McGraw Hill

Tiered Solutions
for Intervention and Acceleration

**Propel Student Achievement to the Next Level**

Curriculum Solutions Support MTSS & RTI Frameworks

Our Tiered Solutions for K–12 are curriculum programs and professional learning solutions created to support your school improvement plan. Equitable instruction coupled with professional learning helps educators create, transform and sustain the academic infrastructure needed for effective MTSS (Multi-Tiered System of Supports) and Response to Intervention (RTI) implementations. In short, we help you meet accountability standards with results that visibly improve outcomes for all students.

Tiered Solutions: Supporting a Multi-Tiered System of Supports

MTSS is a systems-change approach many school districts undertake to address the academic and behavioral performance of all students. MTSS is the umbrella under which educational practice and decision-making falls. Needs-driven, data-based decision-making empowers educators to align their district resources strategically and purposefully, to improve student achievement and behavior.

Multi-Tiered System of Supports (MTSS)

Response to Intervention (RTI)

Behavioral Support (PBIS, etc.)
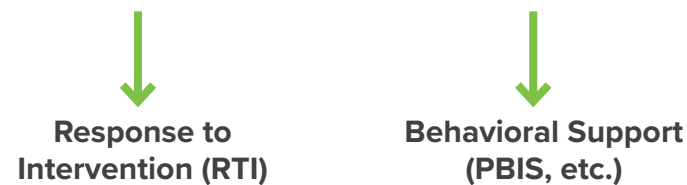
Comprehensive MTSS implementation extends above and beyond both Response to Intervention (RTI) and Positive Behavioral Intervention Supports (PBIS), with aspects and features that include:

- Involvement of entire educational systems, not just the classroom or school
- Integration of social and emotional learning (SEL)
- Data-based decision-making to continually improve instructional paths
- Provision of continual professional development and other professional supports
- Intensive, ongoing collaboration among all educational departments/divisions
- Supports for all students, not just those who are struggling behaviorally or academically (extends to advanced/gifted instruction)
- A stronger focus on prevention than other existing models
- A strong emphasis on student and staff empowerment and positive school culture

Multi-Tiered System of Supports *continued*

The MTSS framework is based on a continuum of increasingly intense, evidence-based supports designed to meet the diverse academic and behavioral needs of all learners.

MTSS involves three (or more) tiers of educational support, beginning with a foundation tier (Tier I) and extending to additional tiers to support smaller groups of students with more specific needs. Schools, networks, and the district use a data-driven problem-solving process to inform continuous improvement for each tier. Tiers of instruction are created through careful, flexible, ongoing evaluations to refine an effective continuum of high-quality core curriculum and behavioral systems.

Within the context of MTSS, a Response to Intervention model generally follows these four continuous steps:

Universal Screening	Strong Core Instruction	Intensive, Targeted Intervention	Progress Monitoring

UNIVERSAL SCREENING is used to establish a baseline of student performance and identify students who are not making academic progress at expected rates.

STRONG CORE INSTRUCTION (Tier 1) instruction is delivered to all students with differentiation in the general education classroom by qualified educators.

INTENSIVE, TARGETED INTERVENTION is provided to support students who are not showing sufficient progress on the skills and/or competencies measured.

PROGRESS MONITORING indicates how all students are responding to instruction. Continuous progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as whether to consider a referral for special education services.

