

### Tier II Mathematics and English Language Arts Intervention Courses

<b>Special Education and Student Support</b>	Theresa Nicholls Theresa.Nicholls@tn.gov
<b>Course Code(s)</b>	TBD
<b>Prerequisite(s)</b>	Identification of area of deficit through universal screening process
<b>Grade Level</b>	9-12
<b>Credits</b>	½ credit each
<b>Programs of Study and Sequence</b>	These are elective courses. They can be part of an Academic Intervention focus area of study.
<b>Additional Information:</b>	These courses are specifically designed to provide intervention aligned to student area of deficit as identified through the universal screening process.

#### Course Description

The Tier II English Language Arts and Mathematics high school courses are designed to specifically address the area of skill deficit identified for a student through the universal screening process. The courses are designed to provide intervention in addition to grade level standards based instruction in Tier I. Tier II interventions will be systematic, research-based interventions that target the student’s identified area of deficit.

#### **Tier II Description:**

Tier II is in addition to the instruction provided in Tier I and should meet the needs of 10-15% of students. Students who score below the designated cut score on the universal screening will receive more intense intervention in Tier II.

If a school has a large number of students falling below national norms, a school team may use relative norms instead of national norms to guide the selection of intervention groups. Relative norms compare a student's performance to other students in his/her school. If a school has a high population of struggling students, relative norms allow a school staff to determine which students have the greatest need for intervention. A school uses relative norms to serve students that are most at-risk when all at-risk students cannot be served. LEAs should continue to use national comparisons for overall program evaluation.

When teachers and school level RTI<sup>2</sup> support teams are making placement decisions for Tier II interventions, it may be necessary to consider other assessments, data, and information on the student. Such examples may include past retention or performance on TCAP. When a student begins an intervention a more precise assessment may be needed to identify the specific area(s) of deficit.

Tier II interventions should be systematic, research-based interventions that target the student's identified area of deficit (basic reading skill(s), reading fluency, reading comprehension, mathematics calculation, mathematics problem solving or written expression). Interventions will be developed based on the unique needs of students. Interventions that have been researched to have the greatest chance of addressing the area of need will be selected. There will be evidence that interventions are focused on specific skill needs rather than the standards focus of Tier I.

There will be a clear description as to whether a problem-solving, standard protocol, or hybrid intervention is being used for each of the areas (reading, math, or writing). A problem-solving approach within an RTI<sup>2</sup> model is used to tailor an intervention to an individual student. It typically has four stages: problem identification, analysis of problem, intervention planning, and response to intervention evaluation. A standard protocol approach within an RTI<sup>2</sup> model relies on the same empirically-validated intervention for all students with similar academic needs. Standard protocol interventions facilitate quality control.

An effective intervention is:

- Implemented by highly-trained personnel;
- Implemented with fidelity and confirmed with measurement; and
- Progress monitored to ensure outcomes are being met.

#### **Tier II in 6-12 Reading:**

Tier II addresses the needs of struggling and advanced students. Those students who require assistance beyond the usual time allotted for core instruction should receive additional skill-based group intervention daily in the specific area of need. Tier II intervention is explicit and systematic. Advanced students should receive reinforcement and enrichment. Note that the text complexity standards apply to all students. While leveled reading is useful in building confidence, stamina, fluency, and engagement, all students should be given the opportunity to encounter and productively struggle with on- or above-grade-level complex text. With struggling readers, teachers are encouraged to differentiate the level of scaffolding or support they provide students (e.g., different entry points to text, vocabulary support, and modeling of comprehension strategies) rather than the level of text. Intervention should include explicit instruction within the area of need for all struggling students.

#### **Tier II in 6-12 Mathematics:**

Tier II addresses the needs of struggling and advanced students. Advanced students should receive reinforcement and enrichment. Students who require assistance beyond the usual time allotted for Tier I instruction should receive additional intensive small group attention daily. Teachers should use the vertical coherence of the Tennessee State Standards to identify standards from previous grades that might be prohibiting a student from accessing grade-level standards. Research indicates that students' struggles in mathematics are often attributed to a lack of conceptual understanding of number sense. It is important to diagnose specific student deficiencies through survey level assessments in order for the proper support to be given. Students who struggle with fluency can oftentimes continue to learn grade-level concepts. In this case, Tier II intervention should target the necessary fluencies to support conceptual understanding.

