

Form Completed by: Tiffany Howard, Jennifer Merschbach, Kerri Littlefield Date: May 2025

Educlimber

1. Why is this program being purchased? What need is the program designed to meet? Provide a description of the program and include any relevant data.

This program is purchased in order to meet the needs of the stakeholders in our district.

- Reduces the time and paperwork required of teachers to document intervention
- Evaluates the effectiveness and fidelity of interventions
- Creates visual displays for ease in data analysis
- Integrates all data points into one platform
- Provides data monitoring with automated alerts
- Detailed automatic reports to share with families

2. Who is the target population?

MTSS teachers, Assessment teachers, school psychologist, instructional practice coaches, school and district administrators, school counselors, and classroom teachers

3. Is the program in the planning or implementation stage? If it has been implemented, how long has it been in place?

It was implemented in 2023/2024 school year. The upcoming year of 2025/2026 will be year 3 of implementation.

4. What resources are needed to support the program (e.g., staff, funding, space, time, technology, etc.)?

On-going professional learning to support all users, as needed. Professional learning occurs during various meetings, conferences, and at school-sites throughout the school year. Professional learning is facilitated by the district Coordinator of MTSS and Supervisor of Assessment & Accountability.

In order to continue on-going successful implementation, the District Assessment Analyst monitors access, supports data integration and facilitates timely resolutions to help desk tickets.

5. What are the program's intended outcomes?

Educlimber provides a reduction in paperwork required to document interventions and limits teachers from having to retrieve data from multiple data platforms. Most schools are utilizing the data wall feature in eduCLIMBER which allows the user to select specific data that they would like to review one time and then the data is accessible on demand throughout the year without having to go to multiple websites or recreate the data wall. Creating a custom data wall takes less than a minute to create instead of more than an hour if a teacher were pulling all the data to compile into a spreadsheet which would have to be updated as each new piece of data becomes available. From this one screen a user can see tags that have been applied to the student, know which students are currently receiving intervention and have grades and assessment data all in one spot.

Intervention:

Total Number of Plans 16,130

Percent of Population in Intervention 25.8%

Number of Interventionists 827

The total number of plans does not denote the number of students. This number is the number of plans that have been created for reading, math and behavior at tier 2 and tier 3 during the year. Any time a plan is modified it creates a "new plan". In the past these plans had to be written out and would take approximately ten minutes for each student a teacher was serving which equates to roughly 2, 688 hours of work that is saved for teachers by having the MTSS teacher create group plans in eduCLIMBER.

Thresholds have been created to automatically identify students based on the state required substantial reading and math deficiencies cut scores. An email is sent to the MTSS Teacher at each school every Monday as students qualify based on district and state assessments. The threshold automatically tags the student in the system so anyone that has access to the student's data can see that the student needs additional support, and it creates the mandatory parent notification letter (see attached letter). Currently these letters are printed to send home but a recent update to eduCLIMBER will allow us to email the notifications to families for the 25-26 school year. (See sample Parent letter below)

Smart forms have been created in eduCLIMBER to pull data for problem-solving meetings. These forms pull all relevant student data together which saves the MTSS teacher and/or classroom teacher approximately 20-30 minutes per student of pulling assessment data. This is a new feature that we have begun utilizing this school year. So far, the problem-solving form has been used 533 times, which amounts to approximately 266 hours of time saved. (See sample Individual Problem Solving report below)

Educlimber also provides parents and families with detailed assessment summary with multiple data points to monitor their child's progress over many years. (See sample of student assessment score report below)

6. How do you plan to progress monitor fidelity and effectiveness of the program?

MTSS Coordinator monitors intervention plans entered and participation and feedback from stakeholders.

"I love to have some of the data available at my fingertips. Graphs with normative references (percentile ranks) have been particularly helpful."

-School Psychologist

"You can access a lot of data/information in one location. It also allows you to disaggregate and filter data easily in a graphing format."

-School Assessment Teacher

"Having the interventions, data, and progress monitoring in one place has enabled me to access information quickly and efficiently."

