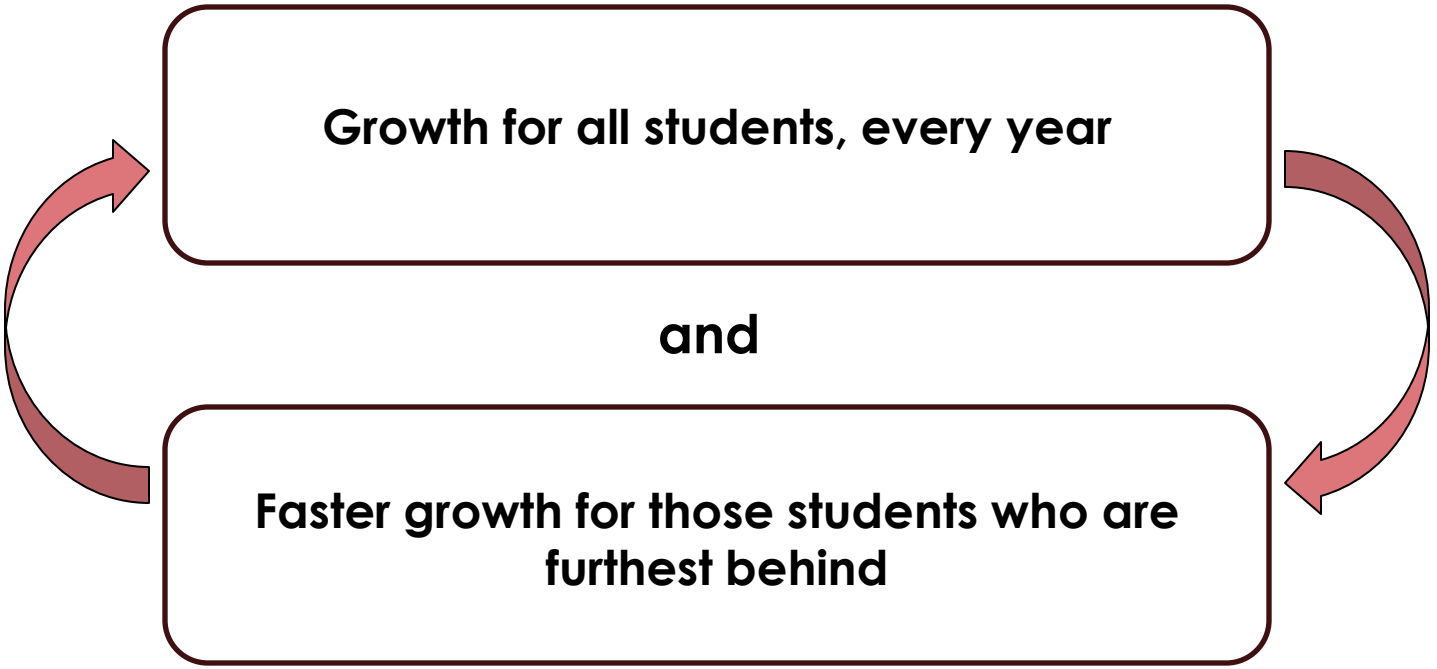

RTI² Framework 2013
Response to Instruction &
Intervention Framework

Our new accountability system has two overarching objectives



Beliefs

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- 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.

What is the difference?

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- What is **NOT** response to intervention?

- What **IS** response to intervention?

Response to Intervention is NOT:

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- Just a Special Education initiative
- Only for students with disabilities
- Only for beginning reading
- A new way to identify students with SLD
- A way of reducing costs or eliminating special education or the LD category
- This year's summer reform or a short-term implementation based on "RTI in a Box"
- A way to fix schools with weak core instruction
- Source: Fletcher, Jack (2013) *Classifications and Definitions for the Identification of Learning Disabilities: An Evaluation of the Research.* Presentation for RTI²: A School Psychologist's Guide to Implementation. Murfreesboro, TN.

Response to Intervention Is:

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- A set of processes for coordinating high quality service delivery in schools
- A multi-tiered, layered instructional approach that prevents problems first, and then brings increasingly intense interventions to students who don't respond
- Making instructional decisions based on data
- Integrating entitlement programs with general education
- Providing relevant data for SLD identification
- Primary goal: Improving academic (and behavioral) outcomes for all students by eliminating discrepancies between actual and expected performance.
- Source: Fletcher, Jack (2013) *Classifications and Definitions for the Identification of Learning Disabilities: An Evaluation of the Research.* Presentation for RTI²: A School Psychologist's Guide to Implementation. Murfreesboro, TN.

