



# Building the RTI Pyramid in High Schools

Tennessee Superintendent Study Council  
66<sup>th</sup> Annual Conference

# Contact Information

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# Goals

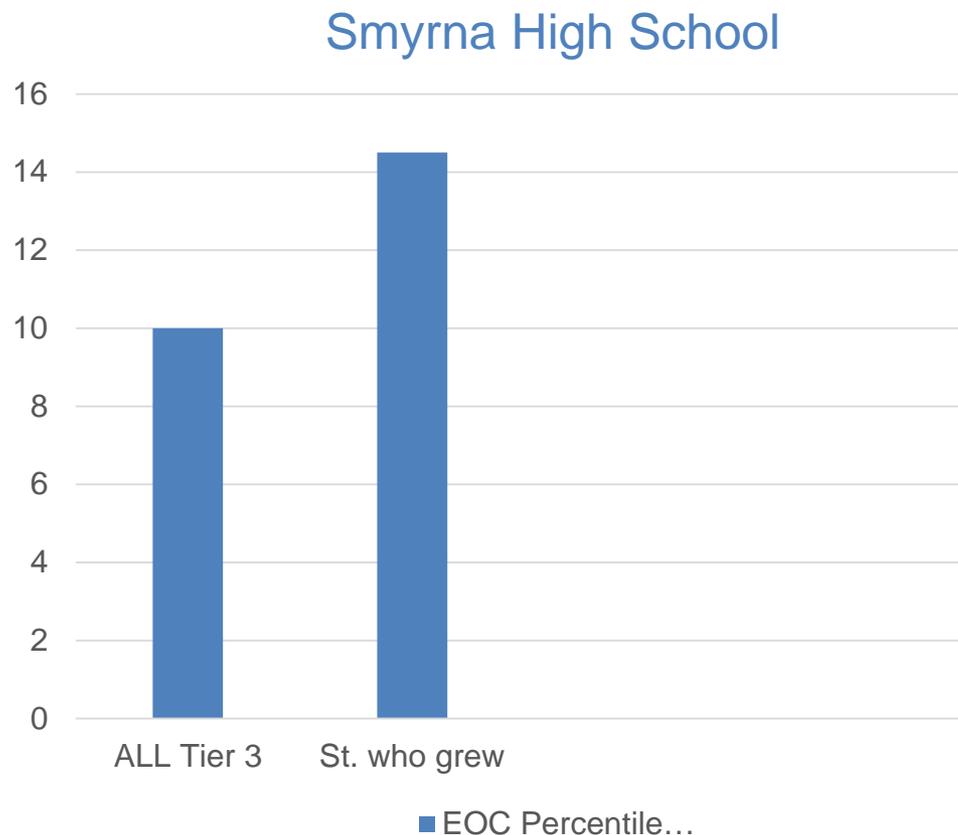
- Examine how RTI in high school is different from RTI in elementary/middle school.
- Look at some of the critical elements in RTI implementation.
- Review logistical information RCS put in place.
- Look at roles and responsibilities in RTI implementation.



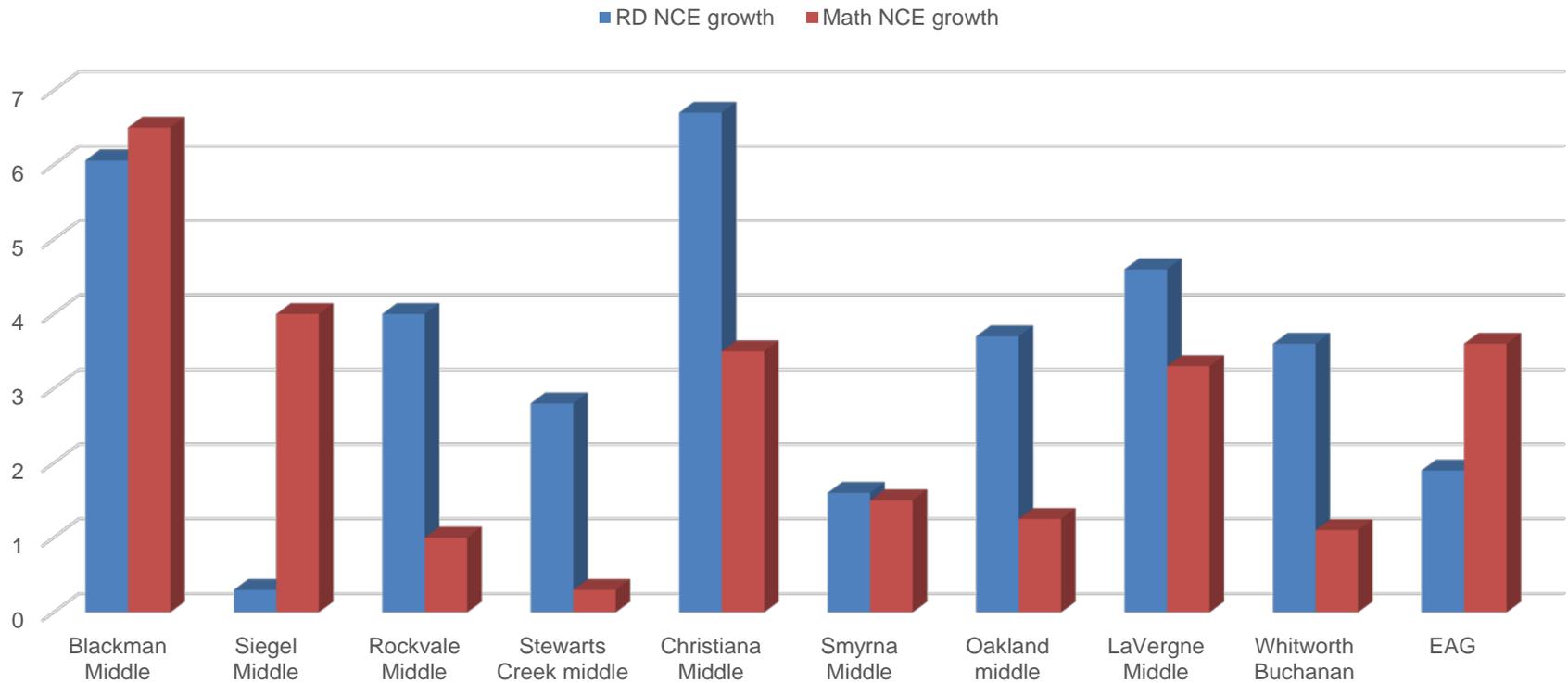
# High School Success from last year!

