FROM POLICY TO PRACTICE: BUILDING AND SUPPORTING EFFECTIVE SECONDARY INTERVENTION SYSTEMS

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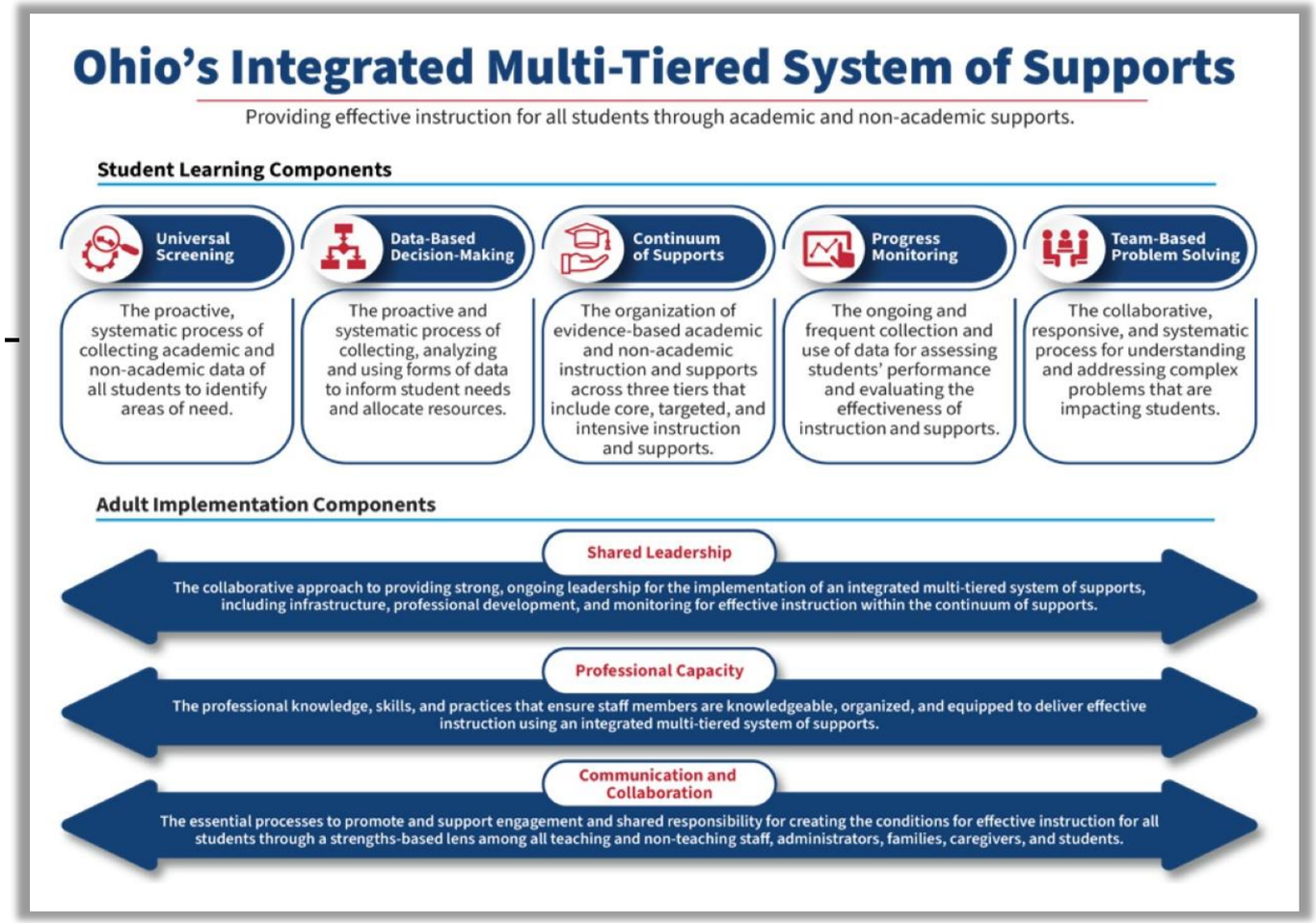
SESSION OBJECTIVES

- Define how to respond to student needs through intervention
- Review intervention logistical best practices
- Define the components of progress monitoring for both adults and students
- Identify areas of needed professional learning support

OHIO'S INTEGRATED MTSS IS A FRAMEWORK FOR

Student Success.

- Ensures effective instruction for all students through academic and non-academic supports.
- Establishes the framework and process for delivering effective instruction.



MYTH BUSTER

MTSS is the pathway to receiving special education services

- An integrated MTSS framework encourages a proactive problem-solving approach. Decisions made within the framework are intended to **prevent** the need for a more intensive approach.

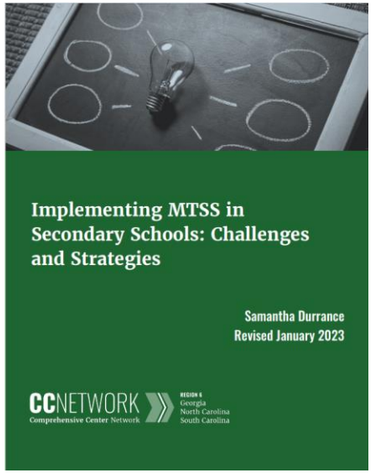
MAIN CHALLENGES OF IMPLEMENTING MTSS IN SECONDARY SCHOOLS

Logistical Challenges

- Making time for intervention
- Creating an MTSS team structure
- Staffing intervention groups
- Finding space for intervention groups to meet

Instructional Challenges

- The departmentalized nature of secondary schools
- A lack of curriculum programs designed for small group instruction with secondary students
- A lack of teacher training in fluency and basic comprehension skill instruction



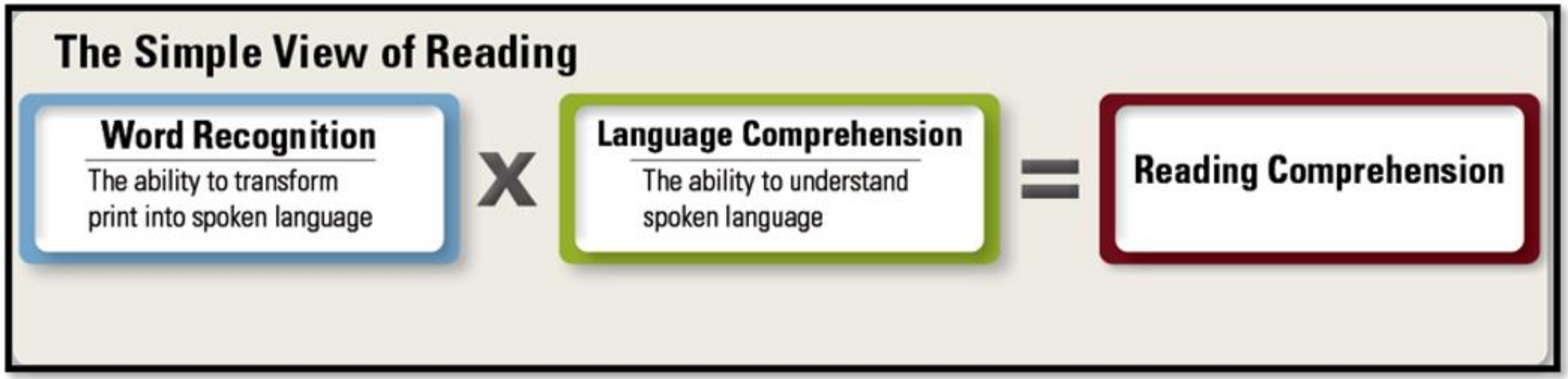
INTEGRATED MTSS NON-NEGOTIABLES

Administrative support	Responsibility assumed by all content teachers	Ongoing professional development	Fidelity to instructional practices
Time per day	Duration of intervention	Flexibility of grouping	Intervention as a supplement to Tier 1

Once children are behind - **which happens very early** - they do not catch up **unless intervention** is ***intensive, timely* and *well informed.***

Unfortunately, at the secondary level, most "intervention time" is spent with homework help instead of explicit instruction in skills, such as decoding and vocabulary.

