

Parent Brochure
Bartlett City Schools District
A Family Guide to Response to Instruction and Intervention
(RTI²)



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

What is RTI²?

A multi-tiered delivery system that uses a data-driven problem-solving model to identify specific student need and match appropriate instructional strategies.

In Tennessee, the Response to Instruction and Intervention (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.
- 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 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.
- 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.

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.

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.

While your student may not be identified as needing Tier II or Tier III intervention, the State of Tennessee requires 3rd grade students to score an ‘on track’ or mastered’ on TCAP’s ELA portion. If students score ‘approaching’ or ‘below,’ and do not score proficient, they will need to do the following to prevention retention:

Table 1: Student Retention Requirements for 3rd Grade

3rd-Grade students with an ‘Approaching’ score must:	3rd-Grade students with a ‘Below’ score must:
Attend learning loss bridge camp and: <ul style="list-style-type: none"> • Maintain 90% camp attendance • Demonstrate adequate growth on the state-adopted post-test administered at the end of the camp OR <ul style="list-style-type: none"> • Participate in the Tennessee Accelerating Literacy and Learning Corps (TN ALL Corps) in the 4th grade 	Attend learning loss bridge camp and: <ul style="list-style-type: none"> • Maintain 90% camp attendance AND <ul style="list-style-type: none"> • Participate in the Tennessee Accelerating Literacy and Learning Corps (TN ALL Corps) in 4th grade
4th Grade Retention:	
If a student is promoted to 4th grade based on meeting the requirements above, they must demonstrate “adequate growth ... as determined by the department” on the 4th grade ELA TCAP in order to be promoted to 5th grade, but the student may not be retained in 4th grade more than once.	

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.

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.

Here are a few ways parents can support what their child is doing in school:

- Make reading an everyday habit a 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 meeting 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.

For more information, please contact:

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Adapted from: A Parent Advocacy Brief written by the National Center for Learning Disabilities (NCLD)