



RTI² for Academics

The Instructional Framework for District Leaders

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Vision and Key Messages

When students who are struggling to access grade-level content receive the right support at the right time, they close gaps and engage in Tier I core instruction with increasing independence and success. That is the purpose of Tennessee’s Response to Instruction and Intervention Framework for Academics (RTI²), a structured and data-based approach that meets students where they are and moves them forward. As a core component of Tennessee’s general education framework, RTI² relies on the collective responsibility of all educators to ensure students receive timely, targeted support that promotes success in grade-level instruction. Central to this framework is the understanding that tiered interventions are not a destination but a bridge to provide targeted instruction that accelerates learning with the goal of grade-level success in core instruction as quickly as possible based on the child’s needs.

RTI² for academics is grounded in learning acceleration, not remediation. Tennessee has made significant progress in shifting RTI² from a remediation-first model toward one grounded in learning acceleration and instructional coherence, and this guidance is designed to accelerate that shift. In practice, RTI² has too often meant pulling students out of grade-level content to work on isolated skills, using instructional materials disconnected from core instruction. The Tennessee model inverts that logic: foundational skills gaps are targeted with precision, and the vehicle for practice is content aligned to grade-level Tier I High-Quality Instructional Materials (HQIM). Tier II and Tier III interventions address specific foundational skills and prerequisite knowledge gaps to support full access to grade-level Tier I content. High-quality instructional materials, consistent routines, and predictable structures are the necessary components for effective implementation at all three tiers. The success and sustainability of RTI² depend on district leaders establishing clear expectations, building strong systems, and fostering shared ownership so that every school can implement the framework with fidelity.

Research shows that students who received grade-level content with embedded supports outperformed peers who received remediation-only approaches.¹ The result: faster gap

¹ *Accelerate, Don’t Remediate*. TNTP. 2021. Retrieved from <https://tntp.org/publication/accelerate-dont-remediate/> on April 28, 2026.

Unlocking Acceleration. TNTP. 2022. Retrieved from <https://tntp.org/publication/unlocking-acceleration/> on April 28, 2026.

closure, stronger transfer, and fewer instructional dead ends. Learning acceleration strategies coupled with instructional coherence—a systematic approach to instruction in grade-level content that creates a unified strategy for all aspects of the student’s instructional experience—ensures all instruction is aligned and works to increase access and success in Tier I instruction, ultimately preparing students for postsecondary success.

This guidance document is organized around four essential components of the RTI² framework: leadership, assessment, data-based decision-making, and instruction and intervention. These components are interdependent. The framework functions at its highest level when all four are in place and operating in coordination.

Key updates from the previous manual include:

- emphasis on coherence across instructional settings using consistent instructional strategies and content aligned to high-quality instructional materials and grade-level standards;
- flexibility on the frequency of administration of universal screeners; and
- focus on data-driven decision-making for student grouping and staffing ratios.

What Is Meant by RTI²?

RTI² is a layered support model where **all students** receive grade-level instruction (Tier I), and those who need more help get additional support at increasing levels of intensity (Tier II and III).

Tier I Instruction (core instruction with just-in-time support) is based on grade-level standards through the use of HQIM and includes access points and scaffolds for students who need additional support to engage with grade-level content.

Tier II Intervention (targeted instructional support) provides targeted standards-aligned support through explicit instruction in essential prerequisite skills, prior knowledge, and academic vocabulary. Instructionally coherent with Tier I, it delivers support that quickly closes learning gaps, embeds learning acceleration strategies, and prepares students to engage immediately and meaningfully in grade-level core instruction using HQIM.

Tier III Intervention (intensive instructional support) provides more individualized, intensive support to address significant gaps in foundational skills, knowledge, and academic vocabulary that limit progress in grade level instruction. Tier III uses systematic, explicit instruction, purposefully utilizes learning acceleration strategies, and increases students' access to and success with core instruction over time.