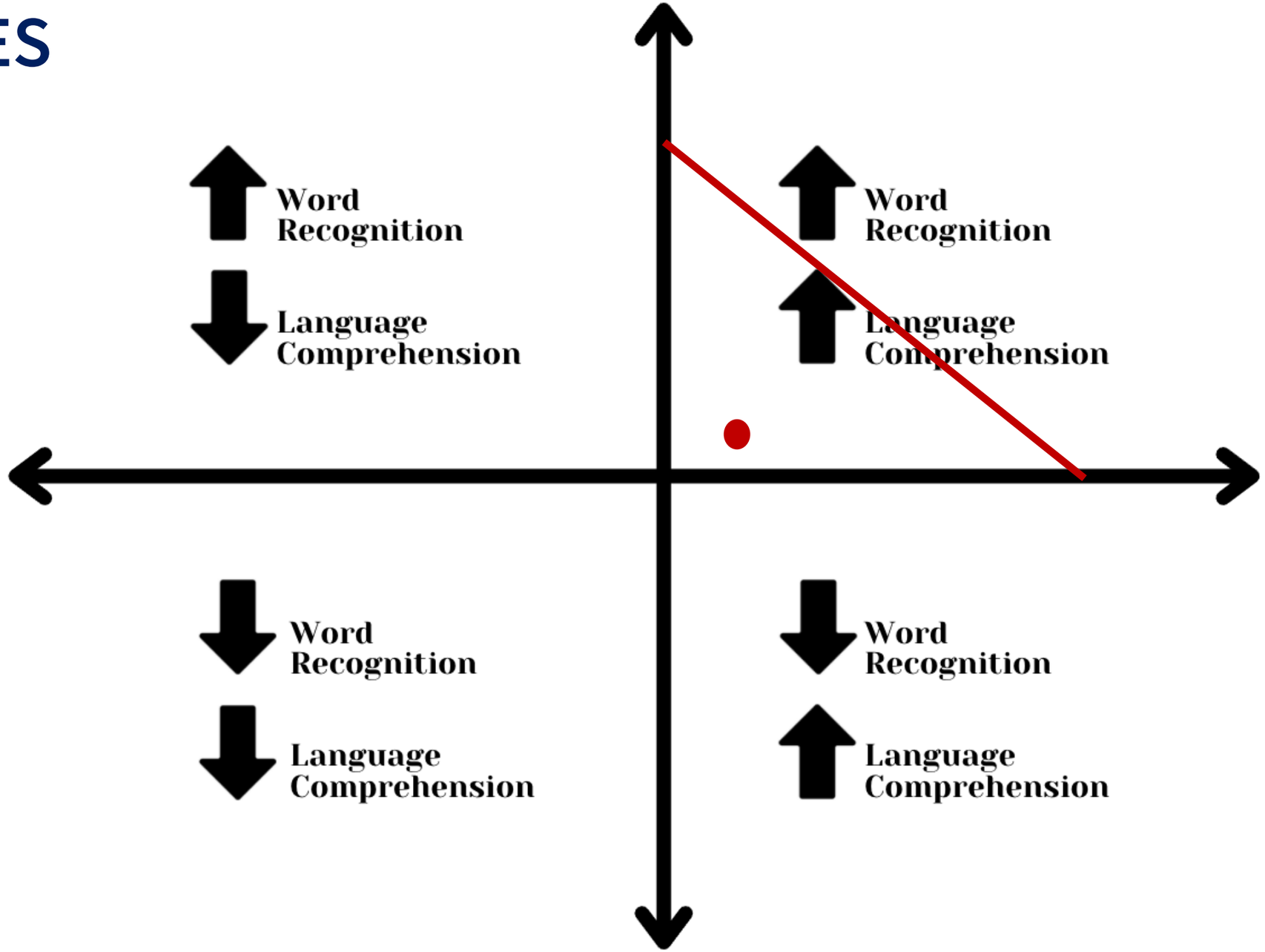
THE SIMPLE VIEW OF READING



1	x	0	=	0
0	x	1	=	0
1	x	1	=	1
.5	x	.75	=	.38

READER PROFILES

Subtypes of Reading Difficulties (4 Quadrants)



TIER 2 VS. STUDY SKILLS

What Tier 2 is	What Tier 2 is not
A class for delivering instruction in literacy skills students need to succeed in content area classes	A study skills class Completely disconnected with classroom content
A class that **requires** a literacy specialist	A homework club
A class that **requires** specific research-based materials and practices	A test-prep class
A class with a carefully designed curriculum	A center at the school for delivering components of a student's IEP – extended time or reading directions aloud

INTERVENTION SELECTION FROM THE REQUIRED LIST

ODEW Approved Intervention List

TIERS 2 AND 3

- **Tier 2** (strategic) for students who are having difficulty keeping up with Tier 1 alone

- **Tier 3** (intensive) for students who have not made adequate progress in Tier 1 and 2

Differences

- Group Size
- Time Allocation
- An adjusted version of existing program (or different program)
  - Slower Pacing
  - More repetitions & opportunities to respond

WHAT ABOUT TIME?

- In place of an elective
- Periods before/after school
- Online options
- Course with extended time/lab
- Lunch mini-periods
- In lieu of study hall
- Common Intervention/Enrichment or flex period

Grades 5 and 6		Grades 7 and 8	
Class	**Description**	**Class**	**Description**
Homeroom/PBIS	Attendance and Small Groups	Homeroom/PBIS	Attendance and Small Groups
ELA	Tier 1 core instruction for all students	ELA	Tier 1 core instruction for all students
Science	Tier 1 core instruction for all students	Science	Tier 1 core instruction for all students
Social Studies	Tier 1 core instruction for all students	Social Studies	Tier 1 core instruction for all students
Math	Tier 1 core instruction for all students	Math	Tier 1 core instruction for all students
Literacy Lab	Tier 2 instruction or Literacy Enrichment (based on decision rules)	Literacy Lab	Tier 2 instruction or Literacy Enrichment (based on decision rules)
Math Lab	Tier 2 instruction or Math Enrichment	STEM Lab	Tier 2 instruction or Math Enrichment
Lunch and Recess			
Fine Arts and Electives	Art, Computers, Physical Education, Music	Fine Arts and Electives	Independent Living, Computers, Art, Physical Education
Academic Coaching and Skills	Skills period and academic coaching for those at risk of failure	Academic Coaching and Skills	Skills period and academic coaching for those at risk of failure

Block	Time
Block 1	7:52-9:18 (86 min)
Block 2	9:22-10:48 (86 min)
Block 3	Lunch 1: 10:48-11:20 Advisory 1: 10:48-11:24 Lunch 2: 11:24-12:00 Advisory 2: 11:28-12:00
Block 4	12:04-1:30 (86 min)
Block 5	1:34-3:00 (86 min)

6-12 Implementation Guide Appendix F

INTRODUCING MARION CITY – GRANT MIDDLE SCHOOL

Source: Wikipedia

Krista Dendinger, District Literacy Trainer

School Schedule

Period	6th	7th	8th
1	class	class	class
2	class	class	class
3	class	class	class
4	lunch	**intervention**	**intervention**
5	**intervention**	lunch	class
6	class	class	lunch
7	class	class	class
8	class	class	class

PRACTICES THAT SUPPORT ALL STUDENTS

Efficient data collection systems

- Identify students not meeting grade level standards
- Identify students at risk of reading problems

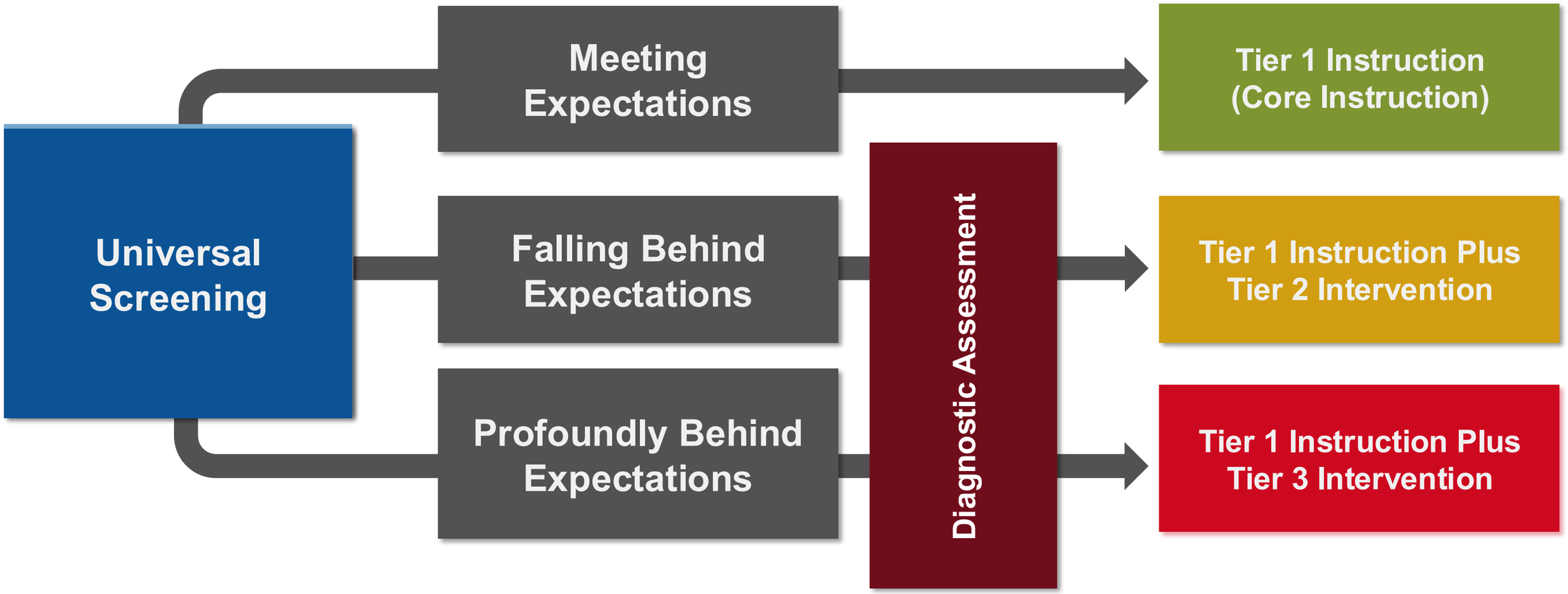
Quick response to student needs

- Provide reading intervention and other supports
- Closely match intervention to student needs

Evaluation process

- Collect data to determine if Tier 1 and intervention is working
- Adjust instruction when needed

LITERACY ASSESSMENT WITHIN IMTSS



SECONDARY LITERACY ASSESSMENT SYSTEM

Screening

- Do we have reliable data to determine which students are at risk and require further intervention?
- Who exhibits consistently low achievement despite overall strong instruction?

Diagnostic

- Who do we need more information on?
- Which **components** of reading need support?

