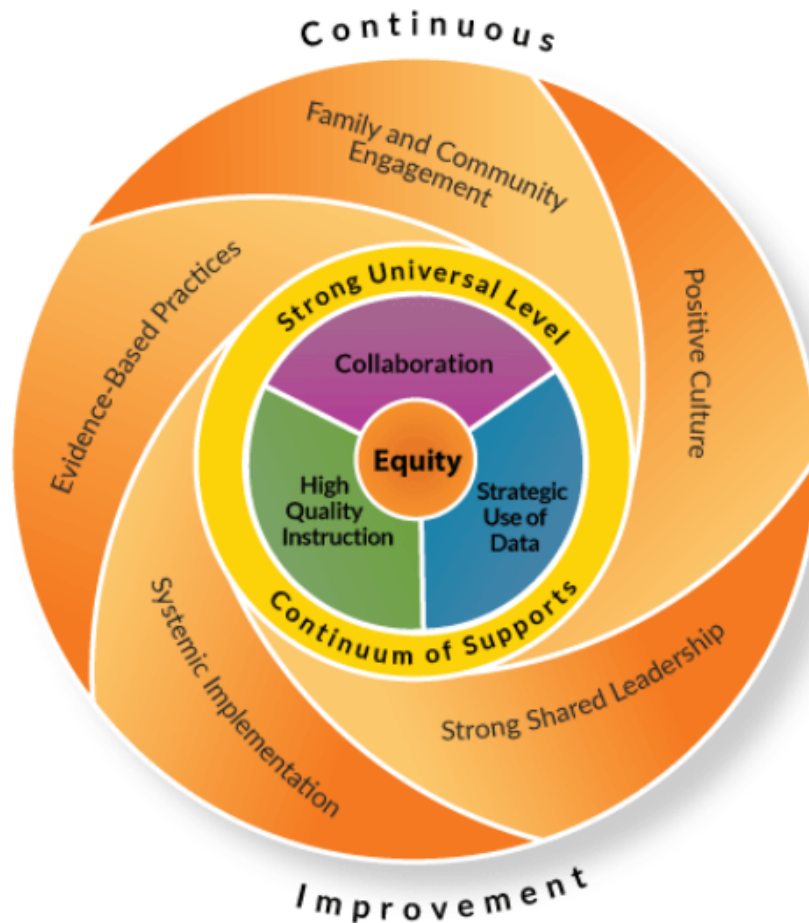# CEDARBURG SCHOOL DISTRICT

Responsive Education:
Addressing the Needs of All Students

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Cedarburg Mission Statement

The mission of the Cedarburg School District is to provide an exemplary education that challenges students in a nurturing environment to develop into lifelong learners, to become responsible adults, and to achieve their goals and dreams.

Equitable Multi-Level System of Support (MLSS)

Core Principles of MLSS

MLSS is grounded in the belief that ALL students can learn and achieve high standards when provided with effective teaching, evidence-based instruction, and access to a standards-based curriculum. A comprehensive system of tiered interventions is essential for addressing the full range of students' academic and behavioral needs, whether it be supportive or accelerated measures. Collaboration among administrators, educators, families, and communities is the foundation of responsive education. Ongoing academic and behavioral performance data should inform instructional decisions.

Wisconsin Definition of Equitable Multi-Level System of Support

For Wisconsin schools and districts, implementing an equitable multi-level system of supports means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports at differing levels of intensity to proactively and responsively adjust to the needs of the whole child. These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavioral, social and emotional skills.

MLSS is a process for achieving higher levels of academic and behavioral success for all students through:

- high quality instructional practice
- strategic use of data including continuous review of student progress
- collaboration

Responsive Education Process

The Cedarburg responsive education process is a shared responsibility; all staff members (general education teachers, special education teachers, paraprofessionals and student servicing staff) assume an active role in students' assessment and instruction.

The Cedarburg responsive education process is based on the Wisconsin MLSS model using a Professional Learning Community (PLC) framework. This process includes three tiers. All three tiers ask the following 4 questions (What do we want our students to know and be able to do? How will we know they have learned it? How will we respond if they haven't learned it? What will we do if they have already learned it?).

