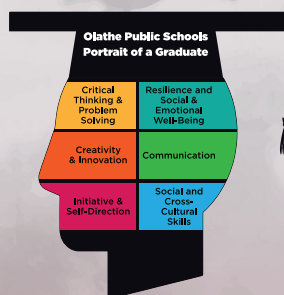


Olathe MTSS Handbook



Olathe
PUBLIC SCHOOLS



Updated October, 2025

Our Commitment to Continuous Improvement

Olathe Public Schools is committed to continuous improvement of all our student supports. We also know that high quality services take time to fully implement. To support our goals, some elements of our MTSS framework are being implemented in phases and at different times across schools.

If you have questions about MTSS timelines or processes at a specific school, please contact that school's principal.

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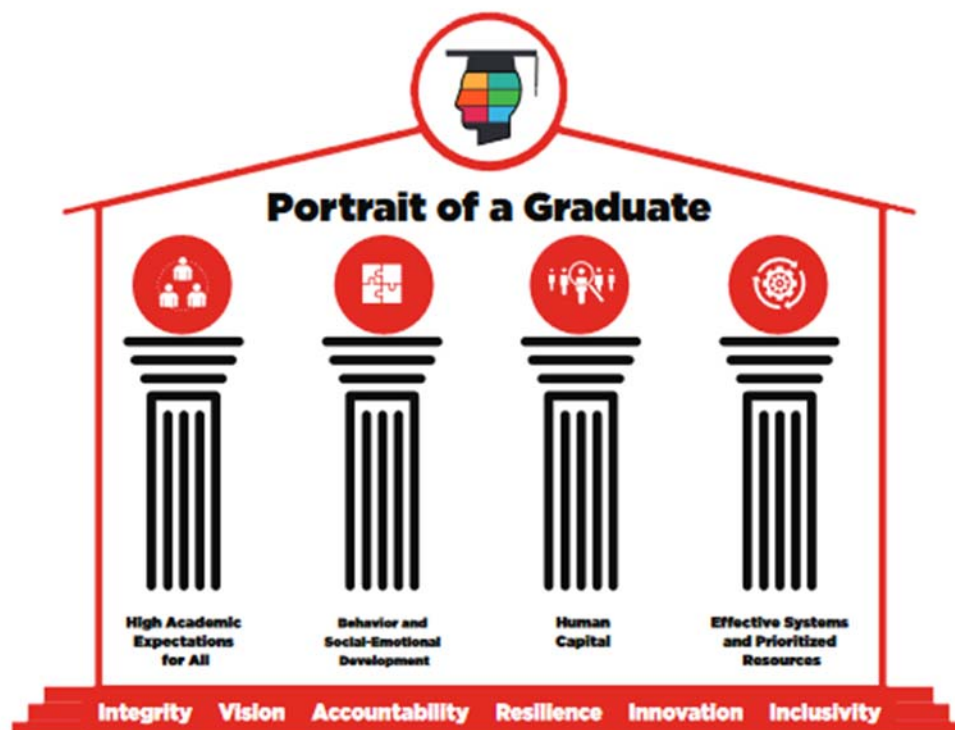
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Introduction

A Relentless Pursuit of Excellence – MTSS Overview

According to Kansas MTSS and Alignment, “a Multi-Tier System of Supports and Alignment” (MTSS) is a term used in Kansas to describe how schools create integrated systems to provide supports for *each and every* child in their building. This includes adequate processes and tools used to identify individual needs of students for targeted instruction times and strong instruction during the entire school day.

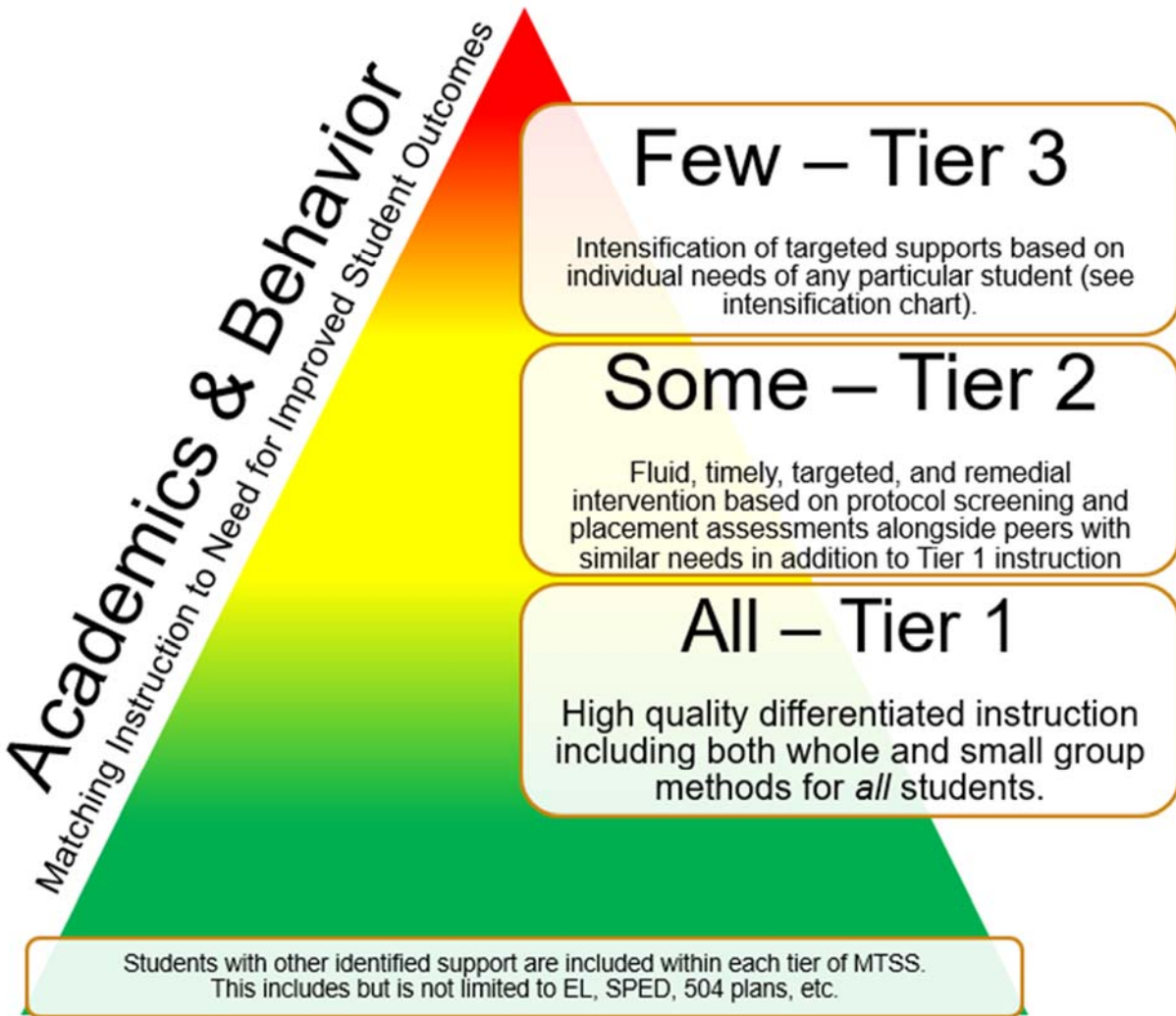
An efficient and effective system of supports includes a continuum of research-based practices and resources to support preventative and timely response to all student needs in the areas of math, reading, behavior, and social emotional learning. This manual is intended to clearly define how such supports are provided in Olathe Public Schools ensuring **High Academic Expectations for All** (Goal 1 of USD 233’s Strategic Plan) as well as **Behavior and Social Emotional Development for All** (Goal 2).



One common misconception of MTSS is that it is purely a support for struggling students. While a system of *all* students certainly includes support for students who need additional instruction for previously taught standards and skills, it is critical that the system is also structured to effectively meet the needs of extension and enrichment.

While this manual will outline the structures in place to ensure such preventative supports for all students, it is important to note that implementation of such structures must ensure a systemic focus through intentional instructional leadership, quality professional learning of research and evidence-based practices and resources, and strategic assessments to provide feedback to our instruction in a timely manner.

Olathe's district-wide Multi-Tiered System of Supports (MTSS) encompasses math, literacy, and behavior/social-emotional learning (BSEL). Across all three areas, MTSS ensures high-quality core instruction for all students, uses universal screeners to identify those who may need additional support, applies diagnostic assessments to target specific skill gaps, and delivers systematic, targeted instruction with frequent progress monitoring to maintain flexible groupings. Designed to be coherent across every layer of support—core, intervention, and enrichment—MTSS ensures that each layer aligns with and reinforces high expectations.



How are Tier 1, Tier 2, and Tier 3 Defined in Olathe Public Schools?

MTSS frameworks often refer to “tiers” of support, such as Tier 1, Tier 2, and Tier 3. These tiers help staff to broadly categorize the level of support a student is receiving. In general, Tier 1 refers to core instruction and other supports delivered to all students. Tier 2 refers to systematized, evidence-based interventions targeting a specific remedial skill. Tier 3 refers to an increasing intensity of those interventions that become specified to meet individual student needs.

Because learning needs are complex, these categories are inherently a starting point at best. Indeed, within each tier, the intensity of supports can vary considerably. Increasing intensity does not necessarily mean a student is receiving a higher tier of support; therefore, all

educators are encouraged to adjust the intensity within each tier to meet the individual needs of the student. One example of this intensification is differentiating core instruction to meet specific student needs at Tier 1.

This reality blurs the line between tiers. This is intentional, because it allows our educational professionals the opportunity to respond in real time to the specific needs of students without worrying about the complexity of determining precisely when a student “moves” from tier to tier. At no time should a student be denied the support they need because of a perception that they are not at that “tier,” because students will often not cleanly move between, Tier 2, and Tier 3 in an orderly sequence. Student needs are more complex than that, and our supports should not be based on strict definitions of tiers. Ultimately, the goal of our MTSS framework is to provide all students the support they need, and this simple goal should drive all decision making.

How Do We Identify the Tiers of Support in Literacy and Math?

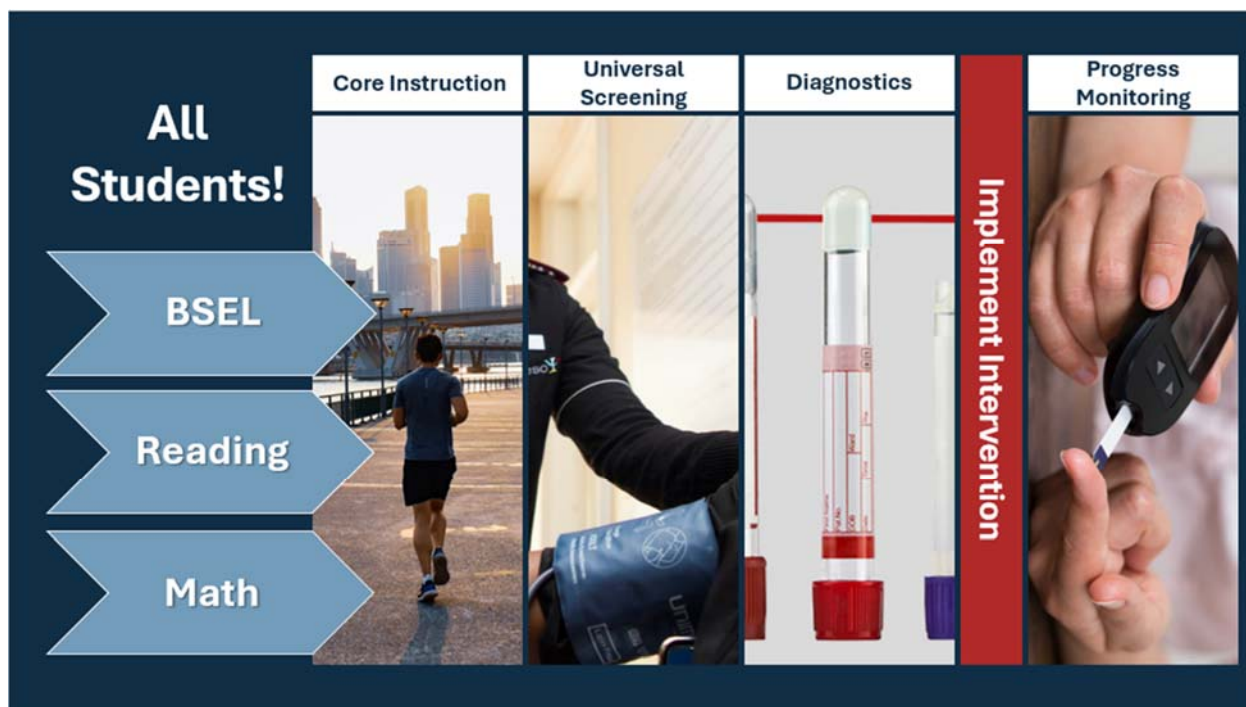
In literacy and math, screening, diagnostic, and progress monitoring assessments ensure that students are matched with an intervention that meets their specific need. This standardized process is described in more detail throughout this manual. In general, when the target of these interventions is a remedial skill, the intervention can be thought of as a Tier 2 intervention.

The National Center for Intensive Intervention (NCII; NCII.org) describes Tier 3 support as “making iterative adaptations as needed to an intervention platform, using . . . clinical judgment and expertise based on analysis of student data.” Therefore, Tier 3 support may not look like a new or different intervention. Rather, Tier 3 reflects an increase in the intensity of the evidence-based interventions used in Tier 2.

How Do We Identify Tiers of Support in BSEL?

Similarly, BSEL supports rely on screening, diagnostic, and progress monitoring assessments to ensure students are matched with an appropriate intervention (details are available throughout this manual). Tier 2 supports refer to evidence-based, but not necessarily customized, supports that are broadly beneficial for many students. Tier 3 refers to an additional layer of support that involves customized behavioral or social emotional supports that are tailored to meet the individual needs of the student.

Medical Model – MTSS in the Community



To help guide our thinking, let's use medical interventions as an example of an MTSS framework in our community. Just as medical interventions are connected to overall health outcomes, educational interventions must build towards grade-level learning goals. Diagnostic results, interventions, and monitoring should work as aligned components of a coherent system

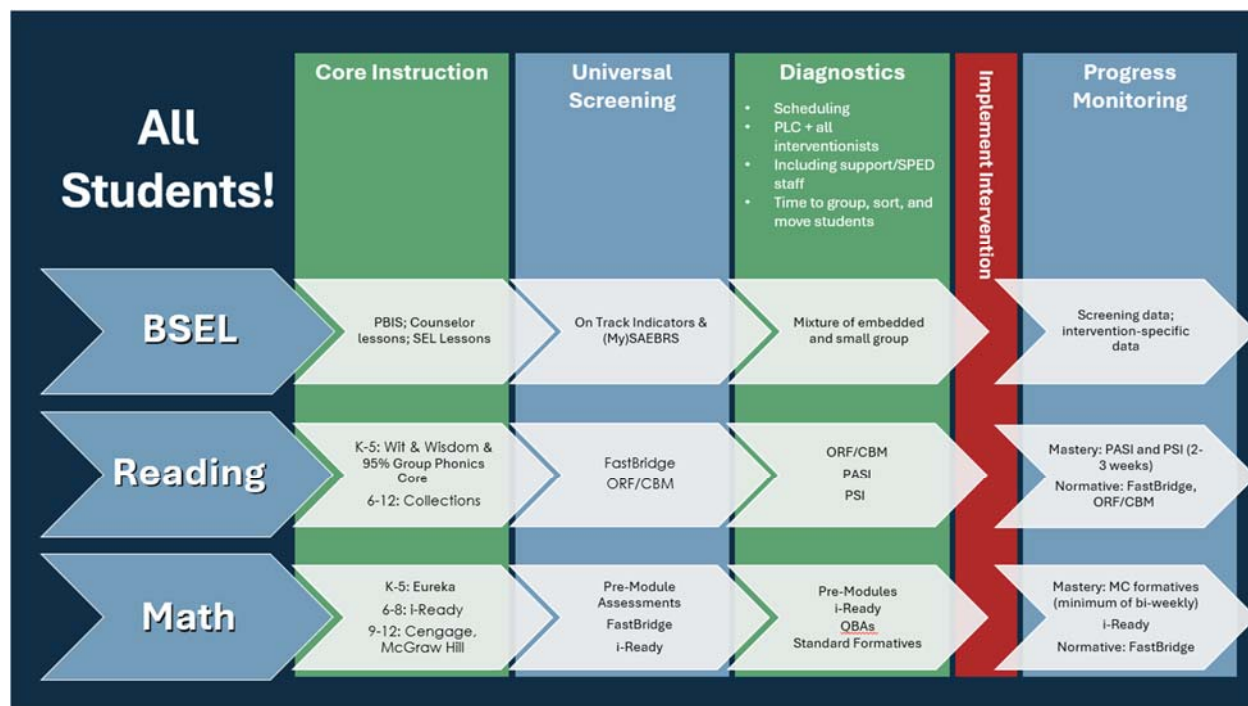
If our goal is health and wellness, we should engage in healthy practices every day, such as diet and exercise. This is, essentially, **core instruction**. When we follow these practices, we increase our chances of positive health outcomes.

