



Math RtI/MTSS Implementation Guide

Tier 1 refers to instruction, assessment and intervention on each standard from the **current** grade level.

Tier 2 is targeted and refers to assessment and intervention on high priority standards from the **previous** grade level.

Tier 3 is more intensive and refers to assessment and intervention on high priority standards from **2 or more** previous grade levels.

Essential Component	Description	Time Frame	Research
<p>Screen all students</p> <p><i>To identify students for Tier 2 interventions</i></p>	<p>Delta Math grade-level readiness screeners will measure end-of-year benchmarks from the previous grade level.</p> <p>Whole numbers (grades 1 → 5) Fractions (grades 4 → 7) Algebraic concepts (grades 7 → Algebra 2)</p> <p><i>For example, 5th grade students are assessed using 5th grade readiness screeners based on what they should have learned during 4th grade core instruction.</i></p>	<p>Use the readiness screener for the current grade-level:</p> <p>Fall (Aug. 15 – Oct. 31) Winter (Nov. 1 – Feb. 28) *Spring (March 1 – June 7)</p> <p><i>* It is acceptable to screen only students who received winter tier 2 interventions.</i></p>	<p>Assisting Students Struggling with Mathematics, Recommendation 1</p> <p>Using Student Achievement Data to Support Instructional Decision Making, Recommendations 3, 4, 5</p> <p>MDE Vision of RtI: A Multi-Tiered System of Supports, Essential Component 2</p>
<p>Tier 1 Option:</p> <p><i>To identify students for Tier 1 interventions</i></p>	<p>Screening-up with the next grade level readiness screener will measure end-of-year benchmarks from the current grade level.</p> <p><i>For example, 5th grade students are assessed using 6th grade readiness screeners.</i></p>	<p>Use the readiness screener for the next grade-level:</p> <p>Late Winter (Feb. 1 – Feb. 28) Late Spring (May 1 – June 7)</p>	
<p>Tier 3 Option:</p> <p><i>To identify students for Tier 3 interventions (Few Students)</i></p>	<p>Delta Math Tier 3 screeners measure high priority standards for two additional grade levels. Tier 3 standards do not overlap the standards from the same grade level readiness screener.</p> <p><i>For example, the 5th grade Tier 3 screener assesses students on what they should have learned during 2nd and 3rd grade core instruction.</i></p>	<p>Fall, Winter and Spring Tier 3 screeners are available during the same time frames as the grade level readiness screeners.</p> <p><i>Screen students who have not responded to a Tier 2 intervention cycle.</i></p> <p><i>Or, if previous data indicates that a student will benefit from Tier 3 support.</i></p>	



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Essential Component	Description	Time Frame	Research
<p>Analyze Data</p>	<p>Delta Math reports will be used by the interventionist and/or grade-level team to identify each student who may not be ready to learn current grade-level standards.</p> <ul style="list-style-type: none"> ➤ Use the Course Overview Report to identify unexpected results to validate ➤ Use the Standard Summary Report to identify readiness standards that tier 2 interventions should begin with all students. ➤ Use the Intervention Group Report to schedule small group tier 2 interventions for each readiness standard. 	<p>2 to 3 times per year: <i>(After screening all students)</i></p> <p>2 to 3 times per year: <i>(After screening all students)</i></p> <p>Multiple times per year: <i>(Before scheduling students for each targeted intervention)</i></p>	<p>Assisting Students Struggling with Mathematics, <i>Recommendation 1</i></p> <p>Using Student Achievement Data to Support Instructional Decision Making, <i>Recommendations 1, 3, 4, 5</i></p> <p>MDE Vision of RtI: A Multi-Tiered System of Supports, <i>Essential Components 4, 8</i></p>
<p>Communicate data</p> <p>Tier 3 Option: <i>To set and measure IEP goals</i></p>	<p>Delta Math “Student Performance” reports will be used to communicate with parents and other critical stakeholders on the performance of the student and the plan to provide future support.</p> <p>The “Student Performance” reports can be used to help students set and measure personal goals for the school year.</p> <p>The special education teacher may use the “Student Performance” report to help identify high priority standards for IEP goals.</p> <p>Student “Growth Charts” can be used to show growth on each high priority standard as well as document the mathematical strategies used during each intervention.</p>	<p>2 to 3 times per year: <i>(After screening all students)</i></p>	<p>Using Student Achievement Data to Support Instructional Decision Making, <i>Recommendations 3, 4, 5</i></p> <p>MDE Vision of RtI: A Multi-Tiered System of Supports, <i>Essential Component 11</i></p>