Key Goals of Special Populations

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Improving Student Outcomes

- Prevention
- Intervention
- Achievement
- Outcomes
- Manage Performance

Policy Change

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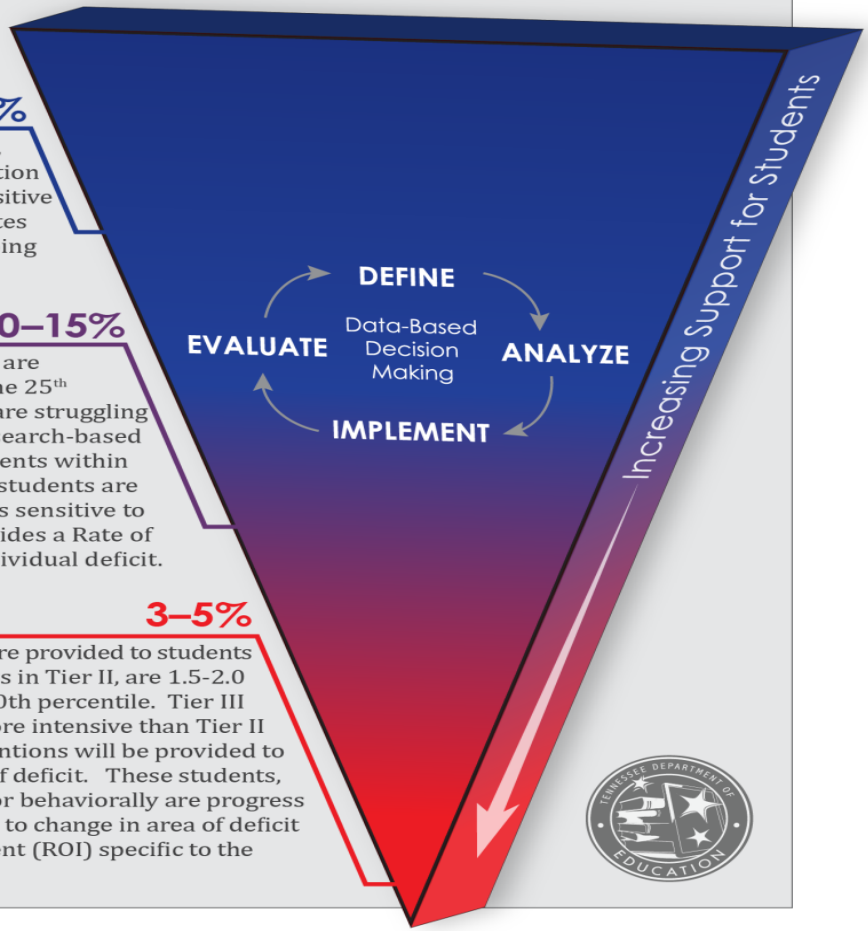
- As of July 1, 2014, RTI² will be the framework used by teams to identify a student with a Specific Learning Disability.
- Final reading approval from State Board of Education was June 21, 2013.

