

# Duval County 2020-2021 District K-12 Comprehensive Evidence-Based Reading Plan Template

## Contact Information

The district contact(s) should be the person(s) ultimately responsible for the plan and its implementation and will be Florida Department of Education's (FDOE) contact for the K-12 Comprehensive Evidence-Based Reading Plan. Please designate the contact(s) for your district.

	Name	Title	Email	Phone
Main District Reading Contact	Brandie Berry	Director of ELA/Reading	<a href="mailto:berryb@duvalschools.org">berryb@duvalschools.org</a>	904-348-7857
Responsibility	Name	Title	Email	Phone
Elementary ELA	Brandie Berry	Director of ELA/Reading	<a href="mailto:berryb@duvalschools.org">berryb@duvalschools.org</a>	904-348-7857
Secondary ELA	Brandie Berry	Director of ELA/Reading	<a href="mailto:berryb@duvalschools.org">berryb@duvalschools.org</a>	904-348-7857
Reading Endorsement	Altina Fenelon Silva	Supervisor of Professional Development	<a href="mailto:Fenelona2@duvalschools.org">Fenelona2@duvalschools.org</a>	904-348-7747
Reading Curriculum	Brandie Berry	Director of ELA/Reading	<a href="mailto:berryb@duvalschools.org">berryb@duvalschools.org</a>	904-348-7857
Professional Development	Paula Renfro	Chief Academic Officer	<a href="mailto:renfrop@duvalschools.org">renfrop@duvalschools.org</a>	904-348-5144
Assessment	Virginia Hays	Director of Assessment Services	<a href="mailto:haysv@duvalschools.org">haysv@duvalschools.org</a>	904-348-7850
Data Element	Katy Stouffer	Director of Data and Assessment	<a href="mailto:ramseyk@duvalschools.org">ramseyk@duvalschools.org</a>	904-390-2976
Summer Reading Camp	Marianne Simon/ Brandie Berry	Region Superintendent/ Director of ELA/Reading	<a href="mailto:simonm@duvalschools.org">simonm@duvalschools.org</a> <a href="mailto:berryb@duvalschools.org">berryb@duvalschools.org</a>	904-390-2154/ 904-348-7857
3 <sup>rd</sup> Grade Promotion	Brandie Berry	Director of ELA/Reading	<a href="mailto:berryb@duvalschools.org">berryb@duvalschools.org</a>	904-348-7857

## Plan Information

*How is the district communicating the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders?*

The K-12 Reading Plan is shared with region superintendents and principals via Academic Services newsletter. It is shared with teachers via the district-wide Weekly Briefing. It will also be posted in our internal curriculum guides and public-facing website.

Monitoring of District K-12 Comprehensive Evidence-Based Reading Plan Implementation as required by 6A-6.053(1)(a) F.A.C.  
 District-Level Leadership 6A-6.053(7) F.A.C.

**K-5**

Component of Reading	What data is being collected? *	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
<i>Oral language</i>	<ul style="list-style-type: none"> <li>• K-2 Language for Learning</li> <li>• K-2 Michigan Literacy Progress Profile</li> <li>• K-2 Reading Mastery Signature Edition</li> </ul>	<ul style="list-style-type: none"> <li>• Screener and progress monitoring</li> <li>• Screener and progress monitoring</li> <li>• Screener and progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• One-on-one</li> <li>• One-on-one</li> <li>• One-on-one</li> </ul>	<ul style="list-style-type: none"> <li>• BOY and as needed</li> <li>• BOY and as needed</li> <li>• BOY and as needed</li> </ul>
<i>Phonological awareness</i>	<ul style="list-style-type: none"> <li>• <b>K- Star Early Literacy (FLKRS)</b></li> <li>• <b>K-5- i-Ready</b></li> <li>• K-2 Reading Mastery SE</li> <li>• easyCBM</li> </ul>	<ul style="list-style-type: none"> <li>• Screener</li> <li>• Diagnostic</li> <li>• Screener and progress monitoring</li> <li>• Screener and progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Computer-based</li> <li>• Computer-based</li> <li>• One-on-one</li> <li>• Once-on-one</li> </ul>	<ul style="list-style-type: none"> <li>• BOY</li> <li>• BOY, MOY, EOY</li> <li>• BOY and ongoing</li> <li>• As needed</li> </ul>
<i>Phonics</i>	<ul style="list-style-type: none"> <li>• <b>K- Star Early Literacy (FLKRS)</b></li> <li>• <b>K-5- i-Ready</b></li> <li>• K-2 Reading Mastery SE</li> <li>• K-5 Benchmark Assessment System</li> </ul>	<ul style="list-style-type: none"> <li>• Screener</li> <li>• Diagnostic</li> <li>• Screener and progress monitoring</li> <li>• Formative/progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Computer-based</li> <li>• Computer-based</li> <li>• One-on-one</li> <li>• One-on-one</li> </ul>	<ul style="list-style-type: none"> <li>• BOY</li> <li>• BOY, MOY, EOY</li> <li>• BOY and ongoing</li> <li>• Up to 3x/year</li> </ul>
<i>Fluency</i>	<ul style="list-style-type: none"> <li>• <b>K-5- i-Ready</b></li> <li>• K-2 Reading Mastery SE</li> <li>• K-5 Benchmark Assessment System</li> <li>• Corrective Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic</li> <li>• Screener and progress monitoring</li> <li>• Formative/progress monitoring</li> <li>• Screener and progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Computer-based</li> <li>• One-on-one</li> <li>• One-on-one</li> <li>• One-on-one</li> </ul>	<ul style="list-style-type: none"> <li>• BOY, MOY, EOY</li> <li>• BOY and ongoing</li> <li>• Up to 3x/year</li> <li>• BOY and ongoing</li> </ul>
<i>Vocabulary</i>	<ul style="list-style-type: none"> <li>• <b>K-5- i-Ready</b></li> <li>• K-2 Reading Mastery SE</li> <li>• K-5 Benchmark Assessment System</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic</li> <li>• Screener and progress monitoring</li> <li>• Formative/progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Computer-based</li> <li>• One-on-one</li> <li>• One-on-one</li> </ul>	<ul style="list-style-type: none"> <li>• BOY, MOY, EOY</li> <li>• BOY and ongoing</li> <li>• Up to 3x/year</li> </ul>
<i>Comprehension</i>	<ul style="list-style-type: none"> <li>• <b>K-5- i-Ready</b></li> <li>• K-2 Reading Mastery SE</li> <li>• <b>3-5 Achieve3000</b></li> <li>• <b>4-5 STAR Reading</b></li> <li>• K-5 Benchmark Assessment System</li> <li>• Corrective Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic</li> <li>• Screener and progress monitoring</li> <li>• Formative/progress monitoring</li> <li>• Screener and summative</li> <li>• Formative/progress monitoring</li> <li>• Screener and progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Computer-based</li> <li>• One-on-one</li> <li>• One-on-one</li> <li>• Computer-based</li> <li>• One-on-one</li> <li>• One-on-one</li> </ul>	<ul style="list-style-type: none"> <li>• BOY, MOY, EOY</li> <li>• BOY and ongoing</li> <li>• Up to 3x/year</li> <li>• BOY and MOY</li> <li>• BOY, MOY, EOY</li> <li>• BOY and ongoing</li> </ul>

\*Note: Bolded Assessments are used universally with all students in designated grade levels. Assessments not bolded are used based on student need for further assessment or intervention.

