

Components of the RTI² Framework

All students receive high quality core instruction in the general education classroom (Tier I)

KCS staff administers universal screenings (brief assessments) to review the performance and progress of all students (K-8). These screeners help schools identify students who may need more support. Universal screeners also support better identification of students with characteristics of dyslexia.

Based on multiple sources of data, students may be placed into evidenced-based interventions that support Tier I instruction. Additionally, Tier II or Tier III strategies are implemented in the classroom to support students' needs.

Students' progress is monitored to show the effectiveness of the intervention and to determine whether adjustments should be made.



Information in this document is from TN Department of Education website:
www.tn.gov/education

WHAT IS RTI²?

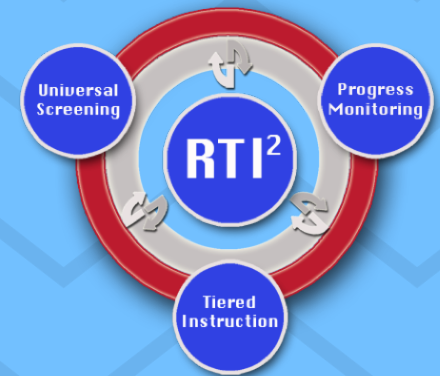
Response to Instruction and Intervention

RTI² is a multi-tiered delivery approach that uses a data-driven problem-solving model that begins with high-quality, differentiated instruction throughout the day and emphasizes intervening with students when they start to struggle to avoid prolonged academic difficulties.

Ways to Support Your Child

- Make reading an everyday habit
- Review math facts
- Communicate with your child's teacher(s)
- Monitor and assist with homework
- Review progress monitoring data that comes home every 4.5 weeks
- Share your child's successes and communicate your concerns
- Be involved in your child's school

RESPONSE TO INSTRUCTION AND INTERVENTION (RTI²)



Information for Parents and the Community on RTI²

DECISION MAKING PROCESS

School teams meet regularly to analyze student data at multiple levels to inform timely and accurate decisions about student rate of improvement and performance.

Data are used to identify problem areas and barriers that impede student growth.

Practices are adjusted in order to meet student academic deficits.

The implemented action plans are documented in student RTI² Plans

Monitoring

Student data are reviewed every 4.5 weeks and adjustments are made when students are not making progress.

Parent letters are sent home every 4.5 weeks with a graph of student progress.

If at any time a parent becomes concerned about their child, they should contact the child's school and/or child's teacher.

3 Levels of Support

Tier I

All students receive researched-based, high quality, general education curriculum that incorporates ongoing universal screening and ongoing monitoring to inform instruction.

Tier II

Intervention is implemented when data indicate a student is not making adequate gains from Tier I instruction alone to fill basic skill gaps.

In addition to Tier I instruction, Tier II intervention targets student's identified area of deficit in small groups.

Students are progress monitored every 2 weeks in their area of deficit using aimswebPlus at their instructional level.

Tennessee RTI² Model

- Guiding Principles
- ▶ Leadership
 - ▶ Culture of Collaboration
 - ▶ Prevention & Early Intervention

TIER I All 80-85%

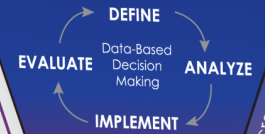
ALL students receive research-based, high quality, general education instruction using Tennessee State Standards in a positive behavior environment that incorporates ongoing universal screening and ongoing assessment to inform instruction.

TIER II Some 10-15%

In ADDITION to Tier I, interventions are provided to students that fall below the 25th percentile on universal screening and are struggling academically and/or behaviorally. Research-based interventions will be provided to students within their specific area(s) of deficit. These students are progress monitored using a tool that is sensitive to change in area of deficit and that provides a Rate of Improvement (ROI) specific to the individual deficit.

TIER III Few 3-5%

In ADDITION to Tier I, interventions are provided to students who have not made significant progress in Tier II, are 1.5-2.0 grade levels behind or are below the 10th percentile. Tier III interventions are more explicit and more intensive than Tier II interventions. Research-based interventions will be provided to students within their specific area(s) of deficit. These students, who are struggling academically and/or behaviorally are progress monitored using a tool that is sensitive to change in area of deficit and that provides a Rate of Improvement (ROI) specific to the individual deficit.



Tier III

Tier III is more intensive than Tier II and interventions are provided to students who have not made significant progress in Tier II, or who are more than 1.5 grade levels behind.

In addition to Tier I instruction, Tier III targets student's identified area of deficit in small groups.

Students are progress monitored every 2 weeks using aimswebPlus in their skill gap areas on their instructional level.