Progress Monitoring

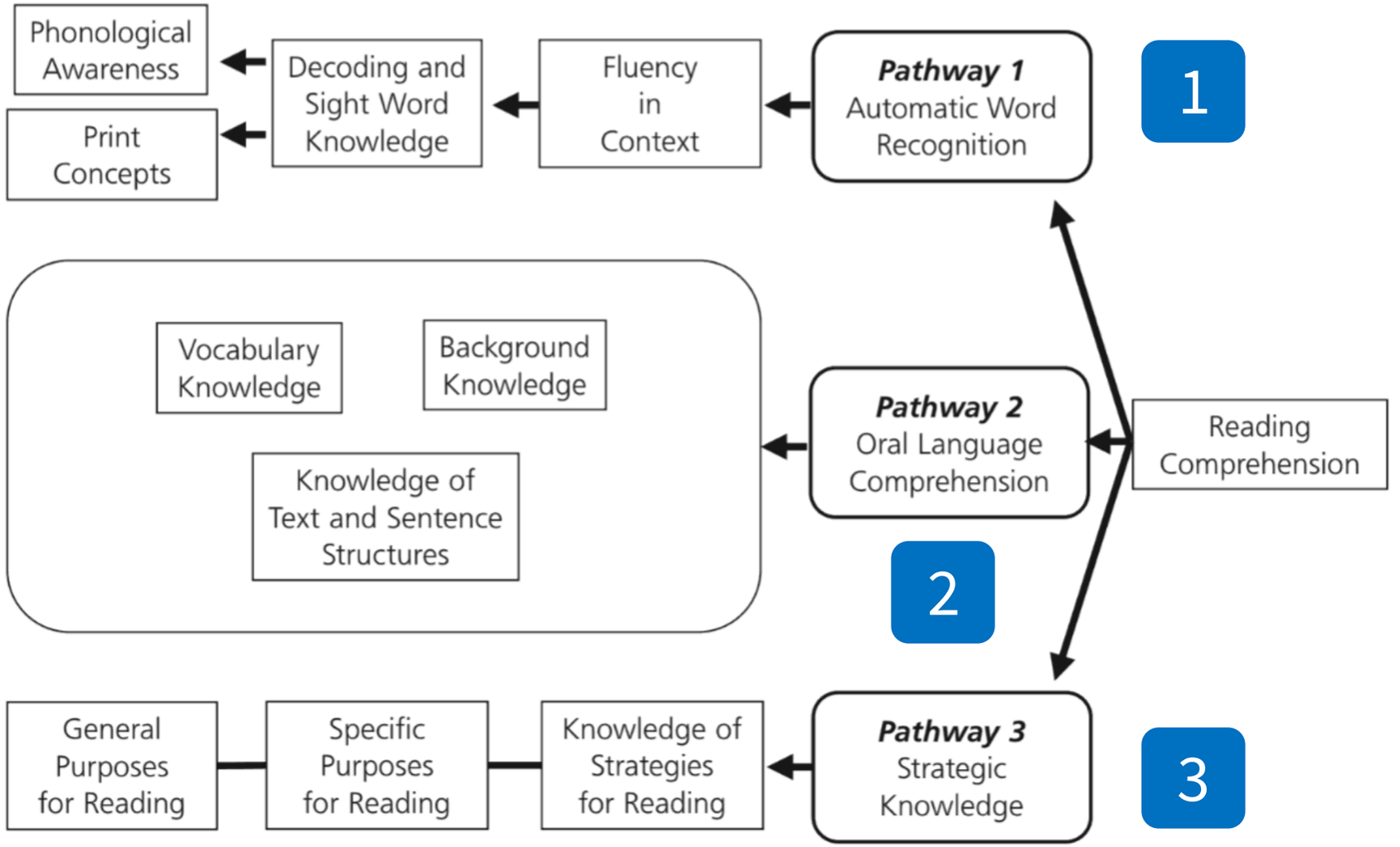
- How do determine whether students are making progress in an intervention?
- How do we determine when students need more intensive intervention?

ASSESSMENT PITFALLS AND RED FLAGS

Assessment Type	Pitfalls and Red Flags
Screening	• Using more than one screener • Screening all students (high school)
Diagnostic Assessments	• Too many different assessments • No clear “rules” for when to use specific assessments and the skills they identify • Diagnostic assessments are administered to all students.
Progress Monitoring	• No established schedule for progress monitoring. • Data is not analyzed for growth. • No decision-making process to intensify, adjust, or discontinue the interventions.

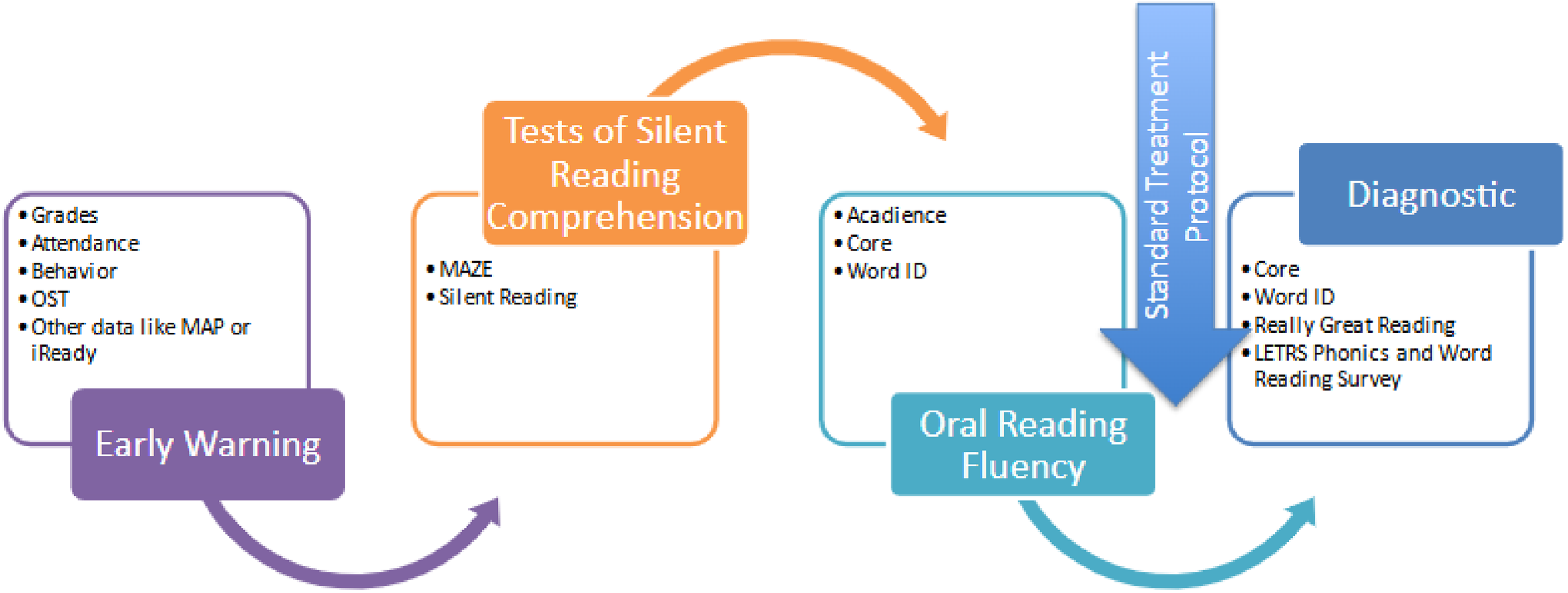
COGNITIVE MODEL

- Is the student able to read texts at his or her grade placement level, using automatic word recognition and adequate expression?
- Is the student able to comprehend the language of the text?
- Does the student have adequate knowledge of the purposes for reading?
- Does the student have strategies to achieve those purposes?

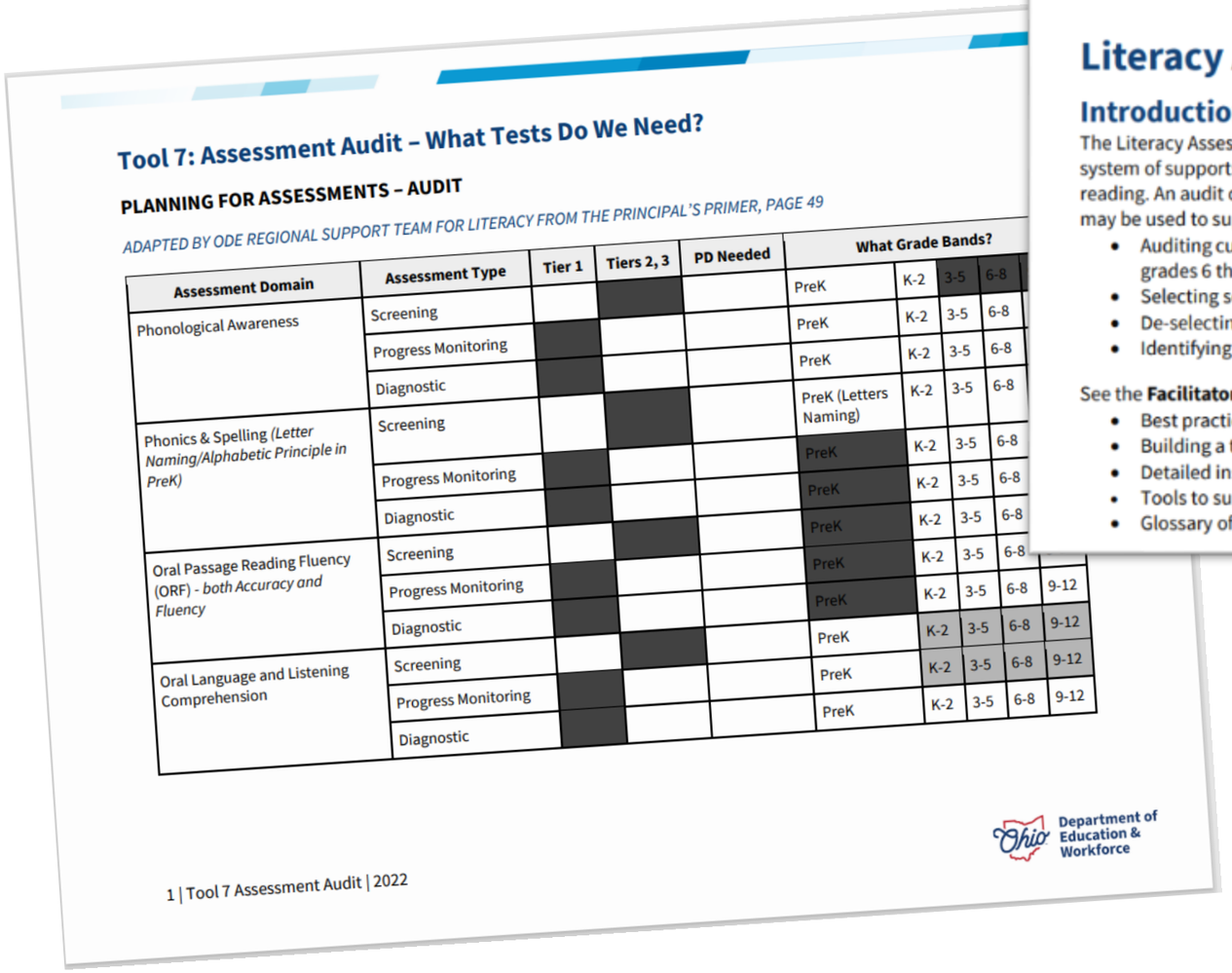


McKenna and Stahl, 2015

SECONDARY ASSESSMENT PROCESS



ASSESSMENT AUDIT & SELECTION TOOLS



Tool 7: Assessment Audit – What Tests Do We Need?

