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Parents Right to Know

What is RTI²?

RTI² became legally required in TN as of July 1, 2014. A RTI² committee has been formed and the teaching system has been implemented at GRAD Academy Memphis. The following information is an overview of this system with GRAD guided notes.

Response to Instruction and Intervention, or RTI², is a teaching system that uses data to identify students' specific needs and match those needs with appropriate instructional strategies.

In Tennessee, the RTI² Framework is a component of [TNCore](#). The TNCore implementation plan has three legs with student achievement at the center:

- Assessment alignment and transparency
- Instructional materials and curriculum
- Quality training and meaningful support

What does the RTI² Framework look like?

The RTI² Framework has three tiers. Each tier provides differing levels of support.

- In Tier I, all students receive research-based, high quality, general education instruction that incorporates ongoing universal screening and ongoing assessment to inform instruction.
 - ***GRAD Note: All students receive Tier I. At GRAD this is PBL instruction coupled with Alex (math support), Accelerated Reader (literacy support), and Kickboard (which tracks positive behaviors).***
- In Tier II, intervention is implemented when assessment indicates that a student is not making adequate gains from Tier I instruction alone. In addition to Tier I instruction, students are provided small group interventions designed to meet their specific needs. These students are progress monitored weekly or every other week using a tool that is sensitive to measuring changes in the student's individual skills.
 - ***GRAD Note: RTI² committee will meet weekly to discuss scholars being referred through a formal process to Tier II supports. The parent will be notified of the scholar's referral to Tier II and the intervention type, length, and progress monitoring that will be used. This could be receiving additional support during P8 Adaptive Labs, regular pull outs for literacy support by the Reading Specialist, or a behavior plan. This depends on the scholar's specific need/s for intervention.***



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- In Tier III, more intensive interventions are provided to students who have not made significant progress in Tier II, who are more than 1.5 grade levels behind, or who are below the 10th percentile. These students are progress monitored weekly or every other week using a tool that is sensitive to measuring changes in the student's individual skills.

GRAD Note: *A scholar should have received Tier II supports for a designated time or have been determined to be 1.5 grade levels behind. This intervention like the two previous is not a permanent placement but should last for a set period of time. The parent again should be notified and asked to participate in supporting the intervention strategy.*

What are the key components of the RTI² Framework?

A key component of RTI² is that all children receive high quality curriculum and instruction in the general education classroom (Tier I).

Another component of RTI² is that the school conducts universal screenings. Universal screenings review the performance and progress of all students through brief assessments. Universal screenings help schools identify students who may need more support or other types of instruction.

GRAD Note: *An example of our academic universal screeners are MAP and STAR Reader. They give baseline data we can use to determine who is likely to need Tier II or Tier III interventions. However, most scholars should not be advanced to these levels without evidence from Tier I.*

As a result of universal screenings, students may be identified as needing targeted intervention (Tier II) in addition to the high quality instruction they are receiving in Tier I. Research based interventions are used to support students in the area(s) in which they are struggling. Research based interventions are teaching strategies or methods that have been proven effective in helping children learn.

Another key component of RTI² is progress monitoring. Progress monitoring is a way for teachers to take a snapshot of how children are doing on a specific skill. It shows how well the intervention is working. It includes formal and informal assessments. Progress monitoring helps determine whether an intervention is successful or needs to be changed. This information is shared with parents on a regular basis.



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When progress monitoring indicates that the intervention is no longer needed, the child continues to receive support from the general education curriculum (Tier I). When progress monitoring shows that a child is not responding to the intervention, another approach or intervention may be tried. If a higher level of support is needed, students may be given more intense intervention that further focuses on the supporting skills they need to be successful learners (Tier III). Students who do not respond to Tier III interventions may be referred for special education.

What if I think my child needs special education?

If at any time parents become concerned that their child needs special education, they should contact their child's teacher or administrator. Other forms of evaluation, in addition to information gathered through the RTI² framework, are needed to determine if a student is eligible for special education services. In order for these evaluations to be conducted, a parent's written consent is required.

Ways to Support Your Child in School

- Make reading an everyday habit at home
- Communicate with your child's teacher
- Monitor and assist with homework assignments
- Review progress monitoring data
- Share your child's successes
- Learn more about the curricula and interventions being used in your child's school
- Attend parent/teacher conferences and other school meetings about your child

Talk to your child's teacher or principal for more information about how RTI² is being implemented in your child's school.