



RTI - Academic Response to Intervention Flowchart

TIER I						
Focus	Program	Grouping	Assessment	Individuals Responsible for Intervention		
All Students	Quality research-based instructional strategies	General education classroom	Benchmark 3 times per year (more frequently once identified at-risk)	General education teacher		
Effective Instructional Practices/Behavior Systems in place for ALL students						

Administer benchmark/collect baseline data (Universal Screener)

Determine students who have performed significantly below same grade peers

Determine specific deficit (e.g., attendance, behavior, academics), review data with grade level/support staff, and develop a schedule for intervention and progress monitoring

Review progress monitoring data with grade level/support staff (PLCs/grade level meetings)

**Significant progress not demonstrated: IAT Meeting #1

Significant progress demonstrated: continue TIER I

Expedited IAT Process: IAT may determine an expedited process if necessary

- Support
- Regular Classroom Teachers
- Counselor(s)
- Aides
- Volunteers

TIER II						
Focus	Program	Grouping	Assessment	Individuals Responsible for Intervention		
Students with substantial difficulties who have not	Quality research-based instructional strategies/programs that	Homogeneous small group instruction (≤ 1.5)	Monitor progress bi-weekly	Personnel determined during PLC, Grade Level Team Meeting or IAT meeting (teacher /specialist, etc.)		
responded to TIER I (receive TIERS I & II)	supplement TIER I interventions at 30 minutes per day, 3 sessions/week *			Gen. Ed. Teacher continues TIER I instruction		

90 minutes per week of supplemental practice on a skill at instructional level/ Progress Monitoring is Bi-weekly/ Re-examine Interventions after 4-6 weeks

Progress demonstrated at steady pace: continue in TIER II or Tier I Progress is minimal and/or data points below expected level: Return to IAT #2



Support

- Same as TIER I
- Consultation from Special Education/School Psych

TIER III						
Focus	Program	Grouping	Assessment	Individuals Responsible for Intervention		
Students with distinct difficulties who have not	Quality research-based instructional strategies/programs (more	Homogeneous small group instruction (≤ 1:3)	Monitor progress 1 time per week	Personnel determined during PLC, Grade Level Team Meeting or IAT meeting (teacher /specialist, etc.)		
responded to TIERS I & TIERS II (receive Tiers I & III)	explicit and/or intensive than TIER II) at one 25-minute session per day, 5 sessions per week*			Gen. Ed. Teacher continues TIER I instruction		

Progress demonstrated at steady pace: continue in TIER II, III, or TIER I

Progress is minimal and/or data points below expected level: IAT #3 Refer to 504 or SPED

^{*} These times are suggestions. The IAT makes the decision based on student needs.