

RIVERSIDE DISTRICT 96 MULTI –TIERED SERVICE MODEL (AKA RtI)

Within the multi-tiered system of support (MTSS aka RtI), we have some working assumptions upon which the system is built. First and foremost, the benchmarking with universal screeners is a broad brush at flagging students for **consideration** of tiered support. It is not meant to be the only driver of the decision around how to service students. The universal screening process is an initial gatekeeper for guiding our data conversations. If a student is flagged through the screening process, that flag dictates the **conversation**, not the level of service. The conversation is the catalyst for determining a **recommendation** for appropriate levels of service. That conversation needs to be driven by the data and additional diagnostic or classroom based evidence to make final decisions on levels of service. There is nothing preventing us from deciding to do further diagnostic assessments. When discussing classroom-based performance/evidence, it should always be in comparison to a typical peer and not in isolation. There may be instances when we need to come together as a group to compare student work across an entire grade level to affirm what typical performance looks like in District 96. This same philosophy applies to students who may not have been flagged and the scores appear to be inflated as compared to daily classroom performance.



We recognize that in any particular grade level factors such as EL/Bilingual identification and students with 504s or IEPs will have considerations related to service providers. There will have to be team level discussions around shared services to determine the best model for delivery of the services. Those are conversations for the data teams to have at the table. The needs of the student should drive the decisions around who provides the service.

If a child qualifies for the highest levels of support in both reading and math, then a conversation has to happen around prioritizing the content on the area greatest need for that intensive support. Because of the reality of the number of minutes of support for that lowest level, it is not possible to provide that intensity in both areas. The team will determine what level of service can be provided for the other area once the area of greatest need is scheduled.

The key to the success of the system is the alignment of the intervention with the identified skill deficit and ongoing progress monitoring. Data should be reviewed a minimum of every six weeks to determine if a change of intervention is needed.

OUR MOTTO: Universal Screening = Consideration; Conversation; Recommendation

Translation... Universal screening flags students for consideration of tiered services that leads to a data conversation, which then leads to the final recommendation for services.

READING - TIER CRITERIA

GRADE K

Indicators: **Fall** - LNF, LSF, F&P/ **Winter** -LNF, LSF, PSF, NWF, F&P/ **Spring**- LSF, NWF, PSF, F&P
Services for Kindergarten should begin

TIER	LEVEL OF SERVICE	INDICATORS
3C	KITE + Reading Support	All 3 or 2 out of 3 indicators in Fall well below grade level All 5 or 3 out of 5 indicators in Winter well below grade level All 4 or 3 out of 4 indicators in Spring well below grade level (Below 10 th percentile; F&P Below/Well Below)
3B	KITE	Fall: Combination of 3 indicators below grade level Winter: Combination of 4 indicators below grade level excluding NWF Spring: Combination of 4 indicators below grade level (Below grade level defined as combination Below 10 th percentile; 11 th -20 th percentile; F&P Below/Well Below) Note: Could be one or two indicators below the 10 th with others in the next range
3A	90-150 mpw in addition to core	Combination of 4 indicators below grade level (Indicators above 10 th percentile, but between 11 th -20 th percentile; F&P Below or Well Below)
2B	60-90 mpw in addition to core Push-in or Pull-out	2 out of 3 indicators slightly below grade level (21 st – 35 th percentile; F&P Below/Well Below) Note: If F&P at grade level, may be fluency issue only
2A	40-90 mpw In-class Differentiated Instruction by Classroom Teacher-Targeted skill instruction	Indicators in typical Tier 1 normative range from 36 th -45 th percentile (Note: F&P may be Below level)

GRADE 1

Indicators: NWF, R-CBM, F&P

TIER	LEVEL OF SERVICE	INDICATORS
3C	260-300 mpw in addition to core	All three or 2 out of 3 indicators well below grade level (Below 10 th percentile; F&P Below/Well Below)
3B	200-260 mpw in addition to core	Combination of 3 indicators below grade level (Below 10 th percentile; 11 th -25 th percentile; F&P Below/Well Below) Note: Could be one or two indicators below the 10 th with others in the next range
3A	180-200 mpw in addition to core	Combination of 3 indicators below grade level (Indicators above 10 th percentile, but between 11 th -25 th percentile; F&P Below or Well Below)
2B	90-120 mpw in in addition to 60 min of core Push-in or Pull-out	2 out of 3 indicators slightly below grade level (26 th – 35 th percentile; F&P Below/Well Below) Note: If F&P at grade level, may be fluency issue only
2A	40-90 mpw In-class Differentiated Instruction by Classroom Teacher-Targeted skill instruction	Indicators in typical Tier 1 normative range from 36 th -45 th percentile (Note: F&P may be Below level)

