15 Years of MTSS/RTI: Lessons Learned from Research & Practice
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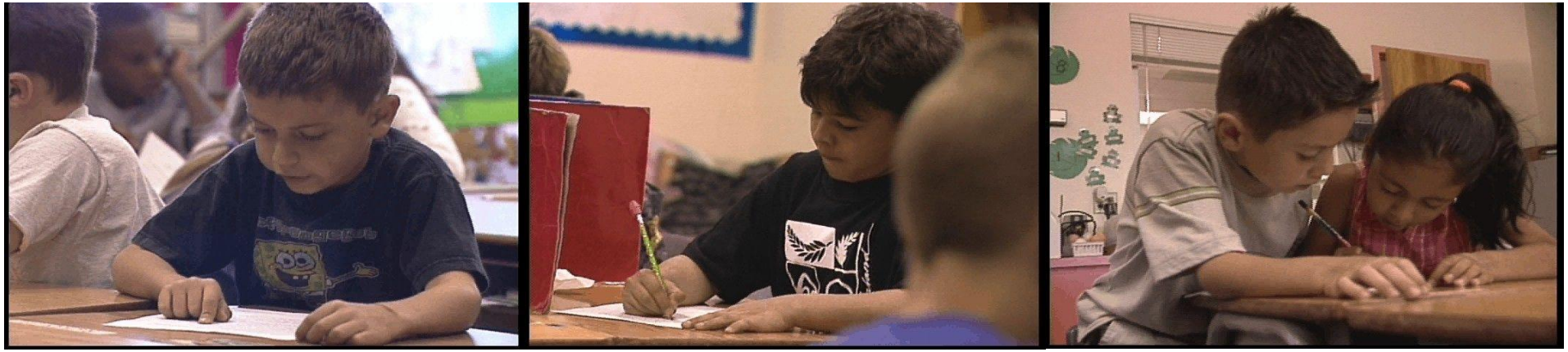
The Realities of Instruction

- The average second grade student spends about 1.5 hours per day of academic engaged time
- Classes with stronger academic outcomes
  - Allocate more academic time
  - Promote higher rates of academic engagement
- About half of the school day engaged in nonacademic or noninstructional activities
- With little variation across classrooms, children spent about 16 min of every hour waiting

https://files.eric.ed.gov/fulltext/EJ1100409.pdf: Rosenshine, B. V. (1981). How Time is Spent in Elementary Classrooms. *Journal of Classroom Interaction,* 17(1), 16-25.

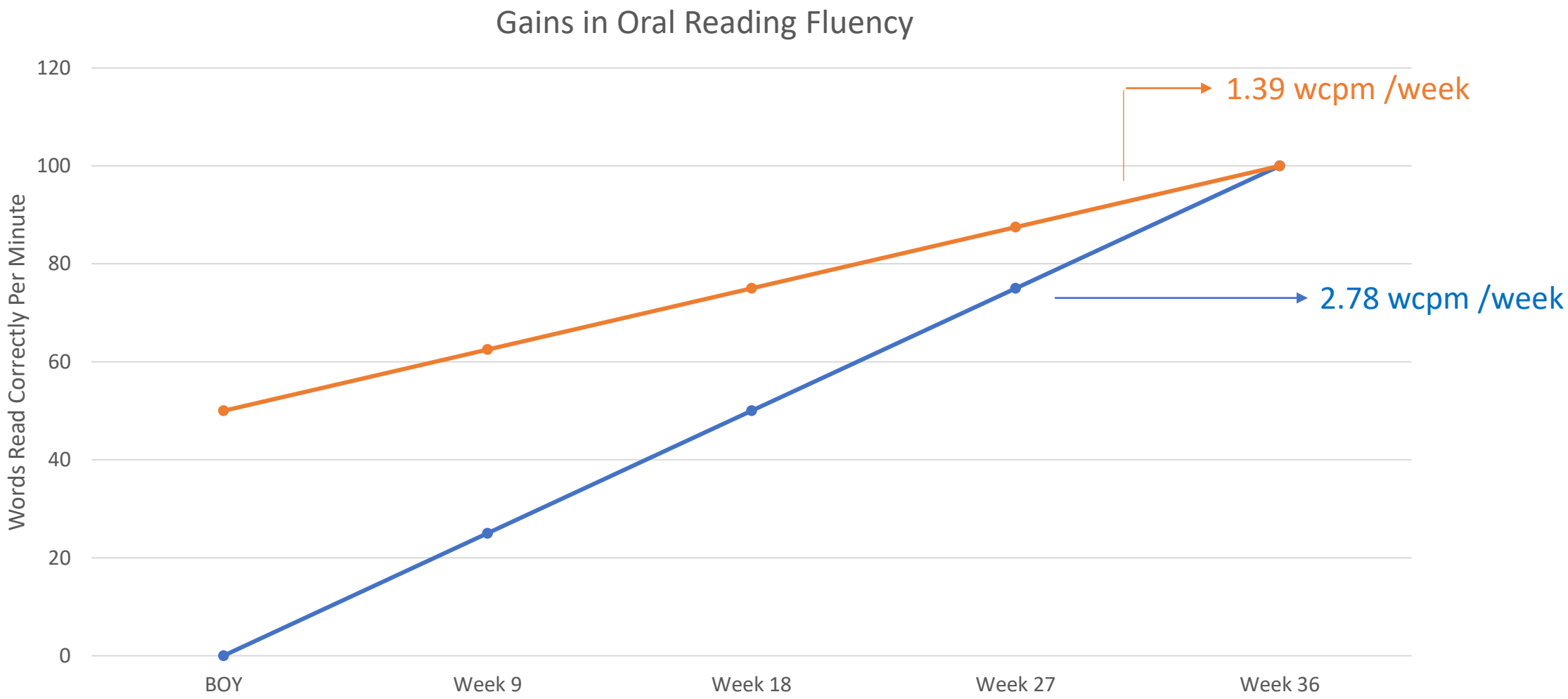
Some Children Require Surgically Precise Instruction to Meet Grade-Level Milestones



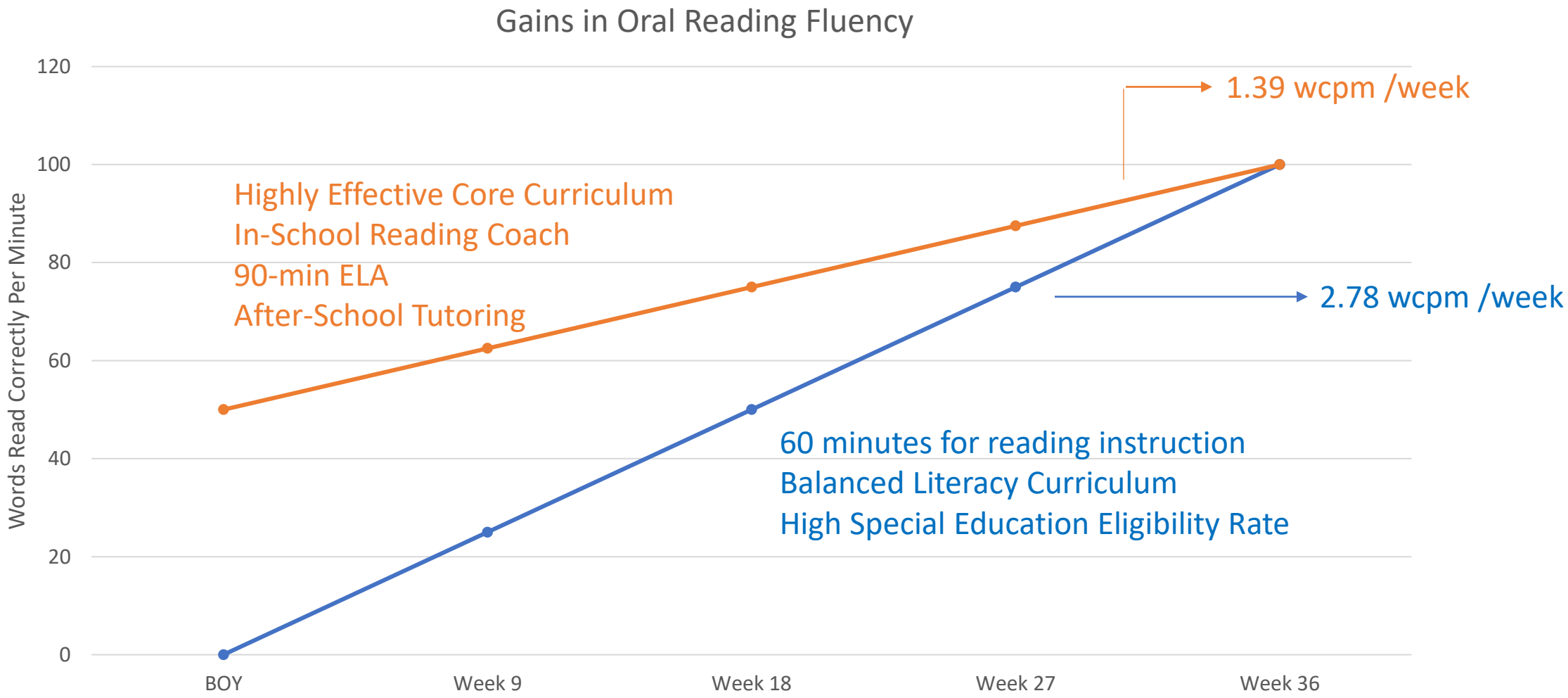
Trajectories are changed with Quality of Instruction

Instruction Proof

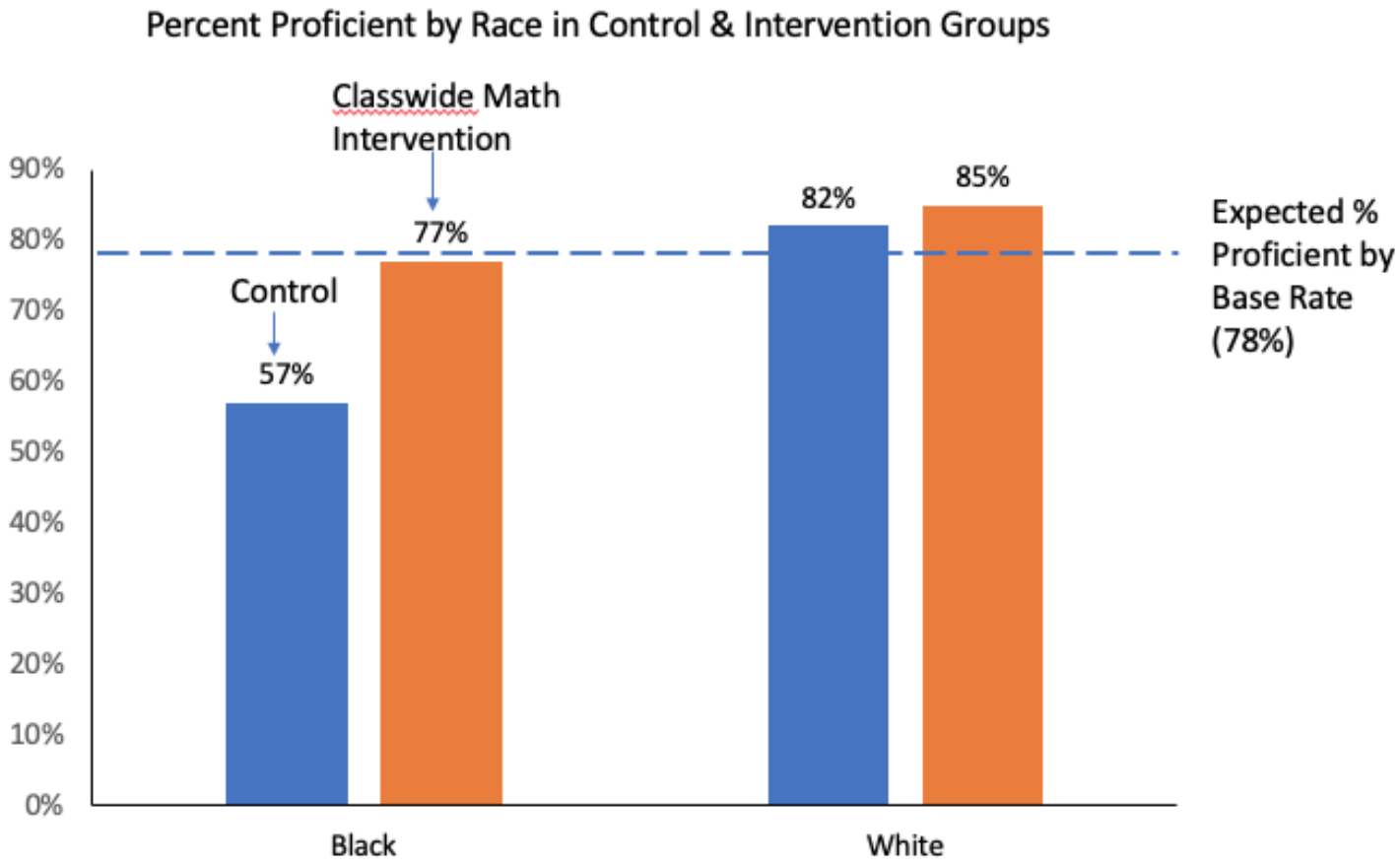
Children Arrive with Different Skill Proficiencies



Schools Differ in the Quality of their Instructional Offerings



Closing Opportunity Gaps Means Delivering More Effective Instruction Where It's Needed



VanDerHeyden, A. M. & Codding, R. (2015). Practical effects of classwide mathematics intervention. *School Psychology Review, 44*, 169-190. doi: http://dx.doi.org/10.17105/spr-13-0087.1

How Can We Do More with Less?

1. More Accurate Assessment or Determination of Academic Need (Use Classwide Intervention)
2. More Effective Instruction Delivered with Greater Efficiency (Avoid the “Instruction du jour”)

“in today’s context, the measurement technologies ought to become integral parts of instruction designed to make a difference in the lives of children and not just a prediction about their lives.”

Maynard Reynolds 1975 (p. 15)

Learning is a Very Predictable Outcome of High-Quality Instruction

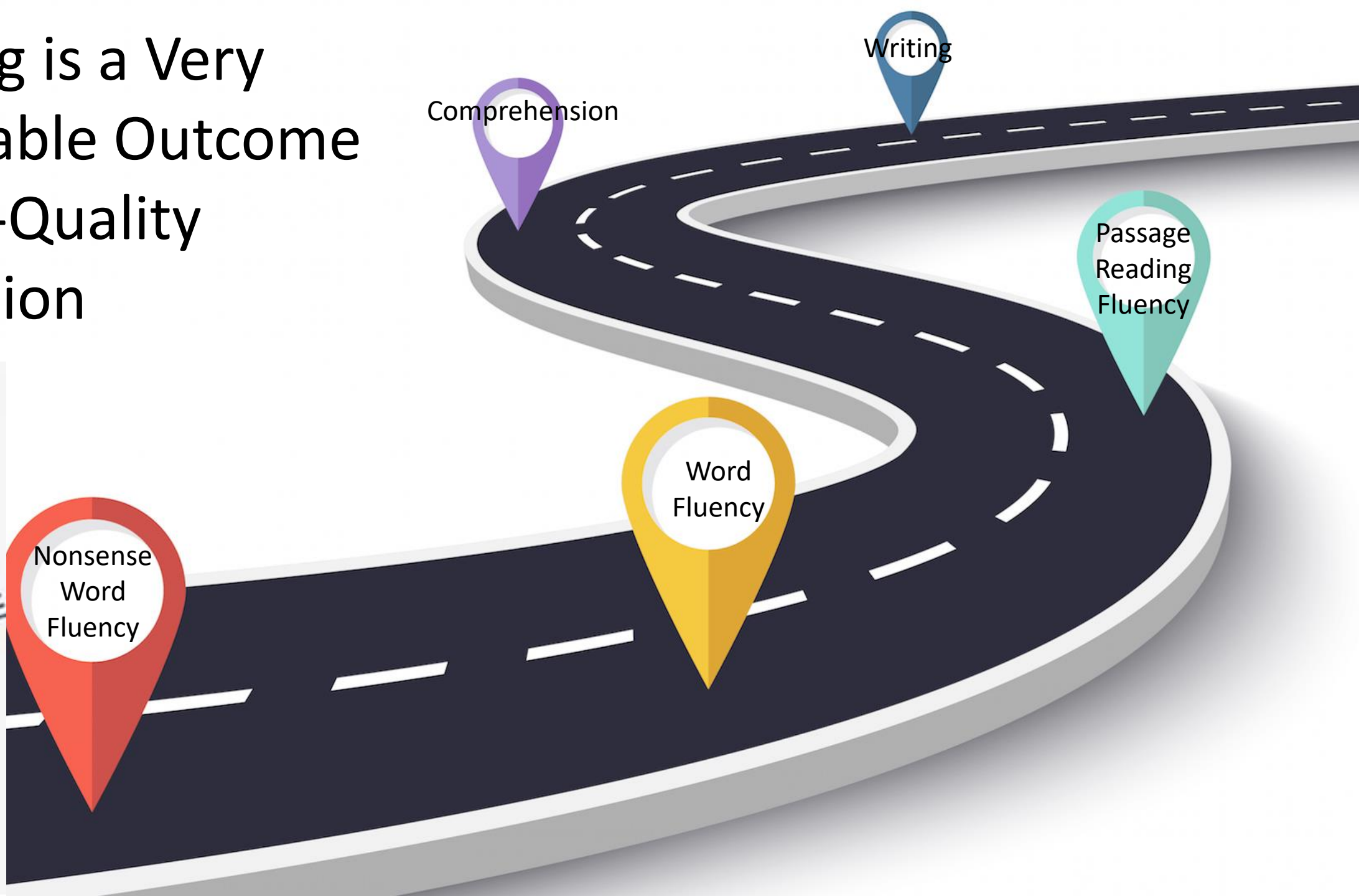
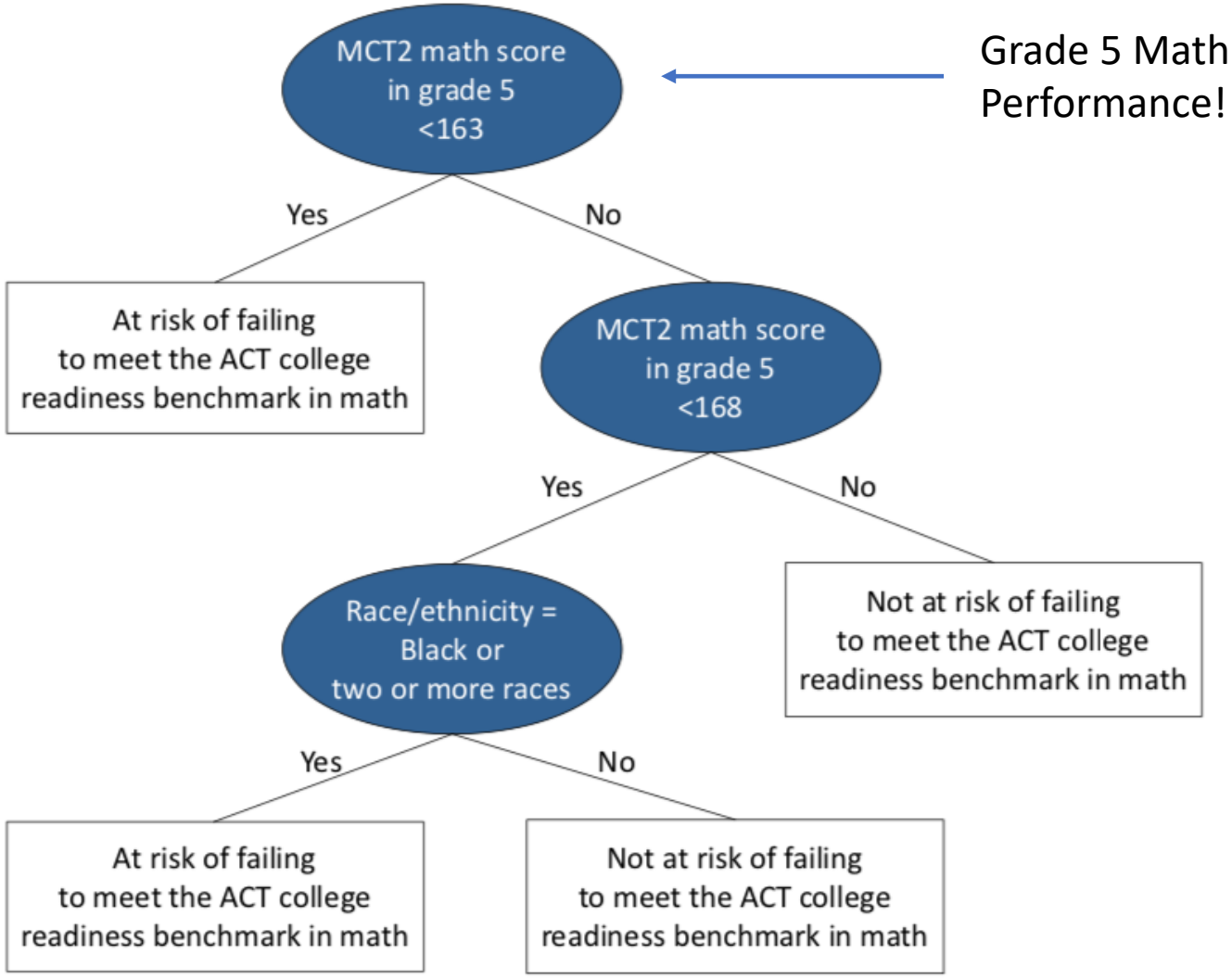


Figure 2. Classification and regression tree model decision rules for identifying Mississippi students as at risk of failing to meet the ACT college readiness benchmark in math, based on grade 5 math achievement and race/ethnicity, 2011/12–2016/17



Grade 5 Math Performance!!

Koon, S., & Davis, M. (2019). Math course sequences in grades 6–11 and math achievement in Mississippi (REL 2019–007). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from http://ies.ed.gov/ncee/edlabs

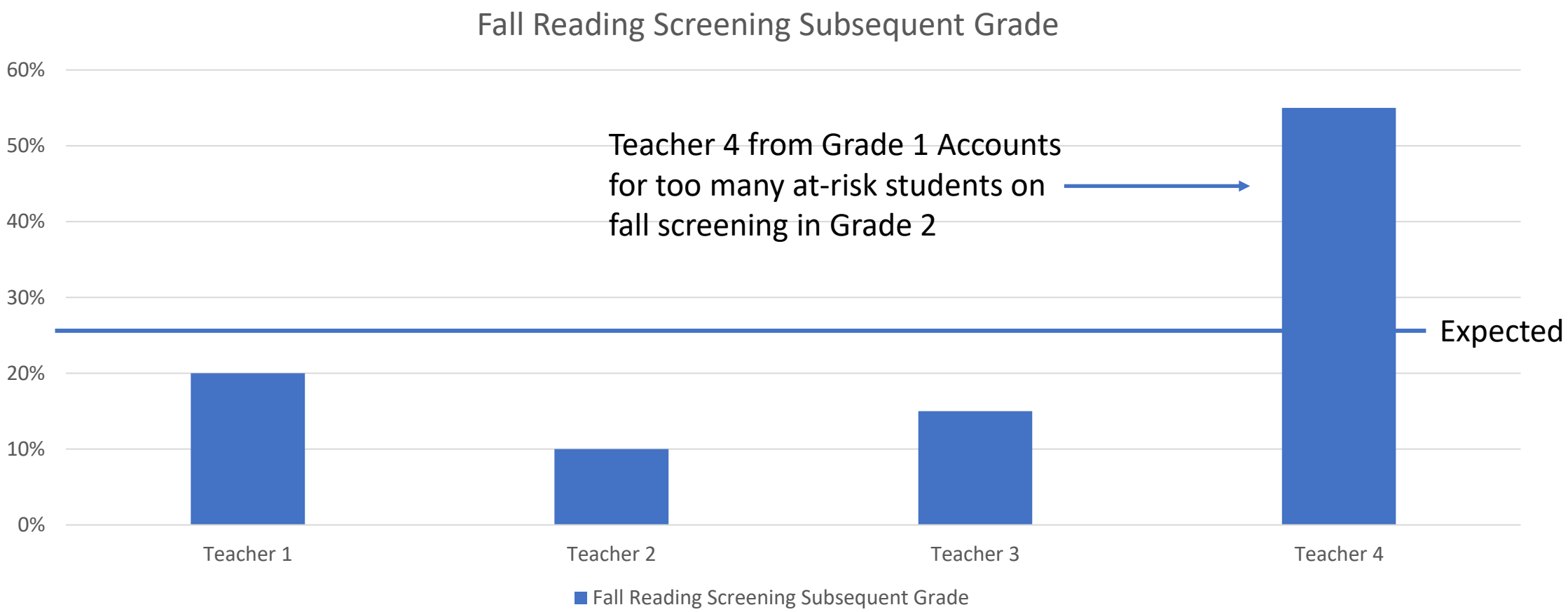
Lesson 1: Specialized Instruction is a Myth. Intensified Instruction is Real. Let’s talk about specialized instruction first.

