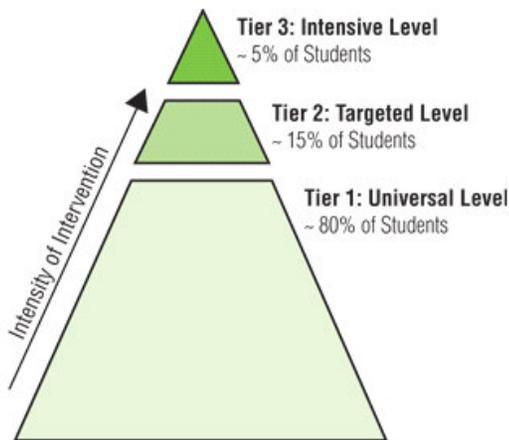


## GOAL OF RTI

Response to intervention is determined by the student's level of performance and his/her rate of growth. The goal is to bring the student to the 25th percentile or above. Rate of progress is also reviewed. If a student remains below the 25th percentile but shows good growth compared to peers, the intervention is continued before going to a higher Tier.

Students who fail to respond at the end of Tier 3 interventions are suspected of having an educational disability. At this time a parent meeting will be held to discuss lack of progress and available options.



## PARENT INVOLVEMENT

Parents are informed of their child's participation and progress in the various tiers. Parents are invited to attend meetings for students in Tier 3.

## BENEFITS

### The RTI process...

- Provides a picture of a student's performance compared to others nationwide.
- Calls immediate attention to students who are having difficulty in reading, math, writing and/or behavior.
- Initiates research-based interventions early in a student's program when that help is most beneficial.
- Frequently monitors student progress and uses that information to make decisions regarding program changes.

## ADDITIONAL INFORMATION

Response to Intervention

Ohio County Schools Web Site

<http://ohio.kyschools.us/docs/RTI2-0.pdf>

# Response to Intervention (RTI) Program



**Ohio County Schools  
2011-2012**

## DEFINITION

Response to Intervention (RTI) refers to a process that monitors how well students respond to change in instruction. This process is a way of providing assistance to students before they fail.

RTI objectives:

- quickly identify those students in need of help
- provide interventions that have been shown effective with other children
- monitor progress to determine if the interventions are working

If an intervention is not working, then a different intervention needs to be used and monitored for effectiveness.



## RTI AND THE LAW

Response to Intervention provides research-based interventions early in a student's program based on measures of academic performance. Struggling students receive additional and increasingly more intense interventions before they fall significantly behind. No Child Left Behind, The United States Department of Education and The Individuals with Disabilities Education Improvement Act of 2004 have provided school districts with alternative ways of identifying struggling students. RTI is the most promising of these techniques.

## INTERVENTION

The term "intervention" refers to the specific strategies, techniques and /or programs used, in addition to the general classroom (core) instruction, to improve the student's academic performance.



## ESSENTIAL COMPONENTS OF THE RTI PROGRAM

### School-Wide Screening

All students are assessed with reliable, valid, time-efficient measures of academic skills to identify students who are at-risk.

### Early-Intervention

Early interventions are the most efficient and effective.

### Research-Based Interventions

School staff implements specific, research-based interventions to address the student's difficulties.

### Frequent Review of Student Progress

Student progress is assessed frequently so that progress can be examined and changes made if necessary.

### Interventions Increase in Intensity

Skills are monitored and if desired progress is not obtained, interventions increase in intensity.

### Decisions Based on Data

A student's performance is assessed with the data obtained during the interventions and decisions are made based on that data.

## OHIO COUNTY RTI MODEL

### **Tier 1 Minimum of 4-6 weeks**

Tier 1 occurs within the core curriculum and is designed to meet the needs of a majority of the school population. Three critical

elements in Tier 1: a) an effective core academic program. b) screening of students at least three times a year to help determine their instructional needs. c) the development of strategies used by the classroom teacher to address any learning difficulties. Student progress is monitored frequently.

### **Tier 2 Minimum of 6 weeks**

Tier 2 is for students who do not respond to Tier 1 support and need additional help to meet grade-level expectations. Students in Tier 2 receive at least 30 minutes of additional instruction 3 days per week in addition to core academic instruction. Students' progress is monitored weekly.

### **Tier 3 Minimum of 6 weeks**

Tier 3 is designed for students who still have considerable difficulty in mastering necessary academic skills, even after Tier 1 and Tier 2 interventions. Students in Tier 3 receive at least 30 minutes of additional instruction per day in the area of difficulty in addition to core academic instruction. The students' progress is monitored weekly.