



AGENDA

I. OPEN MEETING

- A. Call to Order
- B. Roll Call

II. ACADEMIC INSTRUCTION, ASSESSMENT AND INTERVENTION

Dr. Heather Cordie with T & L Administrators

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III. CLOSE MEETING

- A. Adjourn

District Goal: WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



ITEM FOR INFORMATION — STUDY SESSION**BUILDING A MULTI-TIERED SYSTEM OF SUPPORTS (MTSS): ASSESSMENTS AND INTERVENTIONS****BACKGROUND**

Currently the district relies heavily upon Oregon statewide assessments and College Board assessments to determine the success of student academic outcomes. Oregon statewide assessments are administered to students in grades 3–8 and 11 annually for both reading and math and in grades 5, 8 and 11 for science. These assessments provide a summative assessment of mastery of skills for individual students as well as subgroups of students and the district as a whole. However, due to the limited number of grades included in these assessments, and the fact that they are only administered annually, there is no way to progress monitor individual students’ needs and tailor appropriate interventions to support their unique learning support needs.

While the district has adopted several district level assessments over the past number of years, these assessments are limited in use to the early grades. The Independent Reading Level Assessment Framework (IRLA) is designed to assess reading skills in grades K–12 while the companion Estructura para la Evaluación del Nivel Independiente de Lectura (ENIL) is designed to assess Spanish reading skills in grades K–12. Within the district these tools are currently only used to assess reading skills of students in grades K–5. Likewise, easyCBM is only used within the district to assess reading skills of students in grades K–2.

Similar to district assessments, the district’s academic interventions are limited primarily to the elementary level where small group reading instruction occurs with the academic coach assigned to the school using a phonics-based curriculum such as Heggerty. Several of the district’s middle schools do also offer math intervention classes.

In order to expand the interventions available to support all students, the district has been piloting LexiaCore5 Reading at twelve elementary schools this year and will be implementing a pilot of Lexia PowerUp at seven secondary schools later this month.

It is imperative that we work towards designing and implementing a robust multi-tiered system of supports (MTSS) model that includes a district-wide assessment framework that accurately, efficiently, and proactively assesses the strengths and needs of all students while informing instructional needs and appropriate interventions. Equally important is the need for the district to continue to work towards increasing interventions and support for students in all grade levels.

RECOMMENDATION

Staff will present information on the district’s current academic interventions and assessment framework. No action is needed.

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Building a Multi-Tiered System of Supports (MTSS): Assessments & Interventions

**School Board Study Session
April 10, 2023**

Dr. Heather Cordie with
Teaching & Learning Administrators

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BSD's Equity Lens

1. Whose **voice** is and isn't represented in this decision?
2. Who does this decision **benefit** or **burden**?
3. Is this decision in alignment with the **BSD Equity Policy**?
4. Does this decision **close** or **widen** the access, opportunity, and expectation gaps?

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Teaching & Learning Presentation Team

- Dr. Heather Cordie, Deputy Superintendent
- Dr. Joshua Fritts, Executive Administrator for Teaching and Learning
- Dr. Jon Bridges, Administrator for Accountability
- Kayla Bell, Curriculum, Instruction & Assessment Administrator – Elementary
- John Peplinski, Curriculum, Instruction & Assessment Administrator – Secondary

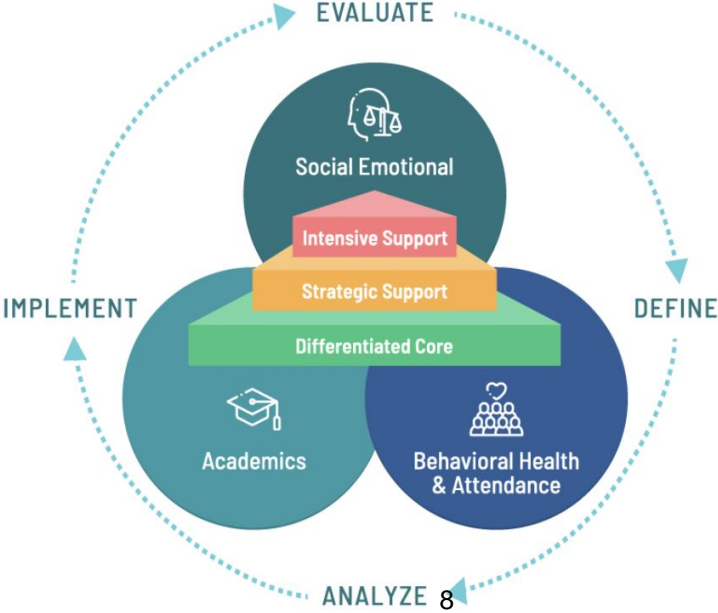
Overview

1. Overview of a Robust Multi-Tiered System of Supports (MTSS)
2. Current District Assessments
3. Proposed District Assessment Framework
4. Current District Intervention Framework
5. Questions & Discussion

