The following information is meant to be a guide to help schools appropriately place students in Tier 3 and/or Tier 4 programs to meet their needs. The programs have been researched by the 2010 27J Reading Intervention Task Force comprised of 25, K-12 educators, the 2010 27J Math Intervention Task Force comprised of 20, K-12 educators and the 2010 English Language Proficiency task force comprised of 14 teachers. Programs that have been approved have undergone multiple rounds of research by the educators. They have been approved by the 27J Student Achievement Team and have been district approved and adopted for use in all recommended grade levels across the district.
Reading and Math Assessment and Intervention Guide

Documents Include:
27J Instructional Model .................................................................................................................. 1
Problem Solving process information .......................................................................................... 2
Progress Monitoring Guide ........................................................................................................ 4
Approved Reading Assessments ............................................................................................... 6
Tier 3 Approved Reading Intervention Programs ...................................................................... 11
Reading Grade Level Flowcharts .............................................................................................. 18
Gifted and Talented Reading and Math Information ................................................................. 24
Tiers 3 & 4 ELL Assessment and Instructional Programs ............................................................ 25
ELL Grade Level Flowcharts ...................................................................................................... 29
K-3 Spanish Flowcharts ............................................................................................................. 32
Tier 4 Reading Intervention Flowchart ....................................................................................... 35
Approved Math Assessments .................................................................................................... 41
Tier 3 Approved Math Intervention Programs ............................................................................ 43
Math Grade Level Flowcharts .................................................................................................... 46
Gifted and Talented Reading and Math Information ................................................................ 57
Tier 4 Math Intervention Flowchart ........................................................................................... 58
Recognition Page ...................................................................................................................... 66
27J Instructional Model

Purpose
Our mission is to ensure that all students have the knowledge, skills and behaviors needed for present and future competence and success. Our goal is to guarantee rigorous thinking and learning by ensuring that all students at a minimum make a year's growth through delivery of appropriate instruction resulting in increased graduation rates, ACT performance and college and career readiness. This model outlines the Response to Intervention for all students in 27J and enables us to plan the instruction and intervention needed in order to deliver quality instruction, according to need rather than label.

Leaders in 27J
27J leadership exists in multiple roles to support the 27J Instructional Model. Leaders align systems, practices and data in order to communicate often about the understanding of the 27J Instructional Model and provide focus in the implementation of the model. Leaders provide and participate in professional development and coaching on high quality instruction and learning.

Instruction
We believe that all students are entitled to the time, focus, and intensity of instruction and behavior so that they will become owners of their thinking and learning. The framework for instruction is identified in the Seven Strategies for Formative Assessment. The 27J Intervention Guide outlines the use of data to inform instruction in Tiers 3 and 4.

Curriculum
We believe that student achievement is grounded in a written district curriculum that is respected, implemented, and monitored. Quality curriculum is informed by standards, and provides focus, when articulated from grade level to grade level.

Tier 1
The high quality instruction/behavior expectations found in the general classroom.

Tier 2
Scaffolding of instruction/behavior for individuals or groups of students that can be accomplished in the general classroom.

Tier 3
Intervention involving such time, focus, and intensity in instruction/behavior that it is delivered in addition to the general classroom in Tier 1 and Tier 2 instruction.

Tier 4
Individualized programming for students in instruction/behavior.

Assessment
We have a balanced assessment framework that describes the assessments in use in 27J, and their purpose. Along with the balanced assessment framework, classroom formative assessment is used to inform instruction based on student needs. The 27J Intervention Guide outlines assessments to support decision making for students.

Professional Development
27J staff has the responsibility to learn and grow in their role as they implement the instructional model. The district's professional development is designed to support staff in fulfilling their role, and increasing their professional growth.

Collaboration
27J staff works to collaborate in order to make decisions about adjustments to instruction in the classroom. They also use systems and data to support the implementation of all tiers of the instructional model.
Purpose of the Problem Solving Team process:

- General education process where the intervention team, parents and teachers work together as effective problem solvers in order to uncover the underlying reasons a student is struggling, using data collection.

- Provide a continuum of services for **ALL** students.

- Student-specific process where interventions are aligned with the individual student’s needs according to diagnostic testing data.

- Employ research based strategies/interventions and quality instruction to promote student success.

- **Collect data** to monitor student’s response (progress monitoring) towards grade level to the research-based intervention plan.

- Once Tiers 1, 2 and 3 instruction and interventions have been implemented and progress monitored, meaning all programing, instructional strategies and variables are exhausted, **with no significant change in the aimline, the data begins to show the possibility for a referral for a special education assessment. The problem solving team is no longer the gateway to special education.**

How do the Instructional Model and the Assessment and Intervention Flowchart support the 27J Problem Solving Team process?

Questions to consider:

- Does the intervention address the targeted concern?

- Have accommodations/strategies been provided according to individual learning needs? Has the instructional presentation, response, environment and timing been considered based on individual learning needs? (ie students needing fidget toys, small group, breaks.)

- Does the intervention align with the hypothesized cause of the concern based on diagnostic testing?

- Were parent(s) and student involved in developing the intervention?

- What structures will be put in place to successfully carry out the intervention and assessments with fidelity to meet student needs?

- What materials, supplies, support are needed for implementation and/or data collection?
At the follow-up meeting, Problem Solving Teams should consider:

- Were the interventions carried out with fidelity?
- Were adjustments made to the instructional presentation, environment, response and timing within the intervention as a result of ongoing progress monitoring?
  
  o **What is progress monitoring?** Progress monitoring is a researched-based practice that regularly (weekly, biweekly, or monthly) measures students’ academic or behavioral progress in order to evaluate the effectiveness of teaching practices and to make informed instructional decisions towards grade level goals and specific targeted skills.

  o **All Tier 3 students should have progress monitoring towards grade level a minimum of every 3 weeks in the targeted area.** After 3 progress monitoring sessions without growth, change the intervention and continue with the Problem Solving Team process.

- Is the student benefiting from the interventions as evidenced in progress monitoring data?
- Is the achievement gap with grade-level peers closing?
- Does the student need ongoing supports and services to benefit from general education?

Questions to consider when thinking of referral to SPED

- **Once Tiers 1, 2 and 3 instruction and interventions have been implemented and progress monitored, meaning all programing, instructional strategies and variables are exhausted, **with no significant change in the aimline, the data begins to show the possibility for a referral for a special education assessment. **The problem solving team is no longer the gateway to special education.**

Gap Analysis

- Is used to determine if the student is learning at the same rate as their peers even if they are below grade level.
- Is used to determine a student’s response to an intervention as well as to determine what the intensity level of an intervention should be.
- Is calculated by dividing the expected benchmark by the student’s current performance.
- Needs to be conducted regularly throughout the intervention process to determine sufficient progress and response to intervention.
Progress Monitoring: Applicable to all Tier’s

- Brief measures given more frequently to determine if students are making adequate progress or need further changes to variables within the intervention to achieve grade level.
- Provides information on the effectiveness of instruction/interventions towards skills acquisition.

Progress Monitoring Assessments: Progress monitoring assessments are brief and given periodically to determine whether students are making adequate progress. Progress monitoring assessment data should be collected, evaluated, and used on an ongoing basis for the following purposes:

- Determine rate of a student’s progress towards achieving grade level and targeted skill.
- Provide information on the effectiveness of instruction and to modify variables within the intervention if necessary (See Selecting and Using Accommodations for Instruction and Assessment)
- Identify the need for additional information
- Analyze and interpret gaps between (like peers, typical peers, classes, demographic groups, etc).

*Please see progress monitoring guidelines in the Reading and Math Assessment and Intervention guide (Approved Reading/Math Intervention section of the flowchart)

How to determine if an intervention is helping a student make progress?

- After diagnosing learning gap and appropriate intervention is selected, determine progress monitoring tools for grade level as well as specific skills that will be taught to meet the grade level target.
  - Determine how often the progress monitoring tool will be used.
  - Begin intervention. Student participates in intervention for appropriate amount of time.
  - Administer progress monitoring tool.
    - Determine if progress is being made.
    - If progress is not sufficient toward measureable goal, determine minor changes (schedule, timing, small group, noise level, etc.) * See Selecting and Using Accommodations for Instruction and Assessment chart for changes that could be made to an intervention based on progress monitoring.
  - Continue intervention for appropriate amount of time with applied changes.
  - Administer progress monitoring tool.
    - Determine if progress is being made.
    - If progress is not sufficient toward measureable goal, determine minor changes (schedule, timing, small group, noise level, etc.) * See Selecting and Using Accommodations for Instruction and Assessment chart for changes that could be made to an intervention based on progress monitoring.
  - Continue intervention for appropriate amount of time with applied changes.
  - Administer progress monitoring tool.
    - Determine if progress is being made. If progress is being made, continue intervention.
    - If progress is not being made, then a re-evaluation of student diagnosed needs should be commenced. (Further diagnostic and program planning needs to be determined.)
    - Continue this ongoing process to find a successful instructional solution for the student, this process may take some time.
• Upon decision of appropriate intervention, determine progress monitoring tool for specific skill that will be taught.
  • Determine how often the progress monitoring tool will be used.
  • Intervention should begin.
  • Student participates in intervention for given amount of time.
  • Administer progress monitoring tool.
    o Determine if progress is being made.
    o Determine if minor changes need to be made to intervention based on progress monitoring outcome.
  • Student participates in intervention for given amount of time.
  • Administer progress monitoring tool.
    o Determine if progress is being made.
    o Determine if minor changes need to be made to intervention based on progress monitoring outcome.

If student continues to show he/she is not making progress, steps to begin or continue at a deeper level with the building problem solving team (see information on PST process) should begin.

This document is a guide as to how an intervention process may play out for a student who is struggling in any academic or behavior area.

There is no set number of data flat-lining points to then activate a deeper look in to the student. It is not a checklist with a given number, THIS IS A GUIDE!
12-K Approved Reading Assessments

Please see grade level flowchart for sequence of administration.
Please see Assessment Timeline for dates of assessments.

*Must be trained in the administration of the following assessments by an approved trainer.

Current State Assessment (grades 3 – 10)
Please use current CDE information and guidelines.
Used as a Screener/Outcome

NWEA (grades 2-10 & grades 11-12 ILP/Intervention students)
Each test takes 40-55 minutes to complete and tests are given 3 times a year.
Computer Based

MAP Mathematics, Reading, and Language Usage tests are unique in that they adapt to each student’s ability, accurately measuring what a child knows and needs to learn. In addition, MAP tests measure academic growth over time, independent of grade level or age. Most importantly, the results educators receive have practical application to teaching and learning. MAP test results provide educators with timely information that guides instructional planning and school improvement.

Screener/Outcome/Diagnostic with DesCartes

DIBELS Next (Grades K-5)
(One-on-one, 1 minute)

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

DIBELS Next are comprised of six measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text reading comprehension, and vocabulary. DIBELS Next composite score provides the best overall estimate of the student’s early literacy skills and/or reading proficiency. DIBELS Next was designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

DIBELS Next testing:
- FSF – First Sound Fluency (K)
- PSF- Phoneme Segmentation Fluency (K,1)
- LNF – Letter Naming Fluency (K,1)
- NWF – Nonsense Word Fluency (K,1,2)
- DORF – DIBELS Oral Reading Fluency with Retell (1-5)
- DAZE – Reading Comprehension (3-5)

Screener/Diagnostic/Progress monitoring

Progress Monitoring towards specific skills being taught

Houghton Mifflin Phonics/Decoding Screening Test (Grade 1)
*(One-on-one, 15-20 minutes)*

The Phonics/Decoding Screening Test assesses the phonics-related skills that have a high rate of application in beginning decoding. Each task presents a number of lists of letters and words for the student to identify or decode. Psuedowords, or make-up words, are included since the student must use decoding skills to correctly pronounce these words and cannot have memorized them. These assessments are best used to plan instruction for students who lack basic decoding skills and to develop instructional groups. They may be administered after instruction to assess progress.

Diagnostic/ Progress monitoring

Really Great Reading Diagnostic Decoding Survey (grades 1.5 - 12)
*(One-on-one, 10 minutes)*

The diagnostic Decoding Surveys enable one-on-one assessment of phonics skills for struggling readers from the middle of first grade through adulthood. For students with decoding weaknesses, the surveys can be used to identify which skills have already been mastered and which are weak.

The **Beginning Decoding Survey** assesses students’ ability to read high-frequency words and single-syllable decodable words with short vowels, digraphs, and blends.

The **Advanced Decoding Survey** assesses how well students read unfamiliar single-syllable decodable words with more advanced vowel patterns. The Advanced Decoding Survey also assesses a student’s ability to read familiar and unfamiliar multi-syllable words.

**Grouping Matrix**
The Grouping Matrix is an easy way to use data from the Diagnostic Decoding Surveys to group students for decoding instruction. It is a password protected, web-based program that groups students in the middle of 1st grade and beyond according to the degree of their decoding abilities. Direct on-line data entry and reporting allows you to immediately receive reports with grouping information and instructional recommendations.

Diagnostic/Progress Monitoring
CORE Reading Assessments

- **Phoneme Segmentation (grades 6-12)**
  *(One-on-one, 5-10 minutes)*

  This measure for grades 2-12 assesses the student’s ability to break a word into its component phonemes, or sounds. This assessment can be used as a screening measure, a progress monitoring measure, and a specific skill measure.

  **Diagnostic/Progress Monitoring**

- **Phonics Survey (grades 6-12)**
  *(One-on-one, 10-15 minutes)*

  This measure assesses the phonics and phonic-related skills that have a high rate of application in beginning reading. Each survey presents a number of lists of letters and words for the student to identify or decode. Pseudowords, or made-up words, are included since the students must use decoding skills to correctly pronounce these words and cannot have them memorized. This assessment can be used as a screening measure, and also as outcome measures, providing data about growth and mastery at the end of an instructional period. As a diagnostic measure, it can indicate whether or not a student needs instruction in selected phonics concepts, or if further assessment is needed.

  **Diagnostic/Progress Monitoring**

- **Vocabulary Screener (grades 1-12)**
  *(Group or individual, 10-20 minutes)*

  This measure assesses how well students know the meaning of grade level words they read silently. The task involves reading a word in a box and choosing which of three answer choices means about the same as the word in the box. It is a pure measure of reading vocabulary in that there is no need to comprehend text in order to complete the task and there is no context to provide clues to the meaning of the word. This assessment is a screener that helps identify students whose vocabulary knowledge is significantly lower than that of their peers.

  **Diagnostic/Progress Monitoring**

- **Reading Maze Comprehension Test (grades 6-12)**
  *(Group or individual, 3 minutes)*

  This assessment is a measure of how well students understand text they read silently. It is based completely on the text. After the first sentence, every seventh word in the passage is replaced with the correct word and two distracters. Students choose the words from among the three that fits best within the rest of the passage. This assessment identifies those students who do not have semantic and syntactic accuracy and measures changes in their reading behaviors as a result of instruction or practice.

  **Diagnostic/Progress Monitoring**
Comprehension and Oral Reading Fluency Assessment options:

The following assessments are to be used to gauge comprehension and an oral reading fluency rate. They are designed to assess more in other component areas, but we recommend only using the data for comprehension and fluency as there are better assessments for the other components listed above.

To determine oral reading fluency rate, use QRI, BRI or DRA grade level reading passages and time for one-minute.

**Qualitative Reading Inventory - QRI (Pre-12)**

*(One-on-One 20 minutes)*

Materials effectively assess reading ability at emergent through high school levels. Qualitative Reading Inventory-5 includes both narrative and expository passages at each grade level, questions to assess prior knowledge, and word lists. Instructors can measure comprehension by retelling passages, implicit and explicit questions, and other devices. Based on the latest reading research, this comprehensive inventory focuses assessment on specific questions regarding word identification, fluency, and comprehension.

*Screener- Elementary Only /Progress Monitoring/Diagnostic*

1. **Diagnostic Reading Assessment - DRA (Pre-5)**
   *(One on One 30-45 Minutes)*

The Developmental Reading Assessment (DRA) is a series of leveled books and recording sheets designed to allow teachers to determine students' reading accuracy, fluency, and comprehension levels. DRA data are collected at the end of each grading period (cycle) to determine student progress. Students are determined to be near, at, or above grade level, below grade level, or significantly below grade level based on their performance on the assessment relative to their grade level status.

*Screener- Elementary Only /Progress Monitoring/Diagnostic*

2. **Basic Reading Inventory – BRI (Pre-12)**
   *(One on One 20 minutes)*

Basic Reading Inventory (BRI) is an easy-to-use, individually administrated informal reading assessment which identifies students’ strengths and weaknesses in reading. This all-in one package includes all of the tools needed for teachers to assess, interpret, and develop responsive reading instruction for administering, scoring, and interpreting the BRI.

*Screener- Elementary Only /Progress Monitoring/Diagnostic*
Additional Assessments

Lexia Quick Reading Testing (K-12)

QRT is a series of computer-based screening tests designed to determine students’ strengths and weaknesses in real- and non-word decoding skills. QRT is comprised of four modules: Letter Sounds, Level A, Level B, and Level C. See the table below for a list of skills assessed in each module. Levels A, B, and C include real-word tests and non-word tests. The real-word tests assess the ability to read real words and the non-word tests assess the ability to apply phonic principles to read unfamiliar “words.” Since efficient reading also requires the automatic recognition of words that do not have regular sound/symbol correspondence, sight words are included in the real-word tests.

