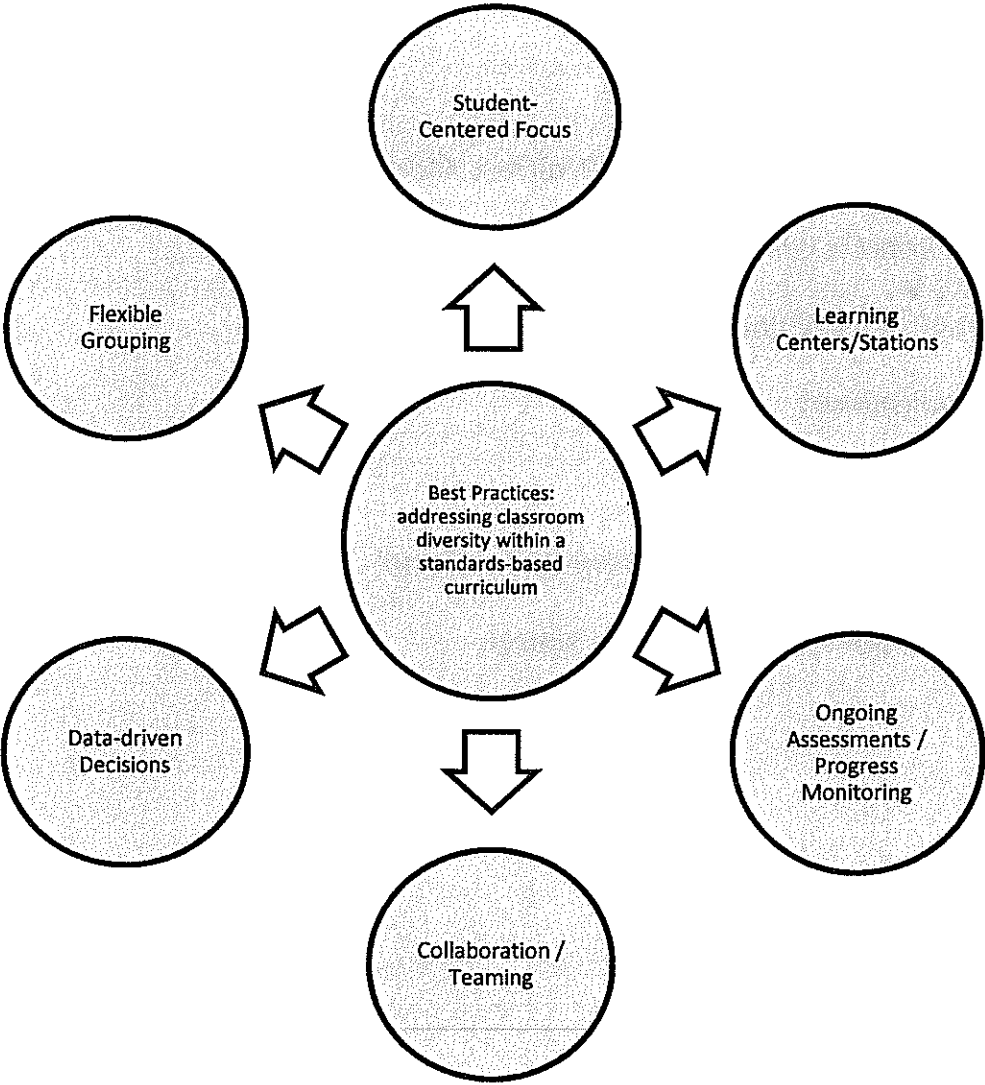


Watkins Glen Central School District
Response to Intervention (RTI) Process

Response to Intervention
A framework for making instructional decisions based on data in order to accelerate learning for all students.

