Aligning Intervention: SoR and Data

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Hello!

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Agenda

- Welcome!
- Today's classroom and MTSS
- Coherence Mapping
- Intervention Checklist
- Next Steps

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Improving Student Outcomes & Instructional Decisions

1. Who are your students? How does this inform your MTSS system?
2. How can you match teacher resources to your student need?
3. What are appropriate goals/targets?
4. How do you design professional learning to support a MTSS system?

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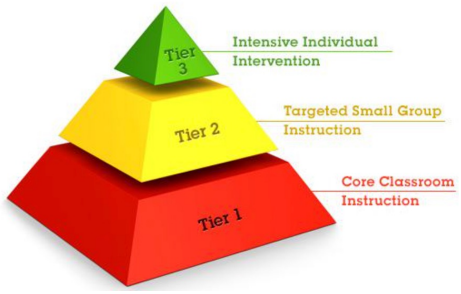

https://studyskills.com/specialtd/tri-tier-1-interventions-4/

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Considering A New Perspective

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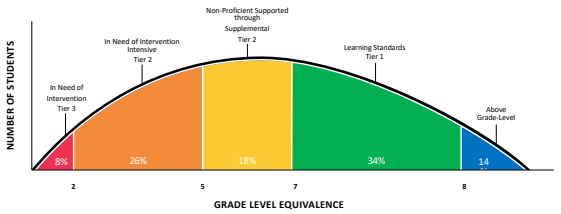
Typical Classroom Skills Distribution



Estimated tiered metrics derived from MAEA linking study.
Massachusetts ELA 7th Grade Distribution; Source: MA State Assessment Data, 2019

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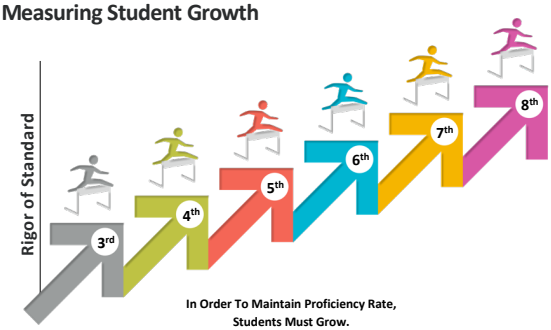
Measuring Student Growth



In Order To Maintain Proficiency Rate, Students Must Grow.

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Building Strong Student Outcomes

Success Formula: (C x I) + A = O

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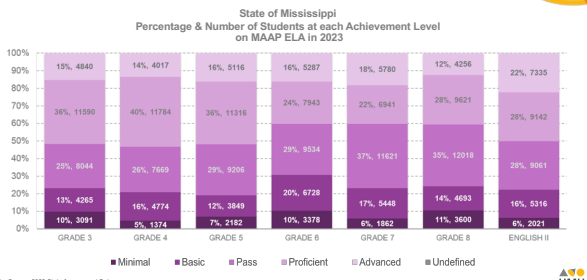
ELA Challenge by Grade



 Source: 2023 State Assessment Data

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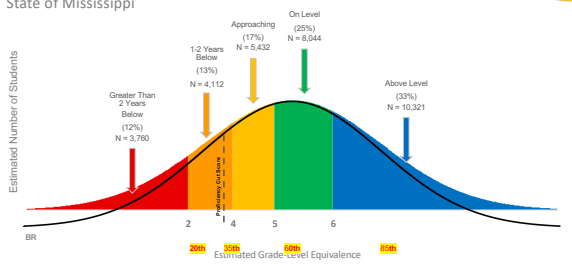
Grade 5 ELA Distribution Model

State of Mississippi



 Source: 2023 State Assessment Data
Estimated Tiered Metrics derived from NWEA Linking Study