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
<b>(6-12 ELA) Achieve3000 Level Set</b>	<ul style="list-style-type: none"> <li>Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Formative/progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Computer-based</li> </ul>	<ul style="list-style-type: none"> <li>BOY, MOY, EOY</li> </ul>
(6-8 Reading) Corrective Reading	<ul style="list-style-type: none"> <li>Phonics, fluency, comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Screener and progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>One-on-one</li> </ul>	<ul style="list-style-type: none"> <li>BOY and ongoing</li> </ul>
(9-12 Reading) FAIR-FS	<ul style="list-style-type: none"> <li>Word recognition</li> <li>Vocabulary knowledge</li> <li>Syntactic knowledge</li> <li>Reading Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Computer-based</li> </ul>	<ul style="list-style-type: none"> <li>BOY, MOY</li> </ul>

\*Note: Bolded Assessments are used universally with all students in designated grade levels. Assessments not bolded are used based on student need for further assessment or intervention.

K-12 Data Analysis and Decision-making as required by 6A-6.053(1)(b) F.A.C.

Data Analysis and Decision-making				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
<ul style="list-style-type: none"> <li>BOY, End of Q1, MOY, End of Q3, EOY</li> <li>C&amp;I directors, Chief Academic Officer, Region Superintendents, Region Executive Directors, Chief of Schools, District Superintendent, Data and Assessment Team</li> </ul>	1. Identify areas of concern; 2) Analyze Problem; 3) Develop Plan to Address Problem; 4) Implement Plan; 5) Evaluate Plan	i-Ready, Achieve3000, and district quarterly assessments are reviewed at the school, classroom, and student level. Data chats are held with school leadership teams and include region leaders and C&I leaders.	C&I and region leadership collaborate with principals to devise a plan of action if concerns arise regarding the implementation of the K-12 Reading Plan.	Chief of Schools and Chief Academic Officer

School Level Leadership 6A-6.053(8) F.A.C.

<b>Practice</b>	<b>Who ensures that the practice is informed by a specific purpose?</b>	<b>How is the purpose communicated?</b>	<b>How often is the data being collected?</b>	<b>How is the data being shared and by whom?</b>	<b>How often is the data being reviewed and by whom?</b>
<b>Weekly reading walkthroughs by administrators</b>	Principals, Assistant Principals	Leadership meetings, faculty meetings	Weekly	District dashboard collects data from walkthroughs and district-wide assessments and is available to all school and district leaders. Teachers have access to data for their specific students.	School leadership teams review weekly. Principals and region leaders meet monthly to review collected data and plan next steps.
<b>Data chats</b>	Principals, Assistant Principals	Leadership meetings, faculty meetings	Monthly	District dashboard collects data from walkthroughs and district-wide assessments and is available to all school and district leaders. Teachers have access to data for their specific students.	School leadership teams review data monthly. Monthly data chats with school leadership team and region leadership team. Quarterly data chats with school leadership team, region leaders, and C&I leadership.
<b>Reading Leadership Team per 6A-6.053(3) F.A.C.</b>	Principals, Assistant Principals	Leadership meetings, faculty meetings	Leadership Teams will meet at least quarterly	District dashboard collects data from walkthroughs and district-wide assessments and is available to all school and district leaders.	Quarterly by Reading Leadership Team
<b>Monitoring of plan implementation</b>	Principals, Assistant Principals, ELA Coaches	Leadership meetings, faculty meetings	Ongoing	Data from weekly walkthroughs is compiled and can be sorted in the district dashboard.	School leaders review walkthrough and assessment data weekly/monthly as available.
<b>Implementation and Progress-monitoring</b>					
<b>What problem-solving steps are in place for making decisions based on data?</b>	<b>How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?</b>		<b>How will district leadership provide plan implementation oversight, support and follow-up?</b>		
1. Identify areas of concern; 2) Analyze Problem; 3) Develop Plan to Address Problem; 4) Implement Plan; 5) Evaluate Plan the data.	Principals and leadership team engage teachers in data analysis, examination of best practices, professional development, and implementation of best practices monitored through weekly walkthroughs.		Region superintendents and curriculum and instruction leaders monitor data and devise a plan of action when data indicate the need for additional support. Instructional specialists work with teachers, coaches and principals to implement action plan. Region leaders follow up during site visits.		

Professional Development per 6A-6.053(4) F.A.C.

<b>Requirement</b>	<b>How is it communicated to principals?</b>	<b>How is it monitored by principals?</b>	<b>How often is it reported to the district and in what format?</b>	<b>To whom is it reported at the district?</b>	<b>Who at the district level is responsible for following up if the professional development requirement isn't happening?</b>
<b>Training in multisensory reading intervention</b>	Principal meetings, email, weekly briefings	PD department provides list of teachers who have completed the training	Annually via completion report	Chief Academic Officer	Chief Academic Officer and Region Superintendents
<b>Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth</b>	School data chats; C&I and/or region support plans	Principals monitor through standards-aligned walkthroughs, implementation of support plans, teacher attendance in PD/coaching sessions	Regional leadership meets with school-based administrators at least monthly to review progress. C&I and regional leadership hold quarterly data and support plan reviews	Chief Academic Officer and Chief of Schools	Chief Academic Officer and Chief of Schools
<b>Identification of mentor teachers</b>	Region meetings, principal meetings, weekly briefings	Standards-based walkthroughs, classroom-level student data, VAM, highly effective status	Professional Development Facilitators at each school maintain and share the list of current mentors in conjunction with the Teacher Development Support Department.	Supervisor of Teacher Development Support	Director of Certification and Highly Qualified Staff
<b>Establishing of model classrooms within the school</b>	Region meetings, principal meetings,	Classroom walkthroughs	Twice a year poll	Chief Academic Officer	Chief of Schools and Chief Academic Officer
<b>Providing teachers with time weekly to meet together for professional development including lesson study and PLCs</b>	Master Schedule Guidelines	School administrators schedule and often attend weekly meetings	Reported to region leadership annually via school PD plan and master schedule	Region leadership	Chief Academic Officer and Chief of Schools

## Instruction

K-5 Uninterrupted 90 minute Daily Reading Block per 6A-6.053(9)(a) F.A.C.