*Response to Intervention and
Differentiated Instruction –
Merging Best Practices*



RTI Process
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RTI refers to specific procedures that align with the steps of problem solving:

- Implementing evidence-based interventions
- Frequently measuring a student's progress to determine whether the intervention is effective
- Evaluating the quality of the instructional strategy
- Evaluating the fidelity of its implementation. (For example, did the intervention work? Was it scientifically based? Was it implemented as planned?)

The goal of the entire process is accelerating learning for all. An essential assumption of RTI is that all students can learn, and will, given the right opportunities. It cannot be stressed too much that RTI is about *general education*. Some of its origins are in special education research and practice, and its federal funding began there, but it is intended to apply to every child. (Renaissance Learning, 2011)

This district has implemented RTI during the last several years, but this plan formalizes the process, as required by the New York State Education Department. “Effective on or after July 12, 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 NYRCRR section 200.4 (j)]

In accordance with Commissioner’s Regulations, the School District has established administrative practices and procedures for implementing District-wide initiatives that address a Response to Intervention (RTI) process applicable to all students. For students suspected of having a potential learning disability, the District will provide appropriate RTI services pursuant to Commissioner’s Regulations prior to a referral to the Committee on Special Education (CSE) for evaluation. A growing body of research and public policy discussion has focused on problem-solving models that include evaluating a student's RTI as an alternative to the IQ-achievement discrepancy approach to identifying learning disabilities (Gresham, 2002).

Minimum Requirements of the District’s RTI Program

- Scientific, research-based instruction in reading and mathematics provided to all students in the general education class by qualified personnel. Instruction in reading, per Commissioner’s Regulations, shall mean 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.
- Universal Screening shall be provided to all students, to identify students who may be at-risk for not achieving expected grade-level standards, or who may not be making adequate growth in the areas of reading and/or math.

- Scientific, research-based instruction matched to student need with increasingly intensive levels of targeted interventions for those 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.
- 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.
- 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. The RTI Problem Solving Team will review student information to make decisions regarding student progress and further intervention strategies.
- 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:
 - The amount and nature of student performance data that will be collected and the general education services that will be provided as enumerated in Commissioner's Regulations.
 - Strategies for increasing the student's rate of learning.
 - The parents' right to request an evaluation for special education programs and/or services.

Structure of Response to Intervention Program

The District's RTI program will consist of multiple tiers of instruction/assessments to address increasingly intensive levels of targeted intervention to promote early identification of student performance needs and/or rate of learning, and to help raise achievement levels for all students.

RTI Teams, whose members may include, but are not limited to, regular education teachers, special education personnel, the school psychologist, reading and math specialists, administrators, and counselors will be available for each building to address the implementation of the District's RTI process.

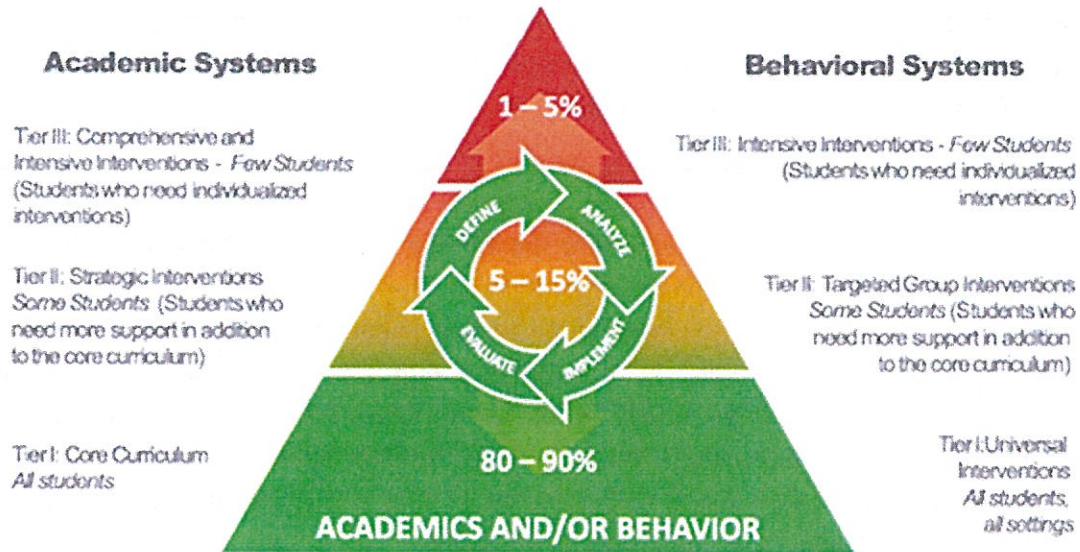
The RTI Team's responsibilities shall include, but are not limited to, the following:

