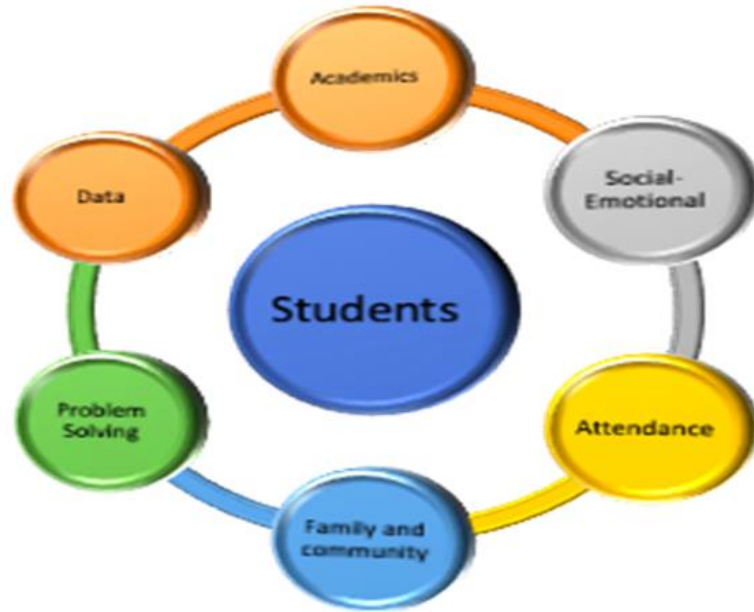


**East Allegheny School
District
Multi-Tiered Systems of
Support**

School of Board Directors Workshop
October 18, 2021

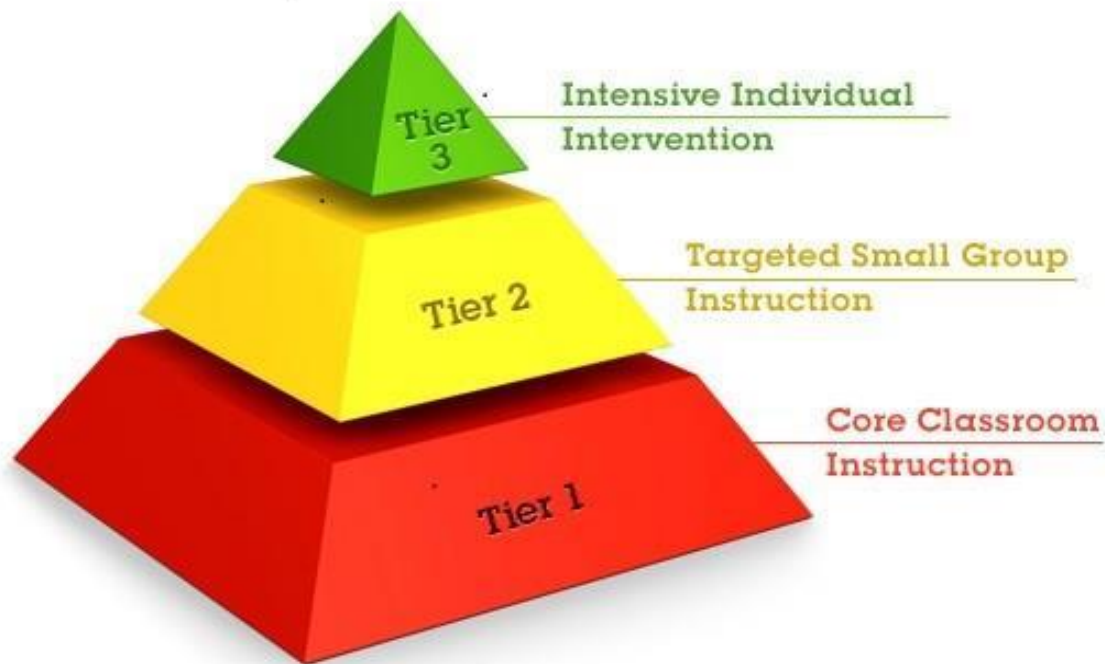
MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based, problem-solving process to provide and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/ intervention supports matched to student need in alignment with educational standards.