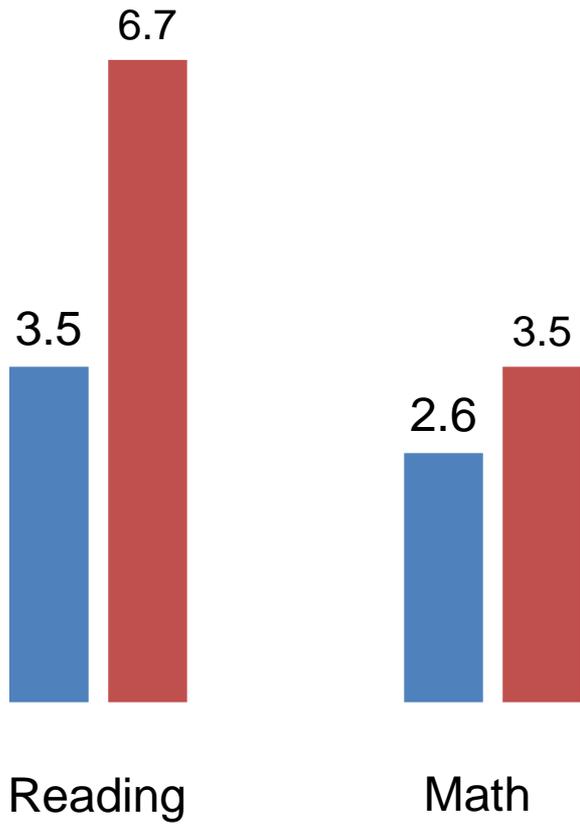
**74% of the Tier 3 students showed a percentile growth from the 8<sup>th</sup> grade TCAP to the 9<sup>th</sup> grade EOC,**

**Growth range was 2% to 29%**

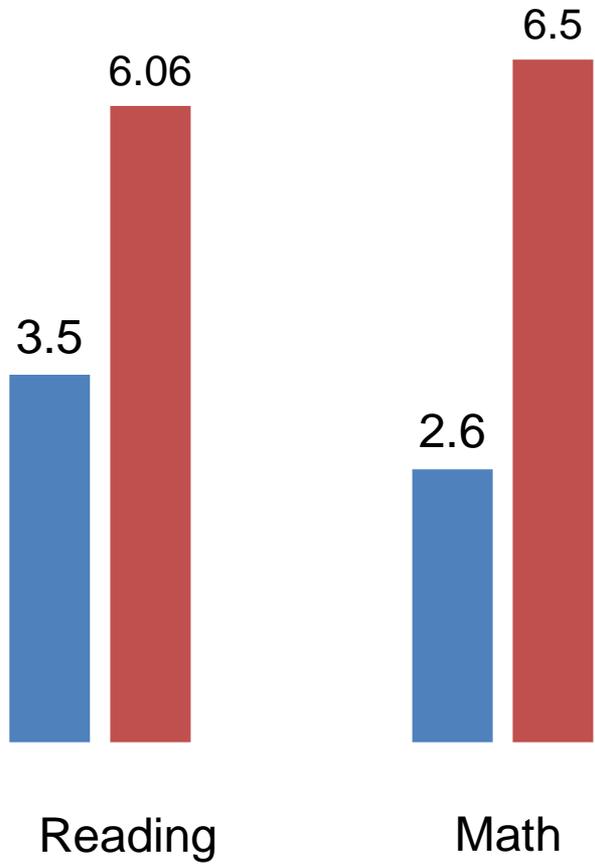


# District Average – Middle Schools





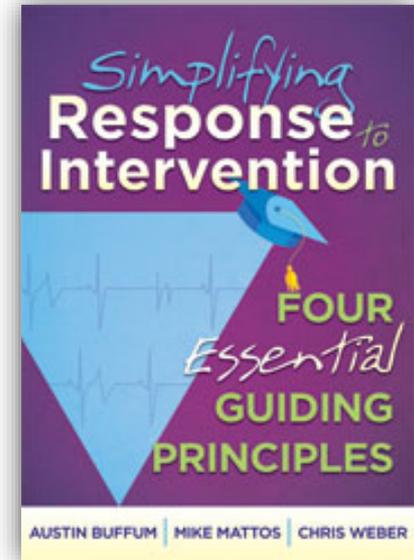
# Christiana Middle School



# Blackman Middle School

# Where Does Success Begin?

- RTI begins with changing the way we THINK about student learning
- It is NOT a new program or initiative
- Shift from end of year success to long-term success



