



**RTI<sup>2</sup> Implementation for District Teams**  
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## TDOE Goal

By 2017, the RTI<sup>2</sup> Framework will reduce the number of students scoring below basic on the NAEP.



# Our Guiding Principles

1. **Leadership** at the state, district, and building level is essential for ensuring the success of ALL students throughout the RTI<sup>2</sup> Framework
2. A **culture of collaboration** that is focused on student achievement, for both struggling and advancing students, should include educators, families and communities
3. RTI<sup>2</sup> is a **process focused on prevention** and early intervention that uses assessment data for instruction, intervention and transitions between tiers

# Opening Video

## Norms

- Respect for diverse needs of district teams in whole group discussions.
- Engage fully and avoid personal technology use.
- Use planned agenda items fully and respect the air time of whole group to ensure agenda timeline is followed.
- Transparent collaboration during district work time and whole group discussions.
- Utilize work time effectively to clarify district needs and plan steps to move forward.
- Parking lot for unanswered questions and return answers sent through CORE office in one week.

## Objective

Reflect on K-5 practices and build 6-12 Framework to support district guidance and decision making.

# Response to Instruction and Intervention

# RTI<sup>2</sup>

GUIDING PRINCIPLES: □ Leadership □ Culture of Collaboration □ Prevention & Early Intervention

## **TIER I** All

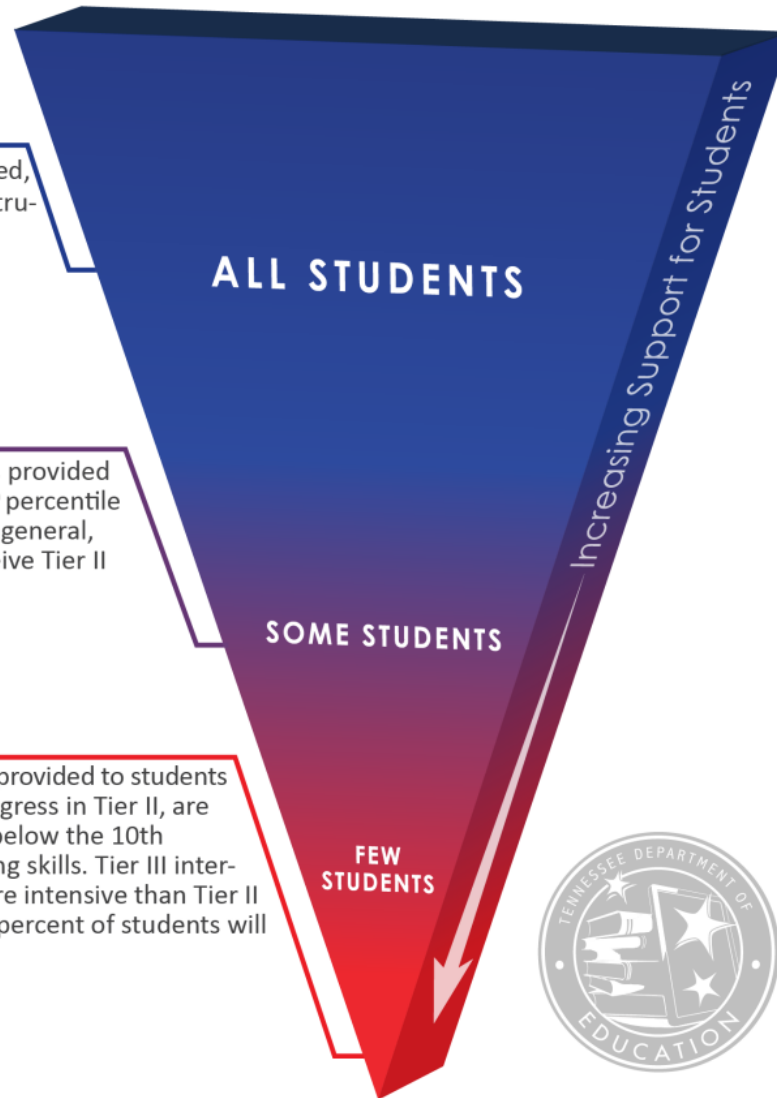
**ALL students** receive research-based, high quality, general education instruction. In general, 80-85 percent of students will receive only Tier I instruction.

## **TIER II** Some

**In ADDITION to Tier I**, extra help is provided to students who fall below the 25<sup>th</sup> percentile in basic math and reading skills. In general, 10-15 percent of students will receive Tier II interventions.

## **TIER III** Few

**In ADDITION to Tier I**, extra help is provided to students who have not made significant progress in Tier II, are 1½ –2 grade levels behind, or are below the 10<sup>th</sup> percentile in basic math and reading skills. Tier III interventions are more explicit and more intensive than Tier II interventions. In general, only 3-5 percent of students will receive Tier III interventions.



We know this triangle.

Do your secondary administrators know this triangle?

