Title I

Program Handbook

REVISED July 2016

About this document...

During the 2013-14 school year, the following Saginaw Public School District (SPSD) representatives came together to collaborate and share their Written Processes to meet Federal Guidelines:

Dr. Talisa Dixon	Deputy Superintendent for Instruction
Delores Giles	Compliance Specialist
Latoya Summey	State and Federal Program Director
Rebecca Wilkins	Instructional Coach, Math
Terri Oginsky	Instructional Coach, Math
Rachel Reid	Instructional Coach, ELA
Amanda Kitterman-Miller	Instructional Coach, ELA
Christina Dillard	Instructional Coach, Science
Joshua Little	Instructional Coach, Science
Jeanine Kowalski	Instructional PLC Coach
Shawn McFarland	Instructional Technology Coach
Building Level Title I Teachers	
Building Level Title I Interventionists	

Revised July 2016

Note: In order to effectively respond to student needs, this handbook is intended to serve as guidance and will be revised as needed.

Purpose

No Child Left Behind Title I - Improving the Academic Achievement of the Disadvantaged is the largest single program of federal aid for elementary and secondary education. Decisions on the use of Title I funds are focused on needs at the school level within general guidelines from the state and district level. The critical element of the law is accountability which requires educators to show results for their efforts as well as compliance with program rules.

The purpose of this handbook is to assist stakeholders in the understanding of the NCLB law. Title I is dedicated to improving the educational opportunities for all students by helping them:
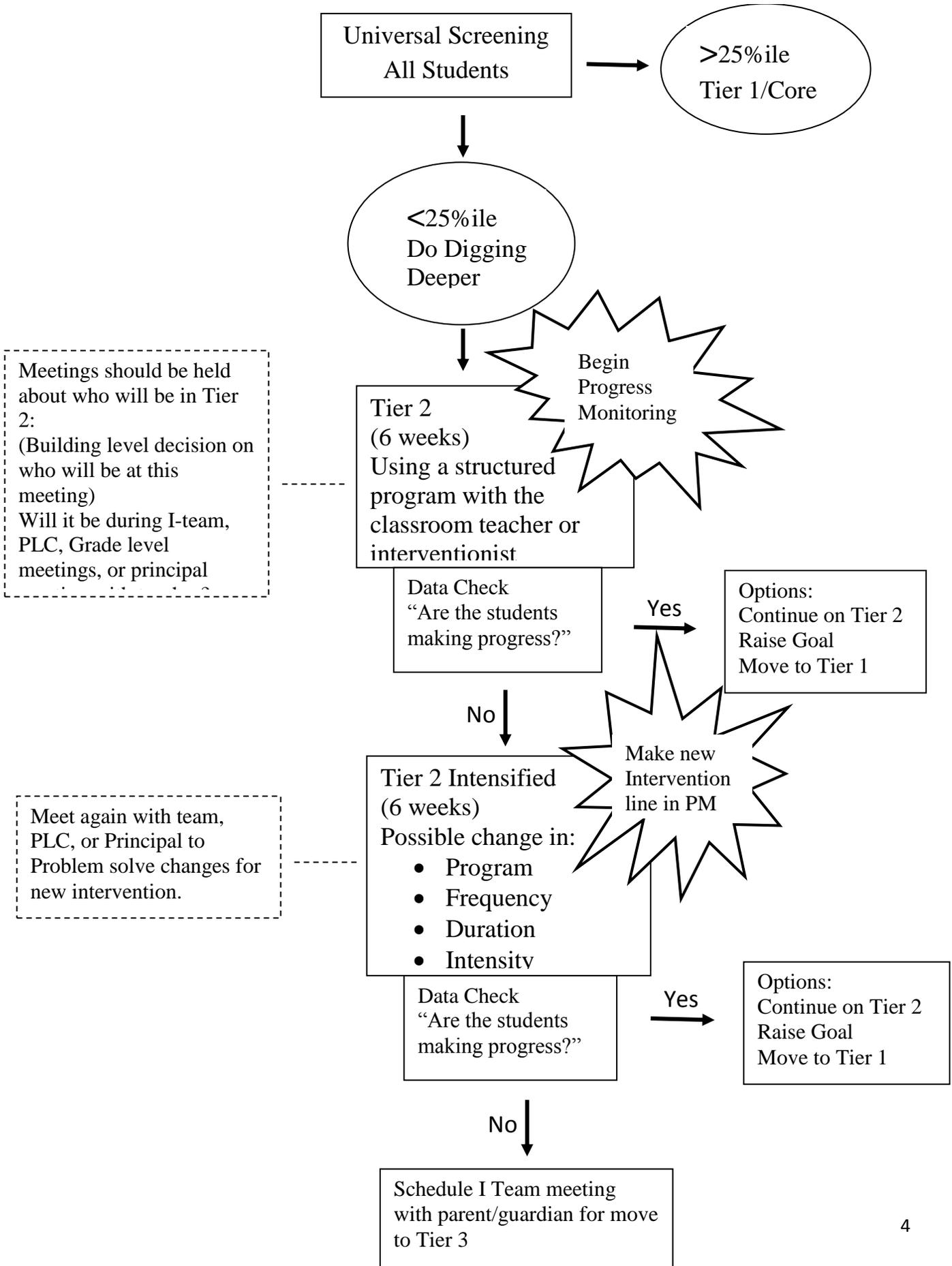
- succeed in the regular program.
- attain grade-level proficiency.
- improve academic achievement.