PLANNING FOR ASSESSMENTS – AUDIT

ADAPTED BY ODE REGIONAL SUPPORT TEAM FOR LITERACY FROM THE PRINCIPAL'S PRIMER, PAGE 49

Assessment Domain	Assessment Type	Tier 1	Tiers 2, 3	PD Needed	What Grade Bands?
Phonological Awareness	Screening		■		PreK, K-2, 3-5, 6-8
	Progress Monitoring	■			PreK, K-2, 3-5, 6-8
	Diagnostic	■			PreK, K-2, 3-5, 6-8
Phonics & Spelling *(Letter Naming/Alphabetic Principle in PreK)*	Screening		■		PreK (Letters Naming), K-2, 3-5, 6-8
	Progress Monitoring	■			PreK, K-2, 3-5, 6-8
	Diagnostic	■			PreK, K-2, 3-5, 6-8
Oral Passage Reading Fluency (ORF) - *both Accuracy and Fluency*	Screening		■		PreK, K-2, 3-5, 6-8
	Progress Monitoring	■			PreK, K-2, 3-5, 6-8
	Diagnostic	■			PreK, K-2, 3-5, 6-8
Oral Language and Listening Comprehension	Screening		■		PreK, K-2, 3-5, 6-8, 9-12
	Progress Monitoring	■			PreK, K-2, 3-5, 6-8, 9-12
	Diagnostic	■			PreK, K-2, 3-5, 6-8, 9-12

Department of Education & Workforce

1 | Tool 7 Assessment Audit | 2022

Literacy Assessment Selection Tool: Grades 6-12

Introduction and Purpose

The Literacy Assessment Selection Tool: Grades 6-12 is designed to support the selection of assessments as part of a multi-tiered system of supports. An assessment audit can ensure that schools use assessments that provide data on all necessary components of reading. An audit can also ensure the efficient use of time and funding through the de-selection of unnecessary assessments. This tool may be used to support districts and schools in the following related to literacy screening and assessment systems:

- Auditing current screening and assessment system for all students, including students with disabilities and English learners, in grades 6 through 12
- Selecting screening measures anc
- De-selecting assessments
- Identifying professional learning c

See the **Facilitator's Guide for the Litera**

- Best practices in literacy assessm
- Building a team to administer the
- Detailed instructions on administ
- Tools to support team meetings a
- Glossary of key terms

Critical Questions	Responses	Notes
Are all key literacy skills assessed? *(See Dyslexia Guidebook, p. 24)*	☐ Yes ☐ No	
What is the validity of your district-wide assessments? (Remember, the minimum is .60 for validity. See the technical support manual of your designated assessment.)		
What is the reliability of your district-wide assessments? (Remember, the minimum is .90 for reliability. See the technical support manual of your designated assessment.)		
Do you have more than one screening assessment that measures the same skill? If so, what can be deselected?	☐ Yes ☐ No	
How much time is needed to administer the assessment? Who needs training on administering and interpreting the assessment?		

Universal Screeners	Responses	Notes
Does your universal screening assessment take minimal time (ideally less than ten minutes for teacher and student)?	☐ Yes ☐ No	
Has your team considered utilizing one universal screener for meeting both the requirements of Third Grade Reading Guarantee and the Dyslexia Law?	☐ Yes ☐ No	
Does your universal screener provide accessibility guidance for learners who may require participation in the assessment using other modes of communication, language, or physical/visual access features? (*Refer to OCALI's website literacyaccessforall.org for detailed information about accessibility for all learners.*)	☐ Yes ☐ No	

Additional Considerations	Responses
What assessments are conducive to your schools and students? (Ex: Consider accessibility features, English learners, student demographics, etc.)?	
What are your budget considerations?	

3 | Literacy Assessment Selection Tool: Grades K-6 | 2024

Department of Education & Workforce

[Implementation Guide](#) Tool 7

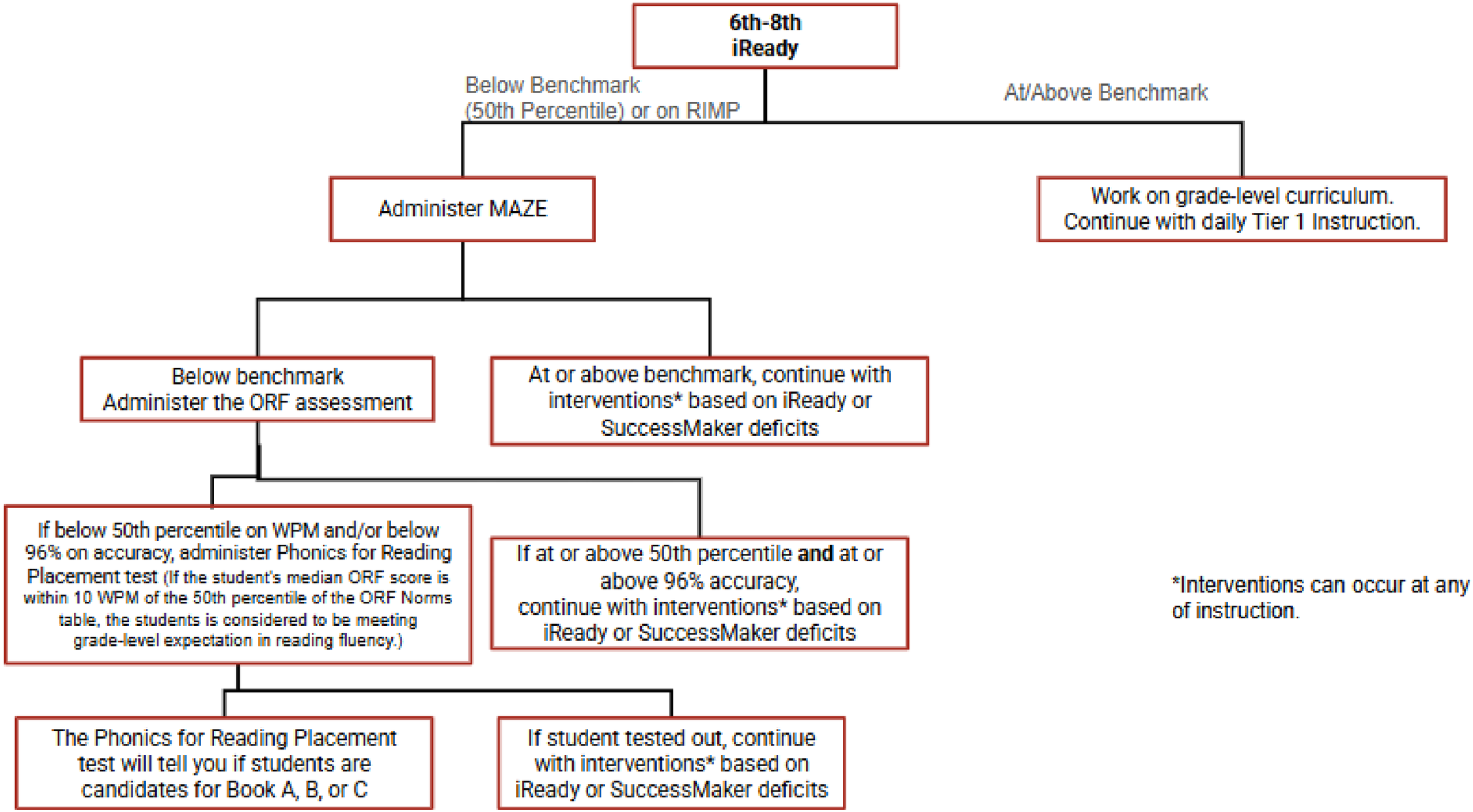
[K-6 Literacy Assessment Selection Tool 2024](#)

[6-12 Literacy Assessment Selection Tool 2024](#)

[Facilitator Guide](#)

MARION’S DECISION RULES JOURNEY

GRANT MIDDLE SCHOOL'S DECISION RULES



*Interventions can occur at any tier of instruction.

STOP AND REFLECT – NEEDS OR REFINEMENTS?

- Do you have protected time to deliver intervention?
- Are you using accurate student level assessments to determine instruction or intervention needs?
- How are you using data processes or protocols in the building or district to make decisions regarding literacy instruction?
- What training is needed to enable staff to participate/understand the process?