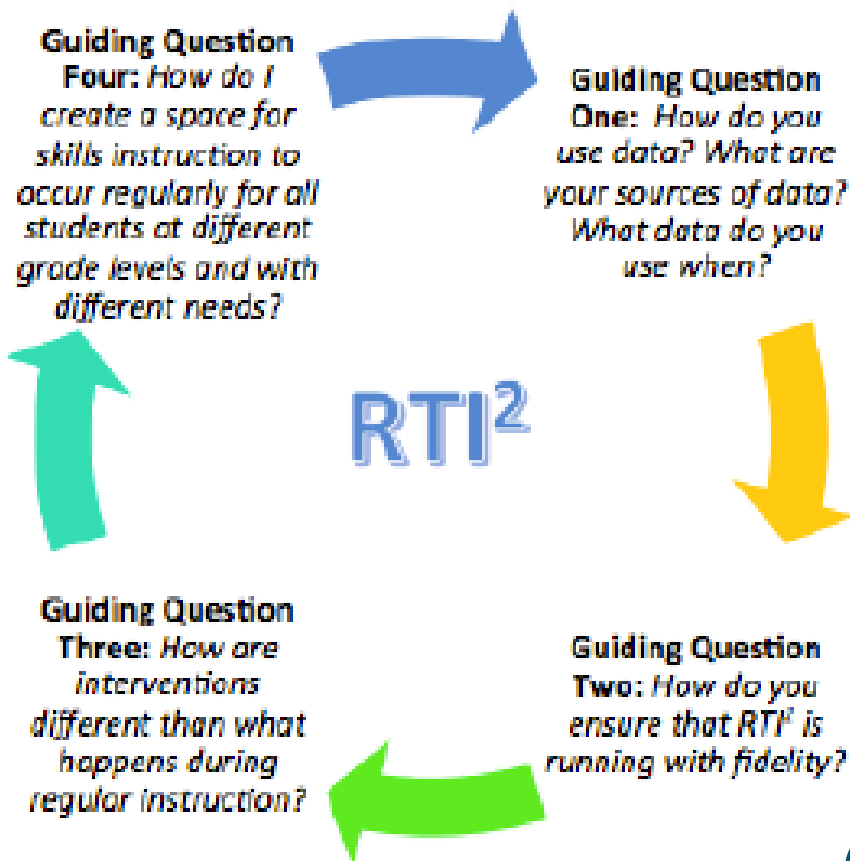
Do your parents know this triangle?

Do your community supports know this triangle?



## Effective Scheduling

## Data Sources



## Instruction and Intervention


## Progress Monitoring and Fidelity Monitoring

## What the first session focused on:

- Thoughtful reflection on how to use areas of strength to overcome your implementation challenges
- The challenging work of supporting all students' differentiated needs and how we need a collaborative process for this work
- Ensuring all can achieve at high levels
- Providing opportunities to share successes and develop relationships with partner districts
- Creating a Next Steps Action Plan to support the ongoing work to implement the process of the RTI<sup>2</sup> framework



# Sharing Successes: Compass Activity

	<b>North</b> <i>Acting – “Let’s do it;” Likes to act, try things, plunge in.</i>	
<b>West</b> <i>Paying attention to detail —likes to know the who, what, when, where and why before acting.</i>		<b>East</b> <i>Speculating – likes to look at the big picture and the possibilities before acting.</i>
	<b>South</b> <i>Caring – likes to know that everyone’s feelings have been taken into consideration and that their voices have been heard before acting.</i>	

# How is secondary school different from elementary school?

**Effective  
Scheduling**

**Data Sources**

**Guiding Question  
Four:** *How do I  
create a space for  
skills instruction to  
occur regularly for all  
students at different  
grade levels and with  
different needs?*

**Guiding Question  
One:** *How do you  
use data? What are  
your sources of data?  
What data do you  
use when?*

**RTI<sup>2</sup>**

**Guiding Question  
Three:** *How are  
interventions  
different than what  
happens during  
regular instruction?*

**Guiding Question  
Two:** *How do you  
ensure that RTI<sup>2</sup> is  
running with fidelity?*

**Instruction  
and  
Intervention**

**Progress  
Monitoring and  
Fidelity  
Monitoring**

# Material Walk Through

## Agenda Walk Through

### **Elementary Focus**

1. Session One Review p. 1
2. K-5 Clarifications p. 3
3. RTI<sup>2</sup> Manual p. 9
4. Notes p. 6
5. Communications Plan p. 8

### **Secondary Focus**

6. 6-12 Clarifications p. 59
7. Notes p. 63
8. Communications Plan p. 65

# Resources for K-5 Clarifications

**Goal:** Respond to feedback from first sessions and give districts language to support strong leadership conversations about implementing the RTI<sup>2</sup> process.

As we all move forward with RTI<sup>2</sup>, it is important for us to work collaboratively to support your needs and ability to make unique decisions for your students and support their growth.

1. K-5 Clarifications p. 3
2. RTI<sup>2</sup> Manual p. 9
3. Notes p. 6

# Clarifications for K-5 RTI<sup>2</sup> Implementation

## 1.3 Universal Screening

### Original Language

Furthermore, **universal screening** can be used to identify students in need of further intervention due to identified skill deficits. A more precise assessment may be needed to determine a student's specific area(s) of deficit before beginning an intervention.

