



Response to Intervention

Ensuring Student Success

Tyler Independent School District Response to Intervention Guidelines

When using a process based on a student's response to scientific, research-based intervention that may be used for the identification of students with a specific learning disability, the district will implement the response to intervention (RTI) procedures listed below in all of its schools, and at all grade levels. The district will continue to increase its RTI efforts to reach district-wide implementation by the 2009-2010 school year.

The district provides information about its RTI policy and procedures via the district website at <http://www.tylerisd.org/departments/curriculum/Response%20to%20Intervention/Response%20to%20Intervention.htm>, within student handbooks, campus newsletters, and other means of communication, which include a description of parents' rights under a RTI process consistent with the requirements for early intervening services that are found in the regulation statutes 34 CFR §§300.205(d), 300.208(a)(2), 300.226 and 300.646(b)(2).

TIER I: CORE CLASSROOM INSTRUCTION:

High quality, effective and engaging tier I instruction is delivered in the general education setting, by a general education teacher and is designed to meet the needs of all students. Tier I includes the research-based core curriculum CScope with supplementary teacher materials. Curriculum is implemented and instruction is delivered as planned and intended (i.e., with fidelity), as determined through regularly scheduled monitoring of fidelity by the building principal, instructional specialist, or designee.

Tier I Progress Monitoring

Student progress monitoring at tier I is administered and scored by the general education teacher. If, after 6 weeks of progress monitoring, the student is not on a trajectory to meet end-of-year benchmarks, the student shall be provided tier II strategic interventions, unless the school based team specifically determines and can substantiate based on the progress monitoring data that further progress monitoring is required before tier II strategic interventions are provided.

Tier I Intervention

Following each universal screening administration during the school year, the Response to Intervention Team will review the program and progress of any student who does not score at benchmark on any instructional screening or who has been referred to the RTI team as needing additional support to assure the student is receiving differentiated, needs-based instruction. In

addition, the team's review will include the fidelity of program implementation, pacing and appropriateness of instructional groupings.

All referrals for additional support must be made on the Tier I documentation forms, which show that all possible classroom interventions have taken place within the general education setting and then submitted to the RtI team for review.

For students who have "exited" from a higher level of intervention, general education teachers will progress monitor those students weekly to ensure they are continuing to make sufficient progress.

Support for Tier I teachers will be available as needed through the campus instructional specialist, the RtI team, the intervention teachers, district coaches, facilitators, and coordinators. In addition, each campus will have three trained behavioral core team members to help with classroom strategies.

TIER II: STRATEGIC INTERVENTIONS:

Tier II strategic interventions will be designed by the Campus Level Response to Intervention Team and delivered in the intervention center by a trained intervention teacher according to each student's area of need. Tier II interventions are scientifically, research-based, matched to student need, and implemented with fidelity, as monitored by the RtI team, the campus principal, the intervention teacher, and the district RtI coordinator or his or her designee. Tier II interventions will be described on a student intervention plan using the district RtI form for Tier II Interventions, which will be accessible online through the district RtI site. Tier II interventions may include academic or behavioral interventions.

Tier II interventions are provided in addition to regularly scheduled core instruction in the general education curriculum and will be delivered in groups of no more than seven students, ideally, at least 3 times each school week for not less than 30-45 minutes per session. Tier II interventions will be delivered for at least 6 weeks, unless progress monitoring data reveals a need for a change in intervention, frequency or duration.

Specific Interventions will be listed in the curriculum matrix at the end of this document.

Tier II Progress Monitoring

Using CBMs and/or CBAs, progress will be monitored at least every 2 weeks, or more frequently as determined by the school based team, against established benchmarks. Tier II progress monitoring measures are administered, scored and results are charted by reading specialists and intervention teachers who have been trained in progress monitoring. The student's parents will be provided results of these repeated assessments of achievement every three weeks using the RtI form for parental contact located on the district RtI Website.

Responsiveness and Non-Responsiveness to Tier II Intervention

If, after 6 school weeks of tier II intervention, the student has made no progress toward benchmarks based on at least three progress monitoring data points below the aimline, or has made progress, but is not on a trajectory to meet end-of-year benchmarks, the Response to Intervention Team will meet to review the student's program and progress, to assure the student is receiving differentiated, needs-based instruction. In addition, the team's review will include

fidelity of program implementation, pacing and appropriateness of instructional groupings. Based on its review, the team will determine whether:

- a) additional diagnostic assessments are warranted, and if so, for what and by whom;
- b) additional changes to the instructional or behavioral interventions are required;
- c) the tier II intervention should continue because progress monitoring data indicate the intervention it is working even though the student has not yet met benchmarks;
- d) the student should return to tier I core instruction with continued progress monitoring because the student has met benchmark; or
- e) the student requires tier III intensive intervention.

If, after an additional 6 weeks of tier II intervention using the same, modified or different strategies (or up to a total of 12 school weeks of tier II intervention) the student has made no progress toward benchmarks, the student shall begin receiving tier III intensive interventions. If not yet administered, diagnostic assessments will be conducted by reading specialists and trained intervention teachers and results will be utilized in designing the tier III intensive intervention.

If the student has made progress, but is not on a trajectory to meet end-of-year benchmarks, (a) through (e) above shall be revisited by the school based team accordingly.

