yes ____ no

Interventions (see below): ____ yes ____ no

Benchmarking assessment results (see below): ____ yes ____ no

Areas of Strength: (if no areas are checked, it is assumed that no changes need to be made from last meeting date)

☐ Enjoys school ☐ Well organized ☐ Completes work ☐ Gets along well with others
☐ Friendly ☐ Responsible ☐ Respectful ☐ Initiates Interactions
☐ Persistent ☐ Neat ☐ Likes to help ☐ Does more than required
☐ Attentive ☐ Humorous ☐ Honest ☐ Other:

Academic strength:

☐ Reading ☐ Writing ☐ Math ☐ Other:

Areas of Concern:

☐ Reading ☐ Listening Comprehension ☐ Organizational Skills ☐ Work Habits
☐ Writing ☐ Attention to task ☐ Work Completion ☐ Fine or Gross Motor Skills
☐ Math ☐ Aggression/ Bullying ☐ Withdrawal or Sadness ☐ Fear, Worry, or Anxiety
☐ Noncompliance/ Refusal ☐ Speech/ Language ☐ Other:

Summarize Concerns/ Reason for Referral: Please rank order your concerns from greatest to least priority.

Rate each above noted concern. Use additional pages for ratings, if needed. Leave additional ratings blank if only one concern is noted. *1 – Unmanageable or very disruptive behavior, 5 – Manageable or mildly disruptive behavior*

Concern 1 (Priority concern #1)	1	2	3	4	5
Concern 2	1	2	3	4	5
Concern 3	1	2	3	4	5

Classroom Interventions Implemented, if applicable: (use additional rows/pages, if needed)

Description of Intervention(s):	Approx. Start Date:	Description of Progress/ Success:

Related Services: Please check all applicable services and note frequency of sessions after the service name

	Service	Frequency		Service	Frequency		Service	Frequency
	OT			Vision			Speech/ Language	
	PT			Hearing			School Counseling	
	Gifted			ESL			Outside Counseling	
	Other:							

Referred by (Please Sign): _____ **Date:** _____

Section 2 – Assessment Data: TO BE COMPLETED BY TEACHER (please check in with school counselor, MTSS coordinator, interventionist as needed). **Date completed:** _____

ACADEMIC INFORMATION: *If available, please attach any applicable score reports (e.g., most recent Aimsweb chart, SRI chart etc.).*

Number Worlds Participant:

_____ No
 _____ Yes: Date started: _____ Current Level _____ or Discontinuation Date _____
 Frequency (e.g., daily, every other day etc.): _____

Wonder Works Participant:

_____ No
 _____ Yes: Date started: _____ Current Level _____ or Discontinuation Date _____
 Frequency (e.g., daily, every other day etc.): _____

Aimsweb Assessments:

Aimsweb Benchmark Reading percentiles and scores (note all applicable scores, leave others blank):

Grades k – 1:

Assessment	Percentile	Assessment	Percentile
PC Print Concepts		WRF Word Reading Fluency	
LNF Letter Naming fluency		PS Phoneme Segmentation	
AV Auditory Vocab		ORF Oral Reading Fluency	
IS Initial Sounds		NWF Nonsense Word Fluency	
LWSF Letter Word Sounds fluency			

Grades 2 – 5:

Assessment	Percentile	Assessment	Percentile
VOC Vocabulary		RC Reading Comprehension	
ORF Oral Reading Fluency		SRF Silent Reading Fluency	

Aimswest Math percentiles and scores (note all applicable scores, leave others blank):

Grades k – 1:

Assessment		Percentile	Assessment		Percentile
NNF	Number Naming Fluency		QTF	Quantity Total Fluency	
QDF	Quantity Difference Fluency		CA	Concepts and Applications	
NCF-P	Number Comparison Fluency-Pairs		MCF	Mental Computation Fluency	
MFF-1D	Math Facts Fluency (1-Digit):		NSF	Number Sense Fluency	
MFF-T	Math Facts Fluency (10s)				

Grades 2 – 5:

Assessment		Percentile	Assessment		Percentile
NSF	Number Sense Fluency		NCF-T	Number Comparison Fluency - Triads	
CA	Concepts and Applications		MCF	Mental Computation Fluency	

Other Assessments:

Assessment	Score	Date
SRI lexile level		
SRI Phonics Inventory		
Foundational Reading		
Running Records		
Reading CDT (Color range:)		
Math CDT (Color range:)		
PSSA Math (Range:)		
PSSA Reading (Range:)		

Attendance: _____ # of days absent _____ # of tardies

BEHAVIORAL INFORMATION:**Check-In/Check-Out Participant:**

_____ No _____ Yes- Date started: _____ and date discontinued (if applicable) _____

Other Intervention(s) – Tier 2: (e.g., group/ individual counseling; pre-teach/ re-teach Second Step; etc.)

_____ No _____ Yes- Date started: _____ Current Intervention: _____

Behavioral Data: most recent SWPBIS Tier 2 Screening/SAEBRS Results

Date:	Social Behavior (at risk: 0-12)	Academic Behavior (at risk: 0-9)	Emotional Behavior (at risk: 0-17)	Total Behavior (at risk: 0-36)

Number of office referrals in current academic year:

Please list dates and circumstances of all behavioral referrals below.

Date(s)	Incident

Student frequently leaves classroom to go to (check all that apply):

____ Nurse ____ Restroom ____ Counselor ____ Other (e.g., principal's office)

Per day:

Approximate number of times the student leaves the classroom to visit nurse, restroom etc. (do not include intervention time, lunch, recess, specials, related services, etc.): _____

In minutes (approximate): _____

Section 3 - Social Background Information: TO BE COMPLETED BY SCHOOL COUNSELOR

Student lives with: ____ (Step) Mother ____ (Step) Father ____ Grandparent(s) ____ Guardian/ Other

