



Developing and Tracking Interventions

Considerations for Planning Tier 2 Interventions

A set of guiding questions to use during the development of an intervention system. Questions are focused on looking at student data, targeting students, and intervention selection, implementation, and effectiveness.

Considerations When Planning Tier 2 Interventions

For information on the tiered systems of student support, please refer to the [RTI Action Network](#).

Data Questions

- To what degree is attendance playing a role in student performance? To whom do you refer Tier 3 students who have serious attendance issues (inside and outside of the school) so that the Success Team can really concentrate on supporting Tier 2 students?
- How does the grade distribution look by teacher? Are there teachers who are failing a disproportionate number of students?
- Do your assessment policies create opportunities for students to demonstrate mastery, or do they cause students to feel overwhelmed and fall off track?

Targeting Students

- How many students have you identified for Success Team intervention? Does this number fall in the 15 - 25% range for Tier 2 supports? Are there students who are really Tier 3 being included into Tier 2 supports?

Intervention Selection

- What issue is the intervention addressing? (academic/social-emotional/behavioral)
- What programs/resources already exist in the building that could possibly address the issue? How closely do these programs/resources align with the identified needs of students? For example, if tutoring is being offered already, is it designed to help students with real-time issues they face in their classes or is it specifically designed for remediation of basic skills?

Intervention Implementation

- Who will implement the intervention?
- Who will coordinate the intervention (logistics)?
- Who will own the tracking of the intervention's effectiveness?
- What does successful implementation look like?

Considerations When Planning Tier 2 Interventions (cont.)

Tracking Effectiveness

- Does tracking your intervention include the following information: targeted students' names, participation (such as the number of times targeted students participate within a specified period), grade check dates, and grades in targeted courses?
- Does your tracking tool allow you to aggregate point-in-time data in different ways so that you can accurately monitor targeted student progress?
- What is your timeline for course correction?