### Clarifications

- The universal screening tool should be used to identify the six general skill areas for student intervention. Next, a survey level assessment may be needed to determine more specific skill area(s) of focus before beginning an intervention.
- *Additional details on how universal screening and survey assessments can be found on p. 16.*
- *Additional clarification on the Universal Screening process can be found on p. 17.*

# Clarifications for K-5 RTI<sup>2</sup> Implementation

## 1.4/2.4 -Data-based Decision Making

### Original Language

**Data-based decision making** is the process of using appropriate data to inform and drive each instructional decision. Cut scores must be established for the universal screening. These cut scores should be based on national norms at a minimum, and identify students who are at-risk.

### Clarifications

- If a school has a large number of students falling below national norms, a school team may use relative norms instead of national norms. Relative norms compare a student's performance to other students in his/her school. If a school has a high population of struggling students, relative norms allow a school staff to determine which students have the greatest need for intervention.
- *Additional clarification on p. 18 for Tier I and p. 32 for Tier II.*

# Clarifications for K-5 RTI<sup>2</sup> Implementation

## 3.3/4.3 Progress Monitoring

### Original Language

Progress monitoring must be conducted with measures that are at the students' skill/instructional level.

### Clarifications

- While the universal screening tool measures student performance on grade level, progress monitoring must be conducted with measures that are at the students' skill/instructional level. The skill/instructional level at which a student will be progress monitored can be determined through a survey-level assessment.
- *Additional clarification on p. 40*

# Clarifications for K-5 RTI<sup>2</sup> Implementation

## 3.3/4.3 Progress Monitoring

### Original Language

- **Progress monitoring** in Tier II may include:
- Assessments from **intervention materials/kits** (Requirements: national percentiles, allow for repeated measures, sensitive to change, and specific to an area of deficit including basic reading skill(s), reading fluency, reading comprehension, mathematics calculation, mathematics problem solving and written expression). In addition, it must plot or give information so that **rate of improvement** (ROI) can be transferred to graph form

### Clarifications

- Assessments from intervention materials/kits: When analyzing these tools, teams should ensure that the assessments include national percentiles, allow for repeated measures, are sensitive to change, and specify areas of deficit including basic reading skill(s), reading fluency, reading comprehension, mathematics calculation, mathematics problem solving and written expression. In addition, the tools should report results so that rate of improvement (ROI) can be calculated and transferred to graph form,
- *Additional clarification on p. 41 for Tier II and p. 51-52 for Tier III*



# Clarifications for K-5 RTI<sup>2</sup> Implementation

## 2.6 Fidelity Monitoring

### Original Language

In Tier I, fidelity will be monitored at least once a marking period.

### Clarifications

- In Tier I, fidelity is monitored using the TEAM evaluation process. There is no additional fidelity monitoring or record keeping required for the RTI<sup>2</sup> process.
- 
- *This statement can be found on p.33.*

# Clarifications for K-5 RTI<sup>2</sup> Implementation

## 3.6/4.6 Fidelity Monitoring

### Original Language

In Tier II, **fidelity** will be monitored at least three times a marking period.

### Clarifications

- The purpose of monitoring fidelity is to provide ongoing information about the effectiveness of the intervention being provided.
- Instead of determining fidelity check by marking period, a data team should ensure that three fidelity checks occur within the period of time that 8-10 data points are collected.
- Therefore, a data team should review three fidelity checks and 8-10 data points when reviewing the effectiveness of an intervention.
- *An additional clarifications table can be found on p. 44-45 for Tier II and on p. 55-56 for Tier III.*

# Clarifications for K-5 RTI<sup>2</sup> Implementation

## 3.6/4.6 Fidelity Monitoring

### Original Language

At least two of the three **fidelity** checks must be a direct observation while interventions are taking place. These direct observations should be unannounced.

### Clarifications

- If the intervention is effective and students are making progress (as determined by their rate of improvement), the fidelity checks do not need to be as thorough. For example, the fidelity check might be a walk through or a short observation.
- If the students are not making progress (as determined by their rate of improvement), then fidelity checks need to be more thorough. For example, a thorough fidelity check might be a 30-minute direct observation.
- *An additional clarifications table can be found on p. 44-45 for Tier II and on p. 55-56 for Tier III.*

## 3.2 Tier II Configuration

### Original Language

If students need interventions in more than one area (ELA and Mathematics), then the five days of interventions a week can be split in a two-day/three-day manner based on the area of greater need. For example, if a student needs intervention in ELA and Mathematics but is weaker in math, he/she should receive three days of Mathematics interventions and two days of ELA interventions each week.