Siblings living in the household: _____

At home, student is good at/ enjoys doing: _____

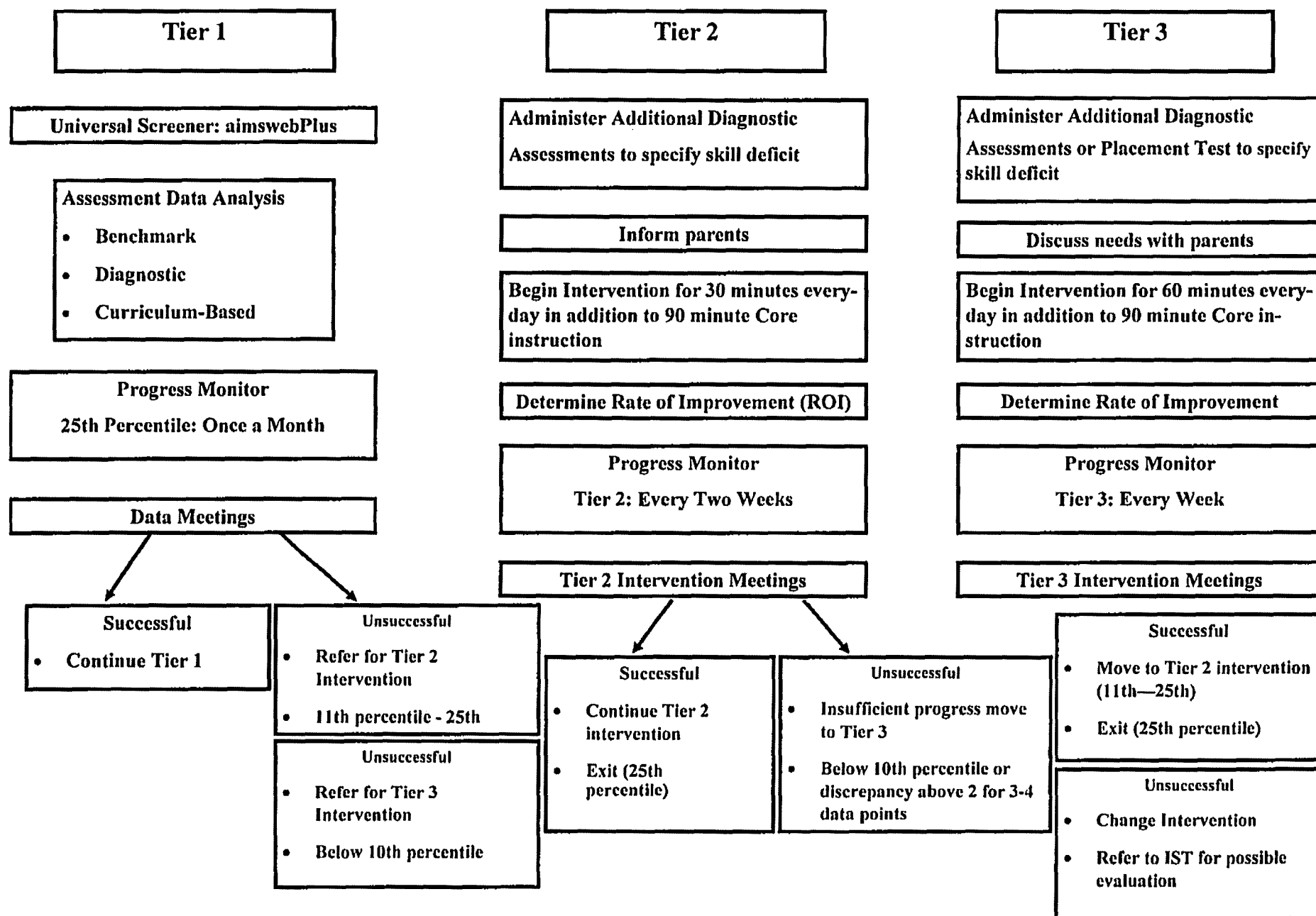
At home, student has difficulties with: _____

Academic and/ or behavior concerns noted at home: _____

Has the student received outside counseling for the behaviors? ____ No ____ Yes, describe: _____

Other important information or factors to consider: _____

46.



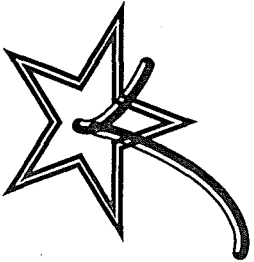
46.

4c. Progress Monitoring Measures: aimswebPlus progress monitoring measures are used in grades K-5. Students receiving Tier 3 instruction are progress monitored weekly. Students receiving Tier 2 instruction are progress monitored bi-weekly. All students in grades K-5 receive benchmark assessments three times a year. In addition to aimswebPlus progress monitoring, students who are receiving standard protocol interventions are progress monitored according to the specifications of each individual program. Classroom teachers also monitor the progress of all students by using core curriculum assessments. (The Assessment Options Chart for Math is included with Domain 2a). (The Response to Instruction and Intervention Grid for Math is included with Domain 3).

Unit 1 - Grade 2

ASSESSMENT CHECK-IN

TOTAL POINTS = 43

Class												
Date												
		12	1	5	1	2	5	1	3	6	3	4
		1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8	1-9	1-10	1-11
		Find numbers to complete number sequences. (pg. 60) (Journal 1, pg. 1 #1-2: 1 pt. each missing number) 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.MD.6										
		Compare numbers in the hundreds. (pg. 67) (Number Line Squeeze) 2.NBT.4										
		Count coin combinations. (pg. 73) (Journal 1, pg. 2 #1-5) 2.NBT.2, 2.MD.8										
		Fill in missing numbers on a number scroll. (pg. 78) (Number Line Scroll) 2.NBT.2, 2.NBT.3										
		Count by 1s and skip count by 10s. (pg. 88) (Math Masters pg. 14, rubric on pg. 86 of Teacher Manual) 2.NBT.2, SMP7										
		Find equivalent names for a given number. (pg. 95) (Journal 1, pg. 5 #1-5: 1 pt. each problem) 2.OA.2, 2.NBT.5										
		Find number pairs that add to 10. (pg. 100) (Fishing for 10) 2.OA.2										
		Find the values of coin combinations. (pg. 105) (values of the penny, the nickel and the dime) 2.MD.8										
		Identify even and odd numbers. (pg. 113) (Journal 1, pg. 7 #1-3: for each problem students get 1 pt. for counting the set of dots and 1 pt. for determining if number is odd or even) 2.OA.3, SMP7										
		Skip count and look for patterns based on place value. (pg. 118) (Journal 1, pg. 9 #1-3) 2.NBT.2, SMP7										
		Compare 2-digit numbers and coin amounts. (pg. 124) (Journal 1, pg. 12 #1-2 and 7-8) 2.OA.2, 2.NBT.4										
Names												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
23												
24												
25												

Assess Progress:

M

= meeting expectations

N

= not meeting expectations

NE

= not evaluated

Report

Class Section

Grade

Battery

School Year

Group Tier Transition

5

Math

2018-2019

Well Above Average Above Average Average Below Average Well Below Average

Students (20)	FALL				WINTER				SPRING			
	%ile	%ile	SGP	F → W	ROI	%ile	%ile	SGP	W → S	ROI	SGP	F → S
			35	→	0.89			45	→	0.53	35	→
			35	→	0.89			45	→	0.53	35	→
	62	81	72	→	1.69	83	65	→	0.99	83	→	1.39
	91	98	95	→	2.02	93	25	→	-0.64	75	→	0.88
	98	99	65	→	0.61	98	35	→	-0.21	45	→	0.27
	98	98	55	→	0.11	99	95	→	1.84	75	→	0.85
	79	94	85	→	2.15	90	35	→	0.00	85	→	1.25
	72	80	55	→	1.06	88	95	→	1.91	95	→	1.42
	26	50	75	→	1.48	54	65	→	0.78	85	→	1.18
	80	92	85	→	1.70	93	75	→	1.20	95	→	1.48
	94	92	55	→	0.30	94	85	→	1.41	75	→	0.77
	61	78	65	→	1.36	87	95	→	1.95	95	→	1.61
	70	78	55	→	1.06	96	95	→	3.82	95	→	2.24
	78	86	65	→	1.07	90	85	→	1.56	85	→	1.28
	63	77	65	→	1.22	66	35	→	-0.21	55	→	0.61
	70	86	55	→	1.18	38	65	→	0.64	65	→	0.95
	77	93	85	→	2.12	86	35	→	-0.28	85	→	1.09
	11	90	95	→	4.61	63	5	→	-1.91	95	→	1.82
	65	96	95	→	3.23	92	35	→	-0.07	95	→	1.82
	42	52	55	→	1.00	84	95	→	3.04	95	→	1.90
	47	93	95	→	3.55	97	95	→	2.19	95	→	2.97
	9	49	75	→	2.20	68	85	→	1.70	95	→	1.99

5a. Fidelity Checklists: The attached Fidelity Checklists are examples of what documentation is used for core instruction and all interventions to provide feedback on the implementation of the instructional programs. This shows how feedback is provided and discussed in a timely fashion.

