Using Key Components of a Multi-Tiered System of Supports (MTSS) Framework

NYS-RtI TAC
Fall 2016 Webinar Series
Webinar 4

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Using Key Components of a MTSS Framework

Implementing the Common Core Learning Standards within MTSS

Integrating the Data-Based Problem-Solving Process (RtI) into a MTSS

Aligning Instruction/Interventions with the CCLS and Integrating Instructional Practices Across the Tiers

Ensuring the Integration of Academic Skills, Academic Behavior Expectations and Scaffolding to Maximize Student Engagement within the Instructional Process

Meeting the Needs of Students with Disabilities and Students with 504 Accommodations Through Specially Designed Instruction within an MTSS Framework

Have courageous conversations

Reflect, celebrate, reverberate, breathe

GET FIRED UP!
Goals For Today’s Webinar

• Characteristics of Tiers 1, 2, and 3
• Scheduling for Multi-tiered Support
• Intervention Effectiveness
Do The Best You Can Until You Know Better. Then, When You Know Better Do Better.
MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.
**TIER I: Core, Universal Academic and Behavior**

**GOAL:** 100% of students achieve at high levels

**Tier I:** Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

**Tier I:** Effective if *at least* 80% are meeting benchmarks with access to Core/Universal Instruction.

**Tier I:** Begins with clear goals:
1. What exactly do we expect all students to learn?
2. How will we know if and when they’ve learned it?
3. How do we respond when some students don’t learn?
4. How will we respond when some students have already learned?

Questions 1 and 2 help us ensure a guaranteed and viable core curriculum.
“The most legitimate and effective school improvement effort is not to design a system of interventions to help students at risk, but rather to upgrade the core curriculum.”

Mike Mattos
Principal
Vision of Tier 1 Instruction

• Aligned with Standards
• Engaging
• Considers Universal Design Principles
  – Multiple ways of representing content
  – Multiple ways of student performance
• Considers Academic and Behavior Factors
Some Fundamental Principles

• **Standards Based Instruction**
  
  – What students should know and be able to do
    
    • *Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.*
  
  – Clearly defined for each grade level and subject area
  
  – Serve as the content for high-stakes assessment
  
  – Utilizes benchmark assessment to determine if students and the curriculum is “on-track”
  
  – Assists in the identification of “essential elements” of instruction
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Grade</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Grade</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING STANDARDS FOR LITERATURE, Key Ideas and Details</strong></td>
<td>2. With prompting and support, retell familiar stories, including key details.</td>
<td>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
<td>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
</tr>
</tbody>
</table>

**How is the demand of this standard rising across the grades?**
<table>
<thead>
<tr>
<th>9th -10th Grade</th>
<th>11th -12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</td>
<td>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</td>
</tr>
</tbody>
</table>

**How is the demand of this standard rising across the grades?**
Model: Happy High School

OBSERVE: Conducted Walkthrough

Instruction Component: Percent of Intervals Observed

- Communicate: 0%
- Instructional Purpose: 27%
- Explicit Instruction: 24%
- Modeled Instruction: 13%
- Guided Practice with Teacher Support: 13%
- Guided Practice with Peer Support: 6%
- Independent Practice: 13%
- Reflection, Integration and Extension: 0%
Model: Happy High School

OBSERVE: Walkthrough Data

Percent of Students Engaged by Instructional Component

- Communicating: 57%
- Explicit Instruction: 86%
- Modeled Instruction: 89%
- Guided Practice: 79%
- Teacher Support: 53%
- Guided Practice: 53%
- Peer Support: 67%
- Independent Practice: 67%
- Reflection, Integration, Extension: 67%
- Formal Assessment: 67%
Three Principles

• **Principle I: Provide Multiple Means of Representation** (the “what” of learning)
  – Perceptions, Language expressions and symbols and Comprehension

• **Principle II: Provide Multiple Means of Action and Expression** (the “how” of learning)
  – Physical action, Expression and communication and Executive function

• **Principle III: Provide Multiple Means of Engagement** (the “why” of learning)
  – Recruiting Interest, Sustaining effort and persistence and Self-regulation
Characteristics of Tier 1 Instruction

- Delivered in sufficiency
- Differentiated
- Delivered in the context of a positive learning climate
- Diverse—teacher led, student led
- Effective for diverse students, including those with disabilities
For: ALL STUDENTS
Requires: ALL STAFF

