South Huntington Schools

Response to Intervention Guidance

ACKNOWLEDGEMENTS

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Historically, Response to Intervention (RtI) programs have been used to formulate high-quality academic systems, assist behavioral systems, monitor student progress, adapt instructional methods to changing needs, and guide other decisions critically affecting the primary, supplemental, and special education of children. Recently, however, lawmakers have come to appreciate that RtI programs can also prevent potential learning problems and provide additional support for children with specific learning disabilities. Consequently, federal law now requires state departments of education to develop and implement RtI to close achievement gaps for all students, including students at risk, students with disabilities, and English language learners.

Decision Making Process

1. Identify and Define Needs
2. Analyze for Causes
3. Develop a Plan
4. Implement and Monitor Plan
5. Evaluate and Adjust the Plan
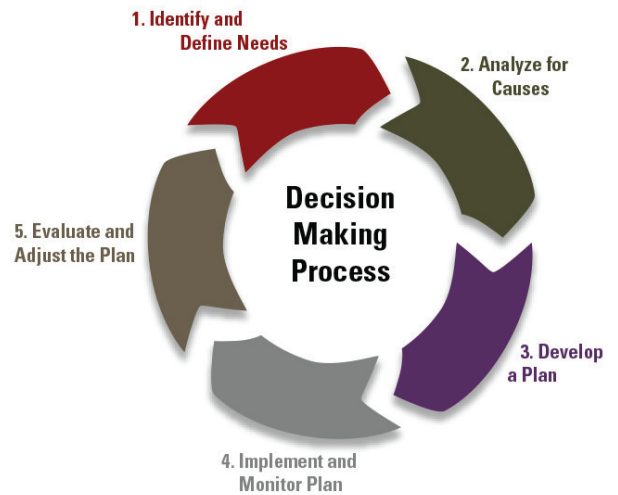
The purpose of this manual is to guide our district with implementing an RtI program for ALL Kindergarten through Grade 8 students, including learning disabled children subject to federal and state mandates. The manual first outlines the federal basis, fundamental benefits, and core components of RtI programs generally, including a multi-tiered comprehensive assessment plan, professional development of staff, and documentation and evaluation of program services for Grades K-8. Finally, this manual discusses the behavior and the district's CBI policy, Special Education considerations, parental/guardian involvement, and other keys to successful implementation of the RtI program.

Federal Basis

The Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 authorizes the use of scientific, research-based intervention methods to determine a child's eligibility for learning disability educational services.

> (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 … [but instead] may use a process that determines if the child responds to a scientific, research-based intervention as a part of the evaluation procedures…. (20 U.S.C. §1414(b) (A) and (B))

> IDEIA 2004 does not preclude use of the achievement-ability methods for identifying learning disabled students. Rather, it recognizes alternative methods grounded on "scientific, research-based intervention."

To qualify for IDEIA 2004 services, however, a child must first receive and fail to respond adequately to good instruction and appropriate intervention in regular educational settings.

(To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics, the group must consider … data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by quali ed personnel; and data-based documentation of repeated assessments of achievement at reasonable intervals. (34 C.F.R. §300.309(b))

Accordingly, and working in concert with the No Child Left Behind Act of 2001 (NCLB), IDEIA 2004 initially requires general education teachers and staff to monitor and measure student response to individual instruction and intervention in the general education classroom. Only then, if a child consistently fails to progress adequately despite systematic and research-grounded classroom interventions, can the child become federally eligible for special education services.

State Basis

According to the New York State Education Department (NYSED) effective as of July 1, 2012 school districts were required to have an RtI plan in place as part of the process to determine if a student in grades K-4 has a learning disability in the area of reading. In October 2013, the NYSED gave the option to school districts to provide an RtI program, instead of, or in addition to, an Academic Intervention Service (AIS) program to eligible students in other grades and subjects other than K-4 reading based on the requirements of sections 100.2 (ee)(7) and 100.2 (ii) of the Commissioner's Regulations.

NYSED has established criteria for determining whether a student has a learning disability and is eligible for special education. In part, these criteria require Child Study Teams to determine that a student's underachievement is not due to limited English proficiency or lack of appropriate instruction in reading (including the five essential components) or mathematics. RtI data can assist in this determination and, along with other individual evaluation methods, provide important information about how children learn and can overcome learning difficulties.

RtI is one such method which provides a scientifically researched and validated framework for reliably identifying and effectively matching best instructional practices to individual student needs.

NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION (NASDE) 2006.

The primary purpose of any RtI program is the effective instruction of all children through

- development of a multi-tiered model for service delivery;
- early identification of individual student needs;
- use of problem-solving or standard protocol methods to make decisions within the multi-tiered model;
- reliance on research-based, scientifically validated instruction methods and interventions; and
- screening, diagnostics, and progress monitoring assessments to inform instruction and interventions.

To achieve this purpose, every RtI program must contain four components:

1. multiple layers or "tiers" of instructional practice;
2. high-quality professional development;
3. a comprehensive assessment plan; and
4. documentation and evaluation of fidelity processes.

Each core component is briefly described on the following pages, followed by a more detailed treatment in each Tier of the RtI program specifically recommended for South Huntington schools.

Multi-Tiered Instruction

Our district's RtI program will use a multi-tiered service delivery model with distinctive support structures built into each tier to guide teachers with choosing available and appropriate curricula tools, assessments and instructional practices conducive to academic achievement.

Few students will need the most intensity to make adequate academic progress.	**Tier III**
Some students will need more intense instruction in addition to the general curriculum.	**Tier II**
The majority of the students should respond to and benefit from the core curriculum standards. Prevention activities are incorporated for those identified as "at-risk."	**Tier I**
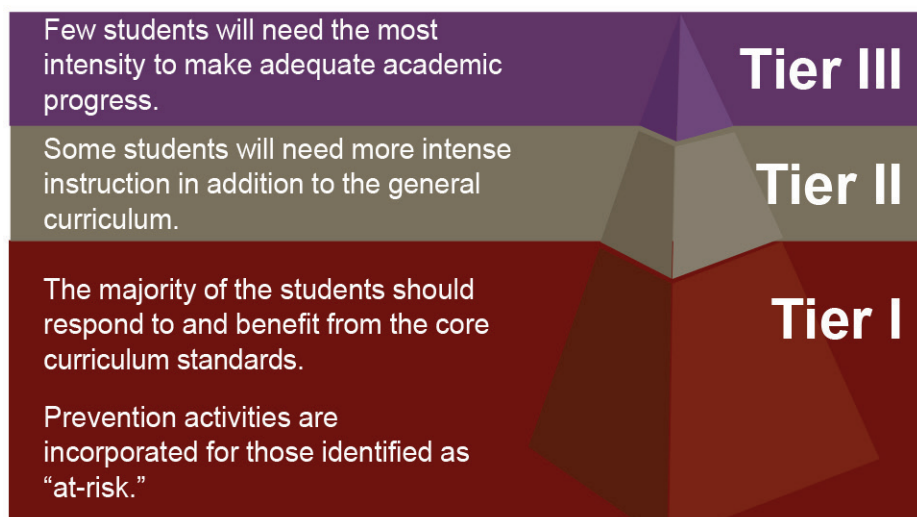
Tier I Description

Tier I is designed to serve all students in the school, including ELLs and students with disabilities with well-supported core curricular and instructional programs. Instruction at Tier I is intended to be proactive and preventative. In Tier I, teachers use content rich curriculum that reflects New York State Common Core Learning Standards. Continuous monitoring of fidelity to South Huntington's process will ensure accurate and consistent delivery. All students are screened at least three times per year in reading and math. Generally, students in Tier I respond well to whole and small group instruction which is differentiated and scaffolded.