MTSS Fidelity Checklist: Everyday Math

Directions: A professional trained and experienced in the curriculum completes:

Name of Teacher:

School:

Name of Observer:

Date:

Number of Students Observed:

Total Time of Instruction:

Lesson:

Tier 1

Tier 2

Tier 3

CLASSROOM STRUCTURE AND ORGANIZATION			
Area	Yes	No	Comments
Set Up/Management			
Materials are organized and readily available	✓		
Number Grid and/or number line displayed	✓		
Math vocabulary word wall visible to students	✓		
Teacher provides positive reinforcement/specific praise	✓		The teacher provided specific positive praise to students during mental math.
Manipulative/Materials use evident: storage appropriate and accessible	✓		
All students are on task; off-task behavior is addressed	✓		
Lesson Components			
Teacher completes all components of lesson.	✓		
Teacher leads the Warm-Up: Mental Math and Fluency component with appropriate materials (slates, Quick Looks, etc.)	✓		
Teacher leads Math Message and coinciding activities and Math Journal pages pertaining to lesson concepts.	✓		

Teacher utilizes Everyday Math games and activities when appropriate.	✓		
Students complete Math Boxes.	✓		
Teacher monitors and corrects student work when necessary.	✓		The teacher corrected and monitored students' work on Math Boxes.
Teacher assigns lesson Home Links for independent practice.	✓		
Instructional Delivery and Pacing			
Teacher corrects all errors properly.	✓		
Teacher provides the correct answer following an error.	✓		
Teacher delivers instruction with appropriate pacing.	✓		
Board displays are visible to all students.	✓		
Everyday Math Journal			
Teacher ensures understanding of all directions.	✓		The teacher read aloud directions and clarified misconceptions during Math Boxes.
Teacher monitors independent work during all exercises.	✓		
Incorrect responses are corrected.	✓		
Workbooks are checked in an organized way.	✓		
Data Management			
Assessment Check-Ins are recorded daily.	✓		
Cumulative and Unit Assessments administered and recorded.	✓		
Mid-year and End-year assessments administered and recorded.	✓		
Teacher readily uses Data Dashboard.	✓		

MTSS Fidelity Checklist: Number Worlds

Directions: A professional trained and experienced in the intervention completes:

Name of Interventionist: *K-5 Math and Reading Interventionist* School: *Wingate Elementary*

Name of Observer:

Date: *12-9-19*

Number of Students Observed: *5*

Total Time of Instruction: *30 minutes*

Lesson: *First Grade Number Worlds: Week 10, Lesson 4*

Tier 1

Tier 2

Tier 3

CLASSROOM STRUCTURE AND ORGANIZATION			
Area	Yes	No	Comments
Warm Up			
Teaching materials are ready and organized.	X		
Seating arrangement for students is appropriate.	X		
Teacher uses manipulatives as specified within lesson.	X		Manipulatives are retrieved from #worlds kit and are prepared ahead.
Teacher asks bolded questions as detailed within lesson.	X		
Teacher provides adequate examples for review.	X		
Teacher guides and facilitates discussion.	X		
Students are on task.	X		Power teaching strategies have been adapted for small group use and students respond well to learning group gems.
Student progress is monitored and teacher intervenes appropriately when needed.	X		
Engage			
Teaching materials are ready and organized.	X		
Teacher introduces and develops lesson concepts through math talk.	X		

Rules and routines for math talk are evident among students.	X		
Teacher attends to all steps and details of specified Engage lesson.	X		
Teacher deviations from the Engage lesson are made to allow for student understanding.	X		
Guided discussion is developed through activities.	X		
Students are engaged and on task.	X		
Teacher asks students exploring, synthesizing, clarifying, and/or refocusing questions when appropriate.	X		
Student progress is monitored and appropriately addressed.	X		
Reflect			
Teacher incorporates time for students to revisit their mathematical thinking.	X		I feel these two are related; in the lesson the question "explain to me how you know that" and students had to reflect upon the answer.
Teacher questions students with queries such as: "How do you know?", "Why?", and "How is that different?" and probes such as: "Tell me about...", "Show me how you did that..."	X		
Wait time is provided for students to respond to probing questions.	X		
Assess			
Throughout the lesson, the teacher checked for students' understanding and gave immediate feedback.	X		
Teacher monitors seatwork and guides students towards making any needed corrections (Levels C-G).	X		
Informal Assessment Checklists are completed.	X		
Data Collection			
Weekly formal assessment data is recorded.	X		Excel sheets were created for each grade
Teacher provides evidence of differentiation within lesson plans (if students demonstrate minimal understanding or secure understanding) as specified in assessment lessons.	X		

Cumulative or End of Unit Assessment data is recorded.	X		
Student groups are performing at or above 80% mastery.	X		
Lesson pacing is adequate.	X		

MTSS Fidelity Checklist: Incremental Rehearsal

Directions: A professional trained and experienced in the intervention completes:

Name of Interventionist:

School:

Name of Observer:

Date:

Number of Students Observed:

Total Time of Instruction:

Lesson:

Tier 1

Tier 2

Tier 3

CLASSROOM STRUCTURE AND ORGANIZATION			
Area	Yes	No	Comments
Materials			
Teaching materials are ready and organized.	✓		
Seating arrangement for students is appropriate.			N/A - one on one
Intervention Procedure			
Teacher presents the unknown item. Teacher reads the problem and answer. Student repeats.	✓		
Teacher presents unknown item. Student reads the problem and answer.	✓		
Teacher adds another known item to the card stack. Teacher repeats the process.	✓		
Teacher continues until 9 known items and 1 unknown item is reached. The unknown item is now considered a known item.	✓		
Lesson pacing is adequate and student is on task.	✓		Pacing is appropriate b/c it's individualized.
Assessment and Data Collection			
Teacher keeps daily and weekly records of student progress.	✓		We use an Incremental Rehearsal documentation sheet.

Teacher assesses the student by showing the student each of the cards one at a time.	✓		
Teacher places flashcard in respective pile (known vs. unknown).	✓		
Teacher selects 9 known items and 1 unknown item for intervention procedure.	✓		Great intervention for Tier 3 students.

MISS Fidelity Checklist: Connecting Math Concepts

Directions: A professional trained and experienced in the intervention completes:

Name of Interventionist:

School:

Name of Observer:

Date:

Number of Students Observed:

Total Time of Instruction:

Lesson:

Tier 1

Tier 2

Tier 3

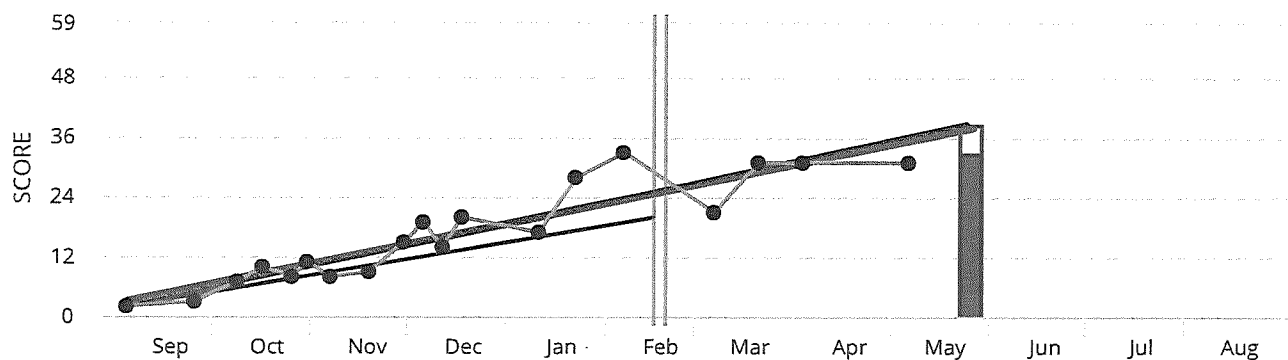
CLASSROOM STRUCTURE AND ORGANIZATION			
Area	Yes	No	Comments
Set Up/Management			
Materials are organized and readily available	✓		Materials are labeled and clearly accessible.
Teacher can see all students; students can see teacher	✓		
Teacher provides positive reinforcement/specific praise	✓		
Teacher reinforces rules in a non-confrontational fashion	✓		
All students are on task; off-task behavior is addressed	✓		
Math Exercises			
Teacher delivers instruction according to script.	✓		
Teacher delivers instruction with appropriate pacing.	✓		
Board displays are visible to all students.	✓		
Teacher provides clear signals.	✓		Teacher uses tap of marker on table as the signal
Teacher provides individual turns once group response is firm.	✓		
Group responses are accurate.	✓		

