TROY
CITY SCHOOL DISTRICT

Zipporah Galimore
District RtI Coordinator

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Response to Instruction/Intervention (RtI) *K-8* Handbook

"Moving Towards Proficiency & Beyond"

We Can. We Will. End of Story.

Last Updated: Thursday, October 5, 2017

TROY CITY SCHOOL DISTRICT
Today's Students. Tomorrow's Leaders.

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DISTRICT MISSION

The Troy City School District will provide a strong educational and social foundation to graduate all students college and career ready.

DISTRICT VISION

The Troy City School District will graduate in excess of 90% of students college and career ready and will achieve annual improvements in overall student achievement by narrowing the achievement gap for all sub-groups each year, for the next five years**.**

DISTRICT GOALS

1. The number of students overall and for each sub-group measured for accountability achieving proficiency on Grades 3-8 ELA and Math scores will increase as follows, for the next five years:

- 20% of our students who score at Level 1 will improve to levels 2, 3 and 4 the following year;
- 20% of our students who score at Level 2 will improve to Levels 3 and 4 the following year.

2. Through improved student engagement in learning, development of citizenship values and use of behavioral interventions, violations of the student Code of Conduct will decline in each school by 5% each year, for the next five years.

3. The Regents diploma graduation rate from Troy High School will increase by 3% for each school year until it exceeds 90% and the number of students obtaining a Regents Diploma with Distinction will increase by 5% each year.

4. The Troy City School District establishes student achievement data analysis and data-driven instruction as a condition for new employment in a teaching or leadership position. The District will continue to enhance the use of data to inform our decision-making through formal, regular Data Feedback Strategy (DFS) meetings at all levels throughout the District.

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WE BELIEVE: DISTRICT THEORY OF ACTION

- All Troy CSD students WILL learn and achieve at high levels.
- If they don't, WE will change what it is we do to ensure that they learn and achieve at high levels.
- School leaders will support teachers and staff to ensure that they have what they need to meet the needs of our students.
- Data will be used to inform all of the work that we do.

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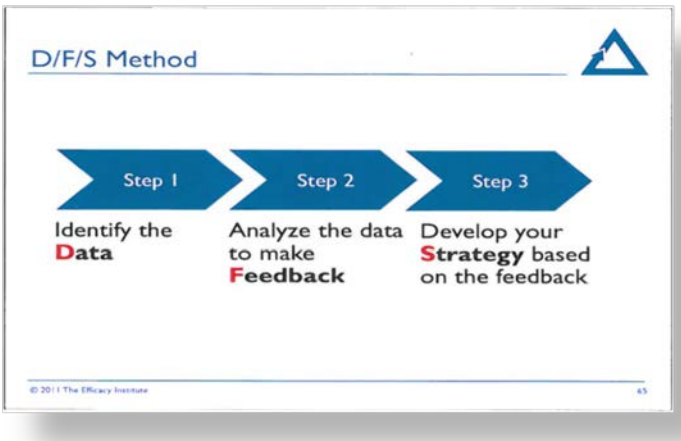
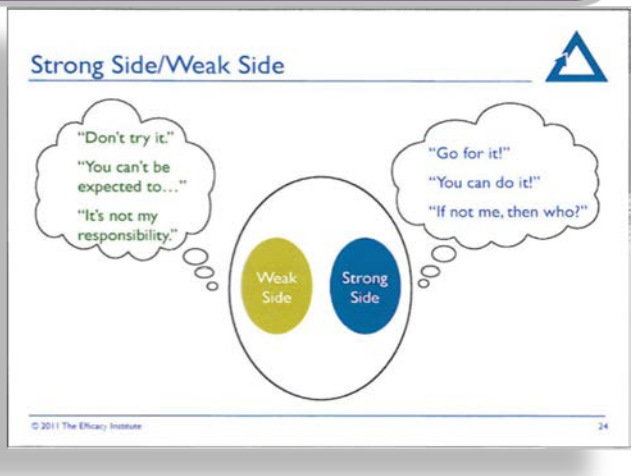
District RtI Vision Statement