Tier II Description

Tier II level of instruction includes Tier I instruction and additional intervention with specific assessments to progress monitor student response. What begins to distinguish Tier II from Tier I are more specific guidelines. It is conducted by trained and supervised personnel and can be provided in or outside of the classroom. Group size, frequency, duration and setting become particular in Tier II.

Tier II interventions are to occur for a minimum of two — three designated sessions per week. Targeted support provided in the classroom may be divided over a number of sessions during the course of a week.

Lastly, the process of providing a route to intervention for Tier II is systematic, urgent, timely, directive, equitable, and targeted on specific goals.

Tier II Grouping Guidelines

Grade Bands	Group Size
K-2	5-8
3-5	6-10
6	10-15
7-8	8-12

Tier III Description

Tier III level of instruction is often delivered with individual student goals in mind. It focuses on any student who has not responded to Tier II interventions and data indicate further intensification is needed. Much like Tier II, Tier III directly relates to providing intensifications in curricular tools and instructional pedagogy.

Interventions typically are conducted by trained specialists and can be delivered in or outside of the classroom on a daily basis, providing five sessions per week[1]. Tier III is characterized by having very detailed prescriptions directly aligning skill-deficit(s) to intensified instruction, appropriate group size, and an increase in sessions. In some cases when a student's need is great and school-based teams agree that changing the student's schedule to provide additional classes may be warranted within Tier III intensifications.

Special attention is paid to the rate of learning that is taking place and a sustained lack of adequate progress. Like Tier II, the process of providing a route to intervention is systematic and targeted on specific goals.

Tier III Grouping Guidelines	
Grade Bands	Group Size
K-2 ——————•	4-6
3-5 ——————•	4-7
6 ——————•	8-12
7-8 ——————•	8-12

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[1]Careful consideration should be given to grouping practices and shall include recommendations made by curricular providers and publishers.

High Quality Professional Development

Like any newly implemented system, RtI requires professional development—and prioritizing professional development. Therefore, in accordance with our district's professional development, plan, training opportunities will be coordinated at the district and/or building level to support implementation and use of effective teaching strategies, curricula tools and assessments.

Comprehensive Assessment Plan

NYSED requires each school district's RtI process to contain a comprehensive assessment plan that includes a variety of formal and informal measures to collect data on student performance. This assessment data is used to make informed decisions about student learning and instructional needs. Districts must ensure that these assessments are aligned with the curriculum and are reliable and valid. A comprehensive assessment system informs educators and families regarding student performance on district, school and classroom assessments and their relationship to ongoing instructional practice. Various types of assessments are required because they provide different types of information regarding performance and they must be appropriate to the student population being assessed. In addition, decisions regarding student learning and instructional needs should be based on multiple data sources. A summary of various types of assessments is provided in the chart below.

Assessment	Time Frame	Students Assessed	Main Purposes
Screening	Three times per year (Fall, Winter, Spring)	All students	• determine risk status • determine instructional groups • helps teachers differentiate instruction based upon identified instructional needs
Diagnostic	As needed	Selected students (when more information is needed to modify the intervention plan)	• helps plan instruction • helps teachers differentiate instruction based upon identified instructional needs
Growth Monitoring	Determined by Tier placement	All students	• determine if students are making adequate progress with current instruction • inform school-wide action plans
Outcome	End of school year	All students	• gives school staff feedback about the overall effectiveness of their instructional programs. • inform school-wide action plans

Fidelity to RtI

Documentation and evaluation is crucial to the fidelity and integrity of any RtI program.

Fidelity = in this context, means delivery of research- based interventions in the manner and at the times intended.

Integrity = means timely performance and analysis of all universal screening, progress monitoring, diagnostic, and outcome data assessments, followed by decisions based on the data.

Because of their critical importance to any RtI process, both school and district teams should budget adequate time and personnel to ensure proper documentation and evaluation of program fidelity and integrity throughout the school year.

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Progress*

NO Progress*

Change Service Plan or Consider Tier Movement

Progress*
OR
NO Progress*
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Observed &
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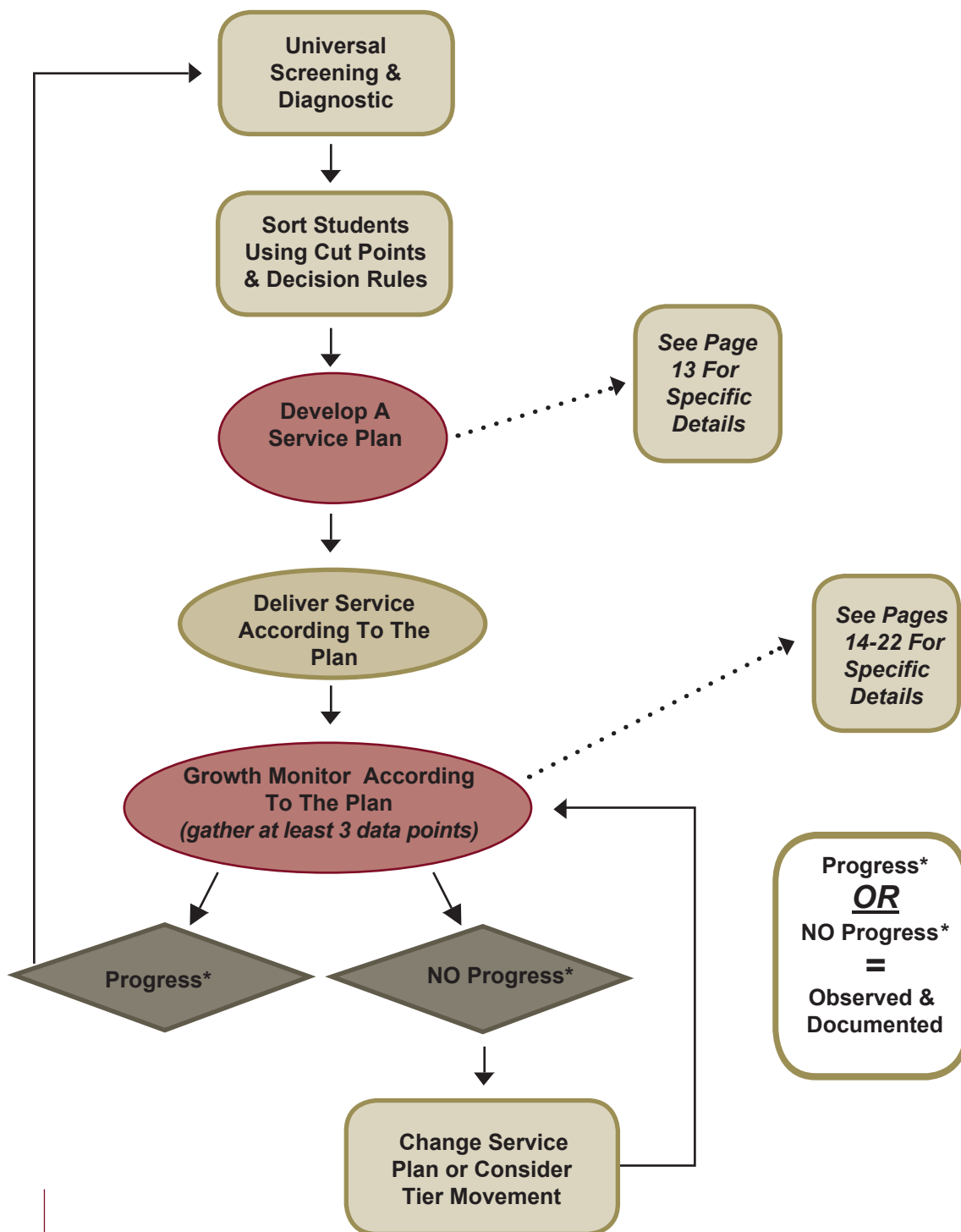
Special NOTE

