DeForest Area School District
Multi-Level Systems of Supports



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Key System Features of an Equitable Multi-Level System of Supports

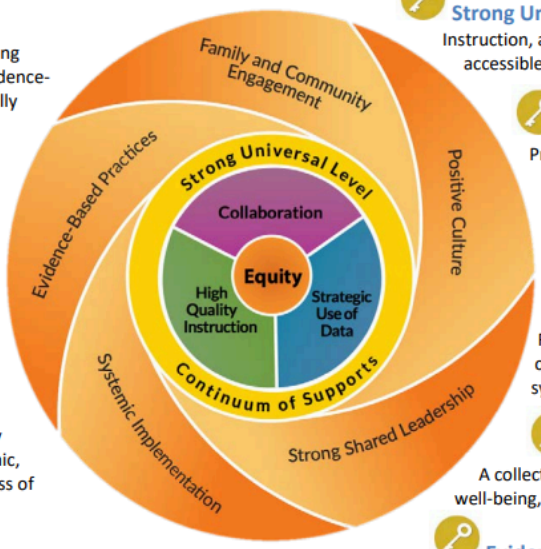
Equity
Every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income.

High Quality Instruction
Curricula, teaching practices, and learning environments are standards-based, evidence-based, engaging, differentiated, culturally responsive, and data-driven.

Strategic Use of Data
Ongoing, reflective, and collaborative analysis of implementation and outcomes data in a problem-solving process to inform improvement and achieve equity.

Collaboration
A systematic process of learners, families, educators, and the community working together to ensure the academic, behavioral, social, and emotional success of every learner.

Family and Community Engagement
Families and communities are active partners and key collaborators in achieving the goal of success for every learner.



Continuum of Supports
High quality instruction, collaboration, and strategic use of data of varying intensity equitably address the needs of every learner.

Strong Universal Level of Support
Instruction, assessment, and collaborative systems and practices are accessible, effective, and reflective of every learner.

Systemic Implementation
Programs, practices, roles, and expertise aligned and coordinated into an interdependent whole to ensure every learner benefits equitably from access, opportunity, and support across the school and district.

Strong Shared Leadership
Representative teams with responsibility to lead and oversee implementation of an equitable multi-level system of supports at the school and district levels.

Positive Culture
A collective sense of purpose and commitment to ensure the well-being, sense of belonging, safety, and success of every learner.

Evidence-Based Practices
Use of programs, practices, and procedures with the best available evidence balanced with the fit to the school's and district's population and values.

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DASD Mission, Vision, and Equity Statement

Mission

The mission of the DeForest Area School District is to provide an excellent education and engage, challenge, and inspire all students to pursue their full potential.

Vision

The DeForest Area School District is committed to a culture that honors knowledge, respects individuals, demands excellence, fosters life-long learning, and supports relationships that strengthen individuals, families and community.

Equity Statement

We believe every student deserves equitable access to high-quality, rigorous, and engaging learning opportunities, so we will ask questions, foster relationships, manage resources, and create systems to increase and sustain access, equity, and safety for all learners.

DASD MLSS Mission and Beliefs

Mission

The underlying mission of the MLSS system is to ensure that all students have equitable access to high-quality, rigorous, and engaging learning opportunities.

Beliefs

MLSS rests on the following shared beliefs:

- All students can learn, grow, and succeed.
- All students have access to rigorous Tier 1 instruction.
- All students have access to additional supports to meet grade level learning goals, as needed.
- Multi-level systems of support (MLSS) is a comprehensive system for ensuring all students receive the support they need, evolving beyond Response to Intervention (RtI)'s historical role as primarily a pathway to special education.

Roles and Responsibilities for MLSS - Responsibilities of MLSS are shared by teachers, teacher teams, and schoolwide teams.

Resources

School Readiness Self-Assessment Form

School Data Analysis Form

Folder to put documents: EMLSS Framework Training Information

MLSS Process K-12

(Updated November 2025)

The purpose of this document is to help provide continuity of support between levels in our district.

