

Riverside District 96 RTI Process



Universal Screening

- All students are assessed two times per year using the designated grade level assessments.
- Compare results to grade level benchmarks to identify students' performance level.

Data Meeting

- Data meetings are held three times per year (September, January, and May).
- For students identified for referral based on the results of a universal assessment whose classroom performance does not indicate the need for intervention, document decision on referral form.
- For students identified for referral based on the results of a universal assessment and whose classroom performance indicates the need for intervention, analyze the problem, set desired goal, explore and select appropriate interventions, and develop the intervention plan.

Tier I Universal Access

- Student meets grade level benchmarks.
- Classroom teacher implements the core curriculum with fidelity.
- Classroom teacher differentiates the core curriculum (content, process, and/or product) to meet the needs of diverse learners.

Tier II Strategic Interventions

- Student performance on universal screening is below grade level benchmarks.
- Contact parent and document notification of interventions.
- Implement the core curriculum and strategic interventions with fidelity.
- Monitor and document student progress toward selected goal per the intervention plan.
- Schedule follow-up meeting to evaluate the effectiveness of the intervention(s) 5-6 weeks after implementation.

Tier III Intensive Interventions

- Student performance on universal screening is significantly below grade level benchmarks.
- Contact parent and document notification of interventions.
- Implement the core curriculum and intensive interventions with fidelity.
- Monitor and document student progress toward selected goal per the intervention plan.
- Schedule follow-up meeting to evaluate the effectiveness of the intervention(s) 5-6 weeks after implementation.

Evaluate the Plan

- Team meets to review plan implementation and progress monitoring data.

Goal Achieved

- Student meets grade level benchmarks.
- Student returns to Tier I and interventions are discontinued.
- Classroom teacher continues to differentiate within the general education environment.
- Contact parent and document notification of progress.

Student shows growth (discrepancy decreased) but not yet meeting grade level benchmark.

- Revise goal and maintain current intervention plan.
- Contact parent and document notification of progress and intervention plan.

Student is not showing growth (discrepancy increased) or growth is insufficient to decrease the discrepancy.

- Develop and implement new plan or increase the frequency and/or intensity of the current intervention plan.
- Contact parent and document notification of progress and intervention plan.

Referral to Special Education

- If after two or more cycles of intensive interventions, the discrepancy stays the same or increases, consider a referral to special education.
- Maintain documentation of all interventions and progress monitoring data to aid in this decision.