But even with these practices in place, we will sometimes need support. Every time we go to the doctor, they engage in **universal screening** to make sure we are doing okay. They check our weight, temperature, blood pressure, and do a quick physical examination. They would never diagnose a serious condition based only on this screening, but the data they collect does inform whether or not additional testing is warranted.

If something does come up during screening, the medical professional decides on a **diagnostic** assessment to use. This might be a blood draw, a medical scan, or other procedure. The goal is to understand what is going on so that the appropriate intervention can be started.

After the intervention is selected, it is important to know whether or not it is working. To do this, the medical professional recommends a **progress monitoring** strategy. This might be additional scheduled appointments for further assessment or something at home like a glucose meter. These progress monitoring tools help us know when we can stop the intervention or when a higher level of intervention is needed.

MTSS in Olathe



Just like a medical model, we need procedures in education to ensure our students are having their needs met. This graphic shows where each piece of Olathe’s MTSS framework fits into our system.

All students receive high quality **core instruction** every day they are at school. This provides the foundation of their educational experience. A high-quality core reduces the proportion of students who will need additional interventions at school.

However, even with a strong core, some students will need more support. To find those students, we use **universal screening** practices. At school, universal screening looks like a quick assessment conducted 3 times each year. We should never make big decisions using only screening data, but the data is crucial to knowing who might need some more help.

When a student comes up as potentially having additional needs during universal screening, we need an informal **diagnostic assessment** to determine what intervention might help. This doesn’t mean we are

diagnosing a medical condition – that is not our role. However, we can use follow-up assessments to determine why the problem might be happening, and what steps we can take to address it.

And just like in medicine, we must invest in **progress monitoring** so that we know if the intervention is working. In education, progress monitoring looks like very brief, frequent assessments that are narrowly focused on the skill being developed (mastery monitoring) as well as less frequent, broad assessment focused on the student's overall progress compared to their peers (normative monitoring).

Assessment Literacy

Prior to making any determination on any assessment result, it is critical to have clarity about the purpose of the assessment itself. Typically, assessments are designed for one of two purposes:

1. **Mastery:** Proficiency on Specific Content

The intent of mastery assessments is to answer the question of whether a student has acquired a specific depth of understanding around a standard or skill. *Has the student learned _____?*

2. **Normative:** Relative Performance on General Domain Performance

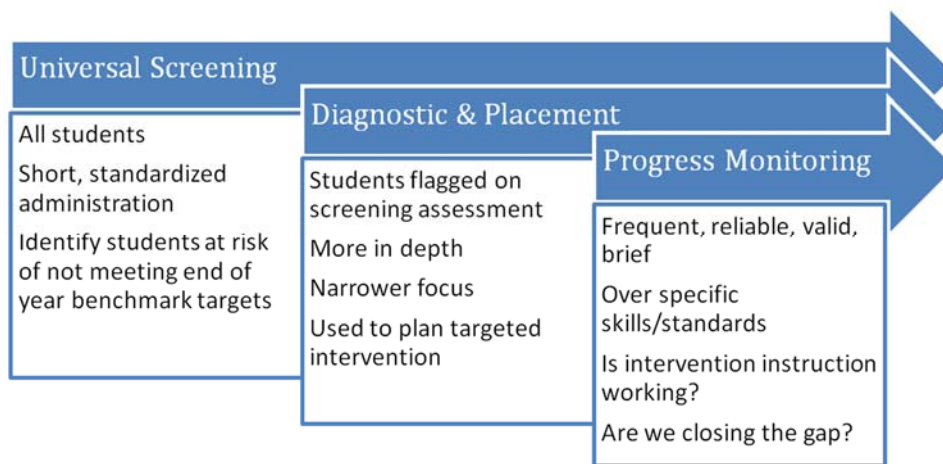
The intent of a normative assessment is to identify if there is a relative concern in a student's performance. Typically scores on such assessments are organized by percentile to define what percent of students is this student performing better or worse than. These are typically broad measures around a specific domain. For example, a general outcome measure (GOM) of math defines the percentile of where a student's general math performance lies.

Both types of assessments are utilized in varying facets of the MTSS process in Olathe Public Schools. While the two are often considered correlative in nature, they serve varying purposes and tell us distinct information about a student. For example, a student may perform quite well on any classroom mastery assessment yet still be performing lower on a general normative measure. If a student performs relatively low, an educational system should consider mastery measures to define what specific skills might be missing and be the cause of the relatively low performance.

In order to have an appropriate systemic assessment footprint, it is important to identify what information an educator needs readily available to provide meaningful feedback to the instruction that has been provided and/or will be provided. Olathe Public Schools has identified the following questions as ones that we need systemic answers to:

1. How is any particular student performing compared to their like peers?
2. What performance would indicate a need for additional follow up diagnostic to determine a placement into an intervention?
3. How might we monitor the progress of students that we have such concerns about?

As a system, question 1 must be answered for all students. Question 2 becomes only relevant to those who we found to be at the defined level of risk for follow up. Question 3 drives the appropriateness of any particular progress monitoring solution. As we move to discuss each more thoroughly, please refer to the following graphic for a quick reference of the varying layers of assessment. Also be aware that each progressive category is a subgroup of the preceding, rather than a need for all students.



Universal Screening:

Universal screening works similarly to taking a patient's blood pressure in a doctor's office, using a simple tool to signal whether an individual may need more testing or treatment. FastBridge screening assessments for BSEL, literacy, and math indicate whether students may have gaps in learning that can affect their educational progress. Most students take less than one class period to complete a FastBridge screening assessment. Students complete the multiple assessments in FastTrack for literacy or math back-to-back in a single session.

If FastTrack scores for more than 50% of a class fall in the High Risk (!!) or Some Risk (!) range, consider class-wide intervention in targeted areas based on data. The PLC should discuss whether this support can be embedded in daily whole class instruction or requires instruction during the dedicated MTSS time. Similarly, if more than 25% of a class falls in the High Risk (!!) or Some Risk (!) range on SAEBRS or MySAEBRS, the PLC should discuss whether whole-class support is more efficient than individual student support (see BSEL section for details).

Diagnostic & Placement into Intervention:

Placing students into targeted intervention groups using diagnostic assessments is similar to having bloodwork done. When the universal screening tool suggests further information is needed, additional data are gathered to identify specific areas of need. PLCs/intervention teams will use this diagnostic data to group students of similar need to maximize instructional time.

The PLC/intervention team will divide students into groups following guidelines for specific content areas. It is possible for students with similar but not identical needs to be in a single group, if the interventionist is able to meet the needs of all students in the group.

Students with special education goals can be included when making intervention groups. The PLC/intervention team and the student's special education case manager collaborate to place the student into the appropriate group, while considering appropriate accommodations and needs for specially designed instruction as outlined in the student's IEP. See Appendix A for more information.

For students new to the English language and/or US school system, alternate assessments should be used to determine the student's literacy in their native language and their numeracy understanding. Additional diagnostic assessments could include MTSS math pre-module assessments. The PLC team (including the classroom teacher, the ELL case manager, and/or the building title math teacher) would work in collaboration to determine which assessments to give and how to make the assessments accessible to the individual student. For example, if the student has mastered a literacy skill in their native language, they may not need the corresponding intervention in English. See Appendix for more information regarding interventions and screening with FastBridge for ELs.

For additional guidance regarding diagnostic assessments as they relate to the district ELs, please collaborate with the ELL department.

The Role of Building Leadership Teams (BLTs) and Professional Learning Communities (PLCs) in MTSS

BLTs should meet three times per year to review school data from FastBridge – reading, math and BSEL. See the flowchart on page 25 for details on this important conversation.

PLCs should meet at least weekly for the time determined by the Negotiated Agreement. “The most promising strategy for sustained substantive school improvement is developing the ability of school personnel to function as professional learning communities” (Du Four & Eaker).

The Olathe Public Schools defines an effective PLC as one in which

- Educators work in collaborative teams and take collective responsibility for student learning, rather than working in isolation.
- Collaborative teams implement a guaranteed and viable curriculum, unit by unit.
- Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.
- Educators use the results of common assessments to improve individual practice, build the team’s capacity to achieve goals, and intervene and enrich on behalf of students.
- The school provides a systematic process for intervention and enrichment.

Olathe Public Schools Strategy Implementation Guide (2021)

PLC discussions are guided by four critical PLC questions:

What do we want students to know?

- Determine priority standards
- Identify learning targets for the priority standards
- Determine how students will show mastery of the learning targets
- Determine what instructional strategies will be used to differentiate based on student need

How will we know if they have learned it?

- Create a common formative assessment which matches learning targets
- Analyze student work
- Analyze assessment data

How will we respond when some students do not learn?

- Analyze instructional strategies
- Review assessments
- Plan re-teaching within the classroom
- Utilize the MTSS process

How will we extend the learning for students who are already proficient?

- Plan enrichment activities

PLC and MTSS Team Structure

Tier 1	The team has five main functions: 1. Clearly define the standards and learning targets for students 2. Provide Tier 1 instruction 3. Assess student learning and effectiveness of instruction 4. Analyze data to identify students in need of additional support 5. Take the lead responsibility for reteaching 6. Assess Tier 1 fidelity
Tier 2 & 3	The team's primary function is to analyze various forms of data to determine how to best meet the needs of students requiring Tier 2 & 3 interventions. • Determine students' academic/behavioral needs • Diagnose causes of struggles in Tier 1 • Determine appropriate intervention • Monitor student progress • Revise intervention as needed • Determine appropriate next steps for students

Adapted from Pascagoula-Gautier School District PLC Information

DuFour, R., & Eaker, R. (1998). *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. Bloomington, IN: National Educational Service.

Communication with Parents/Guardians

The value of strong family partnerships in Olathe Public Schools cannot be over-emphasized. Near the beginning of a school year, all schools are expected to communicate with parents about MTSS structures including intervention time, screening, and diagnostic assessments that may be used. As students are provided varying levels of support through the screening, diagnostic, and progress monitoring processes, teachers will need to consider additional communication with families on a case-by-case basis.

Consistent communication with parents/guardians is essential to maximizing student progress. Once interventions are initiated, schools will provide consistent progress monitoring, and will communicate concerns to parents/guardians based on the guidelines below. The PLC/intervention team will determine contact frequency and method for communication.

Literacy Communication

The school will communicate with a student's guardian at the very least when any of the following occur:

- a. A student scores High Risk (!!) on FastBridge screenings.
- b. A student is consistently flagged for intervention using district outlined universal screening procedures (may include FastBridge, PSI).
- c. A student is not responding to intervention at a rate similar to peers in the same group.

Math Communication

The school will communicate with a student's guardian at the very least when any of the following occur:

- a. A student scores High Risk (!!) on FastBridge screenings.
- b. A student shows a need 2 or more grade levels behind in a progression *and* this is unique to the performance of the class.
- c. A student is consistently flagged for intervention using district outlined universal screening procedures (may include FastBridge, Pre-Module assessments, middle school).
- d. A student's progress is at a clear lesser rate than peers in the same group.

BSEL Communication

BSEL Event	Parent Notification?	Passive Consent?	Active Consent?
Classroom Differentiation	No	No	No
Begin Tier 2 BSEL intervention	Yes	Yes	No
End Tier 2 BSEL intervention	Yes	No	No
Begin Tier 3 BSEL intervention	Yes	Yes	No
End Tier 3 BSEL intervention	Yes	Yes	No
Begin Special Education Evaluation	Yes	No	Yes
Begin or Change Special Education Services	Yes	No	Yes
Begin support with Mental Health Professionals	Yes	No	Yes

Note: Parent notification means communicating to the parent/guardian that the event will occur (e.g., support will begin). **Passive consent** means communication occurs and explicitly offers the family the opportunity to opt out of the support. **Active consent** means communication occurs, and the support cannot begin until consent is obtained (i.e., the parent/guardian opts in to the support).

Core Instruction

Core instruction in education is similar to guidelines for physical activity from physicians. Strong core instruction can decrease, and sometimes prevent, the need for later intervention. With very few exceptions, all students receive grade level instruction in core subjects from a certified general education teacher. Cooperative learning structures, differentiation, and scaffolding are part of core instruction. District instructional resources listed below support instruction of Kansas College and Career Ready Standards across grade levels.

Summary of Core Instruction in Olathe Public Schools

	BSEL	Literacy	Math
District Resources	• PBIS • Second Step • Counseling Curriculum • Advisory Lessons • Sources of Strength • Signs of Suicide	• 95% Phonics Core Program • Vocabulary Surge • Multi-syllable Routine Cards • Journeys • Units of Study in Writing • Core Literature • Collections	• Eureka • Glencoe, McGraw Hill
Daily Allotment	See BSEL section below	• K-5: 30 minutes daily word study/phonics • K-5: 45 minutes daily writing instruction (20-30 minutes daily for K) • K-5: 60 minutes daily comprehension and vocabulary instruction • Secondary: One class period	• K-5: 60 minutes whole group • Secondary: One class period

With very few exceptions, all students need exposure to grade level standards and instruction. Differentiation is vitally important to ensuring access to those grade level standards. Some students benefit from accommodations, which maintain a rigorous level of instruction while allowing for adjustments to the learning environment.

BSEL Core Instruction

Core instruction for BSEL includes behavioral expectations, life skills, and staff training.

Behavioral Expectations

Positive Behavior Interventions and Supports (PBIS). See school PBIS manual for detailed procedures. All PBIS buildings emphasize these core components:

- 1) Explicit teaching of school-wide expectations
- 2) All students are acknowledged for following expectations
- 3) All staff follow a consistent plan for instructional consequences
- 4) Data-based decision-making

Social Skills and Mental Health Learning

Second Step

- K-2: 15 minutes 1x/week; 10 minutes 4x/week
- 3-5: 30 minutes 1x/week; 10 minutes 4x/week
- 6-8: 30 minutes 1/week; integration throughout the week

Counseling Curriculum

- K-5: 30 minutes every other week; direct instruction on counseling standards
- 6-12: Integrated into advisory and classrooms, often using a co-teaching model

Advisory

- 9-12: Social Skills lessons taught periodically throughout the school year

Sources of Strength

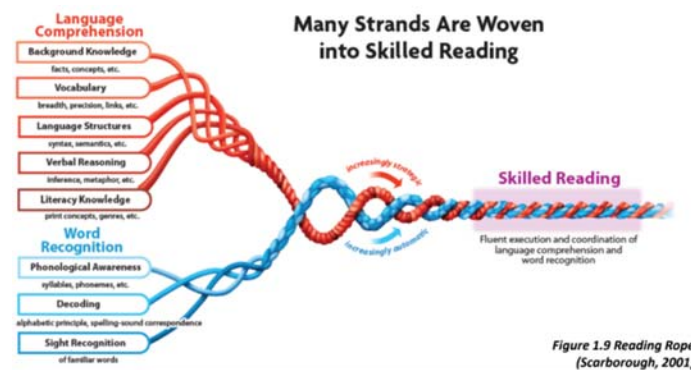
- 6-8 and ONW: Suicide prevention program

Signs of Suicide

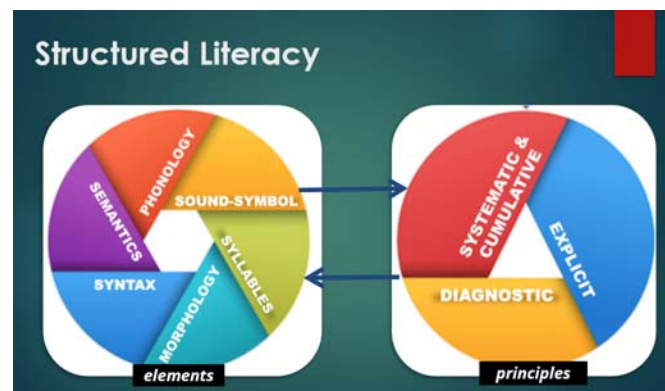
- 9-12: Suicide prevention and screening program

Literacy Core Instruction

Scarborough's Rope is a theoretical model of reading that helps convey the many components that go into skilled reading. The bottom half of the rope represents the foundational skills students need to decode. These can be seen as finite skills. The top half of the rope represents infinite skills. A reader's ability to fluently and accurately decode, as well as flexibly employ knowledge and strategies, lead to skilled reading.