The No Child Left Behind (NCLB) Act of 2001 represents the most significant expansion of the federal role in K-12 education since Congress mandated access to education for all handicapped students in 1975. In fact, in terms of scope, the NCLB could be compared to the 1964-65 "Great Society" legislation that desegregated America's schools and authorized the first significant federal aid for K-12 education.
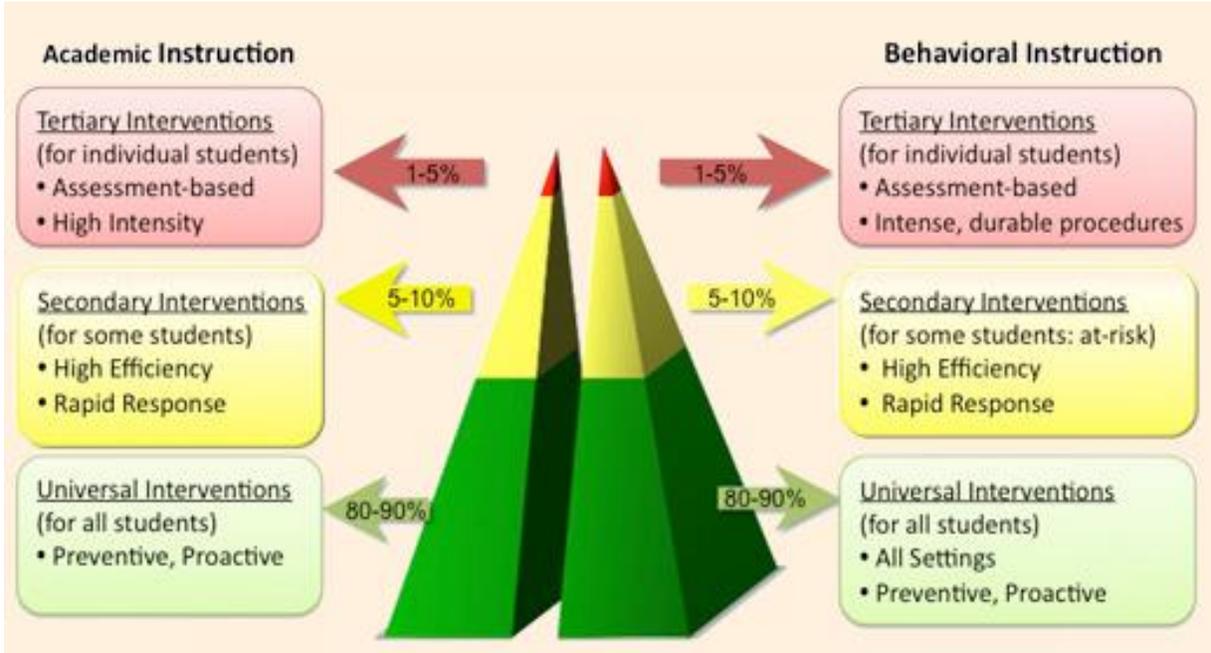
The federal government:

- Has set minimum qualifications for teachers in all the nation's public schools - whether or not the schools receive federal funding.