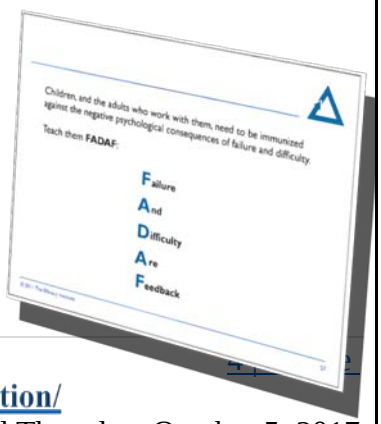
Aligned to the District mission, vision & goals, Response to Intervention will serve as a District-Wide approach to ensure ALL students reach their fullest potential. As educators, we will provide EACH student with content-rich, rigorous, responsive classroom instruction. Individual student needs will be met through evidenced-based instructional practices, differentiated instruction, targeted interventions, and data-driven decisions. We will foster an equitable learning community, which appropriately supports ALL learners' needs and/or strengths.





Achieving the RtI Vision through the Efficacy Framework

Our belief system is based on the efficacy philosophy, which is to mobilize practitioners and students towards proficiency and beyond by being responsive to their needs.



Visit: http://www.troy.k12.ny.us/departments/administration/

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District RtI Team Members

Building	Member	Position
Carroll Hill	Roy Stiles	Principal
Carroll Hill	Kyle DePaolo	Special Education Teacher Building RtI Chair
School 2	Natélegé Turner-Hassell	Principal
School 2	Elizabeth Pollock	Instructional Coach Building RtI Chair
School 14	Karen Cloutier	Principal
School 14	Lauren Reynolds	Counselor Building RtI Chair
School 16	Dr. Tracy Ford	Principal
School 16	Lori Abelson	Speech Therapist Building RtI Chair
School 18	Virginia Don Vito-MacPhee	Principal
School 18	Genevieve Stinson	Classroom Teacher Building RtI Chair
Troy Middle School	Brian Dunn	Principal
Troy Middle School	Andrea Murray	Psychologist Building RtI Chair
District	Donna Fitzgerald	Director of Pupil Personnel
District	Zipporah Galimore	District RtI Coordinator
District	Diane Allen	Literacy Coach
District	Judith Gawinski	Literacy Coach
District	Linda Stumbaugh	Literacy Coach
District	Jennifer DeMarco	Math Curriculum Leader
District	Sabina Dinardo	ELA Curriculum Leader

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Federal/State Law and Regulations

2004 Federal IDEA (Individuals with Disabilities Education Act)

Abandon Discrepancy Models

In the Commentary and Explanation to the proposed special education regulations, the U. S. Department of Education describes reasons why discrepancy models should be abandoned:

The IQ-discrepancy criterion is potentially harmful to students as it results in delaying intervention until the student's achievement is sufficiently low that the discrepancy is achieved. For most students, identification as having an SLD occurs at an age when the academic problems are difficult to remediate with the most intense remediation efforts (Torgesen, et. al., 2001)

… the "wait to fail" model does not lead to "closing the achievement gap for most students placed in special education. Many students placed in special education as SLD show minimal gains in achievement and few actually leave special education. (Donovon & Cross, 2002).

Adopt "Response to Intervention" or "Response to Instruction" (RTI) Models

IDEA 2004 states, "when determining whether a child has a specific learning disability ... a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability" ... a school "may use a process that determines if the child responds to scientific, research-based intervention as part of the evaluation procedures ..." (Section 1414(b)(6)). (See Wrightslaw: Special Education Law, page 97)

In the explanation and commentary to the proposed IDEA 2004 regulations, the U. S. Department of Education "strongly recommends" that schools use a response to intervention model that

…uses a process based on systematic assessment of the student's response to high quality, research-based general education instruction…that incorporate response to a research-based intervention…

Identification models that incorporate response to intervention represent a shift in special education toward the goals of better achievement and behavioral outcomes for students identified with SLD…" Commentary and Explanation of the Proposed Regulations for IDEA 2004

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2008 NYS Legislation: Implementation of Response to Intervention Programs

RtI is a multi-tiered, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systematically applied strategies and targeted instruction at varying levels of intervention. RtI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities and English language learners, by preventing smaller learning problems from becoming insurmountable gaps. It has also been shown to lead to more appropriate identification of and interventions with students with learning disabilities.