Overview of a Robust Multi-Tiered System of Supports (MTSS)

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Multi-Tiered System of Support (MTSS)



Multi-Tiered System of Support (MTSS)



- **Screening**

Screening is generally conducted three times a year, to identify students who may be at risk for poor outcomes, and need additional academic, social, emotional, and behavioral support. Screening is also used to identify patterns and trends of learning and achievement at the school and grade levels.



- **Multi-Level Prevention System**

A multi-level prevention system includes a continuum (Tier 1, 2, and 3) of integrated academic, social-emotional, behavioral, instructional, and intervention supports that are evidence-based and culturally and linguistically responsive.



- **Progress Monitoring**

Progress monitoring uses valid and reliable tools and processes, to assess performance, quantify the improvement of responsiveness to intervention and instruction, and evaluate the effectiveness of instruction, interventions, and support.



- **Data-Based Decision Making**

Data-based decision-making includes data analysis⁹ and problem-solving through team meetings to make decisions about instruction, intervention, implementation, and disability identification (in accordance with state law).

Multi-Tiered System of Support (MTSS)

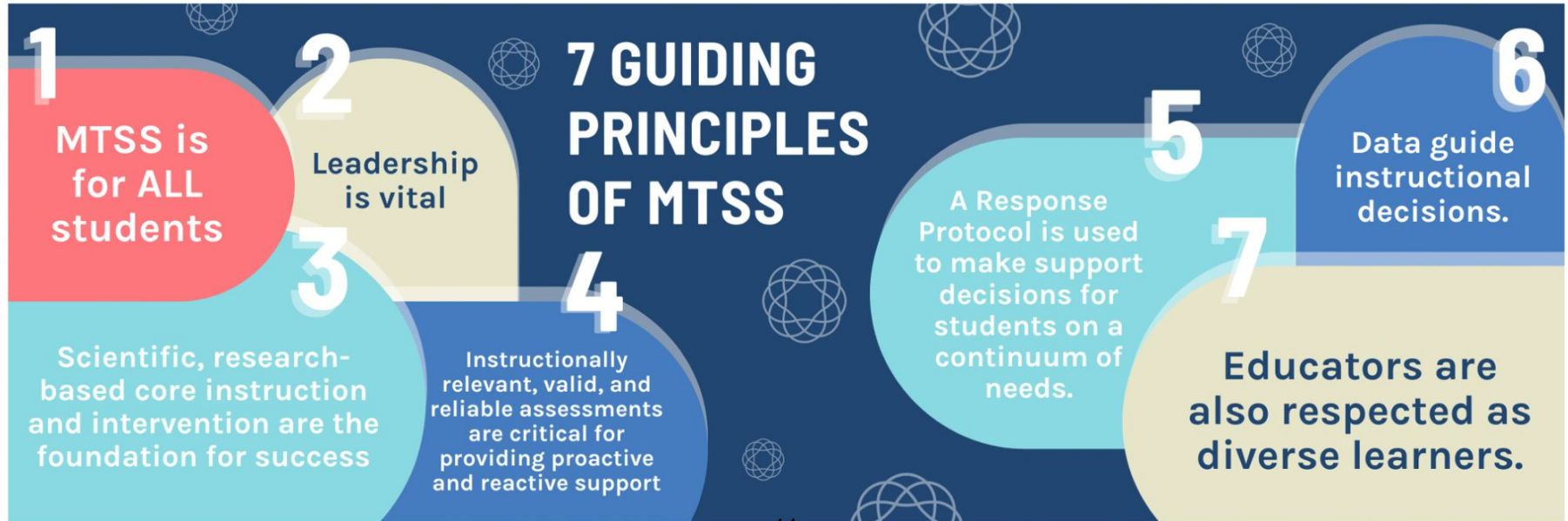
What Does an MTSS Framework Look Like?

An MTSS framework is composed of three tiers:

- **Tier 1:** whole class data-driven differentiated core instruction,
- **Tier 2:** whole-class differentiated instruction + small group targeted instruction (in addition to core instruction), and
- **Tier 3:** whole class core differentiated instruction + additional targeted instruction (often small group in addition to core instruction) + intensive support.