Teachers Vary in Teaching Efficacy

- "… average gains in learning across classrooms, even classrooms within the same school, are very different. Some teachers year after year produce bigger gains in student learning than other teachers. The magnitude of the differences is truly large, with some teachers producing 1.5 years of gain in acheivement in an academic year while others with equivalent students produce only ½ year of gain. In other words, two students starting at the same level of achievement can know vastly different amounts at the end of a single academic year due solely to the teacher to which they are assigned. If a bad year is compounded by other bad years, it may not be possible for the student to recover."

p. 467, Hanushek, 2011

Risk Over Time is a Red Flag



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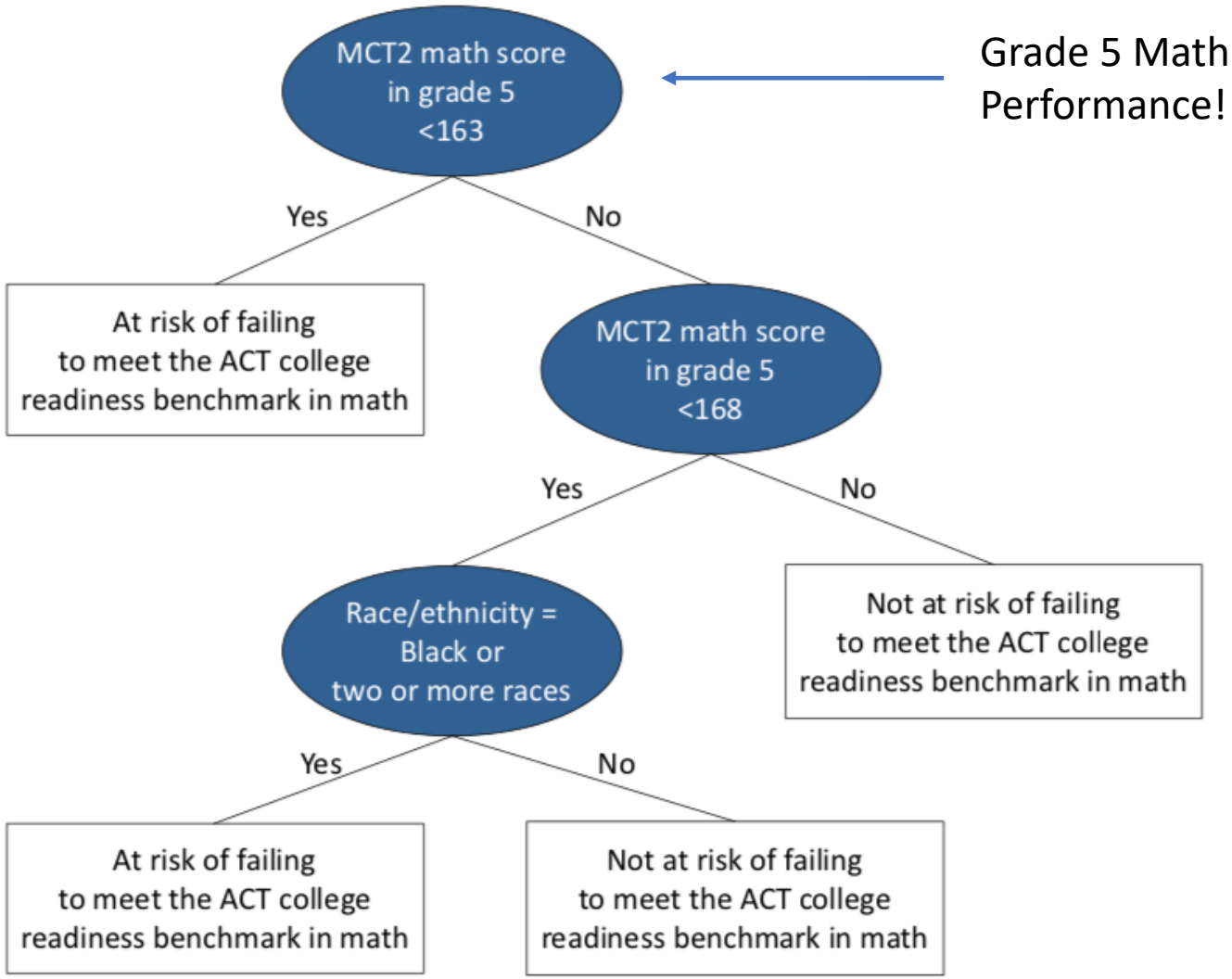

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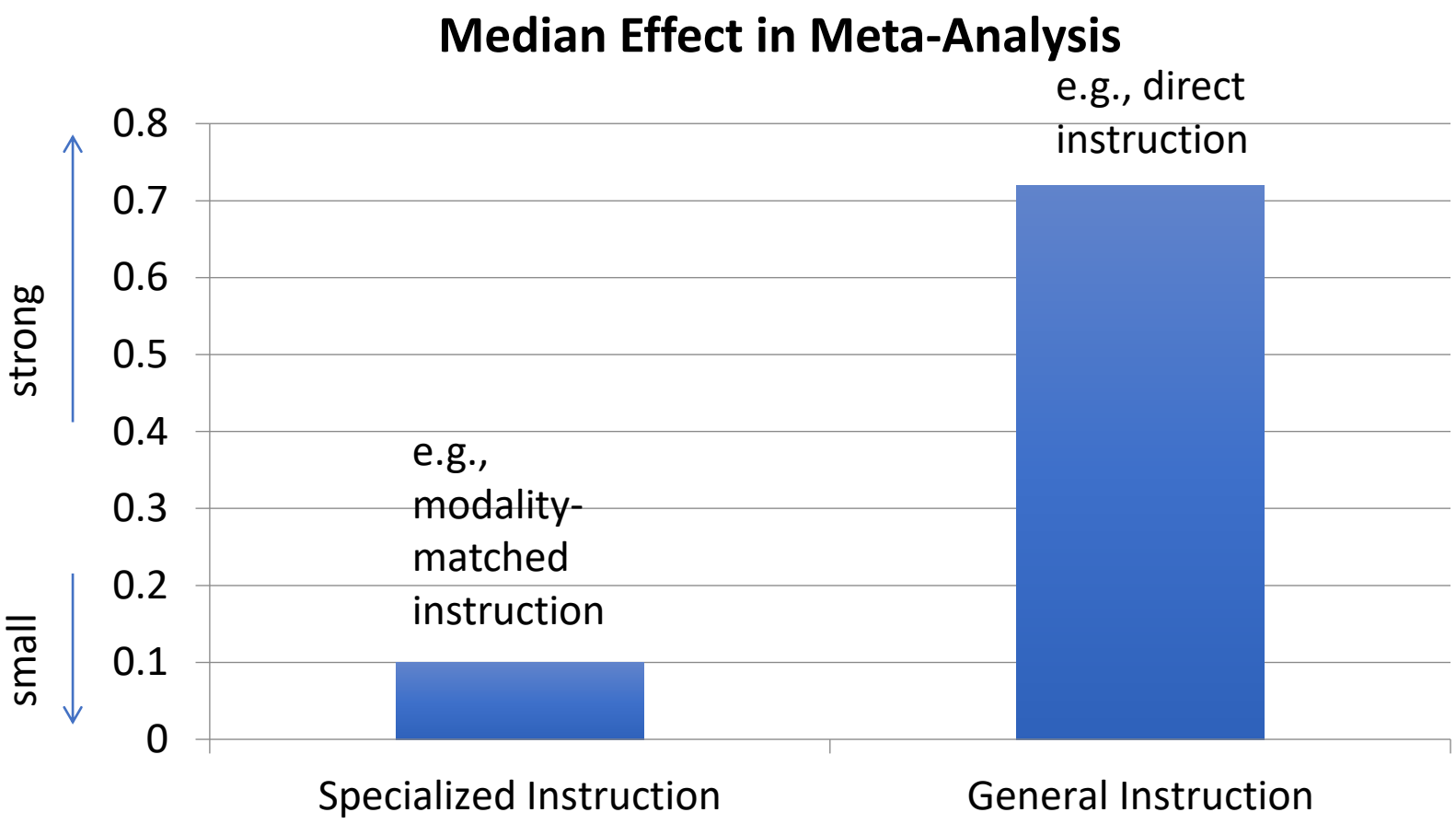
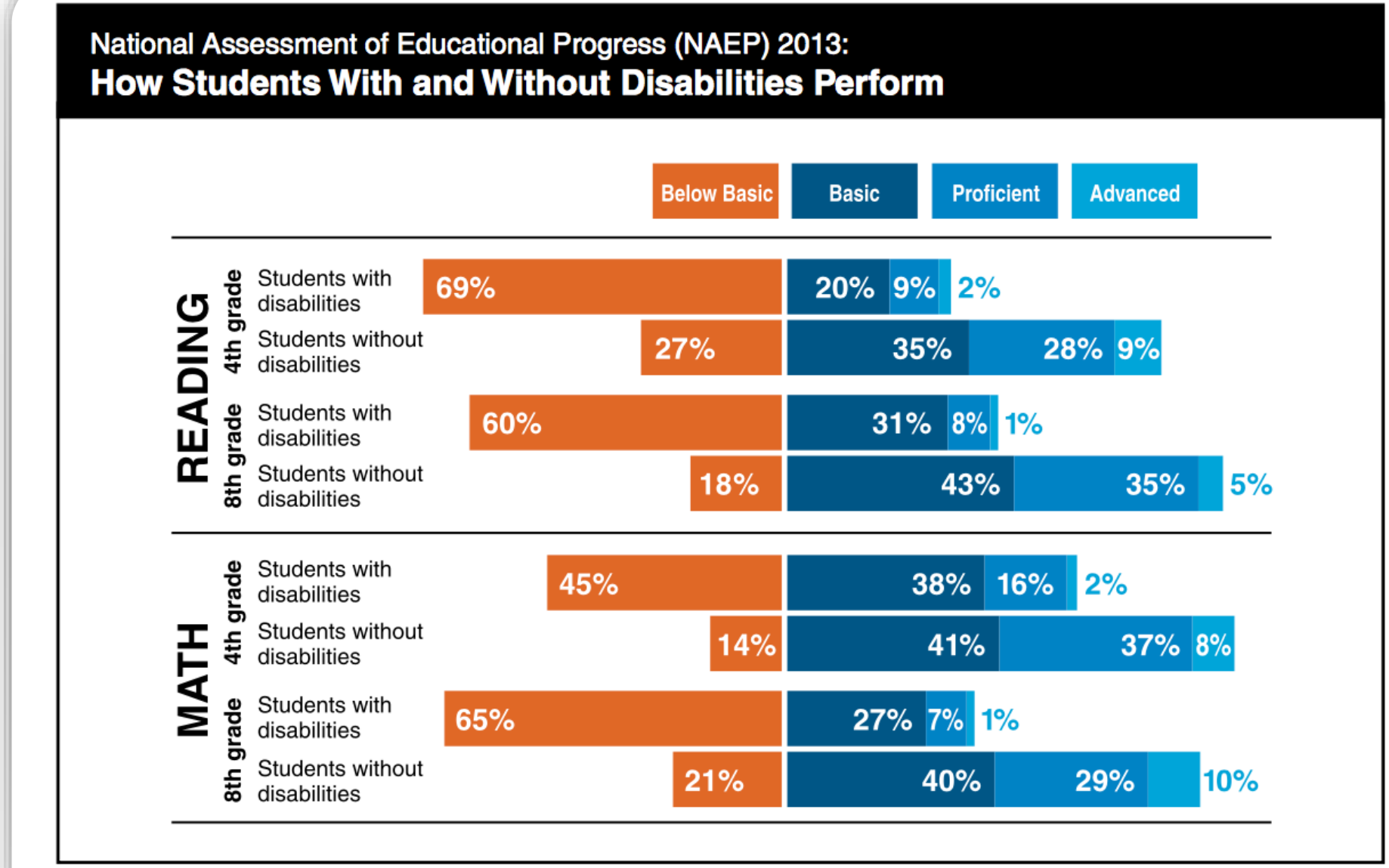
No Effect for “Special” Instruction



Reading comprehension	1.13
Direct instruction	0.84
Psycholinguistic training	0.39
Modality instruction	0.15
Diet	0.12
Perceptual training	0.08

Source: Kavale & Forness, 1999

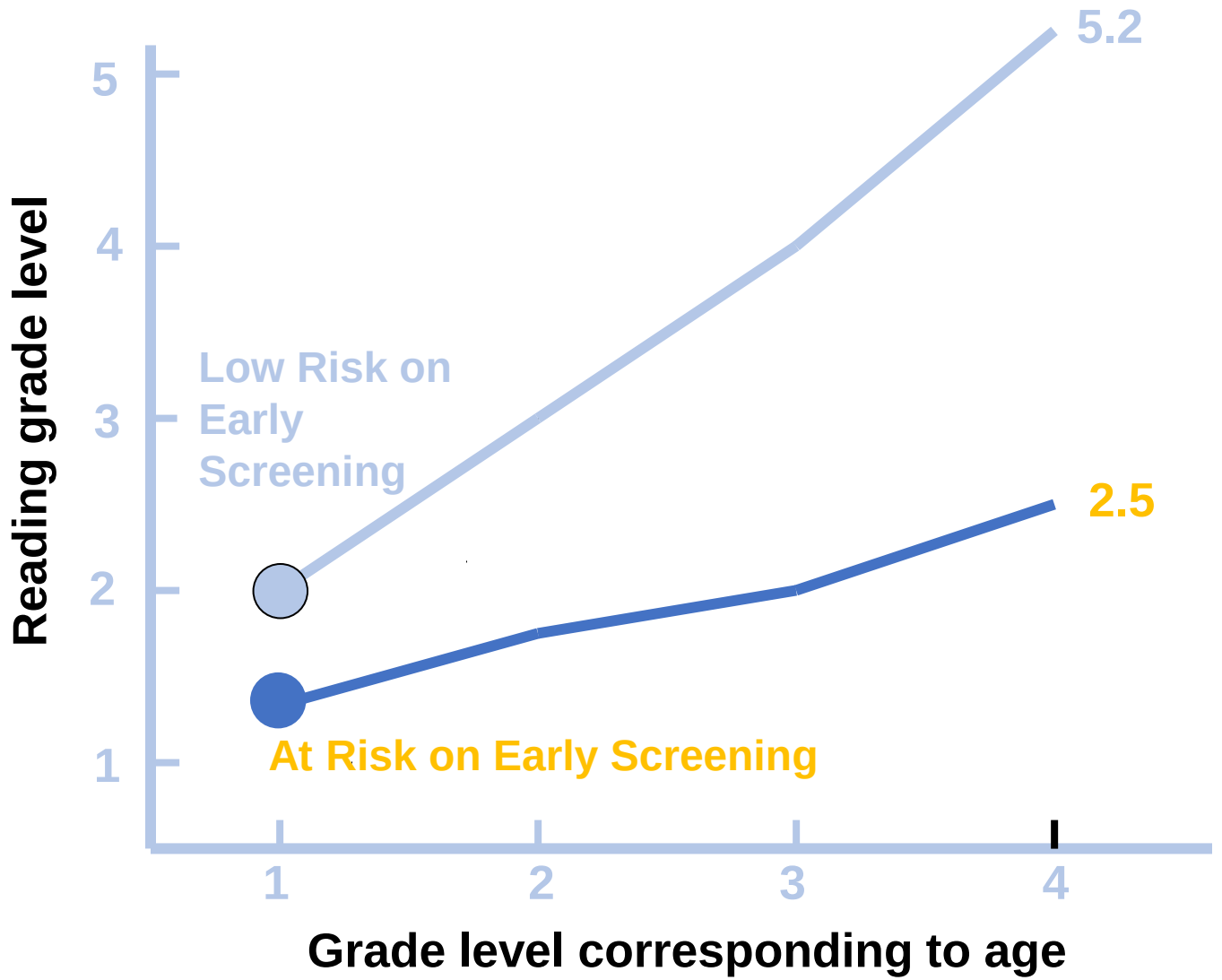


Cortiella, Candace and Horowitz, Sheldon H. *The State of Learning Disabilities: Facts, Trends and Emerging Issues.* New York: National Center for Learning Disabilities, 2014.

Lesson 2: Effective Instruction Saves Lives

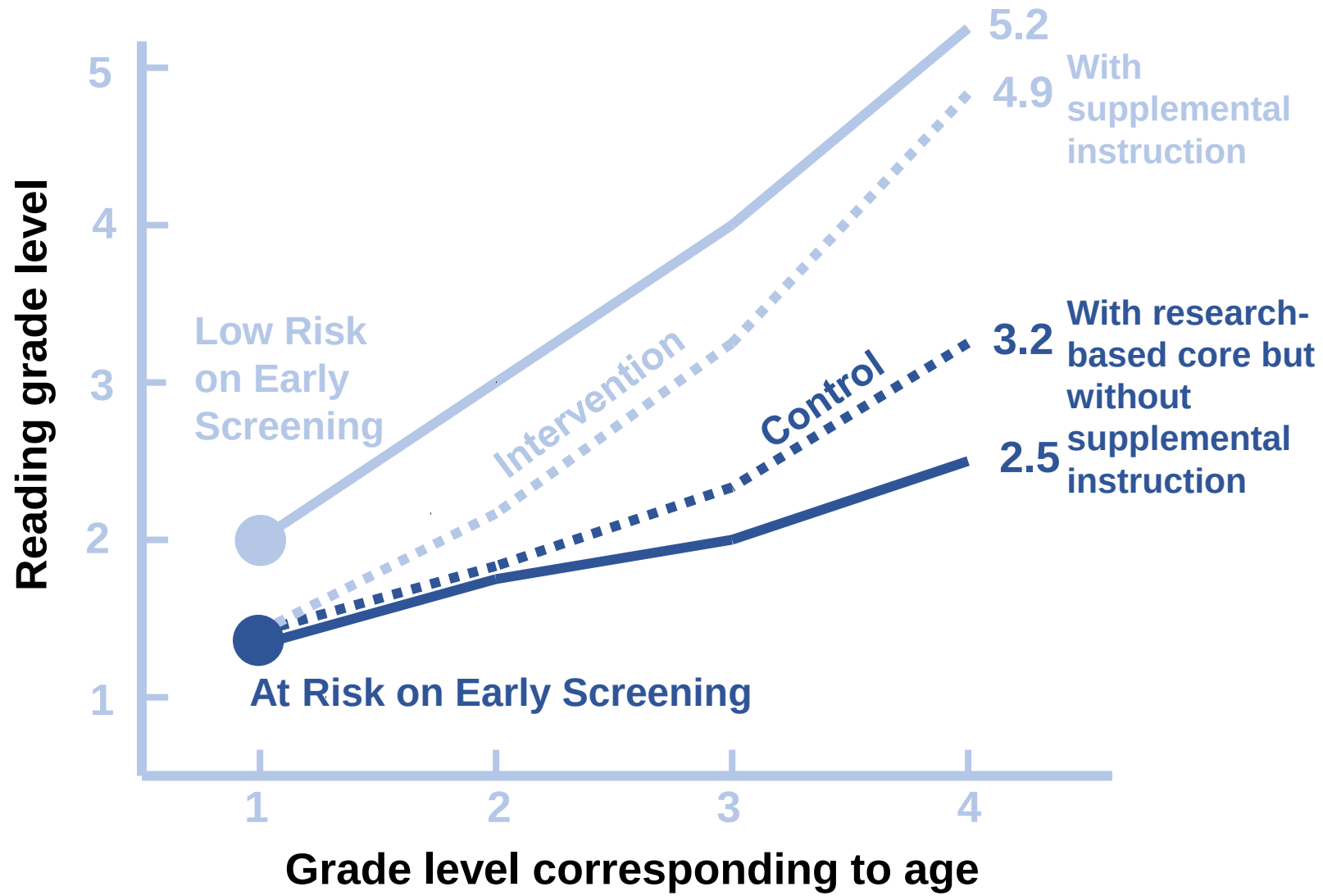
Early Screening Identifies Children At Risk of Reading Difficulty

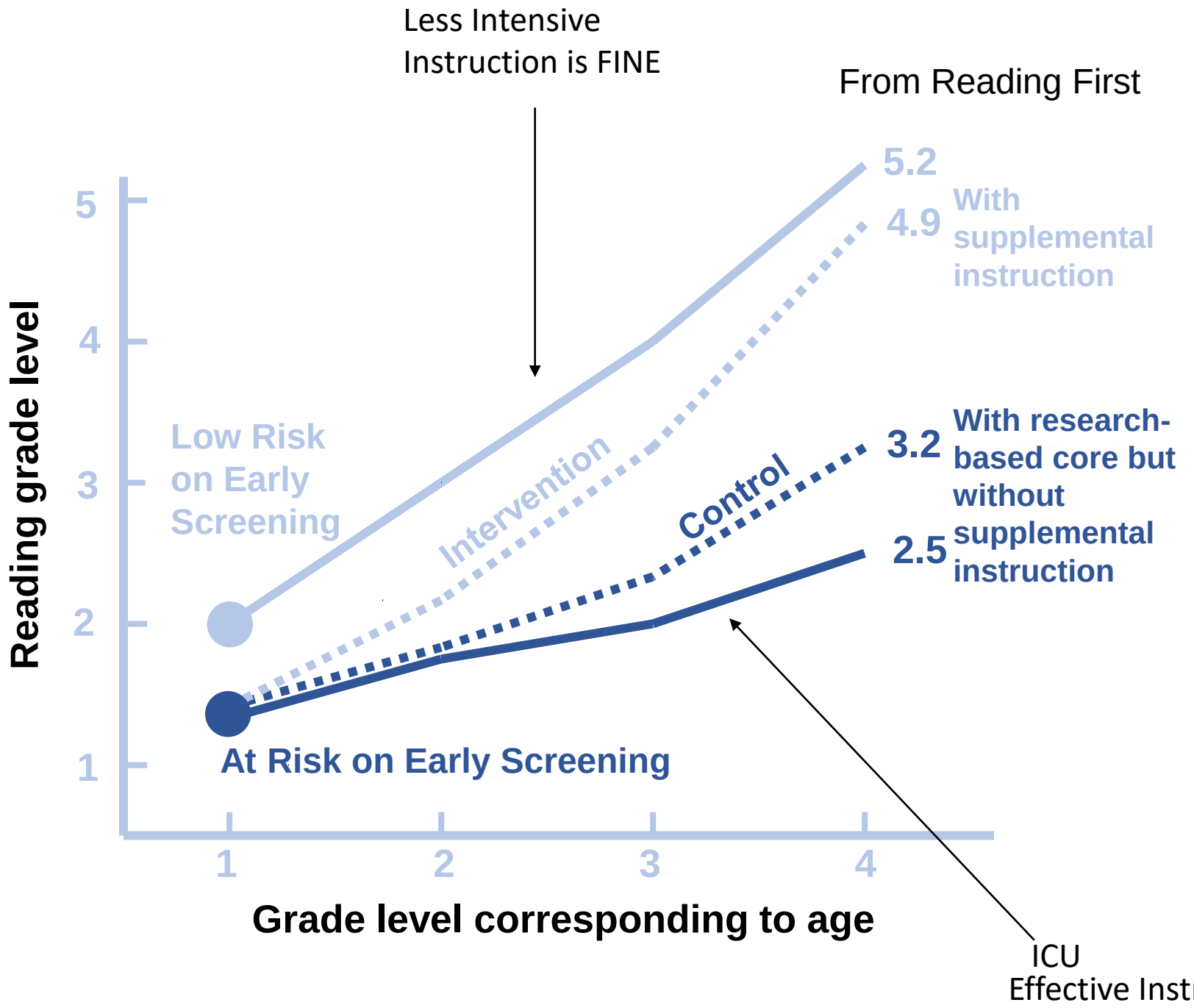
From Reading First



Early Intervention Changes Reading Outcomes

From Reading First




Less Intensive
Instruction is FINE
From Reading First
5.2
4.9
With
supplemental
instruction
Low Risk
on Early
Screening
Intervention
Control
3.2
With research-
based core but
without
supplemental
instruction
2.5
At Risk on Early Screening
Reading grade level
5
4
3
2
1
1
2
3
4
Grade level corresponding to age
ICU
Effective Instruction Saves Lives

What You DO Makes a Difference

Source: Hattie (2009)

Teaching	Effect Size
Quality of teaching	0.77
Reciprocal Teaching	0.74
Teacher-Student Relationship	0.72
Providing Feedback	0.72
Teaching student self-verbalization	0.67
Meta-Cognition Strategies	0.67
Direct Instruction	0.59
Mastery Learning	0.57
Average	*0.68*

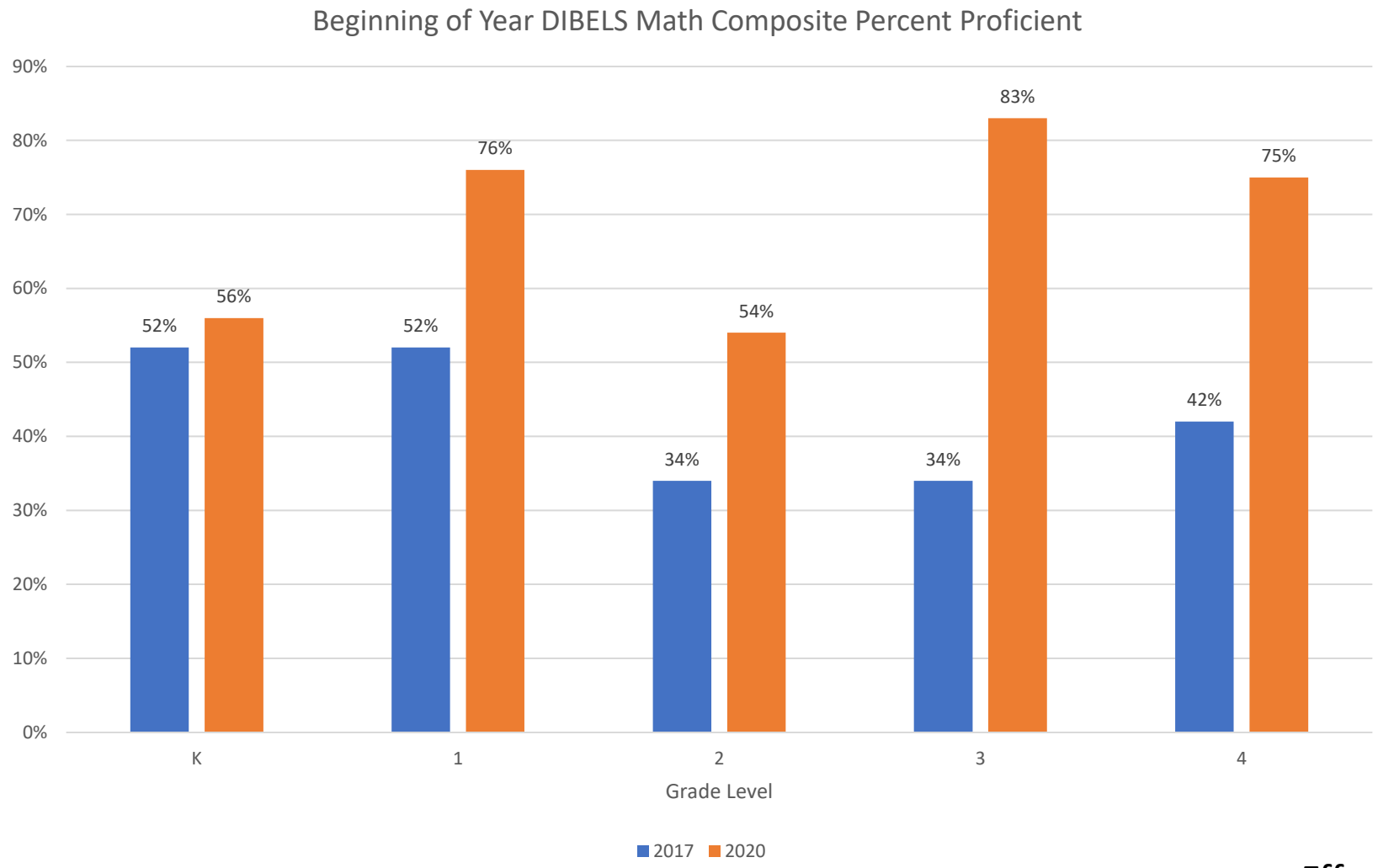
Working Conditions	Effect Size
Within-class grouping	0.28
Adding $	0.23
Reducing Class Size	0.21
Ability Grouping	0.11
Multi-Grade/Age Classes	0.04
Open v. Traditional Classes	0.01
Summer break	-0.09
Retention	-.016
Average	*0.08*

What is Teaching?

https://www.abainternational.org/about-us/policies-and-positions/students-rights-to-effective-education,-1990.aspx

Morningside Model of Generative Instruction and Kent Johnson

Prevention Effects from Effective Instruction Accumulate!

