



**Form J**  
**GRAVES COUNTY SCHOOLS**  
**RESPONSE TO INTERVENTION/KENTUCKY SYSTEM OF INTERVENTIONS**  
**ACADEMIC – GRADES K-6**  
**DISTRICT GUIDELINES QUICK FACT SHEETS**

COMPONENT	DISTRICT REQUIREMENT
Tier Structure	3 Tier Model: <ul style="list-style-type: none"> <li>• Tier I – Universal Instruction in core curriculum and teacher-initiated interventions with <i>uninterrupted instruction for 45-90 minutes per core subject</i></li> <li>• Tier II – Targeted interventions provided a <i>minimum of 60 minutes weekly and preferred service 90 min. per week per targeted area above and beyond 45-90 min uninterrupted instruction per core subject</i></li> <li>• Tier III – Intensive interventions provided <i>minimum of 30 to 60 minutes per day (3 times per week, with a preferred service frequency of 5 times per week) above and beyond 45-90 min uninterrupted instruction per core subject and 60 to 90 min per week of Tier II interventions.</i></li> </ul>
Service Setting	<ul style="list-style-type: none"> <li>• Tier I – General education classroom</li> <li>• Tier II – Appropriate setting designated by the schools; may be within or outside of classroom.</li> <li>• Tier III – Appropriate setting designated by the schools; most likely occurs outside the classroom.</li> </ul>
Universal Assessment	STAR administered 5 times/year and DIBELS 3times/year (fall/winter/spring) (May use Reading A-Z) to students K-6; PAST K-1 and 2 <sup>nd</sup> if student falls below grade level
Cut-Score Criteria for Tiers II/III	Tier II <ul style="list-style-type: none"> <li>• STAR ≤25%ILE</li> <li>• DIBELS (May use Reading A-Z) ≤ 25%ILE &lt;90% accuracy on R-CBM or M-CBM</li> </ul> Tier III <ul style="list-style-type: none"> <li>• STAR ≤20%ILE</li> <li>• DIBELS (May use Reading A-Z) ≤ 20%ILE</li> </ul>
Progress Monitoring for Tiers II/III	<ul style="list-style-type: none"> <li>• Tier II - Monitoring at least <b>bi-monthly</b></li> <li>• Tier III - Monitoring at least <b>weekly</b></li> </ul>
Student Progress Criteria for Dismissal from Tiers II and III	<ul style="list-style-type: none"> <li>• Tier III – 25%ile or above on grade level for minimum 4 consecutive CBM probes = student moves to Tier II services</li> <li>• Tier II – 50%ile or above on grade level for minimum 4 consecutive CBM probes or student achieves criteria for existing from research-based intervention program or student reaches 50%ile on next STAR = student moves to Tier I</li> </ul>
Student Progress Criteria for Moving from Tier II to III	<b>Tier II</b> <ul style="list-style-type: none"> <li>• STAR ≤20%ILE</li> <li>• DIBELS (May use Reading A-Z) ≤ 20%ILE</li> <li>• &lt;90% accuracy on R-CBM or M-CBM</li> <li>• Four consecutive data points below goal line from Tier I progress monitoring</li> </ul> <b>Tier III</b> <ul style="list-style-type: none"> <li>• Four consecutive data points below goal line from Tier II progress monitoring</li> <li>• Six weeks of Tier II intervention logs that follows guidelines</li> </ul>
Criteria for referral for MDT evaluation	Minimum of 8 data points demonstrate failure to make adequate progress on multiple assessment tools. Student must have received Tier II and Tier III services.
RTI Committee Structure	Committee of staff members who can meet regularly to manage student movement between tiers. It is recommended that this committee be comprised of administrators and support staff such as guidance counselors, school psychologists, and curriculum specialists. Interventionists should be involved, as needed, to discuss their individual students. <b>Guidance counselors will be the primary RTI contact within each school unless principal chooses another designee.</b>
Student/Staff Support Team (SST) Structure	Committee of staff members who meet as needed to develop and monitor intervention plans for students with concerns beyond reading and/or math (e.g., writing, Autism, FMD, VI, HI, OI, etc.). The RTI committee(s) can serve this function, too, if desired. If a separate team is formed, it is recommended that general and special education teachers serve on the team, in addition to support staff.