

Response to Intervention Flow Chart

Tier 1: Standards-Based Learning

In tier 1 all students participate in general education learning that includes universal screening (K-10) and targeted screening (11-12), implementation of the Georgia Standards of Excellence through a standards-based classroom, differentiation of instruction including flexible grouping, and progress monitoring of learning through multiple formative assessments.

A student is struggling in the classroom. The classroom teacher uses strategies to assist the student. The teacher notes strategies and begins to collect data to document if the strategies are effective.

After two weeks and/or several assessments, the data shows the strategies used in the classroom are effective. The teacher leaves the strategies in place or reduces them as the student continues to improve. The student remains a Tier 1 student.

OR

After two weeks and/or several assessments, the data shows the strategies used in the classroom are not effective. Discuss at data team for more suggested strategies or interventions. The student moves to Tier 2. Begin to fill out Tier 1 and 2 forms.

Tier 2: Needs Based Learning

In addition to Tier 1 instruction, targeted students participate in learning that is different by including assessments that determine the specific area or skill in need of support, interventions to improve the area or skill, and progress monitoring at least monthly.

The teacher meets with the data team. The data team helps generate a new strategy or intervention to help the student with the area or skill deficit. The team determines how the student will be progress monitored.

After progress monitoring four to six times, the data shows the strategies or interventions are effective. Student remains in Tier 2 until the data supports the intervention is no longer needed. Then the student returns to Tier 1.

OR

After progress monitoring four to six times, the data shows the student is not responding to the data. The data team may suggest other strategies, or the student is referred to Tier 3/SST. If the data team determines the student needs to move to Tier 3, the teacher begins the Tier 3 forms to begin the SST process.

Tier 3: Student Support Team (SST) Driven Learning

In addition to Tier 1 and Tier 2 instruction, targeted students participate in learning that is different by including targeted research based intervention occurring four to five days a week with a small group of students and progress monitoring occurs bi-monthly to measure effectiveness of the intervention.

The SST schedules meetings and invites parents. The SST decides on interventions and may conduct other assessments. The student is progress monitored. The SST meets again to discuss the data.

The student's data show great improvement in area of deficiency, the student returns to Tier 2. The SST file is closed.

OR

The student's data shows adequate progress, the student will continue the Tier 3 intervention.

OR

The student does not make adequate progress with in a twelve week period. The Student Support Team may change/add interventions or refer the student for a comprehensive evaluation.