

For Whom is the Rtl Process Started?

The Rtl process should be started for at-risk students who (1) demonstrate poor achievement and/or motivation; and (2) fail to progress due to lack of opportunity, such as chronic absences, truancy, or mobility. According to the Stewart B. McKinney Homeless Assistance Act, evaluations of the strengths and needs of homeless children including needs and eligibility for programs and services should be expedited.

For Whom is the Rtl Process Required?

The Rtl process is required for (1) review of additional support strategies, interventions, and techniques for students who do not make adequate progress despite sustained Tier I efforts; and (2) consideration for all instructional programs (Dyslexia, Section 504, Special Education, Discipline Alternate Educational Placement (DAEP), etc.

How Else Should the Rtl Process Be Used?

The Rtl process should also be used to (1) consider for appropriateness of retention; and (2) provide assistance to students needing crisis intervention.

Are there Steps for the Tiers of Instructional Intervention for Rtl?

Yes, there are three Tiers:

- Tier I: School-wide intervention through core instruction (80 - 85% of students)
- Tier II: Targeted group instruction (7 - 10% of students)
- Tier III: Intensive intervention (3 - 5% of students)

What are the Components of Rtl success?

The components of Rtl success include fidelity to interventions, collaboration/commitment among **all** stake-holders, administrative support, training and follow-up training focused on data collection and analysis, progress monitoring and documentation of intervention.