

Rtl is the practice of (1) providing high quality instruction and intervention matched to student needs and (2) using data over time (3) to make important educational decisions.

TIERED MODEL OF SUPPORTS FOR ACADEMIC AND BEHAVIOR SYSTEMS: TIER I						
PS/RTI	(1) Provide high quality instruction and intervention matched to students' needs			(2) Use data over time (rate of learning, level of performance, fidelity of implementation)		(3) To make important educational decisions
TIER I WHOLE GROUP	CURRICULUM	INSTRUCTION	SCHEDULE	DATA SYSTEM (Collection and Display)	FIDELITY OF IMPLEMENTATION	DECISION MAKING PROTOCOLS
<p>CULTURE, MISSION & LEADERSHIP</p> <p>SETTING: GENERAL EDUCATION</p> <p>TARGET: ALL STUDENTS</p> <p>RESOURCES: PEOPLE, TIME, PROGRAMS, MATERIALS, MEETINGS, PD, COACHING</p>	<ul style="list-style-type: none"> Standards and benchmarks, big ideas, bodies of knowledge, dispositions Prioritized Curriculum Maps Scientific, research-based programs Accessible Instructional Materials Performance Roles and Expectations 	<ul style="list-style-type: none"> Evidence-based instructional practices Flexible Grouping Differentiated Instruction Mini Lessons Highly qualified teachers 	<ul style="list-style-type: none"> Teaming & Consensus Scheduled time for grade level and /or department team meetings and school based leadership team meetings to build consensus Instructional day scheduled and delivered daily following the District guidelines Sufficient academic engaged time 	<ul style="list-style-type: none"> Summative Assessment Universal Screening Benchmark Assessment Graphic Representation of data in a timely manner – Evaluation of reach of initial instruction Early identification of risk (academic, attendance, behavior...) 	<ul style="list-style-type: none"> Monitoring for implementation & effectiveness Walk-Through Evidence of Professional Development Facilitation and Coaching Support Permanent Products Fidelity Checklists 	<ul style="list-style-type: none"> PS/Rtl Meeting Data-based decision making Evidence of Effectiveness of Tier I (80% Proficiency) Evidence of Effectiveness of Tier I for Subgroups (80% Proficiency) Fidelity of Implementation Develop, implement, support and evaluate strategic plan: Continue on TIER I? Move to TIER II?
<p>Parent Involvement: Communicate learning goals and garner parental support of decisions about student to promote shared understanding and common language.</p>						

Relationship to Problem Solving TIER I: When data indicates less-than-adequate performance for large groups of students (e.g., <80% proficiency)

- 1. Problem Identification:** Problems are defined as a discrepancy/gap between a desired goal and what is occurring (e.g., Difference between percentage of students who are proficient and 100%; difference between percentage of students in subgroups who are proficient and expected AMO). How widespread are these problems?
- 2. Problem Analysis:** Conduct an analysis of why the students are not proficient. Analysis must focus on instructionally relevant and changeable variables. This step should result in development of possible reasons regarding specific curriculum, instruction, organizational, environmental recommendations linked to the reasons that may directly address the identified problem (e.g., Is the curriculum being implemented with fidelity? Are teachers using effective practices to differentiate instruction? Is enough time being allocated to ensure student success?).
- 3. Action Planning and Implementation:** Plan is developed and supported to address contributing factors to identified learning gap. Plan is developed and supported to address identified gap. Plan establishes measurable goals (SMART GOALS) to accelerate growth to bring students within benchmark range by the end of the school year; strategies and action steps; strategies to maximizing academic engaged time (AET); scheduling of benchmark assessment to check progress toward the established goals; professional development and coaching supports; and scheduling follow-up meetings to review progress. Goals are stated in terms the benchmark assessment can measure, and the results of benchmark assessment can reliably predict where students where the students will wind up at the end the year given the level and rate of growth. Plan fits the resources, values, and skills of the people in the setting.
- 4. Response to Intervention:** Plan is evaluated with data. Data-based decision making is the key tool to a self-correcting and continuous improvement methodology. Actions taken include: ongoing progress monitoring and supports, changing ineffective plans in a timely manner, and modifying plans as appropriate to address emerging needs.

Rtl is the practice of (1) providing high quality instruction and intervention matched to student needs and (2) using data over time (3) to make important educational decisions.