TIER III: INTENSIVE INTERVENTIONS:

Tier III intensive interventions will be designed by the Response to Intervention Team and delivered primarily in the intervention center, by a trained intervention teacher. Tier III intensive interventions are scientifically, research-based, matched to student need, and implemented with fidelity, as monitored by the principal, the RtI Coordinator, or his or her designee. Tier III interventions will be in addition to regularly scheduled core instruction in the general education curriculum, and will be delivered in group settings smaller than those for intervention delivered in tier II, and with an increased frequency (i.e., 5 times per week), duration, but not less than 6 weeks, and/or intensity (i.e., 45-60 minutes per session) than provided within tier II. Tier III intensive interventions will be described in the student's RTI intervention plan or Accelerated Instruction Plan (AIP). Tier III interventions may include academic or behavior intervention plans.

Tier III Progress Monitoring

Using CBMs or CBAs, progress will be monitored weekly against established benchmarks. Tier III progress monitoring measures are administered, scored and results are charted by reading specialists or intervention teachers. The student's parents will be provided results of these repeated assessments of achievement at three week intervals.

Non-Responsive to Tier III Intensive Intervention

If, after 6 school weeks of tier III interventions (or up to a total of 18 school weeks of combined tier II or III interventions), the student has made no progress toward benchmarks as indicated by at least three data points below the aimline, the Response to Intervention Team will consider a referral for an initial evaluation for special education services or other long-term planning, such as an evaluation for services under Section 504 of the Rehabilitation Act. If appropriate, the tier III intervention will be continued after any necessary modification during the evaluation process, if the student has not received at least two phases of Tier III intensive interventions. If

appropriate, the tier III intervention will be continued after any necessary modification during the evaluation process, if the student has not received at least two phases of Tier III intensive interventions.

Responsive to Tier III Intensive Intervention

If, after 6 school weeks of Tier III interventions (or up to a total of 18 school weeks of intervention), the student has made progress toward benchmarks, but is not on a trajectory to meet end-of-year benchmarks, the Response to Intervention Team will meet to review the student's program and progress, to assure the student is receiving differentiated, needs-based instruction. In addition, the team's review will include fidelity of program implementation, pacing, and appropriateness of instructional groupings. Based on its review, the team will determine whether:

- a) additional diagnostic assessments are warranted, and if so, for what and by whom;
- b) additional changes to the instructional or behavioral interventions are required;
- c) the tier III intervention should continue because progress monitoring data indicate the intervention it is working even though the student has not yet met benchmarks;
- d) the student should return to tier I or tier II with continued progress monitoring, as prescribed above, because the student has met or is on trajectory to meet end-of-year benchmarks; or
- e) a referral for an initial evaluation for special education is required.

If, after an additional 6 school weeks of Tier III interventions (or up to a total of 24 school weeks of combined tier II and tier III interventions), the student has made progress toward benchmarks, but is not on a trajectory to meet end-of-year benchmarks, the Response to Intervention Team will refer the student for an initial evaluation for special education services. Tier III documentation forms will be used for consolidated data collection. Forms may be found on the district RtI website.

These procedures are designed to permit students to move between tiers of intervention based on the student's progress against benchmarks as determined by the Response to Intervention Team. Student intervention plans and progress monitoring and diagnostic data will be provided to the special education evaluation group at the time of referral (Tier IV).



Response to Intervention Procedure

Campus identifies students for Tier II-III Interventions (First Six Weeks)

(See attachment for Reading Recovery and Dyslexia)

- a. Identify all students (based on the previous school year) who failed any administration of the TAKS Test using all available grade level appropriate data (TPRI, TAKS, and/or additional DMAC data).
- b. Feeder campuses send a list of students (with their AIP Plan/RtI Folder) that were promoted but did not meet the standard on the required grade advancement assessments (after three opportunities) to the Campus Principal and Intervention Teacher.
- c. Secondary campus RtI Administrator needs to request meeting with feeder elementary schools to facilitate the intervention planning.
- d. Feeder campuses send a list of students previously served in an intervention program that need to continue in a program along with the original folder and eRtI documentation.
- e. Other students will be considered on a case-by-case basis.
- f. Intervention teacher works with administration to schedule intervention times.
- g. Student is given diagnostic evaluation for placement if new to the intervention program.
- h. Begin intervention with students on this list.
- i. Send home *Parent Notification Letter*.
- j. Document Interventions within e-RtI.
- k. Mark students as AMI or ARI and/or SSI in TEAMS and on the e-RtI screens. (Administrator usually marks TEAMS, Intervention Teacher marks e-RtI screens)
- l. Progress monitor and send home progress reports after the first three weeks of intervention.
- m. Student exits will be considered on a case-by-case basis based upon progress made within the intervention and regular classroom. Send home *Parent Exit-Notification Letter*.

2. During the first six weeks, the regular education teacher pinpoints specific student needs within the classroom and provides Tier I Interventions.

- a. Teacher documents intervention strategies that he/she used with the student within the classroom using the e-RtI online system when a referral to Tier II is made.
- b. Parent is contacted and strengths/weaknesses are discussed.
- c. If the student is progressing with regular education classroom interventions, the process is continued within the classroom.
 - Apply Differentiation Strategies.
 - Consult the PRIM Manual or Behavior Intervention Manual for Strategies.
 - Add additional supplements:
 - Examples: Earobics or Destination Reading/Math.
 - Consult Intervention Teacher/RtI Team for additional classroom ideas.