What Tiered Intervention Is and Is Not

Tiered Intervention is:	Tiered Intervention is not:
A prevention-oriented system of support that uses data to match students with the level of instruction and intervention needed to accelerate learning and improve outcomes.	A pathway where tiered interventions are used solely to determine eligibility for special education services.
A learning acceleration "just-in-time" model that keeps students moving forward by identifying necessary skills/knowledge needed for upcoming lessons while efficiently addressing learning gaps.	A remediation model focusing on student deficits that delays opportunities to learn new content until students have mastered all missing skills and concepts.
Aligned with Tier I grade-level standards, structures, and routines with opportunities for practice and transference in HQIM.	A separate program siloed from grade-level standards, Tier I instruction, and HQIM.
Direct, explicit, systematic, and targeted instruction addressing skills and knowledge gaps provided by the most qualified personnel.	Assigning a student to a computer or technology-based intervention without daily, direct, explicit instruction from qualified personnel.
Problem-solving model that uses multiple data points, including diagnostic data, to identify areas of strength and need.	Use of a single data point, such as screener composite cut score, to make decisions.
Responsive and flexible instruction that uses	Static instruction that relies on a

data to regularly adjust to meet student needs and growth.	predetermined program or methodology with minimal data-based consideration of student need or growth.
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RTI²-A and Child Find

The RTI²-A Framework must not be used to delay or deny a special education evaluation. There is no time limit on how long a student must be in a tiered intervention, no number of data points that must be collected, no requirement to exhaust the tiers of intervention, and no cut score required before a team can make changes to the student intervention plan or refer a student for special education evaluation. A student should commence or continue tiered intervention while an evaluation is occurring if a disability is suspected, or a parent or the school has requested an evaluation to determine eligibility for special education.

The Individuals with Disabilities Education Act (IDEA) requires states to use a process based on the child's response to scientific, research-based intervention for determining whether the child has a specific learning disability. See [34 C.F.R. § 300.307](#). IDEA also requires that an evaluation includes a variety of assessment tools and strategies and cannot rely on any single measure or assessment as the sole criterion for determining eligibility. See [34 C.F.R. § 300.304](#).

Defining Success

Across all levels of support, the shared goal is the same: every student reaches a point where they can be successful in grade-level instruction without additional tiered support. Instruction should be regularly monitored to ensure that tiered intervention is meeting students' needs. Students should move fluidly across tiers based on data and readiness, and movement among tiers should be flexible and responsive to student progression and intensity of needs. Regardless of the level of additional support a student may need to access grade-level content, all students should experience consistent routines, structures, common language, and effective strategies aligned to their HQIM content, so that cognitive effort goes toward learning rather than adjusting to unfamiliar instructional approaches.

For most students, tiered intervention should be a temporary, targeted bridge to grade-level instruction. For some students, including students with disabilities and English Learners, the nature and duration of support will look different and should be determined by data and, where applicable, an Individualized Education Program (IEP) or Individual Learning Plan (ILP).

The district leader's role is to create the conditions that make this vision operational and to monitor whether the district's intervention strategy is leading to grade-level success for all students, even those who started the school year behind.

Leadership

Strong district-level leadership is essential to sustaining effective student support systems over time. The success of RTI² depends on shared leadership and collective ownership across teams, rather than the efforts of a single coordinator. It is a set of shared structures, expectations, and accountability mechanisms that districts must build and maintain. District leaders set the conditions for success—communicating clear expectations, ensuring required structures are in place, and removing barriers so that building leaders and educators can implement RTI² with fidelity in every school, every year.