TIERED MODEL OF SUPPORTS: GUIDING QUESTIONS WHEN EVALUATING TIER I			
PS/RTI	(1) Provide high quality instruction and intervention matched to students' needs	(2) Use data over time (rate of learning, level of performance, fidelity of implementation)	(3) To make important educational decisions
<p>These questions are applicable to academic and behavior systems:</p> <ol style="list-style-type: none"> 1. Is time for Grade Level/Department/Team Meetings scheduled and protected? <ol style="list-style-type: none"> a. Are team members skilled with collaborative tools, strategies, and skills for efficient and effective work? b. In what ways does our school keep attention and conversations focused on critical topics? 2. Is the first focus on improving the reach/sufficiency of Tier I? <ol style="list-style-type: none"> a. Examples: Clear expectations of quality instruction; use of selected curricula; gradual release model; use of building-wide procedures and strategies; student activities... 3. Is the instructional day scheduled such that academic engaged time is THE priority? <ol style="list-style-type: none"> a. Examples: Teaching what the schedule says; beginning and ending on time; students engaged in learning all the time... 4. Do stakeholders know and agree upon what students are expected to learn? Know-Do-Understand? 5. Do stakeholders know and agree upon critical components of the instructional routine that matter for student learning? 6. Is the core program standards-based? Research-based? Is it implemented with fidelity? 7. How is the sufficiency of our core curriculum/instructional routine monitored over time? How do we monitor and document student progress over the year? 8. Do stakeholders know and agree upon sources of evidence that will indicate students are learning? <ol style="list-style-type: none"> a. How will we respond when students experience initial difficulty? How will we respond when students have already learned? b. Have we identified ways to provide a first dose of differentiated instruction in our Tier I? How do we group students with similar needs? 9. Is our core curriculum/instructional routine sufficient in reaching students? Why? Why Not? <ol style="list-style-type: none"> a. What percent of students are achieving standards/benchmarks (80-90%)? What percent of students in subgroups are achieving standards/benchmarks (80-90%)? b. Which students made annual growth? Which students failed to make annual growth? For which subgroups is the core not sufficient? 10. Have we identified ways to adjust our curricular and instructional practices to "shore up the core"? <ol style="list-style-type: none"> a. How do we identify which grades/classrooms may require extra assistance? b. Is there a need for more professional development for a particular area of instruction? Is there a need for more intensive coaching? c. Are materials allocated to maximize learning? What makes the materials relevant and challenging? d. How is the instruction rigorous, relevant? What is the evidence that is challenging? e. Do the students have sufficient access to the curriculum? How are the learning activities varied? How are students expected to interact with each other? With the teacher? 11. What assessments can we use to enable us to identify, on a timely basis, students who need extra support/time for learning, so no student "fall through the cracks"? 12. How do we address needs when data indicate less-than-adequate performance for large groups of students (e.g., <80% proficiency)? <ol style="list-style-type: none"> a. Teams engage in systematic problem solving to determine: <i>What</i> students need to do to be more successful; <i>Why</i> the students are not doing what we want them to do <i>Which evidence-based</i>, high quality instructional practices to use; <i>What</i> data should be collected, <i>how</i> often is should be collected, and <i>what</i> progress is considered "good" ? 13. Have we determined what assessment tools or processes will be used to identify instructional need and response to intervention? <ol style="list-style-type: none"> a. How are these students doing when compared to expected benchmarks? How are these students doing when compared to typical peers? b. Would the students' rate of growth allow them to meet end-of-the-year benchmarks without additional supports? 			

Rtl is the practice of (1) providing high quality instruction and intervention matched to student needs and (2) using data over time (3) to make important educational decisions.