***“Don’t tell me all kids can learn. Show me what you do when they don’t.”***

***- Rick DuFour***

# Why Focus on Long-Term Success?

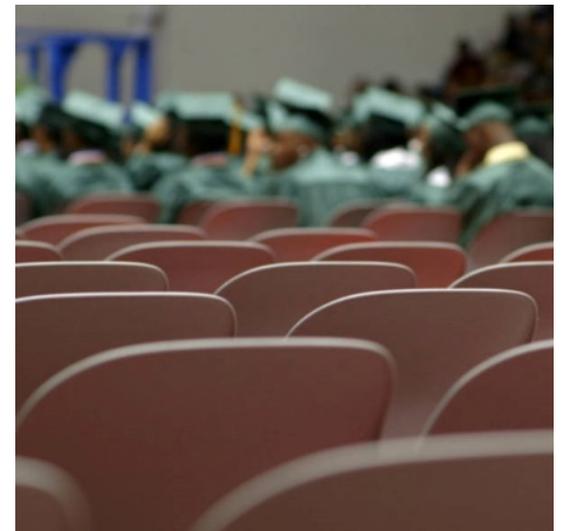
- Households headed by high school graduates accumulate 10 times more median household financial wealth than by those headed by dropouts. College graduates accumulate 90 times more! (Gouskova and Stafford, 2005)
- 63 percent of all job openings by 2018 will require workers with at least some college education  
(source: Projection of Jobs and Education Requirements Through 2018, Georgetown University, 2010)
- The Bureau of Labor Statistics projects that total employment is expected to increase by 20.5 million jobs from 2010 to 2020. Jobs requiring a master's degree are expected to grow the fastest, while those requiring a high school diploma will experience the slowest growth over the 2010- 20 time frame.

(source: <http://www.reviewjournal.com/news/education/2018-60-percent-job-openings-will-require-college-education>)

# What Do We Know About Dropouts?

- Annual income is \$20,241
  - *vs. 51,939 national average*
- 12% unemployment rate
  - *vs. 5.7% nationally*
- 30.8% live at the poverty level
  - *vs. 13.5% of those with a bachelor's degree*
- 63 times more likely to end up in jail
- Average cost to taxpayers for every dropout is \$292,000

<http://www.pbs.org/wgbh/pages/frontline/education/dropout-nation/by-the-numbers-dropping-out-of-high-school/>



# How Does Your School View RTI?

- A way to identify students for learning disabilities based on new legal requirements

Or

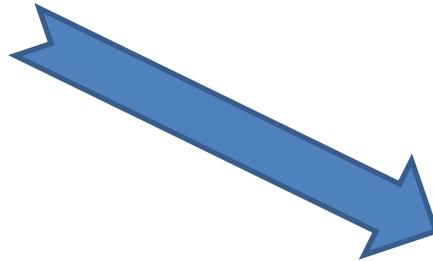
- A way to prevent learning disabilities and close the achievement gap.

*The view your team holds will drive every decision around RTI.*

# Shifts in the Purpose of RTI

## Elementary Level

- Screening and Prevention
- Early Intervention
- Disability Determination



## Secondary Level

- Build capacity of students to access rigorous curriculum
- Intervention to support students at-risk of dropping out of school
- Continuous School Improvement: better teaching and learning through an integrated system

# Clarity Before Competency

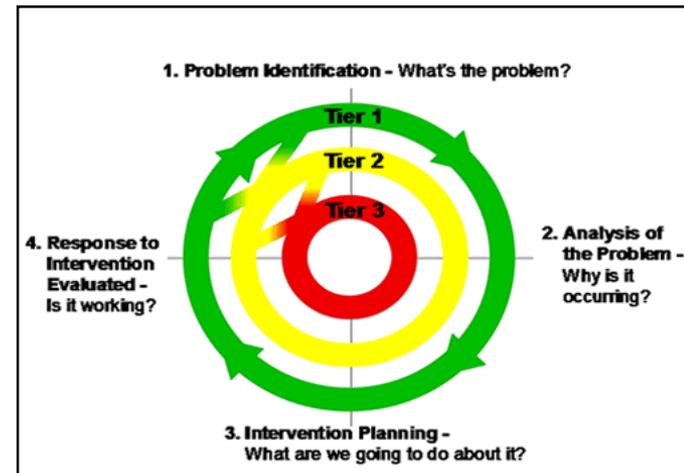
- RTI<sup>2</sup> begins with Tier I instruction.
- RTI<sup>2</sup> is NOT the road map to Special Education.
- Intervention classes should be intense, but not punitive.
- Intervention is always in addition to – not in place of.
- RTI is not just about Tier III instruction
- RTI<sup>2</sup> is the next logical step in the PLC process
  - What is it we want our students to learn?
  - How will we know if they have learned it?
  - **What will we do if they don't learn it?**
  - How will we enrich the learning for those showing mastery?