District Leadership Team

Every district should have an RTI² leadership team that meets regularly to ensure fidelity of the framework. This team should include a designated leader and a representative group that may include district-level colleagues (RTI² coordinators, content area coordinators, data coordinators), instructional staff (teachers, specialists, school psychologists), and family liaison representatives. The district leadership team is responsible for:

- **Alignment:** Ensuring that district infrastructure, master scheduling, staffing models, and resource allocation support the RTI² framework.
- **Professional learning:** Coordinating training, coaching, and feedback cycles for the educators who deliver instruction and intervention at every level.
- **Monitoring:** Adherence to implementation timelines, guiding the selection of assessments and instructional practices, effective implementation of interventions, and establishing a process for supporting school-level teams

School Leadership Team

At the school level, data-based decision-making teams must meet at least quarterly or more often as needed to analyze data, measure intervention effectiveness, and make student-based placement decisions. These teams should include the principal or instructional leader, educators, interventionists, instructional coaches, school psychologists, counselors, and other staff as necessary.

Staffing Decisions

Districts are responsible for adequate staffing and resource allocation to meet the needs of students. District leaders should give careful consideration when determining which staff are best positioned to provide interventions most effectively. Effective intervention requires highly skilled personnel who have been trained in the science of learning across all content areas and in evidence-based interventions.

Districts should also ensure that scheduling structures protect intervention time and do not restrict a student from receiving additional student supports (e.g., special education, English as a second language, tutoring). In addition, implementing structures that support opportunities for regular collaboration among interventionists and content-area teachers is best practice for promoting coherence across instructional settings, which is more likely to lead to progress toward grade-level performance.

Data Collection Responsibilities

District leaders are responsible for defining data collection expectations, including which measures are required, how frequently they are administered, and who is accountable for each, and for communicating those expectations to school leaders. School leaders then ensure data teams use a variety of data sources when making decisions about student needs. These data may include universal screening data, diagnostic data, and progress monitoring data as well as informal assessment data collected during instruction.

Tiered interventionists typically collect data that demonstrate a student's progress as a result of the intervention. The content area teacher may provide data demonstrating the student's progress toward grade-level standards through student work analysis and formative assessments. Both sources are necessary for a complete picture of student progress.

Tiered intervention should be composed of small groups of students with similar learning needs, identified through diagnostic and formative assessments, student work analysis, and other relevant data.

Assessment

To ensure a strong foundation for data-based decision-making, clear and consistent assessment practices must be established. Assessment within RTI² serves three purposes: identifying which students need additional support, monitoring whether that support is working or should be modified, and determining when students are ready to exit intervention.

Universal Screening

All students in kindergarten through grade 12 participate in a universal screening process for reading, mathematics, and written expression. The frequency and requirements vary by grade band:

Grade Band	Screening Requirement
K-5	All students must be screened three times per year (fall, winter, and spring) in all three required areas (reading, math, and written expression). The universal reading screener in grades K-3 must be selected from the list approved by the State Board of Education.
6-8	At minimum, all students must be screened in all three required areas once in the fall. Students who are flagged as at risk should continue to be screened three times per year. Other factors, including TCAP scores and student work, should be considered.
9-12	At a minimum, all students must be screened through an Early Warning System (EWS) in the fall using indicators in the three required areas: attendance, academics, and behavior. Multiple data sources within the EWS should be reviewed throughout the year to identify student needs and inform appropriate interventions and supports.

Grade Band	Screening Requirement
	Students identified as at risk should be screened three times per year to monitor progress and guide support decisions.

Universal screening results alone do not determine a student at risk or how to support a student; they flag students whose performance needs a closer look. When a student flags as at risk on the screener or EWS, teams should use diagnostic and formative assessments, and student work samples from Tier I instruction to identify the specific foundational or prerequisite skills that require attention. This process of narrowing from a broad indicator of risk to a specific instructional target is essential.

Other Data Sources

Assessment aligned to grade-level standards uses both formative and summative measures to monitor learning and evaluate mastery. Formative assessments are used throughout the year to check progress, adjust instruction, and plan supports, reteaching, or acceleration. Summative assessments measure learning at the end of a unit, course, or year and communicate overall achievement to stakeholders.