PRACTICES THAT SUPPORT ALL STUDENTS – STEP 2

Efficient data collection systems

- Identify students not meeting grade level standards
- Identify students at risk of reading problems

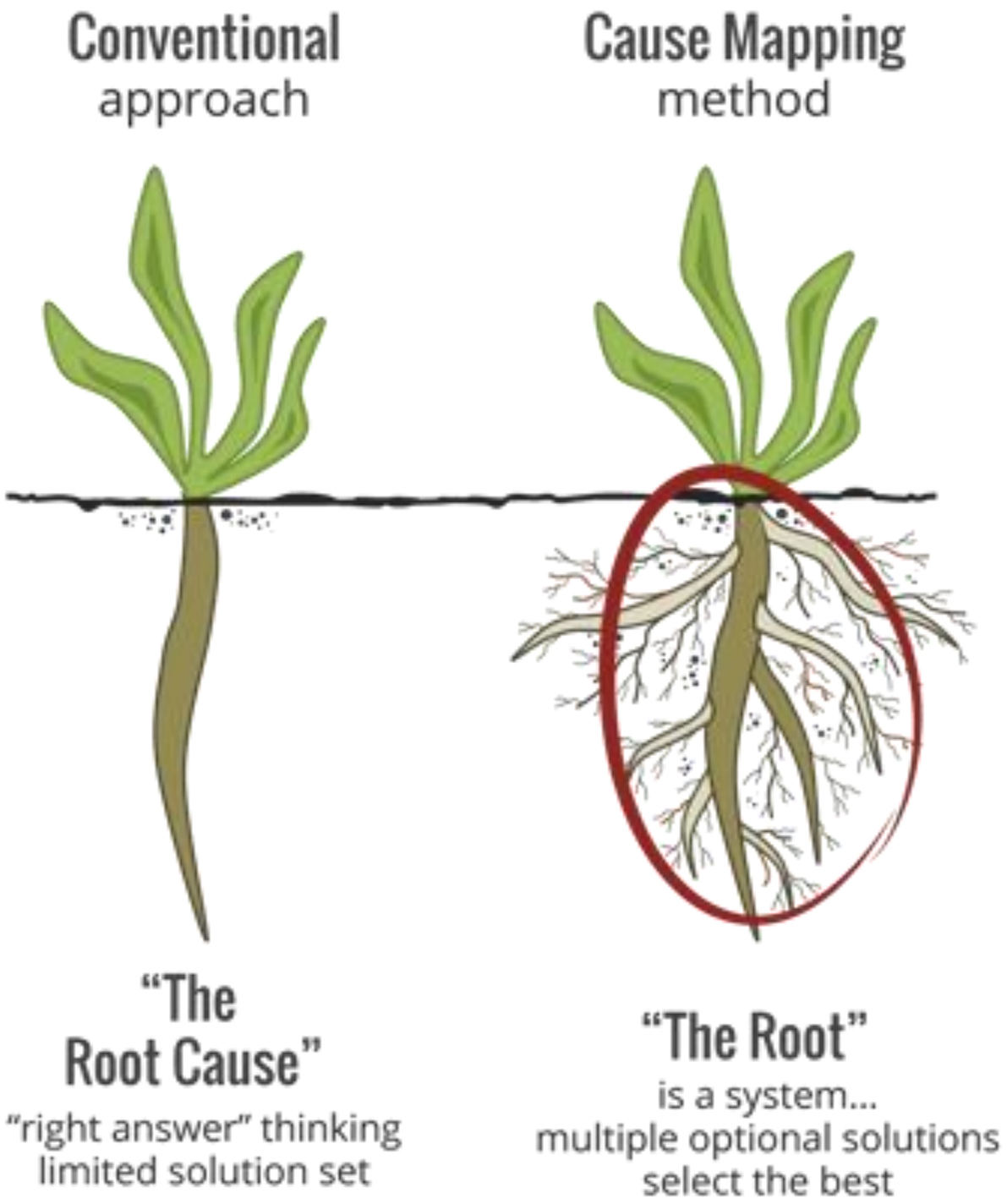
Quick response to student needs

- Provide reading intervention and other supports
- Closely match intervention to student needs

Evaluation process

- Collect data to determine if Tier 1 and intervention is working
- Adjust instruction when needed

PROBLEMS = COMPLEX SOLUTIONS



What if you need a root cause? (thinkreliability.com)

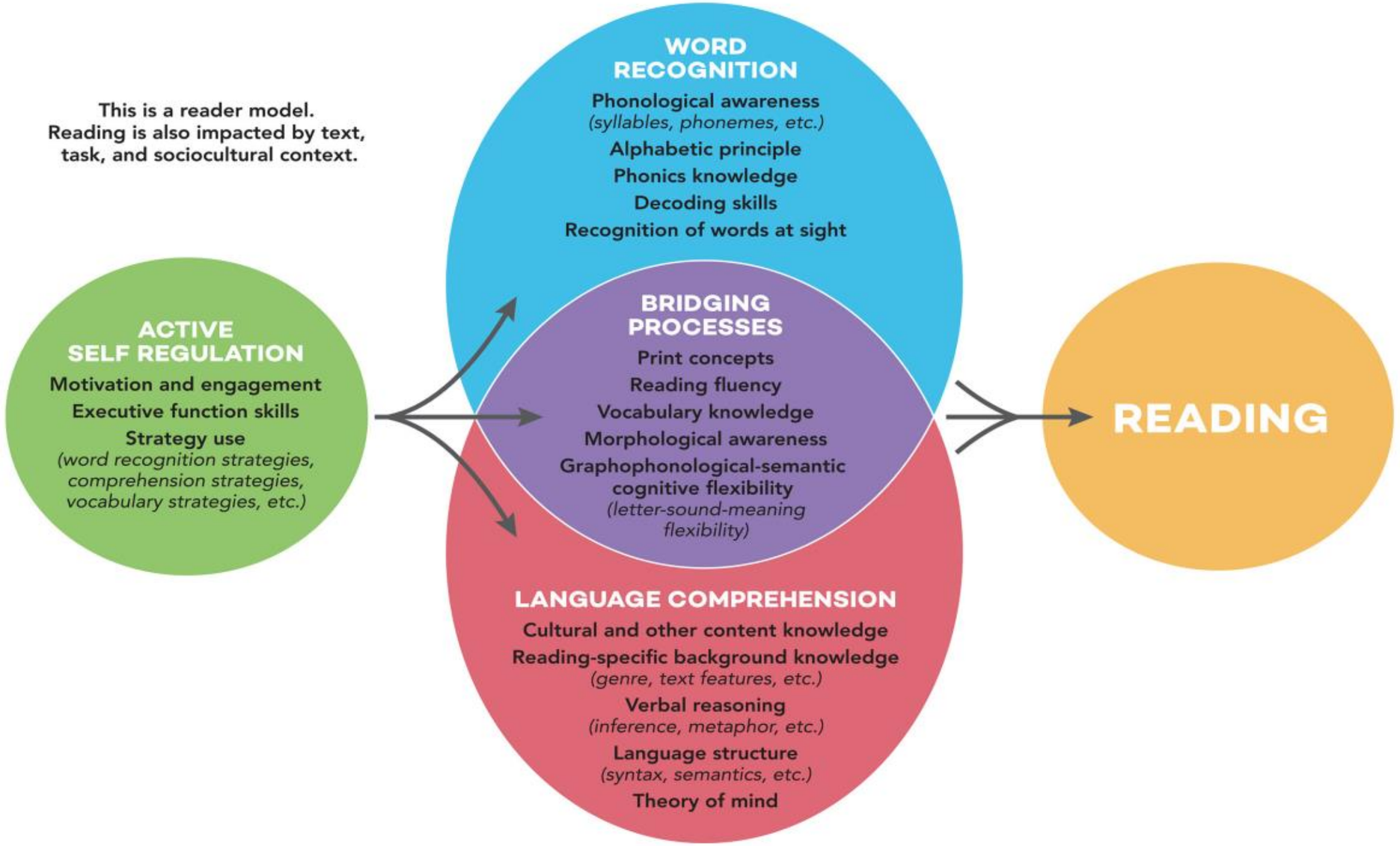
CREATE AN INTERVENTION PLATFORM (ONE STEP AT A TIME)

- **Primary skill addressed**
- **Program or practice name**
- **Entrance criteria**
- **Progress monitoring guidelines**
- **Family notification criteria**

Critical Reading Skills	Intervention Program	Entrance Criteria	Progress Monitoring Guidelines
Basic Phonics	**Phonics for Reading**	Follow Phonics for Reading placement test guidelines	Content mastery: unit mastery checks General Outcomes: Acadience ORF & MAZE
Multisyllabic Decoding, Fluency, Vocabulary	**REWARDS secondary**	Below benchmark universal screening but read more than 60 words per minute correctly	Content mastery: unit check-ups General Outcomes: Acadience ORF and MAZE
Vocabulary, Fluency, Comprehension	**Read to Achieve**	Completion of REWARDS secondary OR Reads 100 words accurately (minimum 90% accuracy) on placement test with minimum 80% comprehension score	Content mastery: Unit mastery checks General Outcomes: Acadience ORF and MAZE

Adapted from MiMTSS's Secondary Reading Platform

The Science of Reading Progresses: Communicating Advances Beyond the Simple View of Reading



Reading Research Quarterly, Volume: 56, Issue: S1, Pages: S25-S44, First published: 07 May 2021, DOI: (10.1002/rrq.411)

SUPPLEMENTAL VS. INTERVENTION

Supplemental

- Designed to plug into an existing comprehensive English language arts program.
- Provide additional instruction in one or two areas and provide more instruction or practice in identified areas of need.

Intervention

- Designed to provide more explicit, systematic instruction to accelerate learning for children who demonstrate reading difficulty (Tiers 2 & 3)
- Specialized, intense, and typically delivered in small group settings.