- Determining the level, frequency, and quality of interventions provided to individual students based on their profile of strengths and weaknesses.
- Analyzing progress monitoring data to determine a student's responsiveness to interventions provided. Recommending continued or modified interventions as appropriate.
- Providing instructional consultation for general education teachers and other related service providers.

- Collaborating with stakeholders, including administrators, instructional support staff, general education teachers, counselors, students, and parents.

RTI: Instruction and Targeted Support for All Levels of Need

Three Tiered Model of School Supports: Example of an Infrastructure Resource Inventory



Tier One Instruction

Tier One instruction is provided to all students in the general education setting. The use of scientific, research-based instruction in the areas of reading and math will be provided by the general education teacher and/or other qualified personnel as appropriate. It will emphasize proactive, preventative core instructional strategies in the classroom setting. Group and/or individualized instruction, assessment and reinforcement activities will be provided as deemed appropriate by the classroom teacher. The analysis of Tier One student performance data will be used to identify those students who need additional intervention at the Tier Two level of instruction.

Tier Two Instruction

In general, Tier Two instruction will consist of small group, targeted interventions for those students identified as being “at risk” who fail to make adequate progress in the general education classroom. Tier Two instruction will include programs and intervention strategies designed to supplement Tier One interventions that are provided to all students in the general education setting. Tier Two interventions should be evidence-based, with baseline and progress monitoring data closely monitored. Tier Two instruction may be provided by specialized staff, such as reading and math teachers, tutors, speech therapists, school psychologists and/or school counselors, as determined by the RTI Problem Solving Team.

Tier Three Instruction

Tier Three interventions are tailored to the needs of the individual student and provided to those students who do not achieve adequate progress after receiving interventions at the Tier Two level. Based upon the significant needs of the student, Tier Three instruction may include longer periods of intervention program and services than those provided in the first two tiers. Tier Three instruction will be provided by those specialists, as determined by the RTI Team, who are best qualified to address the individual student's targeted area(s) of need. If deemed appropriate by the Team, and in accordance with applicable law and regulation, a referral of the student may be made to the Committee on Special Education.

Progress Monitoring Procedures

The RTI Problem-Solving Team will determine the amount and nature of student performance data that will be collected to assess, on an ongoing basis, student performance results and address ongoing academic needs as warranted. Student performance data will also be used to review the District's RTI program and make modifications to the program as deemed necessary. Monitoring of student progress shall be an ongoing part of the RTI program from the initial screening to completion of the RTI process, as applicable. The RTI Problem Solving Team will assist teachers with reviewing progress monitoring data and making data-based decisions regarding the intensity, quality, and frequency of interventions provided.

Universal screening will be conducted at least three times per school year. Students receiving Tier 2 or 3 interventions may be screened more frequently in order to determine their response to interventions. Criterion-referenced and curriculum based assessments will also be considered when determining a student's eligibility for RTI services. Recommendations will be made based on an individual student's response to interventions. Students receiving more intensive interventions will have more frequent progress monitoring data collection. Parents may also request that the progress of their child be reviewed by the RTI Team.

Student Progress Reports:

Parents or guardians of students receiving Tier 2 or 3 intervention services shall be provided with reports on student's progress at least once each quarter during the regular school year. In addition, there will be an opportunity to consult with the student's regular classroom teacher(s), and other professional staff providing intervention services, at least once per semester during the school year.

