



# **Academic and Behavior Multi-Tiered Systems of Support Manual**

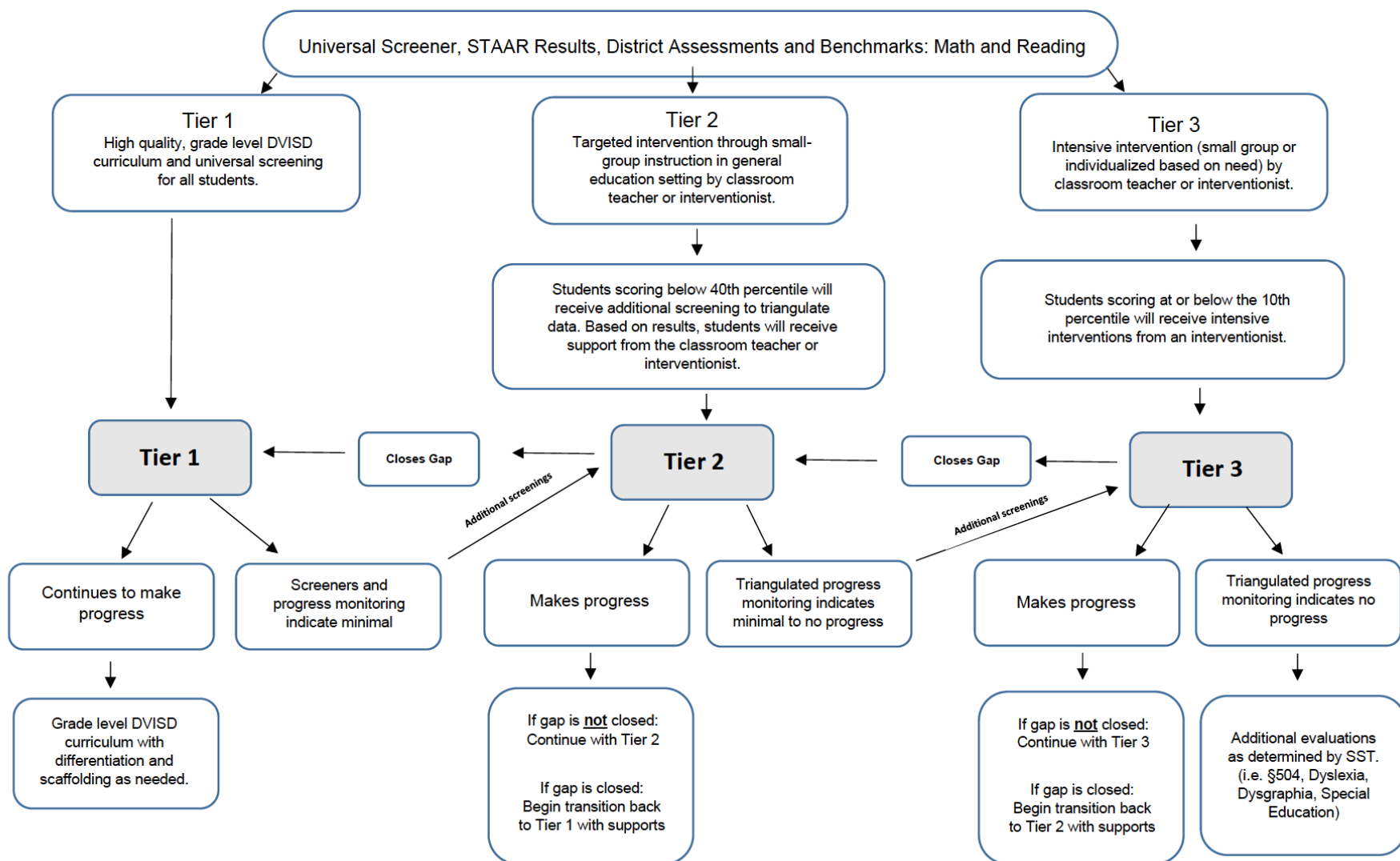
**2023-2024**

## **Table of Contents**

DVISD Academic Response to Intervention Framework Overview	Page 2
Implementation Guidelines: Elementary Reading	Page 3
Implementation Guidelines: Secondary Reading	Page 4
DVISD Reading Data Gathering Guidelines: Elementary	Page 5
DVISD Reading Data Gathering Guidelines: Secondary	Page 6
Implementation Guidelines: Elementary Math	Page 7
Implementation Guidelines: Secondary Math	Page 8
DVISD Math Data Gathering Guidelines: Elementary	Page 9
DVISD Math Data Gathering Guidelines: Secondary	Page 10
DVISD Vision, Mission, and Core Beliefs	Page 11
Purpose & What is MTSS	Page 12
Four Essential Components of RtI	Page 13
Critical Elements for MTSS Implementation & Sustainability	Page 14
DVISD RtI: Detailed Information	Page 15 - 18
Essential Components of RtI	Page 19
DVISD Response to Intervention Framework	Page 20
Reading Interventionist Guide	Page 21 - 34
Math Interventionists Guide	Page 35 - 46
DVISD Behavior Response to Intervention (RtI) Framework Overview	Page 48
Tiered System of Support and Interventions - Behavior	Page 47 - 51
Appendix	Page 52 - 53

# DVISD Academic Response to Intervention Framework Overview

## DVISD Response to Intervention Framework Overview



## **Instructional Implementation Guidelines: Elementary Reading**

Our curricula across core classrooms (Tier 1), secondary interventions (Tier 2), and tertiary interventions (Tier 3) provide daily instruction in phonological awareness, phonics/decoding/word study, vocabulary, fluency, and comprehension. Each of these curricula was chosen by a committee of teachers and administrators who examined the programs for specific criteria. Each program provides teachers with a scope and sequence, instructional materials, assessments, and other resources that should be used with fidelity.

### Approved Reading Programs for Tier 1, 2, and 3

	<b>TIER 1</b> Whole Class	<b>TIER 2</b> Group of 6-8 Students	<b>TIER 3</b> Group of 4-6 Students
Instructor	Classroom Teacher	Classroom Teacher, Interventionist, or Teaching Assistant	Classroom Teacher or Interventionist
Frequency	Daily	15 - 20 Minutes 3 - 5 Days a Week	30 - 45 Minutes 4 - 5 Days a Week
<b>Kindergarten</b>  *minimum 9 weeks classroom instruction before implementation of interventions	DVISD Curriculum Daily 6 (Responsive Teaching) ELAR/SLAR Literacy Phonological Awareness Phonics Reading Fluency Vocabulary Comprehension Writing Components	Literacy First (Lang. of Instruction) HMH Decodables Targeted Small Group Data Based Instruction English HMH Phonics Reteach Multi-Sensory - Foundations Skills Amplify mClass Intervention Activities Spanish Okapi Leveled Library Lessons Amplify mClass Lectura Intervention Activities	English HMH Phonics Reteach Multi-Sensory - Foundations Amplify mClass Intervention Activities Small Group Reading Recovery Spanish HMH Phonics Reteach Amplify mClass Lectura Intervention Activities Okapi Leveled Library Lessons
<b>1st Grade</b>	DVISD Curriculum Daily 6 (Responsive Teaching) ELAR/SLAR Literacy Phonological Awareness Phonics Reading Fluency Vocabulary Comprehension Writing Components	Literacy First (Lang. of Instruction) HMH Decodables Targeted Small Group Data Based Instruction English HMH Phonics Reteach Multi-Sensory - Foundations Skills Amplify mClass Intervention Activities Spanish Okapi Leveled Library Lessons Amplify mClass Lectura Intervention Activities	English HMH Phonics Reteach Multi-Sensory - Foundations Amplify mClass Intervention Activities Small Group Reading Recovery Spanish HMH Phonics Reteach Amplify mClass Lectura Intervention Activities Okapi Leveled Library Lessons
<b>Please select the hyperlink above titled <a href="#">Approved Programs for Tier 1, 2, or 3</a> to see grades second through fifth.</b>			

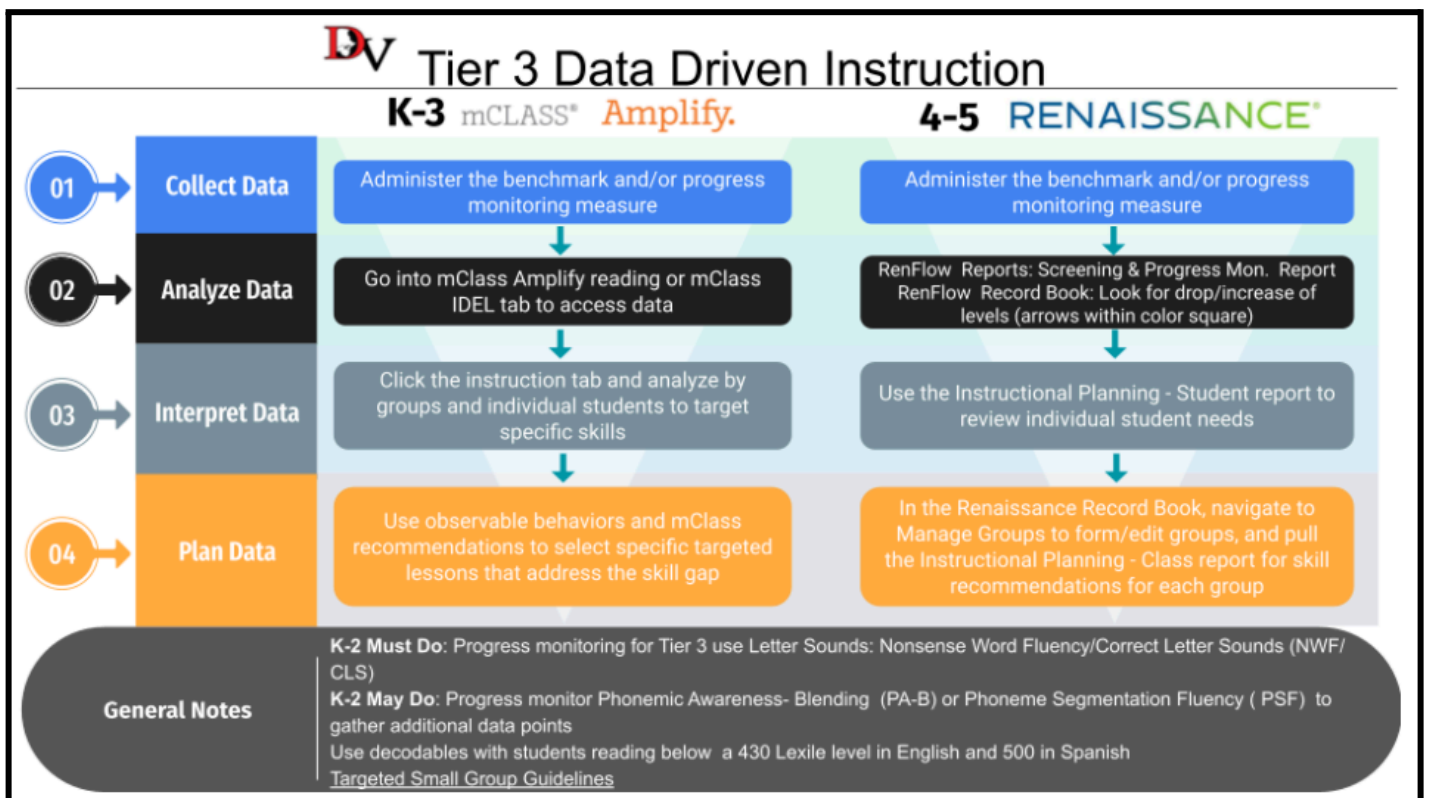
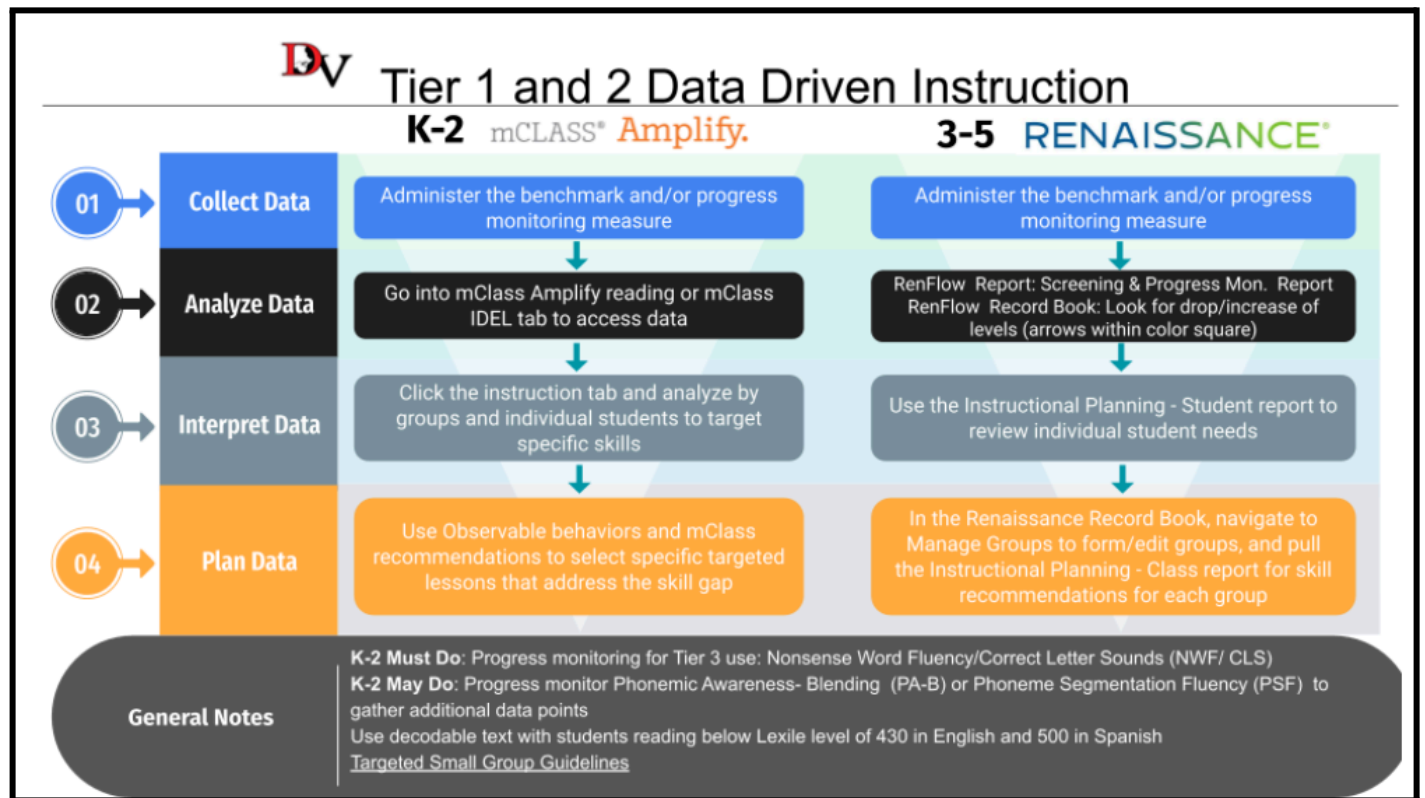
## **Instructional Implementation Guidelines: Secondary Reading**

Our curricula across core classrooms (Tier 1), secondary interventions (Tier 2), and tertiary interventions (Tier 3) provide daily instruction in phonological awareness, phonics/decoding/word study, vocabulary, fluency, and comprehension. Each of these curricula was chosen by a committee of teachers and administrators who examined the programs for specific criteria. Each program provides teachers with a scope and sequence, instructional materials, assessments, and other resources that should be used with fidelity.

