



Response to Instruction and Intervention

A Guide to RTI²

Successes and Challenges

What is RTI² ?

- High quality core instruction
- Prevention and early intervention
- Intensive Intervention
- A means to close achievement gaps
- A means to meet AMOs
- Grounded in thirty years of research

What RTI² is Not?

- It is not a replacement of core instruction
- It is not just a special education initiative
- It is not a new initiative that will go away
- A Race to Identify students

The Challenge

Currently, nearly 50% of all Americans reach their mid-20s without the skills or credentials essential for success in today's increasingly demanding workforce.

If we fail to expand the ways in which we educate and prepare our students for postsecondary education and the workforce, their future quality of life will suffer, our communities will lose out on unrealized contributions, and the impact on our various economies will be pronounced.

In Tennessee, 55% of existing and predicted jobs will require at least a technical certification or a two-year degree and relevant workplace skills by 2025.

Why Focus on Long Term Success?

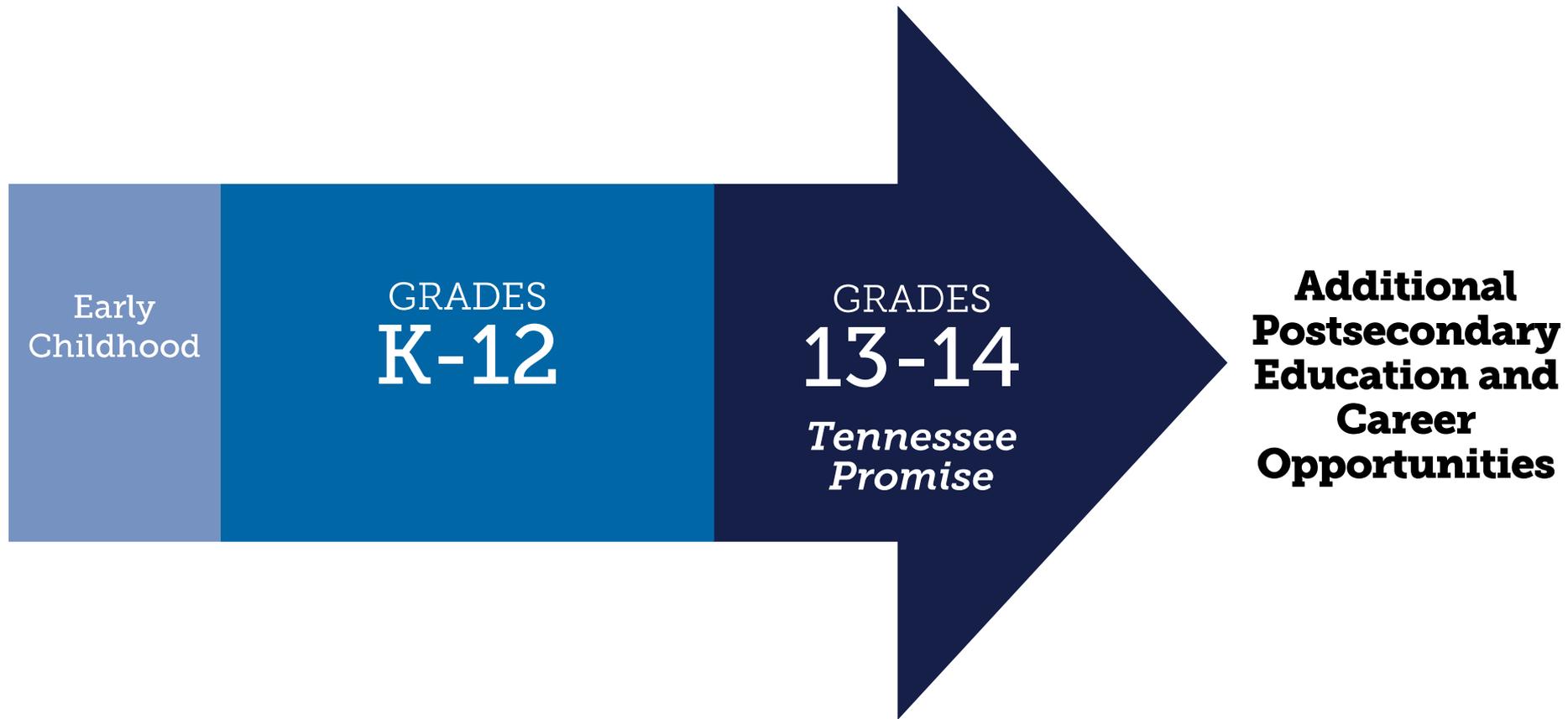
- A student who can't read on grade level by 3rd grade is **4x's less likely** to graduate by age 19 than a child who does read proficiently in 3rd grade. Add poverty to the mix, and a student is **13x's less likely** to graduate on time than his or her proficient, wealthier peer. (American Educational Research Association)
- **16%** of students overall do not receive a diploma by age 19, but students who struggle with reading in the first few years of elementary school comprise **88%** of those who do not receive a diploma. (Bureau of Labor Statistics National Longitudinal Study of Youth)

