Do you have time to read 279 pages of the RTI² manual and Implementation Guide?
If not, here is the next best thing…

A Quick Guide to RTI²
⟶ **UPDATED EDITION**

9 REQUIRED ELEMENTS

District and School RTI² Teams: District and School RTI² Teams will be established and will meet regularly to make data-based decisions that inform instruction/intervention.

Parent Contact/Communication: Parents will be notified of student progress regularly.

Universal Screening: A nationally normed, skills-based brief screening assessment of academic skills administered to all students at least 3 times per year for grades K-8 and is recommended for grades 9-12.

Data Based Decision Making: Data-based decision making is the process of using appropriate data to inform and drive each instructional decision.

Tier I (Core Instruction): Core Instruction will be provided to ALL students using grade-level Common Core State Standards.

Tier II and Tier III: Tiered interventions will be provided in addition to the core instruction provided at Tier I. Interventions will be research-based and will address a student's area of deficit.

Progress Monitoring: Progress monitoring will occur in the specific area of deficit at a minimum of once every other week.

Fidelity of Implementation: Fidelity monitoring will occur regularly to ensure that the prescribed instruction or intervention plan is executed as intended by the publisher or program designer.

Highly trained personnel: Highly trained personnel will provide interventions. Highly-trained personnel are those who are adequately trained to deliver the selected intervention as intended with fidelity.

Thanks, teachers, for never giving up.

2 TEAMS...1 GOAL

-To ensure the success of <u>all students</u> through high quality instruction and intervention.

District RTI² Team*

Primary Goal:
→ Ensure the success of all students through high quality instruction and intervention.

This team will:
→ Meet regularly to ensure the fidelity of the RTI² process (i.e. making sure that Tier I instruction is meeting needs of 80-85% of students and that Tier II and III interventions are meeting the needs of 15-20% of students).
→ Organize professional development
→ Set and monitor timelines for implementation
→ Guide the implementation

District Teams may include:
→ Administrators/Supervisors or Designees
→ Educational Staff (teachers, instructional coaches)
→ Specialists (School Psychologist, SLP, SPED)
→ Parents

School Level RTI² Team

Primary Goal:
→ Ensure the success of all students through high quality instruction and intervention.

This team will:
→ Meet regularly (every 4.5-5 weeks at a minimum) to ensure the fidelity of the instruction and interventions
→ Make data based decisions regarding appropriate student placement in interventions
→ Ensure that interventions are implemented with integrity.
→ Match interventions to specific areas of deficit.

School Level Teams may include:
→ Principal or designee
→ classroom teachers
→ literacy/numeracy coaches
→ school psychologist
→ school counselor
→ ESL teacher
→ SPED teacher
→ other staff as necessary

Parent Contact

Communicating with parents is of utmost importance in gaining the support and understanding of parents. A variety of means to reach parents may be used, including:
- → Automated phone systems
- → Electronic mail
- → US mail
- → Student Delivered Communications

Parents **must be contacted** for EACH of the following reasons:
- → Before initiating tiered interventions
- → Before discontinuing tiered interventions
- → To communicate progress monitorning every 4.5 weeks during tiers
- → In the event there is a referral to SPED
- → Regarding the dates and duration of universal screenings.

Procedures for English Language Learners

RTI^2 is a process focused on prevention and early intervention to ensure the success of ALL students, including ELL's. Universal Screeners will be administered to ELL's and will be culturally sensitive and free of bias.

Procedures for Students Entering Mid-Term

When students enter mid-term, or anytime after the universal screener is administered, a plan will be in place for administering the universal screener to these students. Records will be obtained as quickly as possible from the previous school.

Universal Screening

An LEA must administer a nationally normed, skills-based universal screener.

WHAT is it?
A Universal Screener is a brief screening assessment of academic skills such as:
- ☑ basic reading
- ☑ reading fluency
- ☑ reading comprehension
- ☑ math calculation
- ☑ math problem solving
- ☑ written expression

WHO has to take it?
It must be administered to ALL students K-8th. (Can be administered to 9th-12th grade depending on the type of decision making system the school adopts.)

WHY do we do it?
It reveals which students are performing at or above the level considered necessary for achieving long-term success (general outcome measures). This data can serve as a benchmark for measuring the improvement of a group, class, grade, school, or district.

WHEN does it happen?
Kindergarten-6th grade will use a universal screening tool three times per year (beginning, middle, and end).