**Approved Reading Programs for Tiers 1, 2, and 3**

	<b>TIER 1</b> Whole Class	<b>TIER 2</b> Groups of 6-8 students		<b>TIER 3</b> Groups of 6-8 students
Instructor	Classroom Teacher	Classroom Teacher or TA		Interventionist
Frequency	Daily	20 - 30 minutes 3 - 5 days per week		45 - 60 minutes 5 days week
<b>Middle School</b> Grades 6-8	<b>DVISD Curriculum</b> Responsive Teaching Balanced Literacy Word Study Writing Fluency Comprehension Vocabulary	<b><u>Content Standards</u></b> <ul style="list-style-type: none"> <li>• Star Renaissance Instructional Planning tool</li> <li>• TEKS-based reteaching</li> <li>• Data-Driven Small Group using the vertical alignment tool</li> </ul>	<b><u>Fluency &amp; Comprehension</u></b> <ul style="list-style-type: none"> <li>• Read Naturally</li> <li>• Small group guided reading</li> </ul>	<ul style="list-style-type: none"> <li>• Read Naturally</li> <li>• Small Group Reading Recovery</li> </ul>
<b>High School</b> Grades 9-10	<b>DVISD Curriculum</b> Responsive Teaching Balanced Literacy Word Study Writing Fluency Comprehension Vocabulary	<b><u>Content Standards</u></b> <ul style="list-style-type: none"> <li>• Star Renaissance Instructional Planning tool</li> <li>• TEKS-based reteaching</li> <li>• Data-Driven Small Group using the vertical alignment tool</li> </ul>	<b><u>Fluency &amp; Comprehension</u></b> <ul style="list-style-type: none"> <li>• Read Naturally</li> <li>• Small group guided reading</li> </ul>	<ul style="list-style-type: none"> <li>• Read Naturally</li> <li>• Small Group Reading Recovery</li> </ul>

## DVUSD Reading Data Gathering Guidelines - Elementary



## DVISD Reading Data Gathering Guidelines - Secondary

	TIER 1	TIER 2	TIER 3
Progress Monitoring Timeline	BOY/MOY/EOY Common Assessments, Benchmarks, District Assessments	Monthly at minimum	Twice per month at a minimum
Grades 6-8	<ul style="list-style-type: none"> <li>Star Renaissance Reading Screener BOY/MOY/EOY</li> <li>Curriculum Based Assessments</li> <li>Benchmark and District Assessment Performance</li> <li>ELs-TELPAS Domain Performance</li> </ul>	<ul style="list-style-type: none"> <li>Star Renaissance Reading Assessment</li> <li>Small Group Data Based Instruction <ul style="list-style-type: none"> <li>Running Records</li> <li>Fluency Checks</li> <li>Comprehension Checks</li> </ul> </li> <li>Read Naturally at Independent Reading Level <ul style="list-style-type: none"> <li>Charting cold/hot Read Performance</li> <li>Comprehension Checks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Weekly Running Records and Anecdotal Notes</li> <li>Biweekly STAR Renaissance Reading Assessment</li> </ul>
Grades 9-10	<ul style="list-style-type: none"> <li>Star Renaissance Reading Screener BOY/MOY/EOY</li> <li>Curriculum Based Assessments</li> <li>Benchmark and District Assessment Performance</li> <li>ELs-TELPAS Domain Performance</li> </ul>	<ul style="list-style-type: none"> <li>Star Renaissance Reading Assessment</li> <li>Small Group Data Based Instruction <ul style="list-style-type: none"> <li>Running Records</li> <li>Fluency Checks</li> <li>Comprehension Checks</li> </ul> </li> <li>Read Naturally at Independent Reading Level <ul style="list-style-type: none"> <li>Charting cold/hot Read Performance</li> <li>Comprehension Checks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Weekly Running Records and Anecdotal Notes</li> <li>Biweekly STAR Renaissance Reading Assessment</li> </ul>
Grades 11-12	<ul style="list-style-type: none"> <li>Curriculum Based Assessments</li> <li>Benchmark and District Assessment Performance</li> <li>ELs-TELPAS Domain Performance</li> </ul>	<ul style="list-style-type: none"> <li>Small Group Data Based Instruction <ul style="list-style-type: none"> <li>Running Records</li> <li>Fluency Checks</li> <li>Comprehension Checks</li> </ul> </li> <li>Read Naturally at Independent Reading Level <ul style="list-style-type: none"> <li>Charting cold/hot Read Performance</li> <li>Comprehension Checks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Small Group Data Based Instruction <ul style="list-style-type: none"> <li>Running Records</li> <li>Fluency Checks</li> <li>Comprehension Checks</li> </ul> </li> <li>Read Naturally at Independent Reading Level <ul style="list-style-type: none"> <li>Charting cold/hot Read Performance</li> <li>Comprehension Checks</li> </ul> </li> </ul>

## **Instructional Implementation Guidelines: Elementary Math**

Our curricula across core classrooms (Tier 1), secondary interventions (Tier 2), and tertiary interventions (Tier 3) provide daily instruction in Do the Math and accelerated instruction using the vertical alignment. Each of these curricula was chosen by a committee of teachers and administrators who examined the programs for specific criteria. Each program provides teachers with a scope and sequence, instructional materials, assessments, and other resources that should be used with fidelity.

### **Approved Instructional Resources for Elementary Tiered Instruction**

	<b>TIER 1</b> All students	<b>TIER 2</b> Group of 6 - 8 students	<b>TIER 3</b> Group of 4 - 6 students
<b>Instructor</b>	Classroom Teacher	Classroom Teacher, Teaching Assistant, Interventionist (push-in)	Interventionist
<b>Time &amp; Frequency</b>	Instructional Block Daily	15 - 20 Minutes 3 - 5 Days per week	45 Minutes 4 Days per week
<b>Kindergarten</b>	<b>DVISD Curriculum</b>  <b>Instructional Resource:</b> - Pearson Envision	<b>3 Tier Math Model - K</b> TEMI-PM - Screener TEMI-AC- Progress Monitoring	<b>3 Tier Math Model - K</b> TEMI-PM - Screener TEMI-AC- Progress Monitoring
<b>1st Grade</b>		<b>3 Tier Math Model - 1st</b> TEMI-PM - Screener TEMI-AC- Progress Monitoring	<b>3 Tier Math Model - 1st</b> TEMI-PM - Screener TEMI-AC- Progress Monitoring
<b>2nd Grade</b>	<b>DVISD Curriculum</b>  <b>Instructional Resource:</b> - Sharon Wells - iReady  Scaffolded and differentiated classroom instruction  Hands-on activities	<b>3 Tier Math Model - 2nd (T2)</b> TEMI-PM - Screener TEMI-AC- Progress Monitoring  <b>Region 4 Engaging Mathematics</b>  <b>Region 4 Closing the Distance</b>  <i>ThinkUp!</i>	<b>3 Tier Math Model - 2nd (T3)</b> TEMI-PM - Screener TEMI-AC- Progress Monitoring
<b>3rd - 5th Grades</b>		<b>Region 4 Engaging Mathematics</b>  <b>Region 4 Closing the Distance</b>  <i>ThinkUp!</i>	<b>Scholastic: Do The Math</b> Show What You Know Assessments Beginning, Middle, End of Module Assessments



## **Instructional Implementation Guidelines: Secondary Math**

Our curricula across core classrooms (Tier 1), secondary interventions (Tier 2), and tertiary interventions (Tier 3) provide daily accelerated instruction using the vertical alignment. Each of these curricula was chosen by a committee of teachers and administrators who examined the programs for specific criteria. Each program provides teachers with a scope and sequence, instructional materials, assessments, and other resources that should be used with fidelity.

<b>Grade Level</b>	<b>TIER 1</b>	<b>TIER 2</b> Groups of 6-8 students	<b>TIER 3</b> Groups of 4-6 Students
<b>Instructor</b>	Classroom Teacher	Classroom Teacher, Interventionist, or Teacher Assistant	Interventionist
<b>6th Grade</b>	<b>DVISD Curriculum</b> Problem Solving Strategies Modeling Small Group Instruction Hands-On	20 minutes 3-5 Days a Week	45- 60 minutes 4-5 Days a Week
		<ul style="list-style-type: none"> <li>• Data Driven Small Group using the vertical alignment tool</li> <li>• Closing the Distance</li> <li>• Engaging Math</li> <li>• Think Up</li> </ul>	<ul style="list-style-type: none"> <li>• One-on-one instruction using the vertical alignment tool</li> <li>• Data-Driven Small Group using the vertical alignment tool</li> <li>• Non-linguistic Representation to build conceptual knowledge</li> <li>• Graphic Organizers for Problem Solving and Numerical Fluency Skills</li> </ul>
<b>7th Grade</b>	<b>DVISD Curriculum</b> Problem Solving Strategies Modeling Small Group Instruction Hands-On	20 minutes 3-5 Days a Week	45- 60 minutes 4-5 Days a Week
		<ul style="list-style-type: none"> <li>• Data Driven Small Group using the vertical alignment tool</li> <li>• Closing the Distance</li> <li>• Engaging Math</li> <li>• Think Up</li> </ul>	<ul style="list-style-type: none"> <li>• One-on-one instruction using the vertical alignment tool</li> <li>• Data-Driven Small Group using the vertical alignment tool</li> <li>• Non-linguistic Representation to build conceptual knowledge</li> <li>• Graphic Organizers for Problem Solving</li> <li>• 4-Function Calculator Skills</li> </ul>
<b>8th Grade - 12th Grades</b>	<b>DVISD Curriculum</b> Problem Solving Strategies Modeling Small Group Instruction Hands-On	20 minutes 3-5 Days a Week	45- 60 minutes 4-5 Days a Week
		<ul style="list-style-type: none"> <li>• Data Driven Small Group using the vertical alignment tool</li> <li>• Closing the Distance</li> <li>• Engaging Math</li> <li>• Think Up</li> <li>• Desmos Calculator Skills</li> </ul>	<ul style="list-style-type: none"> <li>• One-on-one instruction using the vertical alignment tool</li> <li>• Data-Driven Small Group using the vertical alignment tool</li> <li>• Non-linguistic Representation to build conceptual knowledge</li> <li>• Graphic Organizers for Problem Solving</li> <li>• Desmos Calculator Skills</li> </ul>

## DVISD Math Data Gathering Guidelines: Elementary

Grade Level	TIER 1	TIER 2	TIER 3
Progress Monitoring Frequency	BOY/MOY/EOY	MONTHLY at a minimum	Bi-Monthly at a minimum
K-1	<ul style="list-style-type: none"> <li>• TEMI-PM A/B/C</li> <li>• K-1: Renaissance Early Literacy Screener BOY/MOY/EOY               <ul style="list-style-type: none"> <li>◦ Optional: Renaissance Math Screener</li> </ul> </li> <li>• Performance Tasks</li> <li>• Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Tier Math Model               <ul style="list-style-type: none"> <li>◦ TEMI-AC</li> </ul> </li> <li>• Small Group Data-Based Instruction               <ul style="list-style-type: none"> <li>◦ Comprehension Checks</li> </ul> </li> <li>• Star Renaissance</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Tier Math Model               <ul style="list-style-type: none"> <li>◦ Daily Checks recommended as needed</li> <li>◦ TEMI-AC monthly</li> </ul> </li> </ul>
2-5	<ul style="list-style-type: none"> <li>• Renaissance Math Screener BOY/MOY/EOY</li> <li>• 2nd: Optional TEMI-PM A/B/C</li> <li>• Benchmark and District Assessment Performance</li> <li>• Sharon Wells Weekly Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• 2nd: 3 Tier Math Model Tier 2               <ul style="list-style-type: none"> <li>◦ TEMI-AC</li> </ul> </li> <li>• Small Group Data-Based Instruction               <ul style="list-style-type: none"> <li>◦ Comprehension Checks</li> </ul> </li> <li>• Sharon Wells Weekly Assessments</li> <li>• Star Renaissance</li> </ul>	<ul style="list-style-type: none"> <li>• Star Renaissance               <ul style="list-style-type: none"> <li>◦ Used to monitor if a student is showing growth.</li> </ul> </li> <li>• 2nd: 3 Tier Math Model               <ul style="list-style-type: none"> <li>◦ Daily Checks as needed</li> <li>◦ TEMI-AC monthly</li> </ul> </li> <li>• 3rd-5th: Scholastic! Do The Math               <ul style="list-style-type: none"> <li>◦ Beginning, Middle, End of module assessments</li> <li>◦ Show What You Know assessments</li> </ul> </li> </ul>
6-8	<ul style="list-style-type: none"> <li>• Renaissance Math Screener BOY/MOY/EOY</li> <li>• Benchmark and District Assessment Performance</li> <li>• Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Data-Based Instruction               <ul style="list-style-type: none"> <li>◦ Comprehension Checks</li> </ul> </li> <li>• Star Renaissance               <ul style="list-style-type: none"> <li>◦ Comprehension Checks</li> </ul> </li> <li>• Unit Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Star Renaissance</li> </ul>
High School	<ul style="list-style-type: none"> <li>• Renaissance Math Screener BOY/MOY/EOY</li> <li>• Benchmark and District Assessment Performance</li> <li>• Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Data-Based Instruction               <ul style="list-style-type: none"> <li>◦ Comprehension Checks</li> </ul> </li> <li>• Star Renaissance</li> </ul>	<ul style="list-style-type: none"> <li>• Star Renaissance</li> </ul>

## DVISD Math Data Gathering Guidelines: Secondary

Grade Level	TIER 1	TIER 2	TIER 3
Progress Monitoring Timeline	BOY/MOY/EOY	Monthly at a minimum	Bi-Monthly at a minimum
6-8	<ul style="list-style-type: none"><li>- Renaissance Math Screener</li><li>- Common Assessments</li><li>- Benchmark and District Assessments</li><li>- Weekly content assessments</li></ul>	<ul style="list-style-type: none"><li>- Small Group Data-Based Instruction</li><li>- Renflow Data</li><li>- Common Assessments</li><li>- Skill Assessments</li></ul>	<ul style="list-style-type: none"><li>- Renflow</li><li>- One to one instruction</li><li>- Differentiated assessments to measure growth</li><li>- Daily Checks</li></ul>

## **DVISD Vision:**

To empower our students to be critical thinkers and innovative world-class visionaries.

