

TDOE Clarifications on K-5 RTI² Implementation

In response to several districts' requests for clarification in the elementary school implementation of Response to Instruction and Intervention, the Curriculum and Instruction and Special Populations divisions have collaboratively revised the RTI² Manual to facilitate your ongoing implementation of the RTI² Framework at the elementary level. Below is a summary of key clarifications.

1.3 Universal Screening	
<p>Original Language:</p> <p>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.</p>	<p>Clarifications:</p> <p>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.</p> <p><i>Additional details on how universal screening and survey assessments can be found on p.16.</i></p> <p><i>Additional clarification on the Universal Screening process can be found on p. 17.</i></p>
1.4/2.4 Data-based Decision Making	
<p>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.</p>	<p>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.</p> <p><i>Additional clarification on p. 18 for Tier I and p. 32 for Tier II.</i></p>
3.3/4.3 Progress Monitoring	
<p>Progress monitoring must be conducted with measures that are at the students' skill/instructional level.</p>	<p>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.</p> <p><i>Additional clarification on p. 40.</i></p>

<p>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</p>	<p>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</p> <p><i>Additional clarification on p. 41 for Tier II and p. 51-52 for Tier III</i></p>
---	--

2.6 Fidelity Monitoring

<p>Original Language: In Tier I, fidelity will be monitored at least once a marking period.</p>	<p>Clarifications: In Tier I, fidelity is monitored using the TEAM evaluation process. There is no additional fidelity monitoring or record keeping required for the RTI² process.</p> <p><i>This statement can be found on p.33.</i></p>
--	---

3.6/4.6 Fidelity Monitoring

<p>Original Language: In Tier II, fidelity will be monitored at least three times a marking period.</p>	<p>Clarifications: The purpose of monitoring fidelity is to provide ongoing information about the effectiveness of the intervention being provided.</p> <p>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.</p> <p>Therefore, a data team should review three fidelity checks and 8-10 data points when reviewing the effectiveness of an intervention.</p> <p><i>An additional clarifications table can be found on p. 44-45 for Tier II and on p. 55-56 for Tier III.</i></p>
---	--

<p>At least two of the three fidelity checks must be a direct observation while interventions are taking place. These direct observations should be unannounced.</p>	<p>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.</p> <p>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.</p> <p><i>An additional clarifications table can be found on p. 44-45 for Tier II and on p. 55-56 for Tier III.</i></p>
<p>3.2 Tier II Configuration</p>	
<p>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.</p>	<p>The decision to provide a two-day/three-day split in an RTI² 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.</p> <p><i>Additional clarifications on student placement can be found on p. 39.</i></p>
<p>3.4 Data-based Decision Making</p>	
	<p>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.</p> <p><i>An additional clarifications can be found on p. 53.</i></p>

The department looks forward to continuing to support districts and schools in supporting RTI² implementation.