Corrections			
Teacher corrects all errors properly.	✓		
Teacher provides the correct answer following an error.	✓		
Teacher has students repeat the exercise at the end of the correction.	✓		Student was successful with the correction.
Teacher provides individual turns in random order to check for mastery.	✓		
Teacher asks a variety of group and individual questions	✓		
Textbook/Workbook			
Teacher ensures understanding of all directions.	✓		
Teacher monitors independent work during all exercises.	✓		
Incorrect responses are corrected.	✓		
Workbooks are checked in an organized way.	✓		Individual workbook pages are used and filed.
Data Management			
Assessment results on Mastery Tests are recorded.	✓		All work, including mastery tests are filed for reference.
Teacher uses Remedies to reteach skills when appropriate.	✓		
Teacher is averaging 4-5 lessons completed per week.	✓		

5b. Student Data Graph: The graph included shows the aim line, trend line, and rate of improvement for a second grade student from the Fall to Spring using the aimswebPlus progress monitoring measure. The data for this student shows that the student scored in the 10th percentile for Number Sense Fluency at the beginning of the year benchmark assessment. The student was placed in a Tier 2 intervention and progress monitored on a biweekly basis after. Incremental Rehearsal for Fact Fluency was added during Tier 3 intervention time to meet the instructional needs of this student. This student made adequate progress as shown in the attached chart. The student met the goal for Number Sense Fluency and Concepts and Applications on the Spring Benchmark assessment.

Report Student Student ID Grade Measure Period
Individual Monitoring [REDACTED] [REDACTED] 1 Number Naming Fluency, Grade K Sep'18-Aug'19

• Score ▲ Intervention Change || Goal Change — Projection — Aimline ■ Goal ★ Goal Met



	Baseline	9/3	9/10	9/17	9/24	10/1	10/8	10/15	10/22	10/29	11/5	11/12	11/19	11/26	12/3
Score	2	2			3		7	10	8	11	8		9	15	19
Errors	19	19			13		14	35	18	29	12		25	7	3
Goal ROI	0.76	0.76			0.76		0.76	0.76	0.76	0.76	0.76		0.76	0.76	0.76
Trend ROI					0.33		0.96	1.30	1.07	1.14	0.92		0.76	0.91	1.10

Intervention
Trend ROI

	12/10	12/17	12/24	12/31	1/7	1/14	1/21	1/28	2/4	2/11	2/18	2/25	3/4	3/11
Score	14	20			17		28		33				21	
Errors	15	4			9		3		2				0	
Goal ROI	0.76	0.76			0.76		0.76		0.76				1.00	
Trend ROI	1.02	1.11			0.99		1.14		1.28				1.06	

Intervention
Trend ROI

	3/18	3/25	4/1	4/8	4/15	4/22	4/29	5/6	5/13	5/20
Score	31		31					31		
Errors	2		3					1		
Goal ROI	1.00		1.00					1.00		
Trend ROI	1.06		1.03					0.95		

Intervention
Trend ROI

Report	Student	Student ID	Grade	Measure	Period
Individual Monitoring	[REDACTED]	31048	1	Number Naming Fluency, Grade K	Sep'18-Aug'19

Goal Change Log

Date	Baseline	Goal	Goal ROI
09/18/2018	09/05/2018 - 2	30 - 05/26/2019	0.76 ROI, undefined

Goal Statement

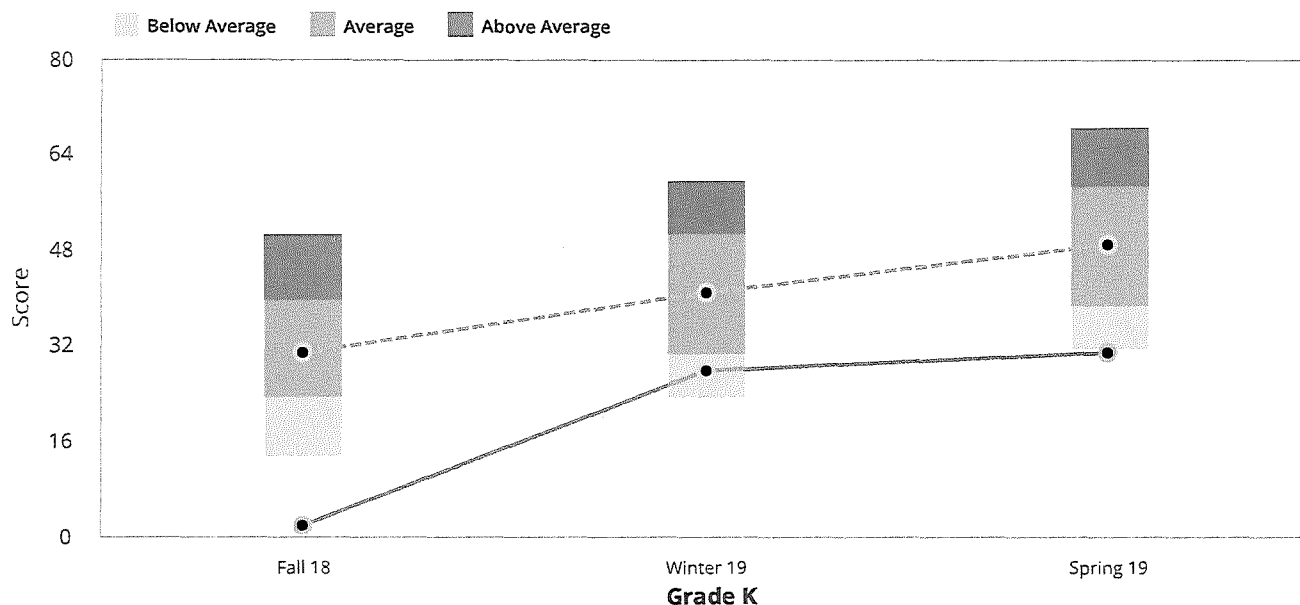
[REDACTED] current rate of improvement (Trend ROI) is 0.95 points per week on Number Naming Fluency. To reach the goal score of 39 by 05/26/2019, [REDACTED] will need to improve at an average rate of 1.00 points per week.

At the fall benchmarking assessment, this student scored 2 correct on the Number Naming Fluency assessment (1st percentile). She entered tier 2 for the first nine weeks of the school year. At the beginning of October, the student entered tier 3 due to a lack of progress (weekly assessments noted in the table). Her goal was set to 39 correctly named numbers (27th percentile). Her team, after reviewing her data in January, determined that she was making sufficient progress, and she transitioned back to tier 2 (bi-weekly assessments noted in the table). Please note that students in kindergarten only need to master the numbers 1 through 20, and she had met that goal. She was progressing sufficiently to meet her goal of 39 at the end of the school year, which is evident in that the red line (i.e., student's growth trend line) is progressing similar to the black line (i.e., target growth line). A special education evaluation was not recommended at that time, and her rate of improvement was 0.95 points per week.