## **DVISD Mission:**

To create a bi-literate, culturally responsive enhanced academic foundation by providing a future-ready education with real-world opportunities.

## **DVISD Core Beliefs:**

**Belief:** We believe in each of our students and that we have the responsibility to provide limitless support and opportunities to ensure personal and academic potential. We believe in always doing what is best for kids.

**Expectations:** We believe all students deserve high expectations and every employee plays a vital role in the growth and development of our students.

**Empowerment:** We believe that empowering students through learning is the heart and soul of what we do.

**Equity:** We take pride in our diversity and celebrate the talents, identities, and dreams of each student. We will never be satisfied until every student experiences access, inclusion, and success.

**Excellence:** We expect excellence from both students and adults in attitude, behavior, progress, and achievement.

**Connectedness:** We value authentic collaboration internally and externally connecting each other to our center, our students.

**Innovation:** We expect continuous improvement through innovation, taking risks, solving problems, having fun, and expressing joy.

## **Purpose:**

Del Valle ISD uses the DVISD Intervention Framework to:

- Alleviate academic difficulties
- To provide early interventions
- To identify students with possible learning disabilities.

The emphasis in our district is on prevention and early intervention. We know that if students are provided with effective instruction across core classrooms and early intervention, we will help students in accelerating their learning so that all students achieve at high levels. Each campus is charged with implementing the DVISD Intervention framework that follows the program and process guidelines outlined herein.

## **What is MTSS?**

Multi-tiered Systems of Support (MTSS): is a term used to describe an evidence-based model of educating students that uses data and problem solving to integrate academic, behavior, and social emotional instruction and intervention to maximize the success of all students. Instruction and intervention is provided to students across multiple tiers of intensity based on need. Staff make data-based decisions in order for resources (e.g., time, staff, and evidence-based strategies) to reach the students at appropriate levels to increase the performance of ALL students with the goal of achieving and/or exceeding proficiency (Self Assessment of MTSS)

## Essential Components of RTI

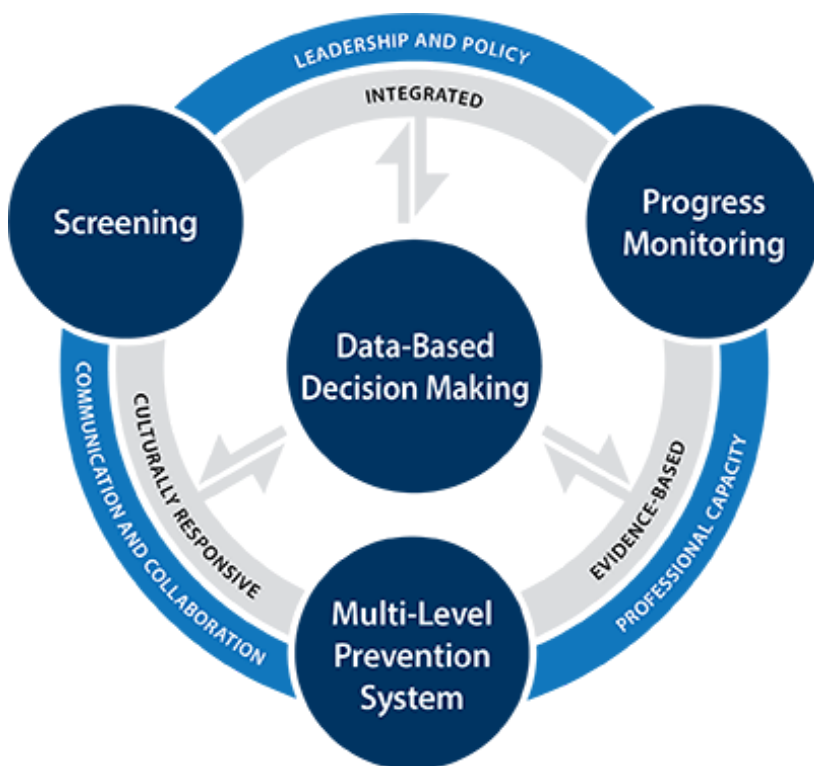
### The Four Essential Components of RTI are:

1. A school-wide, multi-level instructional and behavioral system for preventing school failure;
2. Screening
3. Progress Monitoring; and
4. Data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance with state law).

The graphic below represents the relationship among the essential components of RTI. Data-based decision making is the essence of good RTI practice and it is essential for the other three components (screening, progress monitoring, and multi-leveled instruction) to be driven by this information. All components must be implemented using culturally-responsive and evidence-based practices.

A rigorous prevention system provides for early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. This system includes three levels of intensity, or three levels of prevention, which represent a continuum of supports. All schools must have more than one layer of instruction to adequately provide student support for the required three levels of prevention. During all instructional levels, attention to fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths, is very important.

- Primary Prevention: high quality core instruction that meets the needs of most students
- Secondary Prevention: evidence-based supplemental instruction and intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students
- Tertiary Prevention: individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention



### Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS)

Integrate assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With MTSS/RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. The four essential components of an MTSS/RTI framework are screening, progress monitoring, multi-level or multi-tier prevention system, and data-based decision making.

## **Critical Elements for MTSS Implementation & Sustainability**

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district and school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing effective facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating the effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, effective, and user-friendly, data-systems for supporting decision making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

**\*Florida's MTSS Implementation Components: Ensuring common language and understanding\***

## **Del Valle ISD RtI Process: Detailed Information**

In this section, we provide the “how” of the district’s RTI framework. These guidelines provide an overview of the elements that must be in place to create an effective RTI process.

### **Data Collection & Management**

The campus must implement the system for collecting and managing their screening, diagnostic, progress-monitoring, and outcome data as provided by the district. This system includes:

- Training for teachers on:
  - How to administer the assessments with reliability;
  - How to enter data into Eduphoria;
- A campus schedule with assessment deadlines for completion and data entry into Eduphoria.

### **Assessments**

Data-based decision making is an integral component of RTI. Campus teams should always use multiple sources of data when making instructional decisions or moving students between tiers. For the purpose of implementing the RTI framework, we have identified screening, diagnostic, progress-monitoring, and outcome measures for every grade level K-5. Each of these assessments are required to implement an RTI framework effectively. Within our framework we use this data for multiple purposes, including targeting instruction, monitoring student progress, evaluating the effectiveness of our reading program, and making adjustments in our instructional programs as needed.

### **Assessment Scheduling**

Each campus should implement the DVISD master calendar for dates of when teachers should administer screening, diagnostic, progress-monitoring, and outcome assessments with their students. The district testing calendar provides dates for screening and outcome assessments.

### **Progress Monitoring Inventories**

Progress-monitoring assessments should be administered to students who do not meet grade-level expectations on the universal screening assessments at the beginning of the year (BOY), middle of the year (MOY), or end of the year (EOY). Students in Tier 2 should be progress-monitored at least once a month, students in Tier 3 should be progress-monitored bimonthly. This will be progress-monitored through mClass (K-2) and Renaissance.

### **Response to Intervention (RTI) Leadership Team**

This team should include:

- Reading Interventionist
- Bilingual Interventionist
- Dyslexia Interventionist
- Instructional Coach
- Administrator

### **Data Analysis**

Data analysis is an integral part of any RTI framework. Teachers should examine data on a regular basis (daily, weekly, monthly, etc.) to target specific students’ needs, regroup students, and evaluate the effectiveness of their core/intervention instruction. Administrators should examine data regularly (weekly, monthly etc.) to evaluate the effectiveness of core/intervention instruction, make professional development decisions, and move students from one intervention to the next based on their needs. Specifically, the RTI Leadership Team should conduct Structured Data Meetings with each grade level K-5 after each screening assessment to examine data, evaluate instructional effectiveness, and move students into and out of interventions.



These Structured Data Meetings should take place at the following time points:

- September - after the BOY assessments
- October/November - after the district assessments
- January/February - after the MOY assessments
- March/April - after the district assessments
- May - after the EOY assessments

Structured Data Meetings (SDM) will occur after each District Assessment. The SMD meetings will be led by the campus interventionist and will require the participation of the RTI Leadership Team.

Additionally, the RTI Leadership Team should meet monthly (minimal), and if possible weekly, to examine screening, diagnostic, and progress-monitoring data for every grade level. Such ongoing data analysis allows administrators and teachers to identify gaps in instruction immediately rather than waiting until the end of a semester or a year to check student progress. Once a gap or need has been identified, the campus administration can then provide immediate and targeted professional development to support teachers and students.

### **Decision-Making**

The decisions made on behalf of students are directly tied to the data analysis process. Within this process, the RTI Leadership team will have to answer questions such as:

- What is working within core instruction and what is not?
- What kind of professional development should we provide to teachers to fill in the gaps we see in our data?
- How many students can we serve in Tier 2? Tier 3?
- Which students should be moved to Tier 2? Tier 3?
- What do we do if we have too many students who meet our criteria for needing intervention?
- Who will provide Tier 2 to students? Tier 3?
- Which program do we want to try first in Tier 2?
- How much progress should a student make to be exited from Tier 2? Tier 3?

*This document provides information to guide a campus' answers to these questions, but ultimately, it is the campus' RTI Leadership Team who has to make decisions that meet their students' specific needs.*

### **Core Instruction**

Administrators and teachers should continuously use assessment data and observation data to evaluate the effectiveness of core instruction. Most students (80%) should reach grade level expectations with effective Tier 1 instruction alone. If less than 80% of students are meeting expectations, then teachers need support related either to instructional content or instructional delivery. Conducting observations specific to instructional content or delivery can provide further evidence for the type of support teachers need. We cannot depend on interventions alone to move struggling students back to grade level. Core teachers have the power to move almost all students to grade level or above if these teachers have the right knowledge and tools.

Analyzing core data will give the RTI Leadership Team evidence for support that teachers need in developing these knowledge and tools. During the data meetings focused on Tier 1 instruction, decisions should be made about professional development, instructional materials, and additional support each teacher needs to improve Tier 1 instruction.

Such support includes:

- Training related to the instructional content and/or delivery

- The teacher being observed with a focus on specific instructional specialist or other teacher
- The teacher watching a lesson demonstration provided by an instructional specialist or teacher
- The teacher visits another core or intervention classroom to observe specific instructional practices

## **Tier Movement**

Decisions about which students to move into or out of Tiers 2 and 3 should take place during the Tier 2 and 3 Structured Data Meetings at the beginning of year (BOY), middle of year (MOY), and end of year (EOY). Once students have begun participating in a Tier 2 or 3 intervention, they need to remain in that intervention for approximately 10 weeks of instruction (40-50 sessions). At the end of this 10-week period, the RTI Leadership Team can meet to evaluate student progress and determine whether each student should remain in an intervention, move into an intervention, or move out of an intervention.

As the Leadership Team makes these decisions, they should think flexibly about ways to increase a student's intervention level of intensity. Intervention intensity can be increased by doing one or a combination of several things:

- Increasing the amount of time that a student receives an intervention.
- Increasing the number of days that a student receives an intervention.
- Decreasing the number of students in a group.
- Increasing the duration of an intervention.
- Changing the intervention program, to a more intensive one.

## **Intervention Implementation**

Any teacher providing Tier 2 or Tier 3 intervention to students must use a district-approved resource, have attended training using this resource, as well ensure it is used with fidelity. These district-approved resources are evidence-based and are designed to provide targeted support for students. If they are not followed as intended, it is impossible to accurately assess student growth in relation to the delivery of instruction.

## **Intervention Observations**

Intervention instruction must be observed on a regular basis to evaluate program implementation. Observers should look for the features of effective instruction as well as the use of specific instructional methods, strategies, and materials provided in the specific intervention program. Such observations can be conducted by campus administrators, lead interventionists, other lead teachers, or district administrators.

## **RTI and Tutoring**

A response to intervention (RTI) framework differs from tutoring in some very significant ways. Here are just a few of those differences:

- RTI is a well defined system of interventions and assessments. Tutoring is campus-based instruction that varies from campus to campus.
- RTI requires the use of research-based interventions. Tutoring does not.
- RTI requires the use of reliable, valid measures of reading. Tutoring does not.
- RTI targets specific student needs based on learning gaps and may require instruction that focuses on below grade level knowledge and skills to fill these gaps. Tutoring usually focuses on grade level student expectations within the TEKS.
- Within the RTI framework, students should receive certain amounts of intervention before exiting. Tutoring has no set amount of time that a student should receive instruction. Students might get tutoring one week and then miss the following week. This is not an acceptable practice in RTI.

In other words, RTI is a much more systematic way of analyzing data, implementing targeted interventions, and making instructional decisions for students in those interventions.

A student may participate in either RTI interventions or tutoring or both, but tutoring is not considered a Tier 2 or Tier 3 intervention. Instead, tutoring is viewed as an extension of Tier 1 (core) instruction.

### **RTI and Section 504**

One purpose for implementing an RTI framework is to more reliably identify students who have a variety of impairments including those which are physical or mental. The main emphasis of Section 504 is on equal educational opportunity, generally accomplished by providing instructional and testing accommodations to eligible students.

Providing early interventions, targeting specific student needs, and monitoring student progress should prevent most students (95% of students or more) from needing specialized services. However, some specific students' needs may fall under a Section 504 plan such as extended time on assignments, small group testing, content and language supports, or text-to-speech. A documented disability is **not** a requirement for Section 504 accommodations, therefore the RTI/SST committee should document strategies tried and accommodations given if they suspect a student to have an impairment. The RTI/SST committee or parent can refer a student for a Section 504 evaluation at any time by communicating with the campus 504 contact (usually the campus AP).

### **RTI and Special Education**

One purpose for implementing an RTI framework is to more reliably identify students who have a learning disability. Student response to research-based instruction across time as measured by reliable valid measures, provides much more accurate data for identifying students in need of more “specialized” instruction. Providing early interventions, targeting specific student needs, and monitoring student progress should prevent most students (95% of students or more) from needing specialized services. However, some students’ lack of response to these research-based interventions will provide administrators and teachers with data that indicates the student may have a learning disability. In these cases, the RTI Leadership Team will hold an SST meeting and invite the LSSP, SLP, OT, PT, and/or Educational Diagnostician in order to ask questions and discuss the student. It is important during this meeting to document teacher input, student observations regarding the whole child, and also, note student progress on target interventions. Below are recommended documentation for meetings:

- All screening and progress-monitoring data (including a line graph with the student’s progress monitoring data) is current and uploaded to eduphoria
- Information about the core instruction, Tier 2 interventions, and Tier 3 interventions that have been provided to the student
- Proof that these various levels of instruction have been appropriately monitored
- Any notes about specific goals set for the student and instructional strategies tried to accelerate the student’s response to instruction
- Parent communication logs/notes
- Other information and documentation required by the special education department

### **RTI and Parent Communication/Training**

Each campus should have a method for communicating to parents in general about the campus’ RTI framework. Additionally, each campus should have more specific forms of communication when a student is being moved into a tiered intervention. General information related to interventions and other aspects of the RTI framework can be communicated through parent meetings, campus newsletter, or other forms of outreach to parents. When the decision is made to move a student to a Tier 2 or Tier 3 intervention, a letter describing the intervention and how the implementation will impact student success should be sent home.

