

Wynantskill Union Free School District

RESPONSE TO INTERVENTION

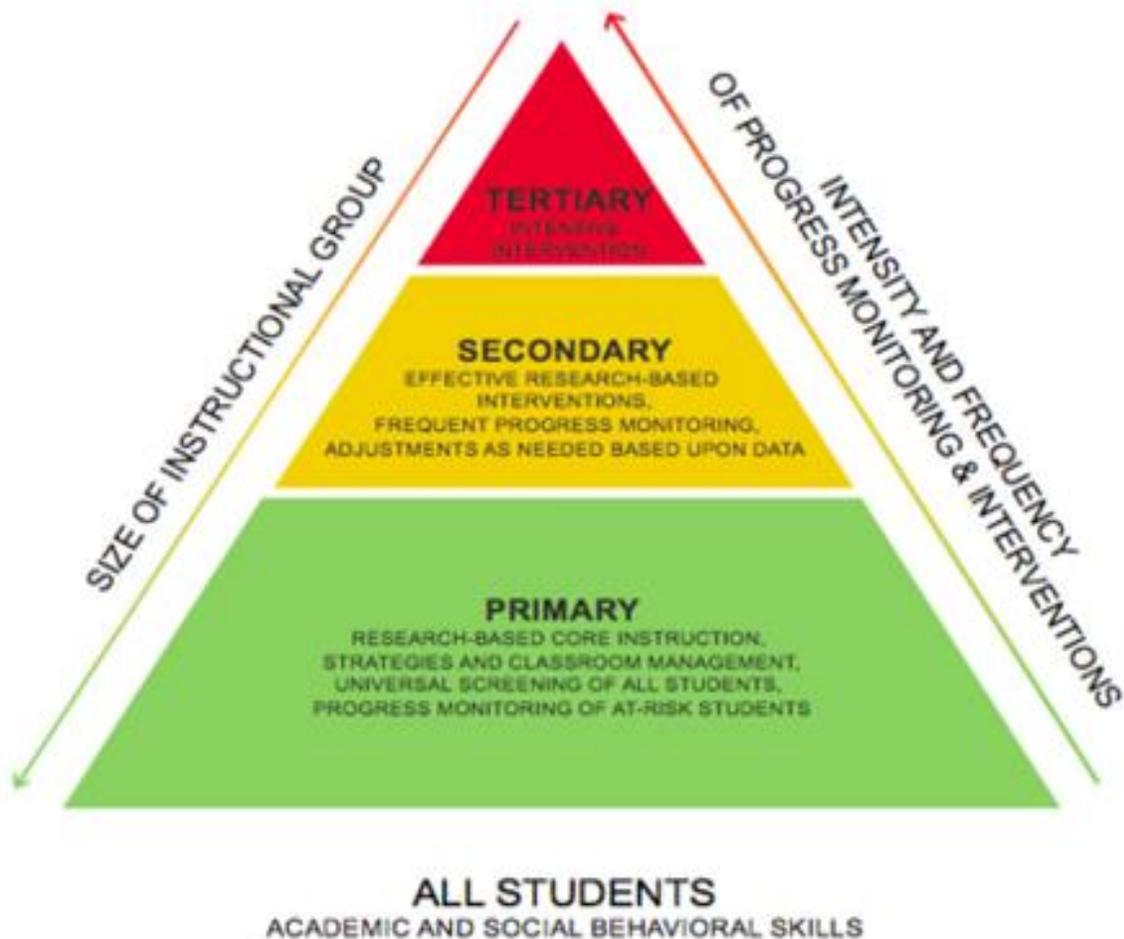


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Introduction

The New York State Education Department (NYSED) has established a regulatory policy framework for Response to Intervention (RtI) in relation to school-wide screenings, minimum components of RtI programs, parent notification and use of RtI in the identification of students with learning disabilities. The Regents policy establishes RtI as a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners.

RtI begins with high quality research-based instruction in the general education setting provided by the general education teacher. Instruction is matched to student need through provision of differentiated instruction in the core curriculum and supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction. **See Appendices B and C.**

The RTI concepts presented in this document make use of a multi-tiered approach that incorporate the aspects of a personalized education.

District Mission Statement

The mission of our community based school is to create a safe, compassionate, progressive learning environment that recognizes individual needs and encourages all students to strive for personal and educational excellence.

As a small, suburban school district, rich with pride, we believe that by working together we can: create a dynamic program based on character, tolerance and diversity; provide opportunities for all to reach their fullest potential; empower all to achieve personal excellence and encourage a life-long love of learning.

RTI Defined

The National Research Center on Learning Disabilities (NRCLD, 2006) defines RTI as: "...an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified services using progress monitoring data."

Response to Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student. (NASDSE, 2006)

RTI is an integrated approach to service delivery that encompasses general, remedial and special education through a multi-tiered service delivery model. It utilizes a problem-solving framework to identify and address academic and behavioral difficulties for all students using scientific, research-based instruction. Essentially, RtI is the practice of: (a) providing high-quality instruction/intervention matched to all students needs and (b) using

learning rate over time and level of performance to (c) make important educational decisions to guide instruction (National Association of State Directors of Special Education, 2005).

RtI practices are proactive, incorporating both prevention and intervention and is effective at all levels from early childhood through high school. RtI is intended to reduce the incidence of “instructional casualties” by ensuring that students are provided high quality instruction with fidelity. By using RtI, districts can provide interventions to students as soon as a need arises.

RTI: Big Ideas

RtI is comprised of seven core principles that represent recommended RtI practices (Mellard, 2003). These principles represent systems that must be in place to ensure effective implementation of RtI systems and establish a framework to guide and define the practice.

1. Use all available resources to teach all students. RtI practices are built on the belief that all students can learn.
2. Use scientific, research-based interventions/instruction. The critical element of RtI systems is the delivery of scientific, research-based interventions with fidelity in instructional approaches.
3. Monitor classroom performance. This principle emphasizes the importance of general education teachers in monitoring student progress rather than waiting to determine how students are learning in relation to their same-aged peers based on results of state-wide or district-wide assessments.
4. Conduct universal screening/benchmarking. School staff conducts universal screening in all core academic areas and behavior. Screening data on all students can provide an indication of an individual student’s performance and progress compared to the peer group’s performance and progress. This data forms the basis for an initial examination of individual and group patterns on specific academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) as well as behavior skills (e.g., attendance, cooperation, tardiness, truancy, suspensions, and/or disciplinary actions). Universal screening is the least intensive level of assessment completed within a RTI system and helps educators and parents identify students early who might be “at-risk.”
5. Use a multi-tier model of service delivery. An RtI approach incorporates a multi-tiered model of service delivery in which each tier represents an increasingly intense level of services associated with increasing levels of learner needs. The system described in this manual reflects a three-tiered design.

In an RTI system, all students receive instruction in the core curriculum supported by strategic and intensive interventions when needed. Therefore, all students, including those

with disabilities, are found in Tiers I, II, and III. Important features, such as universal screening, progress monitoring, fidelity of implementation and problem solving occur within each tier. A matrix illustrating these features within a tiered service delivery model is included in **Appendix D**. The basic tiered model reflects what we know about students in school: their instructional needs will vary. Thus, the nature of the academic or behavioral intervention will change based on their individual needs.

Tier I

Tier I represents the largest group of students, approximately 80-90%, who are performing adequately within the core curriculum. Students are given a school-wide screening tool three times a year.

Tier II

Tier II comprises a smaller group of students, typically 5-10% of the student population. These students will need strategic interventions to raise their achievement to proficiency or above based on a lack of response to interventions at Tier I.

Tier III

Tier III contains the fewest number of students, usually 1-5%. These students will need intensive interventions if their learning is to be appropriately supported (Tilly, 2006).

6. Make data-based decisions. Decisions within an RtI system are made by teams using problem solving and/or standard treatment protocol techniques. The purpose of these teams is to find the best instructional approach for a student with an academic or behavioral problem.

7. Monitor progress frequently. In order to determine if the intervention is working for a student, the decision making team must establish and implement progress monitoring. Progress monitoring is the use of assessments that can be collected frequently and are sensitive to small changes in student behavior. Data collected through progress monitoring will inform the decision making team whether changes in the instruction or goals are needed.

RtI Framework

Tier I-Core Instruction

In the RtI framework, all students in Tier I receive high quality scientific, research based instruction from general education teachers in the core curriculum. The core curriculum provides the foundation for instruction upon which all strategic and intensive interventions are formulated. While Tier I instruction occurs in the general education setting, it is not necessarily grade level instruction. Instruction at Tier I includes all developmental domains such as behavioral and social development along with instruction in academic content areas.

Tier I instruction must be both differentiated and culturally responsive to serve approximately 80-90% of the student body and is effective for the vast majority of students. At this phase, general education teachers match students' prerequisite skills with course content to create an appropriate instructional match and use instructional strategies with fidelity that are evidence-based. Fidelity refers to the degree to which RtI components are implemented as designed, intended, and planned. Fidelity is achieved through sufficient time allocation, adequate intervention intensity, qualified and trained staff, and sufficient materials and resources. Fidelity is vital in universal screening, instructional delivery and progress monitoring.

At Tier I, universal screening for all students is conducted at least three times during a school year: fall, winter and spring. Scores earned at different times during the year are used to determine whether a student's performance and progress is increasing, decreasing, or staying the same. Universal screening is done through brief assessments such as curriculum-based measures (CBMs). CBMs are primarily used as a method for progress monitoring and are characterized as brief, easy to administer and score, and produce measures that are good predictors of a student's academic ability. There are other measures that a district can choose to utilize for progress monitoring purposes.

See Appendix A

NWEA will be administered and analyzed along with our district-wide assessments and classroom data for the Wynantskill Union Free School District. To ensure valid and reliable results, directions for administering the screening tools and scoring the results will be explicitly followed. Teachers and staff administering and scoring screening tools will receive ongoing professional development to ensure fidelity of administration and reliability of scores. The benchmarks for identifying students "at-risk" have been set by NWEA. However, a cut score alone does not warrant movement to Tier II. Tier I interventions that have been tried and proven to be unsuccessful will also flag a student for Tier II through the use of progress monitoring by tracking student growth over time to determine whether the student is progressing as expected in the core curriculum.

Tier II-Strategic Interventions

At Tier II, strategic interventions are provided to students who are not achieving the desired standards through the core curriculum alone. Tier II typically consists of 5-10% of the student body.

Strategic interventions supplement the instruction in the core curriculum provided in Tier I and should be targeted at identified student needs and stated in an intervention plan. Decisions about selecting the appropriate strategic interventions should be made when a student enters Tier II and then reviewed through progress monitoring at appropriate intervals after interventions are implemented.

Interventions are generally provided in small groups of three to five students and may occur in the main classroom or in other settings. It is recommended that interventions at Tier II consist of three to five sessions per week at 20-30 minutes per session. Instruction

must be provided by trained staff and supervised by individuals with expertise in the intervention chosen by the decision making team.

At Tier II, progress monitoring involves reviewing existing data of the student's performance and progress using CBM tools. Progress monitoring is done more frequently at Tier II than Tier I, usually occurring on a bi-weekly basis. Data gathered through Tier II progress monitoring informs teams of modifications needed to student intervention plans. Students who are successful at Tier II may be reintegrated into Tier I. However, for a small percentage of students, Tier II interventions will not be enough. If a student is not meeting proficiency after it is determined that Tier II strategic interventions have been implemented with fidelity, the student will require intensive interventions at Tier III.

Tier III - Intensive Interventions

Intensive interventions at Tier III are designed to accelerate a student's rate of learning by increasing the frequency and duration of individualized interventions based on targeted assessments that analyze the lack of responsiveness to the interventions provided at Tier I and Tier II. Intensive interventions at Tier III may either support and enhance instruction provided at Tier I and supported by Tier II, or be substituted for a portion of the Tier I and Tier II interventions if those interventions have been tried with increased frequency and duration and proven ineffective. Students at Tier III are those students who are performing significantly below standards and who have not adequately responded to high quality interventions provided at Tier I and Tier II.

Tier III generally serves fewer than 5% of the student body. Intensive interventions are usually delivered in groups of no more than two students, 30 to 60 minutes at a minimum of four days per week and may occur longer than 9-12 week blocks. Progress monitoring at Tier III is completed on a weekly basis.

Prior to selecting intensive interventions, targeted assessments are typically conducted when a student enters Tier III. These assessments use direct measures in addition to analysis of RtI data to provide more in-depth information about a student's instructional needs and are used to identify the student's skill deficits. Targeted assessments may be administered by reading specialists, math specialist, school psychologists, special education teachers, specially trained general education teachers, or other specialists. Targeted assessments include the use of interviews, observations, error analysis techniques, CBMs, CBM mastery measures, which are used to target a very narrow skill, other standardized assessments, and/or functional behavioral assessments.

Students who are successful at Tier III may be returned to previous tiers and/or the core curriculum. Students who are not successful after multiple Tier III intensive interventions must be considered for a referral for special education evaluation and/or other long-term planning (e.g., 504 plan, additional Tier III cycle, etc.).

Using Screening Data

Using recognized and research-validated screening assessments, the school district determines the levels of typical, at risk, and seriously at risk performance based on the data. This information is used by teachers to determine which students need to be closely monitored for learning difficulties, including further individualized assessment to determine the need for supplemental instruction.

A standard procedure for using screening data to determine if a student responds to scientific, research-based instruction includes either establishing:

- The cut points at which risk is determined (e.g., establishing risk identification of students who score below a norm-referenced cut-point (such as less than the 25th percentile on a standardized reading test) or
- A pattern of performance (e.g., identifying students who score below a performance benchmark associated with poor long-term outcome (such as less than 15 on curriculum-based measurement (CBM) word identification fluency at the beginning of first grade).

A progress monitoring route model will be used with differentiation of instruction to initially identify a student as at-risk based on results from a screening process. Progress monitoring of those students on a weekly basis for five or six weeks will confirm or disprove initial risk status. **See Appendix E**

RtI and Behavior

IDEA 2004 discusses the use of RtI in relation to the identification and support for students with possible specific learning disabilities. However, there is another dimension that stems from the common observation that many students struggle academically and exhibit problem behaviors. There are a variety of reasons why students misbehave. Some students will misbehave because they, “Won’t do it,” or because they try and, “Can’t do it.” Regardless, the fact remains that behavior and academic success are closely linked and need to be addressed simultaneously or in a concerted effort.

In an RtI approach to behavior, systematically collected behavioral data (e.g., observations, office referral patterns, ratings, etc.) provides a basis for making decisions on behavior supports. A student who displays challenging behavior should be assessed, just as the student would if an academic concern was raised. Based on the results, staff uses evidence-based practices to support the student in reducing challenging behaviors and developing positive attitudes toward academic and social life.

