

Harlan County RTI Process Matrix

SCREENING	Tier 1	Tier II	Tier III
<p>All students participate.</p> <p>Purpose: To develop benchmark data norms in order to identify at-risk students for intervention.</p>	<p>Universal Screener administered to all students 3 times a year in reading and in math. (Used as a broad guideline, can be informed by teachers and parents)</p> <p>*False positive: If a student is identified through screening measures as at-risk and other data (including teacher information) indicates this child is NOT at risk, then a second screen can be administered OR the school RTI committee can review the data (including teacher recommendation) and decide to leave the student in Tier 1.</p>	<p>Receive same Universal Screening plus additional diagnostic screening when appropriate.</p> <p>Other pertinent screen data such as vision, speech, motor, behavior, medical, and attendance data is also included and reviewed.</p>	<p>Receive same as Tier II plus additional diagnostic screening when appropriate.</p>
<i>We Use:</i>	<p>Diagnostic Online Reading Assessment (DORA) ; Diagnostic Online Math Assessment (DOMA)</p>		
<i>Who is involved?</i>	All students and staff.	Students receiving Tier II intervention services.	Students receiving Tier III intervention services.
INSTRUCTION	Tier 1	Tier II	Tier III
<p>Purpose: To provide students with high quality research-based instruction and interventions matched to student need.</p>	<p>All students receive universal scientifically research-based instruction delivered with fidelity. Based on state standards and</p>	<p>Students receive research-based intervention instruction in addition to universal instruction.</p>	<p>Same as Tier II.</p>

	curriculum frameworks.		
INTERVENTIONS	Tier 1 (80%)	Tier II (15%)	Tier III (5%)
Purpose: To close the achievement gap for at-risk students.	Universal instruction is core research-based programs, research-based instructional strategies (Marzano) and differentiated instructional strategies are used to meet the needs of all students.	Scientifically research-based intervention programs and strategies are administered to at-risk students a minimum of 90 minutes per week either in the regular classroom or outside the classroom. Interventions are targeted to areas of skill deficits as indicated by screening and diagnostic data.	Scientifically research-based intervention programs and/or strategies are administered to at-risk students a minimum of 120 minutes per week <i>outside</i> the regular classroom setting by an intervention teacher. Tier III intervention programs/strategies are more intensive and more frequent than Tier II. Interventions are targeted same as Tier II.
<i>Who is involved?</i>	Regular classroom teachers.	Regular classroom teacher and/or intervention teacher.	Intervention Teacher.
PROGRESS MONITORING	Tier 1	Tier II	Tier III
Purpose: To determine if intervention is working or if a change needs to occur and applying child response data to important educational decisions.	All students are continuously monitored through formative and summative assessment in the regular classroom.	Students are progress monitored no <i>less</i> than once every two weeks. Measureable goals are set according to baseline data and progress monitored toward reaching those goals.	Students are progress monitored no <i>less</i> than once every two weeks. Goals are set and monitored same as Tier II.
<i>We use:</i>	Various formative and summative assessments. If a student did not screen into T2 intervention services and a teacher has additional data that a student may be	Curriculum based measures and other program related progress monitoring instruments. School RTI team (including classroom teacher) reviews progress	Curriculum based measures and other program related progress monitoring instruments. School RTI team (including classroom teacher) reviews progress after

	at-risk, that teacher may refer student to school RTI committee for review. Other diagnostic measures or a repeat screen may be administered.	after 5 data points to determine if intervention is successful, if a different strategy should be applied, if gap has been closed, or if movement to another tier is appropriate.	5 data points to determine if intervention is successful, if a different strategy should be applied, if gap has been closed, or if movement to another tier is appropriate.
<i>Who is involved:</i>	Classroom Teachers and school RTI team.	Classroom Teacher and/or intervention teacher(s) and RTI team. (School RTI team includes principal, regular classroom teacher, intervention teacher and others as assigned by school leadership.)	Classroom Teacher, intervention teacher(s) and RTI team.
Parent Involvement	Tier 1	Tier II	Tier III
No Parent permission is required.	All parents are notified of Universal Screening results through parent conference.	When a student is referred for intervention services parents are notified by letter, phone, or face to face. Parent contact is made once per month to notify parents of student progress. When a student moves from one tier to another parents are notified. Parents are also invited to participate in RTI meetings. Parent contact is documented through a Parent-Contact log.	Same as Tier II
<i>Notified by:</i>	Classroom Teacher	Classroom Teacher And/or Intervention Teacher	Classroom Teacher And/or Intervention Teacher

Components of RTI Model:

- Universal Screening
- Core Instruction
- Progress Monitoring
- Tiered Service Delivery
- Data-based decision making
- Parent Involvement
- Fidelity of Implementation

Scientifically research-based means the program or strategy has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review (Federal Register, Volume 71, No 156, Rules and Regulations, page 46683).

Statutory Reference: [KRS 158.6453](#).