# The First Critical Element

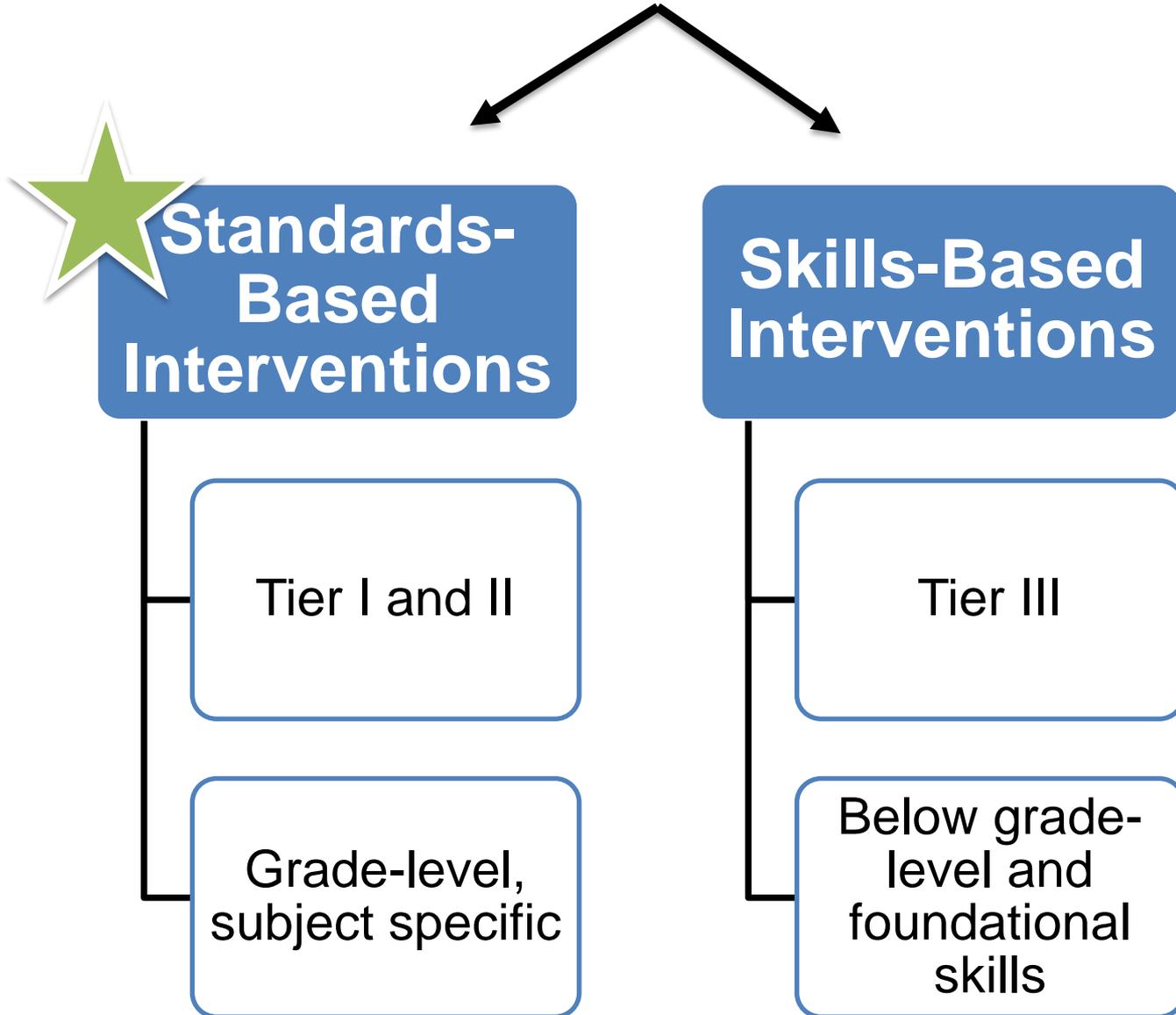
## Identifying students for the right intervention

- Most students will need some sort of intervention.
- The key to RTI is identifying the right type of intervention the students need
- Interventions that “support” students vs. interventions that “treat” students