Many evidence-based behavioral interventions should be considered such as: methods based on applied behavior analysis (e.g., reinforcement); social learning (e.g., teaching expected behaviors through modeling and role playing); and cognitive behavioral methods to teach “thinking skills,” (e.g. problem solving, impulse control, or anger management, etc.).

IDEA 2004 did not change the criteria required to establish an emotional behavioral disorder (EBD). However, an evaluation group may include RtI data when considering whether a student has a disability that meets EBD criteria. The universal screening that applies to behavior at Tier I suggests that schools have effective positive behavioral systems in place. Despite this, there will be some students that will need additional strategic and/or intensive behavioral interventions.

Behavioral Supports and Interventions

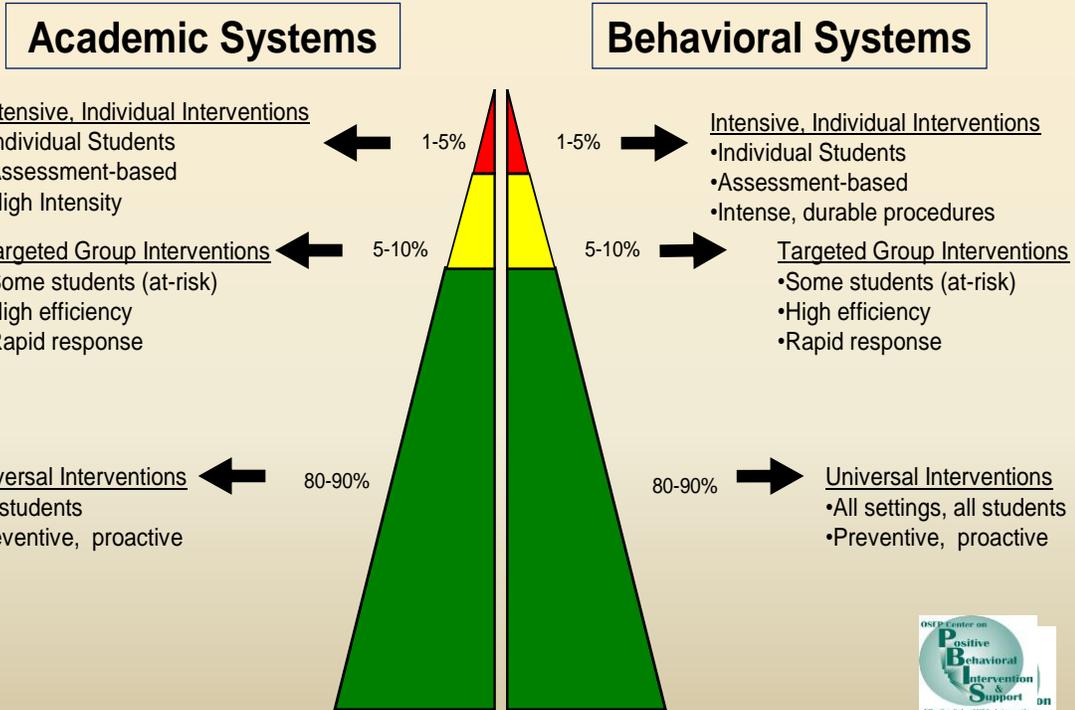
Appropriate behavioral supports and interventions are evidenced by a school-wide positive behavioral system which reflects a systems approach to discipline that emphasizes prevention and data-based decision-making to both reduce problem behavior and improve academic performance.

While this document focuses on the academic instructional components of RtI, the RtI framework is intended to support both academic and behavioral systems and it is encouraged to implement both academic and behavioral aspects of an RtI framework. The framework is illustrated on the next page.

Barriers to student progress which stem from social/emotional/behavioral difficulties may be addressed through support services. These support services range from Tier one, including classroom management techniques to tiers two and three with smaller group targeted interventions.

School-Wide Systems for Student Success

A Response to Intervention Model



Culturally Responsive Instruction

Culturally responsive instruction uses the cultural knowledge, prior experiences, performance styles and strengths of students from diverse backgrounds to make learning more appropriate and effective for them. Culturally responsive teaching incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools.

Appropriate instruction for limited English proficient/English language learners (LEP/ELL) students must be both culturally responsive and linguistically appropriate. This includes research-based instruction that has been validated with LEP/ELL students and bilingual and English as a second language (ESL) instruction, at levels pursuant to Part 154 of the Regulations of the Commissioner of Education. It is also important to determine if adequate support in English language development has been provided and to what extent a student may be struggling due to their lack of proficiency in English.

The same basic requirements for implementing RtI with all general education students apply to situations in which cultural and linguistic diversity may be a factor: screening, progress monitoring, qualified instructors (for reading/literacy and content areas, including instructors providing English language arts (ELA), ESL and bilingual instruction), and application of instruction and interventions with fidelity. **See Appendix G**

RtI Outcomes

Because RTI is a method of delivering the general education curriculum for all students, written consent is not required before administering universal screenings, CBMs, and targeted assessments within a multi-tiered RtI system when these tools are used to determine instructional need. However, when a student fails to respond to interventions and the decision is made to evaluate a student for special education eligibility, written consent must be obtained in accordance with special education procedures.

See Appendix F

Parent Participation

Involving parents at all phases is a key aspect of a successful RtI program. As members of the decision making team, parents can provide a critical perspective on students thus, increasing the likelihood that RtI interventions will be effective. The more parents are involved as players, the greater the opportunity for success.

Parents of all students will be notified of school-wide screening dates and results. In addition, parents of students who are identified as at risk and who will be provided supplemental intervention will receive written notification, consistent with section 100.2(ii)(1)(vi) of the Regulations of the Commissioner of Education which includes the:

- amount and nature of data that will be used to monitor a student's progress;
- strategies to increase the student's rate of learning; and
- parent's right to refer the student for special education services.

See Appendices J-U

USE OF RTI IN THE DETERMINATION OF A LEARNING DISABILITY

CRITERIA FOR DETERMINING LEARNING DISABILITY (LD)

NYS has established criteria for the CSE to use when determining if a student has a learning disability.

These criteria include consideration of data and instructional information obtained through an RtI process which provides important information to determine if a student needs to be referred for an individual evaluation to determine if the student has a learning disability. Effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading.

In making a determination of eligibility for special education, the CSE must determine that underachievement of the student is not due to lack of appropriate instruction in reading (including the five essential components), mathematics or limited English proficiency. The data from RtI can help to document that the reason for a student's poor performance or underachievement is not due to lack of appropriate instruction or limited English proficiency. Along with other individual evaluation information, RtI data can yield important descriptive information about how children learn and why they may be having difficulties.

When determining if a student has a learning disability, the data from multiple sources indicates that the student, when provided appropriate instruction:

1. does not adequately achieve grade level standards in the areas of reading and/or mathematics;

and

2. (a) is not making sufficient progress toward meeting those standards when provided with appropriate instruction consistent with an RtI model;

or

(b) exhibits a pattern of strengths and weaknesses in performance and/or achievement relative to age or grade level standards as found relevant by the CSE;

and

3. has learning difficulties that are not primarily the result of a visual, hearing or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

PROCESS FOR DETERMINING LEARNING DISABILITY USING RTI DATA

While the data collected through an RtI process may be used as part of a student's individual evaluation to determine if a student has a learning disability, it may not be the sole source of information to make this determination. A student suspected of having a learning disability must receive a comprehensive multidisciplinary evaluation. Consistent with section 200.4(b) of the Regulations of the Commissioner of Education, the individual evaluation must include a variety of assessment tools and strategies including a physical examination, a social history, other appropriate assessments as necessary, an individual psychological evaluation and an observation. The observation of the student can include information from an observation in routine classroom instruction done either prior to referral for an evaluation or after referral has been made.

The student-centered data collected and information on instructional strategies used throughout an RtI process provides important information to inform the CSE about the student's progress to meet age or State-approved grade-level standards. This data should include, but not be limited to:

- data that demonstrates that the student was provided appropriate instruction delivered by qualified personnel including research-based instruction in reading;
- progress monitoring data that describes how a student responded to particular interventions of increasing intensity;
- instructional information on a student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks; and
- evaluative data including CBM regarding a student's performance that is useful and instructionally relevant.

WRITTEN REPORT

The CSE must prepare a written report documenting the eligibility determination of a student suspected of having a learning disability which must include the basis for how the decision was made and, if the student has participated in an RtI process:

- the instructional strategies used,
- the student-centered data collected, and
- documentation that parents were notified when the student required an intervention beyond that provided to all students in the general education classroom, informing them about the amount and nature of student performance data that would be collected; the general education services that would be provided in the RtI program; strategies that would be used for increasing their child's rate of learning and the parents right to refer their child for special education services.

Appendix I provides NYS' model form for documentation of a learning disability eligibility determination.

Wynantskill Union Free School District: Gardner Dickinson 2013-2014 School Year

Grade Level Screening Tools, Criteria and Descriptors

Wynantskill Union Free School District: Gardner Dickinson
2013-2014 School Year- Screening Tools

Grade	September	January	June
K	<ul style="list-style-type: none"> • Bracken • Speech & Language • Early Literacy Profile • Fountas & Pinnell Benchmark • NWEA • Math in Focus Pre-Test 	<ul style="list-style-type: none"> • Early Literacy Profile • Fountas & Pinnell Benchmark • NWEA • Math in Focus Unit tests and benchmarks 	<ul style="list-style-type: none"> • Early Literacy Profile (as needed) • Fountas & Pinnell Benchmark • NWEA • Math in Focus End of Year Assessment
1	<ul style="list-style-type: none"> • Early Literacy Profile (as needed) • Fountas & Pinnell Benchmark • NWEA • Math in Focus Pre-Test 	<ul style="list-style-type: none"> • Early Literacy Profile (as needed) • Fountas & Pinnell Benchmark • NWEA • Math in Focus Unit tests and benchmarks 	<ul style="list-style-type: none"> • Early Literacy Profile (as needed) • Fountas & Pinnell Benchmark • NWEA • Math in Focus End of Year Assessment
2	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark • NWEA • Math in Focus Pre-Test 	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark • NWEA • Math in Focus Unit tests and benchmarks 	<ul style="list-style-type: none"> • • • Early L Fountas & Pinnell Benchmark • NWEA • Math in Focus End of Year Assessment
3	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark • NWEA • Math in Focus Pre-Test 	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark • NWEA • Math in Focus Unit tests and benchmarks 	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark • NWEA • Math in Focus End of Year Assessment
4	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark • NWEA • Math in Focus Pre-Test 	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark • NWEA • Math in Focus Unit tests and benchmarks 	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark • NWEA • Math in Focus End of Year Assessment

5	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark • NWEA • Math in Focus Pre-Test <p style="text-align: center;">September</p>	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark • NWEA • Math in Focus Unit tests and benchmarks <p style="text-align: center;">January</p>	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark • NWEA • Math in Focus End of Year Assessment <p style="text-align: center;">June</p>
6	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark • NWEA • Math in Focus Pre-Test 	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark • NWEA • Math in Focus Unit tests and benchmarks 	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark • NWEA • Math in Focus End of Year Assessment
7	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark • NWEA • Math in Focus Pre-Test 	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark • NWEA • Math in Focus Unit tests and Benchmarks 	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark • NWEA • Math in Focus End of Year Assessment
8	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark • NWEA • Math in Focus Pre-Test 	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark • NWEA • Math in Focus Unit tests and Benchmarks 	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark • NWEA • Math in Focus End of Year Assessment

Wynantskill Union Free School District: Gardner Dickinson
2013-2014 School Year- ELA Grades K-8 Progress Criteria

ELA - KINDERGARTEN

Progress Criteria – September	Progress Criteria – January	Progress Criteria - June
<ul style="list-style-type: none"> • Identifies fewer than 15 letters (both capital and lowercase) <p style="text-align: center;">And/or</p> <ul style="list-style-type: none"> • Bracken scores lower than 85 	<ul style="list-style-type: none"> • Identifies fewer than 15 sight words • Students who are at a level Pre A according to Fountas and Pinnell • Teacher observation 	<ul style="list-style-type: none"> • Identifies fewer than 25 sight words • Students who are at a level B or below according to Fountas and Pinnell • Teacher observation

ELA– FIRST GRADE

Progress Criteria – September	Progress Criteria – January	Progress Criteria - June
<ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA <p style="text-align: center;">and/or</p> <ul style="list-style-type: none"> • Students who are at a level B or below according to Fountas and Pinnell testing will receive response to intervention services. • Teacher recommendation 	<ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA <p style="text-align: center;">and/or</p> <ul style="list-style-type: none"> • Students who are at a level D or below according to Fountas and Pinnell testing will receive response to intervention services. • Teacher observation 	<ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA <p style="text-align: center;">and/or</p> <ul style="list-style-type: none"> • Students who are at a level H or below according to Fountas and Pinnell testing will receive response to intervention services. • Teacher observation

ELA – SECOND GRADE

Progress Criteria – September	Progress Criteria – January	Progress Criteria - June
<ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA <p style="text-align: center;">and/or</p> <ul style="list-style-type: none"> • Students who are at a level H or below according to Fountas and Pinnell Benchmark testing will receive response to intervention services. • Teacher recommendation 	<ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA <p style="text-align: center;">and/or</p> <ul style="list-style-type: none"> • Students who are at a level I or below according to Fountas and Pinnell Benchmark testing will receive response to intervention services. • Teacher observation 	<ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA <p style="text-align: center;">and/or</p> <ul style="list-style-type: none"> • Students who are at a level K or below according to Fountas and Pinnell Benchmark testing will receive response to intervention services. • Teacher observation

ELA-THIRD GRADE

Progress Criteria – September	Progress Criteria – January	Progress Criteria - June
<ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA and/or • Students who are at a level K or below according to Fountas and Pinnell Benchmark testing will receive response to intervention services. • Teacher recommendation 	<ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA and/or • Students who are at a level L or below according to Fountas and Pinnell Benchmark testing will receive response to intervention services. • Teacher observation 	<ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA and/or • Students who are at a level N or below according to Fountas and Pinnell Benchmark testing will receive response to intervention services. • Teacher observation

ELA – FOURTH GRADE

Progress Criteria – September	Progress Criteria – January	Progress Criteria - June
<p>All students who scored below State provided benchmark on the NYS ELA will be provided RtI services (Students who received a high 2 will receive a progress monitoring route of intervention).</p> <p>In Addition:</p> <ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA and/or • Students who are at a level N or below according to Fountas and Pinnell Benchmark testing will receive response to intervention services. • Teacher recommendation 	<p>All students who scored below State provided benchmark on the NYS ELA will be provided RtI services (Students who received a high 2 will receive a progress monitoring route of intervention).</p> <p>In Addition:</p> <ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA and/or • Students who are at a level O or below according to Fountas and Pinnell Benchmark testing will receive response to intervention services. • Teacher observation 	<p>All students who scored below State provided benchmark on the NYS ELA will be provided RtI services (Students who received a high 2 will receive a progress monitoring route of intervention).</p> <p>In Addition:</p> <ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA and/or • Students who are at a level Q or below according to Fountas and Pinnell Benchmark testing will receive response to intervention services. • Teacher observation