EASD MTSS



What is MTSS and Why is it Important?

MULTI
TIERED
SYSTEM
SUPPORT





MTSS

SAP
STUDENT ASSISTANCE PROGRAM

ACADEMICS

BEHAVIORAL



EMOTIONAL

SEL

Social & Emotional Learning

RP

PBIS

Tier I

What do we **ALL** do for ALL of our students

Tier II

What do we **ALL** do for SOME of our students

Tier III

What do we **ALL** do for a FEW of our students

Draft MTSS policy

P1200 MULTI-TIER SYSTEM OF SUPPORTS (MTSS) FRAMEWORK

BOARD POLICY:

The Work of the XXXX Public Schools is to empower all students with the 21st century skills and knowledge necessary for success by providing a coherent, rigorous, safe and nurturing, culturally responsive and inclusive learning community.

The Work is accomplished through the implementation of the Multi-Tier System of Supports (MTSS), in which all services are delivered to students to ensure their academic, behavioral, and social success. The MTSS framework links all services in the district in a way that achieves the highest student outcomes in an effective, efficient, and cost-effective manner.

Four non-negotiables direct the implementation of MTSS. These non-negotiables ensure a culture of collaboration, the use of standard protocols to implement all instruction and supports, high quality professional learning to ensure sufficiency and fidelity of implementation, and results-driven leadership to bring accountability to the Work of the district.

Administrative Responsibility: Superintendent or designee

LES Academic MTSS

LES Universal Assessments

- Acadience Reading (K - 6)
- Acadience Math (K - 3)
- EASY CBM - Reading and Math (2 - 6)

School: Logan Elementary
 Grade: Second Grade, Beginning of Year
 Year: 2021-2022
 Class: [REDACTED]

Initial Grouping Suggestions



Acadience Reading K-6

These groupings are *initial suggestions*. The teacher must further revise these groupings based on other information about students' skill levels, available resources, and magnitude of student need.

Group 1: Likely to Need Core Support		
Alphabetic Principle and Basic Phonics		At or Above Benchmark
Accurate and Fluent Reading of Connected Text		
At or Above Benchmark		
Name	NWF-WWR	ORF Words Correct 52+
[REDACTED]	13+	63
[REDACTED]	14	69
[REDACTED]	30	74
[REDACTED]	31	74
[REDACTED]	15	52
[REDACTED]	16	54
[REDACTED]	23	70
[REDACTED]	18	61
[REDACTED]	14	82
[REDACTED]	16	98
[REDACTED]	14	68

Group 2: Additional support on accurate and fluent reading of connected text skills		
Alphabetic Principle and Basic Phonics		At or Above Benchmark
Accurate and Fluent Reading of Connected Text		
Below or Well Below Benchmark		
Name	NWF-WWR	ORF Words Correct 0-51
[REDACTED]	13+	15
[REDACTED]	19	

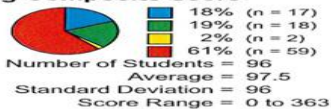
Group 3: Additional support on alphabetic principle and basic phonics skills		
Alphabetic Principle and Basic Phonics		Below or Well Below Benchmark
Accurate and Fluent Reading of Connected Text		
At or Above Benchmark		
Name	NWF-WWR	ORF Words Correct 52+
[REDACTED]	0-12	65
[REDACTED]	3	79
[REDACTED]	4	

Group 4: Additional support on alphabetic principle and basic phonics and accurate and fluent reading of connected text skills		
Alphabetic Principle and Basic Phonics		Below or Well Below Benchmark
Accurate and Fluent Reading of Connected Text		
Below or Well Below Benchmark		
Name	NWF-WWR	ORF Words Correct 0-51
[REDACTED]	0-12	6
[REDACTED]	9	2
[REDACTED]	2	4
[REDACTED]	2	5
[REDACTED]	10	5
[REDACTED]	8	21
[REDACTED]	9	16
[REDACTED]	3	13
[REDACTED]	2	