School Climate:
PBIS –or—
Foundations

Classroom Management:
CHAMPS (K-8);
DSC (9-12)

Tier I: A supportive Learning Climate sets the stage for productive learning by establishing positive behaviors as the norm

POSITIVE LEARNING CLIMATES throughout the SCHOOL and in the CLASSROOMS include:

- A pervasive culture of respect and collaboration, including high rates of positive interactions among all members of the school community;

- A motivating, participatory, and learning-focused environment that promotes student ownership over learning and improving; and

- Well-managed, structured and clearly-defined practices and behavioral expectations that create a sense of safety, fairness and productivity.
For: ALL STUDENTS
Requires: ALL STAFF

**SEL Curriculum:**
Second Step (K-8)
Advisory/Seminar (9-12)

**Restorative Practices:**
Restorative Conversations & Talking Circles

**SOCIAL & EMOTIONAL LEARNING**
shapes students’ skills and relationships through:

- Explicit instruction and pedagogy that promote:
  self-awareness, self-management, social awareness, relationship skills, and decision-making skills in alignment with SEL Standards

- Interactions and culture that promotes positive adult-student relationships and student-student relationships

- Restorative approaches for all students that promote inclusiveness, relationship-building and problem solving

**Tier I:** Within these environments, adults shape how students develop key skills & relationships that strengthen their connection to school and prepare them to succeed in college, career & life.
## Effective Instruction

(Foorman et al., 2003; Foorman & Torgesen, 2001; Arrasmith, 2003; & Rosenshine, 1986)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Guiding Questions</th>
<th>Well Met</th>
<th>Somewhat Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals and Objectives</td>
<td>Are the purpose and outcomes of instruction clearly evident in the lesson plans? Does the student understand the purpose for learning the skills and strategies taught?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explicit</td>
<td>Are directions clear, straightforward, unequivocal, without vagueness, need for implication, or ambiguity?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systematic</td>
<td>Are skills introduced in a specific and logical order, easier to more complex? Do the lesson activities support the sequence of instruction? Is there frequent and cumulative review?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scaffolding</td>
<td>Is there explicit use of prompts, cues, examples and encouragements to support the student? Are skills broken down into manageable steps when necessary?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrective Feedback</td>
<td>Does the teacher provide students with corrective instruction offered during instruction and practice as necessary?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modeling</td>
<td>Are the skills and strategies included in instruction clearly demonstrated for the student?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Do students have sufficient opportunities to practice new skills and strategies with teacher present to provide support?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Application</td>
<td>Do students have sufficient opportunities to practice new skills independently?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacing</td>
<td>Is the teacher familiar enough with the lesson to present it in an engaging manner? Does the pace allow for frequent student response? Does the pace maximize instructional time, leaving no down-time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Routine</td>
<td>Are the instructional formats consistent from lesson to lesson?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CSR—Results

Boardman, Vaughn et al. (2016)
Promoting Adolescent Comprehension Through Text (PACT)

“In the area of content acquisition, both English Learners and Non-English Learners with disabilities were able to significantly benefit from the PACT intervention provided in general education social studies classes.”

Wanzek, et al. (2016)
### Class Recommended Level of Instruction Report

**District:** Your District  
**School:** Your School  
**Teacher:** Teacher Name  
**Grade:** Kindergarten  
**Probe:** All  
**Student:** All  
**School Year:** 2004-2005  
**Date/Time:** 6/20/2005 8:40 AM