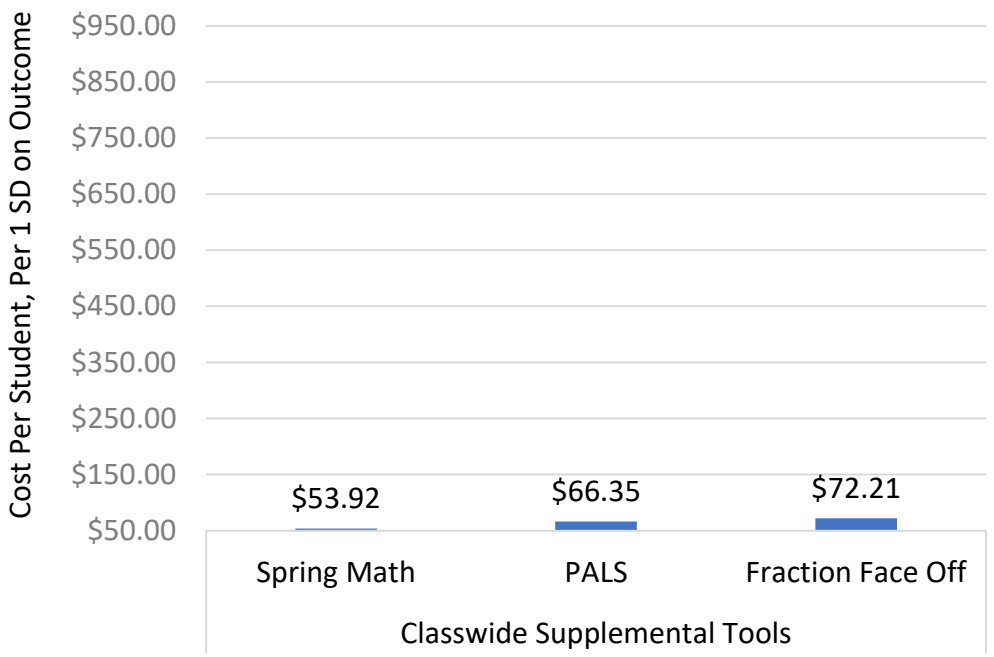


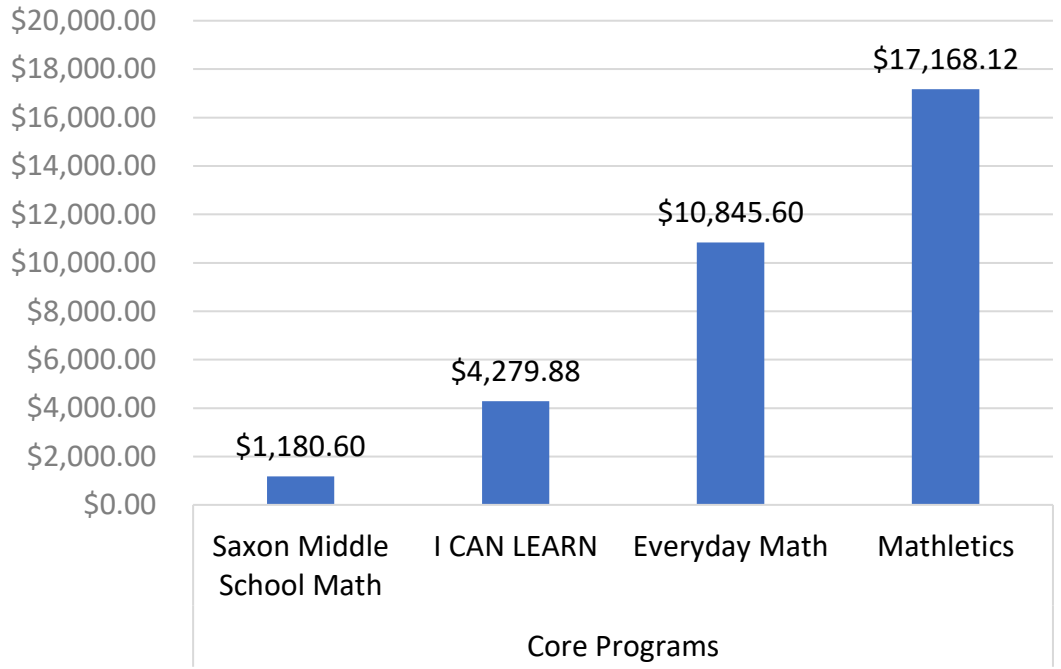
Effective Instruction Saves Lives

Look for Intervention w Strong Return on Investment

Cost Per Student, Per 1 SD gain in outcome

Lower is Better





"Changing math curricula as an approach for whole-school intervention when large numbers of students do not achieve proficiency is more costly than targeted, preventative math intervention" (Barrett & VanDerHeyden, 2020)

Barrett, C. A., & VanDerHeyden, A. M. (2020). A cost-effectiveness analysis of classwide math intervention. *Journal of School Psychology, 80,* 54-65. https://doi.org/10.1016/j.jsp.2020.04.002

Lesson 3: Use Classwide Intervention. Why?

- It takes 15-20 min per day.
- It’s curriculum neutral and supplements.
- All students show benefits.
- It makes future risk decisions more accurate

Use Class-wide Intervention

Classwide Intervention | Screening | Students

Classroom Performance

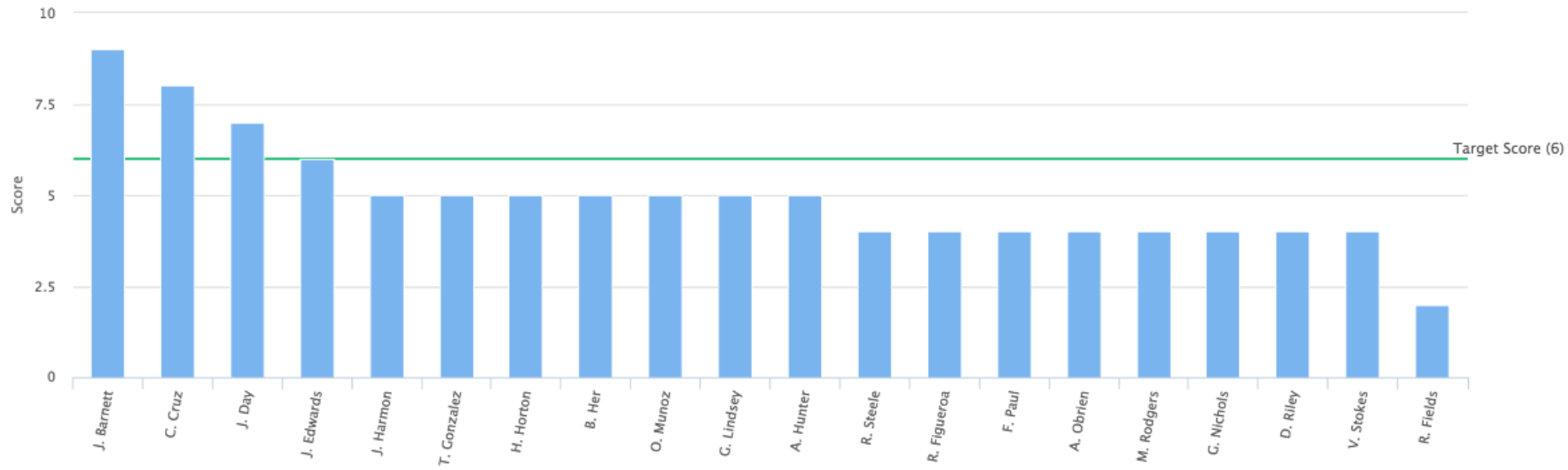
80% of your class appears to be at risk and in need of intervention to benefit from grade-level instruction.

We call this a classwide problem and *recommend a classwide intervention*.

20% !	20% !	25% !	30% !
Measure 1	*Measure 2*	*Measure 3*	*Measure 4*

Measure 1: Multiply 1 Digit by 2-3 Digit w/ & w/o Regrouping

Your students' screening scores compared to the target score.



Next Steps: Performing Class Wide Interventions

Skill packets will be provided to help practice foundational math skills.

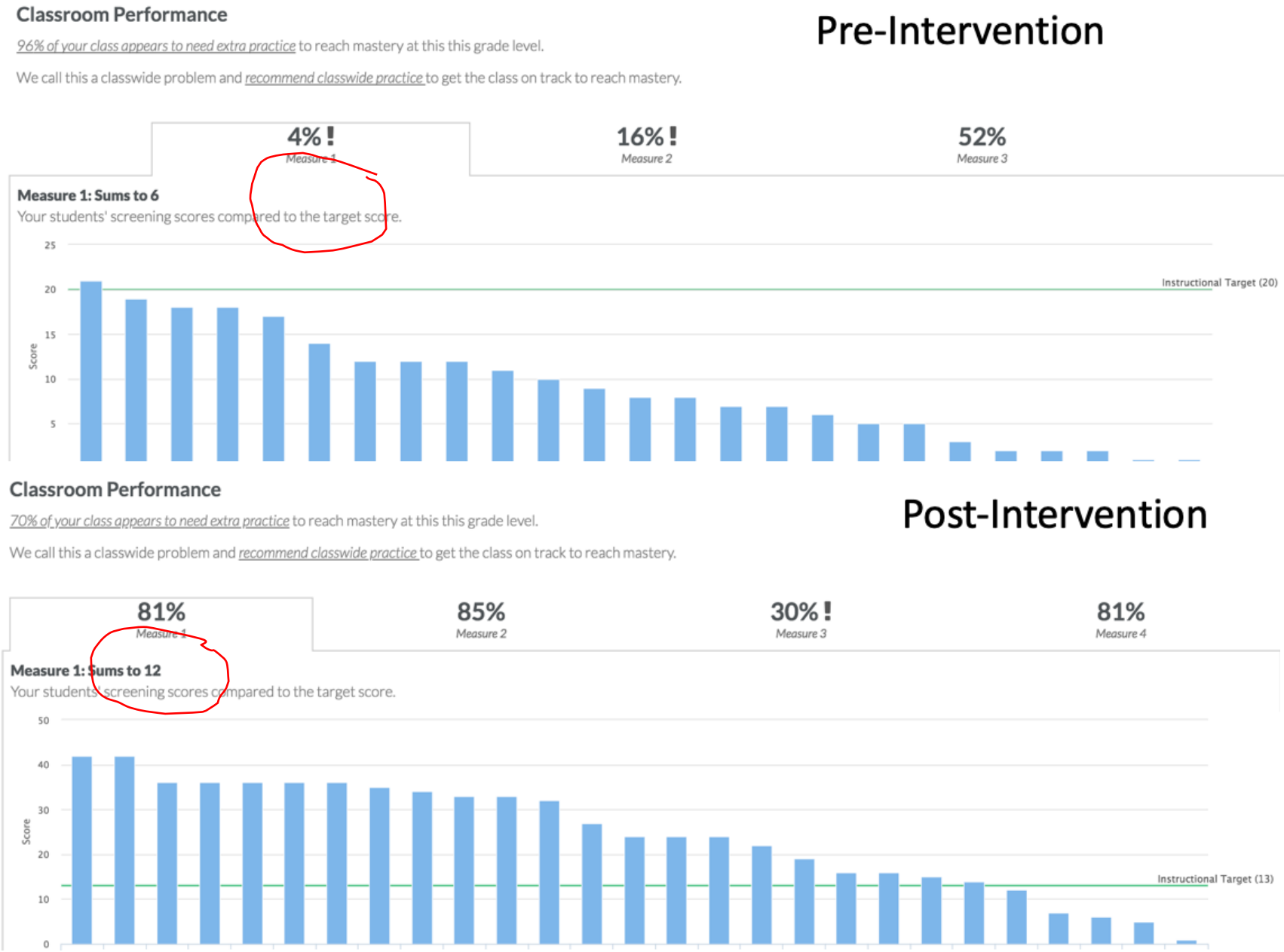
As you complete skills you will receive new packets and be able to view your class' skill progress.

Use Classwide Intervention

High-Yield Action: Use Class-wide Intervention

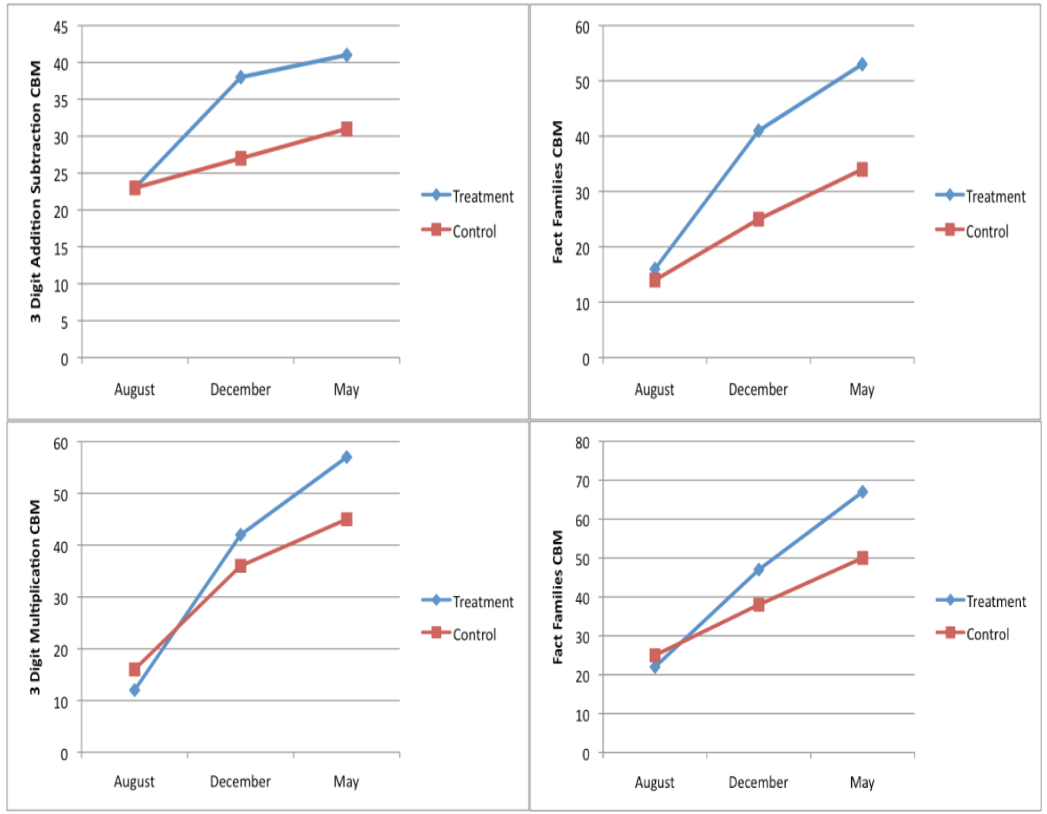
Pre

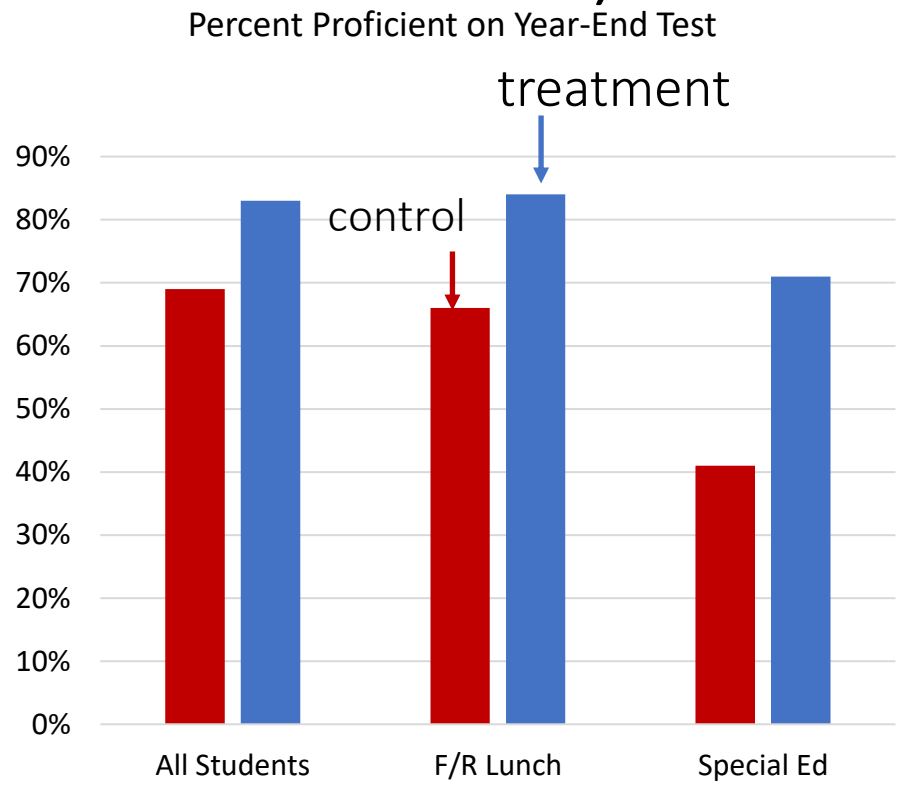
Post



Use Classwide Intervention

Classwide Intervention Works (when used well)





All	Title	Study	Study Type	Participants	Design	Fidelity of Impl.	Measures (Targeted)	Measures (Broader)
☐	Spring Math	Codding, VanDerHeyden, Martin, & Perrault (2016)	Group Design	●	◒	●	●	●
☐	Spring Math	VanDerHeyden, McLaughlin, Algina, & Snyder (2012)	Group Design	●	●	●	●	●

ES = .68 CBMs

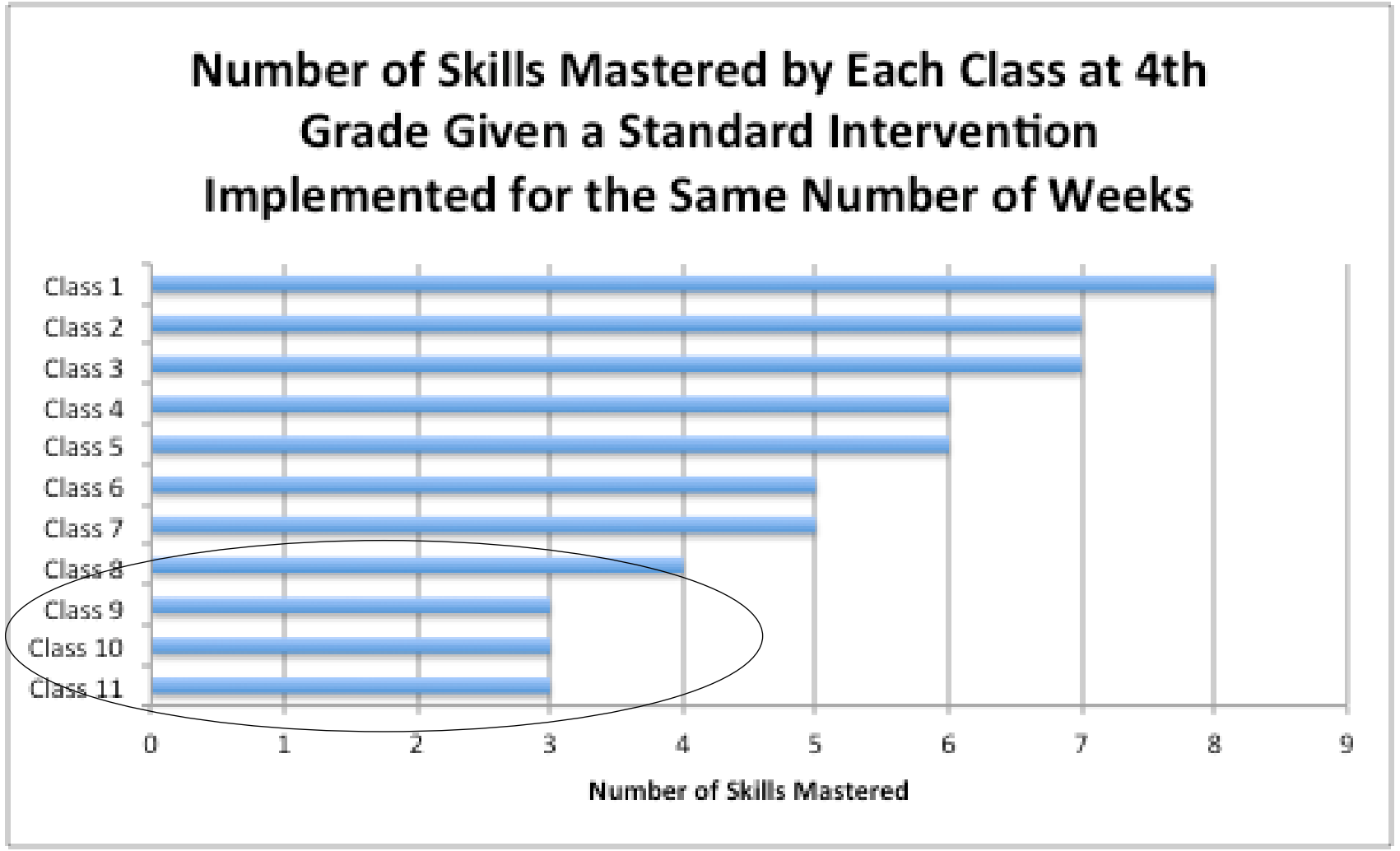
ES = .18 Gr 4

ES = .79 for at-risk

http://www.intensiveintervention.org/chart/instructional-intervention-tools (NCII)

Use Classwide Intervention

Look for Lagging Classes– and Respond



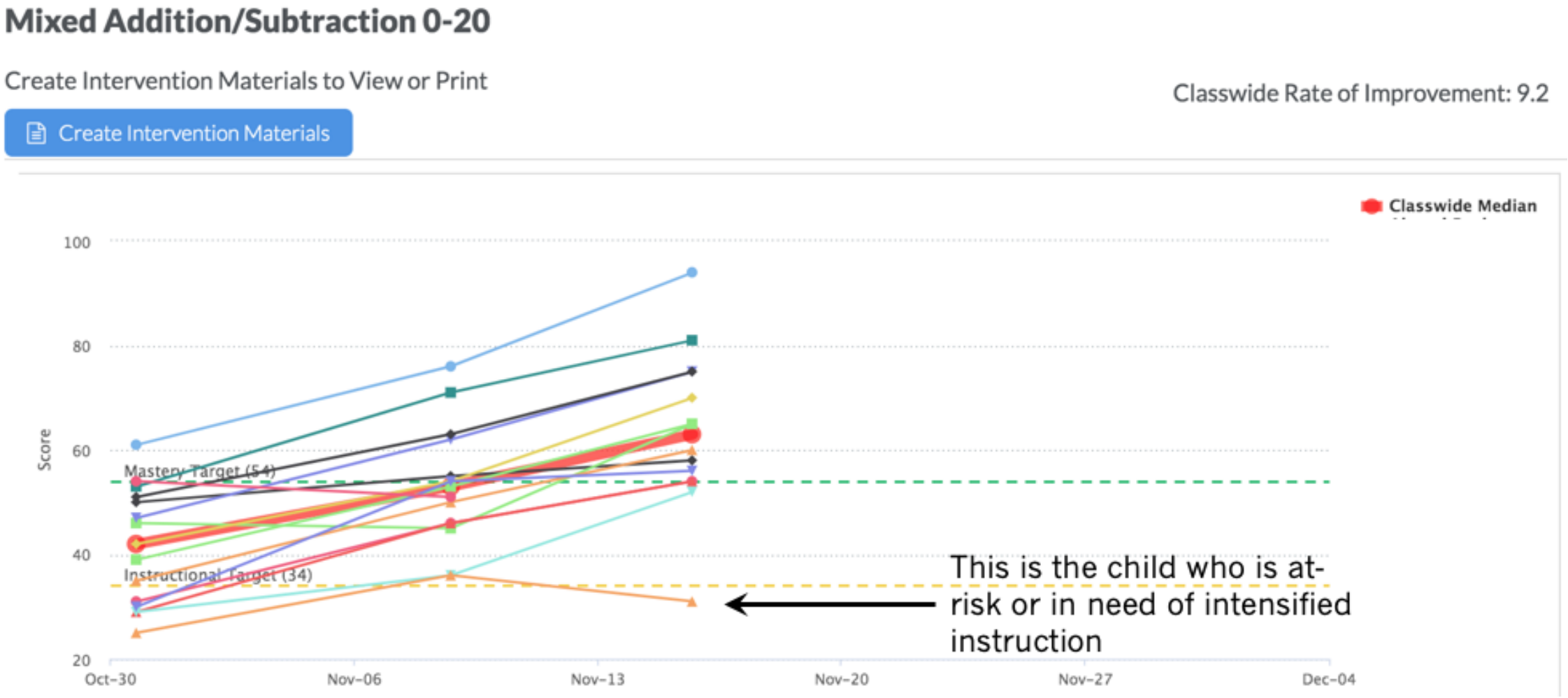
Use Classwide Intervention

When Managed, Classwide Intervention Works!

