Response to Instruction and Intervention

A Guide to RTI²

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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 reduce the number of students scoring below basic on the NAEP.
Our accountability system has two overarching objectives:

1. Growth for all students, every year
2. Faster growth for those students who are furthest behind
Beliefs

• Every student can learn, demonstrate growth, and has the right to actively participate in high quality, research-based education that maximizes their potential in the least restrictive environment.
• Specialized education is a continuum of services, not a place.
• Relationships with all stakeholders, based on respect and understanding will result in making decisions in the best interest of ALL students.
• Every staff member has the responsibility to teach, support and encourage ALL students.
• Strong leadership at every level is the foundation of a collaborative and inclusive environment that supports ALL students.
• High quality professional learning in conjunction with family and community support, empowers all stakeholders to collaboratively build capacity for the success of ALL students.
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 is includes differentiation of instruction.
Continuum of Instructional Support

- ALL students
- Core Instruction
- Differentiated to meet diverse needs

Tier I Instruction
- In addition to Tier I
- Skills focused
- Targeted to student deficits

Tier II Intervention
- In addition to Tier I
- Skills focused
- Intensive to meet specific student needs

Tier III Intervention
- In addition to Tier I
- Most Intensive support to meet individualized student needs
- Highest frequency of monitoring

Special Education Intervention

Becomes more specific and intense
Tier I: Core Instruction

Core Instruction 80–85%
- High quality instruction aligned to Common Core Standards
- Instructional decisions driven by ongoing formative assessment
- High quality professional development and support

Ongoing Assessment

- Does not meet grade-level expectations
- Meets grade-level expectations
- Exceeds grade-level expectations

If student is more than 1.5–2 years behind, may need Tier III intervention.

Provide enrichment
Tier I: Core Instruction

- Classroom instruction for all – Tennessee 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)
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

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?

<table>
<thead>
<tr>
<th>Standards Based</th>
<th>Skills Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Intervene on a standard</td>
<td>• Intervene on skill deficit/need</td>
</tr>
<tr>
<td>• Tells you what to reteach/remediate (Tier 1)</td>
<td>• Warning system for your most at-risk students and identifies discrete skill deficit(s)</td>
</tr>
<tr>
<td>• Adaptive. Task changes based on student performance</td>
<td>• Not adaptive. Task does not change based on student performance</td>
</tr>
<tr>
<td>• Does not consistently measure the same skill over and over to determine if intervention is working</td>
<td>• Consistently measures same skill</td>
</tr>
<tr>
<td></td>
<td>• Independent of grade level standard</td>
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</tbody>
</table>
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

- Tier II
- Tier III
- Sped Intervention

Core Instruction
Tier II: Targeted Intervention

- Addresses the needs of struggling and advanced students
- Additional time beyond time allotted for the core instruction
- High quality intervention matched to student-targeted area of need
- Provided by highly trained personnel

Progress Monitoring required for data-based decision making

- Does not meet grade-level expectations
- Meets grade-level expectations
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

- Addresses small percentage of struggling students
- More explicit and more intensive intervention targeting specific area of need
- Intervention provided by highly trained personnel

Progress Monitoring required for data-based decision making

- Does not make significant progress
- Makes significant progress

Consider possible need for Special Education referral after Tier II and Tier III interventions and fails to make adequate progress based on gap analysis.
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 Intervention**

- **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**
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
Resources and Information

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