ELA – FIFTH GRADE

Progress Criteria – September	Progress Criteria – January	Progress Criteria - June
<p>All students who scored below the State provided benchmark on the NYS ELA will be provided RtI services (Students who received a high 2 will receive a progress monitoring route of intervention).</p> <p>In addition:</p> <ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA and/or • Students who are at a level Q or below according to Fountas and Pinnell Benchmark testing will receive response to intervention services. • Teacher recommendation 	<p>All students who scored below the State provided benchmark on the NYS ELA will be provided RtI services (Students who received a high 2 will receive a progress monitoring route of intervention).</p> <p>In addition:</p> <ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA and/or • Students who are at a level R or below according to Fountas and Pinnell Benchmark testing will receive response to intervention services. • Teacher observation 	<p>All students who scored below the State provided benchmark on the NYS ELA will be provided RtI services (Students who received a high 2 will receive a progress monitoring route of intervention).</p> <p>In Addition:</p> <ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA and/or • Students who are at a level T or below according to Fountas and Pinnell Benchmark testing will receive response to intervention services. • Teacher observation

ELA –SIXTH GRADE

Progress Criteria – September	Progress Criteria – January	Progress Criteria - June
<p>All students who scored below the State provided benchmark on the NYS ELA will be provided RtI services (Students who received a high 2 will receive a progress monitoring route of intervention).</p> <p>In Addition:</p> <ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA and/or • Students who are at a level T or below according to Fountas and Pinnell Benchmark testing will receive response to intervention services. • Teacher recommendation 	<p>All students who scored below the State provided benchmark on the NYS ELA will be provided RtI services (Students who received a high 2 will receive a progress monitoring route of intervention).</p> <p>In Addition:</p> <ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA and/or • Students who are at a level U or below according to Fountas and Pinnell Benchmark testing will receive response to intervention services. • Teacher observation 	<p>All students who scored below the State provided benchmark on the NYS ELA will be provided RtI services (Students who received a high 2 will receive a progress monitoring route of intervention).</p> <p>In Addition:</p> <ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA and/or • Students who are at a level W or below according to Fountas and Pinnell Benchmark testing will receive response to intervention services. • Teacher observation

ELA-SEVENTH GRADE

Progress Criteria – September	Progress Criteria – January	Progress Criteria - June
<p>All students who scored below the State provided benchmark on the NYS ELA will be provided RtI services (Students who received a high 2 will receive a progress monitoring route of intervention).</p> <p>In Addition:</p> <ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA and/or • Students who are at a level W or below according to Fountas and Pinnell Benchmark testing will receive response to intervention services. • Teacher recommendation 	<p>All students who scored below the State provided benchmark on the NYS ELA will be provided RtI services (Students who received a high 2 will receive a progress monitoring route of intervention).</p> <p>In Addition:</p> <ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA and/or • Students who are at a level W or below according to Fountas and Pinnell Benchmark testing will receive response to intervention services. • Teacher observation 	<p>All students who scored below the State provided benchmark on the NYS ELA will be provided RtI services (Students who received a high 2 will receive a progress monitoring route of intervention).</p> <p>In Addition:</p> <ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA and/or • Students who are at a level X or below according to Fountas and Pinnell Benchmark testing will receive response to intervention services. • Teacher observation

ELA-EIGHTH GRADE

Progress Criteria – September	Progress Criteria – January	Progress Criteria - June
<p>All students who scored below the State provided benchmark on the NYS ELA will be provided RtI services (Students who received a high 2 will receive a progress monitoring route of intervention).</p> <p>In addition:</p> <ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA and/or • Students who are at a level X or below according to Fountas and Pinnell • Benchmark testing will receive response to intervention services. • Teacher recommendation 	<p>All students who scored below the State provided benchmark on the NYS ELA will be provided RtI services (Students who received a high 2 will receive a progress monitoring route of intervention).</p> <p>In addition:</p> <ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA and/or • Students who are at a level X or below according to Fountas and Pinnell Benchmark testing will receive response to intervention services. • Teacher observation 	<p>All students who scored below the State provided benchmark on the NYS ELA will be provided RtI services (Students who received a high 2 will receive a progress monitoring route of intervention).</p> <p>In addition:</p> <ul style="list-style-type: none"> • Students who scored below the RIT ranges provided by NWEA and/or • Students who are at a level X or below according to Fountas and Pinnell Benchmark testing will receive response to intervention services. • Teacher observation

Wynantskill Union Free School District: Gardner Dickinson
2013-2014 School Year- Math Grades K-8 Progress Criteria

MATH KINDERGARTEN

Progress Criteria – September	Progress Criteria – January	Progress Criteria - June
<ul style="list-style-type: none"> • Teacher Recommendation • Math in Focus Pre-Test • Students who scored below the RIT ranges provided by NWEA 	<ul style="list-style-type: none"> • Teacher Observation • Math in Focus Unit tests and Benchmarks • Students who scored below the RIT ranges provided by NWEA 	<ul style="list-style-type: none"> • Teacher Observation • Math in Focus Unit tests and Benchmarks • Math in Focus End of Year Assessment • Students who scored below the RIT ranges provided by NWEA

MATH- FIRST GRADE

Progress Criteria – September	Progress Criteria – January	Progress Criteria - June
<ul style="list-style-type: none"> • <i>Teacher Recommendation</i> • Math in Focus Pre-Test below • Students who scored below the RIT ranges provided by NWEA 	<ul style="list-style-type: none"> • <i>Teacher Observation</i> • Math in Focus Unit tests and Benchmarks below • Students who scored below the RIT ranges provided by NWEA 	<ul style="list-style-type: none"> • <i>Teacher Observation</i> • Math in Focus End of Year Assessment below • Students who scored the RIT ranges provided by NWEA

MATH-SECOND GRADE

Progress Criteria – September	Progress Criteria – January	Progress Criteria - June
<ul style="list-style-type: none"> • <i>Teacher Recommendation</i> • Math in Focus Pre-Test below • Students who scored below the RIT ranges provided by NWEA 	<ul style="list-style-type: none"> • <i>Teacher Observation</i> • Math in Focus Unit tests and Benchmarks below • Students who scored below the RIT ranges provided by NWEA 	<ul style="list-style-type: none"> • <i>Teacher Observation</i> • Math in Focus End of Year Assessment below • Students who scored below the RIT ranges provided by NWEA

MATH- THIRD GRADE

Progress Criteria – September	Progress Criteria – January	Progress Criteria - June
<ul style="list-style-type: none"> • Teacher Recommendation • Math in Focus Pre-Test below • Students who scored below the RIT ranges provided by NWEA 	<ul style="list-style-type: none"> • Teacher Observation • Math in Focus Unit tests and Benchmarks below • Students who scored below the RIT ranges provided by NWEA 	<ul style="list-style-type: none"> • Teacher Observation • Math in Focus End of Year Assessment below • Students who scored below the RIT ranges provided by NWEA

MATH- FOURTH GRADE

Progress Criteria – September	Progress Criteria – January	Progress Criteria - June
<ul style="list-style-type: none"> • NYS Test Results • Teacher Recommendation • Math in Focus Pre-Test • Students who scored below the RIT ranges provided by NWEA 	<ul style="list-style-type: none"> • Teacher Observation • Math in Focus Unit tests and benchmarks • Students who scored below the RIT ranges provided by NWEA 	<ul style="list-style-type: none"> • Teacher Observation • Math in Focus Unit tests and Benchmarks • Math in Focus End of Year Assessment • NYS Test results • Students who scored below the RIT ranges provided by NWEA

MATH- FIFTH GRADE

Progress Criteria – September	Progress Criteria – January	Progress Criteria - June
<ul style="list-style-type: none"> • NYS Test Results • Teacher Recommendation • Math in Focus Pre-Test • Students who scored below the RIT ranges provided by NWEA 	<ul style="list-style-type: none"> • Teacher Observation • Math in Focus Unit tests and benchmarks • Students who scored below the RIT ranges provided by NWEA 	<ul style="list-style-type: none"> • Teacher Observation • Math in Focus Unit tests and Benchmarks • Math in Focus End of Year Assessment • NYS Test results • Students who scored below the RIT ranges provided by NWEA

MATH- SIXTH GRADE

Progress Criteria – September	Progress Criteria – January	Progress Criteria - June
<ul style="list-style-type: none"> • NYS Test Results • Teacher Recommendation • Math in Focus Pre-Test • Students who scored below the RIT ranges provided by NWEA 	<ul style="list-style-type: none"> • Teacher Observation • Math in Focus Unit tests and benchmarks • Students who scored below the RIT ranges provided by NWEA 	<ul style="list-style-type: none"> • Teacher Observation • Math in Focus Unit tests and Benchmarks • Math in Focus End of Year Assessment • NYS Test results • Students who scored below the RIT ranges provided by NWEA

MATH- SEVENTH GRADE

Progress Criteria – September	Progress Criteria – January	Progress Criteria - June
<ul style="list-style-type: none"> • NYS Test Results • Teacher Recommendation • Math in Focus Pre-Test • Students who scored below the RIT ranges provided by NWEA 	<ul style="list-style-type: none"> • Teacher Observation • Math in Focus Unit tests and benchmarks • Students who scored below the RIT ranges provided by NWEA 	<ul style="list-style-type: none"> • Teacher Observation • Math in Focus Unit tests and Benchmarks • Math in Focus End of Year Assessment • NYS Test results • Students who scored below the RIT ranges provided by NWEA

MATH- EIGHTH GRADE

Progress Criteria – September	Progress Criteria – January	Progress Criteria - June
<ul style="list-style-type: none"> • NYS Test Results • Teacher Recommendation • Math in Focus Pre-Test • Students who scored below the RIT ranges provided by NWEA 	<ul style="list-style-type: none"> • Teacher Observation • Math in Focus Unit tests and benchmarks • Students who scored below the RIT ranges provided by NWEA 	<ul style="list-style-type: none"> • Teacher Observation • Math in Focus Unit tests and Benchmarks • Math in Focus End of Year Assessment • NYS Test results • Students who scored below the RIT ranges provided by NWEA

** Assessments will include the Math In Focus secure skills correlated to the NYS Common Core learning standards for kindergarten through eighth grade. The Math In Focus unit and benchmark tests will be used weekly to monitor a student's progress.*

NYS test results will be used as a guideline for entrance into RtI services for grades four through eight. The classroom and RtI teachers will use this information along with their knowledge and observation of the student to determine if RtI services are recommended and, if so, at what level. If, for example, a student scored close to the cut score on the NYS test, but is a strong student who performs well in the classroom, it may be determined that he/she will be monitored.

Wynantskill Union Free School District: Gardner Dickinson School
2013-2014 School Year ELA Descriptors

	TIER 1	TIER 2	TIER 3
K	<p>Program Options: -Balanced Literacy Program -Leveled Text -Guided Reading -Universal Screenings -Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher</p> <p>Frequency: -Guided Reading - 5 times per week per week -Universal Screenings- 3x per year</p> <p>Duration: -uninterrupted 90 minutes of reading instruction daily</p>	<p>* Tier II services are to include a continuation of all services provided by the classroom teacher in Tier I</p> <p><u>AND</u></p> <p>Program Options: -Remedial Reading Instruction-Push-in or pull-out small groups (3-5 students) - Progress monitoring (no less than Bi-Weekly)</p> <p>Interventionist: -General Education Teacher -Remedial Reading Specialist</p> <p>Frequency: -Remedial Reading 3-5 times per week -Bi-weekly Progress Monitoring</p> <p>Duration: Remedial Reading: 20-30 minutes per secession -Bi-weekly Progress Monitoring: interventions will vary from 9 to 30 weeks</p>	<p>* Tier III services are to include a continuation of all services provided by the classroom teacher in Tier I & II.</p> <p><u>AND</u></p> <p>Program Options: -Remedial Reading Instruction-Push-in or pull-out small groups (1-2 students) or one-to-one - Progress monitoring (no less than Weekly)</p> <p>Interventionist: -General Education Teacher -Remedial Reading Specialist</p> <p>Frequency: -Remedial Reading minimum 4 times per week -Progress Monitoring- at least once a week</p> <p>Duration: Remedial Reading: 30-60 minutes per secession -Weekly Progress Monitoring: interventions will vary from 15 to 20 weeks</p>

	TIER 1	TIER 2	TIER 3
1	<p>Program Options: -Balanced Literacy Program -Leveled Text -Guided Reading -Universal Screenings -Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher</p> <p>Frequency: -Guided Reading - 5 times per week per week -Universal Screenings- 3x per year</p> <p>Duration: -uninterrupted 90 minutes of reading instruction daily</p>	<p>* Tier II services are to include a continuation of all services provided by the classroom teacher in Tier I</p> <p><u>AND</u></p> <p>Program Options: -Remedial Reading Instruction-Push-in or pull-out small groups (3-5 students) - Progress monitoring (no less than Bi-Weekly)</p> <p>Interventionist: -General Education Teacher -Remedial Reading Specialist</p> <p>Frequency: -Remedial Reading 3-5 times per week -Bi-weekly Progress Monitoring</p> <p>Duration: Remedial Reading: 20-30 minutes per secession -Bi-weekly Progress Monitoring: interventions will vary from 9 to 30 weeks</p>	<p>* Tier III services are to include a continuation of all services provided by the classroom teacher in Tier I & II.</p> <p><u>AND</u></p> <p>Program Options: -Remedial Reading Instruction- Push-in or pull-out small groups (1-2 students) or one-to-one - Progress monitoring (no less than Weekly)</p> <p>Interventionist: -General Education Teacher -Remedial Reading Specialist</p> <p>Frequency: -Remedial Reading minimum 4 times per week -Progress Monitoring- at least once a week</p> <p>Duration: Remedial Reading: 30-60 minutes per secession -Weekly Progress Monitoring: interventions will vary from 15 to 20 weeks</p>

	TIER 1	TIER 2	TIER 3
2	<p>Program Options: -Balanced Literacy Program -Leveled Text -Guided Reading -Universal Screenings -Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher</p> <p>Frequency: -Guided Reading - 5 times per week per week -Universal Screenings- 3x per year</p> <p>Duration: -uninterrupted 90 minutes of reading instruction daily</p>	<p>* Tier II services are to include a continuation of all services provided by the classroom teacher in Tier I</p> <p>AND</p> <p>Program Options: -Remedial Reading Instruction-Push-in or pull-out small groups (3-5 students) - Progress monitoring (no less than Bi-Weekly)</p> <p>Interventionist: -General Education Teacher -Remedial Reading Specialist</p> <p>Frequency: -Remedial Reading 3-5 times per week -Bi-weekly Progress Monitoring</p> <p>Duration: Remedial Reading: 20-30 minutes per secession -Bi-weekly Progress Monitoring: interventions will vary from 9 to 30 weeks</p>	<p>* Tier III services are to include a continuation of all services provided by the classroom teacher in Tier I & II.</p> <p>AND</p> <p>Program Options: -Remedial Reading Instruction-Push-in or pull-out small groups (1-2 students) or one-to-one - Progress monitoring (no less than Weekly)</p> <p>Interventionist: -General Education Teacher -Remedial Reading Specialist</p> <p>Frequency: -Remedial Reading minimum 4 times per week -Progress Monitoring- at least once a week</p> <p>Duration: Remedial Reading: 30-60 minutes per secession -Weekly Progress Monitoring: interventions will vary from 15 to 20 weeks</p>

