

Allegheny-Limestone Central School District



Response to Intervention (RTI)

Procedures and Guidance Document

**The Allegheny-Limestone Central School District provides a
Response to Intervention program in lieu of providing
academic intervention services (AIS)**

Revised: August 2014

Response to Intervention Procedures and Guidance Document

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Introduction

Purpose of this Document

The purpose of this document is to provide an overview for Response to Intervention (RTI) practices in the Allegany-Limestone Central School District and explain the essential components of RTI. This RTI guidance document is designed to assist administrators, teachers, and other service providers in understanding RTI, its origins in educational practice and research, and how it can be implemented. It is not intended to be a substitute for training but rather is intended to increase understanding of the various aspects of RTI.

Why RTI?

RTI is built on the idea of intervening early to prevent failure and to maximize the effectiveness of grade level curriculum and instruction. It is not an initiative or program, but rather a framework for providing high quality curriculum and instruction to all students and intervention support for some students. The national Center on Response to Intervention (NCRTI) believes that comprehensive RTI implementation will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities.

For more information about the basics of Response to Intervention, please see the following from the National Center on Response to Intervention (www.RTI4success.org):

- What is Response to Intervention? Webinar
- Planning for Implementation of RTI Webinar
- Essential Components of RTI – A Closer Look at Response to Intervention

Federal Government Initiatives

There are two U.S. educational policies that require the use of evidence-based practices. These are the *No Child Left Behind Act (NCLB)* of 2001 and the *Individuals with Disabilities Education Improvement Act (IDEIA)* reauthorization of 2004. Both of these policies include language and requirements that align tightly with the core principles of an RTI framework of service provision.

Core components of NCLB:

- Evidence-based programs must be provided.
- Evidence-based assessment systems for identifying students and monitoring progress.
- Evidence-based instruction must be provided that significantly improves student outcomes.
- Federal funding for schools can be tied to student success and outcomes.
- Sub-section outlining Reading First (funding program tied to outcomes) and the use of evidence-based practices in reading instruction, intervention, and assessment.
- Sub-section outlining Early Reading First (funding program tied to outcomes) with a focus on early intervention and prevention through evidence-based practices in reading instruction, intervention, and assessment.

- Provided language which indicated the need and endorsement of a tiered preventative framework for service provision, instruction, and assessment.

Core components of IDEIA:

- Schools must provide instruction in reading that is scientifically based.
- Schools must evaluate how well students respond to intervention.
- Schools must use data for decision making.
- Language in the law provided schools with the option to determine special education eligibility for learning disabilities with methods other than the IQ – Achievement discrepancy.

New York State Initiatives

The New York State Education Department (NYSED) has established a regulatory policy framework for RTI in relation to school-wide screenings, minimum components of RTI frameworks, parent notification, and use of RTI as a school-wide system of organizing instruction and support resources for delivery of high quality instruction. These are laid out in the New York State Response to Intervention guidance document released October 2010. The following is a synopsis of the minimum requirements. For a detailed explanation please see the original document which can be found at the following link: http://www.nysRTI.org/docs/NYSED_RTI_Guidance_Document.pdf.

Minimum Requirements of an RTI Framework:

1. Appropriate Instruction
 - A. Core program for all students includes:
 - 1) High quality, research-based instruction for all general education students.
 - 2) Differentiated instruction to meet student needs.
 - 3) Curriculum that is aligned to State learning standards and grade level performance indicators of all general education subjects.
 - 4) Instructional strategies that utilize a formative assessment process.
 - B. Research-based curriculum in Reading should be used which means:
 - 1) Reading curriculum should include systematic and explicit instruction in:
 - a. Phonological Awareness
 - b. Alphabetic Principle (Phonics)
 - c. Vocabulary
 - d. Reading Fluency
 - e. Reading Comprehension
2. Screening Applied To All Students In The Class
 - A. Used to identify students who are in need of extra supports/intervention.
 - B. Screening should be conducted three times per academic year (fall, winter, spring).
 - C. Screening instruments should be valid and reliable and aligned with grade-level curriculum based on NYS learning standards.
3. Instruction Matched To Student Need
 - A. When a student is identified as needing additional support through screening, progress monitoring, or other on-going assessment the school should have a tiered system of service delivery in place. Which should include the following features:
 - 1) Size of instructional group.
 - 2) Mastery requirements for content.