Diagnostic/Progress Monitoring

TOSCRF – Test of Silent Contextual Reading Fluency (6-12)

The TOSCRF uses word identification, word meaning, word building, sentence structure, comprehension, and fluency to measure a student’s ability to recognize words accurately and efficiently. Students read short passages comprised of contextually related words, ordered by reading difficulty, all in uppercase letters without any spaces or punctuation in between the words (e.g., AYELLOWBIRDWITHBLUEWINGS). Students draw a line between the boundaries of as many recognizable words as possible within three minutes. The passages become more complex in content, vocabulary, and grammar.

Diagnostic/Progress Monitoring
School District

12-K Tier 3 Approved Reading Intervention

This is IN ADDITION TO, Tiers 1 & 2 high quality instruction with appropriate and approved materials and programs.

Tier 3 includes ALL students (SPED, ELL, Title 1, GT, ILP).

- A small percentage of students require more support in acquiring vital reading skills than Tiers 1 and 2 instruction provides. For these students, Tier 3 provides additional instruction that is more explicit, more intensive, and designed specifically to meet the students individual needs/learning gaps. The goal of intervention is to accelerate the learning to close the learning gap.
  - Also provided are extensions for those students who have already mastered grade level targets.
  - Specific assessment and interventions have been included for English Learners that focus on the four domains of learning a new language.

- Teacher Quality x Time = Growth
  - Growth will happen when the intervention program is used with fidelity.
  - The program will not make the growth by itself. The level of high quality instruction is what will make the difference. The quality of instruction can be increased when the instructor knows what the student needs are and is able to provide time, focus and intensity in that area.
  - The quantity of instructional time needs to be increased to match individual student learning gaps. The goal is to sequence instruction from where the student is to their grade-level goal.

- The following programs are district approved as of spring 2010.

- Please check before ordering materials as we have negotiated better pricing and contracts if other fees apply.

- Programs currently in buildings can still be used but additional materials for these programs shall not be purchased. To find out where these programs fit in the flowchart please contact Susan Herll at x7608 or Stacy Freeman at x2804.
K-12 Tier 3 Approved Reading Intervention Programs

Early Success/Soar to Success

Recommended group/class size is 6
Recommended Time: 30 minutes daily depending on grade level and student need
http://www.eduplace.com/intervention/soar/overview.jsp

Reading Intervention for EARLY SUCCESS™ is a research-based reading intervention program for students in grades 1 and 2 who need extra support to become proficient, grade-level readers. It is a small group model (5-7 students) that provides 30 minutes of daily instruction that is in addition to the core reading/language arts program. The daily lesson plan provides explicit, direct instruction in a three part lesson plan: Rereading for Fluency, Reading the Books of the Week and Working with Words/Writing Sentences.

Houghton Mifflin has released an updated version of Early Success, it is now Soar to Success K-8. Soar to Success © 2008 is a K–8 intensive intervention program designed to meet the needs of struggling readers. For Grade 1 and Grade 2, 60 decodable stories are the basis for 30 books at each level. Each of these books contains one fiction and one nonfiction text designed to reinforce phonics skills and high-frequency words. There are a total of 28 weeks of instruction at each grade level. There is a consumable student guide to practice the skills taught during the week. In addition, consumable Letter Cards, Word Cards, Picture Cards, Manipulatives, and Sound Spelling Cards support all primary instruction.

Progress Monitoring toward grade level: DORF
Progress Monitoring toward skill acquisition: Program running record with retell

F.A.S.T. Reading System

Recommended group/class size is 6
Recommended Time: 30-45 minutes daily
http://fastlearningllc.com/

F.A.S.T. combines the best of systematic phonics, auditory processing, and literature-based instruction to create a streamlined, hands-on program that includes immediate reading application.

This program provides:

- Lessons taught in as little as 30 minutes, with entire classrooms, small groups, or one-on-one.
- Differentiated instruction through multiple entry points, so your students can move easily among skill levels, depending on their needs.
- A hands-on, multi-sensory approach including magnetic letters and boards.
- Abundant opportunities for students to transfer their new phonetic skills to immediate practice in reading, writing, and spelling.
- Highly engaging, decodable books that children love to read.

Progress Monitoring toward grade level: DORF
Progress Monitoring toward skill acquisition: FAST Spelling Inventory (test current concepts being instructed)
Six Minute Solutions

Recommended one-on-one or partners
Recommended Time: Tier 3 can range from 6 minutes to 15 minutes depending on target of practice/instruction.

Six Minute Solutions is a reading fluency program where same-level student pairs, do repeated readings of one-minute nonfiction passages as their partners note the number of words read correctly, which is 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.

**Progress Monitoring toward grade level:** DORF
**Progress Monitoring toward skill acquisition:** DORF

Read Naturally

Recommended Time: 30 minutes at least 3 times a week
Recommended Group Size: 6 students or less
http://www.readnaturally.com/

Read Naturally provides engaging nonfiction material on paper, appropriate for a student’s age and skill level, with audio support on cassettes or audio CDs. Using teacher modeling and repeated reading and the appropriate curriculum, students can improve their fluency, and develop phonics skills, improve vocabulary, and promote comprehension.

Students read along to a recording of the story (teacher modeling) and then practice reading the story on their own, timing themselves until they can read it at a predetermined goal rate (repeated reading). They graph their initial and final scores. The graphs show the students’ progress over successive stories, which provide positive reinforcement, boosting their confidence and motivating them to continue reading.

**Progress Monitoring toward grade level:** DORF
**Progress Monitoring toward skill acquisition:** DORF

Soar to Success

Recommended group/class size is 6
Recommended Time: 30 – 45 minutes
http://www.eduplace.com/intervention/soar06/prod_overview/index.html

Fast-paced structured lessons focus on comprehension strategies that transfer to all reading. Eighteen paperback trade books comprise each level. Each sequenced collection starts at an easy level and gradually becomes more difficult. Content is age-appropriate.

- Systematic, scaffolded, small-group instruction in comprehension and the use of proven strategies, including decoding, reciprocal teaching, and graphic organizers
- A comprehensive Teacher’s Manual with complete lesson plans plus effective assessment tools
- 18 authentic trade books per level, sequenced from easy to more challenging, grade-level reading.

**Progress Monitoring toward grade level:** DORF
**Progress Monitoring toward skill acquisition:** Soar to Success Retelling Protocols
Lexia Reading:  
Recommended Time: 20 minutes daily  
http://www.lexilearning.com/  

- Lexia research shows the greatest gains when it is accompanied by small group direct instruction by a teacher.

Lexia Early Reading  
**Grades PreK–1 approved**  
*1 child to 1 computer (small group instruction recommended)*

Lexia Early Reading is a web-enabled reading program that reinforces both emergent literacy skills and introduces students to basic computer skills.  
- Kindergarten students can work independently on targeted skills following brief instructions  
- Activities in Early Reading help students practice early basic reading skills  
- Interactive activities branch automatically, providing practice where needed and automatically advancing students as they master skills  
- Students using the program build speed and accuracy in phonemic awareness and phonics  
- Explicit, systematic, and multi-sensory practice activities engage students’ auditory, visual, and kinesthetic senses  
- Easy-to-read Reports provide teachers with invaluable information about students’ progress and skill development.

Lexia Primary Reading  
**Grades PreK-3 approved**  
*1 child to 1 computer (small group instruction recommended)*

Lexia Primary Reading is a web-enabled reading program designed to help all students master basic reading skills. Students using Lexia Primary Reading work independently through 5 levels of reading skill development.  
Lexia Primary Reading provides:  
- Engaging activities, keeping students focused and enthusiastic  
- Automatic branching offering appropriate practice for individual students  
- Directions for using the activities both in English and Spanish  
- Easy-to-read Reports with invaluable information about students’ progress and skill development.

Lexia Primary Reading now offers paper-based [scripted lesson plans and practice sheets](http://www.lexilearning.com/) that are easy to use and correlated to the skills and activities within the program.

Lexia Strategies for Older Students  
**Grades 1-5 approved**  
*1 child to 1 computer (small group instruction recommended)*

The activities in Strategies for Older students are specifically designed to remediate basic reading skills while offering age-appropriate content and interface. The focus of the activities helps students increase automatic word recognition by reinforcing phonemic elements and sound symbol relationships. Activities in Strategies for Older Students provide extensive practice in everything from basic phonological awareness to advanced word attack skills. Lexia Strategies for Older Students provides:  
- A broad range of activities (basic to advanced) enabling readers of all levels to improve their skills.  
- Interactive exercises which branch automatically, providing practice where needed and increasing in difficulty when the student is ready.  
- Students with independent work, thereby increasing confidence in their skills.  
- Directions in Spanish; aiding non English-speaking students to progress more quickly.  
- Easy-to-read Reports for teachers that assist with their instructional planning.

**Progress Monitoring toward grade level:** Progress monitoring is measured by the computer program and reports  
**Progress Monitoring toward skill acquisition:** Progress monitoring is measured by the computer program and reports
System 44

Recommended group/class size is 12-15 in a 45-60 minute period or in conjunction with Read 180
http://teacher.scholastic.com/products/foundational_reading_phonics/system44/index.htm

System 44 is a foundational reading and phonics program designed for our most challenged, struggling readers in Grades 3–12. Many of these students are not motivated and disenfranchised from school as the result of years of academic failure. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered. The program invites students to “crack the code” and join the community of readers, and provides educators with a comprehensive set of tools to meet this challenge.

Progress Monitoring toward grade level: Progress monitoring is measured by the computer program and reports
Progress Monitoring toward skill acquisition: Progress monitoring is measured by the computer program and reports

READ 180 Reading Intervention Program

Recommended group/class size is 15-18 for a 90 minute block
Recommended group/class size is 15 for block less than 90 minutes
http://teacher.scholastic.com/products/read180/

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.

Progress Monitoring toward grade level: ORF/MAZE
Progress Monitoring toward skill acquisition: RSkills Tests

Phonics Boost

Recommended group/class size is:
12 students –mild needs
8 students – moderate needs
6 students – significant needs
3 students – severe needs

Recommended Time: 30, 45 or 60 minutes daily
http://rgrco.com/

Phonics Boost, teaches students to read more accurately and to improve their fluency and comprehension. Phonemic awareness, phonics, word attack, and fluency are at the heart of the lessons. The lessons are
multisensory, systematic, and explicit.

**Phonics Boost** is a set of 80 lessons for students in grades 2-12 who have **significant** decoding weaknesses and for students in grades 2-3 who have mild or moderate phonics difficulties. The lessons teach phonemic awareness, phonics concepts, word attack skills, and basic vocabulary and comprehension skills. The lessons can be completed in 20 weeks if classes are 50-60 minutes every day. Students' accuracy, fluency, and comprehension improve when they acquire the skills taught and practiced.

**Phonics Blitz**

*Recommended group/class size is:*

- 12 students – **mild needs**
- 8 students – **moderate needs**
- 6 students – **significant needs**
- 3 students – **severe needs**

*Recommended Time: 30, 45, 60 Minutes daily*


**Phonics Blitz** teaches students to read more accurately and to improve their fluency and comprehension. Phonemic awareness, phonics, word attack, and fluency are at the heart of the lessons. The lessons are multisensory, systematic, and explicit.

**Phonics Blitz** is a set of 40 lessons for students in grades 4-12 who have mild or **moderate** decoding difficulties. The lessons teach phonemic awareness, phonics concepts, word attack skills, and basic vocabulary and comprehension skills. The lessons can be completed in 10 weeks if classes are 50-60 minutes every day. Students' accuracy, fluency, and comprehension improve when they acquire the skills taught and practiced.

**Phonics Blitz** and **Boost** lessons teach the same phonics concepts. Students do not progress from one set of lessons to another. Rather, they are placed in the appropriate set of lessons according to the level of their decoding weaknesses. Lessons are most effective in small groups with 6-12 students, depending on the level of the students' reading weakness.

Students placed in **Phonics Boost** need a slower pace and more practice to improve accuracy and fluency than students who are placed in **Phonics Blitz**.

**Progress Monitoring toward grade level:** ORF

**Progress Monitoring toward skill acquisition:** DDS
Materials for Gifted and Talented Students:

**William and Mary Materials**

*Recommended Group Size: Small or Whole Group*
*Recommended Time: 30 minutes at least 4 times per week*

[http://cfge.wm.edu/curr_language.htm](http://cfge.wm.edu/curr_language.htm)

The William and Mary language arts curriculum is an integrated program of study that emphasizes all four strands of language arts instruction: literature, writing, oral communication, and language study. Moreover, because the program is designed for high-ability learners, there is a strong emphasis on higher level thinking and concept development within the language arts and across to other disciplines.

**Progress Monitoring toward grade level:**

Students are already at grade level. Benchmark student growth with NWEA.

**Jacob’s Ladder K-8**

The *Jacob’s Ladder Reading Comprehension Program* targets reading comprehension skills in high-ability learners by moving students through an inquiry process from basic understanding to critical analyses of texts, using a field-tested method developed by the Center for Gifted Education at the College of William and Mary.

In the form of three skill ladders connected to individual readings in poetry, myths/fables, and nonfiction, students move from lower order, concrete thinking skills to higher order, critical thinking skills. Each book, geared to increasing grade levels, includes high-interest readings, ladders to increase reading skill development, and easy-to-implement instruction. The ladders include multiple skills necessary for academic success, covering language arts standards, such as sequencing, cause and effect, classification, making generalizations, inference, and recognizing themes and concepts.

**Junior Great Books**

*Recommended Group Size: Small or Whole Group*
*Recommended Time: 30 minutes at least 4 times per week*


Great Books K-12 language arts programs make significant differences in student achievement in your classroom. Proven effective, Great Books programs create exciting and challenging learning environments that empower students to take ownership of their learning. With the powerful combination of outstanding literature and Shared Inquiry™ discussions, Great Books programs help students become independent readers and thinkers ready for the diverse demands of the 21st century.

**Progress Monitoring toward grade level:**

Students are already at grade level. Benchmark student growth with NWEA.

**Progress Monitoring toward skill acquisition:** Rubrics and pre/post-assessments within the program

*For further program information or pricing call Susan Herll at x7608*
High School – Tier 3 Reading Assessment and Intervention Flowchart

Tier 3 is in addition to General Ed Language Arts/English Courses. In order to close the achievement gap, Tier 3 research-proven programs must be implemented with fidelity and with high quality instruction.

Approved Tier 3 Intervention Programs: Read 180, System 44, Really Great Reading (Phonics Boost/Phonics Blitz), 6 Minute Solutions

If Students Score...

If NWEA Reading Score of 1st - 35th percentile and/or Unsatisfactory or Partially Proficient on T-CAP (Including ANY ILP 1 & SPED) if a student is a second language learner, begin using the ELP flowchart (located in this guide.)

Give 1 minute BRI Oral Reading Fluency Test for the score to enter into the grouping matrix. **AND**
Beginning & Advanced Diagnostic Decoding Survey (Phonics Boost)

If Significant or Severe  Continue
If Needs Further Testing administer the Pre-Reading Skills Diagnostic Survey – Student needs to begin Boost with extra work in phonemic awareness.

If Mild or Moderate needs

If 1 minute grade level BRI Oral Reading Fluency check is **Intensive** 0-121
administer the Beginning and Advanced Diagnostic Decoding Survey.

If Significant, Mild or Moderate enter above flowchart.

If Strong Decoders or Slow Reading Rate with Strong Decoding Skills continue to the right

If 1 minute grade level BRI Oral Reading Fluency check is **Above** 122

If CORE Vocabulary Screening is **0-14 Intensive** then time and focused instruction in vocabulary will be necessary.
If **15-22 strategic** then some additional vocabulary instruction needed.

**AND**

CORE Reading Maze Comprehension Test
**0-33 Intensive/Strategic**

If additional diagnostic information is needed, administer the CORE Phoneme Segmentation and CORE Phonics Survey

Read 180
90 minute block of 15 - 18 students or 45 minute period of 15 students.

**6 Minute Solutions** can be used in conjunction with **Phonics Blitz** to build oral reading fluency

Please see progress monitoring guidelines located within the Approved Reading Intervention Programs pages within this guide.
Middle School – Tier 3 Reading Assessment and Intervention Flowchart

Tier 3 is in addition to General Ed Language Arts/English Courses. In order to close the achievement gap, Tier 3 research-proven programs must be implemented with fidelity and with high quality instruction.

Approved Tier 3 Intervention Programs: Read 180, System 44, Really Great Reading (Phonics Boost/Phonics Blitz), 6 Minute Solutions

If Students Score...