- d. Classroom Teacher identifies students for Tier II Interventions after all classroom strategies have been exhausted and little progress is being made.
- e. Teacher completes all e-RtI forms up to the Tier II referral form.

3. Teacher sends referral printout to Campus RtI (SST) Team.

- a. Campus team schedules RtI Meeting on student and invites the parent/student to the meeting.
- b. RtI Team documents the meeting in e-RtI.
- c. RtI Team (and Interventionist) selects appropriate intervention placement for student and documents the decision in eRtI.
- d. Once placement is made, student is scheduled into Tier.
- e. Documentation is made in e-RtI and follow-up date is scheduled (approximately 6-12 weeks) for the team to decide whether to continue the current intervention or change/adjust placement.
- f. Student is given diagnostic evaluation to determine intervention level.
- g. Begin intervention with student.
- h. Send home *Parent Notification Letter*.
- i. Document Interventions within e-RtI.
- j. Mark students as AMI or ARI and/or SSI in TEAMS and on the e-RtI screens.
- k. Progress monitor and send home progress reports (3-6 weeks).
- l. Student exits will be considered on a case-by-case basis based upon progress made within the intervention and/or regular classroom. Send home *Parent Exit-Notification Letter*.



Response to Intervention Programs

The purpose of this document is to provide information to schools about programs that have been reviewed and approved for intervention by the Response to Intervention Department and the Department of Curriculum (Math and Reading). In order to be approved as an intervention, a resource must meet the following criteria:

- Evidence of alignment to the Texas Essential Knowledge and Skills-TEKS
- Must be research-based
- Includes both the component of direct instruction and guided practice
- Provide equity for all students regardless of background or challenges.
- Promote problem solving, thinking, and reasoning
- Support the use of technology
- Progress Monitoring of student growth and performance

Mathematics (K-12)

Tier I: CScope

At the heart of the CSCOPE process is a guaranteed & viable curriculum. Content area experts ensure quality through a process of continual review. The key components of the CSCOPE curriculum are:

- A K-12 systemic model in the four core content areas
- Common language, structure, and process for curriculum delivery
- Aligned written, taught, and tested curriculum
- Clarified and specified TEKS/TAKS expectations assembled in a vertical alignment format
- Customizable instructional plans that allow district resources to be integrated into the system
- Lessons in both English and Spanish

Tier II: Mathematics Interventions Pre-K-10

Elementary (PK-5)

1. **Number Worlds** is an intensive intervention program that focuses on students who are one or more grade levels behind in elementary mathematics. It provides all the tools teachers need to assess students' abilities, individualize instruction, build foundational skills and concepts, and make learning fun. **Number Worlds** includes a prevention program for Grades Pre-K–1. It's a unique course full of activities that builds foundational math skills and prepares younger children to understand more complex concepts later.

2. **Online Math Intervention System:** Success Tracker provides validated assessment through diagnostic and benchmark tests correlated to state standards, easy-to-read reports for a test, class or student, automatic diagnosis of each student's strengths and areas for improvement, and personalized remediation prescribed for each student based on individual needs.
3. **EnVision Intervention and Skills Kit:** Intervention in Envision MATH Texas occurs before, during, and after each lesson and at the end of each topic. Before the lesson, the Review What You Know section assesses students' prior knowledge and provides intervention in the Math Diagnosis and Intervention System for TEKS for those who need extra help. Within each lesson, guiding questions are provided for the teacher as ongoing assessment options to help check for understanding and provide differentiation opportunities. At the end of each lesson, a Quick Quiz assesses the students' understanding and then the prescription chart guides the teacher in assigning the appropriate Differentiation to each student—Intervention, On Level, or Above Level. Finally, at the end of each topic, the Topic Test assesses students' understanding and for those who need help, the appropriate intervention is prescribed.
4. **Accelerated Instruction in Mathematics:** AIM provides a resource for teachers to be proactive and assist students who are experiencing difficulty in mathematics, with the goal of preventing failure. It provides assessment to pinpoint gaps in student knowledge *from the previous grade level* and lessons to fill those specific gaps.
5. **Supplemental Programs:** Touch Math (Elementary) Destination Math, online intervention videos, and games. Software programs will be utilized no more than two days per week or as specified in the individual student intervention plan.

Middle School (6-8)

1. **Connected Mathematics** is a comprehensive, problem-centered curriculum designed for all students in grades 6-8 based on the NCTM standards. Students will learn mathematics through appealing and engaging problems. The three-step Launch, Explore, Summarize approach helps students develop mathematical thinking and reasoning while practicing and maintaining skills.
2. **Online Math Intervention System:** Success Tracker provides validated assessment through diagnostic and benchmark tests correlated to state standards, easy-to-read reports for a test, class or student, automatic diagnosis of each student's strengths and areas for improvement, and personalized remediation prescribed for each student based on individual needs.
3. **EnVision Intervention and Skills Kit:** Intervention in Envision MATH Texas occurs before, during, and after each lesson and at the end of each topic. Before the lesson, the Review What You Know section assesses students' prior knowledge and provides intervention in the Math Diagnosis and Intervention System for TEKS for those who need extra help. Within each lesson, guiding questions are provided for the teacher as ongoing assessment options to help check for understanding and provide differentiation opportunities. At the end of each lesson, a Quick Quiz assesses the students' understanding

and then the prescription chart guides the teacher in assigning the appropriate Differentiation to each student—Intervention, On Level, or Above Level. Finally, at the end of each topic, the Topic Test assesses students’ understanding and for those who need help, the appropriate intervention is prescribed.

