

Lostant Rtl Decision-Making Rules & Process

Level	Summary of Intervention & Decision-Making
Universal Screening	All students are assessed three times a year (fall, winter, spring) in reading, math, and writing (Spring 2013) using AIMSweb to mark student progress with national norms. In addition, the data will be analyzed at grade level team meetings after benchmarking.
Tier I Classroom Instruction	All students receive high-quality standards-based core curriculum and instruction. <ol style="list-style-type: none"> 1. Those students whose benchmark scores are below the 25th percentile relative to national norms on CBM (Curriculum Based Measure) may be recommended for Tier II interventions. 2. Those students whose benchmark scores are below the 10th percentile relative to national norms on CBM may be recommended for Tier III interventions.
Tier II 20-60 minutes 3-5 days per week	Students with similar needs are organized into small groups and provided a research-validated intervention. The intervention may address multiple skill sets and is delivered with fidelity. Parents will be sent a letter explaining that their child will be participating in an intervention. <p>Individual student goals are established using national or district grade level norms. Progress is monitored 2 times per month (strategic monitoring) and results are charted. Decisions are made about continued intervention based on if the:</p> <ol style="list-style-type: none"> a. Trendline is significantly below (consider ROI) the aimline (3 consecutive and consistent data points) <ul style="list-style-type: none"> → change the intervention (especially if high integrity is present) b. Trendline is above (consider ROI) the aimline (6 consecutive and consistent data points) <ul style="list-style-type: none"> → discontinue or decrease time or intensity of the intervention. → fade the intervention (decrease time and or intensity of the intervention) c. Trendline is variable (some points above and some below the aimline) <ul style="list-style-type: none"> → examine the integrity of implementation or the intervention → consider student factors (look at implementer's log to evaluate absences, illnesses, different teacher, or intervention change)
Tier III 60-177 min 3-5 times per week.	Students receive intense, research-validated interventions in very small groups or individually. A parent meeting will be held. <p>Individual student goals are established using national or district grade level norms. Progress is monitored weekly and results are charted. Decisions are made about continued intervention based on if the:</p> <ol style="list-style-type: none"> a. Trendline is significantly below (consider ROI) the aimline (5/6 consecutive and consistent data points) <ul style="list-style-type: none"> → increase the intervention (smaller group, more time) → change the intervention (especially if high integrity is present) b. Trendline is above (consider ROI) the aimline (7/8 consecutive and consistent data points) <ul style="list-style-type: none"> → discontinue or decrease time or intensity of the intervention. → fade the intervention (decrease time and or intensity of the intervention) c. Trendline is variable (some points above and some below the aimline)

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	<p>→ examine the integrity of implementation or intervention</p> <p>→ consider student factors (look at implementer's log to evaluate absences, illnesses, different teacher, change intervention)</p> <ol style="list-style-type: none">1. Students may be recommended for a special education evaluation if:<ol style="list-style-type: none">a. The student's trendline continues to be below the aimline after receiving Tier III intervention.b. The student requires resources and/or services beyond those available through general education to increase the trendline (or show a positive response to the intervention).c. More than 50% of school day is in Tier III services.
Special Education Referral	<p>Parent permission is needed to evaluate the student for special education eligibility. Tier III interventions will be maintained using the resources available through general and special education to maintain a positive response to the intervention. Progress continues to be monitored weekly. If the student qualifies for special education services, survey level assessment is completed to plan future progress monitoring at the student's appropriate level. Goals are set.</p>