Tennessee Promise: An enormous opportunity for our children

- All Tennessee high school graduates provided two years of free education at a community college or Tennessee College of Applied Technology (TCAT)
- Participants also receive individual guidance through statewide network of volunteer mentors
- Tennessee needs an additional 494,000 to reach 55 percent by 2025, particularly from programs at TCATs and two-year schools.



Tennessee is the first state to have a free, public K-14 education system



TDOE Goal

- By 2017, the RTI² Framework will help reduce the number of students scoring below basic on the NAEP.

Guiding Principles: RTI²

Leadership at all levels is essential for ensuring the success of all students throughout the RTI² Framework. (state, district, building level)

A **culture of collaboration** that is focused on student achievement, for all students, should include educators, families and communities.

RTI² focuses on **prevention and early intervention** that uses assessment data for instruction, intervention and transitions between tiers. This includes differentiation of instruction.

Response to Instruction and Intervention

RTI²

GUIDING PRINCIPLES: Leadership Culture of Collaboration Prevention & Early Intervention

TIER I All

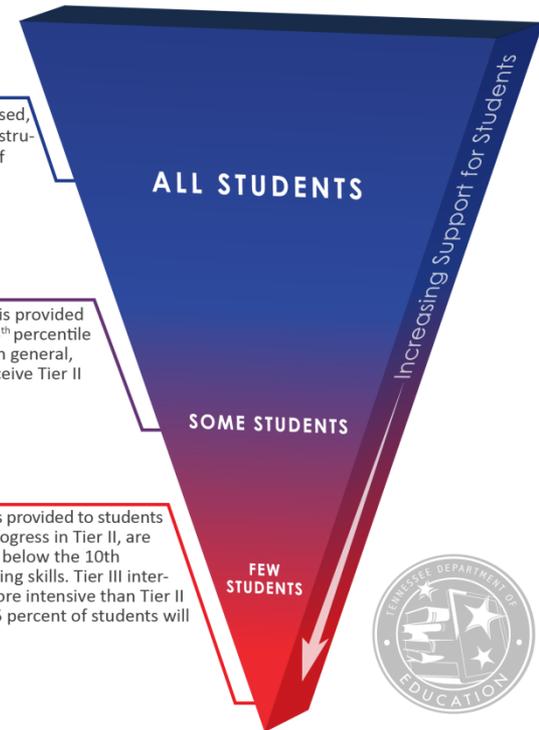
ALL students receive research-based, high quality, general education instruction. In general, 80-85 percent of students will receive only Tier I instruction.