	TIER 1	TIER 2	TIER 3
3	<p>Program Options: -Balanced Literacy Program -Leveled Text -Guided Reading -Universal Screenings -Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher</p> <p>Frequency: -Guided Reading - 5 times per week per week -Universal Screenings- 3x per year</p> <p>Duration: -uninterrupted 90 minutes of reading instruction daily</p>	<p>* Tier II services are to include a continuation of all services provided by the classroom teacher in Tier I</p> <p><u>AND</u></p> <p>Program Options: -Remedial Reading Instruction-Push-in or pull-out small groups (3-5 students) - Progress monitoring (no less than Bi-Weekly)</p> <p>Interventionist: -General Education Teacher -Remedial Reading Specialist</p> <p>Frequency: -Remedial Reading 3-5 times per week -Bi-weekly Progress Monitoring</p> <p>Duration: Remedial Reading: 20-30 minutes per secession -Bi-weekly Progress Monitoring: interventions will vary from 9 to 30 weeks</p>	<p>* Tier III services are to include a continuation of all services provided by the classroom teacher in Tier I & II.</p> <p><u>AND</u></p> <p>Program Options: -Remedial Reading Instruction- Push-in or pull-out small groups (1-2 students) or one-to-one - Progress monitoring (no less than Weekly)</p> <p>Interventionist: -General Education Teacher -Remedial Reading Specialist</p> <p>Frequency: -Remedial Reading minimum 4 times per week -Progress Monitoring- at least once a week</p> <p>Duration: Remedial Reading: 30-60 minutes per secession -Weekly Progress Monitoring: interventions will vary from 15 to 20 weeks</p>

	TIER 1	TIER 2	TIER 3
4	<p>Program Options: -Balanced Literacy Program -Leveled Text -Guided Reading -Universal Screenings -Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher</p> <p>Frequency: -Guided Reading - 5 times per week per week -Universal Screenings- 3x per year</p> <p>Duration: -uninterrupted 90 minutes of reading instruction daily</p>	<p>* Tier II services are to include a continuation of all services provided by the classroom teacher in Tier I</p> <p>AND</p> <p>Program Options: -Remedial Reading Instruction-Push-in or pull-out small groups (3-5 students) - Progress monitoring (no less than Bi-Weekly)</p> <p>Interventionist: -General Education Teacher -Remedial Reading Specialist</p> <p>Frequency: -Remedial Reading 3-5 times per week -Bi-weekly Progress Monitoring</p> <p>Duration: Remedial Reading: 20-30 minutes per secession -Bi-weekly Progress Monitoring: interventions will vary from 9 to 30 weeks</p>	<p>* Tier III services are to include a continuation of all services provided by the classroom teacher in Tier I & II.</p> <p>AND</p> <p>Program Options: -Remedial Reading Instruction- Push-in or pull-out small groups (1-2 students) or one-to-one - Progress monitoring (no less than Weekly)</p> <p>Interventionist: -General Education Teacher -Remedial Reading Specialist</p> <p>Frequency: -Remedial Reading minimum 4 times per week -Progress Monitoring- at least once a week</p> <p>Duration: Remedial Reading: 30-60 minutes per secession -Weekly Progress Monitoring: interventions will vary from 15 to 20 weeks</p>

	TIER 1	TIER 2	TIER 3
5	<p>Program Options: -Balanced Literacy Program -Leveled Text -Guided Reading -Universal Screenings -Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher</p> <p>Frequency: -Guided Reading - 5 times per week per week -Universal Screenings- 3x per year</p> <p>Duration: -uninterrupted 90 minutes of reading instruction daily</p>	<p>* Tier II services are to include a continuation of all services provided by the classroom teacher in Tier I</p> <p>AND</p> <p>Program Options: -Remedial Reading Instruction-Push-in or pull-out small groups - Progress monitoring (no less than Bi-Weekly)</p> <p>Interventionist: -General Education Teacher -Remedial Reading Specialist</p> <p>Frequency: -Remedial Reading 1-3 times per week -Bi-weekly Progress Monitoring</p> <p>Duration: Remedial Reading: 10-30 minutes per session -Bi-weekly Progress Monitoring: interventions will vary from 9 to 30 weeks</p>	<p>* Tier III services are to include a continuation of all services provided by the classroom teacher in Tier I & II.</p> <p>AND</p> <p>Program Options: -Remedial Reading Instruction- Push-in or pull-out small groups - Progress monitoring (no less than Weekly)</p> <p>Interventionist: -General Education Teacher -Remedial Reading Specialist</p> <p>Frequency: -Remedial Reading 3-5 times per week -Progress Monitoring- at least once a week</p> <p>Duration: Remedial Reading: 20-40 minutes per session -Weekly Progress Monitoring: interventions will vary from 15 to 20 weeks</p>

	TIER 1	TIER 2	TIER 3
6	<p>Program Options: -Balanced Literacy Program -Leveled Text -Guided Reading -Universal Screenings -Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher</p> <p>Frequency: -Guided Reading - 5 times per week per week -Universal Screenings- 3x per year</p> <p>Duration: -uninterrupted 90 minutes of reading instruction daily</p>	<p>* Tier II services are to include a continuation of all services provided by the classroom teacher in Tier I</p> <p><u>AND</u></p> <p>Program Options: -Remedial Reading Instruction-Push-in or pull-out small groups - Progress monitoring (no less than Bi-Weekly)</p> <p>Interventionist: -General Education Teacher -Remedial Reading Specialist</p> <p>Frequency: -Remedial Reading 1-3 times per week -Bi-weekly Progress Monitoring</p> <p>Duration: Remedial Reading: 10-30 minutes per secession -Bi-weekly Progress Monitoring: interventions will vary from 9 to 30 weeks</p>	<p>* Tier III services are to include a continuation of all services provided by the classroom teacher in Tier I & II.</p> <p><u>AND</u></p> <p>Program Options: -Remedial Reading Instruction- Push-in or pull-out small groups - Progress monitoring (no less than Weekly)</p> <p>Interventionist: -General Education Teacher -Remedial Reading Specialist</p> <p>Frequency: -Remedial Reading 3-5 times per week -Progress Monitoring- at least once a week</p> <p>Duration: Remedial Reading: 20-40 minutes per secession -Weekly Progress Monitoring: interventions will vary from 15 to 20 weeks</p>

	TIER 1	TIER 2	TIER 3
7	<p>Program Options: -Balanced Literacy Program -Leveled Text -Guided Reading -Universal Screenings -Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher</p> <p>Frequency: -Guided Reading - 5 times per week per week -Universal Screenings- 3x per year</p> <p>Duration: -uninterrupted 90 minutes of reading instruction daily</p>	<p>* Tier II services are to include a continuation of all services provided by the classroom teacher in Tier I</p> <p>AND</p> <p>Program Options: -Remedial Reading Instruction-Push-in or pull-out small groups - Progress monitoring (no less than Bi-Weekly)</p> <p>Interventionist: -General Education Teacher -Remedial Reading Specialist</p> <p>Frequency: -Remedial Reading 1-3 times per week -Bi-weekly Progress Monitoring</p> <p>Duration: Remedial Reading: 10-30 minutes per secession -Bi-weekly Progress Monitoring: interventions will vary from 9 to 30 weeks</p>	<p>* Tier III services are to include a continuation of all services provided by the classroom teacher in Tier I & II.</p> <p>AND</p> <p>Program Options: -Remedial Reading Instruction-Push-in or pull-out small groups - Progress monitoring (no less than Weekly)</p> <p>Interventionist: -General Education Teacher -Remedial Reading Specialist</p> <p>Frequency: -Remedial Reading 3-5 times per week -Progress Monitoring- at least once a week</p> <p>Duration: Remedial Reading: 20-40 minutes per secession -Weekly Progress Monitoring: interventions will vary from 15 to 20 weeks</p>

	TIER 1	TIER 2	TIER 3
8	<p>Program Options: -Balanced Literacy Program -Leveled Text -Guided Reading -Universal Screenings -Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher</p> <p>Frequency: -Guided Reading - 5 times per week per week -Universal Screenings- 3x per year</p> <p>Duration: -uninterrupted 90 minutes of reading instruction daily</p>	<p>* Tier II services are to include a continuation of all services provided by the classroom teacher in Tier I</p> <p><u>AND</u></p> <p>Program Options: -Remedial Reading Instruction-Push-in or pull-out small groups - Progress monitoring (no less than Bi-Weekly)</p> <p>Interventionist: -General Education Teacher -Remedial Reading Specialist</p> <p>Frequency: -Remedial Reading 1-3 times per week -Bi-weekly Progress Monitoring</p> <p>Duration: Remedial Reading: 10-30 minutes per session -Bi-weekly Progress Monitoring: interventions will vary from 9 to 30 weeks</p>	<p>* Tier III services are to include a continuation of all services provided by the classroom teacher in Tier I & II.</p> <p><u>AND</u></p> <p>Program Options: -Remedial Reading Instruction-Push-in or pull-out small - Progress monitoring (no less than Weekly)</p> <p>Interventionist: -General Education Teacher -Remedial Reading Specialist</p> <p>Frequency: -Remedial Reading 3-5 times per week -Progress Monitoring- at least once a week</p> <p>Duration: Remedial Reading: 20-40 minutes per session -Weekly Progress Monitoring: interventions will vary from 15 to 20 weeks</p>

Wynantskill Union Free School District: Gardner Dickinson School

2013-2014 School Year Math Descriptors

	Tier 1	Tier 2	Tier 3
K	<p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher</p> <p>Frequency: -5 times per week</p> <p>Duration: -60 minutes per session</p>	<p>* Tier II services are to include a continuation of all services provided by the classroom teacher in Tier I</p> <p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher -Remedial Math Specialist</p> <p>Frequency: -5 times per week - Remedial Math 3-5 times per week - Bi-weekly Progress monitoring</p> <p>Duration: -20-30 minutes per session -vary from 9 – 30 weeks</p>	<p>* Tier III services are to include a continuation of all services provided by the classroom teacher in Tier I & II.</p> <p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Academy Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher -Remedial Math Specialist</p> <p>Frequency: 4 times 30-60 per week minimum -Progress monitoring weekly</p> <p>Duration: 30-60 minutes per session -vary 15 – 20 weeks</p>

Grade	Tier 1	Tier 2	Tier 3
1	<p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher</p> <p>Frequency: -5 times per week</p> <p>Duration: -60 minutes per session</p>	<p>* Tier II services are to include a continuation of all services provided by the classroom teacher in Tier I</p> <p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher -Remedial Math Specialist</p> <p>Frequency: -5 times per week - Remedial Math 3-5 times per week - Bi weekly Progress monitoring</p> <p>Duration: -20-30 minutes per session -vary from 9 – 30 weeks</p>	<p>* Tier III services are to include a continuation of all services provided by the classroom teacher in Tier I & II.</p> <p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher -Remedial Math Specialist</p> <p>Frequency: 4 times 30-60 per week minimum -Progress monitoring weekly</p> <p>Duration: 30-60 per session --vary 15 – 20 weeks</p>

Grade	Tier 1	Tier 2	Tier 3
2	<p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher</p> <p>Frequency: -5 times per week</p> <p>Duration: -60 minutes per session</p>	<p>* Tier II services are to include a continuation of all services provided by the classroom teacher in Tier I</p> <p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher -Remedial Math Specialist</p> <p>Frequency: -5 times per week - Remedial Math 3-5 times per week -Bi-weekly Progress monitoring</p> <p>Duration: -20-30 minutes per session -vary from 9 – 30 weeks</p>	<p>* Tier III services are to include a continuation of all services provided by the classroom teacher in Tier I & II.</p> <p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher -Remedial Math Specialist</p> <p>Frequency: 4 times 30-60 per week minimum - Progress monitoring weekly</p> <p>Duration: 30-60 per session hours per week vary 15 – 20 weeks</p>

Grade	Tier 1	Tier 2	Tier 3
3	<p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher</p> <p>Frequency: -5 times per week</p> <p>Duration: -60 minutes per session</p>	<p>* Tier II services are to include a continuation of all services provided by the classroom teacher in Tier I</p> <p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher -Remedial Math Specialist</p> <p>Frequency: -5 times per week - Remedial Math 3-5 times per week -Bi-weekly Progress monitoring</p> <p>Duration: -20-30 minutes per session -vary from 9 – 30 weeks</p>	<p>* Tier III services are to include a continuation of all services provided by the classroom teacher in Tier I & II.</p> <p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher -Remedial Math Specialist</p> <p>Frequency: 4 times 30-60 per week minimum -Progress monitoring weekly</p> <p>Duration: 30-60 per session hours per week - vary from 15-20 weeks</p>

Grade	Tier 1	Tier 2	Tier 3
4	<p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher</p> <p>Frequency: -5 times per week</p> <p>Duration: -60 minutes per session</p>	<p>* Tier II services are to include a continuation of all services provided by the classroom teacher in Tier I</p> <p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher -Remedial Math Specialist</p> <p>Frequency: -5 times per week - Remedial Math 3-5 times per week -Progress monitoring bi-weekly</p> <p>Duration: -20-30 minutes per session -vary from 9 – 30 weeks</p>	<p>* Tier III services are to include a continuation of all services provided by the classroom teacher in Tier I & II.</p> <p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher -Remedial Math Specialist</p> <p>Frequency: 4 times 30-60 per week minimum -Progress monitoring weekly</p> <p>Duration: 30-60 per session hours per week -vary from 15-20 weeks</p>

Grade	Tier 1	Tier 2	Tier 3
5	<p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher</p> <p>Frequency: -5 times per week</p> <p>Duration: -60 minutes per session</p>	<p>* Tier II services are to include a continuation of all services provided by the classroom teacher in Tier I</p> <p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher -Remedial Math Specialist</p> <p>Frequency: - Remedial Math 1-3 times per week -Progress monitoring –bi-weekly</p> <p>Duration: Remedial Math 10-30 minutes per session Progress monitoring – bi-weekly -vary from 9 – 30 weeks</p>	<p>* Tier III services are to include a continuation of all services provided by the classroom teacher in Tier I & II.</p> <p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher -Remedial Math Specialist</p> <p>Frequency: - Remedial Math 3-5 times per week -Progress monitoring weekly</p> <p>Duration: Remedial Math 20-40 minutes per session will vary from 15-20 weeks</p>