- Tier 1 (Universal) — providing access and instruction to essential grade level standards to all students within the classroom
- Tier 2 (Selected) — how we intervene with students who need additional time and support to learn essential behavioral and academic standards
- Tier 3 (Targeted) — how we meet the needs of students who need intensive remediation in universal skills

Framework for Equitable Multi-Level System of Supports

❑ Math
❑ Reading

		High Quality Instruction	Strategic Use of Data	Collaboration	Leadership and Organizational Structures
Increased Intensity	Universal / Tier 1	• Driven by WI Standards for ELA & Math, CCR, ELDS • Evidence-based practices • Instructional framework • Differentiated • Culturally responsive • With fidelity	• Screening process • Emphasizes existing data, especially for older students • Formative, Summative, Benchmark/Interim assessments • Multiple measures • Culturally relevant • With fidelity	• Ongoing team collaboration • Data driven • Guided by protocols • Cultural competence • Family engagement	• Shared vision and commitment to high levels of success for all • Principal commitment to multi-year EMLSS implementation • Representative team to oversee EMLSS implementation • Positive school culture • Accessible data system • Collaboration built into expectations and scheduled • Budget, schedules, personnel aligned to goals/plan • Use of student outcome and system assessment data to monitor plan effectiveness • Training and coaching aligned to staff success with goals/plan • Universal level of support recognized as most important to success • School-wide actions and results shared regularly with stakeholders
	Selected / Tier 2	• Driven by WI Standards • Menu of evidence-based interventions and additional challenges • Culturally responsive • With fidelity	• Digging deeper process • Progress monitoring • Multiple measures • Culturally relevant • Student & family engagement • With fidelity	• Regular collaboration • Data driven • Guided by protocols • Able to access needed expertise • Cultural competence • Student & family engagement	
	Intensive / Tier 3	• Driven by WI Standards • Highly focused, evidence-based interventions and additional challenges • High level of expertise • Culturally responsive • With fidelity	• Digging deeper & diagnostic process • Frequent progress monitoring • Multiple measures • Culturally relevant • Student & family engagement • With fidelity	• Frequent collaboration • Data driven • Guided by protocols • High level of expertise • Cultural competence • Student, family & community engagement	

Tier 1 (Universal Instruction)

Definition:

High quality instruction (essential standards, differentiated instruction, and assessment) is engaging, standards-based, data-driven, evidence-based, and is grounded in equitable practices, and is provided to all students.

Instructional teams (grade level, department, professional learning teams (PLT), etc.):
- analyze the data from assessments to ensure all students are meeting grade level expectations
- discuss and support each other in best educational practices and identify professional development needs
- develop flexible groupings for differentiation
- share strategies for classroom management
- share differentiated lessons
- collect behavioral data

Tier 1 Instructional Team Expectations are that:
- all students will be screened at least twice yearly (see resources for District Decision Rules Guide)
- teams will organize and analyze multiple sources of data to determine students' instructional (academic and behavioral) needs
- teams meet at least once monthly to analyze student data and to make instructional decisions

When a child is struggling to meet expectations or exceeding expectations, the instructional team:
- will accommodate and differentiate for the student
- may consult with previous teachers or additional school personnel
- may conference with the student
- may communicate with parents/guardians
- may review student's cumulative file/assessment data
- may begin collecting more frequent measures of student progress
- may consider Tier 2 intervention options

Tier 2 (Small Group Additional Support)
Definition:
Tier 2 instruction (in addition to Tier 1 instruction) includes the delivery of additional support to master grade-level, essential standards. Students receiving Tier 2 support are monitored through the use of common formative assessment aligned to grade-level standards. Intensity and duration of support are based on data and student responsiveness on formative assessments. Tier 2 support may be provided by classroom teachers and/or other school personnel.

Tier 2 instructional teams (grade level, department, collaboration, etc.) will:
- o use assessment data to assign students to intervention groups to match student needs (skill deficit or need for additional challenge)
- o analyze progress on daily work and formative assessments
- o discuss and support each other in standards-based educational intervention options and identify professional development needs
- o collaboratively implement specific standards-based intervention (e.g. reteaching) options to meet the needs of groups of students
- o conduct consultation and problem-solving with other school personnel (i.e. reading intervention specialists, school counselors, school psychologists, administrators, special education teachers, speech/language pathologists, instructional coaches)
- o keep records of student progress data needed to determine if further Tier 3 interventions are needed.

When students are making adequate progress at Tier 2, the team should consider transitioning the student out of Tier 2 groups.

When a student is not making progress towards grade-level standards after receiving Tier 2 intervention as evidenced by data triangulation of formative assessments and/or universal screening process to determine student need, the team should consider Tier 3 intervention. If the team recognizes that a student is not making progress with Tier 2 intervention between universal screening, they can coordinate with the intervention team to consult on next steps, including possible Tier 3 intervention.

Tier 3 (Targeted Interventions)
Definition:
Tier 3 instruction is intensive remediation in universal skills. It includes the delivery of intensive evidence-based academic or behavioral interventions in addition to tier 1 and tier 2 instruction. Tier 3 intervention plans are based on specific student needs and can be delivered individually or in small groups. Students may need Tier 3 instruction to either 1) meet grade-level standards, benchmarks, and curricular expectations, or 2) address academic needs that transcend grade level standards, benchmarks and curricular expectations. Students receiving Tier 3 interventions are monitored weekly using a progress-monitoring probe. Intensity and duration of intervention options are based on data and student responsiveness from Tier 2 and Tier 1. Tier 3 interventions must be provided by qualified personnel.*

> *Qualified personnel:
> - If intervention is behavioral, a licensed school personnel may deliver
> - If intervention is academic, a certified instructor must deliver direct instruction
> - Instructional aides may team with the certified instructor to assist student with application and practice
> - Special education teachers cannot deliver interventions with regular education students.