#### **Progress Monitoring**

Progress monitoring is used to assess student's academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. When additional intervention is being provided in Tier II, the effectiveness of the intervention should be progress monitored to ensure that it is helping the student reach a goal. This is accomplished through at least every other week administration of probes that are parallel forms of

the ones used in universal screening. Progress monitoring will be done in the area of deficit using an instrument that is sensitive to change.

While the universal screening tool measures student performance on grade level, progress monitoring must be conducted with measures that are at a student's skill/ instructional level. The skill/instructional level at which a student will be progress monitored can be determined through a survey-level assessment. A survey-level assessment is a process of determining the most basic skill area deficit and which skill/ instructional level a student has mastered. It is effective in determining appropriate, realistic goals for a student and helps identify the specific deficit in order to determine accurate rate of improvement and growth. Survey-level assessment provides vital information for students suspected of being 1.5 to 2 years behind or who fall below the 10th percentile.

Progress monitoring in Tier II may include:

- Curriculum Based Measurement (CBM) probes,
- Assessments from intervention materials/kits: When analyzing these tools, teams should ensure that the assessments include national percentiles, allow for repeated measures, are sensitive to change, and specify areas of deficit including basic reading skill(s), reading fluency, reading comprehension, mathematics calculation, mathematics problem solving and written expression. In addition, the tools should report results so that rate of improvement (ROI) can be calculated and transferred to graph form, or
- Computer-based assessments: When analyzing these tools, teams should ensure that assessments include national percentiles, allow for repeated measures, sensitive to change, and specific to an area of deficit including basic reading skill(s), reading fluency, reading comprehension, mathematics calculation, mathematics problem solving and written expression). In addition, the tools should report results so that rate of improvement (ROI) can be calculated and transferred to graph form.

Progress monitoring in Tier II will take place at a frequency of at least every other week. Highly-trained personnel should administer the progress monitoring in Tier II and classroom teachers should continuously analyze the progress monitoring data.

### **Data-Based Decision Making**

Teachers must show knowledge and evidence of setting goals for each child. Expected growth can be determined by using measures provided by or created through the progress-monitoring instrument. It should be related to each specific area of need.

For example, if the student has high error rates in reading fluency, a survey level assessment may be completed. If the student has phonics skills deficits, the teacher would intervene first in phonics before addressing fluency. Survey-level assessments can provide this additional level of specific skill areas of need. Teachers must show how students are progressing toward these goals using a rate of improvement (ROI) to determine adequate progress. Teachers must use the data from progress monitoring to make instructional decisions.

School RTI<sup>2</sup> teams will meet to analyze data, measure the effectiveness of interventions and check student progress toward goals. A plan will be in place for when students are and are not making adequate progress within Tier II. If students are not making adequate progress in Tier II, the intervention may need to be changed. Students

should have at least four data points during Tier II interventions before a change is considered. Only one or two variables should be changed at a time to measure effectiveness of the change. A change in intervention will be considered within each tier before moving to the next tier of intervention. Changes may include:

- Increasing frequency of intervention sessions;
- Changing interventions;
- Changing intervention provider; or
- Changing time of day intervention is delivered.

In order to make a data based decision to change to Tier III, a minimum of 8-10 data points if progress monitoring every other week OR 10-15 data points if progress monitoring weekly are required. School RTI<sup>2</sup> teams will decide the best placement for students in Tier III. Tier III interventions must be more intense than Tier II interventions. Intensity can be increased through length, frequency, and duration of implementation.

### **Fidelity Monitoring**

Fidelity is the accuracy or extent to which Tier II materials and other curricula are used as intended by the author/publisher. Fidelity monitoring is the systematic monitoring by a responsible instructional leader (e.g. principal, instructional coach) to determine the extent to which the delivery of an intervention adheres to the protocols or program models as originally developed. The goal of fidelity monitoring is to ensure that the intervention is being implemented with integrity. LEAs must have a process for monitoring fidelity. This process must include a description of who is responsible for fidelity monitoring and how often fidelity in Tier II intervention will be monitored. In Tier II, fidelity will be monitored at least three times before making a data-based decision to increase the intensity of the intervention (i.e. Tier III).