

Fast Track to MCAS RTI –A Procedures

Tier I

All students will participate in grade level Core content and will participate in grade level determined pre-instructional assessments. They may include, but are not limited to:

- End of unit tests;
- Assessments on specific skills;
- End of course assessments, etc.

These assessments will be determined by school based teams to identify students meeting and students not meeting grade level expectations.

- **Students meeting grade level expectations** will continue with Core grade level instruction, including differentiated instruction of strategies, content, processes, and skills based on grade level standards.
- **Students not meeting grade level expectations** using these assessments will be offered differentiated instruction within the classroom setting focusing on deficit areas including strategies, content, processes, and skills based on universal screening instruments.
- **Students exceeding grade level expectations** will also be offered differentiated instruction including an advanced core delivered at an accelerated pace, which may include above grade level standards aligned to the student's needs and abilities.

Post testing of all students will determine their progress or lack of progress within the area(s) of deficiency and/or grade level expectations. After post testing, **if a student meets grade level expectations**, the student will continue with the Core grade level instruction including differentiated instruction of strategies, content, processes, and skills at a level that meets the needs of the student. **If the student does not meet grade level expectations**, advance to Tier II accommodations and documentation as defined below. Be prepared to document data on accommodations provided to all students, especially the one presenting academic deficiencies.

Tier II

Tier II is reflected in additional scaffolded instruction using research-based instruction beyond the Core curriculum and the duration, intensity, and frequency of instruction are increased based on progress monitoring for a **minimum of 6-8 weeks**. The duration should be based on specific intervention requirements and RTI teams make data-driven decisions regarding student movement within Tiers I, II, and III.

Progress monitoring of student progress or lack of progress is KEY.

K-2 mClass, Reading Running Records, LLI assessments;

3-5 Reading Running Records, Acuity Custom records.

Post assessments are given frequently to measure student learning.

Tier II instruction—dedicated 30 minute intervention groups (outside the Core instructional time) provided to students either working above or below grade level expectations. **Students working above grade level expectations** will be provided further challenges that are differentiated for pace, content, and complexity. Students working below grade level expectations and showing NO PROGRESS toward grade level standards will move to Tier III instruction—*refer to Fountas and Pinnell benchmarks for reading expectations*.

Tier II students are not placed in a special education program at any time, but they do include consultations from the special education teacher(s) in the building or outside consultation from a School Psychologist or another appropriate consultant.

Tier II requires data and a plan. First of all, complete the RTI Referral form. The required data must be completed and once finished develop a plan. Refer to Elementary and MS/HS Intervention Plans

One of the most important steps to providing intensive accommodations and instruction is to immediately involve the parents. The Parent Letter (click) will assist you in ensuring the required parental participation at the beginning stage and if done so this notification will increase the possibility that the parents will be partners in the effort of helping the child to achieve grade level expectations.

All of these documents will be stored as a Google Document (Google Docs) and the complete running record of all students within the RTI system must also be updated. MCAS Response to Intervention Log

****At no time is it appropriate or acceptable for the teacher or Guidance Counselor to call the parent and request that they initiate a referral.**

Tier III

Tier III involves research-based, intensive, targeted interventions for students with needs that are not addressed in Tiers I and II. Replacement or alternative programming may be utilized (Read 180). Tier III programming could include alternate Core items, but must remain aligned to the grade level standards. Read 180 is a 90 minute program. Students should have an additional 40-60 minutes of English/Language Arts instruction for Balanced Literacy Instruction. **This instruction may be provided in a special education program for Mild Intervention, but only for a specified timeframe.** Tier III interventions are an addition of 30 minutes beyond the additional 30 minutes for Tier II. The features of Tier III include:

- Continued progress monitoring on a more frequent basis is necessary;
- If data indicates that the student DOES NOT meet grade level expectations, Tier III instruction would continue. The timeframe must be documented in the Intervention Plan.
- If a related disability is suspected, a referral for an educational evaluation would be appropriate.