TIER II Some

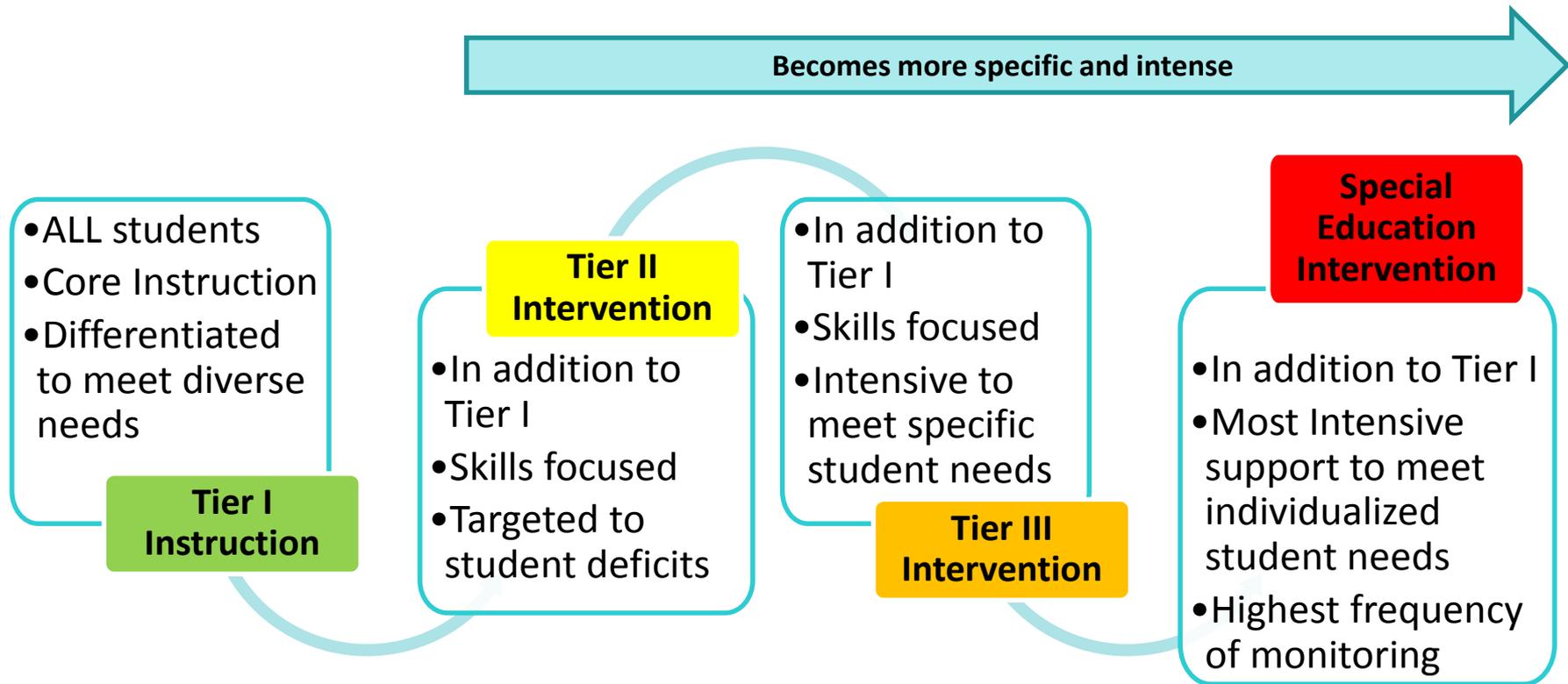
In **ADDITION** to Tier I, extra help is provided to students who fall below the 25th percentile in basic math and reading skills. In general, 10-15 percent of students will receive Tier II interventions.

TIER III Few

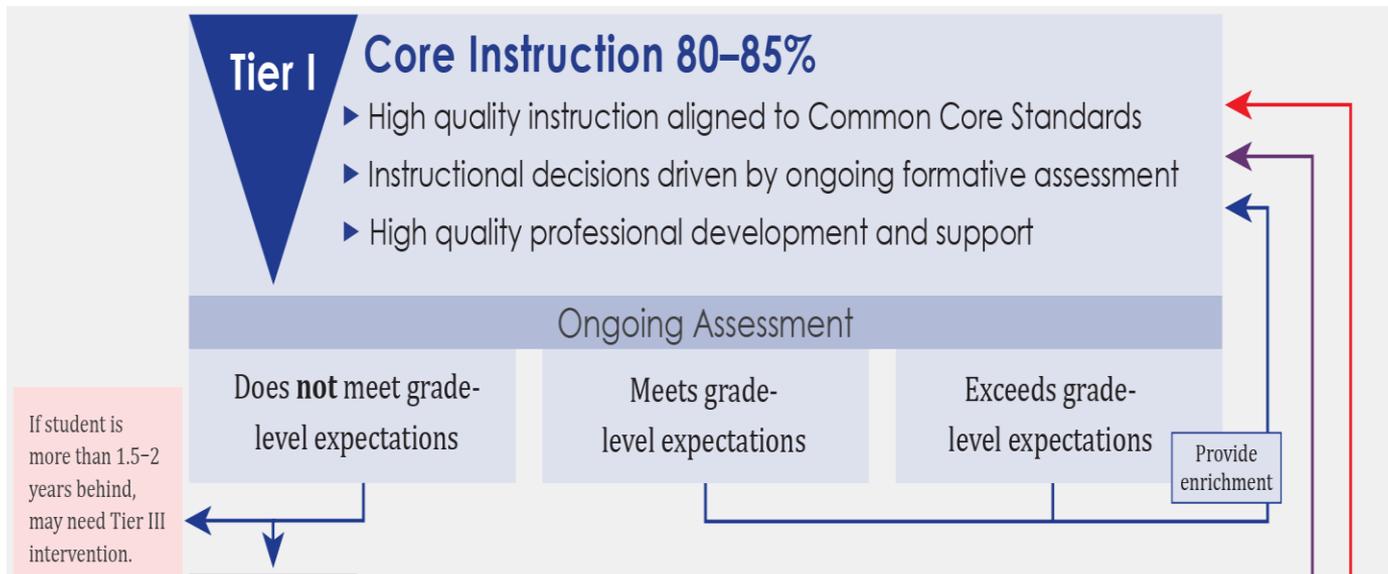
In **ADDITION** to Tier I, extra help is provided to students who have not made significant progress in Tier II, are 1½ –2 grade levels behind, or are below the 10th percentile in basic math and reading skills. Tier III interventions are more explicit and more intensive than Tier II interventions. In general, only 3-5 percent of students will receive Tier III interventions.