Action	
Step 1: Universal Screener/ Monitoring	**K-3:** aimswebPlus - Literacy, iReady - Math, SAEBERS - behavior/SEL **4-8:** iReady, Student Engagement Survey - behavior/SEL **9-12:** iReady and Forward from 8th Grade PreACT Secure - 9th Grade and 10th Grade Forward - 10th Grade (Social Studies Only) ACT - 11th Grade Student Engagement Survey - Behavior/SEL K-6 Assessment Calendar 7-8 Assessment Calendar 9-12 Assessment Calendar
Intended Outcome from Step 1:	Determine students who ***potentially*** require intervention.
	When to look deeper: ● Student scored below the 25th percentile ● Student scored above the 95th percentile ● Students above the 25th percentile who score lower in a specific domain or subtest. ● Behavior thresholds ● Attendance?? Fragmented Attendance? ● Health Room ??
	Questions to Consider: ● What are the historical scores for the student on Forward, iReady, PreACT Secure or aimswebPlus? ○ *If this is the first time a student scored below the 25th percentile and is an anomaly, confirm with classroom observations and data. If this is a trend, you will want to dig deeper.* ● What previous interventions has the student received, if any? ○ *If the student has previously received interventions/enrichment, review how many, what the intervention was, and how the student responded.* ● If they received previous interventions/enrichment, does the progress

	monitoring data from those interventions/enrichment support what the data is showing? ○ *Did the student's progress monitoring data show they were on target to meet grade level or did they show the student was not making growth? This will help determine what intervention/enrichment was effective or not and will also determine if additional data is needed to determine what the student needs.* ● While looking at a data-set (site-wide, classroom, grade-level, etc), are more than 20% of students below the 25th percentile? ○ *A healthy MLSS system would indicate that no more than 20% of learners are in need of intervention. If more than 20% are identified, tier 1 instruction should be addressed.* ○ *Tier 1 interventions at the class or grade-level may be necessary.* ● Does the percentage of students needing intervention by subgroups (race, Special Education, Multilingual, SES) mirror the distributions of these subgroups at the class, grade, or building level (proportional representation)? ○ *If not, then the needs are disproportionate.* ○ *Tier 1 interventions at the class or grade-level may be necessary.* ● Does the percentage of students identified as advanced learners by subgroups (race, Special Education, Multilingual, SES) mirror the distributions of these subgroups at the class, grade, or building level (proportional representation)? ○ *If not, then the needs are disproportionate.* ○ *Tier 1 interventions at the class or grade-level may be necessary.* ● Does the student have consistent access to Tier 1 instruction? ○ Attendance: ■ *If a student has less than 90% attendance (K-6) and 80% attendance (7-12), the team must discuss to determine if attendance could be the root cause for lack of achievement.* ■ *Partner with student services team to create a plan of support* ○ Behavior/Learning Habits: ■ *If a student has inconsistent access to classroom instruction, the team must discuss if lagging skills could be a root cause for lack of achievement.* ■ *Partner with student services/admin team to create a plan of support*
Step 2: Gather Additional Data Points to determine if there is a need and what the specific need is.	Based on the universal screener, determine what the area/s of need is: ● Literacy ○ Phonemic Awareness ○ Phonics ○ Fluency ○ Vocabulary ○ Comprehension