- 3) Frequency and focus of screening.
 - 4) Duration of the intervention.
 - 5) Frequency and focus of progress monitoring.
 - 6) Frequency of intervention provided.
 - 7) Instructor's qualifications.
4. Repeated Assessments of Student Achievement (Progress Monitoring)
 - A. Schools should use progress monitoring to assess student performance across time on a regular and repeated basis. The data gained helps staff determine the extent to which students are benefitting from classroom instruction and helps inform decisions about appropriate levels of intervention and changes to intervention.
 5. Application of Student Information To Make Educational Decisions
 - A. Screening, progress monitoring, and research-based instruction should be considered when making educational programming decisions and changes for students. Especially as they relate to changes in goals, instruction, services, and referral to special education.
 6. Considerations When Implementing RTI With Limited English Proficient/English Language Learners (LEP/ELL)
 - A. Appropriate instruction that is linguistically and culturally responsive. Meaning instruction and interventions should build upon a student's cultural background and experiences as well as their linguistic proficiency.
 7. Notification To Parents
 - A. A school district's process to determine if a student responds to research-based instruction should include written notification to the parents when a student requires intervention beyond that provided to all students in the general education classroom. The notification should provide information about:
 - 1) The amount and nature of student performance data that will be collected and the general education services that are selected to be provided to the student and the structure of the RTI framework.
 - 2) Strategies for increasing the student's rate of learning.
 - 3) The parents' right to request an evaluation for special education programs and/or services.
 8. School District Selection of the Specific Structure and Components of an RTI Program
 - A. Should include the criteria for determining the levels of intervention to be provided to students, the types of interventions, the amount and nature of student performance data to be collected, and the manner and frequency for progress monitoring.
 9. Ensuring Staff Knowledge And Skills Necessary To Implement RTI Programs
 - A. The school district should take appropriate steps to ensure the staff has the knowledge and skills necessary to implement a RTI program. So that it is implemented consistently with the RTI framework selected by the school.
 - 1) It should include:
 - a. Fidelity of Implementation
 - b. Professional Development
 - c. Types of Intervention
 - d. Manner and Frequency for Progress Monitoring

10. Use of RTI In The Determination Of A Learning Disability

A. Please see the section of this document titled *NYS Law and Learning Disability Eligibility*

Please refer to Part 100.2 NYS Regulations section ii. of the General School Requirements for more detailed information about Response to Intervention framework regulations, it can be found at <http://www.p12.nysed.gov/part100/pages/1002.html>

What is Response to Intervention?

Definition of RTI

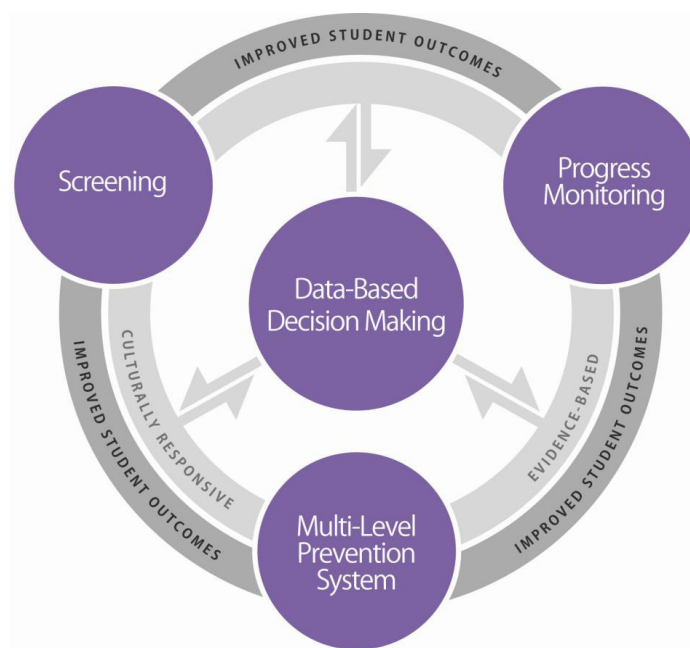
The National Center on Response to Intervention (NCRTI) offers a definition of response to intervention that reflects what is currently known from research and evidence-based practices.

Response to intervention integrates assessment, instruction, and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.

There are four essential (pillars) components of RTI:

1. A school-wide, multi-level instructional and behavioral system for preventing school failure.
2. Screening.
3. Progress Monitoring.
4. Data-based decision making for instruction, movement within a multi-level system, and disability identification (in accordance with state law).

The graphic below represents the relationship among the essential components of RTI. Data-based decision making is the essence of good RTI practice; it is essential for the other three components: screening, progress monitoring, and multi-level instruction. All components must be implemented using culturally-responsive and evidence-based practices.