TIERED MODEL OF SUPPORTS FOR ACADEMIC AND BEHAVIOR SYSTEMS: TIER I + TIER II						
PS/RTI	(1) Provide high quality instruction and intervention matched to students' needs			(2) Use data over time (rate of learning, level of performance, fidelity of implementation)		(3) To make important educational decisions
TIER II SMALL GROUPS	CURRICULUM	INSTRUCTION	SCHEDULE	DATA SYSTEM (Collection and Display)	FIDELITY OF IMPLEMENTATION	DECISION MAKING PROTOCOLS
<p>SETTING: GENERAL EDUCATION</p> <p>ACCESSIBILITY: AVAILABLE CONTINUOUSLY & EASILY ACCESSIBLE</p> <p>TARGET: 20% of STUDENTS</p> <p>RESOURCES: ADDITIONAL TIME, CLASSES, SUPPLEMENTAL PROGRAMS, MATERIALS, STUDY HALLS, LEARNING LAB, GROUPS</p>	<p>In addition to and in alignment with TIER I standards, benchmarks, big ideas, bodies of knowledge, school-wide expectations</p> <ul style="list-style-type: none"> Supplemental programs and materials Emphasize critical elements 	<p>In addition to and in coordination with TIER I</p> <ul style="list-style-type: none"> Targeted intervention Homogeneous grouping Reduced group size Increased time for practice, review, preview, Additional attention, scaffolding 	<p>In addition to Tier I</p> <ul style="list-style-type: none"> Time to coordinate and communicate across staff Instructional day includes time for delivering Tier II according to the publisher's guidelines Additional academic engaged time Schedule resources 	<p>In addition to TIER I Assessments</p> <ul style="list-style-type: none"> More Frequent Progress Monitoring Diagnostic Assessments ODR's, ISS, OSS Visual display of data – Goal setting, Trend lines, Benchmark Evaluation of TIER II Identification of high risk 	<p>In addition to Tier I</p> <ul style="list-style-type: none"> Monitoring for fidelity of implementation Monitoring for sufficient Academic Engaged Time, including practice time Forms, documents and personnel support that reflect plan implementation 	<ul style="list-style-type: none"> Rtl Meetings (T-BIT): Evidence of Effectiveness of Tier II for Subgroups (70% Proficiency) Good Rtl: Can intervention be discontinued? TIER I? Questionable Rtl: Intervention is working but more progress is needed. Poor: Intervention not working – PS Meeting More TIER II? Move to TIER III?
<p>Parent Involvement: Communicate results of diagnostic assessments and explain nature of the student's difficulty and the areas of academic and/or behavioral need. Consult with parents to develop and implement targeted strategies for appropriate intervention and instruction included as part of the progress monitoring plan or the behavior intervention plan. Share data with parents.</p>						

Relationship to Problem Solving TIER II: Additional resource personnel may be involved when data indicates less-than-adequate performance for smaller groups of students (e.g., 20%)

- Problem Identification:** Problems are defined as the difference between performance of non-proficient students and a criterion of success in a curriculum area.
- Problem Analysis:** 1) Standard Protocol: Place students in scientifically validated remedial/supplemental programs; 2) Conduct an analysis of why we students are not proficient: A group level diagnostic assessment can be conducted. Results of these assessments are used to group students for instruction.
- Action Planning and Implementation:** Plan is developed and supported to address identified gap. Plan establishes measurable goals (SMART Goals) to accelerate growth to bring students within benchmark range by the end of the school year; strategies or action steps; scheduling of additional academic engaged time (AET); scheduling of progress monitoring assessment to check progress toward the established goals; supports for the duration of the intervention; and scheduling follow-up meetings to review progress. Intervention is selected to supplement TIER I: 1) Implement validated standard treatment protocol as recommended by publisher 2) Targeted supplemental instruction is created and implemented for students in small groups.

Rtl is the practice of (1) providing high quality instruction and intervention matched to student needs and (2) using data over time (3) to make important educational decisions.

4. **Response to Intervention:** Progress is monitored frequently to determine effectiveness of TIER I plus Tier II in accelerating rate of learning and level of performance. Plan is evaluated with formative data. Was the plan implemented with fidelity? Was it implemented with sufficient AET? Plan is changed based on response to intervention and fidelity of implementation.