Grade	Tier 1	Tier 2	Tier 3
6	<p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher</p> <p>Frequency: -5 times per week</p> <p>Duration: -60 minutes per session</p>	<p>* Tier II services are to include a continuation of all services provided by the classroom teacher in Tier I</p> <p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher -Remedial Math Specialist</p> <p>Frequency: - Remedial Math 1-3 times per week -Progress monitoring bi-weekly</p> <p>Duration: Remedial Math 10-30 minutes per session -vary from 9 – 30 weeks</p>	<p>* Tier III services are to include a continuation of all services provided by the classroom teacher in Tier I & II.</p> <p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher -Remedial Math Specialist</p> <p>Frequency: - Remedial Math 3-5 times per week -Progress monitoring weekly</p> <p>Duration: Remedial Math 20-40 minutes per secession vary from 15-20 weeks</p>

Grade	Tier 1	Tier 2	Tier 3
7	<p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher</p> <p>Frequency: -5 times per week</p> <p>Duration: -60 minutes per session</p>	<p>* Tier II services are to include a continuation of all services provided by the classroom teacher in Tier I</p> <p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher -Remedial Math Specialist</p> <p>Frequency: - Remedial Math 1-3 times per week -Progress monitoring bi-weekly</p> <p>Duration: Remedial Math 10-30 minutes per session -vary from 9 – 30 weeks</p>	<p>* Tier III services are to include a continuation of all services provided by the classroom teacher in Tier I & II.</p> <p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher -Remedial Math Specialist</p> <p>Frequency: - Remedial Math 3-5 times per week -Progress monitoring weekly</p> <p>Duration: Remedial Math 20-40 minutes per session vary from 15-20 weeks</p>

Grade	Tier 1	Tier 2	Tier 3
8	<p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher</p> <p>Frequency: -5 times per week</p> <p>Duration: -60 minutes per session</p>	<p>* Tier II services are to include a continuation of all services provided by the classroom teacher in Tier I</p> <p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher -Remedial Math Specialist</p> <p>Frequency: - Remedial Math 1-3 times per week -Progress monitoring bi-weekly</p> <p>Duration: Remedial Math 10-30 minutes per session vary from 9 to 30 weeks</p>	<p>* Tier III services are to include a continuation of all services provided by the classroom teacher in Tier I & II.</p> <p>Program Options: -Math in Focus - Universal Screenings -Small Group Instruction -Manipulatives - Technology Weekly Progress Monitoring</p> <p>Interventionist: -General Education Teacher -Remedial Math Specialist</p> <p>Frequency: - Remedial Math 3-5 times per week -Progress monitoring weekly</p> <p>Duration: Remedial Math 20-40 minutes per session vary from 15-20 weeks</p>

SCREENINGS APPLIED TO ALL STUDENTS IN THE CLASS

A school district's process to determine if a student responds to scientific, research-based instruction shall include **screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.

[8NYCRR §100.2(ii)(1)(ii)]

Screenings

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are “at-risk” for academic failure and who may require closer monitoring and/or further assessment.

Section 117.3 of the Regulations of the Commissioner of Education requires that students with low test scores be monitored periodically through screenings and on-going assessments of the student’s reading and mathematic abilities and skills. (see Appendix A).

Screenings of all students should be conducted three times per academic year (fall, winter, spring) to help ensure the early identification of students potentially at risk and the areas in which they may experience difficulty.

SUGGESTED PROCEDURES FOR SCREENINGS USED DURING THE RTI PROCESS

- Select a screening tool(s) relevant to the skills being tested and the age/grade level of the student being assessed based on the curriculum aligned with the State learning standards.
- Establish a yearly, school-wide schedule for screening procedures to ensure that the screenings are completed consistently and reliably.
- Provide school-wide training focusing on standardized administration of screening tool(s) and interpretation of results.
- Identify students who fall below the established cut-point or benchmark.
- Determine how to use screening results: direct route model versus progress monitoring route with or without differentiation in core instruction.
- If using the progress monitoring route, confirm students’ risk status on school-wide screening by conducting at least five weeks of weekly monitoring of the student’s response to the core instructional program. Consider evidence of poor rates of improvement after receiving appropriate instruction over five to eight weeks in core instruction as confirming the need for supplemental intervention.

- Use grade level teams to review screening results to determine what changes or interventions are appropriate for the students identified.
- Analyze screening data to determine the effectiveness of the core curriculum and instruction and the areas in which professional development may be needed. Generally, if more than 20 percent of all students are not achieving or making adequate progress toward established benchmarks, this may be an indication that the school should evaluate its overall curriculum and instructional program. If less than 20 percent of students are not making adequate progress, it may be assumed that the core program is adequate, and identification of students at risk is needed to provide additional interventions for those students.

APPROPRIATE INSTRUCTION

Appropriate Instruction delivered to all students in the general education class by qualified personnel

A school district's process to determine if a student responds to scientific, research-based instruction shall include **appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.

[8 NYCRR §100.2(ii)(1)(i)]

Appropriate instruction begins with the core program that provides:

- high quality, research-based instruction to all students in the general education class provided by qualified teachers;
- differentiated instruction to meet the wide range of student needs;
- curriculum that is aligned to the State learning standards and grade level performance indicators for all general education subjects; and
- instructional strategies that utilize a formative assessment process.

Appropriate Instruction in Reading

Appropriate instruction in reading means explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies. [8NYCRR 100.2(ii) and 200.4©(2)(i)]

Appropriate Instruction in Mathematics

Appropriate instruction in mathematics includes instruction in problem-solving, arithmetic skill and fluency, conceptual knowledge/number sense and reasoning ability.

Instruction matched to Student Need

A school district's process to determine if a student responds to scientific, research- based instruction shall include **instruction matched to student need** with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.

[8NYCRR §100.2(ii)(1)(iii)]

MULTI-TIER SERVICE DELIVERY MODEL

When students are identified through screening, progress monitoring or other on-going assessment procedures as not making sufficient or satisfactory progress, the school's multi-tier service delivery model provides a range of supplemental instructional interventions with increasing levels of intensity to address these needs. The various tiers include distinguishing features such as:

- size of instructional group,
- mastery requirements for content,
- frequency and focus of screening,
- duration of the intervention,
- frequency and focus of progress monitoring,
- frequency of intervention provided, and
- the instructor's qualifications.

A multi-tiered system can be viewed as layers of increasingly intense intervention that respond to student-specific needs (a continuum of instructional support provided to a student). The number of tiers may vary depending upon the individual school and resources available. For purposes of this document, a three-tier model will be described.

Tier 1

Tier 1 is commonly identified as the core instructional program provided to all students by the general education teacher in the general education classroom. Research-based instruction and positive behavior intervention and supports are part of the core program. A school/district's core program (Tier 1) should minimally include:

- core curriculum aligned to the NYS learning standards;
- appropriate instruction and research-based instructional interventions that meets the needs of at least 80 percent of all learners;
- universal screening administered to all students in the general education classroom three times per year;
- weekly progress monitoring of students initially identified as at-risk for five or six weeks;
- differentiated instruction based on the abilities and needs of all students in the core program; and
- a daily uninterrupted 90 minute block of instruction in reading.

Tier 2

Tier 2 intervention is typically small group (3-5) supplemental instruction. This supplemental instructional intervention is provided in addition to, and not in place of, the core instruction provided in Tier 1. For example, a student who is receiving Tier 2 intervention would be provided core instruction plus 20-30 minutes of supplemental interventions three to five days

per week. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1. Therefore, students are often grouped according to instructional need. Approximately 5 to 10 percent of students in a class receive Tier 2 intervention.

The location of Tier 2 intervention is determined by the school. It may take place in the general education classroom or in an alternate location outside of the general education classroom. The determination of which interventions will be provided to an individual student is made by either a problem-solving process or a standard treatment protocol. (See Chapter V on the decision-making process.) Tier 2 interventions should be supported by research and vary by curriculum focus, group size, frequency, and duration. Individual student needs affect the determination of these variables.

In Tier 2, direct, systematic instruction provides more teacher-directed instruction, carefully structured and sequenced to an individual student, than was provided in Tier 1. The determination of a student's achievement is well defined and mastery is achieved before moving on to the next step in the sequence.

Progress monitoring occurs more frequently in Tier 2 and may vary from once every two weeks to once a week using Curriculum-Based Measurement (CBM)² that measure targeted skills. Periodic checks to ensure that the delivery of instruction was provided in the way it was intended (fidelity checks) are conducted for the purposes of determining how closely the intervention or instruction is implemented to the way it was designed.

The recommended length of time a student spends in the second tier of intervention will vary from approximately nine to 30 weeks, depending on such factors as the skill set to be learned, rate of student's progress, whether the student is making adequate progress according to the standard protocol established prior to initiation of the intervention, the student's age and/or developmental level. When progress monitoring of a Tier 2 intervention indicates lack of adequate response, schools should consider adjusting the intervention in terms of intensity.

Tier 3

Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2. Tier 3 is typically reserved for approximately one to five percent of students in a class who will receive more intensive instruction in addition to their core instruction. Tier 3 differs from Tier 2 instruction in terms of such factors as time, duration, group size, frequency of progress monitoring and focus. This tier provides greater individualized instruction in a small group setting (generally one to two students at a time) anywhere from 30 to 60 minutes at a minimum of four days per week. The progress of students at Tier 3 is monitored more frequently, at least once a week, to determine the student's response to intervention. Instruction is provided by school personnel who are highly skilled or trained in the areas of academic need indicated by student performance data. The setting for Tier 3 intervention is determined by school personnel. It is important to note that Tier 3 is considered supplemental instruction to Tier 1 and is not intended to replace Tier 1 instruction. Similar to Tier 2, school personnel must conduct regular fidelity checks to determine if the intervention was implemented the way it was intended.

In accordance with section 100.2(ii) of the Regulations of the Commissioner of Education, when a student requires an intervention beyond that provided to all students and begins receiving Tier 2 intervention, parents must be notified in writing of the:

- amount and nature of data that will be collected and the general education services that will be provided;
- strategies to increase the student's rate of learning; and
- parent's right to request an evaluation for special education programs and/or services.

It is important that schools keep parents informed of the student's progress based upon progress monitoring data collected within each tier. This is consistent with section 200.4(j) of the Regulations of the Commissioner of Education, which requires the parent of a student suspected of having a learning disability to receive data-based documentation of the student's achievement at reasonable intervals reflecting formal assessment of a student's progress during instruction.

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Table: Description of Critical Elements in a 3-Tier RtI Model

The following table outlines the essential features of a three-tier model of RtI including suggested ranges of frequency and duration of screening, interventions and progress monitoring. This is intended as guidance for districts as they determine the various components of their RtI model.

Elements	Tier 1 Core Curriculum and Instruction	Tier 2 Supplemental Instruction	Tier 3 Increased Levels of Supplemental Instruction
Size of instructional group	Whole class grouping	Small group instruction (3-5 students)	Individualized or small group instruction (1-2 students)
Mastery requirements of content	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring.
Frequency of progress monitoring	Screening measures three times per year	Varies, but no less than once every two weeks	Varies, but more continuous and no less than once a week
Frequency of intervention provided	Per school schedule	Varies, but no less than three times per week for a minimum of 20-30 minutes per session	Varies, but more frequently than Tier 2 for a minimum of 30 minutes per session
Duration of intervention	School year	9-30 weeks	A minimum of 15-20 weeks

NRCLD (2006, August) Responsiveness to Intervention (RtI): How to Do It

REPEATED ASSESSMENTS OF STUDENT ACHIEVEMENT (PROGRESS MONITORING)

A school district's process to determine if a student responds to scientific, research-based instruction shall include **repeated assessments of student achievement** which should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards.

[8NYCRR §100.2(ii)(1)(iv)]

PURPOSE OF PROGRESS MONITORING

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring helps staff to determine the extent to which students are benefiting from classroom instruction and informs decisions about appropriate levels of intervention.

Progress monitoring differs from screening (discussed in Chapter II) regarding the frequency with which it is administered and the kind of information it provides about student performance. Screening targets students who may be at-risk by comparing their performance to a criterion-referenced measure. Progress monitoring provides routine data that display student growth over time to determine if the student is progressing as expected in the curriculum. (Mellard and Johnson, 2008)

USES OF PROGRESS MONITORING DATA

There are different uses of data from progress monitoring within the different tiers of intervention.

Data from progress monitoring in Tier 1 inform decision-making about classroom instruction in two main ways:

1. Once a student has been initially identified as at-risk by screening procedures, progress monitoring can be used to determine the student's progress in the general curriculum and confirm or refute initial screening results.
2. Analysis of average performance of all students combined and their rate of growth can assist teachers/administrators in determining the need for curricular and instructional change within the core curriculum.

The primary purpose of progress monitoring in Tier 2 and beyond involves determining whether the intervention is successful in helping the student catch up to grade level expectations. Data from progress monitoring in Tiers 2 and 3 inform decision-making regarding individual students' responsiveness or lack of responsiveness in two ways:

1. Learning rate, or student's growth in achievement or behavior competencies over time, compared to prior levels of performance and peer growth rates; and

2. “Level of performance, or the student’s relative standing on some dimension of achievement/performance, compared to expected performance (either criterion- or norm-referenced).” (NASDSE, May 2006)

Data from progress monitoring should be used to inform student movement through tiers. For example, progress monitoring data obtained during the course of Tier 2 intervention should be analyzed for level of performance and growth status. If student data reflect performance at or above benchmark, the student may return to Tier 1. If the student is performing below benchmark, but making sufficient growth progress, the decision to continue Tier 2 intervention can be made. If the student is performing below benchmark and demonstrates poor growth (i.e. under-responding), a change in the Tier 2 intervention or movement to a Tier 3 intervention may be considered.

TOOLS FOR PROGRESS MONITORING

The assessment tools selected for progress monitoring should be specific to the skills being measured. CBMs are a frequently used tool for progress monitoring. For example, in reading, an appropriate progress monitoring tool would target the specific essential element(s) of reading with which an individual student is having difficulty, such as phonemic awareness, phonics, fluency, vocabulary and/or comprehension.

The use of informal assessments during the course of instruction can provide teachers with additional information on which to base instructional decisions. A combination of CBMs and informal, ongoing assessments (checklists, reading inventories, running records) completed by teachers to monitor progress are recommended so that use of CBM is not the sole index of progress, which could lead to unintended consequences such as children being fast and accurate in word reading, but inattentive to the meaning of what is read.

Additional and individual assessments may also be implemented to inform the nature of instruction that takes place in Tier 2 and beyond. For example, an informal reading inventory (IRA) or diagnostic reading assessment (DRA) may be administered to provide additional information about the instructional needs of the targeted student.