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Essential Component	Description	Time Frame	Research
<p>Provide evidence-based intervention</p> <p>Tier 3 Option: (Double-Blocked Classes)</p>	<p>Delta Math instructional resources will be used to deliver intervention using the following evidence-based recommendations provided by the Institute of Education Sciences:</p> <ul style="list-style-type: none"> ➤ Explicit instruction that is systematic ➤ visual representation of mathematical ideas ➤ frequent progress monitoring ➤ motivational strategies such as personal goal setting <p>Each session should contain 2 instructional components: The first supports a Delta Math Tier 3 or readiness standard, while the second supports Tier 1 instruction that may include:</p> <ul style="list-style-type: none"> ➤ Homework help ➤ Quiz and test review ➤ Pre-teaching <p><i>Note: Tier 2 and Tier 3 lessons are available for grades 1 through Algebra 1. An instructional routine with online practice is available for grades 1 through Algebra 2.</i></p>	<p>Throughout each Tier 2 and 3 intervention cycle:</p> <p style="text-align: center;">Tier 2</p> <p>6 to 10 students per group 25 to 30 minute sessions 3 or 4 days per week 3 to 8 sessions</p> <p><i>Students can exit after meeting the learning goal 3 times.</i></p> <p style="text-align: center;">Tier 3</p> <p>1 to 5 students per group 25 to 30 minute sessions 4 or 5 days per week 8 sessions</p>	<p>Assisting Students Struggling with Mathematics, <i>Recommendations 3, 4, 5, 8</i></p> <p>Using Student Achievement Data to Support Instructional Decision Making, <i>Recommendation 2</i></p> <p>MDE Vision of RtI: A Multi-Tiered System of Supports, <i>Essential Components 2, 3, 6, 8</i></p>
<p>Monitor student progress</p>	<p>Delta Math Quick Checks and Growth Charts will be used to measure and monitor student progress.</p>	<p>At the end of each intervention lesson</p>	<p>Assisting Students Struggling with Mathematics, <i>Recommendations 7</i></p> <p>Using Student Achievement Data to Support Instructional Decision Making, <i>Recommendations 1, 3, 4, 5</i></p> <p>MDE Vision of RtI: <i>Essential Components 2, 7, 8, 9</i></p>



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<p>Provide additional support for students not responding to tier 2 interventions</p>	<p>Delta Math Additional Guided Practice, Forms A, B and C, will be used for each student to provide distributed spaced practice</p> <p>Schedule a tier 3 screener to identify where learning discontinued and provide tier 3 intervention based on this data.</p>	<p>For students who were close to meeting the learning goal on their Growth Chart at the end of the 8-day learning cycle.</p> <p>For students who were not close to meeting the learning goal on their Growth Chart.</p>	<p>Using Student Achievement Data to Support Instructional Decision Making, <i>Recommendations 1, 3, 4, 5</i></p> <p>MDE Vision of RtI: A Multi-Tiered System of Supports, <i>Essential Components 2, 4, 8</i></p>
<p>Analyze impact of Intervention (Tier 2, Tier 3 and Tier 1)</p>	<p>Delta Math Standard Summary reports will be used by a grade-level teams to identify what appeared to work well during standard-based interventions and what changes, if any, should be made during future interventions or core instruction.</p>	<p>3 times per year: <i>(After screening all students)</i></p>	<p>Using Student Achievement Data to Support Instructional Decision Making, <i>Recommendations 1, 3, 4, 5</i></p> <p>MDE Vision of RtI: A Multi-Tiered System of Supports, <i>Essential Component 8</i></p>