Tennessee RTI² Model

Guiding Principles

- Leadership
- Culture of Collaboration
- Prevention & Early Intervention



TIER I All **80–85%**

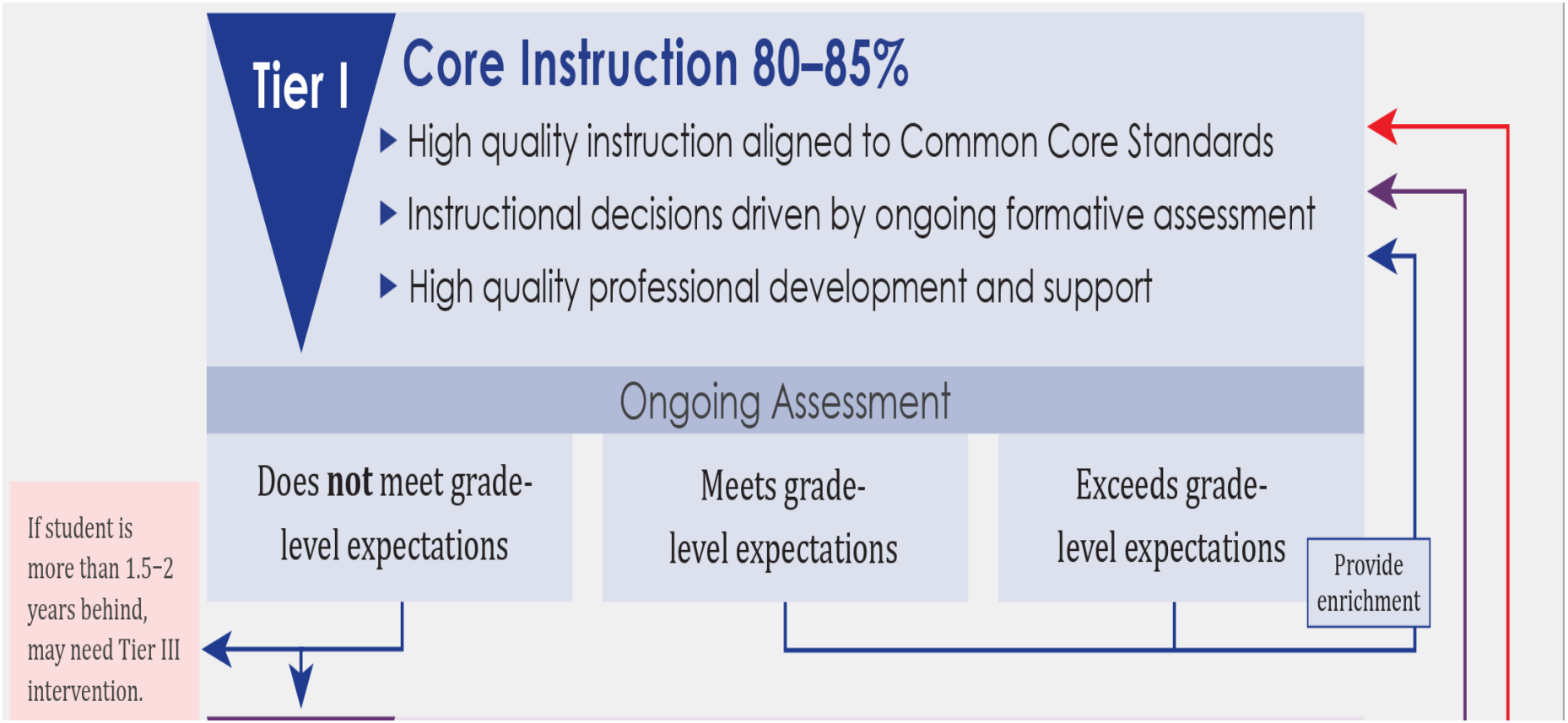
ALL students receive research-based, high quality, general education instruction using Common Core Standards in a positive behavior environment that incorporates ongoing universal screening and ongoing assessment to inform instruction.

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

RTI² Framework 2013
Response to Instruction & Intervention Framework

Tier I - Instruction

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- 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)

Areas of Deficit: A Universal Screener will explicitly measure…

- 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.)

What does your Universal Screener tell you?

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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