-MTSS Teacher

"I like being able to look up students and see if they are in interventions when I am at other school sites. I don't have to be present at the school the student attends and manually track down MTSS files."

-School Psychologist

"The best thing about eduCLIMBER this year has definitely been the enhanced features, particularly the 3D view and the ability to customize data searches. These new tools have truly revolutionized the way I assess student progress and individual needs. The 3D view provides a dynamic perspective that helps me visualize data in a more comprehensive manner, while the customizable searches allow me to tailor my analysis to specific criteria. Additionally, the student profiles feature has been invaluable in quickly identifying and addressing each student's unique requirements. Overall, these updates have significantly streamlined my workflow and empowered me to make more informed decisions to support student success."

-School Administrator

7. What criteria will be used to judge the program performance?

Program usage will be used to judge performance.

Year	Users accessing the platform
2025	1358
2024	488
2023	195

8. Describe what the program must accomplish to be considered successful (Return on Investment).

A full shift from paper-based documentation to a digital platform for tracking student intervention and the reduction in multiple platforms for accessing data are indicators of a successful return on investment, as stakeholders are saved valuable time.

Student:



Grade:

3rd

Dear Parent or Guardian:

The goal of the Florida Legislature is that every student is at or above grade level in mathematics. Each student who does not meet specific levels of performance as determined by the school district must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.

Any student who exhibits a substantial deficiency in mathematics, based upon screening, diagnostic, progress monitoring, local or state assessments, or teacher observations, must be provided intensive, explicit, systematic, and multisensory mathematics interventions immediately following the identification of the mathematics deficiency. The student's mathematics proficiency must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district.

This is to notify you that your child, , has been identified as having a substantial deficiency in mathematics. It has been determined that your child is below grade level in mathematics for the following reasons:

- ☒ Your child is not meeting grade level expectations in math based on FAST/STAR
- ☒ Your child is not meeting grade level expectations in math based on iReady
- ☐ Your child is not meeting grade level expectations in math based on:

To help remedy your child's mathematics deficiency, he/she is currently receiving 60 minutes of daily uninterrupted mathematics instruction. During the 60 minute mathematics block, small group, differentiated instruction is provided.

The additional services and supports checked below are also being provided.

Intervention:

On 2024-09-19 an intervention was started at a level of Tier 3, using the strategy NSO: iReady Tools for Instruction.

Description of Strategy Explicit instruction in the Number Sense and Operation strand.

This intervention is/was scheduled to end on 2025-05-02 occurring on every HF.

Interventionist



You can help your child at home by:

☒ Practice basic facts (addition, subtraction, multiplication and division) with your child daily.

☒ Work with your child using the many resources on the :
Hernando County Family Math Resource page <https://bit.ly/hernandofamilymath>).

☒ Apply for a New Worlds Scholarship. Funds may be used <https://www.stepupforstudents.org/scholarships/newworlds/>
for part-time tutoring, summer and after-school programs,
and more.

☐ Other:

Please visit the following site to learn other ways you may :
assist your child in math: Math At Home Plan

If you have any questions or wish to discuss your child's progress, please contact your child's teacher.

Please sign, date, and return to your child's teacher.

Your signature indicates that you have been informed that your child is exhibiting a substantial deficiency in math and is receiving intensive math intervention.

Signature: _____

Date: _____

Student Information

Student Name: [REDACTED]	School: [REDACTED] SCHOOL	Grade Level: 3rd	School Year:
Student ID: 5021114	Date of Birth: 2015-10-06	Teacher:	Teacher:
Meeting Participant:	Meeting Participant:	Meeting Participant:	Meeting Participant:
Parent or Guardian:			Date:

Possible Areas of Concern

Reading (ELA): ☐
 Math: ☒
 Behavior: ☐
 Attendance: ☐

Student Strengths

Please describe the strength of your student:

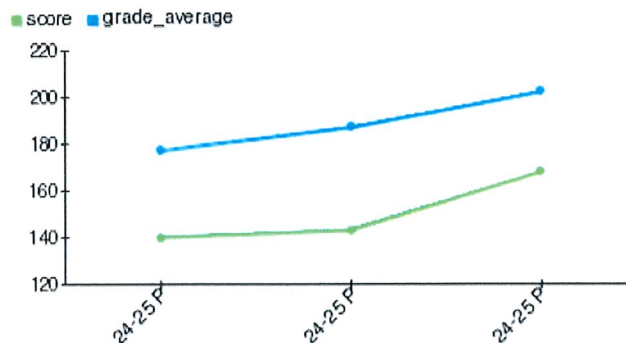
Performance in Math

FAST - FL - FAST MATH 24

FAST MATH 24

168

Level 1



24-25 PM2
24-25 PM3

3rd
3rd

187.1
202.42

143
168

03
1

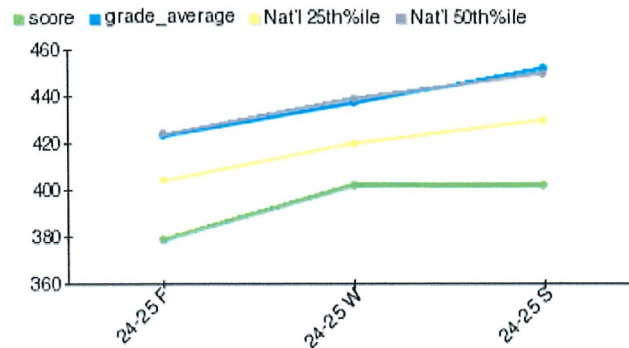
1

iReady - iReady Overall - Math

iReady Overall - Math

402

2 or More Grade Levels Below



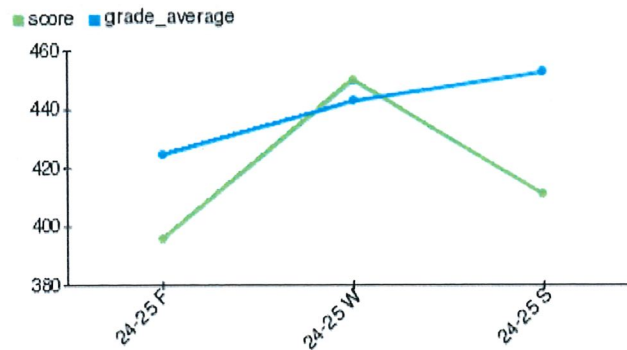
Window	Grade	Grade Average	Score	Placement
24-25 Fall	3rd	423.4	379	Grade K
24-25 Winter	3rd	437.3	402	Grade 1
24-25 Spring	3rd	452.05	402	Grade 1

iReady - Algebra and Algebraic Thinking

Algebra and Algebraic Thinking

411

1 Grade Level Below



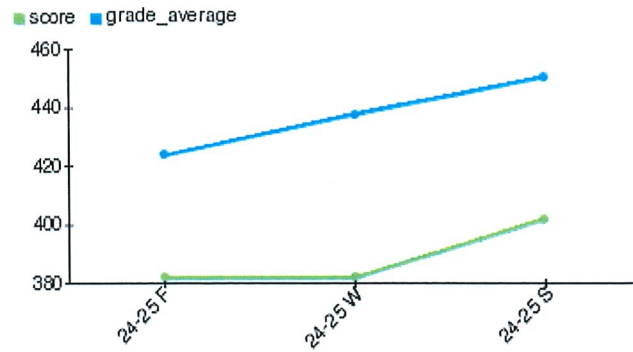
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24-25 Fall	3rd	424.7	396	Grade 1
24-25 Winter	3rd	442.97	450	Early 3
24-25 Spring	3rd	452.92	411	Grade 2

iReady - Geometry

Geometry

402

2 or More Grade Levels Below



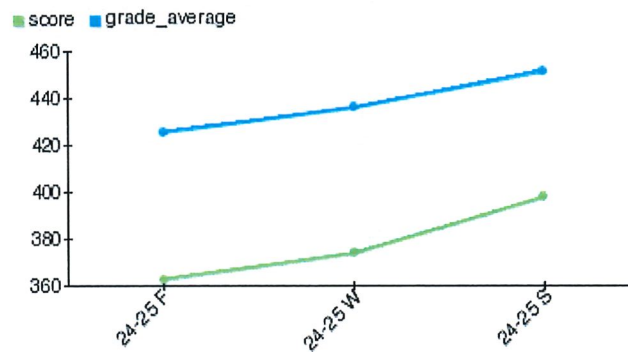
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iReady - Measurement and Data