Multi-Tiered System of Supports *continued*

Academic Systems
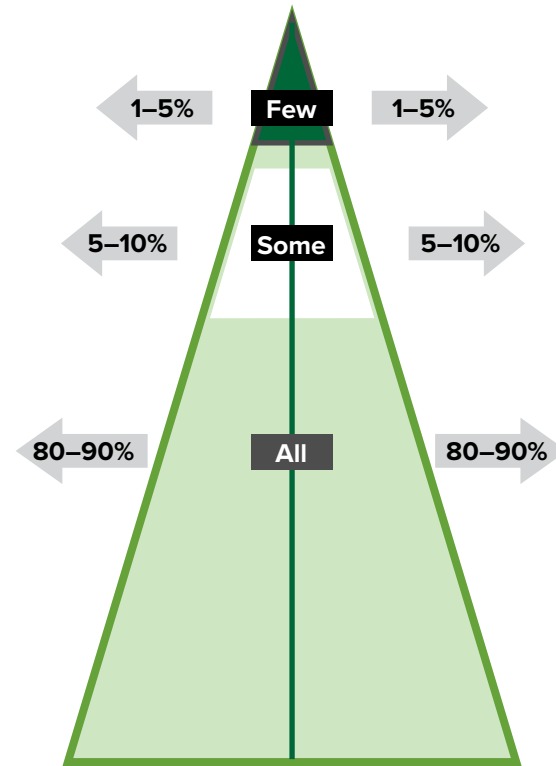
Tier 3: Intensive, Individual Interventions
- Individual students
- Assessment-based
- High intensity of longer duration

Tier 2: Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Tier 1: Core Instructional Prevention
- All students
- Preventive, proactive

Behavioral Systems

Tier 3: Intensive, Individual Interventions
- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2: Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Tier 1: Core Instructional Prevention
- All settings, all students
- Preventive, proactive

Few — 1–5% — 1–5%
Some — 5–10% — 5–10%
All — 80–90% — 80–90%

Adapted from *Response to Intervention: Policy Considerations and Implementation (Batsche, et al 2005)*.
Note: Percentages are approximations and may vary by district.

Behavioral Management: Preventative Strategies

According to the University of Kansas, creating a proactive and preventative behavioral system includes these required practices:

- Agreeing to a small number (e.g., 3–5) of positively stated building-wide expectations for student/adult behavior
- Clearly defining and teaching expected behaviors to all students in a systematic manner
- A system for recognizing students who display the building's expected behaviors
- A list of clearly defined unacceptable behaviors and how they will be handled by staff
- A process for consistent collecting and reporting of behavior offenses
- A system for consistent collection and analysis of data regarding behavior of all students and building level systems

Source: School-wide behavioral support and bullying prevention within the MTSS Framework
www.kansasmtss.org/pdf/briefs/School-wide_Behavioral_Support_within_MTSS.pdf

RTI

Response to Intervention (RTI) is implemented through a multi-tier instructional model. Each tier serves a population of students as determined by instructional need. Integrated assessment and intervention within the multi-tier model are necessary for effective RTI implementations.