Literacy Table

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Domain/Area	Definition	Associated Deficit Areas	Example Curriculum Based Measures	Free Resources
Phonemic Awareness (K-1)	Isolating sounds, and segmenting and blending sounds in words and non-words	Letter Sounds Phoneme Blending Phoneme Segmentation Rhyming Syllable Segmenting Phoneme Deletion	Letter naming fluency probe Phoneme segmentation probe Initial sounds probe First sound probes Letter Sounds probes	Dibels Easy CBM FCRR
Phonics Word Recognition (K-2)	Matching sounds to symbols. Reading words by sight or by applying phonics to decode.	Letter-sound associations Sound blending Segmenting Manipulating letter-sound correspondences in words Reading pseudo words Word identification	Nonsense word probe Letter Name probe Word Reading Fluency probes	Dibels Easy CBM FCRR
Reading Fluency (1-12)	Rate at which reader reads text, which could include speeded word, sentence, or text reading, as well as segmentation and/or blending of phonemes. Also includes voice intonation and expression during reading.	Accuracy of Fluency Reading Rate Word Reading Efficiency Sentence Fluency	Nonsense word probe Oral reading fluency probe Word Reading fluency probe Passage Reading fluency probe	Dibels Easy CBM FCRR
Reading Comprehension (1-12)	The construction of meaning from text, including understanding of the author's intent or message. Comprehension is reflected in the recall of specific information, as well as in inferences drawn from presented information.	Passage Reading Sentence Comprehension Oral Reading Silent Reading Words in isolation or in Context Matching Vocabulary	Retell probe Daze probe Maze probe Multiple Choice Reading Comprehension probe Cloze Task probe	Dibels Easy CBM FCRR
Written Expression (1-12)	The ability to form letters and numbers correctly, to write words spontaneously or from dictation, and organize words into meaningful thoughts	Hold/ Use Pencil Trace/ Copy Letters Written Words Written Word Sequence Spelling Writing Sequence Composition	Writing Readiness Skills probe Number of Letters Written probe Number of Words Written probe Correct Word Sequence probe Correct Spelling probe Correct Writing Sequence probe	Intervention Central Written Expression Probes Generator

Math Calculation (K-5)

Grade Level	Skill Area	Curriculum Based Measure	Intervention
K	Counting and Cardinality	Early Numeracy Probes	If the survey level assessment identifies early numeracy as an area of deficit, intervene on early numeracy.
1	Size of Numbers Column Addition Basic Facts Complex Computation	Math Calculation Probes	If your survey level assessment identifies one of these skill areas as a deficit, intervene on that particular skill area.
2	Size of Numbers Column Addition Basic Facts Complex Computation	Math Calculation Probes	If your survey level assessment identifies one of these skill areas as a deficit, intervene on that particular skill area.
3	Column Addition Basic Facts Complex Computation	Math Calculation Probes	If your survey level assessment identifies one of these skill areas as a deficit, intervene on that particular skill area.
4	Basic Facts Complex Computation Decimals Fractions	Math Calculation Probes	If your survey level assessment identifies one of these skill areas as a deficit, intervene on that particular skill area.
5	Basic Facts Complex Computation Decimals Fractions Conversions Percentages	Math Calculation Probes	If your survey level assessment identifies one of these skill areas as a deficit, intervene on that particular skill area.

Math Calculation

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6	**Basic Facts** **Complex Computation** **Decimals** **Fractions** **Conversions** **Percentages** **Integers** **Expressions** **Reductions**	**Math Calculation Probes**	**If your survey level assessment identifies one of these skill areas as a deficit, intervene on that particular skill area.**
7	Complex Computation Decimals Fractions Conversions Percentages Integers Reductions Equations Exponents	Math Calculation Probes	If your survey level assessment identifies one of these skill areas as a deficit, intervene on that particular skill area.
8	Decimals Fractions Conversions Percentages Integers Equations Exponents	Math Calculation Probes	If your survey level assessment identifies one of these skill areas as a deficit, intervene on that particular skill area.
Algebra 1	Expressions Equations and Inequalities Functions Linear, Quadratic, and Exponential Models	Math Calculation Probes (Norms coming)	If your survey level assessment identifies one of these skill areas as a deficit, intervene on that particular skill area.
Geometry	Congruence Similarity, Right Triangles, and Trigonometry Geometric Measurement and Dimension	Math Calculation Probes (Norms coming)	If your survey level assessment identifies one of these skill areas as a deficit, intervene on that particular skill area.
Algebra 2	Functions Linear, Quadratic, and Exponential Models	Math Calculation Probes (Norms coming)	If your survey level assessment identifies one of these skill areas as a deficit, intervene on that particular skill area.