Each day educators make important decisions about students' educational programs, including decisions as to whether a student who is struggling to meet the standards set for all children might need changes in the nature of early intervention and instruction or might have a learning disability. This decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. RtI is an effective and instructionally relevant process to inform these decisions.

The NYS Education Department (NYSED) has established a policy framework for RtI in regulations relating 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 and recognizes it as one of the research-based Contracts for Excellence allowable programs.

The Regents policy framework for RtI:

Authorizes the use of RtI in the State's criteria to determine learning disabilities (LD) and requires, effective July 1, 2012, that all school districts have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading. “Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.”

[8 NYCRR section 200.4(j)]

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NYSED Minimum Requirements of a Response to Intervention Program (RtI)

(Click the link above for more details)

I. APPROPRIATE INSTRUCTION

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 DELIVERED TO ALL STUDENTS IN THE GENERAL EDUCATION CLASS BY QUALIFIED PERSONNEL	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. It is recommended that schools use the New York State (NYS) curriculum guides to ensure that curriculum is aligned to NYS learning standards. These can be found at http://www.p12.nysed.gov/ciai/cores.html. The New York State Education Department (NYSED) has posted a series of standardized and research-based *Quality Indicator Review and Resource Guides* on its website. These guides can be used to assess the quality of a school district's instructional programs and practices in the areas of literacy and special education instructional practices. These are available at http://www.p12.nysed.gov/specialed/techassist/QIcover.htm. It is beyond the scope of this document to provide extensive information on effective instructional strategies for all content areas. Rather, information and links to available resources have been identified for in-depth information on research-based practices to assist schools in making those decisions.
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(c)(2)(i)] For high quality early literacy instruction, the core reading program should minimally be scheduled for an uninterrupted 90-minute block of instruction daily.
APPROPRIATE INSTRUCTION IN MATHEMATICS	Appropriate instruction in mathematics includes instruction in problem-solving, arithmetic skill and fluency, conceptual knowledge/number sense and reasoning ability. For additional information, see Foundations for Success: The Final Report of the National Mathematics Advisory Panel at http://www.ed.gov/about/bdscomm/list/mathpanel/index.html This report contains 45 findings and recommendations on curricular content, teachers and teacher education, instructional practices and materials, learning processes and assessments.

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	Additional resources for appropriate instruction in mathematics include, but are not limited to, the Institute of Education Sciences (IES) Practice Guide from What Works Clearinghouse, which offers eight recommendations for identifying and supporting students struggling in mathematics, intended to be implemented within an RtI framework and the guide "Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools" which can be found at http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_math_pg_042109.pdf.
BEHAVIORAL SUPPORTS AND INTERVENTIONS	Appropriate behavioral supports and intervention is 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. NYSED has posted a series of standardized and research-based Quality Indicator Review and Resource Guides, which can be used to assess the quality of a school district's practices in the area of behavioral supports and intervention on its website at http://www.p12.nysed.gov/specialed/techassist/behaviorQI.htm. For additional resources on Positive Behavioral Intervention and Supports (PBIS) see http://www.pbis.org/. While this document focuses on the academic instructional components of RtI, the RtI framework is intended to support both academic and behavioral systems and schools are encouraged to implement both academic and behavioral aspects of an RtI framework as illustrated below:
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. The Center for Research on Education, Diversity and Excellence (CREDE) CREDE has developed "Five Standards for Effective Pedagogy" with research supporting the adherence to these standards. One of these standards requires connecting teaching and curriculum to student's experiences and skills of home and community. For indicators of contextualization see http://crede.berkeley.edu. Another CREDE standard for effective pedagogy includes developing competence in the language and literacy of instruction across the curriculum. "Whether instruction is bilingual or monolingual, literacy is the most fundamental competency necessary for school success." Language appropriate instruction should include "interacting with students in ways that respect students' preferences for speaking that may be different from the teacher's…" and "encouraging students' use of first and second languages in instructional activities." See http://crede.berkeley.edu/research/crede/lang_dev.html. Also, see Chapter VI for additional information and resources.
LINGUISTICALLY APPROPRIATE INSTRUCTION	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