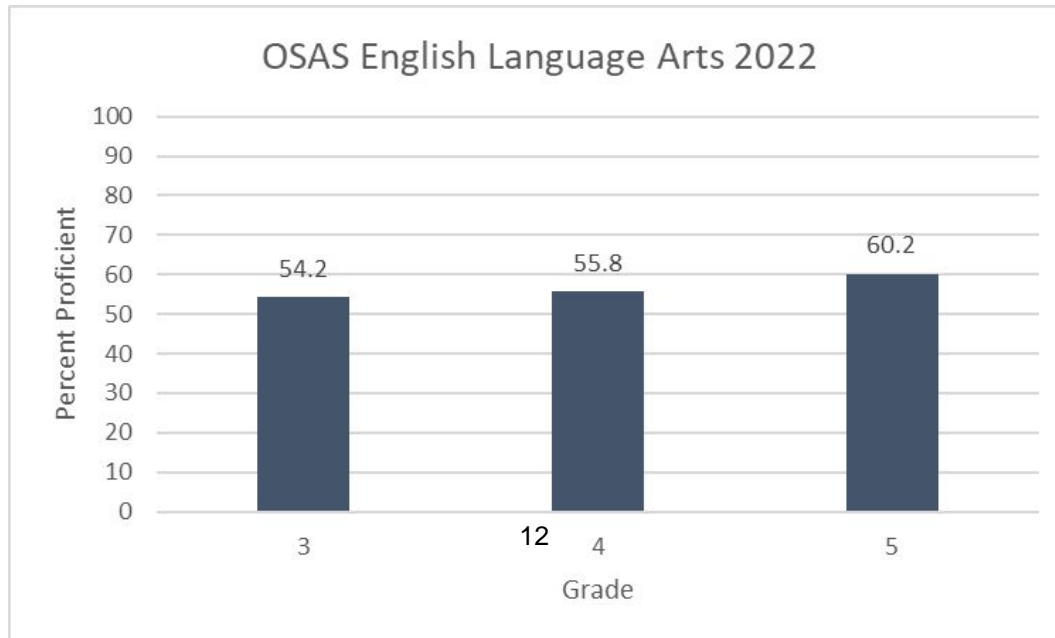


Multi-Tiered System of Support (MTSS)



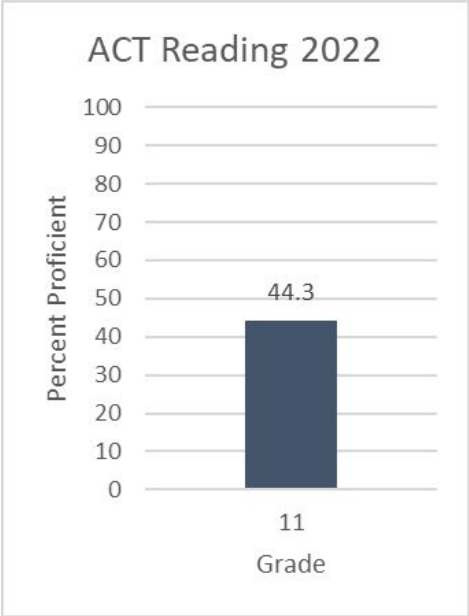
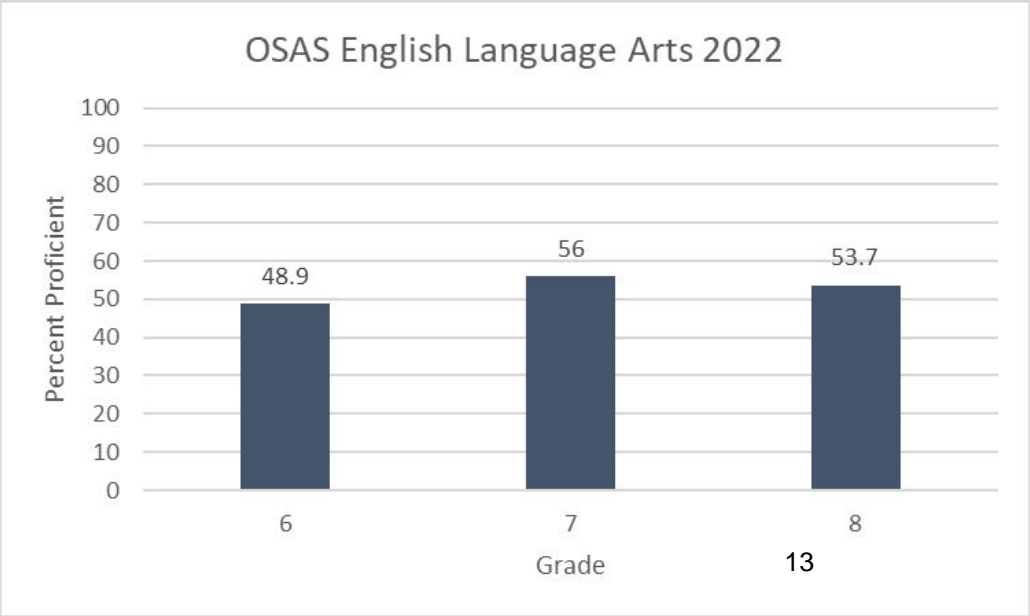
Reading Proficiency by Grade Level