	● Numeracy ○ Numbers and Operations ○ Algebra and Algebraic Thinking ○ Geometry ○ Measurement and Data ● Behavior ○ CASEL standards? (Emotional Development) ○ Executive Functioning ○ Major/Minor Data
Intended Outcome from Step 2:	*Determine students who need additional support and provide support focused on their specific needs.*
	Gather additional diagnostic data in the area(s) of need: ● Oral Reading Fluency ● Phonics ● Phonological Awareness ● Encoding ● Vocabulary ● Math Screener (K-6 Fastbridge Screener, Bridges Math Screener; 9-12 IXL Math Screener) ● Reviewing patterns of Major/Minor Behaviors ● Reviewing patterns of Break Pass use. ● Individual student follow-up (SABERS/Student Engagement Survey) ● CICO Data Review ● Review 504/IEP/Student Support Plan (SSP) **Data from multiple sources is used to determine student needs.
	Questions to Consider: ● Does the student's additional data indicate a need based on scoring below level? ○ *They should then be placed in a group that is working on the specific skill that the screener identified as a need.* ○ Did the student score lower in vocabulary and is in 4th grade or higher? *They will probably need a foundational skills screener since phonics and phonemic awareness are not assessed on iReady starting in 3rd grade.* ● Has the student received intervention before? ○ *If yes, what intervention strategy was used? How frequently was the student receiving this intervention? How did the student respond to this intervention?* ● Does the student have an IEP? ○ *If yes, review their IEP at a glance in Educlimber. Collaborate with the case manager. Identify the biggest need for this student. Is this need being met by the case manager through specially designed instruction? What does instruction look like? How is it being progress monitored? If their need is outside their disability related need, they should be placed in an*

intervention group that matches their priority need based on diagnostic data.

- Has the student been eligible for linguistic support (identified Multilingual)?
  - **<u>Contact the building Multilingual teacher or Multilingual coordinator.</u>**
    - *Review their Language Plan and data in EduClimber.*
      - *Page 1: Linguistic supports and scaffolds*
      - *Page 2: Can Do Statements*
      - *Page 3: ACCESS data or the Screener Data (uploaded as an attachment)*
      - *Page 3: Language goals*
  - ***<u>Considerations</u>:***
    - *<u>Barriers</u>:*
      - *Are the linguistic scaffolds and instructional accommodations identified in the language plan happening consistently in Tier 1 instruction?*
    - *<u>Language Proficiency</u>:*
      - *Can Do Statements: Using the ¨Can Do Statements¨, how have staff observed the student demonstrating understanding in listening, speaking, reading and writing? Does this mirror other assessments?*
      - *Is the student ¨on track to proficiency¨? (This is indicated on the first page of the Language Plan)*
      - *How long has the student been receiving ML services?*
      - *Does the student have strong literacy skills in their first language?*
      - *How does the student activity in K12Summit relate to these considerations?*
    - *<u>Need</u>:*
      - *What has been identified as the biggest need based on the universal screener data (aimswebPlus, iReady) and diagnostic assessments? How does this connect to the ACCESS scores or screener data?*
    - *<u>Educational Background</u>:*
      - *What grade did the student reportedly enter the US K-12 school system?*
      - *Have they had consistent schooling in the US K-12 system?*
      - *Has the student been surrounded by people who are literate in the first language?*
      - *Are they a new immigrant (within the past 3 years)*
        - *If yes: What do we know about the student's educational background?*
  - ***Resources**:*
    1. *<u>WIDA Language Proficiency Level and Lexile Level Correlation Chart</u>*
    2. *<u>5 Questions in Reviewing Data for Multilingual Students</u>*