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AIM provides a resource for teachers to be proactive and assist students who are experiencing difficulty in mathematics, with the goal of preventing failure. It provides assessment to pinpoint gaps in student knowledge *from the previous grade level* and lessons to fill those specific gaps.

5. **Supplemental Programs:** Touch Math (Elementary) Destination Math, PLATO, online intervention videos, and games. Software programs will be utilized no more than two days per week or as specified in the individual student intervention plan.

6. **Optional Extended Day MATH Intervention**

The After-School MATH Intervention program is conducted by an experienced, certified math teacher and is enhanced by prescriptive computer learning programs. During this program, students will receive support, drill and practice on content areas that need reinforcement and assistance with homework.

High School (9-10)

9th Grade MATH Intervention

1. **TransMath** provides teachers with explicit instruction and mathematical support that promotes effective teaching of math concepts. Innovative engagement strategies facilitate student learning, including *TransMath mBook* Smart Board technology. High-quality professional development elevates teachers’ understanding of math concepts, helping them to better meet the needs of struggling learners.

TransMath provides students with in-depth, sequential skill building of foundational math concepts through a balanced approach of reform-based and procedural instruction. Multisensory strategies promote problem-solving proficiency, vocabulary development, and mathematical discourse.

2. **Online Math Intervention System:** Success Tracker provides validated assessment through diagnostic and benchmark tests correlated to state standards, easy-to-read reports for a test, class or student, automatic diagnosis of each student's strengths and areas for improvement, and personalized remediation prescribed for each student based on individual needs.

3. **EnVision Intervention and Skills Kit:** Intervention in Envision MATH Texas occurs before, during, and after each lesson and at the end of each topic. Before the lesson, the Review What You Know section assesses students’ prior knowledge and provides intervention in the Math Diagnosis and Intervention System for TEKS for those who need extra help. Within each lesson, guiding questions are provided for the teacher as ongoing assessment options to help check for understanding and provide differentiation opportunities. At the end of each lesson, a Quick Quiz assesses the students’ understanding and then the

prescription chart guides the teacher in assigning the appropriate Differentiation to each student—Intervention, On Level, or Above Level. Finally, at the end of each topic, the Topic Test assesses students’ understanding and for those who need help, the appropriate intervention is prescribed.

10th Grade MATH Intervention

1. ***Algebra 1 Rescue!*** is a comprehensive, research-based program, which provides hands-on, manipulative-based activities to master algebra concepts and skills. ***Algebra 1 Rescue!*** comprises 60 core objectives that students learn while mastering related skills through practice and problem solving. Appropriate for small group intervention, as a supplement to any basal curriculum, or as a stand-alone intervention program.

- Aligns with all algebra programs
- Addresses all modalities, including auditory, visual, and kinesthetic
- Focuses on the mastery of skills and accurately assesses and monitors student progress

Supplemental Programs: Destination Math, ***PLATO***, online intervention videos, and games.

Tier III:

Any of the above programs may be utilized as a TIER III resource depending upon the student’s need.

Optional Extended Day MATH Intervention

The After-School MATH Intervention program is conducted by an experienced, certified math teacher and is enhanced by prescriptive computer learning programs. During this program, students will receive support, drill and practice on content areas that need reinforcement and assistance with homework.

Optional Extended Year SSI MATH Intervention (Grades 3, 5, 8)

Intensive Interventions in Mathematics: an easy-to-use, compact, and engaging program to directly target key mathematical standards in summer school programs.

Reading (K-12)

Tier I: Tyler ISD Reading Program (K-5) and CScope (Grades 6-12)

At the heart of the CSCOPE process is a guaranteed & viable curriculum. Content area experts ensure quality through a process of continual review. The key components of the CSCOPE curriculum are:

- A K-12 systemic model in the four core content areas
- Common language, structure, and process for curriculum delivery
- Aligned written, taught, and tested curriculum
- Clarified and specified TEKS/TAKS expectations assembled in a vertical alignment format
- Customizable instructional plans that allow district resources to be integrated into the system
- Lessons in both English and Spanish

Tier II:

We Can Curriculum (PPCD/Life-Skills for Interventions)

The We Can! Early Childhood Curriculum helps teachers create successful learning experiences and supportive classroom communities using:

- A multilingual program that honors diversity and literacy development using English, Spanish, and American Sign Language (ASL)
- A classroom management system that incorporates whole- and small-group instruction, learning centers, and individual opportunities for children to practice making choices.
- Covers all content areas.

Early Literacy (K-1st Grade)

- Early literacy intervention will be designed to significantly reduce the number of children with literacy difficulties in schools. Reading Recovery teachers will provide small group instruction to children making the slowest progress in literacy learning in kindergarten and first grade. The purpose of the program is to enable all students to become independent readers and writers.