## **Essential Components of RTI**

The National Center on RTI says the four essential components of a research-based framework for RTI are: universal screening, continuing progress monitoring, multi-level prevention system, and data-based decision making.

Data-based decision making is the essence of good RTI practice and it is essential for the other three components (screening, progress monitoring, and multi-leveled instruction) to be driven by this information. All components must be implemented using culturally-responsive and evidence-based practices.

A rigorous prevention system provides for early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. This system includes three levels of intensity, or three levels of prevention, which represent a continuum of supports. All schools must have more than one layer of instruction to adequately provide student support for the required three levels of prevention. During all instructional levels, attention to fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths, is very important.

- Primary Prevention: high quality core instruction that meets the needs of most students
- Secondary Prevention: evidence-based supplemental instruction and intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students
- Tertiary Prevention: individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention

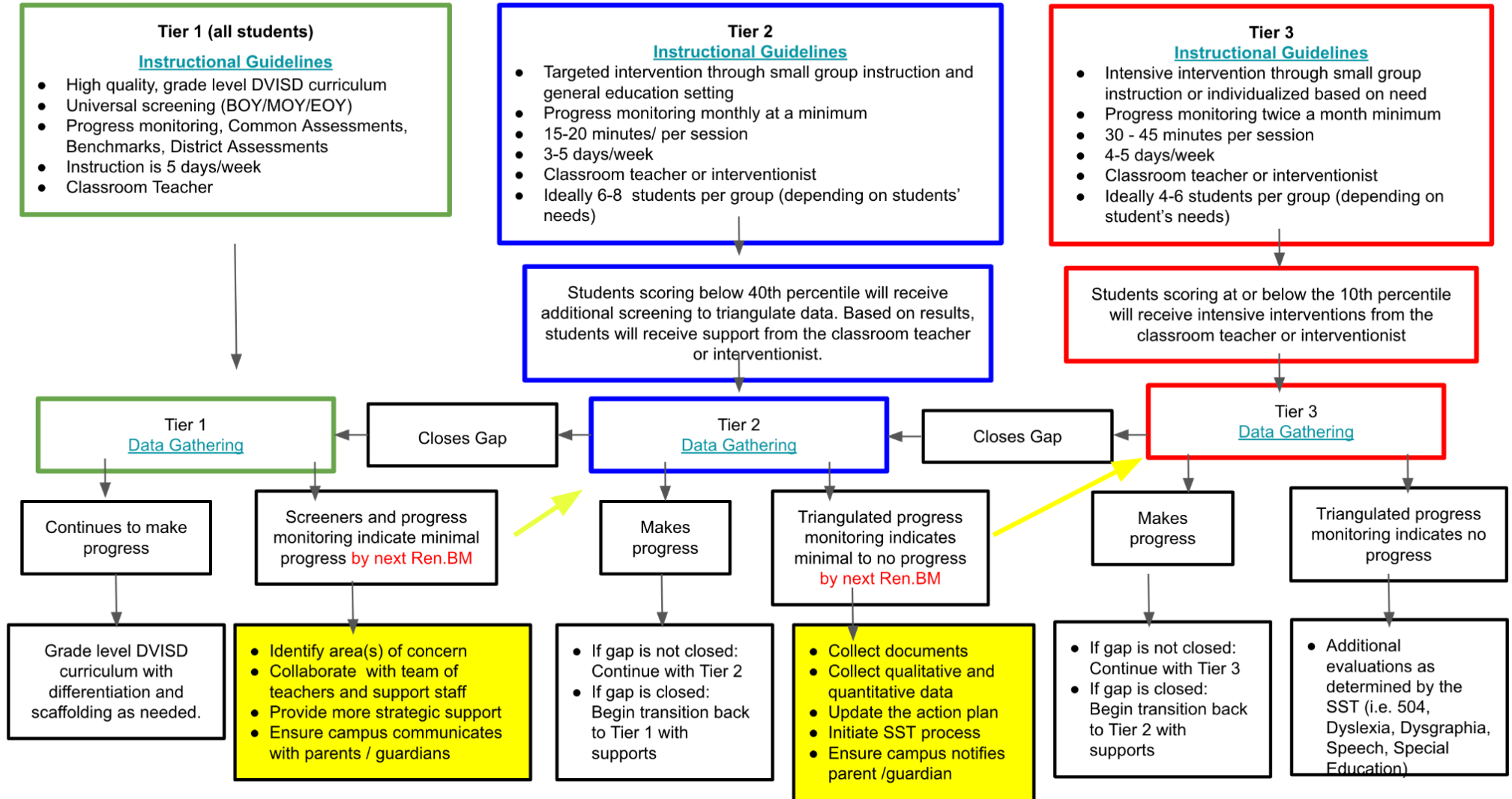
## **Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS)**

Integrate assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With MTSS/RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. The four essential components of an MTSS/RTI framework are screening, progress monitoring, multi-level or multi-tier prevention system, and data-based decision making.

# DVISED Response to Intervention Framework



## DVISED Response to Intervention Framework Overview



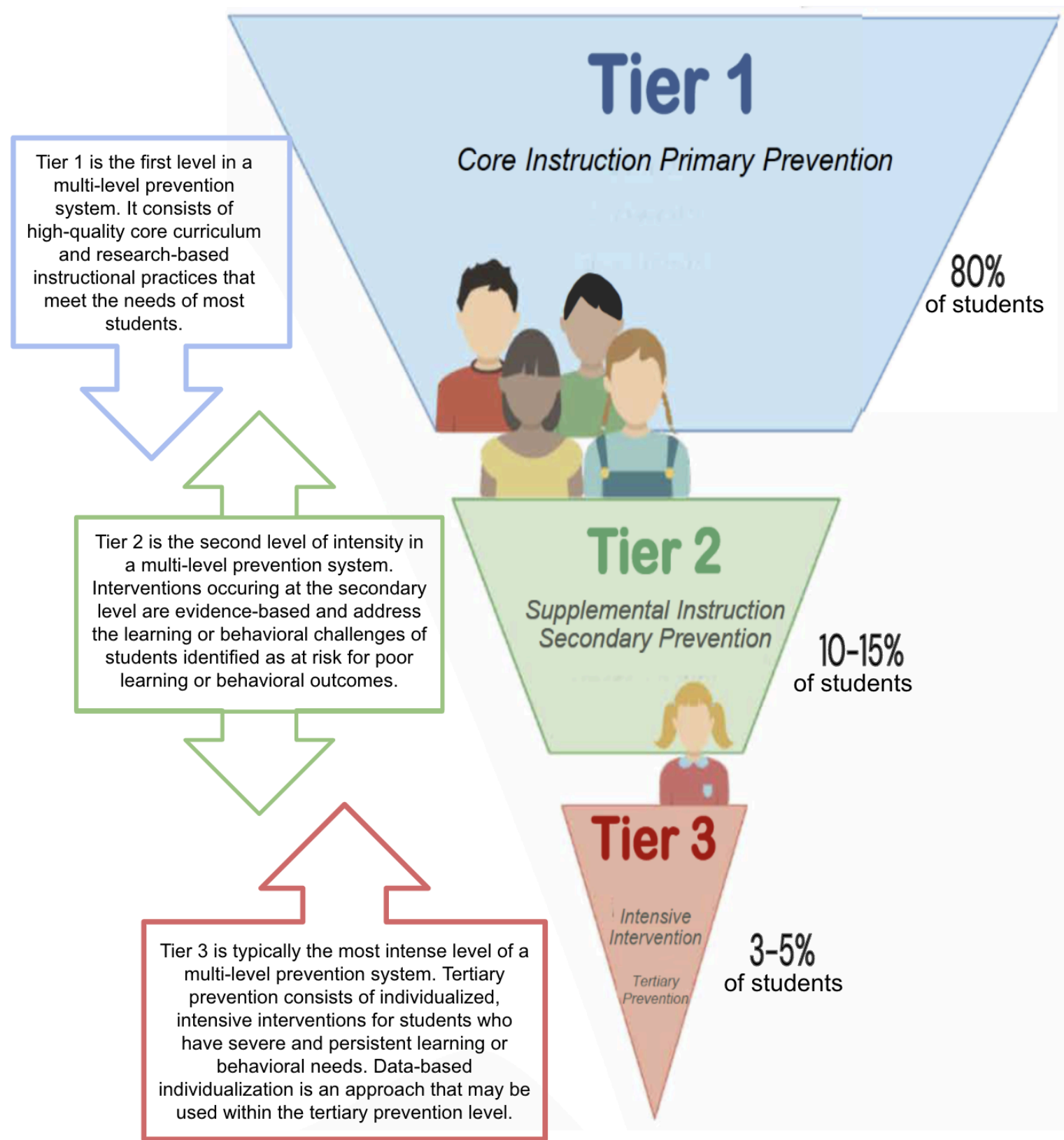


# **Reading Interventionist Guide**

## **What is Intervention?**

Classrooms use research-based curricula and instruction in all subjects. When a student is identified as being at-risk through a district universal screener and requiring additional or supplemental instruction, evidence-based interventions of moderate intensity are provided. These interventions, which are in addition to the core primary instruction, involve small-group instruction to address specific identified problems. These evidence-based interventions are well defined in terms of duration, frequency, and length of sessions. Students who respond adequately to tier 2 instruction return to tier 1 instruction (the core curriculum) with ongoing progress monitoring. Students who demonstrate well to tier 3 instruction will go to tier 2 instruction. Students who show minimal response to tier 2 instruction move to tier 3 instruction, where more intensive and individualized supports are provided. All instructional and behavioral interventions should be selected with attention to their evidence of effectiveness and with sensitivity to culturally and linguistically diverse students.

Tiered Instructional Model Breakdown





## **Interventionists Roles & Responsibilities**

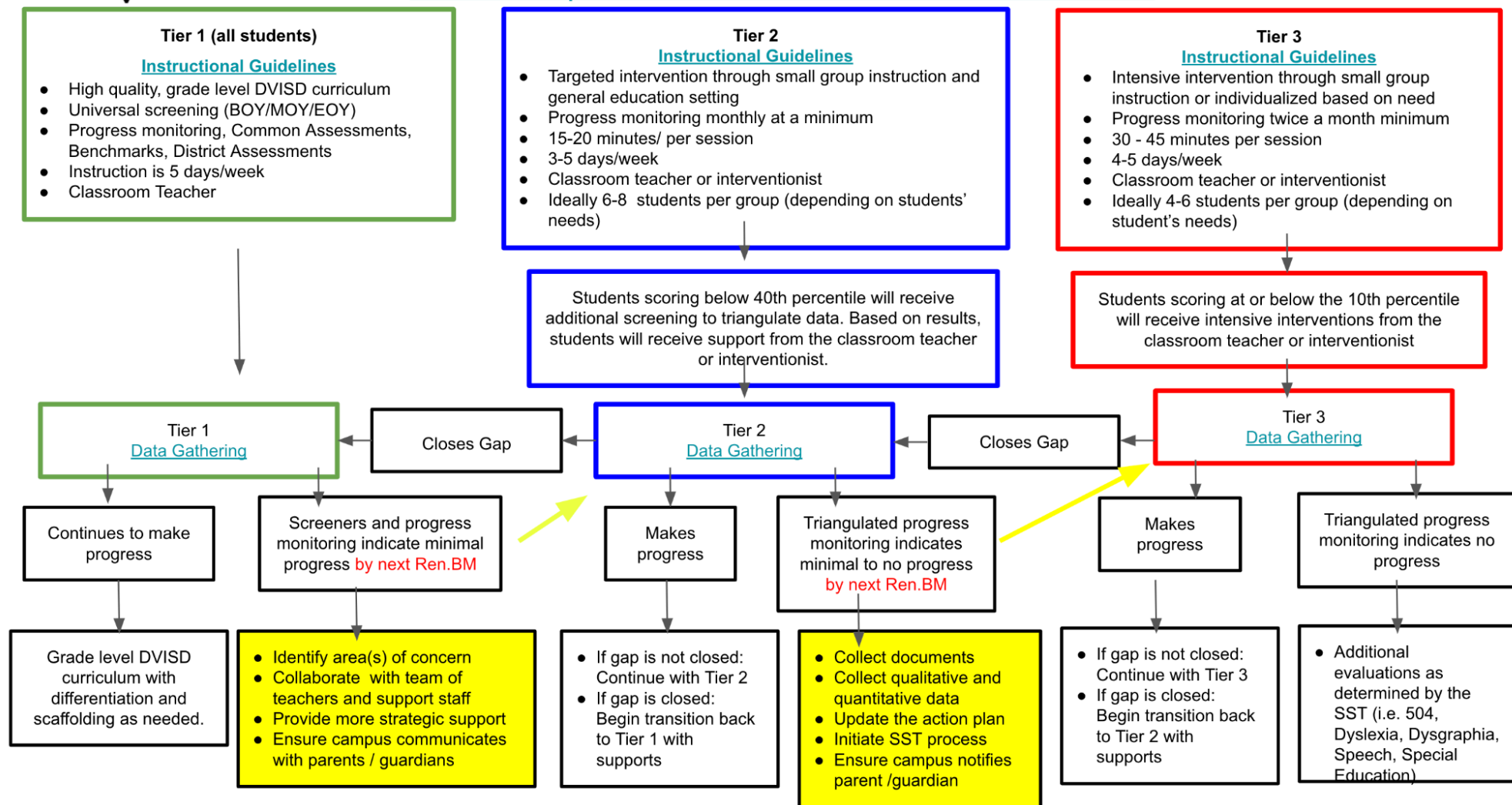
### **District-Wide Duties & Responsibilities of Campus Interventionists**

1. Administer campus testing including (but not limited to):
  - a. Universal Screeners, Benchmarks, LAS Links, TELPAS, and STAAR.
  - b. Decoding Surveys (i.e CORE Phonics Survey English/Spanish)
    - i. Quick Phonics Survey (QPS), Really Great Reading (RGR), Advanced Decoding Survey (ADS), Grade Level Oral Reading Fluency (ORF), Words Their Way, Spelling Inventory
    - ii. Handwriting Samples for Dysgraphia:
      1. Possible documentation: copy sentence, write letters of alphabet in one minute in lowercase.
2. In coordination with campus Instructional Coach, ensure that campus has 100% testing completed for district assessments including: BOY/MOY/EOY RenFlo, BOY/MOY/EOY mClass, monthly mClass for grades K-2, monthly RenFlo for grades 3-5. (in elementary)
3. Assist campus administration with the tracking and implementation of HB4545.
4. Prepare for SST Meetings according to campus guidelines. Examples:
  - a. Initial referral forms
  - b. Eduphoria forms for SSTs identify data needed
  - c. Ensure data is gathered in advanced for SSTs (delegate to teachers)
5. Attend SST Meetings (as necessary)
  - a. Two interventionists (if possible) need to attend SST meetings. Intervention team may need to share information and staff informally prior to meetings.
6. Attend grade level PLC and plannings as assigned.
7. Provide coordination, training, and resources to support staff to support reading intervention in K-5th grade. Attend district training and provide support to students through district provided researched-based resources.
8. Develop a daily schedule that includes time for push-in intervention, pull-out intervention, support for HB4545 requirements and targeted classroom support as identified in collaboration with administration and classroom teachers.
9. Presents subject matter according to guidelines established by federal regulations, Texas Education Agency, board policies, and administrative regulations.
10. Plans and uses appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the diverse needs of students assigned.
11. Works cooperatively with other teachers to modify curricula as needed for students with special needs (i.e., Special Education, Section 504, and Bilingual).
12. Works with other members of staff to determine instructional goals, objectives, and methods according to District requirements.
13. Conducts assessments of student learning styles and uses results to plan instructional activities.

