Identification and Escalation Process for RTI and Title 1 Services

Objective: To quickly identify and offer support for students falling below the 33rd percentile in a given subject area and offer the necessary support needed before RTI is needed.

Beginning of the year placement:
Teachers will perform beginning of the year assessments to be used as the primary data point for student placement and identification of in class differentiation and recommendation for RTI support. Data will be compared to secondary data points such as iStation / NWEA MAPS. Students whose qualifiers range from 8-9 will be progress monitored and Placed into the RTI Process through TITLE 1.

**Students already on an IEP or 504 that require academic push in support will be monitored by their SPED case worker and support will be offered through the SPED program. If a student is not currently on an IEP or 504 then follow the steps below:*

STEP 1:
Students identified at T3 (33% and below) with an overall point score between 7-9 not currently on an IEP or 504 plan will be monitored monthly using the following systems.

Primary Data Points for ELA- EasyCBM K-8 for Fluency, Comprehension, and Vocabulary.
Primary Data Points for MATH- MCAP/MCOMP

Secondary Data Points- Teacher assessment within modules for all subjects.

Third Data Points- iStation and NWEA Map

STEP 2:
Teachers will offer differentiated support for students performing below grade level. If student growth is not shown on Monthly Primary Data Point assessments then the teacher will recommend the student for RTI support.

STEP 3:
Students placed into RTI will have a letter sent home letting a guardian know that they have been identified as needing additional support in their classroom. This letter will outline the type of support they will receive and in which subject areas. Push in support will then be assigned to students in RTI to support in addition to the teachers continued differentiation.

STEP 4:
Students on RTI who are not showing marked growth after 90 Days may, at the recommendation of a teacher, request a review of the students work to be considered for 504/IEP

****Once a student is placed on a 504 or IEP will then have their data and growth process moved to the appropriate case worker for SPED and they will take over the responsibility of that student's support and data collection.*

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Services Received by Earned Qualifier Points

Students will be assessed in Math and ELA. Both subjects may earn up to a total of 9 points. Students scoring a 1-6 will not receive any additional services as their placement is T1 or T2 at 34th-99th Percentile. Students scoring a 7 will receive differentiated classroom instruction by the classroom teacher. Students scoring an 8- 9 will receive Title 1 services. Title 1 students will be pulled out and receive a separate curriculum provided by the Title 1 teacher. In some cases where a student does not meet the qualifiers to receive additional support our RTI/Data team will meet with classroom teachers and necessary admin members to determine if support can be provided.

How Points are Earned

ELA:

	Below 33rd Percentile	**34th-66th Percentile**	**67th-99th Percentile**
NWEA MAP / IRI	3	2	1
EasyCBM	3	2	1
Classroom Assessment	3	2	1

Math:

	Below 33rd Percentile	**34th-66th Percentile**	**67th-99th Percentile**
NWEA MAP	3	2	1
Idaho Numeracy Project	3	2	1
Classroom Assessment	3	2	1

Assessment Process

NWEA MAP are performed in the fall, winter and spring school wide by the classroom teacher.

IRI is done monthly K-3 through iStation by the classroom teacher.

EasyCBM is administered Monthly for qualified students by push in support.

Idaho Numeracy Project is administered Monthly for qualified students by push in support.

Classroom Assessment scores are done each trimester by the classroom teacher.