



## **Response to Intervention**

*Ensuring Student Success*

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# **Student Success Initiative Manual**

## **Accelerated Reading and Math Instruction (ARI/AMI)**

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## Beginning of Year ARI/AMI Check List

- \_\_\_\_\_ Designate ARI/AMI/SSI Contact Person
- \_\_\_\_\_ SSI Overview Meeting for Coordinators (October 15, 2008)
- \_\_\_\_\_ Notify Parents of SSI policy (campus handbook or letter-beginning of year)
- \_\_\_\_\_ Follow SSI Timelines (First notification in grades 3, 5, 8 go out in October)
- \_\_\_\_\_ 1<sup>st</sup> – 3<sup>rd</sup> Grade Teachers administer Beginning of Year AMI (At-Risk Guidelines) Qualifying test to every student—identify AMI students
- \_\_\_\_\_ 1<sup>st</sup> – 2<sup>nd</sup> Grade Teachers administer TPRI to all students—identify ARI students (Class Summary Sheet) (Notify Parents)
- \_\_\_\_\_ 3<sup>rd</sup> Grade Teachers administer TEKS Check Reading/End of Year 2<sup>nd</sup> Grade to all students—identify ARI students (Class Summary Sheet)
- \_\_\_\_\_ 4<sup>th</sup> and 5<sup>th</sup> Grade teachers review & record student TAKS data from previous year—identify AMI and ARI students (Class Summary Sheet)
- \_\_\_\_\_ 4<sup>th</sup> and 5<sup>th</sup> Grade Teachers administer alternative district test to students who do not have scores—identify AMI/ARI students—add data to Class Summary Sheet
- \_\_\_\_\_ 6<sup>th</sup> – 8<sup>th</sup> Grade Teachers review & record student TAKS data from previous year—identify AMI/ARI students (Class Summary Sheet)
- \_\_\_\_\_ 6<sup>th</sup> – 8<sup>th</sup> Grade Teachers administer alternative district test to students who do not have scores—identify AMI/ARI students—add data to Class Summary Sheet
- \_\_\_\_\_ Copy Class Summary Sheet for principals

Forms and letters available through DMAC at:

<http://www.dmac-solutions.net/>

Timeline available on page 10 of the GPC manual:

[http://www.tea.state.tx.us/student.assessment/resources/ssi/GPC\\_Manual\\_2009.pdf#xml=http://www.tea.state.tx.us/cgi/tehis/webinator/search/xml.txt?query=SSI+Activities+Timeline&db=db&id=c079b2eb84f4f0a9](http://www.tea.state.tx.us/student.assessment/resources/ssi/GPC_Manual_2009.pdf#xml=http://www.tea.state.tx.us/cgi/tehis/webinator/search/xml.txt?query=SSI+Activities+Timeline&db=db&id=c079b2eb84f4f0a9)

# Summary of ARI/AMI Requirements

## Purpose

The goal of the Student Success Initiative (SSI) is to ensure that all students receive the instruction and support they need to be academically successful in reading and math.

## District Requirements

To receive SSI funding, the district is required to submit a report to the state each year. The district report contains many statistics including the number of students tested, the number of students in ARI/AMI and assessment results. Each campus will submit the evaluation at the end of the program to the District SSI Coordinator.

## Campus Requirements

- Monitoring - As teachers complete assessments, the teachers and the RTI team members will monitor student progress and assist in planning for interventions for students who are performing below level in reading and/or math. Intervention teachers will maintain a campus notebook containing classroom assessment data.
- Intervention Plan - Principals will complete a form listing the number of students who qualify for ARI interventions. An intervention plan will also be completed and sent to Intervention teachers as students are identified as needing Tier II or Tier III interventions.
- Campus Evaluation - Each campus is required to turn in a Campus Evaluation to Julie Delello by July 15th. The report includes data from pre, mid, and post assessments from grades K-8.

## Classroom Requirements

- Assessments - Each teacher is required to complete assessments on students.
- Letter to Parents - Each teacher is required to inform parents by letter if students are performing below level in reading and/or math (qualify for ARI/AMI)
- Class Summary Sheet - Each teacher will turn in to principal a class summary sheet for TPRI and qualifying tests after each assessment period.
- AMI/ARI Documentation - Each teacher will document ARI/AMI services in e-Child (or hard copy until system is up and running) on each student and send home progress reports. Students must be identified in TEAMS by the AMI/ARI Coordinator.
- Each intervention teacher will use **BEST PRACTICES (including flexible grouping, cooperative groups, differentiated instruction, etc)** to provide explicit daily instruction based on each student's needs. The recommended group size is less than ten. Teachers will use reading assessment data to help plan for accelerated instruction of those students performing below level.

- End-of-Year ARI/AMI program documentation - Teachers will fill out the documentation for reading and math—kept in the E-RtI program (*only for students who are referred and/or qualify for Tier II-III Interventions.*)

