Our Vision of the Process...

Tier 1
All students are receiving adopted curriculum (including supports) or school-designated curriculum.

Review Process
(occurs at least quarterly)
Elementary Assistant Principal
Reading Coach
Student Support Specialist
Teachers who know students

Analyze all available data from classroom observations, and available test protocols

To Determine: (1) students most in need of interventions, and
(2) appropriate clustering of students into groups within or across grade levels

Tier 2
Small groups (8 or less) lead by teachers or other school or community personnel (behavioral)
grouped according to common identified needs with specific goals (aim lines) and progress monitoring weekly

Student continues to receive appropriate intervention until s/he no longer needs support or moves on to other types of support (Tier 3).

Review Process
(occurs at least Bi-weekly)
Elementary Assistant Principal
Reading Coach
School Psychologist
Speech/Language Pathologist
Student Support Specialist
Classroom/Intervention Teacher
Parents notified

Progress monitoring data reviewed in regular grade level meetings

To Decide To:
(1) continue current intervention;
(2) tweak one or more components (Instruction, Curriculum, or Environment) of the current intervention;
(3) move student to a different Tier 2 group that better meets the student’s needs; or
(4) move the student to Tier 3 Intervention.
Tier 3 Planning Process

Student Support Team:
Elementary Assistant Principal
Reading Coach
School Psychologist
SLP
Student Support Specialist
Classroom Teacher
Intervention Teacher
Parents invited

Sends home letter of lack of progress and screening notification
Collects available diagnostic data through Review of Records
Conducts Interviews with teacher(s), parents, and student
Completes Observations (to verify fidelity of interventions and note relevant factors in the Instructional Environment and other areas of the school)
Utilize Curriculum-based Evaluation and normative test data to further clarify the problem/analyze the cause of the problem and prescribe a more specific, individualized intervention with longer duration, greater frequency, and/or smaller teacher/student ratio

Tier 3
This is a temporary diagnostic tier!

Student receives individualized intervention designed in the Tier 3 Review Process. This can occur in the general education classroom, within the context of the Tier 2 intervention, or as a pull-out from either place.

Progress monitoring occurs at least weekly. That data along with data from other interactions using Curriculum-based Evaluation and normative tests may yield results that help to further clarify the problem/analyze the cause of the problem, leading to modifications to the intervention.

Review Process
(occurs weekly)

Student Support Team
Progress monitoring data reviewed

To Decide To:
1. continue current intervention to determine efficacy;
2. tweak one or more components (Instruction, Curriculum, or Environment) of the current intervention;
3. move student to a Tier 2 group with revised intervention; or
4. refer for ESE eligibility evaluation

DISCLAIMER: This tool has not been reviewed, vetted, or endorsed by the Center on Instruction or the U.S. Department of Education. It was developed as a resource for use by the schools or districts we visited and was not intended to have a broader use. It is provided here simply as a way to fulfill a commonly received request for examples of tools that schools and districts use in their RTI implementation. Practitioners wishing to use this tool in their own schools or districts should consider modifying it to meet the unique needs of their educational setting(s).
Tier 4 Resource Specialist
Eligibility Determination

Obtains Permission to Test

Schedules Eligibility Determination Meeting

Chairs meeting to lead IEP team (which includes parent) in review of all data to answer eligibility questions.

Moves IEP team to develop appropriate IEP using available data.

Tier 4  This is ESE placement!

Progress monitoring continues at least weekly.

Decisions about efficacy of interventions (including the appropriateness of continuing interventions, the need to modify instruction/curriculum, or to substitute an alternative instruction/curriculum for one deemed ineffective) is made by the ESE teacher based on progress monitoring data.

Progress monitoring data will be used to write new IEP annual goals and to make re-evaluation decisions.