North Clackamas School District MTSS Mathematics Data Guidance (Updated August 2024)

Tier 1 (ALL students) Universal Instruction & Support

Designed and differentiated for all students in all settings (80% of students in core instruction are typically expected to meet learning targets)

	K-2	3-5
Student Group Size	Differentiated Whole Class Instruction	
Curriculum:	*Imagine Learning Illustrative Math, Dreambox* *Professional Learning: How math concepts build and grow through the grade levels: videos*	
Teaching: THE HOW	Danielson Framework, Integrated SEL, trauma-informed, culturally responsive, integrated ELD Instructional Model Links: K, 1-5	
Assessments Universal Screeners, diagnostic, formative, and summative assessments	**Universal Screeners** • Fastbridge Link to Performance Assessments here. **Diagnostic Assessments** • Dreambox Data • Grade Level CFAs • Embedded Curriculum Assessments **Other Assessments** • ELPA, Formative: analysis of student work, teacher observations, student/family interviews	**Universal Screeners** • Fastbridge Link to Performance Assessments here. **Diagnostic Assessments** • Dreambox Data • Grade Level CFAs • Embedded Curriculum Assessments **Other Assessments** • ELPA, Formative: analysis of student work, teacher observations, student/family interviews
Who Delivers Instruction	classroom teacher, highly-trained paraeducators (small group)	
How often	Click HERE to find the Instructional Model and Distribution of Time Document 2023-24	

PLC Grade-Level Teams should meet at least twice per month to review student data.

Resources

- PLC Meeting Agenda and Notes Document
- PLC Learner Analysis and Notes Document (alternate notes style)
- PLC Grade-Level Slides
- Oregon Language Arts & Literacy Standards
- District/CC Aligned Materials
- Danielson's Framework for Teaching
- North Clackamas Equity Lenses & Equity Stance
- K-5 Performance Assessments & DLI K-5 Performance Assessment

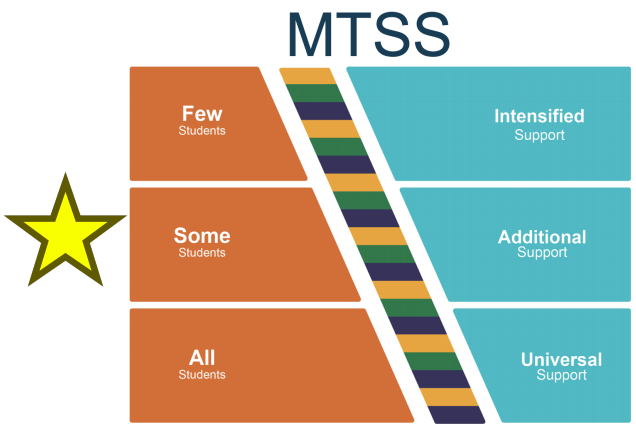
Tier 2 (Some Students) Additional Support

Students are provided additional support to supplement and inform core instruction. These additional supports accelerate student growth using targeted, evidence-based practices ***matched to student needs***.

	K-2	3-5
Student Group Size	3-5 students	No more than 6

Curriculum	For intervention, Fastbridge will help us to target the skills students need, suggest tools to teach them, and houses progress monitoring assessments.. If those tools are not best practices or are not working, turn to resources in your curriculum first, then these resources may be helpful:
	• The Following are all available within Fastbridge to Interventions by Skill:
	  ○ Number Sense
	  ○ Whole Number Operations	

	○ Algebra ○ Data, Statistics, & Probability ○ Measurement ○ Rational Numbers ○ Geometry ○ General Math • MDIS • Resources from Ottawa, MI School District Consider: What are the student's strengths? Who knows the child best? What support addresses the skill need while building on strengths? Consider the student's home language(s) and language of instruction. How will the additional support be implemented and inform our Tier 1 Core instruction? How will additional support inform how we intensify universal instruction?	
Assessments	**Progress Monitoring (Fastbridge)** - choose based on target skill. *How will we know the impact of our instruction? Have students learned the targeted skill?*	**Progress Monitoring (Fastbridge)** - choose based on target skill. *How will we know the impact of our instruction? Have students learned the targeted skill?*
Who Delivers Instruction?	classroom teacher, coach, specialist, highly-trained paraeducators, other teachers in school. **Teacher is the case manager.	
How often & **Duration**	20-30 minutes depending on need, 3-5 days a week, delivered in 6 - 8 week cycles.	



Data & Intervention Teams meet with grade-level teams at least every 6- 8 weeks to monitor data.
Purpose: To determine impact of our instruction and if these additional supports are meeting student need. Are students making adequate progress or does instruction need to be modified?