1. If 1 minute grade level BRI/QRI Oral Reading Fluency check is Intensive 6th 0-113, 7th 0-119, 8th 0-121 administer the Beginning and Advanced Diagnostic Decoding Survey.
   - If Significant, Mild or Moderate enter above flowchart.
   - If Strong Decoders or Slow Reading Rate with Strong Decoding Skills continue to the right

2. If 1 minute QRI or BRI Oral Reading Fluency check is Above 122
   - If additional diagnostic information is needed, administer the CORE Phoneme Segmentation and CORE Phonics Survey

3. If CORE Vocabulary Screening is 0-14 Intensive then time and focused instruction in vocabulary will be necessary.
   - If students score 15-22 Strategic then some additional vocabulary instruction needed.
   - AND
     - CORE Reading Maze Comprehension Test
     - 6th 0-32, 7th 0-30, 8th 0-33
     - Intensive/Strategic

4. If CORE Vocabulary Screening is 0-14 Intensive then time and focused instruction in vocabulary will be necessary.
   - If 15-22 Strategic then some additional vocabulary instruction needed.
   - AND
     - CORE Reading Maze Comprehension Test
     - 6th 0-32, 7th 0-30, 8th 0-33
     - Intensive/Strategic

5. If students score 1st 0-22 Strategic then some additional vocabulary instruction needed.
   - AND
     - CORE Reading Maze Comprehension Test
     - 6th 0-32, 7th 0-30, 8th 0-33
     - Intensive/Strategic

6. Phonics Boost
   - Class Size of 3-12 (depending upon severity of need) and a flexible class period of 45 – 60 minutes.

7. Phonics Blitz
   - Class Size of 12-15 and a flexible class period of 45 – 60 minutes. Success Maker (not district approved) could be used along with Phonics Blitz.
   - 6 Minute Solutions can be used in conjunction with Phonics Blitz skills to build oral reading fluency.

8. Read 180
   - 90 minute block of 15 - 18 students or 45 minute period of 15 students.
   - 6 Minute Solutions can be used in conjunction with Read 180 skills to build oral reading fluency.

9. Read 180
   - 90 minute block of 15 - 18 students or 45 minute block of 15 students.

Intended for ALL students who score: NWEA Reading Score of 1st – 35th percentile and/or Unsatisfactory or Partially Proficient on T-CAP (Including ANY ILP 1 & SPED) If a student is a second language learner, begin using the ELP flowchart (located in this guide.)
School District

Grades 3-5 – Tier 3 Reading Assessment and Intervention Flowchart

Tier 3 is in addition to, Tiers 1&2 high quality instruction. In order to close the achievement gap, Tier 3 research-proven programs must be implemented with fidelity and with high quality instruction. Approved Tier 3 Intervention Programs: F.A.S.T., LEXIA, Early Success (Soar to Success)

Intended for ALL students who score: (Including Read Plans & SPED & ELL)

If a student is a second language learner, begin using the ELP flowchart (located in this guide.)

If any of the following are true:
1. Fall NWEA Reading score of 1st-35th (from teacher Report on the NWEA website --specific needs can be found on the Class by RIT Report).
2. Unsatisfactory or Partially Proficient on Reading TCAP
3. Students scoring At Risk or Some Risk on DIBELS Oral Reading Fluency (DORF)
4. 3rd Grade new and Read Plan students

Give F.A.S.T. Decoding Diagnostic B- 3rd grade/ Give F.A.S.T. Decoding Diagnostic C- 4th-5th grades

Continue to use your DIBELS data (DORF) as a baseline for instruction and progress monitoring

Placement

If at Risk on concepts 1-7 of the Diagnostic Summary Report begin on level 2/concept 1 (p. 3.10)

If some risk on concepts 1-7 of the Diagnostic Summary Report begin on level 3/concept 1 (p. 3.12)

Pacing

Concepts that are Benchmark or Some Risk should be taught quicker and/or used for review.

Concepts that are At Risk should be taught explicitly. Has to include a board and book lesson.

Exit

✓ Green on Dibels DORF benchmark (accuracy)
✓ AND no concepts are At Risk on the F.A.S.T. Diagnostic Summary Report

Fluency: Fluency should be built along the way with book lesson and/or Six Minute solutions. Fluency should be taught and monitored at all levels (skill, word, phrase, sentence and connected text).

3rd grade benchmark concepts are listed to ensure they are ready for 4th grade instruction.

2c, 3c, 4b, 5 c/d, 9a/b/c, 11c, 19b/c/d, 22a/b/c, 23b/c, 25

Progress Monitoring: Decoding Diagnostic B (grade 3)/C (grades 4-5) - to monitor progress on concepts taught every 4-6 weeks.
Red Students must be DIBELS progress monitored every 2 weeks. (Use the Dibels Next recommended probe)

Burst Diagnostic data should be used to determine Tier 2 groups along with the “What’s Next” lessons.

1. Fall NWEA Reading score of 1st-35th (from teacher Report on the NWEA website --specific needs can be found on the Class by RIT Report).

2. Students scoring Low Risk on Benchmark DIBELS Oral Reading Fluency (DORF)

Administer the CORE Vocabulary Screener
And use Dibels DAZE or Burst comprehension to determine instructional focus.

If no concepts are At Risk (concepts that are some risk should be used during fluency instruction)

if Intensive/Strategic 0-22 and/or At or Some Risk level on DAZE/Burst

Begin the use of Early Success (Soar to Success) with an instructional focus on vocabulary and/or comprehension.

Begin implementation of instruction focusing on fluency needs using Six Minute Solutions or Read Naturally (Both can also be used in Tier 2)

**Remember to record intervention participation and all data in Alpine (including start and exit dates) and comments as necessary.
School District

Grade 2 – Tier 3 Reading Assessment and Intervention Flowchart

Tier 3 is in addition to, Tiers 1&2 high quality instruction. In order to close the achievement gap, Tier 3 research-proven programs must be implemented with fidelity and with high quality instruction. Approved Tier 3 Intervention Programs: F.A.S.T., LEXIA, Early Success (Soar to Success)

Intended for ALL students who score: (Including Read Plans & SPED & ELL)

If a student is a second language learner, begin using the ELP flowchart (located in this guide.)

If any of the following are true:
1. Fall NWEA Reading score of 1st-35th (from teacher Report on the NWEA website –specific needs can be found on the Class by RIT Report).
2. Students scoring At Risk and Some Risk on DIBELS Oral Reading Fluency (DORF)
3. 2nd Grade new and Read Plan students

**Placement**

- If the majority of concepts are At Risk on the F.A.S.T. Diagnostic Summary Report B then student should be placed into the F.A.S.T program.
  - Begin instruction with concept 1/Level 2 (p. 3.10)
- If the student is new to F.A.S.T.
  - Begin instruction with concept 1/Level 2
- If student have already been in F.A.S.T. during 1st grade
  - Explicit instruction should occur with level 2-
  - * Concepts not benchmark from level 1 should be part of the quick review during the lesson

**Pacing**

- Concepts that are Benchmark/Some Risk should be taught quicker and/or used for review. Concepts that are At Risk should be taught explicitly. Has to include a board and book lesson.
- If student is a second language learner, begin using the ELP flowchart (located in this guide.)

**Exit**

- Green on Dibels DORF benchmark (accuracy)
- AND no concepts are At Risk on the F.A.S.T. Diagnostic Summary Report

**Fluency:** Fluency should be built along the way with book lesson and/or Six Minute solutions. Fluency should be taught and monitored at all levels (skill, word, phrase, sentence and connected text).

2nd grade benchmark concepts are listed to ensure they are ready for 3rd grade instruction.

2.s.a (reading), 3.b, 4.b (ly, ful, y, en, tion, sion), 5.b, 7.c, 9.a,b,c (non, sub, mis, de) 9.5.a,b, 10.b,c, 11.a,b,c, 12.a,b (au, aw, oo, ou, ow, oi, oy), 13 (oe, ui, ue), 14.a,b, 15-16, 18, 19.a,b, 20-21, 24.a,b

**Progress Monitoring:** Use the Decoding Diagnostic A- first semester/ Decoding Diagnostic B- second semester to monitor progress on concepts taught every 4-6 weeks. Red Students must be DIBELS progress monitored every 2 weeks. (Use the Dibels Next recommended probe)

**Burst** Diagnostic data should be used to determine Tier 2 groups along with the “What’s Next” lessons.

**Progress Monitoring:** Use the Decoding Diagnostic A- first semester/ Decoding Diagnostic B- second semester to monitor progress on concepts taught every 4-6 weeks. Red Students must be DIBELS progress monitored every 2 weeks. (Use the Dibels Next recommended probe)

Remember to record intervention participation and data in Alpine (including start and exit dates) and comments as necessary.
School District
Grade 1 – Tier 3 Reading Assessment and Intervention Flowchart

Tier 3 is in addition to, Tiers 1 & 2 high quality instruction. In order to close the achievement gap, Tier 3 research-proven programs must be implemented with fidelity and with high quality instruction. Approved Tier 3 Intervention Programs: F.A.S.T., Lexia, 6 Minute Solutions, Read Naturally

Intended for ALL students, including Read plans & SPED - If a student is a second language learner, begin by using the ELP flowchart (located in this guide.)

<table>
<thead>
<tr>
<th>Students scoring Below Benchmark on DIBELS Next composite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning of year:</strong> Use your DIBELS data (PSF/LNF/NWF) as a baseline for instruction and progress monitoring, Give F.A.S.T. Decoding Diagnostic A</td>
</tr>
<tr>
<td><strong>Middle of year:</strong> Give F.A.S.T. Decoding Diagnostic B</td>
</tr>
<tr>
<td><strong>Continuation:</strong> Use your Dibels data (NWF/DORF) as a baseline for instruction and progress monitoring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning of year</strong></td>
</tr>
<tr>
<td>If all of the DIBELS sub measures are red - Begin instruction with First Steps</td>
</tr>
<tr>
<td>If the majority of concepts are At Risk on the F.A.S.T. Diagnostic Summary Report A – Begin F.A.S.T program.</td>
</tr>
<tr>
<td>Begin instruction with concept 1/Level 1 (p. 3.8)</td>
</tr>
<tr>
<td><strong>Middle of year</strong></td>
</tr>
<tr>
<td>If the majority of concepts are At Risk on the F.A.S.T. Diagnostic Summary Report B then student should be placed into the F.A.S.T program.</td>
</tr>
<tr>
<td>Begin instruction with concept 1/Level 1 (p. 3.8)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pacing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the First Steps Assessment for pre/post testing. Remember to keep up a good pace with First Steps (First Steps needs to be completed by semester).</td>
</tr>
<tr>
<td>Concepts that are Benchmark or Some Risk should be taught quicker and/or used for review.</td>
</tr>
<tr>
<td>Concepts that are At Risk should be taught explicitly. Has to include a board and book lesson.</td>
</tr>
<tr>
<td>Concepts that are Benchmark or Some Risk should be taught quicker and/or used for review.</td>
</tr>
<tr>
<td>Concepts that are At Risk should be taught explicitly. Has to include a board and book lesson.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the Decoding Diagnostic A- first semester/ Decoding Diagnostic B- second semester to monitor progress on concepts taught. DIBELS should be used to monitor on grade level progress.</td>
</tr>
<tr>
<td>Green on DIBELS DORF benchmark (accuracy and rate).</td>
</tr>
</tbody>
</table>

| If At/Some Risk on ORF and If no concepts are At Risk on F.A.S.T. Decoding Diagnostic B tested skills, intervene with fluency strategies: |
| **6—Minute Solutions** (Can also be used in Tier 2) OR **Read Naturally** (Can also be used in Tier 2) |
| (concepts that are still below benchmark should be used during fluency instruction). |

| Burst Diagnostic data should be used to determine Tier 2 groups along with the “What’s Next” lessons. |

**Fluency:** Fluency should be built along the way with book lesson and/or Six Minute solutions. Fluency should be taught and monitored at all levels (skill, word, phrase, sentence and connected text).

| 1st grade benchmark concepts are listed to ensure they are ready for 2nd grade instruction. 1a,b,c, 2a,b(reading), 2.5a,b(reading), 3a, 4a, 5a, 6, 7a,b(reading), 8a,b,c,d, 9a, 10a (ee, ea), 11(reading), 13 (oa/ai) |

**Progress Monitoring:** Use the Decoding Diagnostic A- first semester/ Decoding Diagnostic B- second semester to monitor progress on concepts taught. DIBELS should be used to monitor on grade level progress. Red Students must be progress monitored every 2 weeks (Use the Dibels Next recommended probe)

Students scoring Benchmark on DIBELS Next composite

**Second Semester only:**

- Administer the CORE Vocabulary Screener
- And use Burst comprehension to determine instructional focus.

Remember to record intervention participation and data in Alpine (including start and exit dates) and comments as necessary.
Kindergarten – Tiers 1, 2 & 3 Reading and Math Assessment and Instruction/Intervention Flowchart


Intended for ALL students, including ILP 1 & SPED- If a student is a second language learner, begin using the ELP flowchart (located in this guide.)

**August**

**Self Portrait**—Ask them to draw a picture of themselves. Ask:
- What colors they are using
- Student to write their name (Teacher should write their name if they are unable)
- Student to name the letters in their name

**Concept Assessment 1: Counting Objects** – Assess to determine the number of objects children are able to count. Those receiving an “I” will be placed in intervention – refer to pgs 58-62 in Concept 1 book. Those with “P” need practice through learning stations.

**DIBELS – consider Composite Score for MOY (K)**
First Sound Fluency (FSF) & Letter Naming Fluency. If At/Some Risk, begin additional instruction in phoneme and letter naming using the HM Extra Support Handbook and/or Sounds & Letters Book.
Ensure practice and use of Lexia/SuccessMaker- 15 minutes daily.

**OR**
F.A.S.T. (First Steps) – 20-25 minutes daily

**October**

Houghton Mifflin Emerging Literacy Survey is optional if needed. This can be used as a progress monitoring tool of skills being taught. Use sections that DIBELS Next does not assess.

Give a Fry Word List assessment to see what words students know.

**December or January**

**Assessment 2: Changing Numbers** – Once children can count to 20 or more objects with ease and accuracy, determine if they can see relationships between numbers. Those receiving an “I” will be placed in intervention – refer to pgs 48-50 in Concept 2 book.

**DIBELS – consider Composite Score for MOY (K)**
First Sound Fluency (FSF) if At/Some Risk, continue additional instruction using Extra Support Handbook and/or Sounds & Letters Book.
Letter Naming Fluency (LN) if At/Some Risk, continue additional instruction using the Extra Support Handbook.
Phoneme Segmentation Fluency (PSF), if At/Some Risk, begin additional instruction using the Sounds & Letters Book.
Nonsense Word Fluency (NWF), if At/Some Risk, begin additional instruction using the Extra Support Handbook.

Houghton Mifflin Emerging Literacy Survey is optional if needed.

**February**

Houghton Mifflin Emerging Literacy Survey is optional if needed.

Give a Fry Word List assessment to see what words students know.

**March or April**

**Concept Assessment 3: More/Less Trains** – Expand the information you have about the children’s understanding of numbers and number relationships by assessing their ability to compare numbers. Those receiving “I” will be placed in intervention – refer to pgs 52-55 in Concept 3 Book. Those with “P” need practice through learning stations.

**DIBELS – consider Composite Score for MOY (K)**
Letter Naming Fluency (LN) if At/Some Risk, continue additional instruction using the Extra Support Handbook.
Phoneme Segmentation Fluency (PSF), if At/Some Risk, begin additional instruction using the Sounds & Letters Book
Nonsense Word Fluency (NWF), if At/Some Risk, begin additional instruction using the Extra Support Handbook.
Ensure practice and use of Lexia/SuccessMaker 15 minutes daily.

Houghton Mifflin Emerging Literacy Survey is optional if needed.

Refer to the Assessment Timeline for information on Houghton Mifflin Theme Test Administration as well as DIBELS Next Progress Monitoring Dates.

## School District

### K–12 – Tier 3 Gifted and Talented Students - Reading and Math Intervention Program and Assessment Flowchart

For students having an ALP in the following area/s: Language, Math, Leadership, Visual/Spatial and/or Creativity

(This is in addition to General Ed Language Arts/English Courses & Mathematics.)

These guidelines only support program placement. They do not “qualify” students for/as Gifted and Talented.