The Kansas State Department of Education requires all school districts to utilize Structured Literacy for instruction. Structured Literacy is composed of elements and principles of teaching. The elements of Structured Literacy are phonology, sound/symbol, syllables, morphology, syntax, and semantics. The principles are systematic and cumulative, explicit, and diagnostic.



The daily time recommendation for elementary language arts instruction is approximately 135 minutes daily. This time includes the Structured Literacy elements of phonology, sound/symbol (phonics), syllables, morphology, syntax (sentence structure) spelling, vocabulary and comprehension (semantics). Daily 30 minute literacy MTSS groups are in addition to the language arts instruction.

The daily time allotment for secondary language arts instruction is one class period and includes instruction in reading, writing, speaking, and listening.

Math Core Instruction

In elementary, there are two components: a block which includes whole class instruction using district instructional resources, such as Eureka (the math instructional framework can assist in breaking down the components of a daily whole class lesson in elementary) and a shorter block of time for Math MTSS. The daily time allotment for middle school core math instruction is one class period.

As part of daily instruction, all students should spend 5-10 minutes daily practicing computational fluency. Activities may be based on individual student needs and may include a mix of technology-based activities, games with peers, and practice with a staff member.

Formative assessments play a large role in informing core instruction. For example: each Eureka module includes an End of Module assessment; some also include a Mid Module assessment. In addition, exit tickets may inform core instruction. A PLC may choose to enter data from these assessments into Mastery Connect by creating a core class tracker. Scores in Mastery Connect carry over from year to year, allowing a teacher to see data from a previous grade level.

After selected standards deemed critical to student success have been fully taught during core math instruction, students complete the district Benchmark Assessment. Questions on a Benchmark Assessment mirror the high level of rigor that students will encounter on state math assessments, including the full depth of a grade level standard.

Universal Screening

Universal screening is like taking a patient’s blood pressure in a doctor’s office, using a simple tool to signal whether an individual may need more testing or treatment. FastBridge screening assessments for BSEL, literacy, and math indicate whether students may have gaps in learning that can affect their educational progress. Students could complete the multiple assessments in FastTrack for literacy or math back-to-back in a single session.

Summary of Universal Screening in Olathe Public Schools

	BSEL	Literacy	Math
<u>Assessments</u>	On Track Indicators (Attendance, Behavior, and Course Grades) ---AND--- Universal Screening (SAEBRS/MySAEBRS)	K-1: earlyReading (click on “Assessments” in left column to see specific subtests) 2: Nonsense word fluency (Fall) 2-3: aReading; CBM 4-8; 9 (fall only): aReading, AUTOreading, CBM	K: earlyMath, Eureka assessments 1-8: aMath & CBMmath Automaticity, Pre-Modules and/or placement tests
Time for Assessment	SAEBRS: 1 min per student MySAEBRS: 10 mins	EarlyReading: 5-10 minutes per student FastTrack Reading: 30-45 minutes CBMReading: 5 minutes per student	EarlyMath: 5-10 minutes per students aMath & CBMmath Automaticity: 30-40 minutes

*9-12 Academic Screening starts with either the placement of a student into Applied Algebra, where they will receive additional assessment to determine targeted instruction, or it begins with the PreACT for literacy to determine whether additional assessment to determine reading deficiencies are necessary.

*See Appendix for guidance regarding when and the manner in which the FastBridge assessments may be administered in a language other than English.

If FastTrack scores for more than 50% of a class fall in the High Risk (!!) or Some Risk (!) range, consider class-wide intervention in targeted areas based on data. The PLC should discuss whether this support can be embedded in daily whole class instruction or requires instruction during the dedicated MTSS time.

FastBridge Learning® Assessments

Name	Description
FAST aReading™ Grades 2 – 8	Student completes 30-60 computer-based reading questions that are selected based on the student's grade and skill level. Includes questions related to all reading skill areas.
FAST AUTOreading™ Grades 2 – 8	The student completes two, three, or four brief subtests that measure phonics, fluency, and/or vocabulary.
FAST CBMreading™ Grades 1 – 5 Grades 6 – 5 at-risk students only	Student reads out loud for one minute while the teacher records any errors.
FAST earlyReading™ Grades preK – 1	Student completes four subtests that measure important beginning reading skills related to letter names, letter sounds, as well as word and sentence reading.
FAST aMath™ Grades 1 – 8	Student completes 30 computer-based math questions that are selected based on the student's grade and skill level. Includes questions related to all math skill areas.
FAST CBMmath Automaticity™ Grades 1 – 8	Student answers computer-based math fact problems for addition, subtraction, multiplication and division.
FAST earlyMath™ Grades preK – 1	Student completes 3 subtests that measure important beginning math skills related to numeral names, number sequences, and quantity discrimination.
mySAEBRS™ Grades 2 – 12	Students complete 20 computer-based questions related to their academic, emotional, and social skills.
SAEBRS™ Grades K – 1	Teachers complete 19 computer-based questions related to each student's academic, emotional, and social skills.

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BSEL

Universal screening for BSEL emphasizes On Track Indicators. These include attendance, behavior, course grades, and SAEBRs or MySAEBRS in FastBridge. PLCs and school-level teams use data from each of these sources to determine which students may be in need of additional supports. [See the BSEL section on further details.](#)

BSEL Screening Data (ABCS)

On Track Indicator	Description
<u>A</u> ttendance	Student daily attendance for the current school year.
<u>B</u> ehavior	Major behaviors, recorded in SWIS*, for the current school year.
<u>C</u> ourse Grades	Grades 6-12: Number of D's and F's in the previous reporting period.
<u>S</u> creening	SAEBRS or MySAEBRS (FastBridge; only with signed parent consent).

*SWIS (School Wide Information System; pbisapps.org)

Literacy

Olathe uses FastBridge assessments as universal screening tools for literacy. Three times each year, students complete a broad measure through FastBridge. This assesses overall reading skills compared to grade level peers nationally. Student scores reflect how likely they are to need additional support to reach end of year benchmarks for average overall reading performance.

Kindergarten and first grade students complete EarlyReading assessments three times each school year. Second grade students complete the nonsense word reading subtest of EarlyReading in the fall screening window. EarlyReading includes subtests tied to skills foundational for success in overall reading. Subtests change as students progress through the year. Students complete activities individually with a trained adult according to standardized administration directions. Student scores can fall in various categories of risk (Low, Some, or High) based on national benchmarks.

Second and third grade students complete FastTrack Reading subtests, which include aReading and CBMReading. During aReading, students typically answer 30 questions which adapt in difficulty based on correct or incorrect responses. During CBMReading, students read aloud 3 passages to a trained adult to determine accuracy and rate. Student scores can fall in various categories of risk (Low, Some, or High) based on national benchmarks.

Fourth through eighth grade students complete FastTrack Reading subtests, which include AUTOREading and aReading, in addition to CBMReading*. During AUTOREading, students are given prompts in a variety of subtests. This screens for a student's automaticity with the targeted skill. During aReading, students typically answer 30 questions which adapt in difficulty based on correct or incorrect responses. During CBMReading, students read aloud 3 passages to a trained adult to determine accuracy and rate. Student scores can fall in various categories of risk (Low, Some, or High) based on national benchmarks.

*Grades 6-8 at-risk students only

Math

Olathe uses two types of math assessments as universal screeners. Three times each year, students complete a broad measure through FastBridge. This assesses overall math skills compared to grade level peers nationally. Student scores reflect how likely they are to need additional support to reach end of year benchmarks for average overall math performance. Throughout the school year students complete Pre-Module or intervention Placement Assessments, which are based on grade level standards. Student scores reflect the level of mastery of previously taught standards.

Kindergarten students complete Early Math assessments three times each school year. Early Math includes subtests tied to success in overall math, with added or dropped subtests as students' progress through the year. Students complete activities individually with a trained adult according to standardized administration directions.

First through eighth grade students complete FastTrack Math subtests, which include CBMmath Automaticity and aMath. During CBMmath Automaticity students answer computation questions for 4 minutes over basic math facts. During aMath students typically answer 30 questions which adapt in difficulty based on correct or incorrect responses. Student scores can fall in various categories of risk (Low, Some, or High).

In addition to FastTrack, Pre-Module or intervention Placement Assessments identify students possibly in need of intervention. Questions on these assessments relate to previously taught, often below grade level, standards tied to priority standards for an upcoming module/unit in core instruction. Pre-Module assessments are most often given prior to beginning a new module during core instruction. However, a PLC may decide to give a Pre-Module assessment at any point during teaching if the data will be useful in informing instruction. Most students can complete these assessments in under 30 minutes. This ensures that scores reflect

understanding of specific math standards and are not impacted by language or reading needs. Pre-Module assessments are pre-uploaded into the Mastery Connect classroom tracker. Students may take the assessment on the iPad through the MC Student icon. Once a student completes a Pre-Module, their score immediately populates into their assigned teacher's core class tracker.

Using Universal Screening Data

After every universal screening window, BLTs, PLCs, intervention teams and individual teachers should follow these three steps:

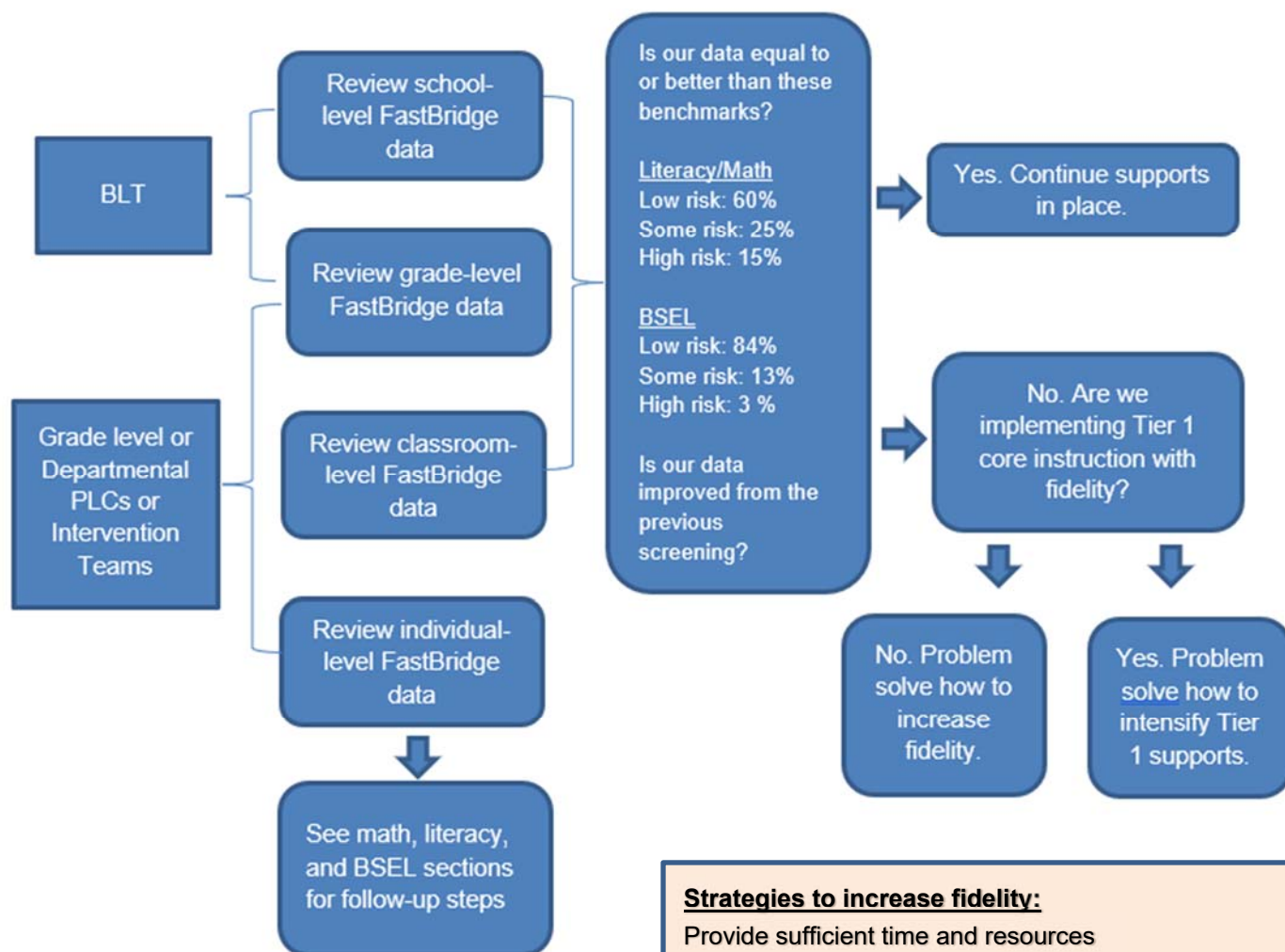
Step 1: Validate the data. Review your universal screening data from a “big picture” perspective. Does the data line up with your expectations? If not, why might that be?

While schools should not assume all unexpected data is invalid, they may warrant follow-up investigation. Sometimes, students did not complete the assessment correctly. Sometimes, groups of students were accidentally excluded from screening. If a teacher suspects a score needs to be deleted and the assessment retaken, speak to the building administrator to determine if it is okay to do so.

Step 2: Is there a school-wide or class-wide need? It is often much more efficient to change practices at the school, grade, or class level to meet student needs, rather than intervening for every individual student. Use the flow chart on the next page for guidance on addressing this step.

Step 3: Determine follow-up steps. After validating data and discussing the possible need for school, grade, or class-wide support, determine follow up steps. This may include diagnostic assessment, forming groups, and sorting students into interventions. See the literacy, math, and BSEL sections for detailed procedures.

All BLTs and PLCs/intervention teams review their school's universal screening data immediately following each screening window (3 times annually). Use this process to review literacy, math, and BSEL data.