Measurement and Data

398

2 or More Grade Levels Below



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24-25 Spring	3rd	451.95	398	Grade 1

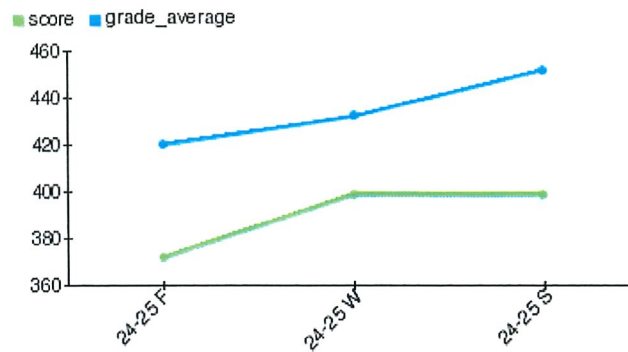
iReady - Number and Operations

Number and Operations

399

2 or More Grade Levels Below





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24-25 Fall	3rd	420.45	372	Grade K
24-25 Winter	3rd	432.61	399	Grade 1
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On Grade ☐
Level or
above:

Below ☐
Grade Level:

Based on
(assessment
):

Math Intervention:

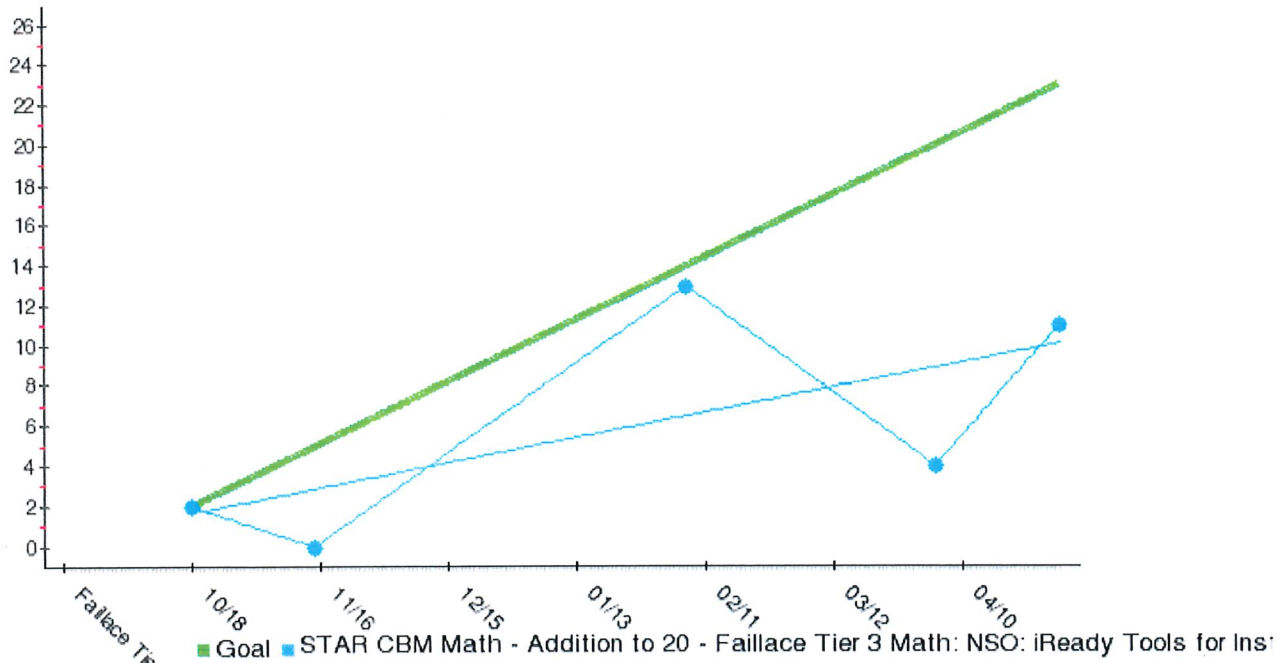
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Description of Strategy Explicit instruction in the Number Sense and Operation strand.