<b>Requirement</b>	<b>How is it communicated to principals?</b>	<b>How is it monitored by principals?</b>	<b>How is it reported to the district?</b>	<b>To whom is it reported at the district?</b>	<b>How often is it reported to the district?</b>
<b>Whole group instruction utilizing an evidence-based sequence of reading instruction</b>	Master Schedule Guidelines and instructional frameworks	Walkthroughs, lesson plans	School schedules, walkthrough dashboard	Chief Academic Officer and Chief of Schools	Data and schedules available at all times
<b>Small group differentiated instruction in order to meet individual student needs</b>	Master Schedule Guidelines and instructional frameworks	Walkthroughs, lesson plans	School schedules, walkthrough dashboard	Chief Academic Officer and Chief of Schools	Data and schedules available at all times

## Budget per 6A-6.053(2) F.A.C.

How is the district prioritizing K-3 students with substantial reading deficiencies in the use of its Research-Based Reading Instruction Allocation funds?

Reading Instruction Allocation funds are purchasing several interventions for students in grades K-3, including Language for Learning, Leveled Literacy Intervention, and Corrective Reading. Summer Recovery for 3<sup>rd</sup> grade students who did not pass the FSA provides additional learning opportunities for below level third graders. Additionally, Saxon Phonics and the 100 Book Challenge from the American Reading Company are being purchased to strengthen core instruction in K-2.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	\$852,675
District expenditures on reading coaches assigned to elementary schools	\$322,655.47
District expenditures on reading coaches assigned to secondary schools	\$84,763.53
District expenditures on intervention teachers assigned to elementary schools	0
District expenditures on intervention teachers assigned to secondary schools	0
District expenditures on supplemental materials or interventions for elementary schools	\$2,742,435.70
District expenditures on supplemental materials or interventions for secondary schools	\$972,543.30
District expenditures on professional development	\$150,000
District expenditures on helping teachers earn the reading endorsement	0
District expenditures on summer reading camps	\$550,000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	\$5,675,073
Amount of District Research-Based Reading Instruction Allocation	\$5,675,073

## Summer Reading Camp

All Summer Reading Camp teachers are required to be highly effective and reading endorsed/certified.

We collaborated with Integrity Literacy Solutions to design a third grade summer reading camp curriculum that spirals through comprehension strategy instruction, standards-aligned application of the strategy, and culminating practices that require students to use multiple strategies while reading a passage. Students also receive instruction in vocabulary and language standards and complete assigned lessons in PA, Phonics, Fluency, Vocabulary and Comprehension through the i-Ready blended learning platform. The program utilizes the following practices which have been researched and recommended by John Hattie in *Visible Learning for Literacy* (see Appendix 3 for reference):

Classroom discussion- .82 effect size

Scaffolding- .82 effect size

Vocabulary programs- .67 effect size

Comprehension programs- .60 effect size

Direct instruction- .59 effect size

Small group learning- .49 effect size

An addendum will be sent out the last week of August 2020 requesting specific information. What evidence-based instructional materials are being used for Summer Reading Camp?

Will students in grades other than 3 be served also? Yes  No

If yes, which grade levels? \_\_\_\_\_

## Reading Allocation Literacy Coaches

Minimum Qualifications per 6A-6.053(6)(d) F.A.C.:

Coaches must meet the following criteria:

- reading endorsement or reading certification
- experience as successful classroom teachers
- knowledge of evidence-based reading research
- special expertise in quality reading instruction and infusing reading strategies into instruction
- data management skills
- strong knowledge base in working with adult learners
- excellent communication skills
- outstanding presentation, interpersonal, and time-management skills

An addendum will be sent out the last week of August 2020 requesting specific information.

What problem-solving method was used to determine which schools have the greatest need based on student performance data in reading per 6A-6.053 F.A.C.? (Please attach any rubrics or related artifacts)

School need is determined by school grades, district diagnostics and assessments, and percentage of novice teachers.



How have you communicated to principals, coaches, teachers, and district staff that coaches are not asked to perform administrative functions that will confuse their role for teachers; and that they are to spend limited time administering or coordinating assessments?

The Director of ELA communicates with principals via email regarding the approved functions of district specialists. District specialists meet with principals in August to review the types of support they are able to provide.

Who is monitoring whether that is adhered to? Whom do coaches go to with concerns if these requirements are not followed?

Director of English Language Arts

### Coaching Model per 6A-6.053(6)(b) F.A.C.

Is your district using the Just Read, Florida! coaching model? Yes  No

If you checked no, please complete and submit the Alternative Coaching Model document.

If you checked yes, please fill out the following chart:

Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.				
<ul style="list-style-type: none"> <li>• Provide professional development on the following:                             <ul style="list-style-type: none"> <li>○ the major reading components, as needed, based on an analysis of student performance data</li> <li>○ administration and analysis of instructional assessments</li> <li>○ providing differentiated instruction and intensive intervention</li> </ul> </li> <li>• Model effective instructional strategies for teachers</li> <li>• Facilitate study groups</li> <li>• Train teachers in data analysis and using data to differentiate instruction</li> <li>• Coach and mentor colleagues</li> <li>• Provide daily support to classroom teachers</li> <li>• Work with teachers to ensure that evidence-based reading programs are implemented with fidelity</li> <li>• Help to increase instructional density to meet the needs of all students</li> <li>• Help lead and support reading leadership teams at their school(s)</li> <li>• Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies</li> <li>• Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms</li> </ul>				
<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
Principals receive an email from the Director of ELA and review the responsibilities of district specialists during their first meeting of the school year.	Specialists complete a digital log entry which populates into a district dashboard.	Director of ELA, Supervisors of ELA, and Region Superintendents and Executive Directors	Weekly-Monthly	Specialists meet monthly with Director & Supervisor to review work in schools and receive feedback and plan next steps.

## Other Considerations

### Reading Intervention Data Element per 6A-6.053(7)(e)

Reporting of data elements is required by the K-12 Comprehensive Evidence-Based Reading Plan within the Automated Student and Staff Data Base System. These data elements include:

- Student Enrollment in Reading Intervention;
- Reading Endorsement competency status for teachers;
- Reading Certification progress status for teachers.

### Charter schools per 6A-6.053(5)

Charter schools must utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a., and 1008.25(3)(a), F.S. All intensive reading interventions specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

### Instructional Continuity Plan

Given that it is important to plan ahead for any contingency, please attach your Instructional Continuity Plan for 2020-2021 if you wish to have it reviewed by Just Read, Florida! We will offer feedback and suggest resources.