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	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 Chapter VI, *Considerations when Implementing RtI with Limited English Proficient/English Language Learners*
SCIENTIFICALLY - BASED RESEARCH	Instructional methods based on scientific research identify those practices that demonstrate high learning rates and improved academic performance for most students. Scientifically-based research : mploys systematic, empirical methods that draw on observation or experiment; nvolves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions; elies on measurements or observational methods that provide valid data across evaluators and observers, and across multiple measurements and observations; and as been accepted by a peer-reviewed journal or approved by a anel of independent experts through a comparatively rigorous, objective and scientific review. [No Child Left Behind (NCLB) Act of 2001]

Quality Indicators for Appropriate Instruction

- Research/evidence-based instruction that has shown to be effective is provided to all students.
- Scientific research-based reading instruction includes an uninterrupted block of 90 minutes of daily explicit and systematic instruction in phonemic awareness, phonics, vocabulary development at all grade levels, reading fluency (including oral reading skills) and reading comprehension strategies.
- Scientific research-based math instruction includes instruction in problem-solving, arithmetic skill/fluency, conceptual knowledge/number sense and reasoning ability.
- Curriculum is aligned to the State learning standards and grade level performance indicators.
- Instruction is provided by qualified personnel and trained staff.
- Differentiated instruction is used to meet a wide range of student needs.
- Professional development is provided to ensure fidelity of implementation.
- Instructional strategies/programs are implemented with fidelity.
- Instruction is culturally and linguistically responsive to the language and learning needs of students whose first language is not English.

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II. 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. Screening instruments should be valid and reliable and aligned with grade-level curriculum based on the NYS learning standards. For information about the technical adequacy of commonly used screening tools see http://www.rti4success.org/index.php?option=com_content&task=view&id=1091&Itemid=139.
USING SCREENING DATA	Using recognized and research-validated screening assessments and guided by the recommendations of the tools' developers, the school district determines the levels of typical, at risk, and seriously at risk performance. 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). 1. The way screening results are used to identify a student in need of additional instruction or intervention may vary as a function of the model employed: direct route or progress monitoring route. In a direct route model, students who are identified as at-risk from a screening assessment are provided with additional or supplemental intervention immediately. In contrast, schools that use a progress monitoring route model, initially identify a student as at-risk based on results from a screening process and continue to progress monitor those students on a weekly basis for five or six weeks to confirm or disprove initial risk status. Typically, schools that employ a progress monitoring route model will also differentiate instruction for those students identified as at-risk during core instruction while additional progress monitoring data are obtained. (Jenkins, J., & Johnson, E. 2008)

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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.
PARENT PARTICIPATION	Parents of all students should be notified of school-wide screening results. In addition, parents of students who are identified as at risk and who will be provided supplemental intervention must 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.

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Quality Indicators for School-Wide Screening

- School-wide screenings occur at least three times during the course of an academic year (fall, winter, spring).
- Screening instrument items are aligned with the curriculum based on the NYS learning standards for each grade level.
- Each screening instrument meets reliability and validity standards associated with psychometrically sound measurements.
- Professional development is provided to ensure fidelity of implementation, scoring and interpretation of results.
- Screening is administered school-wide or at least to 95 percent of all students.
- Cut-scores are established that identify students who are performing at benchmark, at-risk and seriously at-risk levels.
- Results of screenings are used to determine which students are considered at-risk and need further monitoring and assessment.
- Screening results are used to determine effectiveness of core curriculum and instruction.