This intervention is/was scheduled to end on 2025-05-02 occurring on every HF.

Interventionist Brittany

Goal Score: 23 Goal ROI: 0.75, Phase 1 [redacted] Tier 3 Math: NSO: iReady Tools for Instruc



What is the gap (difference between on grade level and current performance)?:

What percent of the class is performing at or above the expectation?:

Notes

Input from parent/guardian and teacher(s):

Specific are(s) of concern(skill, domain, behavior, etc.):

Brief description of intervention plan:

Notes:

Follow-up meeting date:

Signatures

Parent/Guardian:

Parent/Guardian:

Teacher:

Teacher:

Meeting Participant:

Meeting Participant:

Meeting Participant:

Meeting Participant:

Section 10

Student Information

Student First Name:

DOB:

School:

Student Last Name:

Gender: F

Grade: 5th

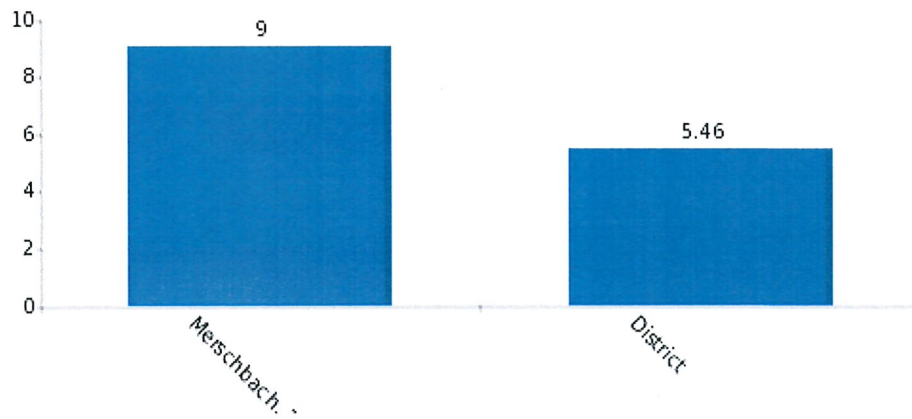
Literacy

BEST BEST Writing

BEST Writing

May

9



FAST - FL FAST ELA 24

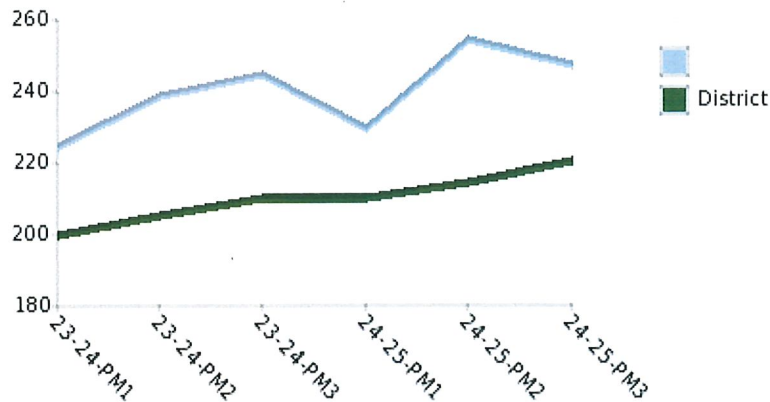
FAST ELA 24

PM3

247

Level 5

AchLvl (5)

