

## Tier 2: Strategic Level

- Students who do not respond adequately to the core curriculum
- Should be taught by classroom teacher
- Smaller group of students - Approximately 15% of the students in a school
- Considered "at-risk"
- Provided supplemental instruction/intervention (in addition to the core curriculum)
- Student progress monitored more frequently: 1 to 2 times per month
- Most students at this level will make sufficient progress given this supplemental instruction and are "returned" to the Benchmark level

## Tier 3: Intensive Level

- Students who do not respond adequately to core curriculum *and* strategic level interventions
- Should be taught by Reading Specialist, Title 1 Teacher, or Special Education Teacher
- Approximately 5% of the students in a school
- Considered in need of intensive intervention
- Provided high-quality, research-based interventions on a daily basis; individually or in small groups
- May use an individualized problem-solving model to derive instruction
- Student progress monitored more frequently: 1 to 2 times per week
- Changes are made to the student's intervention based upon his/her data and progress toward a specified goal
- Students who make adequate progress at this level are returned to Strategic or Benchmark level

# Critical Features of RTI

- The heart and soul of RTI is **READING!**
- 80% of the interventions should be done using Nonfiction text
- Do less "stuff" and do more than 50% of Reading, Writing, and Talking  
Ask: Is this going to make kids more proficient and reflective readers?
- In a 30 minute intervention, 20 minutes will be Reading, Writing, and Talking
- **EVERY SECOND COUNTS!** Don't waist kids' time!
- Kids that will respond to differentiated instruction **DO NOT** belong in Tier 2 or 3
- RTI is not meant to keep kids out of Sped, it is to make sure the kids that don't belong there, aren't