In order to utilize the full potential of iReady reports, the Stakeholder team strongly encourages **at least two** growth monitoring scores to be utilized when teams are deciding to move students in or out of a Tier. Also, prior to referring a student for Special Education Services, teams must consider the Rule-Out Factors located on page 25. For Special Education Students not responding, please refer to page 24.

Schools are encouraged to follow the RtI program detailed throughout this manual. South Huntington has chosen to design its program as a hybrid model combining both standard and progress monitoring protocols. Data are collected to determine which students need additional support and a selected group of interventions are utilized immediately to meet the needs of most students in need of supplemental intervention. These evidence-based interventions are selected for specific areas of concern. Staff are highly trained in using these interventions as well as knowing when each is best to use. Growth monitoring (a.k.a progress monitoring), technically, is for all students no matter the tier. For example, Tier I students are growth monitored using the core program embedded formative and summative assessments. Specifically, Tiers II and III may utilize monitoring assessments that are far more specific in basic skills deficits. It is expected that data begins to be collected as soon as students begin receiving intervention. Schools then use that data within a problem- solving process to analyze student progress, to determine which interventions should be used, and also to create individualized and highly customized intense interventions for individual students when needed. Schools also apply decision-rules to establish the efficacy of the intervention. Progress monitoring occurs to determine if the intervention should continue, be adjusted, or end.

Ultimately, in analyzing student response to instructional plans, teams must evaluate student achievement gains in terms of the type and/or degree of intensification provided by the school personnel delivering the plan.

Depending on the student, an instructional plan may prescribe more than one intensification; therefore, it is critical to evaluate the effect of each in the overall plan while balancing the need for meeting efficiency and adherence to time constraints. Types of intensifications include and are not limited to the following.

- **Instructional** – *(how we teach)* – typically, changes in teaching methodology to incorporate new strategies (such as inquiry learning, multi-sensory, and direct-explicit pedagogy);

- **Curricular** – *(what we teach with)* – typically, changes in materials (such as core curriculum, anthologies, and Wilson Fundations);

- **Structural** – *(when, where, how often)* typically, changes in delivery of instruction (such as frequency/duration, setting, or group size); and,

- **Behavioral** – typically, changes in program approach noted in district's CBI manual.

TIER I: K-2

Cut Points and Decision Rules

Placement Into Tier I

Primary Data Source(s):

Schools should use iReady's values to place students into Tier I. Please refer to the following sources for placement: Diagnostic Reports titled **Student Profile** and **Class Profile**, and **Intervention Screener Report** located within the iReady system.

In addition to iReady values, placement into Tier I may be based on the following:
(1) the most current diagnostic assessment, when applicable, indicating grade level proficiency for incoming 1st grade through 2nd grade students; and
(2) a score of 26th percentile or above on any subtest of the DIAL-4 for incoming Kindergarten students.

Supporting Data Source(s):

Prior year NWEA RIT values, incoming Pre-LAS Kindergarten scores, English proficiency level, report cards, diagnostic assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/transition information for all students, when applicable, may be used in placing students into Tier I.

Movement from Tier I

Primary Data Source(s):

In reading and language arts and mathematics, movement to Tier II or III will primarily depend on winter and/or spring iReady screening results. However, when applicable, teams should administer and consider appropriate growth–monitoring assessment results for reading and language arts and mathematics. Please refer to the Appendix for an **Assessment Inventory** for potential growth–monitoring assessments.

Supporting Data Source(s):

Prior year NWEA results, report cards, diagnostic and progress monitoring assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/transition information for all students, when applicable, may be used in movement consideration. Please refer to the Appendix for an Assessment Inventory for potential supporting data sources.

Special NOTE

Tier I type(s) of curricular and instructional supports should remain as the key focus for Kindergarten until January. When applicable, for new students enrolling in the district after the fall and winter screening time periods, great effort should be made to universally screen said students no later than by the end of October (fall) and end of February (winter).

In order to utilize the full potential of iReady reports, the Stakeholder team strongly encourages at least two growth monitoring scores to be utilized when teams are deciding to move students in or out of Tier I.

Cut Points and Decision Rules

Placement Into Tier II

Primary Data Source(s):

Schools should use iReady's values to place students into Tier II. Please refer to the following sources for placement: Diagnostic Reports titled **Student Profile** and **Class Profile**, and **Intervention Screener Report** located within the iReady system.

In addition to iReady values, placement into Tier II may be based on the following:
(1) the most current diagnostic assessment, when applicable, indicating grade level proficiency for incoming 1st grade through 2nd grade students; and
(2) a score of 25th percentile or below on any subtest of the DIAL-4 for incoming Kindergarten students.

Supporting Data Source(s):

Prior year NWEA RIT values, incoming Pre-LAS Kindergarten scores, English proficiency level, report cards, diagnostic assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/transition information for all students, when applicable, may be used in placing students into Tier II.

Movement from Tier II

Primary Data Source(s):

In reading and language arts and mathematics, movement to Tier I or III will primarily depend on winter and/or spring iReady screening results. However, when applicable, teams should administer and consider appropriate growth-monitoring assessment results for reading and language arts and mathematics. Please refer to the Appendix for an **Assessment Inventory** for potential growth- monitoring assessments.

Supporting Data Source(s):

Prior year NWEA results, report cards, diagnostic and progress monitoring assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/ transition information for all students, when applicable, may be used in movement consideration. Please refer to the Appendix for an Assessment Inventory for potential supporting data sources.

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In order to utilize the full potential of iReady reports, the Stakeholder team strongly encourages at least two growth monitoring scores to be utilized when teams are deciding to move students in or out of Tier II.

Cut Points and Decision Rules

Placement Into Tier III

Primary Data Source(s):

Schools should use iReady's values to place students into Tier III. Please refer to the following sources for placement: Diagnostic Reports titled **Student Profile** and **Class Profile**, and **Intervention Screener Report** located within the iReady system.

In addition to iReady values, placement into Tier III may be based on the following:
(1) the most current diagnostic assessment, when applicable, indicating below grade level proficiency for incoming 1st grade through 2nd grade students; and
(2) a score of 16th percentile or below on any subtest of the DIAL-4 for incoming Kindergarten students.

Supporting Data Source(s):

Prior year NWEA values, incoming Pre-LAS Kindergarten scores, English proficiency level, report cards, diagnostic assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/transition information for all students, when applicable, may be used in placing students into Tier III.