Additional data strengthens Tier I instructional decisions by adding important context. Teacher observations, student records, and student work analysis clarify patterns in performance, behavior, and learning. When combined with assessment data, these data sources provide a coherent picture of student needs and enable precise, data-informed instruction.

Progress Monitoring

Progress monitoring for tiered intervention serves two functions: it assesses whether the student is responding to the intervention at the individual student level, and it evaluates whether the intervention itself is effectively moving students closer to grade level. Both instructional level (skills-based needs) and grade-level (transfer to core instruction) monitoring are necessary.

Type	Frequency	Purpose
Instructional level (skills-based)	Bi-weekly (minimum)	Measures progress on the specific target skill being addressed in intervention. May use intervention program assessments, survey-level assessments, CBM probes, or targeted skill measures.
Grade level (standards-based)	Monthly (minimum)	Determines whether the student is transferring skills developed in intervention to grade-level tasks. May use HQIM-aligned assessments, interim benchmarks, or student work analysis.

Student work samples from Tier I instruction within HQIM should be treated as a non-negotiable data source. Formative assessments embedded within HQIM provide ongoing, actionable information about whether instruction is reaching students. No single data point should drive a decision to provide or change tiered intervention. Districts should ensure that personnel interpreting progress monitoring data have knowledge of the student's specific area of need and an understanding of what the monitoring measures are designed to reveal.

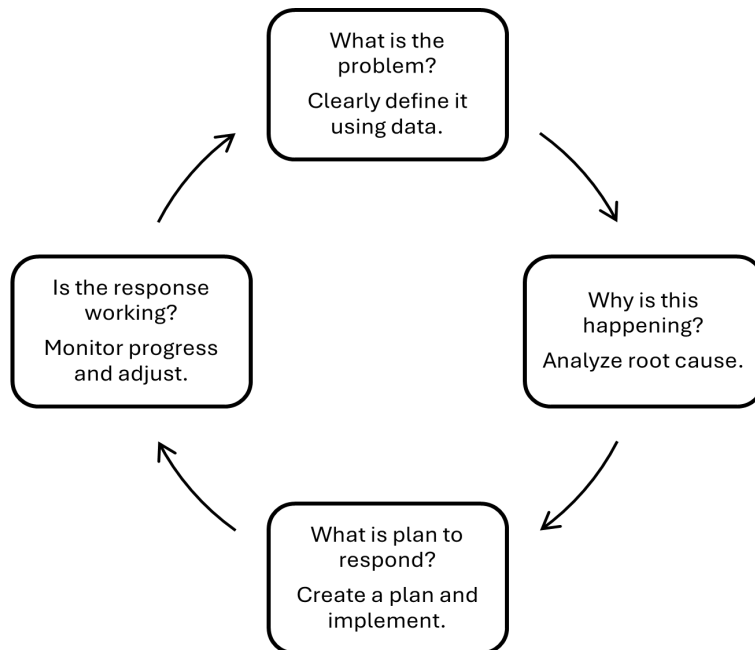
Communication with families about student progress should occur when a student enters or exits an intervention, at each progress reporting interval (approximately every 4.5 weeks), and following each universal screening administration.

Data-Based Decision-Making

While school-level decision-making relies on data, district leaders should set expectations and establish structures to support success at each school. The following sections detail the Data-Based Decision-Making process that occurs at the school level and the responsibilities of district leadership.

The Problem-Solving Model (School Level Process)

Data teams should follow a systematic problem-solving process at all tiers.



Multiple sources of data should inform these decisions. Screener cut scores may be useful as one aspect of data analysis, but they must not be used as the sole basis for placing a student in intervention, moving a student between tiers, or referring a student for special education evaluation.

When defining a student's need, teams should ask: What skills are necessary for this student to meet the demands of core instruction? How is the student performing relative to expectations and to peers receiving the same instruction? Do we have enough data from multiple sources to build a comprehensive profile?

When analyzing data, teams should ask: What prerequisites or foundational skills are missing? Are there factors we have not yet considered? Do we need additional diagnostic information before implementing an intervention?