## Reading Assessment Schedule

Grade Level	Pre	Mid	Post
Kinder	All TPRI/Tejas Lee	All TPRI/Tejas Lee	All TPRI/Tejas Lee score of < 7 on Kindergarten Reading Readiness Inventory
1 <sup>st</sup> Grade	All TPRI/Tejas Lee-score of < 8 on Screening I OR score of < 3 on Screening II OR score of < 5 on Screening III OR score of < 6 on <u>Listening Comprehension</u> (Story 1)	All TPRI/Tejas Lee	All TPRI/Tejas Lee
2 <sup>nd</sup> Grade	All TPRI/Tejas Lee - score of <5 on Screening I OR score of score of < 6 on <u>Reading Comprehension</u> (Story 1)	All TPRI/Tejas Lee	All TPRI/Tejas Lee
3 <sup>rd</sup> Grade	TEKS Check Reading: score < 70 End of Year 2 <sup>nd</sup> Grade: score < 70	TEKS Check Reading Below Level Only	TAKS Below 2100 scale score on April admin. - TAKS
4 <sup>th</sup> Grade	Not met standard 3 <sup>rd</sup> Grade TAKS	TEKS Check Reading Below Level Only	TAKS Below 2100 scale score on April admin. - TAKS
5 <sup>th</sup> Grade	Not met standard 4 <sup>th</sup> Grade TAKS	TEKS Check Reading Below Level Only	TAKS Below 2100 scale score on April admin. - TAKS

\*Students scoring at or below these levels need **accelerated classroom instruction** to catch up with their on-level peers. They may or may not need other interventions.  
\*\*Tasks that are skipped because a skill is “still developing” count as “still developing.”  
Tasks that are skipped because a skill is “developed,” count as “developed.”

## **On-going Reading Assessments**

Teachers should continue monitoring student progress throughout the school year. Running records/fluency/comprehension probes and other assessments should be completed periodically. Teachers should also use observations and TEKS based assignments to monitor student progress.

## AMI Qualifications

Grade Level	Pre	Mid	Post
<b>Kindergarten</b>		All students will be assessed using a mid. year level TEKS based assessment test.	<b>AMI Students Only</b> EOY Kindergarten TEKS based assessment
<b>1<sup>st</sup> Grade</b>	All students will be assessed using an entry level TEKS based assessment test.		<b>AMI Students Only</b> EOY 1 <sup>st</sup> grade TEKS based assessment
<b>2<sup>nd</sup> Grade</b>	All students will be assessed using an entry level TEKS based assessment test.		<b>AMI Students Only</b> EOY 2 <sup>nd</sup> grade TEKS based assessment
<b>3<sup>rd</sup> Grade</b>	All students will be assessed using an entry level TEKS based assessment test.		<b>Below 2100</b> scale score on TAKS
<b>4<sup>th</sup> Grade</b>	<b>Below 2100</b> scale score on previous year TAKS * See Note Below		<b>Below 2100</b> scale score on TAKS
<b>5<sup>th</sup> Grade</b>	<b>Below 2100</b> scale score on previous year TAKS * See Note Below		<b>Below 2100</b> scale score on first administration TAKS

\* Note: Any student that does not have a TAKS score from previous year will take the District Alternative Pre-Assessment Test.

### District Passing Scores for Pre-Test and Post-Test:

- Kindergarten Pre/Post Test Passing Score: 70
- 1<sup>st</sup> Grade Pre/Post Test Passing Score: 70
- 2<sup>nd</sup> Grade Pre/Post Test Passing Score: 70
- 3<sup>rd</sup> Grade Pre-Test Passing Score: 70
- 4<sup>th</sup> Grade Pre-Test Passing Score: 70
- 5<sup>th</sup> Grade Pre-Test Passing Score: 70

Students scoring below these levels need **accelerated classroom instruction** to catch up with their on-level peers. They may or may not need other interventions.

## **Intervention Models** (Refer to the Tyler RtI Guideline Handbook:

[http://www.tylerisd.org/DEPARTMENTS/Curriculum/Response%20to%20Intervention/GENERAL%20EDUCATION%20RTI%20PROCEDURE%20Tyler%20ISD%20 2 .pdf](http://www.tylerisd.org/DEPARTMENTS/Curriculum/Response%20to%20Intervention/GENERAL%20EDUCATION%20RTI%20PROCEDURE%20Tyler%20ISD%202008%2020.pdf)

- **Level 1:** All students (regardless of reading and/or math levels) will be instructed using best practices in the classroom. This includes the ELA model, reading and math flexible grouping, and differentiated instruction based on student needs.
- **Level 2:** Students who score below the district expectation in reading and/or math will be instructed using best practices in the intervention classroom including guided reading or math flexible groups at least two days a week. The teacher will work intensely with these students to accelerate their instruction, so that these students will achieve on grade level performance.
- **Level 3:** Students who score well below the district expectation or are not showing progress in reading and/or math will be instructed using best practices in the classroom including guided reading or math flexible groups daily, if possible. In addition, they may be provided with additional services from intervention teachers and/or tutors based on campus guidelines and services. (See Tyler RtI Intervention Guidelines Manual)

## End of Year Placement

### ARI

- Reading Below Grade Level – Any ARI student that does not meet the EOY requirement standard for their grade level. Student is automatically assigned ARI status for coming year.
- Reading on Grade Level – Any ARI student that meets EOY requirement standard for their grade level. Student is exited from the program unless other factors (teacher observation, classroom work, recent drop in scores, lack of growth, etc.) are present. Teacher may recommend a continuation of services with reasons stated.
- Exit – Any ARI student that meets EOY requirement standard for their grade level, and year long classroom works exhibits successful grades and progress.

### AMI

- Continued – Any AMI student that does not meet the EOY requirement standard for their grade level. Students in grades 1 – 3 will be assessed at the beginning of next school year.
- Monitored – Any AMI student that meets EOY requirement standard for their grade level, but year long classroom works does not exhibit success and/or much progress/growth. (Teacher’s judgment) This would include any 5<sup>th</sup> grade student who does not meet TAKS standard on the first administration, but does meet the standard on the second or third administration.
- Exit – Any AMI student that meets EOY requirement standard for their grade level, and year long classroom works exhibits successful grades and progress.