# DVISD Response to Intervention Framework



## DVISD Response to Intervention Framework Overview



\*Data-based decision making is an integral component of RTI. Campus teams should always use **multiple sources of data** when making instructional decisions or moving students between tiers.

## Implementation Guidelines: Elementary Reading

Our curricula across core classrooms (Tier 1), secondary interventions (Tier 2), and tertiary interventions (Tier 3) provide daily instruction in phonological awareness, phonics/decoding/word study, vocabulary, fluency, and comprehension. Each of these curricula was chosen by a committee of teachers and administrators who examined the programs for specific criteria. Each program provides teachers with a scope and sequence, instructional materials, assessments, and other resources that should be used with fidelity.

### [Approved Reading Programs for Tier 1, 2, and 3](#)

	<b>TIER 1</b> Whole Class	<b>TIER 2</b> Group of 6-8 Students	<b>TIER 3</b> Group of 4-6 Students
Instructor	Classroom Teacher	Classroom Teacher, Interventionist, or Teaching Assistant	Classroom Teacher or Interventionist
Frequency	Daily	15 - 20 Minutes 3 - 5 Days a Week	30 - 45 Minutes 4 - 5 Days a Week
<b>Kindergarten</b>  *minimum 9 weeks classroom instruction before implementation of interventions	DVISD Curriculum Daily 6 (Responsive Teaching) ELAR/SLAR Literacy Phonological Awareness Phonics Reading Fluency Vocabulary Comprehension Writing Components	Literacy First (Lang. of Instruction) HMH Decodables Targeted Small Group Data Based Instruction English HMH Phonics Reteach Multi-Sensory - Foundations Skills Amplify mClass Intervention Activities Spanish Okapi Leveled Library Lessons Amplify mClass Lectura Intervention Activities	English HMH Phonics Reteach Multi-Sensory - Foundations Amplify mClass Intervention Activities Small Group Reading Recovery Spanish HMH Phonics Reteach Amplify mClass Lectura Intervention Activities Okapi Leveled Library Lessons Esperanza
<b>1st Grade</b>	DVISD Curriculum Daily 6 (Responsive Teaching) ELAR/SLAR Literacy Phonological Awareness Phonics Reading Fluency Vocabulary Comprehension Writing Components	Literacy First (Lang. of Instruction) HMH Decodables Targeted Small Group Data Based Instruction English HMH Phonics Reteach Multi-Sensory - Foundations Skills Amplify mClass Intervention Activities Spanish Okapi Leveled Library Lessons Amplify mClass Lectura Intervention Activities	English HMH Phonics Reteach Multi-Sensory - Foundations Amplify mClass Intervention Activities Small Group Reading Recovery Spanish HMH Phonics Reteach Amplify mClass Lectura Intervention Activities Okapi Leveled Library Lessons Esperanza
Please select the hyperlink above titled <b>Approved Programs for Tier 1, 2, or 3</b> to see grades second through fifth.			

## Dual Language RTI Recommendations:

### Tier 1: Spanish Language Arts/ELL, Social Studies, Math, and Science (K-5)

- Strong and explicit gradual release practice in the *language of instruction*.
- As students develop two languages, acquire new learning, and add academic language to their biliterate repertoire, they may think, process, speak, and analyze in both languages, *with more emphasis* on their Heritage language.
- As the models in the classroom, teachers must maintain the language of instruction. When students use their Heritage language to acquire new learning, teachers should “**rebroadcast**” responses in the language of instruction *to cause the student to repeat and acquire the second language*.

### Tier 2: Spanish Language Arts/ELL, Social Studies, Math, and Science (K-5)

TELPAS	Spanish Language Arts Below Grade Level		Spanish Language Arts At Grade Level		Spanish Language Arts Above Grade Level	
Beginner or Intermediate	Guided Reading <b>3-4 times</b> a week in Spanish	Conferencing & <b>feedback</b> for ELLD work	Guided Reading <b>2-3 times</b> a week in Spanish	Conferencing & <b>feedback</b> for ELLD work	Guided Reading <b>1-2 times</b> a week in Spanish	Conferencing & <b>feedback</b> for ELLD work
Advanced		AND		AND	AND/OR	AND
Advanced High		Daily reading, speaking, and writing in English during Science and Math		Daily reading, speaking, and writing in English during Science and Math	Guided Reading <b>1-2 times</b> a week in English	Daily reading, speaking, and writing in English during Science and Math

### Tier 3: Spanish Language Arts and Math (K-5)

- Per At Risk Identification legal requirements, Tier 3 instruction must be done in a student’s heritage language.

The goal for all Del Valle ISD students who are participating in the Dual Language Immersion Program (bilingual education) is that they are biliterate, bicultural, and bilingual by the time they leave elementary school for middle school. Specifically, students perform at a meets or masters level in their Heritage/first language and perform at an advanced level in their second language.

Keeping this goal in mind, we must continue to grow and advance students’ literacy abilities in both languages *every year*, **regardless** of a perceived *dominant language*.

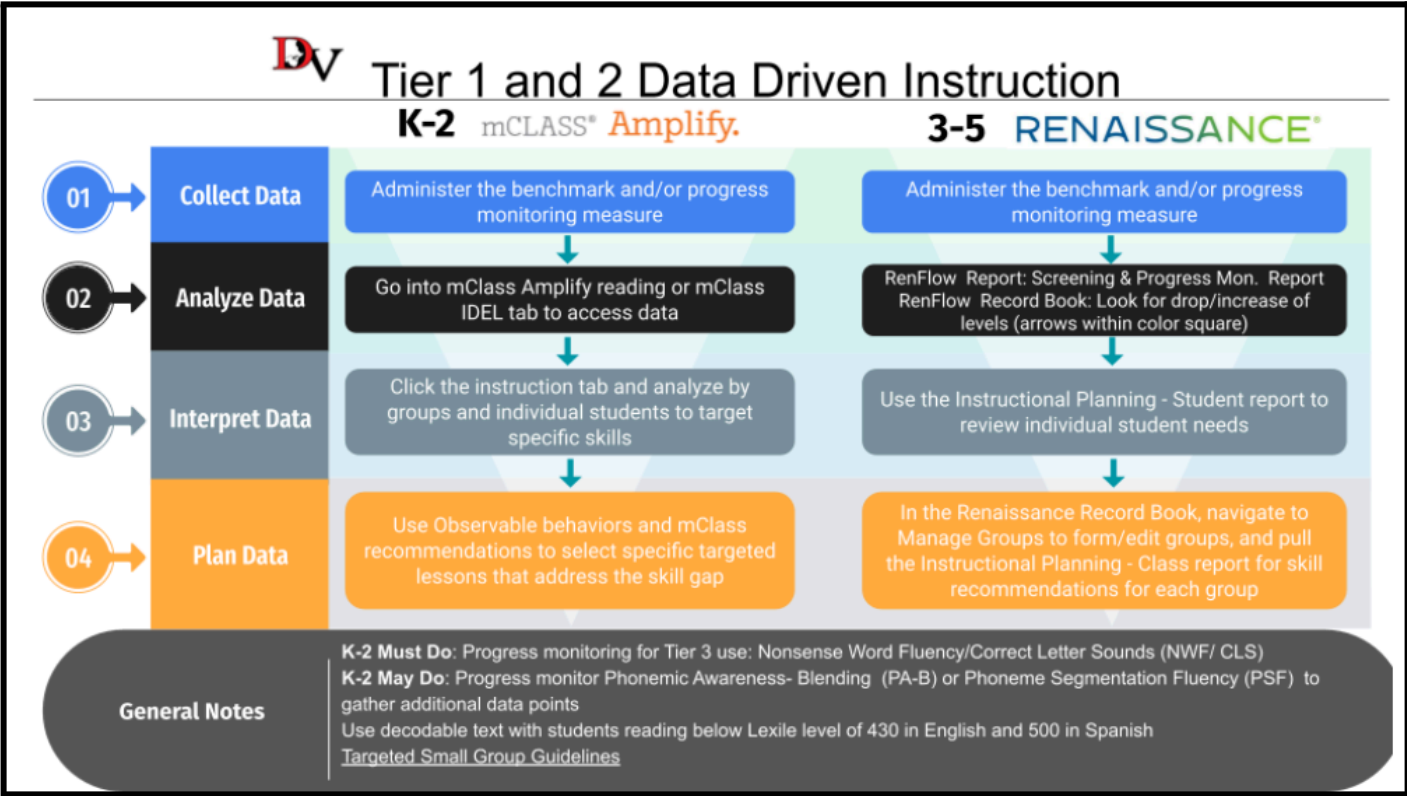
## Implementation Guidelines: Secondary Reading

Our curricula across core classrooms (Tier 1), secondary interventions (Tier 2), and tertiary interventions (Tier 3) provide daily instruction in phonological awareness, phonics/decoding/word study, vocabulary, fluency, and comprehension. Each of these curricula was chosen by a committee of teachers and administrators who examined the programs for specific criteria. Each program provides teachers with a scope and sequence, instructional materials, assessments, and other resources that should be used with fidelity.

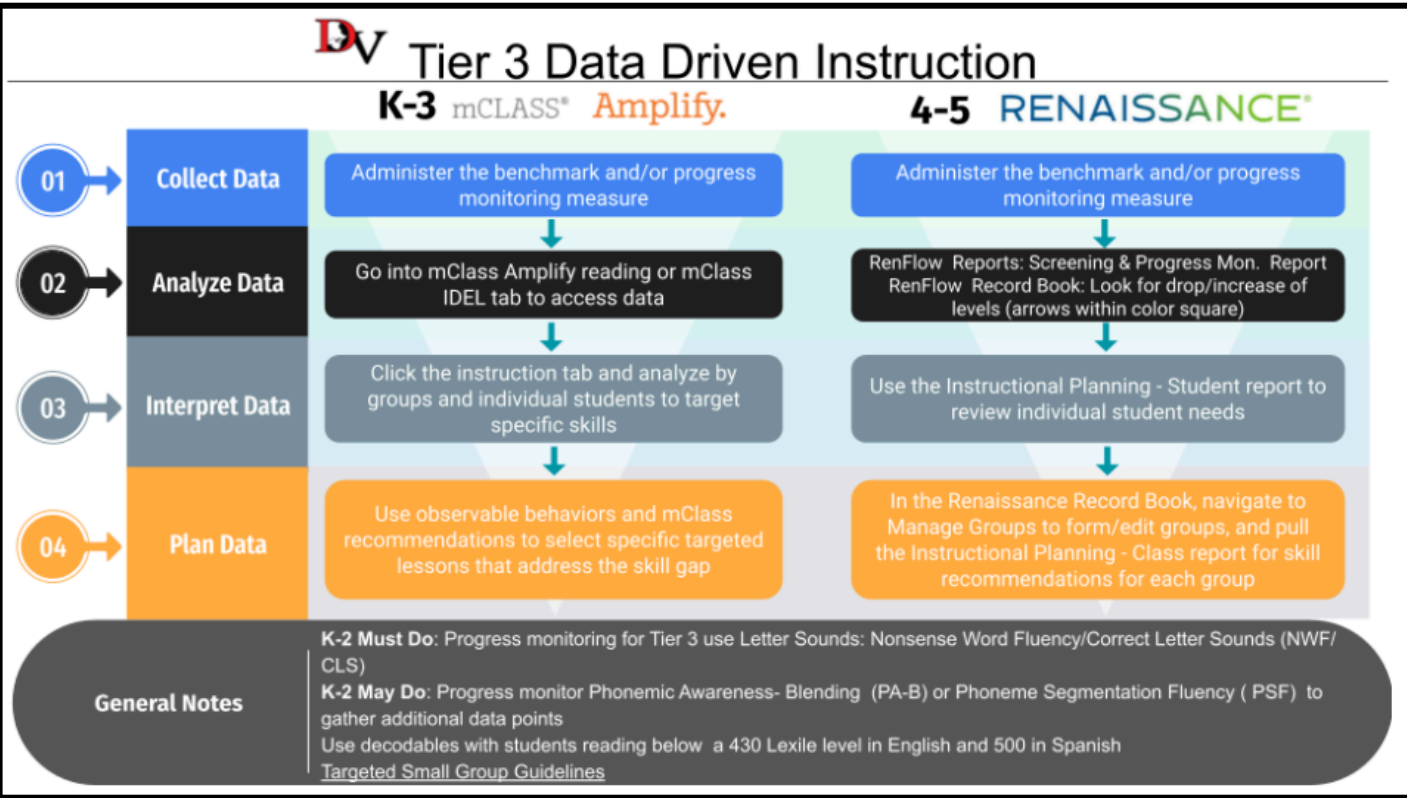
### Approved Reading Programs for Tiers 1, 2, and 3

