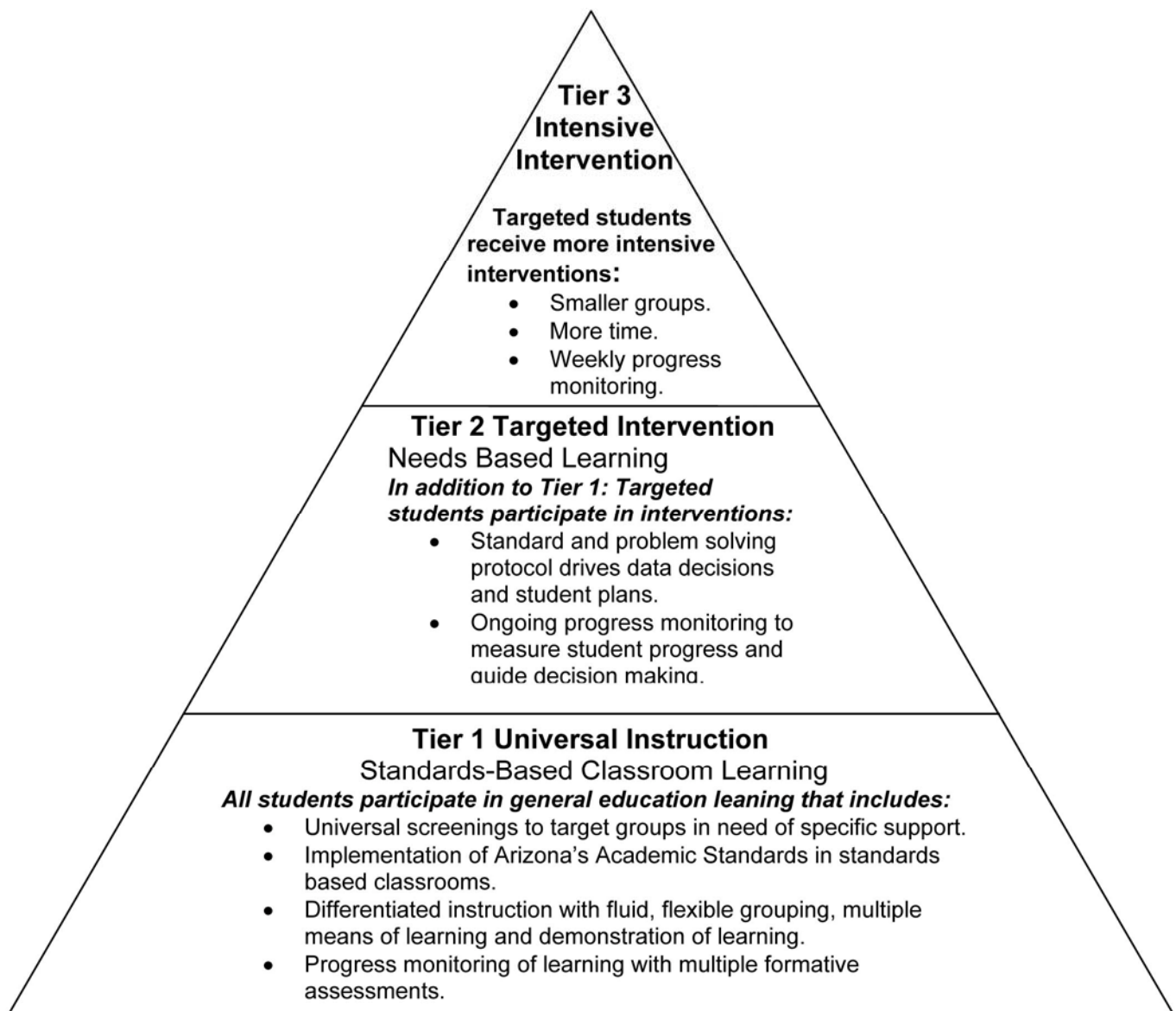
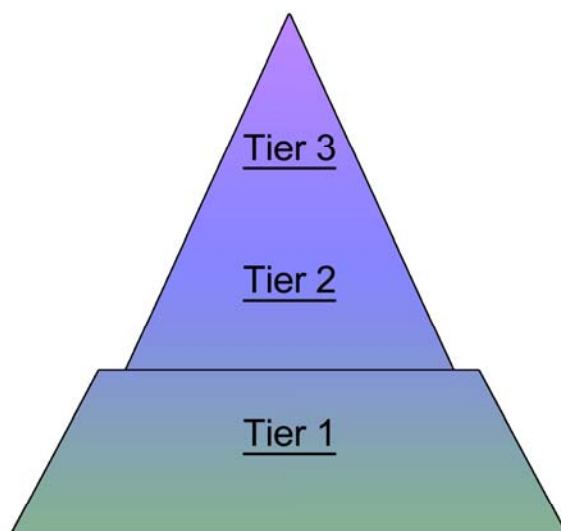


Levels of Student Support

Arizona's Response to Intervention is based upon a three tiered model of instruction.