<table>
<thead>
<tr>
<th></th>
<th>Language</th>
<th>Math: M² (K-2) and M³ (3-5)</th>
<th>Leadership</th>
<th>Creativity &amp; Visual/Spatial</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Jacob’s Ladder&lt;br&gt;Junior Great Books</td>
<td><strong>Exploring Shapes in Space:</strong> Geometry with the Frogonauts (Delivery TBD)&lt;br&gt;<strong>Sizing up the Lily Pad Space Station:</strong> Measuring with the Frogonauts (Delivery TBD) Challenge materials embedded in the HM program.</td>
<td>Giraffe Leadership</td>
<td>TBD</td>
</tr>
<tr>
<td>1</td>
<td>Jacob’s Ladder&lt;br&gt;Junior Great Books</td>
<td><strong>Exploring Shape Games:</strong> Geometry with Imi &amp; Zani&lt;br&gt;<strong>Creating the School Measurement Fair:</strong> Measuring with Imi &amp; Zani</td>
<td>Giraffe Leadership</td>
<td>TBD</td>
</tr>
<tr>
<td>2</td>
<td>Jacob’s Ladder&lt;br&gt;Junior Great Books&lt;br&gt;College of William and Mary: Beyond Words</td>
<td><strong>Designing a Shape Gallery:</strong> Geometry with the Meerkats&lt;br&gt;<strong>Using Everyday Measures:</strong> Measuring with the Meerkats</td>
<td>Giraffe Leadership</td>
<td>TBD</td>
</tr>
<tr>
<td>3</td>
<td>Jacob’s Ladder&lt;br&gt;Junior Great Books&lt;br&gt;College of William and Mary: Journeys &amp; Destinations</td>
<td><strong>Unraveling the Mystery of the MoLi Stone:</strong> Place Value and Numeration&lt;br&gt;<strong>Awesome Algebra:</strong> Looking for Patterns and Generalizations&lt;br&gt;<strong>What’s the Me in Measurement All About?</strong>&lt;br&gt;<strong>Digging for Data:</strong> The Search within Research</td>
<td>Giraffe Leadership</td>
<td>TBD</td>
</tr>
<tr>
<td>4</td>
<td>Jacob’s Ladder&lt;br&gt;Junior Great Books&lt;br&gt;College of William and Mary: Patterns</td>
<td><strong>Factors, Multiples and Leftovers:</strong> Linking Multiplication and Division&lt;br&gt;<strong>At the Mall with Algebra:</strong> Working with Variables and Equations&lt;br&gt;<strong>Getting into Shapes</strong>&lt;br&gt;<strong>Analyze This!</strong> Representing and Interpreting Data</td>
<td>Giraffe Leadership</td>
<td>TBD</td>
</tr>
<tr>
<td>5</td>
<td>Jacob’s Ladder&lt;br&gt;Junior Great Books&lt;br&gt;College of William and Mary: Literacy Reflection</td>
<td><strong>Treasures from the Attic:</strong> Exploring Fractions&lt;br&gt;<strong>Record Makers and Breakers:</strong> using Algebra to Analyze Change&lt;br&gt;<strong>Funkytown Fun House:</strong> focusing on Proportional Reasoning and Similarity&lt;br&gt;<strong>What Are Your Chances?</strong></td>
<td>Giraffe Leadership</td>
<td>TBD</td>
</tr>
<tr>
<td>6</td>
<td>Jacob’s Ladder&lt;br&gt;Junior Great Books&lt;br&gt;College of William and Mary: Persuasion</td>
<td><strong>Grades 6th – 8th Grade Gifted and Talented Students</strong> currently will be placed in advanced classes according to the current placement guidelines using three points of data (CSAP, NWEA, and Placement Test). This currently serves as Tier 3 &amp; 4.</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Jacob’s Ladder&lt;br&gt;Junior Great Books&lt;br&gt;College of William and Mary: World Utopia</td>
<td><strong>6th – 8th Grade Gifted and Talented Students</strong> currently will be placed into High School Honors or Advanced Placement Classes based on the current guidelines for High School entry into those programs. This currently serves as Tier 3 &amp; 4.</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Jacob’s Ladder&lt;br&gt;Junior Great Books&lt;br&gt;College of William and Mary: Threads of Change</td>
<td></td>
<td></td>
<td>TBD</td>
</tr>
</tbody>
</table>

**Grades K-12 Advanced students are to receive Tier 2 – differentiation based on individual student diagnosed needs.**

The following flowchart pages will help place newcomers, those acquiring English K-12 and K-3 Spanish intervention for 27J bilingual classrooms.

- The following programs are district approved as of fall 2010.
- Programs currently in buildings can still be used but additional materials for these programs shall not be purchased.
- Please check before ordering materials as we have negotiated better pricing and contracts if other fees apply.

Approved Assessments for 12-K English Learners:

**CELAplace/CELApro (Grades K-12)**
(upcoming state change may be made as soon as the 2012-2013 school year)

**Colorado English Language Assessment (CELA)** - The CELA program consists of two distinct tests: (1) a placement test ("CELAplace") used soon after registration to screen students whose home language survey indicates that a language other than English is spoken in the home; and (2) an assessment test ("CELApro") that is administered in January each year to students identified as "no English language proficiency" (NEP), or "limited English language proficiency" (LEP) in the body of evidence gathered in the screening process. The assessment test measures proficiency in the domains of listening, speaking, reading, and writing, and it is used to calculate growth rates for English language learners statewide.

**Screener**

**REACH Placement (Grades K-5)**

The English Language Proficiency Tests include a Pre-Test and Post-Test for each level. The Pre-Test is administered at the beginning of the year to establish a baseline ELP level and to place students into instructional groups. The Post-Test is administered at the end of the year and provides information on gains in ELP level. These tests are parallel forms that measure English Language Proficiency in vocabulary, grammar, comprehension and writing.

**Diagnostic**
Approved Programs for 12-K English Learners:

In the USA - Support for newcomers

www.NGSP.com

• Essential language and literacy skills for newcomers.
• Develop language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students.

REACH

www.NGSP.com

• Actively engages and immerses students in a connected, expanding, and dynamic language environment
• Layers and scaffolds essential skills and strategies to move all learners to independence

Rosetta Stone

• Advanced speech recognition technology guides students to more accurate pronunciation.
• Contextual Formation™ engages students in lifelike conversations that let them produce spoken or written sentences from words and phrases they’ve learned.
• Adaptive Recall™ schedules review material to appear at optimal intervals to test new language knowledge and ensure retention.
• Interactive speaking activities help students begin to speak the new language in just a few screens.
• Milestones at the end of each unit simulate real-life conversations.
• Interactive grammar and spelling activities reinforce lessons and make language learning fun.

Progress Monitoring toward grade level: ORF
Progress Monitoring toward skill acquisition: TBD

Inside the USA — Support for newcomers

www.NGSP.com

• Newly arrived and preliterate students learn language, survival vocabulary, and the basic building blocks for literacy.

Inside Levels A, B, & C

www.NGSP.com

• Compelling Content, strategies for language development and explicit teaching and built-in assessment.
• Students who begin in these levels need sequential work in phonemic awareness, phonics/decoding, and spelling as well as foundational work in vocabulary, language, and writing.

Progress Monitoring toward grade level: ORF
Progress Monitoring toward skill acquisition: TBD

www.NGSP.com.

- Essential Questions drive the presentation of readable, relevant, and engaging literature
- Draws on out-of-school literacy and connects to the real world
- Structure supports foster success as students build reading, writing, and language power
- Offers choice and control over learning and gets students committed to their own success.

Approved Assessments for K-3 Spanish Literacy Intervention:

For 27J Bilingual Classrooms only

Spanish Emerging Literacy Survey (Grade K-1)
The Emerging Literacy Survey can be used to assess quickly and efficiently several areas that are highly related to success in beginning reading. It can be used by classroom teachers or reading specialists. The survey is meant to be used flexibly. The purpose is to identify areas of strength and weakness, identify children needing early intervention, and to assess growth in the measured areas. The test includes phonemic awareness, familiarity with print, and beginning reading and writing concepts.

Diagnostic

IDEL (K-3)
IDEL is a research-based formative assessment series of measures designed to assess the basic early literacy skills of children learning to read in Spanish. The IDEL measures are not a translation of the DIBELS measures, but they take into account the linguistic structure of the Spanish language including the phonology, orthography, and syntax. Like DIBELS, the IDEL measures are based on the same theoretical and evidence-based principles of how children learn to read in alphabetic languages such as English and Spanish. All the IDEL measures are standardized, brief, individually administered, and can be used to regularly monitor the development of early Spanish literacy skills.

Screener, Diagnostic K-1, Progress Monitoring

FNL (Letter Naming Fluency), FSF (Phoneme Segmentation), FLO (Oral Reading Fluency)

CORE Spanish Phoneme Awareness (Grades K-3)
Assess’ the students ability to break a words into its component phonemes, or sounds.

Diagnostic/Progress Monitoring

CORE Spanish Phonics Survey (Grades 1-3)
Assess’ the phonics and phonics-related skilled that have a high rate of application in beginning reading. Each survey presents a number of lists of letters and words for the student to identify or decode. Pseudo-words, or make-up words, are included since the student must use decoding skills to correctly pronounce these words and cannot have memorized them.

Diagnostic/Progressing
Spanish Reading inventory (Grades 1-3)

The Spanish Reading Inventory balances the evaluation process and provides the means to assess an English Learners Spanish literacy and compare it to the results, if desired, to a reading evaluation conducted in English. The Spanish Reading Inventory will give you knowledge of your students’ literacy skills in the learner’s primary language. The word lists, reading passages, and questions in this Spanish Reading Inventory facilitate your examination of both a student’s miscues and comprehension level.

Screener, Diagnostic, Progress Monitoring

EDL (Grades 1-3)

The Evaluación del desarrollo de lectura (EDL) helps teachers assess primary students development as readers over time. It consists of a series of leveled books and teacher observation recording sheets designed to allow teachers to determine students' reading accuracy, fluency, and comprehension levels in English and in Spanish. The assessment is designed to measure the level in which the students can read “independently”. The EDL is considered “benchmark” assessments that help teacher’s measure student progress and are collected at the beginning, middle and/or end of the year. Students are determined to be at “beginning steps, nearing proficient, proficient and advanced” based on their performance on the assessment relative to their grade level status.

Screener, Diagnostic, Progress Monitoring

K-3 Approved Reading Spanish Intervention Materials:

For 27J Bilingual Classrooms only

Estrellita

www.estrellita.com

Grades K-1

An accelerated, systematic, explicit phonics program that serves as a bridge to English, by laying a strong foundation in the primary language that later leads to a more successful transition to English.

Progress Monitoring toward grade level: K- FSF
1st – FLO (FSF 1st semester)

Progress Monitoring toward skill acquisition: TBD

Senderos

Grades 1-3

An intervention kit for students in grades 1-3. The technical reading skills lessons and practice follow the scope and sequence for Houghton Mifflin Reading and will support readers who have learning gaps. Skill lessons are available in the 5 components of reading and are explicit, sequential, and systematic.

Progress Monitoring toward grade level: FLO

Progress Monitoring toward skill acquisition: TBD
6th – 12th Grade ELP (English Language Proficiency) Flowchart

Give Home Language Survey

If yes = administer the CELA Place Test:

If score is Fluent on the CELA Place Test and other assessments are not on grade level, proceed to appropriate grade level Reading and Math Assessment and Intervention Flowchart.

If score is (Approaching Proficient or Non-Proficient) on the CELA Place Test continue with

Use CELApro scores from the Spring.

Listening 1 or 2
Speaking 1 or 2
Reading 1 - 4
Writing 1 – 4

Tier 4 - Core Replacement
• Give Program placement test or use NWEA for Lexile levels:

Middle School | High School
--- | ---
If a newcomer use Inside the USA for 1 year | If a newcomer use Inside the USA for 1 semester and Fundamentals for 1 semester
If not a newcomer: Lexile between BR-550 use Inside Level A for 1 year | If not a newcomer: Lexile between BR-650 use Edge Fundamentals for 1 year

In addition to regular education classes follow the below Tier 3 Chart using Inside or Edge

Give program placement test or use NWEA for Lexile levels:

<table>
<thead>
<tr>
<th>Middle School - Inside</th>
<th>High School - Edge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexile BR-550 student should be in Level A</td>
<td>Lexile 500-950 student should be in Level A</td>
</tr>
<tr>
<td>Lexile 400-650 student should be in Level B</td>
<td>Lexile 750-1075 Student should be in Level B</td>
</tr>
<tr>
<td>Lexile 500-750 student should be in Level C</td>
<td></td>
</tr>
</tbody>
</table>

If a more appropriate placement for student is Read 180, proceed to Reading Intervention Flowchart for accurate data guides. If the Flowchart places students in Boost/Blitz - continue in this box until student is appropriate for 180 w/ L book support.

Listening 3
Speaking 3
Reading 1 - 4
Writing 1 – 4

And

a Lexile score is below 600

Listening 4
Speaking 4
Reading 1 - 3
Writing 1 - 3

And

a Lexile score at or above 600

Listening 4
Speaking 4
Reading 4
Writing 4

And

a Lexile score above 600

Tiers 1 and 2:
Regular education classes with sheltered English Instructional support

Above scenarios are to be used as a guide. Most students will be placed according to the flowchart. Final programming decisions should be made using current data and affective needs of students.
School District

3-5 Grade ELP (English Language Proficiency) Flowchart

Give Home Language Survey

^If yes = administer the CELA Place Test:

^If no = Does not qualify for ELL Services proceed with General Education Plan

^If score is Fluent on the CELA Place Test and other assessments are not on grade level, proceed to appropriate grade level Reading and Math Assessment and Intervention Flowchart.

CELA Place: Approaching Proficient
Or most recent CELA Pro score of 3 or above in overall or a combination of scores

CELA Place: Non-English Proficient
Or most recent CELA Pro score of 3 or below in overall or a combination of scores

Administer the REACH Placement Test

Advanced and Advanced High:
Student should proceed to the Reading and Math Assessment and Intervention Flowchart for Tier 3 AND Receive Sheltered English instruction in regular education classroom

Beginning or Intermediate:
3rd (Reach D) 4th (Reach D) 5th (Reach D)
*If student has a scale score greater than 820 and a CELApro L4 score – place in Tier 3 flowchart.

Newcomers:
Grades 3-5 (In the USA) AND/OR Rosetta Stone

Beginning or Intermediate:
3rd (Reach D) 4th (Reach D) 5th (Reach D)

Progress Monitoring:
• Unit Tests

School District

K-2 Grade ELP (English Language Proficiency) Flowchart

Give Home Language Survey

^If yes^ = administer the CELA Place Test:

^If score is Fluent on the CELA Place Test and other assessments are not on grade level, proceed to appropriate grade level Reading and Math Assessment and Intervention Flowchart.

^If no^ = Does not qualify for ELL Services proceed with General Education Plan

CELAS Place: Approaching Proficient
Or most recent CELA Pro score of 3 or above in overall or a combination of scores

CELAS Place: Non-English Proficient
Or most recent CELA Pro score of 3 or below in overall or a combination of scores

Administer the REACH Placement Test — (K does not take placement test)

Advanced and Advanced High:
Student should proceed to the Reading and Math Assessment and Intervention Flowchart for Tier 3
AND
Receive Sheltered English instruction in regular education classroom

Beginning or Intermediate:
K (Reach A with Alpha chant kit)
1st (Reach B with vocabulary cards)
2nd (Reach C)

Newcomers:
K (Reach A with Alpha chant Kit)
1st (Reach B with Vocabulary cards)
Grade 2 (In the USA)
AND/OR Rosetta Stone (without the writing option)

Beginning or Intermediate:
K (Reach A with Alpha chant Kit)
1st (Reach B with Vocabulary cards)
2nd (Reach C)

Progress Monitoring:
• Unit Tests
Grades 2-3 - Spanish Tier 3 Reading Assessment and Intervention Flowchart (For bilingual classrooms only)

Approved programs: Estrellita, Senderos

**Students scoring At Risk OR Some Risk on Benchmark IDEL Oral Reading Fluency (FLO)**

- Administer the Spanish Phonics Survey (CORE) parts E-K

  - If score is Intensive
    - Begin the use of Senderos with an instructional focus on phonemic awareness/phonics
  - If score is Strategic or Benchmark (Slow Reading Rate with Strong decoding skills)
    - Spanish Reading Inventory – Have students read passage orally to test for comprehension - BOY Narrative A form, MOY Narrative B form, EYO Narrative A form and answer the questions OR
    - EDL - (Evaluación del desarrollo de la lectura)
      - If Inst./Frust. or Frustration on Spanish Reading Inventory or below grade level on EDL (Evaluación del desarrollo de la lectura)
        - Begin instruction focusing on needs using the vocabulary and comprehension tabs in Senderos
      - If Instructional 23-30 and/or at grade level on Spanish Reading Inventory or EDL
        - Begin instruction using the Fluency tab in Senderos

**Students scoring Low Risk on Benchmark IDEL Oral Reading Fluency (FLO)**

- Spanish Reading Inventory – Have students read passage orally to test for comprehension - Form BOY Narrative A form, MOY Narrative B form, EYO Narrative A form and answer the questions OR
- EDL - (Evaluación del desarrollo de la lectura)
  - If Inst./Frust. or Frustration on Spanish Reading Inventory or below grade level on EDL (Evaluación del desarrollo de la lectura)
    - Begin instruction focusing on needs using the vocabulary and comprehension tabs in Senderos
Grades 1 - Tier 3 Spanish Reading Assessment and Intervention Flowchart (For bilingual classrooms only)

Approved programs: Estrellita, Senderos

**Beginning of Year**

If end of year CORE Phonemic Awareness Test Phoneme Oddity, kinder and Phoneme Deletion parts A-E is **Intensive** AND/OR
IDEAL – FNL (Letter Naming Fluency) **AND** FSF (Phoneme Segmentation) **AND** FPS (nonsense words)
- If a student scores **At Risk**

OR

Students scoring **Some Risk** on IDEAL – FNL (Letter Naming Fluency) **AND** FSF (Phoneme Segmentation) **AND** FPS (Nonsense Word Fluency)

OR

If **Benchmark** on IDEL tests then
- Spanish Reading Inventory – test orally for comprehension with questions
- BOY - Narrative A Form (start w/grade lvl then go back until you find their instructional lvl)
  - **OR**
  - EDL – (Evaluación del desarrollo de la lectura)

**Middle/End of Year**

If a student scores **At Risk** on any of the following:
- MOY/EOY Benchmark Oral Reading Fluency (FLO)
- MOY/EOY Benchmark Phoneme Segmentation (FSF)
- MOY/EOY Benchmark nonsense word fluency (FPS)

Begin intervention using **Estrellita** (start with Intro to Blending)
- Daily for 20 minutes
- Group size of 6

**OR**

Students scoring **Benchmark** on FLO and FSF
- Administer Spanish Reading Inventory

**OR**

EDL – (Evaluación del desarrollo de la lectura)

If a student scores **Some Risk** administer:
- Spanish Phonics (CORE) parts E-L
  - If they score at or above **Benchmark**, move to next column.