NYS Law and Learning Disability Eligibility

***This section copied directly from the NYS RTI Guidance Document (pgs. 45-47) which can be found at http://www.nysRTI.org/docs/NYSED_RTI_Guidance_Document.pdf ***

CRITERIA FOR DETERMINING LEARNING DISABILITY (LD)

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

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

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

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

and

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

or

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

and

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

PROCESS FOR DETERMINING LEARNING DISABILITY USING RTI DATA

While the data collected through an RTI process may be used as part of a student's individual evaluation to determine if a student has a learning disability, it may not be the sole source of information to make this determination. A student suspected of having a learning disability must receive a comprehensive multidisciplinary evaluation. Consistent with section 200.4(b) of the Regulations of the Commissioner of

Education, the individual evaluation must include a variety of assessment tools and strategies including a physical examination, a social history, other appropriate assessments as necessary, an individual psychological evaluation and an observation. The observation of the student can include information from an observation in routine classroom instruction done either prior to referral for an evaluation or after referral has been made.

The student-centered data collected and information on instructional strategies used throughout an RTI process provides important information to inform the CSE about the student's progress to meet age or State-approved grade-level standards.

This data should include, but not be limited to:

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

WRITTEN REPORT

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

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

NONPUBLIC SCHOOL STUDENTS

NYSED recommends that all schools, including nonpublic schools, implement RTI programs.

If a student from a nonpublic school is referred for an evaluation to determine if the student has a disability and there is no data from an RTI process available because the nonpublic school does not implement an RTI process, information from other sources should be obtained regarding the type of instruction the student has received and the student's progress in the school's curriculum (such as teacher reports, classroom tests, standardized tests, report cards and information from parents). Nonpublic school students cannot be denied an evaluation to determine if the student has a disability or the provision of services, if eligible, based on the nonpublic school not implementing an RTI process and the lack of data available from an RTI process. The determination of eligibility is based upon a comprehensive multidisciplinary evaluation consistent with section 200.4(b) of the Regulations of the Commissioner of Education. The parent and CSE may agree to extend the timeline to complete the individual evaluation in

order to have the student participate in a process to assess the student's response to scientific, research-based intervention (RTI).

Quality Indicators for Use of RTI Data in a Learning Disability Determination
<ul style="list-style-type: none">✓ The determination of a student with a learning disability is based upon a comprehensive multidisciplinary evaluation.✓ Data based on the student's response to scientific-based intervention is used as part of the individual evaluation information to determine if a student has a learning disability.<ul style="list-style-type: none">○ The CSE considers progress monitoring data that describes how a student responded to particular interventions of increasing intensity.○ Student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks are considered.○ Instructionally relevant evaluative data including curriculum-based measures regarding a student's performance is considered.✓ Student information from the RTI process provides data-based documentation on whether the student has made sufficient progress to meet age or State-approved grade-level standards in the area of the suspected disability.✓ Teacher(s) providing RTI interventions participate in the CSE meeting to determine a student's eligibility for special education.

The Role of Academic Support Services (AIS) in an RTI Framework

Please refer to Part 100.2 NYS Regulations section (ee) of the General School Requirements for more detailed information about AIS, it can be found at <http://www.p12.nysed.gov/part100/pages/1002.html>

Synopsis:

Academic Intervention Services (AIS) means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the NYS State learning standards.

Academic Intervention Services are intended to assist students who are at risk of not achieving the NYS Learning Standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on state assessments. Academic Intervention Services shall be made available to English Language Learners and students with disabilities. In the case of AIS being provided to students with disabilities, services will be provided on the same basis as those provided to non-disabled students, as long as those services are consistent with the student's individualized education program.

Academic Intervention Services includes two components:

- Additional instruction that supplements the general curriculum,
- Student support services needed to address barriers to improved academic performance.

Role and Use:

This section copied directly from Part 100.2 section (ee).

7. Notwithstanding the provisions of this subdivision, a school district may provide a Response to Intervention (RTI) program in lieu of providing academic intervention services (AIS) to eligible students, provided that:
 - i. the RTI program is provided in a manner consistent with subdivision (ii) of section 100.2 of this Part;
 - ii. the RTI program is made available at the grade levels and subject areas (reading/math) for which students are identified as eligible for AIS;
 - iii. all students who are otherwise eligible for AIS shall be provided such AIS services if they are not enrolled in the RTI program; and
 - iv. for the 2010-2011 school year, the school district shall submit to the Department, no later than December 15, 2010, a signed statement of assurance that the services provided in the RTI program meet the requirements of this paragraph; and for each school year thereafter, the school district shall submit to the Department no later than September 1st of such school year, a signed statement of assurance that the services provided under the district's RTI program meet the requirements of this paragraph.

The Role of Special Education Services in an RTI Framework

***This section copied directly from Part 200.1 NYS Regulations Section (ww) (pg.s 12-13) of the Regulations of the Commissioner of Education document. For more detailed information about Special Education Regulations, it can be found at <http://www.p12.nysed.gov/specialed/lawsregs/part200.htm> ***

Definition:

(ww) *Special education* means specially designed individualized or group instruction or special services or programs, as defined in subdivision 2 of section 4401 of the Education Law, and special transportation, provided at no cost to the parent, to meet the unique needs of students with disabilities.

