

I. Tier I**A. Instruction**

Tier I is defined as “regular core instruction” offered to all students and delivered in a general education classroom by a general education teacher or general education/special education co-teaching team.

In grades K-6, English/language arts/reading and mathematics instruction should be scheduled in 90 minutes uninterrupted blocks when practical. If scheduling uninterrupted blocks proves impractical, cumulative instruction should equal 90 minutes.

In grades 7-8, English/language arts/reading and mathematics core instruction should be scheduled daily for the full length of the scheduled instructional block.

In grades 9-12, students assigned to English/language arts and mathematics courses should receive core instruction in those courses daily for the entirety of the scheduled instructional block for the semester in which they are assigned to that course.

West Carroll schools promote full inclusion for special education students. Unless an IEP team makes an alternate determination, students with an identified disability will receive Tier I instruction in the general education classroom facilitated by the general education subject area specialist. Special education students should receive Tier I instruction during a class period in which a special education teacher is assigned as co-teacher when possible.

B. Benchmark Testing**1. Kindergarten**

All kindergarten students will be benchmark tested for achievement in August, December, and April of each academic year. Grade level teachers will select the appropriate assessment from an approved list.

- Star Enterprise Reading
- STAR Early Literacy
- DIBELS

The grade level team will establish cut scores for the purpose of identifying students who should receive tiered interventions. The school interventionist and building administrator should consult in this process. As benchmark test results will be used in identification of students who might benefit from tiered interventions, testing accommodations will not be applicable.

Grade level teachers will recommend appropriate tiered intervention placement for individual students during Intervention Support Team meetings held at 4 ½ week intervals. The team will then concur regarding the final determination in each case.

2. Grades 1 and 2

All 1st and 2nd grade students will be benchmark tested for achievement in August, December, and April of each academic year. Students will be tested using STAR Reading and STAR Mathematics. In special cases, grade-level teachers may opt to test students using STAR Early Literacy or DIBELS.

The grade level team will establish cut scores for the purpose of identifying students who should receive tiered interventions. The school interventionist and

building administrator should consult in this process. As benchmark test results will be used in identification of students who might benefit from tiered interventions, testing accommodations will not be applicable.

Grade level teachers will recommend appropriate tiered intervention placement for individual students during Intervention Support Team meetings held at 4 ½ week intervals. The team will then concur regarding the final determination in each case.

3. Grades 3 through 8

All 3rd through 6th grade students will be benchmark tested for achievement in August, December, and April of each academic year. All 7th and 8th grade students will be benchmark tested for achievement in April.

The grade level team will establish cut scores for the purpose of identifying students who should receive tiered interventions. The school interventionist and building administrator should consult in this process. As benchmark test results will be used in identification of students who might benefit from tiered interventions, testing accommodations will not be applicable.

Grade level teachers will recommend appropriate tiered intervention placement for individual students during Intervention Support Team meetings held at 4 ½ week intervals. The team will then concur regarding the final determination in each case.

4. Grades 9 through 12

Students in grades 9 – 12 will not be benchmark tested yearly unless the Intervention Support Team determines it is necessary. Multiple sources of data will provide information for intervention placements, i.e. 8th grade end-of-year benchmark results, EOC/ACT data, and cumulative progress monitoring data. School level Intervention Support Teams will meet at 4 ½ week intervals to determine intervention placement changes for students based on screening and progress monitoring data.

II. Tier II

The Intervention Support Team may recommend placement in a Tier II Response to Intervention and Instruction group based upon data analysis of applicable testing outcomes.

Initial placement assignments for students in grades K – 8 will be determined during the first Intervention Support Team meeting following the benchmark test that results in a qualifying score. Students in grades 9-12 may be placed in Tier II after analysis of alternate testing data.

A. Placement in Tier II

Kindergarten students who score at or below the grade level cut score or in the 25th percentile of grade level test takers on the December benchmark assessment may be considered for placement in Tier II.

Grade 1-8 students who score at or below the grade level cut score or in the 25th percentile of grade level test takers may be considered for placement in Tier II.

Students in grades 9-12 Students in grade 9 who score at or below the grade level cut score or in the 25th percentile of 8th grade level test takers may be considered for placement in Tier II. Students in grades 10 – 12 who are currently in a tiered intervention or indicate a need for intervention based on other multiple forms of data may be considered for placement in Tier II.

The intervention teacher (or principal's designee) will inform the student's parent(s) of the Tier II placement by letter. Notification will be made using the applicable version of Form # IP-101, *RTI² Parent Letter*.

B. Interventions

Students placed in Tier II should receive interventions that target specific skill deficiencies indicated by the applicable benchmark test.

Students should be scheduled to receive Tier II intervention sessions of no less than 30 minutes daily.

C. Progress Monitoring

The intervention teacher will progress monitor each student identified for Tier II intervention. Progress monitoring data points will be collected at regular intervals. The IST may recommend adjustments to these intervals to meet individual student needs. The intervention teacher will print and retain progress monitoring reports in the student's RTI² folder which is maintained in the teacher's data notebook.

D. Determinations

The grade level Intervention Support Team will make placement determinations after hearing the recommendation of the Tier I teacher and reviewing applicable data. Each team member will sign the *Intervention Support Team Notes: Student Intervention Plan and Review* (Form # IST-301) in support of the team's determination. The assigned intervention teacher will maintain the IST meeting notes and provide supporting data for review at each IST meeting.