WE WANT TO SUPPORT ALL STUDENTS, BUT…

that may not be practical at first

Build your system first to learn and refine it…
then expand the support

- Willing grade level?
- Willing teachers?

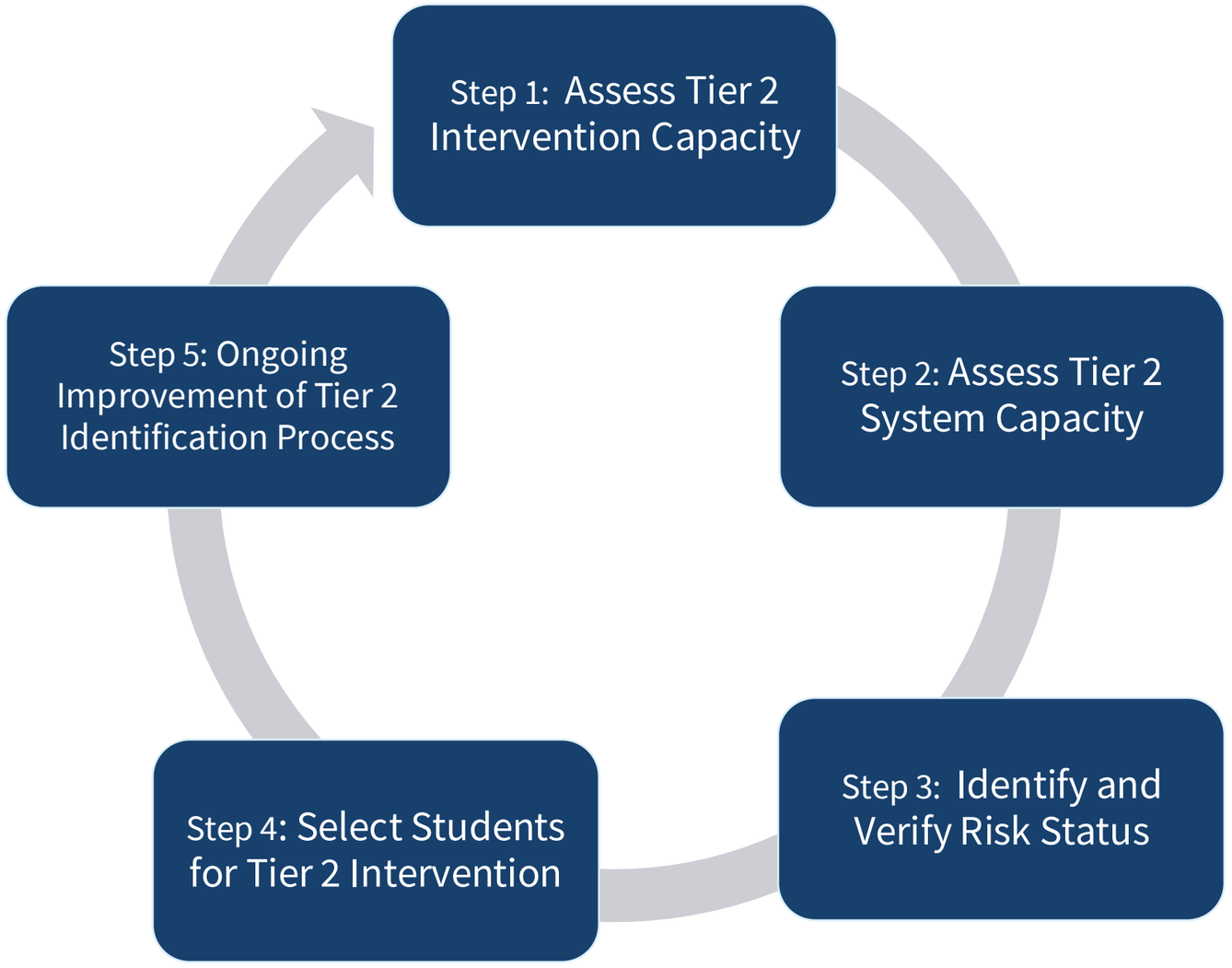
This Photo by Unknown Author is licensed under CC BY-SA-NC

HELPFUL INTERVENTION IMPLEMENTATION REMINDERS

1. If more than 20% of students are identified as at-risk by your universal screening process, conduct a **root cause** **analysis of Tier 1 and identify and implement approaches to improve Tier 1 instruction** and support.

2. Prior to identifying students for Tier 2 supports, **determine the number of students your Tier 2 system can effectively support**.
   - Use validated approaches to identify students for participation in Tier 2 intervention.

BUILDING AND ENHANCING TIER 2



INTERVENTION PROGRAM(S) JOURNEY OF GRANT MIDDLE SCHOOL

STOP AND REFLECT – NEEDS OR IMPROVEMENTS

- Do your current interventions match student needs (intervention platform)?
- What next steps are needed (expanding access, adding a program, staff training/coaching etc.)?

PRACTICES THAT SUPPORT ALL STUDENTS – STEP 3

Efficient data collection systems

- Identify students not meeting grade level standards
- Identify students at risk of reading problems

Quick response to student needs

- Provide reading intervention and other supports
- Closely match intervention to student needs

Evaluation process

- Collect data to determine if Tier 1 and intervention is working
- Adjust instruction when needed

WE MONITOR PROGRESS TO…

Ensure students are on track to meet their goals

Allow a team to identify when changes are needed efficiently

ODEW INTEGRATED MTSS GUIDANCE ON PROGRESS MONITORING

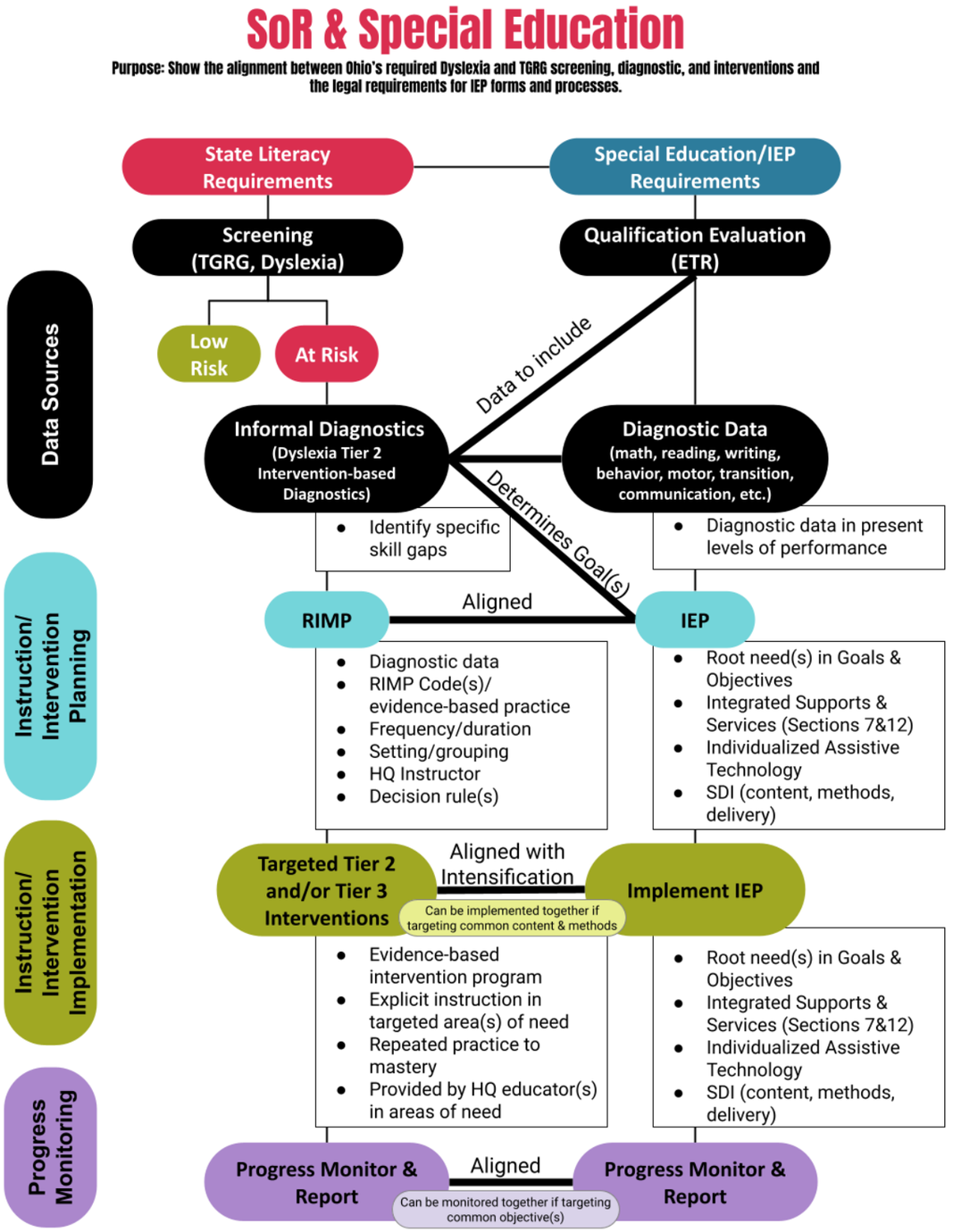
Data from progress monitoring is used to

- quantify improvement or responsiveness to intervention and instruction
- evaluate the effectiveness of instruction and interventions.

Tools that

- are brief, reliable, easy to administer and easy to understand
- appropriate for student's grade and/or skill level
- are sensitive to growth
- allow for repeated measurement, and
- have typical growth rates and end-of-year benchmarks.