1. Such instruction includes but is not limited to that conducted in classrooms, homes, hospitals, institutions and in other settings.
2. Such instruction includes specially designed instruction in physical education, including adapted physical education.
3. For the purposes of this definition:
 - (i.) The individual needs of a student shall be determined by a committee on special education in accordance with the provisions of section 200.4 of this Part upon consideration of the present levels of performance and expected learning outcomes of the student. Such individual-need determinations shall provide the basis for written annual goals, direction for the provision of appropriate educational programs and

services and development of an individualized education program for the student. The areas to be considered shall include:

- a. *academic achievement, functional performance and learning characteristics* which shall mean the levels of knowledge and development in subject and skill areas, including activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information, and learning style;
- b. *social development* which shall mean the degree and quality of the student's relationships with peers and adults, feelings about self, and social adjustment to school and community environments;
- c. *physical development* which shall mean the degree or quality of the student's motor and sensory development, health, vitality, and physical skills or limitations which pertain to the learning process; and
- d. *management needs* which shall mean the nature of and degree to which environmental modifications and human or material resources are required to enable the student to benefit from instruction. Management needs shall be determined in accordance with the factors identified in each of the three areas described in clauses (a)-(c) of this subparagraph.

Role and Use:

- The means for providing individual highly intense remediation/intervention services within an RTI framework of service delivery
- Services, supports, and interventions are targeted to student's skill and need level
- Services, supports, and interventions are provided by highly qualified specialists or special education teachers
- Provides Tier 4 intervention

Essential Components of RTI

Multi-Level Instructional System

A rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at-risk for long-term learning problems. This system includes four levels of intensity or four levels of prevention, which represent a continuum of supports. Many schools use more than one intervention within a given level of prevention.

(a) *Primary prevention (Tier 1)*: high quality core instruction that meets the needs of most students (80-90% of students successful).

(b) *Secondary prevention (Tier 2)*: evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students (5-15% of students require intervention).

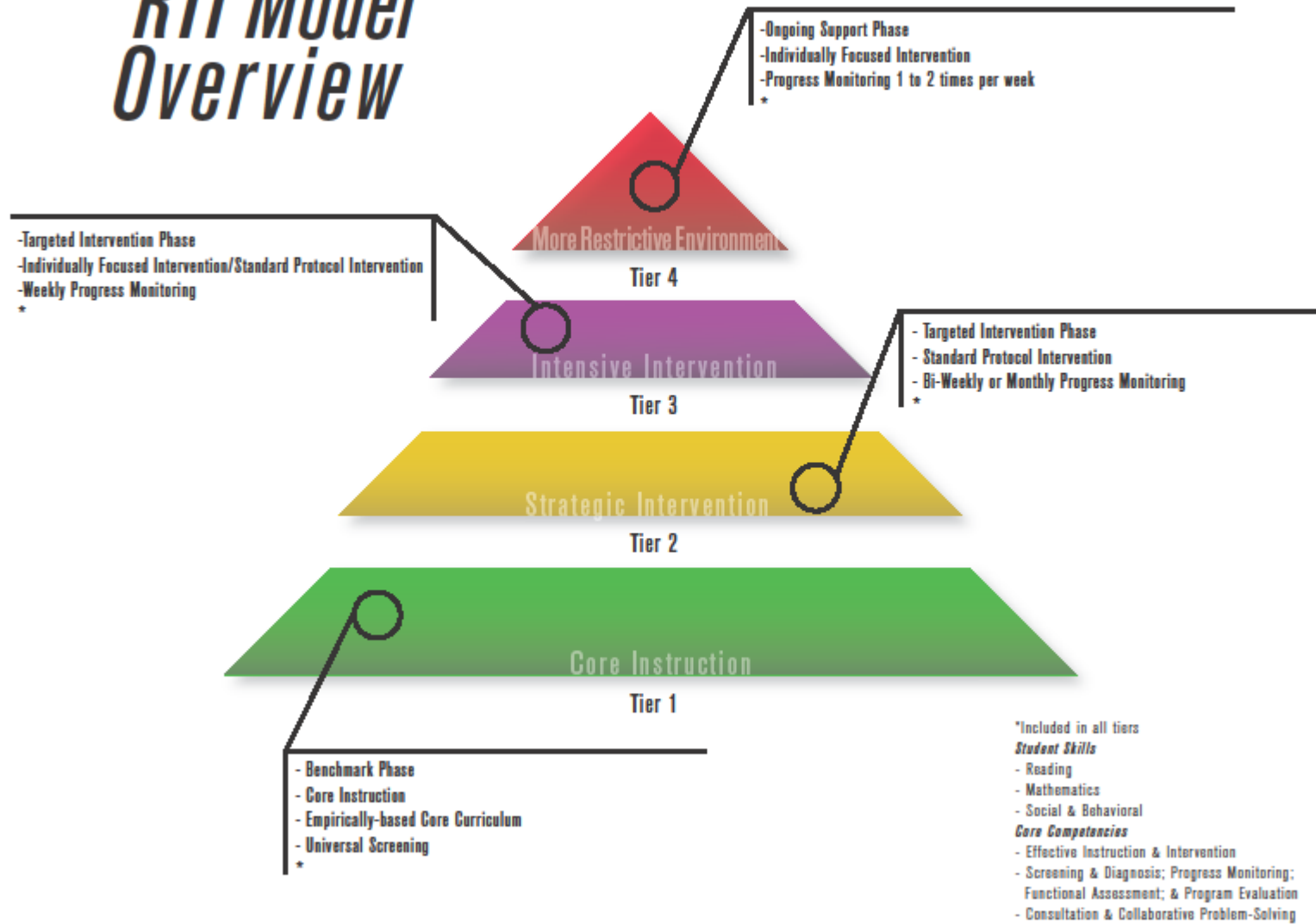
(c) *Tertiary prevention (Tier 3)*: individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention (5-15% of students require intervention).