### Clarifications

- The decision to provide a two-day/three-day split in an RTI<sup>2</sup> team decision and may be appropriate for some students, who need reading and math intervention. If a team chooses to do a split intervention, the team must watch the student's progress closely and make intervention adjustments if the student is not progressing in this model. The team may also choose to provide intervention five days/week in the area of greatest need or provide intervention five days/week in both areas of deficit. Student data should guide this decision.
- *Additional clarifications on student placement can be found on p. 39.*

## 3.4 Data-based Decision Making

### Original Language

### Clarifications

- These students typically demonstrate a higher need and therefore may require Tier III intervention for a longer period of time before student growth meets expectations. During this extended support in Tier III intervention, a student's progress should be monitored closely so that changes to the intervention can be made. The student's progress should guide the data team in making these changes to the intervention.
- *An additional clarifications can be found on p. 53.*

# District Communications Planning

Please turn to **page 8** in your participant manual.

We are going to take the next 10 minutes to let your team determine if there are areas that you need to clarify with your building leaders and your teachers and give you the time to plan for these communications.

# Clarifications

## 6-12 RTI<sup>2</sup> Implementation

In response to several districts' requests for clarification in secondary RTI<sup>2</sup> implementation, the Curriculum and Instruction and Special Populations divisions have collaboratively provided clarifications to facilitate your ongoing implementation of RTI<sup>2</sup> Framework at the middle and high school level.

These can be found on **page 59** of your participant manual.

A notes section is provided on **page 63**.

# Clarifications

## 6-12 RTI<sup>2</sup> Implementation

### Universal Screening **p. 59**

5<sup>th</sup>-6<sup>th</sup>

- Elementary Model
- All students
- Three times a year-skill focused

7<sup>th</sup>-8<sup>th</sup>

- Transitional Model
- All students
- End of year-skill focused

HS

- High School Model
- Targeted students
- Use multiple types of data and data points



# Clarifications

## 6-12 RTI<sup>2</sup> Implementation

**Why?** Decisions should be made around the number of at-risk students and the capacity of the building so that the students most in need of intervention receive appropriate supports.

### National Norms p. 60

- Developing implementation
- Strong intervention models are in place
- School-wide screening
- 10<sup>th</sup> percentile –Tier III
- 25<sup>th</sup> percentile-Tier II

### Relative Norms p. 60

- Beginning implementation
- Ensure capacity for highest need students
- School-wide screening
- Lowest 10 percent –Tier III
- Lowest 20-25 percent-Tier II

# Clarifications

## 6-12 RTI<sup>2</sup> Implementation

### High School Early Warning System **p. 61**

- Increases awareness other types of academic and behavior data
- Guides high school data teams with multiple points in data
- Can be customized to school needs and priorities
- Determine small groups of students to do additional skill screening

# Clarifications

## 6-12 RTI<sup>2</sup> Implementation

### Standard Protocol Approach

**p. 61**

**Definition:** relies on the same, research-based intervention for all students with similar skill needs

#### **Why:**

- » Knowledge depth of teachers
- » Implementation readiness
- » Needs of students

### Hybrid Protocol Approach

**p. 61**

**Definition:** utilizes the standard protocol approach, but also tailors an intervention to meet the student's individual needs. The tailoring of interventions involves problem solving that includes: analyzing data, analyzing students are of need, planning a specific intervention and monitoring that intervention.

#### **Why:**

- » Knowledge depth of teachers
- » Implementation readiness
- » Needs of students

# Clarifications

## 6-12 RTI<sup>2</sup> Implementation

### Scheduling p. 62

- Less fluid, more structured
- Longer support time for students
- Teacher qualifications and qualities

# Clarifications

## 6-12 RTI<sup>2</sup> Implementation

### Progress Monitoring **p. 62** Fidelity Checks **p. 62**

#### Why?

To support students' skill growth

#### What does that look like in secondary?

- » Same frequency
- » Skill focus
- » Different level of skills

#### Why?

To support teachers' implementation

#### What does that look like in secondary?

- » Same varying of intensity
- » Same supports

# District Communications Planning

Please turn to **page 65** in your participant manual.

We are going to take the next 10 minutes to let your team determine if there are areas that you need to clarify with your building leaders and your teachers and give you the time to plan for these communications.



# Break



# High School Data Based Decision Making: EWS

- You might remember that there was an early warning data system proposed in 2010. That concept is not the same concept as this early warning system.
- **This system** is designed for RTI<sup>2</sup> to facilitate skill-based intervention utilizing multiple data points.
- The one that was discussed in 2010 has not been released, but the state is still exploring developing educator dashboards that capture a more holistic view of student and classroom data versus data that focuses on interventions only. This system will be considered an educator dashboard.