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III. 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.
LEVELS OF INTERVENTION: 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 District policies and practices should ensure that parents are informed of curriculum goals and methods of instruction. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies. As indicated in Chapter I, the foundation of core instruction for LEP/ELL students should be both culturally responsive and linguistically appropriate. Tier 1 appropriate instruction for LEP/ELL students must include bilingual and ESL instruction, at levels pursuant to Part 154 of the Regulations of the Commissioner of Education.

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LEVELS OF INTERVENTION: 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 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.
LEVELS OF INTERVENTION: 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.
PARENT NOTIFICATION	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:

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	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.

Quality Indicators for Multi-Level System

- Each tier provides increasing levels of intensity of services that match the increasing needs of students.
- Various factors distinguish each level or tier including duration and frequency of interventions, group size and frequency of progress monitoring.
- Levels beyond Tier 1 represent supplemental intervention/instruction provided in addition to the core instructional program provided by qualified staff.
- Interventions/instruction provided at each tier have evidence of effectiveness for the student population used.
- Instruction matched to student need is based upon progress monitoring data and diagnostic data if deemed necessary.
- Procedures and decision-making rules for determining a student's movement from tier to tier are established and based on progress monitoring data.
- Treatment fidelity procedures are designed and implemented to help monitor accuracy of interventions and assessment procedures.
- Periodic checks are conducted to determine how closely the intervention or instruction was delivered in the way it was intended.
- Parents are informed of increasing levels of instructional supplemental services including progress monitoring data, strategies used to increase student's rate of learning and right to refer for special education services.

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IV. 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)]

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

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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 National Center on Response to Intervention provides information about reading and math progress monitoring tools and provides users with information about the technical adequacy of commonly used progress monitoring tools. In addition, the chart provides users with practical information about how to obtain, access support for, and implement the tools. See http://www.rti4success.org/chart/progressMonitoring/progressmonitoringtoolschart.htm. 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

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	Progress monitoring should occur not less than once every two weeks in Tier 2 and no less than once a week in Tier 3. Standard Protocol and Problem Solving methods are explained in Chapter V.
FACTORS TO CONSIDER TO DETERMINE ADEQUATE PROGRESS OF LEP/ELL STUDENTS	When monitoring the progress of LEP/ELL students, "the expected rate of progress takes into account… linguistic…considerations such as the student's [native and second] language proficiency, stage of second language acquisition, [and] type of language instruction. The student's progress [is compared with] levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the intervention." (Garcia & Ortiz, 2008)

Quality Indicators for Progress Monitoring

- Progress monitoring of student performance occurs across all tiers.
- Teachers follow a designated procedure and schedule for progress monitoring.
- Measures are appropriate to the curriculum, grade level and tier level.
- Data from progress monitoring are documented and analyzed.
- A standardized benchmark is used to measure progress and determine progress sufficiency.
- Teachers use progress monitoring to inform instructional effectiveness and the need for changes in instruction or intervention.
- Graphs are used to display data for analysis and decision making.
- Staff receive training in the administration and interpretation of progress monitoring measures and the implications for instruction.
- The district has designated reasonable cut points, and decision rules of the level, slope or percentage of mastery to help determine responsiveness and distinguish adequate from inadequate responsiveness.
- When monitoring the progress of LEP/ELL students, the student's progress is compared with the levels of progress demonstrated by peers from similar cultural and linguistic backgrounds who have received the interventions.

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V. 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?)

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	Many schools have developed instructional support teams (IST) or student study teams 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

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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. Factors to consider in determining whether an individual student has made adequate or sufficient progress over an appropriate period of time are provided below and on pages 23-24.
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)

Quality Indicators for Data-Based Decision Making

- Criteria are established to determine which students will be identified as "at risk" based upon screening.
- Progress monitoring tools are identified indicating what skills will be measured and what types of data will be collected.
- How long an intervention should be provided (number of data points needed) is determined before a decision is made about whether the student has or has not responded.
- Number of data points needed to determine responsiveness to instruction is selected.
- Frequency of data collection is determined for each tier.
- The minimum level of progress needed that would signify the student's responsiveness to intervention is determined.
- Criteria or decision rules that determine a student's movement between levels of intervention are determined.
- The district has established criteria to determine if a student is making sufficient progress over an appropriate period of time before a referral for a special education evaluation is made.
- Determinations are made as to when and what specific data and information will be provided to student's parents.

