



Cumberland County Schools uses the Response to Intervention model throughout all schools to identify students that are not making progress in their deficit area. Interventions are utilized to support individual student needs. The Response to Intervention model, universal screening, and progress monitoring ensure Cumberland County Schools identify all students who may have a disability that is affecting their academic performance. Cumberland County schools use the same evaluation process for all students.

Response to Instruction and Intervention (RTI2), which is Tennessee's framework for teaching and learning, begins with high-quality, differentiated instruction throughout the day and emphasizes intervening with students when they first start to struggle to avoid prolonged academic difficulties.

RTI2 is a multi-tiered delivery system that uses a data-driven problem-solving model to identify specific student needs and match appropriate instructional strategies. RTI2 is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction (differentiation) or goals, and applying student response data to important educational decisions. RTI2 creates a well-integrated system of instruction/intervention guided by student outcome data. All school staff are trained in assessments, data analysis, programs, and research-based instructional practices and strategies. The Tennessee RTI2 is a model that will promote recommended practices for an integrated system connecting general and special education using high- quality, scientifically research- based instruction and intervention. The ongoing process of instruction and intervention will allow students to make progress at all levels, particularly those students who are struggling or advancing. RTI2 offers a way to eliminate achievement gaps through a school wide process that provides assistance to every student.

## **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.
- 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 every ten days using a tool that is sensitive to measuring changes in the student's individual skills.
- 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 every ten days using a tool that is sensitive to measuring changes in the student's individual skills.

## **What are the key components of the RTI2 Framework?**

One 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.

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.

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.

Please see below for ways parents can support what their child is doing in school:

- Make reading an everyday habit at home
  - Communicate with your child's teacher
  - Monitor and assist with homework assignment
  - 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 involving your child

Contact your child's school RTI<sup>2</sup> Coordinator for more information about how RTI<sup>2</sup> is being implemented in your child's school.