(d) *Quaternary prevention (Tier 4)*: individualized intervention(s) of high intensity for students who show minimal response to tertiary prevention, these students may be eligible for special education (1-5% of students require intervention).

At all levels, attention is on fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

Classroom instructors are encouraged to use research-based curricula in all subjects. When a student is identified via universal screening as requiring additional intervention, evidence-based interventions of moderate intensity are provided. These interventions, which are in addition to the core primary instruction (Tier 1), typically involve small-group instruction to address specific identified problems. These evidence-based interventions are well defined in terms of duration, frequency, and length of sessions, and the intervention is conducted as it was in the research studies. Students who respond adequately to secondary prevention (Tier 2) return to primary prevention – the core curriculum (Tier 1) with ongoing progress monitoring. Students who show minimal response to secondary prevention (Tier 2) move to tertiary prevention (Tier 3), where more intensive and individualized supports are provided. Student's who make minimal gains in Tier 3 are referred for high intensity intervention in Tier 4. Quaternary prevention (Tier 4) is highly intense intervention that typically is provided to students eligible for special education. All instructional and behavioral interventions should be selected with attention to their evidence of effectiveness and with sensitivity to culturally and linguistically diverse students.

RTI Model Overview



Instruction at the Primary Prevention Level (Tier 1)

Instruction at the least intensive level of the RTI framework typically includes the core curriculum and the instructional practices used for all students. Primary prevention includes:

- a core curriculum (reading, math, behavior, etc.) that is scientifically evidence-based;
- instructional practices that are culturally and linguistically responsive;
- universal screening to determine students' current level of performance;
- differentiated learning activities (e.g., mixed instructional grouping, use of learning centers, peer tutoring, etc.) to address individual needs;
- accommodations to ensure all students have access to the instructional program;
- problem solving to identify interventions, as needed, to address behavior problems that prevent students from demonstrating the academic skills they possess.

Students who require interventions due to learning difficulties continue to receive instruction in the core curriculum. The core curriculum is the course of study deemed critical and usually made mandatory for all students of a school system. Core curricula are often instituted at the elementary and secondary level by local school boards, Departments of Education, or other administrative agencies charged with overseeing education.

Instruction at the Secondary Prevention Level (Tier 2)

Instruction at the secondary level of the RTI framework typically involves small-group instruction that relies on evidence-based interventions that specify the instructional procedures, duration (typically 10 to 15 weeks of 20- to 40-minute sessions), and frequency (2 to 3 times per week) of instruction. Secondary prevention has at least three distinguishing characteristics: it is evidenced-based (rather than research-based); it relies entirely on adult-led small-group instruction rather than whole-class instruction; and it involves a clearly articulated, validated intervention, which should be adhered to with fidelity. Progress monitoring should occur bi-weekly to monthly. NCRTI has established a Technical Review Committee (TRC), which conducted a review of the rigor of instructional practices for secondary prevention. The results of this review are posted at www.RTI4success.org.

Instruction at the Tertiary Prevention Level (Tier 3)

Instruction at the tertiary level is the most intensive and is individualized to target each student's area(s) of need. At the tertiary level, the teacher begins with a more intensive version of the intervention program used in the secondary prevention (e.g., longer sessions, smaller group size, more frequent sessions). However, the teacher does not presume it will meet the student's needs. Instead, the teacher conducts frequent progress monitoring (i.e., at least weekly) with each student. These progress monitoring data quantify the effects of the intervention program by depicting the student's rate of improvement over time. When the progress monitoring data indicate the student's rate of progress is unlikely to achieve the established learning goal, the teacher engages in a problem-solving process. That is, the teacher modifies components of the intervention program and continues to employ frequent progress monitoring to

evaluate which components enhance the rate of students learning. By continually monitoring and modifying (as needed) each student's program, the teacher is able to design an effective, individualized instructional program.