TIER 1: Universal Instruction



Levels of Student Support

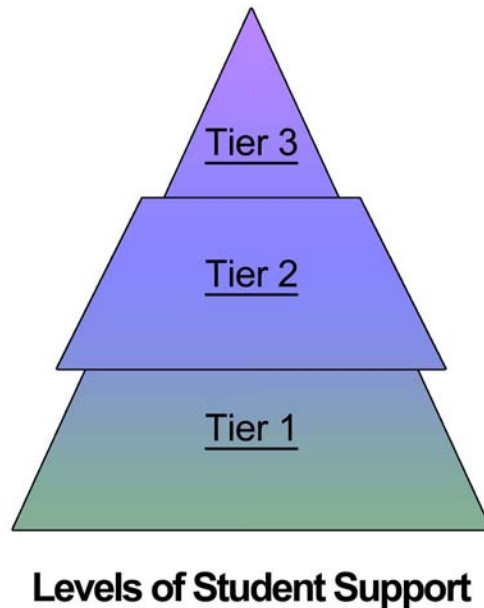
Tier 1 refers to classroom instruction for **ALL** students that utilizes scientifically-based research curriculum to teach the Arizona's Academic Standards. Assessment data is used to monitor and maintain the ongoing academic and behavioral success. Ongoing professional development provides teachers with the necessary tools to ensure every student receives quality instruction. Screening assessments are administered initially to **ALL** Tier 1 students to identify students at risk for having difficulty. Benchmark assessments are administered at least three times during the year to determine whether students are making progress or need extra support, and to plan instruction. Differentiated instruction occurs in flexible small groups within the instructional time. Outcome assessments are also administered to **ALL** Tier 1 students to determine student growth/gain over time.

The focus is on improving the core classroom instruction that **ALL** students receive. Tier 1 instruction is designed to address the needs of the majority of the school's students. By using flexible grouping, ongoing assessment and targeting specific skills, classroom teachers are able to meet instructional goals.

Tier 1 Essential Elements of Instruction

| Component | Instruction |
|-----------------------------------|--|
| Curriculum | <ul style="list-style-type: none"> • Arizona Academic Standards |
| Materials | <ul style="list-style-type: none"> • Use of a scientific-based researched curriculum (e.g., reading – phonemic awareness, phonics, vocabulary, fluency, comprehension) • Implement instructional materials <i>with fidelity</i>. Materials include: <ul style="list-style-type: none"> ○ Supplemental materials as needed to support core program ○ Content materials as appropriate to support core program |
| Instructional Organization | <ul style="list-style-type: none"> • Large group instruction of skills • Differentiated, small group instruction for application of skills, re-teaching and/or additional practice as determined by benchmark and progress monitoring data |
| Instructor | <ul style="list-style-type: none"> • Highly qualified classroom teacher |
| Assessment | <ul style="list-style-type: none"> • Screening, benchmark, diagnostic, progress monitoring, and outcome-based assessments when appropriate • Parents informed of student progress on a regular basis |
| Time | <ul style="list-style-type: none"> • Initial instruction provided within a daily 60-120 minute block of time |
| Setting | <ul style="list-style-type: none"> • General education classroom |
| Support | <ul style="list-style-type: none"> • Additional tutoring before/after school) • Use of trained paraprofessionals to provide practice opportunities • Encouragement of parent-school partnership • Provision of parent training as needed • Home practice and support • Professional development for school personnel • School teams, such as literacy team, grade level team, student study team to plan and support Tier 3 instruction |

TIER 2: Targeted Intervention



Tier 2 refers to the 20–30 percent of students who need focused supplemental instruction. This instruction is aimed at remediating the specific skill deficits of students who fail to meet Tier 1 benchmarks in one or more areas. These students require *supplemental instruction in addition to* the standard classroom instruction. Tier 2 instruction is systematic, explicit and aligned with Tier 1 instruction. Instructional interventions are differentiated, scaffolded, and targeted, based on the needs of individual students as determined by assessment data. For example, Tier 2 instruction might be provided to a small group of students (1:3, 1:5, 1:7) for 30-40 minutes each instructional day. With fewer students in a group, an individual student has more opportunities to respond, and the teacher has more opportunities to give immediate and appropriate feedback to the student.

Tier 2 also includes careful monitoring and charting of the progress each student is making. For example, each student will be given a progress monitoring (one minute) probe at least every other week. The teacher records the score and charts it on a graph. After several weeks the teacher and the student will be able to see if the student is progressing by connecting the dots with a line. If the student is making progress and growth, the line would be going up. If the student is making little or no progress then the line would be straight across or going down. If the student succeeds in Tier 2, this more intense instruction may no longer be necessary. The classroom teacher however, will need to pay close attention to the student's progress if Tier 2 instruction is discontinued to make sure that the gains are maintained.