	3. *Cultural and Linguistically Aligned Practices* 4. *On Track to Proficiency Chart* ○ ***Advanced Learners*** ■ Does the student's additional data indicate a need for enrichment based on scoring above level? ■ What specific evidence proves the student has mastered the breadth of the current grade-level standards and is exceeding grade level expectations? (work samples, pre/post tests, classroom observations) ■ Can the student apply concepts to an unfamiliar, real-world context? ■ Does the student demonstrate "divergent thinking" - finding multiple valid solutions or unique connections between ideas? ■ Does the student demonstrate application of DOK levels 3 and 4? ● DOK 3 (Strategic Thinking): Can they explain *why* or cite evidence? ● DOK 4 (Extended Thinking): Can they synthesize information across multiple domains? ■ How does the student respond to productive struggle?
Step 3: Document Interventions	**INTERVENTION DOCUMENTATION:** ● All interventions must be documented in EduClimber **at the beginning** of the intervention. Directions for K-3 and for 4-12 ● **The person providing the intervention** will add the student intervention in EduClimber and attach the appropriate intervention form: ○ "*Personal Reading Plan DASD*" Educlimber smartform for K-3 literacy support ○ "*DASD Intervention Form*" at 4-12 and K-3 math. ○ Behavior Smartform - RFA, Tier 2 CICO Intervention Documentation ● The form will be filled out by the intervention teacher and the classroom teacher. ● The person providing the intervention must document what intervention is being used, the start and end date of the intervention, what skill is being targeted during the intervention connected to the goal for the student (or the IEP if the student has an IEP), and ways to support the student at home. ● The classroom teacher must document what they are doing to support that individual student in the content area (extra small group, scaffolded tasks, repeated readings, etc.)
Step 4: Communicate to Families	**FAMILY LETTER:** *PRIOR* to the start of interventions, a family communication or letter should be sent home explaining the intervention. *Make sure the Personal Reading Plan form is filled out on Educlimber.* Families must sign and return to show acknowledgement of the plan. We do not need to receive the signature, though, to start intervention. The communication or letter sent home will depend on the intensity of the intervention being provided. Consult with the School Psychologist with questions regarding which letter to use.

MLSS Data Sources

Data-Informed Decision Making for Academic and Behavior MLSS
(As of January 2024)

Reading
Universal Screeners **K-3: aimswebPlus** **4-8:** iReady **9-12:** iReady and Forward from 8th Grade PreACT - 9th Grade and 11th Grade PreACT Secure - 10th Grade ACT - 11th Grade
K-3 ACT 20 Assessment Tools and Guidance
Phonological Awareness Diagnostic
Phonics Diagnostic
Encoding Diagnostic
Vocabulary Diagnostic
Oral Reading Fluency with Comprehension (3x/year)
Teacher Classroom Observations
State Testing Data (1x/yearly)
Previous READING Intervention History
Math
Universal Screeners - **K-8:** iReady **9-12:** iReady and Forward from 8th Grade PreACT - 9th Grade and 11th Grade PreACT Secure - 10th Grade ACT - 11th Grade
Bridges Screener
Standards-Based Common Classroom Assessments
State Testing Data (1x/yearly)
Previous MATH Intervention History
Behavior
Coming from PBIS teams.

Exit and Entrance Criteria for Tier 2 and Tier 3

READING	Tier 2 Entrance Criteria	Tier 2 Exit Criteria	Tier 3 Entrance Criteria	Tier 3 Exit Criteria
K-3	Below 25% aimswebPlus Additional Reading Screeners as identified above Additional Consideration for 25-35% on aimswebPlus based on other data sources and teacher input Group size recommendation: 3-5 students 30 minutes, 4 days per week; 5th day is progress monitoring	Above 25% aimswebPlus 5 consecutive data points above the 30th percentile with progress monitoring measure	Previous Tier 2 Intervention with little to no growth on progress monitoring Below 10% aimswebPlus Additional Reading Screeners as identified above Group size recommendation: 1-3 students 30 minutes, 5 days per week.	Meets individual growth goal Compare student ROI to peer ROI Consider student's trend line in comparison to 25th percentile Consider growth in aimswebPlus score
4-6	Below 25% iReady Additional Reading Screeners as identified above Additional Consideration for 25-35% on iReady based on other data sources and teacher input Group size recommendation: 3-5 students 30 minutes, 4 days per week; 5th day is	Above 25% iReady Additional Reading Screeners as identified above	Previous Tier 2 Intervention with little to no growth on progress monitoring Below 10% iReady Additional Reading Screeners as identified above Group size recommendation: 1-3 students 30 minutes, 5 days per week.	Meets individual growth goal Compare student ROI to peer ROI Consider student's trend line in comparison to 25th percentile

