## Interventions Office

**EVENYONE SUCCESSFUL EVERYDAY**

### RTI - Academic Response to Intervention Flowchart

#### Tier I

<table>
<thead>
<tr>
<th>Focus</th>
<th>Program</th>
<th>Grouping</th>
<th>Assessment</th>
<th>Individuals Responsible for Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Quality research-based instructional</td>
<td>General education classroom</td>
<td>Benchmark 3 times per year (more frequently once identified at-risk)</td>
<td>General education teacher</td>
</tr>
</tbody>
</table>

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**

#### Tier II

<table>
<thead>
<tr>
<th>Focus</th>
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<th>Grouping</th>
<th>Assessment</th>
<th>Individuals Responsible for Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with substantial difficulties who have not responded to Tier I (receive Tier I &amp; II)</td>
<td>Quality research-based instructional strategies/programs that supplement Tier I interventions at 30 minutes per day, 3 sessions/week *</td>
<td>Homogeneous small group instruction (≤ 1:5)</td>
<td>Monitor progress bi-weekly</td>
<td>Personnel determined during PLC, Grade Level Team Meeting or IAT meeting (teacher/specialist, etc.) Gen. Ed. Teacher continues Tier I instruction</td>
</tr>
</tbody>
</table>

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

#### Tier III

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

120 minutes per week of intensive practice/ Progress Monitoring is Weekly/ Re-examine Interventions after 6-8 weeks

- 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.

(Revised 10/11/17)