Resources for MTSS Teams

- MTSS Committee: Getting Started Doc
- MTSS Tier 2 and 3 Data Meeting Guidance
- Progress Monitoring Literacy Guide Slides
- MTSS Team Meeting Notes

- MTSS Student History Form
- SWIFT FIA (MTSS section only)

MTSS Teams Some schools keep MTSS Tier 3 teams the same as Tier 2. Others choose to have fewer people involved in Tier 3 meetings. This is the choice of the school.

Resources for MTSS Teams

- Guess and Check Form
- Developmental History Form Translated (for families)
- Tier 3 Team Meeting Agenda & Notes Doc





Tier 3 (Few Students) Intensified/Individualized Support

Students are provided intensified support when they have completed at least two rounds of Tier 2 support.
This tier is individualized to meet student needs.
Strategies utilized: smaller group size, increased frequency, increased time, increased progress monitoring.

	K-2	3-5
Student Group Size	3-5 students	3-5
Curriculum	* See Tier 2 - Team decides on intensified support that matches the student's area of need. **Consider the following questions:** What are the student's strengths? Who knows the child best? What support addresses the skill need while building on strengths? How will intensified support be implemented and inform Tier 1 instruction. Consider the student's home language(s) and language of instruction. How will intensified support inform how we intensify universal instruction?	
Assessments *How will we know if a student has learned targeted skills?*	**Progress Monitoring (Fastbridge)** - choose based on target skill. *How will we know the impact of our instruction? Have students learned the targeted skill?* *Note: there must be at least 4-6 data points on an assessment to determine the instructional impact of support.	**Progress Monitoring (Fastbridge)** - choose based on target skill. *How will we know the impact of our instruction? Have students learned the targeted skill?* *Note: there must be at least 4-6 data points on an assessment to determine the instructional impact of support.
Who Delivers Instruction?	classroom teacher, coach, specialist, highly-trained paraeducators, other teachers. **Teacher is the case manager.	
How often & **Duration**	Make adjustments to Tier 2 instruction to include more time, more frequency, or smaller group size. Increase engagement strategies and opportunities for students to respond. Suggestion: 30 -40 minutes, 5 days a week, delivered in 6 - 8 week cycles. ***Evidence suggests that increased frequency is more effective than longer amounts of time within a session.*	

Decision Rules Guide: Teams make final decisions about students.

Must consider the student's home language(s) and language of instruction.

Decision Rules		Curriculum Provided Assessment	Fastbridge	???
Tier 1 To Tier 2	If a student scores below benchmark on **at least three assessments** the team will engage in collective problem solving to determine what strengths and needs the child has. Then the team will strategize what targeted support best meets the student's needs.			
Tier 2 to Tier 1	**If the student has made adequate progress** and is consistently showing growth toward meeting end of the year benchmark standards, then discontinue Tier 2 intervention.	most data points on or above aimline; student projected to score in **Core** by end of the year.	student moves from **Intervention** range to **On Watch** range	student meets instructional expectations The five Content Standards each encompass specific expectations, organized by grade bands: • Number & Operations • Algebra • Geometry • Measuremen • Data Analysis & Probability for their grade-level.

Tier 2 to 2nd Tier 2	**Move students to 2nd Tier 2 if after approximately 30 sessions (8 weeks), a student is not making progress in their first Tier 2 intervention** or they are making limited progress but still need support. • 2nd Tier 2 intervention needs to have a change. (size of group, specific skill being taught, frequency, etc.)	4 or more data points on DIBELS; student not projected to reach **Core** by the end of the year.	below aimline and/or student remains in **Intervention** or **Urgent Intervention** range and/or trendline is flat or decreasing after 8 consecutive data points)	student is making adequate progress but is still not meeting instructional expectations: The five Content Standards each encompass specific expectations, organized by grade bands: • Number & Operations • Algebra • Geometry • Measuremen • Data Analysis & Probability For their grade level
2nd Tier 2 to Tier 3	• If, after approximately 30 sessions (8 weeks) consistently attended and instructed sessions of a second Tier 2 intervention, students continue to make little or no progress then schedule an individual problem solving meeting and consider moving the student to a Tier 3 intervention. ***Because Kindergarten students need more time in the Core and interventions prior to individualizing, Tier 3 planning should *not* happen until the spring.**	little or no progress ; student not projected to reach **Core** by the end of the year.	scoring below aimline and/or student remains in **Intervention** or **Urgent Intervention** range, and/or trendline is flat or decreasing after 6 consecutive data points)	student is not making adequate progress in 2nd tier 2 intervention and is not projected to meet instructional expectations: The five Content Standards each encompass specific expectations, organized by grade bands: • Number & Operations • Algebra • Geometry

				• Measurement • Data Analysis & Probability For their grade level.
Maintain Tier 2	Student is making adequate progress and no changes are recommended for the intervention. Team to continue progress monitoring and determine next steps. *See below for what is adequate progress.			

*Consider language acquisition and development when evaluating progress for English Language Learners.