When developing and implementing a plan, the team should ask: What instructional supports would best meet the identified needs of the student? How will we measure the effectiveness of the instruction?

When evaluating the effectiveness of the intervention, teams should ask: Did the intervention work as designed? Is the response consistent across data and instructional settings? Should the intervention be continued, refined, or discontinued?

The Operational Cadence (School Level Process)

Data-based decision-making requires a predictable structure. District leadership sets expectations and establishes structures for the two meeting types described below to ensure that data moves from collection to action:

The **School Leadership Review Team** occurs quarterly at minimum, following each universal screening window, or more often as needed. The school-based leadership team—composed of school leadership, interventionists, coaches, and classroom educators—reviews screening data, including data from the EWS, to identify data trends related to students flagging for risk, evaluates whether current intervention structures and schedules are serving students as intended, and identifies school-level systems that need to be enhanced or put into place.

Quarterly Student Data and Planning Meetings are conducted for newly identified students with skills-based needs, as well as students currently receiving tiered intervention. During these meetings, teams review individual student data to determine the most appropriate intervention plan and evaluate whether current interventions are producing the desired results.

Teams examine multiple sources of data, including progress monitoring data to determine student response to intervention, student work analysis to evaluate whether intervention progress is translating to stronger outcomes on grade-level content, and intervention fidelity data to ensure the student is receiving high-quality instruction as designed.

This quarterly cadence represents the minimum expectation for reviewing student progress. Teams should respond more quickly when data warrant action. The quarterly cycle does not prevent teams from meeting sooner if student data indicates that changes to the intervention plan are needed. Ongoing collaboration among the Tier I educator, interventionist, and student support staff is essential to ensuring student success and making proactive adjustments to learning plans.

Student Movement through Supports (School Level Process)

Student progress in tiered intervention should be regularly monitored, and intervention should be adjusted accordingly. As tiered intervention is designed to be responsive to student needs, instruction should pace with student progress. When data show that a student has reached proficiency with the identified area of need, the team should plan for post-intervention success, including ongoing monitoring within core instruction. Conversely, when data show that a student is not progressing or that growth is stagnant, teams should immediately convene to determine the most appropriate next steps.

Students with disabilities (SWD) should receive both tiered intervention and specially designed instruction (SDI) as data indicates the need. These supports serve two distinct purposes: tiered intervention addresses skills and knowledge learning gaps while SDI addresses the barrier of the disability. Individualized Education Programs (IEPs) will ultimately determine how a student with disabilities is served.

English Learners (ELs) are general education students and should be fully included in tiered intervention when data indicate additional support is needed. Participation in ESL services should not prevent a student from receiving tiered intervention, nor should it duplicate intervention or occur simultaneously. Tiered intervention is intended to supplement, not replace, Tier I instruction or direct ESL services.

All students should be closely monitored to ensure they are making adequate progress. There is no required number of data points, no minimum time in intervention, and no requirement to exhaust tiers before making a change. If a student is not making adequate progress, the data team should act. Changes may include increasing or decreasing the time or frequency of intervention sessions, changing the intervention program or methodology, changing the intervention provider, or adjusting the time of day.

RTI² must not be used to delay or deny an evaluation for special education. If a student is suspected of having a disability, the district should continue providing tiered intervention while simultaneously conducting the evaluation. Parents and guardians have the right to request a special education evaluation at any time, regardless of where a student is in the RTI² process, and the district must respond to that request in a timely manner.

District-Level Monitoring

Implementing the components described above is necessary but not sufficient. District leaders must monitor whether the system is producing the results it was designed to produce. Monitoring should happen at the system level, not only at the student level. Districts should track:

- The percentage of students exiting intervention within a given period and returning successfully to core instruction without the need for intervention supports.
- The average time students spend on each support tier before moving tiers or exiting.
- Whether intervention populations at each school are growing, stable, or shrinking over the course of the year.
- Whether decisions about placement rely on a single cut score rather than multiple data sources.
- Whether fidelity monitoring (both direct observation and indirect review) is occurring at least quarterly for every tiered intervention.
- Whether data teams are meeting at the required frequency and producing documented, actionable decisions.
- The quality of instruction that is taking place during delivery of intervention.