Math Problem Solving

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Grade Level	Skill Area	Curriculum Based Measure	Intervention
K	Counting and Cardinality	Early Numeracy Probe	If your survey level assessment identifies one of these skill areas as a deficit, intervene on that particular skill area.
1	Size of Numbers Column Addition Basic Facts Complex Computation	Early Numeracy Probe	If your survey level assessment identifies one of these skill areas as a deficit, intervene on that particular skill area.
2	Number and Operations: Base Ten, Place Value Measurement: Linear Measurement and Length	Math Reasoning Probe	If your survey level assessment identifies one of these skill areas as a deficit, intervene on that particular skill area.
3	Number and Operations: Fractions Geometry: Two-Dimensional Shapes	Math Reasoning Probe	If your survey level assessment identifies one of these skill areas as a deficit, intervene on that particular skill area.
4	Number and Operations: Decimals, Fractions and Decimals Measurement: Two Dimensional Shapes	Math Reasoning Probe	If your survey level assessment identifies one of these skill areas as a deficit, intervene on that particular skill area.
5	Number and Operation and Algebra: Fluency with Whole Numbers Number and Operations: Decimals, Fractions and Decimals Geometry and Measurement: Three Dimensional Shapes	Math Reasoning Probe	If your survey level assessment identifies one of these skill areas as a deficit, intervene on that particular skill area.

Math Problem Solving

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6	**Number and Operations: Ratios and Rate** **Algebra: Expressions and Equations**	**Math Reasoning Probe**	**If your survey level assessment identifies one of these skill areas as a deficit, intervene on that particular skill area.**
7	Number and Operations and Algebra and Geometry: Proportionality and Similarity Measurement and Geometry and Algebra Number and Operations and Algebra: Rational Numbers and Linear Equations	Math Reasoning Probe	If your survey level assessment identifies one of these skill areas as a deficit, intervene on that particular skill area.
8	Algebra: Linear Equations Geometry and Measurement: Space, Figures, Angles Data Analysis and Number and Operations and Algebra: Data Sets	Math Reasoning Probe	If your survey level assessment identifies one of these skill areas as a deficit, intervene on that particular skill area.
Algebra 1	Expressions Equations and Inequalities Functions Linear, Quadratic, and Exponential Models	Math Reasoning Probe (Norms coming)	If your survey level assessment identifies one of these skill areas as a deficit, intervene on that particular skill area.
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Algebra 2	Functions Linear, Quadratic, and Exponential Models	Math Reasoning Probe (Norms Coming)	If your survey level assessment identifies one of these skill areas as a deficit, intervene on that particular skill area.

What is the difference?

- What is reteaching/remmediation?
- What is intervention?

Reteaching VS. Intervention

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Reteaching

Tier I-Common Core Standards

- Goal is to reteach standards that students are struggling with rather than specific skill deficits. These are your "bubble kids".

Standards Based Assessment:

- Benchmark Assessment
- Summative Assessment
- Formative Assessment

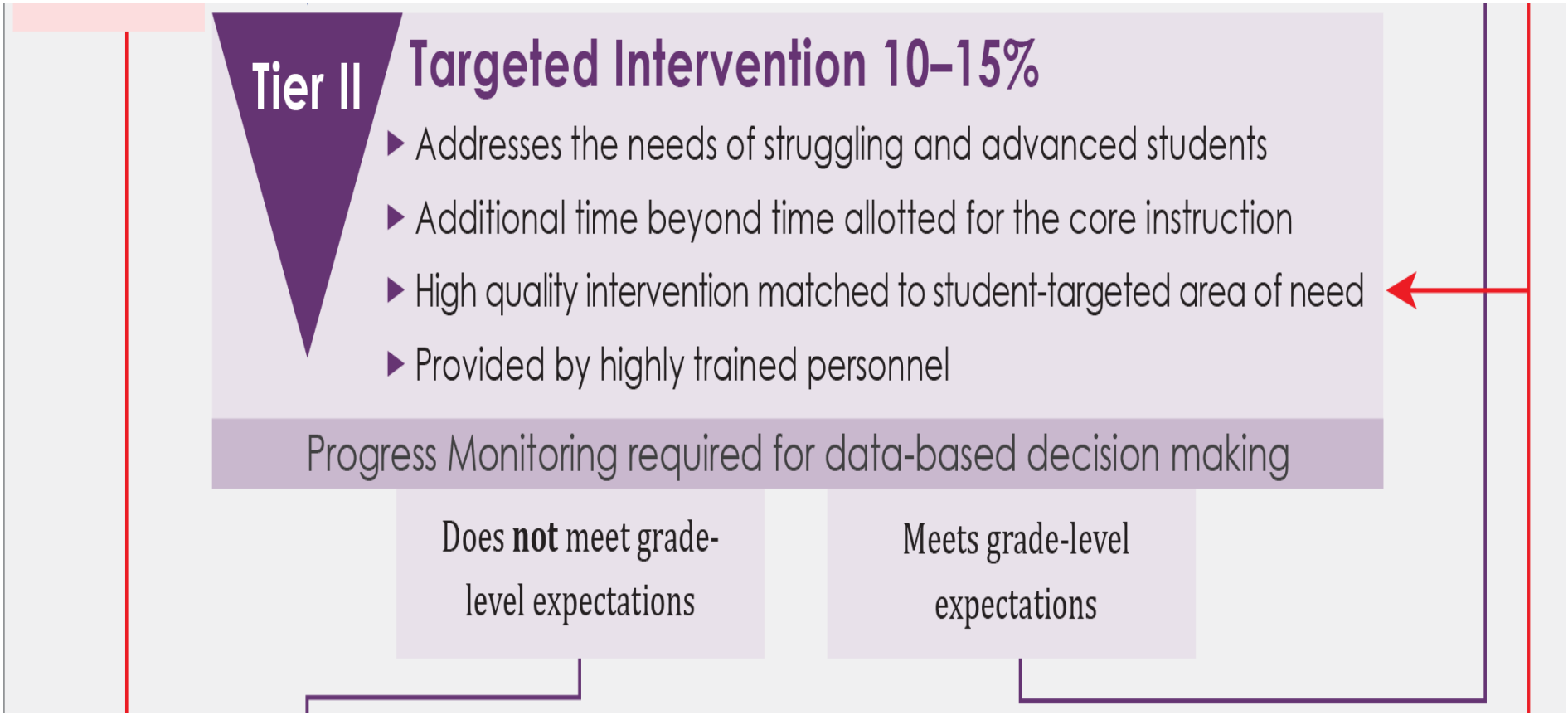
Intervention

Tier II/III/Special Education Intervention

- Goal is provide research based interventions aligned to specific skill deficit(s) as identified by a universal screener.

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


Tier II
Targeted Intervention 10–15%
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

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- 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 III

Targeted Intervention 3–5%

- 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.

Tier III Interventions

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- 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.

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

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- 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.

Student Screening: Does this require permission?

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- Students may be screened by a specialist (e.g., school psychologist or reading specialist) at any time within the tiers to provide instructional and/or program planning information.

- Consent is not required for screenings that inform instruction/interventions within the tiers.

  Example: Phonics screening to determine specific interventions.

Initial Evaluations

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- 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.

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.

Re-evaluations as of July 1, 2014

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- All re-evaluations for students with a Specific Learning Disability will be grounded in **progress monitoring data**.
- Existing data including ongoing assessments of progress and focused/diagnostic evaluations will be reviewed through the ***Re-evaluation Summary Report*** to determine if additional information is needed.
- A **gap analysis** will be completed and the student's **ROI** will be calculated in order to determine the amount of services/intervention required to close the achievement gap.
- The level of service required (special education versus general education) will be used to negate or substantiate continued eligibility.

What happens if a Parent Requests an Evaluation?

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- The team must complete the agreed upon components of the evaluation within the initial evaluation timeline.
- The student may be eligible for services as a student with a Specific Learning Disability based **only** on the RTI² Framework.
  - No option to use discrepancy model.
- If the team lacks sufficient evidence to establish the student's eligibility for services:
  - the team may agree to **request an extension** of the evaluation timeline.

OR

  - the student will be made ineligible **until** sufficient data can be collected.

Consider this…Special Education is not a place! It is the most Intensive Intervention!

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Special Education Interventions:

- The student will remain in core, differentiated instruction (Tier I) within the general education curriculum to the **greatest extent possible**.
- The same problem solving approach used in the general education RTI² framework will be used in special education.
- Interventions will be tailored to the student in the area of identified disability, and progress toward their IEP goals will be monitored weekly or every other week.
- If students fail to respond to interventions provided through special education, an IEP team meeting will be reconvened.

Consider this…Special Education is not a place! It is the most Intensive Intervention!

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- After the team determines an area of deficit, the student will receive a **research based** intervention in his or her **specific area of need**. Students will receive **progress monitoring** in the area of deficit and parents will be notified.