7th grade will use a universal screening tool to screen skills at the end of year. These results will be used to place students in 8th grade intervention schedule.

8th grade will use a universal screening tool to screen skills at the end of year. These results will be used to place students in 9th grade intervention schedule.

9th grade will use a data decision making system, called an Early Warning System. The Early Warning System includes additional data points (academic, behavior and course data) in the screening of students. Suggested sources include: EXPLORE, PLAN and ACT; TCAP, EOC, 3-8 Achievement, TVAAS, previous universal screening data, etc. Multiple data points help better identify students whose risk status suggests they need further intervention to be successful in high school and to be college and career ready. High School data teams will need to develop protocols and language for EWS determinations. High schools can choose to use a traditional universal screening system in lieu of an early warning system model.

Anything Else?
— Personnel administering the Universal Screener must be trained in how to administer with fidelity.
— If there is a large number of at-risk students who are not meeting grade level expectations, it is recommended to continue screening three times a year to adequately support tiered service interventions and the high level of need for skills-based instruction.

Tier I: The Regular Education Classroom

The core curriculum* (or Tier I) addresses the needs of **all students** in grades K-12.

For grades **K-5***, Tier I is the first layer of **prevention** and it should be the focus of instruction, providing a strong foundation, and striving to meet the needs of all students.

For grades **6-12*,** Tier I instruction in **reading** and **math** is student-focused and addresses the needs of all students.

Requirements differ slightly througout the grade levels. This quick-guide includes general information as it pertains to Tier I. See ELA and Math Guidelines for K-2, 3-5, and 6-12 to obtain specific requirements and expectations.

Instructional Practices in Tier I

All students should receive high-quality differentiated instruction from the general education teacher. Effective core instruction should meet the needs of 80-85% of the students. Core instruction includes differentiated instruction, flexible grouping, and formative assessments.

## Tier I: Minimum (Recommended) Times

Reading-TIER I		Math- TIER I	
K	150 min	K	60 min
1	150 min	1	60 min
2	150 min	2	75 min
3	90-120 min	3	90 min
4	90-120 min	4	90 min
5	90-120 min	5	90 min
6	55 min	6	55 min
7	55 min	7	55 min
8	55 min	8	55 min
9-12	90 min/block	9-12	90 min/block

Ongoing Assessment in Tier I

Ongoing assessment of student learning provides continuous feedback on the effectiveness of instruction and indicates areas where change in instructional strategies may be advised. Ongoing assessment may include:
→ CBM probes
→ Formative assessments (both formal and informal) such as placement tests, teacher-made tests, text book-based assessments, benchmark assessments, and common assessments; and
→ Summative assessments
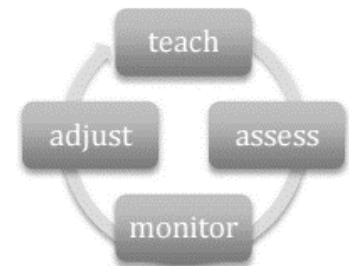
Data-Based Decision Making Procedures in Tier I

Data based decision making is a **process** of using appropriate data collected to inform and drive each instructional decision. Cut scores must be established based on the universal screening. These cut scores identify students who are "at risk." As a guide, students below the 25%ile would be considered "at risk" and 10%ile would be the most "at risk" and in possible need of Tier II intervention.

See the flow chart for clarification of how instruction and intervention decisions are made based on data.
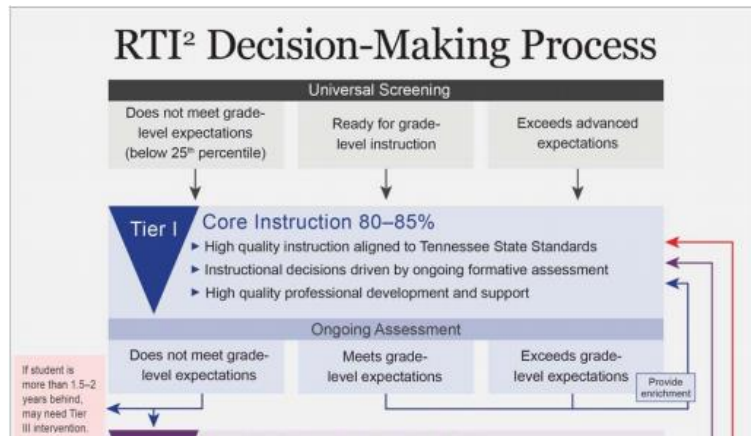
National vs. Relative Norms: If a school has a large number of students falling below national norms (Norm-Referenced assessments compare/ranks a student's performance to a national group of similar peers) a school team may instead use relative norms (Relative Norms compare a student's performance to other students in his/her school) to guide the selection of intervention groups.