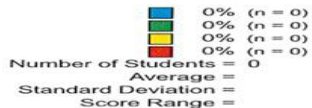
If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

Beginning of Year

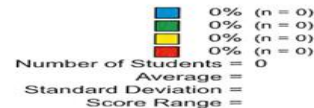
Reading Composite Score



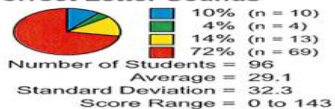
Middle of Year



End of Year



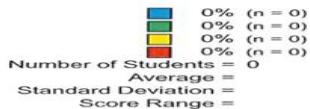
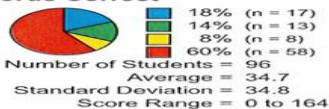
NWF Correct Letter Sounds



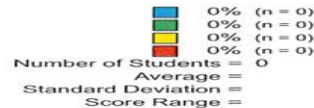
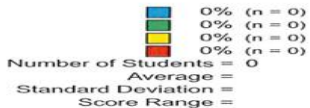
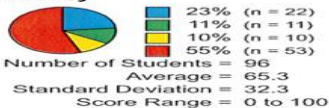
NWF Whole Words Read



ORF Words Correct

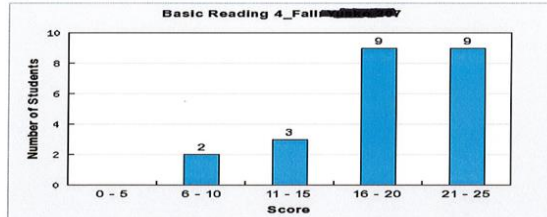


ORF Accuracy



Status	Score Level	Likely Need For Support
	Above Benchmark	Likely to Need Core Support
	At Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

Summary



Students Completed: 22 Min Score: 8.0 Avg Score: 19.0
 Students in Group: 23 Max Score: 25.0 Std Deviation: 4.5

Item Analysis

Item	Type Description	Students Correct	Percentage	Student Names, Incorrect
23	Read to Perform a Task	22 of 22	100%	
9	Literary: Develop an Interpretation	21 of 22	95%	[REDACTED]
8	Literary: Develop an Interpretation	20 of 22	91%	[REDACTED]
7	Literary: Develop an Interpretation	20 of 22	91%	[REDACTED]
6	Literary: Develop an Interpretation	20 of 22	91%	[REDACTED]
2	Literary: Demonstrate General Understanding	20 of 22	91%	[REDACTED]
21	Read to Perform a Task	20 of 22	91%	[REDACTED]
22	Read to Perform a Task	20 of 22	91%	[REDACTED]
15	Informational: Demonstrate General Understanding & Develop an Interpretation	19 of 22	86%	[REDACTED]
24	Read to Perform a Task	19 of 22	86%	[REDACTED]
25	Read to Perform a Task	19 of 22	86%	[REDACTED]
14	Informational: Demonstrate General Understanding & Develop an Interpretation	18 of 22	82%	[REDACTED]

JR/SR High School Universal Academic Assessments

MATH

- Ascend
- EZ CBM

ENGLISH LANGUAGE ARTS

- Freckle
- HMH

SCIENCE

- Curriculum Diagnostic Tools (CDTs)

SOCIAL STUDIES

- Act 35 Civics Knowledge Exam

ELA Freckle Data for Teachers

State Benchmark shows how they would score on the PSSA or Keystone.

Enterprise test scores provides:

Scaled Score

Percentile Rank

Grade Equivalent

Instructional Reading Level

Domain Scores provides data on specific skill mastery.

State Benchmark, Grade 8



Star Reading Enterprise Tests Scores



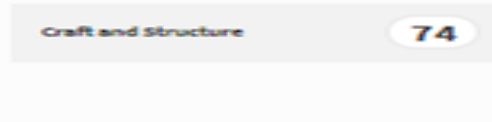
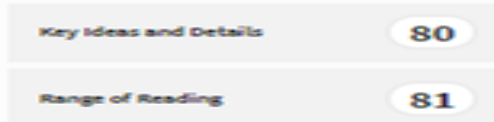
Domain Scores (Core Progress Reading built for PA)

Ranging from 0-100, domain scores estimate MADISON's percent of mastery on skills in each domain at an eighth grade level.