Continuum of Instructional Support



Tier I: Core Instruction



Tier I Core Instruction

- Classroom instruction for all - Common Core State Standards
- Research shows 80-85% of students will respond to Tier I
- Recommended Instructional Time
 - ELA: K-2/150 min; 3-5/90 min; 6-12/55 traditional 90 block
 - Math: K-1/60 min; 2/75min; 3-5/90 min; 6-12/55 traditional 90 block
- Ongoing Assessments (grade level checks, benchmarks)
 - Collect data points, determine patterns, track individuals and groups,
 - Guide instruction (teach/assess/monitor/adjust)
- Fidelity Monitoring (Team, Student Data, etc...)
- Universal Screener (K-8, recommended 9-12)(students below 25% go to Tier II)

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Differentiation and Scaffolding

- Students who have a skill deficit have that deficit all day.
- It is imperative that Tier I teachers understand a student's area of deficit and differentiate and scaffold core instruction for each student accordingly.

Differentiation vs. Scaffolding

Differentiation is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning

Scaffolding is breaking up the learning into chunks and then providing a tool, or structure, with each chunk.

Reteaching VS. Intervention

Reteaching

Tier I – Tennessee State Standards

- Goal is to reteach standards that students are struggling with rather than specific skill deficits. These are your students close to being identified as proficient on district standards based assessments.

Standards Based Assessment:

- Benchmark Assessment
- Summative Assessment
- Formative Assessment

Intervention

Tier II/III/Special Education Intervention

- Goal is to provide research based interventions aligned to specific skill deficit(s) as identified by a universal screener. The universal screener will identify skill needs in basic reading, fluency, comprehension, written expression, math calculation and math reasoning.

Skills Based Assessment:

- Skills based universal screener aligned to area(s) of deficit
- Skills based Progress Monitoring specific to area(s) of deficit
- Formative assessment

What does your Universal Screener tell you?

Standards Based

- Intervene on a standard
- Tells you what to reteach/remediate (Tier 1)
- Adaptive. Task changes based on student performance
- Does not consistently measure the same skill over and over to determine if intervention is working