Strategies to increase fidelity:

- Provide sufficient time and resources
- Provide sufficient training
- Simplify processes
- Clarify purpose for staff
- Acknowledge staff for successful components

Strategies to intensify Tier 1 supports:

- Increase time allotment
- Reteach expectations and/or missing skills
- Add additional whole-group support(s)
- Increase engagement and opportunities to respond

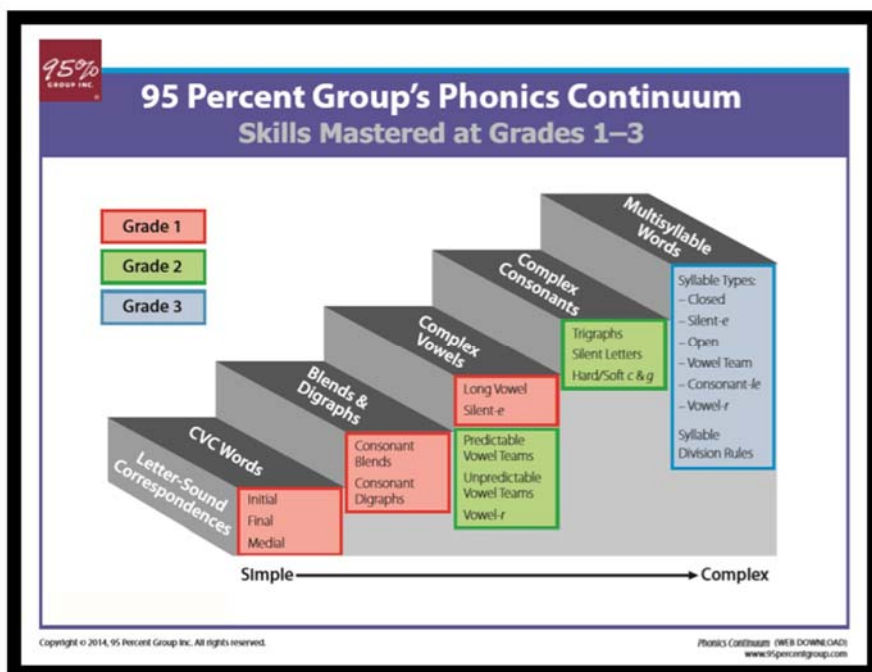
LITERACY

Placement into intervention

Placement into Targeted Interventions

	Literacy
Diagnostic Tools	▪ Phonological Awareness Screening Inventory (PASI) ▪ Phonics Screening Inventory (PSI) ▪ CBMReading/Oral Reading Fluency
Criteria to Participate	1. Below grade level skill on PASI or PSI 2. Below 40th percentile on CBMReading

When the universal screening tool (FB) indicates a risk, additional data are gathered to identify specific areas of need. The diagnostics (PASI/PSI) are administered to determine specific areas of need. PLCs/intervention teams will use this data to group students of similar skills to maximize instructional time. Students with special education goals in a specific area are included when making groupings for intervention. The PLC/intervention team and a student's special education case manager will collaborate to place students into appropriate groupings during intervention time while considering a student's need for specially designed instruction and service delivery minutes outlined in the IEP.



Phonics intervention follows the phonics skills continuum from 95% Group (above).

Literacy Intervention Summary

	Literacy
Resources	• 95% Group Phonics Lesson Library • 95% Group Phonics Chip Kits • 95% Group Phonological Awareness Chip Kit • 95% Group Teaching Blending • District Fluency Intervention
Length	K-5: 30 minutes 6-12: 30 minutes
Duration	12 – 15 Day Cycles
Frequency	Daily Progress Monitoring at the end of each cycle
Group Size	Phonics – 5 or fewer Fluency – 8-10

Interventions can begin as soon as PLCs/intervention teams desire, using spring data from the previous year. Teachers may opt to wait for the current year's screening results (FastBridge/ORF/PSI) to identify students in need of intervention.

Elementary Interventions

Literacy Interventions should be administered using a “Walk-To” model where students are placed in skill-level groups across the grade level or across multiple grade levels. Interventions are scheduled at the same time so teachers can share students to maximize the ability to target students’ individual needs in a small group setting.

Teachers will intervene with students for 30 minutes a day, covering aspects of phonics intervention following the gradual release model including phonological awareness, sound-spelling mapping, word reading accuracy, sentence dictation, and reading fluency.

Designed primarily for pre-K through grade 1, ***Phonological Awareness Lessons*** are sequenced in order from the simplest syllable skills with compound words to the most complex phoneme substitution tasks. Abstract syllables, rimes, and phonemes become concrete through the use of manipulatives to enhance awareness and manipulation of sounds.

Beginning in grade 1, ***The Phonics Lesson Library™ (PLL)*** is an extensive phonics intervention program with 5 days of lessons which follow the gradual release model and include phonics chips movement, word cards, fluency practice, sound-spelling mapping, decodable texts, and comprehension questions.

The ***Phonics Chip Kit™*** helps teachers explain phonics patterns using manipulatives and sound-spelling mapping. Each kit helps teachers focus on sound-spelling pattern identification rather than word reading and directs students’ attention to identifying individual phonemes in words and analyzing sound-spelling patterns. Each kit provides strategies for identifying different sound-spelling patterns in words.

All 95% Group resources utilize explicit instruction through the use of an instructional dialogue and must be taught with fidelity for 25-30 minutes daily.

Olathe’s ***fluency routine*** is based on the extensive work of Rasinski, Hasbrouck & Tindal, and Dowhower. It is adapted from Innovation Labs, LLC and *Reading Instruction and Intervention Manual*. The routine includes explicit vocabulary instruction, teacher modeling of fluent reading, choral reading, and repeated reading by students. Reading for understanding is the goal.

Benchmark groups include students that are progressing on or above grade level. Students in a Benchmark group will receive high quality literacy instruction which can be independent activities or small group instruction depending on staff resources in a building.

During building walk-to intervention time, newcomer ELL students work with the ELL teacher on language instruction and embedded literacy skills. Once a baseline proficiency in both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) is established, students may be included in the general education walk-to intervention if deemed appropriate by the grade-level PLC.

Secondary Interventions

Literacy Interventions should be administered using a “Walk-To” model where students are placed in skill-level groups across the grade level (or even multiple grade levels). Buildings need a building-wide intervention time to implement a walk-to model.

Students demonstrating gaps in phonics skills will use the ***Phonics Lesson Library*** and ***Phonics Chip Kits*** for intervention. These resources utilize an instructional dialogue focused on explicit instruction and must be taught with fidelity for 25-30 minutes daily. Students who are proficient in decoding but are still at-risk for reading are placed into ***Olathe’s Fluency Routine*** (described on previous page).

While most secondary schedules don’t allow for daily (5-day/week) interventions, buildings should prioritize having interventions as frequently as possible (i.e. no fewer than 4 times week). See descriptions above for more information about 95% materials.

Students who have qualified for English language support and are enrolled in an ELL 1 or ELL 2 class at the middle school level or an ELL reading course at the high school level will receive both language and literacy instruction by means of the *Everyday English* materials. Students are progress monitored for both language and literacy development accordingly.

Progress Monitoring

In addition to weekly PLC/intervention team discussions following progress monitoring assessments, a building’s Building Leadership Team (BLT) will meet on a regular basis. BLTs are composed of educators representing various departments/grades, often including an administrator, counselor, school psychologists, special education teachers, ELL teachers, math interventionists, and reading interventionists.

Progress monitoring provides information regarding the success of an intervention. In the doctor’s office, this may look like follow-up testing after beginning a treatment plan. In education, progress monitoring involves short, repeated assessments that reflect a student’s

progress toward a set goal. Effective instructional practices include formative assessment to drive instruction. In addition, students complete more formal progress monitoring assessments.

Students receiving intervention instruction will complete ongoing progress monitoring to help PLCs/intervention teams determine the effectiveness of instruction. The purpose of monitoring impacts the type of data collected. Mastery monitoring measures whether a student has learned the specific skills or information taught in an intervention, while normative monitoring measures whether a student is making progress to “close the gap” to a comparison group. This ensures that PLCs/intervention teams can respond to student needs quickly and adjust interventions as appropriate. Progress monitoring should measure not only mastery of discrete skills but also how interventions support coherent progress toward grade-level standards.

Literacy

After instructing for approximately 12-15 intervention days, students will complete a phonics or phonemic awareness screener to measure growth. PLCs/intervention teams come together and sort student data by instructional needs and are regrouped accordingly. Mastery progress monitoring continues on a 3-week cycle.

Intervention and Progress Monitoring Guide - Literacy

Intervention	Entry Criteria	Intervention Frequency	Normative Progress Monitoring	Mastery Progress Monitoring	Exit Criteria
95% Phonological Awareness	Below cycle benchmark on PASI	5x weekly 15-20 mins 3-week cycle	Kindergarten 2 nd Qtr. Onset Sounds in FastBridge 3 rd Qtr-4 th Qtr. Word Segmenting in FastBridge End of 3-week cycle	PASI End of 3- week cycle	Kindergarten Above 40 th percentile on normative progress monitoring and 80% (4/5 score) PASI skill for targeted skill
			1st Grade None		1st Grade Completion of 1 Phonological Awareness Skills cycle
95% Phonics Intervention	Below cycle benchmark on PSI	5x weekly 30 mins 3-week cycle	None	PSI End of 3-week cycle	PSI Skills 2-9 90% for targeted skill 9/10 on each pseudowords and sentences
					PSI Skills 10-15 90% for targeted skill, 18/20 on Skill 10 9/10 on Skills 11-15
Fluency	Grades 3-8 High or Some Risk on FastBridge CBMReading and at least 95% word accuracy	5x weekly 30 mins 3-week cycle	Grades 3-8 CBMReading Progress Monitoring passage End of 3-week cycle	Grades 3-8 None	Grades 3-8 40 th percentile on CBMReading for 2 consecutive cycles and meet benchmark for comprehension check (see exit criteria flow chart)
	Grades 9-12 Oral Reading Fluency score below 140 wcpm and at least 95% word accuracy		Grades 9-12 None	Grades 9-12 Grade-level passages for progress monitoring	Grades 9-12 Oral Reading Fluency score at or above 140 wcpm and at least 95% word accuracy for 2 consecutive cycles and meet benchmark for comprehension check (see exit criteria flow chart)

MATH

Placement into Targeted Interventions

	Math
Diagnostic Tools	▪ Pre-Module Assessments or Placement Assessments ▪ Backtracking Assessments ▪ FastBridge Composite ▪ Quarterly Benchmark Assessments
Criteria to Participate	1. Remediation and Near Mastery on Pre-Module (Elementary)/Backtrack Data (Middle School) 2. !! and ! on aMath

Placing students into targeted intervention groups using diagnostic assessments is similar to having bloodwork done. When the universal screening tool suggests further information is needed, additional diagnostic data are gathered to identify specific areas of need. PLCs and/or intervention teams will use this diagnostic data to group students of similar need to maximize instructional time.

The PLC/intervention team will divide students into groups following guidelines for specific content areas. It is possible for students with similar but not identical needs to be in a single group, if the interventionist is able to meet the needs of all students in the group.

For younger students or when group sizes might exceed recommended sizes, the PLC/intervention team may consider a rotation model. In that case rather than having one intervention group for 30 minutes, an interventionist may teach two groups for 15 minutes each.

Students with special education goals in a specific area are included when making groupings for intervention. The PLC/intervention team and a student's special education case manager will collaborate to place students into appropriate groupings during intervention time, while considering a student's need for specially designed instruction and service delivery minutes outlined in the IEP.

Math

Kindergarten:

The [Kindergarten Intervention Progression](#) outlines assessments PLCs use throughout the year to identify students in need of intervention. After students take a Mid-Module or End of Module Assessment listed, the PLC will first look at students who scored 2 out of 4 or below on the corresponding rubric. The suggested group size is 5 students, although student need should be a greater priority. Kindergarten math intervention focuses on grade level standards taught during whole group instruction. This focus may be only part of a kindergarten standard which will be taught to the full depth in the year, or on a standard which will not be the focus again during core instruction.

Kindergarten PLCs may follow the steps below to create intervention groupings:

1. Identify students scoring 1 out of 4 in the standard identified on the Kindergarten Intervention Progression. Place students into the grade level Intervention-Tracker in Mastery Connect.
 - a. If more than 50% of a class or grade level score 1 out of 4, consider a class-wide intervention to maximize use of adults. This may still occur during the dedicated math MTSS time in the daily schedule.
2. Identify students scoring in 2 out of 4 in the standard identified on the Kindergarten Intervention Progression and place the students into the Intervention-Tracker in Mastery Connect.
3. Adjust groups for size, interventionist, and based on student personality as appropriate. The most highly qualified interventionist should instruct the students with the highest level of need for support. Ideally group size for students with the highest level of need for support will be smaller than students working closer to the grade level standard at the end of the progression.
4. Select start date for new groups and date for next progress monitoring.

PLCs may choose how to track groupings over time. Tracking groupings electronically in a shared location allows PLC members to stay informed about adjustments and focus standards among interventionists. The information may also be helpful for collaboration teams when problem solving ways to support individual students who have not responded to increasingly intense interventions.

1st-5th Grades:

Using data from universal screeners, the PLC can prioritize standards assessed based on their importance for success in upcoming core instruction using the [Standards Progression Maps](#).

First, consider Pre-Module assessment data. Keep in mind that foundational standards may include previous grade level standards, as well as grade level standards introduced earlier in the school year. In the case of multiple possible paths for intervention, the PLC will determine which path is more directly tied to success with grade level standards supported in core instruction.

Grade level PLCs may follow the below steps to create intervention groupings:

1. Decide whether additional data are needed on earlier standards than those on the Pre-Module assessment. This decision may be based on Pre-Module scores or teacher observation.
 - a. If so, develop backtracking assessments based on the PLC's selected backwards progression from the intervention placement map. These may be **multi-standard** assessments or **single standard** assessments.
 - b. Look for most recent standards in which students score in Mastery (green) and begin instruction at the standard that comes next in that progression.
2. Identify students scoring in Remediation (red) in the standard considered most important by the PLC. Place students into the grade level Intervention Tracker in Mastery Connect. The PLC enters students into this tracker once per year. Students can remain in this tracker after exiting interventions, allowing PLC members to access data later in the year.
 - a. If more than 50% of a class or grade level score Remediation in a single standard, consider a class-wide intervention to maximize use of adults. This may still occur during the dedicated math MTSS time in the daily schedule.
3. Identify students scoring in Near Mastery (yellow) in the identified target standard. Place students into the Intervention Tracker in Mastery Connect.
4. Repeat steps 3 and 4 for any remaining standards on the Pre-Module assessment, as the number of interventionists allows.
5. After creating groups based on Pre-Module or quarterly benchmark assessment data, consider students who scored in High Risk (!!) on FastTrack screening data.
 - a. Based on teacher observations, daily work, or other assessment data, determine whether these students require intervention instruction on target standard(s). Add the student to the appropriate group on the shared document, as well as to the grade level Intervention Tracker.
6. If space allows, students scoring Some Risk (!) on FastTrack may benefit from intervention.

7. If space allows after considering Pre-Module and FastBridge scores, the PLC may decide to analyze the quarterly benchmark assessment data to create intervention groups.
 - a. Using scores from quarterly benchmark assessments already given, the PLC selects a target standard for intervention.
 - b. Analyze the questions most commonly missed using the Reports function in Mastery Connect.
 - c. Create groups based on the data. For example, groups may include students who missed similar questions; students who made similar errors; or based on overall score on the selected quarterly benchmark assessment.
8. Regardless of the data used to create groups, use the Planning Interventions section for more information on creating groups.
9. Adjust groups for size, interventionist, and based on student personality as appropriate. The most highly qualified interventionist should instruct the students with the highest level of need for support. Ideally group size for students with the highest level of need for support will be smaller than students working closer to the grade level standard at the end of the progression.
10. Select start date for new groups and date for next progress monitoring.

PLCs may choose how to track groupings over time. Tracking groupings electronically in a shared location allows PLC members to stay informed about adjustments and focus standards among interventionists. The information may also be helpful for collaboration teams when problem solving ways to support individual students who have not responded to increasingly intense interventions.

Students not working directly with an interventionist may engage in a variety of math related activities during math MTSS time. The Planning Interventions section contains additional information regarding planning for groups or independent students.

Secondary:

In Olathe, the secondary intervention process differs between middle school and high school. Similar to the elementary approach, **middle school interventions** focus on progressions that lead up to grade-level priority standards and are guided by placement assessments.

After analyzing data from these Placement Assessments, middle school teachers identify students who need additional diagnostic testing. This involves administering Backtrack Assessments, which evaluate earlier standards in the progression that go further back in the student's learning. The data from Backtrack Assessments help teachers identify students needing intervention during WIN time (approximately 30 minutes), starting with the earliest unmet standard and progressing forward.