TIERED MODEL OF SUPPORTS: GUIDING QUESTIONS WHEN EVALUATING TIER II		
(1) Provide high quality instruction and intervention matched to students' needs	(2) Use data over time (rate of learning, level of performance, fidelity of implementation)	(3) To make important educational decisions
<p>These questions are applicable to academic and behavior systems:</p> <p>14. How do we define Tier II supplemental instruction?</p> <p>15. What effective resources do we already have within the school to support students struggling to learn?</p> <p>16. How might we reorganize existing support systems to maximize our capacity and reach more students?</p> <p>17. Do we know when to provide students with more intensive supports? How will we identify and place students in need of more supports?</p> <p>18. Have we identified assessments, tools, or processes to identify more intensive instructional/behavioral needs?</p> <p>19. What strategies are we using to focus on “catch up” growth? How do we ensure proportional increases in direct instructional time for “catch up” growth?</p> <p>20. Do we have expectations for the effectiveness of Tier II Supplemental intervention? – Do we evaluate it?</p> <p>21. How will supplemental instruction be delivered? How do we ensure that we stay focused on students, not programs?</p> <ul style="list-style-type: none"> a. What area(s) should be targeted? How much time is required per group? b. Is the intervention implemented with fidelity? How will fidelity be monitored? <p>22. What specific supplemental instruction is needed to improve performance of these at-risk students?</p> <ul style="list-style-type: none"> a. Most likely, more EXPOSURE, more PRACTICE, more FOCUS of core instruction, smaller GROUPS b. Linked directly to core program/instruction, standards and benchmarks c. Group students with similar instructional needs <p>23. How will we deliver supplemental instruction?</p> <ul style="list-style-type: none"> a. Identify current resources to match instructional needs b. <i>First</i> resource is TIME (Academic Engaged Time) -- HOW much more time is needed? c. <i>Second</i> resource is curriculum (Standard Treatment Protocol)--WHAT do these students need? c. <i>Third</i> resource is personnel -- WHO & WHERE will it be provided? <p>24. How will we monitor the efficacy of our supplemental curriculum/instructional routine over time?</p> <ul style="list-style-type: none"> a. Consider Fidelity of Implementation <p>25. How effective is the supplemental curriculum/instructional routine for groups of at-risk students?</p> <ul style="list-style-type: none"> a. Select progress monitoring formative assessments for ongoing data collection. b. Set goals for student performance using baseline data c. How will we know if it is working? Determine the decision making rule and review assessment data. d. How will we know if these students need to move to a different level of instruction? d. Would the students' rate of growth allow them to meet end-of-the-year benchmarks without continued supports? 		

Rtl is the practice of (1) providing high quality instruction and intervention matched to student needs and (2) using data over time (3) to make important educational decisions.

26. Why aren't TIER I plus TIER II not sufficient for groups of students?

- a. **VARIABLES:** Curriculum, Organization, Instruction, Learners, Environment
- b. **ACTIONS:** Review/Reflect, Observe, Assess, Dialogue

TIERED MODEL OF SUPPORTS FOR ACADEMIC AND BEHAVIOR SYSTEMS: TIER I + TIER II + TIER III						
PS/RTI	(1) Provide high quality instruction and intervention matched to students' needs			(2) Use data over time (rate of learning, level of performance, fidelity of implementation)		(3) To make important educational decisions
TIER III INDIVIDUALIZED	CURRICULUM	INSTRUCTION	SCHEDULE	DATA SYSTEM (Collection and Display)	FIDELITY OF IMPLEMENTATION	DECISION MAKING PROTOCOLS
SETTING: GENERAL and/or SPECIAL EDUCATION TEAM MULTI-DISCIPLINARY, MULTI-FACETED CONTENT EXPERTISE TARGET: 1-5% of STUDENTS RESOURCES: ADDITIONAL TIME, COUNSELING, MENTOR	In addition to and in alignment with TIER I and TIER II essential standards and benchmarks, big ideas, bodies of knowledge <ul style="list-style-type: none"> • Programs and materials responsive to student's needs • Emphasize critical elements • Technology 	In addition to and in coordination with TIER I and TIER II <ul style="list-style-type: none"> • Intensive, individualized interventions • Reduced teacher-student ratio • Increased time for practice opportunities • Explicit, systematic instruction 	In addition to Tiers I & II <ul style="list-style-type: none"> • Time to, collaborate coordinate and communicate across stakeholders • Instructional day includes increased time for delivering Tier III daily over a longer duration • Additional academic engaged time • Schedule resources 	In addition to Tier I & Tier II <ul style="list-style-type: none"> • More Frequent Data Collection and Progress Monitoring • Individualized Diagnostic Assessments • FBA/BIP • Visual display of data – Goal setting, Trend line, Aim line Benchmark • Evaluation of TIER III 	In addition to Tier I & Tier II <ul style="list-style-type: none"> • Monitoring for fidelity of implementation • Monitoring for sufficient Academic Engaged Time, including practice time • Coaching, consultation, facilitation • Forms, documents and personnel support that reflect plan implementation 	<ul style="list-style-type: none"> • Rtl Meetings (S-BIT): • Evidence of Effectiveness • Good Rtl: Can intervention be discontinued? TIER II? • Questionable Rtl: Intervention is working but more progress is needed. • Poor: Intervention not working – PS Meeting • Move to TIER III? • Referral for Special Education?
Parent Involvement: Invite parent to attend S-BIT Meetings. Communicate results of diagnostic assessments. Consult with parents to develop and implement intensive strategies for intervention included as part of the intervention plan or the behavior intervention plan. Invite parents to follow-up S-BIT meetings.						

