

RTI² and High-Dosage, Low-Ratio Tutoring August 2022

RTI² Definition

Response to Instruction and Intervention (RTI²) is a multi-tiered approach focused on prevention and early intervention that uses a data-driven problem-solving model to identify and address areas of academic need. RTI² is founded on high-quality core instruction for all students (i.e., Tier I), targeted intervention for some students (i.e., Tier II), and intensive intervention for a few students (i.e., Tier III).

High-Dosage, Low-Ratio Tutoring Definition

High-dosage, low-ratio tutoring consists of intensive tutoring that occurs at least two to three times per week for 30 to 45-minute sessions. Sessions are provided by a qualified tutor to help all students accelerate their learning in an individualized manner. High-dosage, low-ratio tutoring is not remedial work. Rather, it focuses on scaffolding academic content so students can access new learning, while also building upon their knowledge and skills base. Research has found that when tutoring is provided at a “high-dosage and low-ratio” and with certain features in place, it leads to increased learning for students.

Intervention Clarification Matrix

	RTI² Tier III Intervention	High-Dosage, Low-Ratio Tutoring
Grade K-4 ELA	<p>Maximum of 1:3 teacher to student ratio for tutoring Assessment: Universal Reading Screener Duration: based on student progress towards goals Frequency: Daily 40-60 minutes Focus: Skill development in foundational skills and comprehension</p>	<p>Maximum of 1:3 teacher to student ratio Assessment: composite falls below the 40th percentile on their Universal Reading Screener composite. Duration: yearlong intervention if choosing RTI² Tier III model Frequency: minimum 2 sessions weekly for 30 minutes Progress Monitoring Frequency: monthly Focus: Skill development in foundational skills and comprehension</p>
Grade 5-8 ELA	<p>Assessment: Universal Reading Screener and additional data sources Duration: based on student progress towards goals Frequency: Daily 45-60 minutes Focus: Skill development of student needs in skills-based instruction</p>	<p>Maximum of 1:4 teacher to student ratio Assessment: The student fell below the 40th percentile on their Universal Reading Screener composite or their benchmark assessment shows that they are performing in a category on your local benchmark that would demonstrate an “at-risk” status for proficiency on their grade level TCAP. Maximum of 1:3 teacher: student ratio Frequency: minimum 2 sessions weekly for 30 minutes Progress Monitoring Frequency: monthly</p>

		Focus: Access to classrooms daily instruction (additional vocabulary, fluency comprehension practices aligned to classroom texts)
Grade K-4 Math	Maximum of 1:3 teacher to student ratio for tutoring Assessment: Skills-based math screener Duration: based on student progress towards goals Frequency: Daily 40-60 minutes Focus: Skill development in math concepts and numeracy	Maximum of 1:3 teacher to student ratio Assessment: composite falls below the 40 th percentile on their Universal Reading Screener composite. Duration: yearlong intervention if choosing RTI ² Tier III model Frequency: minimum 2 sessions weekly for 30 minutes Progress Monitoring Frequency: monthly using Zearn Focus: Skill development in math concepts and numeracy
Grade 5-8 Math	Assessment: Skills-based math screener and additional data sources Duration: based on student progress towards goals Frequency: Daily 45-60 minutes Focus: Skill development in math concepts and numeracy	Maximum of 1:4 teacher to student ratio Assessment: The student fell below the 40 th percentile on their skills-based math screener composite or their benchmark assessment shows that they are performing in a category on your local benchmark that would demonstrate an “at-risk” status for proficiency on their grade level TCAP. Maximum of 1:3 teacher: student ratio Duration: 12 weeks minimum Frequency: minimum 2 sessions weekly for 30 minutes Progress Monitoring Frequency: monthly using Zearn Focus: Access to classrooms daily instruction (additional concept, fluency, and application practice)

Implications for Practice

A district may use Tier III interventions in lieu of high-dosage, low-ratio tutoring in grades K-4 reading and math **if** meeting 1:3 student/teacher ratio.

A district may not use high-dosage, low-ratio tutoring as a substitute for Tier III interventions in grades K-4 reading and math **unless** all RTI² Tier III requirements listed in the chart above are met.

Additional guidance regarding RTI² requirements can be found within the [Response to Instruction and Intervention Manual](#).