Elementary (Grades K–5)



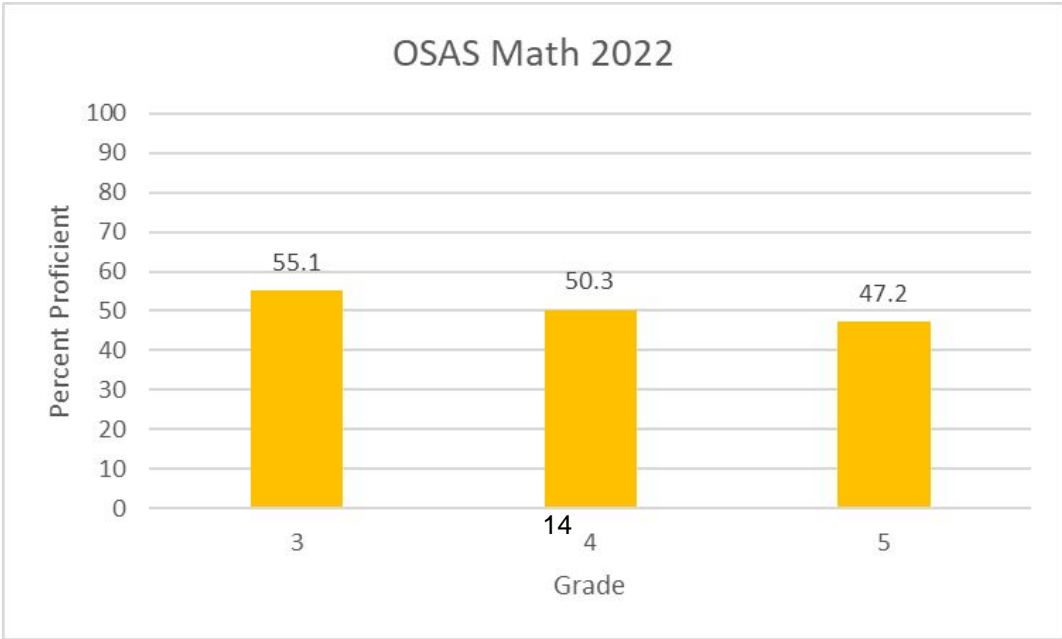
Reading Proficiency by Grade Level

Secondary (Grades 6–12)