### **Curriculum/Instruction/Assessment Decision Trees per 6A-6.053(9)(c)**

Use the following decision tree template to address ALL district students. What follows is one tree that can be copied as needed. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- The grade level(s) of students the decision tree is addressing
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided
- A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3
- Information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention
- Core curriculum and K-12 intervention materials that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** K-5

**IF:**

Student meets the following criteria at beginning of school year:

**Kindergarten:**

FLKRS Scale Score  $\geq$  500 **OR**

i-Ready Fall Diagnostic Scale Score of 325 or higher

**First Grade:**

i-Ready Fall Diagnostic Scale Score of 377 or higher

**Second Grade**

i-Ready Fall Diagnostic Scale Score of 418 or higher

**Third Grade**

i-Ready Fall Diagnostic Scale Score of 458 or higher **OR**

Achieve3000 Fall Level Set score of 100L or higher

**Fourth Grade**

i-Ready Fall Diagnostic Scale Score of 502 or higher **OR**

Achieve3000 Fall Level Set score of 330L or higher

**Fifth Grade**

i-Ready Fall Diagnostic Scale Score of 523 or higher **OR**

Achieve3000 Fall Level Set score of 490L or higher

**THEN:**

**TIER 1 Only**

**TIER 1**

*Initial instruction:*

- *is standards-aligned*
- *builds background and content knowledge, motivation*
- *provides print rich, systematic, scaffolded, and differentiated instruction*
- *incorporates writing in response to reading*
- *includes accommodations (IEP, ESOL or 504)*
- *incorporates the principles of Universal Design for Learning*
- *includes specially designed instruction for students with disabilities*

*Core Curriculum*

*Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.*

• **Duval Reads (Engage NY) (Promising Evidence)**

EdReports found Engage NY materials used in grades 6-8 meet expectations for alignment and usability, use high quality texts as the central focus for lessons, are of appropriate text complexity, and are accompanied by quality tasks aligned to the standards and integrate reading, writing, speaking, listening, and language.

<https://www.edreports.org/reports/overview/engage-ny-2016>

- **Curriculum Associates Ready Reading LAFS (Promising Evidence)**  
Schools that used Ready Reading experienced higher scores on NY state assessments than schools that did no, controlling for key demographic factors. The research provides evidence that meets the criteria for ESSA Level 3: Promising Evidence, with favorable effects.  
<https://www.curriculumassociates.com/-/media/mainsite/files/ready/ready-essa-brochure-2018.pdf>

**Progress Monitoring**

<b>Assessment &amp; Frequency</b>	<b>Performance Criteria that indicates Tier 1 is sufficient</b>	<b>Performance Criteria to that would prompt addition of Tier 2 interventions</b>
<ul style="list-style-type: none"> <li>• (K-5) i-Ready diagnostic- 3x/year</li> <li>• (3-5) Achieve3000 Level Set- 3x/year</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum scores for “on-grade ranges” at BOY, MOY, EOY (See Appendix 1)</li> <li>• Minimum scores for 25<sup>th</sup> Percentile at BOY, MOY, EOY (See Appendix 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Falling below the “on-grade ranges” at BOY, MOY, EOY (See Appendix 1)</li> <li>• Falling below the 25<sup>th</sup> Percentile at BOY, MOY, EOY (See Appendix 2)</li> </ul>

**How is the effectiveness of Tier 1 instruction being monitored?**

District diagnostics, quarterly assessments, and walkthrough data are reviewed at the district and school levels. School-based MTSS Leadership Teams (MLT) review academic, instructional, attendance, and behavioral data to identify barriers to learning. School leaders and teacher also meet to review student work samples and formative assessments to inform future instruction.

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?**

The MLT monitors data and meets to discuss areas of concern, identify root causes, and devise plans for improving the effectiveness of Tier 1 instruction.

**How is the effectiveness of Tier 1 curriculum being monitored?**

By monitoring formative and summative data and weekly classroom walkthroughs data.

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?**

District leaders monitor walkthrough and assessment data to identify trends and adjust district resources and support accordingly. The MLT engages in the same review at the school level to ensure the curriculum is meeting the needs of their students.

**How is instruction modified for students who receive instruction through distance learning?**

Due to the district distribution of laptops and hotspots, most students are able to participate online in live lessons with teachers and engage in learning through blended learning platforms. Instruction will be delivered with through synchronous and asynchronous learning opportunities. In special circumstances, packets are available for students who require such accommodations.

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <p><b>(Kindergarten:</b>  FLKRS Scale Score of 400-499 <b>OR</b>  i-Ready Fall Diagnostic Scale Score of 309-324</p> <p><b>First Grade:</b>  i-Ready Fall Diagnostic Scale Score of 356-376</p> <p><b>Second Grade</b>  i-Ready Fall Diagnostic Scale Score of 396-417</p> <p><b>Third Grade</b>  i-Ready Fall Diagnostic Scale Score of 424-457 <b>OR</b>  Achieve3000 Fall Level Set score of 55L-95L</p> <p><b>Fourth Grade</b>  i-Ready Fall Diagnostic Scale Score of 471-501 <b>OR</b>  Achieve3000 Fall Level Set score of 225L-325L</p> <p><b>Fifth Grade</b>  i-Ready Fall Diagnostic Scale Score of 490-522 <b>OR</b>  Achieve3000 Fall Level Set score of 345L-485L</p>
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<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>
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<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>• <i>are standards-aligned</i></li> <li>• <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li>• <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li>• <i>are matched to the needs of the students</i></li> <li>• <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li>• <i>occurs during time allotted in addition to core instruction</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	Reading Mastery (K-2)	Mastery Checks every 10 lessons; i-Ready Growth Monitoring Assessments (monthly)	Student completes grade level RM curriculum; i-Ready Scale Score reaches appropriate "Early On-Grade Ranges" in Appendix 1	Student is passing Mastery Checks; i-Ready Scale Score is showing growth but has not yet reached the "Early On-Grade Range"	Student is not passing Mastery Checks; i-Ready Scale Score is not increasing.

Corrective Reading (3-5)	Mastery Checks every 10 lessons; i-Ready Growth Monitoring Assessments (monthly)	Student completes grade level RM curriculum; i-Ready Scale Score reaches appropriate "Early On-Grade Ranges" in Appendix 1	Student is passing Mastery Checks; i-Ready Scale Score is showing growth but has not yet reached the "Early On-Grade Range"	Student is not passing Mastery Checks; i-Ready Scale Score is not increasing.
i-Ready + small group instruction	i-Ready Growth Monitoring Assessment (monthly); easyCBM assessments matched to student's identified deficit (2x/month)	i-Ready Scale Score reaches appropriate "Early On-Grade Ranges" in Appendix 1; Student is meeting grade level benchmarks on identified easyCBM assessments.	Growth Monitoring Assessment shows growth but has not yet reached the "Early On-Grade Range;" Student is showing growth on easyCBM assessments but has not reached grade-level benchmarks.	Growth Monitoring Assessment does not show growth; i-Ready Scale Score is not increasing; student is not increasing score on easyCBM assessment.
<b>Number of times a week intervention provided</b>	5 5 5	<b>Number of minutes per intervention session</b>	45 45 20	
<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></b></p> <p>Students' progress in Tier 2 interventions is monitored so that lack of progress is identified and the Collaborative Problem Solving Team (CPST) can collaborate to identify possible barriers to the student's learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation.</p>				
<p><b><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></b></p> <p><b>Reading Mastery (Promising):</b> Reading Mastery was found to have potentially positive effects on the reading achievement of English language learners. <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Reading_Mastery_092806.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Reading_Mastery_092806.pdf</a></p> <p>When compared to five other reading programs, students receiving instruction in Reading Mastery in grades 1-3 outperformed students in other programs in Oral Reading Fluency. <a href="https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/program/reading-mastery-signature-edition-2008/research/curriculum-evaluation-2009.pdf">https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/program/reading-mastery-signature-edition-2008/research/curriculum-evaluation-2009.pdf</a></p> <p>The American Institutes of Research (AIR) evaluated 24 popular whole-school reform models. Direct Instruction was one of only two models targeted for students in Grades K–6 that received a "strong" rating. This research further validates the effectiveness of programs such as Reading Mastery in raising student achievement.</p>				