Teachers regularly assess students' mastery every few days using progress monitors housed in Mastery Connect. These assessments are used to evaluate each student's response to the intervention and to guide future intervention instruction.

Applied Algebra is the intervention course offered at the high school level, typically taken during a student's 9th-grade year as their primary math course. The curriculum is built around six key Algebra 1 standards and includes the prerequisite standards leading up to each. At the beginning of the course, teachers administer a diagnostic assessment to evaluate students' mastery of the prerequisite standards. Based on the results, teachers analyze the data, design lessons focused on these prerequisite skills, deliver instruction, and monitor students' progress. After analyzing the progress data, teachers decide whether further intervention on that standard is necessary.

When a student demonstrates mastery of a prerequisite standard, the teacher moves forward using the same cycle of instruction, progress monitoring, and data analysis with the next standard. Once all prerequisite standards in a progression are mastered, the teacher transitions to teaching the corresponding Algebra 1 standard.

The process is then repeated, focusing on the standards progression leading to the next Algebra 1 standard.

Upon completing the Applied Algebra course, students will have a stronger foundation. They may be ready to enroll in Algebra 1 the following year, or, if additional support is needed, they may continue on the applied track by enrolling in Applied Geometry.

Planning Interventions

	Math
Resources	• Olathe Math Repository • Standards Progression Maps • Computational Fluency Resources
Length	K-5: 20-30 minutes 6-12: 25-50 minutes
Duration	PLC specific
Frequency	4 days weekly (5 th day progress monitoring)
Group Size	Grades K-8: 8 or fewer (5 is optimal) *Prioritize group need over size Applied Algebra: 10-15 per class is ideal

After collecting additional data, planning for intervention instruction can begin. In the doctor's office, this occurs when doctors create a treatment plan. In education, an interventionist selects resources and activities to provide instruction in missing skills and standards.

PLC members can find resources for instruction and hands on tools that may be used can be found on Standards Resource Pages available per intervention standard. Intervention in most cases will include practice using concrete or representational tools.

Students who are not participating in a group with an interventionist can be engaged in a variety of math-related activities during math MTSS time. This may include practicing computational fluency independently or with a partner, completing extension activities independently or with a partner, or purposeful practice on a priority grade level standard from core instruction. Independent student activities, including extension, may be found on the [OPS Math Repository](#). This does not include explicitly introducing above grade level standards.

Progress Monitoring

	Math
Frequency	Weekly
Tool	• PLC created • FastBridge Automaticity • Olathe South Computer Science Academy Math Fact Application
Exit Criteria	PLC determined

In addition to weekly PLC/intervention team discussions following progress monitoring assessments, a building's Building Leadership Team (BLT) may also meet to analyze how students are responding to interventions on a regular basis. BLTs are composed of educators representing various departments, often including an administrator, counselor, lead department teachers, school psychologists, special education teachers, ELL teachers, math interventionists, and reading interventionists.

Progress monitoring provides information regarding the success of an intervention. In the doctor's office this may look like follow-up testing after beginning a treatment plan. In education, progress monitoring involves short, repeated assessments that reflect a student's progress toward a set goal. Effective instructional practices include formative assessment to drive instruction. In addition students complete more formal progress monitoring assessments.

Students receiving intervention instruction will complete ongoing progress monitoring to help PLCs/intervention teams determine the effectiveness of instruction. The purpose of monitoring impacts the type of data collected. Mastery monitoring measures whether a student has learned the specific skills or information taught in an intervention, while normative monitoring measures whether a student is making progress to "close the gap" to a comparison group. This ensures that PLCs/intervention teams can respond to student needs quickly and adjust interventions as appropriate.

Math

After instructing for approximately 4 days, students will complete a progress monitoring assessment. Students complete normative progress monitoring either every other week or monthly, depending on the specific measure.

Designated PLC/intervention team members build and/or access progress monitoring assessments to check student progress. Progress monitoring assessments built in Mastery Connect upload directly into the Intervention-Tracker.

Using the schedule created when creating intervention groups, administer progress monitoring formative assessments. Students may receive accommodations on these formative assessments.

As a PLC/intervention team, adjust intervention intensity and groupings based on the data. Students who score Mastery (green) on the progress monitoring assessment may move to the next standard in the progression. For students showing little growth, consider whether students need more intense interventions. The Intensifying Intervention Guiding Questions may assist with this discussion.

As a PLC/intervention team, set a goal for expected growth after observing student progress and successful instructional tools during the first week. This may include progress for moving from one below grade level standard to the next in the progression; or how the PLC/intervention team will determine students have mastered the final previously taught standard and will join a benchmark or extension group. This expected rate of progress will vary depending on several factors, such as the complexity of target standards.

Continue with targeted standards in intervention groups, administering weekly progress monitoring using a mastery formative assessment for all students receiving intervention on previously taught standards. Review data after each formative assessment and adjust groups accordingly.

The PLC/intervention team will determine when the appropriate time to move to a new progression for intervention. Reasons for this may include starting a new module/unit in core instruction, the student data shows the vast majority of students met the PLC's/intervention team's goal for adequate progress to exit intervention, or the PLC/intervention team believes a new target standard is appropriate.

In addition to weekly mastery progress monitoring, students may complete the FastBridge automaticity progress monitoring assessment every other week. This progress monitoring, which takes 4 minutes, indicates whether a student's progress during math MTSS instruction has generalized to computational fluency skills.

Before moving to a new priority standard, the PLC/intervention team will determine whether additional data are necessary related to the grade level priority standard. Often an end of module assessment will provide this data.

BEHAVIOR AND SOCIAL EMOTIONAL LEARNING

[Placement into Targeted Intervention](#)

[Accessing SAEBRS/MySAEBRS Data](#)

[Classroom Level Differentiated Supports](#)

[Intervention and Progress Monitoring](#)

Tier 2 Intervention Grid

Tier 3 Intervention Grid



Placement into Intervention

Interventions are informed by reviewing On Track Indicators (Attendance, Behavior, Course Grades, and SAEBRs/MySAEBRS).

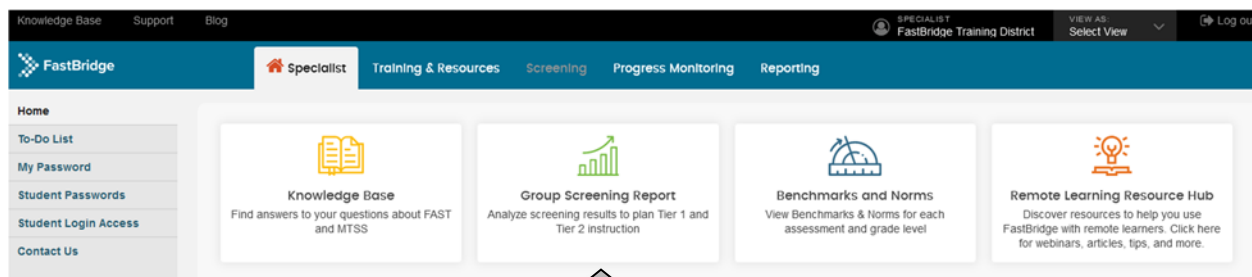
For students with SAEBRs/MySAEBRS data:

- If a **TOTAL SCORE** is marked with an ! (some risk) or !! (high risk), analyze attendance, major behaviors (SWIS) and course grades. [Consider a referral for tier 2 support](#).
- If a **SUBSCALE** is marked with a ! (some risk) or !! (high risk), ensure [classroom level differentiated supports](#) are in place.

Accessing SAEBRS/MYSAEBRS Data

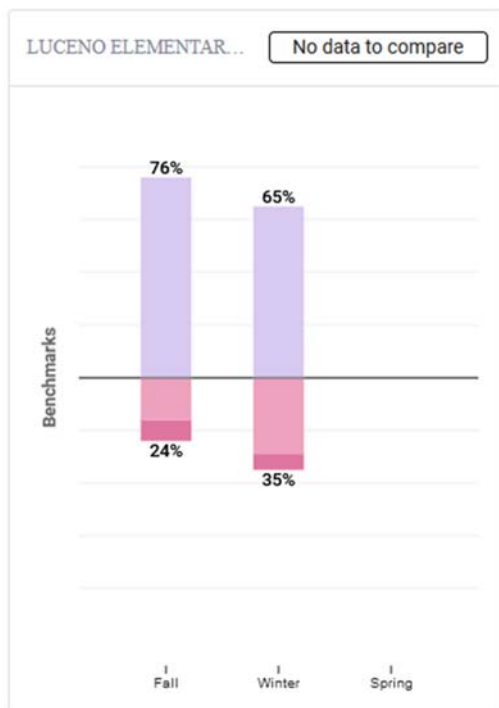
All certified staff have access to their students' data on FastBridge. Classroom teachers log in to FastBridge using ClassLink. Specialists with school-level access log in to FastBridge at fastbridge.org.

Use the **Group Screening Report** to view school, grade, classroom, and individual level data. **Specialists** with school-level access must set their view to "Specialist" to see school-level data, and must set their view to an individual teacher to see individual student data.



Use this chart to determine if benchmarks are being met. Click to zoom to grade level and classroom level. Hover over the bar for the details you need to compare your data to national benchmarks.

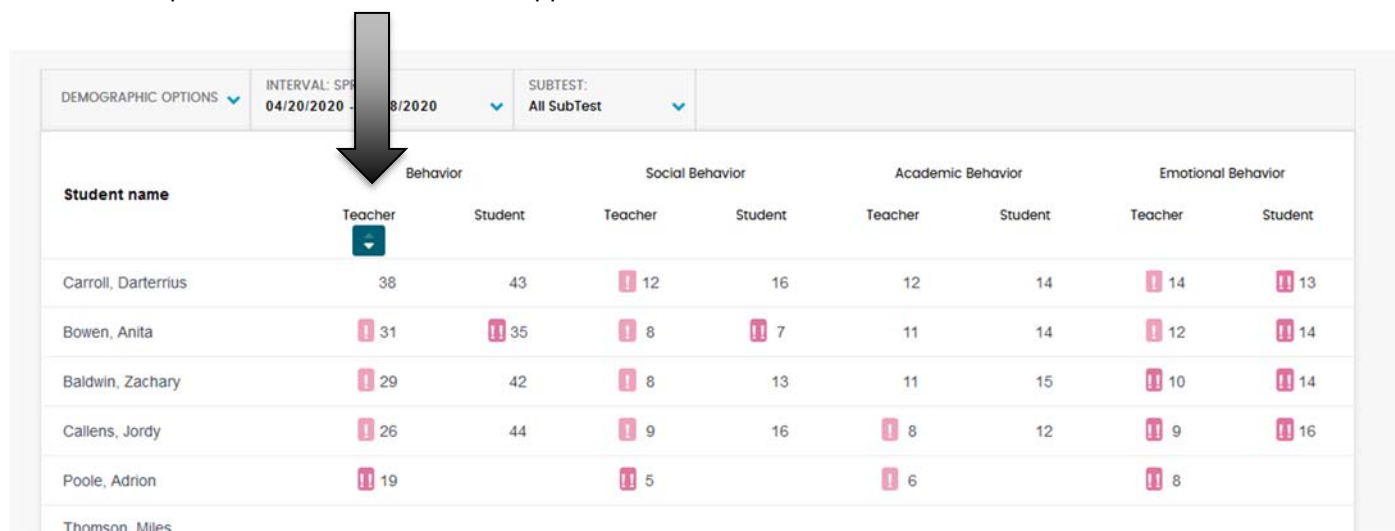
Percentage Of Students By Benchmark:



Students in Luceno Elementary School: Winter		
Low Risk	65 %	51
Some Risk	29 %	23
High Risk	6 %	5
Students Screened	21%	79 /376

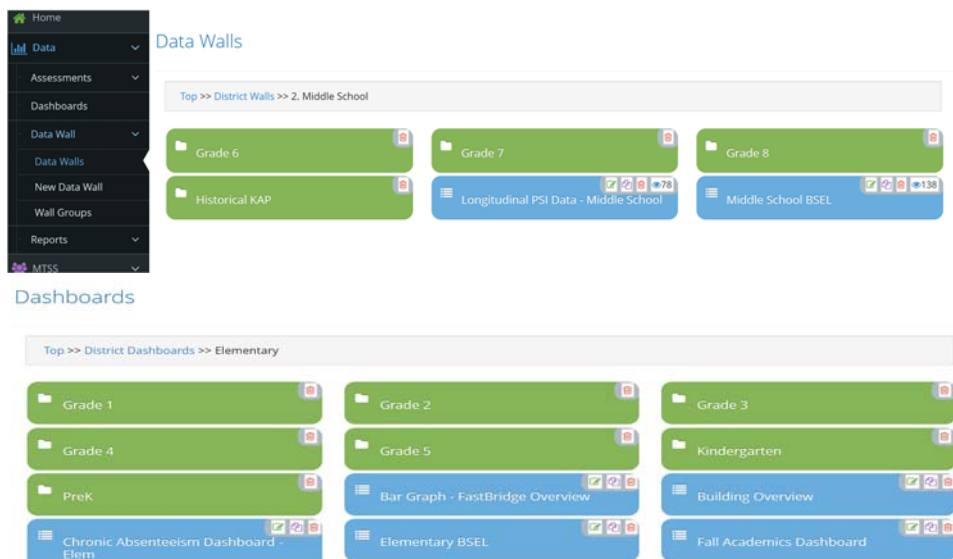
Individual teachers will see the below view when accessing the Group Screening Report. After clicking Group Screening Report, select SAEBRS or MySAEBRS, then grade wide or select an individual class.

Click the arrows under Behavior and Teacher (SAEBRS) or Student (MySAEBRS) to sort by the overall score. Use this screen to help identify students who need classroom level differentiated supports, as well as potential referrals for Tier 2 supports.



Student name	Behavior		Social Behavior		Academic Behavior		Emotional Behavior	
	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student
Carroll, Darterrius	38	43	12	16	12	14	14	13
Bowen, Anita	31	35	8	7	11	14	12	14
Baldwin, Zachary	29	42	8	13	11	15	10	14
Callens, Jordy	26	44	9	16	8	12	9	16
Poole, Adrion	19		5		6		8	
Thomson, Miles								

Additionally, detailed data is available on Ion for all students each certified educator has rostered. Access the BSEL data wall for student-by-student information by going to data -> data walls -> your level -> BSEL Data wall. Access the BSEL Dashboard for visual summaries by going to data -> dashboards -> your level -> BSEL Dashboard.



Data Walls

Top >> District Walls >> 2. Middle School

- Grade 6
- Grade 7
- Grade 8
- Historical KAP
- Longitudinal PSI Data - Middle School
- Middle School BSEL

Dashboards

Top >> District Dashboards >> Elementary

- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Kindergarten
- PreK
- Bar Graph - FastBridge Overview
- Building Overview
- Chronic Absenteeism Dashboard - Elem
- Elementary BSEL
- Fall Academics Dashboard

Classroom Level Differentiated Supports

Just like students receive differentiated instruction for academics, many students need differentiated supports in the classroom for social, emotional, and behavioral needs. Any student may receive differentiated supports in the classroom at any time, regardless of other supports in place.

After each SAEBRS/MySAEBRS administration, review individual student data with your PLC. Students at Some Risk or High Risk on a given subscale should receive the indicated support in each classroom.

Students at Some or High Risk may already be receiving these supports. That is great! Determine if the student needs additional differentiated supports or if their current supports are sufficient.

Select 1 or more strategies based on SAEBRS/MySAEBRS subscales and other data

Social Behavior	Academic Behavior	Emotional Behavior
• Increase behavior specific praise • Increase praise to correction ratio • Increase active supervision • Reteach expectations • Increase precorrections • Effective redirections • Effective warnings • Group contingencies • Planned ignoring • Positive calls home • Class meetings	• Increase opportunities to respond • Provide choice within work activities • Provide choice of work activities • Provide brief, structured breaks • Group contingencies • Increase prompts for “next step” on assignments	• 2x10 intervention (twice daily, 10 minutes of attention from adult) • Calming space in room • Teach and prompt emotional regulation skills (e.g., deep breathing) • Break cards • Access to tactile resources/fidget items

Note: In addition to these supports, students who consistently engage in dangerous or destructive behavior should be immediately referred to the SIT team.