Evidence-based practices are integral to a successful RTI implementation. McGraw-Hill offers tiered solutions that are recognized by rigorous, independent education research and evaluation databases.
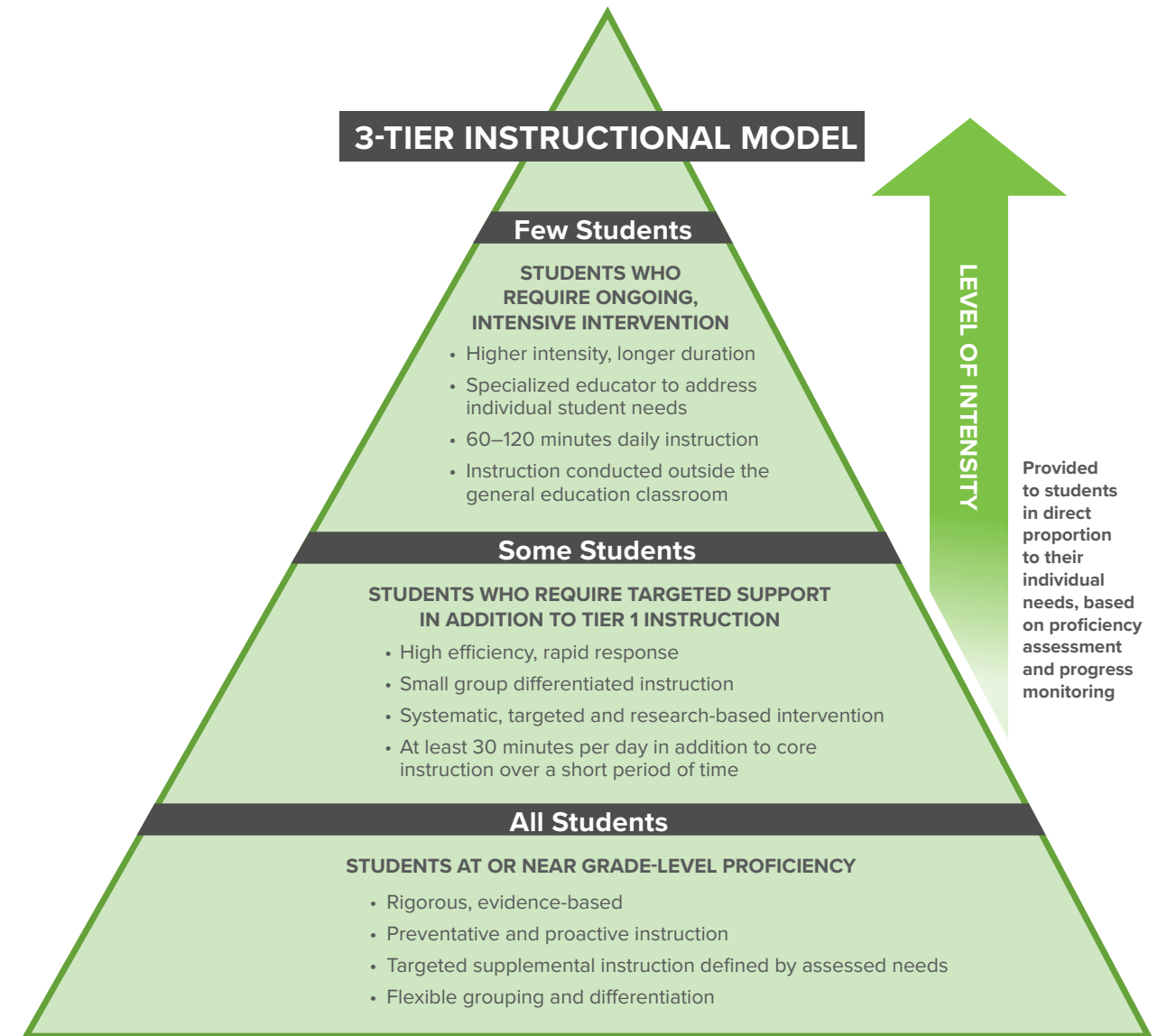
This key denotes research findings for individual solutions.

  * Best Evidence Encyclopedia (BEE)
  † Evidence for ESSA
  ‡ McGraw-Hill Education (MHE)
  § Institute of Education Sciences (IES)/What Works Clearinghouse (WWC)

3-TIER INSTRUCTIONAL MODEL

Few Students
STUDENTS WHO REQUIRE ONGOING, INTENSIVE INTERVENTION
- Higher intensity, longer duration
- Specialized educator to address individual student needs
- 60–120 minutes daily instruction
- Instruction conducted outside the general education classroom

Some Students
STUDENTS WHO REQUIRE TARGETED SUPPORT IN ADDITION TO TIER 1 INSTRUCTION
- High efficiency, rapid response
- Small group differentiated instruction
- Systematic, targeted and research-based intervention
- At least 30 minutes per day in addition to core instruction over a short period of time

All Students
STUDENTS AT OR NEAR GRADE-LEVEL PROFICIENCY
- Rigorous, evidence-based
- Preventative and proactive instruction
- Targeted supplemental instruction defined by assessed needs
- Flexible grouping and differentiation

LEVEL OF INTENSITY

Provided to students in direct proportion to their individual needs, based on proficiency assessment and progress monitoring

ESTABLISH A SOLID FOUNDATION OF LEARNING FOR STUDENTS AT ANY LEVEL

At Tier 1, tiered solutions provide research-validated core instruction that offers all students a rigorous academic, social, and emotional foundation to prevent achievement gaps BEFORE they occur.

Tiered solutions programs strengthen core curricula with:

- Differentiated instruction.
- Individualized instruction.
- Instruction in fundamental skills, such as phonics knowledge or number sense.

Some students may struggle to progress and will require additional Tier 2 supplemental intervention programs.