	Absolute Risk Reduction	Number Needed to Treat
All Students	15%	7
Students receiving F/R Lunch	18%	6
Students receiving Special Education Services	39%	3
Low-Performing Students	44%	2

Source: VanDerHeyden, McLaughlin, Algina, & Snyder, 2012; VanDerHeyden & Codding, 2015

Use Classwide Intervention as Gate in Screening



Use Classwide Intervention

Classwide Intervention | Screening | Students | Growth

Fall 2019-20 Screening Results

The results are in. Let's take a look...

Classroom Performance

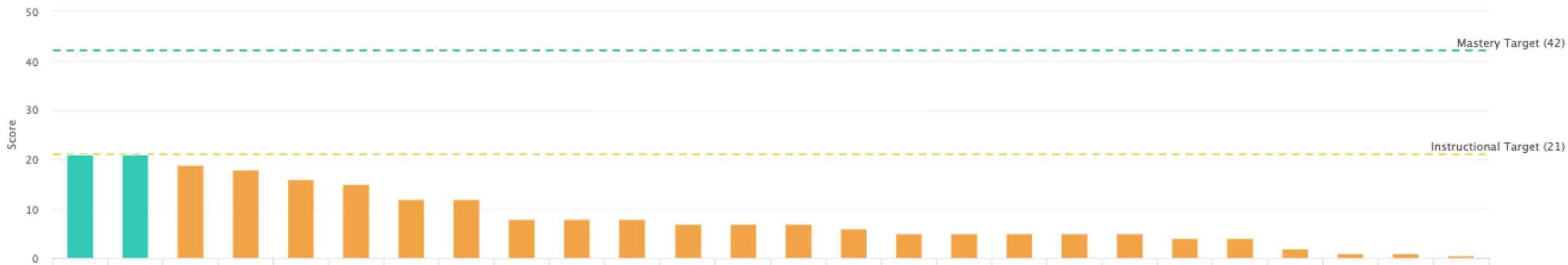
4% of your class reached the target on all of the screening assessments. Extra practice will help you reach mastery at this grade level.

The classwide intervention has already been started.

8%	19%	19%
Measure 1	*Measure 2*	*Measure 3*

Measure 1: Fact Families: Addition/Subtraction 0-20

Your students' screening scores compared to the target score.



Use Classwide Intervention

Classwide Intervention | Screening | Students | Growth

Your class is currently in class wide intervention. Complete intervention activities daily and enter progress monitoring scores weekly.

Mixed Addition/Subtraction 0-20

Create Intervention Materials to View or Print

Create Intervention Materials

Classwide Rate of Improvement: 3.8

Show Students scores

Intervention Progress

- ✓ Mixed Addition/Subtraction 0-20
- ● Fact Families: Add/Subtract 0-9
- ○ Fact Families: Addition/Subtraction 0-20
- ○ Addition 3-Digit Numbers with & without Regrouping
- ○ Subtraction 3-Digit Number with & without Regrouping
- ○ Add/Subtract 3-Digit Numbers with & without Regrouping
- ○ Multiplication 0-9
- ○ Multiplication 5-9
- ○ Division 0-9
- ○ Fact Families: Multiplication/Division 0-9
- ○ Multiplication 0-12
- ○ Division 0-12
- ○ Fact Families: Multiplication/Division 0-12
- ○ Multiply 1-Digit by 2-3-Digit without Regrouping

Use Classwide Intervention

Classwide Intervention | Screening | Students | Growth

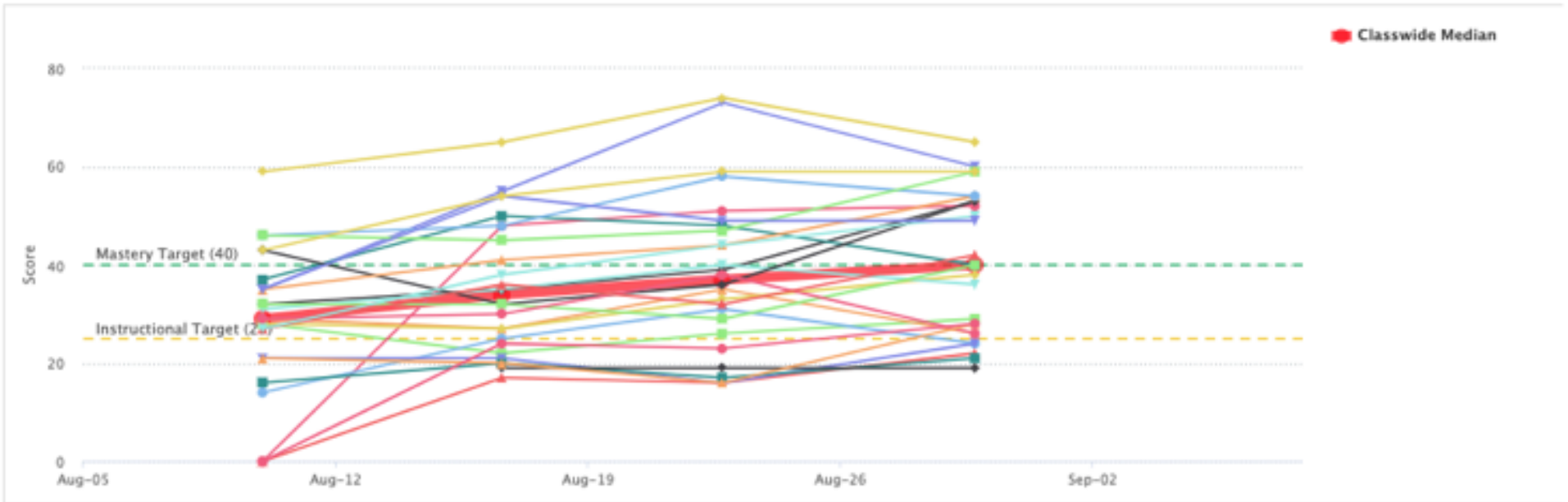
Your class is currently in class wide intervention. Complete intervention activities daily and enter progress monitoring scores weekly.

Mixed Addition/Subtraction 0-20

Create Intervention Materials to View or Print

Create Intervention Materials

Classwide Rate of Improvement: 3.8



Hide Students scores

Intervention Progress

- ✓ Mixed Addition/Subtraction 0-20
- ● Fact Families: Add/Subtract 0-9
- ○ Fact Families: Addition/Subtraction 0-20
- ○ Addition 3-Digit Numbers with & without Regrouping
- ○ Subtraction 3-Digit Number with & without Regrouping
- ○ Add/Subtract 3-Digit Numbers with & without Regrouping
- ○ Multiplication 0-9
- ○ Multiplication 5-9
- ○ Division 0-9
- ○ Fact Families: Multiplication/Division 0-9
- ○ Multiplication 0-12
- ○ Division 0-12
- ○ Fact Families: Multiplication/Division 0-12

Use Classwide Intervention

Classwide Intervention | Screening | Students | Growth

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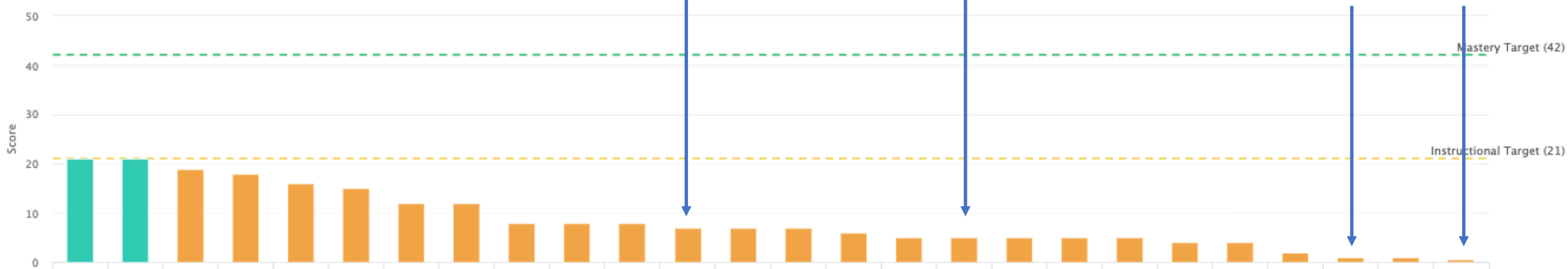
The classwide intervention has already been started.

8%	19%	19%
Measure 1	*Measure 2*	*Measure 3*

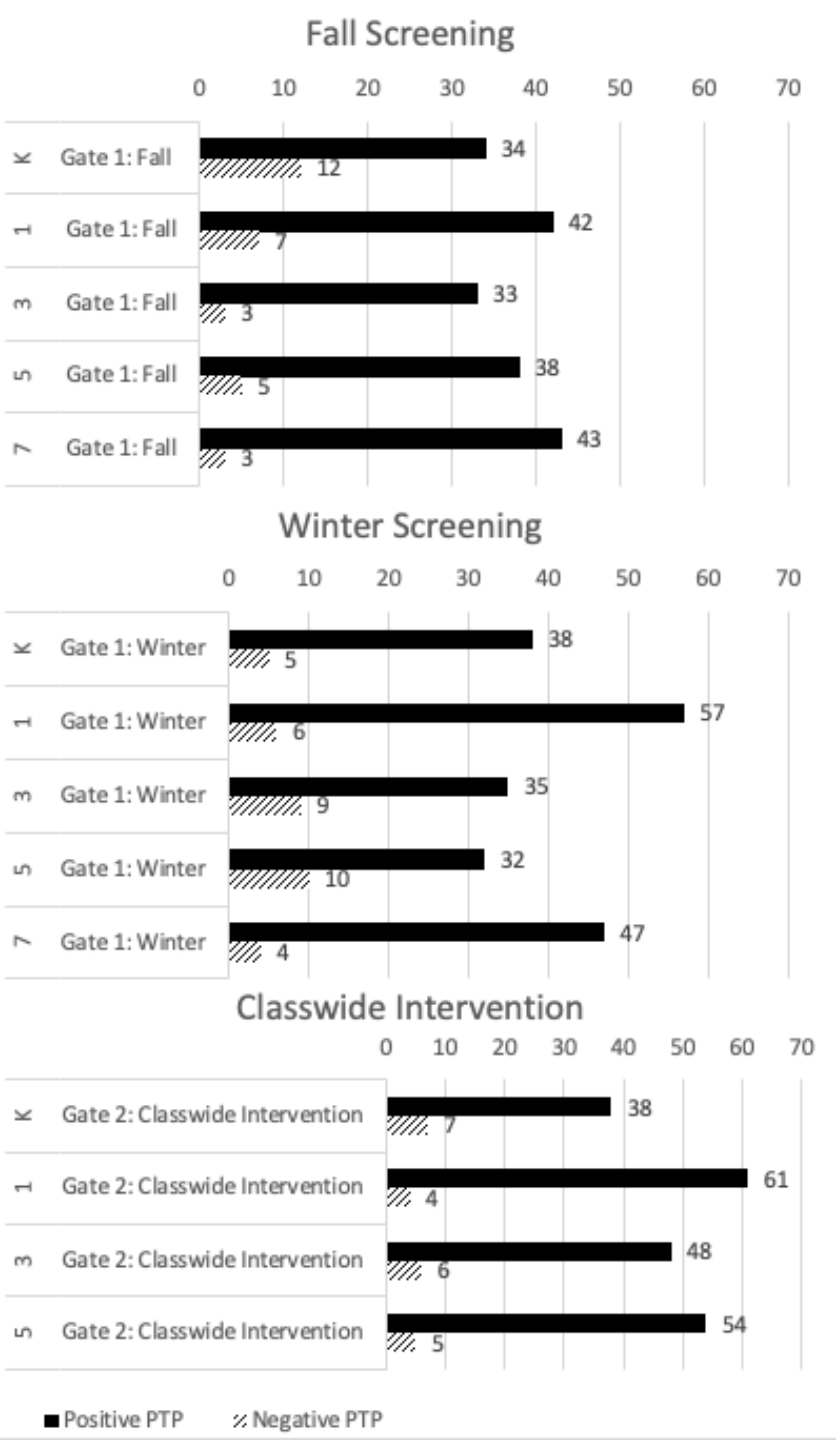
Individual Intervention Based on Classwide Screening Data

Measure 1: Fact Families: Addition/Subtraction 0-20

Your students' screening scores compared to the target score.



Use Classwide Intervention

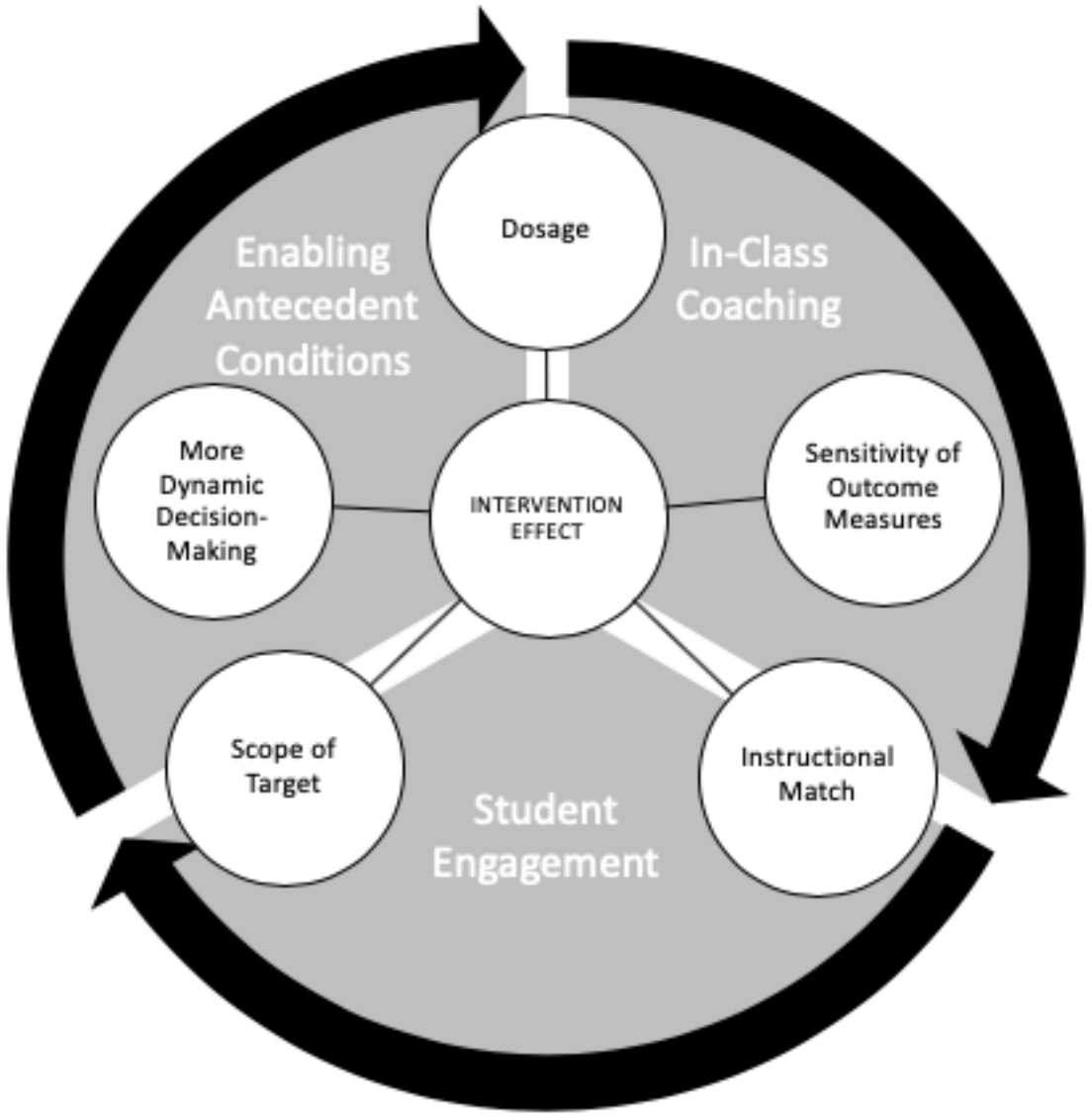


Classwide Intervention Lowers Base Rate of Risk & Improves Decision Accuracy

VanDerHeyden, Broussard, & Burns (2019). Classification Agreement for Gated Screening in Mathematics: Subskill Mastery Measurement and Classwide Intervention. Assessment for Effective Intervention.

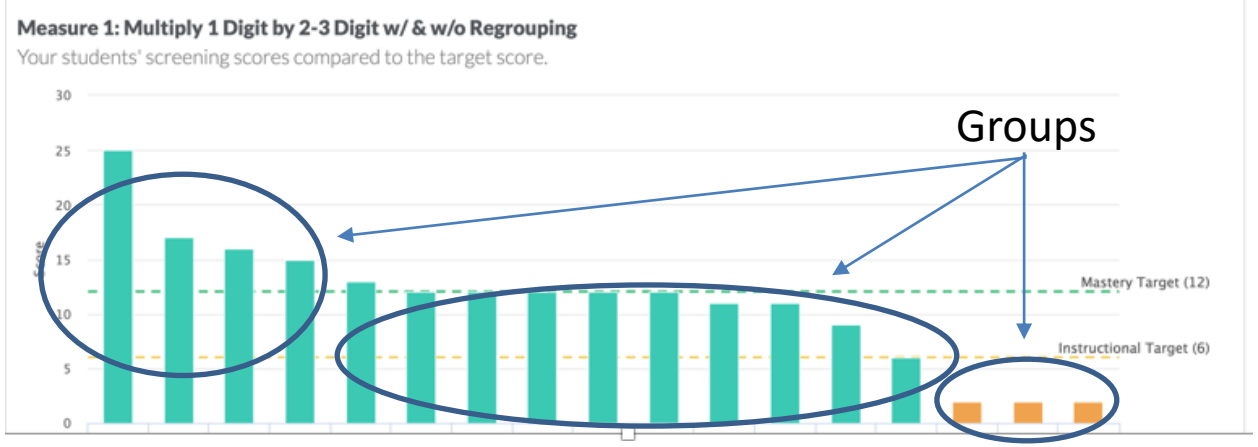
https://www.researchgate.net/publication/336702020_Classification_Agreement_for_Gated_Screening_in_Mathematics_Subskill_Mastery_Measurement_and_Classwide_Intervention

Use Classwide Intervention



Lesson 4: Use the Science of Instruction to Intensify Instruction

Differentiation is Not Enough



Differentiated

Matching protocols with small group needs.

Personalized

Delivering assessment-driven lesson content.

Individualized

Management of assessment-driven lesson content and tactical supports.

- Usually accomplished by organizing small groups
- Re-teach & enrich periods
- But, this is HARD to do.

"The results of the study indicate that the MAP program was implemented with moderate fidelity but that MAP teachers were not more likely than control group teachers to have applied differentiated instructional practices in their classes. Overall, the MAP program did not have a statistically significant impact on students' reading achievement in either grade 4 or grade 5." (Cordray et al., 2012)

Full report here: https://files.eric.ed.gov/fulltext/ED537982.pdf

Differentiated

Matching protocols with small group needs.

Personalized

Delivering assessment-driven lesson content.

Individualized

Management of assessment-driven lesson content and tactical supports.

- Usually accomplished via web-based instruction
- Popular tools include: Headsprout, Dreambox
- But the data for most are somewhat unimpressive

Individualized

Differentiated

Matching protocols with small group needs.

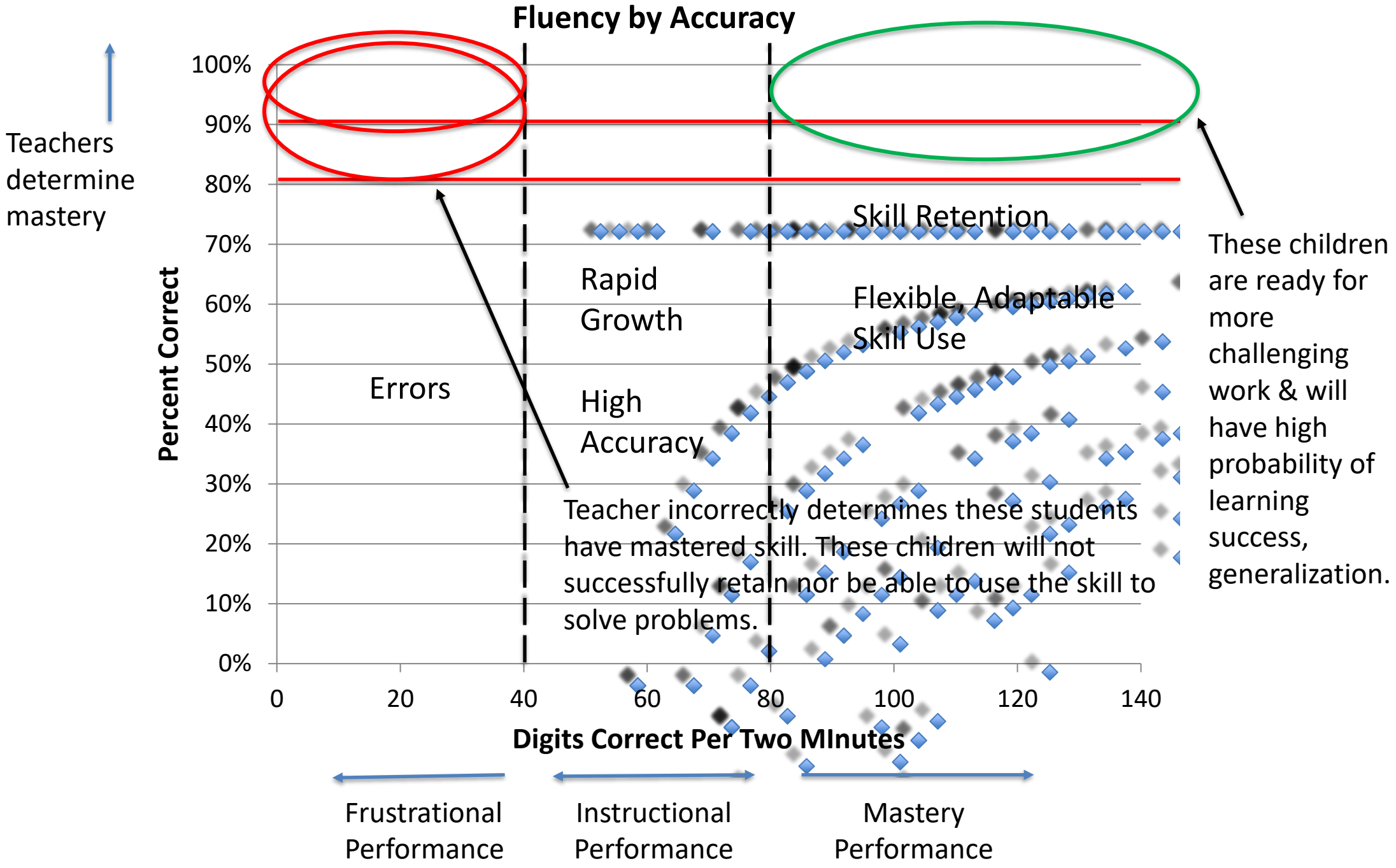
Personalized

Delivering assessment-driven lesson content.