Professional Development in Tier I

Professional Development (PD) should provide educators with current research concerning best practices for teaching and learning that is related specifically to what teachers are responsible for teaching.

Fidelity Monitoring in Tier I

Fidelity is the accuracy or extent to which core (Tier I) materials and other curricula are used as intended by the author/publisher. In Tier I, fidelity must be monitored through the TEAM evaluation process. No additional monitoring is required.

Tier II

Tier II addresses the needs of **struggling** and **advanced** students.

Tier II is **in addition** to Tier I and meets the needs of **10-15% of students**. Students requiring this intervention will be identified by the school's RTI[2] Team by looking at universal screening results and other data.

Tier II interventions* are:
- → systematic, research-based interventions that produce reliable and valid results
- → targeted to the student's identified area of deficit
- → developed based on the unique needs of students
- → provided in a small group
- → provided by highly-trained personnel
- → explicit and systematic
- → implemented with fidelity and confirmed with measurement
- → progress monitored to ensure outcomes are being met

Tier II Minimum (Recommended) Times

Reading-TIER II		Math- TIER II	
K	20 min	K	20 min
1	30 min	1	20 min
2	30 min	2	30 min
3	30 min	3	30 min
4	30 min	4	30 min
5	30 min	5	30 min
6	30 min	6	30 min
7	30 min	7	30 min
8	30 min	8	30 min
9-12 (block)	30 min*	9-12 (block)	30 min*

Suggested ratios of highly-trained personnel to students during Tier II:

Grade	Ratio
K-5	1:5
6-12	1:6

Tier II also includes **targeted reinforcement** and **enrichment** for advanced students. Enrichment/Reinforcement activities
- → should expand on students' learning through interactive and project focused activities that bring new concepts to light or use old concepts to deepen understanding
- → should be designed to be interesting and challenging
- → should allow students to take what they learned in Tier I and apply it to real-life experiences

Progress Monitoring in Tier II

Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.

Progress monitoring in Tier II may include:
- → CBM probes

> Progress monitoring in Tier II will take place at a frequency of **at least once every other week.**

→ Intervention materials/kits assessments (requirements: national %iles, allow for repeated measures, sensitive to change, and specific to an area of deficit so that the rate of improvement can be transferred to graph form)

→ Computer based assessments (requirements: national %iles, allow for repeated measures, sensitive to change, and specific to an area of deficit so that the rate of improvement can be transferred to graph form)

If a student is 1.5 to 2 years behind, or falls below the 10%ile a **survey level assessment** (a process of determining the most basic skill area deficit and which skill/instructional level a student has mastered) must be conducted.

Data-Based Decision Making Procedures in Tier II

Teachers can show how students are progressing toward their goals by using a **rate of improvement (ROI)** to determine adequate progress. A student's rate of improvement (ROI) on progress monitoring is the number of units of measure (e.g., words read correctly (wrc), correct responses, correct digits) a child has made per week since the beginning of the intervention. RTI[2] teams will assist and instruct teachers on how to calculate a student's ROI.

