Data Standard Intervention for MAF or RTA Grant(s)
Rev. 7/1/2025

Ownership and History

Standard prepared by
Danielle Ward, Erin Chavez

Data steward(s)
RTA: Danielle Ward, (502) 564-2106, ext. 4107
MAF: Erin Chavez, (502) 564-2106, ext. 4145

Office(s)
Office of Teaching and Learning

Revision History
July, 1 2025
Updated description language
Updated screenshots to reflect New Look
Added approved list of materials codes for RTA Grant

2024
Added specific dates when KDE pulls MAF and RTA data to the Data Use section
Revised Tier 1 instructions for MAF Grant

July 3, 2023
Updated search terms and screen shots

August 23, 2022
Updated RTA Data Steward
Updated MAF language to match current grant requirements
Removed table of program options and added a link to the Materials Code List
Removed instructions around optional checkboxes

April 15, 2021
Deleted references to Kentucky System of Intervention and Response to Intervention and added reference to Kentucky Multi-Tiered System of Supports (KyMTSS). Updated links for Tier 2 and Tier 3 and revised descriptions from Tier 1, 2, and 3.

June 30, 2020
Updated links and confirmed data stewards.
New Intervention data standard created for students served with Mathematics Achievement Fund (MAF) or Read to Achieve (RTA) Grant(s).
KRS 158.305 K-3 Intervention data only requires survey data for types of research based intervention programs in reading, writing, math and behavior.

Data Standard Intervention for MAF or RTA Grant(s)

Rev. 7/1/2025

MAF/RTA grant requires entry of start and end dates, type of intervention, intervention content area, materials code, tier of instruction, duration and frequency of intervention, comment box to indicate when a student moves schools; all other fields are optional.

MAF +2 Teachers require entry of start and end dates, type of intervention, intervention content area and tier of instruction; all other fields are optional.

Contents

Data Standard Intervention for MAF or RTA Grant(s)

Rev. 7/1/2025

Overview

Description

The Mathematics Achievement Fund (MAF) and Read to Achieve (RTA) Grants promote high-quality instruction at Tier 1 and strong intervention services at Tier 2 and Tier 3 through implementation of a multi-tiered system of supports (MTSS).   The Intervention Tab collects data about intervention services provided to students. This data standard provides guidance on entering information into the Intervention Tab for both grants.

Required usage of the Intervention tab in districts

- *All ESS – all students served by ESS (any programming intended to be ESS by the school or district, even if the program is paid for in part or fully by another program).* See Intervention for ESS and optional usage data standard for specific guidance.
- *All students served with Mathematics Achievement Fund (MAF) or Read to Achieve (RTA) Grant(s).*

Regulation citation(s)

- MAF requirements are defined in KRS 158.844 while RTA requirements are defined in 158.792.

Data use

- The data will be used to help provide best practice data to schools/districts on the success of intervention programming, as well as to provide overall student improvement data to the Kentucky Board of Education and relevant stakeholders.
- MAF data are pulled by KDE Oct. 30, Jan. 30 and May 30 each year.
- RTA data are pulled by KDE Oct. 30, Feb. 15, and May 30 each year.

Related ad-hoc filters and reports

Path: KY State Reporting / KDE Reports

- **PLP Intervention Data** provides schools with data entered on the Intervention tab for students. When you pull this, select "RTA" or "MAF" in the drop-down menu and all data will be pulled into an excel file for you to review. PLP Intervention Data Quick Reference Card

Resources

- Mathematics Achievement Fund (MAF) webpage
- Read To Achieve (RTA) webpage

Data Standard Intervention for MAF or RTA Grant(s)

Rev. 7/1/2025

Section A – Intervention Tab

Tool Search: SE/Intervention

Click **New Status** to create a new record or select a record from the list to edit it.
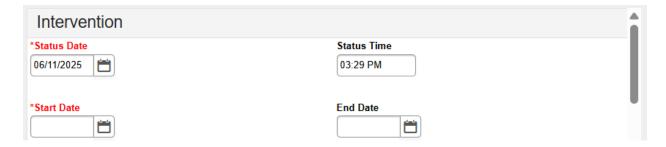
A separate record is needed for each subject, type and tier combination provided to a student.

To document in progress intervention services, these fields are required:

   Start date; Tier Status; Intervention Type; Intervention Content Area; Materials Code; Frequency; and Duration

When the service ends, these additional fields are required:

   End date; comment box to indicate when a student leaves the school
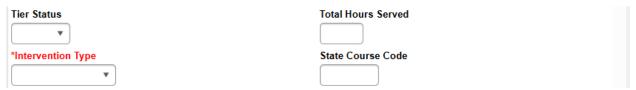

Status Date and Status Time: Fields are auto populated with current date and time but must be unique for a student. When saving the record, if you receive this error message: *"A record already exists for this Date and Time. Click "OK" to go back and enter a new Date and/or Time."* then reduce the Status Time by 1 minute and try to save again.

Start Date: Enter date when the intervention began.

End Date: Enter the date when the student exited this intervention. End date should remain blank until the student exits the intervention, or the school year ends.

Note: All interventions must be end dated when the school year ends.

Data Standard Intervention for MAF or RTA Grant(s)

Rev. 7/1/2025

Tier Status		Total Hours Served	
[▼]		[ ]	
*Intervention Type		State Course Code	
[▼]		[ ]	

Tier Status: A tier is a level in the system of intervention that includes interventions and supports for a clearly defined group of students. For the MAF grant, interventions at Tier 1, Tier 2 and Tier 3 should be entered. For the RTA grant, interventions at Tier 2 and Tier 3 must be entered.