When a student is not successful in Tier 2 instruction, the teacher meets with the parent and other school staff to decide what is best for the student and to

plan for the next step. Sometimes, it is best for the student to continue with Tier 2 instruction with changing one of the instructional variables:

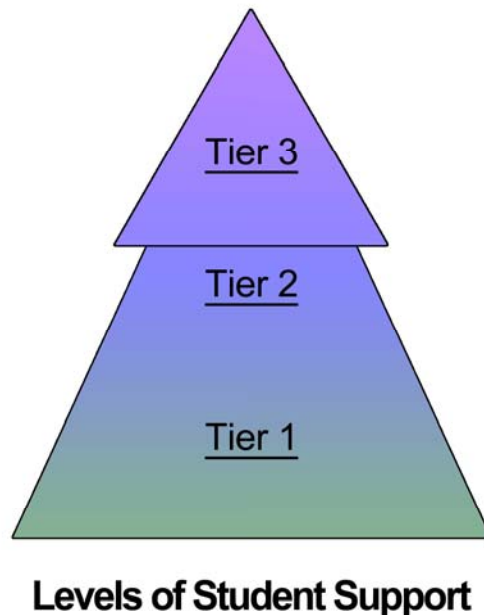
- Time of day
- Group size
- Additional time
- Changing focus/instruction
- Materials/curriculum

At other times, it is best to have the student receive increasingly intense Tier 3 instruction with a reading specialist or a special educator working in a smaller group or individually.

Tier 2 Essential Elements of Instruction

| Component | Instruction |
|-----------------------------------|--|
| Materials | <ul style="list-style-type: none"> • Use of scientific-based researched curriculum (supplemental) that support core curricula and target one or more critical elements in reading, math or writing • Use of intervention and content materials that support Tier 1 instruction • Differentiated curriculum materials |
| Instructional Organization | <ul style="list-style-type: none"> • Homogeneous small group (1:3,1:5,1:7) • Explicit instruction targeting specific skill deficits • Opportunities for review and practice • Flexible grouping (changing group membership based on student progress and need) |
| Instructor | <ul style="list-style-type: none"> • Highly qualified classroom teacher, reading specialist, special education teacher, ELL teacher, speech/language pathologist, or other specialists as needed |
| Assessment | <ul style="list-style-type: none"> • Diagnostic and bi-monthly progress monitoring for making targeted instructional decisions • Parents informed of student progress on a regular basis |
| Time | <ul style="list-style-type: none"> • 30 to 60 minutes daily in addition to general classroom Tier 1 instruction |
| Setting | <ul style="list-style-type: none"> • General education classroom, interventionist room or other appropriate setting |
| Support | <ul style="list-style-type: none"> • Before and after school programs • Additional tutoring • Parent training • Use of trained paraprofessionals to provide support to the classroom teacher as he/she provides Tier 2 instruction • Home practice and support • Professional development for school personnel • School teams, such as literacy team, grade level team, student study team to plan and support Tier 3 instruction |

TIER 3: Intensive Intervention



A small percentage of students who have received Tier 2 supplemental instruction will continue to have difficulty mastering necessary skills. These students require instruction that is more explicit, more intensive and specifically designed to meet their individual needs. Diagnostic assessments are utilized extensively with this group of students to inform instruction and to provide appropriate, targeted intervention using scientifically based researched materials and strategies. Tier 3 is designed for students with low content area and/or a sustained lack of adequate progress when provided with primary and secondary interventions.

Progress is again monitored and charted frequently in Tier 3 to make sure the student is doing well and to help the teacher decide whether he or she needs to make changes in the instruction. The teacher may learn from the student's progress charts that the student needs: more instructional time, be taught using multisensory or different materials. Just as in Tier 2, school staff, parents and the student benefit from the charting of progress. When the student is successful in Tier 3, school staff and the parents decide the best way to maintain success. Is it to continue the intense instruction or to have the student receive instruction at a lower tier?

Information about a student's instruction and progress during tiered instruction also can be very helpful in determining whether the student has a learning disability. A student may have more success receiving special education services which is considered to be the highest and most intense in the tiered instruction. (See SLD/RTI EVALUATION GUIDANCE – ESS)

Tier 3 Essential Elements of Instruction

| Component | Instruction |
|-----------------------------------|--|
| Materials | <ul style="list-style-type: none"> • Use of scientific-based researched intervention curriculum and materials that specifically target diagnosed deficits in one or more area of instruction • Tier 1 and Tier 2 materials and program if appropriate |
| Instructional Organization | <ul style="list-style-type: none"> • Homogeneous small group (1:2, 1:3) or individual • Explicit, intense, differentiated instruction targeting specific skill deficits • Use multi-sensory approaches • Opportunities for review and practice |
| Instructor | <ul style="list-style-type: none"> • Reading specialist, special education teacher, speech/language pathologists or other person qualified to teach the students who continue to struggle |
| Assessment | <ul style="list-style-type: none"> • Further diagnostic assessments as needed and weekly progress monitoring • Parents informed of student progress on a regular basis |
| Time | <ul style="list-style-type: none"> • 30 to 60 minutes daily in addition to general classroom Tier 1 instruction and/or Tier 2 |
| Setting | <ul style="list-style-type: none"> • Appropriate setting within the school |
| Support | <ul style="list-style-type: none"> • Use of trained support personnel to provide practice opportunities under the direction of the classroom teacher • Encouragement of parent-school partnership • Home practice and support • Before and after school instructional program • Professional development for school personnel • School teams, such as literacy team, grade level team, student study team to plan and support Tier 3 instruction |