- Set minimum qualifications for all paraprofessionals in Title I schools.

- Has established a mandatory national deadline for all public schools to bring all their students to an achievement level deemed "proficient" by the state with a penalty of restructuring for Title I schools missing the deadline.

- authorizes use of federal funds for extra tutoring for students in Title I schools.

- Mandates the use of curricula and techniques grounded in "evidence-based research" for federally funded programs.

- Has made provisions to make teacher credentials a matter of public record (Parents' Right to Know).

MTSS FLOW CHART

Universal Screening
All Students

→

>25%ile
Tier 1/Core

<25%ile
Do Digging
Deeper

Begin
Progress
Monitoring

Meetings should be held about who will be in Tier 2:
(Building level decision on who will be at this meeting)
Will it be during I-team, PLC, Grade level meetings, or principal

Tier 2
(6 weeks)
Using a structured program with the classroom teacher or interventionist

Data Check
"Are the students making progress?"

Yes →

Options:
Continue on Tier 2
Raise Goal
Move to Tier 1

No

Make new Intervention line in PM

Meet again with team, PLC, or Principal to Problem solve changes for new intervention.

Tier 2 Intensified
(6 weeks)
Possible change in:
- Program
- Frequency
- Duration
- Intensity

Data Check
"Are the students making progress?"

Yes →

Options:
Continue on Tier 2
Raise Goal
Move to Tier 1

No

Schedule I Team meeting with parent/guardian for move to Tier 3

4

District MTSS Program Design

In Accordance with New Federal Regulations and Guidelines:

I. *Criteria for Selecting Students that will receive Title I support (Tier II and Tier III)*

    A. Using the state-adopted Multi-Tier System of Support (MTSS), decisions regarding support for students will be based on the following criteria:

        1. District data will be reviewed (AIMSweb and state and local assessments).

        2. Students will be identified for additional support based on their academic needs (typically students performing at or below the 25th percentile on AIMSweb assessments and below grade level on state and local assessments). A Tier II Intervention Summary will be completed and monitored by the classroom teacher (see Appendix A).

        3. Students needing intervention will begin with Tier II support either from the classroom teacher or the interventionist.

        4. Tier II Interventions will be delivered for 4-6 weeks, with student progress monitoring data administered and analyzed weekly by the classroom teacher to make ongoing instructional decisions (see Appendix B).

        5. If the student is not experiencing success that is closing the achievement gap, a second round of Tier II intervention should be provided.

            a. Interventions can be changed by:

                i. Increasing the frequency (more sessions)

ii. Increasing the duration (more minutes each session)
    iii. Reducing the group size
    iv. Changing the instructional strategies
    v.   Changing the instructional materials

6. After two rounds of Tier II intervention that is not closing the achievement gap for students, the student will be referred to the Intervention Team (IT) for Tier III interventions or additional Tier II interventions.

B. An Intervention Team (IT) Referral Form and IT Meeting Checklist must be completed for each eligible student. This should be completed cooperatively between the Title I teacher and the classroom teacher (see Appendix C).

C. An IT meeting will be scheduled and recommendations will be made accordingly. Intervention forms are to be completed during IT meeting (see Appendix D).

D. All students eligible for Title I services (as determined by A & B above) will be served according to "greatest educational need."

E. A ranked order/priority list will then be established for each school. The Title I Director and Title I teacher will each have a copy of this list.

F. If there are more students needing Title I services than class slots available, a waiting list will be established. The waiting list will also be based on "greatest educational need" using the priority ranking.

G. Students enrolling during the year who need Title I services (as determined by B above) should be added to the priority list.