Instruction at the Quaternary Prevention Level (Tier 4)

Instruction at the quaternary level can be provide through general education but once intensity of the intervention exceeds the capacity of the general education setting continuation or changes in programming are then determined by the Committee on Special Education (CSE) and eligibility is determined. At that point the CSE utilizes all data collected on the student and analyzes if a dual-discrepancy exists in rate and level of performance. Of particular interest and significance to this process is intervention documentation, progress monitoring data, along with any diagnostic information, and intervention team recommendations. At this level of service provision the student's academic or behavioral needs are so intense that the general education setting can not support their provision. There could be two different reasons for this. The first is the student is performing far below peers and the general education setting or services can no longer meet the student's level of need and support. The second is the student is making progress in Tier 3 but the rate of progress of the student is not enough to meet grade level requirements the continuation of services is too taxing for the general education setting. Thus, for services to be sustained additional supports and funding is necessary which is outside the scope of general education. This level of intensity can only be maintained by special education services. Tier 4 services and interventions should be highly aligned and specific to student needs. This is the highest level of intervention and is extremely intense and focused. Regular progress monitoring (1-2 times per week) is used to determine progress in the intervention and the need for intervention changes. Students who are successful in Tier 4 can be declassified and return to the supports and curriculum provided in the general education curriculum. A student who is receiving Tier 4 intervention in reading for example may be receiving Tier 1 in math. It should be noted that students can be fluidly incorporated across tiered levels of service provision.

Screening

Struggling students are identified by implementing a 2-stage screening process. The first stage, universal screening, is a brief assessment for all students conducted at the beginning, middle, and end of the school year. For students who score below the cut point on the universal screen, a second stage of screening is then conducted to more accurately predict which students are truly at risk for poor learning outcomes. This second stage involves additional, in-depth testing or short-term progress monitoring to confirm a student's at risk status. Screening tools must be reliable, valid, and demonstrate diagnostic accuracy for predicting which students will develop learning or behavioral difficulties.

Progress Monitoring

Progress monitoring is used to assess students' performance over time, to quantify student rates of improvement or responsiveness to instruction, to evaluate instructional effectiveness, and, for students who are least responsive to effective instruction, to formulate effective individualized programs. Progress monitoring tools must accurately represent students' academic development and must be useful for instructional planning and assessing student learning. In addition educators use progress monitoring to compare a student's expected and actual rates of learning. If a student is not achieving the expected rate of learning, the educator experiments with instructional components in an attempt to improve the rate of learning.

Data-Based Decision-Making

Progress monitoring data are used to determine when a student has or has not responded to instruction at any level of the prevention system. Increasing the intensity of an intervention can be accomplished in a number of ways such as lengthening instructional time, increasing the frequency of instructional sessions, reducing the size of the instructional group, or adjusting the level of instruction. Also, intensity can be increased by providing intervention support from a teacher with more experience and skill in teaching students with learning or behavioral difficulties (e.g., a reading specialist or a special educator).

If a student fails to respond to intensive intervention, the student may have a learning disability or other disability that requires further evaluation. Progress monitoring and other data collected over the course of the provided intervention should be examined during the evaluation process, along with data from appropriately selected measures (e.g., tests of cognition, language, perception, and social skills). In this way, effectively implemented RTI frameworks contribute to the process of disability identification by reducing inappropriate identification of students who might appear to have a disability because of inappropriate or insufficient instruction.

Screening and progress monitoring data can be aggregated and used to compare and contrast the adequacy of the core curriculum as well as the effectiveness of different instructional and behavioral strategies for various groups of students within a school. For example, if 60 percent of the students in a particular grade score below the cut point on a screening test at the beginning of the year, school personnel might consider the appropriateness of the core curriculum or whether differentiated learning activities need to be added to better meet the needs of the students in that grade.

For more information about implementing components of RTI, please see the following sources:

- **National Center on Response to Intervention (www.RTI4success.org)**

Description: Evidence-based tools and assessments on tiered instruction, progress monitoring, and screening available under “Tools/Interventions” tab; considerations and ideas for teachers available for RTI stakeholders in Center’s library.

- **Florida Center for Reading Research (www.fcrr.org)**

Description: Reading interventions available for Pre-K – Grade 12; Instructional materials for practitioners in grades K – 5 available; information on progress monitoring and assessments.