Report	Student	Student ID	Test	School Year
Individual Benchmark	[REDACTED]	31048	Number Naming Fluency	2018-2019

Comparison: National Norms

● Score ● National Avg



Performance

	Fall 2018	Winter 2019	Spring 2019
Student Score	2	28	31
National Percentile	1	20	10
Performance Level	Well Below Average	Below Average	Well Below Average
Risk Status			

Rate of Improvement

	Fall-Winter	Winter-Spring	Fall-Spring
Student ROI	1.30	0.20	0.83
National ROI	0.85	0.67	0.73
Student Growth %ile	65	15	65

Incremental Rehearsal-Baseline Data

Student name: _____

Area of focus: Number recognition

Date of first assessment: 11/1/18

Known:

11/1/2018

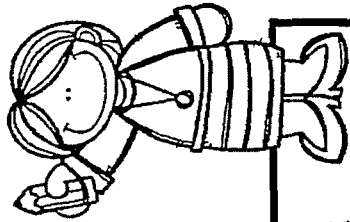
12/17/18

11/23/2019

0, 1, 3, 5 (known)	<u>known</u> 0-11	<u>known</u> 4, 6, 7, 8, 9, 10, 11 13, 14, 16, 19, 20		
2, 4, 6, 7, 8, 9, 10 (unknown)	<u>unknown</u> 12-20	<u>hesitated</u> - 15, 17 <u>unknown</u> - 12, 18		

Unknown:

Incremental Rehearsal-Progress Monitoring

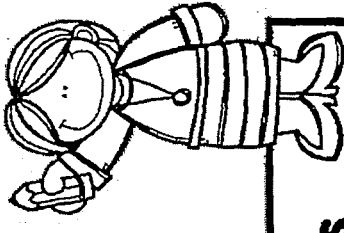


Student name: _____

Area of focus: Number Recognition

Date	Unknown	Knowns	Notes
11/5/18	2, 4, 6	0, 1, 3, 5	- Did not consistently know 3 - Did not know 2, 4, 6
11/6	2, 4, 6	0, 1, 3, 5	- Didn't consistently know 1, 3 - Did not know 2, 4, 6
11/7	2, 4, 6	0, 1, 3, 5	- missed 5 a few times - didn't know 2, 4, 6
11/8	2	0, 1, 3, 5	- Didn't automatically know 3 - Didn't know 2
11/9	2	0, 1, 3, 5	- 3 and 5 are not automatic - Didn't know 2
11/12	2	0, 1, 3, 5	- 0, 1, 3, 5 automatic - missed 2 but corrected herself at end
11/13	2	0, 1, 3, 5	- knew 2 at beginning but more she id #s she didn't know 2 - still slow with 3

- I tried adding 6 but that's when she didn't know 2,



Incremental Rehearsal-Progress Monitoring

Student name: _____

Area of focus: _____

Date	Unknown	Knowns	Notes
1/22	12, 14, 15, 16, 17, 18, 19, 20	4, 6, 7, 8, 9, 10, 11, 13	no hesitation mixes up 12 + 20
1/23	12, 18	4, 6, 7, 8, 9, 10, 11, 13, 14 16, 19, 20	(17, 15) hesitation
1/24	15, 20	4, 6, 7, 8, 9, 10, 11, 13, 14 17, 18, 19	(16 - hesitation)
1/25	ABS	6, 7, 8, 9, 11, 13, 14,	(4, 16, 10, 19) (hesitation)
1/28	15, 12	17, 18, 20	
2/5	12 - trouble w/6	7, 4, 13, 8, 14, 10, 18, 19, 9, 16, 11	
2/6	took out 13 (didn't know) 6 - unknown	11, 9, 19, 18, 10, 14, 8, 13, 4, 7, 16. first time wrong, she recognized then subconsciously hesitated	
2/7	took out 4, 7, 8 - trouble w/ 10, 16, 9	when watching student	

10, 16, 9 - second time. she made it's
knew everything, the first time
11, 13, 14, 16, 18, 19

5c. Within an MTSS model for Mathematics, our cross-disciplinary team uses a problem-solving process to facilitate shared ownership for enhancing mathematics outcomes. Once an adopted standards-based curriculum is present, teachers can begin to help their students learn identified concepts and procedures. The most effective way to teach concepts and procedures is to implement evidence-based practices (EBPs)—practices and strategies that have been shown to be effective through rigorous research. These practices include explicit, systematic instruction, visual representations, schema instruction, and metacognitive strategies. Our teams will expand their continuum of evidence-based practices and reliable and valid data sources. The development of the infrastructure and implementation efforts occur within the context of culturally responsive practices, positive behavioral supports, and family engagement. When teachers implement EBPs along with a standards-based curriculum, they are providing high-quality mathematics instruction.

Everyday Mathematics is a research-based and field-tested curriculum that focuses on developing student's understandings and skills in ways that produce life-long mathematical learners.

The Everyday Mathematics curriculum emphasizes:

- Use of concrete, real-life examples that are meaningful and memorable as an introduction to key mathematical concepts.
- Repeated exposures to mathematical concepts and skills to develop students' ability to recall knowledge from long-term memory.
- Frequent practice of basic computation skills to build mastery of procedures and quick recall of facts, often through games and verbal exercises.
- Use of multiple methods and problem-solving strategies to foster true proficiency and accommodate different learning styles.

Connecting Math Concepts is designed to accelerate the math learning performance of students in grades K through 5. The program provides highly explicit and systematic instruction in the wide range of content specified in the Common Core State Standards for Mathematics. The program stresses understanding and introduces concepts carefully, then weaves them together throughout the program. Lessons are designed to introduce concepts at a reasonable rate and help students make connections between important concepts. The lessons provide the practice needed to achieve mastery and understanding.

Number Worlds is a highly-engaging, research-proven, teacher-led math intervention program that was built on rigorous state standards to bring math-challenged students up to grade level with Real World Applications. Number Worlds helps struggling learners in Response to Intervention Tiers 2 and 3 achieve math success and quickly brings them up to grade level by intensively targeting the most important standards.

The following are evidence based practices for increasing accuracy and fluency with math facts:

- Incremental Rehearsal
- Cover-Copy-Compare
- Drill Sandwich
- Discrete Trial Training
- Detect-Practice-Repair

Evidence Based Practices (Math)

Resource and Author	Instructional Purpose	Grade Level
Connecting Math	Concepts and Applications	K-5
Distar	Concepts and Applications	K-5
Number Worlds	Concepts and Applications	K-5
Touch Math	Concepts and Applications	K-5
Incremental Rehearsal	Fluency	K-5
Drill Sandwich	Fluency	K-5
Cover-Copy-Compare	Fluency	K-5
Discrete Trial Training	Fluency	K-5
Detect-Practice-Repair	Fluency	K-5

6a. Reports to Parents: Attached is an example of progress reports that are distributed to parents to inform them and help them better understand their child's progress. Also attached is a copy of the RtII Meeting Form which is used to guide discussion during RtII Meetings. Additional information is provided regarding universal screening and student performance. The graph shown as evidence in Domain 5b. is also shared during the meetings. All parents are invited to the meetings via a phone call from the guidance counselor. They accommodate the parents' schedule to ensure that they can be present to discuss their child's academic performance.

Bald Eagle Area
Math Intervention Progress Report

Student:

Classroom Teacher:

Grade: 2

Intervention Teacher:

Progress Report: BOY/MOY/EOY

	Beginning of Year	Middle of Year	End of Year	End of Year Goal
Concepts and Application				142-153
Number Comparison Fluency-Triads				1-3 items
Mental Computation Fluency				3-7 items
Number Sense Fluency				6-12 items
Math Benchmark				147-166

Teacher Comments:

Concepts and Applications- Students will solve various types of math word problems.

Number Comparison Fluency-Triads- Students mentally solve multiple-choice math problems, each requiring the student to assess magnitude while comparing a set of three numbers.