Movement from Tier III

Primary Data Source(s):

In reading and language arts and mathematics, movement to Tier I or II will primarily depend on winter and/or spring iReady screening results. However, when applicable, teams should administer and consider appropriate growth-monitoring assessment results for reading and language arts and mathematics. Please refer to the Appendix for an **Assessment Inventory** for potential growth- monitoring assessments.

Supporting Data Source(s):

Prior year NWEA results, report cards, diagnostic and progress monitoring assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/ transition information for all students, when applicable, may be used in movement consideration. Please refer to the Appendix for an Assessment Inventory for potential supporting data sources.

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In order to utilize the full potential of iReady reports, the Stakeholder team strongly encourages at least two growth monitoring scores to be utilized when teams are deciding to move students in or out of Tier III.

Cut Points and Decision Rules

Placement Into Tier I

Primary Data Source(s):

Schools should use iReady's values to place students into Tier I. Please refer to the following sources for placement: Diagnostic Reports titled *Student Profile* and *Class Profile*, and *Intervention Screener Report* located within the iReady system.

In addition to iReady values, placement into Tier I may be based on the following supporting data sources:

Supporting Data Source(s):

Prior year NWEA RIT values and respective New York State Assessment ELA and Mathematics Assessments, English proficiency level, report cards, diagnostic assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/transition information for all students, when applicable, may be used in placing students into Tier I.

Movement from Tier I

Primary Data Source(s):

In reading and language arts and mathematics, movement to Tier II or III will primarily depend on winter and/or spring iReady screening results. However, when applicable, teams should administer and consider appropriate growth–monitoring assessment results for reading and language arts and mathematics. Please refer to the Appendix for an *Assessment Inventory* for potential growth–monitoring assessments.

Supporting Data Source(s):

Prior year NWEA results, report cards, diagnostic and progress monitoring assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/ transition information for all students, when applicable, may be used in movement consideration. Please refer to the Appendix for an Assessment Inventory for potential supporting data sources.

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In order to utilize the full potential of iReady reports, the Stakeholder team strongly encourages at least two growth monitoring scores to be utilized when teams are deciding to move students in or out of Tier I.

Cut Points and Decision Rules

Placement Into Tier II

Primary Data Source(s):

Schools should use iReady's values to place students into Tier II. Please refer to the following sources for placement: Diagnostic Reports titled *Student Profile* and *Class Profile*, and *Intervention Screener Report* located within the iReady system.

In addition to iReady values, placement into Tier II may be based on the following supporting data sources

Supporting Data Source(s):

Prior year NWEA RIT values and respective New York State Assessment ELA and Mathematics Assessments, English proficiency level, report cards, diagnostic assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/ transition information for all students, when applicable, may be used in placing students into Tier II.

Movement from Tier II

Primary Data Source(s):

In reading and language arts and mathematics, movement to Tier I or III will primarily depend on winter and/or spring iReady screening results. However, when applicable, teams should administer and consider appropriate growth–monitoring assessment results for reading and language arts and mathematics. Please refer to the Appendix for an *Assessment Inventory* for potential growth–monitoring assessments.

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Prior year NWEA results, report cards, diagnostic and progress monitoring assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/ transition information for all students, when applicable, may be used in movement consideration. Please refer to the Appendix for an Assessment Inventory for potential supporting data sources.

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In order to utilize the full potential of iReady reports, the Stakeholder team strongly encourages at least two growth monitoring scores to be utilized when teams are deciding to move students in or out of Tier II.

Cut Points and Decision Rules

Placement Into Tier III

Primary Data Source(s):

Schools should use iReady's values to place students into Tier III. Please refer to the following sources for placement: Diagnostic Reports titled **Student Profile** and **Class Profile**, and **Intervention Screener Report** located within the iReady system.

In addition to iReady values, placement into Tier III may be based on the following supporting data sources:

Supporting Data Source(s):

Prior year NWEA RIT values and respective New York State Assessment ELA and Mathematics Assessments, English proficiency level, report cards, diagnostic assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/transition information for all students, when applicable, may be used in placing students into Tier III.

Movement from Tier III

Primary Data Source(s):

In reading and language arts and mathematics, movement to Tier I or II will primarily depend on winter and/or spring NWEA screening results. However, when applicable, teams should administer and consider appropriate growth-monitoring assessment results for reading and language arts and mathematics. Please refer to the Appendix for an **Assessment Inventory** for potential growth- monitoring assessments.

Supporting Data Source(s):

Prior year NWEA results, report cards, diagnostic and progress monitoring assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/ transition information for all students, when applicable, may be used in movement consideration. Please refer to the Appendix for an Assessment Inventory for potential supporting data sources.

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When applicable, for new students enrolling in the district after the fall and winter screening time periods, great effort should be made to universally screen said students no later than by the end of October (fall) and end of February (winter).

In order to utilize the full potential of iReady reports, the Stakeholder team strongly encourages at least two growth monitoring scores to be utilized when teams are deciding to move students in or out of Tier I.

Cut Points and Decision Rules – Placement Into Tier I

Primary Data Source(s):

Schools should use iReady's values to place students into Tier I. Please refer to the following sources for placement: Diagnostic Reports titled **Student Profile** and **Class Profile**, and **Intervention Screener Report** located within the iReady system.

In addition to iReady values, placement into Tier I may be based on the following supporting data sources:

Supporting Data Source(s):

Prior year NWEA RIT values and respective New York State Assessment ELA and Mathematics Assessments, English proficiency level, report cards, diagnostic assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/transition information for all students, when applicable, may be used in placing students into Tier I.

Movement from Tier I

Primary Data Source(s):

In reading and language arts and mathematics, movement to Tier II or III will primarily depend on winter and/or spring iReady screening results. However, when applicable, teams should administer and consider appropriate growth-monitoring assessment results for reading and language arts and mathematics. Please refer to the Appendix for an **Assessment Inventory** for potential growth- monitoring assessments.

Specifically to Mathematics, **(2) Module Topic Unit Tests and (2) Module Quizzes** will be used when considering movement. Specifically to English, **(3) Writing Samples, (2) Stars Unit Reading Tests, and (3) Team-Created (novels, short stories, O'Dell) Units Assessments** will be used when considering movement. Specifically to ENL, **(2) Side-by-Side Unit Tests and (2) Keys to Learning Unit Tests/Quizzes** will be used when considering movement.

Students scoring below 70% and maintaining said average, in conjunction with other primary data sources may be considered for movement. For additional potential assessments, see Appendix, Assessment Inventory for potential growth monitoring assessments and diagnostic assessments.

Supporting Data Source(s):

Prior year NWEA results, report cards, diagnostic and progress monitoring assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/ transition information for all students, when applicable, may be used in movement consideration. Please refer to the Appendix for an Assessment Inventory for potential supporting data sources.

Special NOTE

When applicable, for new students enrolling in the district after the fall and winter screening time periods, great effort should be made to universally screen said students no later than by the end of October (fall) and end of February (winter).

In order to utilize the full potential of iReady reports, the Stakeholder team strongly encourages at least two growth monitoring scores to be utilized when teams are deciding to move students in or out of Tier I.