# Early Warning System for Intervention

Students at the high school level often have many factors that may cause them to be at risk academically or at risk for dropping out of school. To appropriately provide intervention for those students the following should be considered for universal screening:

- Academic data - TCAP, previous year's grades, progress monitoring data
- Additional data – behavior, EL status, attendance, special education, suspension/expulsion, social/emotional, juvenile justice system
- EWS Tool – used to import data and calculate risk factors for individual student determination and intervention placement

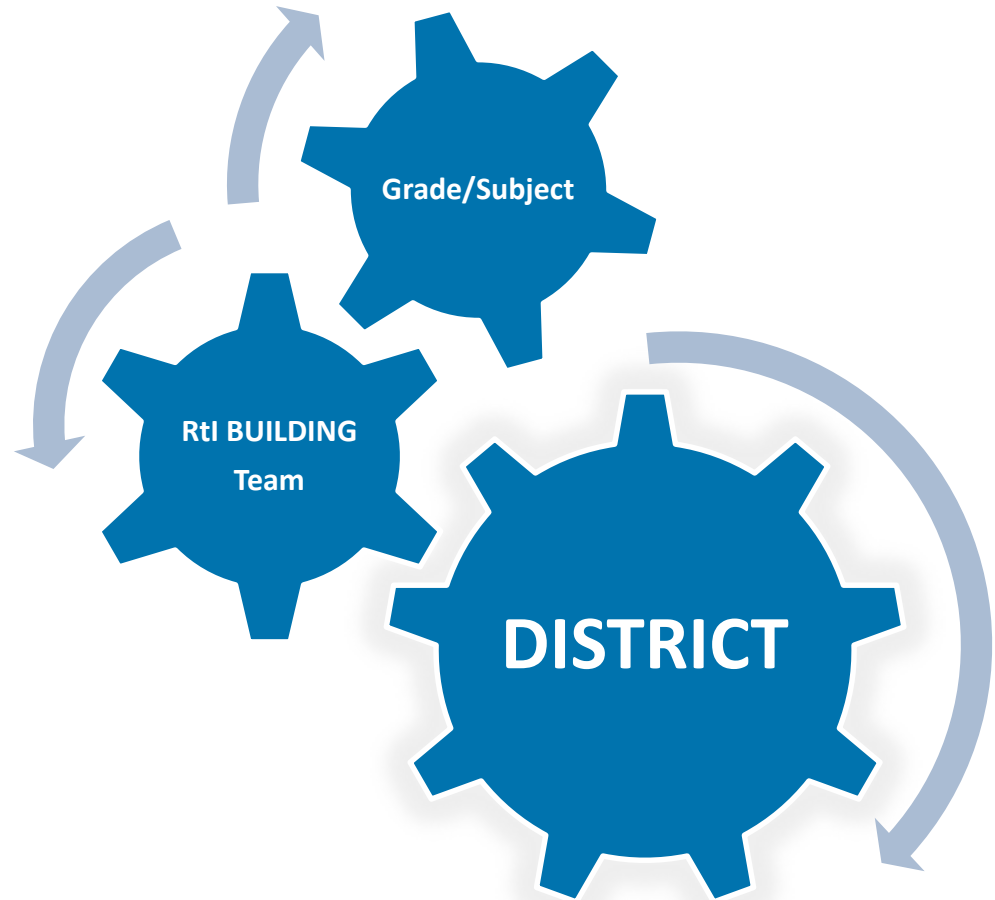
## Article Walk Through Activity p. 67

- Develop the team and establish roles
- Determine meeting content and structures
- Identifying accurate indicators
  - ABC's
    - Attendance
    - Behavior
    - Course performance
- Align appropriate interventions to student need
- Evaluate student progress and intervention effectiveness