If they score **Strategic or Intensive** in any area, implement Instruction focusing on instructional needs using **Senderos** – adjust pacing for students using tab 1/level 1.

- Daily for 30 minutes
- Group size of 6
Kindergarten – Tiers 1, 2 & 3 Spanish Reading and Math Assessment and Instruction/Intervention Flowchart

Tier 3 is in addition to, Tiers 1&2 high quality instruction using Houghton Mifflin Reading and Math Expressions. In order to close the achievement gap, Tier 3 research-proven programs must be implemented as designed and with high quality instruction. Approved Resources for use in Kindergarten: Estrellita, Senderos, Assessing Number Concepts and Developing Number Concepts.

Intended for ALL students, including ILP 1 & SPED & ELL

### August

**Self Portrait**—Ask them to draw a picture of themselves. Ask:
- What colors they are using
- Student to write their name (Teacher should write their name if they are unable)
- Student to name the letters in their name

**Concept Assessment 1: Counting Objects** — Assess to determine the number of objects children are able to count. Those receiving an “I” will be placed in intervention — refer to pgs. 58-62 in Concept 1 book. Those with “P” need practice through learning stations.

**DIBELS**
- Phoneme Segmentation (FSF) if At Risk, begin Estrellita (daily for 20 minutes).
- If Some Risk administer the CORE Spanish Phonemic Awareness Test Phoneme Oddity, Kinder and Phoneme Deletion; if intensive —start with the Intro to Blending for Kids section of Estrellita.
- If Strategic —Start with Blending con “a”.
- If Benchmark —Continue to reinforce in Tier 2.

Letter Naming Fluency (FNL) if at Risk/some risk, continue supporting in Tier 2.

### December or January

**Concept Assessment 2: Changing Numbers** — Once children can count to 20 or more objects with ease and accuracy, determine if they can see relationships between numbers. Those receiving an “I” will be placed in intervention — refer to pgs. 48-50 in Concept 2 book.

**DIBELS**
- Letter Naming Fluency (FNL) if At/Some Risk
- Phoneme Segmentation Fluency (FSF), if At/Some Risk administer the CORE Spanish Phonemic Awareness Test Phoneme Oddity, Kinder and Phoneme Deletion:
  - if intensive —Start with the Intro to Blending section of Estrellita.
  - if Strategic —Continue with last set of vowels covered.
  - if Benchmark —Continue to reinforce in Tier 2

### March or April

**Concept Assessment 3: More/Less Trains** — Expand the information you have about the children’s understanding of numbers and number relationships by assessing their ability to compare numbers. Those receiving “I” will be placed in intervention — refer to pgs 52-55 in Concept 3 Book. Those with “P” need practice through learning stations.

**DIBELS**
- Letter Naming Fluency (FNL) if At/Some Risk, AND/OR
- Phoneme Segmentation Fluency (FSF), if At/Some Risk, begin
  - if Intensive —Start with the Intro to Blending section of Estrellita.
  - If Strategic —Continue with last set of vowels covered.
  - If Benchmark —Continue to reinforce in Tier 2
- Nonsense Word Fluency (FPS), if At/Some Risk, begin
  - With Estrellita Blending con a, e, i, o, u. When finished with Estrellita proceed to Senderos.

All Students: Word Writing and Sentence Dictation

Refer to the Assessment Timeline for information on Houghton Mifflin Theme Test Administration as well as IDEL Progress Monitoring Dates.
K-12 Tier 4
Reading Assessment and Intervention Program Flowchart

- Individualized programming for students with exceptional needs, including Special Education, English Language Learner (See ELP section of this guide first), Title 1, GT (See GT section of this guide) when specified in an ALP and behavior plans.
- In most cases students who need Tier 4 instruction will receive one of the below programs as a core replacement of general education program. In order for this to be the case, students must fall into Tier 4 after following the Tier 3 flow chart for their grade level.
- Students must have shown lack of growth through progress monitoring in Tier 3 in order to move into Tier 4, as one data point or currently have an individual plan that places them in Tier 4 based on available data.
- Gap-Analysis – a gap analysis of more than 2.0 in multiple content areas after Tier 3 flowchart will be a consideration for Tier 4. (See page one of packet for more information.)
- Anyone scoring in the 1st-4th percentile on NWEA and Unsatisfactory or Partially Proficient on CSAP and not on an IEP should start the Problem Solving Team process.
- The following programs are district approved as of spring 2010.
- Programs listed have proven results when used with fidelity.
- Please check before ordering materials as we have negotiated better pricing and contracts if other fees apply.
- Programs currently in buildings can still be used but additional materials for these programs shall not be purchased. To find out where these programs fit in the flowchart please contact Susan Herll at X 7608 or Stacy Freeman at x2804.

All programs REQUIRE appropriate and approved training for all instructors. Please see your building administrator for training options.
Tier 4 Literacy Core Replacement Programs

- These programs may be used in place of Houghton Mifflin Reading, Reader’s Journey or High School Classes.
- These programs then become the “core” or Tier 1 and 2 instructional materials for these students. In addition to Tiers 1 and 2 (core replacement) students should receive a Tier 3 intervention based on their needs.
- For specific programs and assessments for English Language Proficiency, see the Tier 3 & 4 ELP Flowchart.

Read Well

With multiple entry points into the Read Well program, 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 uses duet stories and solo stories, which enable children—even the youngest kindergarten students—to rich story content and read independently from the first unit. Covers all 5 components of reading –does not require supplemental materials.

*Recommended group/class size: - 8-12 students*
*Recommended time: 90 minutes daily*
*Required Training: TBD*

<table>
<thead>
<tr>
<th>Entry Criteria</th>
<th>Exit Criteria</th>
</tr>
</thead>
</table>
| • 1st – 4th percentile on Reading NWEA or students on an individual plan that places them in Tier 4 based on available data.  
• Must attempt Tier 3 interventions first to ensure proper placement.       | • Accelerated %tile growth based on Reading NWEA (above 5th %tile) with appropriate data to support continued growth within the Tier 3 Reading Flowchart |

**Progress Monitoring toward grade level:** DORF  
**Progress Monitoring toward skill acquisition:** Use the **Ongoing Assessment** section of the Read Well Assessment Manual

Language!

The Comprehensive Literacy Curriculum:
- Is for struggling readers, writers, speakers, and spellers scoring below the 60th percentile
- Provides explicit, systematic, research-based instruction

Cumulative and sequential multisensory activities engage students while establishing skills in phonemic awareness and phonics, word recognition and spelling, vocabulary and morphology, and grammar and usage. With this foundation, students:
- Read and listen to multiple levels of text selections
- Build content background, vocabulary, comprehension skills, and fluency
- Organize thoughts, write increasingly sophisticated text, and communicate effectively through the writing process

With multiple entry points, LANGUAGE! places students according to skill level. The LANGUAGE! instructional model weaves all the necessary strands of literacy into the six steps of a daily lesson, accelerating the learning process.
LANGUAGE! teaches literacy explicitly, sequentially, and cumulatively. The curriculum comprises six levels, Books A–F, each with six units of instruction (10 lessons per unit). Based on a group-administered placement test, students enter the curriculum at skill level A, C, or E.

**Recommended group/class size:** 12 – 15 for moderate needs, 6-8 for severe needs

**Recommended time:** 90 min. or 2- 45 min.(severe students) daily – Based on Individual Student Needs

**Required Training:** 3 days intensive training

**Appropriate Materials** – Elementary book A & B, Middle School books C & D, High School books E & F, (Currently, use the placement test for appropriate level. By the year 2013-2014, we should be on this schedule)

**Use** Bridge materials between books B and C

**Must complete a minimum of 2 levels per year**

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### Progress Monitoring toward grade level: DORF/ORM/BRI

**Progress Monitoring toward skill acquisition:** Content Mastery Test

<table>
<thead>
<tr>
<th>Entry Criteria</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st – 4th percentile on Reading NWEA or students on an individual plan that places them in Tier 4 based on available data.</td>
<td>Accelerated %tile growth based on Reading NWEA (above 5th %tile) with appropriate data to support continued growth within the Tier 3 Reading Flowchart</td>
</tr>
<tr>
<td>Must attempt Tier 3 interventions first to ensure proper placement.</td>
<td></td>
</tr>
<tr>
<td>Placement test – Required</td>
<td></td>
</tr>
<tr>
<td>Do not repeat a level</td>
<td></td>
</tr>
</tbody>
</table>

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### Additional Literacy Support – Tier 3 for Core Replacement

#### F.A.S.T. Reading System

**Grades 4-5 approved**

F.A.S.T. combines the best of systematic phonics, auditory processing, and literature-based instruction to create a streamlined, hands-on program that includes immediate reading application.

This program provides:

- Lessons taught in as little as 30 minutes, with entire classrooms, small groups, or one-on-one.
- Differentiated instruction through multiple entry points, so your students can move easily among skill levels, depending on their needs.
- A hands-on, multi-sensory approach including magnetic letters and boards.
- Abundant opportunities for students to transfer their new phonetic skills to immediate practice in reading, writing, and spelling.
- Highly engaging, decodable books that children love to read.

**Recommended group/class size is 6**

**Recommended Time:** 30-45 minutes daily


**Progress Monitoring toward grade level:** DORF

**Progress Monitoring toward skill acquisition:** FAST Spelling Inventory (test current concepts being instructed)

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### Phonics Boost

**Grades 6-12 approved**

**Phonics Boost**, teaches students to read more accurately and to improve their fluency and comprehension. Phonemic awareness, phonics, word attack, and fluency are at the heart of the...
lessons. The lessons are multisensory, systematic, and explicit. **Phonics Boost** is a set of 80 lessons for students in grades 2-12 who have **significant** decoding weaknesses and for students in grades 2-3 who have mild or moderate phonics difficulties. The lessons teach phonemic awareness, phonics concepts, word attack skills, and basic vocabulary and comprehension skills. The lessons can be completed in 20 weeks if classes are 50-60 minutes every day. Students’ accuracy, fluency, and comprehension improve when they acquire the skills taught and practiced.

**Recommended group/class size is:**
- 12 students – mild needs
- 8 students – moderate needs
- 6 students – significant needs
- 3 students – severe needs

**Recommended Time:** 30, 45, 60 Minutes daily


**Tier 4 Literacy SSN Core Replacement Programs**

- These programs may be used in place of Houghton Mifflin Reading, Reader’s Journey or High School Classes.
- These programs then become the “core” or Tier 1 and 2 instructional materials for these students. In addition to Tiers 1 and 2 (core replacement) students should receive a Tier 3 intervention based on their needs.
- For specific programs and assessments for English Language Proficiency, see the Tier 3 & 4 ELP Flowchart.

**Elementary SSN**

**Pathways to Literacy**

**A stepping stone to the ELSB Curriculum**

**Pathways to Literacy** is a research-based curriculum for students with significant developmental disabilities who do not consistently use words, pictures, or other symbols to communicate. This curriculum addresses the needs of students with multiple disabilities, including those who are non-verbal. It provides strategies to increase awareness and engagement in story reading while systematically building comprehension.

**Recommended group/class size:** Small Group/Generally one-on-one – Based on Individual Student Needs
**Recommended time:** Generally 2-30 minutes blocks daily – Based on Individual Student Needs
**Required Training:** TBD
**Length of program:** Multi-year appropriate

**Progress Monitoring toward EEO Goal or Access Skill:**

Follow progress monitoring cycle towards mastery criteria designated in IEP.

*Use tools such as (Event Recording, Trial-by-Trial, Task Analysis , Probe, Frequency Recording, Time Sampling)*

**Progress Monitoring toward the progression of objectives to reach the EEO Goal or Access Skill:**

Use program assessment tools and rubric to plan instruction and monitoring of data.
Upon completion of Pathways to Literacy students can move into:

**Early Literacy Skill Builder (ELSB)**  
Grades K-8 approved  
ELSB is a research-based and language-rich literacy curriculum for children ages K-8 with moderate to severe developmental disabilities. It incorporates systematic instruction to teach both print and phonemic awareness. ELSB is a multi-year program with seven distinct levels and ongoing assessments so students progress at their own pace.  

Recommended group/class size: Small Group/Generally one-on-one – Based on Individual Student Needs  
Recommended time: Generally 2-30 minutes blocks daily – Based on Individual Student Needs  
Required Training: TBD  
Length of program: Multi-year appropriate  

Progress Monitoring toward EEO Goal or Access Skill:  
Follow progress monitoring cycle towards mastery criteria designated in IEP.  
Use tools such as (Event Recording, Trial-by-Trial, Task Analysis, Probe, Frequency Recording, Time Sampling)  

Progress Monitoring toward the progression of objectives to reach the EEO Goal or Access Skill:  
Use program assessment tools and rubrics to plan instruction and monitoring of data.

Additional Supplement to be used with Early Literacy Skill Builder: **Building with Stories (Adapted Books for Early Literacy)** Stories come with the package, but additional titles can be added by teacher following the same structure provided by Attainment.

**Upon completion of ELSB with Building with Stories, students can move into:**  
6-8 – Inside the USA  
K-5 – FAST First Steps

**Middle/High School SSN**

**Inside the USA**  
Grades 6-12 approved  
Preliterate students learn language, survival vocabulary, and the basic building blocks for literacy.  

Recommended group/class size: Small Group - Based on Individual Student Needs  
Recommended time: Generally 2-30 minutes blocks daily – Based on Individual Student Needs  
Required Training: TBD  
Length of program: Multi-year appropriate  

Progress Monitoring toward EEO Goal or Access Skill:  
Follow progress monitoring cycle towards mastery criteria designated in IEP.  
Use tools such as (Event Recording, Trial-by-Trial, Task Analysis, Probe, Frequency Recording, and Time Sampling)  

Progress Monitoring toward the progression of objectives to reach the EEO Goal or Access Skill:  
Use program assessment tools and rubrics to plan instruction and monitoring of data.
Gifted and Talented Students Tier 4 Intervention and Assessments

9th – 12th Grade Advanced Students currently will be placed into High School Honors or Advanced Placement Classes based on the current guidelines for High School entry into those programs. This currently serves as Tier 3 & 4.  
(Beginning Fall 2014, High School will be required to have an ALP goal embedded in I-CAP)
School District
K-12 Approved Math Assessments
Please see grade level flowchart for sequence of administration.
Please see Assessment Timeline for dates of assessments.

*Must be trained in the administration of the following assessments by an approved trainer.

**Current State Assessment (grades 3 – 10)**
Please use current CDE information and guidelines.
**Used as a Screener/Outcome**

**NWEA (grades 2-10 & grades 11-12 ILP/Intervention students)**
Each test takes 40-55 minutes to complete and tests are given 3 times a year.
**Computer Based**

MAP Mathematics, Reading, and Language Usage tests are unique in that they adapt to each student’s ability, accurately measuring what a child knows and needs to learn. In addition, MAP tests measure academic growth over time, independent of grade level or age. Most importantly, the results educators receive have practical application to teaching and learning. MAP test results provide educators with timely information that guides instructional planning and school improvement.

**Used as a Screener/Outcome/Diagnostic with DesCartes**

**Assessing Math Concepts (grades K – 2)**
Each one-on-one student interview takes 2 – 8 minutes.

Assessing Math Concepts is a continuum of short interview assessments that are a cohesive look at the development of students’ understanding of core math concepts. The information gathered from the assessments help teachers pinpoint what each child knows and still needs to learn. It provides a systematic way of interpreting student performance so that teachers can truly target instruction.

**Used as a Screener/Diagnostic**

**America’s Choice Mathematics Navigator Screeners (Grades 3 - Algebra)**
Each test takes approximately 30 – 45 minutes to complete.

Mathematics Navigator screeners are multiple choice assessments that help teachers identify students’ area of need. The results of the screener support placement of students in specific intervention modules to fill gaps and repair misconceptions about critical math concepts.

**Used as a Screener/Diagnostic**
Additional Assessments

EDUSS (K-8)
Assessment time will vary depending on grade level and number of sub topic strands being assessed.

EDUSS is an integrated software program that will diagnose students’ learning gaps and develops a customized automated intervention plan specific to their learning needs in order to bring them up to grade level.