RTI[2] Decision-Making Process

The RTI[2] team will meet and analyze student data, measure the effectiveness of interventions, to determine if adequate progress is being made. If adequate progress is not being made, the intervention may need to be changed.
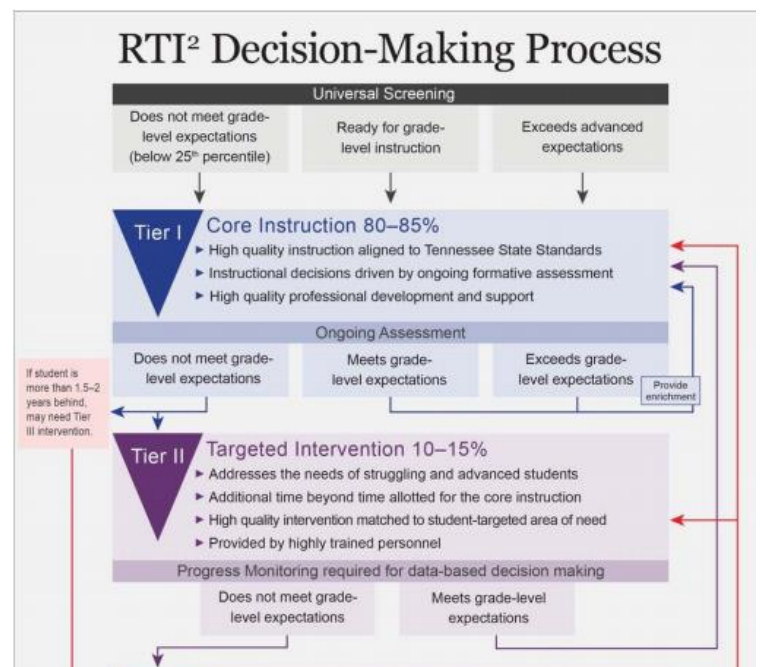
> Students should have **<u>at least 4 data points</u>** in Tier II interventions before a change is considered. Only one or two variables should be changed at a time to measure effectiveness of the change.

Changes may include:
→ Increasing frequency of intervention sessions;
→ Changing interventions;
→ Changing intervention provider; and
→ Changing time of day intervention is delivered.

A **minimum number of data points** are required for the team to make a data-based decision to move student to Tier III Interventions:

If Progress Monitoring **EVERY OTHER WEEK** MINIMUM REQUIRED= 8-10 Data Points	If Progress Monitoring **WEEKLY** MINIMUM REQUIRED= 10-15 Data Points

Fidelity Monitoring in Tier II

Fidelity is the accuracy or extent to which Tier II materials and other curricula are used as intended by the author/publisher. In Tier II, fidelity must be monitored at least 3 times before making a data-based decision to increase the intensity of the intervention.

3 Required Fidelity Checks in Tier II	
Direct	Indirect
2	1
Options: Walk through observation, short observation, full observation	Options: Review of intervention lesson plans, review of pm data, review of schedules, review of attendance
Documentation: Can be completed for an entire group at one time	Documentation: The data team should review student and consider both group and/or student rate of improvement.
Example Personnel: Principals/admin/appointed designees; instructional coaches, RTI coordinators, School Psychologists, SPED teachers	Example Personnel: Data team members

Interventions must be **implemented with INTEGRITY** of **at least 80%** or greater. If less than 80%, supports will be put in place to help the interventionist until integrity reaches 80%.

Tier III

Tier III is in addition to the instruction provided in Tier I. Tier III interventions should meet the needs of **3-5% of students**. School RTI[2] teams will decide the best placement for students in Tier III. Tier III interventions must be more **INTENSE** than Tier II interventions.

Tier III interventions are:
- → more intense than Tier II
- → systematic, research-based interventions that produce reliable and valid results
- → targeted to the student's identified area of deficit
- → developed based on the unique needs of students
- → provided in a small group
- → provided by highly-trained personnel
- → explicit and systematic
- → implemented with fidelity and confirmed with measurement
- → progress monitored to ensure outcomes are being met

Tier III Minimum (Recommended) Times

Reading-TIER III		Math- TIER III	
K	40-45 min	K	40-45 min
1	45-60 min	1	40-45 min
2	45-60 min	2	45-60 min
3	45-60 min	3	45-60 min
4	45-60 min	4	45-60 min
5	45-60 min	5	45-60 min
6	45-55 min	6	45-55 min
7	45-55 min	7	45-55 min
8	45-55 min	8	45-55 min
9-12 (block)	45-60 min/day 225-300 min/week	9-12 (block)	45-60 min/day 225-300 min/week

Suggested ratios of highly-trained personnel to students during Tier III:

Grade	Ratio
K-5	1:3
6-8	1:6
9-12	1:12*

Progress Monitoring in Tier III

Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.

> Progress monitoring in Tier III will take place at a frequency of **at least once every other week** by **highly trained personnel.**

Progress monitoring in Tier III may include:
- → CBM probes
- → Intervention materials/kits assessments (requirements: national %iles, allow for repeated measures, sensitive to change, and specific to an area of deficit so that the rate of improvement can be transferred to graph form)
- → Computer based assessments (requirements: national %iles, allow for repeated measures, sensitive to change, and specific to an area of deficit so that the rate of improvement can be transferred to graph form)

Data-Based Decision Making Procedures in Tier III

Teachers can show how students are progressing toward their goals by using a rate of improvement (ROI) to determine adequate progress. A student's **rate of improvement** (ROI) on progress monitoring is the number of units of measure (e.g., words read correctly (wrc), correct responses, and correct digits) a child has made per week since the beginning of the intervention. RTI^2 teams will assist and instruct teachers on how to calculate a student's ROI.