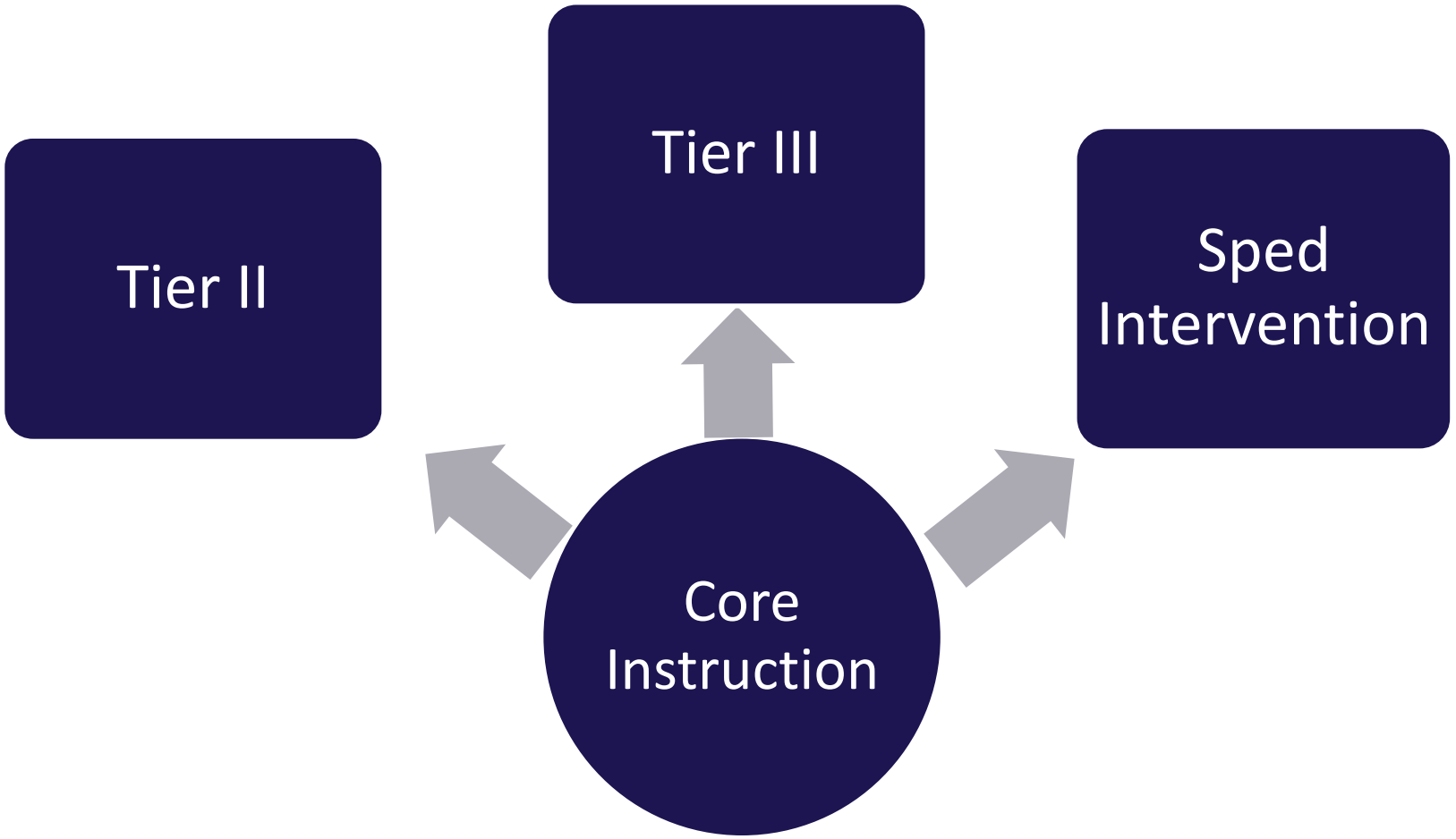
- Students receiving special education intervention will receive their intervention **outside** of core instruction to the **greatest extent possible**.

- Special education intervention will be the **most intensive** interventions provided.