Literacy Facilitators (Grades K-2)

- Provides support to the general education teacher
- Co-teach language-arts classes in whole group or small group situations
- Small-group instruction within the core classroom for second grade, a minimum of three times per week.

Multisensory Programs (Grades 2-12)

Students in grades 2 -12 can be referred for a twelve week trial in the MTA Dyslexia Program or Esperanza program if they exhibit characteristics of dyslexia as outlined in the *Texas Dyslexia Handbook*. Students must meet the TISD criteria for inclusion in the Multisensory Programs.

Read Well Curriculum (Reading Levels K-3) {Intervention, Resource, and Life-Skills}

- With multiple entry points into the *Read Well* curriculum, each student is assessed and placed into the small group that matches his or her skill level. Ongoing assessment and progress monitoring inform instruction. Daily instruction in phonemic awareness and phonics, vocabulary, reading fluency, and comprehension builds the foundation necessary for students to become lifelong readers. *Read Well*'s unique format includes duet stories and solo stories, which enable children—even the youngest kindergarten students—to hear rich story content and read independently from the first unit including bilingual and special needs students. Reading will begin with picture learning and end with reading in English.

Corrective Reading (Grades 3-8: Decoding and Comprehension)

- Corrective Reading (Grades 3-8) provides intensive intervention for students in Grades 3-Adult who are reading below grade level. This program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Four levels for decoding plus four for comprehension address the varied reading deficits and skill levels found among older students.
- SRA's *Information Station* for *Corrective Reading* provides access to powerful data analysis and tracking tools from virtually anywhere! With convenient charts and graphs for displaying student, teacher, school and even district performance data, *Information Station* makes a valuable addition to the most popular Direct Instruction reading and language arts programs.

Read 180 (9-12th Grade)

- *READ 180* is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. *READ 180* is proven to meet the needs of struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

Supplemental Programs: Destination Reading (K-8th grade), Earobics (K-3), and CScope Modules. These programs will be utilized no more than two days per week or as specified in the individual student intervention plan.

Tier III:

Any of the above programs may be utilized as a TIER III resource depending upon the student's need.

Reading Recovery (K-1st Grade-may be used as Tier II or III)

- Reading Recovery is an early literacy intervention program designed for children who have literacy difficulties at the end of their first year at primary school.

It involves reading and writing in a daily one-to-one lesson with a highly trained teacher for a period of between 15 and 20 weeks. At the end of that time, most children have caught up with their classmates and can read and write at a level appropriate for their age.

The ARtic Lab (Grades 1-5)

- *ARtIC LAB*[™] is a bilingual Response to Intervention (RtI) program for elementary school students (Grades 1-5) whom exhibit mild articulation deficits in English or Spanish. This 20-hour, evidence-based program provides sound placement instructions, intensive drill work, and sound generalization activities PRIOR to referral for speech-language pathology services.

Multisensory Programs (Grades 2-12-May be used as Tier II or III)

- Students work in small groups in either the MTA or the Esperanza program and receive intensive, structured, systematic, and cumulative reading and language instruction as prescribed by the Texas Board of Education and outlined in the *Texas Dyslexia Handbook*. Students must meet the TISD criteria for inclusion in the Multisensory Programs.

Optional Extended Day Reading Intervention

The After-School READING Intervention program is conducted by an experienced, certified reading teacher and is enhanced by prescriptive computer learning programs. During this program, students will receive support, drill and practice on content areas that need reinforcement and assistance with homework.

Optional Extended Year (SSI) Reading Intervention (Grades 3, 5, 8)

Intensive Interventions in Reading: an easy-to-use, compact, and engaging program to directly target key reading objectives such as **reading comprehension, fluency, vocabulary, phonics, sight words, and writing activities** in a summer school environment.

The Six Minute Solution (K-12 Intervention Levels-Summer School and Supplementary)

- In same-level pairs, students do repeated readings of one-minute nonfiction passages as their partners note the number of words read correctly—an effective peer-monitoring and feedback system that keeps students motivated and on task. *The Six-Minute Solution* builds

students' reading fluency—essential for text comprehension—and is a valuable complement to any reading curriculum or as an intervention program.

Rewards (4th-8th Grade Reading Levels-Summer School and Supplementary)

- *REWARDS* programs are research-based reading and writing interventions used in schools across the country. *REWARDS* products can be used as effective interventions in general and special education, summer school, and after-school programs.

The REWARDS Program is a research-based and validated reading intervention program. There are four components:

- REWARDS Intermediate for grades 4-5 and as an intervention for grades 4-6
- REWARDS Secondary (Original) as an intervention for grades 6-12
- REWARDS Plus Social Studies for grades 6-12 and as an intervention for grades 6-12
- REWARDS Science for grades 6-12 and as an intervention for grades 6-12

Supplemental Programs: Destination Reading (K-8th grade), Earobics (K-8th grade) and Plato (secondary).