<https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/program/reading-mastery-signature-edition-2008/research/rm-research-base.pdf>

Additional information:

<https://www.mheducation.com/prek-12/program/reading-mastery-signature-edition-2008/MKTSP-UQM08M02.research-success.html>

**Corrective Reading (Promising):**

A study is described that examines the effects of a synthetic phonics-emphasis Direct Instruction remedial reading program on the phonological processes of students, with teacher-identified serious reading problems. The students made statistically significant and educationally large gains in the phonologically-related processes of word attack, phonemic awareness, and spelling, and statistically significant and moderately large gains in phonological recoding in lexical access, and phonological recoding in working memory.

Hempenstall, Kerry. (2008). Corrective Reading: An Evidence-Based Remedial Reading Intervention. *Australasian Journal of Special Education*. 32. 2008. 10.1080/10300110701839949.

[https://www.researchgate.net/publication/233936481\\_Corrective\\_Reading\\_An\\_Evidence-Based\\_Remedial\\_Reading\\_Intervention#:~:text=Corrective%20Reading%3A%20An%20Evidence-Based%20Remedial%20Reading%20Intervention.%20A,abstract%2C%20and%20list%20of%20author%29%2C%20clicks%20on%20](https://www.researchgate.net/publication/233936481_Corrective_Reading_An_Evidence-Based_Remedial_Reading_Intervention#:~:text=Corrective%20Reading%3A%20An%20Evidence-Based%20Remedial%20Reading%20Intervention.%20A,abstract%2C%20and%20list%20of%20author%29%2C%20clicks%20on%20)

Twenty-six of the 28 studies found positive results for students who were taught using Corrective Reading and one study found positive results for peer instructors who delivered Corrective Reading programs.

<https://www.mheducation.com/prek-12/program/corrective-reading-2008/MKTSP-URA04M0.research-success.html>

**i-Ready (Moderate):**

Many rigorous research studies meeting ESSA Level 2 (Moderate) evidence standards demonstrated positive and statistically significant gains for students receiving *i-Ready Instruction* above that of their control group counterparts in both reading and mathematics on internal and external outcome measures.

<https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact>

***How are Tier 2 interventions modified for students who receive interventions through distance learning?***

Tier 2 intervention lessons will be delivered through live lessons and assignments in the district's LMS and through the i-Ready blended learning platform.

**IF:**

Student meets the following criteria at beginning of school year:

**(Kindergarten:**

FLKRS Scale Score 399 or below **OR**

i-Ready Fall Diagnostic Scale Score of 308 or below

**First Grade:**

i-Ready Fall Diagnostic Scale Score of 355 or below

**Second Grade**

i-Ready Fall Diagnostic Scale Score of 395 or below

**Third Grade**

i-Ready Fall Diagnostic Scale Score of 423 or below **OR**

Achieve3000 Fall Level Set score of 50L or below

	<p><b>Fourth Grade</b> i-Ready Fall Diagnostic Scale Score of 470 or below <b>OR</b> Achieve3000 Fall Level Set score of 220L or below</p> <p><b>Fifth Grade</b> i-Ready Fall Diagnostic Scale Score of 489 or below <b>OR</b> Achieve3000 Fall Level Set score of 345L or below</p>
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**THEN: TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	Leveled Literacy Instruction (LLI)	Benchmark Assessment System (BAS)- (3x year); Reading Records- (2x/month); formative assessments- (daily)	Completion of grade-level curriculum and BAS assessment indicating student is reading on grade level.	Reading Records indicate a lack of progress over a six- to eight-week timeframe. Student consistently does not perform well on daily formative assessments.
	Language For Learning	Mastery tests (every 10 lessons).	Student completes the Language for Learning curriculum.	Student is consistently not performing well on bi-weekly mastery tests.
	Barton Reading and Spelling System	Barton Progress Tracking Assessments (weekly); easyCBM assessments (2x/month)	Completion of grade-level curriculum or meeting grade-level benchmarks on easyCBM assessments.	Student is not passing Barton Progress Tracking Assessments or showing progress on easyCBM assessments.
Heggerty Phonemic Awareness Curriculum	Baseline Assessment-3x year; easyCBM Phoneme Segmenting assessment- 2x/month;	Completion of grade-level curriculum and easyCBM assessment showing mastery of phoneme segmenting.	easyCBM assessment indicates a lack of progress over six- to eight-week timeframe. Student consistently not	



				performing well in daily lessons.	
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>				
	<b>Number of times a week intervention provided</b>	<b>5</b>	<b>Number of minutes per intervention session</b>	<b>30-45</b>	
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p>Students’ progress in Tier 3 interventions is monitored so that lack of progress is identified and the Collaborative Problem Solving Team (CPST) can collaborate to identify possible barriers to the student’s learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation. If the CPST cannot offer additional layers of support, the CPST will ask for the student to be placed on the Multi-Disciplined Referral Team (MRT) agenda.</p>				
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p><b>LLI (Strong Evidence)</b></p> <p>In the two studies that reported findings, the estimated impact of LLI on outcomes in the general reading achievement domain was positive and statistically significant for two studies, both of which meet WWC group design standards without reservations.</p> <p><a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_levelledliteracy_091917.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_levelledliteracy_091917.pdf</a></p> <p><b>Language for Learning</b></p> <p>Language for Learning had statistically and educationally significant effects on receptive language skills. A 2 x 2 ANCOVA with effect sizes was provided. Effect sizes ranged from 0.13 to 0.35 across the TACL-3 scales.</p> <p><a href="https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/multi-program-research/di-language-research-base-validation.pdf">https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/multi-program-research/di-language-research-base-validation.pdf</a></p> <p><b>Barton Spelling</b></p> <p>Barton Spelling System is a multi-sensory, direct, explicit, structured and sequential program designed for intense intervention.</p> <p><a href="https://bartonreading.com/the-barton-system-is/#eve">https://bartonreading.com/the-barton-system-is/#eve</a></p> <p><b>Heggerty Phonemic Awareness Curriculum</b></p> <p>“Phonemic awareness instruction, when linked to systematic decoding and spelling instruction, is a key to preventing reading failure in children who come to school without these prerequisite skills. (Moats, 2012).</p> <p><a href="https://www.hegerty.org/phonemic-awareness-research-and-findings">https://www.hegerty.org/phonemic-awareness-research-and-findings</a></p>				
	<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>Tier 3 intervention lessons will be delivered through live lessons and assignments in the district’s LMS.</p>				

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): 6-8**

**IF:**

Student meets the following criteria at beginning of school year:

**Sixth Grade**

Achieve3000 Fall Level Set score of 610L or higher

**Seventh Grade**

Achieve3000 Fall Level Set score of 685L or higher

**Eighth Grade**

Achieve3000 Fall Level Set score of 725L or higher

**THEN:**

**TIER 1 Only**

**TIER 1**

*Initial instruction:*

- *is standards-aligned*
- *builds background and content knowledge, motivation*
- *provides print rich, systematic, scaffolded, and differentiated instruction*
- *incorporates writing in response to reading*
- *includes accommodations (IEP, ESOL or 504)*
- *incorporates the principles of Universal Design for Learning*
- *includes specially designed instruction for students with disabilities*

**Core Curriculum**

***Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.***

- **HMH Collections (Promising):**

Research base for HMH Collections:

<https://www.hmhco.com/research/collections-research-foundations>

HMH *Collections* was found effective at improving students' ability to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. These results held true for lower and higher performing students.