Tier 1: Core Universal Instruction	
Focus	For all students
Program	Scientifically-based instruction emphasizing the five critical elements of beginning reading and the foundation of math principles
Grouping	Multiple grouping formats to meet student needs
Time	90 minutes per day or more
Instructor	Classroom teacher
Setting	General classroom setting

Adapted from Dr. Joseph K. Torgesen, "Characteristics of Effective Interventions for Struggling Readers", National Title I Conference January 2005.
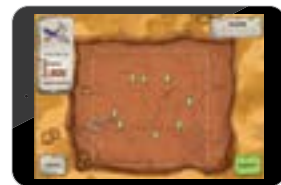
Core Math Programs

- *Everyday Mathematics 4®*
- *Illustrative Mathematics®*
- *Reveal Math®*

Tier 1 Supplemental Math Programs

* BEE, † Evidence for ESSA, ‡ MHE, § WWC

Redbird Mathematics® ‡
Grades K–7

Redbird Mathematics is a personalized, adaptive digital math program that meets all learners where they are with engaging content.

Arrive Math™ Booster ‡
Grades K–8

Arrive Math Booster is a searchable library of multi-modal lessons that address every skill covered in the mathematics standards—making it easy for you to find the targeted instructional resources and effectively address the needs of every student in your classroom.

ALEKS® †, ‡
Grades 3–12

ALEKS is an adaptive online math program that uses artificial intelligence and open-response questioning to deliver truly individualized learning and assessment.

Core Reading and Language Arts Programs

- *Wonders®*
- *Maravillas*
- *StudySync®*
- *SRA Open Court Reading*
- *SRA Reading Mastery Transformations™*
- *Actively Learn™*

Tier 1 Supplemental Reading/ELA Programs

* BEE, † Evidence for ESSA, ‡ MHE, § WWC

SRA Phonemic Awareness
Grades PreK–1

Short, 10–15 minute lessons follow a developmental sequence beginning with sound and word discrimination and progressing to segmenting and blending.

Redbird Language Arts & Writing ‡
Grades 2–7

This program leverages adaptive technology and a personalized learning model, allowing students to build strong writing skills and work towards mastery of language arts concepts.

SRA Open Court Reading Foundational Skills Kits ‡, §
Grades K–3

Offer explicit phonics instruction for students who lack a solid foundation for reading.

SRA Reading Laboratory®
Grades K–12

Creating confident readers for more than 60 years, this supplemental K–12 leveled reading program motivates students through self-guided, cross-curricular selections that connect their efforts to success.

SRA Open Court Reading Word Analysis Kits ‡, §
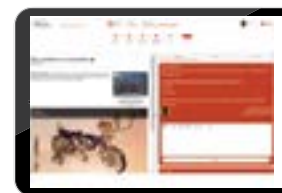Grades 4–5

Designed to focus on skills relevant to grades four and five and featuring practice with manipulatives and print for phonemic awareness, phonics, comprehension, word analysis, vocabulary, and fluency, this kit includes instructional tools such as updated Sound/Spelling Cards, lesson cards for five areas of reading, word part cubes, and an intervention kit.

Achieve3000 Literacy™
Grades 2–12

This digital learning solution accelerates literacy growth for all students through differentiated content and instruction that can double or even triple expected learning gains.

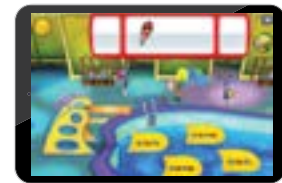**SRA Open Court Reading English Language Development Kit**
Grades K–5

Designed to promote critical language skills in all English learners, this kit helps students quickly learn the language skills necessary to communicate effectively in their classroom and community.

Smarty Ants™
Grades PreK–2

This fun, adaptive, play-based early literacy solution helps students master complex phonics skills as they learn to decode phonemes and words and eventually read stories.

INTERVENTION FOR SOME: Targeted Tier 2 Solutions

GIVE STUDENTS THE SKILLS AND CONFIDENCE TO EXCEL

Students who require Tier 2 intervention have gaps in one or more essential concepts that make it more challenging for them to perform at grade level. The programs designed to address Tier 2 students are used in addition to core programs. They focus on the important skills students need to progress, thereby reducing the need for more intensive intervention.