Grade K-12 RTI Tiers

| Tier 1 | Tier 2 | Tier 3 |
|--|--|--|
| <p>Entry Criteria to Consider:</p> <ul style="list-style-type: none"> • *Students scores at or below 50% on District Benchmark • Classroom performance • Classroom assessments • Observations/anecdotal notes <p><i>Math at a K-1 Level will be served primarily on Tier One.</i></p> <p><i>*At risk screening is only an indicator of what a child should know by the end of the year.</i></p> | <p>Entry Criteria to Consider:</p> <ul style="list-style-type: none"> • Student failed previous year's Spring TAKS • Consider weak passing rates (2100) • Continuing Intervention Students • Possible: Dyslexia/Reading Recovery <p>AND/OR</p> <ul style="list-style-type: none"> • Benchmark scores at or below 50% • Classroom performance • Classroom assessments • Observations/anecdotal notes • Record of Oral Language (RR) • Observation Surveys • <i>Participation in Tier 1 Intervention</i> | <p>Entry Criteria to Consider:</p> <ul style="list-style-type: none"> • Identified Dyslexia students • Identified RR Students <p>AND/OR</p> <ul style="list-style-type: none"> • Benchmark scores at or below 50% • Classroom performance • Classroom assessments • Observations/anecdotal notes • <i>Participation in Tier 2 Intervention</i> |
| <p>Intervention: 90 minutes of ELA/Math Curriculum block +Teacher modifies/supplements regular program</p> <p><u>Suggested Resources:</u></p> <ul style="list-style-type: none"> • Targeted Reading Instruction • Small Group Instruction • Campus Resources <p><u>Staff:</u></p> <ul style="list-style-type: none"> • Classroom Teacher • Co-Teacher | <p>Intervention: 90 Minutes of ELA/Math Curriculum Block +30-45 minutes of targeted intervention (small group ≤10)</p> <p><u>Suggested Resources:</u></p> <ul style="list-style-type: none"> • <i>Read Well (K-3)</i> • <i>Corrective Reading(3-8)</i> • <i>Read 180 (9-12)</i> • <i>Voyager (8-12)</i> • <i>AIMS/Pearson (K-12)</i> • <i>Number Worlds (K-5)</i> • <i>CMP Math (Middle School)</i> • <i>Rewards/6 Minute Solution</i> • <i>Earobics/Destination Math</i> • <i>Success Net</i> • <i>Artic Lab</i> • <i>TransMath</i> • <i>Algebra I Rescue</i> • <i>Assign Counseling</i> • <i>Assign Mentor</i> • <i>Other</i> <p><u>Staff:</u></p> <ul style="list-style-type: none"> • Tutors • Intervention Teachers • Literacy Facilitators • Reading Recovery Teacher • Dyslexia Teacher • Other Specialist | <p>Intervention: 90 Minutes of ELA/Math Curriculum Block +30-45 minutes of targeted intervention (small group ≤5)</p> <p><u>Suggested Resources::</u></p> <ul style="list-style-type: none"> • <i>Read Well (K-3)</i> • <i>Corrective Reading(3-8)</i> • <i>Read 180 (9-12)</i> • <i>Voyager (8-12)</i> • <i>AIMS/Pearson (K-12)</i> • <i>CMP Math (Middle School)</i> • <i>Rewards/6 Minute Solution</i> • <i>Earobics/Destination Math</i> • <i>Success Net</i> • <i>Artic Lab</i> • <i>TransMath</i> • <i>Algebra I Rescue</i> • <i>Assign Counseling</i> • <i>Assign Mentor</i> • <i>Other</i> <p>Or</p> <ul style="list-style-type: none"> • *Dyslexia Program • *Reading Recovery <p><u>Staff:</u></p> <ul style="list-style-type: none"> • Tutors • Intervention Teachers • Literacy Facilitators • Reading Recovery Teacher • Dyslexia Teacher • Other Specialist |

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| <p>Documentation</p> <ul style="list-style-type: none"> • Teacher documents interventions • Teacher puts information in eRtI • TPRI/Tejas Lee • At Risk Criteria | <p>Documentation</p> <ul style="list-style-type: none"> • Teacher & Specialist document interventions in eRtI • Specialist keeps portfolio on intervention students. • DMAC data for district benchmark test, diagnostic testing, STAR test levels, TRRI/Tejas Lee test, TEAMS for Six weeks grades, consultation information with/from general ed. Reading/math teachers | <p>Documentation</p> <ul style="list-style-type: none"> • Teacher & Specialist document interventions in eRtI • Specialist keeps portfolio on intervention students. • DMAC data for district benchmark test, diagnostic testing, STAR test levels, TRPRI test, TEAMS for Six weeks grades, consultation information with/from general ed. Reading/math teachers |
| <p>Progress Monitoring: Every 3 Week Period</p> <ul style="list-style-type: none"> • District Benchmarks • Local Assessments • Anecdotal Notes | <p>Progress Monitoring: Minimum of 2 times per 6 weeks</p> <ul style="list-style-type: none"> • <i>Information Station</i> • <i>Math Probes</i> • <i>Fluency Assessment</i> • Running record or Anecdotal Notes • Other | <p>Progress Monitoring: Minimum of 2 times per 6 weeks</p> <ul style="list-style-type: none"> • <i>Information Station</i> • <i>Math Probes</i> • <i>Fluency Assessment</i> • Running record or Anecdotal Notes • Other |

