

SIT Decision-Making Guide

DATA ANALYSIS After each benchmark period:

SIT analyzes AIMSweb data to identify trends in students falling below 25th percentile on AIMSweb. If 80-85% not above 25th percentile, Principal determine further intervention.

TIER 1 – Forms A&B (Completed by GenEd Teacher)

Core Instruction: 6 weeks, AIMSweb benchmark: fall, spring, winter

1. Teachers determine Tier 1 students using TAKS, benchmarks, and grades.
2. Teachers implement core curriculum and strategies for 6 weeks. Review assessment data and analyze progress of struggling learners with AIMSweb or classroom-based assessments.
 - * *Decision point:* Identify students who continue to fall below cutoff score or demonstrate a lack of progress, falling within the bottom 5-10 percent based on all assessment information. Notify intervention teachers of the need to plan for a student at the next SIT meeting.

TIER 2 – Form A,B,C (GenEd Teacher provide SIT) Form A,B,D (Intervention Teacher complete during Tier 2) Inform Parent, Strategic interventions: 12 weeks; Can Continue for additional time

1. Use AIMSweb or Intervention benchmarks
 - Intervention Teacher establish baseline scores and develop goal using benchmarks
 - At least 20-30 minute session 2 or 3 days per week for 12 weeks
 - Begin intervention.
 - Progress monitoring 1 time per week.
 - * *Decision point:* Weeks 4–6. Use a 3 (for Tier 1) or 4-data-point decision rule to monitor progress, and problem-solve if intervention needs to be altered.
 - Continue intervention.
 - * *Decision point:* Week 12. Reconvene SIT, and analyze data. If learning rate improves according to aimline, continue intervention. If not, change intervention and monitor for a repeat of weeks 6–12 ; **or** if learning rate continues to fall significantly below that of peers (5th – 10th percentile), refer student to Tier 3.

TIER 3 – Forms A & B (SILab Teacher) Form E (Parent)

Intensive interventions: 6 weeks

1. Increase intensity of intervention to two 30-minute sessions per day, 5 days a week, conducted by trained support personnel. SIT may also add to standard protocol interventions.
2. Increase progress monitoring to 2 times per week.
 - * *Decision point:* Weeks 3-4. If learning rate increases, continue intervention. If learning rate does not increase or if intensity of intervention is judged to be long-term based upon resources, refer student for a comprehensive evaluation.
 - * *Decision point:* SIT convenes to review the need for comprehensive evaluation to determine special education eligibility. If student is deemed eligible, IEPs are developed based on all data. Progress monitoring continues. Student continues Tier 1 and Tier 3 interventions.