

Data Standard Intervention for MAF or RTA Grant(s)

Rev. 4/15/2021

Ownership and History

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Revision history

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.

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.

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Overview

Description

Appropriately planned interventions help students meet proficiency levels at all grades and ultimately lead students to reach college readiness benchmarks. The Intervention Tab collects data about intervention services provided to students and their outcomes. KDE's delivery plans and strategies emphasize a school-wide system of interventions to meet the needs of all students. The Kentucky Multi-Tiered System of Supports (KyMTSS) is designed to address the academic, behavioral and social-emotional needs of all students. Well-designed and appropriately delivered intervention services will help more students meet proficiency expectations and be transition ready.

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)

- KRS [158.6459](#) outlines high school requirements. 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.

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.

Training


Resources for the tab are available to assist with implementation and use of this custom tab at [Infinite Campus Intervention Tab](#).

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Section A – Intervention Tab

Campus Path: Student Information / PLP / General / Intervention

Summary	Team Members	Documents	Contact Log	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 11/28/2017	Status Time 11:26 AM
*Start Date 	End Date

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.

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, plus two teachers enter their data as Tier 1.

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- **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:** The intervention provided is funded by the Read to Achieve Grant (K-3 only).
- **4: MAF:** The intervention provided is funded by the Mathematics Achievement Fund (K-5 only).

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.

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:** If selected, contact Whitney Hamilton (RTA) or Erin Chavez (MAF) for permission.

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. For approved circumstances, other may be selected when a matching code does not exist. Please use the codes from the table.

Grant	Material Code	Program Name
MAF	3380	Assessing Math Concepts
MAF	3379	AVMR
MAF	3360	Do the Math

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Grant	Material Code	Program Name
MAF	3310	Math Recovery
RTA	2202	CIM (Reading Recovery CIM group)
RTA	2206	Early Interventions in Reading
RTA	2231	Reading Recovery
RTA	2212	Leveled Literacy Intervention (LLI)
RTA	2222	Teacher Created Materials

Frequency	Duration
<input type="text"/>	<input type="text"/>

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
<input type="text"/>	<input type="text"/>

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.

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The remaining fields are optional for MAF/RTA Intervention records.

Area(s) of Student Need	
Select all skill areas that apply	
Literacy Readiness <input type="checkbox"/>	Reading Phonics <input type="checkbox"/>
Reading Fluency <input type="checkbox"/>	Reading Comprehension <input type="checkbox"/>
Reading Vocabulary <input type="checkbox"/>	Writing Hand Writing <input type="checkbox"/>
Writing Mechanics <input type="checkbox"/>	Writing Content <input type="checkbox"/>
Math Number Sense <input type="checkbox"/>	Math Computation <input type="checkbox"/>
Math Numeracy Readiness <input type="checkbox"/>	Math Reasoning <input type="checkbox"/>
Geometry <input type="checkbox"/>	Probability / Statistics <input type="checkbox"/>
Measurement <input type="checkbox"/>	Algebraic Thinking <input type="checkbox"/>

Area(s) of Student Need: (Optional) Read to Achieve (RTA) and Mathematics Achievement Fund (MAF) grant schools may complete the area of student need for students enrolled in these programs. Also, your district may require additional information in the intervention tab. Please check with the RTA and/or MAF Coordinator(s) and/or your local RTI manual for guidance regarding further requirements.

This section is OPTIONAL FOR ALL RTA AND MAF STUDENTS. This information may be used to identify the areas in which the student needs to meet proficiency/benchmark standards. Please select all that apply to the student.

- **Literacy Readiness:** Student recognition of letters and understanding concepts about print.
- **Reading Phonics:** Student understanding of letter sounds, blended sounds, and provide the basic building blocks of word understanding.
- **Reading Fluency:** The speed or pace of reading, including expression.
- **Reading Comprehension:** Student's understanding of what s/he has read.
- **Reading Vocabulary:** Student's understanding of the meaning and usage of words.
- **Writing/Handwriting:** The mechanics and actions of letter formation for writing, including how to hold a writing utensil, which strokes to use to make the letters, etc.
- **Writing Mechanics:** The application of standard rules of grammar, spelling, punctuation and usage that is common to proficient written communication.
- **Writing Content:** The student's ability to develop complete sentences and appropriate paragraphs in writing. This would include the student's ability to develop and support ideas within the context of a writing piece. Other skill areas under writing content could include the student's ability to sustain a point of view, craft an argument, etc.

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- **Math Number Sense:** Ability to use and understand numbers, knowing their relative values, and how to use numbers to make judgments.
- **Math Computation:** Basic math operations (e.g., addition, subtraction, multiplication, and division).
- **Math Numeracy Readiness:** The understanding of numbers, recognizing them in written form, both numerically and in pictures, as well as understanding their relation to one another.
- **Math Reasoning:** A student's development of/use of higher-order thinking skills related to analysis and synthesis; math reasoning often includes creativity to solve problems.
- **Geometry:** Using concepts of shapes and measurement (including the relationships of points, lines, angles, object size, space, position, direction, and movement) and describes and classifies the physical world in which we live.
- **Probability/Statistics:** Mathematical computation related to collecting, organizing, and interpreting data including the likelihood and probability of events occurring based on known quantitative data or a collection of data.
- **Measurement:** Student's ability to find a number that shows the size or amount of something.
- **Algebraic Thinking:** Identifying an unknown value when given known values.