

Data Standard Intervention for MAF or RTA Grant(s)

Rev. 7/3/2023

Ownership and History

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Office(s)

Office of Teaching and Learning

Revision History

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.

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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. 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)

- 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.

Resources

- [Mathematics Achievement Fund \(MAF\) webpage](#)
- [Read To Achieve \(RTA\) webpage](#)


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Section A – Intervention Tab

Search Terms: SE/Intervention

Classic 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.

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- **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 with whom the Mathematics Coach is working 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: 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: 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.

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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.

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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Area(s) of Student Need

Select all skill areas that apply

Literacy Readiness	Reading Phonics
<input type="checkbox"/>	<input type="checkbox"/>
Reading Fluency	Reading Comprehension
<input type="checkbox"/>	<input type="checkbox"/>
Reading Vocabulary	Writing Hand Writing
<input type="checkbox"/>	<input type="checkbox"/>
Writing Mechanics	Writing Content
<input type="checkbox"/>	<input type="checkbox"/>
Math Number Sense	Math Computation
<input type="checkbox"/>	<input type="checkbox"/>
Math Numeracy Readiness	Math Reasoning
<input type="checkbox"/>	<input type="checkbox"/>
Geometry	Probability / Statistics
<input type="checkbox"/>	<input type="checkbox"/>
Measurement	Algebraic Thinking
<input type="checkbox"/>	<input type="checkbox"/>