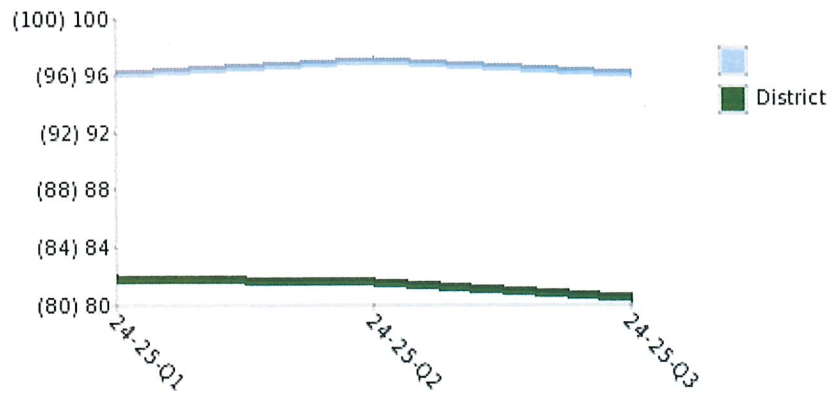


Grades Language Arts-Grade Five

Language Arts-Grade
Five
Q3

96

A

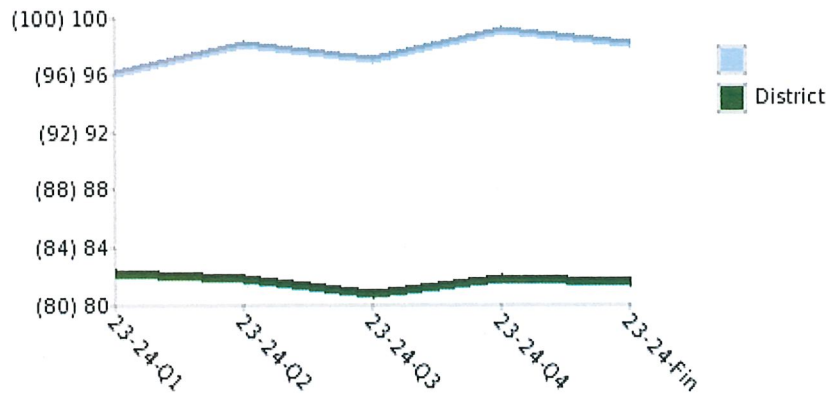


Grades Language Arts-Grade Four

Language Arts-Grade
Four
Fin

98

A



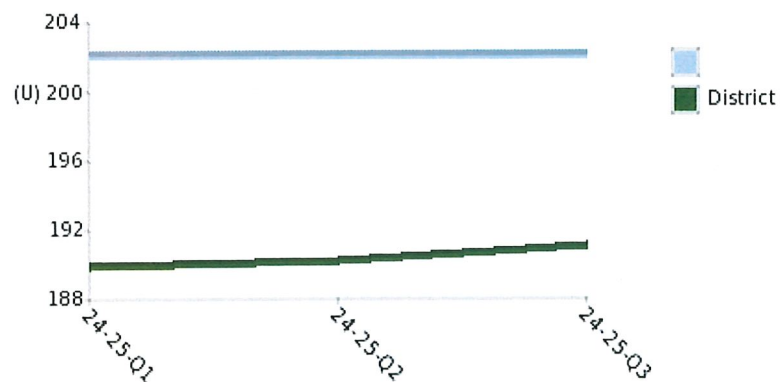
Grades Library Skills/Information Literacy Grade 5