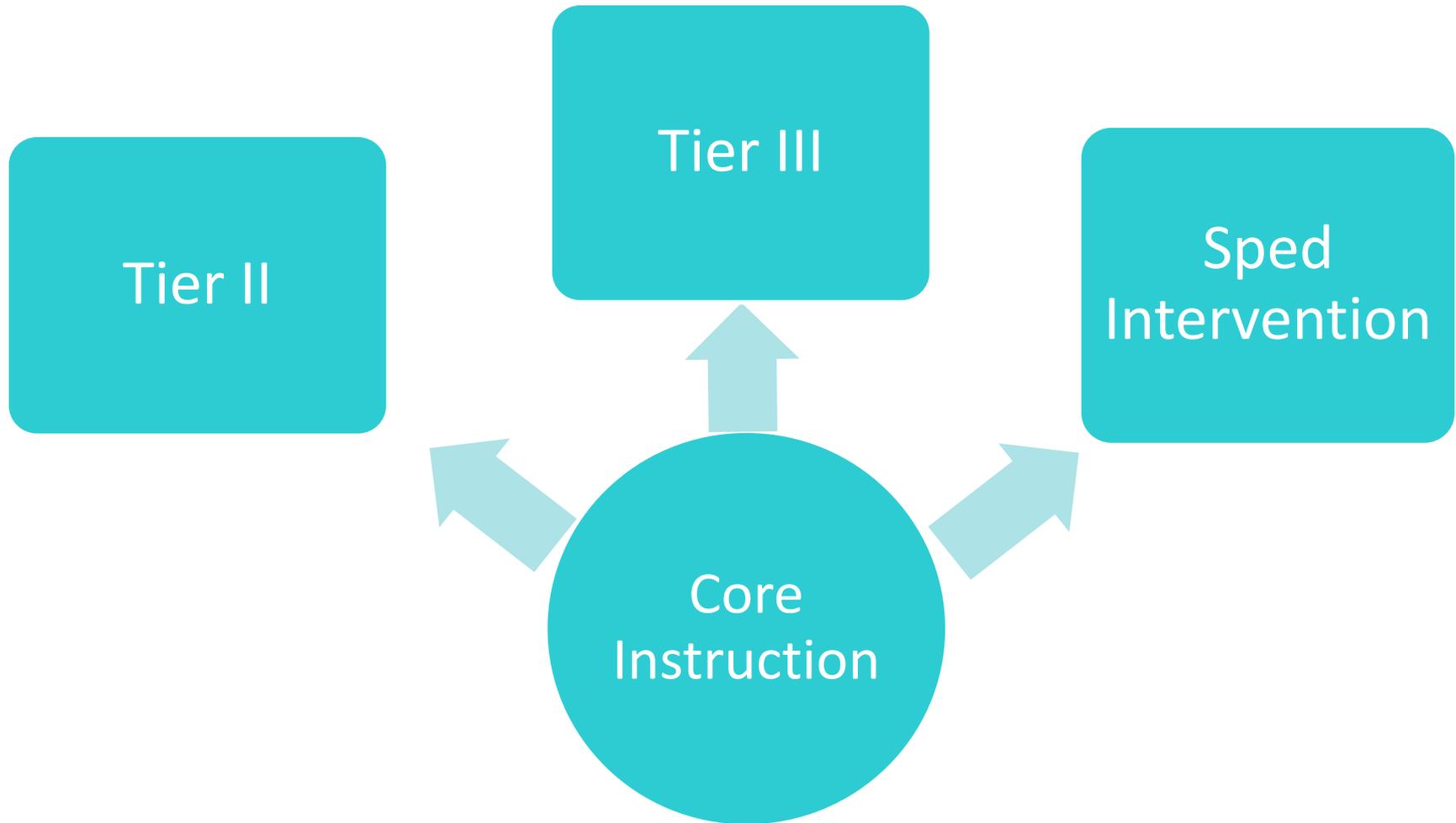
Skills Based

- Intervene on skill deficit/need
- Warning system for your most at-risk students and identifies discrete skill deficit(s)
- Not adaptive. Task does not change based on student performance
- Consistently measures same skill
- Independent of grade level standard

Areas of Deficit for Intervention

- Basic reading skills (letters, letter sounds, phonological awareness, phonics)
- Reading comprehension
- Reading fluency
- Written expression
- Math calculation (column addition, basic facts, complex computation, decimals, fractions, conversions, percentages, etc.)
- Math reasoning/problem solving (number and operations, base ten, place value, measurement and length, fractions, geometry, algebra, expressions, linear equations etc.)

Tier II, Tier III, or Sped. Intervention: Core Instruction plus a skill specific intervention

