Matching Students to Appropriate Levels of RTI Instruction/Intervention

Tier Description	Data Profile	Level of Student Support	Rationale
Tier 1: Classroom Core Instruction	Data from the school-wide screener show the student to be performing in the low-risk range according to national norms or benchmarks. If available, state test results indicate that the student's academic skills are within the acceptable range.	Because the student is on grade-level, strong core instruction alone is sufficient.	*"This student has the essential skills to be successful with core instruction alone."*
Tier 1: Classroom Intervention	Data from the school-wide screener show that student falls within the 'some risk' range—but fell below the benchmark or norm cut-off by only a small margin. If available, state test results indicate that the student has only minor academic delays.	Because the student has minor academic delays, he/she needs strong core instruction plus classroom teacher interventions delivered during core instruction time. The teacher can use various vehicles to deliver individualized classroom intervention support, including supervised center-based activities, student peer tutors, and non-instructional personnel.	*"This student has only minor academic delays that can be adequately addressed through classroom interventions delivered during core instructional time."*
Tier 2: 'Early Response' Supplemental Intervention	According to school-wide screening results and/or state test results, the student falls within the 'some risk' range. There is an emerging gap between the student's actual performance and expected peer performance (as described in benchmarks/norms or state score cut-offs). The data indicate that skill gaps are mild-to-moderate and that the student needs additional, supplemental Tier 2 intervention to 'fill in' missing skills.	Because the student's academic delays are only 'emerging', intervention support can be given at the less-intensive end of the Tier 2 continuum (e.g., sessions 3 times weekly for 20 minutes in a group of up to 7 students delivered by the classroom teacher during the RTI block).	*"This student has academic delays that suggest he/she needs intervention that supplements core instruction. Because these academic deficits are mild to moderate, we decided that the student would benefit from less-intensive Tier 2 intervention services delivered by the classroom teacher. The student also receives*

			Tier 1 intervention support during core instruction."
Tier 2: 'Advanced' Supplemental Intervention	According to school-wide screening results and/or state test results, the student falls within the 'some risk' range. There is a significant gap between the student's actual performance and expected peer performance (as described in benchmarks/norms or state score cut-offs). The data indicate that skill gaps are moderate-or-higher and that the student needs additional, supplemental Tier 2 intervention to 'fill in' missing skills.	Because the student's academic delays are significant, intervention support should be given at the more-intensive end of the Tier 2 continuum (e.g., sessions 4 times weekly for 30 minutes in a group of up to 5 students delivered by the reading teacher during the RTI block).	*"This student has academic delays that suggest he/she needs intervention that supplements core instruction. Because these academic deficits are significant, we decided that the student would benefit from more-intensive Tier 2 intervention services delivered by the reading/math teacher. The student also receives Tier 1 intervention support during core instruction."*
Tier 3: Intensive Intervention	According to school-wide screening results and/or state test results, the student falls within the 'at risk' range. There is a large gap between the student's actual performance and expected peer performance (as described in benchmarks/norms or state score cut-offs). The data indicate that skill gaps are severe and that the student needs additional, supplemental Tier 3 intervention to 'fill in' missing skills.	Because the student has severe academic delays, intervention support should be sufficiently intensive to address these serious skill deficits (e.g., sessions 5 times weekly for 30 minutes in a group of up to 3 students delivered by the reading teacher during the RTI block).	*"This student has serious academic delays that suggest he/she needs intervention that supplements core instruction. Because these academic deficits are severe, we decided that the student would benefit from intensive Tier 3 intervention services delivered by the reading/math teacher. The student also receives Tier 1 intervention support during core instruction."*

Student RTI Intervention Organizer: Tiers 1-3

Grade: _____   Classroom: _____   School: _____

Directions: Use this form as an organizer to list students in your classroom and their appropriate level(s) of instruction and intervention.

Student	Intervention Level	NOTES
	☐ Tier 1: Core Instruction ☐ Tier 1: Classroom Intervention ☐ Tier 2: 'Early Response' Supplemental Intervention ☐ Tier 2: 'Advanced' Supplemental Intervention ☐ Tier 3: Intensive Intervention	
	☐ Tier 1: Core Instruction ☐ Tier 1: Classroom Intervention ☐ Tier 2: 'Early Response' Supplemental Intervention ☐ Tier 2: 'Advanced' Supplemental Intervention ☐ Tier 3: Intensive Intervention	
	☐ Tier 1: Core Instruction ☐ Tier 1: Classroom Intervention ☐ Tier 2: 'Early Response' Supplemental Intervention ☐ Tier 2: 'Advanced' Supplemental Intervention ☐ Tier 3: Intensive Intervention	
	☐ Tier 1: Core Instruction ☐ Tier 1: Classroom Intervention ☐ Tier 2: 'Early Response' Supplemental Intervention ☐ Tier 2: 'Advanced' Supplemental Intervention ☐ Tier 3: Intensive Intervention	
	☐ Tier 1: Core Instruction ☐ Tier 1: Classroom Intervention ☐ Tier 2: 'Early Response' Supplemental Intervention ☐ Tier 2: 'Advanced' Supplemental Intervention ☐ Tier 3: Intensive Intervention	
	☐ Tier 1: Core Instruction ☐ Tier 1: Classroom Intervention ☐ Tier 2: 'Early Response' Supplemental Intervention ☐ Tier 2: 'Advanced' Supplemental Intervention ☐ Tier 3: Intensive Intervention	

Tiers 1-3 Intervention Planning Form: Data Sources and Cut-Scores

Directions: List those data sources to be used for assessing academic risk and assigning students to academic interventions. For each data source, establish cut scores to organize students into Tier 1, 2, and 3 levels of intervention support.

Data Source	Cut Scores	NOTES
	Tier 1: Core Instruction Cut Score Above: _____ **Tier 1:** Classroom Intervention Cut Score Range: From _____ to _____ --- **Tier 2:** 'Early Response' Supplemental Intervention Cut Score Range: From _____ to _____ **Tier 2:** 'Advanced' Supplemental Intervention Cut Score Range: From _____ to _____ **Tier 3:** Intensive Intervention Cut Score Below: _____	
	Tier 1: Core Instruction Cut Score Above: _____ **Tier 1:** Classroom Intervention Cut Score Range: From _____ to _____ --- **Tier 2:** 'Early Response' Supplemental Intervention Cut Score Range: From _____ to _____ **Tier 2:** 'Advanced' Supplemental Intervention Cut Score Range: From _____ to _____ **Tier 3:** Intensive Intervention Cut Score Below: _____	