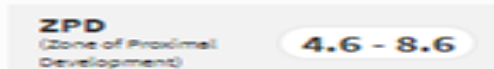
Informational Text



Literature



Reading Recommendation

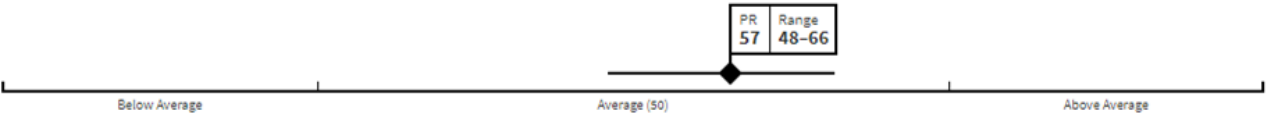


Test Duration & Fidelity

Test Duration: 11 mins and 27 secs

ELA Freckle Data for Parents/Guardians

KELSEY has taken a Star Reading computer-adaptive reading test. This report summarizes your child's scores on the test. As with any test, many factors can affect a student's scores. It is important to understand that these test scores provide only one picture of how your child is doing in school.



1129

Scaled Score

KELSEY's Scaled Score is based on the difficulty of questions and the number of correct responses. The Unified scale has a range of 200-1400.

57

Percentile Rank

KELSEY's skills are higher than 57% of students nationally in the same grade. This score is at average. The PR Range indicates that, if KELSEY had taken the Star Reading test many times, most of his/her scores would likely have been between 48 - 66.

9.0

Grade Equivalent

GE scores range from 0.0 to 12.9+. Based on national norms, KELSEY's reading skills are comparable to those of a typical 9th grader during the first month of the school year. The score does not necessarily indicate the ability to read independently at this grade level.

8.8

Instructional Reading Level

IRL is the grade level at which KELSEY is at least 80% proficient recognizing words and comprehending reading materials. KELSEY achieved an IRL score of 8.8, meaning he/she is at least 80% proficient at reading eighth grade level materials.

4.6 - 9.0

(Zone of Proximal Development)

The ZPD spans reading levels that are appropriately challenging for reading practice. KELSEY should be selecting books in this range for optimal growth in reading. This range is approximate. Success at any reading level depends on your child's interest and prior knowledge of a book's content.

I will be using these Star Reading test scores to help KELSEY further develop his/her reading skills for reading practice at school. If you have any questions about your child's scores or these recommendations, please contact me at your convenience.

These reports can be shared with parents and guardians, providing the Enterprise test data from the previous slide.

Ascend Math Data



Link to full Jr High Ascend Math Data: [Ascend Math Gr. 7 & 8](#)

Student Name	Class Name	Teacher Name	Actual Grade	Recommended Level	On, Above, or Below Grade Level	MLE**	Growth	Objectives Completed	THW***	Levels achieved	Unit Progress in Current Level														
Student 1	Academic Math 8	Morrone, Chris	8	7	-1	7.3	0.3	17	10:58:28	0	Progress grid														
Student 7	Academic Math 8	Morrone, Chris	8	2	-6	3	1	39	02:07:56	1	Progress grid														
Student 18	Academic Math 8	Morrone, Chris	8	6	-2	6.2	0.2	10	07:09:58	0	Progress grid														
Student 20	Academic Math 8	Morrone, Chris	8	5	-3	5.5	0.5	34	10:14:30	0	Progress grid														
Student 64	General Math 8	Morrone, Chris	8	7	-1	7.1	0.1	6	04:09:45	0	Progress grid														
Student 79	General Math 8	Morrone, Chris	8	6	-2	6.1	0.1	6	06:00:15	0	Progress grid														
Student 77	General Math 8	Morrone, Chris	8	4	-4	4.2	0.2	18	03:31:05	0	Progress grid														
Student 92	Honors Math 8	Morrone, Chris	8	7	-1	7.3	0.3	25	09:11:51	0	Progress grid														
Student 95	Honors Math 8	Morrone, Chris	8	6	-2	6.2	0.2	20	06:47:09	0	Progress grid														
Student 97	Honors Math 8	Morrone, Chris	8	7	-1	7.2	0.2	12	12:31:55	0	Progress grid														