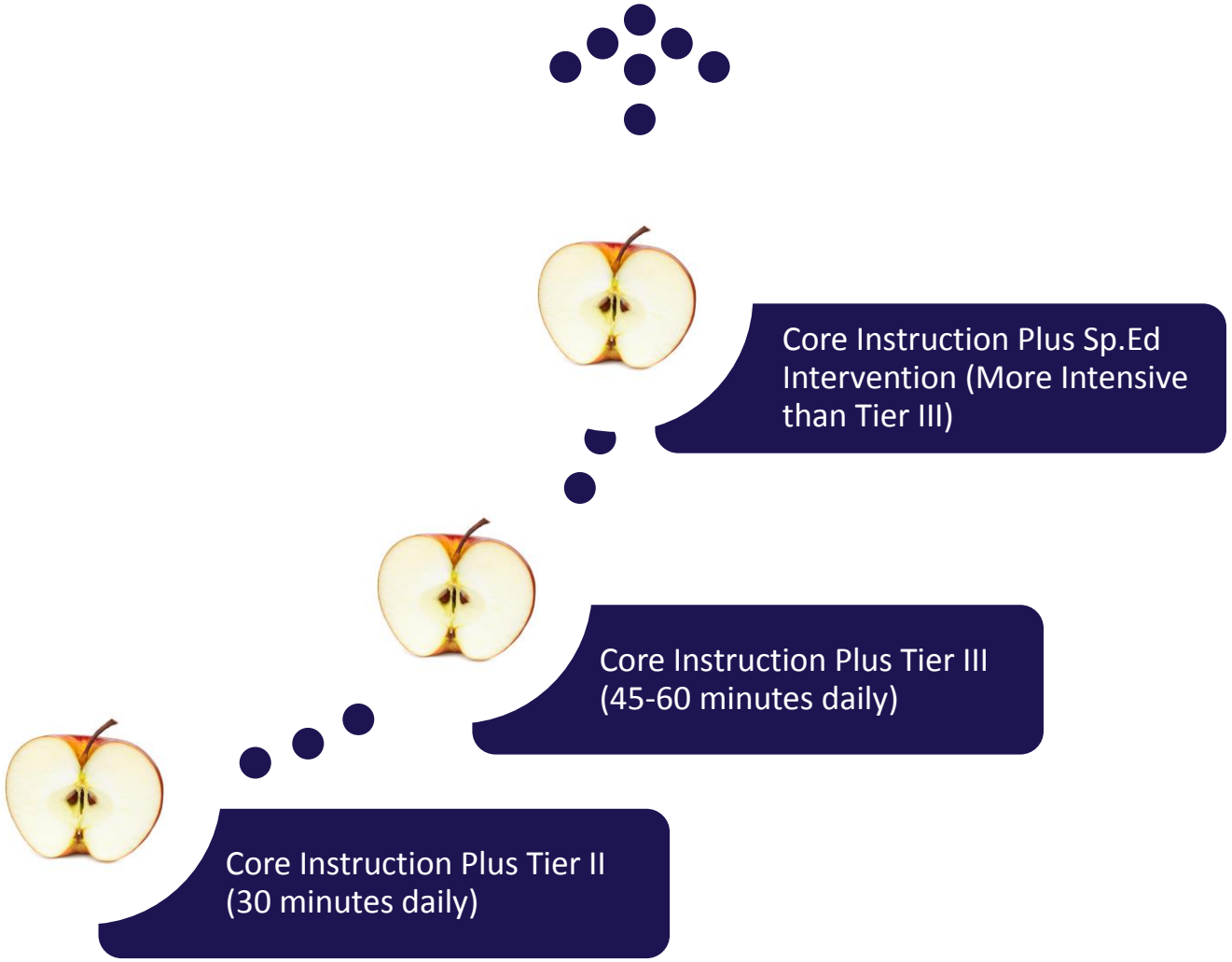
- Students may receive intervention from **special education** and **general education** at the same time. Focus on the data!

- **EA's are used to help children access the core instruction. They are not the intervention.**

Tier II, Tier III or Sped Intervention: Core Instruction Plus A skill specific intervention



Core instruction plus Intervention (Tier II, Tier III or Sp.Ed)



Response to Instruction & Intervention

Implementation Guide

Implementation Guide

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- Resources
  - Example schedules
  - Sample forms
  - Universal Screener and Intervention Rubrics
  - Guidance for data based decision making
  - Gap analysis and Rate of Improvement

Resources

www.TNcore.org

RTI.questions@tn.gov

www.TNSPDG.com

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