Harlan County Process Matrix

Multiple Tiered System of Supports (RTI)

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| **SCREENING**  | **Tier 1**  | **Tier 2** | **Tier 3** |
| **All students** participate. Special Education students should have accommodations provided during screenings.  **Purpose**: To develop benchmark norms in order to identify at risk students for intervention. Universal Screener is administered to ALL students 3 times a year in reading, math, Social, Emotional, Learning and Behavior (SELB) and Writing.**\*False Positive:** If a student is identified as at-risk through screening measures but 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 additional data to decide to leave the student in Tier 1. When looking at computer-based screening programs, check to make sure assessment has been implemented with fidelity especially in terms of time student spent on the assessment.  | **Tier 1** is universal instruction that is evidence- based, aligned to grade-level standards and includes the use of high-yield instructional strategies. It is foundational instructional that is accessible and differentiated for all students including the resources and rigor of a viable curriculum. ALL students receive Tier 1 instruction. **Purpose:**To *prevent* Academic, Behavioral, or Social harm. Tier 1 Universal Instruction is preventive and proactive. (PBIS, CASEL)When effective policies and practices are in place including curriculum and instruction, 80% of all students should meet benchmark in a Tier 1 setting.  | Students in **Tier 2** intervention receive the same universal screening plus additional diagnostic assessment when appropriate. Other pertinent screen data such as vision, speech, motor, and behavior, medical, and SEL data including attendance is analyzed by the school and/or the grade level team. Students in Tier 2 receive the same Tier 1 instruction as their same age/grade peers. T2 is intended for short-term remediation through targeted, evidence-based instruction that is designed to meet individual needs. **Purpose**:To *reverse* Academic, Behavioral, or Social harm. (SELB)The expectation is 10-15% of students receiving Tier 2 instruction should be able to return to Tier 1 after appropriate intervention. Interventions at Tier 2 should be evidence-based and match the skill deficit presented by data. Interventions at Tier 2 should be multiple and varied and should increase in intensity over time.  | Students in **Tier 3** receive the same screening and diagnostic assessment as T1 and T2 and any additional diagnostic assessment needed.Students in Tier 3 continue to receive Tier 1 instruction as their same age/grade peers.Tier 3 Interventions are more intensive in both content and time than Tier 2. Tier 3 intervention includes targeted instruction that is designed to meet individual needs. **Purpose**:To *reduce* Academic, Behavioral, or Social harm. (SELB)Only 5% of students should receive Tier 3 intervention if all other aspects of the system are functioning optimally.  |
| **Who is Involved?** | All students | Students receiving Tier 2 intervention services. (10 to 15% per grade level) | Students receiving Tier 3 intervention services. (5% per grade level) |
| **Screening Tools We Use:****Reading**: Renaissance Star Enterprise: Star Early Literacy: K-1; Star Reading: 2-8 **Math**: Star Math: 2-8 **Writing:** Grade Level Writing Prompts and Scoring Rubric for Writing**.****SELB**: Infinite Campus Early Warning Tool, SAEBRS and My SAEBRS Screening instrument. |

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| **INSTRUCTION**  | **Tier 1**  | **Tier 2**  | **Tier 3** |
| Purpose: To provide students with high quality evidence based instruction and interventions matched to student need.  | All students receive universal evidence-based, instruction delivered with fidelity. Tier 1 “Universal” instruction is based on state standards and curriculum frameworks utilizing high-yield strategies and practices.  | Students receive evidence-based intervention instructional strategies/models/programs in addition to universal instruction. Intervention instruction should be multiple and varied and should progress in frequency and intensity.   | Students receive additional intervention instruction that is more frequent, more intensive, and more individual than previous instruction. Intervention instruction should continue to be multiple and varied.  |
| **INTERVENTION** | **Tier 1(80%)**  | **Tier 2 (15%)**  | **Tier 3 (5%)**  |
| Purpose: To close the achievement gap for at-risk students.  | Core instruction utilizing high-yield, evidence-based strategies that are differentiated to meet the needs of all students.   | Evidence- based intervention programs and strategies administered to at-risk students a minimum of 90 minutes per week either in the regular classroom or outside the classroom. Interventions targeted to areas of skill deficits as indicated by screening and diagnostic data.  | Evidence-based intervention programs and/or strategies administered to at risk students a minimum of 120 minutes per week *outside* the regular classroom setting. Tier 3 intervention programs/strategies are more intensive, more individual, and more frequent than Tier 2. Interventions are targeted same as Tier 2. |
| **Who is involved?** | Regular classroom teachers. | Regular classroom teacher and/or intervention teacher. Small groups with similar skill deficits.  | Intervention teacher (when available) one-on-one or three-on-one instruction. |
| **Decision-Making Teams** | District | School and Grade-Level | School and Grade-level |