# Video

# All Levels are Considered At All Times, But...

Altitude  
Changes  
Your View



# Team Roles & Responsibilities

Recorder



Data  
Specialist



**Data Organized**  
**Data Displayed**

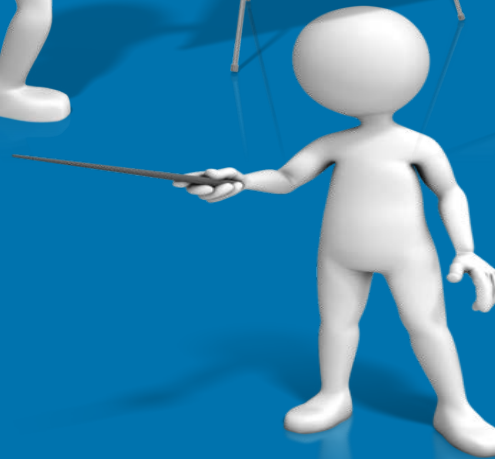
Engaged  
Participant



Time  
Keeper



Focus  
Monitor

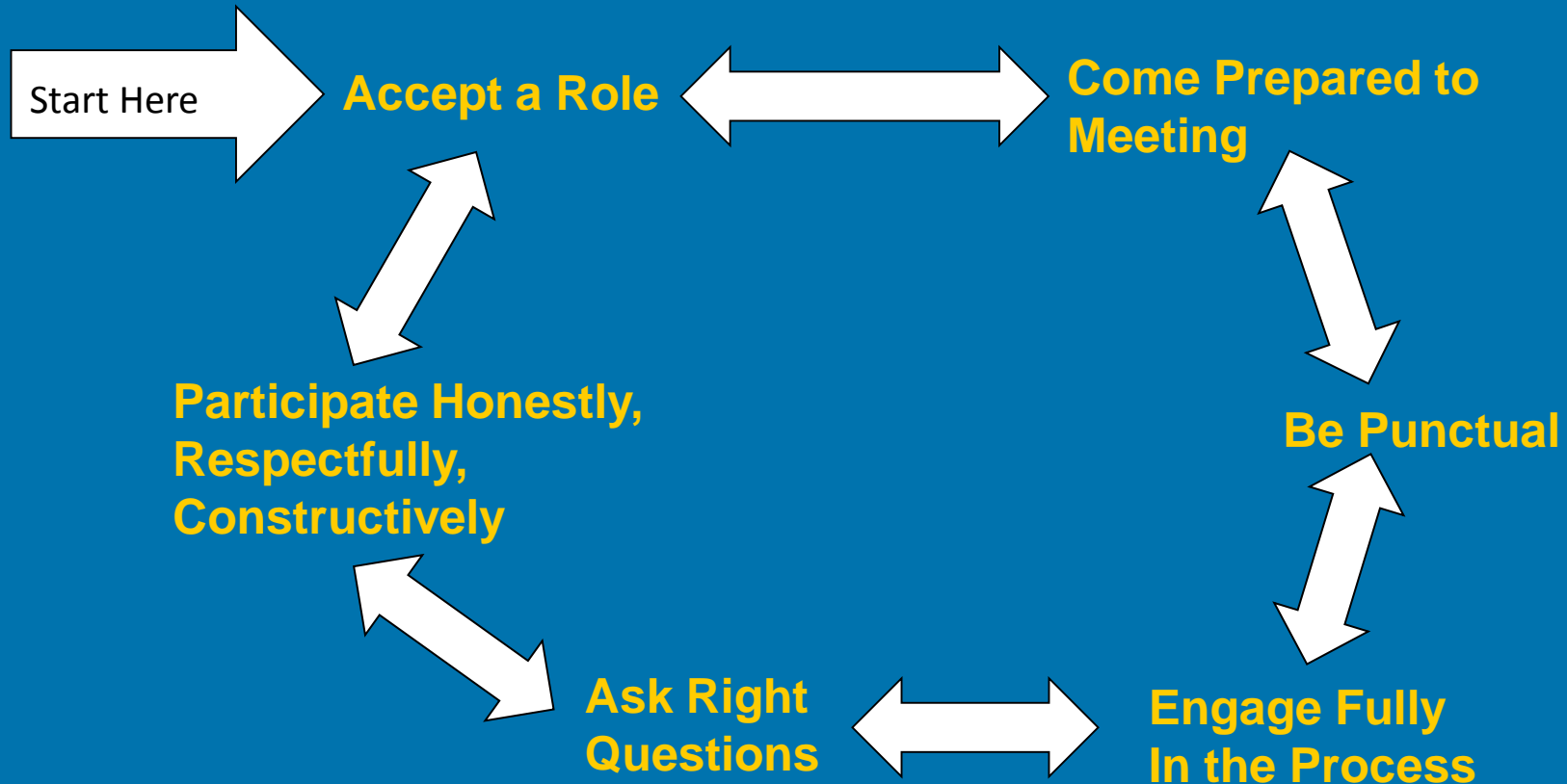


**Use Data Smartly**



Team Leader

# All DATA Members' Responsibilities



# 1<sup>st</sup> Meeting – To-Dos

Agree on

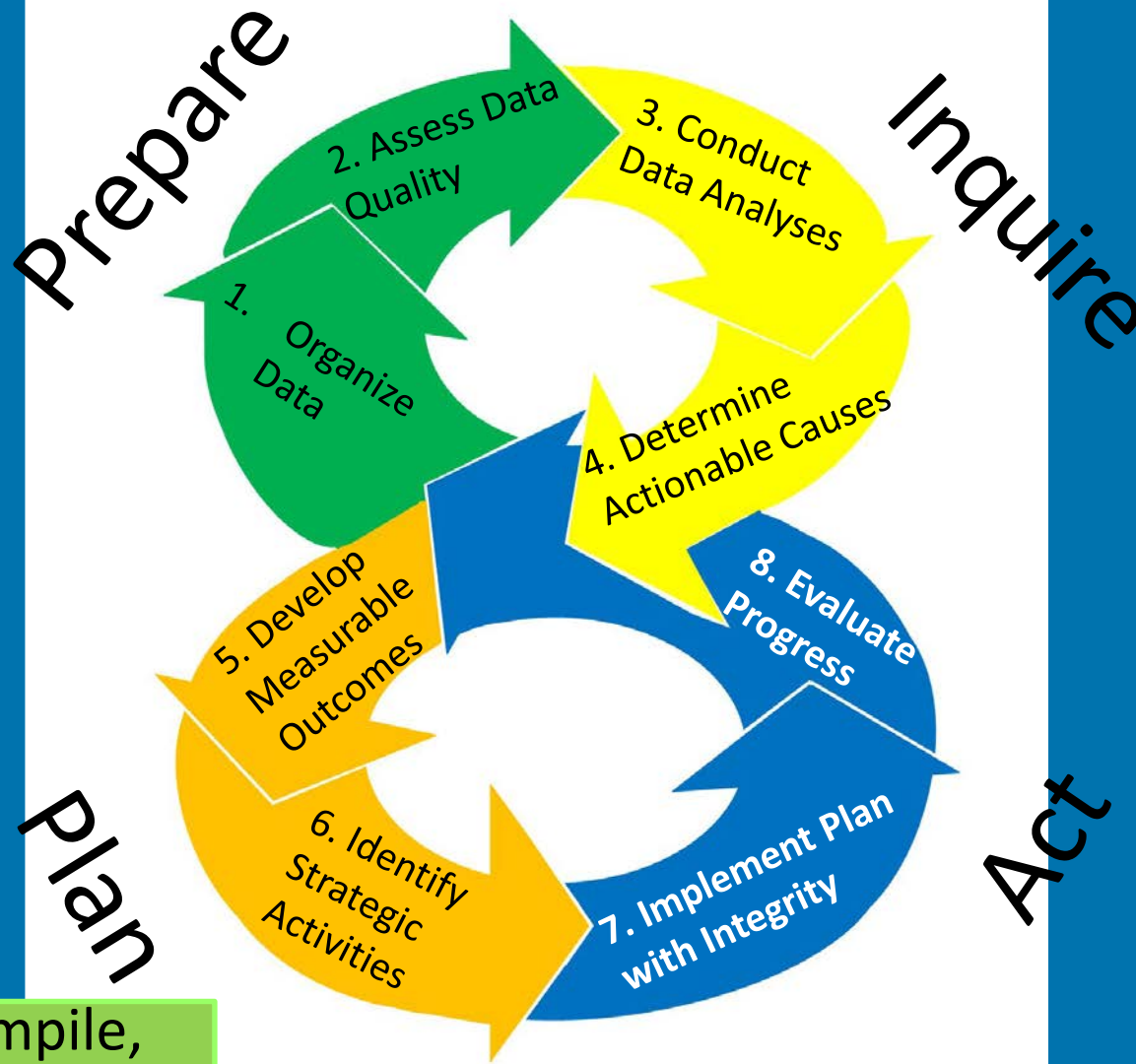
Role Assignments

Mission/Vision Statement

Team Norms

Then, Develop a Mission Statement...

# How Do You Conduct Data Action ?



Conduct, Compile,  
and Evaluate  
Universal Screening



## Lunch Break

- All informational sessions moved in the morning so that those who cannot stay were able to receive all updates and clarifications.
- If you still have questions, place on Parking Lot. We will be sending follow up through registration email list.
- After lunch, we will be diving more deeply into interests of the group.

# Upcoming Materials and Support

- Regional Secondary School Meetings
- K-5 Reflection Modules through CORE offices
- High School Implementation Toolkits through CORE offices

# Asking the Right Questions





## Sample Questions – Assess Data Quality (Step 2)

Q - Are these Data Complete (accurately represents the population being examined or an adequate sample)?

Qs - Is Each Data Element:

Valid?

Reliable?

Timely?

Q – How Confident are You in these Data ?

# Data Quality: Your Confidence in the Data





## Sample Questions – **Analyze** (Step 3)

Q: For What Categories do Meaningful Gaps Exist?

Q: What Meaningful Differences Exist between What Groups?

Q: What Meaningful Trends within Categories & Groups can be Seen?

Q: What Categories of Data are Meaningfully Related?

Q: What Relationships among Categories & Groups are Meaningful?

**Don't Be Afraid to  
Question the Quality of  