*Targeted Instruction + Time = Learning*



# Proficiency on TNReady Assessments

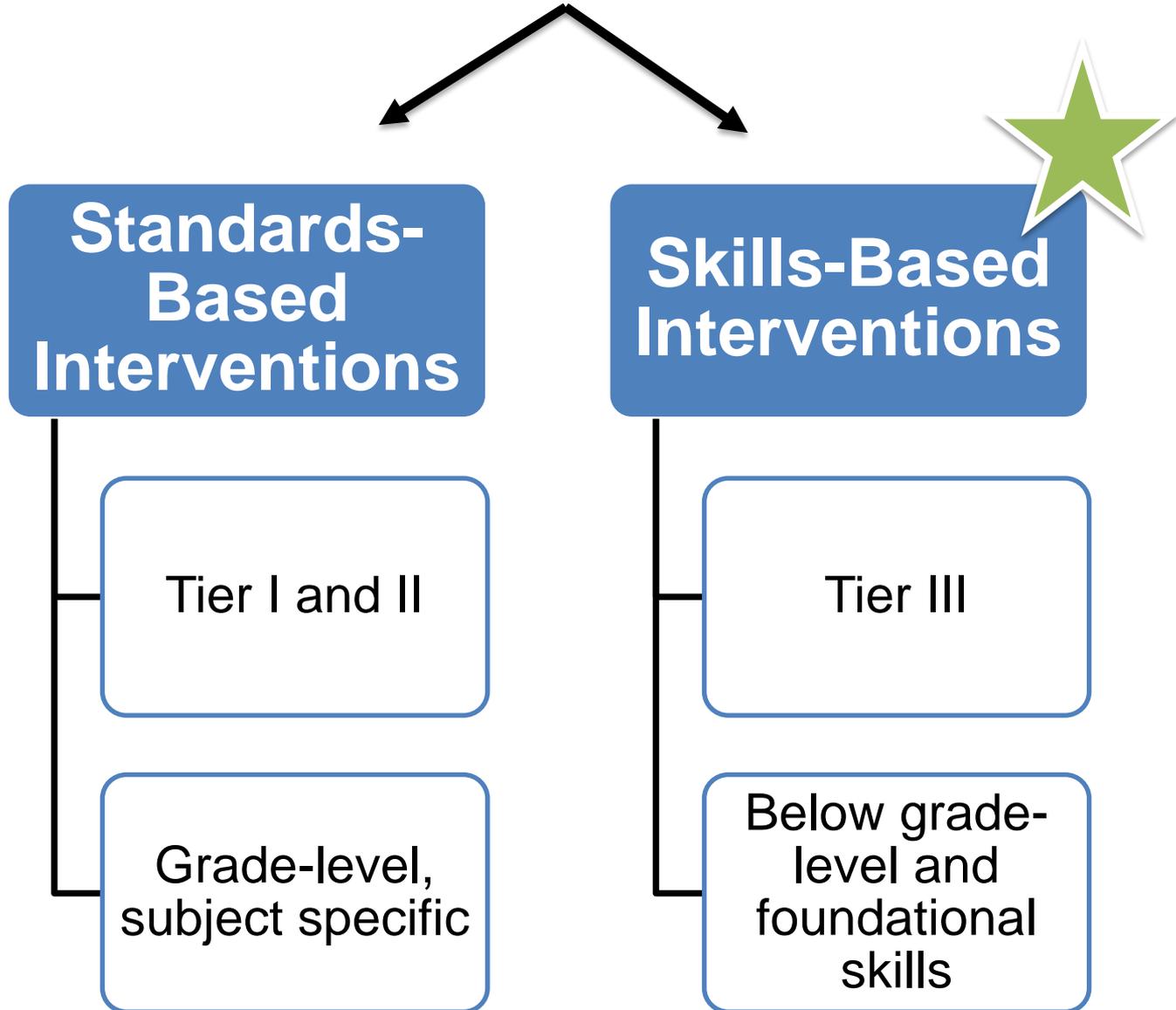


# Tier 1 and 2 Students

- Critical to the overall success of your school's RTI program.
- You cannot focus just on Tier III
- Major work of the PLC Team
- Intervene to reteach Essential Learning Standards that students did not show mastery with.
- Common formative assessments used to identify students in need of additional help.
- No requirement for time or data for these interventions (2 days or 2 weeks)
- Grade level, standard based interventions
- By student, by standard
- 30 minute, Tier II time built in to each school's daily schedule



# Proficiency on TNReady Assessments



# Skills Based vs. Standards Based Interventions

“Skill based interventions are systematic, researched based interventions that target the student’s identified area of deficit

- basic reading
- reading fluency
- reading comprehension
- math calculation
- math problem solving
- written expression” --Framework, p.38

Drilling down with  
the survey  
level/diagnostic  
assessment.

# Proficiency on TNReady



Basic skills instruction and progress monitoring at the high school level increasingly shifts to Tier 3 only.



25th percentile

**Tier II**

10th percentile

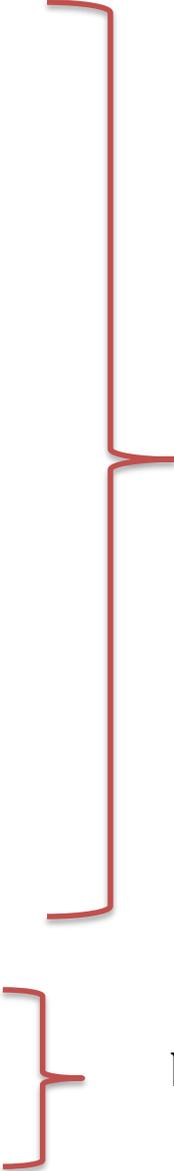
**Tier III**

On Grade Level **STANDARDS-based** Interventions

Tier 1 Remediation

Based on PLC Essential Skills

Interventions based on most basic **SKILL** level deficit



# “Treating” Students with Interventions



- Students with strong basic skills are far easier to teach
- Goal of Tier III Intervention class is to provide the minimum basic skills to be successful in Tier 1 with some support
- Tier II interventions at high school should “support” students in acquiring specific standards.

# The Power in Intervention

Students do not grow academically by going to intervention time.

They grow by getting **effective** intervention during the intervention time.



# Clear Path to Graduation

- Utilized State Course Codes
  - Tier III ELA – 3017
  - Tier III Math – 3180
- Students receive a ½ credit per course, and students may repeat the course as needed
- Elective courses beyond the required ELA or math classed needed for graduation
- Can be taught by any certified teacher meeting district guidelines
- Initial focus is on 9<sup>th</sup> grade
- 45 – 55 minutes per day is recommended  
*or 225 – 275 minutes per week.*
- These courses must follow guidelines in component 4.1 of the state RTI<sup>2</sup> manual for Tier III interventions.

*Special Education Intervention Courses*  
*Modified 7-12 English – 9111*  
*Modified 7-12 Math – 9108*

# RCS Teacher Requirements

- Recommended three years of teaching experience
- TEAM evaluation level 3 or higher
- Attends 6-12 reading intervention course
- Participate in additional trainings during the year
- Participate in classroom coaching visits with district RTI Coaches

# Identifying Students for Tier III Intervention Class

***RCS Early Warning System – student meets more than ½ of the following criteria:***

- TVAAS Accelerate 1 list
- Below Basic on TCAP
- Explore reading below 10<sup>th</sup> percentile
- TCAP Lexile score below 845 (*ELA only*)
- Documented intervention plans will be created for each student enrolled.
- Enrollment will be for the semester with possible extension for the entire year and possibly beyond (school's discretion)
- RCS Board of Education has approved (9/25/2014) an Intervention Focus Area for students who may need the course for multiple years.
- Grades: “progressing” or “not progressing.”

# Essential Components of an RTI<sup>2</sup> System

1. Identifying students and targeting interventions
2. Progress monitoring of student growth
3. Data-based decision making
4. Highly-trained personnel
  - Explicit teaching addressing the deficit area
  - Trained on TNCore Literacy Frameworks
  - Small ratios 1:12 suggested
  - Technology as a supplement in Tier III