STEPS FOR PROGRESS MONITORING

Progress monitoring involves the following steps*:

1. Establish a benchmark for performance and plot it on a chart (e.g., “read orally at grade level 40 words per minute by June”). It must be plotted at the projected end of the instructional period, such as the end of the school year.
2. Establish the student’s current level of performance (e.g., “20 words per minute”).
3. Draw an aim line from the student’s current level to the performance benchmark. This picture represents the slope of progress required to meet the benchmark.

4. Monitor the student's progress frequently (e.g., every Monday). Plot the data.
5. Analyze the data on a regular basis, applying decision rules (e.g., "the intervention will be changed after six data points that are below the aimline").
6. Draw a trend line to validate that the student's progress is adequate to meet the goal over time.

*Oregon Department of Education, Office of Student Learning and Partnership (Revised December 2007) Identification of Students with Learning Disabilities under the IDEA 2004, Technical Assistance to School Districts, Oregon Response to Intervention

FREQUENCY OF PROGRESS MONITORING

Decision rules regarding the frequency of progress monitoring within each tier must also be established. If using a standard protocol procedure, this would be determined by the specific protocol. If using the problem-solving method, this could vary dependent upon various factors including, but not limited to:

- frequency of intervention;
- extent of gap in achievement; and/or
- focus of intervention

Progress monitoring should occur not less than once every two weeks in Tier 2 and no less than once a week in Tier 3.

APPLICATION OF STUDENT INFORMATION TO MAKE EDUCATIONAL DECISIONS

A school district's process to determine if a student responds to scientific, research-based instruction shall include the application of information about the student's response to intervention to **make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.

[8NYCRR §100.2(ii)(1)(v)]

DECISION-MAKING MODELS

Initial screening and progress monitoring data inform decisions about the level and type of interventions needed to help individual students make progress. Schools typically implement small group interventions using either a standard-protocol or a problem-solving model or a combination of the two –hybrid. Both models share similar attributes: multi-tiered approach, universal screening, progress monitoring to determine treatment effect, and a team structure to organize and analyze student performance using progress monitoring data. The models differ in terms of attention to “level of individualization and depth of problem-analysis that occurs prior to the selection, design and implementation of an intervention.” (Christ, Burns, & Ysseldyke, 2005, p. 2)

STANDARD PROTOCOL MODEL

A standard protocol model involves the provision of a research-validated intervention for a specific amount of time, duration and frequency (minutes per day, days per week, and number of weeks) with small groups of students having similar needs. A primary feature of the standard protocol model involves standardized instruction or intervention with minimal analysis of skill deficits. The intervention has a set of well-defined steps or procedures, which when implemented appropriately or as intended, increase the probability of producing positive outcomes for students. Intervention groups are formed by identifying the general nature of the deficit and matching it to a prescribed treatment or protocol. (For example, the RtI decision-making team would analyze screening data and identify which students required additional instruction in decoding. These students would receive an intervention using a standardized set of procedures or intervention program that focuses exclusively on decoding.)

Specifics as to who provides the instruction, frequency and duration of the intervention, the materials used and frequency of progress monitoring are determined in a standard protocol model and this standardized, scripted intervention protocol is applied consistently to all students who require the same intervention in decoding skills. (For example. supplemental small group explicit reading instruction targeting decoding skills for 30 minutes, three times per week for eight weeks, provided by the reading teacher with progress monitoring once a week.) Because the procedures within a standard protocol model are clear and specific, treatment fidelity is relatively easy to check. Any deviation from the implementation procedures of standard protocol compromises the integrity of the intervention and may result in less than optimal results.

PROBLEM-SOLVING

In contrast, the problem solving model involves an in depth analysis of skill deficits and instructional and environmental variables that compromise a student's reading performance (Shapiro, 2009). Information obtained from the examination of instructional variables are used to identify subskill deficits and inform targeted interventions. Common to RtI-PS models is a 4-step process that involves the following steps:

1. Conceptualize the problem (Is there a problem? What is it?)
2. Examine variables that may be influencing the problem (Why is it happening?)
3. Deliver targeted or individualized interventions (What shall we do about it?)
4. Evaluate the effectiveness of the intervention (Did the intervention work?)

Wynantskill has developed a Child Study Team (CST) to assist teachers in providing supports and accommodations for students who are having difficulties in the core curriculum. These teams provide suggestions to the teacher for possible interventions for struggling students. The existence of such a team can provide the beginning structure of the instructional decision-making team that is a component of an RtI process. Consistent with the following RtI principles, the team would utilize:

- a prescribed research-based intervention protocol;
- progress monitoring to guide instruction; and
- a standard format for data gathering and presentation when reporting the impact of an intervention rather than the use of anecdotal information.

DECISION-MAKING MODEL COMBINED

Both problem solving and a standard protocol can be used within the same RtI process or framework (considered a hybrid approach). For example, a standard protocol may be best suited for Tier 2 interventions that address larger numbers of students while the problem-solving method may be more appropriate for Tier 3 students who may need more specific interventions to address their individual needs. In addition, problem solving may be a better choice for students at Tier 3 who have already demonstrated a lack of response to Tier 2 intervention and require a more targeted and individualized intervention.

DATA-BASED DECISION-MAKING

Sufficient time is needed to determine if the intervention is going to work. However, except with standard protocol procedures, the frequency, duration and intensity of interventions should be based upon student performance data, not a specified period of time. Effective data-based decision making includes:

- regular review of data based on intensity of student needs (students with more intense needs or greater gaps in achievement may need to be monitored more frequently);
- sufficient number of data points collected over a specific period of time (a minimum number of six to eight data points is needed to determine responsiveness of the student);

- analysis of learning trajectory or trends compared against trajectory or trends that will result in grade appropriate achievement;
- graphic representation of data to allow for visual analysis of trends; and
- a discussion involving treatment fidelity; that is, how closely the specific steps or procedures within an intervention was delivered the way it was intended (treatment fidelity).

Student-specific factors should be considered when applying decision rules to the design of interventions for individual students, including but not limited to:

- Age of student
- Frequency of intervention
- Extent of gap in achievement
- Trend data including variability and level of data
- Focus of intervention

DECISION RULES

Decision rules or criteria for decision making need to be created prior to implementation of the intervention to determine when:

- students are not responding adequately to instruction and need supplemental intervention;
- students are responding adequately to instruction and no longer need supplemental intervention;
- an intervention may need to be changed; and/or
- a student may need a referral for special education services to determine if a student's learning difficulty is the result of a disability.

If a student has not made adequate progress in attaining grade-level standards after an appropriate period of time when provided with instruction utilized in an RTI framework, the school district must make a referral and promptly request parental consent to evaluate the student to determine if the student needs special education services and programs.

SAMPLES OF SCHOOL-WIDE DECISION-RULES

The following are some examples of decision rules for determining which students are “at risk” and use of data to determine if the student is responding to instruction. Each school must select the decision rules it will apply.

- *80 percent decision rule:* If less than 80 percent of all students are meeting benchmarks, review of core curriculum may be needed. (Tier 1)
- *20 Percent Decision Rule:* Students below the 20th percentile in academic skills are placed in small group instruction. (Tier 2)
- *Change Small Group or Individual Instruction Rule:* When progress monitoring data are below the aim line³ on three consecutive days or when six or more data points produce a flat or decreasing trend line, school staff should change or intensify the intervention.
- *Individualized Instruction Rule:* Individual instruction begins when a student fails to progress after two Tier 2 interventions. (Tier 3)

Adapted and reprinted with permission from Johnson, E., Mellard, D.F., Fuchs, D., & McKnight, M.A. (2006, August). Responsiveness to Intervention (RTI): How to do it (NRCLD).

CONSIDERATIONS WHEN IMPLEMENTING RTI WITH LIMITED ENGLISH PROFICIENT/ENGLISH LANGUAGE LEARNERS (LEP/ELL)

APPROPRIATE INSTRUCTION FOR LEP/ELL STUDENTS

For students identified as LEP/ELL students, appropriate instruction includes instruction that is linguistically and culturally responsive. This means that instruction and interventions must consider and build upon a student's cultural background and experiences as well as their linguistic proficiency (in both English and the native language). (*Esparza Brown and Doolittle: NCCREST, 2008*)

CONSIDERATIONS FOR READING INSTRUCTION

Prior to making decisions about a student's reading fluency, teachers should consider the relationship between the student's language proficiency and his/her literacy skills. In the case of LEP/ELL students, reading fluency and comprehension may be strongly determined by vocabulary comprehension and linguistic proficiency in both the first and second language (Slavin & Chung, 2003).

CONSIDERATIONS FOR MATH INSTRUCTION

The issue of linguistic proficiency and vocabulary comprehension is also important when collecting data and measuring math skills. Vocabulary comprehension has been identified as a major variable in the understanding of math concepts (Kemp & Partyka, 2009). Computational concepts, algorithms, numerical concepts, measurement concepts and the structure of word problems are not necessarily universal (Secada, 1983).

When designing the school district's RtI process, three major variables should be considered when assessing and planning appropriate instruction for students who are LEP/ELL:

- language (literacy and oracy in both native and second languages),
- culture, and
- educational history.

These variables remain consistent across all tiers; what changes is the intensity of instruction, possibly the instructional setting (e.g., instruction in another classroom with students who have similar concerns), and depending on the Tier, some of the key instructional staff may vary. It is also important to ensure consistency in the language of instruction among tiers: students receiving core reading instruction in the home language who also need Tier 2 instruction should receive Tier 2 instruction in the home language. (Linan-Thompson and Ortiz, 2009)

SCREENING

When reading instruction occurs in a language other than English, it is strongly recommended that schools administer screening instruments in the language of instruction in addition to English. It is important that the screening tools used to identify students who are struggling and

not meeting benchmarks should be tools that have been validated on the populations to be screened.

As a result of screening, LEP/ELL students who have been identified as struggling and/or not meeting benchmarks may need further language screening and assessment. In this case, educators should use standardized and/or informal tools. Language assessments should be conducted in both the native language and English in all four language areas – listening, speaking, reading, and writing.

“When an ELL student becomes the focus of concern, the instructional program itself must be examined to determine the match between the demands of the curriculum and the student’s current proficiency in the language of instruction.” It is important to examine the achievement of the student’s “true peers” (i.e., students with similar language proficiencies and cultural and experiential backgrounds) to see if they are excelling or not. If a majority of “true peers” within the school are struggling, this is an indication that the instruction is less than optimal for that group of students. (Esparza Brown, 2008)

INSTRUCTION MATCHED TO STUDENT NEED

As for all students, differentiated instruction should be used to meet the diverse needs of all students. *NYSED’s Proficiency Levels for English as a Second Language (ESL)* describes the growth stages for the four language arts areas: listening, speaking, reading, and writing. These stages and the *New York State (NYS) Teaching of Language Arts to LEP/ELLs: Learning Standards* should guide instruction for ESL.

AREAS OF DIFFERENTIATION

In addition to differentiation of instruction that is recommended for all students, differentiated instruction for LEP/ELL students should consider the student’s level of English proficiency and prior educational experiences to address cultural and linguistic differences. In particular, differentiated instruction should consider grouping to address the student’s levels of proficiency in the native language (L1) and English (L2) and the knowledge and skills that are to be learned (e.g., grouping with L1 peers, other LEP/ELL students or with native speakers of English).

When determining appropriate instruction/intervention **at all levels** for LEP/ELL students:

- Consider the amount and type of ESL instruction the student received in the past and is currently receiving.
- Consider the amount and type of native language instruction the student received in the past and is currently receiving, if applicable.
- Ensure that the language(s) used for interventions matches the language(s) used for core instruction.
- Consider the impact of language and culture on instruction and learning.
- Contact the family to receive feedback and guidance regarding the student’s strengths, interests, and needs.
- Ensure that bilingual and/or ESL personnel serve on the instructional decision-making team.

TIER 1: CORE INSTRUCTION FOR LEP/ELL

The following guidelines (adapted from Ortiz, Robertson, & Wilkinson, 2009) should be used when differentiating instruction to meet the needs of second language learners at the Tier 1 level:

- Analyze assessment/screening data to determine performance levels in both L1 and L2.
- Use this assessment data to plan instruction.
- Differentiate this instruction based on academic performance levels; the student's L1 and L2 levels; and the cultural background of the student.

Base the L2 performance levels on the *NYSED Proficiency Levels for English as a Second Language*.

TIERS 2 AND 3: STRATEGIC AND INTENSIVE LEVELS OF INTERVENTION FOR LEP/ELL STUDENTS

As is the case with students who are native speakers of English, LEP/ELL students who continue to struggle with the academic material will need further intervention. If using a problem-solving model, the student data and the classroom instructional data should be provided to the instructional decision-making team for analysis to determine an appropriate instructional plan. If using a standard protocol model it is recommended that districts develop a protocol for LEP/ELL students which includes a menu of interventions that have been validated with LEP/ELL students (for further information, see Rivera, Moughamian, Lesaux, & Francis, 2008) in addition to the set of interventions that have been validated with native speakers of English.

The problem-solving team should:

- √ Review and analyze the data collected in Tier 1 documentation and conduct further assessments as needed, and make recommendations for Tier 2 intervention(s). For LEP/ELL students, the documentation should include the:
explanation of how instruction was differentiated to address native and second language issues and cultural differences;
amount and type of ESL instruction; and,
amount and type of native language instruction (as appropriate).
- √ Select the instructional areas that need further, more intense intervention.
- √ Determine the extent of ESL instruction and/or native language instruction needed during Tiers 2 and 3 interventions to ensure the student will benefit from the intervention.

PROGRESS MONITORING

When monitoring the progress of LEP/ELL students:

- If instruction is being provided in L1 and L2, all on-going assessments should be conducted in both L1 and L2.
- When evaluating instructional programs for students in either L1 or L2, the results of instruction should be compared to results for “true peers” (i.e., students with the same

- native language and culture and similar educational histories). The performance of true peers should be used to benchmark progress and decide whether the student is responding adequately to the intervention or needs more intensive intervention.
- Whenever possible, the comparative sampling of true peers should be large enough for making educationally valid decisions. (S. Ortiz, personal communication.)
 - Knowledge of typical second language development and the student's history of first and second language use should be considered when setting benchmarks and interpreting progress.

LANGUAGE DIFFERENCE OR DISABILITY

When conducting assessments and developing instructional programs for a LEP/ELL student, care must be taken that issues of language differences are not confused with language disorders and that patterns of performance related to the student's socio-cultural background or interrupted schooling are not mistaken for signs of a disability. Assessments in both L1 and L2 should be conducted for comparison before appropriate educational decisions can be made (Ortiz, 2009; Roseberry-McKibbin, 1995).