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| <p>Duration of Intervention:</p> <p>Minimum of 6 Weeks</p> | <p>Duration of Intervention:</p> <p>Minimum of 6 to 12 Weeks</p> | <p>Duration of Intervention:</p> <p>Minimum of 6 to 12 Weeks</p> |
| <p>Decision Point:</p> <ol style="list-style-type: none"> 1. <u>Adequate Progress</u> - Student scores passing on next benchmark - continue best practices in curriculum block 2. <u>Inadequate Progress</u> - Student scores below 50% on benchmark and shows less than average growth rate on classroom assessments- consider other Tier 1 interventions or a move to Tier 2. | <p>Decision Point:</p> <ol style="list-style-type: none"> 1. <u>Adequate Progress</u> – Student passes benchmark and/or shows progress toward District Reading Level or Math Goals- move to Tier 1. 2. <u>Progressing</u> - Student is passing Math, or Reading goals but continues to need assistance in math skills, comprehension and/or meaning: Continue Tier 2 3. <u>Inadequate Progress</u> - Student scores at or below 50% on benchmark & shows less than average growth rate on DRA or running record reviews. Student shows minimal progress on math objectives/skills. Student shows minimal progress with intervention specialist– considers other Tier 2 intervention options or a move to Tier 3. Initiate RtI team meeting for Tier 3 placement or Dyslexia/504 Assessment. | <p>Decision Point:</p> <ol style="list-style-type: none"> 1. <u>Adequate Progress</u> – Student achieves above 50% on benchmark & shows average growth rate on Reading or Math probes/assessments, or running record reviews – move to Tier 2 2. <u>Progressing</u> – Student achieves at or below 50% on benchmark & shows average growth rate on Reading, Math probes/assessments or running record reviews. Student shows minimal progress/weak passes in the intervention program – continue Tier 3. 3. <u>Inadequate Progress</u> – Student achieves at or below 50% on benchmark & shows less than average growth rate on Reading, Math probes/assessments or running record reviews. – initiate RtI Team follow up meeting. 4. Consider Special Education Referral/504 |

Dyslexia

1. Student with Reading Difficulties Has Been through Tier I Interventions:
 - If the RtI Committee suspects dyslexia, the student may be placed in any of the Tier II Reading Interventions.
 - If the RtI Committee suspects dyslexia, the student may be assessed for dyslexia by the campus Dyslexia Designee after the following:
 - a) Parent Permission for Assessment Form must be signed.
 - b) 504 Rights must be given and the Receipts of 504 Rights Form must be signed by the parents.
 - c) Qualifying students may be placed in MTA or Esperanza as a twelve week trial intervention.
 - d) Appropriate parental permission form must be signed.
 - e) At the end of twelve weeks, documentation must be reviewed to see if the student should continue in dyslexia.
2. Student with Reading Difficulties Has Been through Tier II Interventions:
 - A student who has had MTA or Esperanza as a Tier II Intervention may continue in Tier III with Committee agreement and parental permission.
 - If a student has not been in Tier II dyslexia and the RtI Committee suspects dyslexia, the student may be assessed for dyslexia by the campus Dyslexia Designee after the following:
 - a) Parent Permission for Assessment Form must be signed.
 - b) 504 Rights must be given and the Receipts of 504 Rights Form must be signed by the parents.
 - c) Qualifying students may be placed in MTA or Esperanza.
 - d) Appropriate parental permission form must be signed.

Exceptions:

- If a child has a verifiable family history of dyslexia, the RtI process may be circumvented with a move to immediate dyslexia assessment after proper forms are signed and received.
- If a child comes to us from another school district with a diagnosis of dyslexia, the RtI process may be circumvented with a move to immediate dyslexia assessment after proper forms are signed and received.
- If a child comes to us with a diagnosis of dyslexia from an outside evaluator, the RtI process may be circumvented with a move to immediate dyslexia assessment after proper forms are signed and received.

Reading Recovery:

- a. Kindergarten teachers rank kindergarten students in literacy development from highest to lowest at the end of the year and send to Reading Recovery teachers.
- b. Reading Recovery teachers will test the lowest 20% of first grade students as indicated the kindergarten ranking as well as students new to first grade recommended by first grade teachers using the *Observation Survey*.
- c. The lowest performing students on the *Observation Survey* will be selected for Reading Recovery and small group. The next lowest students on the list will be selected for small group instruction with the Reading Recovery teacher.
- d. Those students will remain in Reading Recovery for the full twenty week program or until they successfully discontinue.
- e. Reading Recovery teachers, first grade teachers and administrators will make decisions about student placement based on data.

Opening Doors: Kindergarten Oral Language Intervention

- a. All kindergarten students will be tested in the fall with Record of Oral Language by Reading Recovery Teachers.
- b. Students scoring below 13 will be selected for Opening Doors (maximum of 12).
- c. Students will remain in Opening Doors for the entire year.
- d. Further placement will be determined by committee and based on data.