H. Decisions will be based on the Title I teacher's professional judgment as outlined in the Title I Handbook.

I. Once a student begins receiving Tier III services, the Title I teacher will notify the parent in writing (see Appendix E).

J. The Title I interventionist is given time for completing time and effort logs as part of the building intervention design.

K. The building intervention design will take into consideration time for interventionist collaboration with the teacher.

II. Dual Services

A. Students who meet criteria to receive Title I services and who have an Individualized Educational Plan (IEP) can receive Title I services in areas that are not being serviced by an IEP.

B. Students that receive special education services are able to access all of the extra supports provided in the general education classroom.

C. Tier II and Tier III services are allowable for ELL students, but not required. Decisions regarding support will be based on data and district written processes. Refer to the ELL Program Handbook for additional clarification.

III. *Scheduling of Tier III Students*

A. Students will be served and scheduled according to the students' educational needs with supplemental instruction from the Title I teachers.

B. Length of class:

Elementary: 60-90 minutes, 5 days per week

Extended Day: 45-60 minutes, 3-5 days per week (structured tutorial)

- ➢ The listed times are intended to support a student in one subject area of need
- ➢ Should a student be at the bottom of the rank and serve list for both ELA and Math they will receive a total of 60-90 minutes of service in Tier III. The minutes per subject area will be determined by the IT (principal, classroom teacher, Title I teacher, parent, and others deemed necessary).
- ➢ This may be a strong focus of 60-90 minutes in only one subject area

C. The Title I teacher will work the same amount of contractual hours as the regular classroom teacher in the school building.

D. The Title I teacher is entitled to planning time that is comparable in length to that of the classroom teacher.

IV. *Class Size*

A. Educational need(s) of student(s) (some students may need individualized instruction) should be taken into consideration when determining the size of the Title I class.

B. Tier II push-in group sizes are flexible and can range from whole class support to a small group of 1-6 students.

C. Tier III pull-out class sizes are flexible based on student needs. Group size can range from 1-3 students, or are based on the recommendations of the instructional program (i.e., Read 180 accommodates 15-21 students and System 44 accommodates 10-12 students).

D. Decisions should be based on collaboration among the building principal, Title I teacher, and Title I Director as it relates to compliance with the district written processes as outlined in the Title I Handbook.

V. Exit Criteria

A. Criteria for "exiting" Title I program:

1. Students are able to successfully function in the classroom without Title I support determined by the following:

   a. Students must score at or above the 25th percentile on 3 or more progress monitoring probes (data points do not have to be consecutive but the student must be showing a trend of growth);

   AND/OR

   b. The Intervention Team (IT team) agrees that the child can be dismissed from the program.

2. Parent(s) request that the child returns to the regular classroom. Parent must sign the Title I Program Services Form (see Appendix F).

3. Excessive absenteeism as defined by10-15 days per semester due to truancy, continued suspension, or expulsion.

B. Procedure

Parents will be notified when the student is released from the program (see Appendix F for District form).

VI. Sustained Effects

The parent of each student receiving Tier II and Tier III services will be given a year end progress report. Tier II students will receive the progress report from the general education teacher, and Tier III students will receive the progress report from the Title I teacher(see Appendix G).

Title I teachers will complete the MTSS End of Year Transition Data Form for students transitioning from elementary to middle school, or from middle to high school (see Appendix H). The Transition Data form should be submitted to the Title I office by the last week of school.

Reading and/or Math Achievement Scores of students exiting Title I classes (as determined by exit criteria) are kept for the following five years.

Records are also maintained for students who are no longer receiving Title I services because they are low on the prioritized list. This data is used to determine if these students are maintaining grade level achievement.

VII. Program Improvement

A. PURPOSE

LEAs (Local Education Agencies) are now required to use evaluation results for program improvement purposes. The LEAs must annually identify any school building where the achievement of Title I children has shown inadequate improvement. To assure that existing and expanded services are effective, the law specifies that schools where Title I services are not resulting in gains are to be identified. Aggregate student achievement levels will receive technical assistance until gains occur and are sustained.