*An intervention group of  
30 helps no one*



Department of  
**Education**

LEAD Conference

# Roles and Responsibilities in RTI<sup>2</sup>

*When everyone is in charge, no one is in charge.*

– Mike Mattos

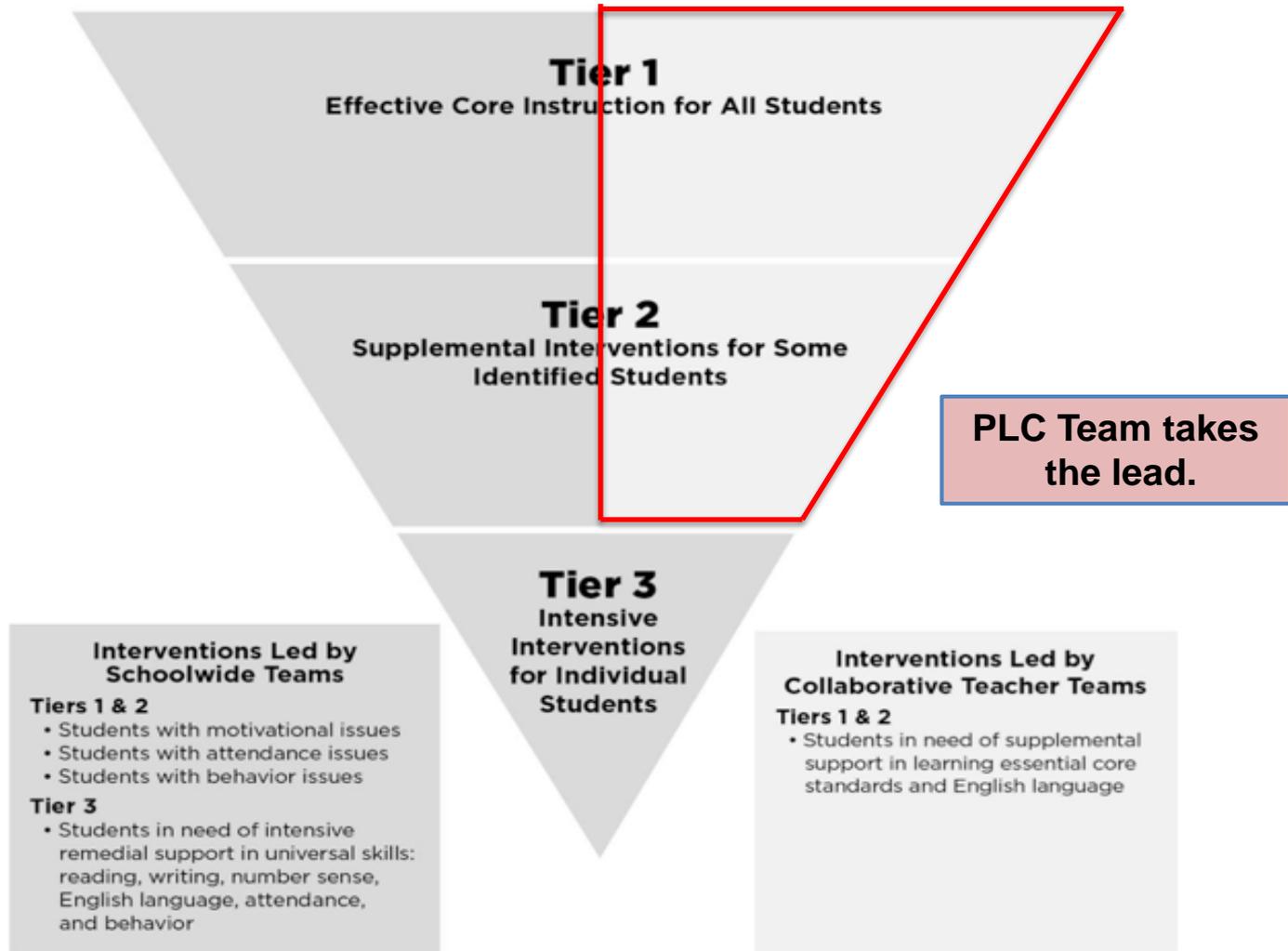


Figure 1.3: Team responsibilities in the inverted RTI pyramid.

