



# Response to Instruction and Intervention (RTI<sup>2</sup>): Ensuring Success for All Students

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# BEST FOR ALL

We will set all students on a path to success.

## ACADEMICS

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ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

## STUDENT READINESS

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TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

## EDUCATORS

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TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL



- New Manual Highlights
- Data-Based Decision Making
- Implementation of Tiered Intervention
- Q&A



# New RTI<sup>2</sup> Manual Highlights

# Changes to the RTI<sup>2</sup> Manual

- Consolidated guidance into 60-page document
- Created concise language regarding expectations and clarity around implementation of RTI<sup>2</sup> framework
- Established coherence between intervention and grade-level content
- Aligned targeted intervention with learning acceleration and high-dosage low-ratio tutoring
- Outlined the process for data-based decision making
- Defined the components of highly effective Tier II and Tier III interventions and associated documentation
- Addressed the implementation of Individualized Learning Plan – Characteristics of Dyslexia (ILP-D) and dyslexia-specific interventions



# Data-Based Decision Making

# Quarterly Data Team Meetings

## Possible Members

- Administrator
- Interventionist
- Classroom teacher
- School psychologist
- School counselor
- English as Second Language (ESL) Teacher
- Special Education Teacher

## Data Sources and Context

- Universal screening results
- Current summative and formative performance
- Historical academic performance
- Observational notes
- Survey level assessments

## Decisions and Outcomes

- Area of deficit
- ILP-D Eligibility
- Decision of support: placement, exit, referral
- Timeline of intervention





## Data Case Study #2

### Grade 10 Student

- Early Warning System (EWS)
  - Flagged as high risk
  - Truancy issues
  - Low academic performance
- Teachers report high levels of engagement and participation in class activities and discussions when present; however, does not perform well on assignments or assessments
- Did not flag in EWS during freshman year





# Data Case Study #1

## Grade 3 Student

- Universal Reading Screener (URS) Fall Results
  - Overall composite: 18th percentile
  - Oral Reading Fluency: 15th percentile
  - Spelling: 7th percentile
  - Reading Comprehension: 20th percentile
  - Vocabulary: 22nd percentile
- Written expression concerns
- Math Universal Screener (US) composite: 42nd percentile
- Historical URS data indicates previous scores above 25%
- Historical classroom performance reported as “on track” or “approaching”
- Classroom teacher indicates student works hard, is often pulled into small groups for additional support in reading, not the student of greatest concern
- Participated in TN ALL Corp tutoring in grades K-2



# Data Case Study #3

## Grade 6 Student

- URS Winter Results
  - Overall composite: 34th percentile
  - Silent reading fluency: INVALID
  - Oral Reading Fluency: 29th percentile
  - Oral Reading Fluency Accuracy: 97%
  - Encoding: 21st percentile
- Written expression concerns
- Math US composite: 25th percentile
- Previously served in Tier II intervention for basic reading; exited in 3rd grade
- Historical URS data indicates performance in all areas above 40th percentile; no previous written expression concerns
- Historical classroom performance reported as “on track” or A/B/C student
- Classroom teacher indicates student puts forth inconsistent effort; has some homelife events that are taking emotional toll
- Previously participated in TN ALL Corp tutoring in 2nd and 3rd grades



# Data Case Study #4

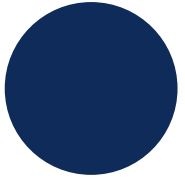
## Grade 1 Student

- URS Spring Results
  - Overall composite: 29th percentile
  - Phonemic segmentation: 20th percentile
  - Nonsense word fluency: 28th percentile
  - Oral reading fluency: 35th percentile
  - Spelling: 33rd percentile
- Written expression is an area of concern
- Math US composite: 33rd percentile
- English learner: Receives direct ESL service; Present levels of proficiency in English acquisition indicate this student has acquired social language for effective communication as well as some academic language to engage in classroom conversations with peers about text.



# Implementation of RTI<sup>2</sup>

# Planning for Intervention



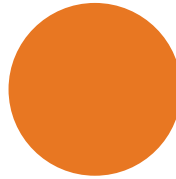
**Conduct survey level assessments**



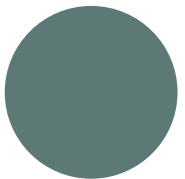
**Determine skill deficit intervention to be provided**



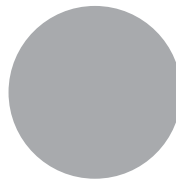
**Determine Tier II or Tier III intervention**



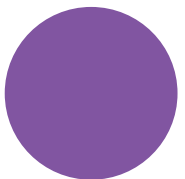
**Determine interventionist to provide instruction**



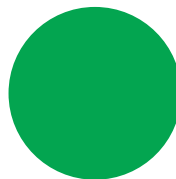
**Write student intervention plan (SIP) or Individualized Learning Plan – Characteristics of Dyslexia (ILP-D)**



**Creation and delivery of parent notification letters as appropriate**



**Documentation/record keeping plan**



**Monitor Fidelity of intervention**

# Considerations for Determining Most Appropriate Intervention

- When to provide Tier II or Tier III intervention?
- What methodology or program to select?
- How to most appropriately group students at the intervention table?
- Who provides the instruction for intervention?





# Written Expression

- Screening
  - Curriculum Based Measure (CBM)
    - Example: aimswebPlus
      - Total Words Written
      - Correctly Spelled Words
      - Correct Writing Sequences
  - Authentic writing task coupled with rubric
    - Example
      - Rutherford County Schools Rubric (with permission)
- Intervention
  - Tailored to student need as demonstrated by measure
  - Example
  - Possible success criteria



# Connecting to Tier I and Learning Acceleration

## ▪ Considerations

- Skills deficit intervention can create knowledge building that is isolated from Tier I instruction.
- Provide purposeful ways to allow students to transfer knowledge across academic settings.
- Provide appropriate scaffolded support while allowing students to productively struggle.

## ▪ Opportunities

- Practice with application in grade level text and/or content.
  - Excerpts
  - Sample math problems
  - Pre-teach concepts/text
- Exposure to grade level content vocabulary in intervention setting.
- Background building and concept frontloading when aligned to intervention instructional pacing.
- Building confidence and capacity for stamina with productive struggle.





# Documentation and Record Keeping

What Documents	Who Documents	When to Document
Student Intervention Plan (SIP) or Individualized Learning Plan – Dyslexia (ILP-D)	Interventionist or other personnel as determined by LEA	When student is determined eligible and placed for tiered intervention OR when changes are made to intervention plan.
Fidelity Checks (Direct and Indirect)	School or district administrator, Instructional Coach, or other personnel as determined by LEA.	<ul style="list-style-type: none"> <li>• Direct fidelity check once a semester for each intervention group if intervention is making adequate progress.</li> <li>• Indirect fidelity checks occur quarterly and are aligned to data team meetings.</li> </ul>
Individual Student Intervention Attendance	Interventionist	Daily
Individual Student Performance Anecdotal Notes	Interventionist	As needed but no less than quarterly
Individual Student Progress Monitoring Data	Interventionist	Bi-weekly or with completion of each progress monitoring probe
Parent Letters and Notification	Interventionist or other personnel as determined by LEA	Twice quarterly following Tier I progress reports and report cards; following conclusion of universal screening as appropriate

# Intervention Exit Criteria

## Scenario 1

- Student meets the goal for three consecutive grade-level progress monitoring probes.

## Scenario 2

- Student meets the goal for two consecutive grade level progress monitoring probes and most current universal screening administration.

## Scenario 3

- Student meets the goal for two consecutive universal screening administrations.



# Q & A



# Thank You!

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