Cut Points and Decision Rules – Placement Into Tier II

Primary Data Source(s):

Schools should use iReady's values to place students into Tier II. Please refer to the following sources for placement: Diagnostic Reports titled **Student Profile** and **Class Profile**, and **Intervention Screener Report** located within the iReady system.

In addition to iReady values, placement into Tier II may be based on the following supporting data sources:

Supporting Data Source(s):

Prior year NWEA RIT values and respective New York State Assessment ELA and Mathematics Assessments, English proficiency level, report cards, diagnostic assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/transition information for all students, when applicable, may be used in placing students into Tier II.

Movement from Tier II

Primary Data Source(s):

In reading and language arts and mathematics, movement to Tier II or III will primarily depend on winter and/or spring iReady screening results. However, when applicable, teams should administer and consider appropriate growth-monitoring assessment results for reading and language arts and mathematics. Please refer to the Appendix for an Assessment Inventory for potential growth- monitoring assessments.
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Students scoring 70% or higher and maintaining said average, in conjunction with other primary data sources may be considered for movement to Tier I. Students scoring 65% and below and maintaining said average, in conjunction with other primary data sources may be considered for movement to Tier. III. For additional potential assessments, see Appendix, Assessment Inventory for potential growth monitoring assessments and diagnostic assessments.

Supporting Data Source(s):

Prior year NWEA results, report cards, diagnostic and progress monitoring assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/ transition information for all students, when applicable, may be used in movement consideration. Please refer to the Appendix for an Assessment Inventory for potential supporting data sources.

Special NOTE

When applicable, for new students enrolling in the district after the fall and winter screening time periods, great effort should be made to universally screen said students no later than by the end of October (fall) and end of February (winter).

In order to utilize the full potential of iReady reports, the Stakeholder team strongly encourages at least two growth monitoring scores to be utilized when teams are deciding to move students in or out of Tier II.

Cut Points and Decision Rules – Placement Into Tier III

Primary Data Source(s):

Schools should use iReady's values to place students into Tier III. Please refer to the following sources for placement: Diagnostic Reports titled *Student Profile* and *Class Profile*, and *Intervention Screener Report* located within the iReady system.

In addition to iReady values, placement into Tier III may be based on the following supporting data sources:

Supporting Data Source(s):

Prior year NWEA RIT values and respective New York State Assessment ELA and Mathematics Assessments, English proficiency level, report cards, diagnostic assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/transition information for all students, when applicable, may be used in placing students into Tier III.

Movement from Tier III

Primary Data Source(s):

In reading and language arts and mathematics, movement to Tier II or III will primarily depend on winter and/or spring iReady screening results. However, when applicable, teams should administer and consider appropriate growth-monitoring assessment results for reading and language arts and mathematics. Please refer to the Appendix for an *Assessment Inventory* for potential growth- monitoring assessments.

Specifically to Mathematics, **(2) Module Topic Unit Tests and (2) Module Quizzes** will be used when considering movement. Specifically to English, **(3) Writing Samples, (2) Stars Unit Reading Tests, (3) Team-Created (novels, short stories, O'Dell) Units, and iLit Assessments** will be used when considering movement. Specifically to ENL, **(2) Keys to Learning Unit Tests/Quizzes will be used when considering movement.**

Students scoring 65% or higher and maintaining said average, in conjunction with other primary data sources may be considered for movement to Tier II or if applicable, Tier I. For additional potential assessments, see Appendix, Assessment Inventory for potential growth monitoring assessments and diagnostic assessments.

Supporting Data Source(s):

Prior year NWEA results, report cards, diagnostic and progress monitoring assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/ transition information for all students, when applicable, may be used in movement consideration. Please refer to the Appendix for an Assessment Inventory for potential supporting data sources.

Special NOTE

When applicable, for new students enrolling in the district after the fall and winter screening time periods, great effort should be made to universally screen said students no later than by the end of October (fall) and end of February (winter).

In order to utilize the full potential of iReady reports, the Stakeholder team strongly encourages at least two growth monitoring scores to be utilized when teams are deciding to move students in or out of Tier III.

RTI AND BEHAVIOR (CBI)

The district's CBI Handbook was designed to provide teachers and staff members with an overview of what the Changing Behavior Initiative (CBI) is in the South Huntington School District. It was also designed to provide South Huntington employees with the background of Behavioral Response to Intervention (RtI), how it differs in each school, and to provide resources for further information.

The goals for the Changing Behavior Initiative are as follows:

- increase effective classrooms, school environments and supports that offer a continuum of care for all students;

- develop responsive school teams able to integrate necessary behavior supports with academics for each student; and

- develop building procedures that are time efficient and provide a continuum of care in addressing behavioral barriers to academic success.

When a student's need(s) directly relate to behavior problems, school data teams are directed to use the CBI Handbook as their guide in addressing the problem(s).

Rule-Out Factors and Pre-Referral Checklist

A student shall not be determined to have a learning disability if it is determined that the eligibility is primarily due to a visual, hearing, motor disability; an intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

Regulations require that in order to determine a child's eligibility for classification, various factors are considered including but not limited to appropriate instruction in reading and/or math or a child's language learning needs.

School teams are strongly encouraged to consider, closely, the following rule-out factors before referring a student for a CSE. When it is determined that a student already receiving special education services is not making expected progress, teams should refer the plans and students back to the appropriate CSE chair.

RTI AND SPECIAL EDUCATION

☐Y or ☐N Attendance records were analyzed (interrupted formal education for a long period of time).

☐Y or ☐N The student achieved high quality core instruction in the area of academic concern.

☐Y or ☐N The classroom teacher(s) gave additional individualized academic support to the student beyond that provided in core instruction (documentation provided).

- Intervention ideas contained in the plan met the district's criteria as 'evidence-based'.
- Student academic baseline and goals were calculated, and progress-monitoring data were collected to measure the impact of the plan.
- Each intervention trial lasted a minimum period of time per this guidance document.

☐Y or ☐N The student's cumulative RtI information indicates that an adequate effort in the general-education setting had been made to provide supplemental interventions.

- More than one intervention was tried
- Each intervention trial lasted a minimum period of time per this guidance document.

☐Y or ☐N Each Tier II/III intervention plan showed evidence that:

- Instructional programs or practices met the district's criteria of 'evidence-based.
- The intervention was selected because it logically addressed the area(s) of academic deficit(s) for the target student.
- Grouping best-practices provided the best student support (ratio, size, type of group).
- Each intervention trial lasted a minimum period of time per this guidance document.

☐Y or ☐N For each Tier II/III intervention being reviewed, the school calculated a 'predicted' goal for student progress to be attained by the end of the intervention period. The goal:

- Was based on acceptable and applicable norms for student growth.
- Represented a realistic prediction of student growth that was sufficiently ambitious.

☐Y or ☐N When applicable, ELL Home and New Language achievement and ability to respond was tested and findings were included and guided the intervention plan.

☐Y or ☐N Parent involvement in team's decision-making is evident.

☐Y or ☐N A full review of the student's cumulative file occurred.

☐Y or ☐N Significant medical issues were analyzed and appropriate personnel gave input during the decision making process (extended illness, hospital stays, injuries, visual and hearing impairments).

☐Y or ☐N Cut points and decision-rules per this guidance policy were adhered to with fidelity and integrity.

☐Y or ☐N A comprehensive assessment plan was utilized to measure student need, identify deficits, and monitor response or non-response with fidelity and integrity.