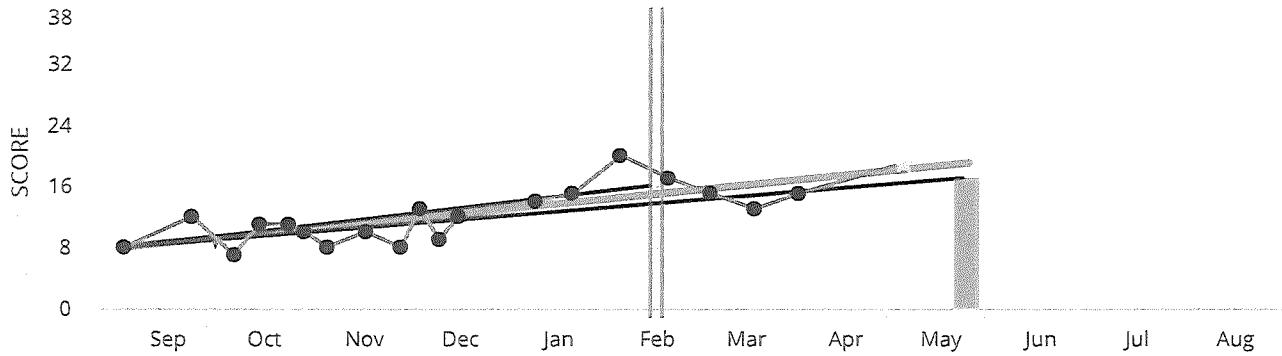
Mental Computation Fluency - Students mentally solve multiple-choice math computation problems.

Number Sense Fluency - This is a summary of performance from the Number Comparison Fluency-Triads and Mental Computation Fluency tests.

Math Benchmark- A snapshot of the student's math abilities.

Report Student Student ID Grade Measure Period
Individual Monitoring [REDACTED] 31048 1 Quantity Total Fluency, Grade K Sep'18-Aug'19

● Score ▲ Intervention Change || Goal Change — Projection — Aimline █ Goal ★ Goal Met



	Baseline	9/3	9/10	9/17	9/24	10/1	10/8	10/15	10/22	10/29	11/5	11/12	11/19	11/26	12/3
Score	8	8			12		7	11	11	10	8		10	8	13
Errors	0	0			0		3	0	0	0	3		1	2	0
Goal ROI	0.32	0.32			0.32		0.32	0.32	0.32	0.32	0.32		0.32	0.32	0.32
Trend ROI					1.33		-0.06	0.21	0.28	0.22	0.05		0.06	-0.03	0.11
Intervention															
Trend ROI															
	12/10	12/17	12/24	12/31	1/7	1/14	1/21	1/28	2/4	2/11	2/18	2/25	3/4	3/11	
Score	9	12			14		15		20		17		15		
Errors	3	0			0		0		0		0		0		
Goal ROI	0.32	0.32			0.32		0.32		0.32		0.24		0.24		
Trend ROI	0.06	0.11			0.19		0.26		0.38		0.39		0.36		
Intervention															
Trend ROI															
	3/18	3/25	4/1	4/8	4/15	4/22	4/29	5/6	5/13	5/20					
Score	13		15					19							
Errors	1		2					0							
Goal ROI	0.24		0.24					0.24							
Trend ROI	0.31		0.28					0.30							
Intervention															
Trend ROI															

6a. / 7f.

Report	Student	Student ID	Grade	Measure	Period
Individual Monitoring	[REDACTED]	31048	1	Quantity Total Fluency, Grade K	Sep'18-Aug'19

Goal Change Log

Date	Baseline	Goal	Goal ROI
09/18/2018	09/05/2018 - 8	20 - 05/26/2019	0.32 ROI, undefined

Goal Statement

[REDACTED] current rate of improvement (Trend ROI) is 0.30 points per week on Quantity Total Fluency. To reach the goal score of 17 by 05/26/2019, [REDACTED] will need to improve at an average rate of 0.24 points per week.

ba./7f.

6b. Right to Request Notification: There are multiple ways parents are made aware of their right to request a special education evaluation at any time. First, the annual public notice is distributed to all families through a newsletter. Secondly, the Bald Eagle Area School District webpage has forms and documents accessible to parents.

**ANNUAL PUBLIC NOTICE OF SPECIAL EDUCATION SERVICES AND
PROGRAMS, SERVICES FOR GIFTED STUDENTS, AND SERVICES FOR
PROTECTED HANDICAPPED STUDENTS**

Notice to Parents

According to state and federal special education regulations, annual public notice to parents of children who reside within a school district is required regarding child find responsibilities. School districts and intermediate units are required to conduct child find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973. For additional information related to Section 504/Chapter 15 services, the parent may refer to Section 504, Chapter 15, and the Basic Education Circular entitled Implementation of Chapter 15. Also, school districts are required to conduct child find activities for children who may be eligible for gifted services via 22 PA Code Chapter 16. For additional information regarding gifted services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedures in IDEA and Chapter 14 shall take precedence.

This notice shall inform parents throughout the school district and intermediate unit of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children. In addition to this public notice, each school district and intermediate unit shall publish written information in the handbook and on the website. Children ages three through twenty-one can be eligible for special education programs and services. If parents believe that the child may be eligible for special education, the parent should contact their district of residence. Contact information is listed at the end of this public notice.

Children age three through the age of admission to first grade are also eligible if they have developmental delays and, as a result, need Special Education and related services. Developmental delay is defined as a child who is less than the age of beginners and at least three years of age and is considered to have a developmental delay when one of the following exists: (i) The child's score, on a developmental assessment device, on an assessment instrument which yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas, or (ii) The child is delayed in one or more of the developmental areas, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and self-help. For additional information contact the intermediate unit. Contact information is listed at the end of this public notice.

Evaluation Process

Each school district and intermediate unit has a procedure in place by which parents can request an evaluation. For information about procedures applicable to your child, contact the school which your child attends. Parents of preschool age children, age three through five, may request an evaluation in writing by addressing a letter to the Early Intervention Program Director, Central Intermediate Unit #10, 345 Link Road, West Decatur, PA 16878.

Consent

School entities cannot proceed with an evaluation or with the initial provision of special education and related services without the written consent of the parents. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the PaTTAN website, www.pattan.net. Once written parental consent is obtained, the district will proceed with the evaluation process. If the parent disagrees with the evaluation, the parent can request an independent educational evaluation at public expense.

Program Development

Once the evaluation process is completed, a team of qualified professionals and the parents determine whether the child is eligible. If the child is eligible, the individualized education program (IEP) team meets, develops the program, and determines the educational placement. Once the IEP team develops the program and determines the educational placement, school district staff or intermediate unit staff will issue a notice of recommended educational placement/prior written notice. Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

Confidentiality of Information

The school districts and to some extent the intermediate unit maintain records concerning children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction states. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

For additional information related to student records, the parent can refer to the Family Education Rights and Privacy Act (FERPA).

This notice is only a summary of the Special Education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents. For more information or to request evaluation or screening of a public or private school child, contact the responsible entity listed below. For preschool age children, information, screenings and evaluations requested, may be obtained by contacting the intermediate unit.

INTERMEDIATE UNIT OFFICE

Central Intermediate Unit # 10
345 Link Road
West Decatur, PA 16878
814-342-0884 or 800-982-3375 (PA Only)

