

Barrow RTI Flowchart

Step in Process

Source of Data

Program/Intervention

Note

Tier 1: Standards Based Classroom Instruction: 80-85% of students Should be successful

Step in Process: Universal Screenings administered to all or most students

Including but not limited to:

OAS CRCT 3-8 ITBS GKIDS PSAT EOCT Lexile Scores DIBELS CBM Pre-K Developmental Checklists

Less than 80% of Students successful

More than 80% of Students successful

Evaluate implementation of standards, level of differentiation, and other classroom instruction issues

Move students not meeting standards to Tier 2

Tier 2: Needs-Based Learning

Group Based (typically) interventions including (but not limited to) EIP, remediation, re-teaching, support classes, and tutoring. Often **STANDARDS** based.

Sources of data are often periodic benchmark assessments but can also include individual progress monitoring or screeners from Tier 1

Time Frame dependent on severity of issues

Progress of students discussed at Data Teams, PLC, Department Meetings, and other periodic meetings

Continue Tier 2 Interventions. Consider moving to Tier 1 if student makes significant progress and/or meets standards on Tier 1 Universal Screeners.

Student is successful or makes notable progress

Move student to Tier 3. SST Meeting convened and parent invited to attend.

Student is not successful

Tier 3: SST Driven Learning

SST Team must specify specific area of academic or behavioral **SKILL** deficit

Specified skill deficits individually progress monitored for at least **12 weeks** on probes administered regularly.

Individualized and research based interventions **tied to the skill deficit implemented.** Interventions should be adjusted during RTI process as necessary and dictated by data.

Student does not make progress

Student makes progress

Consider Referral to Special Education

Barrow SST Paperwork & Progress Monitoring Tool **MUST** be used. Parents must be invited but do not **HAVE** to attend.

Continue Tier 3 Interventions and Monitoring