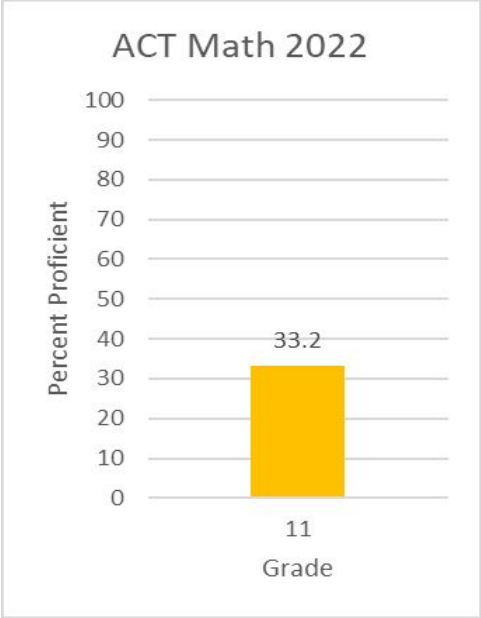
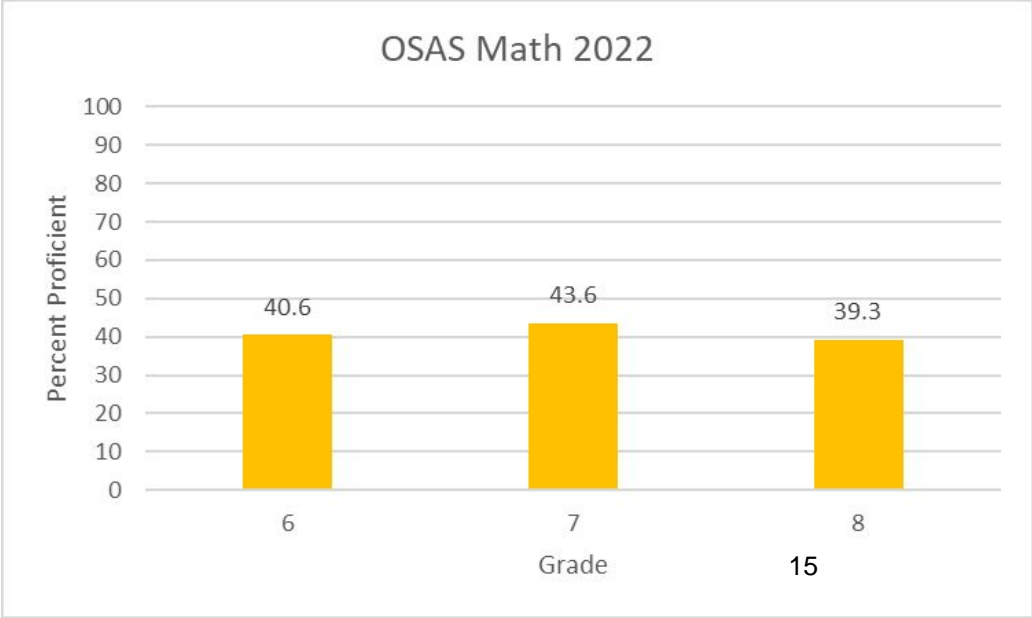
Mathematics Proficiency by Grade Level

Elementary (Grades K-5)



Mathematics Proficiency by Grade Level

Secondary (Grades 6–12)



Current District Assessments

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Current Reading Assessments

- easyCBM (K-2)
- IRLA/ENIL (K-5)
- ACT/SAT series of College Readiness Assessments (8, 10, 11)

Grades	Current District Assessment Tool #1			Time to Administer	Additional Information	Current District Assessment Tool #2			Time to Administer	Additional Information	Current District Assessment Tool #3			Time to Administer	Additional Information
	English	Spanish	Frequency			English	Spanish	Frequency			English	Spanish	Frequency		
K-2	Independent Reading Level Assessment (IRLA)	Estructura para la Evaluación del nivel independiente de lectura (ENIL)	Administered twice each school year for K-5 Fall - by November 10th Spring - by end of school year	Students are assessed individually by a teacher, paraeducator, or academic coach and the amount of time needed for administration varies by student. On average each assessment takes approximately 10 to 20 minutes per student.	Following each assessment the teacher is required to enter the student's data into the SchoolPace system. May be used additional times during the school year by the teacher as a means of formative assessment.	Administered three times a year for K-2	Basic Reading 20 min. Proficient Reading 30 to 40 min. Reading Fluency 1 min. Vocabulary 10 to 15 min.	Computer based adaptive assessment. Administered annually to all K-2 students to screen for dyslexia. ODE approved dyslexia screener.	Pre-ACT8 (8th Graders), PreACT (10th Graders), ACT (11th Graders), and PSAT/SAT	Annually	Varies by specific test	College Readiness Assessments - all 8th, 10th, and 11th Graders participate in the PreACT8, PreACT, ACT sequence. PSAT/SAT Administered on a school specific basis.			
3-5															
6-8															
9-12			Not Currently Used			easyCBM	easyCBM	Not Currently Used		N/A					

Current Mathematics Assessments

- ACT/SAT series of College Readiness Assessments (8, 10, 11)

Grades	Current District Assessment Tool #1			Time to Administer	Additional Information	Current District Assessment Tool #2			Time to Administer	Additional Information	Current District Assessment Tool #3			Time to Administer	Additional Information
	English	Spanish	Frequency			English	Spanish	Frequency			English	Spanish	Frequency		
K-2															
3-5															
6-8															
9-12											Pre-ACT8 (8th Graders), PreACT (10th Graders), ACT (11th Graders), and PSAT/SAT	N/A	Annually	Varies by specific test	College Readiness Assessments - all 8th, 10th, and 11th Graders participate in the PreACT8, PreACT, ACT sequence. PSAT/SAT Administered on a school specific basis.