Each service provider will keep a record of services provided to a student. Such a record will include parent notifications, diagnostic records, a plan, and tracking of interventions, measurable goals, and progress monitoring of the student's skills and goals. All records will be maintained electronically through the year and filed in the student's Intervention file at the end of the year, as required by Title I regulations.

RTI: Data-Based Decision Making and Problem Solving

	ACADEMIC	SOCIAL/EMOTIONAL/ BEHAVIORAL
TEAM	General educator, special educator, reading specialist, Title I, school psychologist, counselor, etc.	General educator, special educator, Title I, school psychologist, counselor, administrators, teaching assistants, related service providers, etc...
UNIVERSAL SCREENING	Curriculum-based Measures (CBM), Star Enterprise, Oral Reading Assessment, State Exams, Criterion-Referenced Assessments Report cards, DIAL-4, DIBELS	Record review of Student Management system for suspensions, behavior incidents, attendance, grades, etc... Use of school-wide PBIS
PROGRESS MONITORING	STAR Enterprise, Criterion-based assessments, Curriculum-based assessments, NYS Proficiency assessments, RTI data	Student Management system for suspensions, behavior incident reports, attendance, behavior rating scales, individual behavior rating forms, functional behavior assessments
EFFECTIVE INTERVENTIONS	Evidence-based interventions should address meeting the Common Core Standards. Interventions may target specific skill acquisition based on student needs. Interventions should be modified, added, or discontinued based on evidence of student growth of lack (or lack of).	Direct social skills instruction, positive reinforcement, token economy, individual behavior plan, group contingency management, function-based support, self-management, time space interviews (TCI), increased counseling supports, and family engagement.
DECISION MAKING RULES	Collaborative, data-based decision making based on the needs of the student.	Collaborative, data-based decision making based on the needs of the student.

When there is a dispute or disagreement on the services to be provided for a student, a district administrator would make the final determination based on the multiple data items available.

Staff Development

All staff members involved in the development, provision and/or assessment of the District's RTI program, including both general education and special education instructional personnel, shall receive appropriate training necessary to implement the RTI program. Staff development will include the criteria for determining the levels of intervention provided to students, the types of interventions, collection of student performance data, and the manner and frequency for monitoring progress.

Parent Notification

Written notification shall be provided to parents when their child requires an intervention beyond that provided to all students in the general education classroom. Written notification will also be provided to parents when their child exits RTI services. Such written notice shall include the following information:

- the amount and nature of student performance data that will be collected and the general education services that will be provided as part of the RTI process;
- strategies for increasing the child's rate of learning;
- the parents' right to request an evaluation for special education programs and/or services.

Resources

Gresham, F.M. (2002). Responsiveness to intervention: An alternative approach to the identification of learning disabilities. *Learning disabilities: Research to practice* (pp. 467-519). Mahwah, NJ.

"New York State RTI Guidance Document." www.nysrti.org. NYSED. Albany, NY: 2010.

Making RTI Work. Reanissance Learning, Inc. Wisconsin Rapids, WI: 2011.

Hanson, Helene, M. "RTI & DI: Response to Intervention & Differentiated Instruction." Dude Publishing, NPR. Port Chester, NY: 2009.

National Center on Student Progress Monitoring, www.studentprogress.org

Regulatory references:

- 34 Code of Federal Regulations (CFR) Sections 300.309 and 300.311
- Education Law Sections: 3208, 4002, 4401, 4401a, 4402, 4410
- New York Code of Rules and Regulations (NYCRR) Sections 100.2 (ii), 200.2(b)(7), 200.4 (a), 200.4 (j)(3)(i), 200.4 (j)(5)(i)(g)