PARENTAL INVOLVEMENT

We believe an effective educational partnership that includes parents and/or guardians, families, students, and community members is necessary to increase success of students and schools. True collaboration must include parents and/or guardians and families in the educational experience. Parents and/or guardians have information and expertise with regard to their children beyond what schools will know. They are able to share history and significant events that have occurred in the life of the child or family. Involvement in a tiered service delivery model or RtI process is characterized by meaningful two-way communication. Schools must empower parents and/or guardians and families as equal partners in support of their children's learning, informing them of intervention options for their children before they are implemented. Understanding and respect for cultural differences is vital when attempting to engage families and foster community support and should be taken into account in intervention plans. Schools need to recognize that cultural understanding requires more than just awareness.

Parents and/or guardians should be notified in writing if their child needs an intervention beyond that which is provided to all students in the classroom in an RtI process. Parents and/or guardians should be encouraged to monitor and ask questions about their child's progress or lack of progress. Because intervention and progress monitoring may be a new experience for many parents and guardians, team members and classroom teachers must take special care to educate about the purpose of each step in the process to ensure their cooperation and participation.

State Basis

According to the NYSED Office of Bilingual Education and Foreign Language Studies, English Language Learners (ELLs) should attain the highest level of academic success and proficiency according to their individual learning needs in multiple languages. NYSED believes that all teachers are teachers of ELLs. Within the RtI framework, there are various factors to consider ensuring that ELLs receive the appropriate instructional support to achieve grade level learning standards, such as core programming, linguistically appropriate instruction and instructional intensification.

Core Programming

In South Huntington Schools, there are two types of core instructional program models provided to fulfill mandates of language services for students who are identified as ELL, which are as follows:

1) English as a New Language (ENL) program in which the frequency of services is dictated by the students' English proficiency level, as assessed by the NYSESLAT or NYSITELL. Students receive this service regardless of their instructional setting or program, i.e. inclusion, dual language, etc.

2) Bilingual Program is core instruction in the content areas provided in the home language (L1) as well as the new language (L2) to meet grade level curricular benchmarks; in grades K-5, dual language programming models and in grades 6-8, transitional bilingual programs are in place.

Linguistically Appropriate Instruction

As a part of the core program, instruction for ELL students must be both culturally responsive and linguistically appropriate, i.e. matching the student's language developmental needs in the home (L1) and new (L2) language, and delivered at levels pursuant to Commissioner's Regulations Part 154. All teachers of ELLs need to design and deliver lessons/units that provide integrated language and content instruction to support language development through sheltered instructional strategies.

Instructional Intensification

Movement to Tier II and/or III refers to the level of intensification of curricular tools, instructional practices, and structural components of an intervention plan. A change of tier placement does not result in the addition of support classes automatically; changes can only be made when a building data team collaboratively agrees that additional support classes are in the best interest of a student. Specifically, for students who are enrolled in a dual language program or transitional bilingual, teams should take into consideration multiple measures of both home (L1) and new (L2) language to determine the most adjustment to the structure of the student's intervention plan.

When determining appropriate instruction/intervention at all tier levels for ELL students, the following must be considered:
- The amount and type of ENL instruction that the student has received in the past and is currently receiving
- The amount and type of home language (L1) 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 ENL personnel serve on the instructional decision-making team.

Second Language Continuum

The development of language proficiency for ELLs is viewed as a continuum of stages. Research indicates that progressing through these stages of second language may take six years or longer. Therefore, when an ELL struggles, school teams must consider whether the instructional and language demands are appropriate for the child's language proficiency level, and, if not, provide appropriate instruction, before considering other factors. Each language proficiency stage is briefly described below. It is intended to use these descriptors as a guide to modify instructional activities so students can work towards grade-level standards.

	New Language	Home Language
Entering	A Student who is first encountering English. There is an association with the transition between little to no participation, to integrating basic words and phrases. Students need intensive support in advancing their social and academic language knowledge.	A Student who has experience with listening and speaking social language and may include some knowledge of oral academic language (e.g. church, listening to TV news), but little experience with written academic language (e.g. SIFE, heritage language students).
Emerging	A Student who is integrating words and phrases and basic sentence patterns that allows for increased communication in English. Students at this level need consistent support in advancing their social and academic language knowledge.	A Student who has experience using their oral language skills as a platform to develop and integrate written academic language.
Transitioning	A Student who has gained basic knowledge of academic words, phrases and sentences in English such that they can participate. Students at this level need frequent support in advancing their academic language knowledge.	A Student who has experience and can apply academic language in specific settings (e.g. a student who is more familiar reading non-fiction and experiences difficulties with fiction) and tasks (e.g. has developed an understanding of academic language in reading but written skills lag behind.
Expanding	A Student who has gained foundational academic language in English sufficient to productively participate.Students at this level need periodic targeted and specific support to advance their academic language knowledge.	A Student who has experience in social and academic language but who need specific support in mastering disciplinary academic language (e.g. reading and writing history/ social studies vs. reading and writing science).
Commanding	A Student who has mastered academic language in English such that their language skills allow for content knowledge development. Students at this level need minimal support to advance their academic language knowledge.	A Student who has experience and masters academic language in the home language.

Monitoring Progress for Language Development

An understanding of the language continuum guides decision making regarding a student's academic progress. New language (L2) may be formatively assessed through instruction to differentiate instructional tasks at student's varied linguistic levels. Formative assessments include but not limited to observation notes, comparing student performance with rubrics and checklists, and exit slips are examples of feedback that can guide educators in setting new language goals. The following teaching resources are available to assist teachers with planning differentiated instruction, identifying learning goals and observing student's English language proficiency in listening, speaking, reading, and writing:

- World Class Instructional Design and Assessment (WIDA) Can Do Descriptors
- NYSED Home and New Language Arts Common Core Progressions
- NYSESLAT Language Proficiency Rubrics
- Locally Developed ENL Reports Cards (K-5)

When conducting assessments and developing instructional programs for an 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 & Ortiiz, 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.

TABLE 1

Differentiation Between Language Differences vs. Language Disability[23]

LANGUAGE AREAS	DIFFERENCE	POSSIBLE DISABILITY/ CONCERNS
Pragmatics: The rules governing social interactions (e.g. turn taking, maintaining topic of conversation).	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.	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).
Syntax: The rules governing the order, grammar, and form of phrases or sentences	Grammatical errors due to native language influences (e.g., student may omit initial verb in a question—You like cake? (omission of Do)). 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).	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).
Semantics: The rules pertaining to both the underlying and the surface meaning of phrases and sentences	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., –The car is muy rapido. In this case, the student knows the concept as well as the needed structure but cannot remember the vocabulary).	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).
Morphology: The rules concerning the construction of words from meaningful units	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., "Joe crayon broke or he will say–the crayon of Joe broke, applying a structure that is influenced by the rules of his/her L1. He/she still demonstrates understanding of the morphologic structure for possession but is demonstrating errors in structure that are directly influenced by his/her L1.)	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.