<https://www.hmhco.com/research/collections-efficacy-study-grades-6-7-8>

Study results indicate that *Collections* is effective at improving the ability of Grade 7 and 9 students to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. In addition, the results showed that students in *Collections* classrooms made statistically significant gains in both Grades 7 and 9 over the course of the full year, and the program was effective for both lower- and higher-scoring pretest students.

<https://www.hmhco.com/research/collections-impact-study-grades-7-9>

<b>Progress Monitoring</b>		
<b>Assessment &amp; Frequency</b>	<b>Performance Criteria that indicates Tier 1 is sufficient</b>	<b>Performance Criteria to that would prompt addition of Tier 2 interventions</b>
Achieve3000 Level Set- 3x/year	Minimum scores for 25 <sup>th</sup> Percentile at BOY, MOY, EOY (See Appendix 2)	Falling below the 25 <sup>th</sup> Percentile at BOY, MOY, EOY (See Appendix 2)
<p><b>How is the effectiveness of Tier 1 instruction being monitored?</b></p> <p>District diagnostics, quarterly assessments, and walkthrough data are reviewed at the district and school levels. School-based MTSS Leadership Teams (MLT) review academic, instructional, attendance, and behavioral data to identify barriers to learning. School leaders and teacher also meet to review student work samples and formative assessments to inform future instruction.</p>		<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b></p> <p>The MLT monitors data and meets to discuss areas of concern, identify root causes, and devise plans for improving the effectiveness of Tier 1 instruction.</p>
<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b></p> <p>All administrators and teachers are regularly engaged in the work of aligning resources and instruction to the state standards through our Standards-Based Instruction initiative that resulted from our study of TNTP's Opportunity Myth. Through this work, teacher teams collaborate in Professional Learning Communities (PLCs) to unpack one standard at a time to identify the discreet parts of each standard that together represent mastery of the full standard. Then, teams review available instructional resources and assessments to determine how well they align to the expectations of the standard. Any misalignments or gaps are rectified before instruction for the standard is delivered. During instruction, instructional leadership teams conduct classroom walkthroughs, collecting information through a district dashboard on the alignment of the observed instruction, resources, and student tasks. This data helps schools identify alignment concerns, which will be addressed through future PLC work with teachers.</p>		<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b></p> <p>District leaders monitor walkthrough and assessment data to identify trends and adjust district resources and support accordingly. The MLT engages in the same review at the school level to ensure the curriculum is meeting the needs of their students.</p>

	<p><b>How is instruction modified for students who receive instruction through distance learning?</b></p> <p>Due to the district distribution of laptops and hotspots, most students are able to participate online in live lessons with teachers and engage in learning through blended learning platforms. Instruction will be delivered with through synchronous and asynchronous learning opportunities. In special circumstances, packets are available for students who require such accommodations.</p>
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<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <p><b>Sixth Grade</b> Achieve3000 Fall Level Set score of 465L-605L</p> <p><b>Seventh Grade</b> Achieve3000 Fall Level Set score of 540L-680L</p> <p><b>Eighth Grade</b> Achieve3000 Fall Level Set score of 580L-720L</p>				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>				
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>• <i>are standards-aligned</i></li> <li>• <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li>• <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li>• <i>are matched to the needs of the students</i></li> <li>• <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li>• <i>occurs during time allotted in addition to core instruction</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	Achieve3000 + Small group instruction	Quarterly diagnostic + monthly progress monitoring	Student is on track to meet stretch goal	Student is on track to meet typical growth goal	Student is not on track to meet typical growth goal
	<b>Number of times a week intervention provided</b>	3	<b>Number of minutes per intervention session</b>	20	

	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>Students’ progress in Tier 2 interventions is monitored so that lack of progress is identified and the Collaborative Problem Solving Team (CPST) can collaborate to identify possible barriers to the student’s learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation.</p>
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p><b>Achieve3000</b> According to studies reviewed by What Works Clearinghouse, Achieve3000 had potentially positive effects on comprehension and general literacy achievement for adolescent readers. <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_alachieve_022718.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_alachieve_022718.pdf</a></p> <p><b>Small Group Learning</b> Hattie (2016) found that small group learning can be “very effective” with an effect size of .49, as long as the instruction matches the needs of the learner.</p>
	<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Tier 2 intervention lessons are being delivered through live lessons and assignments in the district’s LMS and through the i-Ready blended learning platform.</p>

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <p><b>Sixth Grade</b> Achieve3000 Fall Level Set score of 460L or lower</p> <p><b>Seventh Grade</b> Achieve3000 Fall Level Set score of 535L or lower</p> <p><b>Eighth Grade</b> Achieve3000 Fall Level Set score of 575L or lower</p>
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>

<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
	<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
Corrective Reading	Mastery Checks every 10 lessons; Achieve 3000 Level Set diagnostic 3x/year + monthly progress monitoring	Student completes grade level CR curriculum; Achieve3000 Lexile shows student has met stretch goal	Student is not passing Mastery Checks; Achieve3000 Lexile is not increasing.
<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
<b>Number of times a week intervention provided</b>	<b>5</b>	<b>Number of minutes per intervention session</b>	<b>45</b>
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p>Students' progress in Tier 3 interventions is monitored so that lack of progress is identified and the Collaborative Problem Solving Team (CPST) can collaborate to identify possible barriers to the student's learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation. If the CPST cannot offer additional layers of support, the CPST will ask for the student to be placed on the Multi-Disciplined Referral Team (MRT) agenda.</p>			
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p><b>Corrective Reading (Promising):</b></p> <p>A study is described that examines the effects of a synthetic phonics-emphasis Direct Instruction remedial reading program on the phonological processes of students, with teacher-identified serious reading problems. The students made statistically significant and educationally large gains in the phonologically-related processes of word attack, phonemic awareness, and spelling, and statistically significant and moderately large gains in phonological recoding in lexical access, and phonological recoding in working memory.</p> <p>Hempenstall, Kerry. (2008). Corrective Reading: An Evidence-Based Remedial Reading Intervention. Australasian Journal of Special Education. 32. 2008. 10.1080/10300110701839949.  <a href="https://www.researchgate.net/publication/233936481_Corrective_Reading_An_Evidence-Based_Remedial_Reading_Intervention#:~:text=Corrective%20Reading%3A%20An%20Evidence-Based%20Remedial%20Reading%20Intervention.%20A,abstract%2C%20and%20list%20of%20author%29%2C%20clicks%20on%20">https://www.researchgate.net/publication/233936481_Corrective_Reading_An_Evidence-Based_Remedial_Reading_Intervention#:~:text=Corrective%20Reading%3A%20An%20Evidence-Based%20Remedial%20Reading%20Intervention.%20A,abstract%2C%20and%20list%20of%20author%29%2C%20clicks%20on%20</a></p> <p>Twenty-six of the 28 studies found positive results for students who were taught using Corrective Reading and one study found positive results for peer instructors who delivered Corrective Reading programs.  <a href="https://www.mheducation.com/prek-12/program/corrective-reading-2008/MKTSP-URA04M0.research-success.html">https://www.mheducation.com/prek-12/program/corrective-reading-2008/MKTSP-URA04M0.research-success.html</a></p>			
<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>Tier 3 intervention lessons will be delivered through live lessons and assignments in the district's LMS.</p>			