For example, a student who has Some Risk for both academic behavior and emotional behavior might receive the following differentiated supports in each classroom:

- Increased opportunities to respond
- Brief, structured breaks
- Access to a calming space in the room

Intervention and Progress Monitoring

Tier 2 – Who Needs Targeted Interventions?

Tier 2 BSEL interventions are targeted interventions. They are designed for early intervention and to be as resource efficient as possible. For this reason, they are “off the shelf” interventions that are not custom designed for each student. Customized interventions are Tier 3 interventions.

Students in need of support beyond Tier 1 receive Tier 2 interventions. Tier 2 is a supplement to Tier 1: students receiving Tier 2 interventions still receive all Tier 1 supports. Tier 2 interventions are coordinated by the school PBIS Tier 2 Team and/or school-based mental health providers (school counselors, school social workers, school psychologists, etc.). Schools with PBIS Tier 2 in place have a system for PLCs or teachers to request Tier 2 supports for a student.

After each screening window, the Tier 2 team reviews all On-Track indicators for all students and ensures each student at risk is receiving appropriate supports.

Elementary On-Track Indicators

Measure	Daily Attendance	Major Behaviors (SWIS) or Office Referrals	SAEBRS Total Score	MySAEBRS Total Score
Timeframe	School Year	School Year	Most Recent	Most Recent
Low Risk	90%+	0-1	37+	35+
Some Risk	--	2-5	24-36 (!)	25-34 (!)
High Risk	<90%	6+	0-23 (!!)	0-24 (!!)

What Supports Does an Individual Student Likely Need?*

On-Track Indicators	All indicate Low Risk	1 indicates Some Risk	2-4 indicate Some Risk, OR 1+ indicates High Risk	Dangerous or destructive behavior
Appropriate Supports	Continue tier 1 supports	Classroom level differentiated supports	Tier 2	SIT Team

*This table is a general guide that cannot possibly account for all ways in which a student may have different needs. It is a starting point, but teams must feel empowered to make the right decision for an individual student. When in doubt, provide early intervention.

Secondary On-Track Indicators

Measure	Daily Attendance	Major Behaviors or Office Referrals	Course Grades – D's and F's	MySAEBRS Total Score
Timeframe	School Year	School Year	Previous Quarterly Reporting Period	Most Recent
Low Risk	90%+	0-1	0-1	35+
Some Risk	--	2-5	2	25-34 (!)
High Risk	<90%	6+	3+	0-24 (!!)

What Supports Does an Individual Student Likely Need?*

On-Track Indicators	All indicate Low Risk	1 indicates Some Risk	2-4 indicate Some Risk, OR 1+ indicates High Risk	Dangerous or destructive behavior
Appropriate Supports	Continue tier 1 supports	Classroom level differentiated supports	Tier 2	SIT Team

*This table is a general guide that cannot possibly account for all ways in which a student may have different needs. It is a starting point, but teams must feel empowered to make the right decision for an individual student. When in doubt, provide intervention.

Note: in many cases, students with 1 or more indicators demonstrating risk already have supports in place, such as behavior plans, IEP goals, or other supports. If the student's data indicates that the current support is meeting their needs, then additional supports are not required.

Tier 2 Intervention Grid

The purpose of this grid is to identify the right Tier 2 support for a particular student. PBIS Tier 2 teams and school-based mental health professionals use this grid to coordinate these supports. Consult with your PBIS coach or school based mental health professional for support with any of these interventions. Note: these interventions are not available in all schools – they will be phased in over the next several years.

Tier 2 Intervention	SAEBRS/MySAEBRS Indicator	Other Indicator	Progress Monitoring	Contact Person
Check-In/Check-Out (CICO)	Social	Function = Adult attention	Daily Progress Report	Tier 2 team
Social Skills Group (e.g., Skillstreaming; Boys Town; reteaching Second Step)	Social	Social skills deficit	Weekly	School counselor
Breaks are Better	Social and/or Academic	Function = Work avoidance	Daily Progress Report	Tier 2 team
Executive Functioning Group (e.g., Homework, Organization, and Planning Skills [HOPS]; Unstuck and On Target)	Academic	Study skills or organizational skills deficit	Weekly	School counselor
Resilience Education Program (REP)	Emotional and/or Social	--	Daily Progress Report	Tier 2 team
Classroom Consultation	Social, Academic, and/or Emotional	Unclear cause or function	Weekly	School psychologist, Mental Health Professional (MHP), or school counselor
Cognitive Behavior Psychoeducation Group	Emotional	--	Weekly	Counselor, Social Worker, or MHP

***Note.** Students who meet intervention goals typically return to needing only Tier 1 supports.

Tier 3 Intervention Grid

Students in need of support beyond Tier 2 receive Tier 3 interventions. Students receiving Tier 3 interventions still receive all Tier 1 and 2 supports. Tier 3 is a supplement to Tier 1 and Tier 2.

Tier 3 supports are individualized, wraparound services designed to meet the specific needs of a student. Each can be customized to meet individual needs. These interventions are typically coordinated by the SIT team or school based mental health professionals.

Note: these interventions are not available in all schools – they will be phased in over the next several years.

Tier 3 Intervention	Brief Description	Entry Criteria	Progress Monitoring	Providers
Informal Behavior Support Plan	Individualized behavior plan informed by an informal functional behavior assessment (FBA)	Referral from Tier 2 or presence of dangerous/destructive behaviors	Daily	SIT Team
Individualized Check-In/Check-Out (CICO)	Daily CICO intervention customized to meet a student's individual needs	Referral from Tier 2	Daily	SIT Team
Individual Therapy	Individual sessions designed to meet individual student needs	Referral from Tier 2	Weekly	Contract therapists
Cognitive Behavioral Intervention for Trauma in Schools (CBITS, Bounce Back)	Group + individual sessions to treat PTSD symptoms	Trauma screener; parent consent; student assent	Weekly	Licensed school mental health providers
Intensive Group Therapy	Group sessions to treat specific symptoms	Referral from SIT team	Weekly	Mental Health Professionals (MHP)
Individual counseling to teach missing skills	Brief, solution-focused sessions designed to meet individual student needs	Referral from Tier 2	Weekly	School counselor or MHL

***Note.** Students who meet intervention goals typically return to needing only Tier 2 and Tier 1 supports.

Procedures for New Students

Literacy and Math

1. Assess students using the referenced assessments in the [Universal Screening Section](#).
2. If a student scores at high (!!) or some (!) risk, determine whether the most recent pre-module assessment will provide beneficial data to guide instruction/intervention. If so, administer the Pre-Module to the student; otherwise, wait until the next Pre-Module given to the grade level.
3. Follow procedures for all students.

*For guidance regarding new students to the country who qualify for additional English support during their school day, refer to the Appendix.

BSEL

1. Obtain behavioral or social-emotional data from previous district/school/placement, if it is available.
2. Orient student to school expectations, behavior matrix, acknowledgement system, and procedures for self-referral for social-emotional or mental health support.
3. Screen using SAEBRS/MYSAEBRS during next available window.

APPENDICES

Documents found within the following appendices are meant to be used in accordance with the Olathe Public Schools MTSS framework.

Documents found within this section:

INTENSIFICATION CHART

SPECIAL EDUCATION:

- A. Building-Wide Intervention Guidelines for Students Receiving Special Education Services and Supports
- B. Q and A: KSDE Special Education Staff Participation in MTSS
- C. 180 Rule and Incidental Benefit (Permissive Use of Funds)
- D. Accommodations for District Assessments

ENGLISH LANGUAGE LEARNERS:

- E. Building-Wide Intervention Guidelines for Students Receiving English Language Services and Supports at the Elementary level
- F. Building-Wide Intervention Guidelines for Students Receiving English Language Services and Supports at the Secondary level

GLOSSARY OF TERMS

Intensification Chart

Research-Based Practices to Consider Intensifying			
Instruction: - Has instruction occurred with fidelity? - Can I increase dosage with additional routines or opportunities to reinforce instruction? - Can I increase the pace of instruction? - Can I increase the opportunities to respond? - Can I provide more immediate real-time feedback? - Can I provide more specific gradual release (I Do, We Do, You Do)?	Curriculum: - Am I matched appropriately based on the diagnostic data? - Is my curriculum explicit? - Can I chunk the instruction? - Can I scaffold with more specific tools/supports? - Are concepts being taught explicitly connected as you move from one to another?		Dosage Considerations - Increase daily intervention time. - Increase duration/number of sessions. - Increase frequency of sessions (e.g., twice per day). - Increase dosage in micro doses (i.e. review fluency work in transitions) - Provide extended instruction (e.g., after school).
	Learning Environment: - Can I decrease group size? - Can I minimize transitions? - Is the most qualified interventionist attending to this need or any other reasons a different interventionist might be more appropriate? - Is there a need for a physical location change?		Attribution - Help students to develop strategies or scripts when they engage in negative self-talk, and reinforce them for using those strategies or scripts. - Include students in goal setting and monitoring to help them connect their hard work with increased academic success. - Celebrate progress and provide explicit feedback that connects it with their use of new/appropriate learning strategies, skills, or behaviors.
Individual: - Is intervention attendance/dosage 80%+? - Is motivation a concern? - Is there a pattern in the errors? - Have pre-established accommodations and/or modifications been implemented with fidelity?		Systematic and Explicit Instruction - Sequence learning chunks from easier to more difficult. Break steps into small, simple chunks. - Provide temporary supports to control the level of difficulty. - Tell students what you want them to know. - Provide an advance organizer. - Assess background knowledge. - Model ("I do"). - Provide extensive guided practice ("We do"). - Provide independent practice ("You do"). - Check for maintenance of skills. - Provide concrete learning opportunities with manipulatives or visual aids. - Scaffold instruction, and fade levels of support as students demonstrate independence.	
Memory - Explicitly teach and scaffold note-taking skills. - Review prior learning before presenting new information. - Speak and write/draw/project information as you present it. - Repeat important instructions, key words, and concepts. - Model procedures to provide students with a visual image of the steps. - Teach students to visualize information in a text, including stories, word problems, etc. - Teach and rehearse routines for important procedures. - Use visual or verbal cues as reminders. - Model out-loud verbal rehearsal. - Develop a mnemonic device to help students remember information or routines. - Check for understanding frequently. - Teach students to self-check for understanding and ask for clarification when needed.	Self-Regulation and Self-Monitoring - Model thinking aloud when you introduce new concepts. - Include students in goal setting and monitoring their progress. - Explicitly teach and model use of strategies and routines. - Offer specific feedback that highlights behaviors leading to improved achievement. - Ask students to read the text aloud and think about what the author is saying. - When solving word problems, teach students to ask themselves whether they understand the question. - Teach students to ask, "Does my answer make sense?" - Teach students to be metacognitive and to identify "breakdowns" in their understanding. - Keep track of how long it takes a student to achieve mastery of a new skill. - Teach students to ask for help when they need it. - Teach students to set goals. - Teach students to graph and monitor their progress toward their goals.	Precise, Simple, Replicable Language - Plan precise, specific language for parts of your lessons that involve the explanation of an important idea. - Use correct vocabulary for the discipline that is appropriate for students. - Use the same language every time.	Independent Practice - Incorporate consistent independent practice after students begin to demonstrate mastery of the new skills or content that includes timely and productive feedback. - Determine appropriate reading material based on individual needs to avoid potential practice of errors. - Incorporate daily practice routines at the beginning and end of the intervention period. - Reinforce on-task behavior.
		Feedback and Error Correction - Tie your feedback directly to the student's actions and the learning goals. - If a student makes an error, explain why it is incorrect, model the correct response, and have the student provide a correct response before moving on. <i>This is not intended to be an exhaustive list of options for intensifying instruction, but rather a starting point for all strategic teams as we relentlessly pursue learning for ALL students.</i> 	

Adapted from National Center for Intensive Intervention's *Designing Intensive Intervention for Students with Severe and Persistent Academic Needs*

Updated 07.03.20

For a downloadable PDF, Olathe Schools staff may [click here](#).

This chart can be used by teams to identify options to intensify academic, behavioral, or social/emotional interventions based on their hypothesis for why the student may not be responding to an intervention. Before adapting or intensifying an intervention, always consider whether the current intervention program has been implemented with fidelity and for a sufficient amount of time. The above chart does not represent an exhaustive list of all intensification options.



Consider the following as the team discusses ways to intensify:

- **Strength:** the evidence of effectiveness for students with intensive needs;
- **Dosage:** the number of opportunities the student has to respond and receive feedback from the teacher;
- **Alignment:** how well the intervention matches the targeted academic skills or behaviors of concern, as well as incorporates grade-appropriate standards or behaviors we would expect for a particular context;
- **Attention to transfer:** whether the intervention is explicitly designed to help students make connections between the skills taught in the intervention and skills learned in other contexts and environments;
- **Comprehensiveness:** how well the intervention incorporates a comprehensive array of explicit instruction principles; and
- **Behavioral or academic support:** whether an academic intervention incorporates behavioral strategies that may support students with self-regulation, motivation, or externalizing behaviors that may impact their ability to learn, or whether a behavioral intervention considers academic components as part of the intervention.

Fuchs, et al. “What Is the Taxonomy of Intervention Intensity?” *What Is the Taxonomy of Intervention Intensity?* | NCII, 2017, <https://intensiveintervention.org/implementation-intervention/taxonomy-intervention-intensity>.



Building-Wide Intervention Guidelines for Students Receiving Special Education Services and Supports

All Student Assurances:

- All students, including students receiving support services (e.g. SPED, ELL, Title), will:
 - Have access to whole-group and small-group tiered instruction
 - Have access to building-wide interventions (ie. 95% group intervention) by trained personnel based their skill level.

General education intervention and differentiation is an educational *right* of all students

Specific Guidelines for students receiving Special Education Supports

Universal Screener:

- Universal Screening is an important aspect of all student's educational success. It should be under rare circumstances that a child be exempt from universal screening. If students with IEPs do not participate in universal screening (or participate with text-to-speech on *passages*), they should still take the PSI and/or PASI to determine the appropriate interventions.
- Accommodations may be applied for assistance with the math screening assessments if appropriate (caution with extended time accommodations on fluency screeners)

Building-Wide Intervention- Common Implementation Guidelines:

- Students with IEPs may receive building-wide interventions by any trained staff member in the building.
- All building staff, including SPED teachers and related service providers, if trained, can deliver the common interventions such as 95% Group to any group of students as applicable.
- SPED certified staff who work with non-identified students will be subject to the 180 Hour Rule as defined by KSDE (see 180 Hour Rule document- [access here](#)). If SPED certified staff are working with an MTSS intervention group comprised of identified and non-identified students, this time does not count against the 180 Hour Rule if the MTSS intervention directly serves a student's documented need.

- Paraeducators may support MTSS intervention through Permissive Use of Funds (Incidental Benefit). They may only support MTSS Intervention if they are working with an intervention group(s) in a setting with at least one identified student.
 - SPED staff involvement in implementing MTSS interventions should only occur if it does not disrupt the staff member's ability to deliver federally mandated SPED supports and services. SPED staff may need to consider student groupings, environment, scheduling and other factors in determining their ability to support MTSS in their building.
- The time that a student with an IEP is with a SPED teacher or adult support personnel receiving the intervention can be incorporated into SPED service time if the intervention aligns with the student's IEP goals and the intervention targets the student's individual need as reflected by the student's current progress monitoring data.
- Students with IEPs who are appropriate for Tier II/Tier III MTSS intervention are entitled to participate in that intervention. Students should not be pulled for SPED service delivery during building-wide intervention time if a student is appropriate for an MTSS intervention. If a student does not meet criteria for Tier II/III intervention, SPED services may be provided during this time.
- If MTSS intervention is counting as SPED minutes, IEP Team must ensure that the correct environment is indicated on the IEP (Sped Service in General Ed vs SPED environment). An IEP amendment may be necessary.