<table>
<thead>
<tr>
<th>Student</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
<th>Assessment 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student B</td>
<td>Strategic</td>
<td>No Level</td>
<td>Intensive</td>
<td>Strategic</td>
</tr>
<tr>
<td>Student C</td>
<td>No Level</td>
<td>No Level</td>
<td>Intensive</td>
<td>Intensive</td>
</tr>
<tr>
<td>Student D</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
<td>Strategic</td>
</tr>
<tr>
<td>Student E</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student F</td>
<td>Strategic *</td>
<td>Strategic</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student G</td>
<td>Initial</td>
<td>Strategic</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student H</td>
<td>Initial</td>
<td>Strategic</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student I</td>
<td>Initial</td>
<td>Removed</td>
<td>Removed</td>
<td>Initial</td>
</tr>
<tr>
<td>Student J</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student K</td>
<td>Initial</td>
<td>Strategic</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student L</td>
<td>Strategic</td>
<td>Strategic</td>
<td>Strategic</td>
<td>Strategic</td>
</tr>
<tr>
<td>Student M</td>
<td>Initial *</td>
<td>Initial *</td>
<td>Strategic</td>
<td>Initial</td>
</tr>
<tr>
<td>Student N</td>
<td>Strategic</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student O</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student P</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student Q</td>
<td>Strategic</td>
<td>Strategic</td>
<td>Strategic</td>
<td>Strategic</td>
</tr>
<tr>
<td>Student R</td>
<td>Intensive</td>
<td>Strategic</td>
<td>Strategic</td>
<td>Strategic</td>
</tr>
<tr>
<td>Student S</td>
<td>Intensive</td>
<td>Strategic</td>
<td>Strategic</td>
<td>Strategic</td>
</tr>
</tbody>
</table>

*Score was not achieved in this class. Student is not represented in pie graph.*
TIER II: Supplemental, Targeted

For approx. 20% of students

Core + Supplemental

...to achieve benchmarks
Tier II Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).

1. Where are the students performing now?
2. Where do we want them to be?
3. How long do we have to get them there?
4. How much do they have to grow per year/monthly to get there?
5. What resources will move them at that rate?
Intensifying Instruction

• Time
  – More time, more practice and rehearsal, more opportunity for feedback
  – Typically, up to 50% more than Tier 1 for that content

• Focus
  – Narrowing the range of instruction
    • Reading: 5 Big Ideas, SOME of the 5 Big Ideas

• Type
  – More explicit, more frequent, errorless
3 Fs + 1 S + Data + PD = Effective & Powerful Instruction

- **Frequency** and duration of meeting in small groups – every day, etc.

- **Focus** of instruction *(the What)* – work in vocabulary, phonics, comprehension, etc.

- **Format** of lesson *(the How)* – determining the lesson structure and the level of scaffolding, modeling, explicitness, etc.

- **Size** of instructional group – 3, 6, or 8 students, etc.

- Use **data** to help determine the 3 Fs and 1 S *(the Why)*

- Provide **professional development** in the use of data and in the 3 Fs and 1 S
Tier 2: Curriculum Characteristics

- Standard protocol approach
- Focus on essential skills
- Most likely, more EXPOSURE and more FOCUS of core instruction
- On average 50% more time than Tier 1 allocation for that subject area
- Linked directly to core instruction materials and benchmarks
- Criterion for effectiveness is 70% of students receiving Tier 2 will reach benchmarks
Developing A Schedule

• How many students require how many minutes of WHAT?

• Build schedule around the:
  – How many students need X number of minutes?
  – What will occur during those minutes?
  – Who is available to deliver?
  – When can they deliver?
  – How do we use the resources we have?
## Example of Grade Level Schedule

### Fourth Grade Schedule 2008-09

<table>
<thead>
<tr>
<th>TIME</th>
<th>SUBJECT</th>
<th>Course Code</th>
<th>Minutes</th>
<th>TIME</th>
<th>SUBJECT</th>
<th>Course Code</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:35-8:40</td>
<td>Morning Routine (attendance, lunch, etc.)</td>
<td></td>
<td></td>
<td>8:35-8:40</td>
<td>Morning Routine (attendance, lunch, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:40-8:45</td>
<td>Morning News</td>
<td></td>
<td></td>
<td>8:40-8:45</td>
<td>Morning News</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:45-10:15</td>
<td>Reading</td>
<td>5010050</td>
<td>90</td>
<td>8:45-10:15</td>
<td>Reading</td>
<td>5010050</td>
<td>90</td>
</tr>
<tr>
<td>10:15-10:45</td>
<td>PE</td>
<td>5015010</td>
<td>30</td>
<td>10:15-10:45</td>
<td>PE</td>
<td>5015010</td>
<td>30</td>
</tr>
<tr>
<td>10:45-10:55</td>
<td>Reading Enrichment</td>
<td>5010050E</td>
<td>10</td>
<td>10:45-10:55</td>
<td>Reading Enrichment</td>
<td>5010050E</td>
<td>10</td>
</tr>
<tr>
<td>11:25-12:00</td>
<td>Science</td>
<td>5020000</td>
<td>35</td>
<td>11:25-12:00</td>
<td>Language Arts OR Language Arts ESOL*</td>
<td>5010040</td>
<td>35</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Lunch</td>
<td>**********</td>
<td>30</td>
<td>12:00-12:30</td>
<td>Lunch</td>
<td>**********</td>
<td>30</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Reading Intervention</td>
<td>5010020</td>
<td>30</td>
<td>12:30-1:00</td>
<td>Reading Intervention</td>
<td>5010020</td>
<td>30</td>
</tr>
<tr>
<td>1:00-2:00</td>
<td>Math</td>
<td>5012060</td>
<td>60</td>
<td>1:00-2:00</td>
<td>Math</td>
<td>5012060</td>
<td>60</td>
</tr>
<tr>
<td>2:00-3:00</td>
<td>Language Arts OR Language Arts ESOL*</td>
<td>5010040</td>
<td>60</td>
<td>2:00-3:00</td>
<td>Language Arts OR Language Arts ESOL*</td>
<td>5010010</td>
<td>60</td>
</tr>
</tbody>
</table>