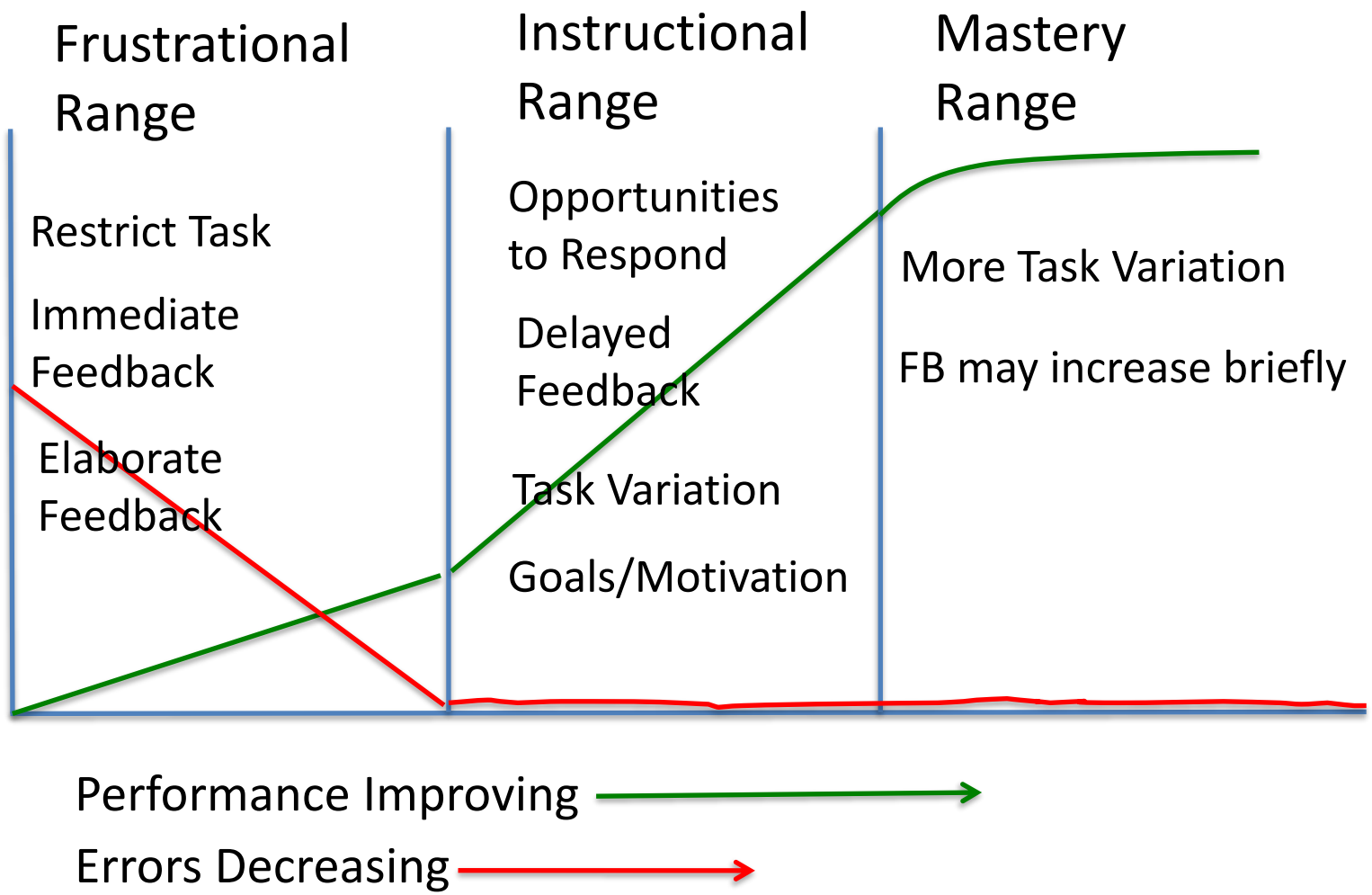
Individualized

Management of assessment-driven lesson content and tactical supports.

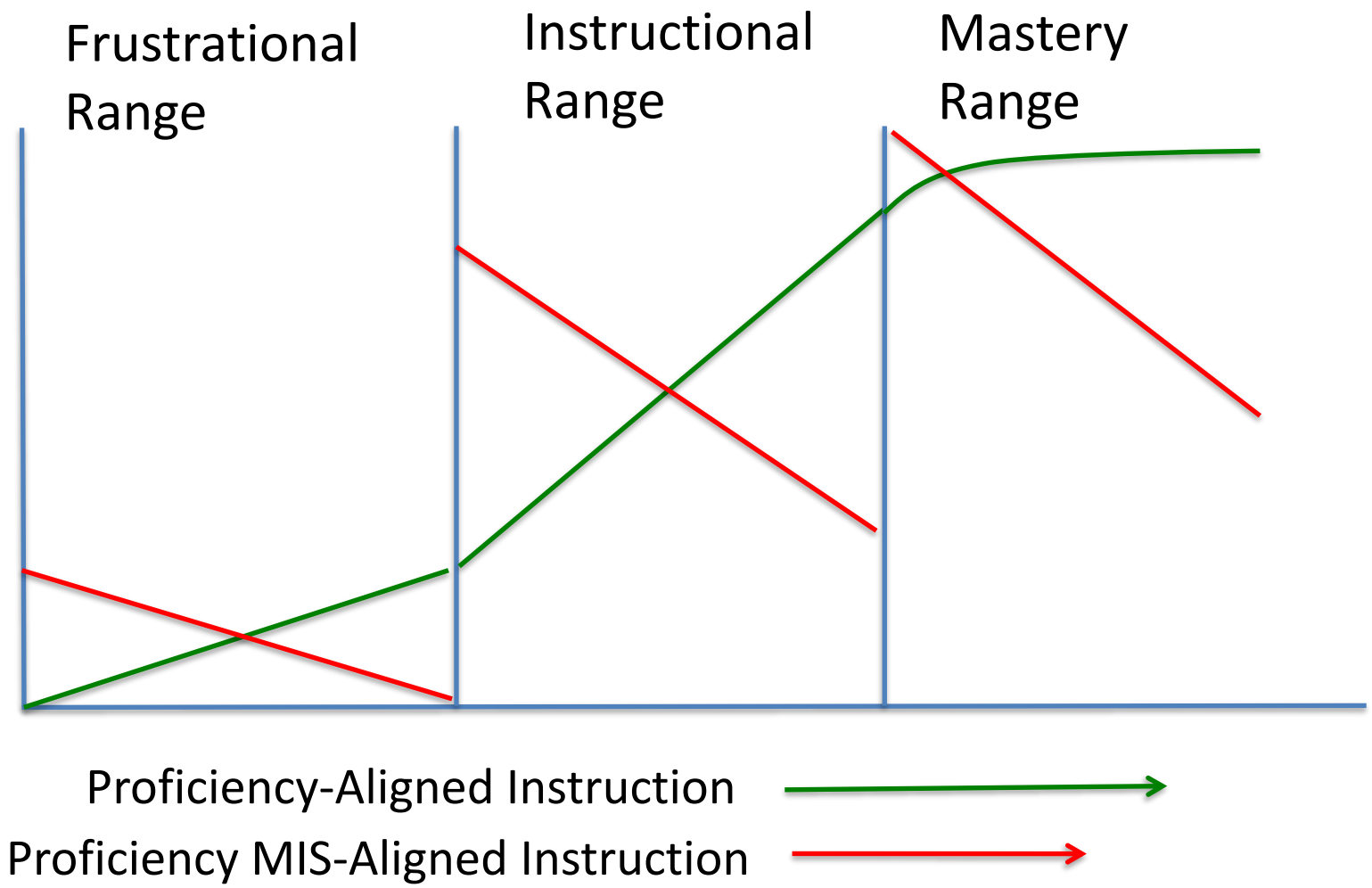
Differentiates and customizes instruction in the context of local learning expectations, ongoing progress monitoring, implementation management, and outcomes evaluation over time.


Fluency by Accuracy
Teachers determine mastery
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent Correct
0
20
40
60
80
100
120
140
Digits Correct Per Two MInutes
Skill Retention
Rapid Growth
Flexible, Adaptable Skill Use
Errors
High Accuracy
Teacher incorrectly determines these students have mastered skill. These children will not successfully retain nor be able to use the skill to solve problems.
These children are ready for more challenging work & will have high probability of learning success, generalization.
Frustrational Performance
Instructional Performance
Mastery Performance

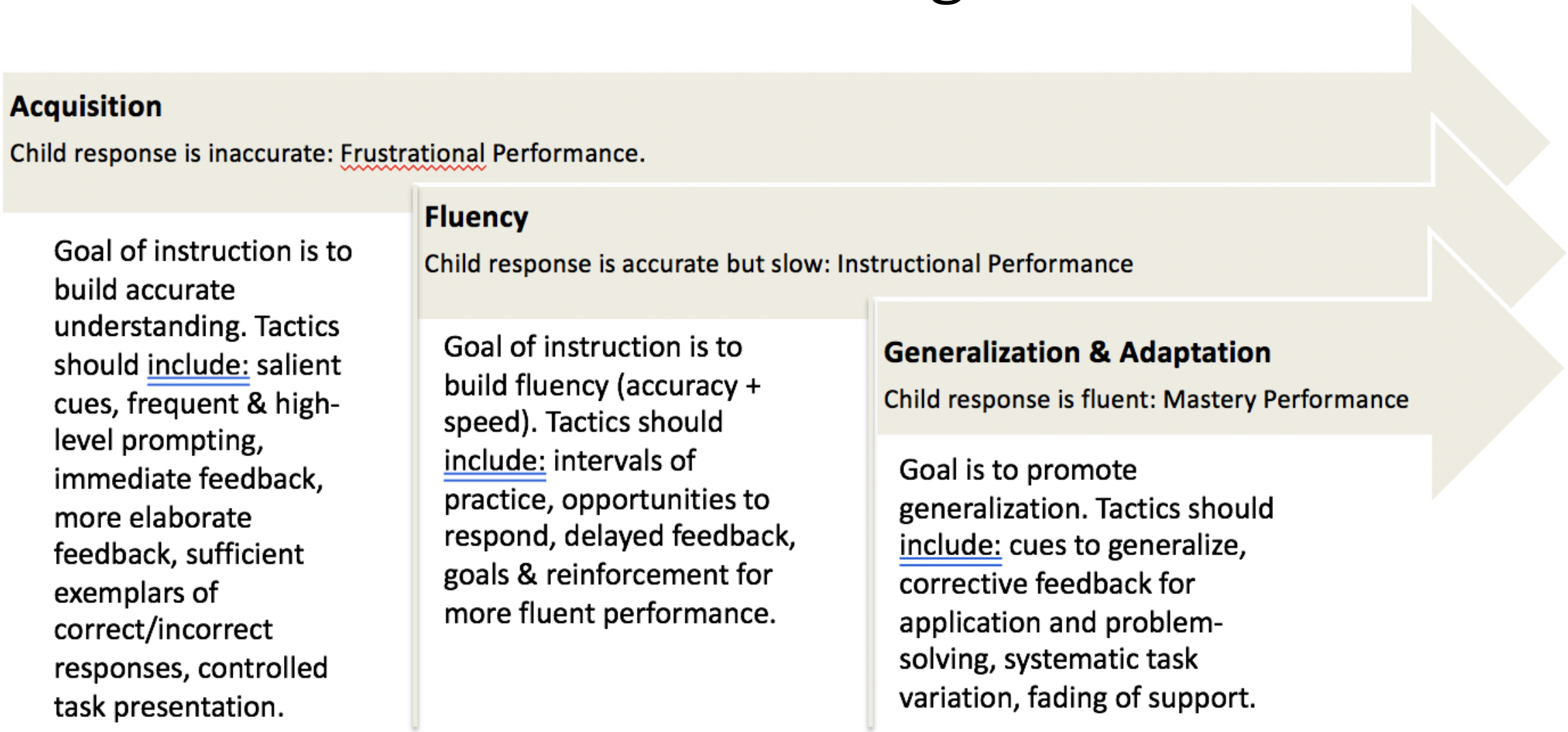
The Instructional Hierarchy: How it Works



Skill x Treatment Interaction

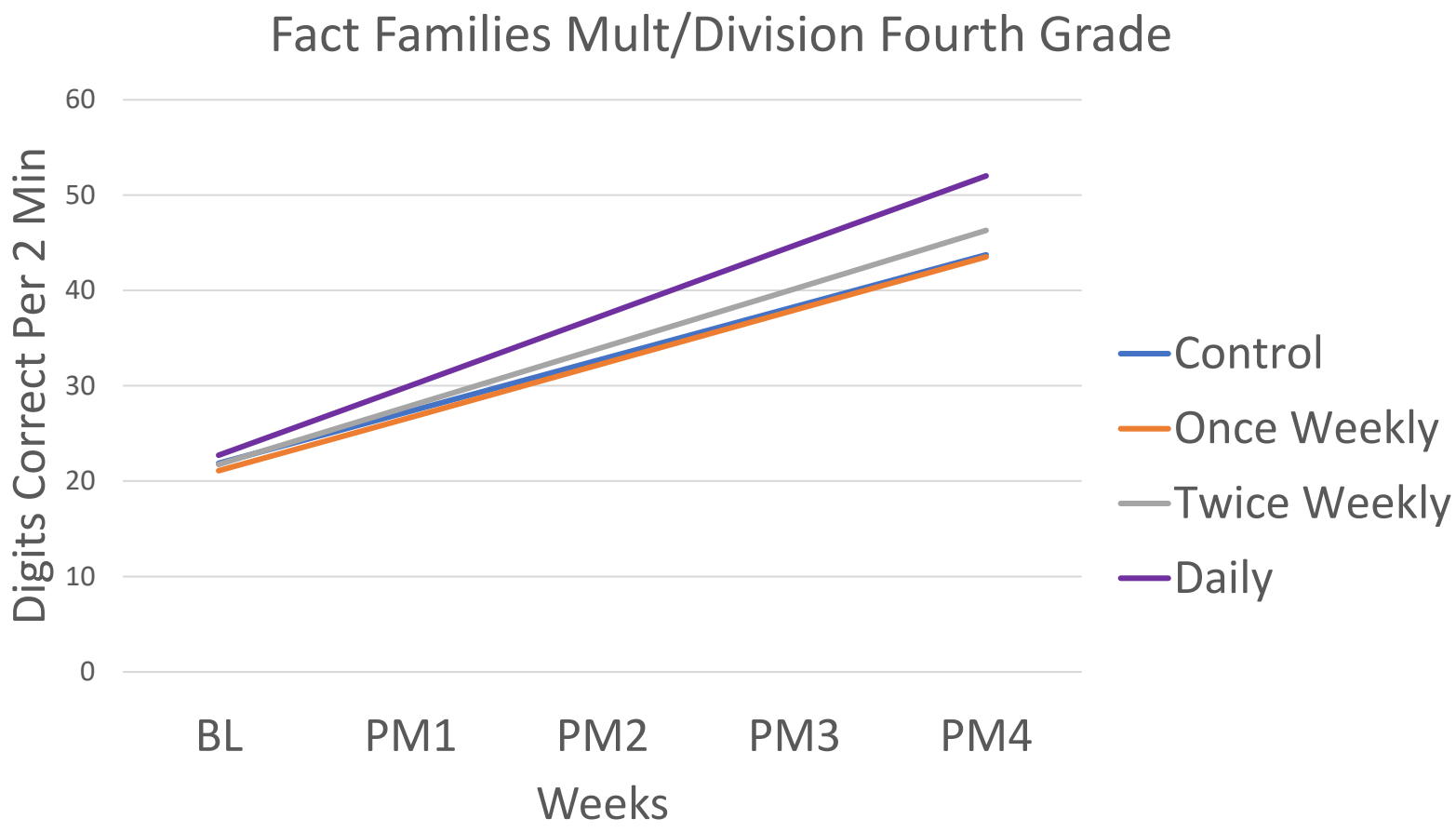


How to Plan Instruction Using Science



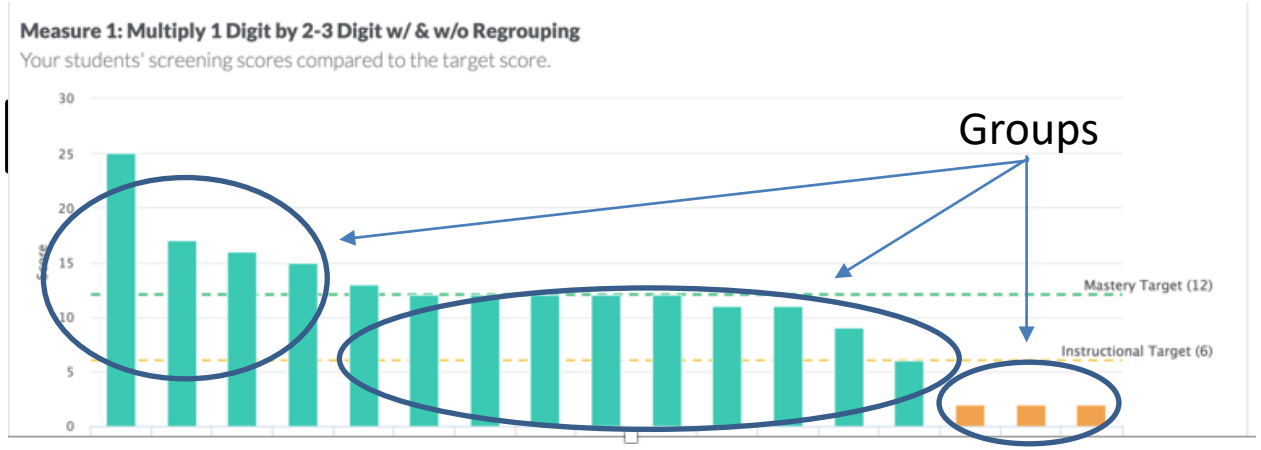
Haring, N. G., & Eaton, M. D. (1978). Systematic instructional procedures: An instructional hierarchy. In N. G. Haring, T. C. Lovitt, M. D. Eaton, & C. L. Hansen (Eds.), *The fourth R: Research in the classroom* (pp. 23–40). Columbus, OH: Merrill.

Dose What is Needed, Not What Fits Schedule



Codding, R., VanDerHeyden, Martin, R. J., & Perrault, L. (2016). Manipulating Treatment Dose: Evaluating the Frequency of a Small Group Intervention Targeting Whole Number Operations. *Learning Disabilities Research & Practice, 31*, 208-220.

Differentiation is Not Enough



Differentiated

Matching protocols with small group needs.

Personalized

Delivering assessment-driven lesson content.

Individualized

Management of assessment-driven lesson content and tactical supports.

- Usually accomplished by organizing small groups
- Re-teach & enrich periods
- But, this is HARD to do.

"The results of the study indicate that the MAP program was implemented with moderate fidelity but that MAP teachers were not more likely than control group teachers to have applied differentiated instructional practices in their classes. Overall, the MAP program did not have a statistically significant impact on students' reading achievement in either grade 4 or grade 5." (Cordray et al., 2012)

Full report here: https://files.eric.ed.gov/fulltext/ED537982.pdf

For Math: Use Screening Data

Classwide Intervention | Individual Interventions | Screening | Students | Growth

Spring 2017-18 Screening Results

The results are in. Let's take a look...

Classroom Performance

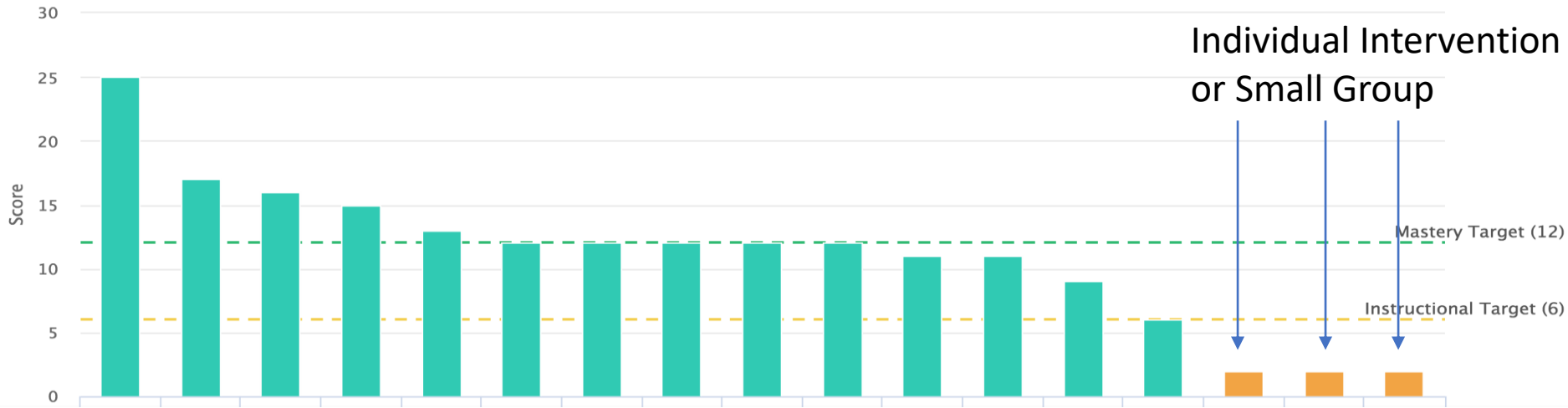
6% of your class reached the target on all of the screening assessments. Extra practice will help you reach mastery at this grade level.

The classwide intervention has already been started.

82%	12%	94%	24%
Measure 1	Measure 2	Measure 3	Measure 4

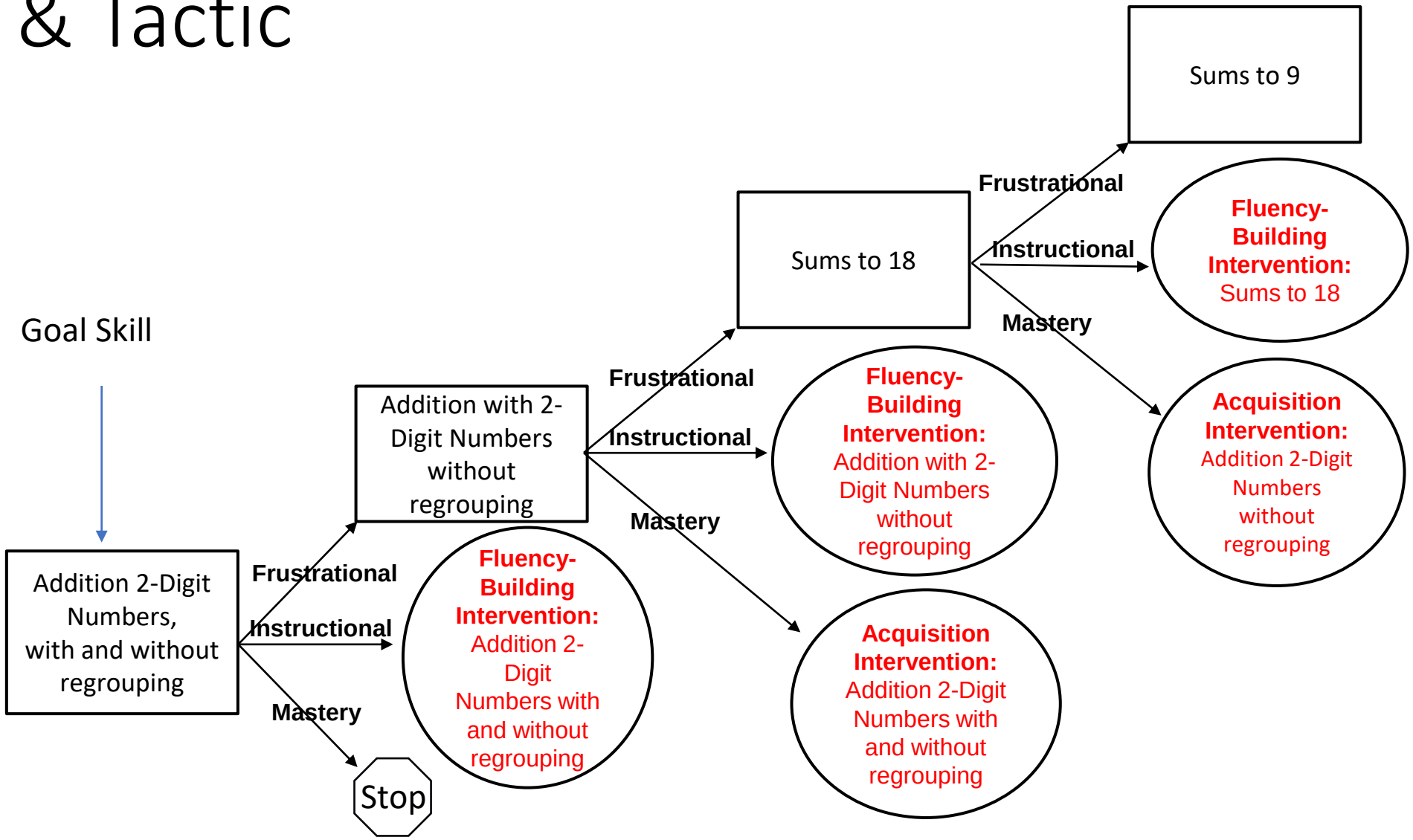
Measure 1: Multiply 1 Digit by 2-3 Digit w/ & w/o Regrouping

Your students' screening scores compared to the target score.