Tier 2 instruction is typically given to small groups of students for 30 minutes per day. The lessons focus on the essential elements for the students' grade level and are planned according to data from their assessments.

Students who continue to demonstrate a lack of progress in Tier 2 move to Tier 3 Intensive Instruction.

Tier 2: Targeted Supplemental Instruction and Intervention (Used in addition to core instruction)

|	
Focus	For students who are not reaching proficiency and who have responded poorly to Tier 1 efforts—approximately 20–30% of students
Program	Scientifically-based instruction emphasizing the five critical elements of beginning reading and the foundation of math principles
Grouping	Homogeneous small-group instruction (1:3, 1:4, or 1:5)
Time	Minimum 30 minutes per day in small group instruction in addition to 90 minutes of core reading instruction
Instructor	Personnel determined by the school (e.g., classroom teacher, specialized reading teacher, or Title I teacher)
Setting	Appropriate setting designated by the school; may be within or outside of the classroom

Adapted from Dr. Joseph K. Torgesen, Characteristics of Effective Interventions for Struggling Readers, National Title I Conference January 2005.

Math Programs

* BEE, † Evidence for ESSA, ‡ MHE, § WWC

Number Worlds® ‡, §
Grades PreK–8
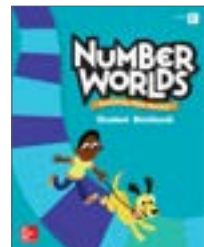
Number Worlds is a research-based prevention/intervention program for students who are one or more grade levels behind in mathematics. Building Blocks adaptive software is included.

Redbird Mathematics® ‡
Grades K–7

Redbird Mathematics is a personalized, adaptive digital math program that meets all learners where they are with engaging content.

Corrective Mathematics ‡
Grades 3–12

Corrective Mathematics provides intensive support for students who have difficulty with mathematics. The series is organized into seven strategic modules that provide teacher-directed instruction on critical skills and concepts.

ALEKS® †, ‡
Grades 3–12

ALEKS is an adaptive online math program that uses artificial intelligence and open-response questioning to deliver truly individualized learning and assessment.

INTERVENTION FOR SOME: Targeted Tier 2 Solutions *continued*

Reading and Language Arts Programs

* BEE, † Evidence for ESSA, ‡ MHE, § WWC

SRA Phonemic Awareness
Grades PreK–1

This program helps young students to develop phonological and phonemic awareness. Short, 10–15 minute lessons follow a developmental sequence starting with sound and word discrimination before progressing to segmenting and blending.

SRA Language for Learning ‡
Grades PreK–2

Language for Learning provides young learners with the knowledge and understanding of language they need to achieve proficiency and reading comprehension. This oral language program teaches children the words, concepts, and statements important to both oral and written language, and helps enable them to extend this knowledge to other areas of their development.

SRA Open Court Reading Foundational Skills Kits and Word Analysis Kits ‡, §
Grades K–3 | Grades 4–5

The kits provide classroom-proven, systematic, explicit instruction to help students learn the basics of reading and writing as well as to develop vocabulary, fluency, and comprehension along the way.

Intervenciones tempranas de la lectura †
Grades K–3

Intervenciones tempranas de la lectura* provides an efficient framework for teaching students to read. Rather than being taught in isolation, one skill at time, multiple strands are taught in unison on a daily basis, and each strand is tightly sequenced with the text.

*Lectura Proactiva is the research title of this product. See SRA Early Interventions in Reading below for the English version of this product.

SRA Early Interventions in Reading ‡, §
Grades K–3

SRA Early Interventions in Reading helps you identify struggling readers and provide them with lessons that build mastery of essential skills through explicit, systematic instruction. Designed to work in tandem with your core reading program, this early intervention program provides the significant increase in the intensity of instruction that low-level readers need to meet grade-level expectations.

SRA Language for Thinking
Grades 1–3

Use this program's systematic, explicit lessons to expand students' practical knowledge of language. Students learn new vocabulary development, effective word use, and correct grammar that become the basis for developing essential reading and writing skills.