B. DETERMINATION OF SCHOOLS IN NEED OF IMPROVEMENT

LEAs shall conduct an annual review of the effectiveness of its Title I project in improving student performances in skills as measured by aggregate performance and the MDE Evaluation Tool. Post-test scores of Title I participants are compared with pre-test scores. Gains should be positive and large enough to be meaningful when compared to state and national gains.

C. PROGRAM IMPROVEMENT PLAN

School districts shall develop and implement a plan of program improvement for subject area(s) identified as the primary focus in each school building that show no improvement or decline in aggregate performance of participating children for a twelve-month period, as evidenced by the following:

1. The gain in aggregate performance as measured in percentiles for participating children in an individual school building between annual testing dates; or

2. Using individual student data, the evaluation results show gains in the percentile score of the participating children between annual testing dates; or

3. The aggregate scores by grade level in an individual school building show a gain in the percentile scores of participating children in more than one-third of the grade levels between annual testing dates.

COMBINATION SIMULTANEOUS/SEQUENTIAL SELECTION PROCEDURE USING MULTIPLE CRITERIA

The selection for participation in the Title I program is based on the following criteria:

Types of Data	Cut-off Criterion
1. State and Local assessments or informal Test scores	1. Below grade level
Fall, Winter, and Spring AIMSweb Benchmark assessments	At or below the 25th percentile
AIMSweb Progress Monitoring assessments	At or below the 25th percentile
2. Additional Pertinent Information	2. Any pertinent information supporting placement of the child into the program
3. Title I Referral Form	3. A positive recommendation for placement in the program

Children who move into the district during the school year will be selected using the same criteria.

PARENT NOTIFICATION OF STUDENTS FOR TITLE I

In order to promote positive parent-school relationships, the parents or guardians of students receiving Title I services must be informed of the services and should be involved in the planning of these services (see Appendix D). Parent permission is not required for a student to be enrolled in a Title I class, but parents or guardians must be notified of their child's enrollment in a Title I class. (See Appendix E)

TITLE I PARENTS' POLICY

SPSD will ensure that parents are involved in the Title I program through at least one or more of the following activities:

- General meeting held every spring to review and plan the application for the following year;

- Formal individual parent meetings to discuss each student's program and progress annually, or upon parent and/or teacher request;

- Parents will be notified of student progress at the end of each quarter or upon request of the parent;

- Annual workshops held to equip the Title I parents with activities to use at home with their children;

- Parents will bring their needs to the principal and school improvement team to ensure that the parent involvement set aside funds are responsive to the student needs as identified by parents;

- Parent surveys for Title I evaluation will be administered annually.

TITLE I COMPARABILITY POLICY

Title I teachers are positioned and move on the district salary schedule as all other teachers in the district do. They receive no more extra duties than any other teacher.

There will be equivalencies between schools in the provision of curriculum material supplies and equipment.

Title I teachers have planning periods comparable to all other teachers in the district.

TEACHERS AND TEACHER QUALIFICATIONS

Under the supervision of the Superintendent, Title I Director, and building Principal, the teaching team will provide individualized instruction for all students in the Title I compensatory activities. They will administer tests, keep accurate records of same, hold formal and informal parent-teacher conferences, participate annually in professional development activities (including regional and local workshops), and perform all other necessary duties in teaching students and helping to evaluate the Title I program. Title I staff will also participate in decision regarding the enrollment of students and make recommendations for returning students to regular classes when their progress so warrants.

Title I teachers will maintain close communications with regular classroom teachers regarding the progress and problems of Title I students. Title I teachers will attend and participate in regularly scheduled Title I meetings with the Director of the program to discuss the program as a whole with a view toward improvements throughout the year.

Each Title I teacher shall keep a daily schedule (logs). These logs must be submitted to the Title I office bi-weekly. Title I teachers may be required to submit other forms and data as requested by the Director. Each teacher shall be responsible for maintaining Title I pupil records as indicated by the Director.

All teachers and interventionists employed by SPSD must meet federal requirements and be highly qualified. Parents may request to see the qualifications of their child's teacher/interventionist upon request.