Current Writing Assessments

- ACT College Readiness Assessment (11)

Content Area	Grades	Current District Assessment Tool #1			Time to Administer	Additional Information	Current District Assessment Tool #2			Time to Administer	Additional Information	Current District Assessment Tool #3			Time to Administer	Additional Information
		English	Spanish	Frequency			English	Spanish	Frequency			English	Spanish	Frequency		
Writing	K-2															
	3-5															
	6-8															
	9-12										ACT (11th Graders)	N/A	Annually	Varies by specific test	College Readiness Assessments - all 8th, 10th, and 11th Graders participate in the PreACT8, PreACT, ACT sequence, PSAT/SAT Administered on a school specific basis.	

Current BH&W/SEL Assessments

- Limited Pilot of CoVitality Social Emotional Health Survey this year

Grades	Current District Assessment Tool #4			Time to Administer	Additional Information
	English	Spanish	Frequency		
K-2					Computer based assessment for screening of student's social emotional strengths and areas for growth. An entire class of students can be assessed in a class period. Aligned with CASEL framework .
3-5					
6-8					
9-12	CoVitality Social Emotional Health Survey (limited pilot during the 22-23 SY)	N/A	Annually for students in Grades 4 - 12, unless parent(s) elect to opt out	30 - 35 min.	
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Proposed District Assessment Framework

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Universal Screener

Assessment of **all** students to determine individual student strengths and challenges in a particular content area.

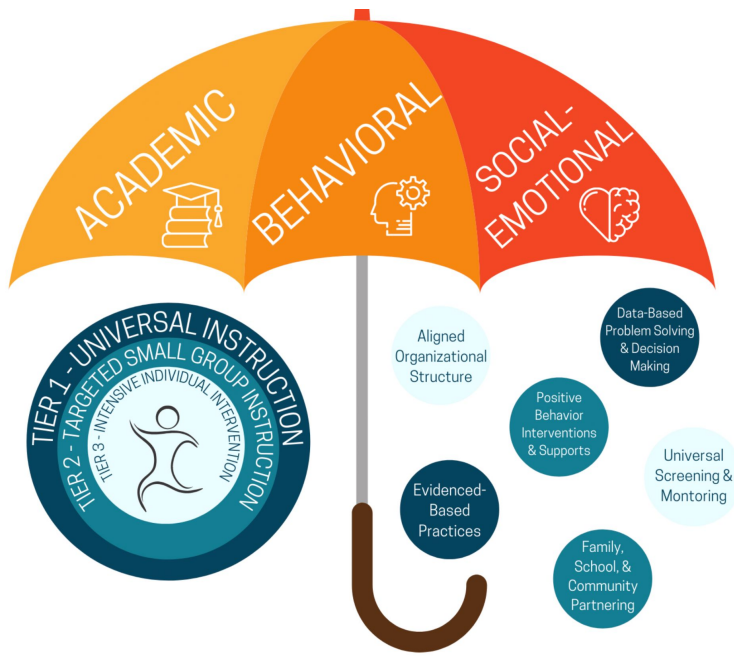
Important factors when selecting universal screening tools include:

- Frequency of the screening
- Criteria used to determine which students are in need of intervention

Current District Intervention Framework

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Current District Intervention Framework



- **Tier 1:**
Over the past several years the district has worked to create a solid foundation district wide of core instruction that meet the needs of students. As part of this we are currently undergoing curriculum reviews in preparation for undergoing adoptions in both reading and math next school year.

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Current District Intervention Framework

- Tier 2:**

We are currently piloting several reading interventions.

Additionally, a second cohort of academic coaches at the elementary level are completing LETRS training.

		Intervention	Intervention Minutes
Reading	K-2	Small group (2-3 students) support from Academic Coach using Heggerty or decodable text from Flyleaf or Half-Pint Kids	15-30 min./4 days per week
	3-5	Lexia Core5 Reading Pilot at 12 schools (6 Title 1 and 6 Non-Title)	10 min./day
	6-8	Lexia PowerUp Pilot at 7 schools (6 middle schools and 1 K-8)	10 min./day
	9-12	Lexia PowerUp Pilot at 2 schools (2 high schools)	10 min./day



Current District Intervention Framework

- Tier 3:



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Questions & Discussion

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