SCHOOL DISTRICT OFFICES

Bald Eagle Area School District 751 S. Eagle Valley Road Wingate, PA 16823 Ms. Melissa Butterworth, Contact Person 814-355-5731	Bellefonte Area School District 318 N. Allegheny Street Bellefonte, PA 16823 Ms. Gina MacFalls, Contact Person 814-353-5307	Clearfield Area School District P.O. Box 710, 438 River Street Clearfield, PA 16830 Mr. Tom Mohny, Contact Person 814-765-5511
Curwensville Area School District 650 Beech Street Curwensville, PA 16833 Ms. Casey Marsh, Contact Person 814-236-2390	Glendale Area School District 1466 Beaver Valley Road Flinton, PA 16640 Ms. Ginger Bakaysa, Contact Person 814-687-3402	Harmony Area School District 5239 Ridge Road Westover, PA 16692 Ms. Terri Butterworth, Contact Person 814-845-2300
Keystone Central School District 95 West Fourth Street Lock Haven, PA 17745 Ms. Judith Petruzzi, Contact Person 570-748-4660	Penns Valley Area School District 4528 Penns Valley Road Spring Mills, PA 16875 Ms. Bobbi Jo Wakefield, Contact Person 814-422-8814	Moshannon Valley School District 4934 Green Acre Road Houtzdale, PA 16651 Pam Stone, Contact Person 814-378-7609
Philipsburg-Osceola Area School District 1810 Black Moshannon Road Philipsburg, PA 16866 Ms. Cindi Marsh, Contact Person 814-577-5897	State College Area School District 154 West Nittany Avenue State College, PA 16801 Mr. Pat Moore, Contact Person 814-231-1072	West Branch Area School District 516 Allport Cutoff Morrisdale, PA 16858 Ms. Wendy Fernburg, Contact Person 814-345-5627
Centre Learning Community Charter School 2643 West College Avenue State College, PA 16801 Mr. Kosta Dussias, Contact Person 814-861-7980	Nittany Valley Charter School 1612 Norma Street State College, PA 16803 Ms. Carolyn Maroncelli, Contact Person 814-867-3842	Sugar Valley Rural Charter School 236 East Main Street Loganton, PA 17747 Ms. Carrie Nixon, Contact Person 570-725-7822
Wonderland Charter School 2112 Sandy Drive State College, PA 16803	Young Scholars of Central PA Charter School 1530 Westerly Parkway	Clinton County Jail 58 Pine Mountain Road McElhatten, PA 17748

Mr. Harold Ohnmeis, Contact Person 814-234-5886	State College, PA 16801 Levent Kaya, Contact Person 814-237-9727	Ms. Judith Petruzzi, Contact Person 570-748-4660
Clearfield County Jail 115 Twenty First Street Clearfield, PA 16830 Mr. Tom Mohny, Contact Person 814-765-5511	Centre County Correctional Facility 700 Rishel Hill Road Bellefonte, PA 16823 Gina MacFalls, Sp. Ed. Supervisor 814-353-5307	Central Counties Youth Center 148 Paradise Road Bellefonte, PA 16823 Gina MacFalls, Sp. Ed. Supervisor 814-355-5307

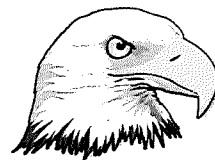
The school district or intermediate unit will not discriminate in employment, educational programs, or activities based on race, color, national origin, age, sex, handicap, creed, marital status or because a person is a disabled veteran or a veteran of the Vietnam era. No preschool, elementary or secondary school pupil enrolled in a school district or intermediate unit shall be denied equal opportunity to participate in age and program appropriate instruction or activities due to race, color, handicap, creed, national origin, marital status or financial hardship.

6c. Parent RtII Training Event: Math Intervention Teachers include information regarding the RtII Process during their parent meetings. Attached is a resource guide brochure given out at parent meetings. All teachers will be sharing information regarding the RtII process during Back to School Night in September of each school year.

Wingate Elementary Title I Math Night

When: Thursday, September 26

Time: 6:00-7:00



- Goal: To provide parents information in grades K-12 on math games, websites and a general overview of the math program
- Families will engage in math games and learn how to access online resources to support their child's at home
- Snacks & Refreshments
- RSVP by September 20th if you plan on coming and learning a little more about Everyday Math

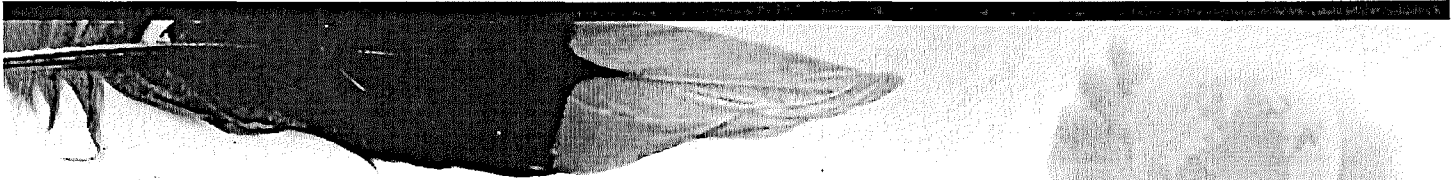
Cut and return the bottom portion if you plan on attending the Title I Math meeting to your child's teacher no later than September 20, 2019.

____ Yes, I plan on attending the Title I Schoolwide Math night

____ Total number attending

Student Name(s): _____ Grade(s): _____

Parent Name: _____



We Teach for Success

Wingate Elementary

751 S. Eagle Valley Road | Wingate, PA 16823 | 814.355.4872

Title I Math Night

9-26-19

Sign

Amie Runkle
Patricia Letterman
Leslie McCloskey
Loren Parker
Joanni Nagle (Yavier Anelise)

7a – Special Education Eligibility Determination Utilizing RtII Special Education eligibility will be determined utilizing the dual discrepancy model. It is important to note here that the assumption is that the child has participated in the most intensive level of intervention, and that the fidelity of such intervention has been maintained. Additionally, the following exclusionary factors must be considered: lack of instruction in reading/math, limited English proficiency, visual, hearing, or motor disability, intellectual disability, emotional disturbance, environmental, cultural, or economic disadvantage. Should one of the exclusionary items be present, a specific learning disability would not be able to be diagnosed.

For a student to be found eligible for special education services as a student with a specific learning disability, the student must meet two criteria:

- Low academic performance, and
- Poor response to appropriate instruction.

To meet the criteria of low academic performance the student must demonstrate a significantly below performance on curriculum based measures (CBM) as compared to same-grade peers utilizing nationally developed norms. Performance significantly below shall be defined as a two-grade level discrepancy, which is indicated by a performance at or below the 10th percentile.

Secondly, poor response to instruction shall be defined as a student performing poorly in response to instruction that is carefully planned to meet the needs of the student and delivered precisely to maintain the fidelity of the program. The student should receive interventions in Tier 2 and/or Tier 3 using evidence-based intervention programs. The slope of improvement for students involved in intervention programs shall be analyzed. The following decision guideline will be used to determine if a student should be referred for a special education evaluation: When the student's actual rate of improvement (ROI) is significantly below the expected ROI (i.e., when there is a discrepancy less than or equal to 125%), **AND** the student's level of performance is at the 10th percentile or lower, the team should consider a referral for a special education evaluation. For students where this is not applicable (e.g., above 10th percentile performance and/ or rate of improvement is above 125%), the team will consider continuing the Tier 3 intervention with added interventions, if needed, or consider exiting the student from Tier 3 and back into Tier 2, if needed.

Tier 2 and tier 3 decision guidelines are given in the Reference Guide to Decision Guidelines table in Domain 4.b.

7b. Identify the measures and methods that are used to rule out other disabilities (e.g., intellectual disabilities, emotional disturbance) and other factors (e.g., limited English proficiency) on student learning and growth and other conditions.

To rule out other disabilities, several screening measures will be used. To rule out vision, hearing, and/or motor problems that could impact a student's learning, a review of the student's health background and current status is completed. Hearing and vision screenings are routinely performed within our school district, and the input of the nurse will be sought to obtain the screening results at the outset of the evaluation. Further, a similar question regarding vision, hearing, and other medical concerns and conditions will be posed to the parents when they are asked to provide their input to the evaluation. Motor difficulties can impact a student as well. To rule out motor difficulties, input from parents and teachers will be important. Should concerns exist, the occupational therapist will be consulted to initiate a screening, and if needed, a full evaluation to determine the impact of the motor difficulties on the academic performance. If needed, a physical therapist will also be consulted and a screen or evaluation initiated.

