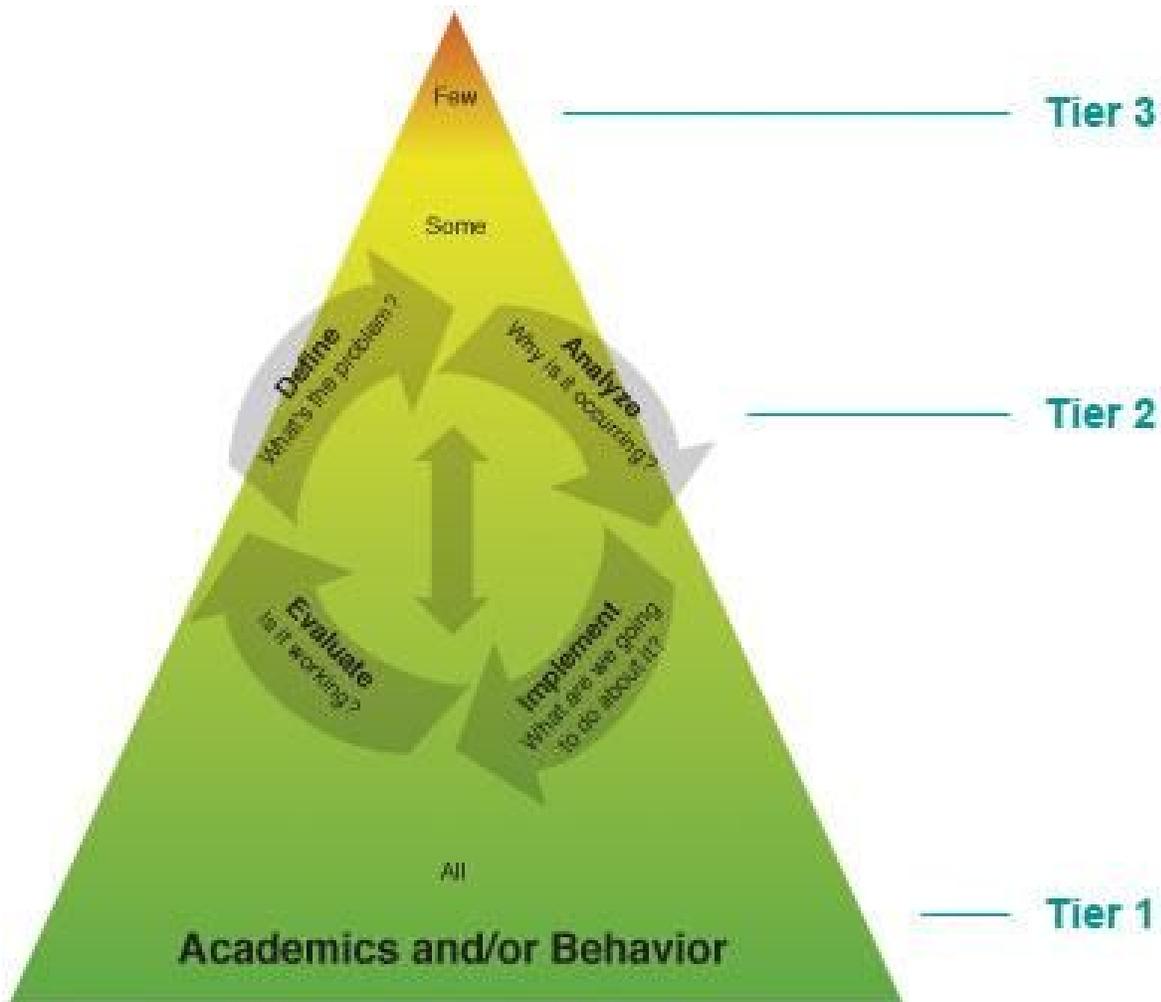


## Multi-tiered System of Supports (MTSS) & Response to Intervention (Rti)



Ten Sleep Schools use State WY TOPP summative testing data and WY TOPP modules for interim and formative data as well as MAP testing (formative, interim and summative) data to identify students who are at risk and show achievement gaps. This data helps us make informed decision and place students in three tiers.

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis (State and MAP testing/ grades are screened) to establish an academic and

behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction called tier 2 instruction (tutoring, RTI class period, after school programs or other individual interventions matched to their needs on the basis of levels of performance and rates of progress). Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in individual or small-group settings in addition to instruction in the general curriculum. Students who continue to show too little progress at the tier 2 level of intervention are then considered for more intensive interventions as part of Tier 3.

At this level, students receive individualized, intensive interventions that target the students’ skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.