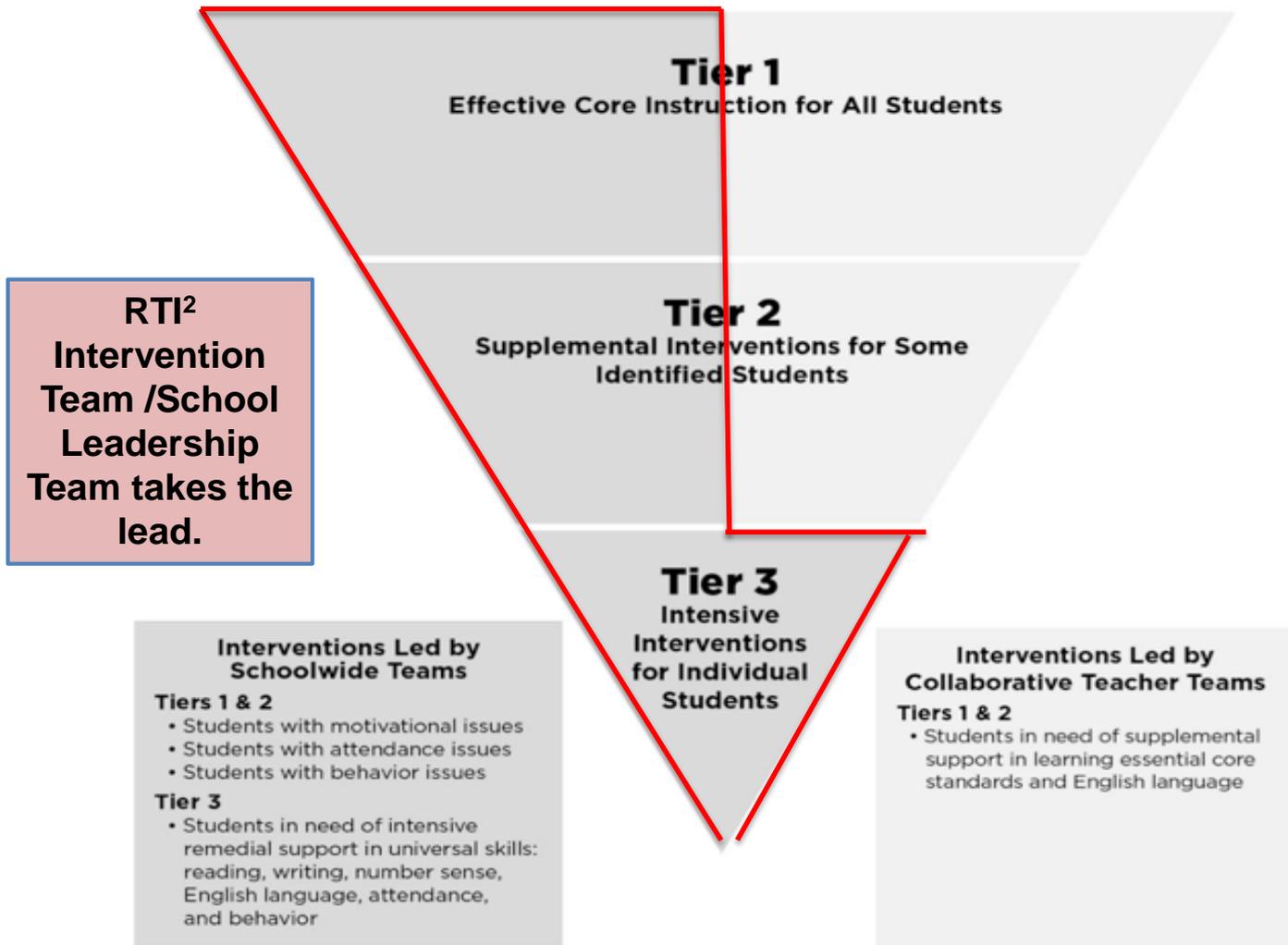


Figure 1.3: Team responsibilities in the inverted RTI pyramid.

# RCS High School Pyramid Response to Intervention – RTI<sup>2</sup>

*Increasing time and support for students with each tier of instruction.*

School-wide Lead/ Supports

## Tier I Core Program – All Students

PLC Team Lead/Supports

- Universal access to grade-level standards, core instruction, and interventions.
- 55 minute minimum recommended ELA and Math time (90 minute block)
- Instructional facilitators - model lessons, CCSS strategies, best practices

- Core classes meet/exceed grade-level standards
- Identify Essential Learning for every course
- Common Assessments given for all essential learning in all core classes.
- Students identified for enrichment/intervention based on common assessments/essential learning

Certain Access—Tier II

## Tier II Supplemental Program (In addition to Tier I)

- Identify students at risk using common formative assessments and a review of previous data.
- Ensure schedule allows for 30 minutes of daily intervention in addition to Tier I.
- Identify students in need of an ELA/Math priority during intervention time.

PLC Team Lead/Supports

- Essential work of the PLC team
- Standards-based interventions for students not showing mastery on common assessments
- No time/data minimums or maximum for students

Certain Access—Tier III

## Tier III Intensive Program (45 - 60 minutes per day in addition to Tier I) Delivered through RTI course codes

Research based interventions on universal skills of learning:

- Basic Reading
- Reading Fluency
- Reading Comprehension
- Math Calculation
- Math Problem Solving
- Written Expression

Certain Access

**RTI<sup>2</sup> Tier II**  
**Criteria**  
District decision based on Explore, TVAAS, TCAP, and previous universal screening data.

**Who Serves?**  
- Specific members of the PLC team or support staff as available  
- Focus on ELA and Math during intervention time

**Progress Monitoring**  
Common Formative Assessments given by PLC team

**RTI<sup>2</sup> Tier III**  
**Criteria**  
• Use of district's early warning criteria  
• Identified through 8<sup>th</sup> grade Tier III status  
**Who Serves?**  
Any certified teacher meeting district guidelines  
Research-based interventions on specific areas of deficit  
**Progress Monitoring**  
- Progress monitored every other week  
- 8 – 10 data points needed to make data-based decision.  
*Parental notification required with progress reports every 4.5 weeks.*

**RTI<sup>2</sup> Intervention Team**  
Major work includes ensuring interventions are implemented with integrity, reviewing and discussing student data/attendance in interventions, and matching interventions to specific area of deficit. School team should meet every 4.5 weeks. Parental notification required at RTI<sup>2</sup> Tier II and Tier III. Progress reports from interventions are sent home every 4.5 weeks.

**SpEd referral**  
A special education referral for a student suspected of a **Specific Learning Disability** may only be deemed necessary after the student has received tiered interventions, and the intervention(s) provided were not successful in closing the achievement gap. It is the LEA's responsibility to document that the student received intervention and was progress monitored as outlined by the Tier II and Tier III guidelines in the RTI<sup>2</sup> manual.

**School-wide Lead/ Supports**

**Tier I Core Program – All Students**

**PLC Team Lead/Supports**

- Universal access to grade-level standards, core instruction, and interventions.
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- Core classes meet/exceed grade-level standards
- Identify Essential Learning for every course
- Common Assessments given for all essential learning in all core classes.
- Students identified for enrichment/intervention based on common assessments/essential learning

**School-Wide RTI<sup>2</sup> Team Responsibilities**

- Ensure universal access to grade-level standards instruction and interventions
- Ensure minimum instructional times are provided – create an intentional school-wide schedule
- Ensure fidelity of Tier 1 instruction through model lesson, best practices and coaching visits

**PLC Team Responsibilities**

- Ensure core classes meet/exceed CCSS/TN State Standards
- Identify Essential Standards for every course
- Common formative assessments on selected Essential Standards
- Identify students for enrichment/remediation based on common formative assessments
- Provide differentiation at Tier 1

# RCS High School Pyramid Response to Intervention – RTI<sup>2</sup>

*Increasing time and support for students with each tier of instruction.*

School-wide Lead/ Supports

## Tier I Core Program – All Students

PLC Team Lead/Supports

- Universal access to grade-level standards, core instruction, and interventions.
- 55 minute minimum recommended ELA and Math time (90 minute block)
- Instructional facilitators - model lessons, CCSS strategies, best practices

- Core classes meet/exceed grade-level standards
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Certain Access—Tier II

## Tier II Supplemental Program (In addition to Tier I)

PLC Team Lead/Supports

- Identify students at risk using common formative assessments and a review of previous data.
- Ensure schedule allows for 30 minutes of daily intervention in addition to Tier I.
- Identify students in need of an ELA/Math priority during intervention time.

