Explore, Discover, Excel

5000 Hosner Road, Oxford, MI 48370
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Title I Identification & Support Overview

The Title I program uses a data-driven, tiered support model based on NWEA scores and teacher input. Students are grouped into three tiers based on academic need and receive varying levels of supplemental instruction. The goal is to provide targeted support and monitor student progress toward grade-level performance.

Tier 3: Students scoring in the bottom 20% on the NWEA and showing low classroom performance. Receive weekly small group or individual support with an interventionist.

Tier 2: Students scoring in the 21–40% range. May receive weekly or in-class support, based on academic concerns, from an interventionist.

Tier 1: Students scoring in the 41–60% range. Typically monitored only, but may receive occasional check-ins. The classroom teacher provides intervention support.

Ongoing Monitoring: Interventionists collaborate with classroom teachers and participate in the child study process to monitor progress.
Academic Exit: Students who reach grade-level expectations are exited from the program, though support may continue until the end of the school year.

Simultaneous Service Clause: Allows exited students to be monitored or supported if needed.

Capacity Consideration: In cases where program capacity is limited, students with the highest needs are prioritized. Students making progress will be exited to allow services for others.

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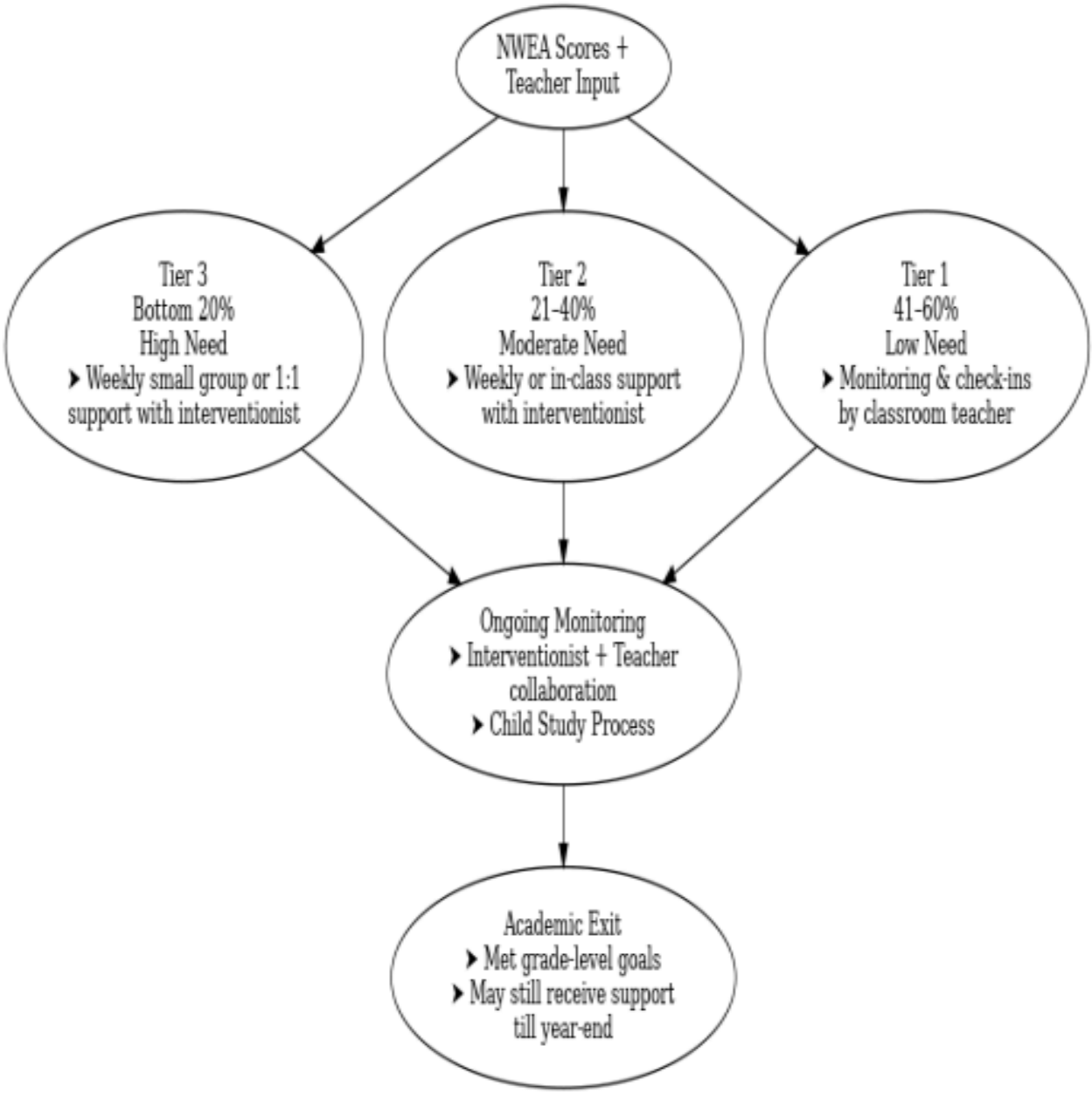
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