Response to Intervention Flow Chart

Tier 1

- -Screening 3 times per year
- -Research-based core curriculum (multiple means of engagement, representation, actions and expressions)
- -Includes all students
- -Progress monitored weekly

If >80% of students meet the benchmark, review and evaluate effectiveness of core curriculum and fidelity of instructional practices. If at least 80% meet the benchmark, proceed to review of individual at-risk students

If student is at or near benchmarks, continue with Tier 1 instruction If a student is not meeting grade level benchmarks, teacher will modify delivery or methodology of Tier 1 instruction

Teacher and RTI team consider the need for Tier 2 supports and develop a plan for interventions

Parents are notified in writing

Tier 2

- -Strategic, research-based interventions that are in addition to the core curriculum -Intervention plan is developed by RTI team
- -Small group instruction that targets specific skills
- -Ongoing parent communication
- -Progress monitor 2 times/week



RTI team
reviews progress
data. If adequate
progress is being
made, the team
will decide
whether or not to
continue Tier 2
interventions or
discontinue and
return to Tier 1

RTI team reviews progress data. If progress is slow or inadequate, Tier 2 interventions will be modified for at least one additional cycle.

If after a second cycle of Tier 2 interventions, adequate progress is still not evident, Tier 3 interventions will be considered.

Student support may include other interventionists

Tier 3

- -More intensive, longer interventions
- -Smaller group size
- -Individually designed program based on specific student data
- -Ongoing parent communication
- -RTI team develops plan and student progress is monitored daily



RTI team reviews progress data. If adequate progress has been made, team will decide whether to continue Tier 3 interventions or move back to Tier 2 interventions.

RTI team reviews progress data. If Tier 3 interventions are not showing adequate progress, the type of intervention should be modified for at least one additional cycle

If Tier 3 interventions continue to be ineffective for at least 2 cycles, the RTI team will consider a referral to special education