	progress monitoring			
7-8	Below 25% on 3 of 4 most recent Screeners/Standarized tests as identified above Additional Consideration for 25-35% on iReady based on other data sources and teacher input Group size recommendation: 3-5 students 50 minutes, 4 days per week; 5th day is progress monitoring;	Above 25% iReady Additional Reading Screeners as identified above	Previous Tier 2 Intervention with little to no growth on progress monitoring Below the 10% on 3 of 4 most recent Screeners/Standarized tests as identified above Group size recommendation: 1-3 students 50 minutes, 5 days per week.	Meets individual growth goal Compare student ROI to peer ROI Consider student's trend line in comparison to 25th percentile
9-12	Collaboration with middle school and high school resources that examines iReady and Forward data between the 25th and 35th percentile Reading foundation diagnostic measures (Captivoice) Teacher recommendations through classroom performance, observations, and skill-based abilities	Above 25th percentile on Forward Testing and other District or State-wide Assessments Rate of growth through tier-2 academic workshop that focuses on skill-based groups work has closed or is on path to close the gap Current grades in classroom-based standards has improved	Skill-based rate of growth lacking through tier 2 academic workshop that focuses on skill-based group work Below 25th percentile on iReady and Forward Testing Teacher recommendations through classroom performance, observations, and skill-based abilities	Meets individual growth goal as well as has the ability to show that same level of success in the classroom through performance (achievement)

MATH	Tier 2 Entrance Criteria	Tier 2 Exit Criteria	Tier 3 Entrance Criteria	Tier 3 Exit Criteria
K-3	Below 25% iReady Additional Bridges' Screener Additional Consideration for 25-35% on iReady based on other data sources and teacher input Group size recommendation: 3-5 students 30 minutes, 4 days per week; 5th day is progress monitoring	Above 25% iReady Additional Bridges' Screener	Previous Tier 2 Intervention with little to no growth on progress monitoring Below the 10% on 3 of 4 most recent Screeners/Standarized tests as identified above Group size recommendation: 1-3 students 30 minutes, 5 days per week.	Meets individual growth goal Compare student ROI to peer ROI Consider student's trend line in comparison to 25th percentile Consider growth in iReady score
4-6	Below 25% iReady Additional Bridges' Screener Additional Consideration for 25-35% on iReady based on other data sources and teacher input Group size recommendation: 3-5 students 30 minutes, 4 days per week; 5th day is progress monitoring	Above 25% iReady Additional Bridges' Screener	Previous Tier 2 Intervention with little to no growth on progress monitoring Below 25% iReady Additional Bridges' Screener Group size recommendation: 1-3 students 30 minutes, 5 days per week.	Compare student ROI to peer ROI Consider student's trend line in comparison to 25th percentile
7-8	Below 25% on 3 of 4 most recent Screeners/Standarized tests as identified above	Above 25% iReady Additional Math Screener	Previous Tier 2 Intervention with little to no growth on progress monitoring	Compare student ROI to peer ROI Consider student's trend line in comparison to 25th

	Additional Consideration for 25-35% on iReady based on other data sources and teacher input Group size recommendation: 3-5 students 50 minutes, 4 days per week; 5th day is progress monitoring		Below 25% iReady Additional Reading Screeners as identified above Group size recommendation: 1-3 students 50 minutes, 5 days per week.	percentile
9-12	Collaboration with middle school and high school resources that examines iReady and Forward data between the 25th and 35th percentile Math foundation diagnostic measures (IXL) Teacher recommendations through classroom performance, observations, and skill-based abilities	Above 25th percentile on Forward Testing and other District or State-wide Assessments Rate of growth through tier-2 academic workshop that focuses on skill-based groups work has closed or is on path to close the gap Current grades in classroom-based standards has improved	Skill-based rate of growth lacking through tier 2 academic workshop that focuses on skill-based group work Below 25th percentile on iReady and Forward Testing Teacher recommendations through classroom performance, observations, and skill-based abilities	Meets individual growth goal as well as has the ability to show that same level of success in the classroom through performance (achievement)