Contact your building SPED Coordinator if you have any questions regarding the implementation of the building-wide MTSS intervention for students with IEPs and utilizing SPED staff in MTSS.

Q and A: Special Education Staff Participation in MTSS

Q: Is instruction provided by a special education staff member during a MTSS group counted as special education instructional time?

A: It depends on what instruction is provided.

If there is at least one identified special education student in the MTSS group and the instruction provided addresses an identified special education need in accordance with the student's IEP, it can be considered special education service, even if one or more non-identified children also benefit from the instruction. This is incidental benefit and is permissible under the IDEA and KSDE audit guidelines.

If the instruction provided does not address an identified special education need in accordance with a student's IEP, it is not special education service and this time needs to be logged by the special education staff member as part of their 180 hours of permissible child find activities for that year. Under the 180 hour rule, special education teachers are allowed by KSDE audit guidelines to provide up to 180 hours of general education interventions per school year to non-identified students as part of child find activities.

Q: What is "incidental benefit" (or permissive use of funds)?

A: Incidental benefit (also known as permissive use of funds) is the educational benefit one or more non-identified children receive from the special education instruction provided to an identified child with an IEP in a general education setting. Schools may deliver special education services in a general education setting with non-identified students even if one or more non-identified children benefit from the services, so long as the service being provided is designed to meet the unique needs described on the IEP of the identified child.

Q: What is the "180 hour rule"?

A: Under KSDE auditing guidelines, no more than 180 cumulative hours, per school year, per service provider, may be spent providing direct instruction/interventions to students (non-identified and/or identified) that do not address an identified need on a student's IEP. Special education staff may not perform any other functions for non-identified students, such as grading their papers or spending time on parent teacher conferences. Data collected for non-identified students by special education staff as part of MTSS groups should be provided to the student's general education teacher for their use as appropriate in PLCs, problem solving, parent communication, data entry and Mastery Connect.

Q: If there is more than one non-identified student in the MTSS group, does the special education teacher multiply the time spent teaching the group by the number of non-identified students in the group for logging their 180 hours?

A: No. If the special education teacher is leading a MTSS group that is not providing instruction that addresses an identified need on a student's IEP and is documenting the time toward their 180 hours, that time only counts once, even if multiple non-identified students are in the group. For example, if the special education teacher leads a 1 hour MTSS group that includes 4 non-identified students, that time is logged as 1 hour toward that teacher's 180 hours (not 4 hours).

Q: Can instruction provided by a general education staff member as part of MTSS count as special education service time?

A: Possibly. It depends on what instruction is provided, not who provides it.

Again, If there is at least one identified special education student in the MTSS group and the instruction provided addresses an identified special education need in accordance with the student's IEP, it is special education service, even if one or more non-identified children also benefit from the instruction.

If a general education staff member provides the instruction in collaboration with the special education case manager, it is no different than if a paraeducator provided the same service. It can count as special education service.

Q: Are MTSS groups general or special education settings?

A: MTSS groups should only meet in general education settings. MTSS groups that include non-identified students should not meet in special education classrooms.

Q: Should special education service providers be logging time they provide direct special education services to identified students and non-special education instructions/interventions provided under the 180 hour rule?

A: Yes. Special education staff should have a service log for each identified special education student documenting service time provided to those students. The special education service provider should also have a log of instructional time spent providing instruction/interventions to groups that only included non-identified students or that do not address a need on the IEP of an identified student in the group.

Q: Can related providers, such as PTs, OT, SLPs, Social Workers, and School Psychologists lead MTSS groups?

A: Itinerant related service providers that serve multiple buildings (such as OT, PT, Social Workers, and some SLPs and School Psychologists) cannot lead MTSS groups in buildings. However, related service providers that are full-time in buildings (such as some SLPs and School Psychologists) could lead MTSS groups under the 180 hour rule, similar to general education elective teachers.

180 Hour Rule and Permissive Use of Funds (Incidental Benefit)



Background: Each year school districts are audited to determine if special education funds are being spent in accordance with state statutes, regulations, and guidelines. The auditors must ascertain that state and federal funds intended to be used for the education of students with exceptionalities are not being spent for general education purposes.

What's the 180 Hour Rule? Under KSDE auditing guidelines, no more than 180 cumulative hours, per school year, per service provider, may be spent providing direct instruction/interventions to students (non-identified and/or identified) that do not address an identified need on a student's IEP. Data collected for non-identified students by special education staff as part of MTSS groups should be provided to the student's general education teacher for their use as appropriate in PLCs, problem solving, parent communication, data entry and Mastery Connect.

What is Permissive Use of Funds (Incidental Benefit)? Permissive Use of Funds (also known as incidental benefit) is the educational benefit one or more non-identified children receive from the special education instruction provided to an identified child with an IEP in a general education setting. Schools may deliver special education services in a general education setting with non-identified students even if one or more non-identified children benefit from the services, so long as the service being provided is designed to meet the unique needs described on the IEP of the identified child.

What are some examples where the 180 Rule would apply?

- Special education staff member is working with non-identified student in which data is being collected to determine whether or not the student may be in need of more intensive supports (need an MTSS plan).
- The special education staff member is co-teaching a math class **and** grading assignments for students with disabilities **and** non-identified students.

What are some examples where the 180 Rule would not apply?

- Co-Teaching (however, the Special education teacher may only grade for special education students)
- Providing in-class support for students with disabilities
- Working with a general education student who joins an existing special education group to receive a specific intervention recommended but no data is being taken to determine if an evaluation is necessary.

Special Educator Time Must be Logged when working with general education students

- Auditors may be asking for staff logs documenting the time
- **Funding is forfeited/prorated for special education staff members who provide more than 180 hours of direct instruction to non-special education student.**
- See example of the 180 Hour Log to be used by Special Services Staff

Does the 180 Hour Rule or Permissive Use of Funds Apply to Paraeducators? The 180 Hour Rule does not apply to paraeducators because paras are extensions of special education service providers (and their IEP-documented services) and are only allowed, under state statutes, to provide services to

identified students. This extends to the point that paras should only be working directly with identified students during contract hours and does not permit for other activities such as supervision or material preparation.

Paras may assist non-identified students as part of incidental benefit. This may include benefit of direct specialized instruction or accommodations being provided to an identified student.

Clarifying Examples

Description of Activity:	Does 180 Hour Rule Apply?
Within the MTSS framework, SPED Staff is implementing interventions with a group of all non-identified students, collecting/analyzing data, discussing progress, and determining possibility of further supports.	• Yes • Time must be logged • MTSS Plan must be attached
SPED Staff is providing specially-designed instruction to student(s) identified for special education and non-identified student who has not mastered that skill/content is added to the group. Data is not being collected for the non-identified student as he is not being considered for further supports (must be a short-term).	• No – 180 Hour Rule does not apply – this is allowed under permissive use of funds (formerly called incidental benefit).
The gifted teacher is providing special-designed instruction to student(s) identified for services and non-identified students who need additional challenges. Data is being collected for the non-identified student to determine the need for further supports.	• Yes • Time must be logged • MTSS Plan must be attached
SPED Staff is assigned a class or supervisory hour in which they are tasked with teaching or supervising only non-identified students.	• Not allowable under 180 Hour Rule or permissive use of funds
SPED Staff is co-teaching during language arts. She helps with grading for all students.	• Yes • Time must be logged
SPED Staff is co-teaching during language arts. She helps with grading for only students receiving special education services.	• No – 180 Hour Rule does not apply if grading only for students in special services.

Updated 7/27/2021



Accommodating District-Level Assessments for Students with Disabilities

When deciding about whether it is appropriate to use accommodations on a test, it is important to consider the purpose of the test. The purpose of screening is to determine which students might be at risk for poor outcomes in a specific academic area. The goal is to efficiently determine if a child might be “at risk.” This quick sorting is then followed by further assessment of the students initially identified as “at-risk” to:

- a) Confirm the screening results and
- b) Determine the extent and nature of the student's difficulties so that appropriate interventions can be provided.

Because the purpose of the test is to determine who might be at risk for poor outcomes, providing accommodations (such as extended time on timed tasks or reading the passages) to students would likely invalidate the screening results. However, accommodations that allow physical access to the test (e.g. large print versions for students with visual impairments, separate location, extra time for non-timed tasks) would be appropriate.

Determining Appropriate Accommodations

FastBridge™

FastBridge™ does not provide assessment accommodations but they do allow certain special accommodations which may be helpful for students with disabilities or for students on Individual Education Plans (IEPs). These accommodations are allowed for either screening or progress monitoring. Any accommodations should be listed on the student's IEP.

- CBM assessments, available via paper and pencil, can be taken as needed for any reason.
- Text Magnification
- Sound Amplification
- Extra Breaks
- Preferential Seating and Use of Quiet Space

- Proxy Responses
- Extended Time (for aReading, aMath, and the untimed portions of CBMmath, earlyReading and earlyMath only)
- Students with unique needs or abilities may take the computer-based assessments on a tablet-type device to facilitate screen optimization.
- Calculators are not allowed
- Pencil & Paper can be used to help work out the problems (This does not apply to CBMmath Automaticity.)

The tests were normed without accommodations. Anything in the student's IEP must be implemented; however, bear in mind that the student's score will be compared to norms and benchmarks that do not take the accommodation into account. Certain accommodations invalidate the student's score. In the case that a team does not feel a child cannot participate in an assessment without invalidating accommodations, it is preferable to move along in the assessment process (diagnostic measure, etc) rather than administer the assessment

Pre-ACT and ACT Practice

Accommodations are available to examinees with an IEP, 504 plan, or other formal educational accommodations plan. Examinees with accommodations must use the designated accommodations test materials. Examinees with the same testing times should test together as a group unless an accommodation requires one-to-one testing.

POLICIES | TESTING WITH ACCESSIBILITY SUPPORTS

Examples of accommodations include, but are not limited to:

- Timing/scheduling supports (e.g., extra testing time, testing over multiple days, breaks as needed)
- Audio supports (e.g., pre-recorded audio, human reader using a Reader's Script)
- Response supports (e.g., scribe to record responses)
- Sign language interpreter using a Reader's Script for test items
- Alternate formats (e.g., braille, large print)

Work Keys

Accommodations:

Accommodations are authorized adaptations to the standardized testing procedures intended to reduce and/or eliminate the effects of an examinee's disability. They should never reduce learning expectations by reducing the scope, complexity, or rigor of a test. Accommodations are available only for examinees with disabilities as documented in an IEP, 504 plan, or similar accommodations/supports plan. Accommodations provided for WorkKeys assessments must be used regularly in the academic environment; they should not be introduced just prior to taking WorkKeys assessments. However, not all instructional accommodations are allowable for use on WorkKeys assessments as they may change what the test is designed to measure. There are consequences for the use of non-allowable and/or non-authorized accommodations during WorkKeys assessments.

NOTE: ACT may void a test if an examinee uses a non-allowable accommodation during WorkKeys assessments testing. Examples of allowable accommodations include, but are not limited to, the following:

- Timing/scheduling supports (e.g., extra testing time, breaks as needed)
- Presentation supports (e.g., alternate formats, assistive technology, auditory presentation)
- Response supports (e.g., assistive technology, scribe)

Other Assessments Administered in the District

Students in Olathe Public Schools may voluntarily take other assessments in a district building. These assessments include ACT, SAT, and AP Assessments. These assessments are voluntary in nature and carry with them the need for accommodations approval from the testing company. Thus, they are not included within the student's IEP. Please refer to specific guidelines from the individual testing companies for the parameters around requesting and providing accommodations to students electing to take these assessments.

Federal Guidelines for Accommodations

*§ 300.160 Participation in assessments. (a) General. A State must ensure that all children with disabilities are included in all general State and district-wide assessment programs, including assessments described under section 1111 of the ESEA, 20 U.S.C. 6311, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs. (b) Accommodation guidelines. (1) A State (or, in the case of a district-wide assessment, an LEA) must develop guidelines for the provision of appropriate accommodations. (2) The State's (or, in the case of a district-wide assessment, the LEA's) guidelines must— **(i) Identify only those accommodations for each assessment that do not invalidate the score; and (ii) Instruct IEP Teams to select, for each assessment, only those accommodations that do not invalidate the score.***

This federal regulation prohibits IEP teams from including assessment accommodations in an IEP when those accommodations are inconsistent with the state guidelines for assessments. When an IEP specifies an accommodation that state guidelines prohibit because the use of that accommodation will invalidate the score of the assessment, the district is out of compliance with federal requirements regardless of whether the accommodation is provided or not. If the accommodation is provided, the district has not complied with law.

Documenting District Assessment Accommodations in Synergy

Assessment Accommodations

Does the Student require Accommodations/Modifications for Assessments? Yes

The needed Accommodations are listed below:

☐ *** Text to Speech-reading passage
☐ Auditory Calming*
☐ Color Contrast*

☐ Color Overlay*
☐ Reverse Contrast*
☐ Spanish*

☐ Text to Speech-directions/test items*
☐ Advance Notice
☐ Alternate testing format

☐ Amplification
☐ Braille*
☐ Enlarged print*

☒ **Extended time**
☐ Modified test (clarify how and when)
☐ Open notes/ book

☐ Oral test administration
☐ Reduce number of choices
☐ Reduce number of test items

☐ Scribe*
☐ Student reads test aloud
☒ **Take test in a quiet, non-competitive setting**

☐ Test based on extended standards
☐ Word Bank

In Synergy, check the boxes corresponding to accommodations which students require for district level assessments. Please refer to the guidance above regarding accommodations which may invalidate specific assessments.

Accommodations					
Line	Type	Rationale	Start Date	Location	Setting
1	Take test in a quiet, non-competitive setting	A separate location and extended time will provide Gently with a setting that is quiet and free from exterior stimuli and distractions.	01/11/2022	Resource or other separate location.	Resource or other separate location.
2	Extended time	A separate location and extended time will provide Gently with a setting that is quiet and free from exterior stimuli and distractions.	01/11/2022	Resource or other separate location.	Resource or other separate location.

Include Rationale, Starting Date, Location and Setting details for each of the above-listed accommodations

Participation In District-Wide Assessments				
Tests				
Line	Test	Non-Participant	Has Accommodation	Accommodations
1	District Reading Assessment	☐	☒	Extended time, Take test in a quiet, non-competitive setting
2	Alternate District Assessment	☐	☒	Extended time, Take test in a quiet, non-competitive setting
3	District Reading Assessment	☐	☒	Extended time, Take test in a quiet, non-competitive setting
	District Mathematics Assessment			
	ACT Explore			
	ACT Plan			
	BSEL Assessment			
	District Writing Assessment			
	PSAT			
	Practice ACT			

Add all district-level assessments in which the student will participate during the course of the IEP. The drop-down list includes all district assessments. If the IEP team or administrator has made a data-based decision to exempt the student from a particular assessment, that can be noted as “non-participant” and the corresponding “non-participant” box is checked. This section of the IEP does not include voluntary assessments such as the ACT or SAT. Accommodations for these assessments are determined and approved by the individual testing company

Screening and Building-Wide Interventions with English Learners (ELs)

All Student Assurances:

- All students, including ELL students, will:
 - Have access to whole-group and small-group Tier I instruction
 - Have access to building-wide interventions (ie. 95% group intervention) by trained personnel based on their skill level.

Building Intervention Guidance:

Based on screening data, the building collaborative team composed of the classroom teachers, ELL teacher(s), and other staff should determine the time at which a newcomer ELL student is included in the specific building-wide literacy intervention. (E.g., *a non-English speaking student may work on targeted language instruction with an ELL teacher before starting a literacy intervention if data shows the need.*) During the building intervention time, students can be working on language interventions delivered by a staff member on the ELL team or general education team.

Students in both elementary and secondary should have time in Tier I instruction before it is determined that a Tier II intervention is appropriate. Additionally, ELs should be allowed time for the positive transfer of literacy and phonological awareness, while acquiring social language and basic academic language before it is determined that a specific literacy intervention is needed.

It should be noted that many skills are transferable from one language to another. For example, if a student can blend in their native language but is new to the English language, it does not necessarily mean that they need a targeted intervention in English for that skill. The intervention for blending is not language specific; if the student can blend in their native language, they may not need an intervention for blending.