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| **PROGRESS MONITORING**  | **Tier 1**  | **Tier 2**  | **Tier 3** |
| Purpose: To determine if intervention is working or if a change needs to occur and applying child response data to important educational decisions. \*Measure student growth\*Make judgments about intervention effectiveness\*Determine how and when to continue, adapt, or discontinue intervention. (PBIS) | All students continuously monitored through formative and summative assessment in the regular classroom.  | Students in the MTSS process are progress monitored once a week. Measureable goals are set according to baseline data and progress monitored toward reaching those goals. Goal lines and trend lines are developed and monitored. In making decisions, fidelity of implementation is a critical factor. It is important to assure the intervention has adequate time to work.  | Students in the MTSS process are progress monitored once a week. Goals are set and monitored same as Tier 2.  \*While fidelity of implementation is important, flexibility according to individual student need should also be considered when appropriate.  |
| We use:  | 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 at-risk, that teacher may refer student to school MTSS committee for review. Other diagnostic measures or a repeat screen may be administered.  | STAR is used to Progress Monitor Reading and Math. Curriculum based measures and other program related progress monitoring instruments are used for Writing and SELB. School MTSS team, including classroom teacher, reviews progress after 4 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. Questions to ask: What does the data show? Is intervention working/not working? Should student continue in current intervention or try a different intervention? Student timelines should look different depending that student’s individual response to the intervention provided.  | Star is used to Progress Monitor Reading and Math. Curriculum based measures and other program related progress monitoring instruments are used for Writing and SELB. School MTSS team (including classroom teacher) reviews progress after 4 data points (Can be flexible due to extenuating circumstances but this would be more exception than rule. Acceleration of timeline should be discussed with district MTSS Coordinator prior to implementation.) to determine if intervention is successful, if a different strategy should be applied, if gap has been closed, if gap is closing and movement to another tier is appropriate or if student should be referred for additional assessment and potential disability screening.  |
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| *Who is involved:*  | Classroom Teachers and school MTSS team.  | Classroom Teacher and/or intervention teacher(s) and MTSS team. (School MTSS team includes principal, regular classroom teacher, intervention teacher and others as assigned by school leadership.)  | Classroom Teacher, intervention teacher(s) and MTSS team.  |
| **Parent** **Involvement**  | **Tier 1**  | **Tier 2**  | **Tier 3**  |
| MTSS is a general education initiative. It is always important to keep parents informed of their child’s progress. STAR provides Parent Reports after each administration of a Reading or Math assessment. \*However, per SB9 beginning in the 2024-25 school year any 4th grader that did not score proficient in Reading their 3rd grade year shall have an intervention plan initiated and parents shall be informed/involved.  |  Universal Screening results communicated to parents as available and appropriate.  | When a student is referred for intervention services parents can be notified by letter, phone, or face to face. Parents can be notified of student progress. When a student moves from one tier to another parents can be notified. Parents are invited to participate in MTSS meetings but parent notification is not required for participation as MTSS is a regular education initiative. \*However, per SB9 beginning in the 2024-25 school year any 4th grader that did not score proficient in Reading their 3rd grade year shall have an intervention plan initiated and parents shall be informed/involved. | Same as Tier 2 It is always a good idea to keep parents informed of their child’s progress in school.  |
| *Notified by:*  | Classroom Teacher  | Classroom Teacher And/or Gen Ed Intervention Teacher  | Classroom Teacher And/or Gen EdIntervention Teacher  |

**Components of MTSS Model**:

* Universal Screening (3 times per year in Reading, Math, Writing, Behavior, and Social-Emotional)
* Core Differentiated Instruction (Grade-level, standards-based curriculum)
* Progress Monitoring (One time per week for T2 and T3)
* Diagnostic Assessment
* Tiered Service Delivery
* Data-based decision making
* Fidelity of Implementation
* Voluntary Parent Involvement

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