

TDOE Clarifications on 6-12 RTI² Implementation

The implementation of Response to Instruction and Intervention (RTI²) has been a place of significant focus for districts and schools this year. Doing this work well holds the promise of changing the trajectory for students and closing gaps early and effectively. As we have engaged with many districts, we have heard encouraging stories of this work focusing energy in new ways that serve students well; however, we have also heard examples of confusion about the requirements and the best practices. These conversations have shown a need for clarification in the K-5 and 6-12 implementation. In response to several districts' requests for clarification in secondary RTI² implementation, the Curriculum and Instruction and Special Populations divisions have collaboratively provided clarifications to facilitate your ongoing implementation of RTI² Framework at the middle and high school level.

Clarifications on 6-12 RTI ² Implementation			
	Universal Screening Grade 6	Universal Screening Grade 7-8	Universal Screening Grade 9-12
Frequency	<p>6th grade will use a universal screening tool to screen skills during Fall, Winter and Spring.</p> <p>6th grade end of year screening results will be used to place students in 7th grade intervention schedule.</p> <p>This practice follows the same procedures at K-5.</p>	<p>7th grade will use a universal screening tool to screen skills at the end of year. These results will be used to place students in 8th grade intervention schedule.</p> <p>8th grade will use a universal screening tool to screen skills at the end of year. These results will be used to place students in 9th grade intervention schedule.</p>	<p>9th grade uses a data decision making system, called an Early Warning System. The Early Warning System includes additional data points (academic, behavior and course data) in the screening of students. Multiple data points help better identify students whose risk status suggests they need further intervention to be successful in high school and to be college and career ready.</p> <p>High School data teams will need to develop protocols and language for EWS determinations. High schools can choose to use a traditional universal screening system in lieu of an early warning system model.</p>
<p>*Note: If you have a large number of at-risk students who are not meeting grade level expectations, it is recommended to continue screening three times a year to adequately support tiered service interventions and the high level of need for skills-based instruction.</p>			

Data Based Decision Making

Middle School

National Norms: Norm-referenced assessment compares/ranks a student's performance to a national group of similar peers.

Relative Norms: Relative norms compare a student's performance to other students in his/her school. If a school has a high population of at-risk students, relative norms allow a school staff to determine which students have the greatest need for intervention.

Middle and high schools will need to determine if they are making decisions around national norms or relative norms.

Universal screening tools establish "at risk" cut scores based on national norms. A school that has a high population of at-risk students may not be able to serve all of their at-risk students by using national norms and nationally-normed developed cut scores. In these situations, a school should consider placing students into Tier II and Tier III using relative norms so the school can support students with the highest levels of need.

Using Relative Norms:

1. Complete a universal screening of students using a nationally-normed, universal screening tool. (It is important to use the nationally-normed screening tool so districts can complete nationally-normed analyses of program effectiveness).
2. Once the screening process is completed and the data team has determined to use relative norms, identify students that fall in the lowest 10 percent of your student population in each skill area.
3. Students falling in the bottom 10% of building screening results are assigned to Tier III Intervention.
4. Students falling in the 11-20% of building screening results are assigned Tier II Intervention. If it is possible, serve students in the 11-25% of your building screening results in Tier II Intervention.

Universal screening tools establish "at risk" cut scores based on national norms. Most schools should be able to use national norms to place students into tiered interventions.

Using National Norms:

1. Complete a universal screening of students using a nationally normed universal screening tool.
2. Identify nationally normed cut scores in the skill deficit area. Identify the cut score for the 10th percentile and the 25th percentile.
3. Students falling below the 10th percentile cut score should be assigned to Tier III Intervention.
4. Students falling between the 10th percentile cut score and the 25th percentile cut score should be assigned to Tier II Intervention.

<p>High School</p>
<p>Early Warning System</p> <p>While high schools can choose to use a universal screening tool with all students, it is recommended that they choose to use an early warning system to identify at-risk students. When using an early warning system, schools should start identifying students who are at risk for school disengagement and dropout by analyzing multiple data sources that indicate early warning signs. Indicators that have been identified through research include poor grades in core subjects, low attendance, retention, and classroom disengagement. The attendance, behavior, and course data of the early warning indicators are highly predictive of at-risk status in high school grades.</p> <p>Early Warning Systems process:</p> <ol style="list-style-type: none"> 1. Academic data (include TCAP, previous screening and progress monitoring data, subgroup data and course grades) should be analyzed. 2. Then, a data team should analyze behavior data including: attendance, general behavior information, suspension and expulsion data, social and emotional information, and juvenile court data. 3. After entering the data into a spreadsheet, high school data teams need to analyze different at-risk flags and determine which students would be best served by Tier II and Tier III intervention. 4. High school data teams should meet every 4.5 weeks to analyze additional data and make appropriate placement decisions.
<p>Protocols for Determining Interventions</p>
<p>Interventions will be matched to a student’s specific skill needs using a problem-solving, a standard or a hybrid protocol.</p> <ul style="list-style-type: none"> • Standard protocol approach relies on the same, research-based intervention for all students with similar skill-based needs. • The hybrid protocol approach 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.
<p>Middle School</p>
<p>Hybrid protocol approach (see p. 37 of the RTI² manual for additional details)</p> <p>In middle school, it may be appropriate to group students by similar skill areas of need and provide a standard research-based intervention to ensure that the interventionist can provide effective interventions for a group of secondary students. It may also be appropriate to tailor interventions to specific students. A data team should monitor student progress data (utilizing the student’s rate of improvement data and fidelity monitoring data) to make these determinations.</p>
<p>High School</p>
<p>Standard protocol approach (see p. 37 of the RTI² manual for additional details)</p> <p>In high school, it may be appropriate to group students by similar skill areas of need and provide a standard research-based intervention to ensure that the interventionist can provide effective interventions for a group of secondary students. Student progress data (utilizing the student’s rate of improvement data and fidelity monitoring data) should be monitored closely to ensure that the standardized intervention is meeting student needs. In the event that the standard protocol is not meeting a student’s needs, the data team will need to use a problem solving protocol to determine a different intervention protocol.</p>

Staffing

When a high school is making staff decisions and determining appropriate staff members to teach intervention courses, *any certified teacher* may teach the high school Tier III ELA or Tier III Math intervention course. (This course has a separate course code that previously required a 7-12 certification).

Note: *This clarification is a change from past requirements.*

Scheduling Guidance- Middle School and High School

Intervention should occur daily and during the school day.

- Tier II should occur 30 minutes daily.
- Tier III should occur 45-60 minutes daily.

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.

Progress Monitoring- Middle School and High School

Purpose

While the universal screening tool measures student performance on grade level, progress monitoring must be conducted with measures that are at the student's skill/instructional level. By measuring at the instructional level, the data team can accurately measure a student's growth.

Frequency

Progress is monitored every other week using progress monitoring tools (see RTI² manual on p.41 for more details) to determine intervention effectiveness utilizing rate of improvement and fidelity check data.

Tool

When analyzing these tools, teams should ensure that the progress monitoring tools:

- 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.

Fidelity Checks Middle School and High School

The purpose of monitoring fidelity is to provide ongoing information about the effectiveness of the intervention being provided. Instead of determining fidelity checks 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 (Tier II) or five (Tier III) fidelity checks and 8-10 data points when reviewing the effectiveness of an intervention. 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.