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): 9-12**

**IF:**

Student meets the following criteria at beginning of school year:

**Ninth Grade**

Achieve3000 Fall Level Set score of 800 or higher

**Tenth Grade**

Achieve3000 Fall Level Set score of 870 or higher

**Eleventh Grade**

Achieve3000 Fall Level Set score of 935 or higher

**Twelfth Grade**

Achieve3000 Fall Level Set score of 935 or higher

**THEN:**

**TIER 1 Only**

*Initial instruction:*

- *is standards-aligned*
- *builds background and content knowledge, motivation*
- *provides print rich, systematic, scaffolded, and differentiated instruction*
- *incorporates writing in response to reading*
- *includes accommodations (IEP, ESOL or 504)*
- *incorporates the principles of Universal Design for Learning*
- *includes specially designed instruction for students with disabilities*

**Core Curriculum**

*Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.*

- **HMH Collections (Promising):**

Research base for HMH Collections:

<https://www.hmhco.com/research/collections-research-foundations>

HMH *Collections* was found effective at improving students' ability to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. These results held true for lower and higher performing students.

<https://www.hmhco.com/research/collections-efficacy-study-grades-6-7-8>

Study results indicate that *Collections* is effective at improving the ability of Grade 7 and 9 students to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. In addition, the results showed that students in *Collections* classrooms made statistically significant gains in both Grades 7 and 9 over the course of the full year, and the program was effective for both lower- and higher-scoring pretest students.

<https://www.hmhco.com/research/collections-impact-study-grades-7-9>

**TIER 1**

<i>Progress Monitoring</i>		
<i>Assessment &amp; Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria to that would prompt addition of Tier 2 interventions</i>
<ul style="list-style-type: none"> <li>Achieve3000 Level Set- 3x/year</li> </ul>	<ul style="list-style-type: none"> <li>Student is meeting or exceeding growth target goals.</li> </ul>	<ul style="list-style-type: none"> <li>Student is not meeting individual growth goals</li> </ul>
<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b></p> <p>District diagnostics, quarterly assessments, and walkthrough data are reviewed at the district and school levels. School-based MTSS Lead Team (MLT) review academic, instructional, attendance, and behavioral data to identify barriers to learning. School leaders and teacher also meet to review student work samples and formative assessments to inform future instruction.</p>		<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b></p> <p>MLT monitor data and meet to discuss areas of concern, identify root causes, and devise plans for improving the effectiveness of Tier 1 instruction.</p>
<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b></p> <p>By monitoring formative and summative data and weekly classroom walkthroughs data.</p>		<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b></p> <p>District leaders monitor walkthrough and assessment data to identify trends and adjust district resources and support accordingly. MLT engage in the same review at the school level to ensure the curriculum is meeting the needs of their students.</p>
<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b></p> <p>Due to the district distribution of laptops and hotspots, most students are able to participate online in live lessons with teachers and engage in learning through blended learning platforms. Instruction will be delivered with through synchronous and asynchronous learning opportunities. In special circumstances, packets are available for students who require such accommodations.</p>		

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <p><b>Ninth Grade</b> Achieve3000 Fall Level Set score of 650L-795L</p> <p><b>Tenth Grade</b> Achieve3000 Fall Level Set score of 715L-865L</p> <p><b>Eleventh Grade</b> Achieve3000 Fall Level Set score of 775L-930L</p> <p><b>Twelfth Grade</b> Achieve3000 Fall Level Set score of 775L-930L</p>
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THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>• are standards-aligned</li> <li>• address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>• provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>• are matched to the needs of the students</li> <li>• provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>• occurs during time allotted in addition to core instruction</li> <li>• includes accommodations (IEP, ESOL or 504)</li> </ul>				
	<p><b>TIER 2 Programs/Materials/Strategies &amp; Duration</b></p>	<p><b>TIER 2 Progress Monitoring</b></p>			
		<p><b>Assessment &amp; Frequency</b></p>	<p><b>Performance Criteria to discontinue Tier 2 intervention</b></p>	<p><b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b></p>	<p><b>Performance Criteria that would prompt addition of Tier 3 interventions</b></p>
	<p>Achieve3000 + Small group instruction</p>	<p>Quarterly diagnostic + monthly progress monitoring</p>	<p>Student is on track to meet stretch goal</p>	<p>Student is on track to meet typical growth goal</p>	<p>Student is not on track to meet typical growth goal</p>
	<p><b>Number of times a week intervention provided</b></p>	<p>3</p>	<p><b>Number of minutes per intervention session</b></p>	<p>20</p>	
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>Students' progress in Tier 2 interventions is monitored so that lack of progress is identified and the Collaborative Problem Solving Team (CPST) can collaborate to identify possible barriers to the student's learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation.</p>				
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p><b>Achieve3000</b> According to studies reviewed by What Works Clearinghouse, Achieve3000 had potentially positive effects on comprehension and general literacy achievement for adolescent readers. <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_alachieve_022718.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_alachieve_022718.pdf</a></p> <p><b>Small Group Learning</b> Hattie (2016) found that small group learning can be "very effective" with an effect size of .49, as long as the instruction matches the needs of the learner.</p>				

**How are Tier 2 interventions modified for students who receive interventions through distance learning?**

Tier 2 intervention lessons are being delivered through live lessons and assignments in the district's LMS and through the i-Ready blended learning platform.