RTI-PBS Behavior Procedures

Grades K-12

2009-2010

Positive Behavior Support Readiness Phase (Spring 2009)-Tier One

| Dates | Agenda | Outcomes |
|-------------|---|--|
| March 16-20 | On-site campus observations will be conducted by Region XIII Education Service Center Specialists for every campus participating in the process. Observation will be based on the productivity, safety, and civility of the structure, staff, and students. | <ul style="list-style-type: none"> • Gather and summarize school-wide observation data to be used in June Kick-off Training • Provide snapshot impression of current school climate/culture, discipline and behavioral practices, and the dynamics of each campus • Provide consultants with first-hand knowledge of each campus in order to maximize coaching efforts • Build initial relationship between campus staff and PBS consultants |
| March-May | Each campus will conduct on-line surveys for teachers and students. On-line and paper surveys will be available for parents in both English and Spanish. | <ul style="list-style-type: none"> • Survey information to be used by the teams to make data based decisions at the summer kick-off training. |

First Year in Process (2009-2010 school year)

| Dates | Agenda | Outcomes |
|------------------|---|---|
| June 17-18, 2009 | <p style="text-align: center;"><u>Positive Behavior Support Kick-Off</u> 2 Day Team Training</p> <p>Campuses will be given an observation debrief (<i>in May or at the Kick-Off</i>)</p> <p>Planning, and Implementation</p> <ul style="list-style-type: none"> • Philosophy/beliefs/vision • Data-driven decision-making | <ul style="list-style-type: none"> • The campus teams will create a clear action plan for the implementation of the process. • The team will gain a better understanding of the philosophy of Positive Behavior |

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| | <ul style="list-style-type: none"> • School-wide Expectations • Reinforcement Systems • Benchmarks of Quality • Team Development Process • Phases of Process • Art of Supervision • Managing Common Areas • Curriculum of Responsibility • Discipline Referrals • Staff Involvement <p>Training will provide teach piece for each component paired with team planning time to complete assignments</p> | Supports. |
| August 5 th | One day Class-wide PBS (CHAMPS) Trainer-of-Trainer session for PBS teams and district behavior team. Offered on three different subsequent days to provide smaller group participation. | <ul style="list-style-type: none"> • This session will help build capacity and sustainability for classroom management within the district. • Trainers will be expected to train their campus staff and choose demonstration classrooms for other staff to visit during Class-wide Implementation. |
| August 4, 2009 | RTI Campus Staff Development <ul style="list-style-type: none"> • Principal/Administrator Training over Intervention Procedures | <ul style="list-style-type: none"> • To implement School-wide RTI and PBS on the campuses |
| September 2009 | <ul style="list-style-type: none"> • PBS Team Training (campuses divided for two different training dates) = 2 trainings x 3 external coaches = 6 days • 3 technical assistance days (9 external coach days total) | *See outcomes of monthly visits |
| October 2009 | <ul style="list-style-type: none"> • Internal Coach Training = 1 training x 3 external coaches = 3 days • PBS Principals' Network (optional) • 6 technical assistance days (9 external coach days total) | *See outcomes of monthly visits |
| November 2009 | <ul style="list-style-type: none"> • Internal Coach Network Meeting (optional) | *See outcomes of monthly visits |

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| | <ul style="list-style-type: none"> • PBS Principals' Network (optional) • 9 technical assistance days | |
| December 2009 | <ul style="list-style-type: none"> • Internal Coach Network Meeting (optional) • PBS Principals' Network (optional) • 9 technical assistance days | *See outcomes of monthly visits |
| January 2010 | <ul style="list-style-type: none"> • PBS Team Training (campuses divided for two different training dates) = 2 trainings x 3 external coaches = 6 days • 3 technical assistance days • (9 external coach days total) | *See outcomes of monthly visits |
| February 2010 | <ul style="list-style-type: none"> • Internal Coach Training = 1 training x 3 external coaches = 3 days • PBS Principals' Network (optional) • 6 technical assistance days (9 external coach days total) | *See outcomes of monthly visits |
| March 2010 | <ul style="list-style-type: none"> • Internal Coach Network Meeting (optional) • PBS Principals' Network (optional) • 9 technical assistance days | *See outcomes of monthly visits |
| April 2010 | <ul style="list-style-type: none"> • Internal Coach Network Meeting (optional) • PBS Principals' Network (optional) • 9 technical assistance days | *See outcomes of monthly visits |
| May 2010 | <ul style="list-style-type: none"> • Internal Coach Training = 1 training x 3 external coaches = 3 days • PBS Principals' Network (optional) • 6 technical assistance days (9 external coach days total) | *See outcomes of monthly visits |

Initial Folder Guidelines for Submission for Special Education Services

1. eRtI paperwork must be completely filled out online, printed and placed in folder along with a cover letter, signed by a school administrator requesting the specific testing.

Tier 1: Referral to be completed by classroom teacher

- a. Parent contact documentation
- b. Medical history
- c. Classroom work samples
- d. All TAKS/Assessment data
- e. Report Card/Progress Reporting
- f. RtI/Grade Level Meetings on Student
- g. Discipline/Attendance
- h. Reason for request (Teacher letters)
- i. Other pertinent information

Tier 2: Should be completed by Intervention teacher/Administrator/RtI Team

- j. Must meet with RtI Team before placement in Tier II-document
- k. Assessment data (Student placement test should be included)
Data sheet is in eRtI
- l. Intervention Plan (beginning date, frequency, duration, evaluation method)
- m. Parent contact (Include Progress Reports)
- n. Data showing progress made in Tier II (work samples/charts/graphs/curriculum based measurements)

Tier 3: Same as above (showing smaller group size or change in program)

Other documentation to be included as needed (counselor information, behavior specialist observations, outside evaluations/information).

2. Folder must be submitted to the Coordinator of RtI, Julie Delello, at the Gary Complex for review by district RtI Review Team.