

RTI²

Response to Instruction and Intervention

Rutherford County Schools is committed to helping all students succeed. We have many ways to help students who are struggling to learn, and who need additional supports to be successful. Response to Instruction and Intervention (RTI²) is one form of support and intervention.

What is RTI² ?

RTI² is a multi-tiered instruction and intervention delivery system that uses a data-driven, problem-solving model, to identify specific student needs and match appropriate instructional strategies.

Parental Support:

Families are instrumental in supporting what their child(ren) are learning 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.
- Celebrate 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.

Questions?

Talk with your child's teacher, principal, or the school's RTI² Coach for more information about how RTI² is being implemented in your child's school



For More Information

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Visit www.rcschools.net.
Curriculum and Instruction > RTI

*-Adapted from: RCS- Parent Brochure, A Family
Guide to Response to Instruction and Intervention.*

RTI²

Response to Instruction and Intervention

A Brochure for Families



Rutherford
County Schools



TEACHING AND LEARNING
in a
Multi-Tiered Framework for
Instruction & Intervention

What does the RTI² Framework look like?

The RTI² framework has three tiers, and each tier provides differing levels of support. Students are placed in tiers based on the results of assessments and classroom performance. A school's RTI² team meets with teachers and other staff to discuss academic interventions and supports needed. Students' progress is consistently monitored in each tier.

Tier 1

All students receive researched-based, high-quality, general education instruction. Students will be given ongoing universal screenings and grade level assessments to inform instruction.

Tier 2

Intervention is implemented when assessments indicate that a student is not making adequate progress from Tier 1 instruction alone and is below the 25th percentile on the universal screener. Interventions are provided to meet specific needs and students are progress monitored every week or every other week.

Tier 3

More intensive interventions are provided to students who have not made significant progress in Tier 2, who are more than 1.5 years below grade level, or who are below the 10th percentile on the universal screener. These students are progressed monitored every other week.

What are the key components of the RTI² Framework?

- All students receive high quality instruction in the general education classroom to the greatest extent possible (**Tier I**).
- School will conduct academic, universal screenings of students. These brief assessments identify students who may need more support or other types of instruction.
- As a result of the universal screenings, students may be identified as needing targeted interventions (**Tier II or Tier III**). Research-based interventions are used to support students in the area(s) in which they are struggling.
- Students receiving Tier II or Tier III interventions are progress monitored regularly. 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
- Parents are informed of their child's progress every 4.5 weeks.

*When progress monitoring indicates that the intervention is no longer needed, the student continues to receive support from the general education curriculum (**Tier I**).*

When progress monitoring shows the student is not responding to intervention, another approach to intervention may be tried.

*If a higher level of support is needed, students may be given a more intensive intervention that is skills-based and further focuses on the supporting skills needed to be successful learners (**Tiers II or III**).*

Students who do not respond to Tier III interventions may be referred for Special Education testing.

The goal of RTI² is to prevent learning obstacles and provide additional help early, to ensure students are successful.