Used as a Diagnostic
Tier 3 includes ALL students, including SPED, ELL, Title 1, GT and ILP students.

- A small percentage of students require more support in acquiring vital math skills than Tiers 1 and 2 instruction provide. For these students, Tier 3 provides additional instruction that is more explicit, more intensive, and designed specifically to meet the students individual needs/learning gaps. The goal of intervention is to accelerate the learning to close the learning gap. We also provide extension for those students who have already mastered grade level targets.

- Teacher Quality x Time = Growth
  - Growth will happen when the intervention program is used with fidelity.
  - The program will not make the growth by itself. The level of high quality instruction is what will make the difference. The quality of instruction can be increased when the instructor knows what the student needs are and is able to provide time, focus and intensity in that area.
  - The quantity of instructional time needs to be increased to match individual student learning gaps. The goal is to sequence instruction from where the student is to their grade-level goal.

- The following programs are district approved as of spring 2010.
- Please check before ordering materials as we have negotiated better pricing and contracts if other fees apply.
- Programs currently in buildings can still be used but additional materials for these programs shall not be purchased. To find out where these programs fit in the flowchart please contact Cindy Ritter at x2961.
K-12 Tier 3 Approved Math Intervention Programs

EDUSS

Grades K-8 approved

Recommended group/class size is up to 25 students
Recommended Time: 20-30 minutes daily depending on grade level and student need
- Best used in small group within the intervention model
  - Monitor reports on a weekly basis
  - One on one support as needed
  - Direct instruction using online EDUSS resources

http://www.eduss.com

EDUSS is an integrated software program that will diagnose students’ learning gaps and develops a customized automated intervention plan specific to their learning needs in order to bring them up to grade level.

Developing Number Concepts

Grades K-2 approved

Recommended group/class size is individual up to small groups of 10
Recommended Time: 30 - 45 minutes daily
http://www.mathperspectives.com/intervention.html

Developing Number Concepts is designed to help young children develop important foundational mathematics concepts. Every concept is developed both through teacher-directed and independent activities. Because children learn at different rates the activities are “expandable” and, therefore, meet a range of needs. Questions guide teachers’ observations of children as they work and learn which helps in the assessment of children’s ongoing progress.

America’s Choice Mathematics Navigator

Grades 3-Algebra approved

Recommended group/class size is up to 8 for (3rd – 5th)
Recommended group/size is up to 12 for (6th – Algebra)
Recommended Time: at least 35 minutes daily for elementary
Recommended Time: at least 45 minutes daily for secondary
http://www.americaschoice.org/mathnavigator

Mathematics Navigator is a highly flexible, modular intervention for elementary, middle, and early high school students. It is intended to augment and enhance, NOT replace, a school’s math curriculum. It focuses on student’s misconceptions, breaks student’s patterns of failure, and establishes the experience of success. All modules combine a balanced focus on conceptual understanding, problem solving, and skills.

Aleks

Grades 6 - 12 Approved

Recommended group/class size is up to 25
Recommended Time: 45-60 minutes daily
- Best used in small group within the intervention model
  - Monitor reports on a weekly basis
  - One on one support as needed
  - Direct instruction using online Aleks resources

http://www.aleks.com/
Aleks is an online math program that provides targeted assessment and learning with standards-based content. Through adaptive questioning, Aleks accurately assesses students’ knowledge and then delivers targeted instruction through a customized curriculum that fits each student’s needs.

**Materials for Advanced Students:**

**University of Connecticut Neag Center for Gifted Education and Talented Development**

**Mentoring young Mathematicians Materials**

*Grades K-2 approved*

*Recommended Group Size: Small or Whole Group*

*Recommended Time: 30 minutes at least 4 times per week*

[http://www.kendallhunt.com/m2/](http://www.kendallhunt.com/m2/)

Project M²: Mentoring Young Mathematicians is a series of units to foster inquiry and engage students in critical thinking, problem solving, and communication.

**University of Connecticut Neag Center for Gifted Education and Talented Development**

**Mentoring Mathematical Minds Materials**

*Grades 3-5 approved*

*Recommended Group Size: Small or Whole Group*

*Recommended Time: 30 minutes at least 4 times per week*


Project M³: Mentoring Mathematical Minds is a series of units developed to motivate and challenge students. There is a strong emphasis on critical and creative problem solving and reasoning through engaging investigations, projects, and simulations. It provides a rich verbal and written mathematical communication.

**Aleks**

*Grades 6-12 approved*

Recommended group/class size is up to 25

Recommended Time: 45-60 minutes daily

- **Best used in small group within the intervention model**
  - Monitor reports on a weekly basis
  - One on one support as needed
  - Direct instruction using online Aleks resources


Aleks is an online math program that provides targeted assessment and learning with standards-based content. Through adaptive questioning, Aleks accurately assesses students’ knowledge and then delivers targeted instruction through a customized curriculum that fits each student’s needs.

*For further program information or pricing call Cindy Ritter at x2961.*
**School District**

**Middle School/High School – Tier 3 Math Assessment and Intervention Flowchart**

Tier 3 is in addition to General Ed Math Courses. In order to close the achievement gap, Tier 3 research-proven programs must be implemented with fidelity and with high quality instruction.

Approved Tier 3 Intervention Programs: Math Navigator, EDUSS(middle school only), and Aleks

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**Intended for ALL students who score:**  NWEA Math Score of 21st – 40th percentile and/or Unsatisfactory or Partially Proficient on CSAP (Including ILP 1 & SPED & ELL)

Additional data points need to be consulted for placement decisions.

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Administer Math Navigator Screener 6

If any Math Navigator modular unit(s) is 60% or below administer the pretest for the first module in order left to right on the screener template that is 60% or below.

<table>
<thead>
<tr>
<th>Pretest Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 25%</td>
<td>Take the Math Navigator pretest on the precursor module (see chart on next page) and begin instruction in that module. If no precursor start instruction in this module.</td>
</tr>
<tr>
<td>25% - 75%</td>
<td>Student needs instruction in this Math Navigator module. Carefully examine the pre-test results to see what kind of questions the student is missing and what misconceptions they may have.</td>
</tr>
<tr>
<td>Over 75%</td>
<td>If other Math Navigator modular units are 60% or below give the Math Navigator pretest for the next unit in order of screener and repeat above process. If all modular units for screener 6 are above 60% proceed to right hand side of flowchart.</td>
</tr>
</tbody>
</table>

If above 60% on all Math Navigator modular units in screener 6 then administer screener 7. If 60% or below on any modular units follow the left side of flowchart.

If above 60% on all Math Navigator modular units in screener 7 then administer screener 8. If 60% or below on any modular units follow the left side of flowchart.

If above 60% on all Math Navigator modular units in screener 8 then use EDUSS or Aleks.

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Students scoring above the 40th percentile, but struggling in their core math course may use EDUSS (middle school only) or Aleks for 30 minutes 3 times per week as additional Tier 2 instruction for skill building.
### Math Navigator Screener 4

<table>
<thead>
<tr>
<th>Module</th>
<th>Precursor Module</th>
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<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>Knowing Addition and Subtraction Facts</td>
<td>Knowing Addition and Subtraction Facts</td>
</tr>
<tr>
<td>Understanding Addition and Subtraction Facts</td>
<td>Knowing Addition and Subtraction Facts</td>
</tr>
<tr>
<td>Knowing Multiplication and Division Facts</td>
<td>Knowing Multiplication and Division Facts</td>
</tr>
<tr>
<td>Tables, Charts, and Graphs</td>
<td>Knowing Addition and Subtraction Facts and Knowing Multiplication and Division Facts</td>
</tr>
<tr>
<td>Understanding Multiplication</td>
<td>Knowing Multiplication and Division Facts</td>
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### Math Navigator Screener 5

<table>
<thead>
<tr>
<th>Module</th>
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<tr>
<td>Place Value Decimals to Billions</td>
<td>Beginning Place Value</td>
</tr>
<tr>
<td>Knowing Fractions</td>
<td>Knowing Multiplication and Division Facts</td>
</tr>
<tr>
<td>Understanding Fractions</td>
<td>Knowing Fractions</td>
</tr>
<tr>
<td>Understanding Multiplication</td>
<td>Knowing Multiplication and Division Facts</td>
</tr>
<tr>
<td>Measurement</td>
<td>Knowing Fractions and Place Value Decimals to Billions</td>
</tr>
<tr>
<td>Beginning Patterns</td>
<td>Knowing Addition and Subtraction Facts and Knowing Multiplication and Division Facts</td>
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<tr>
<td>Geometry: Polygons and Symmetry</td>
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### Math Navigator Screener 6

<table>
<thead>
<tr>
<th>Module</th>
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</thead>
<tbody>
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</tr>
<tr>
<td>Multiplying Multidigit Whole Numbers</td>
<td>Understanding Multiplication</td>
</tr>
<tr>
<td>Understanding Division</td>
<td>Knowing Multiplication Facts and Understanding Multiplication</td>
</tr>
<tr>
<td>Understanding Fractions</td>
<td>Knowing Fractions</td>
</tr>
<tr>
<td>Understanding and Reading Word Problems</td>
<td>Understanding Multiplication and Understanding Division</td>
</tr>
<tr>
<td>Measurement</td>
<td>Knowing Fractions and Place Value Decimals to Billions</td>
</tr>
<tr>
<td>Beginning Patterns</td>
<td>Knowing Addition and Subtraction Facts and Knowing Multiplication and Division Facts</td>
</tr>
<tr>
<td>Beginning Data and Probability</td>
<td>Tables, Charts, and Graphs and Knowing Fractions</td>
</tr>
</tbody>
</table>

### Math Navigator Screener 7

<table>
<thead>
<tr>
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<tr>
<td>Decimals and Powers of 10</td>
<td>Place Value Decimals to Billions</td>
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<tr>
<td>Rational Numbers</td>
<td>Understanding Fractions</td>
</tr>
<tr>
<td>Operations and Word Problems</td>
<td>Understanding and Reading Word Problems</td>
</tr>
<tr>
<td>Expressions and Equations</td>
<td></td>
</tr>
<tr>
<td>Percents</td>
<td>Rational Numbers</td>
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<tr>
<td>Data and Probability</td>
<td>Beginning Data and Probability</td>
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</table>

### Math Navigator Screener 8

<table>
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<tbody>
<tr>
<td>Positive and Negative Numbers</td>
<td>Decimals and Powers of 10</td>
</tr>
<tr>
<td>Expressions and Equations</td>
<td>Understanding Fractions</td>
</tr>
<tr>
<td>Rational Numbers</td>
<td>Understanding and Reading Word Problems</td>
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<tr>
<td>Operations and Word Problems</td>
<td>Expressions and Equations and Beginning Patterns</td>
</tr>
<tr>
<td>Functions and graphs</td>
<td></td>
</tr>
<tr>
<td>Data and Probability</td>
<td>Beginning Data and Probability</td>
</tr>
<tr>
<td>Generalizing from Patterns</td>
<td>Functions and Graphs</td>
</tr>
<tr>
<td>Exponents</td>
<td>Expressions and Equations and Decimals and Powers of Ten</td>
</tr>
</tbody>
</table>
Grade 5 – Tier 3 Math Assessment and Intervention Flowchart

Tier 3 is in addition to General Ed Math Courses. In order to close the achievement gap, Tier 3 research-proven programs must be implemented with fidelity and with high quality instruction. Approved Tier 3 Intervention Programs: Math Navigator and EDUSS

Intended for ALL students who score: NWEA Math Score of 5th – 35th percentile and/or Unsatisfactory or Partially Proficient on CSAP (Including ILP 1 & SPED & ELL) Additional data points need to be consulted for placement decisions.

Administer Math Navigator Screener 4

If any Math Navigator modular unit(s) is 60% or below administer the pretest for the first module in order left to right on the screener template that is 60% or below.

If student scores above 60% on all Math Navigator modular unit(s) for screener 4 then administer screener 5.

If student scores above 60% on all Math Navigator modular unit(s) for screener 5 then administer screener 6.

If any Math Navigator modular unit(s) for screener 5 is 60% or below then give pretest for the first module in order left to right on the screener template that is 60% or below and follow chart at the bottom of the page.

If any Math Navigator modular unit(s) for screener 6 is 60% or below then give pretest for the first module in order left to right on the screener template that is 60% or below and follow chart at the bottom of the page.

If student scores above 60% on all Math Navigator modular unit(s) for screener 6 then use EDUSS for additional instructional support in Tier 2 (at least three times per week) to further develop conceptual understanding and/or Tier 3 instructions (daily) to close the gap.

For best results EDUSS should be used in small groups using practice books and tutorials.

Take the Math Navigator pretest on the precursor module (see chart on next page) and begin instruction in that module. If no precursor start instruction in this module.

Student needs instruction in this module. Carefully examine the pre-test results to see what kind of questions the student is missing and what misconceptions they may have.

If other Math Navigator modular units are 60% or below give the Math Navigator pretest for the next unit in order of screener and repeat above process.

If all modular units for screener 4 are above 60% proceed to right hand side of flowchart.

Take the Math Navigator pretest on the precursor module (see chart on next page) and begin instruction in that module. If no precursor start instruction in this module.

Student needs focused instruction in this module. Carefully examine the pre-test results to see what kind of questions the student is missing and what misconceptions they may have.

If other Math Navigator modular units are 60% or below give the Math Navigator pretest for the next unit in order of screener and repeat above process.

When students have successfully completed all necessary Math Navigator modules support through grade level differentiation in Tier 2.
### Math Navigator Screener 4

<table>
<thead>
<tr>
<th>Module</th>
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</tr>
<tr>
<td>Knowing Addition and Subtraction Facts</td>
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<tr>
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<td>Knowing Multiplication and Division Facts</td>
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<tr>
<td>Tables, Charts, and Graphs</td>
<td>Knowing Addition and Subtraction Facts and Knowing Multiplication and Division Facts</td>
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<td>Understanding Multiplication</td>
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### Math Navigator Screener 5

<table>
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<tr>
<th>Module</th>
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<tr>
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<tr>
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<td>Knowing Multiplication and Division Facts</td>
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<tr>
<td>Measurement</td>
<td>Knowing Fractions and Place Value Decimals to Billions</td>
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<tr>
<td>Beginning Patterns</td>
<td>Knowing Addition and Subtraction Facts and Knowing Multiplication and Division Facts</td>
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<tr>
<td>Geometry: Polygons and Symmetry</td>
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### Math Navigator Screener 6

<table>
<thead>
<tr>
<th>Module</th>
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<tbody>
<tr>
<td>Place Value Decimals to Billions</td>
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<tr>
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<tr>
<td>Understanding Division</td>
<td>Knowing Multiplication Facts and Understanding Multiplication</td>
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<td>Understanding and Reading Word Problems</td>
<td>Understanding Multiplication and Understanding Division</td>
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<td>Knowing Addition and Subtraction Facts and Knowing Multiplication and Division Facts</td>
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<tr>
<td>Beginning Data and Probability</td>
<td>Tables, Charts, and Graphs and Knowing Fractions</td>
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### Math Navigator Screener 7

<table>
<thead>
<tr>
<th>Module</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Decimals and Powers of 10</td>
<td>Place Value Decimals to Billions</td>
</tr>
<tr>
<td>Rational Numbers</td>
<td>Understanding Fractions</td>
</tr>
<tr>
<td>Operations and Word Problems</td>
<td>Understanding and Reading Word Problems</td>
</tr>
<tr>
<td>Expressions and Equations</td>
<td></td>
</tr>
<tr>
<td>Percents</td>
<td>Rational Numbers</td>
</tr>
<tr>
<td>Data and Probability</td>
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</tr>
</tbody>
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### Math Navigator Screener 8

<table>
<thead>
<tr>
<th>Module</th>
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<tbody>
<tr>
<td>Positive and Negative Numbers</td>
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<tr>
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<td>Expressions and Equations and Beginning Patterns</td>
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<tr>
<td>Functions and graphs</td>
<td></td>
</tr>
<tr>
<td>Data and Probability</td>
<td>Functions and Graphs</td>
</tr>
<tr>
<td>Generalizing from Patterns</td>
<td>Beginning Data and Probability</td>
</tr>
<tr>
<td>Exponents</td>
<td>Expressions and Equations and Decimals and Powers of Ten</td>
</tr>
</tbody>
</table>
Grade 4 – Tier 3 Math Assessment and Intervention Flowchart

Tier 3 is in addition to General Ed Math Courses. In order to close the achievement gap, Tier 3 research-proven programs must be implemented with fidelity and with high quality instruction. Approved Tier 3 Intervention Programs: Math Navigator and EDUSS

Intended for ALL students who score: NWEA Math Score of 5th – 35th percentile and/or Unsatisfactory or Partially Proficient on CSAP (SPED & ELL). Additional data points need to be consulted for placement decisions.

Administer Math Navigator Screener 4

If any Math Navigator modular unit(s) is 60% or below administer the pretest for the first module in order left to right on the screener template that is 60% or below.