Considerations During Intervention

Tier	Grade Level	Goal Setting	Progress Monitoring/Documentation
2	K-12		• Progress monitoring data documented by interventionist for review at data meetings to determine intervention effectiveness and possible changes.
3	K-8 9-12	**Use Fastbridge to set progress monitoring goals via SLA.** • **Goal Date** should be set for the end of the school year, because most students will not make significant progress in less than that time. • **Goal Scores:** Students in effective intensive interventions should have **Goal Scores at the bottom of the Ambitious Range**. It represents a small percentage of the national norms, but it would be reasonable to significantly higher than average growth when implementing effective interventions. • **Rate of Improvement:** ROI should be realistic and attainable. Anything above 2 words/week is NOT realistic. **If at a data check-in, interventions are changed, appropriate changes should be made in AimswebPlus and EduClimber documentation. **If intervention is phonics related, it might also be necessary to administer a phonics screener (95% group) so that we can look at growth of phonics specific skills during the intervention.	**Weekly Progress Monitoring using Fastbridge** • Monitored at instructional and grade level (if available). • For example, a 2nd grade student receiving intervention in reading might have an instructional level (found via the SLA) that is at the 1st grade level. **How often do we check progress?** • Students need at least 3 data points to develop a trend line and **at least 6 data points** for that trend line to stabilize. No intervention changes should occur prior to six weeks. • Move away from RtI rounds and use data check-ins to review student progress and determine **if** any changes need to be made. • **Four Point Method:** If at least six data points have been collected, decisions can be made by examining the four most recent data points and following these steps ○ If a student's four most recent and consecutive PM scores are above the goal line, consider increasing the goal. ○ If a student's four most recent and consecutive PM scores are below the goal line, consider making small adaptations, such as length, frequency, group

			size or instructional strategy. ○ If the four data points hover around the goal line, no change is needed. Continue to collect data to ensure that adequate progress continues. **To be considered an intervention as part of an SLD referral, interventions must be:** ● 8-12 weeks long ● At least 80% fidelity of the intervention (both in attendance of student/teacher, appropriateness of intervention, and in how the intervention is delivered) ○ Attendance should be monitored via the intervention plan in EduClimber. ● Progress monitored weekly at Grade Level. Information shared with families midway through a Tier 3 intervention. ● If it is a literacy intervention, at least one of the Tier 3 interventions should be provided by a certified Reading Teacher. The second round needs to be at least overseen by a certified Reading Teacher.

If applicable, REFERRAL FOR SPECIAL EDUCATION: If the Instructional Data Team determines, after TWO OR MORE intensive interventions, that it would like to start the referral process for special education, a family meeting/conference could be held or another method of family contact. The team will review interventions and strategies tried, review progress monitoring data, answer questions and explain the referral process.

- To be considered a full intervention:
    - 80% of the prescribed intervention (attendance, appropriateness, delivery)

At least 8 data points

- Insufficient growth: ROI (Rate of Improvement) shows the child will not meet the 25th percentile within a reasonable amount of time. Make instructional changes to intervention and begin a new intervention at the start of the next school year.

Spring Universal Data Results

- Review data to determine if there are any students that have received a history of Tier 2 support and now meet the Tier 3 entry criteria. Consider starting these students in Tier 3 intervention in the fall.

Students currently receiving Tier 3: If the intervention is working (ROI on track or above goal), continue intervention at the start of the next school year. Get a new baseline and progress monitoring at the new grade level. This will be considered a new intervention (i.e. Intervention #2 or 3).

Statutory Compliance & Programs for Children At-Risk (Policy 5461)

Statutory Authority & Annual Review

Pursuant to Wisconsin State Statute § 118.153 and Administrative Code PI 25, the DeForest Area School District (DASD) is committed to identifying and serving "children at-risk of not graduating from high school". This section of the MLSS Handbook serves as the District's official "Children At-Risk Plan," which is reviewed and approved by the Board of Education annually by August 15.