Align Tactic w Proficiency

Sample Back to Find Starting Level & Tactic



Align Tactic w Proficiency

You will Need a Range of Interventions & Data to Connect them to the Student

Procedural & Conceptual Understanding for Middle School Math						
Fluency-Building →			Acquisition →			
Classwide Math Intervention	Timed Trial	Response Cards	Cover Copy Compare	Guided Practice	Incremental Rehearsal	Bingo

Align Tactic w Proficiency

Tier 2 Take-Aways

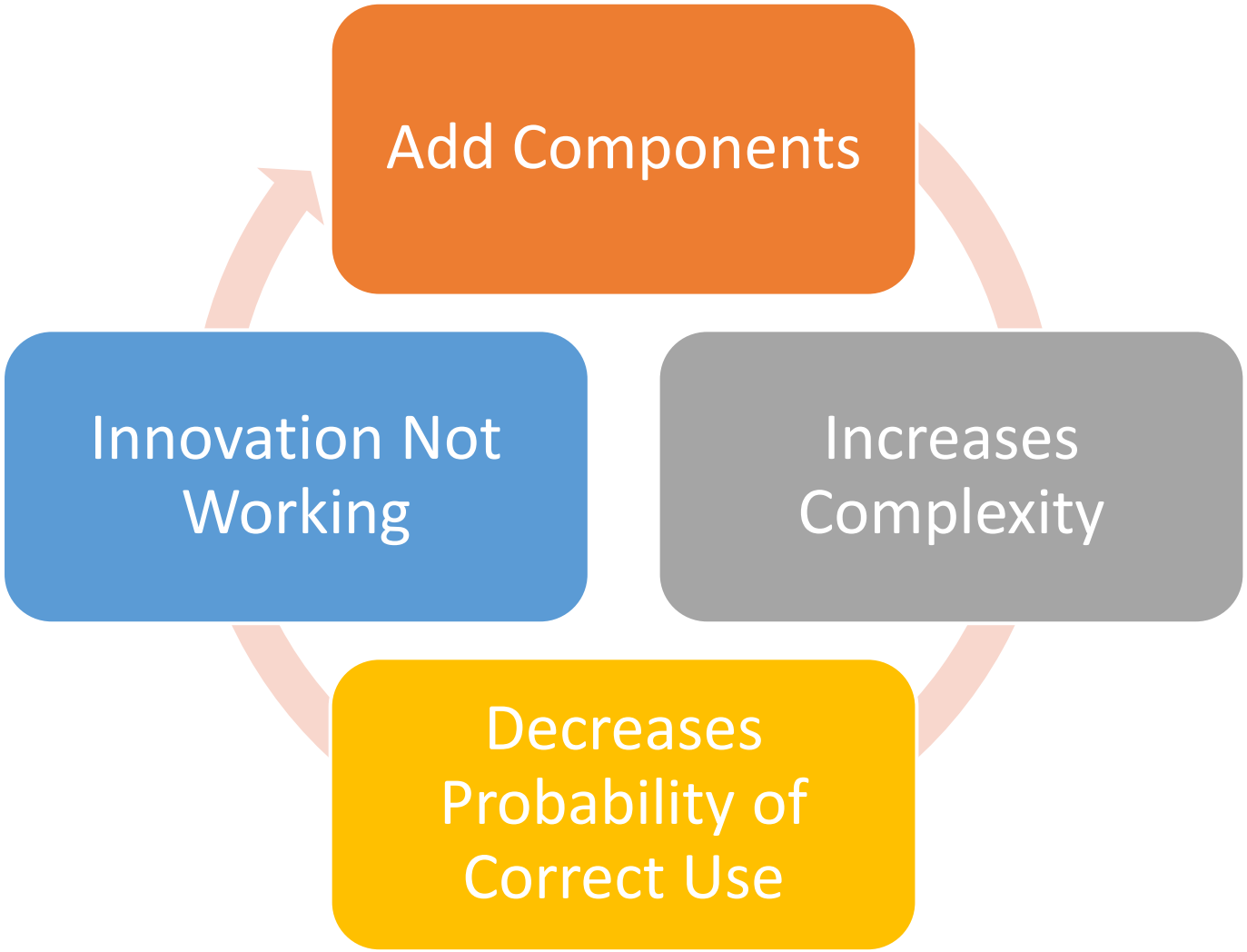
- Group size can vary (larger groups not associated with weakened efficacy
- Groupings must be flexible (they should change based on learner growth & need– in math this means every 1-2 weeks)
- Sessions can be brief, but more frequent is better (dosage).
- Students can work in pairs (like a mini-classwide intervention) to maximize opps to respond & feedback
- Can be used for Acquisition and Fluency-Building interventions

Websites

- www.intensiveintervention.org/chart/instructional-intervention-tools
- www.ebi.Missouri.edu
- www.springmath.com
- http://www.cehd.umn.edu/reading/PRESS/about.html

Lesson 5: Manage Intervention

Don’t Do This

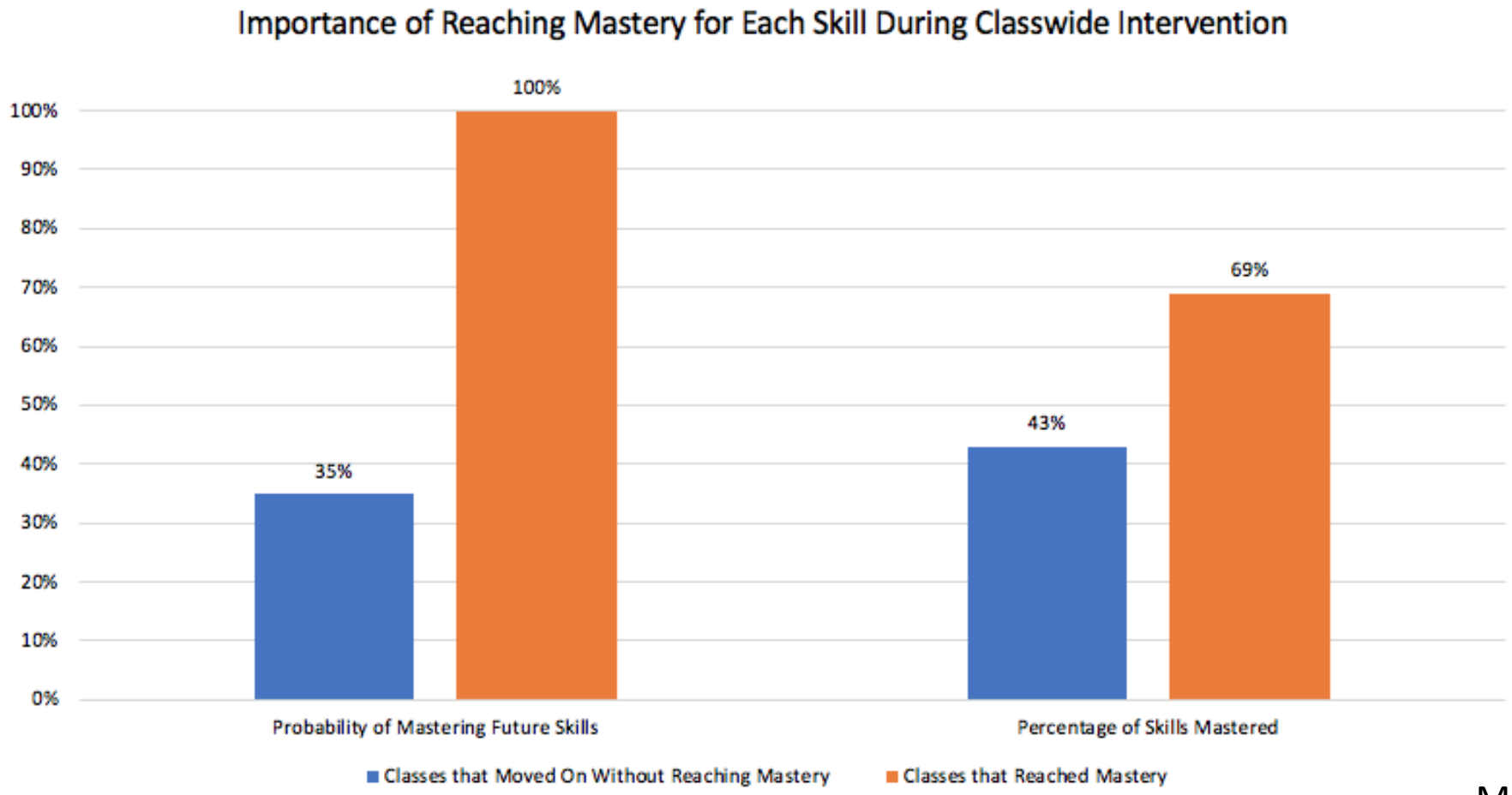

Add Components
Increases Complexity
Decreases Probability of Correct Use
Innovation Not Working

What are the Consequences of our Actions?

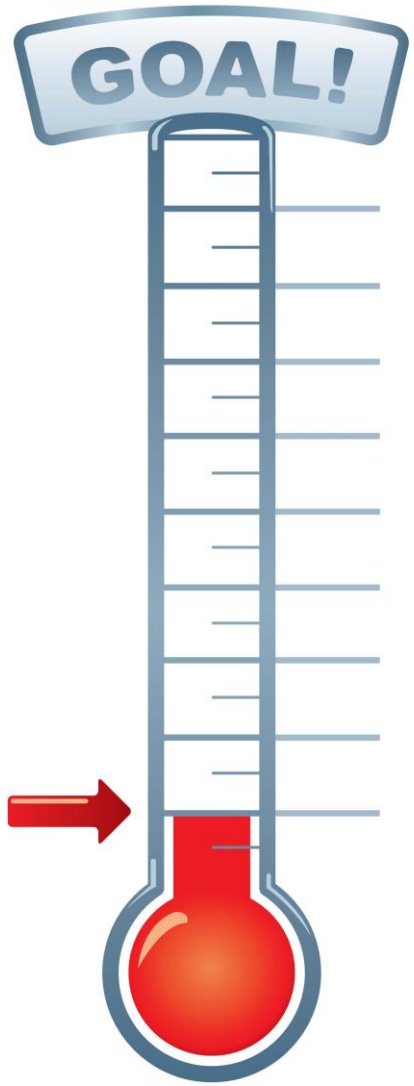
- Is risk going down?
- Who is vulnerable (still)?
- Are vulnerable students growing/catching up?

Even Veteran Districts will Drift

My students can't meet the mastery criterion, can't we just move on?



Antecedent Supports



A

- Minimize Steps
- Minimize Adults
- Make Easy to Use
- In-Class Training
- Acceptable to Teacher

B

- Intervention Use (quality, consistency)
- Child Response

C

- ?

With Consequent Supports

A

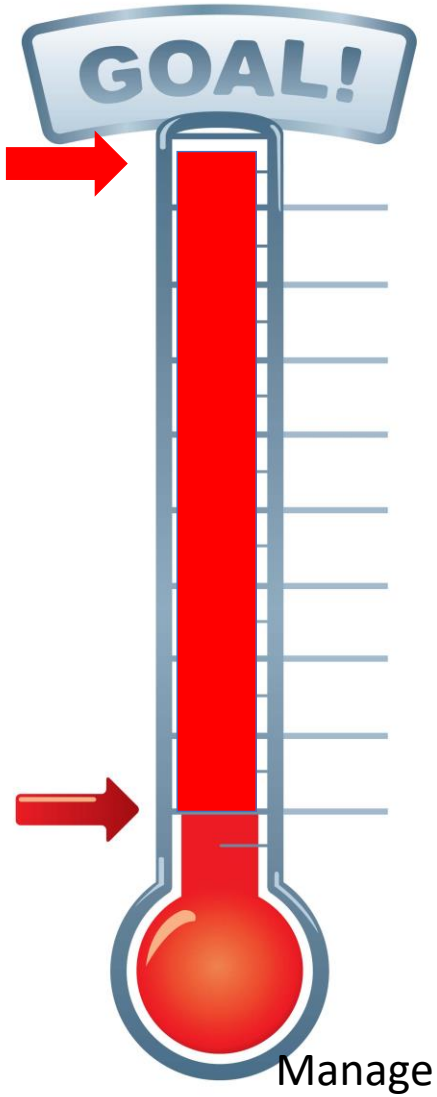
- Minimize Steps
- Minimize Adults
- Make Easy to Use
- In-Class Training
- Acceptable to Teacher

B

- Intervention Use (quality, consistency)
- Child Response

C

- Performance Feedback
  - Graphed
  - Tied to child improvement
  - Weekly



100%

Manage Intervention

Manage Intervention

Use your Analytical Know-How

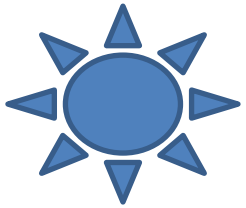
Barriers/Punishers for Implementation	Rewards for Implementation
Lack of skill	Child learning gains
Lack of materials	Positive appreciation from admin
Lack of time to implement	Recognition among peers
Lack of follow-up or progress monitoring (no knowledge if working)	Positive appreciation from family
Complex and resource intensive	Change of role or opportunities for new work

Minimize, remove, attenuate

Facilitate immediacy, frequency, quality. Make less predictable.

Use Implementation Science

- Plan to be present when intervention is started.
- Track intervention effects weekly.
- When growth is weak, check-in with teacher by watching intervention being implemented.
- Help troubleshoot any barriers and say that you will check in again next week.
- Wash, Rinse, Repeat.



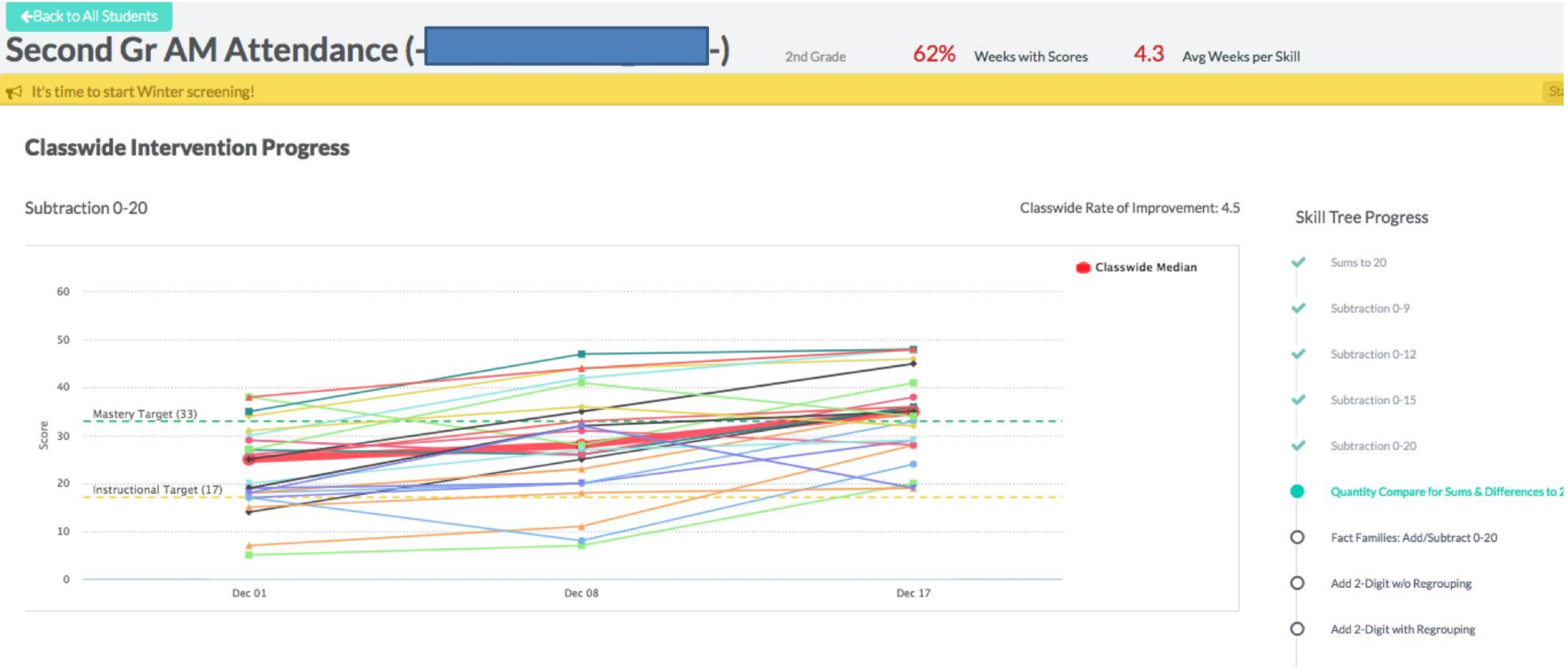
Signs of an Effective Intervention

- Scores available for each week.
- Median increases each week within instructional groupings.
- Most students grow week over week.
- Very few students remain in the frustrational range.
- Few students require more intensive intervention.

Activity: NCII DBI Implementation Rubric

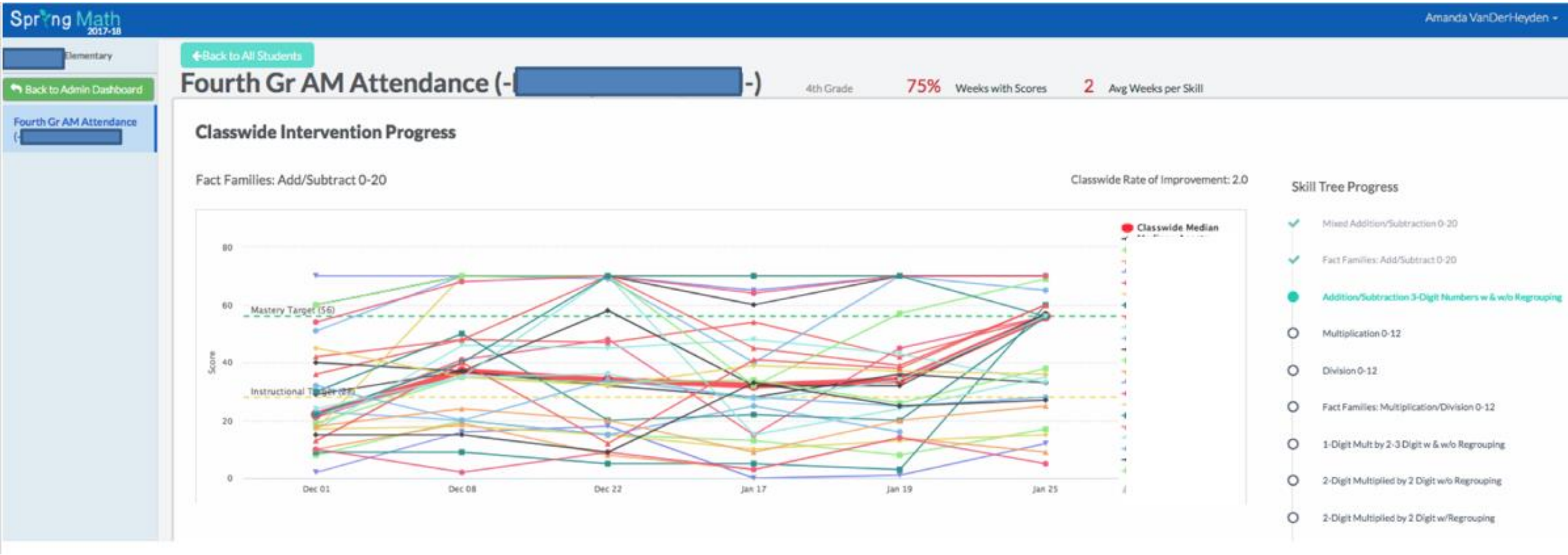
https://intensiveintervention.org/resource/dbi-implementation-rubric-and-interview

This is a High-Integrity Intervention



Manage Intervention

This Growth Indicates a Problem



Manage Intervention

It's time to start Winter screening!

Classwide Intervention Progress

Sums to 6

Classwide Rate of Improvement: 1.8

Skill Tree Progress

- Sums to 6
- Sums to 12
- Subtraction 0-5
- Sums to 20
- Subtraction 0-9
- Fact Families: Add/Subtract 0-9
- Subtraction 0-12
- Subtraction 0-15
- Subtraction 0-20

Manage Intervention

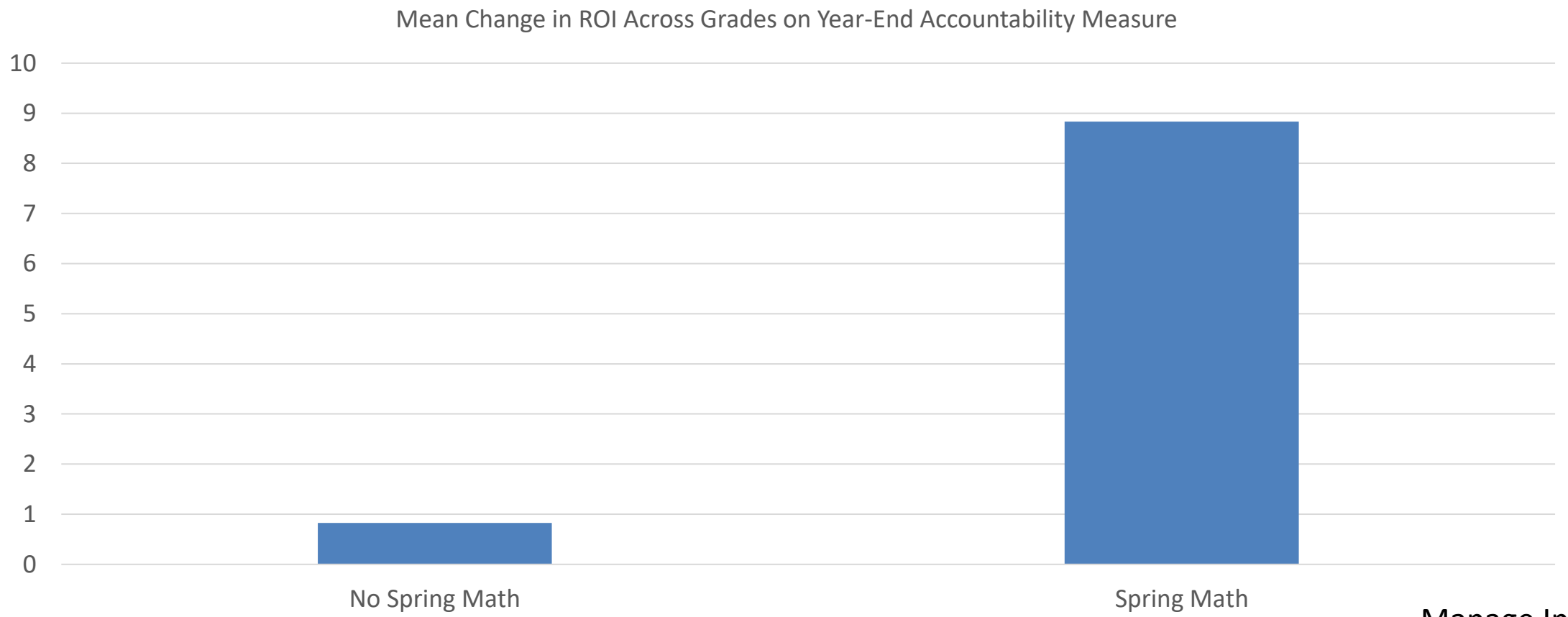
Manage Intervention

Not doing the intervention.	Make intervention use fail-proof: Make sure you have materials. Make sure you know HOW to implement. Make sure there is a scheduled time for intervention.
Students do not know how to follow the classwide intervention routine.	Re-train the students. Show the students how to get into working pairs, how to use the materials, how to provide high-quality feedback, and how to be engaged.
Teacher is not completing all steps of the intervention.	Review missed steps and understand rationale. Papers must be scored during the intervention because that provides feedback to the student, provides the error correction opportunity, and provides goal attainment opportunity. The error correction component is important because it improves student accuracy for the next session.
Children seem bored with the intervention.	Include rewards to motivate students. Display the median graph on dashboard for the class to see their growth. Be sure to set daily goals with the students!

Most Typical Intervention “Fixes”

- ✓ Watch the intervention session.
- ✓ Pay attention to dosage.
- ✓ Tighten up rewards.
- ✓ Make sure error correction occurs with high quality everyday.
- ✓ If students are making errors, use pre-teach protocol in support.
- ✓ Integrate review of prerequisite skills and current skills into games and practice opportunities during the school day.
- ✓ Know that some skills take TIME!

If You Move the Baby Indicators, You will Move the Big Indicators. It's really not rocket science.