The RTI^2 team will meet and analyze student data, measure the effectiveness of interventions, to determine if adequate progress is being made. If adequate progress is not being made, the intervention may need to be changed.

RTI² Decision-Making Process
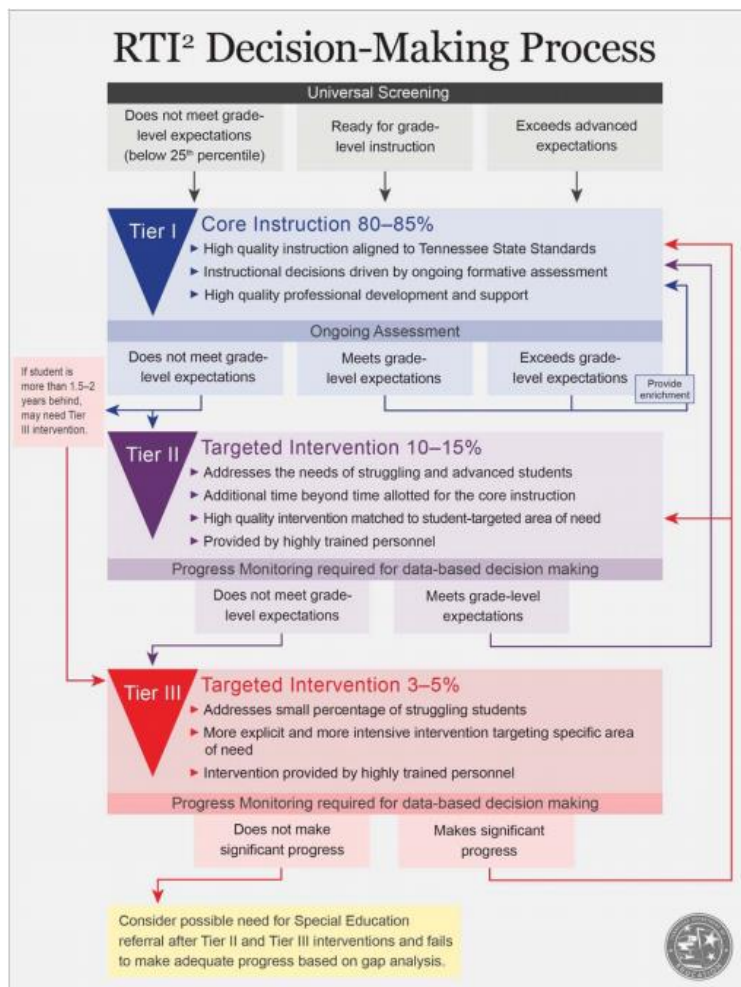
Students should have **at least 4 data points** in Tier III interventions before a change is considered. Only one or two variables should be changed at a time to measure effectiveness of the change.

Changes may include:
- → Increasing frequency of intervention sessions;
- → Changing interventions;
- → Changing intervention provider; and
- → Changing time of day intervention is delivered.

Minimum data points required for the team to make a data-based decision to move student to Tier III Interventions:

If Progress Monitoring **EVERY OTHER WEEK**	If Progress Monitoring **WEEKLY**
MINIMUM REQUIRED= 8-10 Data Points	MINIMUM REQUIRED= 10-15 Data Points

Students immediately placed in Tier III interventions should be given adequate time to respond to prescribed intervention before a SPED referral is made. They may require **several rounds** of Tier III intervention before results yield the desired effects. 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. The student will be given the same amount of time to respond to the intervention as a student who first received Tier II interventions.

Fidelity Monitoring in Tier III

Fidelity is the accuracy or extent to which Tier II materials and other curricula are used as intended by the author/publisher. Fidelity Monitoring must be focused on the individual students to ensure that each student is receiving interventions as prescribed. The MINIMUM requirement is a **combined total of 8 checks**.