DIRECTOR

The Title I Director shall be responsible for the administration and supervision of all phases of the approved Title I project. This person may attend the Program Directors' Workshop each year to keep current on their responsibilities.

Aside from implementing and coordinating all phases of the project with the Title I team, the Director shall be responsible for keeping accurate financial records and submitting financial reports. The Director shall maintain effective communication with the staff and parents, set up proper parent advisory councils, submit a complete project, and keep the Superintendent and Board informed in regards to the district's Title I program.

APPENDIX

TITLE I FORMS

Saginaw Public Schools
Intervention Summary Form

School Year: _____   **School Name: _____**

Group:_____   **Intervention delivered by: _____**

	Tier II Intervention
	Tier III Intervention

DEFICIT AREA	
	Reading
	Mathematics
	Behavior
	Other:

Targeted Skill(s):_____

Progress Monitoring Tool:_____

Intervention: (Describe below)
_____
_____
_____

Duration	Frequency	Session Length	Intensity
	Number of sessions per week	Check One	(Check)
Begin Date: End Date:	____ x per week	☐ ____ Minutes ☐ ____ Class Period(s)	☐ Small Group (4-6 Tier II, 1-3 Tier III) ☐ Whole Class ☐ Individual

Appendix A

Monthly Skill Deficit Worksheet

Name: _____   **Grade:** _____

Teacher:_____   **Date:**_____

For each identified subject area of deficit –
Circle targeted concept and skill area for your scientifically based intervention strategy

Reading Readiness	Phonemic Awareness	Phonics	Vocabulary	Fluency	Comprehension
letter naming	isolation	Letters -sound	Meaning -definition	word recognition	author purpose
letter sound	identification	High frequency words	word analysis	repeat reading	main idea/detail
concepts of print	comparison	Morpheme	Word Knowledge	choral read	conclusion
sight words	blending	Syllables	context use	rate	fact/opinion
oral retell	Segmenting	word building	Morphemic	accuracy	problem /solution
nonsense words	Matching	sound boxes	Cloze	expression	sequence
	Rhyme	Word families	Categories	Word parts	summary
	Onset rime	Encoding & decoding	Word structure	Oral Reading	cloze
	Alliteration	nonsense words		Variant Correspondences	connections
					thinking Maps

Applications	Number sense	Addition	Subtraction	Multiplication	Division
word problems	Place value	1 digit facts	1 digit facts	1 digit facts	1 digit facts
vocabulary development	Oral counting	2 digit	2 digit	2 digit	long division 1 digit
problem solving strategies	Quantity Disc.	3 digit or more	3 digit or more	3 digit or more	dividing 4 digit by 10
fractions/ decimals/ percent	skip counting by	More then add end	missing value	missing value	missing value
algebra /patterns	Number rec.	Number strings		multi digit by 2 digit	multi digit by 2 digit
geometry	Missing Num.	1 digit regrouping	2 digit borrowing		Remainders
Money	Number Id.	2 with regrouping	3 digit borrowing		Remainders
time / measurement	writing num	Sums to 10	difference to 10		
	1:1 correspondence	Sums to 20	difference to 20		

Conventions	Organization	Voice	Word choice	Ideas	Sentence
spelling	Introductions	tone /author's purpose	specificity / accuracy	Selecting topic	enhances meaning
punctuation	transitions	connection to reader	phrasing	narrowing focus	purposeful
capitalization	sequencing	commitment to topic	effective language	idea development	varied
grammar	pacing	individual perspective	clarifying	main idea / details	creative
paragraphing	conclusion				Expressive
editing					

Back

Saginaw Public Schools Student Intervention Form

Name: _____   Progress Monitored By: _____

Current Grade Level: _____   Progress Monitoring Grade Level: _____

Intervention Start Date: _____

Attendance Codes			
X	Intervention delivered	T	Teacher/Interventionist unavailable
A	Student absent	S	School event (no intervention)
O	Intervention not scheduled	N	No school