Grade level below actual

Time spent in Ascend

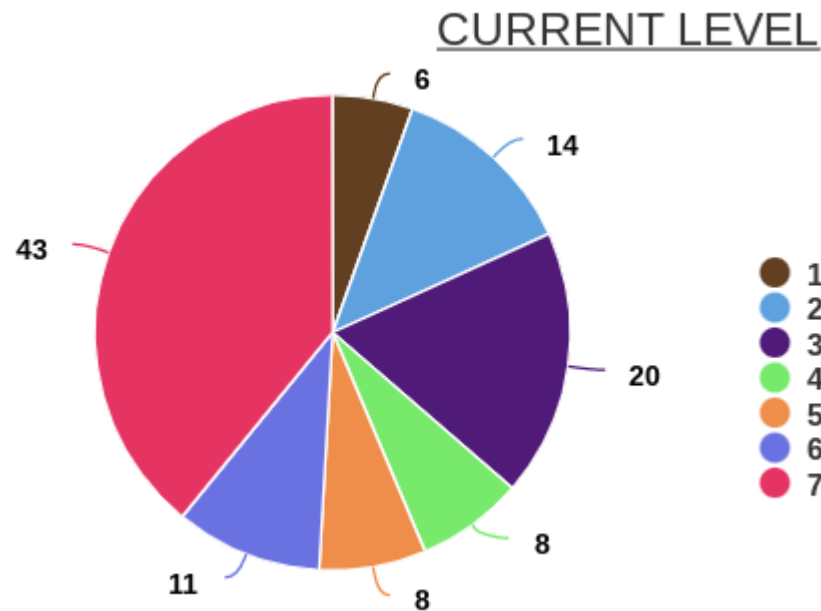
Student progress in their current level. Please note that the **purple** boxes represent objectives completed in the level and the **gold** boxes represent number of objectives that need to be completed to move up one level. Note that these levels are NOT equal with the amount of lessons they need to complete to level up.

Ascend Math Data



7th Grade - Student Levels

8th Grade - Student Levels



EasyCBM Data



Link to full Jr High EasyCBM Math Data: [CBM Gr. 7 & 8](#)

Last Name	Grade	Math ALG: 8	Math ALG: 8_1 - Score	Math ALG: 8_1 - Percentile	Math DANOA:	Math DANOA: 8_1 - Score	Math DANOA: 8_1 - Percentile	Math GEOMSMT: 8	Math GEOMSMT: 8_1 - Score	Math GEOMSMT: 8_1 - Percentile
Student 1	8	9/20/2021	7	18	9/23/2021	8	6	9/23/2021	8	13
Student 2	8	9/20/2021	7	18	9/20/2021	7	2	9/20/2021	5	2
Student 3	8	9/20/2021	7	18	9/20/2021	9	11	9/20/2021	8	13
Student 4	8	9/20/2021	4	2	9/20/2021	6	1	9/20/2021	5	2
Student 5	8	9/20/2021	5	6	9/20/2021	7	2	9/20/2021	3	0
Student 6	8	9/20/2021	9	39	9/20/2021	12	30	9/20/2021	13	62
Student 7	8	9/20/2021	8	27	9/20/2021	12	30	9/20/2021	10	28
Student 8	8	9/20/2021	9	39	9/20/2021	5	1	9/20/2021	10	28
Student 9	8	9/22/2021	10	48	9/22/2021	10	17	9/22/2021	8	13
Student 10	8	9/22/2021	4	2	9/22/2021	3	0	9/22/2021	4	0

ALG: Algebra

Score is out of 16 points. Since the CBMs are nationally and norm based, percentile scores are listed for each exam.