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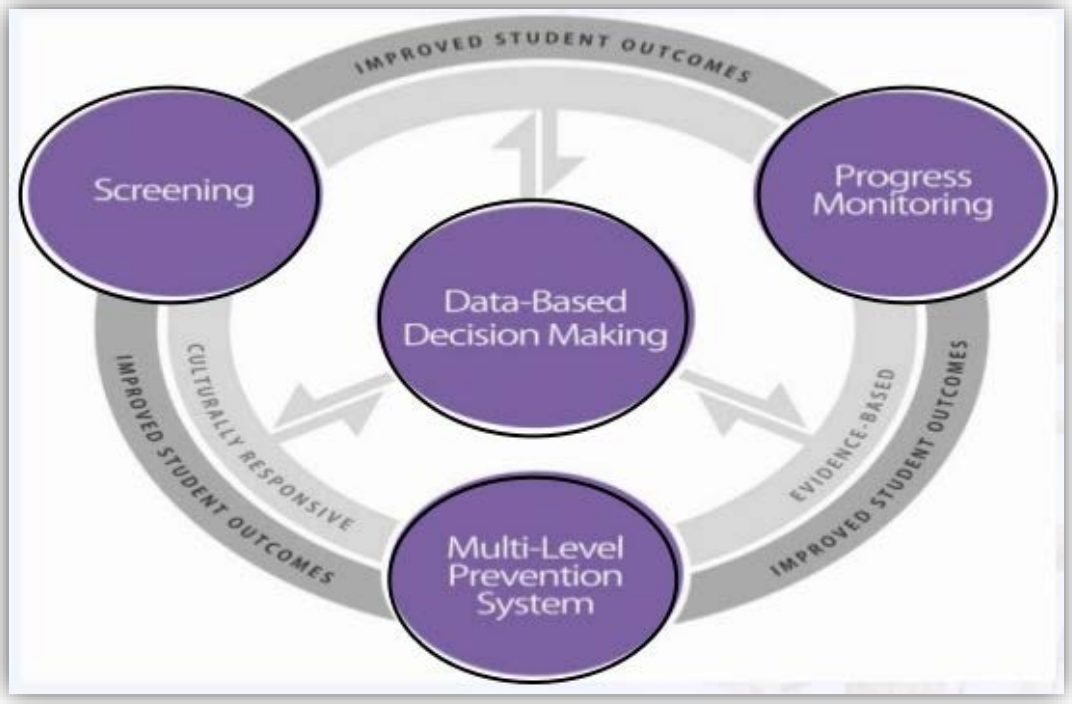
Enlarged City School District (ECSD) of Troy Data-Based Decision Making Model



	Academic	Behavior/Social-Emotional
Tier 1	CORE: All students, proactive/preventative; rigorous, differentiated instruction; occurs within classroom	All students; proactive/preventative; classroom/individual accommodations and/or modifications; classroom management plan; school wide plan
Tier 2	STRATEGIC: Early response for at risk students; strategic small group; high efficiency; inside and/or outside the classroom	Early response for at risk students; strategic small group; high efficiency; inside and/or outside the classroom
Tier 3	INTENSIVE: Individual/very small group; high intensity & frequency; longer duration; inside and/or outside the classroom	INTENSIVE: Individual/very small group; high intensity & frequency; longer duration; inside and/or outside the classroom
Tier 4	CSE: Possibly outside of general education setting; most restrictive	CSE: Possibly outside of general education setting; most restrictive

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ECSD Troy K-8 RtI at a Glance: ELA