Tier 3 instructional teams should include classroom teacher, parent/guardian, and building administrator and may include school psychologist, school counselor, instructional coach, and other school personnel (based on student needs). Tier 3 instructional teams will meet to develop an individual Intervention Plan in eduClimber which includes:
- SMART goal set using progress monitoring software
- input from parent (and student when appropriate)
- intensive intervention option aligned to student needs
- formal progress monitoring including a schedule for collecting and analyzing progress using slope and trend line
- fidelity checks

Tier 3 intervention plan requires:
- baseline determined by three data points (from progress monitoring probes);
- an individual or small group SMART goal;
- a defined intervention option; and
- progress monitoring measures and schedule.

When a student is meeting SMART goal based on 6-8 data points, the instructional team may consider:
- continuing intervention with new SMART goal;
- reducing intensity of intervention; or
- returning student to Tier 1 or 2 instruction.

When a student is not meeting SMART goal (from progress monitoring tool) based on 6-8 data points but has a positive rate of improvement on progress monitoring tool, based on Tier 3 decision rules, the instructional team will consider whether:
- the current intervention option should be continued with a revised SMART goal;
- the current intervention option needs increased intensity or duration; or
- a new intervention option needs to be identified or created.

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When a student is making little or no progress toward meeting SMART goal after the collection of 6-8 data points, the instructional team will:

- determine whether a different Tier 3 intervention option should be implemented if only one has been implemented thus far. The second Tier 3 intervention should be more intensive than the first; or
- a decision to evaluate in order to better identify student needs may occur after two Tier 3 interventions have been tried with the student
    - a student is not meeting SMART goal after two or more intensive, evidence-based intervention options, and
        - the student was engaged in 80% of the intervention option intended, and
        - the intervention option was delivered as designed, and it has been proven that the student is not struggling due to a lack of high-quality, responsive instruction matched to her/his needs.
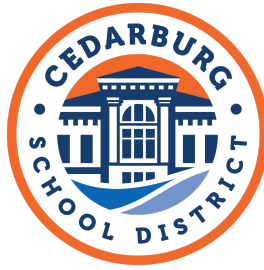
MLSS Problem Solving Cycles

Cedarburg School District utilizes an ongoing problem solving cycle to strategically consider the growth of each student. These team meeting structures are utilized at each school to ensure the problem solving process is systematically implemented:

Meeting Structure	Professional Learning Team	Universal Screening	Mid-Cycle Progress Review	District Calibration of Practice Elementary / Secondary
Who is in attendance	All grade level/ content area members Possible Attendance: ● Instructional coach ● Principal ● Student Service Member ● Interventionist	Facilitator: School Psychologist/ Instructional Coach (WMS) ● Principal ● Teachers ● Coach ● Interventionist	Facilitator: School Psychologist/ Instructional Coach (WMS) ● Principal ● Teachers ● Coach ● Interventionist	● School Problem Solving Teams ● Director of Student Services ● Director of Curriculum and Instructional Technology & Assessment Administrator
Frequency	At least weekly	3 times a year: 1. Fall 2. Mid-year 3. Year-end	2 times a year Occur between universal screening cycles	2 times Mid and end of year
Purpose	● Analyze the data from assessments to ensure all students are meeting grade level expectations ● Discuss and support each other in best educational practices and identify professional development	Identify students who necessitate intervention as well as students who may require acceleration or extended opportunities.	Mid-Cycle progress review meetings occur between universal screening cycles and are for the purpose of reviewing progress monitoring data for students in intervention or receiving extended challenges, and for making recommendations as appropriate based on the data.	These collaborative meetings are an opportunity to check-in on the overall problem solving process implementation, to work through diagnostic and assessment challenges, and to systematize our collective thinking.

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	needs - Develop flexible groupings for differentiation - Share strategies for classroom management - Share differentiated lessons - Collect behavioral data			
Time needed for each	45 minutes/ week	1 Day | Release teams to rotate on cycle.	Series of collaborative team/department meetings. Could release teams to rotate on cycle (During grade level prep times.)	1.5 hours

Cedarburg School District MLSS Assessment Timeline
- **2022-2023 T&L Calendar**

Teacher Resources For Intervention and Progress Monitoring
- **aimswebPLUS Resource Folder**
- **CSD Academic Intervention Resources & Adoption Criteria**
- **CSD Benchmark Assessment System Text Level Decision Rules**
- **CSD Fluency Decision Rules at Instructional Level**

Glossary

Accommodation: practices and procedures that provide equitable access to grade-level content. Accommodations are intended to reduce or eliminate the effects of a student's disability or level of language acquisition; they do not reduce learning expectations.