Relationship to Problem Solving TIER III: Additional resource personnel are involved when data indicates less-than-adequate performance for few students (e.g., 5-10%)

1. **Problem Identification:** Problems are defined as the difference between an individual student's performance and a criterion of success in a curriculum area.
2. **Problem Analysis:** When a student has not benefitted from a validated TIER I instruction and TIER II supplemental interventions have not succeeded, the team administered individual diagnostic assessments of individualized learning needs. Problem analysis is skill based and the diagnostic assessment procedures are curriculum based and linked to grade-level expectations for student performance. Hypotheses are generated and validated.
3. **Action Planning and Implementation:** An individualized intervention plan is designed directly from the diagnostic information collected. Plan establishes measurable goals (SMART Goals) to accelerate growth to bring student as close as possible to benchmark range by the end of the school year or as far above the current level as can be projected from the planned intervention.

Rtl is the practice of (1) providing high quality instruction and intervention matched to student needs and (2) using data over time (3) to make important educational decisions.

Intervention plan includes specific strategies and action steps; scheduling of additional academic engaged time (AET); scheduling of more frequent progress monitoring; supports for the duration of the intervention; and scheduling follow-up meetings to review progress to check if sufficient change is being made in the slope of the student’s trend line towards achievement of benchmark.

4. **Response to Intervention:** Progress is monitored frequently to determine effectiveness of TIER III in accelerating rate of learning and level of performance. Plan is evaluated with formative data. Was the plan implemented with fidelity? Was it implemented with sufficient AET? Plan is changed based on response to intervention and fidelity of implementation.

TIERED MODEL OF SUPPORTS: GUIDING QUESTIONS WHEN EVALUATING TIER III		
(1) Provide high quality instruction and intervention matched to students’ needs	(2) Use data over time (rate of learning, level of performance, fidelity of implementation)	(3) To make important educational decisions
<p>27. How will we define intensive interventions?</p> <p>28. What effective resources do we already have within the school to support students who need more specialized instruction?</p> <p>29. How are these supports aligned and coordinated with Tier I and Tier II?</p> <p>30. Do we know when to provide students with more intensive supports? How will we identify and place students in need of more intensive supports?</p> <p>31. Have we identified assessments, tools, or processes to identify more intensive instructional/behavioral needs</p> <p>32. What strategies are we using to focus on “catch up” growth? How do we ensure proportional increases in direct instructional time for “catch up” growth?</p> <p>33. Do we have expectations for the effectiveness of Tier III specialized intervention? – Do we evaluate it?</p> <p>34. How will intensive instruction be delivered? How do we ensure that we stay focused on students, not programs and/or eligibility?</p> <ul style="list-style-type: none"> a. What area(s) should be targeted? b. How much time is required for the intensive intervention? c. Is the intervention implemented with fidelity? How will fidelity be monitored? <p>35. What specific intensive instruction is needed to improve performance of the targeted student?</p> <ul style="list-style-type: none"> a. Most likely, more EXPOSURE, more PRACTICE, more FOCUS of core instruction, smaller and more individualized instruction (in addition to Tier I and Tier II) b. Linked directly to barriers to learning and core program/instruction, standards and benchmarks c. Select intensive instruction that matches the specific needs of the student <p>36. How will we deliver intensive instruction/intervention that is aligned with Tier I and Tier II?</p> <ul style="list-style-type: none"> a. Identify current resources to match instructional needs b. <i>First</i> resource is TIME (Academic Engaged Time) -- HOW much more time is needed? c. <i>Second</i> resource is curriculum (Standard Treatment Protocol)--WHAT do this student need? e. <i>Third</i> resource is personnel -- WHO & WHERE will it be provided? <p>37. How will we monitor the efficacy of our specialized instruction?</p> <ul style="list-style-type: none"> a. Consider Fidelity of Implementation b. Select progress monitoring formative assessments for ongoing data collection. c. Set goals for student performance using baseline data 		

Rtl is the practice of (1) providing high quality instruction and intervention matched to student needs and (2) using data over time (3) to make important educational decisions.

- d. How will we know if it is working? Determine the decision making rule and review assessment data.
- e. How will we know if these students need to move to a different level of instruction?
- f. Would the students' rate of growth allow them to meet end-of-the-year benchmarks without continued supports?

38. Why aren't TIER I plus TIER II not sufficient for groups of students?

- a. **VARIABLES:** Curriculum, Organization, Instruction, Learners, Environment
- b. **ACTIONS:** Review/Reflect, Observe, Assess, Dialogue