TABLE 1

Differentiation Between Language Differences vs. Language Disability[23]

LANGUAGE AREAS	DIFFERENCE	POSSIBLE DISABILITY/ CONCERNS
Fluency: Flowing speech that is not marked by excessive interruptions, interjections, and/or repetitions	Student's language does exhibit more interruptions, interjections, and/or repetitions for his/her age, but there are no physical concomitants marking the speech (physical strain or repeated physical actions), and the student does not seem to exhibit a consciousness of his/her dysfluency. Students learning L2 may exhibit interruptions, interjections, and repetitions as they are searching for words while speaking.	Major reliance on gestures rather than speech to communicate in both L1 and L2, even after lengthy exposure to English. The student exhibits not only interruptions, interjections, and/ or repetitions, but also demonstrates physical concomitants that accompany these behaviors such as facial grimacing, leg stomping, or blinking that indicates physical struggle in producing speech. In addition, these students may demonstrate recognition of their dysfluency and try to avoid specific sounds or words. These behaviors will occur in both languages.
Phonology: The rules for combination of sounds in a language	Student may omit specific sound combinations or have difficulty producing certain sounds in the L2 that do not exist in the phonology of the L1 (e.g., student may have difficulty producing the /r/ /l/, /f/, /ch/, or /th/ in L2, or a Tagolog speaker might say –past" instead of–fastl or add a vowel before words that begin with clusters (–I go to eschool.")	Students will demonstrate a delay in the development of the age appropriate sounds in both languages (e.g., a student may consistently have difficulty producing vowels in both language or by middle school the student will still demonstrate initial consonant deletion in both languages).

SECTION IV: APPENDIX

South Huntington's Assessment Inventory

South Huntington's Curriculum Inventory

Universal Screening and Data Dialogue Calendar

Glossary

References and Online Resources

Universal Screening Assessment

Assessment Used	Source of Data for Decisions	Which Grades	Applicable Tiers	Are there Decision Rules or Cut Points	Areas Assessed	Who is responsible for administration or who might be
iReady Diagnostic for Reading and Math	Primary	K-8	All	Yes	Reading and Math	Classroom teachers and trained personnel
DIAL-4	Primary	K	All	Yes	Motor, Language, Cognitive	Trained personnel

Diagnostic Assessments

Assessment Used	Source of Data for Decisions	Which Grades	Applicable Tiers	Are there Decision Rules or Cut Points	Areas Assessed	Who is responsible for administration or who might be
iReady Diagnostic for Reading and Math	Primary	K-8	All	Yes	Reading and Math	Classroom teachers and trained personnel
Selected components of LAS Links for ELL Students (Eng & Span ver)	Primary	K-5	Tiers II and III	Yes	Reading, Writing, Listening, Speaking	ESL/DL teachers and trained personnel
Wilson's Assessment for Decoding and Encoding (WADE)	Primary	K-5	Tiers II and III	Yes	Early Literacy	Classroom teacher, provider, and trained personnel
Wilson's Word Identification and Spelling Test (WIST)	Primary	3-5	Tiers II and III	Yes	Early Literacy	Classroom teacher, provider, and trained personnel
Qualitative Reading Inventory (QRI)-4	Supporting	K-8	Tiers II and III	No	Reading	Reading teachers and trained personnel
Fountas & Pinnell Benchmark Assessment System (BAS) – 3rd Edition	Supporting	K-6	All	No	Reading	Classroom teacher, provider, and trained personnel
Woodcock Reading Mastery Test – 3rd Edition	Supporting	K-8	Tier III	Yes	Early Literacy and Reading	Reading teachers and trained personnel

Progress & Growth Monitoring Assessments

Assessment Used	Source of Data for Decisions	Which Grades	Applicable Tiers	Are there Decision Rules or Cut Points	Areas Assessed	Who is responsible for administration or who might be
iReady Growth Monitoring for Reading and Math	Primary	K-8	All	Yes	Reading and Math	Teachers and trained personnel
iReady Standards Mastery	Supporting	K-8	All	Yes	Early Literacy and Numeracy, Reading and Math	Teachers and trained personnel
Curriculum-based Measurement (CBM) i.e: AIM-SWeb	Supporting	K-8	All	Yes	Early Literacy and Numeracy, Reading and Math	Teachers and trained personnel
End of Unit Module Assessments (including Spanish version)	Primary	K-8 and Dual Lang.	All	No	Math	Teachers and trained personnel
Fundations Unit Tests	Primary	K-2	All	No	Early Literacy & Reading	Teachers and trained personnel
Fountas and Pinnell Running Records	Primary	K-2	All	No	Reading, Fluency, Accuracy and Comprehension	Teachers and trained personnel
Fountas and Pinnell SPANISH Running Records & Reading Inventories	Supporting	K-6	All	No	Reading, Fluency, Accuracy and Comprehension	Classroom teacher, ENL teacher and trained bilingual personnel
Canciones y Cuentos Formative Assessments	Supporting	K-2 Dual Lang.	All	No	Early Literacy	Classroom teacher and trained bilingual personnel
Estrellita Placement Test	Supporting	K-2 Dual Lang.	Tier III – receiving HLS	No	Early Literacy	Classroom teacher, ENL teacher and trained bilingual personnel

Outcome Assessments

Assessment Used	Source of Data for Decisions	Which Grades	Applicable Tiers	Are there Decision Rules or Cut Points	Areas Assessed	Who is responsible for administration or who might be
New York State ELA & Math Tests	Supporting	3-8	All	Yes	Grade Level Core Standards	Classroom teachers and trained personnel
NYSESLAT	Primary	K-8 LEP/ESL Students	All	Yes	Reading, Writing, Listening, Speaking L1 & L2	ESL and bilingual teachers and trained personnel

Reading

Program Used	Level of Instruction	Grades	Applicable Tiers
Core Ready	Core	K-5	All
Engage NY Modules	Supplemental	3-6	All
Wilson's Fundations	Core Supplemental	K-2	All
Wilson Reading System	Intense	2-5	Tier III
Wilson Just Words	Supplemental	3-5	Tier II
Estrellita	Supplemental	K-2	All
Canciones y Cuentos	Core	K-2	All
Soluciones	Intense	2-5	Tier III (Spanish SIFE)
Reading A-Z	Supplemental	K-6	All
Leveled Literacy Intervention (LLI)	Intense	K-6	Tier III
Lindamood Bell VV	Intense	3-5	Tier III
Odell Units	Core Supplemental	6-8	All
iLit	Intense	6-8	Three
Castle Learning	Supplemental	7-12	All
Wordly Wise	Core Supplemental	6	All
Reading Eggs & Raz Kids	Supplemental	K-2	All
ThinkCERCA	Supplemental	6-8	All
On Demand Writing Tasks	Core	K-2	All

Mathematics

Program Used	Level of Instruction	Grades	Applicable Tiers
Engage NY Modules	Core	K-8	Tier I
Touch Math	Intense	K-2	Tier III
Mathseeds	Supplemental	K-2	All
Castle Learning	Supplemental	2-5	Tier III
Intense	6-8	All	Tier II
Success Maker	Intense	6-8	Tier III
Do the Math	Intense	1-5	Tier III

Behavior Intervention Plan
A plan based on a Functional Behavior Assessment (FBA) and developed and implemented by a collaborative team, which includes the student and parent. The plan includes positive behavior supports (PBS), identified skills for school success, and specific strategies for behavioral instruction.

Curriculum-Based Measures (CBMs)
Direct assessments of a student skill in a manner standardized and aligned to state content standards and screening. Typically, CBM assessments present brief, timed, and discrete problems and measure both fluency and accuracy of student response, with results graphed and compared to normative peers to illustrate the student's progress.