| Total Minutes | 375 | Total Minutes | 315 |
| Total Instructional Minutes | 345 | Total Instructional Minutes | 285 |

* = Sheltered
High School Algebra

- 7 periods/day
- 4 different “groups”
- 2 “Regular”, 5 periods/week
- 1 “Advanced”, 5 periods/week
- 1 “Strategic”, 7 periods/week
- Each teacher teaches 1 of each
- Strategic group outperformed the Regular group by 8% as of January 2016
Fall Data

School: Centerville Elementary School

Reporting Period: 9/2/2015 - 9/30/2015

Grade: 2

<table>
<thead>
<tr>
<th>Categories / Levels</th>
<th>Benchmark</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scaled Score</td>
<td>Percentile Rank</td>
</tr>
<tr>
<td>At/Above Benchmark</td>
<td>At/Above 230 SS</td>
<td>At/Above 50 PR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below Benchmark</td>
<td>Below 230 SS</td>
<td>Below 50 PR</td>
</tr>
<tr>
<td></td>
<td>Below 156 SS</td>
<td>Below 30 PR</td>
</tr>
<tr>
<td></td>
<td>Below 97 SS</td>
<td>Below 15 PR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students Tested</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Winter Data

School: Centerville Elementary School
Reporting Period: 1/6/2016 - 1/22/2016

Report Options
Reporting Parameter Group: All Demographics [Default]

Grade: 2

<table>
<thead>
<tr>
<th>Categories / Levels</th>
<th>Benchmark</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scaled Score</td>
<td>Percentile Rank</td>
</tr>
<tr>
<td>At/Above Benchmark</td>
<td>At/Above 277 SS</td>
<td>At/Above 50 PR</td>
</tr>
<tr>
<td></td>
<td>Category Total</td>
<td>58</td>
</tr>
<tr>
<td>Below Benchmark</td>
<td>Below 277 SS</td>
<td>Below 50 PR</td>
</tr>
<tr>
<td></td>
<td>Below 207 SS</td>
<td>Below 30 PR</td>
</tr>
<tr>
<td></td>
<td>Below 142 SS</td>
<td>Below 15 PR</td>
</tr>
<tr>
<td></td>
<td>Category Total</td>
<td>22</td>
</tr>
<tr>
<td>Students Tested</td>
<td></td>
<td>80</td>
</tr>
</tbody>
</table>
# Fall/Winter Comparisons

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>At/Above Proficiency</td>
<td>63</td>
<td>73</td>
<td>+10</td>
</tr>
<tr>
<td>On Watch</td>
<td>11</td>
<td>14</td>
<td>+3</td>
</tr>
<tr>
<td>Intervention</td>
<td>9</td>
<td>5</td>
<td>-4</td>
</tr>
<tr>
<td>Urgent Intervention</td>
<td>18</td>
<td>9</td>
<td>-9</td>
</tr>
</tbody>
</table>
TIER III: Intensive, Individualized

Tier III
For Approx 5% of Students
Core
+
Supplemental
+
Intensive Individual Instruction
...to achieve benchmarks

1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.
Ways that instruction must be made more powerful for students “at-risk” for reading difficulties.