	TIER 1 (CORE)	TIER 2/AIS (STRATEGIC)	TIER 3/AIS (INTENSIVE)
Definition	Comprehensive curriculum and differentiated, responsive reading instruction/ strategies in the education setting, including on-going professional development and assessment three times per year to determine whether students are meeting benchmarks	**Additional** instruction and strategies designed to enhance and support Core Instruction	Specifically designed and/or customized reading instruction; may require extensive and on-going intervention
Focus	All K-8 Students	For students identified at risk for reading difficulties and who have not responded to Core Instruction	For students with marked difficulties in reading or reading disabilities who have not responded adequately to Core Instruction and/or Strategic Intervention(s)
Program	**K-5: Scott** Foresman's Reading Street with guided reading and leveled tests **6-8:** Units of Study with Interim Assessments & Portfolios	**K-5:** My Sidewalks (SW) and or/additional guided reading/small group support emphasizing essential reading components **6-8:** Additional guided reading/small group support emphasizing essential reading components	**K-5:** Sustained, intensive reading instruction emphasizing the essential components of reading and addressing individual student needs (LLI, Wilson, ISA, My SW) **6-8:** Sustained, intensive reading instruction emphasizing the essential components of reading and addressing individual student needs
Instruction	**K-8:** Ample opportunities to practice embedded reading throughout the school day	**K-8**: Additional attention, focus and support. Additional opportunities to practice embedded reading throughout the school day. Review student needs frequently	**K-8:** Carefully designed and implemented, explicit, systematic instruction
Interventionist	**K-8:** General Education Teacher	**K-8:** Personnel determined by school: General Education, AIS, Reading Teacher, ect.	**K-8:** Intensive intervention provided by personnel determined by school: Reading Teacher, AIS, Special Education Teacher, ect.
Setting	**K-8:** General Education Classroom	**K-8:** General Education Classroom or appropriate setting determined by school	**K-8:** Appropriate setting determined by school

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Grouping	**K-8:** Grouping appropriate for implementing comprehensive program effectively including whole and small group work	**K-5:** (1:5 maximum) **6-8:** (1:10 maximum)	**K-5** (1:3 maximum) **6-8:** (5 maximum)
Time/Freq.	**K-5:** Minimum of 90 minutes per day **6-8:** Minimum of 40-minute block	Minimum of 20 minutes, 2-3 days per week (time adjusted based on student need)	Extensive time based on student needs (i.e. 30+ min), 4-5 days per week
Assessment	Universal Screening 3x per year Monthly progress monitoring *FastBridge	Universal Screening 3x per year Bi-Weekly progress monitoring *FastBridge	Universal Screening 3x per year Weekly progress monitoring *FastBridge

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ECSD Troy K-8 RtI at a Glance: Math

	TIER 1 (CORE)	TIER 2/AIS (STRATEGIC)	TIER 3/AIS (INTENSIVE)
Definition	Comprehensive curriculum and differentiated, responsive reading instruction/ strategies in the education setting, including on-going professional development and assessment three times per year to determine whether students are meeting benchmarks	**Additional** instruction and strategies designed to enhance and support Core Instruction	Specifically designed and/or customized reading instruction; may require extensive and on-going intervention
Focus	All K-8 Students	For students identified at risk for reading difficulties and who have not responded to Core Instruction	For students with marked difficulties in reading or reading disabilities who have not responded adequately to Core Instruction and/or Strategic Intervention(s)
Program	**K-5:** GoMath **6-8:** Math Modules	**K-8:** Additional small group support emphasizing essential reading components	**K-8** Sustained, intensive math instruction emphasizing the mastery of skills and addressing individual student needs.
Instruction	**K-8:** Ample opportunities to practice embedded reading throughout the school day	K-8: Additional attention, focus and support. Additional opportunities to practice embedded reading throughout the school day. Review student needs frequently	**K-8:** Carefully designed and implemented, explicit, systematic instruction
Interventionist	**K-8:** General Education Teacher	**K-8:** Personnel determined by school: General Education, AIS, Reading Teacher, ect.	**K-8:** Intensive intervention provided by personnel determined by school: Reading Teacher, AIS, Special Education Teacher, ect.
Setting	**K-8:** General Education Classroom	**K-8:** General Education Classroom or appropriate setting determined by school	**K-8:** Appropriate setting determined by school
Grouping	**K-8:** Grouping appropriate for implementing comprehensive program effectively including whole and small group work	**K-5:** (1:5 maximum) **6-8:** (1:10 maximum)	**K-5** (1:3 maximum) **6-8:** (5 maximum)