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ELA Estimated Tiers

State Level Data

Grades	# Tested	Est. # BP	Est. # Prof	Est. # Greater Than 2 Years	Est. # 1-2 Years Below	Est. # Approaching	Est. # On Level	Est. # Above Level
GRADE 3	31,830	13,711	18,119	4,840	4,125	4,746	7,948	10,171
GRADE 4	29,618	12,207	17,411	3,331	4,350	4,525	7,974	9,438
GRADE 5	31,669	13,304	18,365	3,760	4,112	5,432	8,044	10,321
GRADE 6	32,870	17,638	15,232	6,136	5,876	5,455	6,291	8,941
GRADE 7	31,652	16,491	15,161	4,696	5,539	6,856	6,189	8,973
GRADE 8	34,189	17,787	16,401	5,524	5,172	7,991	7,719	8,682
ENGLISH II	32,875	14,495	18,380	4,201	4,949	5,346	6,839	11,540
TOTAL	224,702	105,632	119,070	31,888	34,124	39,620	51,004	68,066

 Source: 2023 State Assessment Data
Estimated Tiered Metrics derived from NWEA Linking Study

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> "The Coherence Framework has four components: focusing direction, cultivating collaborative cultures, deepening learning, and securing accountability."
>
> — Michael Fullan, **Coherence: The Right Drivers in Action for Schools, Districts, and Systems**

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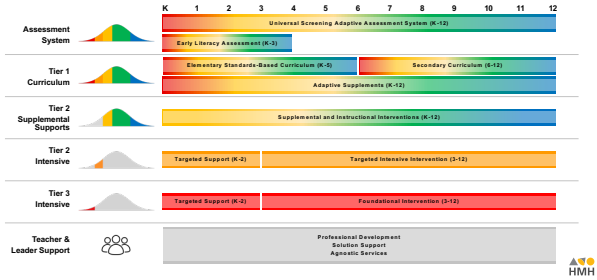
District ELA/Math System of Supports - RtI/MTSS Model



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Reading/ELA - System of Supports RTI/MTSS Model*

*Hard copies distributed at session

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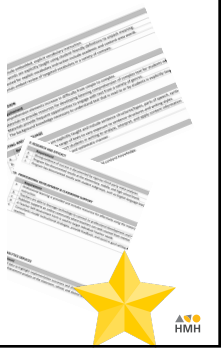
Evaluation Tool*



Research-Based Reading Intervention Program Evaluation Tool

Science of Reading-Aligned Intervention Evaluation Tool

The goal of a reading intervention program is to accelerate students reading below grade level toward literacy proficiency. To accomplish this goal, an intervention program should be aligned to the body of research now recognized as the Science of Reading. In addition to a strong alignment to the principles of the Science of Reading, efficacy assessments should be considered from other sources.

This evaluation tool will allow educators to assess program alignment to the following areas:

- Phonological and Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Building Knowledge
- Writing
- Assessment

Intervention implementation would include high-quality professional development designed to expand teachers' knowledge of research, assessment, and differentiation for students. Implementation would also include classroom support, ongoing instructional coaching, and data analytics.

To evaluate any reading intervention program, analyze the materials against the relevant criteria in the tables below.

0 Points	1 Point	2 Points
No Alignment	Partial Alignment	High Alignment
Alignment to criteria is not evident	There is some evidence of alignment to criteria	Materials explicitly align to and support the criteria

*Hard copies distributed at session

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Table Activity

Place ✓ next to the resources or strategies that align to your students' needs and SoR

Place !? next to resources that you believe may not align to your students' needs or SoR

Circle ○ the solutions that teachers have the most confidence in deploying.

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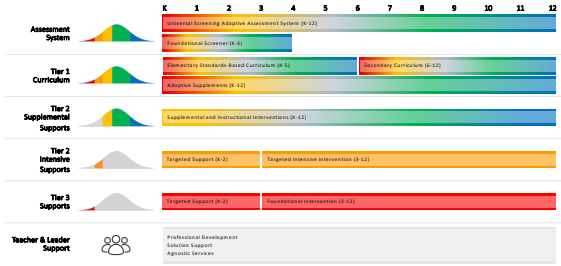
District ELA/Math System of Supports - RtI/MTSS Model



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Next Steps

- How can we use our data and Coherence Map to plan for meeting the needs of ALL students?
- What strategies will help build capacity for all leaders to design instructional models for strong student outcomes?
- How do we use the intervention checklist and develop a strategic plan to move forward?

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