Other areas will need to be considered as well. The student's social and emotional functioning will be screened during every evaluation using a broad-band measure (e.g., The Behavior Assessment System for Children, Third Edition [BASC-3]) if no concerns exist at the onset of the evaluation. Should concerns be evident or surface during the evaluation time, an in-depth or narrow-band measure will be given (e.g., Conners Comprehensive Behavior Rating Scales [Conners CBRS]; the Children's Depression Inventory [CDI]; the Multidimensional Anxiety Scale for Children, Second Edition [MASC-2]; Scales for Assessing Emotional Disturbance - Second Edition [SAED-2]) to rule out emotional disturbance as a cause for the academic performance. A Functional Behavioral Assessment (FBA) may be initiated to assist in ruling out emotional disturbance as a cause. Further, both parents and teachers will be asked to provide information regarding the student's social and emotional functioning. For example, should attention difficulties or impulsivity/ hyperactivity exist, the team will evaluate the impact of these symptoms and behaviors to determine the extent if the impact on academic achievement. Further, attendance, office discipline referrals, and nurse's visits may provide additional information in regard to the severity of the impact on the student. For example, a high absenteeism or frequent visits to the nurse may suggest that the student is missing a lot of the instruction and content needed to perform well in school. In addition, parents will be asked to provide information regarding the student's mental health and medical history. As such, parents can provide information regarding any mental health diagnoses that the student may have and that are educationally relevant, and a review of evaluations conducted outside of the school district (e.g., by a psychiatrist, clinical or child psychologist, or pediatrician) will be considered, if applicable.

The student's cognitive ability will be measured through a full scale cognitive ability measure (e.g., Wechsler Intelligence Test for Children, Fifth Edition [WISC-V]; Woodcock Johnson Test of Cognitive Abilities, Fourth Edition [WJ-IV]). Should the student's cognitive ability score fall in the low to very low range and the test session observations indicate that the

student's score is an accurate assessment of the student's ability, an adaptive functioning questionnaire (e.g. Adaptive Behavior Assessment System, Third Edition [ABAS-3]) will be given to parents and teachers to assess the student's adaptive functioning within the home and school settings. Significant below-age level adaptive functioning in conjunction with a low to very low ability score is suggestive of an intellectual disability. If observations suggest other concerns are the cause for the cognitive ability performance, such as severe difficulties with attention and impulsivity, further assessments will be given to rule out other disabilities or disorders as causes for the low performance on the ability measure (e.g., Conners-3 to follow up on symptoms related to ADHD). Further, another cognitive ability measure, such as a brief ability measure (e.g., Kaufman Brief Intelligence Test, Second Edition [KBIT-2]), may be given to obtain another estimate of the student's ability, if needed.

To rule out limited language proficiency, parents will be asked to provide information regarding the language(s) spoken at home. This information is typically included upon enrollment in the schools and will also be part of the questions given to parents when they provide input to the evaluation. Should the student speak a language other than English at home, scores from assessments, such as the ACCESS WIDA, and the input of the English Language teacher will be obtained. The parents and general education teachers will also be asked to provide information regarding the student's level of acculturation, and the teachers will be asked to provide information regarding the student's academic performance in light of English language proficiency. Questionnaires such as the Acculturation Quick Screen (AQS) or the Classroom Language Interaction Checklist (CLIC) will be given to the teachers to provide additional information regarding the student's performance in the classroom and the language acquisition. Further, the student's BISC and CALP levels will be taken into consideration when evaluating the student. Together, all of the information will be used to determine if the student's performance is due to limited English proficiency or due to an underlying disability. If possible, testing in the student's native language through the use of an interpreter or a school psychologist speaking the language will also be considered to assess if the student is showing similar academic concerns in the native language, and a nonverbal cognitive ability measure (e.g., Wechsler Nonverbal) will also be considered to assess the student's ability and get an estimate of the student's cognitive ability. A review of records from prior school districts and outside evaluations will also be conducted, if applicable. These methods will assist in determining whether a student is demonstrating limited English proficiency, and whether language is a factor impacting the student's academic performance.

In determining whether there has been a lack of appropriate instruction, several measures and methods are conducted as part of an evaluation. School psychologists, special education teachers, or regular education teachers typically conduct one to three observations of the referred student within the classroom setting. More specific details regarding observation methods can be found in section 7c. Additional information including a child's record review (including previous district information, if applicable) and performance on standardized assessments, teacher input, and school district information (e.g., curriculum utilized for each subject, qualification of individual(s) providing the instruction) is gathered to evaluate the appropriateness of instruction or lack thereof.

Student's academic achievement can be impacted by the economic status and culture. More specifically, frequent moving, including moving in and out of the school district, homelessness, and the home situation and environment can have an impact on the student's academic achievement. Should concerns regarding the impact of the economic and cultural factors be a concern, detailed information from the parents, and teachers, if applicable, will be collected to determine the extent of the factors impacting the student. In addition, review of prior educational files can provide information regarding the student's academic performance prior to a change in factors. Community support for the family will be considered to alleviate some of the hardships. If, after implementation of community support and interventions, the student does not make sufficient academic gains, economic hardship can be ruled out as a factor impacting the student's academic performance.

7c. Describe how students suspected of having SLD are observed as part of the multi-disciplinary evaluation process.

An observation of the student in the area that the student experiences difficulties in will be conducted. Observations are typically conducted by school psychologists, special education teachers, or regular education teachers. Approximately one to three observations are conducted as part of the evaluation process, depending on the individualized needs or concerns of the referred student. The student will be observed for 30 to 45 minutes, and a narrative observation as well as a time-on-task observation will be conducted. Time-on-task observation will be obtained using a momentary time sampling procedure, and a comparison peer of the same gender will be chosen for the time-on-task observation. If the student is off-task for a significant amount of time or needs to be frequently redirected to focus on the task, the student may miss a significant amount of instructional time that can have an impact on his or her learning. Further, if concerns regarding attention or other behavioral concerns exist, at least three observations on different days and at different times throughout the day with time-on-task observations will be conducted. If needed, an FBA may provide additional information if the student is evaluated for academic concerns that might be due to ED or another health impairment, and an FBA will be conducted if ED is considered as an area of eligibility to be ruled out. In addition, teacher observations will also be obtained in form of teacher input.

7d. Benchmarks used: The National Norms accessed through aimswebPlus are used to indicate a deficiency in relation to age or grade-level standards. The team may consider an academic screening using the Wechsler Individual Achievement Test, Third Edition (WIAT-III) to further inform program planning. Specifically, scores at or below the 10th percentile on the Numerical Operations and Math Problem Solving subtests of the WIAT-III will guide the process.

7e. Ruling Out Lack of Instruction: 1) Fidelity Checklists are completed on an ongoing basis and presented for review during RTII data team meetings. The samples of Fidelity Checklists are included with Domain 5a. 2) Peer Observations are used to provide feedback regarding the implementation of Research-Based Interventions. 3) Observations are conducted by the Principal during Core Instruction and Tier Instruction. 4) Ongoing training is scheduled to refine skills and accuracy of the implementation of Research-Based Interventions 5) Examinations of school-wide screenings are completed to determine any Grade-Level Core Instructional Deficits. 6) Peers' Obtained Rate of Improvement is compared with students receiving similar tier support. 7) Ongoing examinations of research pertaining to the most effective instructional practices and research-based intervention programs are conducted.

7f. Procedures Used to Inform Parents of Student Assessment Data: Parents are a critical component to the RtII process, and as such are involved from the onset. During conferences parents are given information via the classroom teacher with regards to the progress their child is making. This is also done through various home-school communications including phone calls, parent-teacher conferences, and e-mails. When a child enters Tier 2 and Tier 3 interventions, parents are invited in to attend meetings updating them on the progress of their child and informing them of the specific intervention programs that are being utilized. Data will be reviewed every six to eight weeks by the team, including parents, and a decision regarding the student's programming will be made based on the progress. The reports shown in Domain 6a. give an example of how the data is shared through this process with parents.