Table 1 provides an overview of the areas of language development which may be assessed to differentiate between linguistic differences and possible speech or language disability. As with judgments regarding reading development, judgments concerning the "appropriateness" of a student's language should be based upon comparison with speakers who have similar linguistic backgrounds. Although "the literature suggests a high correlation between speech-language impairments and reading disorders [Schoenbrodt, Kumin, & Sloan, 1997; Gerber, 1993; & Sawyer, 1992; cited in Linan-Thompson & Ortiz, 2009], best practice dictates that assessments be administered to determine the nature of reading difficulties and to guide the design of reading interventions" (Linan-Thompson & Ortiz, 2009, p. 107) before a student is identified as having a learning disability in the area of reading.

Differentiation Between Language Differences vs. Language Disability

Table 1

LANGUAGE AREAS	DIFFERENCE	POSSIBLE DISABILITY/ CONCERNS
<p>Pragmatics: The rules governing social interactions (e.g. turn taking, maintaining topic of conversation).</p>	<p>Social responses to language are based on cultural background (e.g., comfort level in asking or responding to questions) Pauses between turns or overlaps in conversation are similar to those of peers with the same linguistic and cultural background.</p>	<p>Social use of language or lack thereof is inappropriate (e.g., topic of lesson is rocks and the student continues to discuss events that occurred at home without saying how they relate to rocks).</p>
<p>Syntax: The rules governing the order, grammar, and form of phrases or sentences</p>	<p>Grammatical errors due to native language influences (e.g., student may omit initial verb in a question—<i>You like cake?</i> (omission of <i>Do</i>)). Word order in L1 may differ from that of English (e.g., in Arabic sentences are ordered verb-subject-object while Urdu sentences are ordered subject-object-verb).</p>	<p>Grammatical structures continue to be inappropriate in both languages even after extensive instruction (e.g., student cannot produce the past tense in either Spanish or English indicating difficulty with grammatical tenses).</p>
<p>Semantics: The rules pertaining to both the underlying and the surface meaning of phrases and sentences</p>	<p>A student whose native language is Korean may have difficulty using pronouns, as they do not exist in his/her native language. A student may use words from L1 in productions in L2 because of his inability or unfamiliarity of the vocabulary in L2 (e.g., “<i>The car is muy rapido.</i>” In this case, the student knows the concept as well as the needed structure but cannot remember the vocabulary).</p>	<p>Student is demonstrating limited phrasing and vocabulary in both languages (e.g., his/her sentences in both languages demonstrate limited or no use of adjectives and adverbs and both languages are marked by a short length of utterance).</p>

<p>Morphology: The rules concerning the construction of words from meaningful units</p>	<p>Native speakers of Russian may not use articles as they do not exist in that language. A student whose native language is Spanish may omit the possessive ('s') when producing an utterance in English (e.g., "<i>Joe crayon</i></p>	<p>Student's productions in both languages demonstrate a lack of the possessive form indicating that he/she has not acquired this morphologic structure by the appropriate age. Again, both languages may be marked by a short length of utterance.</p>
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NOTIFICATION TO PARENTS

Appendix H

A school district's process to determine if a student responds to scientific, research-based instruction shall include **written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:

- (a) the amount and nature of student performance data that will be collected and the general education services that will be provided pursuant to the structure and components of the RtI program selected by the school district;
- (b) strategies for increasing the student's rate of learning; and
- (c) the parents' right to request an evaluation for special education programs and/or services.

[8NYCRR §100.2(ii)(1)(vi)]

PROCEDURES FOR PARENT NOTIFICATION

While it is expected that parents are involved and kept informed of their child's progress in school at all levels, when students participate in the RtI process, there are specific parent notification requirements. Parents must be notified in writing and in a language or mode of communication they understand if their child needs an intervention beyond that which is provided to all students in the classroom in an RtI process. Such parents must specifically be notified in writing:

- how much and what kind of information (data) the school will collect to monitor the student's progress;
- the nature of the intervention/instructional support the student will receive; and
- of the parent's right to request an evaluation for special education services.

The school should establish clear procedures to meet these requirements, including but not limited to, procedures for:

- determining the method for written parental notification;
- the manner and frequency of parent and staff communication; and
- the manner and frequency in which progress monitoring data will be provided to parents.

In the event a student is referred for an evaluation to determine if the student has a learning disability, the parent will have received appropriate data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. (8NYCRR §200.4(j)(1)(ii)(b))

**DOCUMENTATION OF THE DETERMINATION OF ELIGIBILITY FOR
A STUDENT SUSPECTED OF HAVING A LEARNING DISABILITY**

Section 200.4(j)(5) of the Regulations of the Commissioner of Education requires that the committee on special education (CSE) prepare a written report of the determination of eligibility of a student suspected of having a learning disability that contains a statement of the following information:

1. The CSE has reviewed the individual evaluation results for _____, which indicate that the student:

___ has a learning disability requiring special education services.

___ does not have a learning disability.

2. This decision was based on the following sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior in accordance with section 200.4(c)(1) of the Regulations:

3. The relevant behavior noted during the observation of the student and the relationship of that behavior to the student's academic functioning indicate:

4. The educationally relevant medical findings, if any, indicate:

5. To ensure that underachievement in a student suspected of having a learning disability is not due to lack of appropriate instruction in reading or mathematics, the CSE must, as part of the evaluation procedures pursuant to section 200.4(b) and (c), consider:

___ data that demonstrate that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel.

AND

___ data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.

6. The CSE has determined, consistent with section 200.4(j)(3) of the Regulations, that:

___ the student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem solving;

AND

___the student either does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in this paragraph when using a process based on the student's response to scientific, research-based intervention pursuant to section 100.2(ii);

OR

___exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards or intellectual development that is determined by the CSE to be relevant to the identification of a learning disability, using appropriate assessments consistent with section 200.4(b).

AND

___the student's learning difficulties are not primarily the result of a visual, hearing or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

7. Complete this item if the student has participated in a process that assesses the student's response to scientific, research-based intervention.

___The following instructional strategies were used and student-centered data was collected:

AND

___Document how parent's were notified about the amount and nature of student performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation for special education programs and/or services.

8. CSE Member Certification of the Determination of a Learning Disability:

The determination of eligibility for special education for a student suspected of having a learning disability must be made by the CSE, which must include the student's regular education teacher and a person qualified to conduct individual diagnostic examinations of students (such as a school psychologist, teacher of speech and language disabilities, speech/language pathologist or reading teacher). Each CSE member must certify in writing whether the report reflects his or her conclusion. If not, the member must submit a separate statement presenting his or her conclusions.

Title	Signature	Agree	Disagree
District Representative			
Parent of Student			
Regular Education Teacher			
School Psychologist			
Parent Member			
Others: Specify			

Date: _____

Appendix J

Wynantskill Union Free School District Sample Letters
Kindergarten-Grade 4 Progress Monitoring: Math

Dear Parents and Guardians:

The New York State Education Department has mandated that school districts provide Response to Intervention (RTI) to students who are at risk of not achieving state standards. RTI services are designed to help students achieve state standards, by providing additional instruction and/or support services.

At this time your child is being afforded the opportunity to receive additional support based on his/her results on periodic reviews, district assessments, and/or report cards. It has been determined that your child has been identified as a student at risk of not achieving the standards and will receive Tier II Progress Monitoring services due to one or more of the following assessments:

- Low performance on the Wynantskill UFSD universal screening tools
- Low performance on the District grade level math assessments

Tier II Progress Monitoring intervention, your child will receive additional instruction and support services primarily from the classroom teacher. The classroom teacher will target any weaknesses in the following areas of mathematical skill development; problem solving, arithmetic, skill and fluency, conceptual knowledge/number sense and reasoning ability.

Your child's progress will be monitored weekly using anecdotal notes, teacher observations and district selected progress monitoring tools, as well as the district wide screenings for all students which take place each fall, winter and spring.

A written summary of your child's progress will be provided to you minimally with each quarterly report card. Notification will be sent home should a change in your child's services occur. Please note that if at any time you feel your child may have a disability, you may make a written request to the school to have your child evaluated for special education services.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to contact your child's teacher.

Sincerely,

Mary Yodis
Assistant Principal

**Wynantskill Union Free School District Sample Letters
Kindergarten-Grade 4 Progress Monitoring: ELA**

Dear Parents and Guardians:

The New York State Education Department has mandated that school districts provide Response to Intervention (RTI) to students who are at risk of not achieving state standards. RTI services are designed to help students achieve state standards, by providing additional instruction and/or support services.

At this time your child has been afforded the opportunity to receive additional support based on his/her results on periodic reviews, district assessments and/or report cards. It has been determined that your child has been identified as a student at risk of not achieving the standards and will receive Tier II Progress Monitoring services due to results of one or more of the following assessments:

- Performance on the Wynantskill UFSD universal screening tools
- Performance on the Fountas and Pinnell reading assessments
- Performance on the Early Literacy Profile

Tier II Progress Monitoring Intervention involves additional instruction and support services primarily from the classroom teacher. The classroom teacher will target any weaknesses in the following areas of literacy development; phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension mathematical skill development; problem solving, arithmetic, skill and fluency, conceptual knowledge/number sense and reasoning ability.

Your child's progress will be monitored weekly using anecdotal notes, teacher observations and district selected progress monitoring tools, as well as the district wide screenings for all students which take place each fall, winter and spring.

A written summary of your child's progress will be provided to you with each quarterly report card. Notification will be sent home should a change in your child's services occur. Please note that if at any time you feel your child may have a disability, you may make a written request to the school to have your child evaluated for special education services.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to contact your child's teacher.

Sincerely,

Mary Yodis
Assistant Principal

Wynantskill Union Free School District

25 East Avenue, Troy, NY 12180

Phone: 518-283-4600 Fax: 518-283-3684

K-4 Math Services

Dear Parents and Guardians of:

The New York State Education Department has mandated that school districts provide Response to Intervention (RTI) to students who are at risk of not achieving state standards. RTI is designed to help students achieve state standards, by providing additional instruction and/or support services.

At this time, your child is being afforded the opportunity to receive additional support based on his/her results on periodic reviews, district assessments, and/or report cards. It has been determined that your child has been identified as a student at risk of not achieving the standards and will receive Tier II services due to results of one or more of the following assessments:

- Performance on the Wynantskill UFSD universal screening tools
- Performance on the District grade level math assessments

Tier II intervention involves additional instruction and support services primarily from the classroom teacher with an addition of math remedial services. The math specialist will provide your child with additional 60-90 minutes per week of explicit and systematic math instruction. This supplemental instruction will be delivered in a small group of 3-5 students. The specialist will target any weaknesses in the following areas of mathematical skill development; problem solving, arithmetic, skill and fluency, conceptual knowledge/number sense and reasoning ability.

Your child's progress will be monitored weekly using anecdotal notes, teacher observations and district selected progress monitoring tools, as well as the district wide screenings for all students which take place each fall, winter and spring.

A written summary of your child's progress will be provided to you with each quarterly report card. Notification will be sent home should a change in your child's services occur. Please note that if at any time you feel your child may have a disability, you may make a written request to the school to have your child evaluated for special education services.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to contact your child's teacher.

Sincerely,

Mary Yodis
Assistant Principal

Wynantskill Union Free School District

25 East Avenue, Troy, NY 12180

Phone: 518-283-4600 Fax: 518-283-3684

K-4 ELA Services

Dear Parents and Guardians:

The New York State Education Department has mandated that school districts provide Response to Intervention (RTI) to students who are at risk of not achieving state standards. RTI services are designed to help students achieve state standards, by providing additional instruction and/or support services.

At this time, your child is being afforded the opportunity to receive additional support based on his/her results on periodic reviews, district assessments, and/or report cards. It has been determined that your child has been identified as a student at risk of not achieving the standards and will receive Tier II services due to results of one or more of the following assessments:

- Performance on the Wynantskill UFSD universal screening tools
- Performance on the Fountas and Pinnell reading assessments
- Performance on the Early Literacy Profile

Tier II intervention involves additional instruction and/or support services primarily from the classroom teacher with an addition of remedial reading services. The reading specialist will provide your child with additional 60-90 minutes per week of explicit and systematic reading instruction. This supplemental instruction will be delivered in a small group of 3-5 students. The specialist will target any weaknesses in the following areas of literacy development; phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension.

Your child's progress will be monitored weekly using anecdotal notes, running records, teacher observations and district selected progress monitoring tools, as well as the district wide screenings for all students which take place each fall, winter and spring.

A written summary of your child's progress will be provided to you with each quarterly report card. Notification will be sent home should a change in your child's services occur. Please note that if at any time you feel your child may have a disability, you may make a written request to the school to have your child evaluated for special education services.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to contact your child's teacher.

Sincerely,

Mary Yodis
Assistant Principal

**Wynantskill Union Free School District Sample Letters
Kindergarten-Grade 4 Tier 3: Math**

Dear Parents and Guardians:

The New York State Education Department has mandated that school districts provide Response to Intervention (RTI) to students who are at risk of not achieving state standards. RTI services are designed to help students achieve state standards, by providing additional instruction and/or support services.

At this time, your child is being afforded the opportunity to receive additional support based on his/her results on periodic reviews, district assessments, and/or report cards. It has been determined that your child has been identified as a student at risk of not achieving the standards and will receive Tier III RTI services due to results of one or more of the following assessments:

- Performance on the Wynantskill UFSD universal screening tools
- Performance on the District grade level math assessments

Tier III intervention involves additional instruction and support services primarily from the classroom teacher with an addition of math remedial services. The math specialist will provide your child with additional 2-4 hours per week of explicit and systematic math instruction. This supplemental instruction will be delivered in a small group of 1-2 students. The specialist will target any weaknesses in the following areas of mathematical skill development; problem solving, arithmetic, skill and fluency, conceptual knowledge/number sense and reasoning ability.

Your child's progress will be monitored weekly using anecdotal notes, teacher observations and district selected progress monitoring tools, as well as the district wide screenings for all students which take place each fall, winter and spring.

A written summary of your child's progress will be provided to you with each quarterly report card. Notification will be sent home should a change in your child's services occur. Please note that if at any time you feel your child may have a disability, you may make a written request to the school to have your child evaluated for special education services.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to contact your child's teacher.

Sincerely,
Mary Yodis
Assistant Principal

**Wynantskill Union Free School District Sample Letters
Kindergarten-Grade 4 Tier 3: ELA**

Dear Parents and Guardians:

The New York State Education Department has mandated that school districts provide Response to Intervention (RTI) to students who are at risk of not achieving state standards. RTI services are designed to help students achieve state standards, by providing additional instruction and/or support services.

At this time, your child is being afforded the opportunity to receive additional support based on his/her results on periodic reviews, district assessments, and/or report cards. It has been determined that your child has been identified as a student at risk of not achieving the standards and will receive Tier III RTI services due to results of one or more of the following assessments:

- Performance on the Wynantskill UFSD universal screening tools
- Performance on the Fountas and Pinnell reading assessments
- Performance on the Early Literacy Profile

Tier III intervention involves additional instruction and support services primarily from the classroom teacher with an addition of remedial reading services. The reading specialist will provide your child with additional 2-4 hours per week of explicit and systematic reading instruction. This supplemental instruction will be delivered in a small group of 1-2 students. The specialist will target any weaknesses in the following areas of literacy development; phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension.