- **1: Tier 1**: The foundational or universal level of support. All students receive high quality, evidence-based instruction aligned to grade-level standards. Differentiation and scaffolding are provided to ensure all students benefit from Tier 1 instruction. For the MAF grant, classroom teachers will enter their data as Tier 1.
- **2: Tier 2**: The targeted instruction provided to small groups of students with similar needs (best practice for group size is 3-5 students or as specified by the intervention program). Evidence-based interventions and strategies are provided as a supplemental level of support to help students meet grade-level standards. Schools should establish a schedule to assess Tier 2 students at least monthly. This instruction is in addition to universal instruction and takes place outside of the scheduled Tier 1 instructional time.
- **3: Tier 3**: The most intensive layer of support provided to students individually or in a smaller group (best practice for group size is 2-3 students). Evidence-based instructional programs and strategies are provided with increased intensity (e.g., longer sessions, more frequent sessions, increased opportunities to practice, more frequent feedback). Progress is monitored weekly. Tier 3 instruction is in addition to universal instruction and takes place outside of the scheduled Tier 1 instructional time.

Intervention Type: Indicate the main format for the intervention that is provided to students. Choose RTA for students receiving intervention services funded by the Read to Achieve grant. Choose MAF for students receiving services funded by the Mathematics Achievement Fund.

- **3: RTA**
- **4: MAF**

*Intervention Content Area		Content Area Other	
[▼]		[ ]	
Intervention Materials 1		Materials Code 1	
[▼]		[ ]	

Intervention Content Area: Select from the drop list either Reading and Writing or Math.

- **3: Reading and Writing:** The intervention provided to the student is in the area of reading and writing combined.
- **4: Math:** The intervention provided to the student is in the area of mathematics.

Data Standard Intervention for MAF or RTA Grant(s)

Rev. 7/1/2025

Intervention Materials 1: Select from the drop list the primary source of the materials used to provide intervention services.

- **5: Vendor Program:** The intervention services provided use materials based on a resource or product purchased from a vendor or provided by a vendor. **NOTE: Materials Code is required.**
- **7: Other:** The intervention services provided to the student are not captured in the options above. NOTE: For RTA, if selected, contact Danielle Ward (RTA)

Intervention Materials 2: If the intervention includes a secondary source of materials, select from the drop list the appropriate intervention material following the Intervention Materials 1 guidelines.

Materials Code 1 and 2: Enter the materials code for the program(s) used. Please reference the Materials Codes List *(download link)* and select the code for the program being utilized for the intervention. Grant requirements stipulate there must be high-quality instructional resources used as part of the evidence-based intervention instructional practices/program directly related to the implementation of the intervention. Please see the RFA for each grant for specific requirements around qualifying resources.

For the RTA Grant, materials codes selections are limited to the following approved materials:

Product Code	Reading Intervention Product Name
2330	95% Group Reading
2404	Amira Reading
2323	Barton Reading
2407	Benchmark Phonics Intervention
2402	Heggerty Reading
2334	Imagine Language & Learning
2281	IReady Reading
2213	Lexia Core 5 Reading
2217	Orton Gillingham Reading
2222	Other (Product not listed) - please reach out to RTA Grant administer, Danielle Ward, at danielle.ward@education.ky.gov if making this selection
2465	Reading Horizons Discovery
2346	Recipe for Reading/Multi-Sensory (IMSE)
2344	S.P.I.R.E. Reading
2408	School-specific, Green-Rated, Primary HQIR Tier 2 Intervention
2236	SIPPRS (Systematic Instruction in Phonemic Awareness)
2229	Sonday System
2406	UFLI Foundations for Reading
2245	Voyager Sopris Passport
2263	Wilson Reading Foundations

Data Standard Intervention for MAF or RTA Grant(s)

Rev. 7/1/2025

Frequency
[▼]

Duration
[▼]

Frequency: How often (or frequently) as in number of sessions in a week the student receives intervention services, as identified in the Intervention Plan.

- **1: Daily:** The student receives intervention services every school day.
- **2: 2 days/week:** The student receives intervention services 2 days per week.
- **3: 3-4 days/week:** The student receives intervention services 3 or 4 days per week.
- **4: Weekly:** The student receives intervention services once a week.
- **5: Twice monthly:** The student receives intervention services 2 times a month.
- **6: Other:** The frequency in which the student receives intervention services is not identified above (describe in comments 1 box).

Duration: Amount of time (or duration) as in number of minutes of a session the student receives intervention services, as identified in the Intervention Plan.

- **1: < 30 minutes:** The student receives intervention services for less than 30 minutes per session.
- **2: 30 minutes:** The student receives intervention services for 30 minutes per session.
- **3: 45 minutes:** The student receives intervention services for 45 minutes per session.
- **4: 60 minutes:** The student receives intervention services for 60 minutes per session.
- **5: >60 minutes:** The student receives intervention services for greater than 60 minutes per session

Comments
[   ]

Comments Continued
[   ]

Comments: (As needed) Use this textbox to indicate when a student moves or to record comments about the student's entry (or qualifications) into intervention services, student progress, progress monitoring results or other areas as needed.

Comments continued: (optional) If additional space is needed, use this textbox to continue recording comments.

Areas of Student Need: (optional) If desired, check the areas where students are in need of intervention.

Data Standard Intervention for MAF or RTA Grant(s)

Area(s) of Student Need

Select all skill areas that apply

Literacy Readiness ☐	Reading Phonics ☐
Reading Fluency ☐	Reading Comprehension ☐
Reading Vocabulary ☐	Writing Hand Writing ☐
Writing Mechanics ☐	Writing Content ☐
Math Number Sense ☐	Math Computation ☐
Math Numeracy Readiness ☐	Math Reasoning ☐
Geometry ☐	Probability / Statistics ☐
Measurement ☐	Algebraic Thinking ☐
Social/Emotional ☐	Cognitive ☐