5 Required Fidelity Checks in Tier III	
Direct	Indirect
3	2
Options: Walk through observation, short observation, full observation	Options: Review of intervention lesson plans, review of pm data, review of schedules, review of attendance
Documentation: Can be completed for an entire group at one time	Documentation: The data team should review student and consider both group and/or student rate of improvement.
Example Personnel: Principals/admin/appointed designees; instructional coaches, RTI coordinators, School Psychologists, SPED teachers	Example Personnel: Data team members

Interventions must be **implemented with INTEGRITY** of **at least 80%** or greater. If less than 80%, supports will be put in place to help the interventionist until integrity reaches 80%.

Ongoing fidelity documentation of intervention should include:
- → Interventions used;
- → Evidence of implementation at 80% or greater
- → Student attendance;
- → Progress monitoring results;
- → Any other anecdotal information that might account for the student's progress or lack thereof
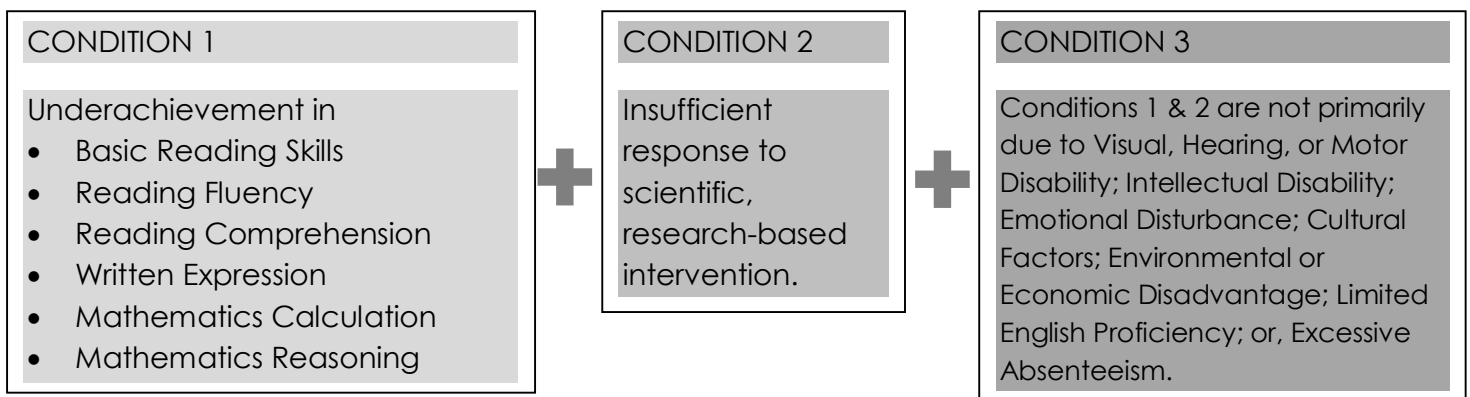
Consideration for Special Education following Tier III

A referral for special education for a specific learning disability (SLD) in basic reading skills, reading fluency, reading comprehension, mathematics calculation, mathematics problem solving, or written expression **will be determined when the data indicates that Tier III is ineffective**. Additional information on consideration for SPED can be found in 4.7 of the implementation guide.

Special Education Referral Procedures

A special education referral for a student suspected of a Specific Learning Disability may only be deemed necessary **after the student has received tiered interventions**, and the intervention(s) provided were not successful in closing the achievement gap. A student may be referred during Tier III, but eligibility will not be determined until interventions have been implemented with **fidelity** at all levels. See manual for specific information about SPED referrals.

TN SLD Definition Made Easy:

CONDITION 1	CONDITION 2	CONDITION 3
Underachievement in • Basic Reading Skills • Reading Fluency • Reading Comprehension • Written Expression • Mathematics Calculation • Mathematics Reasoning	Insufficient response to scientific, research-based intervention.	Conditions 1 & 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.

High School Tier III Intervention Courses

The TN DOE has high school course codes for Tier III intervention. These codes include
>3017: Tier III English Language Arts Intervention
>3180: Tier III Mathematics Intervention

Using progress monitoring data to make data-based decisions, students may repeat the intervention as needed. They will receive ½ credit per course. These are elective courses that go beyond the required ELA and Mathematics classes needed for graduation. The majority of the course should be direct intervention provided by a certified teacher; however, computer based and/or technology assisted interventions can be used for a portion of time. Class size should not exceed a 1:12 ratio. Additional information can be found on the Tn DOE website.

To find links, downloads, and documents relating to RTI2 in Houston County Schools, please visit www.houston.k12.tn.us and click on RTI[2].