RTI ENTRANCE & EXIT CRITERIA

ELA					
Grade	Entrance Criteria	Progress Monitoring Tools	Exit Criteria		
K	<p>Fall: DIAL-4: At-risk in Concepts STAR Early Literacy: below 40th percentile DIBELS: At risk in 1 area</p> <p>Winter: STAR Early Literacy below 40th percentile DIBELS: At risk in 1 area</p> <p>Spring: STAR Early Literacy below 20th percentile DIBELS: At risk in 1 area</p>	<ol style="list-style-type: none"> 1. STAR Early Literacy 2. DIBELS 3. Curriculum Based Assessment 4. CKLA Remediation and assessment guide 	<p>Fall: STAR Early Literacy: Above 40th percentile No areas at-risk on DIBELS</p> <p>Winter: STAR Early Literacy: Above 40th percentile No areas at-risk on DIBELS</p> <p>Spring: STAR Early Literacy: Above 20th percentile No areas at-risk on DIBELS</p>		
	<p>Fall: STAR Early Literacy: Below 40th percentile if the student earns a scaled score ABOVE 775, administer the STAR Reading</p> <p>Winter: STAR Early Literacy: below 40th percentile STAR Reading: below 25th percentile</p> <p>Spring: STAR Early Literacy: below 40th percentile STAR Reading: Below 25th percentile F&P: Refer to instructional level expectations for reading</p>			<ol style="list-style-type: none"> 1. STAR Early Literacy 2. STAR Reading 3. DIBELS 4. Fountas and Pinnell 5. Curriculum Based Assessment 	<p>Fall: STAR Early Literacy: above 40th percentile STAR Reading : above 25th percentile Meeting and exceeding progress goals</p> <p>Winter: STAR Early Literacy: above 40th percentile STAR Reading : above 25th percentile Meeting and exceeding progress goals</p> <p>Spring: STAR Early Literacy: above 40th percentile STAR Reading : above 25th percentile Meeting and exceeding progress goals</p>
	<p>Fall: STAR Early Literacy: below 60th percentile STAR Reading: below 25th percentile F&P: Refer to instructional level expectations for reading</p>				

RTI ENTRANCE & EXIT CRITERIA

2	<p>Winter: STAR Early Literacy: below 60th percentile STAR Reading: below 25th percentile F&P: Refer to instructional level expectations for reading</p>	<p>Winter: STAR Reading at or above 40th percentile Meeting and exceeding progress goals</p>	
	<p>Spring: STAR Early Literacy: below 60th percentile STAR Reading: below 25th percentile F&P: Refer to instructional level expectations for reading</p>		<p>Spring: STAR Reading at or above 70th percentile Meeting and exceeding progress goals</p>
3	<p>Fall: STAR Early Literacy: below 70th percentile STAR Reading: below 25th percentile F&P: Refer to instructional level expectations for reading</p>	<p>Fall: STAR Early Literacy: above 70th percentile STAR Reading: above 25th percentile Meeting and exceeding progress goals</p>	
	<p>Winter: STAR Early Literacy: below 70th percentile STAR Reading: below 25th percentile F&P: Refer to instructional level expectations for reading</p>		<p>Winter: STAR Early Literacy: above 70th percentile STAR Reading: above 25th percentile</p>
	<p>Spring: STAR Early Literacy: below 70th percentile STAR Reading: below 25th percentile F&P: Refer to instructional level expectations for reading</p>		<p>Spring: STAR Early Literacy: above 70th percentile STAR Reading: above 25th percentile</p>
4-6	<p>Below State Level Proficiency</p>	<p>Above State Level Proficiency</p>	