- **Center on Instruction (www.centeroninstruction.org)**

Description: Resources and research articles available on developing and implementing RTI in schools

- **What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>)**

Description: Practice guides on reading and mathematics interventions available under “Publications and Products” and reviews of the evidence base for published interventions.

- **Best Evidence Encyclopedia (www.bestevidence.org)**

Description: Provides summaries about the evidence supporting educational programs for children grades K – 12.

- **RTI Action Network (www.RTInetwork.org/essential/assessment)**

Description: Articles

District Procedures

Procedures to Determine Tiered Services (TS)

Eligibility for Tiered Services: Identification for Tiered Services and intensity of service is based on multiple measures for each grade and subject area: Grades K-5 reading and math. For the 2012-2013 school year students are identified for Tiered Services based on the following criteria:

Tier 1	Tier 2	Tier 3	Tier 4/Special Education
<ul style="list-style-type: none"> ▪ All students receive core instruction in reading and math. ▪ Instruction within the core curriculum is differentiated to meet individual student needs. ▪ In reading, differentiated instruction should be based on data from Reading Street assessments. ▪ Ongoing monitoring of student skills using the core curriculum assessments (Reading/Math). 	<ul style="list-style-type: none"> ▪ Below Benchmark Target Scores on iReady (Reading or Math). ▪ Low performance on core unit tests. ▪ Grades K – 5: score a Level 2 on NYS Assessments. 	<ul style="list-style-type: none"> ▪ Below Benchmark Target Scores on iReady (Reading or Math). ▪ Low performance on core unit tests. ▪ Grades K – 5: score a 1 on NYS Assessments. ▪ Student receives Tier 2 services and additional pull-out support services if determined by the Grade Level Intervention Team. 	<ul style="list-style-type: none"> ▪ Students have been determined to be in need of special education services by the Committee on Special Education. ▪ The Dual-Discrepancy model (difference in rate and level of progress) will be used to help determine if a student is eligible for special education services. ▪ Student goals and progress are monitored based on their Individual Education Plan (IEP). ▪ Students can also receive intervention at Tiers 1 through 3 if appropriate and consistent with their IEP. These would be in addition to services indicated on the IEP.

Exiting Tiered Services: The Grade Level Intervention Team team will use multiple measures/sources of data to determine if a student is achieving the standards necessary to return to a lower tier:

- **Return to Tier 1 supports only from Tier 2:** Student has met benchmark criteria or data demonstrates (at least 3 data points above the goal line with grade level consistent rate of improvement) benchmark criteria on grade level will be met for the next benchmarking period.
- **Return to Tier 2 supports only from Tiers 3-4:** Student has meet individual goals based on data (at least 3 data points above the goal line with consistent rate of improvement). Student has demonstrated ability to achieve grade level benchmark criteria with continued lower intensity support provided in Tier 2.

Tiered Services (TS) Criteria

Subject	Grade	Multiple Measures	Success Criteria
Reading	K – 5 th	iReady	Student is meeting the Benchmark criteria set by iReady.
		NYS ELA Assessment: Grades 3 - 5	Level 3 or 4
	6 th – 8 th	iReady	Student is meeting the Benchmark criteria set by iReady.
		NYS ELA Assessment: Grades 6 - 8	Level 3 or 4
Math	K – 1 st	iReady	Student is meeting the Benchmark criteria set by iReady.
	2 nd – 8 th	iReady	Student is meeting the Benchmark criteria set by iReady.
		NYS Math Assessment: Grades 3 – 8	Level 3 or 4

Tiered Services (TS) Program Description Kindergarten – 5th Grade

	Tier 1	Tier 2	Tier 3	Special Education/Tier 4
INTENSITY OF SERVICE	Core instruction for all students in reading and math	In addition to Tier 1 services, minimum 2 x a week for 30 minutes	In addition to Tier 1 and Tier 2 services, minimum of 3 x week or more for 30 minutes	Additional support identified by IEP Tier 1-3 support provided as deemed appropriate by CSE
GROUPING	Differentiated small group instruction in the classroom	Small Group: 9 – 12 students recommended	Small Group: 6 – 8 students recommended	Individual or Small Group: 1–5 students recommended
STAFFING	Classroom teacher, consultation with Reading/Math Interventionists	Classroom teacher, Reading/Math Interventionists, Special Education or Teachers, or Teacher Aides	Reading/Math Interventionists or Special Education Teachers	Special Education Teachers
PROGRAM/ INSTRUCTIONAL SUPPORT	<ul style="list-style-type: none"> ▪ Use of differentiated instructional strategies based on student need which includes: <ul style="list-style-type: none"> ○ Adjusting content, grouping practices, and teaching methods, as well as varying assignments and materials ○ Utilizing effective teaching strategies and a variety of instructional strategies such as direct instruction, cooperative learning and information processing ○ Classroom teachers will identify similar skills needed and use flexible grouping for instruction based on student need ○ Grade level teachers will meet on a regular basis to review core program assessment information to monitor progress of grade level and core instruction effectiveness. 	<ul style="list-style-type: none"> ▪ Tier 1 Support ▪ Standard Protocol Intervention (iReady) ▪ Small group with similar needs instruction and collaboration with classroom teachers ▪ GLIT reviews assessment (Core and iReady) information to monitor progress of individual students every 10 weeks 	<ul style="list-style-type: none"> ▪ Tier 1 Support ▪ Tier 2 Support if appropriate for skill ▪ Individualized intervention based on problem-solving model (iReady) ▪ Individual or small group instruction for intensive skill instruction ▪ GLIT reviews assessment (Core and iReady) information to monitor progress of individual students every 10 weeks 	<ul style="list-style-type: none"> ▪ Tier 1 Support if appropriate or consider alternate core ▪ Tier 2-3 Support if appropriate for skill ▪ Individualized intervention listed in IEP to address IEP goals ▪ Individual or small group instruction for intensive skill instruction ▪ CSE meets according to NYS Part 200 Special Education Regulations