Typical determinations include:

1. The student is exhibiting improved academic performance that is determined by the Intervention Support Team to justify a change in placement to Enrichment.
2. The student's academic performance indicates the need to redesign or modify the intervention.
3. The student is exhibiting academic performance that is determined by the Intervention Support Team to justify a change in placement to Tier III intervention.

The intervention teacher will inform the student's parent(s) of the Intervention Support Team determination by letter using the District approved Form # PM-201, *RTI² Progress Monitoring Letter*.

III. Tier III

A. Placement in Tier III

Kindergarten students who score at or below the grade level cut score or in the 10th percentile of grade level test takers on the December benchmark assessment (or 1.5 to 2 years behind their grade level peers) may be considered for placement in Tier III.

Grade 1-8 students who score at or below the grade level cut score or in the 10th percentile of grade level test takers (or 1.5 to 2 years behind their grade level peers) may be considered for placement in Tier III.

Students in grades 9-12 Students in grade 9 who score at or below the grade level cut score or in the 10th percentile of 8th grade level test takers may be considered for placement in Tier III. Students in grades 10 – 12 who are currently in a tiered intervention or indicate a need for intervention based on other multiple forms of data may be considered for placement in Tier III.

B. Interventions

Students placed in Tier III should receive interventions that target specific skill deficiencies indicated by the applicable benchmark test.

Students will be scheduled into daily, dedicated intervention sessions that extend the 30 minutes required in Tier II.

C. Progress Monitoring

The intervention teacher will progress monitor each student identified for Tier III intervention. Progress monitoring data points will be collected at regular intervals. The Intervention Support Team may recommend adjustments to these intervals to meet individual student needs. The intervention teacher will print and retain progress monitoring reports in the student's RTI² folder which is maintained in the teacher's data notebook.

D. Determinations

The grade level Intervention Support Team will make placement determinations after hearing the recommendation of the Tier I teacher and reviewing applicable data. Each team member will sign the *Intervention Support Team Notes: Student Intervention Plan and Review* (form # IST-301) in support of the team's determination. The assigned intervention teacher will maintain the IST meeting notes and provide supporting data for review at each IST meeting.

Typical determinations include:

1. The student is exhibiting improved academic performance that is determined by the Intervention Support Team to justify a change in placement to Tier II or Enrichment.
2. The student's academic performance indicates the need to redesign or modify the intervention.
3. The student is exhibiting academic performance that is determined by the Intervention Support Team to justify testing the student's eligibility to receive additional services.

The intervention teacher will inform the student's parent(s) of the Intervention Support Team determination by letter using the District approved Form # PM-201, *RTI² Progress Monitoring Letter*.

E. Referral for Testing

If a student is not responding appropriately to tier intervention, the Tier III interventionist may recommend referral for testing to identify a need for additional services. If the

Intervention Support Team agrees that referral is appropriate, the intervention teacher shall be responsible for completing the steps necessary for referral.

1. Tier III interventionist teacher or other Intervention Support Team member who is familiar with the student's academic performance recommends referral; the IST concurs.
2. Tier III educator completes the *Tier III to SPED Decision Tree*, Form # IST-303 and collects signatures from each Intervention Support Team member.
3. Tier III intervention teacher collects documentation necessary to support the team's recommendation.
4. Tier III intervention teacher forwards the supporting documentation to the special education teacher.

IV. Parent Request for Testing

If a parent or guardian requests testing for SPED services, the intervention teacher to whom the student is assigned at the time of the request shall be responsible for completing the process for referral. If the student is not assigned to Tier II or Tier III at the time of the request, the Intervention Support Team will discuss the request at the earliest opportunity. Upon reaching an agreement to test the student, the team will assign a general education teacher to complete the necessary documentation for referral.

V. Students with Specific Learning Disabilities

Following an eligibility determination, students identified with a specific learning disability will continue to receive tiered interventions with weekly progress monitoring. The Intervention Support Team may recommend changes in intervention placement within the framework of the student's IEP. Changes in intervention placements may occur depending on academic performance. Intervention may be conducted by a general education teacher, a special education teacher, or a school interventionist. Progress monitoring data must be available for the SLD re-evaluation process.

VI. Enrichment

Students in grades K-12 whose academic performance does not justify Tier II or Tier III intervention will be assigned to an Enrichment placement. Students will engage in lessons, activities, and projects which extend learning beyond grade level expectations

VII. General Expectations

- A. All Tier I teachers, SPED teachers, school interventionists, and building level administrators will serve on the applicable grade level Intervention Support Team. The district data instructional coach, general education supervisor of instruction, and SPED supervisor will serve on each grade level Intervention Support Team.
- B. Decisions for placement or retention in a tiered intervention, movement between tiers, and referrals for initial testing for identifiable disabilities will be made by the team after considering the recommendation of any team member.
- C. The Intervention Support Team recommendations should be made with focus on the best interests of individual students. Recommendations of the IST should be collective, concurring, and considerate of all available data, input, and best practice. IST members

should indicate the same by signing or initialing the *Intervention Support Team Notes – Student Intervention Plan and Review* (Form # IST-301).

- D. Daily building level schedules will include dedicated RTI² intervention and enrichment sessions that allow the provision of services with fidelity. Building administrators should endeavor diligently to protect the integrity of RTI² schedules.