	<b>TIER 1</b> Whole Class	<b>TIER 2</b> Groups of 6-8 students		<b>TIER 3</b> Groups of 6-8 students
Instructor	Classroom Teacher	Classroom Teacher or TA		Interventionist
Frequency	Daily	20 - 30 minutes 3 - 5 days per week		45 - 60 minutes 5 days week
<b>Middle School</b> Grades 6-8	<b>DVISD Curriculum</b> Responsive Teaching Balanced Literacy Word Study Writing Fluency Comprehension Vocabulary	<b><u>Content Standards</u></b> <ul style="list-style-type: none"> <li>Star Renaissance Instructional Planning tool</li> <li>TEKS-based reteaching</li> <li>Data-Driven Small Group using the vertical alignment tool</li> </ul>	<b><u>Fluency &amp; Comprehension</u></b> <ul style="list-style-type: none"> <li>Read Naturally</li> <li>Small group guided reading</li> </ul>	<ul style="list-style-type: none"> <li>Read Naturally</li> <li>Small Group Reading Recovery</li> </ul>
<b>High School</b> Grades 9-10	<b>DVISD Curriculum</b> Responsive Teaching Balanced Literacy Word Study Writing Fluency Comprehension Vocabulary	<b><u>Content Standards</u></b> <ul style="list-style-type: none"> <li>Star Renaissance Instructional Planning tool</li> <li>TEKS-based reteaching</li> <li>Data-Driven Small Group using the vertical alignment tool</li> </ul>	<b><u>Fluency &amp; Comprehension</u></b> <ul style="list-style-type: none"> <li>Read Naturally</li> <li>Small group guided reading</li> </ul>	<ul style="list-style-type: none"> <li>Read Naturally</li> <li>Small Group Reading Recovery</li> </ul>

DVISD Reading Data Gathering Guidelines - Elementary



RE





## DVISD Reading Data Gathering Guidelines - Secondary

	TIER 1	TIER 2	TIER 3
Progress Monitoring Timeline	BOY/MOY/EOY Common Assessments, Benchmarks, District Assessments	Monthly at minimum	Twice per month at a minimum
Grades 6-8	<ul style="list-style-type: none"> <li>Star Renaissance Reading Screener BOY/MOY/EOY</li> <li>Curriculum Based Assessments</li> <li>Benchmark and District Assessment Performance</li> <li>ELs-TELPAS Domain Performance</li> </ul>	<ul style="list-style-type: none"> <li>Star Renaissance Reading Assessment</li> <li>Small Group Data Based Instruction               <ul style="list-style-type: none"> <li>Running Records</li> <li>Fluency Checks</li> <li>Comprehension Checks</li> </ul> </li> <li>Read Naturally at Independent Reading Level               <ul style="list-style-type: none"> <li>Charting cold/hot Read Performance</li> <li>Comprehension Checks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Weekly Running Records and Anecdotal Notes</li> <li>Biweekly STAR Renaissance Reading Assessment</li> </ul>
Grades 9-10	<ul style="list-style-type: none"> <li>Star Renaissance Reading Screener BOY/MOY/EOY</li> <li>Curriculum Based Assessments</li> <li>Benchmark and District Assessment Performance</li> <li>ELs-TELPAS Domain Performance</li> </ul>	<ul style="list-style-type: none"> <li>Star Renaissance Reading Assessment</li> <li>Small Group Data Based Instruction               <ul style="list-style-type: none"> <li>Running Records</li> <li>Fluency Checks</li> <li>Comprehension Checks</li> </ul> </li> <li>Read Naturally at Independent Reading Level               <ul style="list-style-type: none"> <li>Charting cold/hot Read Performance</li> <li>Comprehension Checks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Weekly Running Records and Anecdotal Notes</li> <li>Biweekly STAR Renaissance Reading Assessment</li> </ul>
Grades 11-12	<ul style="list-style-type: none"> <li>Curriculum Based Assessments</li> <li>Benchmark and District Assessment Performance</li> <li>ELs-TELPAS Domain Performance</li> </ul>	<ul style="list-style-type: none"> <li>Small Group Data Based Instruction               <ul style="list-style-type: none"> <li>Running Records</li> <li>Fluency Checks</li> <li>Comprehension Checks</li> </ul> </li> <li>Read Naturally at Independent Reading Level               <ul style="list-style-type: none"> <li>Charting cold/hot Read Performance</li> <li>Comprehension Checks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Small Group Data Based Instruction               <ul style="list-style-type: none"> <li>Running Records</li> <li>Fluency Checks</li> <li>Comprehension Checks</li> </ul> </li> <li>Read Naturally at Independent Reading Level               <ul style="list-style-type: none"> <li>Charting cold/hot Read Performance</li> <li>Comprehension Checks</li> </ul> </li> </ul>

## Scheduling

Every core teacher must have their core reading and math time in their schedule, which should be posted in the room and available to all administrators. Any change in this schedule after the beginning of the year should be approved by the campus administration. Minimum amounts of time for reading and math instruction have been designated for each grade level.

Interventions (Tiers 2 and 3) should be scheduled outside of the core reading time. Designating an intervention time. (e.g., one hour of “Intervention and Enrichment”) for each grade level is recommended. Creating a campus-wide schedule for RTI takes collaboration among all teachers and staff, including core teachers, RTI interventionists, special education teachers, dyslexia teachers, special area teachers, and librarians.

Interventions can last anywhere from 15-60 minutes a day depending on student need, grade level, level of intervention intensity, and personnel resources.

### Recommended Intervention Timeframes

Grade Level	Tier 2	Tier 3
Kindergarten	15 - 20 minutes (3-5 days a week)	30 - 45 minutes (4 - 5 days a week)
1st - 5th Grade	30 minutes (3-5 days a week)	45 - 60 minutes (4 - 5 days a week)
6th- 12th Grade	20-30 minutes (3-5 days a week)	45-60 minutes (4 - 5 days a week)

### Group Size

The following guidelines for group sizes across Tier 2 and 3 should be followed as much as resources and personnel will allow:

#### Elementary:

- Tier 2 : 6 - 8 students
- Tier 3: 4 - 6 students

#### Secondary

- Tier 2: 6 - 8 students
- Tier 3: 6 - 8 students

Changes to group size affect the intensity level of interventions. Shrinking group size is one way to make an intervention more intensive (e.g., moving it from a Tier 2 intervention to a Tier 3 intervention), while increasing group size can make an intervention less intensive (e.g., moving a Tier 3 intervention to a Tier 2 intervention).



## DVISD Reading Intervention Instructional Schedule - Elementary Example

Skills	Time
Phonological Awareness	Approx. 3 - 5 minutes
Phonics Review (ex: Letter Cards, Letters, Sounds, Vowel Teams)	Approx. 3 - 5 minutes
Review (Previously Learned Skills)	Approx. 2 - 3 minutes
Encoding/Writing/Dictation Practice	Approx. 3 - 5 minutes
Explicitly Teach New Skill	Approx. 10 minutes
Word Work	Approx. 5 minutes
Practice New Skill / Decodable	Approx. 10 - 15 minutes

## DVISD Reading Intervention Instructional Schedules - Secondary

42-53 minutes.				
Monday	Tuesday	Wednesday	Thursday	Friday
<a href="#">Warm Up</a> - Build Relationships or Refer to Goal Chart <b>5-7 minutes</b>  <a href="#">Learning Intention &amp; Success Criteria</a> <b>2-3 minutes</b>	<a href="#">Warm up</a> - Review Whole Group Lesson <b>7 minutes</b>  <a href="#">Learning Intention &amp; Success Criteria</a> <b>2-3 minutes</b>	<a href="#">Warm up</a> - Review Whole Group Lesson <b>7 minutes</b>  <a href="#">Learning Intention &amp; Success Criteria</a> <b>2-3 minutes</b>	<a href="#">Warm up</a> - Refer to Goal Charts <b>7 minutes</b>  <a href="#">Learning Intention &amp; Success Criteria</a> <b>2-3 minutes</b>	<a href="#">Warm Up</a> - Build Relationships or Celebrations <b>5 minutes</b>  <a href="#">Learning Intention &amp; Success Criteria</a> <b>2-3 minutes</b>
<a href="#">Whole Group</a> Lesson <b>10-15 minutes</b>	<a href="#">Whole Group</a> Lesson <b>10-15 minutes</b>	<a href="#">Whole Group</a> Lesson <b>10-15 minutes</b>	<a href="#">Whole Group</a> Lesson <b>10-15 minutes</b>	Whole Group Lesson(s) Review <b>10 minutes</b>
Independent Practice  Small Group Reading Recovery or RN  Silent Reading  <b>20 minutes</b>	Independent Practice  Small Group Reading Recovery or RN  Silent Reading  <b>20 minutes</b>	Independent Practice  Small Group Reading Recovery or RN  Silent Reading  <b>20 minutes</b>	Independent Practice  Small Group Reading Recovery or RN  Silent Reading  <b>20 minutes</b>	Data Talks, Conferencing and <a href="#">Goal Setting</a> , and celebrations (for upcoming week)  Small Groups  <b>20 minutes</b>
<a href="#">Exit Ticket - Quick Write</a> <b>5-8 minutes</b>	<a href="#">Exit Ticket - Quick Write</a> <b>5-8 minutes</b>	<a href="#">Exit Ticket - Quick Write</a> <b>5-8 minutes</b>	<a href="#">Exit Ticket - Quick Write</a> <b>5-8 minutes</b>	<a href="#">Exit Ticket - Quick Write</a> <b>5-8 minutes</b>

## Identification for Reading Intervention Guidelines

1. Identify the lowest 10% of students (using current data: upcoming Benchmark, DAs, CBAs, 360, mClass, etc.)
2. From the 10% identify the students not already receiving services and identify where students are performing (approaches, meets, masters to be able to move students)
3. Group students
4. Plan interventions
5. Track students and make adjustments as needed

**The criteria provided in the charts below are guidelines, not hard-and fast rules.**

Specific students' needs and a campus' resources, including personnel, must be taken into consideration when setting criteria for moving students into and out of interventions. Please also remember that if large numbers of students are being identified for Tier 2 and/or Tier 3, **TIER 1 MUST BE IMPROVED**.

### Elementary Reading Intervention Entrance Criteria Guidelines

Grade Level		English STAR Unified Score (At/Above 40PR)	Spanish STAR Unified Score (At/Above 40PR)
Kinder	BOY	688	Information Unavailable
	MOY	728	
	EOY	768	
1st Grade	BOY	750	771
	MOY	789	787
	EOY	828	804
2nd Grade	BOY	868	819
	MOY	893	829
	EOY	919	838
3rd Grade	BOY	940	864
	MOY	955	871
	EOY	970	877
4th Grade	BOY	983	907
	MOY	995	915
	EOY	1006	922
5th Grade	BOY	1022	933
	MOY	1031	939
	EOY	1041	945

## Secondary Reading Intervention Entrance Criteria Guidelines

Grade Level		English STAR Unified Score (At/Above 40PR)	Spanish STAR Unified Score (At/Above 40PR)
6th Grade	BOY	1053	953
	MOY	1062	959
	EOY	1071	965
7th Grade	BOY	1075	972
	MOY	1082	975
	EOY	1089	978
8th Grade	BOY	1096	989
	MOY	1105	994
	EOY	1111	998
9th Grade	BOY	1117	Information Unavailable
	MOY	1121	
	EOY	1126	
10th Grade	BOY	1127	Information Unavailable
	MOY	1130	
	EOY	1132	
11th Grade	BOY	1133	Information Unavailable
	MOY	1136	
	EOY	1139	
12th Grade	BOY	1146	Information Unavailable
	MOY	1147	
	EOY	1148	

**\*Based on the 2022 Norms (English).**

\*\*EOY data can be used for summer school intervention decisions and the following year to make BOY intervention decisions before BOY assessments have been administered.



# **Math Interventionist Guide**

## Implementation Guidelines: Elementary Math

Our curricula across core classrooms (Tier 1), secondary interventions (Tier 2), and tertiary interventions (Tier 3) provide daily instruction in Do the Math and accelerated instruction using the vertical alignment. Each of these curricula was chosen by a committee of teachers and administrators who examined the programs for specific criteria. Each program provides teachers with a scope and sequence, instructional materials, assessments, and other resources that should be used with fidelity.

### Approved Mathematics Programs for Tiers 1, 2, and 3

	<b>TIER 1</b> All students	<b>TIER 2</b> Group of 6 - 8 students	<b>TIER 3</b> Group of 4 - 6 students
<b>Instructor</b>	Classroom Teacher	Classroom Teacher, Teaching Assistant, Interventionist (push-in)	Interventionist
<b>Time &amp; Frequency</b>	Instructional Block Daily	15 - 20 Minutes 3 - 5 Days per week	45 Minutes 4 Days per week
<b>Kindergarten</b>	<b>DVISD Curriculum</b>  <b>Instructional Resource:</b> <ul style="list-style-type: none"> <li>- Pearson Envision</li> </ul>	<b>3 Tier Math Model - K</b> TEMI-PM - Screener TEMI-AC- Progress Monitoring	<b>3 Tier Math Model - K</b> TEMI-PM - Screener TEMI-AC- Progress Monitoring
<b>1st Grade</b>		<b>3 Tier Math Model - 1st</b> TEMI-PM - Screener TEMI-AC- Progress Monitoring	<b>3 Tier Math Model - 1st</b> TEMI-PM - Screener TEMI-AC- Progress Monitoring
<b>2nd Grade</b>	<b>DVISD Curriculum</b>  <b>Instructional Resource:</b> <ul style="list-style-type: none"> <li>- Sharon Wells</li> <li>- iReady</li> </ul> Scaffolded and differentiated classroom instruction  Hands-on activities	<b>3 Tier Math Model - 2nd (T2)</b> TEMI-PM - Screener TEMI-AC- Progress Monitoring  <b>Region 4 Engaging Mathematics</b>  <b>Region 4 Closing the Distance</b>  <i>ThinkUp!</i>	<b>3 Tier Math Model - 2nd (T3)</b> TEMI-PM - Screener TEMI-AC- Progress Monitoring
<b>3rd - 5th Grades</b>		<b>Region 4 Engaging Mathematics</b>  <b>Region 4 Closing the Distance</b>  <i>ThinkUp!</i>	<b>Scholastic: Do The Math</b> Show What You Know Assessments Beginning, Middle, End of Module Assessments

# DVISED Elementary Math Intervention Recommended Module Timelines

## 3 Tier Mathematics Model Scopes and Sequences

### Tier 2 Modules:

#### Kindergarten

Skill	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
Number sense	0–6	0–6	5	6	7	8	9	10	1–10	1–10	1–10
Number building	0–10	0–10	0–10	0–12	0–14	0–16	0–18	0–20	0–20	10–20	0–20
Word problems	None	None	Part-part-whole	Part-part-whole	Part-part-whole	Part-part-whole	Joining problems	Joining problems	Separating problems	Separating problems	Review: All types

#### First Grade

Skill	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
Addition/subtraction combinations	Part-part-whole	+/- 1, +/- 0, n – n	+/- 2, +/- 3	Fact Families strategy	Doubles	Doubles + 1	Doubles + 1 and related	Doubles + 1 and related	Make 10, 10 + more	Make 10 + more and related	Review
Word problem solving	Part-part-whole	Part-part-whole	Joining problems, result unknown	Separating problems, result unknown	Compare problems, compare unknown	Separating and joining problems, result unknown	Separating and joining problems, result unknown with extraneous information	Compare problems, compare unknown	Compare problems, difference unknown	Separating and joining problems, change unknown	
Relationships of 10	0–50	0–50	0–50	0–50	0–50	50–99	50–99	50–99	50–99	0–99	0–99
Magnitude comparison	0–50	0–50	0–50	0–50	0–50	50–99	50–99	50–99	50–99	Fractions	0–99
Number sequences	0–50	0–50	0–50	0–50	0–50	50–99	50–99	50–99	50–99	0–99	0–99

#### Second Grade

Skill	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
Addition/subtraction combinations	+/- 2, +/- 3	Fact Families strategy	Doubles	Review of previous facts	Doubles + 1	Doubles + 1 and related	Review of previous facts	Make 10, 10 + more	Make 10 + more and related facts	Review of previous facts	Review
Word problem solving	Part-part-whole	Joining problems, result unknown	Separating problems, result unknown	Separating and joining problems, result unknown	Compare, compare unknown	Compare, difference unknown	Separating and joining problems, change unknown	Separating and joining problems, beginning unknown	Separating and joining problems, change or beginning unknown	2-step problems	Review
Place value	0–50	0–100	100–500	100–500	100–500	500–999	500–999	500–999	500–999	500–99	0–999
Magnitude comparison	0–50	0–100	100–500	100–500	100–500	500–999	500–999	500–999	500–999	Fractions	0–999
Number sequences	0–50	0–100	100–500	100–500	100–500	500–999	500–999	500–999	500–999	500–999	0–999

Tier 3 Modules:

Second Grade  
Scope and Sequence

The following table lists the instructional content for each module of the intervention, broken down by skill.

