

# **Lancaster County School District Response to Instruction/Intervention Three-tiered Academic Process**

- **Tier I Universal Instruction for All students**
- **Tier II Small Group Instruction/Intervention**
- **Tier III Student Assistance Team**
  - **Individual problem-solving**
  - **Special education/504 referral**

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# Lancaster County School District Response to Instruction/Intervention

## Three-tiered Academic Process

### **Tier I Universal Instruction For All Students**

Tier I consists of the provision of the general education curriculum or program adopted by the school district to all students in the regular classroom setting. Teachers implement research-supported differentiated instruction with fidelity. Universal screening of essential academic skills is conducted, and academic progress is regularly monitored. All students are given the opportunity to learn in a preventive and proactive setting. Research shows that 80 – 90% of students fall within the Tier I level.

School administrators and instructional facilitators utilize a structured teacher conference protocol to ensuring that Tier I universal instruction is implemented with fidelity.

### **Tier II Small Group Instruction/Intervention**

Tier II utilizes general education standard protocol small group instructional strategies approved by the school/district for targeted students. These small group interventions supplement the general education curriculum.

Teachers implement research-based interventions with high efficiency and rapid response, often in collaboration with support staff. Interventions are generally more systematic and teacher-directed with frequent progress monitoring. Research shows that 5 – 10% of students fall within the Tier II level.

School administrators and instructional facilitators utilize a structured teacher conference protocol to ensure that Tier II small group instruction/intervention is implemented with fidelity.

### **Tier III Student Assistance Team**

Tier III requires a referral to the general education Student Assistance Team which utilized an individual problem-solving process.

An intensive and explicit intervention or alternative instructional program is designed for a specific student. The intervention is based on individual screening, assessment, and progress monitoring data. The teacher, often in collaboration with support staff, implements a high intensity intervention with frequent progress monitoring documented with a goal attainment scale. Research shows that 1 – 5% of students fall within the Tier III level.

If a disability is suspected, a referral is initiated to determine if the student meets the criteria for special education (IDEA) or 504 eligibility. All requests for evaluation (e.g., vision, hearing, audiological, orthopedic, academic, behavior) must begin with a referral to the SAT.

It should be noted that a special education or 504 referral could be expedited at any step in the three-tiered academic process if an obvious disability is suspected. Additionally, a student with a disability may be served at any tier in the process based on individual needs.

# Lancaster County School District Tier I Fidelity Protocol

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_  
School: \_\_\_\_\_ Teacher: \_\_\_\_\_

**The administrator or instructional facilitator, as a part of a structured teacher conference, should verify the following:**

- Teacher indicated area of student concern and curriculum or program utilized
- Teacher provided student's initial screening and assessment results
- Teacher described how instruction was differentiated based on screening and assessment results, including frequency and duration
- Teacher discussed and provided samples of student's work and addressed progress monitoring results that demonstrated the student's response to the differentiated instruction
- Teacher communicated with the parent about the student's progress

**The administrator or instructional facilitator should complete the following items after a classroom observation.**

Classroom observation date: \_\_\_\_\_

**\_\_ Yes \_\_ No:** Is the student making sufficient progress to meet grade level standards?

**If no, select one of the following:**

\_\_\_\_ Modify or change instructional techniques and/or progress monitoring.

Describe: \_\_\_\_\_

\_\_\_\_ Provide support to the teacher for best practices, differentiated instruction, and strategies to improve effectiveness.

Describe: \_\_\_\_\_

\_\_\_\_ Provide support to the teacher for progress monitoring techniques.

Describe: \_\_\_\_\_

\_\_\_\_ Refer the student to Tier II for small group instruction/intervention.

**Administrator's or Instructional Facilitator's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# Lancaster County School District Tier II Fidelity Protocol

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Teacher: \_\_\_\_\_

**The administrator or instructional facilitator, as a part of a structured teacher conference, should verify the following:**

- Teacher indicated intervention or program utilized to address area of concern
- Teacher provided student's initial small group screening and assessment results
- Teacher described how small group intervention and instructional strategies were implemented, including frequency and duration
- Teacher discussed and provided samples of student's work and addressed progress monitoring results that demonstrated the student's response to intervention and differentiated instruction
- Teacher communicated with the parent about the student's progress

**The administrator or instructional facilitator should complete the following items after a classroom observation.**

Classroom observation date: \_\_\_\_\_

\_\_\_ **Yes** \_\_\_ **No:** Is the student making sufficient progress to meet grade level standards?

**If no, select one of the following:**

\_\_\_ Modify or change intervention, instructional techniques and/or and progress monitoring.

Describe: \_\_\_\_\_

\_\_\_ Provide support to the teacher for small group best practices and strategies to improve effectiveness.

Describe: \_\_\_\_\_

\_\_\_ Provide support to the teacher for progress monitoring techniques.

Describe: \_\_\_\_\_

\_\_\_ Refer the student to Tier III Student Assistance Team individual problem-solving

**Administrator's or Instructional Facilitator's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# Lancaster County School District

## Mathematics Professional Grant Abstract

Lancaster County School District received a \$50,000 competitive grant award for mathematics professional development from the South Carolina Department of Education and the Office of Exceptional Children in January 2010. Following is a summary of the project.

Lancaster County School District serves 11,000 students and is comprised of twenty school sites. The district's mission statement is as follows:

*The mission of the Lancaster County School District, in partnership with home and community, is to prepare all students to learn, to achieve to their fullest potential, and to become life-long learners and contributing members of a changing society by providing a challenging academic program, a safe and supportive environment, and equal access to diverse educational opportunities and to all available resources.*

The focus area is professional development, and the target population is comprised of 411 district regular and special education teachers and instructional leaders. These staff members will be trained as trainers.

The goal is to reduce the disproportionate representation of African American males in special education by supplementing and enhancing research-based mathematics instruction in general and special education settings. State Accountability Test data for the district demonstrate the need for this initiative. The objectives are to reduce both referral rates and special education placements for academic difficulties including mathematics for African American males by 10%, and improve mathematics performance on the State Accountability Tests by African American males in special education 3 percentage points.

The strategies include a book on Response to Intervention and math interventions, work group sessions on vertical alignment, in service training on a supplemental research supported mathematics program, and a workshop on mathematics instructional fidelity.