Pretest Score

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 25%</td>
<td>Take the Math Navigator pretest on the precursor module (see chart on next page) and begin instruction in that module. If no precursor start instruction in this module.</td>
</tr>
<tr>
<td>25 – 75%</td>
<td>Student needs instruction in this Math Navigator module. Carefully examine the Math Navigator pre-test results to see what kind of questions the student is missing and what misconceptions they may have.</td>
</tr>
<tr>
<td>Over 75%</td>
<td>If other Math Navigator modular units are 60% or below give the Math Navigator pretest for the next unit in order of screener and repeat above process. If all modular units for screener 4 are above 60% proceed to right hand side of flowchart.</td>
</tr>
</tbody>
</table>

If student scores above 60% on all Math Navigator modular unit(s) for screener 4 then administer Math Navigator screener 5.

If student scores above 60% on all Math Navigator modular unit(s) for screener 5 then use EDUSS for additional instructional support in Tier 2 (at least three times per week) to further develop conceptual understanding and/or Tier 3 instructions (daily) to close the gap.

For best results EDUSS should be used in small groups using practice books and tutorials.

If any Math Navigator modular unit(s) on screener 5 is 60% or below then give Math Navigator pretest for the first module in order left to right on the screener template that is 60% or below.

Pretest Score

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 25%</td>
<td>Take the Math Navigator pretest on the precursor module (see chart on next page) and begin instruction in that module. If no precursor start instruction in this module.</td>
</tr>
<tr>
<td>25 – 75%</td>
<td>Student needs focused instruction in this Math Navigator module. Carefully examine the pre-test results to see what kind of questions the student is missing and what misconceptions they may have.</td>
</tr>
<tr>
<td>Over 75%</td>
<td>If other Math Navigator modular units are 60% or below give the Math Navigator pretest for the next unit in order of screener and repeat above process. When students have successfully completed all necessary Math Navigator modules support through grade level differentiation in Tier P2.</td>
</tr>
</tbody>
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### Math Navigator Screener 4

<table>
<thead>
<tr>
<th>Module</th>
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<td>Knowing Addition and Subtraction Facts</td>
<td>Knowing Addition and Subtraction Facts</td>
</tr>
<tr>
<td>Understanding Addition and Subtraction Facts</td>
<td>Knowing Addition and Subtraction Facts</td>
</tr>
<tr>
<td>Knowing Multiplication and Division Facts</td>
<td>Knowing Addition and Subtraction Facts</td>
</tr>
<tr>
<td>Tables, Charts, and Graphs</td>
<td>Knowing Addition and Subtraction Facts and Knowing Multiplication and Division Facts</td>
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<tr>
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### Math Navigator Screener 5

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<th>Module</th>
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<td>Beginning Place Value</td>
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<tr>
<td>Knowing Fractions</td>
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<td>Understanding Multiplication</td>
<td>Knowing Multiplication and Division Facts</td>
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<tr>
<td>Measurement</td>
<td>Knowing Fractions and Place Value Decimals to Billions</td>
</tr>
<tr>
<td>Beginning Patterns</td>
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<tr>
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### Math Navigator Screener 6

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<tr>
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<tr>
<td>Place Value Decimals to Billions</td>
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<tr>
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<td>Knowing Fractions</td>
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<td>Understanding and Reading Word Problems</td>
<td>Understanding Multiplication and Understanding Division</td>
</tr>
<tr>
<td>Measurement</td>
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<tr>
<td>Beginning Patterns</td>
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<td>Beginning Data and Probability</td>
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### Math Navigator Screener 7

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<tr>
<td>Decimals and Powers of 10</td>
<td>Place Value Decimals to Billions</td>
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<tr>
<td>Rational Numbers</td>
<td>Understanding Fractions</td>
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<tr>
<td>Operations and Word Problems</td>
<td>Understanding and Reading Word Problems</td>
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<td>Expressions and Equations</td>
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<td>Percents</td>
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### Math Navigator Screener 8

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<tr>
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<td>Operations and Word Problems</td>
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<tr>
<td>Functions and graphs</td>
<td>Expressions and Equations and Beginning Patterns</td>
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</table>

Grade 3 – Tier 3 Math Assessment and Intervention Flowchart

Tier 3 is in addition to General Ed Math Courses. In order to close the achievement gap, Tier 3 research-proven programs must be implemented with fidelity and with high quality instruction. Approved Tier 3 Intervention Programs: Math Navigator and EDUSS

Intended for ALL students who score: NWEA Math Score of 5th – 35th percentile
Additional data points need to be consulted for placement decisions.

Administer Math Navigator Screener 4

If any Math Navigator modular unit(s) is 60% or below administer the pretest for the first module in order left to right on the screener template that is 60% or below.

If student scores above 60% on all Math Navigator modular unit(s) use EDUSS for additional instructional support in Tier 2 (at least three times per week) to further develop conceptual understanding and/or Tier 3 instruction (daily) to close the gap.

Pretest Score

Pretest Score 0 - 25%
Take the Math Navigator pretest on the precursor module (see chart on next page) and begin instruction in that module. If no precursor start instruction in this module.

Pretest Score 25 - 75%
Student needs instruction in this Math Navigator module. Carefully examine the Math Navigator pre-test results to see what kind of questions the student is missing and what misconceptions they may have.

Pretest Score Over 75%
If other Math Navigator modular units are 60% or below give the Math Navigator pretest for the next unit in order of screener and repeat above process.
If all modular units are now above 60% support through grade level differentiation in Tier 2.
### Math Navigator Screener 4

<table>
<thead>
<tr>
<th>Module</th>
<th>Precursor Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Place Value</td>
<td></td>
</tr>
<tr>
<td>Knowing Addition and Subtraction Facts</td>
<td>Knowing Addition and Subtraction Facts</td>
</tr>
<tr>
<td>Understanding Addition and Subtraction Facts</td>
<td></td>
</tr>
<tr>
<td>Knowing Multiplication and Division Facts</td>
<td>Knowing Multiplication and Division Facts</td>
</tr>
<tr>
<td>Tables, Charts, and Graphs</td>
<td>Knowing Addition and Subtraction Facts and Knowing Multiplication and Division Facts</td>
</tr>
<tr>
<td>Understanding Multiplication</td>
<td>Knowing Multiplication and Division Facts</td>
</tr>
</tbody>
</table>

### Math Navigator Screener 5

<table>
<thead>
<tr>
<th>Module</th>
<th>Precursor Module</th>
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</thead>
<tbody>
<tr>
<td>Place Value Decimals to Billions</td>
<td>Beginning Place Value</td>
</tr>
<tr>
<td>Knowing Fractions</td>
<td>Knowing Multiplication and Division Facts</td>
</tr>
<tr>
<td>Understanding Fractions</td>
<td>Knowing Fractions</td>
</tr>
<tr>
<td>Understanding Multiplication</td>
<td>Knowing Multiplication and Division Facts</td>
</tr>
<tr>
<td>Measurement</td>
<td>Knowing Fractions and Place Value Decimals to Billions</td>
</tr>
<tr>
<td>Beginning Patterns</td>
<td>Knowing Addition and Subtraction Facts and Knowing Multiplication and Division Facts</td>
</tr>
<tr>
<td>Geometry: Polygons and Symmetry</td>
<td></td>
</tr>
</tbody>
</table>

### Math Navigator Screener 6

<table>
<thead>
<tr>
<th>Module</th>
<th>Precursor Module</th>
</tr>
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<tbody>
<tr>
<td>Place Value Decimals to Billions</td>
<td>Beginning Place Value</td>
</tr>
<tr>
<td>Multiplying Multidigit Whole Numbers</td>
<td>Understanding Multiplication</td>
</tr>
<tr>
<td>Understanding Division</td>
<td>Knowing Multiplication Facts and Understanding Multiplication</td>
</tr>
<tr>
<td>Understanding Fractions</td>
<td>Knowing Fractions</td>
</tr>
<tr>
<td>Understanding and Reading Word Problems</td>
<td>Understanding Multiplication and Understanding Division</td>
</tr>
<tr>
<td>Measurement</td>
<td>Knowing Fractions and Place Value Decimals to Billions</td>
</tr>
<tr>
<td>Beginning Patterns</td>
<td>Knowing Addition and Subtraction Facts and Knowing Multiplication and Division Facts</td>
</tr>
<tr>
<td>Beginning Data and Probability</td>
<td>Tables, Charts, and Graphs and Knowing Fractions</td>
</tr>
</tbody>
</table>

### Math Navigator Screener 7

<table>
<thead>
<tr>
<th>Module</th>
<th>Precursor Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decimals and Powers of 10</td>
<td>Place Value Decimals to Billions</td>
</tr>
<tr>
<td>Rational Numbers</td>
<td>Understanding Fractions</td>
</tr>
<tr>
<td>Operations and Word Problems</td>
<td>Understanding and Reading Word Problems</td>
</tr>
<tr>
<td>Expressions and Equations</td>
<td></td>
</tr>
<tr>
<td>Percents</td>
<td>Rational Numbers</td>
</tr>
<tr>
<td>Data and Probability</td>
<td>Beginning Data and Probability</td>
</tr>
</tbody>
</table>

### Math Navigator Screener 8

<table>
<thead>
<tr>
<th>Module</th>
<th>Precursor Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive and Negative Numbers</td>
<td>Decimals and Powers of 10</td>
</tr>
<tr>
<td>Expressions and Equations</td>
<td>Understanding Fractions</td>
</tr>
<tr>
<td>Rational Numbers</td>
<td>Understanding and Reading Word Problems</td>
</tr>
<tr>
<td>Operations and Word Problems</td>
<td>Functions and Graphs</td>
</tr>
<tr>
<td>Functions and graphs</td>
<td>Beginning Data and Probability</td>
</tr>
<tr>
<td>Data and Probability</td>
<td></td>
</tr>
<tr>
<td>Generalizing from Patterns</td>
<td></td>
</tr>
<tr>
<td>Exponents</td>
<td>Functions and Graphs</td>
</tr>
</tbody>
</table>

Administer Math Navigator Screener 3 Problems 1-12 to determine if additional diagnostic testing is needed. Second data point at Midyear - Intended for ALL students who score: NWEA Math Score of 5th – 35th percentile (Including SPED & ELL) NWEA percentiles is one piece of screening data. Additional data points need to be consulted for placement decisions.

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Assessment Plan/Schedule</th>
<th>Assessments</th>
<th>Instruction for Intervention</th>
</tr>
</thead>
</table>
| One Ten and Some More     | This assessment will check the children’s ability to work with numbers as one ten and some more. | Assessment 7: Ten Frames  
  - Those receiving an “I” need to be placed in intervention. Those with “P” need practice through learning stations. | Refer to pgs. 62-64 in Concept Book 7  
  *Small Group Concept Lesson 15 mins and Learning Stations 15 – 30 mins daily |
| Numbers as Tens and Ones  | This assessment will check children’s understanding of numbers as tens and ones (place value). | Assessment 8: Grouping Tens  
  - Those receiving an “I” need to be placed in intervention. Those with “P” need practice through learning stations | Refer to pgs. 58-62 in Concept 8 Book  
  *Small Group Concept Lesson 15 mins and Learning Stations 15 – 30 mins daily |
| Combining and Separating Tens and Ones | This assessment will check the children’s ability to combine and separate tens and ones when doing two digit addition and subtraction. | Assessment 9: Two-Digit Addition and Subtraction  
  - Those receiving an “I” need to be placed in intervention. Those with “P” need practice through learning stations | Refer to pgs. 62-65 in Concept Book 9  
  *Small Group Concept Lesson 15 mins and Learning Stations 15 – 30 mins daily |

The above assessments are used as a data point to support placement in intervention. To determine level of proficiency you may need to move backwards through assessments prior to assessment 7 for a starting point. To ensure that students have all of their needs met administer lower assessment if students score “needs instruction” on any part of the interview assessments. If the interview assessment has multiple parts, students scoring “needs instruction” on part 1 will keep backing up until the student scores “needs practice”, this will be your starting point for intervention instruction. Reassess as needed.

EDUSS should be used for additional instructional support in Tier 2 (at least three times per week) to further develop conceptual understanding and/or Tier 3 instruction (daily) to close the gap.
### School District

**Grade 1 – Tier 3 Math Assessment and Intervention Flowchart**

Tier 3 is in addition to, Tiers 1&2 high quality instruction using Houghton Mifflin Math. In order to close the achievement gap, Tier 3 research-proven programs must be implemented with fidelity and with high quality instruction. Approved Tier 3 Intervention Programs: Developing Math Concepts and EDUSS

ALL students will be tested including SPED & ELL. Additional data points need to be consulted in placement decisions.

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Assessment Plan/Schedule</th>
<th>Assessments</th>
<th>Instruction for Intervention</th>
</tr>
</thead>
</table>
| Identifying and Combining Parts   | This assessment will check the children’s ability to identify and describe parts of numbers. | **Concept 4 Assessment:** Number Arrangements  
  • Those receiving an “I” need to be placed in intervention. Those with “P” need practice through learning stations. | Refer to pgs. 50 – 52 in Concept 4 Book  
*Small Group Concept Lesson 15 mins and Learning Stations 15 – 30 mins daily |
| Number Combinations               | These assessments will check the children’s knowledge of number combinations. Reassess during the next several weeks to check for progress. | **Concept 5 Assessment:** Combination Trains  
  • Those receiving an “I” need to be placed in intervention. Those with “P” need practice through learning stations. | Refer to pgs. 48-50 in Concept 5 Book  
*Small Group Concept Lesson 15 mins and Learning Stations 15 – 30 mins daily |
| Decomposing Numbers to 10         |                           | **Concept 6 Assessment:** The Hiding Assessment  
  • Those receiving an “I” need to be placed in intervention. Those with “P” need practice through learning stations. | Refer to pgs. 52–55 in Concept 6 Book  
*Small Group Concept Lesson 15 mins and Learning Stations 15 – 30 mins daily |

**The above assessments are used as a data point to support placement in intervention. To determine level of proficiency you may need to move backwards through assessments prior to assessment 4 for a starting point. To ensure that students have all of their needs met administer lower assessment if students score “needs instruction” on any part of the interview assessments. If the interview assessment has multiple parts, students scoring “needs instruction” on part 1 will keep backing up until the student scores “needs practice”, this will be your starting point for intervention instruction. Additionally, for some students you may need to continue forward with the assessments past assessment 6 to determine level of proficiency. Reassess as needed.**

EDUSS should be used for additional instructional support in Tier 2 (at least three times per week) to further develop conceptual understanding and/or Tier 3 instruction (daily) to close the gap.
School District

Kindergarten – Tiers 1, 2 & 3 Spanish Reading and Math Assessment and Instruction/Intervention Flowchart

Tier 3 is in addition to, Tiers 1&2 high quality instruction using Houghton Mifflin Reading and Math Expressions. In order to close the achievement gap, Tier 3 research-proven programs must be implemented as designed and with high quality instruction. Approved Resources for use in Kindergarten: Estrellita, Senderos, Assessing Number Concepts and Developing Number Concepts.

Intended for ALL students, including ILP 1 & SPED & ELL

August

Self Portrait---Ask them to draw a picture of themselves. Ask:
- What colors they are using
- Student to write their name (Teacher should write their name if they are unable)
- Student to name the letters in their name

Concept Assessment 1: Counting Objects – Assess to determine the number of objects children are able to count. Those receiving an “I” will be placed in intervention – refer to pgs. 58-62 in Concept 1 book. Those with “P” need practice through learning stations.

DIBELS
Phoneme Segmentation (FSF) If At Risk, begin Estrellita (daily for 20 minutes). If Some Risk administer the CORE Spanish Phonemic Awareness Test Phoneme Oddity, Kinder and Phoneme Deletion; if Intensive –start with the Intro to Blending for Kids section of Estrellita. If Strategic –Start with Blending con “a”. If Benchmark –Continue to reinforce in Tier 2.

Letter Naming Fluency (FNL) if at Risk/some risk, continue supporting in Tier 2.

December or January Concept

Assessment 2: Changing Numbers – Once children can count to 20 or more objects with ease and accuracy, determine if they can see relationships between numbers. Those receiving an “I” will be placed in intervention – refer to pgs. 48-50 in Concept 2 book.

DIBELS
Letter Naming Fluency (FNL) if At/Some Risk
AND/OR
Phoneme Segmentation Fluency (FSF), if At/Some Risk administer the CORE Spanish Phonemic Awareness Test Phoneme Oddity, Kinder and Phoneme Deletion: if Intensive –Start with the Intro to Blending section of Estrellita.

Concept Assessment 3: More/Less Trains – Expand the information you have about the children’s understanding of numbers and number relationships by assessing their ability to compare numbers. Those receiving “I” will be placed in intervention – refer to pgs 52-55 in Concept 3 Book. Those with “P” need practice through learning stations.

DIBELS
Letter Naming Fluency (FNL) if At/Some Risk, AND/OR
Phoneme Segmentation Fluency (FSF), if At/Some Risk, begin if Intensive –Start with the Intro to Blending section of Estrellita.

If Strategic –Continue with last set of vowels covered. If Benchmark –Continue to reinforce in Tier 2 AND/OR
Nonsense Word Fluency (FPS), if At/Some Risk, begin With Estrellita Blending con a, e, i, o, u. When finished with Estrellita proceed to Senderos.