SRA Language for Writing
Grades 2–5

This program helps students learn the conventions of sentence and paragraph construction and the correct grammar needed to write well-constructed narratives, descriptions, and instructions.

SRA Reading Mastery Transformations™ ‡, §
Grades K–5

This comprehensive, evidence-based ELA curriculum is proven to raise reading performance for a range of student populations. *Reading Mastery* helps explicitly and systematically teach key foundational literacy skills and how to read, comprehend, and write narrative and informational text of increasing complexity.

SRA Corrective Reading*, †, ‡, §
Grades 3–12

Corrective Reading provides intensive, explicit reading intervention for students reading below grade level with tightly sequenced, carefully planned lessons.

SRA Read to Achieve*
Grades 6–12

Read to Achieve is the first reading program to teach portable comprehension strategies that students can carry into their content area classes.

INTERVENTION FOR A FEW: Targeted Tier 3 Solutions

PROGRAMS FOR STUDENTS WHO NEED SPECIFIC, INTENSIVE INTERVENTION

Students who require Tier 3 intervention have demonstrated serious gaps in their achievement of benchmark standards. They cannot sustain academic progress at Tiers 1 and 2.

Bringing these students up to grade level requires intensive, explicit instruction that meets the needs of the individual student.

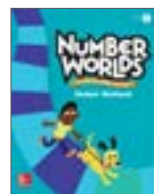| Tier 3: Intensive Individualized Instruction and Intervention (Used in addition to core instruction)	
Focus	For students who are significantly deficient in target skills and who have not responded to Tier 1 or Tier 2 efforts–approximately 5 to 10% of students
Program	Sustained, intensive, scientifically-based instruction emphasizing the five critical elements of beginning reading and the foundation of math principles
Grouping	Homogeneous small-group instruction (1:1, 1:3)
Time	Minimum of two 30-minute small group sessions in addition to 90 minutes of core instruction; or replacement of core with intensive, scientifically based program for 90 minutes per day
Instructor	Personnel determined by the school (e.g., classroom teacher, specialized reading teacher, Title I teacher, or special education teacher)
Setting	Appropriate setting designated by the school; may be within or outside of the classroom

Adapted from Dr. Joseph K. Torgesen, Characteristics of Effective Interventions for Struggling Readers, National Title I Conference January 2005.

Math Programs

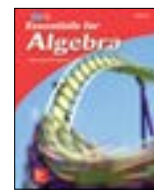*** BEE, † Evidence for ESSA, ‡ MHE, § WWC**

Number Worlds® ‡, §
Grades PreK–8

Number Worlds is a research-based prevention/intervention program for students who are one or more grade levels behind in mathematics. *Building Blocks* adaptive software is included.

Connecting Math Concepts*, ‡, §
Grades K–5

Offer a gradual yet intensive program that focuses on the "big ideas" of math. Systematic, continual review ensures all students become successful, confident mathematical thinkers. *Connecting Math Concepts* can be implemented as a core replacement program.
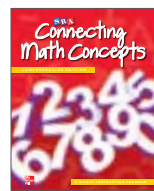
Essentials for Algebra
Grades 7–12

Provide the essential knowledge that your under-performing students need to tackle Algebra I. By using the highly-structured lessons in this year-long course, more of your students will master essential pre-Algebra content and gain an understanding of introductory concepts found in a traditional Algebra I class.

Corrective Mathematics ‡
Grades 3–12

Corrective Mathematics is a highly focused intervention program that offers targeted instruction through seven modules:

- Addition
- Subtraction
- Multiplication
- Division
- Basic fractions
- Fractions, decimals, and percents
- Ratios and equations

INTERVENTION FOR A FEW: Targeted Tier 3 Solutions *continued*

Reading and Language Arts Programs

* BEE, † Evidence for ESSA, ‡ MHE, § WWC

SRA Early Interventions in Reading ‡, §
Grades K–3

This program works in conjunction with your core reading program to provide students performing below grade level with additional, intensive instruction they need to become skilled readers.