Sample				
Week of: 10/6/14				
M	T	W	T	F
X	O	X	O	A
PROBE #: 26				
SCORE: 5				

Week of:					Week of:					Week of:					Week of:					Week of:					Week of:				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
PROBE #:					PROBE #:					PROBE #:					PROBE #:					PROBE #:					PROBE #:				
SCORE:					SCORE:					SCORE:					SCORE:					SCORE:					SCORE:				

Notes:

Week of:					Week of:					Week of:					Week of:					Week of:					Week of:				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
PROBE #:					PROBE #:					PROBE #:					PROBE #:					PROBE #:					PROBE #:				
SCORE:					SCORE:					SCORE:					SCORE:					SCORE:					SCORE:				

Notes:

Week of:					Week of:					Week of:					Week of:					Week of:					Week of:				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
PROBE #:					PROBE #:					PROBE #:					PROBE #:					PROBE #:					PROBE #:				
SCORE:					SCORE:					SCORE:					SCORE:					SCORE:					SCORE:				

Notes:

Week of:					Week of:					Week of:					Week of:					Week of:					Week of:				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
PROBE #:					PROBE #:					PROBE #:					PROBE #:					PROBE #:					PROBE #:				
SCORE:					SCORE:					SCORE:					SCORE:					SCORE:					SCORE:				

Notes:

Request to the School Intervention Team

First Referral: Y N (circle one)	**Repeat:** Y N (circle one)	**Student ID Number:**
Student Name:		**Grade:**
Teacher:		**School:**
Person Requesting Referral:		

TO: Intervention Team Chair

I request that the above named student be reviewed by the intervention team to assist in providing interventions in an effort to improve his/her overall performance.

I have observed problems that interfere with his/her educational progress in the following areas: (check all that apply)

_____ Academic performance, low or failing grades

_____ Behavior and/or discipline

_____ Speech, articulation

_____ Language

_____ Medical

_____ Other, specify _____

	Initial	**Date**
✓ Intervention Team Chair to initial and date receipt of referral ✓ Referring teacher to initial receipt of the Student Data Form		
Date for student to be brought to Intervention Team		

IT Meeting Checklist
(To be completed by referring staff)

	Item	Notes
☐	Completed Request to the School Intervention Team	
☐	Date and method of parent contact	
☐	Completed Intervention Summary Form	
☐	Student work, results from any placement assessments from the selected intervention	
☐	Progress monitoring graph documenting Tier II performance with at least 8-12 data points	
☐	Assessment data	
☐	Attendance data	
☐	Behavior data (if applicable)	

Please bring the following items to the meeting with you:

1. **Student's CA-60**
2. **Example of student work**
3. **Any other information that will help the Intervention Team in assisting the student.**

Intervention Team Meeting Form

STUDENT_____ **SCHOOL**_____

GRADE_____ **MEETING DATE**_____

Team Member (signature) | **Position**

Team Member (signature)	Position

PROBLEM IDENTIFIED and PRESENT LEVEL OF PERFORMANCE			
Goal	**Intervention Described** (include programs/materials/activities)	**Frequency/Duration**	**Person(s) Responsible**
Method of Measurement	**Frequency of Measurement**		**Person Responsible**

Plan review date_____

Note: Measurement data must be attached to the plan (all copies) at the time of the Review.

Parent Notice Provision: ☐Phone Contact   ☐Personal Contact   ☐Letter

Contacted by _____ Date _____

Date _____

Re: Title I Parent Notification

Dear Parent(s)/Guardian(s),

Your student, _____, has been selected to receive Title I services. He/she will receive small group instruction or one on one instruction from the Title I teacher in the area of ☐Reading ☐Math. Services may be provided in the classroom or in a separate location.

If you have any questions, please contact _____ at _____.

Thank you.

Sincerely,

Title I Teacher

Title I Program Services Form

A thorough assessment of _____, grade
_____,has been conducted in the area of **reading / math** (circle one). **Based on the attached data**, it is our recommendation that this student (select all that apply):

____Move to Tier II due to accelerated progress in reading/math

____Receive consideration for the special education referral process

____Return to Tier II due to parental wishes

____ Receive a plan for behavioral intervention

____ Discontinue Tier III due to excessive absenteeism

At this time, the student will:

____ Continue Tier III Services

____ Discontinue Tier III Services

Additional information/data that impact this decision:

I acknowledge the change in services as outlined above for this student.