GRADE 2

Indicators: MAP, R-CBM, F&P

TIER	LEVEL OF SERVICE	INDICATORS
3C	260-300 mpw in addition to core	3 indicators well below grade level (Below 10 th percentile; F&P Below/Well Below)
3B	200-260 mpw in addition to core	Combination of 3 indicators below grade level (Below 10 th percentile; 11 th -25 th percentile; F&P Below/Well Below) Notes: Could be one or two indicators below the 10 th with others in the next range
3A	180-200 mpw in addition to core	Combination of 3 indicators below grade level (Indicators above 10 th percentile, but between 11 th -25 th percentile; F&P Below or Well Below) Condition: If only F&P is below grade level, Reading Specialist to administer second probe NOTE: If only one indicator falling below 25 th percentile administer additional diagnostic assessment to identify skill deficit and discuss appropriate services
2B	90-120 mpw in addition to 60 min of core Push-in or Pull-out	2 out of 3 indicators slightly below grade level (26 th – 35 th percentile; F&P Below/Well Below) Note: If F&P at grade level, may be fluency issue only
2A	40-90 mpw In-class Differentiated Instruction by Classroom Teacher-Targeted skill instruction	Indicators in typical Tier 1 normative range from 36 th -45 th percentile (Note: F&P may be Below level)

GRADES 3-5
Indicators: MAP, R-CBM

TIER	LEVEL OF SERVICE	INDICATORS
3C	260-300 mpw in addition to core	Both indicators well below grade level (Below 10 th percentile)
3B	200-260 mpw in addition to core	Combination of 2 indicators below grade level (One indicator below 10 th percentile; one bewtween 11 th -25 th percentile)
3A	180-200 mpw in addition to core	Both indicators between 11 th and 25 th
2B	90-120 mpw in addition to 60 min of core Push-in or Pull-out	1 of 2 indicators 26 th – 35 th percentile (other indicator may be above or below this range) Note: May need additional diagnostic to confirm the need for services
2A	40-90 mpw In-class Differentiated Instruction by Classroom Teacher-Targeted skill instruction	Indicators in typical Tier 1 normative range from 36 th -45 th percentile

GRADES 6-8
Indicators: MAP

TIER	LEVEL OF SERVICE	INDICATORS
3B	200 mpw + Push in	Below 10 th percentile
3A	200 mpw	11 th – 25 th percentile
2	80-120 mpw Pull out or Push in support or Classroom level intervention delivered by classroom teacher	26 th – 35 th percentile
1	Differentiated Instruction/Monitor	36 th -45 th percentile

MATH - TIER CRITERIA

GRADE K

Indicators: TEN (OCM, NIM, MNM, QDM)

TIER	LEVEL OF SERVICE	INDICATORS
3C	KITE + Push in or pull out math support	All 4 indicators well below grade level (Below 10 th percentile) Note: If MNM and QDM above 25 th percentile reevaluate
3B	KITE	All 4 measures below 20 th percentile (may be a combination of below 10 th and 11 th – 20 th). Note: If MNM and QDM are above 35 th percentile consider Tier 2
3A	80-90 mpw in addition to core	All 4 measures between 21 st and 25 th percentile Note: If MNM & QDM are above 35 th percentile consider Tier 2
2B	60 mpw in addition to core Push-in or Pull-out	3 out of 4 indicators slightly below grade level (26 th -35 th percentile) Note: One indicator could be above or below the 26 th -35 th percentile
2A	40 mpw In-class Differentiated Instruction by Classroom Teacher Targeted skill instruction	Indicators in typical Tier 1 normative range from 36 th -45 th percentile.

GRADE 1

Indicators: MCOMP, TEN (MNM, QDM)

TIER	LEVEL OF SERVICE	INDICATORS
3C	260-300 mpw in addition to core	All three indicators well below grade level (Below 10 th percentile)
3B	200-260 mpw in addition to core	Combination of 3 indicators below grade level Note: Could be one or two indicators below the 10 th with others in the next range of 11 th -25 th percentile
3A	180-200 mpw in addition to core	All three indicators between 11 th -25 th percentile
2B	90-120 mpw in addition to 60 min of core Push-in or Pull-out	2 out of 3 indicators slightly below grade level (26 th -35 th percentile) Note: One indicator could be above or below the 26 th -35 th percentile
2A	40-90 mpw In-class Differentiated Instruction by Classroom Teacher Targeted skill instruction	Indicators in typical Tier 1 normative range from 36 th -45 th percentile.

GRADE 2-5

Indicators: MAP, MCOMP

TIER	LEVEL OF SERVICE	INDICATORS
3C	260-300 mpw in addition to core	Both indicators well below grade level (Below 10 th percentile)
3B	200-260 mpw in addition to core	Combination of 2 indicators below grade level (One indicator below 10 th percentile; one between 11 th -25 th percentile)
3A	180-200 mpw in addition to core	Both indicators between 11 th and 25 th percentile
2B	90-120 mpw in addition to 60 min of core Push-in or Pull-out	1 of 2 indicators 26 th -35 th percentile (other indicator may be above or below this range) Note: May need additional diagnostic to confirm the need for services (i.e. Low COMP score may reflect a slow and accurate worker and intervention may not be necessary)
2A	40-90 mpw In-class Differentiated Instruction by Classroom Teacher Targeted skill instruction	Indicators in typical Tier 1 normative range from 36 th -45 th percentile

GRADES 6-8

Indicators: MAP

TIER	LEVEL OF SERVICE	INDICATORS
3B	200 mpw + Push in	Below 10 th percentile
3A	200 mpw	11 th – 25 th percentile
2	80-120 mpw Pull out or Push in support or Classroom level intervention delivered by classroom teacher	26 th – 35 th percentile
1	Differentiated Instruction/Monitor	36 th -45 th percentile