Intervenciones tempranas de la lectura †
Grades K–3

Intervenciones tempranas de la lectura* provides an efficient framework for teaching students to read. Rather than being taught in isolation, one skill at time, multiple strands are taught in unison on a daily basis, and each strand is tightly sequenced with the text.

*Lectura Proactiva is the research title of this product. See SRA Early Interventions in Reading below for the English version of this product.

SRA Reading Mastery Transformations™ ‡, §
Grades K–5

This comprehensive, evidence-based ELA curriculum is proven to raise reading performance for a range of student populations. *Reading Mastery* helps explicitly and systematically teach key foundational literacy skills and how to read, comprehend, and write narrative and informational text of increasing complexity.

SRA Reading Mastery® Signature Edition*, ‡, §
Grades K–5

Gain the flexibility to use reading, language arts, and literature together or as separate strands. When used in tandem, *Reading Mastery* provides a research-proven core program; separately, each serves as an excellent intervention. *Reading Mastery* can be implemented as a core replacement program.

Corrective Reading*, †, ‡, §
Grades 3–12

Corrective Reading provides intensive, explicit reading intervention for students in Grades 3–12 who are reading below grade level. This Direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners.

Fusion Reading*, †, ‡, §
Grades 6–12

Fusion Reading is a comprehensive, research-based, multi-year reading intervention program that provides struggling adolescent students the skills they need to quickly become fluent, competent, and confident readers.

TIERED SOLUTIONS: Product Chart

Product	Grade Levels	Instruction Time	Tier 1	Tier 2	Tier 3
Reading Programs					
SRA Phonemic Awareness **	PreK–1	15 minutes/day	•	•	
Smarty Ants ***	PreK–2	15–20 minutes/day	•	•	•
SRA Reading Mastery Transformations *	K–5	35–150 minutes/day	•	•	•
SRA Reading Mastery Signature Edition *	K–5	30–120 minutes/day	•	•	•
SRA Early Interventions in Reading/ Intervenciones tempranas de la lectura	K–3	40 minutes/day		•	•
SRA Open Court Reading	K–5	90–120 minutes/day	•	•	
SRA Open Court Reading English Language Development Kits **	K–5	30–60 minutes/day	•	•	
SRA Open Court Reading Foundational Skills Kit/Word Analysis Kits **	K–5	30–45 minutes/day	•	•	
SRA Reading Laboratory **	K–12	varies	•		
Achieve 3000 Literacy ***	2–12	15–30 minutes/day	•	•	•
SRA Corrective Reading Decoding	3–12	45–50 minutes/day		•	•
SRA Corrective Reading Comprehension	3–12	45–50 minutes/day		•	•
Fusion Reading	6–12	45–90 minutes/day		•	•
SRA Read to Achieve	6–12	45 minutes/day		•	
Oral Language and Language Arts Programs					
SRA Language for Learning	PreK–2	30–40 minutes/day		•	
SRA Language for Thinking	1–3	30–40 minutes/day		•	
SRA Language for Writing	2–5	45 minutes/day		•	
SRA Reading Mastery Signature Edition – Language Strand	K–5	30–45 minutes/day		•	•
Redbird Language Arts and Writing **	2–7	60–90 a week	•	•	
Math Programs					
Number Worlds	PreK–8	30–60 minutes/day		•	•
Connecting Math Concepts *	K–5	45–60 minutes/day	•		•
Redbird Mathematics **	K–7	90–120 minutes/week	•	•	
Arrive Math Booster **	K–8	15–30 minutes/day	•		
Achieve 3000 Math ***	3–12	45–60 minutes/week	•	•	•
ALEKS ***	3–12	90–120 minutes/week	•	•	
Corrective Mathematics	3–12	30–45 minutes/day		•	•
Essentials for Algebra	7–12	90–120 minutes/day			•

*can be implemented as a core replacement program in Tier 1 **can be implemented in support of a Tier 1 program
*** can be implemented for independent study in support of a Tier 1, 2, or 3 program

IN21M 20926

Contact your McGraw Hill sales representative to learn more.

Mc Graw Hill