Note: All ELL students regardless of English-language proficiency should be included in whole group and small group Tier 1 literacy instruction, including readiness skills, PA, and phonics lessons.

FastBridge Assessments:

Required Screening

Students who have been in attending school in the United States for less than one year may be exempt from the required Fastbridge screening assessment. However, it is important for teams to be informed regarding a student's literacy ability in order to apply the appropriate language or literacy intervention. For example, your team may want to still use the CBMreading and earlyReading in English and/or Spanish to gather data regarding their ability even if screening is not required by KSDE. A student should not be assigned to a literacy intervention without data showing the need.

High School

All 9th grade ELL students who have had more than one year of education in the United States must take the aReading assessment. Additionally, any student enrolled in ELL 3 regardless of grade level may take the aReading in English for data collection if that data is being used to assist in the placement of a student's English course.

EarlyReading and CBM Reading

If the student is a native Spanish-speaker, the earlyReading and CBMreading can be administered in Spanish (found in the Training and Resources Tab) to measure the student's literacy and phonological awareness in Spanish. This information will aid the classroom teacher, ELL team, and intervention team in determining the most appropriate supports for the student.

The Spanish progress monitoring assessments should not be used by default. These tools are to be used strategically and in specific situations in which the student is receiving instruction or intervention in Spanish; this would be very rare in occurrence. After the student starts to acquire English, the English progress monitoring can be used to measure student growth and to guide instruction and intervention.

If the student's native language is a language other than Spanish, additional testing should be done to determine the student's literacy knowledge in their native language to the best of the school's ability. The team should determine the ability level of the student regarding the skills measured with the earlyReading and CBMreading to best guide the intervention and ELL team before assigning the student to an intervention group.

AutoReading and aReading

*FastBridge does not provide the AutoReading or aReading in a language other than English. See information below regarding using third-party translation tools.

CBMmath and earlyMath

The earlyMath and CBMmath resources can be used with ELs with the assistance of the native language for instructions by either a human interpreter or the supervised use of a translation app or device. However, it should be noted that numeric symbols and the positioning of numbers in equations or formulas can vary across the world. For example, a student may understand the concept of division, but may not recognize or understand the symbols used on the assessment and/or understand the way the interpreter explains the task.

For example, in the United States a division algorithm can be written $3 \overline{)74}$ where as in some parts of Latin America it can be expressed as $74 \overline{)3}$. The student would then solve the problem as such $\begin{array}{r} 74 \overline{)3} \\ 14 \overline{)24} \end{array}$. Hence even though the math screening tools may not use written language, they may not be comprehensible due to the formatting in which the algorithm is expressed.

Building teams should collaborate with the student's ELL case manager (ELL teacher/liaison) after collecting Fastbridge math data to review the most appropriate next steps, regarding core instruction or secondary class placement and/or building-wide math interventions. See the section on 'Diagnostic and Placement into Intervention' for more information.

mySAEBRS Spanish

The mySAEBRS Spanish is a transadaptation of the English version of this assessment. It can be used with students who are literate in Spanish but do not have an English language proficiency at the level in which taking the mySAEBRS in English would return a valid score.

If a method of translation is not available, the student's teacher(s) can complete the SAEBRS assessment regarding the student for additional data.

mySAEBRS via Third Party Translations

mySAEBRS can be taken using a third-party translation tool but should be used in a controlled environment with supervision and assistance in order to assist with the validity of the assessment. Due to the possible incorrect translations of the assessment, other data points should be taken into consideration when determining overall risk or intervention services.

Due to confidentiality, if using a human interpreter, the interpreter should be a certified contracted interpreter or employed by the district as an interpreter. A parent, student, or other staff member in the building not under the title of interpreter should not be used to translate any part of the mySAEBRS assessment.

Spanish-Provided Versions of FastBridge

FastBridge currently provides Spanish versions of the earlyReading and CBMreading. It is important to note that the Spanish versions are not translations of the English assessments, but rather composed of authentic Spanish-language prompts and rules. The administrator of the Spanish versions of earlyReading and CBMreading should be fluent in both Spanish and English.

Third-Party Translations

Third party translations can be used in conjunction with FastBridge to assist in providing additional information regarding a students' literacy and numeracy ability. Third Party Translations may include Chrome Google Translate screen overlay, Google or Microsoft Translate live screen captures, or human interpreters.

Browser Overlay Translations

Chrome provides students the ability to right click on the assessment window and translate content to another language. This can be used to assist the student when needed during the screening assessment.

Human interpreters – Interpreters may be used to translate parts of the assessment, but the interpreter should have a knowledge of the content vocabulary in both English and the other language. When not, this can cause for inaccuracies of translation and confusion by the student, altering the assessment score.

*Before using any type of third-party translation, the team should confer with the student's ELL case manager (ELL teacher/liaison) to ensure the appropriateness and best translation method.

*It is important to note that with any third-party translation, the inaccuracy of the translation may cause for an inaccurate risk score. Using any third-party translation method may invalidate the student's score when comparing to district and national norms. The purpose of using a third-party translation is to aid in determining the literacy and numeracy ability of students.

*When using translation methods, it is important to remember that if a student scores at risk, it may be due to a false translation and further screening methods or diagnostics should be considered.

Due to copyright restrictions, no part of the English versions of FastBridge should be translated to other languages via print, digital copy, or recorded audio.

For additional guidance regarding the appropriate usage of the FastBridge assessments as it relates to the district's ELs, reach out to the ELL department.

MTSS Glossary of Terms

Accommodations	Accommodations are changes to instruction or assessment administration that are designed to increase students' access to materials or enable them to demonstrate what they know by mitigating the impact of their disability. They also are designed to provide equity, not advantage, for children with disabilities.
Aim Line	The aim line, which is sometimes referred to as the <i>goal line</i> , represents the target rate of student progress over time. The aim line is constructed by connecting the data point representing the student's initial performance level and the data point corresponding to the student's year-end goal. The aim line should be compared to the trend line to help inform responsiveness to intervention and to tailor a student's instructional program
Baseline data	Baseline data is the data that is collected before an intervention or program change begins.
Behavioral Expectation	Behavioral expectation is the specific, positively stated behavior of all students that are explicitly taught, modeled, and reinforced school-wide.
Behavioral Intervention Plan (BIP)	A behavioral intervention plan (BIP) is developed and implemented by a collaborative team, which includes the student and the parent. The plan includes positive behavioral interventions and supports (PBIS), identified skills for school success, and specific strategies for behavioral instruction. Best practice is for a team to use a functional behavioral assessment (FBA) to create the plan.
Benchmark Assessment	Benchmark assessment is an assessment administered periodically throughout the school year at specified times during a curriculum sequence to evaluate students' knowledge and skills relative to an explicit set of longer-term learning goals. The design and choice of benchmark assessments is driven by the purpose, intended users, and uses of the instruments. Benchmark assessments can inform policy, instructional planning, and decision making at the classroom, school, and/or district levels.
Comprehensive Assessment System	A comprehensive assessment system is a coordinated system of multiple assessments, each of which is valid and reliable for its specified purpose and for the population with which it will be used. The system organizes information about the process and context of children's learning and development and provides a comprehensive and multifaceted picture of students' academic and/or behavioral knowledge, abilities, and dispositions in order to help educators make informed instructional and programmatic decisions at different times in the learning process.
Convergent source of data	Convergent source of data is several sources of data (e.g., progress monitoring results, classroom performance, observations, standardized assessments, parent information) that validate a hypothesis.
Core Instruction – Tier 1	Core or universal instruction (Tier 1) refers to general academic and behavior instruction and support that is designed and differentiated for all students in all settings.

Criterion-Referenced Assessment	Criterion-Referenced Assessment is an approach to measure student performance in relation to a specific standard. It typically is used to identify a student's strengths and weaknesses in relation to an age-group or grade-level standard; however, it does not compare students to other students
Curriculum	Curriculum means an evidence-based written plan that describes program practices for supporting the learning of each child based on the child's individual developmental levels. Curriculum is aligned to state standards and adopted at the local level.
Curriculum-Based Assessment (CBA)	Curriculum-Based Assessment is an assessment that has three components: (1) measurement materials that are aligned with the annual curriculum, (2) measurement that occurs frequently, and (3) assessment data that are used to formulate instructional decisions. CBA is an umbrella term that includes curriculum-based measurement.
Curriculum-Based Measurement (CBM)	Curriculum-Based Measurement is an approach used to screen students or to monitor student progress in mathematics, reading, writing, spelling, and other content areas. CBM is a distinctive form of curriculum-based assessment because of three additional properties: (1) Each CBM test is an alternate form of equivalent difficulty; (2) CBM measures are overall indicators of competence in the target curriculum; and (3) CBM is standardized, with its reliability and validity well documented. These properties allow teachers and schools to look at student growth over time.
Decision-Making Model	A decision-making model is a model that identifies and analyzes a problem through a series of questions and steps that include plan development, implementation, and evaluation
Developmentally Appropriate	Developmentally appropriate describes any activity involving children that is based on knowledge of the age and stages of child development, while understanding that each child is unique.
Diagnostic Assessment	Diagnostic assessment is used to diagnose strengths and areas of need in students. Diagnostic assessment involves gathering and carefully evaluating detailed data involving students' knowledge and skills in a given learning area.
Differentiated Instruction	Differentiated instruction is the way in which a teacher anticipates and responds to a variety of student needs in the classroom. To meet student needs, teachers differentiate by modifying the content (what is being taught), the process (how it is taught) and the product (how students demonstrate their learning).
Evidence-Based	Evidence-based refers to scientific, research-based methods that exhibit substantial evidence of effectiveness through multiple outcome evaluations. In other words, programs, strategies, and assessments shown to have had positive outcomes with a given population.
Exclusionary Factors	An Exclusionary Factor is a condition that excludes a student from being determined eligible as a student with a specific learning disability (i.e., vision, hearing, or motor disability; mental impairment; behavior/emotional disorder; cultural factors; environmental or economic disadvantage; or limited English proficient).

Explicit Instruction	Explicit Instruction is a structured, systematic approach that includes a set of delivery and design procedures derived from effective schools research merged with behavior analysis; Explicit Instruction is characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for the learning, clear explanations and procedures in small steps, checking for student understanding, and achieving active and successful participation by all students.
Fidelity of Implementation	Fidelity of implementation refers to the application of an intervention, program, or curriculum according to research findings and/or to a developer's specifications.
Formative Assessment	Formative assessment is a process used by teachers and students during instruction that provide feedback to adjust ongoing teaching and learning to improve students' achievements of intended instructional outcomes. (CCSSO, FAST, SCASS, 2007)
Functional Behavioral Assessment (FBA)	Functional behavioral assessment is the process used to identify problem behavior, determine the function or purpose of behavior, and develop interventions to teach acceptable alternatives for the behavior.
Gap Analysis	Gap Analysis is a method for measuring the difference between the student's current level of performance and benchmark expectations.
General Outcome Measure (GOM)	A general outcome measure assesses a student's performance in content knowledge or basic skills based on identifying a single general task that provides an indication of change in the general outcome desired and then repeatedly measuring performance on that task over time to gauge the extent of change.
Goal Line	The goal line, also known as the aim line, represents the expected rate of student progress over time. A goal line is constructed by connecting the data point representing the student's initial performance level and the data point corresponding to the student's year-end goal. The goal line should be compared to the trend line to help inform responsiveness to intervention and to tailor a student's instructional program.
Informal Diagnostic Assessment	Informal Diagnostic Assessment refers to data that may be used to identify a student's specific skill deficits and strengths. These data may be derived from standardized measures, error analysis of progress monitoring data, student work samples, and behavior rating forms, among other tools. Use of informal diagnostic assessment should allow teachers to identify a student's specific area(s) of difficulty when lack of progress is evident. This assessment also can inform decisions about how to adapt and individualize interventions for students.
Instruction	Instruction requires teachers to understand the standards and expectations, along with the essential concepts and skills, and to utilize a variety of methods and strategies to teach and reinforce the desired academic or behavioral outcome(s). It includes providing access to the general education curriculum for all students. Effective instruction engages teachers in a process that uses

	student data and assessment data to make sound instructional decisions to meet the needs of individual students.
Intensification	An intensification is an increase in strength or magnitude (or intensity). Intensification of intervention is data-based individualization, a research-based process that integrates the systematic use of assessment data, validated interventions, and intensification strategies.
Intensive Interventions and Supports – Tier 3	Intensive intervention and support (Tier 3) is the most intense instruction/intervention levels, which is based on individual student needs, is provided in addition to and aligned with Tier 1 and 2 academic and behavior instruction and supports. Intensive interventions are characterized by increased intensity (increased time, narrowed focus, and reduced group size).
Intervention	Intervention is the systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by general education teachers, reading interventionists, trained paraprofessionals or the special education teachers. This instruction is designed to improve performance relative to specific, measurable goals. Interventions are based on valid information about current performance, realistic implementation and include ongoing student progress monitoring data.
Mastery Measure	A mastery measure offers more specific assessment of skills within a learning progression.
Modification	A modification is an adaptation to instruction or the administration of an assessment that change, lower, or reduce performance expectations for demonstration of a learning outcome.
Multi-Tiered System of Supports (MTSS)	Multi-tiered system of supports (MTSS) is a coherent continuum of system-wide, data-based problem-solving practices supporting a rapid response to the academic and behavioral needs of all students. This comprehensive system of supports includes an assessment system (universal screening, diagnostic assessment, progress monitoring, formative assessment, and outcome), research-based instruction, and interventions. This instruction/intervention is delivered across multiple tiers dependent on the individual student needs identified by student outcome data.
Norm-Referenced Assessment	Norm-referenced assessment compares a student's performance to that of an appropriate peer group or normative sample.
Positive Behavioral Interventions and Supports (PBIS)	Positive behavioral Interventions and Supports is an implementation framework that is designed to enhance academic and social behavior outcomes for all students by emphasizing the use of data for informing decisions about the selection, implementation, and progress monitoring of evidence-based behavioral practices.
Problem Solving	Problem solving is the recursive, self-correcting, systematic process of finding solutions by accurately identifying problems, analyzing relevant data to understand why a problem is occurring, designing and implementing probable

	solutions, and measuring the effectiveness of the solutions that were implemented.
Professional Learning	Professional learning is the planned and organized learning process that actively engages educators in cycles of continuous improvement. Professional learning is guided by the use of data and active inquiry around instructional or leadership practices.
Professional Learning Communities	An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.
Progress Monitoring	Progress monitoring is the ongoing assessment conducted for the purpose of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness.
Rate of Progress	Rate of progress is a student's progress toward grade-level achievement goals. Rate of learning is determined by reviewing assessment data as plotted on graphs.
Reliability	Reliability is the degree to which an assessment tool produces stable and consistent results.
Scaffolding	Scaffolding is the systematic sequencing of prompted content, materials, tasks, and teacher and peer support to optimize learning. Students are given support until they can apply new skills and strategies independently.
Scientific, Research-Based	Scientific, research-based is a term used to describe reliable, trustworthy, and validated practices and programs that have been thoroughly and rigorously reviewed to determine whether they produce positive educational results in a predictable manner.
Summative Assessments	Summative assessments are tests administered after the conclusion of instruction to provide information regarding the level of student, school, or program success.
Targeted Supplemental Interventions – Tier 2	Targeted supplemental interventions (Tier 2) are the individual or small group strategic instruction/interventions and supplemental supports, in addition to and aligned with Tier 1 academic and behavior instruction and supports.
Trend Line	A trend line is a line on a graph that presents the line of best fit drawn through a series of data points. The trend line can be compared against the aim line to help inform responsiveness to intervention and to tailor a student's instructional program.
Universal Screening	Universal screening is a systematic process for assessment of all students within a given grade, school building or district on critical academic skills. The universal screening is a brief assessments or inventories focused on target skills that are highly predictive of future outcomes.
Validity	Validity is the indication that an assessment instrument consistently measures what it is designed to measure, excluding extraneous features from such measurement.