**More powerful instruction involves:**

- More instructional time
- Smaller instructional groups
- More precisely targeted at right level
- Clearer and more detailed explanations
- More systematic instructional sequences
- More extensive opportunities for guided practice
- More opportunities for error correction and feedback
Characteristics of Tier 3 Instruction

- Small Group—3-4 students
- Standards Aligned
- Direct Instruction
- “Errorless” Learning
  - Scaffolding
  - Modeling
  - Feedback
  - 3:1 accurate/inaccurate
- Gradual Release
- Integrated with less intensive
- Universal Design in Tier 1 until these skills strengthen
WHAT IS “SPECIAL” ABOUT SPECIAL EDUCATION?

Specially Designed Instruction for Students With Disabilities Within a Multi-tiered System of Supports

Florida Department of EDUCATION

Pam Stewart
Commissioner of Education

In Collaboration with...

This document was developed by the Student Support Services and Problem Solving/Response to Intervention Projects, special projects funded by the Florida Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services, though federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.
A Conceptual Framework for MTSS

Core Instruction

Increasingly Intensive Instructional Interventions

Specially Designed Instruction

High Need

Level of support required for success in core instruction

Low Need

Students may receive services in all areas of the pyramid at any one point in time.

Adapted from U.S. Department of Education
Characteristics of Specially Designed Instruction

• Focus is to reduce or eliminate the impact of a disability on academic and/or behavioral progress
• Designed specifically for an individual student following individual problem-solving
• Could be implemented in Tiers 1, 2 and/or 3
• Examples include: text to speech, unique teaching strategies to teach a skill or alternatives to a skill, feedback protocols
Positive Response to Intervention

Performance

Expected Trajectory

Observed Trajectory

Time
Elsie Tier 2 (Results 2)
End of Grade 2 and Grade 3

Tier 2: Supplemental - Revised

Trendline = 1.51 words/week
Airline = 1.62 words/week

Note: Third Grade Msmt.
Materials used at end of
Second grade and through
Third grade

Good RtI
Questionable Response to Intervention

Performance

Expected Trajectory

Observed Trajectory

Time
Elsie Tier 2 (Results 2)
End of Grade 2 and Grade 3

Tier 2: Supplemental -

Trendline = 1.07 words/week
Aimline = 1.29 words per week

Note: Third Grade Msmt,
Materials used at end of
Second grade and through
Third grade

Questionable RtI
Poor Response to Intervention

Performance vs. Time

Expected Trajectory

Observed Trajectory
Bart

Tier 2: Strategic - PALS

Tier 3: Intensive - 1:1 instruction, 5x/week, Problem-solving Model to Target Key Decoding Strategies, Comprehension Strategies

Aimline = 1.50 words/week

Trendline = 0.95 words/week
### Intervention Effectiveness

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Number of Students</th>
<th>Number Referred for Intervention</th>
<th>Number Referred for Evaluation</th>
<th>Intervention Effectiveness</th>
<th>Risk of Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>430</td>
<td>60</td>
<td>15</td>
<td>75%</td>
<td>13.95%</td>
</tr>
<tr>
<td>Black</td>
<td>250</td>
<td>48</td>
<td>32</td>
<td>33%</td>
<td>19.20%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>210</td>
<td>10</td>
<td>5</td>
<td>50%</td>
<td>4.76%</td>
</tr>
<tr>
<td>Multiracial</td>
<td></td>
<td></td>
<td></td>
<td>#DIV/0!</td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td>#DIV/0!</td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td></td>
<td></td>
<td></td>
<td>#DIV/0!</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>890</strong></td>
<td><strong>118</strong></td>
<td><strong>52</strong></td>
<td><strong>56%</strong></td>
<td><strong>13.26%</strong></td>
</tr>
</tbody>
</table>

**District/School:**
## Instructional Effectiveness

<table>
<thead>
<tr>
<th>TIERS</th>
<th># Students</th>
<th># Proficient</th>
<th>% Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>480</td>
<td>450</td>
<td>93%</td>
</tr>
<tr>
<td>2</td>
<td>110</td>
<td>65</td>
<td>59%</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>22</td>
<td>44%</td>
</tr>
</tbody>
</table>