Skill	Module 1	Module 2	Module 3	Module 4	Module 5
Addition/Subtraction Combinations	+/- 0, 1, 2, 3; n – n; fact family strategy	Doubles, fact family strategy	Doubles, doubles + 1, fact family strategy	Make 10, 10 + more, fact family strategy	Make 10 + more and related, fact family strategy
Place Value	0 to 100	0 to 200	0 to 500	0 to 500	0 to 500
Magnitude Comparison	0 to 100	0 to 200	0 to 500	0 to 500	0 to 999
Number Sequences	0 to 100	100 to 200	0 to 500	100 to 500	0 to 999

Modules

The Tier 3 intervention is composed of 5 modules. Each module lasts for 3 school weeks. Each module has 12 days of lessons. Each day of lessons includes 2 overall lessons and 1 Cumulative Review, 1 Read & Write Numbers, and 1 Warm-Up. Fridays are reserved for progress monitoring (Aim Checks A–E) and games.

Scholastic *Do The Math* Recommended Timeline

Grade	Time	Tier 2 Modules	Tier 3 Modules
3 <sup>rd</sup>	1 <sup>st</sup> Module 2 <sup>nd</sup> Module 3 <sup>rd</sup> Module	Add and Sub. C Multiplication A Multiplication B	Add and Sub. B Add and Sub. C Multiplication A
4 <sup>th</sup>	1 <sup>st</sup> Module 2 <sup>nd</sup> Module 3 <sup>rd</sup> Module	Multiplication B Division A Division B	Multiplication A Multiplication B Division A
5 <sup>th</sup>	1 <sup>st</sup> Module 2 <sup>nd</sup> Module 3 <sup>rd</sup> Module	Division B Fraction A Fraction B	Multiplication B Division A Division B

Each module contains 30 lessons and should take approximately 6 – 9 weeks to complete.

## DVISD Math Data Gathering Guidelines: Elementary

Grade Level	TIER 1	TIER 2	TIER 3
Progress Monitoring Frequency	BOY/MOY/EOY	MONTHLY at a minimum	Bi-Monthly at a minimum
K-1	<ul style="list-style-type: none"> <li>• TEMI-PM A/B/C</li> <li>• K-1: Renaissance Early Literacy Screener BOY/MOY/EOY               <ul style="list-style-type: none"> <li>◦ Optional: Renaissance Math Screener</li> </ul> </li> <li>• Performance Tasks</li> <li>• Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Tier Math Model               <ul style="list-style-type: none"> <li>◦ TEMI-AC</li> </ul> </li> <li>• Small Group Data-Based Instruction               <ul style="list-style-type: none"> <li>◦ Comprehension Checks</li> </ul> </li> <li>• Star Renaissance</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Tier Math Model               <ul style="list-style-type: none"> <li>◦ Daily Checks recommended as needed</li> <li>◦ TEMI-AC monthly</li> </ul> </li> </ul>
2-5	<ul style="list-style-type: none"> <li>• Renaissance Math Screener BOY/MOY/EOY</li> <li>• 2nd: Optional TEMI-PM A/B/C</li> <li>• Benchmark and District Assessment Performance</li> <li>• Sharon Wells Weekly Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• 2nd: 3 Tier Math Model Tier 2               <ul style="list-style-type: none"> <li>◦ TEMI-AC</li> </ul> </li> <li>• Small Group Data-Based Instruction               <ul style="list-style-type: none"> <li>◦ Comprehension Checks</li> </ul> </li> <li>• Sharon Wells Weekly Assessments</li> <li>• Star Renaissance</li> </ul>	<ul style="list-style-type: none"> <li>• Star Renaissance               <ul style="list-style-type: none"> <li>◦ Used to monitor if a student is showing growth.</li> </ul> </li> <li>• 2nd: 3 Tier Math Model               <ul style="list-style-type: none"> <li>◦ Daily Checks as needed</li> <li>◦ TEMI-AC monthly</li> </ul> </li> <li>• 3rd-5th: Scholastic! Do The Math               <ul style="list-style-type: none"> <li>◦ Beginning, Middle, End of module assessments</li> <li>◦ Show What You Know assessments</li> </ul> </li> </ul>
6-8	<ul style="list-style-type: none"> <li>• Renaissance Math Screener BOY/MOY/EOY</li> <li>• Benchmark and District Assessment Performance</li> <li>• Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Data-Based Instruction               <ul style="list-style-type: none"> <li>◦ Comprehension Checks</li> </ul> </li> <li>• Star Renaissance               <ul style="list-style-type: none"> <li>◦ Comprehension Checks</li> </ul> </li> <li>• Unit Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Star Renaissance</li> </ul>
High School	<ul style="list-style-type: none"> <li>• Renaissance Math Screener BOY/MOY/EOY</li> <li>• Benchmark and District Assessment Performance</li> <li>• Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Data-Based Instruction               <ul style="list-style-type: none"> <li>◦ Comprehension Checks</li> </ul> </li> <li>• Star Renaissance</li> </ul>	<ul style="list-style-type: none"> <li>• Star Renaissance</li> </ul>



## Math Assessments

Data-based decision making is an integral component of RtI. Campus teams should always use multiple sources of data when making instructional decisions or moving students between tiers.

### Elementary Math Assessments

Grade Level	Screening	Diagnostic	Progress Monitoring	Outcomes
Kindergarten	*TEMI-PM	TEMI-PM	TEMI-AC	TEMI-PM Performance Task
1 <sup>st</sup> Grade			TEMI-UC	
2 <sup>nd</sup> Grade	Star Renaissance 360	TEMI-PM	TEMI-AC TEMI-UC Star Renaissance 360	TEMI-PM  Sharon Wells End of Course Assessment
3 <sup>rd</sup> Grade		Star Renaissance 360	Star Renaissance 360	STAAR
4 <sup>th</sup> Grade		Sharon Wells Weekly Assessment	Sharon Wells Weekly Assessment	
5 <sup>th</sup> Grade				

**\*Texas Early Mathematics Inventory (Three Tier Math Model, 2010)**

- PM: progress monitoring (BOY/MOY/EOY)
- AC: Aim Check (monthly)
- UC: Unit Check (end of unit)

## Elementary Math Intervention Entrance & Exit Guidelines

Specific students' needs and a campus' resources, including personnel, must be taken into consideration when setting criteria for moving students into and out of interventions. Tier 3 is intended to be a small group of students (no more than 4-6) at the elementary level. If large numbers of students are being identified, consider what supports can be added to Tier 1 instruction.

**The criteria provided in the charts below are guidelines, not hard-and fast rules.**

Elementary Math Intervention Entrance Criteria						
	Tier 2			Tier 3		
	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten - 1 <sup>st</sup> Grade	TEMI ≤ 25%	TEMI ≤ 25%	TEMI ≤ 25%	TEMI ≤ 10%	TEMI ≤ 10%	TEMI ≤ 10%
2 <sup>nd</sup> Grade - 5 <sup>th</sup> Grade	Renaissance ≤ 25% percentile	Renaissance ≤ 25% percentile	Renaissance ≤ 25% percentile	Renaissance ≤ 10% percentile	Renaissance ≤ 10% percentile	Renaissance ≤ 10% percentile
Elementary Math Intervention Exit Criteria						
	Tier 2			Tier 3		
Grade Level		MOY	EOY		MOY	EOY
Kindergarten - 1 <sup>st</sup> Grade		TEMI ≥ 35%	TEMI ≥ 35%		TEMI ≥ 25%	TEMI ≥ 25%
2 <sup>nd</sup> Grade - 5 <sup>th</sup> Grade		Renaissance ≥ 35% percentile	Renaissance ≥ 35% percentile		Renaissance ≥ 25% percentile	Renaissance ≥ 25% percentile

\*EOY data can be used for summer school intervention decisions and the following year to make BOY intervention decisions before BOY assessments have been administered.

## Implementation Guidelines: Secondary Math

Our curricula across core classrooms (Tier 1), secondary interventions (Tier 2), and tertiary interventions (Tier 3) provide daily accelerated instruction using the vertical alignment. Each of these curricula was chosen by a committee of teachers and administrators who examined the programs for specific criteria. Each program provides teachers with a scope and sequence, instructional materials, assessments, and other resources that should be used with fidelity.

Grade Level	TIER 1	TIER 2 Groups of 6-8 students	TIER 3 Groups of 4-6 Students
Instructor	Classroom Teacher	Classroom Teacher, Interventionist, or Teacher Assistant	Interventionist
6th Grade	<b>DVISD Curriculum</b> Problem Solving Strategies Modeling Small Group Instruction Hands-On	20 minutes 3-5 Days a Week	45- 60 minutes 4-5 Days a Week
		<ul style="list-style-type: none"> <li>• Data Driven Small Group using the vertical alignment tool</li> <li>• Closing the Distance</li> <li>• Engaging Math</li> <li>• Think Up</li> </ul>	<ul style="list-style-type: none"> <li>• One-on-one instruction using the vertical alignment tool</li> <li>• Data-Driven Small Group using the vertical alignment tool</li> <li>• Non-linguistic Representation to build conceptual knowledge</li> <li>• Graphic Organizers for Problem Solving and Numerical Fluency Skills</li> </ul>
7th Grade	<b>DVISD Curriculum</b> Problem Solving Strategies Modeling Small Group Instruction Hands-On	20 minutes 3-5 Days a Week	45- 60 minutes 4-5 Days a Week
		<ul style="list-style-type: none"> <li>• Data Driven Small Group using the vertical alignment tool</li> <li>• Closing the Distance</li> <li>• Engaging Math</li> <li>• Think Up</li> </ul>	<ul style="list-style-type: none"> <li>• One-on-one instruction using the vertical alignment tool</li> <li>• Data-Driven Small Group using the vertical alignment tool</li> <li>• Non-linguistic Representation to build conceptual knowledge</li> <li>• Graphic Organizers for Problem Solving</li> <li>• 4-Function Calculator Skills</li> </ul>
8th Grade	<b>DVISD Curriculum</b> Problem Solving Strategies Modeling Small Group Instruction Hands-On	20 minutes 3-5 Days a Week	45- 60 minutes 4-5 Days a Week
		<ul style="list-style-type: none"> <li>• Data Driven Small Group using the vertical alignment tool</li> <li>• Closing the Distance</li> </ul>	<ul style="list-style-type: none"> <li>• One-on-one instruction using the vertical alignment tool</li> <li>• Data-Driven Small Group using the</li> </ul>

		<ul style="list-style-type: none"> <li>Engaging Math</li> <li>Think Up</li> <li>Desmos Calculator Skills</li> </ul>	vertical alignment tool <ul style="list-style-type: none"> <li>Non-linguistic Representation to build conceptual knowledge</li> <li>Graphic Organizers for Problem Solving</li> <li>Desmos Calculator Skills</li> </ul>
--	--	---	---

### DVISD Math Data Gathering Guidelines: Secondary

Grade Level	TIER 1	TIER 2	TIER 3
Progress Monitoring Timeline	BOY/MOY/EOY	Monthly at a minimum	Bi-Monthly at a minimum
<b>6-8</b>	<ul style="list-style-type: none"> <li>Renaissance Math Screener</li> <li>Common Assessments</li> <li>Benchmark and District Assessments</li> <li>Weekly content assessments</li> </ul>	<ul style="list-style-type: none"> <li>Small Group Data-Based Instruction</li> <li>Renflow Data</li> <li>Common Assessments</li> <li>Skill Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Renflow</li> <li>One to one instruction</li> <li>Differentiated assessments to measure growth</li> <li>Daily Checks</li> </ul>

## Secondary Math Intervention Entrance & Exit Guidelines

Specific students' needs and a campus' resources, including personnel, must be taken into consideration when setting criteria for moving students into and out of interventions. Tier 3 is intended to be a small group of students (no more than 4-6)l. If large numbers of students are being identified, consider what supports can be added to Tier 1 instruction. In addition, Tier 2 and Tier 3 are also serviced through enrichment or the RTI class.

Cut scores of Percentile Rank 25 and Percentile Rank 10 also serve as benchmarks - however, these benchmarks are used to help teachers determine appropriate instruction for different groups of students.

### Star Math Enterprise Benchmarks and Cut Score

- a. The Star Math Benchmarks are based on 2017 norms.
- b. Below 10-Urgent Intervention; Below 25-Intervention; At/Above 40-Benchmark

**The criteria provided in the charts below are guidelines, not hard-and fast rules.** As campuses review data, there may be a need for changes that further support student growth and mastery.