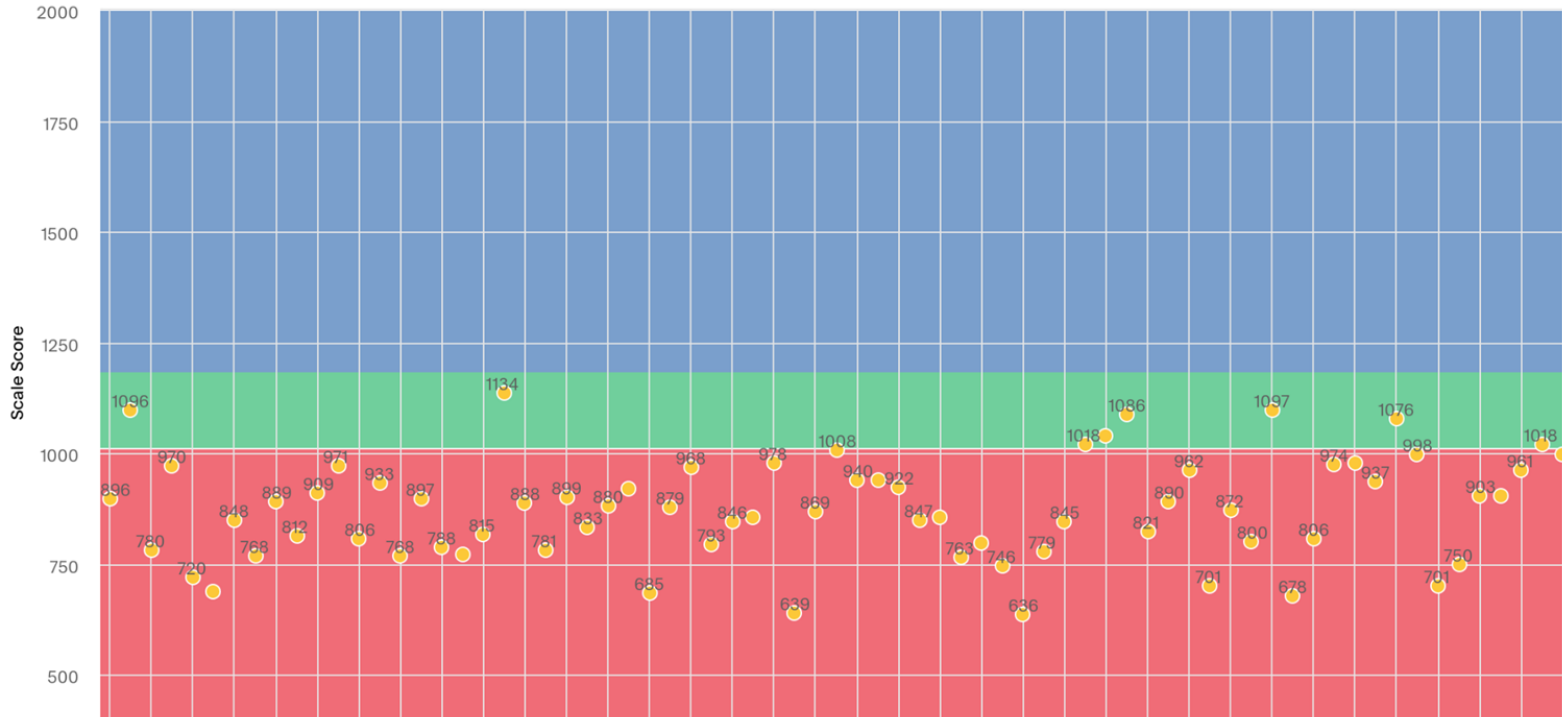
DANOA: Data Analysis, Numbers and Operations, and Algebra

GEOMSMT: Geometry and Measurement

Biology

Bioenergetics BIO.A.3/Homeostasis and Transport BIO.A.4

Biology



Interventions

- Begins with Data Analysis
- Flexible Groupings (Differentiation Within the Classroom)
- Appropriate Level Assignment (3 Levels)
 - Ability
 - Learning Loss
- 9 Week Supplemental Classes
- After School Supplemental
- Continue Summer Programming
- Technology Add-Ons (Ascend, Freckle, etc.)