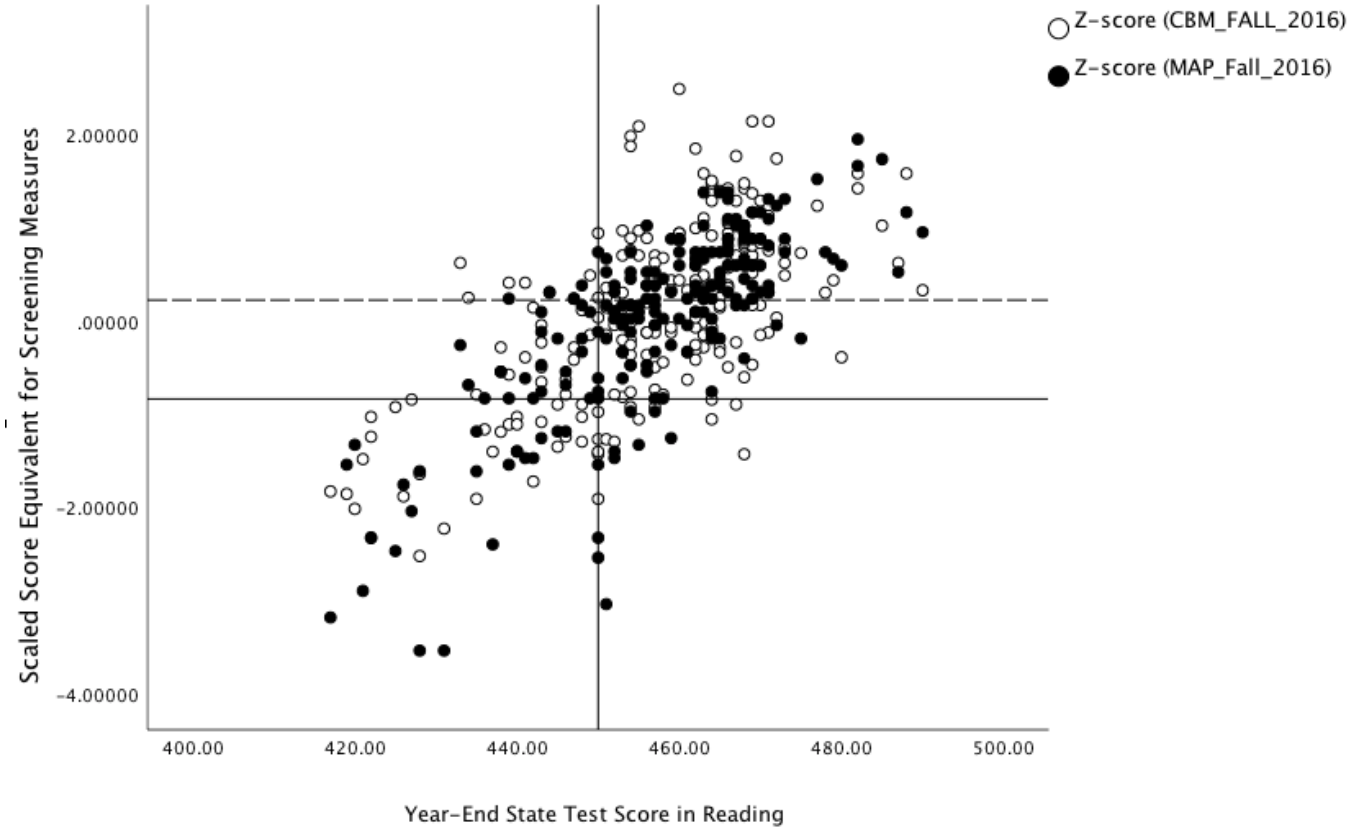
Manage Intervention

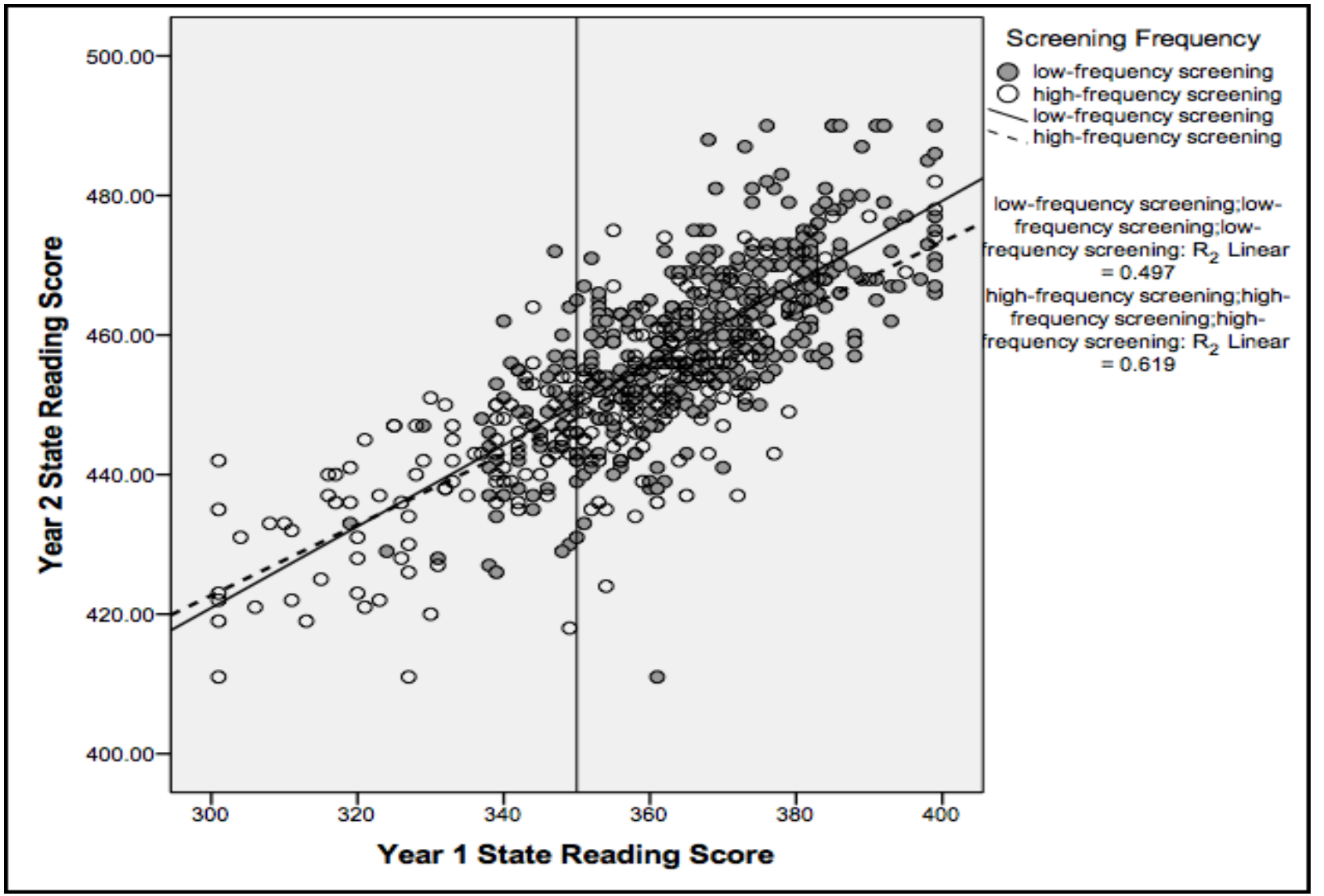
Lesson 6: Assess More Efficiently

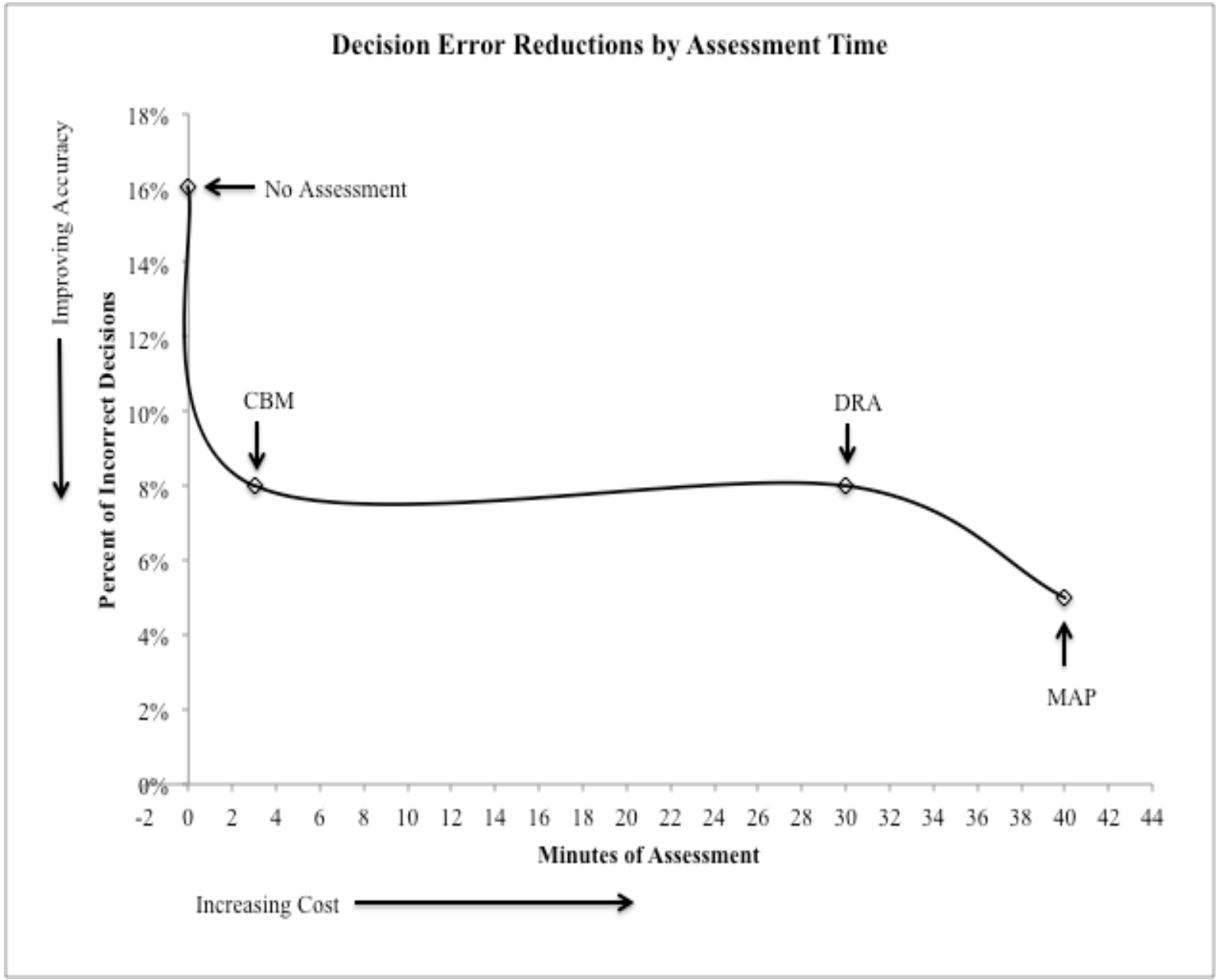
More Assessment Does Not Make You More Accurate.

It Has Been Associated with Decreased Performance for All but the Most At-Risk Students.

Concurrent Correlated Measures Do Not Increase Accuracy of Risk Decision




Screening Frequency
low-frequency screening
high-frequency screening
low-frequency screening
high-frequency screening
low-frequency screening;low-frequency screening;low-frequency screening: R_2 Linear = 0.497
high-frequency screening;high-frequency screening;high-frequency screening: R_2 Linear = 0.619
Year 2 State Reading Score
500.00
480.00
460.00
440.00
420.00
400.00
300
320
340
360
380
400
Year 1 State Reading Score


Decision Error Reductions by Assessment Time
Improving Accuracy
Percent of Incorrect Decisions
18%
16%
14%
12%
10%
8%
6%
4%
2%
0%
No Assessment
CBM
DRA
MAP
-2 0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40 42 44
Minutes of Assessment
Increasing Cost

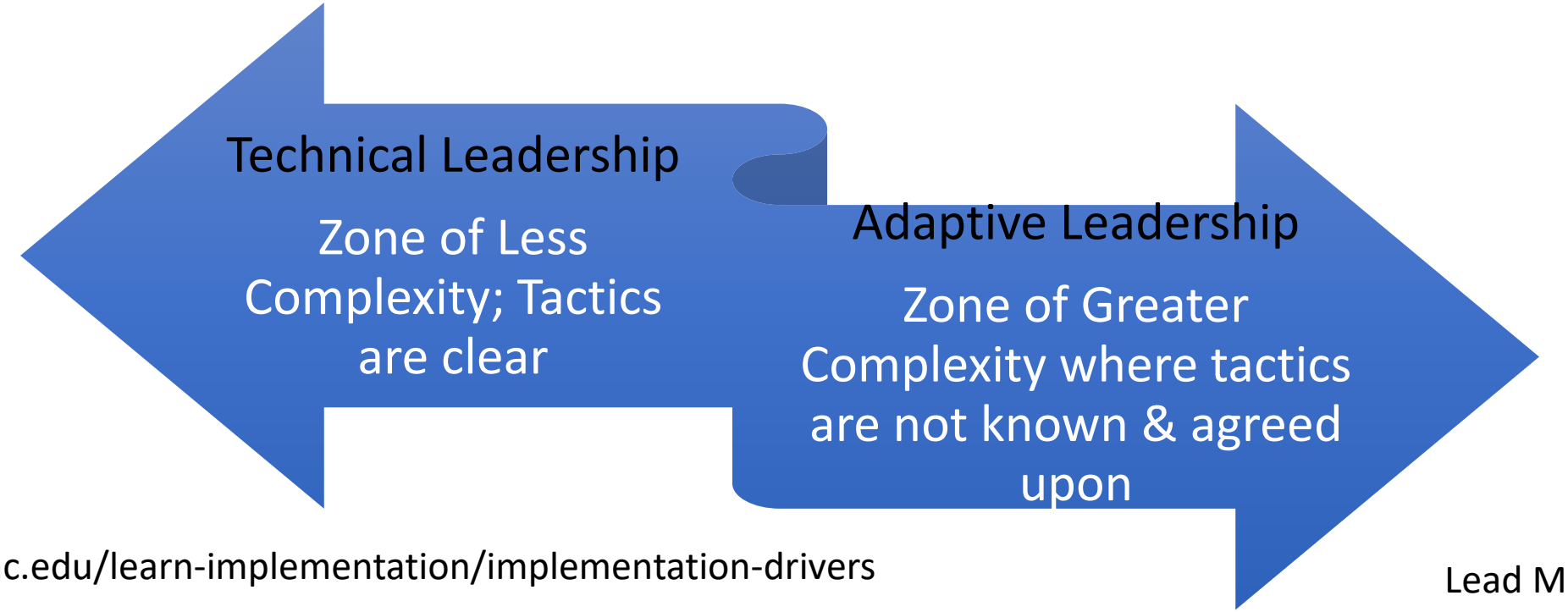
Lesson 7: Lead more efficiently/effectively (Learner Objective 3)

Your Role as a Coordinator of Actions

- The most expensive care, is not always the best care.
- Gawande – we need more performance management due to the complexity of our work
  1. Study the failures
  2. Checklist of key actions/ “pause points”
  3. Implementation

Your Role as an Adaptive Leader: Technical Leaders v. Adaptive Leaders

- Technical leaders are good managers. They are:
  - Engaged
  - Quick to recognize and respond to issues that arise
  - Organize groups to solve problems
  - Regularly produce desired results



http://nirn.fpg.unc.edu/learn-implementation/implementation-drivers

Change Requires Adaptive Leaders

"When systems undergo change, the natural tendency of those in the system is to look to those in authority to minimize the tension of change and regain stability. However, when change is the goal, formal authority can get in the way of leadership because it is designed to maintain systems, not to help people overcome their natural tendencies to maintain the status quo. When organizations and systems are being changed on purpose, adaptive leadership is needed to manage the change process."
(National Implementation Research Network).

Adaptive Leaders Build Trust AND

- Is believing that the other person will
  - acknowledge me,
  - not take advantage of me,
  - not embarrass or humiliate me,
  - tell me the truth,
  - not cheat me, but rather work on my behalf and support the goals we have agreed to.

- Edgar Schein, *Humble Inquiry*

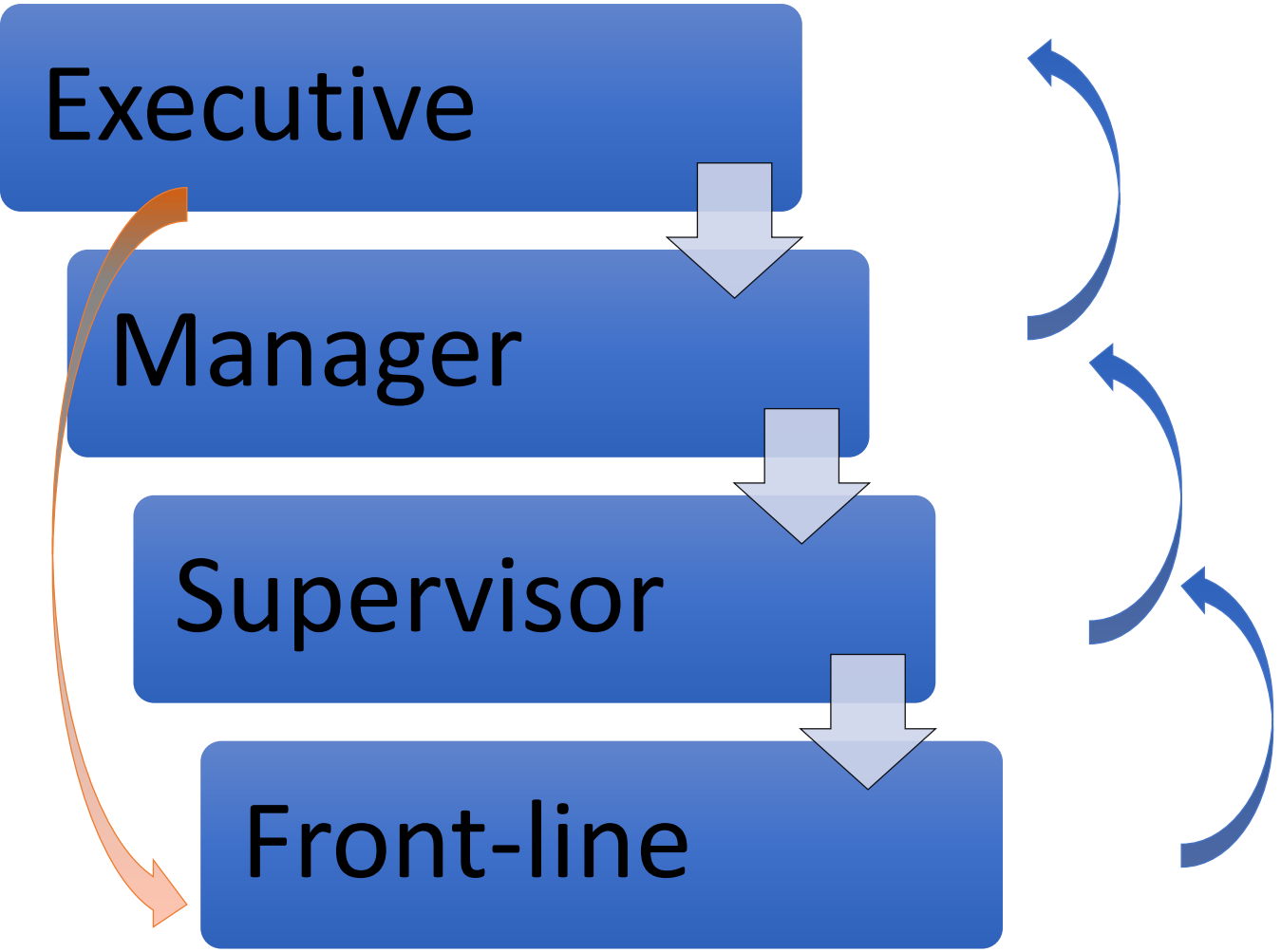
Have the Skill to Deliver Results

"… trustworthiness goes beyond integrity to include real competence. You have to be true to your word, **but also very good at what you do**."

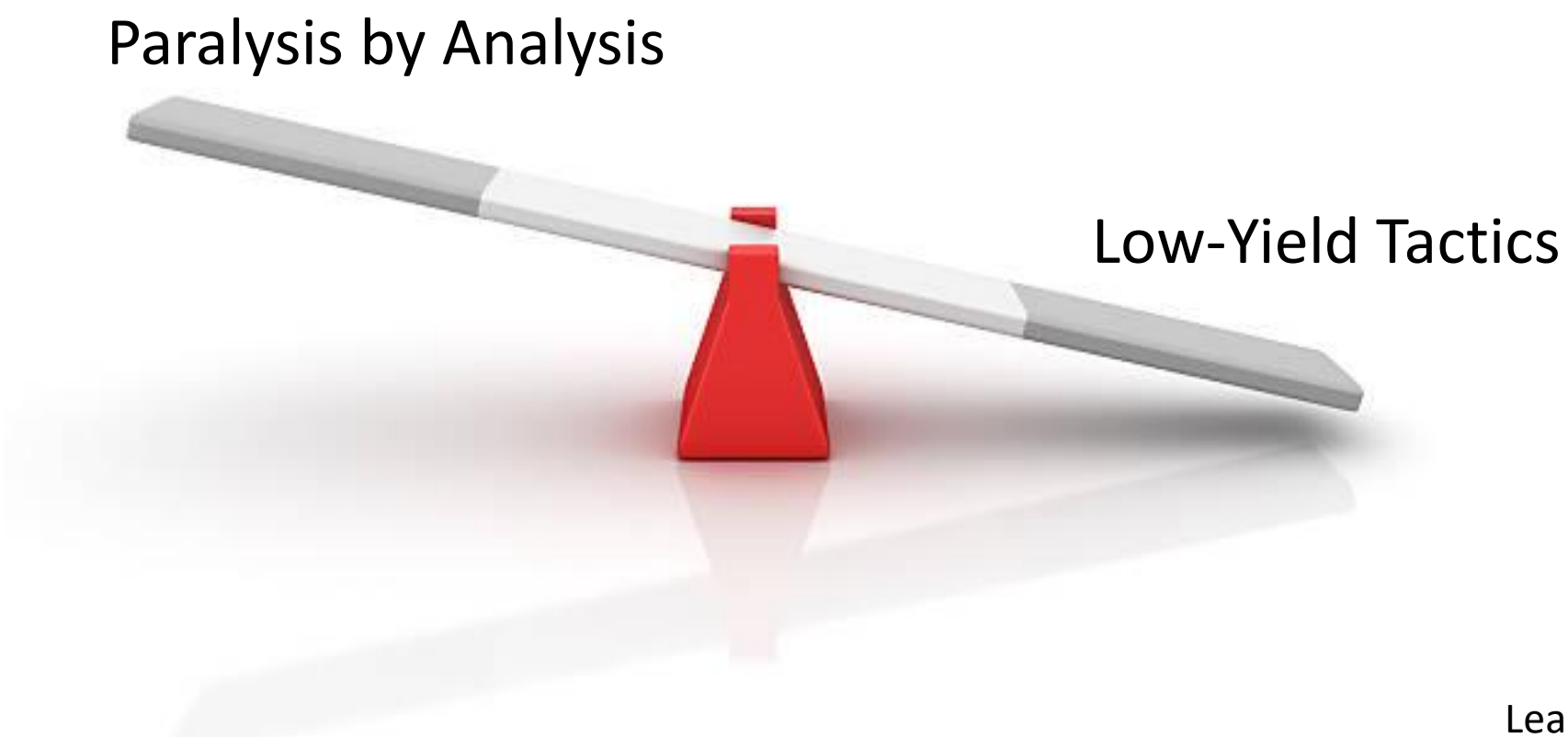
-

Fullan

Your Role in Setting Priorities:
Traditional Accountability v. Reverse Behavioral Engineering

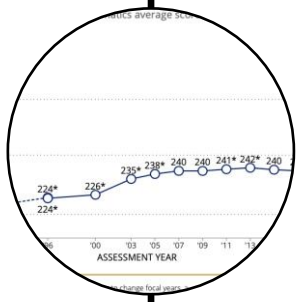


Your Role in the Feedback Loop: Don’t Do This

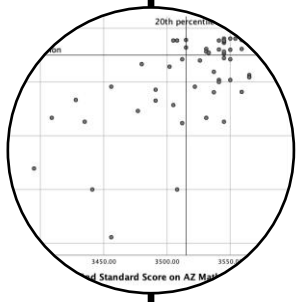


Instead, Do This

Strategic Vision



Data Sources



Needs

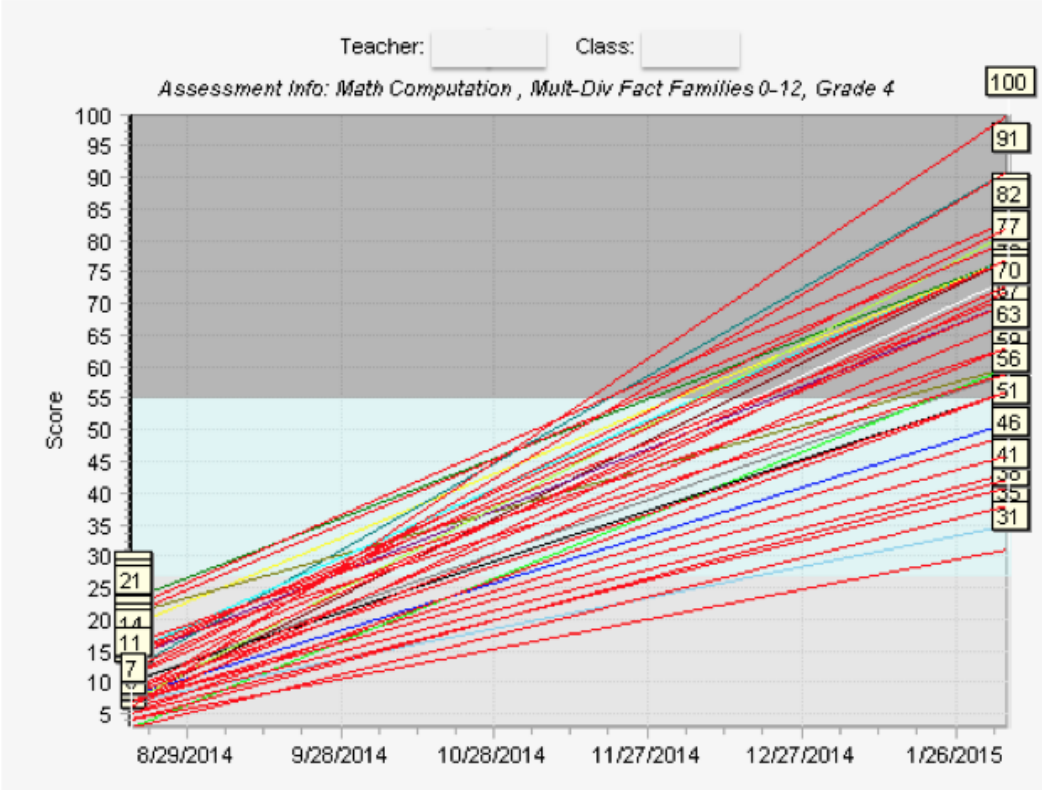
Costs/Benefits

Tactics (Implementation Management)