ALIGNING SYSTEMS



MASTERY VS. PROGRESS

Mastery = did the student master that skill

- Content-specific/ Curriculum-based measure: in-the-moment; no previously mastered skills included; cannot compare different assessment scores
    - Ex: Phonics Vowel-consonant-e

Progress = overall reading health (reading accuracy or words correct)

- General reading measure: standardized; multiple forms; comparable throughout the year
    - ORF
    - MAZE
    - Spelling
    - written expression etc.

Reading Rockets: What is Scientifically-based Research on Progress Monitoring?

SURVEY VS. GRADE LEVEL MONITORING

- Students who are performing multiple years below grade
- Monitoring below-grade level (survey level) basic literacy and/or numeracy skills can help you monitor **real-time impact** of explicit instruction that grade-level tools may not detect
    - Example: 7th grade student monitored using 5th grade ORF

Use a combination of both grade and survey level to monitor big and small picture impact

IS IT WORKING?
PROGRESS MONITORING CONSIDERATIONS

Group Considerations before intensifying individual instruction

- Do the students have at least 3-5 weeks of the intervention and at least 3 data points since the last instructional change?
- Are the majority of the students in the intervention on track to meet their goal?

IS IT WORKING?
PROGRESS MONITORING CONSIDERATIONS CONT.

Individual Considerations before intensifying individual instruction

- Has the student been present for at least 90% of the intervention sessions?
- Does the student have at least 5 data points since intervention began or at least 3 since the last instructional change?

MiMTSS “Example Secondary System” (2023)

WHAT DATA ARE WE COLLECTING AND ANALYZING?

Student	Teacher	ORF WC	ORF Acc	Unit 2 Assessment	Sessions fully engaged	Sessions Not Engaged	Student Absences	Teacher Absences
012579	Hailey	strategic	95%	70%	5	15	4	2
012592	Hailey	intensive	84%	93%	17	5	2	2
013259	Hailey	strategic	90%	90%	24	0	0	2
012423	Huffman	intensive	89%	83%	9	5	0	0
013438	Huffman	intensive	95%	89%	8	2	5	0
012763	Huffman	intensive	87%	94%	8	4	3	0
102794	Huffman	intensive	45%	66%	10	4	1	0
012221	Kerley	strategic	93%	88%	12	0	0	1
012274	Kerley	intensive	92%	92%	9	3	0	1
012463	Kerley	Intensive	88%	75%	6	2	4	1
012644	Kerley	strategic	56%	95%	12	0	0	1

MiMTSS “Example Secondary System” (2023)

ENABLING CONDITIONS FOR MTSS DATA USE

Regular time for educators to analyze data

- Weekly or biweekly during a scheduled time

A data lead (or system) to create, input, review, and maintain data

- Intense initial creation; Monthly maintenance

Professional Development to train how to use data effectively for scaffolds and intervention

- Initial training; continued supports to build knowledge

Navigating Data for MTSS by Marshall Street

TWO SIDES TO CONSIDER WHEN PROGRESS MONITORING

Student participation and progress in intervention

Intervention implementation and delivery

INSTRUCTION MONITORING

Is instruction adequate?

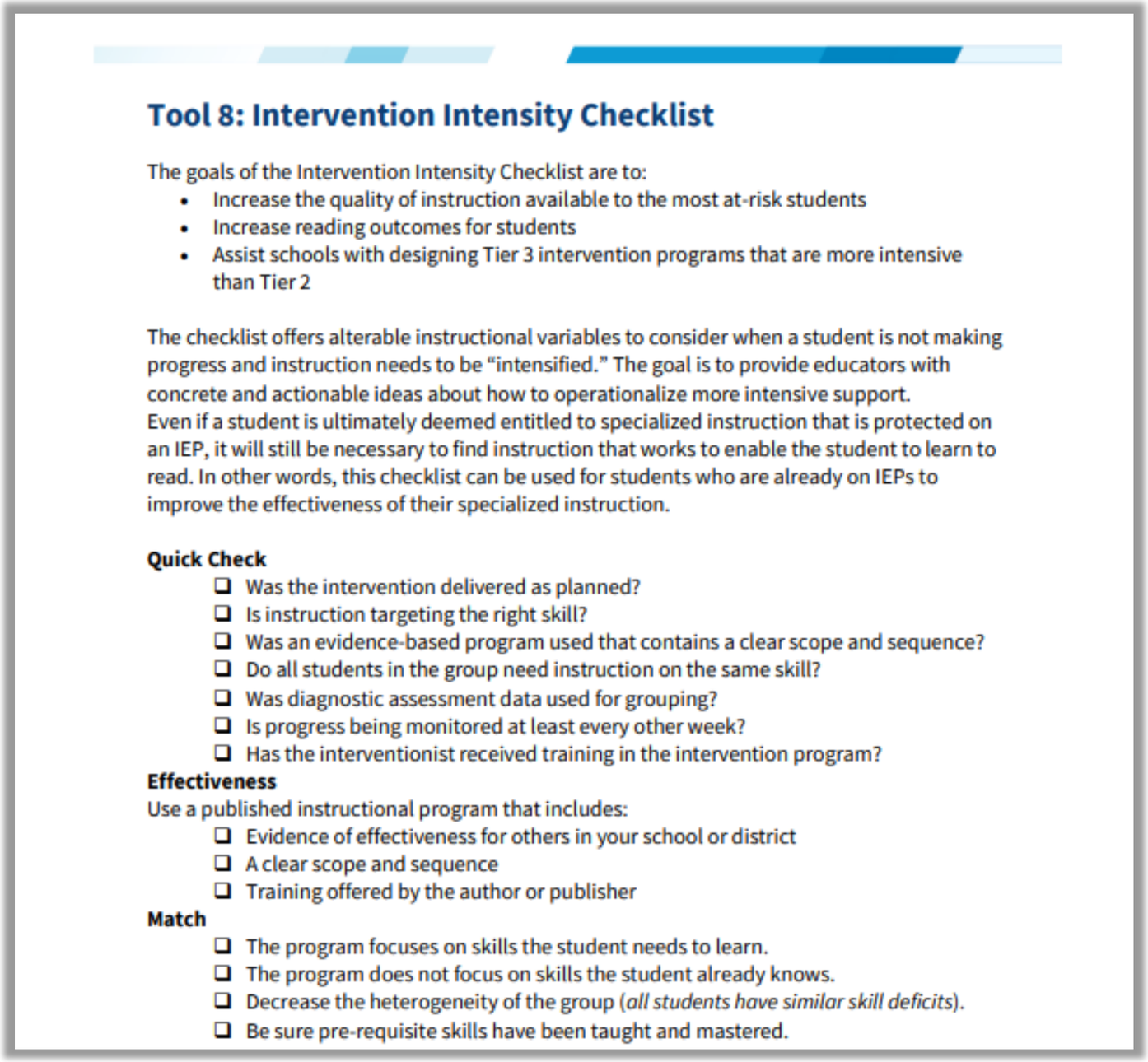
"If we don't implement **critical components of an intervention with consistency**, we **cannot link student outcomes to the instruction provided.** Fidelity [or instructional integrity] can help us determine the effectiveness of an intervention, and identify if a student requires more intensive supports"

- National Center on Intensive Intervention

INTERVENTION CHECKLISTS AND DECISION SUPPORTS

6-12 Implementation Guide

Checklist



Tool 8: Intervention Intensity Checklist

The goals of the Intervention Intensity Checklist are to:

- Increase the quality of instruction available to the most at-risk students
- Increase reading outcomes for students
- Assist schools with designing Tier 3 intervention programs that are more intensive than Tier 2

The checklist offers alterable instructional variables to consider when a student is not making progress and instruction needs to be "intensified." The goal is to provide educators with concrete and actionable ideas about how to operationalize more intensive support.
Even if a student is ultimately deemed entitled to specialized instruction that is protected on an IEP, it will still be necessary to find instruction that works to enable the student to learn to read. In other words, this checklist can be used for students who are already on IEPs to improve the effectiveness of their specialized instruction.

Quick Check

- ❑ Was the intervention delivered as planned?
- ❑ Is instruction targeting the right skill?
- ❑ Was an evidence-based program used that contains a clear scope and sequence?
- ❑ Do all students in the group need instruction on the same skill?
- ❑ Was diagnostic assessment data used for grouping?
- ❑ Is progress being monitored at least every other week?
- ❑ Has the interventionist received training in the intervention program?

Effectiveness

Use a published instructional program that includes:

- ❑ Evidence of effectiveness for others in your school or district
- ❑ A clear scope and sequence
- ❑ Training offered by the author or publisher

Match

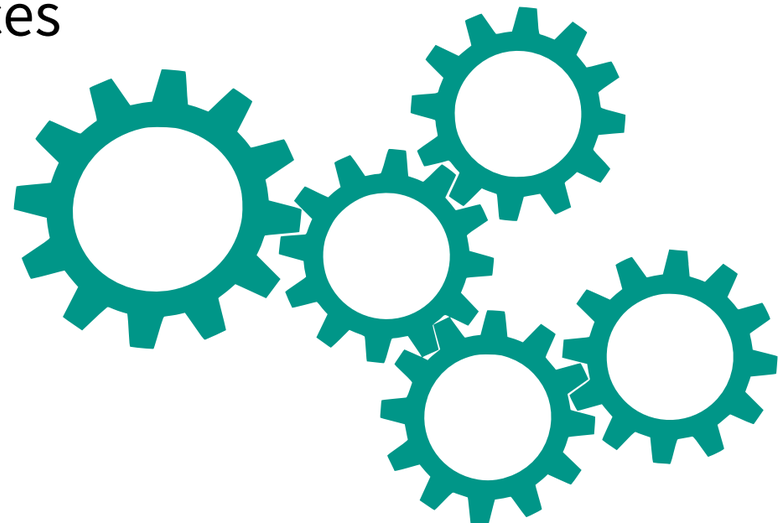
- ❑ The program focuses on skills the student needs to learn.
- ❑ The program does not focus on skills the student already knows.
- ❑ Decrease the heterogeneity of the group (*all students have similar skill deficits*).
- ❑ Be sure pre-requisite skills have been taught and mastered.