When a district sees large numbers of students remaining in tiered intervention throughout the year without exit or significant progress, it should be determined whether the intervention was aligned to the actual skill needs, whether it was delivered with fidelity, and if the plan was adjusted when the data warranted it. **A district where most students receive intervention indefinitely should consider how to improve the effectiveness of Tier 1 core instruction.** Growing intervention populations indicate that Tier I instruction needs immediate attention.

Instruction and Intervention

Instructional coherence aligns all elements of an instructional program and its strategies to advance the same set of grade-level student experiences across core instruction, tutoring, and tiered interventions. Coherent learning experiences can be accomplished through strategies such as utilizing texts across supports that focus on the same topic, event, or era to build students' background knowledge, aligning pacing so that students focus on the same standards simultaneously across supports, using additional or supplemental materials from the core instructional program, norming routines and terminology between different instructional programs, and aligning assessment tools for data-driven instructional decision-making.

Tier I Instruction (Core Instruction)

All students receive direct, explicit Tier I instruction aligned to the Tennessee Academic Standards, grounded in high-quality instructional materials. In ELA, effective core instruction must include 45 minutes per day of foundational literacy skills instruction in grades K-2 and 30 minutes per day in grades 3-5, paired with engagement in complex, grade-level texts. Instruction should provide students with many opportunities to develop reading, writing, and speaking and listening skills while building content knowledge. Through purposeful interactions with complex texts, students strengthen comprehension, critical thinking, problem-solving, communication, and written expression. In mathematics, students should strengthen procedural fluency, build deep conceptual understanding, and demonstrate the ability to transfer their learning to new and meaningful contexts. Frequent and timely feedback is a key component of effective instruction.

Educators should proactively identify student needs based on multiple data sources, including student work analysis, and provide just-in-time supports, including access points and scaffolds that allow all learners to engage with grade-level content. Access points are annotations within the lesson where teachers anticipate and identify where students may need additional vocabulary, explanation, or read-aloud support. Scaffolds are temporary, student-specific structures designed to maximize access to grade-level concepts and tasks.

Tier II Intervention (Targeted Instructional Support)

Tier II intervention is standards-aligned support provided in addition to Tier I that targets essential foundational or prerequisite skills and knowledge necessary for students to meaningfully access grade-level instruction. Tier II intervention is designed to systematically accelerate skill development and improve long-term access to grade-level standards. A student’s experiences in intervention should coherently connect to and reinforce what they encounter in Tier I instruction throughout the school day. Tier II intervention includes implementing strategies such as front-loading vocabulary, providing extra practice with grade-level content, and addressing identified foundational skills gaps.

Tier II Intervention: Time and Ratio Guidance

Recommended times are supported by research regarding effective intervention instruction; however, additional consideration should be given to the recommended instructional times provided by specific evidence-based intervention programs.² Time, dosage, and group size should be determined through a data-based decision-making process and aligned to student need and intervention design. The ratios included below represent maximum group sizes, not required grouping structures. Students should be grouped based on similar instructional needs rather than to meet a predetermined ratio. Depending on student need and the selected intervention, effective Tier II groups may be smaller than the maximum ratios identified in this guidance.

	K-5 Ratio	K-5 Time	6-8 Ratio	6-8 Time
Reading	1:5 max	30-45 min / 3-5 times per week	1:6 max	30-45 min/ 3-5 times per week
Mathematics	1:5 max	30-45 min / 3-5 times per week	1:6 max	30-45 min/ 3-5 times per week
Written Expression	1:5 max	30-45 min/3-5 times per week	1:6 max	30-45 min/3-5 times per week

² Vaughn, S., Wanzek, J., Murray, C. S., Roberts, G. (2012). Intensive interventions for students struggling in reading and mathematics: A practice guide. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

McLeskey, J. (Ed.). (2019). *High leverage practices for inclusive classrooms*. Routledge.