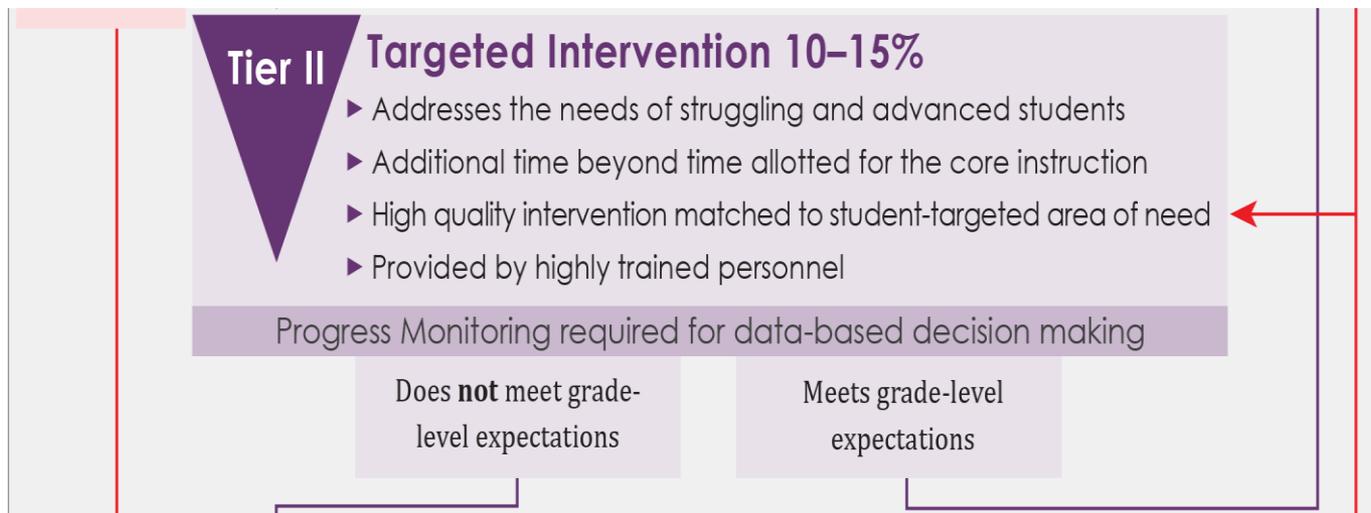


Intervention Review Process

In response to district requests:

- The Tennessee Department of Education is facilitating a review process of interventions that will result in an end-user, intervention guide to help support good decisions for struggling students.
- The review process will be focused on training school and district leaders to make informed decisions about interventions they already have and for future purchases.
- The intent of the review process is to help build LEA capacity in reviewing vendors/products that meet the needs of student's within their district and help develop internal structures so future decisions may be based on information and needs of their population.