AN INTERVENTION IS NOT SUCCESSFUL BY ITSELF –

IT'S A PIECE OF THE BIGGER SUPPORT SYSTEM

The **system** needs overall support

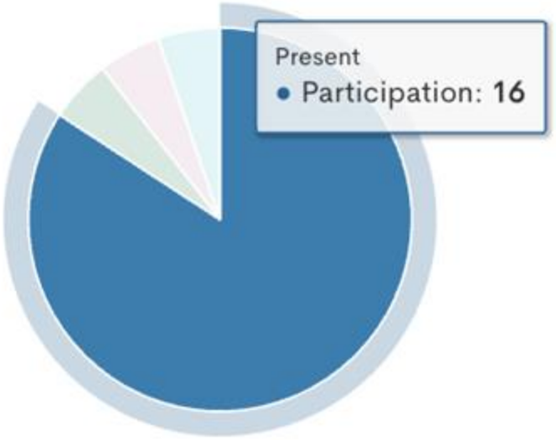
- Determine how and what works
- Learning and implementation support needed for educators
- Deimplementation
- Meeting structures - Are we meeting just to meet?
- A research base for our practices

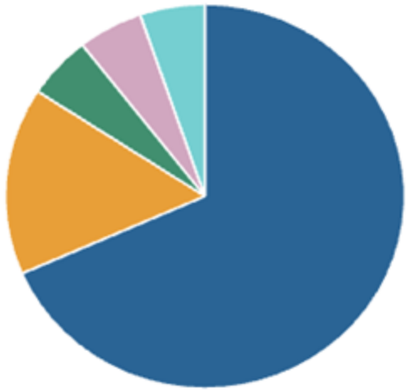


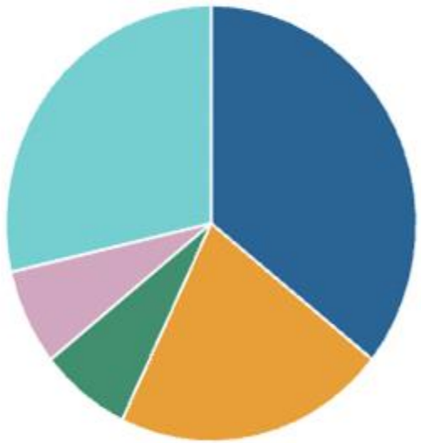
MARION CITY PROGRESS MONITORING LESSONS LEARNED

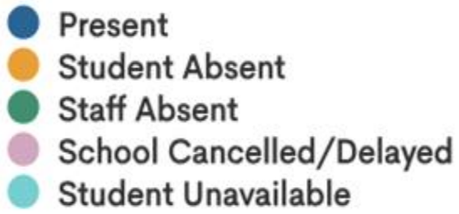
- Use reliable, curriculum-aligned tools
- Set clear, measurable goals
- Review data regularly (weekly or biweekly)
- Adjust instruction based on data trends

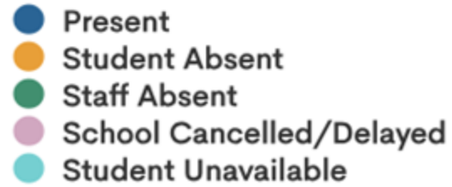
Attendance Fidelity





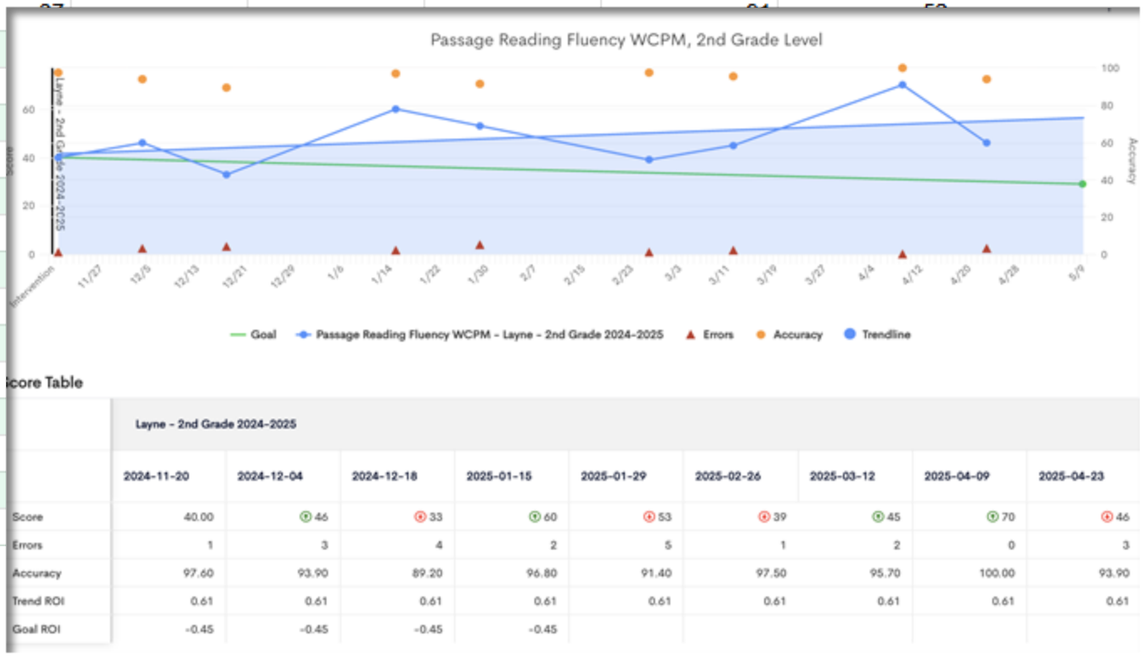






DATA TRACKING

Grade Level	Initial ORF Score - Accuracy	Initial ORF Score - WCPM	PFR Book Placement Based on Diagnostic Placement Test	Beginning Lesson # Based on Diagnostic Placement Test	Unit 1 Check-Up Unit Check Ups	Unit 2 Check-Up	Unit 3 Check-Up	Unit 4 Check-Up	Unit 5 Check-Up	Unit 6 Check-Up	ORF Score - Accuracy	ORF Score - WCPM
6	93.00%	64	Book A		36	38	38	38			95	90
6	92.00%	74	Book A		37	38	38				86	51
6	97.00%	71	Book A		38	35	37				87	65
6	93.00%	80	Book A		33	38	32				80	49
6	99.00%	101	Book A		30	38					98	123
6	15.00%	3	Book A			28/38	34/38	25/38				
6			Book A		29	37					93	89
6	94.00%	55	Book A		30	37					86	51
6	100.00%	73	Book A		37						92	58
6	97.00%	72	Book A		36	38	33				91	76
6	91.00%	62	Book A		35	37						
6	85.00%	41	Book A		35/38	34/38	38/38					
6	95.00%	52	Book A		29							
6			Book A		28	38						
6	95.00%	95	Book B		41	42						
6	87.00%	40	Book B		33	25						
6	96.00%	78	Book B		38/46	39/46						
6	83.00%	21	Book B		36/46	42/46	35/46					
6	91.00%	43	Book B									
6	100.00%	74	Book B									
6	93.00%	89	Book B		44	41						
6	98.00%	103	Book B									
6	95.00%	111	Book B		41	50						
6	95.00%	58	Book B		38	43						
6	90.00%	65	Book B		43/46	45/46	44/46					



TEACHER CHECK-INS

Completed visits as of April: 68

Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6	Teacher 7
5	6	5	6	5	6	5

Teacher 8	Teacher 9	Teacher 10	Teacher 11	Teacher 12	Teacher 13	Teacher 14
5	5	1	5	6	4	5

MATCHING NEED TO MONITORING TOOL

Elementary Need:	Elementary Tool to Monitor:
Phonemic Awareness	Phoneme Segmentation Fluency
Letter Naming / Letter Sounds	Letter Sound Fluency
Decoding	Pseudoword Decoding Fluency
Oral Reading Fluency	Passage Reading Fluency
Comprehension	Passage Reading Fluency with Comprehension Rubric / Acadience Maze

Middle School Need:	Middle School Tool to Monitor:
Phonics	Unit assessments and DIBELS 8 ORF
Multisyllabic word reading, Fluency, Vocabulary,	In creation – unit assessments; DIBELS 8 ORF
Comprehension, vocabulary	iReady and SuccessMaker lesson checks; opportunity to add something like MAZE

* As students meet goals, we move on to the next goal and choose a different monitoring tool.

LESSONS LEARNED

- Adjust if the measuring tool isn’t telling the right information
- Check on overall goal of reading comprehension periodically
  - Is the specific skill transferring to overall reading?
- Data tracking held staff accountable and helped us learn more about what we were doing
- Easy access to materials
- Training and realignment each year
- Flexibility is important
  - Adjust the goal / measure / instruction?
- Stick to the purpose
  - Meeting student needs / what’s the goal?
  - Is our instruction meeting the goal?

WHAT CONVERSATIONS ARE NEEDED?

Figure 10: A Process for Ensuring Effectiveness and Refining Implementation

THANK YOU

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Department of Education & Workforce

ADDITIONAL RESOURCES

- Ohio Literacy Academy on Demand
- Shifting to the Science of Reading: A Discussion Guide for School and District Teams
- Administering Literacy Assessments for Students with Low Incidence Disabilities and Complex Communication Needs
- How and How Not to Prepare Students for the New Tests – Timothy Shanahan
- Welcome 2017, Let's Teach, Not Test – Timothy Shanahan
- NCII Intervention Taxonomy tool
- Strategies for Scheduling: How to find time to individualize and intensify intervention
- Making Scheduling more Strategic