Your child's progress will be monitored weekly using anecdotal notes, running records, teacher observations and district selected progress monitoring tools, as well as the district wide screenings for all students which take place each fall, winter and spring.

A written summary of your child's progress will be provided to you with each quarterly report card. Notification will be sent home should a change in your child's services occur. Please note that if at any time you feel your child may have a disability, you may make a written request to the school to have your child evaluated for special education services.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to contact your child's teacher.

Sincerely,

Mary Yodis
Assistant Principal

**Wynantskill Union Free School District Sample Letters
Grade 5-8 Progress Monitoring: Math**

Dear Parents and Guardians:

The New York State Education Department has mandated that school districts provide Response to Intervention (RTI) services to students who have scored a level 1 or a level 2 on New York State exams in Mathematics and/or at risk of not achieving state standards. RTI services are designed to help students achieve state standards by providing additional instruction and support services.

At this time your child is being afforded the opportunity to receive additional support based on his/her performance on New York State Mathematics exams, district assessments and/or report cards. It has been determined that your child has been identified as a student at risk of not achieving the standards and will receive Tier II Progress Monitoring services due to results of one or more of the following assessments:

- Performance on the NYS Mathematics Exam
- Performance on the Wynantskill UFSD universal screening tools
- Performance on the District grade level math assessments

Tier II Progress Monitoring Intervention involves additional instruction or support services primarily from the classroom teacher. The classroom teacher will target any weaknesses in the following areas of mathematical skill development; problem solving, arithmetic, skill and fluency, conceptual knowledge/number sense and reasoning ability.

Your child's progress will be monitored weekly using anecdotal notes, teacher observations and district selected progress monitoring tools, as well as the district wide screenings for all students, which take place each fall, winter and spring.

A written summary of your child's progress will be provided to you with each quarterly report card. Notification will be sent home should a change in your child's services occur. Please note that if at any time you feel your child may have a disability, you may make a written request to the school to have your child evaluated for special education services.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to contact your child's teacher.

Sincerely,

Mary Yodis
Assistant Principal

**Wynantskill Union Free School District Sample Letters
Grade 5-8 Progress Monitoring: ELA**

Dear Parents and Guardians:

The New York State Education Department has mandated that school districts provide Response to Intervention (RTI) services to students who have scored a level 1 or a level 2 on New York State exams in English Language Arts (ELA) and/or at risk of not achieving state standards. RTI services are designed to help students achieve state standards by providing additional instruction and support services.

At this time, your child is being afforded the opportunity to receive additional support based on his/her performance on the New York State ELA exams, district assessments, and/or report cards. It has been determined that your child has been identified as a student at risk of not achieving the standards and will receive Tier II Progress Monitoring services due to one or more of the following assessments:

- Performance on the NYS English Language Arts Exam
- Performance on the Wynantskill UFSD universal screening tools
- Performance on the Fountas and Pinnell reading assessments

Tier II Progress Monitoring Intervention involves additional instruction or support services primarily from the classroom teacher. The classroom teacher will target any weaknesses in the following areas of literacy development; phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension.

Your child's progress will be monitored weekly using anecdotal notes, running records, teacher observations and district selected progress monitoring tools, as well as the district wide screenings for all students which take place each fall, winter and spring.

A written summary of your child's progress will be provided to you with each quarterly report card. Notification will be sent home should a change in your child's services occur. Please note that if at any time you feel your child may have a disability, you may make a written request to the school to have your child evaluated for special education services.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to contact your child's teacher.

Sincerely,

Mary Yodis
Assistant Principal

Wynantskill Union Free School District

*25 East Avenue, Troy, NY 12180
Phone: 518-283-4600 Fax: 518-283-3684*

Grades 5-8 ELA Services

Dear Parents and Guardians:

The New York State Education Department has mandated that school districts provide AIS services to students who they have identified through state testing to be at risk of not achieving state standards. AIS services are designed to help students achieve state standards by providing additional instruction and support services.

At this time, your child is being afforded the opportunity to receive additional support. It has been determined that your child has been identified as a student at risk of not achieving the standards and will receive Tier II AIS services due to performance on the NYS English Language Arts Exam.

Tier II intervention involves additional instruction and support services primarily from the classroom teacher and a remedial reading specialist. The reading specialist will provide your child with additional explicit and systematic reading instruction. This supplemental instruction will be delivered in a small group of students. The specialist will target any weaknesses in the following areas of literacy development; phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension.

Your child's progress will be monitored weekly using anecdotal notes, running records, teacher observations and district selected progress monitoring tools, as well as the district wide screenings for all students which take place each fall, winter and spring.

A written summary of your child's progress will be provided to you with each quarterly report card. Notification will be sent home should a change in your child's services occur. Please note that if at any time you feel your child may have a disability, you may make a written request to the school to have your child evaluated for special education services.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to contact your child's teacher.

Sincerely,

Mary Yodis
Assistant Principal

Wynantskill Union Free School District

*25 East Avenue, Troy, NY 12180
Phone: 518-283-4600 Fax: 518-283-3684*

Grades 5-8 Math Services

Dear Parents and Guardians:

The New York State Education Department has mandated that school districts provide AIS services to students who they have identified through state testing to be at risk of not achieving state standards. AIS services are designed to help students achieve state standards by providing additional instruction and support services.

At this time, your child is being afforded the opportunity to receive additional support. It has been determined that your child has been identified as a student at risk of not achieving the standards and will receive Tier II AIS services due to performance on the NYS Mathematics Exam.

Tier II intervention involves additional instruction or support services primarily from the classroom teacher and a remedial math specialist. The math specialist will provide your child with additional explicit and systematic math instruction. This supplemental instruction will be delivered in a small group of students. The specialist will target any weaknesses in the following areas of mathematical skill development; problem solving, arithmetic, skill and fluency, conceptual knowledge/number sense and reasoning ability.

Your child's progress will be monitored weekly using anecdotal notes, teacher observations and district selected progress monitoring tools, as well as the district wide screenings for all students which take place each fall, winter and spring.

A written summary of your child's progress will be provided to you with each quarterly report card. Notification will be sent home should a change in your child's services occur. Please note that if at any time you feel your child may have a disability, you may make a written request to the school to have your child evaluated for special education services.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to contact your child's teacher.

Sincerely,

Mary Yodis
Assistant Principal

**Wynantskill Union Free School District Sample Letters
Grade 5-8 Tier 3: Math**

Dear Parents and Guardians:

The New York State Education Department has mandated that school districts provide Response to Intervention (RTI) services to students who have scored a level 1 or a level 2 on New York State exams in Mathematics and/or at risk of not achieving state standards. RTI services are designed to help students achieve state standards, by providing additional instruction and/or support services.

At this time, your child is being afforded the opportunity to receive additional support based on his/her performance on New York State Mathematics exams, district assessments, and/or report cards. It has been determined that your child has been identified as a student at risk of not achieving the standards and will receive Tier III RTI services due to results of one or more of the following assessments:

- Performance on the NYS Mathematics Exam
- Performance on the Wynantskill UFSD universal screening tools
- Performance on the District grade level math assessments

Tier III intervention involves additional instruction and support services primarily from the classroom teacher with an addition of remedial math services. The math specialist will provide your child with additional explicit and systematic math instruction. This supplemental instruction will be delivered in a small group of students. The specialist will target any weaknesses in the following areas of mathematical skill development; problem solving, arithmetic, skill and fluency, conceptual knowledge/number sense and reasoning ability.

Your child's progress will be monitored weekly using anecdotal notes, teacher observations and district selected progress monitoring tools, as well as the district wide screenings for all students which take place each fall, winter and spring.

A written summary of your child's progress will be provided to you with each quarterly report card. Notification will be sent home should a change in your child's services occur. Please note that if at any time you feel your child may have a disability, you may make a written request to the school to have your child evaluated for special education services.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to contact your child's teacher.

Sincerely,

Mary Yodis
Assistant Principal

**Wynantskill Union Free School District Sample Letters
Grade 5-8 Tier 3: ELA**

Dear Parents and Guardians:

The New York State Education Department has mandated that school districts provide Response to Intervention (RTI) services to students who have scored a level 1 or a level 2 on New York State exams in English Language Arts (ELA) and/or at risk of not achieving state standards. RTI services are designed to help students achieve state standards, by providing additional instruction and/or support services.

At this time, your child is being afforded the opportunity to receive additional support based on his/her performance on New York State ELA exams, periodic reviews, district assessments and/or report cards. It has been determined that your child has been identified as a student at risk of not achieving the standards and will receive Tier III RTI services due to results of one or more of the following assessments:

- Performance on the NYS English Language Arts Exam
- Performance on the Wynantskill UFSD universal screening tools
- Performance on the Fountas and Pinnell reading assessments

Tier III intervention involves additional instruction and support services primarily from the classroom teacher with an addition of remedial reading services. The reading specialist will provide your child with additional explicit and systematic reading instruction. This supplemental instruction will be delivered in a small group of students. The specialist will target any weaknesses in the following areas of literacy development; phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension.

Your child's progress will be monitored weekly using anecdotal notes, running records, teacher observations and district selected progress monitoring tools, as well as the district wide screenings for all students which take place each fall, winter and spring.

A written summary of your child's progress will be provided to you with each quarterly report card. Notification will be sent home should a change in your child's services occur. Please note that if at any time you feel your child may have a disability, you may make a written request to the school to have your child evaluated for special education services.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to contact your child's teacher.

Sincerely,
Mary Yodis
Assistant Principal

Appendix V

SCHOOL DISTRICT SELECTION OF THE SPECIFIC STRUCTURE AND COMPONENTS OF A RTI PROGRAM

A school district shall select and define the specific structure and components of the response to intervention program, including, but not limited to, the criteria for determining the levels of intervention to be provided to students, the types of interventions, the amount and nature of student performance data to be collected and the manner and frequency for progress monitoring.

[8NYCRR §100.2(ii)(2)]

STRUCTURE

NYSED has defined in regulation the minimum components of an RtI program but does not require a specific RtI model that must be uniformly used by all school districts. School districts have discretion to make specific decisions when designing the structure and components of their RtI program. To begin the process it is recommended that the school convene an RtI design team that includes administrators, related service personnel, school psychologists, general education teachers, special education teachers, ESL/bilingual teachers and parents. Decisions will need to be made regarding the following components of the RtI framework:

- number of levels or tiers
- research-based core instructional program (e.g., reading, math and writing)
- universal screening and progress monitoring tools
- decision-making process (problem solving vs. standard protocol)
- composition of instructional decision-making team if using a problem-solving approach
- professional development
- procedures to ensure fidelity of implementation
- parent involvement and notification procedures

CRITERIA AND DECISION RULES FOR DETERMINING LEVELS OF INTERVENTION

- Cut points to identify students at risk based on screening results
- Criteria for judging whether a student is or is not progressing adequately in response to instruction
- Criteria and decision rules for movement of students between levels
- Criteria for determining when an intervention is no longer needed

TYPES OF INTERVENTION

√ Criteria for determining duration and frequency of interventions designed to supplement Tier 1 or core instruction

√ Criteria for determining type of intervention including:

- focus of instruction;
- size of instructional group;

- appropriate instructional setting (within classroom, separate setting); and
- appropriately trained staff.

MANNER AND FREQUENCY FOR PROGRESS MONITORING

- Progress monitoring procedures and tools such as CBM defined for each level
- How and how frequently data are shared with parents.

ENSURING STAFF KNOWLEDGE AND SKILLS NECESSARY TO IMPLEMENT RTI PROGRAMS

A school district shall take appropriate steps to **ensure that staff has the knowledge and skills necessary** to implement a response to intervention program and that such program is implemented consistent with the specific structure and components of the RtI process selected by the school district.

[8 NYCRR §100.2(ii)(3)]

FIDELITY OF IMPLEMENTATION

Existing research has documented that a major factor involved with unsuccessful interventions is a lack of or failure to implement the proposed intervention in the way it was intended. Fidelity addresses not only the steps involved in an intervention, but also the integrity of screening and progress monitoring procedures as well. One way schools can ensure fidelity of implementation is to make sure staff receive appropriate and sustained professional development relative to assessment procedures and interventions. Each school district must identify how it will provide staff with the appropriate professional development needed to ensure the fidelity of implementation of its RtI programs.

Fidelity of the process at the school level means consistency with which the various components are implemented across classrooms and grade levels. Fidelity of implementation means:

1. intervention/instruction is delivered in the way in which it was designed to be delivered;
2. screening and progress monitoring procedures are administered in a standardized manner, and an explicit decision-making model is followed;
3. instruction and interventions are implemented consistent with research or evidence-based practice;
4. staff receive appropriate professional development; and
5. administrators provide supervision and serve as instructional leaders.

An approach to ensuring fidelity includes three dimensions (Mellard and Johnson, 2008):

- Method which includes the tools and approaches a school uses to provide feedback on how RtI is being implemented;
- Frequency regarding how often checks are conducted; and

- Support systems including feedback and professional development needed to implement a process with fidelity.

PROFESSIONAL DEVELOPMENT

Effective implementation of a data-based decision making process like RtI requires specific sets of skills and knowledge that are central to the different roles and responsibilities of teachers and other school personnel involved in the process.

Instructional and Supervisory Staff

An effective RtI model requires knowledge and skill in the provision of instruction; monitoring progress, including collecting and displaying performance data for evaluation; and evaluating students' trajectories of learning (the speed with which they acquire new skills) to determine the need for intervention. It also requires designing, implementing, and evaluating interventions in support of students whose trajectories of learning will not result in grade level achievement. All staff need basic instruction in the underlying concepts (e.g., early literacy, the five core elements of literacy instruction) in order to support the process. In the case of literacy, instructional staff will need a greater depth of knowledge than noninstructional staff, but all staff will need to understand the basics to ensure that the system truly invests in literacy for all students.

Administrative Staff

Administrators may need professional development to acquire an appropriate level of knowledge of the core instructional program and the RtI program, including effective scope and sequence of instruction, instructional strategies, monitoring procedures, effective use of data, problem solving and decision making, and the identification and implementation of interventions appropriate to individual student needs.

Members of Instructional Decision-making Teams

Individuals who will be participating in instructional decision-making teams should have a broad understanding of interventions and become highly skilled in data analysis, problem solving, and decision making in support of improving instructional programs for students referred to the team.

Family Members

Parents and family members are an essential part of an effective RtI model. Schools should ensure that opportunities are available to provide parents with an overview of the RtI process and its benefits, including an introduction of the model (e.g., the levels of intervention and what they comprise in terms of increasingly intensive interventions), the process by which decisions about interventions will be made, the process for communication with families about student progress, their rights to refer their children to the Committee on Special Education (CSE) at any point, and how data from an RtI process can be used as part of the process to determine if the student has a learning disability.