Collaboration
A systematic process of cooperation between two or more people with shared goals acting in a climate of trust.

Collaborative Team
A group of two or more people who, in collaboration (defined above), meet on a scheduled or as-needed basis for a specific purpose or function. Collaborative teams can be formed at both district and school levels.

Data-Dialogue
The process by which a team comes together, examines particular data, and makes instructional decisions.

Data-Driven Decision-making
The process of deciding matters affecting student success (both academic & behavioral) based on progress monitoring data.

Diagnostic Assessment
Please refer to page 11.

Duration
The length (in minutes) of a session times the number of sessions per school year. "Sufficient duration" depends on a number of factors, including the selected intervention program or strategy, age of the student, and severity of the deficit involved.

Evidence-based instruction/interventions
See Research-based instruction/intervention/practice.

Fidelity
Delivery of curricula and/or interventions in the manner and at the times intended.

Flexible Grouping
A form of prescriptive, focused, research-based intervention by a trained or skilled staff member, regardless of the student's special or general education category or the staff member's special or general education job title.

Focused Assessment
A formal or informal assessment targeted at a specific plan, program, or intervention service delivered to a student.

Frequency
How often a behavior, intervention, or plan service occurs. The three most important factors affecting frequency in Functional Behavior Analysis (FBA) and Response to Intervention (RtI) plans are frequency, intensity, and duration. Frequency, as an element of effective intervention, focuses on fidelity of delivery of the intended service.

Functional Behavior Assessment (FBA)
Often called "Functional Assessment" or "Functional Analysis" in the field of applied behavioral analysis, the process for determining the cause (or "function") of behavior before developing an intervention or Behavior Intervention Plan (BIP).

Gap Analysis
A tool for measuring the difference between current performance and benchmark expectations.

Instructional Intervention
Explicit, tailored, and systematic instruction delivered by a highly skilled teacher to small groups of struggling readers.

Integrity
Timely performance and analysis of all universal screening, progress monitoring, diagnostic, and outcome data assessments necessary to data-driven decision making.

Intensity/Intensification
Changes made to instructional, curricular, structural and behavioral components of RtI such as duration, length, and/or teacher-to-student ratio adjustments to a service plan to better match a student's academic or behavioral needs.

Intervention
Systematic and explicit instruction delivered by either special or general educators to improve performance or accelerate growth relative to a specific, measurable goal. Interventions require valid information about current performance, realistic implementation, and ongoing progress monitoring.

Intense Intervention
Intervention delivered by a highly skilled teacher specialist to small groups, or one on one, with increased opportunity for student practice, teacher feedback, and targeted delivery of intervention services.

Multi-tiered Model
A model that provides different levels of intensity [i.e., universal (Tier I), targeted (Tier II), intensive (Tier III)] based upon student responsiveness to intervention, with ongoing progress monitoring and focused assessment.

Outcome Assessment
Please refer to page 10.

Prescriptive Intervention
An intervention focused on the specific academic or behavioral needs of a student.

GLOSSARY

Problem-Solving Process
An interdisciplinary, collaborative team process, based on a multi-tiered model, that includes data-driven decision making, parent/school partnerships, progress monitoring, focused assessment, flexible service delivery, and prescriptive interventions.

Problem-Solving Team
A collaborative team who meets to evaluate student data and to plan and monitor prescribed interventions.

Progress Monitoring Assessment
Please refer to page 11.

Research-based Instruction/Intervention/Practice
An instruction/intervention practice based on scientifically valid and reliable research that a student, or group of students, can be reasonably expected to make adequate gains in academic or behavioral achievement from use of the practice. Absent support from scientifically valid and reliable research, an instruction or intervention practice can at best be a "best practice."

Scaffolding
Intervention that takes the form of explicit instruction, modeling, questioning, and feedback by a teacher. Scaffolding should gradually be withdrawn as students become more independent of teacher support.

School-wide Positive Behavior Supports (SW-PBS)
A school-wide, multi-tiered framework designed to develop positive learning behavior in all students. PBS focuses on prevention rather than development of consequences for inappropriate behavior.

Scientifically Based
Empirically supported; research that employs rigorous, systematic, objective, and reliable procedures to test hypotheses. Scientifically based research
  • uses systematic, empirical methods that draw on observation or experiment;
  • has been accepted by a peer-reviewed journal or approved by a panel of independent experts exercising comparably rigorous, objective, and scientific review;
  • involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
  • relies on measurements or observations that other evaluators can reproduce; and
  • can be generalized from one situation to other similar situations.

Skill
Something performed expertly and automatically.

Specific, Measurable Outcome
The precise, desired result of an intervention expressed in observable or quantifiable terms.

Systematic Instruction
Instruction that is targeted and sequenced.

Targeted
Focused on an identified skill.

Tier One (Universal) Intervention
Interventions provided to all classroom students, regardless of individual need. Tier I intervention is research-based, but not necessarily prescriptive.

Tier Two (Targeted) Intervention
Interventions implemented because an assessment indicates that a student is not making adequate gains from universal instruction (Tier I) alone. Tier II interventions generally are delivered to smaller groups of students with similar needs.

Tier Three (Intensive) Intervention
Interventions providing a student with highly individualized, systematic, and explicit instruction in an area of assessed need. Although Tier II and Tier III programs or strategies may be similar, Tier III is "intensive" because of its duration and/or intensity and delivery to an individual student to accelerate student response.

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Center on Instruction – http://www.centeroninstruction.org/

Colorín Colorado (Reading Rockets for second language learners) – http://www.colorincolorado.org/

Connecticut Department of Education–Response to Intervention–bibliography – http://www.ctserc.org/rti/bibliography.shtml

Multicultural and Diverse Learners (MCDL) – http://www.esc1.net/ – *Responding Educationally to all Learners* (REAL)

National Association of State Directors of Special Education – http://www.nasdse.org/projects/tabid/56/Default.aspx

National Center on Student Progress Monitoring – http://www.studentprogress.org/

National Clearinghouse for English Language Acquisition (NCELA) – http://www.ncela.gwu.edu/

National Research Center on Learning Disabilities – http://www.nrcld.org/research/rti.shtml

National RtI Center (federally funded project) – http://www.rti4success.org/

New York State Reading Resource Center - http://nysrrc.monroe.edu/

New York State RtI Technical Assistance Center – http://www.nysrti.org/

New York State Education Department – Office of Bilingual Education and Foreign Language Studies – http://www.p12.nysed.gov/biling/bilinged/publications.html
    o *The teaching of language arts to LEP/ELLs: A resource guide for all teachers*
    o *The teaching of language arts to LEP/ELLs: Learning standards for ESL*
    o *The teaching of language arts to LEP/ELLs: Learning standards for native language arts (NLA)*

Office of Special Education Programs (OSEP) Technical Assistance Center on Positive Behavioral Interventions and Supports. http://www.pbis.org/

Reading Rockets – http://readingrockets.org/research/teaching – *Reading Research & Reports*

Rhode Island College supported by the Rhode Island Department of Education – http://www.ritap.org/rti/resources/web_resources.php

U.S. Department of Education website to a variety of resources, including RtI and its relationship to LD determination – http://www.osepideasthatwork.org/toolkit/ta_responsiveness_intervention.asp