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Time/Freq.	**K-5:** Minimum of 90 minutes per day **6-8:** Minimum of 40-minute block	Minimum of 20 minutes, 2-3 days per week (time adjusted based on student need)	Extensive time based on student needs (i.e. 30+ min), 4-5 days per week
Assessment	Universal Screening 3x per year Monthly progress monitoring *FastBridge	Universal Screening 3x per year Bi-Weekly progress monitoring *FastBridge	Universal Screening 3x per year Weekly progress monitoring *FastBridge

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ECSD Troy K-8 RtI at a Glance: Behavior/Social-Emotional

	TIER 1 (CORE)	TIER 2/AIS (STRATEGIC)	TIER 3 (INTENSIVE)
Definition	Comprehensive curriculum and differentiated, responsive behavior/social-emotional instruction/ strategies in the education setting, including on- going professional development and assessment three times per year to determine whether students are meeting benchmarks	Additional instruction and strategies designed to enhance and support Core Instruction	Specifically designed and/or customized behavior/social-emotional instruction & strategies that is extended beyond strategic & core instruction/strategies provided - may require extensive and on-going intervention
Focus	All K-8 Students	For students identified at risk for behavioral/social-emotional difficulties and who have not responded to Core Instruction	For students with marked difficulties in meeting behavioral/social-emotional expectations through Core Instruction and/or Strategic Intervention(s)
Program	**K-8 (Behavior *and* Social-Emotional)** **Behavior**: PBIS or other School Wide-Plan **Social-Emotional**: 2nd Step, Restorative Justice, Sanctuary Model or other School Wide Program	**K-8 (Behavior *and* Social-Emotional)** Additional small group support emphasizing behavioral expectations and social-emotional development	**K-8 (Behavior *and* Social-Emotional)** Sustained, intensive instruction & strategies emphasizing behavioral expectations and social-emotional development; addresses individual student needs
Instruction	**K-8:** Ample opportunities to practice embedded throughout the school day:	**K-8**: Additional attention, focus and support. Additional opportunities to practice embedded reading throughout the school day. Review student needs frequently	**K-8:** Carefully designed and implemented, explicit, systematic instruction & support
Interventionist	**K-8:** General Education Teacher	**K-8:** Personnel determined by school: General Education, AIS, Reading Teacher, ect.	**K-8:** Intensive intervention provided by personnel determined by school: Reading Teacher, AIS, Special Education Teacher, ect.
Setting	**K-8:** General Education Classroom	**K-8:** General Education Classroom or appropriate setting determined by school	**K-8:** Appropriate setting determined by school
Grouping	**K-8:** Grouping appropriate for implementing comprehensive program effectively including whole and small group work	**K-5:** (1:5 maximum) **6-8:** (1:10 maximum)	**K-5** (1:3 maximum) **6-8:** (5 maximum)

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Time/Freq.	Behavior: Daily implementation of School-Wide/Classroom Management plan with fidelity Social-Emotional: Weekly positive action lessons	Behavior & Social-Emotional: Typically, 2-3 days per week (time adjusted based on student need)	Extensive time based on individual student needs (i.e. 30+ min), 4-5 days per week
Assessment	Universal Screening 3x per year Monthly progress monitoring *FastBridge	Universal Screening 3x per year Bi-Weekly progress monitoring *FastBridge	Universal Screening 3x per year Weekly progress monitoring *FastBridge

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