		BOY	MOY	EOY
Grade	Percentile	Scaled Score	Scaled Score	Scaled Score
1	10	151	209	266
	20	188	248	307
	25	204	263	321
	40	240	299	357
2	10	300	347	393
	20	344	386	430
	25	360	401	442
	40	396	435	476
3	10	393	429	465
	20	432	473	512
	25	447	487	528
	40	482	523	565
4	10	466	497	528
	20	515	544	573
	25	531	560	590
	40	567	598	627

5	10	528	554	580
	20	575	603	629
	25	593	619	647
	40	634	660	684
6	10	583	609	634
	20	637	658	679
	25	655	674	695
	40	699	718	738
7	10	612	630	647
	20	668	682	697
	25	689	702	715
	40	736	749	764
8	10	630	647	663
	20	692	707	723
	25	713	726	741
	40	767	780	791

## DVUSD Math Intervention Instructional Schedules - Secondary

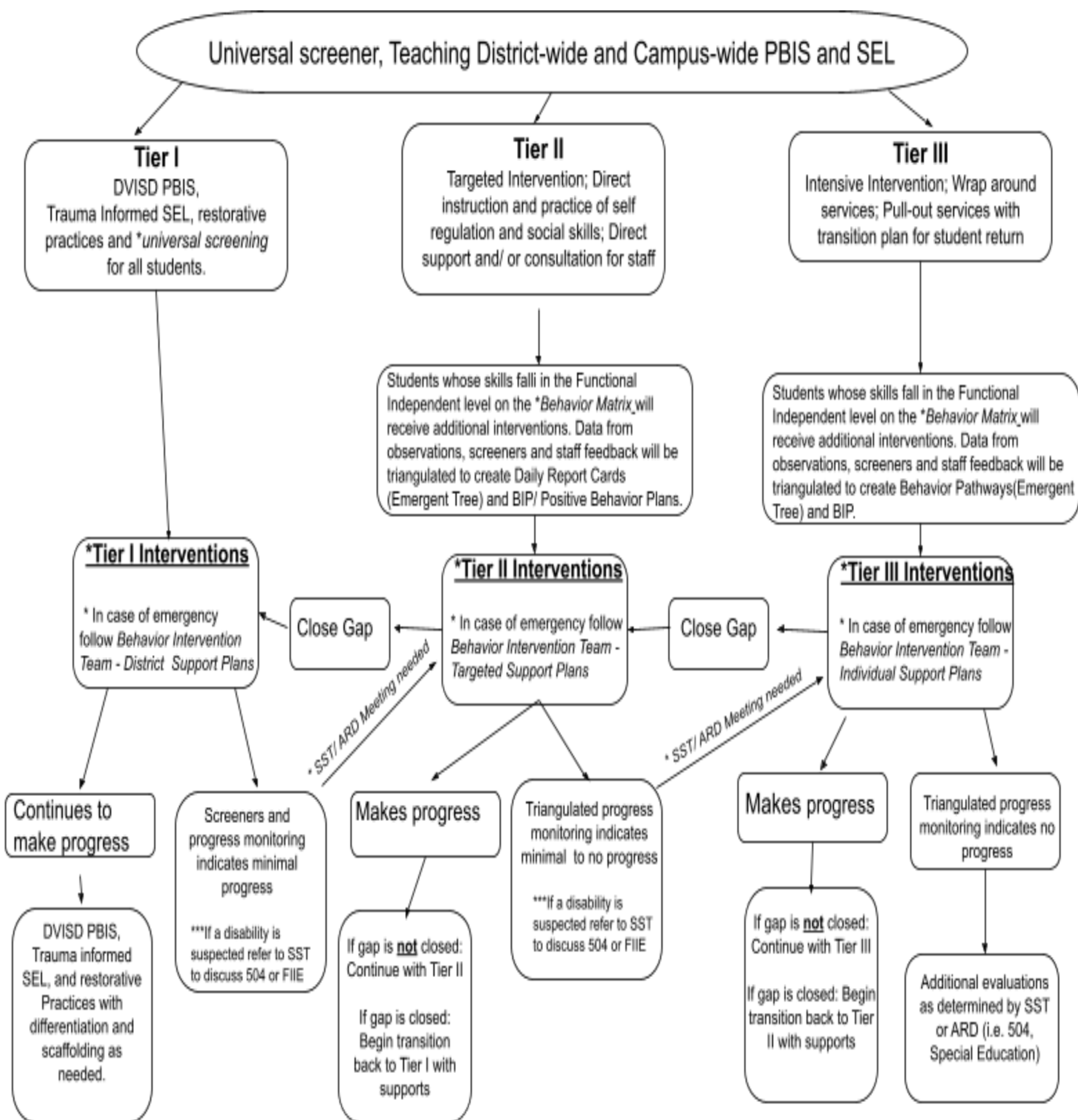
Instructional Schedule				
<u>Scope and Sequence</u>				
*Utilize timers to ensure pace is followed*				
Monday	Tuesday	Wednesday	Thursday	Friday
<u>Warm up</u> - Fact Fluency  5 minutes	Warm Up - <u>Build relationships</u>  5 minutes	<u>Warm up</u> - Fact Fluency  5 minutes	Warm Up - <u>Build relationships</u>  5 minutes	<u>Problem Solving</u>  7 Minutes
<u>Problem Solving</u>  7 Minutes	<u>Problem Solving</u>  5 Minutes	<u>Problem Solving</u>  7 Minutes	<u>Problem Solving</u>  5 Minutes	
<u>Concept Lesson</u>  20 minutes	<u>Small group rotation</u>  <u>Guided math group</u>  30 minutes	<u>Concept Lesson</u>  20 minutes	<u>Small group rotation</u>  <u>Guided math group</u>  30 minutes	Data talks, conferencing and <u>goal setting</u>  20 minutes
<u>Practice with a small group as needed.</u>  7 minutes		<u>Practice with a small group as needed.</u>  7 minutes		<u>Formative Assessment</u>  15 minutes
<u>Exit Ticket - Quick Write</u>  5 minutes	<u>Verbal Practice</u>  5 minutes	<u>Exit Ticket - Quick Write</u>  5 minutes	<u>Verbal Practice</u>  5 minutes	



# **Tiered System of Behavior Supports and Interventions**



## DVISD Response to Intervention Framework Flowchart - Behavior



## **DVISD Response to Intervention Overview - Behavior**

Behavioral RtI is a component of DVISD's multi-tiered systems of support (MTSS), a four tiered problem-solving approach for developing sound delivery of increasing academic, social-emotional, and behavioral supports for students. The behavior problem-solving process of MTSS is designed to alleviate the stress of students' social-emotional difficulties as well as to address chronic misbehaviors that disrupt a student's learning and/or the learning of others. RtI documents a change in a student's social-emotional wellness and behavior as a result of applying the tiered framework of intensifying levels of intervention.

Behavior RtI includes prevention-focused activities integrating SEL, PBIS, and restorative practices.

**Tier 1:** In behavioral RtI , the broadest coverage of preventive strategies and supports occur in Tier I (universal school-wide social-emotional and behavioral practices) and is delivered by all staff to all students.

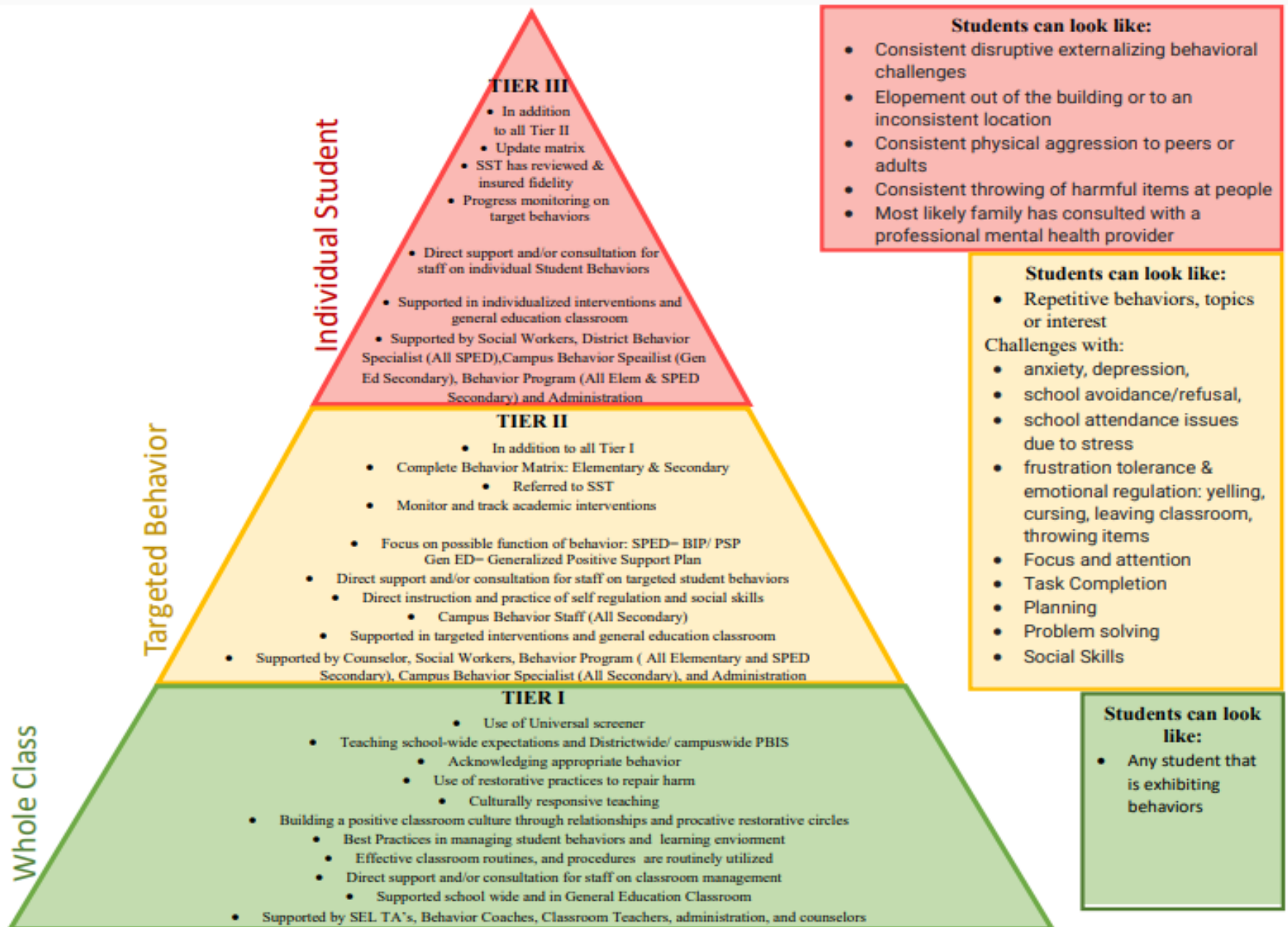
**Tier 2:** The intensified interventions of Tiers 2 and 3 are designed for those students who need more than proactive and preventive universal supports of Tier I. It is important to note that only about 8 to 10 percent of students will need a layer of intervention beyond Tier 1.

**\*\*SECTION 504** supports take place in the general education setting and are introduced in late Tier 2 and Tier 3, prior to a referral for special education.

**Tier 3:** Those students with Tier 3 plans are in need of services designed and delivered by behavior interventionists and sometimes special education supports.

**\*\* RtI is not special education.** The regulations at 34 CFR §300.301(b) allow a parent to request an initial evaluation at any time to determine if a child is a child with a disability. The use of RtI strategies cannot be used to delay or deny the provision of a Full and Individual Initial Evaluation, to a child suspected of having a disability.

## Tiered System of Support - Behavior



## **Student Behavior Supports and Interventions**

Del Valle ISD behavior interventions provide a continuum of services throughout the district.

Behavior support and interventions are data-driven and provided to students who demonstrate skill deficits related to social, emotional and/or behavioral learning.

Tier 1, Tier 2, Tier 3 General Education Campus Staff

- 2 Gen. Ed Behavior Instructional Coach
- 3 Middle School General Education Behavior Staff
- 3 Middle School General Education Behavior TAs
- 1 High School General Education Behavior Staff
- 1 DAEP General Education Behavior Specialist

Special Education District Behavior Specialist

- 3 Special Education District Behavior Specialists

## **Appendix**

### **Notification for Interventions + SST Meetings**

Parents should be notified of the SST meetings and the interventions that their child is receiving. This is a TEA requirement. However, parent consent is NOT REQUIRED for the provision of interventions, only notification.

### **Prior to requesting Student Support Team (SST) request**

A grade level team meeting is held prior to a teacher initiating an SST request. The grade level team works together to review concerns and identify Tier I research-based interventions to implement to support the student. These interventions/practices are measurable with defined outcomes for a minimum of a 2-week period. Data is collected with consistency and fidelity, before the follow-up meeting is scheduled. The follow up meeting is scheduled with the grade level team to determine if the plan is working. Document of these meetings are uploaded and or journaled in the journal section of Eduphoria along with the parent communication of the informal meetings and progress monitoring.

### **A SST Meeting May Occur When**

- The grade level team data and progress monitoring indicates that additional interventions are needed to support the student's needs
- A student is receiving a high number of referrals
- A student is receiving a high number of absences
- A student receives an outside diagnosis
- A student has transferred with data of prior SST meetings and or RtI services
- The student has been in SST and the progress monitoring needs to be reviewed
- A parent/family/guardian/adult student requests a 504 evaluation
- A parent/family/guardian/adult student requests a Special Education evaluation
- This list is not exhaustive

### **Student Support Team (SST) Meeting**

An SST uses a problem-solving approach for developing sound delivery of increasing academic, social-emotional, and behavioral supports for students and staff. The SST meeting could range from a campus staffing to review intervention data and progress monitoring to a meeting with parents to discuss student needs.

### **Interventions Section 504 and Special Education**

#### **Section 504**

Section 504 should be considered for students who are having an impairment in any major life activity. If you have enough documentation to give testing accommodations through RtI, then you probably have enough data to initiate a 504 referral. Any student who DNQs or is dismissed from Special Education should be referred for a Section 504 meeting and/or evaluation.

#### **Special Education**

Once a student is receiving services through Special Education, the Admissions Review and Dismissal committee is the deciding group for interventions, supports, additional evaluations, etc.

Once a student is evaluated and if the student begins to receive specially designed instruction, the student is still entitled and should continue to receive intervention through RtI. All special education students are general education students first, therefore they are entitled to all of the support and interventions as a general education student.

## **Student Progress Monitoring**

### **Reading**

[Elementary - Student \(Self\) Progress Monitoring Folder](#)

[Elementary - Student Data Tracker](#)

Secondary - Student Data Tracker

### **Math**

[Elementary Data Folder Resources](#)

[Do The Math Progress Monitoring Template](#)

[Secondary Data Folder Resources](#)

## **Parent Communication**

[RtI/SST Parent Letter - English](#)

[RtI/SST Parent Letter - Spanish](#)

## **Elementary Resources**

### **Reading**

[Elementary Reading Intervention Resources Hub](#)

### **Math**

[Elementary Math Intervention Resources Hub](#)

Student Support Team (SST) Handbook

[RtI Parent Letter \(English\) - Elementary](#)

[RtI Parent Letter \(Spanish\) - Elementary](#)

[DV - Elementary District Assessment Progress Letter \(Parent\) - English](#)

[DV - Elementary District Assessment Progress Letter \(Parent\) - Spanish](#)

## **Secondary Resources**

[Secondary Reading Intervention Resources Hub](#)

[Secondary Math Intervention Resources Hub](#)

[RtI Parent Letter \(English\) - Secondary](#)

[RtI Parent Letter \(Spanish\) - Secondary](#)

[DV - Secondary District Assessment Progress Letter \(Parent\) - English](#)

[DV - Secondary District Assessment Progress Letter \(Parent\) - Spanish](#)