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <p><b>Ninth Grade</b> Achieve3000 Fall Level Set score of 645L or lower</p> <p><b>Tenth Grade</b> Achieve3000 Fall Level Set score of 710L or lower</p> <p><b>Eleventh Grade</b> Achieve3000 Fall Level Set score of 770L or lower</p> <p><b>Twelfth Grade</b> Achieve3000 Fall Level Set score of 770L or lower</p>			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<i>TIER 3 Programs/Materials/Strategies &amp; Duration</i>		<i>TIER 3 Progress Monitoring</i>	
		<i>Assessment &amp; Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
	Actively Learn	Achieve3000 (monthly) and formative assessment (weekly)	Achieve3000 Lexile shows student has met stretch goal	Achieve3000 Lexile is not increasing
	Chalk Talk	Achieve3000 (monthly) and formative assessment (weekly)	Achieve3000 Lexile shows student has met stretch goal	Achieve3000 Lexile is not increasing
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
<i>Number of times a week intervention provided</i>		<b>5</b>	<i>Number of minutes per intervention session</i>	
			<b>45</b>	

***What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?***

Students' progress in Tier 3 interventions is monitored so that lack of progress is identified and the Collaborative Problem Solving Team (CPST) can collaborate to identify possible barriers to the student's learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation. If the CPST cannot offer additional layers of support, the CPST will ask for the student to be placed on the Multi-Disciplined Referral Team (MRT) agenda.

***Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.***

**Actively Learn**

Actively Learn provides access to digital texts with embedded scaffolding, engagement strategies, collaboration opportunities, and higher-order questions aligned to standards. The curriculum includes the following practices from Hattie's (2016) meta-analysis:

Classroom discussion- effect size .82

Feedback- effect size .75

Comprehension program- effect size .60

Cooperative learning- effect size .59

**ChalkTalk**

In just 10-15 weeks, schools who used ChalkTalk had students experience 2-6x more growth on the SAT/ACT compared to their peers who received 52 weeks of traditional classroom instruction.

<https://chalktalk.com/results/#impact-studies>

***How are Tier 3 interventions modified for students who receive interventions through distance learning?***

Tier 3 intervention lessons will be delivered through live lessons and assignments in the district's LMS.

Appendix 1- i-Ready Placement Tables

Reading Placements—Overall

Placement Grade Level	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Emerging K	100–361	100–346	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade K	362–479	347–433	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418
Grade 1	480–536	434–536	419–488	419–473	419–473	419–473	419–473	419–473	419–473	419–473	419–473	419–473	419–473
Grade 2	537–560	537–560	489–560	474–510	474–495	474–495	474–495	474–495	474–495	474–495	474–495	474–495	474–495
Grade 3	561–800	561–602	561–602	511–602	496–556	496–541	496–541	496–541	496–541	496–541	496–541	496–541	496–541
Grade 4	N/A	603–800	603–629	603–629	557–629	542–580	542–565	542–565	542–565	542–565	542–565	542–565	542–565
Grade 5	N/A	N/A	630–800	630–640	630–640	581–640	566–597	566–582	566–582	566–582	566–582	566–582	566–582
Grade 6	N/A	N/A	N/A	641–800	641–653	641–653	598–653	583–608	583–593	583–593	583–593	583–593	583–593
Grade 7	N/A	N/A	N/A	N/A	654–800	654–669	654–669	609–669	594–619	594–604	594–604	594–604	594–604
Grade 8	N/A	N/A	N/A	N/A	N/A	670–800	670–684	670–684	620–684	605–639	605–624	605–624	605–624
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	685–800	685–703	685–703	640–703	625–651	625–636	625–636
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	704–800	704–723	704–723	652–723	637–659	637–644
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	724–800	724–735	724–735	660–735	645–667
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	736–800	736–800	736–800	668–800

On-Grade Ranges	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Early	362–395	434–457	489–512	511–544	557–578	581–608	598–615	609–631	620–641	640–660	652–672	660–691	668–703
Mid	396–423	458–479	513–536	545–560	579–602	609–629	616–640	632–653	642–669	661–684	673–703	692–723	704–735
Late	424–479	480–536	537–560	561–602	603–629	630–640	641–653	654–669	670–684	685–703	704–723	724–735	736–800

Appendix 2: Achieve3000



**2017 Lexile National User Norms – English**  
**Source: MetaMetrics, Inc.<sup>1</sup>**

FALL - Selected Percentile	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grades 11 and 12
10	BR410L to BR395L	BR90L to BR80L	180L to 195L	410L to 420L	595L to 605L	680L to 690L	755L to 765L	815L to 825L	870L to 880L	920L to 930L	960L to 970L
25	BR200L to BR195L	100L to 105L	355L to 360L	570L to 575L	745L to 750L	835L	910L	970L	1025L	1075L	1115L to 1120L
50	10L	290L	530L to 535L	735L	900L	990L	1060L	1125L	1180L	1230L	1270L to 1275L
75	220L to 225L	480L to 485L	705L to 710L	895L to 900L	1050L to 1055L	1140L to 1145L	1215L	1280L	1335L	1385L	1425L to 1430L
90	430L to 445L	670L to 685L	880L to 895L	1055L to 1070L	1205L to 1215L	1295L to 1305L	1370L to 1380L	1430L to 1445L	1490L to 1500L	1540L to 1550L	1585L to 1595L

WINTER - Selected Percentile	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grades 11 and 12
10	BR325L to BR310L	BR15L to 0L	245L to 260L	480L to 490L	620L to 630L	700L to 710L	770L to 780L	830L to 840L	885L to 895L	930L to 940L	970L to 980L
25	BR120L to BR115L	170L to 175L	415L to 420L	635L to 640L	770L to 775L	855L	925L	985L to 990L	1040L	1085L to 1090L	1130L
50	85L to 90L	355L to 360L	590L	790L to 795L	925L	1010L	1080L	1140L	1195L	1240L	1285L
75	290L to 295L	545L	760L	950L	1075L to 1080L	1160L to 1165L	1230L to 1235L	1295L	1345L to 1350L	1395L to 1400L	1440L
90	495L to 515L	730L to 745L	930L to 945L	1105L to 1115L	1230L to 1240L	1315L to 1325L	1385L to 1395L	1450L to 1460L	1500L to 1515L	1550L to 1560L	1595L to 1605L

SPRING - Selected Percentile	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grades 11 and 12
10	BR235L to BR220L	60L to 75L	310L to 320L	550L to 560L	645L to 655L	720L to 730L	790L to 800L	845L to 855L	895L to 905L	940L to 950L	985L to 995L
25	BR35L to BR30L	245L	480L	700L	795L to 800L	875L to 880L	940L to 945L	1000L to 1005L	1050L to 1055L	1095L to 1100L	1140L
50	165L to 170L	425L	645L	850L	950L	1030L	1095L	1155L	1205L	1250L to 1255L	1295L
75	365L to 370L	605L to 610L	810L to 815L	1005L	1100L to 1105L	1180L to 1185L	1250L to 1255L	1310L	1360L to 1365L	1410L	1450L
90	565L to 580L	790L to 800L	980L to 990L	1155L to 1165L	1255L to 1265L	1335L to 1345L	1405L to 1415L	1465L to 1475L	1515L to 1525L	1565L to 1575L	1605L to 1615L

<sup>1</sup> MetaMetrics, Inc. (2017). *The Lexile Framework® for Reading: 2017 Lexile National User Norms*. Durham, NC: Author.

### Appendix 3 References

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