Library Skills/Information
Literacy Grade 5

Q3

S

Satisfactory



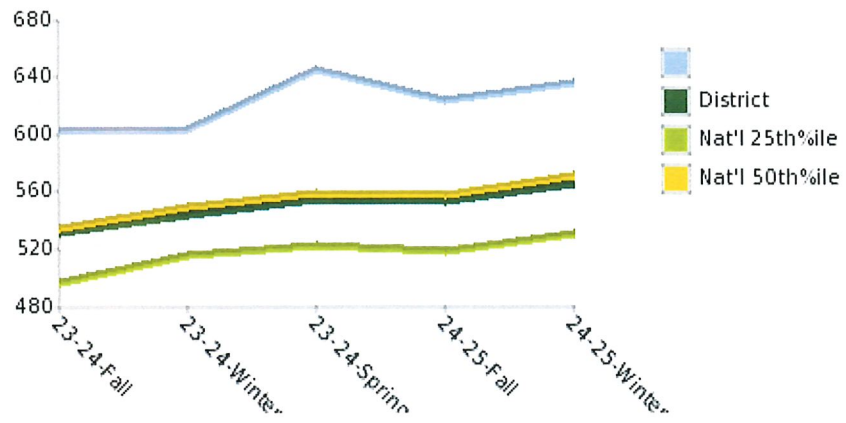
iReady iReady Overall - Reading

iReady Overall -
Reading

Winter

635

Early On Level



Student Information

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Meeting Participant:	Meeting Participant:	Meeting Participant:	Meeting Participant:
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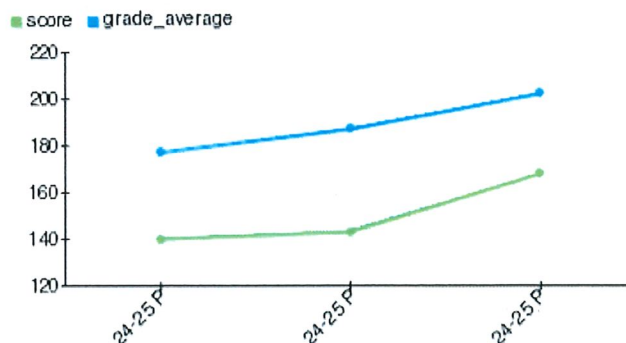
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FAST - FL - FAST MATH 24

FAST MATH 24

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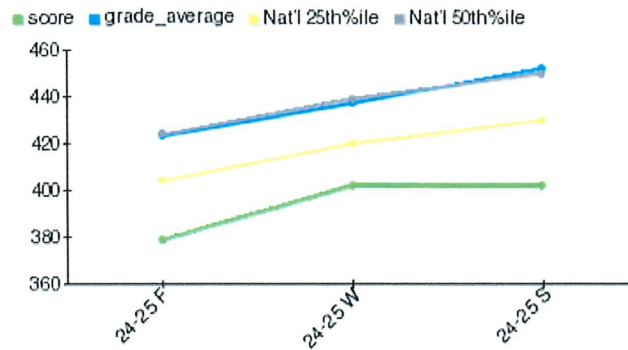