RTI ENTRANCE & EXIT CRITERIA

Math			
Grade	Entrance Criteria	Progress Monitoring Tools	Exit Criteria
K	Fall: DIAL-4: At-risk in concepts STAR Early Numeracy: below 40 th percentile	<ol style="list-style-type: none"> DIAL-4 STAR Early Numeracy Curriculum Based Assessments 	Fall: DIAL-4: No areas at-risk STAR Early Numeracy: above 40 th percentile
	Winter: STAR Early Numeracy: below 40 th percentile		Winter: STAR Early Numeracy: above 40 th percentile
	Spring: STAR Early Numeracy: below 25 th percentile		Spring: STAR Early Numeracy: above 25 th percentile
	Fall: STAR Early Numeracy: below 40 th percentile STAR Math: below 40 th percentile		Fall: STAR Early Numeracy: above 40 th percentile STAR Math: above 40 th percentile
1	Winter: STAR Early Numeracy: below 40 th percentile STAR Math: below 40 th percentile	<ol style="list-style-type: none"> STAR Math Curriculum Based Assessments 	Winter: STAR Early Numeracy: above 40 th percentile STAR Math: above 40 th percentile
	Spring: STAR Early Numeracy: below 25 th percentile STAR Math: below 25 th percentile		Spring: STAR Early Numeracy: above 25 th percentile STAR Math: above 25 th percentile
	Fall: STAR Early Numeracy: below 60 th percentile STAR Math: below 40 th percentile		Fall: STAR Early Numeracy: above 60 th percentile STAR Math: above 40 th percentile
	Winter: STAR Early Numeracy: below 60 th percentile STAR Math: below 40 th percentile		Winter: STAR Early Numeracy: above 60 th percentile STAR Math: above 40 th percentile
2	Fall: STAR Early Numeracy: below 60 th percentile STAR Math: below 40 th percentile	<ol style="list-style-type: none"> STAR Math Curriculum Based Assessments 	Fall: STAR Early Numeracy: above 60 th percentile STAR Math: above 40 th percentile
	Winter: STAR Early Numeracy: below 60 th percentile STAR Math: below 40 th percentile		Winter: STAR Early Numeracy: above 60 th percentile STAR Math: above 40 th percentile
	Spring: STAR Early Numeracy: below 60 th percentile STAR Math: below 25 th percentile		Spring: STAR Early Numeracy: above 60 th percentile STAR Math: above 25 th percentile
	Fall: STAR Math: below 40 th percentile		Fall: STAR Math: above 40 th percentile
3	Winter: STAR Math: below 40 th percentile	<ol style="list-style-type: none"> STAR Math Curriculum Based Assessments 	Winter: STAR Math: above 40 th percentile
	Spring: STAR Math: below 25 th percentile		Spring: STAR Math: above 25 th percentile
	Fall: STAR Math: below 40 th percentile		Fall: STAR Math: above 40 th percentile
	Winter: STAR Math: below 40 th percentile		Winter: STAR Math: above 40 th percentile
	Spring: STAR Math: below 25 th percentile	Spring: STAR Math: above 25 th percentile	

RTI ENTRANCE & EXIT CRITERIA

4-6	Below State Level Proficiency	<ol style="list-style-type: none"> 1. STAR Math 2. Curriculum Based Assessments 3. NYS Assessments 	ABOVE State Level Proficiency
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<p>Eligibility Requirements for Middle & High School Intervention Services</p> <p>Intervention Services are required for:</p> <ul style="list-style-type: none"> • A score below state standards on required New York State exams. <p>Intervention Services are recommended if at least two of the following are evident:</p> <ul style="list-style-type: none"> • Star Enterprise Assessments – Lack of Progress • Academic performance not satisfactory to the grade level norm • Classroom management behaviors that impede student learning, such as organization, ability to focus, study habits, and ethics. • Attendance rate that affects academic progress • Other standardized assessments with a stanine of 4 or below • Writing Rubric from New York State Proficiencies • Teacher recommendations with Curricular-based measures <p>The following tools will be used for progress monitoring:</p> <ul style="list-style-type: none"> • Star Enterprise • Writing Rubric from New York State Proficiencies <p>Exit Criteria:</p> <ul style="list-style-type: none"> • Successful completion of state assessments to exit mandated intervention services • Star Enterprise and other forms of progress monitoring to exit short-term interventions • Writing Rubric from New York State Proficiencies
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