Your Data**

## Discussion Questions (p. 89)

1. Who leads RTI<sup>2</sup> Data Teams in your high schools?
2. Are these teams focused only on RTI<sup>2</sup> and intervention or do they also guide other data-based decisions for your high school?
3. What type of data-decision making tool is/are your high school(s) going to use when making student placement decisions?
4. What data tool will your data teams use to drill down and determine skills for intervention?
5. What data will your data teams use to monitor progress? How frequently will they collect data? What protocols does this team need to review rate of improvement data?
6. What support will your high schools need in creating these kinds of data teams?



# Secondary Success Stories

## 3-2-1 Protocol

**Place on your table chart paper:**

**Three things that I am excited to share with leaders:**

- 1.
- 2.
- 3.

**Two things I need to prepare before I do support schools:**

- 1.
- 2.

**One thing that worries me:**

- 1.

# Gallery Walk

1. Distribute the dots on the table so that everyone has one red dot and one blue dot.
2. As a team, walk through each table's chart paper.
3. Vote for a topic that you strongly agree with your red dot.
4. Vote for a topic that you would like to spend more time on with your blue dot.

Based on your votes, we will flex the afternoon modules to support your interests.

# Using Multiple Data Points: Secondary Data-Based Decision Making

In your participant manual, you have two case studies.

Middle School: **p. 94**

High School: **p. 91**

Choose one for your table.

We are going to take ten minutes to read and discuss at tables. If you do not have a partner at your table, please move so that you can discuss the case study.

Notice that there are two layers of questions: one set to guide building decision-making to occur and one set for districts to think about guiding building decisions.