Tier III Intervention (Intensive Instructional Support)

Tier III intervention is intensive, individualized instruction, provided in addition to Tier I, that addresses critical prerequisite skills and knowledge in reading, math, and written expression to help students engage with and progress in grade-level instruction. This often means systematic, explicit instruction to address missing or weak foundational or prerequisite skills, as well as front-loading vocabulary and knowledge the student will encounter in grade-level content in HQIM. The goal is not to keep pace with core instruction but to close the foundational gap as efficiently as possible so that the student can access core instruction with less support over time.

Even at the most intensive level of tiered intervention, instructional coherence across a student’s day is essential. The skills addressed in Tier III are always in service of ensuring the student has greater access to and success with grade-level content.

Tier III Intervention: Time and Ratio Guidance

Recommended times are supported by research regarding effective intervention instruction; however, additional consideration should be given to the recommended instructional times provided by specific evidence-based intervention programs.³ Tier III intervention should be designed to provide the level of intensity necessary to address a student's identified needs. Decisions regarding intervention time, frequency, and instructional delivery should be informed by student data, response to instruction, and the design of the selected intervention. The ratios included below represent maximum group sizes, not required grouping structures. As student needs become more intensive, schools should increase opportunities for individualized instruction and feedback through smaller instructional groups and other adjustments to intervention delivery.

	K-5 Ratio	K-5 Time	6-8 Ratio	6-8 Time
Reading	1:3 max	40–60 min/daily	1:4 max	45–60 min/daily
Mathematics	1:3 max	40–60 min/daily	1:4 max	45–60 min/daily

³ Vaughn, S., Wanzek, J., Murray, C. S., Roberts, G. (2012). Intensive interventions for students struggling in reading and mathematics: A practice guide. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

McLeskey, J. (Ed.). (2019). *High leverage practices for inclusive classrooms*. Routledge.

	K-5 Ratio	K-5 Time	6-8 Ratio	6-8 Time
Written Expression	1:3 max	40-60 min/daily	1:4 max	45-60 min/daily

Tiered Intervention and High-Dosage, Low-Ratio Tutoring

TN ALL Corps Tutoring is the statewide high-dosage, low-ratio model that focuses on providing targeted instruction in English Language Arts (ELA) and/or mathematics for students who need additional support using HQIM. TN ALL Corps tutoring may serve as a Tier II or Tier III intervention for a student if it meets both TN ALL Corps model requirements and all conditions for that level of intervention.

High School Tiered Interventions

Tier II and Tier III interventions should be embedded in the high school master schedule so students can still earn the credits required for graduation. Schools commonly use two scheduling approaches. One is a schoolwide mini block, approximately 30 minutes for intervention, enrichment, guidance, and other non-credit supports. This block works well for Tier II intervention, and students can move in and out as needed.

In some cases, schools may schedule intervention as an elective using intervention course codes. Intervention placement should be based on each student's identified needs, which may result in multiple intervention sections tailored to different groups. These courses count as elective credits and can satisfy the elective focus requirement when a student completes three intervention courses.

Conclusion

District leaders should use this strategic guidance, together with the Tennessee Framework for School Supports (TN-FSS), RTI²-A for Building Leaders and Educators, RTI² for Behavior, and supporting resources provided by the department, to evaluate and strengthen current RTI² practices through a continuous improvement process. Through clear expectations, strategic resource alignment, and the implementation of effective structures and supports, leaders can strengthen systems that ensure students receive the right support at the right time to achieve success with grade-level standards. The ongoing evaluation of data, practices, and outcomes is essential to sustaining effective implementation and improving results for all students.

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