

Malden Public Schools Title I Parent Connection



The Ins and Outs of Response to Intervention

The Malden Public Schools in Grades K-5 makes use of a response to intervention model in reading. Response to Intervention is often abbreviated RTI.

RTI is based on three levels or tiers with each level getting more intensive. Placement of students on these tiers is based upon reading assessments completed at throughout the year.

Tier One

In Tier I, students receive access to the core reading program. Malden Public Schools uses Reading Street as our reading series. Part of the instruction is given to the whole class. Teachers also break the class into small groups to provide further instruction. In these small groups, students can get instruction based upon their needs.

All students are assessed in reading, which is often called benchmark assessments. In Malden, all K-5 students are assessed using the GRADE which measures reading comprehension and vocabulary. DIBELS is used to measure phonics knowledge and reading fluency.

Tier Two

If a child struggles in Tier I, then a Tier II intervention is needed. Tier II instruction occurs in the classroom. Instruction may be provided by the classroom teacher or a specialized teacher. Tier II instruction is in addition to Tier I. Students are grouped dependent on the particular skill they need. Students are assessed every two weeks to determine if they are making progress.

Once students have made progress, tier II interventions are stopped. If a student is not making progress in tier I and II intervention, the student is considered for more intensive instruction in tier III.

Tier Three

Instruction in tier III is the most intensive and is provided by a specialized teacher. Tier III is in addition to Tier I and II. Students who have not responded to Tier II interventions move to Tier III. Teachers

assess the students every two weeks and sometimes weekly keeping a close eye on the progress of the student.

Teacher Assistance Teams

Students who continue to struggle after interventions have been implemented are referred to a team of teachers called a Teacher Assistance Team (TAT). The team discusses how to continue to help the student, develops a plan, and continues to monitor the students progress. If a student doesn't meet goals even after intensive interventions, a student may be referred for a special education evaluation.

Frequently Asked Questions

How do I find out if my child is getting Tier II or III instruction?

The teacher is your best source of information. If you do not know, ask the teacher. Also, ask the teacher what skills your child is working on and what interventions are in place for your child.

How long does a child stay in Tier II or III?

It depends. Teachers assess often to evaluate a child's progress. Goals are set and interventions are put into place. The success of the intervention determines whether a child stays in tier II or III interventions.

What can I do to help?

The best way to become a better reader is to read. If your child has a real hard time reading, read to them. Reading aloud to your children counts as reading. Also, ask the teacher how you can help at home.

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