iReady - iReady Overall - Math

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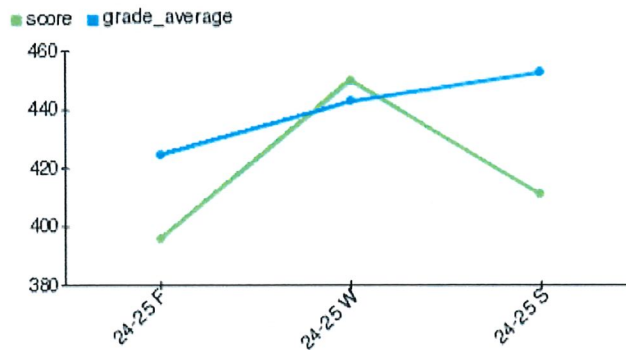
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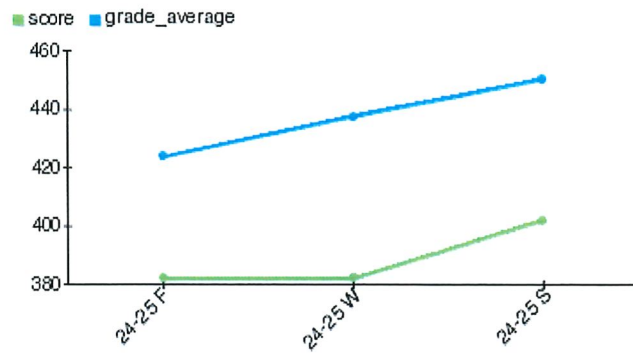
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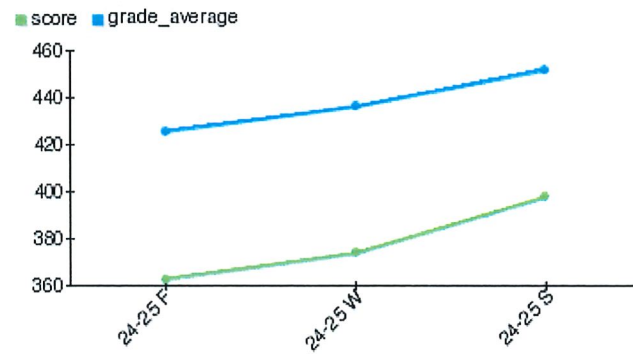
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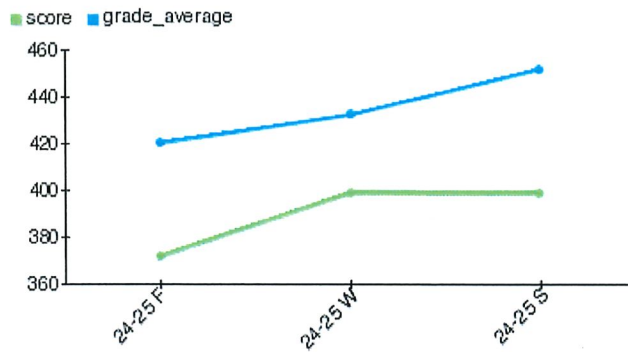
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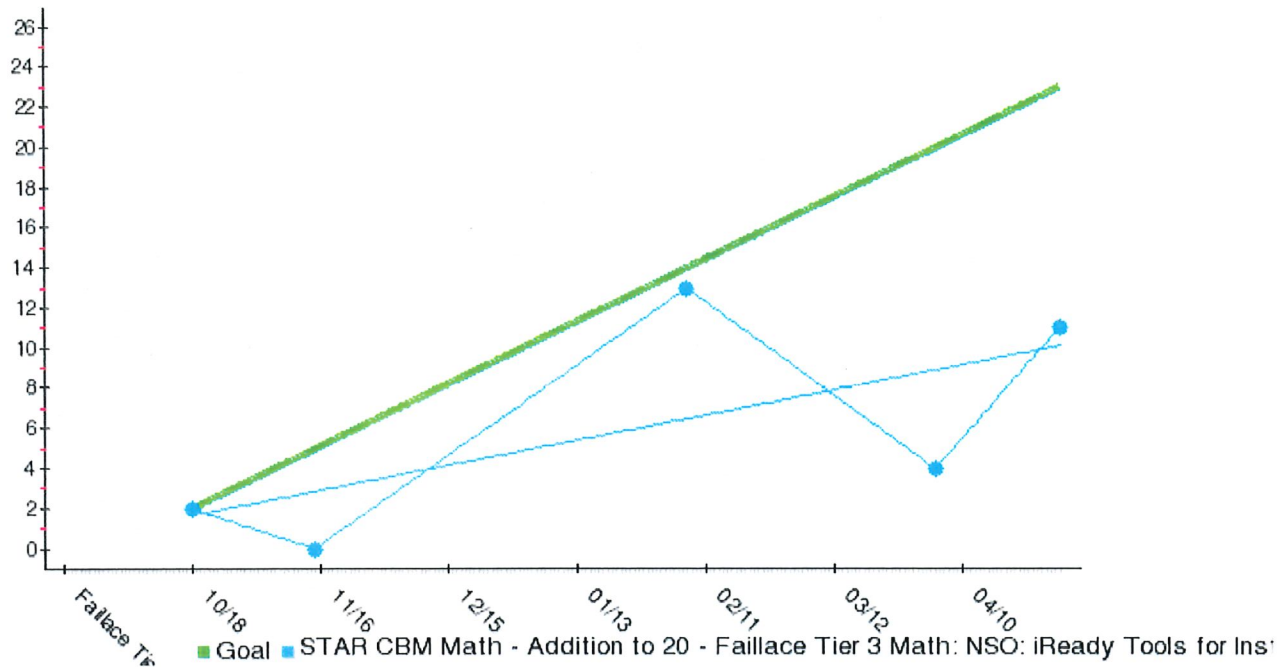
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Teacher:

Meeting Participant:

Meeting Participant:

Meeting Participant:

Meeting Participant:

Section 10