- Essential work of the PLC team
- Standards-based interventions for students not showing mastery on common assessments
- No time/data minimums or maximum for students

Certain Access—Tier III

## Tier III Intensive Program (45 - 60 minutes per day in addition to Tier I) Delivered through RTI course codes

Research based interventions on universal skills of learning:  
Basic Reading  
Reading Fluency  
Reading Comprehension  
Math Calculation  
Math Problem Solving  
Written Expression

Certain Access

### RTI<sup>2</sup> Tier III

#### Criteria

- Use of district's early warning criteria
- Identified through 8<sup>th</sup> grade Tier III status

#### Who Serves?

Any certified teacher meeting district guidelines

Research-based interventions on specific areas of deficit

#### Progress Monitoring

- Progress monitored every other week  
- 8 – 10 data points needed to make data-based decision.

*Parental notification required with progress reports every 4.5 weeks.*

### RTI<sup>2</sup> Tier II

#### Criteria

District decision based on Explore, TVAAS, TCAP, and previous universal screening data.

#### Who Serves?

- Specific members of the PLC team or support staff as available  
- Focus on ELA and Math during intervention time

#### Progress Monitoring

Common Formative Assessments given by PLC team

### RTI<sup>2</sup> Intervention Team

Major work includes ensuring interventions are implemented with integrity, reviewing and discussing student data/attendance in interventions, and matching interventions to specific area of deficit. School team should meet every 4.5 weeks. Parental notification required at RTI<sup>2</sup> Tier II and Tier III. Progress reports from interventions are sent home every 4.5 weeks.

### SpEd referral

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### Tier II Supplemental Program *(In addition to Tier I)*

- Identify students at risk using common formative assessments and a review of previous data.
- Ensure schedule allows for 30 minutes of daily intervention in addition to Tier 1.
- Identify students in need of an ELA/Math priority during intervention time.

#### *PLC Team Lead/Supports*

- Essential work of the PLC team
- Standards-based interventions for students not showing mastery on common assessments
- No time/data minimums or maximum for students

## School-Wide RTI<sup>2</sup> Team Responsibilities

- Ensure the identification of students at risk using common formative assessments and data reviews
- Ensure schedule allows for 30 min. of interventions in addition to Tier 1
- Identify students in need of an ELA/Math intervention priority during daily intervention

## PLC Team Responsibilities

- *Essential work of the PLC*
- Provide standards-based interventions for those not showing mastery on common formative assessments
- Provide enrichment for students showing mastery on common formative assessments
- No time/data minimums for students

# RCS High School Pyramid Response to Intervention – RTI<sup>2</sup>

Increasing time and support for students with each tier of instruction.

School-wide Lead/ Supports

## Tier I Core Program – All Students

PLC Team Lead/Supports

- Universal access to grade-level standards, core instruction, and interventions.
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Certain Access—Tier II

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- Identify students at risk using common formative assessments and a review of previous data.
- Ensure schedule allows for 30 minutes of daily intervention in addition to Tier I.
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Basic Reading  
Reading Fluency  
Reading Comprehension  
Math Calculation  
Math Problem Solving  
Written Expression

## RTI<sup>2</sup> Tier III

### Criteria

- Use of district's early warning criteria
- Identified through 8<sup>th</sup> grade Tier III status

### Who Serves?

- Any certified teacher meeting district guidelines
- Research-based interventions on specific areas of deficit
- **Progress Monitoring**  
- Progress monitored every other week  
- 8 – 10 data points needed to make data-based decision.
- *Parental notification required with progress reports every 4.5 weeks.*

## RTI<sup>2</sup> Tier II

### Criteria

District decision based on Explore, TVAAS, TCAP, and previous universal screening data.

### Who Serves?

- Specific members of the PLC team or support staff as available
- Focus on ELA and Math during intervention time

### Progress Monitoring

Common Formative Assessments given by PLC team

## RTI<sup>2</sup> Intervention Team

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(45 - 60 minutes per day in addition to Tier I)  
Delivered through RTI course codes

Research based interventions on  
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Basic Reading  
Reading Fluency  
Reading Comprehension  
Math Calculation  
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Written Expression

## School-Wide RTI<sup>2</sup> Team Responsibilities

### RTI<sup>2</sup> Tier III

#### Criteria

- Use of district's early warning criteria
- Identified through 8<sup>th</sup> grade Tier III status

#### Who Serves?

Any certified teacher meeting district guidelines

Research-based interventions on specific areas of deficit

#### Progress Monitoring

- Progress monitored every other week
- 8 – 10 data points needed to make data-based decision.

*Parental notification required with progress reports every 4.5 weeks.*

- Identify students using district/school early warning system.
- Work with interventionist to ensure interventions are skills based – additional survey assessment to find most basic skill level deficit
- Ensure schedule to allow for 45-60 min. of interventions in addition to Tier 1 – clear path to graduation
- Fidelity monitor the interventions
- Ensure Tier 1 teacher has information needed to differentiate so student can access Tier 1 content

# Clarifying Points Specifically for Secondary Schools

- Tier III intervention is not about tutoring the standards.
  - We must address the basic skills, not just the material needed for EOC assessments.
  - Tier III intervention classes are not about whole-group, teaching to the middle.
  - We must identify the deficit area for our students.
- What an intervention class should look like.
  - Differentiated instruction within the intervention class. (in all tiers)
  - Instruction and progress monitoring is done on the instructional level.
  - Technology is the supplement – not the intervention.

***“We simply cannot let down our most vulnerable children today, then lock them up tomorrow and act surprised.”***

**Kamala Harris**

# Contact Information

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