March or April

All Students: Word Writing and Sentence Dictation

Refer to the Assessment Timeline for information on Houghton Mifflin Theme Test Administration as well as IDEL Progress Monitoring Dates.

February

Give the 27J Lista de palabras de alta frecuencia to see what words students know.
# School District

## K–12 – Tier 3 Gifted and Talented Students - Reading and Math Intervention Program and Assessment Flowchart

For students having an ALP in the following area/s: Language, Math, Leadership, Visual/Spatial and/or Creativity

(This is in addition to General Ed Language Arts/English Courses & Mathematics.)

These guidelines only support program placement. They do not “qualify” students for/as Gifted and Talented.

<table>
<thead>
<tr>
<th>K</th>
<th>Jacob’s Ladder</th>
<th>Junior Great Books</th>
<th>Language</th>
<th>Math: M² (K-2) and M³ (3-5)</th>
<th>Leadership</th>
<th>Creativity &amp; Visual/Spatial</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Exploring Shapes in Space: Geometry with the Frogonauts (Delivery TBD)</td>
<td>Giraffe</td>
<td>TBD</td>
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<tr>
<td></td>
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<td></td>
<td>Sizing up the Lily Pad Space Station: Measuring with the Frogonauts (Delivery TBD) Challenge materials embedded in the HM program.</td>
<td>Leadership</td>
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<td></td>
<td>Exploring Shape Games: Geometry with Imi &amp; Zani</td>
<td>Giraffe</td>
<td>TBD</td>
</tr>
<tr>
<td>1</td>
<td>Jacob’s Ladder</td>
<td>Junior Great Books</td>
<td></td>
<td>Creating the School Measurement Fair : Measuring with Imi &amp; Zani</td>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jacob’s Ladder</td>
<td>Junior Great Books</td>
<td>College of William and Mary: Beyond Words</td>
<td>Designing a Shape Gallery: Geometry with the Meerkats</td>
<td>Giraffe</td>
<td>TBD</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Using Everyday Measures: Measuring with the Meerkats</td>
<td>Leadership</td>
<td></td>
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<tr>
<td></td>
<td>Jacob’s Ladder</td>
<td>Junior Great Books</td>
<td>College of William and Mary: Journeys &amp; Destinations</td>
<td>Unraveling the Mystery of the MoLi Stone: Place Value and Numeration</td>
<td>Giraffe</td>
<td>TBD</td>
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<tr>
<td></td>
<td>College of William and Mary: Patterns</td>
<td></td>
<td></td>
<td>Awesome Algebra: Looking for Patterns and Generalizations</td>
<td>Leadership</td>
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<td>What’s the Me in Measurement All About?</td>
<td>Giraffe</td>
<td>TBD</td>
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<td>Digging for Data: The Search within Research</td>
<td>Leadership</td>
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<tr>
<td>4</td>
<td>Jacob’s Ladder</td>
<td>Junior Great Books</td>
<td>College of William and Mary: Patterns</td>
<td>Factors, Multiples and Leftovers: Linking Multiplication and Division</td>
<td>Giraffe</td>
<td>TBD</td>
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<td>At the Mall with Algebra: Working with Variables and Equations</td>
<td>Leadership</td>
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<td>Getting into Shapes</td>
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<td>Analyze This! Representing and Interpreting Data</td>
<td>Giraffe</td>
<td>TBD</td>
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<tr>
<td>5</td>
<td>Jacob’s Ladder</td>
<td>Junior Great Books</td>
<td>College of William and Mary: Literacy Reflection</td>
<td>Treasures from the Attic: Exploring Fractions</td>
<td>Giraffe</td>
<td>TBD</td>
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<td>Record Makers and Breakers: using Algebra to Analyze Change</td>
<td>Leadership</td>
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<td>Funkytown Fun House: focusing on Proportional Reasoning and Similarity</td>
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<td>What Are Your Chances?</td>
<td>Giraffe</td>
<td>TBD</td>
</tr>
<tr>
<td>6</td>
<td>Jacob’s Ladder</td>
<td>Junior Great Books</td>
<td>College of William and Mary: Persuasion</td>
<td>6th – 8th Grade Gifted and Talented Students currently will be placed in advanced classes according to the current placement guidelines using three points of data (CSAP, NWEA, and Placement Test). This currently serves as Tier 3 &amp; 4.</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Jacob’s Ladder</td>
<td>Junior Great Books</td>
<td>College of William and Mary: World Utopia</td>
<td>6th – 8th Grade Gifted and Talented Students currently will be placed in advanced classes according to the current placement guidelines using three points of data (CSAP, NWEA, and Placement Test). This currently serves as Tier 3 &amp; 4.</td>
<td>TBD</td>
<td></td>
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<tr>
<td>8</td>
<td>Jacob’s Ladder</td>
<td>Junior Great Books</td>
<td>College of William and Mary: Threads of Change</td>
<td>6th – 8th Grade Gifted and Talented Students currently will be placed in advanced classes according to the current placement guidelines using three points of data (CSAP, NWEA, and Placement Test). This currently serves as Tier 3 &amp; 4.</td>
<td>TBD</td>
<td></td>
</tr>
</tbody>
</table>

**Grades K-12 Advanced students are to receive Tier 2 – differentiation based on individual student diagnosed needs.**

School District
K-12 Tier 4
Math Assessment and Intervention Program Flowchart

- Individualized programming for students with exceptional needs, including Special Education, English Language Learner, Title 1, GT (3rd-12th grades) when specified in an ALP and behavior plans.
- In most cases students who need Tier 4 instruction will receive one of the below programs as a core replacement of general education program. In order for this to be the case, students must fall into Tier 4 after following the Tier 3 flow chart for their grade level.
- Students must have shown lack of growth through progress monitoring in Tier 3 in order to move into Tier 4, as one data point or currently have an individual plan that places them in Tier 4 based on available data.
- **Gap-Analysis** – a gap analysis of more than 2.0 in multiple content areas after Tier 3 flowchart will be a consideration for Tier 4. (See page one of packet for more information.)
- Anyone scoring in the 1st-4th percentile on NWEA and Unsatisfactory or Partially Proficient on CSAP and not on an IEP should start the Problem Solving Team process.
- The following programs are district approved as of spring 2010.
- Programs listed have proven results when used with fidelity.
- Please check before ordering materials as we have negotiated better pricing and contracts if other fees apply.
- Programs currently in buildings can still be used but additional materials for these programs shall not be purchased. To find out where these programs fit in the flowchart please contact Cindy Ritter at x2961.

All programs **REQUIRE** appropriate and approved training for all instructors. Please see your building administrator for training options.
Tier 4 Math SSN Core Replacement Programs

Elementary SSN

Developing Number Concepts (DNC)
Developing Number Concepts is a series of books designed to help young children develop important foundational mathematics concepts. Each of three books in the series include cohesive and organized sets of experiences focused on particular mathematical ideas. Every concept is developed both through teacher-directed and independent activities. Because children learn at different rates the activities are “expandable” and, therefore, meet a range of needs. Questions guide teachers’ observations of children as they work and learn which helps in the assessment of children’s ongoing progress.

Recommended Grade Levels: K - 2  
Recommended group/class size is individual up to small groups of 6  
Recommended Time: 30 - 45 minutes daily  
Length of Program: Multi Year Required Training: TBD  
http://www.mathperspectives.com/intervention.html  

**Upon completion of Developing Number Concepts students can move into Number Worlds.**

Number Worlds
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.

Recommended Grade Levels: K-5  
Recommended Kits: Cand D  
Recommended group/class size: individual up to small groups of 6  
Recommended time: 60 minutes daily  
Length of Program: Multi Year  
http://www.sranumberworlds.com/
Tier 4 Math SSN Core Replacement Programs Continued

**Middle School/High School SSN**

**Number Worlds**
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.

- Recommended Grade Levels: 6-8
- Recommended Kits: F and G
- Recommended group/class size: individual up to small groups of 6
- Recommended time: 60 minutes daily

**Taught in conjunction with Teaching to Standards: Math**

**Teaching to Standards: Math**
Teaching to Standards: Math is a full-year program designed to teach academics aligned with general education curriculum to students with significant cognitive disabilities, focusing on secondary level content and performance standards. Focus is on Geometry, Algebra, Data Analysis, and Measurement.

- Recommended Grade Levels: Middle school and high school
- Recommended group/class size is up to 10 students
- Recommended time: 55 - 60 minutes per day five days per week

**Explore Math**
Explore Math is a full-year program for middle and high school students that is designed to give students as many visual clues to clearly depict concepts and help struggling students independently solve math problems. Focus is on math vocabulary, using numbers to 1000, and fractions.

- Recommended Grade Levels: High school
- Recommended group/class size is up to 10 students
- Recommended time: 55 - 60 minutes per day five days per week

**Taught in conjunction with Teaching to Standards: Math**
## Tier 4 Math Core Replacement Programs

**Elementary Coming Soon….**

### Middle School

**America’s Choice Ramp Up to Pre-Algebra (RUPA)**

Ramp Up Mathematics is a year-long course designed to accelerate learning, fill in gaps in understanding, and correct lingering misconceptions. It focuses on a carefully selected set of concepts that strengthen students’ conceptual understanding, problem solving, and skills. Ramp Up also focuses on students’ communication of mathematical ideas. It allows students to expose and revise their mathematical thinking through sharing and discussing thinking strategies.

- **Recommended Grade Levels:** 6-7th
- **Recommended group/class size:** no more than 25 students
- **Recommended time:** 90 minutes per day five days per week

### Entry Criteria

<table>
<thead>
<tr>
<th>Ramp Up to Pre Algebra with Tier 3 Math Navigator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Incoming 6th graders</strong> NWEA 1st – 4th percentile and U or PP on CSAP. Diagnostic test scale score on RUPA below 25. <strong>Depending on students and their level of growth this course may be a two year program. Consult Cindy Ritter for further information.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ramp Up to Pre Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Incoming 6th graders</strong> NWEA 5th – 20th percentile and U or PP on CSAP. Diagnostic test scale score on RUPA between 25 – 44.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ramp Up to Pre Algebra with Tier 3 Math Navigator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Incoming 7th graders</strong> NWEA 1st – 4th percentile and U or PP on CSAP. Diagnostic test scale score on RUPA below 25. <strong>Depending on students and their level of growth this course may be a two year program. Consult Cindy Ritter for further information.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ramp Up to Pre Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Incoming 7th graders</strong> NWEA 5th – 20th percentile and U or PP on CSAP. Diagnostic test scale score on RUPA between 25 – 44.</td>
</tr>
</tbody>
</table>

### Exit Criteria – End of school year

<table>
<thead>
<tr>
<th>Ramp Up to Pre Algebra with Tier 3 Math Navigator</th>
</tr>
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## America’s Choice Ramp Up to Algebra (RUA)

Ramp Up Mathematics is a year-long course designed to accelerate learning, fill in gaps in understanding, and correct lingering misconceptions. It focuses on a carefully selected set of concepts that strengthen students’ conceptual understanding, problem solving, and skills. Ramp Up also focuses on students’ communication of mathematical ideas. It allows students to expose and revise their mathematical thinking through sharing and discussing thinking strategies.

- **Recommended Grade Levels:** 7th and 8th
- **Recommended group/class size:** no more than 25 students
- **Recommended time:** 90 minutes per day five days per week

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<tr>
<th>Entry Criteria</th>
<th>Exit Criteria</th>
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<tr>
<td><strong>Ramp Up to Algebra with Math Navigator</strong>&lt;br&gt;Incoming 7th graders NWEA 1st – 4th percentile and U or PP on CSAP. Diagnostic test scale score on RUA below 25. (If they have not already had Ramp Up to Pre Algebra that is where they should be placed). <strong>Depending on students and their level of growth this course may be a two year program. Consult Cindy Ritter for further information.</strong></td>
<td>Growth from the pretest to the post test demonstrating knowledge necessary to be in a regular core Algebra class. Above the 20th percentile on NWEA. RUA scale score above 49. If needed Tier 3 interventions may be added to core instruction.</td>
</tr>
<tr>
<td><strong>Ramp Up to Algebra</strong>&lt;br&gt;Incoming 7th graders NWEA 5th – 20th percentile and U or PP on CSAP. Diagnostic test scale score on RUA between 25 - 49.</td>
<td>Growth from the pretest to the post test demonstrating knowledge necessary to be in a regular core Algebra class. Above the 20th percentile on NWEA. RUA scale score above 49. If needed Tier 3 interventions may be added to core instruction.</td>
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High School

America’s Choice Ramp Up to Pre-Algebra (RUPA)

Ramp Up Mathematics is a year-long course designed to accelerate learning, fill in gaps in understanding, and correct lingering misconceptions. It focuses on a carefully selected set of concepts that strengthen students’ conceptual understanding, problem solving, and skills. Ramp Up also focuses on students’ communication of mathematical ideas. It allows students to expose and revise their mathematical thinking through sharing and discussing thinking strategies.

*Recommended Grade Levels: 9th*

*Recommended group/class size: no more than 25 students*

*Recommended time: 90 minutes per day five days per week*

<table>
<thead>
<tr>
<th>Entry Criteria</th>
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</tr>
</thead>
</table>
| **Ramp Up to Pre Algebra with Math Navigator**  
Incoming 9th graders NWEA 1st – 4th percentile and U or PP on CSAP. Diagnostic test scale score below 25. (If they did not receive this intervention in middle school) | Growth from the pretest to the post test demonstrating knowledge necessary to be in a Ramp Up to Algebra or Algebra class. Above the 20th percentile on NWEA. RUPA scale score above 44. If needed Tier 3 interventions may be added to core instruction. |
| **Ramp Up to Pre Algebra**  
Incoming 9th graders NWEA 5th – 20th percentile and U or PP on CSAP. Diagnostic test scale score between 25-44. (If they did not receive this intervention in middle school) | Growth from the pretest to the post test demonstrating knowledge necessary to be in a Ramp Up to Algebra or Algebra class. Above the 20th percentile on NWEA. RUPA scale score above 44. If needed Tier 3 interventions may be added to core instruction. |
| **Ramp Up to Pre Algebra with Math Navigator**  
Incoming 10th graders NWEA 1st – 4th percentile and U or PP on CSAP. Diagnostic test scale score below 25. (If they did not receive this intervention previously). | Growth from the pretest to the post test demonstrating knowledge necessary to be in a Ramp Up to Algebra or Algebra class. Above the 20th percentile on NWEA. RUPA scale score above 44. If needed Tier 3 interventions may be added to core instruction. |
| **Ramp Up to Pre Algebra**  
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**Ramp Up to Pre Algebra will only be offered at the high school level for the 2011-2012 and 2012-2013 school years during this transition of intervention implementation.**
## America’s Choice Ramp Up to Algebra (RUA)

Ramp Up Mathematics is a year-long course designed to accelerate learning, fill in gaps in understanding, and correct lingering misconceptions. It focuses on a carefully selected set of concepts that strengthen students’ conceptual understanding, problem solving, and skills. Ramp Up also focuses on students’ communication of mathematical ideas. It allows students to expose and revise their mathematical thinking through sharing and discussing thinking strategies.

- **Recommended Grade Levels:** 9-10th
- **Recommended group/class size:** no more than 25 students
- **Recommended time:** 90 minutes per day five days per week

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Advanced Students Tier 4 Intervention and Assessments

K - 5th Grade currently under review

6th – 8th Grade Advanced Students currently will be placed in advanced classes according to the current placement guidelines using three points of data (CSAP, NWEA, and Placement Test). This currently serves as Tier 3 & 4.

<table>
<thead>
<tr>
<th></th>
<th>Incoming 6th Grade</th>
<th>Incoming 7th Grade</th>
<th>Incoming 8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSAP</td>
<td>Advanced</td>
<td>Advanced</td>
<td>Advanced</td>
</tr>
<tr>
<td>NWEA</td>
<td>225 or higher</td>
<td>230 or higher</td>
<td>234 or higher</td>
</tr>
<tr>
<td>Placement Test</td>
<td>80% or higher</td>
<td>80% or higher</td>
<td>80% or higher</td>
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</tbody>
</table>

9th – 12th Grade Advanced Students currently will be placed into High School Honors or Advanced Placement Classes based on the current guidelines for High School entry into those programs. This currently serves as Tier 3 & 4.

Post-Secondary Education Options

High school students that have taken the Advanced Placement Courses offered can enroll at Front Range Community College.
We would like to thank all who were a part of this process:

Task Force Members

<table>
<thead>
<tr>
<th>Reading 2010</th>
<th>Math 2010</th>
<th>ELP 2010</th>
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<tbody>
<tr>
<td>Krissy Barragan</td>
<td>Kris Bennett</td>
<td>Janice Anderson</td>
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<tr>
<td>Matt Carter</td>
<td>Angela Carlson</td>
<td>Katie Berg</td>
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<td>Mandy Dibbern</td>
<td>Norma Coronado</td>
<td>Rick Bucher</td>
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<td>Charlene Ehlers</td>
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<td>Linda Kunz</td>
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