The District designates the Director of Student Services (or their administrative designee) as the staff person responsible for developing and overseeing the district plan required under § 118.153(2)(a).

Identification Criteria

Within our MLSS model, at-risk programming is an individualized extension of our Tier 2 and Tier 3 academic, behavioral, and environmental interventions. A student is identified as *at-risk* under Board Policy 5461 if they are dropouts, or if they meet at least two (2) of the following statutory criteria:

1. Credit Deficiency: One (1) or more years behind their age group in the number of high school credits attained.
2. Basic Skill Deficits: Two (2) or more years behind their age group in at least one basic skill level (math and/or reading).
3. Truancy: Habitually truant or chronically absent.
4. Parenting/Pregnancy: Student is a parent or currently pregnant.
5. Delinquency: Adjudicated delinquent.
6. 8th Grade Promotion Deficit: Eighth-grade students whose score in each area of the student assessment was below the basic level of failing, and eighth-grade students who were not promoted to ninth grade.

Additional Local Considerations

To ensure an equitable approach, DASD school teams, led by Administration, also consider local vulnerability factors when identifying barriers to learning, including:

- Unaccompanied homeless youth
- Students experiencing severe mental health concerns
- Students at risk of dropout upon turning 18 years old
- Students with Limited or Interrupted Formal Education (SLIFE)

Identification Procedures & Parent Notification

School teams, led by Administration, are responsible for identifying students who meet the criteria above. When a student is identified, the following procedures must occur:

1. Documentation: Staff must complete the District's *At-Risk Learner Identification Documentation* form. The form requires an Administrator's signature and must denote the student's qualification criteria, alternative plan, and any transcript considerations.
2. Written Notification (PI 25.04): Once a student is formally identified, the District will notify the pupil and their parent/guardian in writing. This notification must include:
    - The name and telephone number of the district contact person.
    - A description of the district's at-risk plan and available programs.

    - A statement that the pupil is eligible to enroll in the district's at-risk programming.
    - A statement informing the parent that they may select one or more specific programs in which the pupil will be enrolled (if they meet the prerequisites).
    - Instructions on how to request enrollment (verbally or in writing) and the process for resolving disagreements regarding planned services.
3. Enrollment: Upon request of the parent/guardian (or the pupil), the District shall enroll the student in the selected program, provided prerequisites are met.

Programming & Alternative Educational Options

All programs and services developed for children at-risk shall be designed to improve and expand educational opportunities on an individualized basis. The District will make reasonable efforts to help each student acquire the necessary skills through the systemic practices of Wisconsin MLSS.

Interventions and alternative courses are designed to allow students to meet high school graduation requirements and include:

- Tier 2/Additional Instruction
    - Wisconsin Virtual School, Courseware, Summer School, and the New Reflections Alternative Program (Sophomore–Senior year).
- Alternative Credit & Adaptations
    - Awarding credit for paid/volunteer work (270 hours = 1 credit, max 2 credits), schedule reductions, late starts, early releases, or Treatment Program Credit Recovery.
- Tier 3/Alternative Pathways (Under 18):
    - DAAD-15: DeForest Area Alternative Diploma (15 credits).
    - Pathways 2 Graduation (P2G): Competency and project-based learning mapped to core standards with elective credits earned via work hours.
    - GED Option 2 (GEDO): For students 17+ who are at least 3.0 credits behind.
    - SLIFE Program: Specialized support for students with limited/interrupted formal education.
- Community Partnerships
    - The District actively seeks partnerships with community service agencies to meet student needs, including Challenge Academy Wisconsin, Operation Fresh Start, Job Corps, and Gateway to College.

Tools and Resources

- Intervention Inventory
- EduClimber Intervention Documentation
- Intervention Letters: Tier 2, Tier 3, Tier 5
- RtI Considerations for English Learners
- Fastbridge Step by Step
- Clarifying Questions for Interventions

DASD Assessment Calendars

- K-6 Assessment Calendar
- 7-8 Assessment Calendar
- 9-12 Assessment Calendar