# Scenarios Debrief

Middle School Table Share

High School Table Share

# Standards and Skills: How to Support Middle School and High School Teachers

Turn to **page 97** in your participant manual.

What is different for how you prepared your elementary teachers to what you need to do for your high school teachers?

# Does your data provide guidance for re-teaching or intervention?

## Re-teaching

### Tier I – State Standards and Differentiated Instructional Practices

Goal is to reteach standards to ANY and ALL students who are struggling with core concepts rather than specific skill deficits.

#### Standards Based Assessment:

- Benchmark Assessment
- Summative Assessment
- Formative Assessment

**versus**

## Intervention

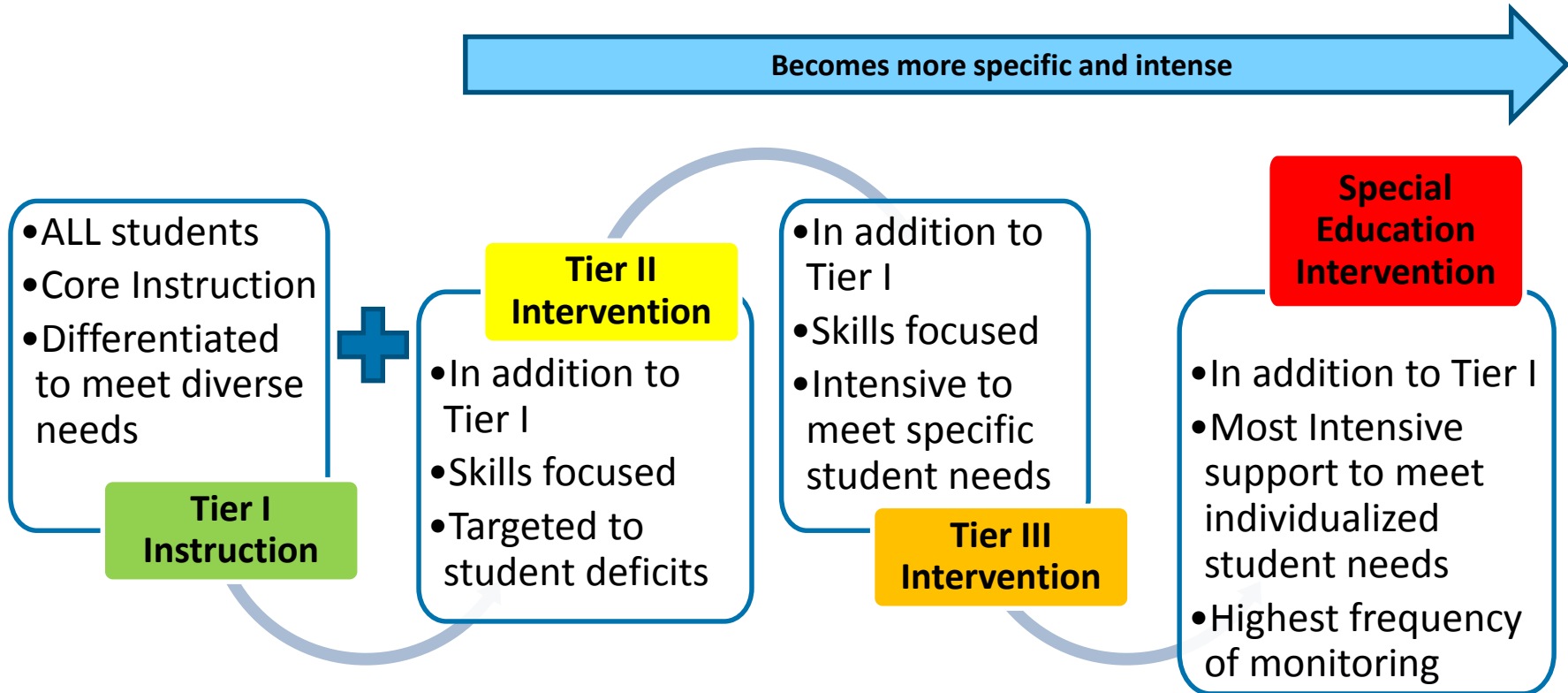
### Tier II/III/Special Education Intervention

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

#### Skills Based Assessment:

- Skills based universal screener aligned to area(s) of deficit
- Skills based Progress Monitoring specific to area(s) of deficit
- Ongoing skills assessments

# Continuum of Instructional Support





# Professional Development Planning

Please turn to **page 101** in your participant manual.

We are going to take the next 10 minutes to let your team determine think about professional development and where/when/how you will need to deliver professional development.

I also want to mention that your CORE staff can support this professional development work, as well.

# How do we support secondary students?

In your participant manual, you have two case studies.

Middle School: **p. 106**

High School: **p. 103**

Choose one for your table.

We are going to take ten minutes to read and discuss at tables. If you do not have a partner at your table, please move so that you can discuss the case study.

Notice that there are two layers of questions: one set to guide building decision-making to occur and one set for districts to think about guiding building decisions.

# Scenarios Debrief

Middle School Table Share

High School Table Share

# Thank you

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