Tier II: Targeted Intervention



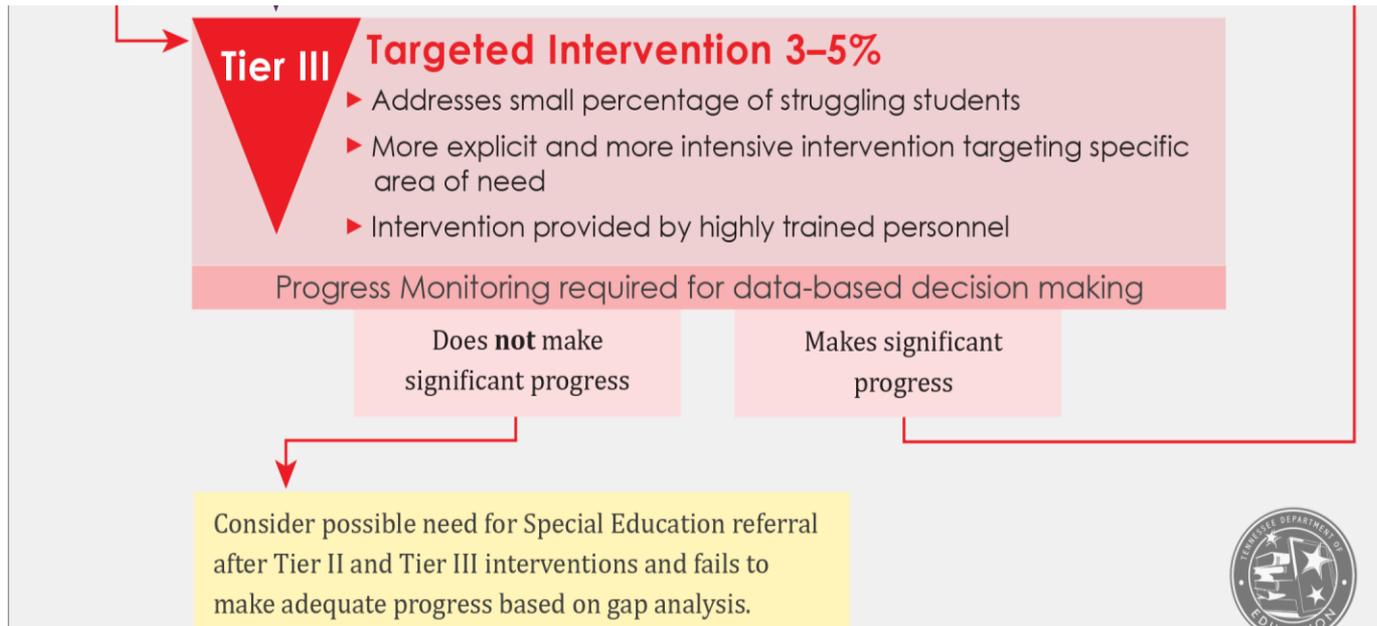
Tier II Interventions

- A change in intervention will be considered within each tier before moving to the next tier of intervention.
- **8-10 data points** (if progress monitoring every other week) *OR* **10-15 data points** (if progress monitoring weekly) are needed to make a sound data based decision.
- Number of data points reflects empirical research required to make an informed data based decision.
- The intervention must have empirical evidence supporting its use in remediating the area of suspected disability (i.e., Basic Reading Skills).
- A **skills based** progress monitoring tool must be able to provide evidence that the student did not make a sufficient amount of progress in the area of deficit

Tier II Interventions

- Progress Monitor (every 1-2 weeks in area of deficit)
 - Collect data points, determine patterns, track individuals
- Fidelity Monitoring (3 times a marking period, at least 2 direct observation)
- Rate of Improvement
- Taught by highly trained personnel

Tier III: Targeted Intervention



Does the student **NEED** more Intensive Intervention(s)?

- Students may immediately require Tier III intensive intervention.
 - If students are below the 10th percentile or 1.5 to 2.0 grade levels behind.
 - Your data team should make these decisions on an individual basis.
- Students who are immediately placed in Tier III level intervention must receive the minimum number of recommended minutes of intervention.
- The purpose of immediately placing a student in Tier III intervention is to increase the **intensity** of the intervention, not to shorten the **duration** of the intervention period.

Tier III Interventions

- A change in intervention will be considered within each tier before moving to the next tier of intervention.
- **8-10 data points** (if progress monitoring every other week) *OR* **10-15 data points** (if progress monitoring weekly) are needed to make a sound data based decision.
- Number of data points reflects empirical research required to make an informed data based decision.
- The intervention must be more intense than the intervention provided at Tier II.
- A **skills based** progress monitoring tool must be able to provide evidence that the student did not make a sufficient amount of progress in the area of deficit.

Tier III Interventions

- Progress Monitor (every 1-2 weeks in area of deficit)
 - Collect data points, determine patterns, track individuals
- Fidelity Monitoring
 - 5 times a marking period
 - 3 direct observation (at least)
 - 2 must be a review of implementation data (student attendance, lesson plans, progress monitoring results)
- Rate of Improvement
- Taught by highly trained personnel

Tier III Intervention

- Progress Monitor (every 1-2 weeks in area of deficit)
 - Collect data points, determine patterns, track individuals
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Progress Monitoring and Fidelity Checks

Progress Monitoring

To support a student's skill growth

Fidelity Checks

To support a teacher's implementation

These two pieces of data provide a complete picture of student progress.

Initial Evaluations

- If data indicates a student's progress is not sufficient, then the team may obtain *Notice and Consent for Initial Evaluation*.
- The team must complete all evaluations and establish the student's eligibility for service within the initial evaluation timeline.
- The student **will remain** in intervention and **will continue to be progress monitored** while the requested evaluations are being completed.
- All information collected including the student's responsiveness to intervention will be a part of the student's eligibility determination.

Beginning July 1, 2014: RTI² is the framework used to identify students with a Specific Learning Disability

TN SLD Definition Made Easy

Condition 1

Underachievement in:

Basic Reading Skills
Reading Fluency
Reading Comprehension
Written Expression
Mathematics Calculation
Mathematics Reasoning



Condition 2

RTI:

Insufficient response to scientific, research-based intervention.



Condition 3

Exclusionary Factors:

Conditions 1 and 2 are not primarily due to:
Visual, Hearing, or Motor Disability;
Intellectual Disability;
Emotional Disturbance;
Cultural Factors;
Environmental or Economic Disadvantage;
Limited English Proficiency; or,
Excessive Absenteeism.

Clarifications

- Elementary Clarifications
 - Universal screening
 - Data based decision making
 - Progress monitoring
 - Fidelity checks
 - Tier II configuration
- Secondary Clarifications
 - Universal screening
 - Data based decision making
 - Protocols for determining intervention
 - Staffing
 - Progress monitoring
 - Fidelity checks



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Questions/Reflections

Resources and Information

- www.TNCore.org
- www.tnspdg.com

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Department of
Education

Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork