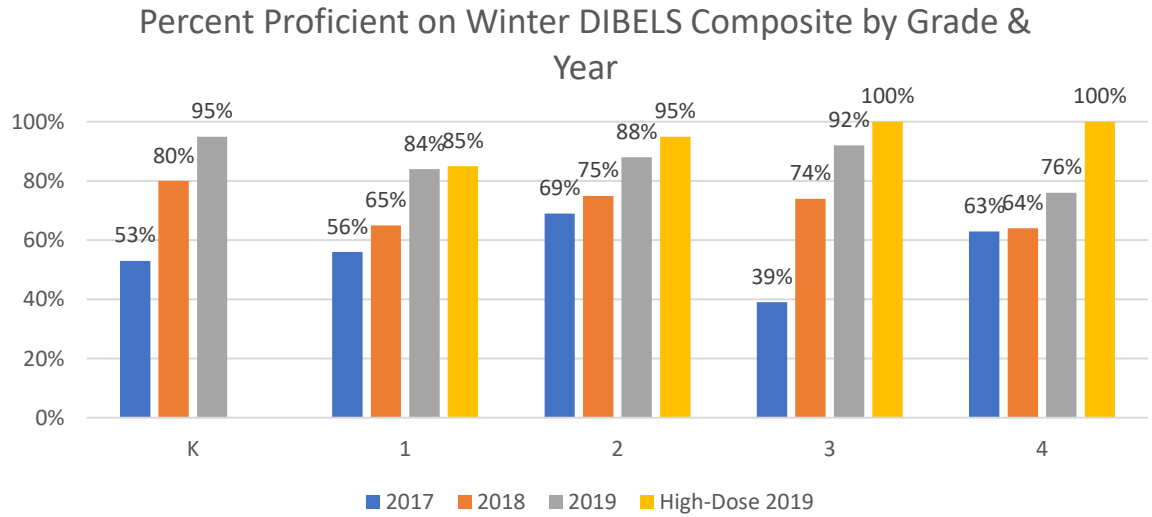
Lead More Effectively

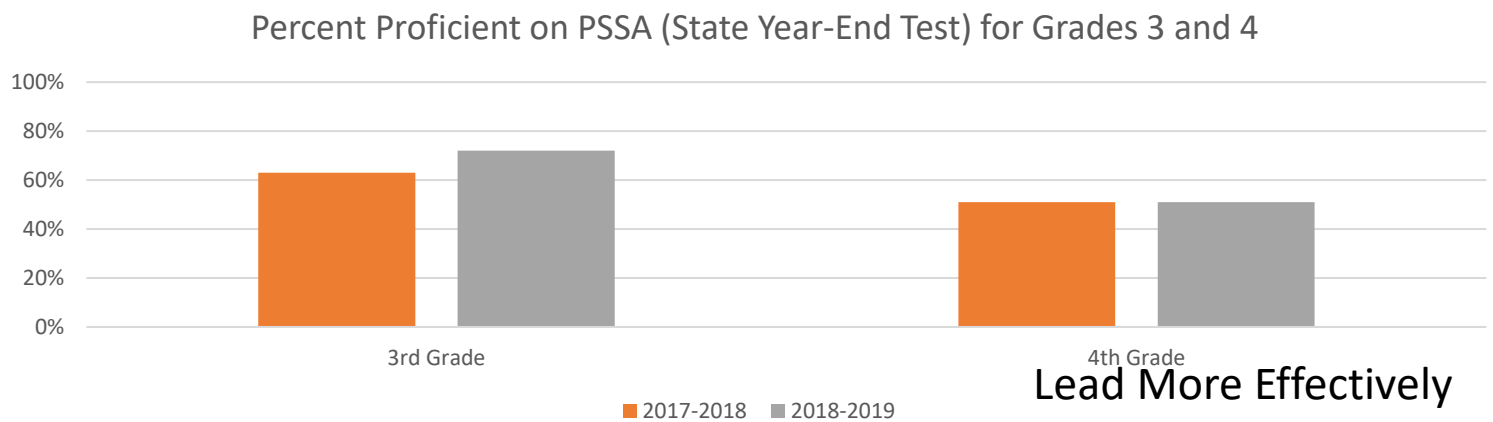
Report to Leaders

- Dose, Growth on Proximal, Growth on Distal



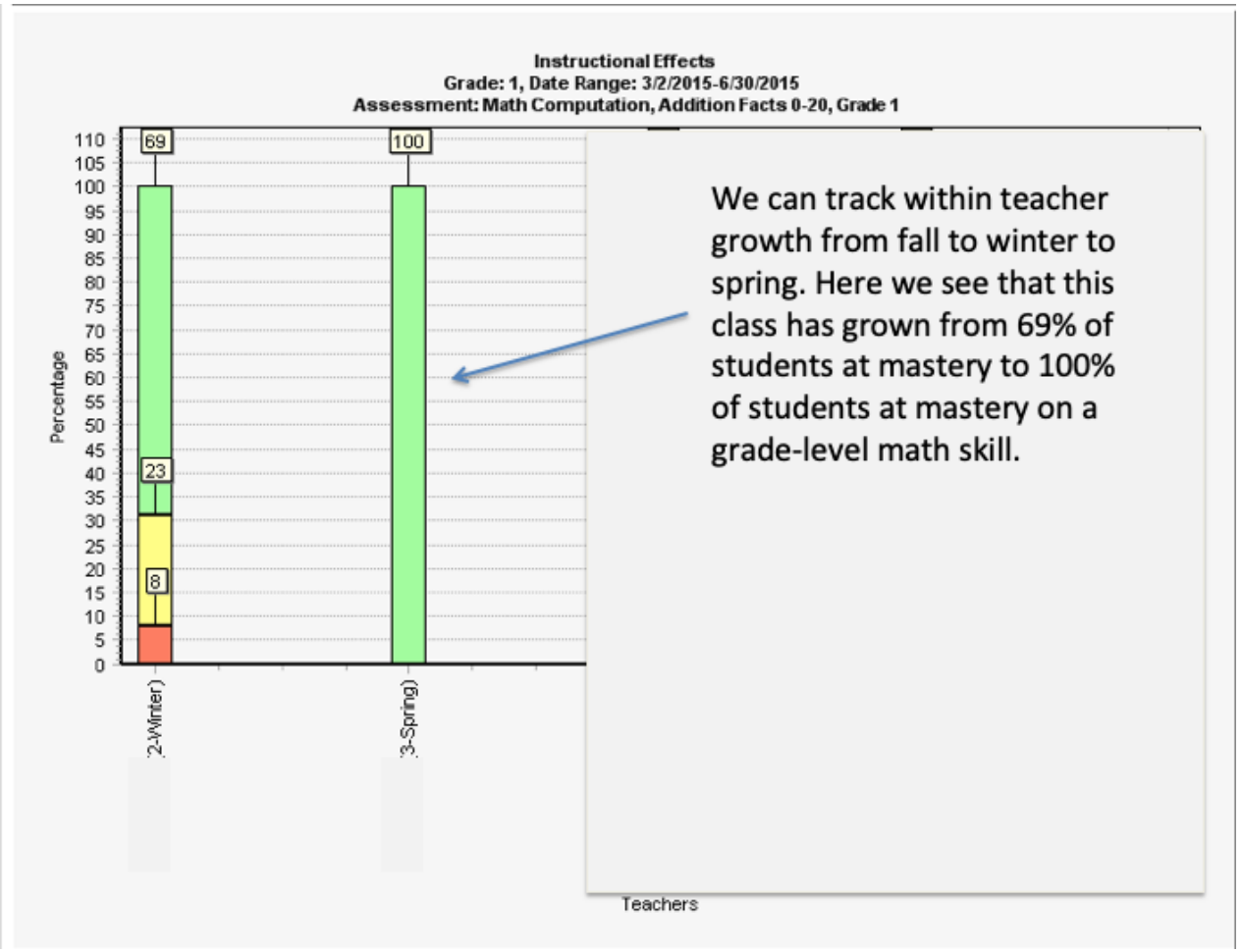
	Percentage of Skills Mastered (2017-2018)	Percentage of Skills Mastered (2018-2019)
Kindergarten	58%	100%
1st Grade	60%	80%
2nd Grade	62%	88%
3rd Grade	35%	68%
4th Grade	22%	49%



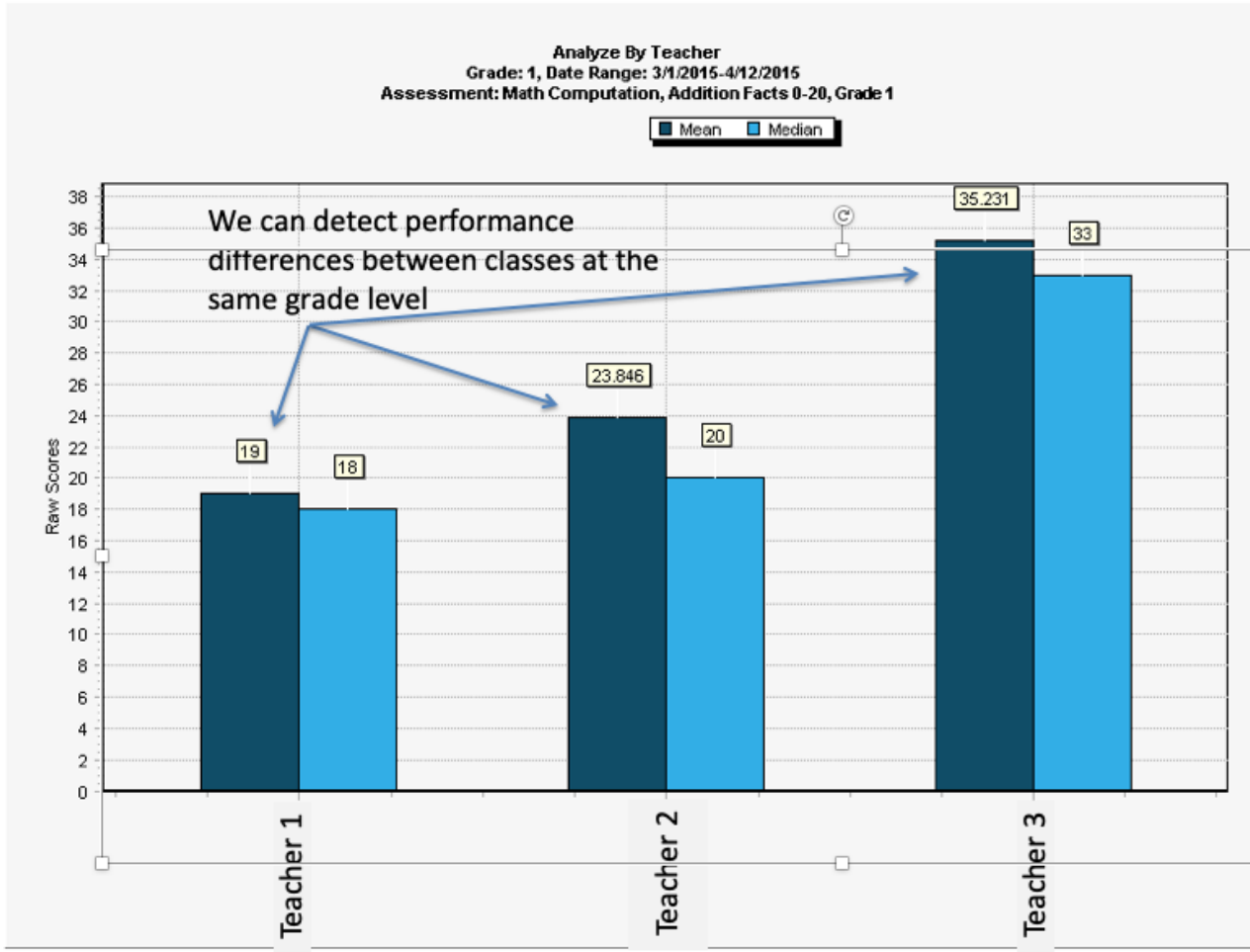


Lead More Effectively

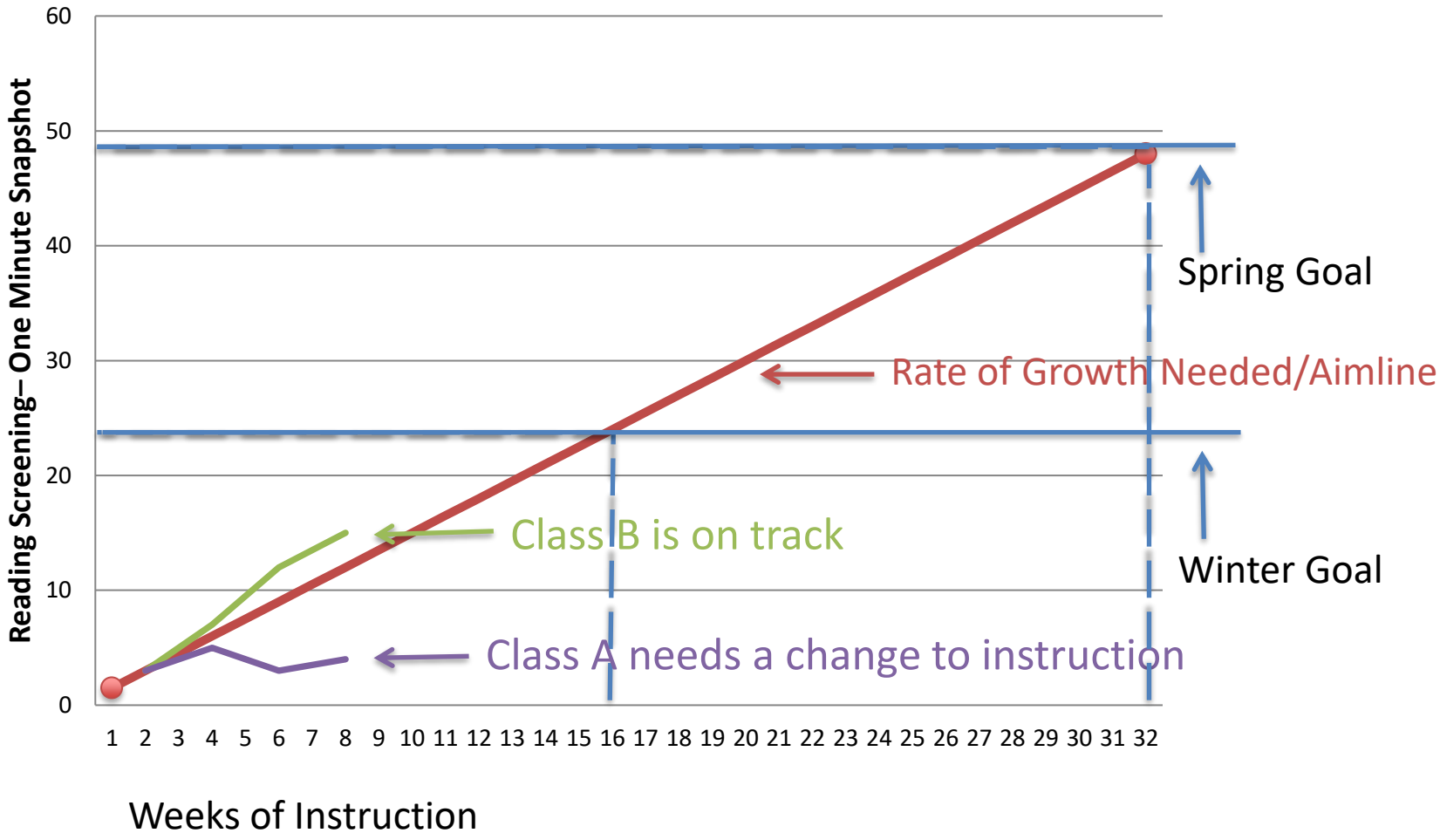
Within-Class, Within-Year Improvements



Across-Class Differences

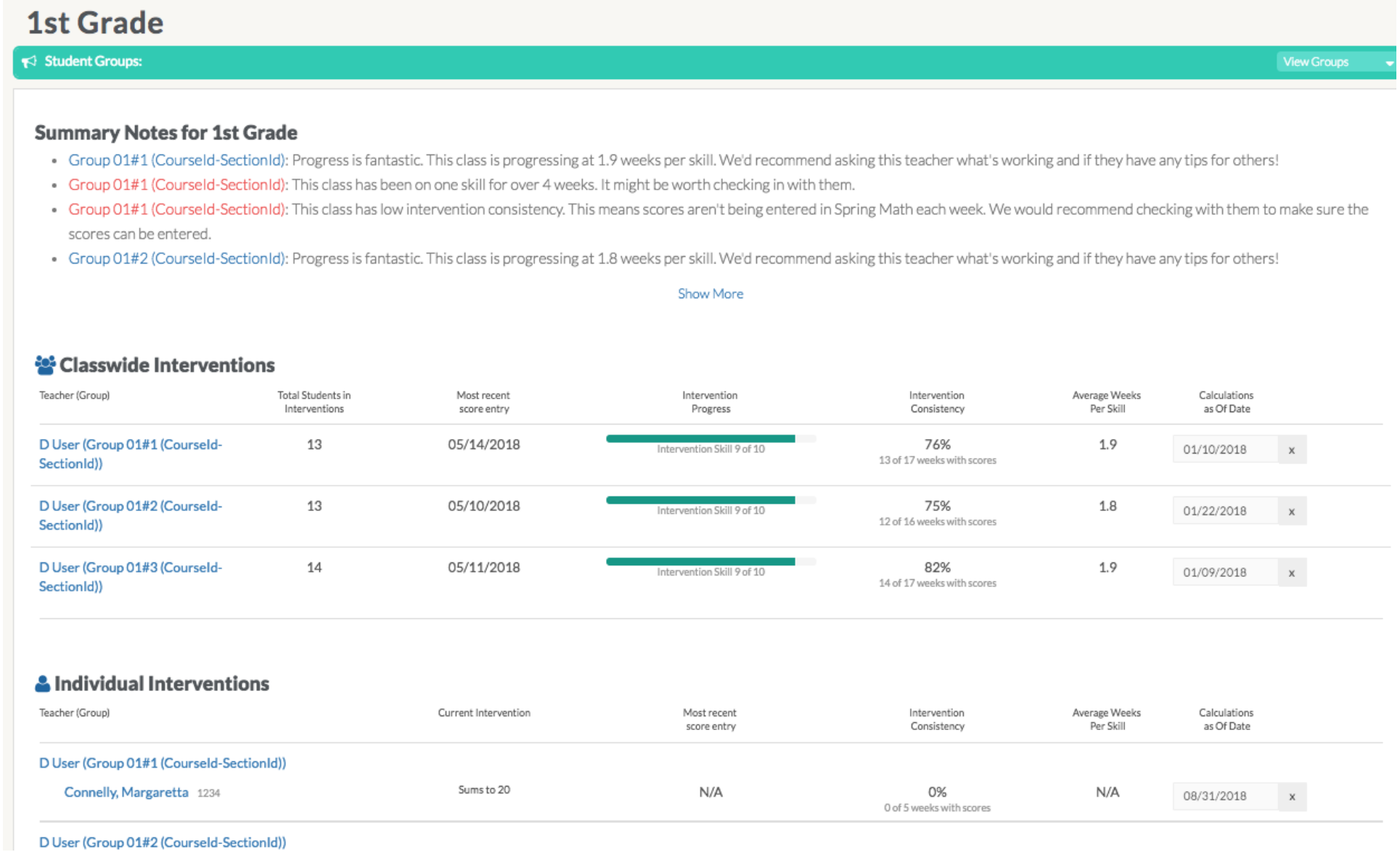


Weekly Monitoring of Learning to Assure Milestones



What Must Leaders Know?

- What actions are underway?
- What are the results right now?
- Where is support needed?
- Are proximal indicators headed in the right direction?
- What are the barriers we can troubleshoot?



1st Grade

Student Groups: View Groups

Summary Notes for 1st Grade

- Group 01#1 (CourseId-SectionId): Progress is fantastic. This class is progressing at 1.9 weeks per skill. We'd recommend asking this teacher what's working and if they have any tips for others!
- Group 01#1 (CourseId-SectionId): This class has been on one skill for over 4 weeks. It might be worth checking in with them.
- Group 01#1 (CourseId-SectionId): This class has low intervention consistency. This means scores aren't being entered in Spring Math each week. We would recommend checking with them to make sure the scores can be entered.
- Group 01#2 (CourseId-SectionId): Progress is fantastic. This class is progressing at 1.8 weeks per skill. We'd recommend asking this teacher what's working and if they have any tips for others!

Show More

Classwide Interventions

Teacher (Group)	Total Students in Interventions	Most recent score entry	Intervention Progress	Intervention Consistency	Average Weeks Per Skill	Calculations as Of Date
D User (Group 01#1 (CourseId-SectionId))	13	05/14/2018	Intervention Skill 9 of 10	76% 13 of 17 weeks with scores	1.9	01/10/2018 x
D User (Group 01#2 (CourseId-SectionId))	13	05/10/2018	Intervention Skill 9 of 10	75% 12 of 16 weeks with scores	1.8	01/22/2018 x
D User (Group 01#3 (CourseId-SectionId))	14	05/11/2018	Intervention Skill 9 of 10	82% 14 of 17 weeks with scores	1.9	01/09/2018 x

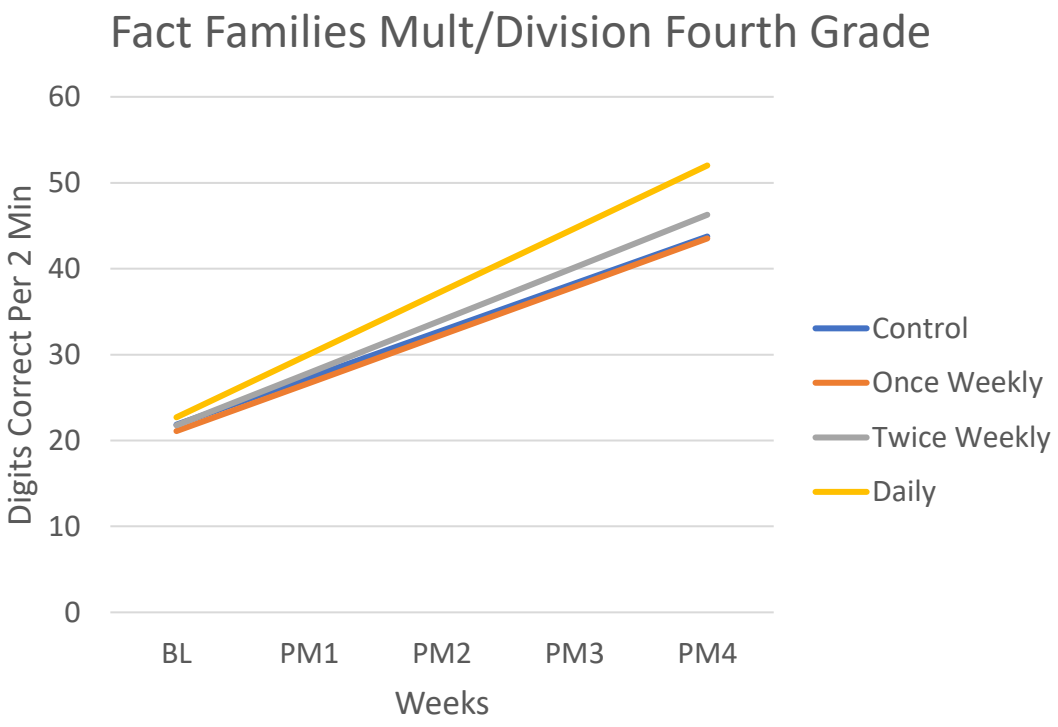
Individual Interventions

Teacher (Group)	Current Intervention	Most recent score entry	Intervention Consistency	Average Weeks Per Skill	Calculations as Of Date
D User (Group 01#1 (CourseId-SectionId))					
Connelly, Margaretta 1234	Sums to 20	N/A	0% 0 of 5 weeks with scores	N/A	08/31/2018 x
D User (Group 01#2 (CourseId-SectionId))					

Teacher: Are Students Growing?

Teacher: Does Growth Transfer?

Dose What is Needed, Not What Fits Schedule



Codding, R., VanDerHeyden, Martin, R. J., & Perrault, L. (2016). Manipulating Treatment Dose: Evaluating the Frequency of a Small Group Intervention Targeting Whole Number Operations. *Learning Disabilities Research & Practice, 31*, 208-220.

Lessons Learned

1. Specialized instruction is a myth. Intensified instruction is not.
2. Effective instruction saves lives.
3. Use classwide intervention.
4. Manage interventions.
5. Intensify Instruction Smarter.
6. Assess less.
7. Lead more effectively.

Final Questions, Discussion

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