Parent Signature: _____ Date: _____

Classroom Teacher Signature: _____ Date: _____

Title I Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Title I Program
Student Progress Report
Mathematics

Student name_____Grade_____Year_____

Teacher_____

Reporting period: ❐ 1   ❐ 2   ❐ 3   ❐ 4
(check one)

This report is based on _____ sessions.

Dear Parents,

Your child is receiving tiered intervention in mathematics to help increase his or her ability and confidence in mathematics. While your child may not have reached grade level in all areas, he or she has demonstrated the following skills. (Note: If a skill is not checked in any of the three columns, it is a skill that has not been a focus area during intervention time).

Math Skills	Does not show adequate progress	Shows some progress	Shows satisfactory progress
Number recognition	❐	❐	❐
Understands place value concepts	❐	❐	❐
Can add numbers	❐	❐	❐
Can subtract numbers	❐	❐	❐
Knows addition facts	❐	❐	❐
Knows subtraction facts	❐	❐	❐
Knows multiplication facts	❐	❐	❐
Can multiply by a 1-digit multiplier	❐	❐	❐
Knows division facts	❐	❐	❐
Can divide by a 1-digit multiplier	❐	❐	❐
Can multiply by a 2-digit multiplier	❐	❐	❐
Can divide by a 2-digit multiplier	❐	❐	❐
Can use measurements	❐	❐	❐
Understands and solves word problems	❐	❐	❐
Understands fraction concepts	❐	❐	❐
Can add and subtract fractions	❐	❐	❐
Can relate fractions to decimals	❐	❐	❐
Understands decimal concepts	❐	❐	❐
Can add and subtract decimals	❐	❐	❐

Comments

I would be very happy to discuss your child's work with you. Please call me at _____ or schedule an appointment.

_____   _____
Teacher   Date

Title I Program
Student Progress Report
Reading

Student name_____Grade_____Year_____

Teacher_____

Reporting period: □ 1 □ 2 □ 3 □ 4
(check one)

This report is based on _____ sessions.

Dear Parents,

Your child is receiving tiered intervention in reading to help increase his or her ability and confidence in reading. While your child may not have reached grade level in all areas, he or she has demonstrated the following skills. (Note: If a skill is not checked in any of the three columns, it is a skill that has not been a focus area during intervention time).

Reading Skills	Shows some progress	Shows satisfactory progress	Has mastered skill
Letter recognition	□	□	□
Identifies individual sounds in words	□	□	□
Recognizes rhyming patterns	□	□	□
Uses letter-sound relationship to figure out new words	□	□	□
Recognizes by sight often-used words	□	□	□
Decodes words not recognized	□	□	□
Uses the content to identify words and their meanings	□	□	□
Reads different books	□	□	□
Identifies types of texts read	□	□	□
Sets a purpose for reading	□	□	□
Asks questions about what is read	□	□	□
Recalls sequences of a story	□	□	□
Comprehends what is read	□	□	□
Summarizes what is read	□	□	□
Knows parts of a fictional story	□	□	□
Makes predictions about what is read	□	□	□
Applies informational text features	□	□	□
Identifies main idea and supporting details	□	□	□
Identifies author's purpose	□	□	□
Understands content area vocabulary	□	□	□

Comments

I would be very happy to discuss your child's work with you. Please call me at _____ or schedule an appointment.

_____   _____
Teacher   Date

MTSS End of the Year Transition Data Form

School:

Content Area:

Student Last Name	First Name	Grade	Current Tier (2,3)	Intervention Program	Making progress? (Y/N)	Factors Impacting Progress (A-attendance, B-behavior, F-fidelity, O-other (list)	Recommendation for Next Year: Continue Tier 2, Move to Tier __, Change Program, etc.	MEAP (include H,M,L)	AIMSweb MCAP/RCBM (Instr. Rec.)