Aimline: This line shows the trajectory needed for the student to reach the benchmark by the end of the year

Assessment: information about how well students are progressing toward state standards.

       Benchmark assessment occurs within, between, and among instructional units. Information is used to identify strengths and gaps in curriculum and instruction. Grade-level curriculum may be refined, and teachers may modify instruction for student groups based on their progress. Examples of benchmark assessments include midterm and end-of-unit assessments and district-wide assessments. The focus of benchmark assessment is to determine how student groups are progressing or how well a program is working.

       Formative assessment occurs continuously in the classroom, both within and between lessons. Information is used to adjust teaching strategies. Students receive frequent and meaningful feedback on their performances. Examples of formative assessment strategies include teacher observation, discussion, questioning, and non-graded class work. The focus of formative assessment is to determine what learning comes next for a student.

Data Point: point on a graph that represents student achievement or behavior relative to a specific assessment at a specific time; the result of the **progress monitoring probe**. Examples of data points are cut scores, norms for comparison and slope of improvement.

Decision Rule: the systematic procedure by which patterns of data are analyzed. This data analysis assists in making a decision about the effectiveness of instruction or an intervention.

Differentiated instruction: reflects a dynamic adjustment to student needs such as readiness, interest, or learning style.

Educational Equity: Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income.
- Inclusive content covered in the curriculum, reflecting the diversity of society. Students from diverse backgrounds see themselves and their experiences in the curriculum.
- Build on students' prior knowledge, including their culture and language.
- Based on the idea that culture is central to student learning because there is strong evidence that cultural practices shape thinking processes.

Fidelity: implementation integrity; the degree to which something is implemented as designed, intended and planned.

Adequate fidelity: the intervention has been applied in a manner highly consistent with its design, and provided at least 80 percent of the recommended number of weeks, sessions, and minutes per session.

High Quality Instruction: responds to individual differences in learning. Inherent to high quality instruction is rigorous content delivered through **differentiated instruction**.

Insufficient progress: The **rate of progress** is insufficient when it is the same or less than that of same-age peers, greater than that of peers but will not reach the average range in a reasonable period of time, and greater than that of peers, but intensity of resources needed to obtain this rate of progress cannot be maintained in general education.

Instructional team: An instructional team's configuration could vary with each student's situation. For example, the instructional team could be determined by grade level, department, or collaboration team.

Intervention: academic or behavioral interventions are **research-based** strategies that are systematically used with a student or group of students whose screening data indicate that they are likely to not meet benchmarks. The intensity of interventions is matched to the intensity of student need and can be adjusted through many dimensions including length, frequency, and duration of implementation.

Research-based means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs

Evidence-based interventions mean scientific, research-based interventions with substantial evidence of their effectiveness through multiple outcome evaluations

Modifications: change what is being assessed. Examples of modifications include reducing the number of answer choices or shortening the length of the test.

Progress monitoring: measures student improvement or responsiveness to instruction, and evaluates the effectiveness of instruction. The frequency of progress monitoring increases with the intensity of an intervention or additional challenge.

Progress monitoring probe: tool for measuring student competency and progress in basic academic skills areas:
- Probes must be brief and easily administered
- Must be **research-based**
- Must be highly correlated to the skills assessed
- Must have benchmarks of be predictive of future performance
- Must have high reliability
- Must be sensitive to small increments of change in performance

Rate of progress: measure of a student's level of achievement
  Insufficient progress: The rate of progress is insufficient when it is the same or less than that of same-age peers, greater than that of peers but will not reach the average range in a reasonable period of time, and greater than that of peers, but intensity of resources needed to obtain this rate of progress cannot be maintained in general education.

Slope and Trend line: a graphic representation of connected data points of a student's rate of academic progress in comparison to expected growth over time. These help to determine **rate of progress**.

SMART Goal:
SMART goals are Specific, Measurable, Attainable, Realistic and Timely. For example,
"By _____(realistic date for change) _____(student name) will increase/decrease (check one)
_____(Target Skill/Behavior) from_____ (baseline data) to _____ (realistic data-driven goal)
_____as measured by_____(assessment or progress monitoring tool)."

Universal instruction: refers to the curriculum, instruction, and assessment that all students receive.

Universal screener: a type of assessment that is characterized by a quick, repeatable testing of
age-appropriate skills to all students. Universal screeners provide two pieces of information:
   ● can show how functional the core curriculum and instruction is
   ● identifies students who are not making acceptable progress in the core curriculum