PROGRESS
MONITORING/
ASSESSMENTS

READING:

- iReady Diagnostic Assessments 3 x year (fall, winter, spring)
- Analysis of weekly assessments and unit tests. Students with low performance in the core are referred to GLIT.

MATH:

- iReady Diagnostic Assessments Screenings 3 x year (fall, winter, spring)

READING:

- Skill deficit areas monitored bi-weekly or monthly (weekly tests, iReady, and/or teacher created CBM)

MATH:

- Skill deficit areas monitored bi-weekly or monthly (iReady and/or teacher created CBM)

READING:

- Skill deficit areas monitored bi-weekly (iReady and/or teacher created CBM)

MATH:

- Skill deficit areas monitored weekly (iReady and/or teacher created CBM)

READING:

- Skill deficit areas monitored weekly (e.g., DIBELS Next, and/or teacher created CBM)

MATH:

- Skill deficit areas monitored weekly (teacher created CBM)
-

Tiered Services (TS) Program Description

6th Grade – 8th Grade

	Tier 1	Tier 2	Tier 3	Special Education/Tier 4
INTENSITY OF SERVICE	ELA/Math/Social Studies/ Science General Education Instruction for grades 6-8	In addition to Tier 1, a minimum of 1 session every cycle (A-F) for 25-30 minutes	In addition to Tier 1 and Tier 2, a minimum 2 sessions every cycle for 25-30 minutes	Support identified by CSE and documented in the IEP. Tier 1-3 support provided as deemed appropriate by CSE
GROUPING	Large Group Instruction	Small Group: 12 – 15 students recommended	Small Group: 8 – 12 students recommended	Individual or Small Group: 1–5 students as designated by CSE based on the NYS Part 200 Special Education Regulations
STAFFING	Classroom Teacher	Classroom teacher, co-teachers, special education teachers, or teacher aides	Classroom teacher, co-teachers, special education teachers, or teacher aides	Reading Specialists or Special Education Teachers
PROGRAM/ INSTRUCTIONAL SUPPORT	<ul style="list-style-type: none"> ▪ Use of differentiated instructional strategies based on student need which includes: <ul style="list-style-type: none"> ○ Adjusting content, grouping practices, and teaching methods, as well as varying assignments and materials ○ Utilizing effective teaching strategies and a variety of instructional strategies such as direct instruction, cooperative learning and information processing ○ Classroom teachers will identify similar skills needed and use flexible grouping for instruction based on student need ○ Grade level teachers will meet on a regular basis to review core program assessment information to monitor progress of grade level and core instruction effectiveness. 	<ul style="list-style-type: none"> ▪ Tier 1 support ▪ Smaller group with similar needs instruction and collaboration with classroom teachers 	<ul style="list-style-type: none"> ▪ Tier 1 and 2 support ▪ Standard protocol intervention (Corrective Reading) ▪ Intensive small group instruction of identified skill deficits 	<ul style="list-style-type: none"> ▪ Tier 1 Support if appropriate or consider alternate core ▪ Tier 2-3 Support if appropriate ▪ Individualized intervention consistent with IEP goals ▪ Individual or small group instruction for intensive skill instruction ▪ CSE meets according to NYS Part 200 Special Education Regulations
PROGRESS MONITORING/ ASSESSMENTS	READING: <ul style="list-style-type: none"> ▪ Benchmark Screenings 3 times per year (fall, winter, spring) using iReady ▪ Analysis of weekly assessments and unit tests. Students with low 	READING: <ul style="list-style-type: none"> ▪ Skill deficit areas monitored monthly using iReady ▪ Grade Level Team and special education teachers 	READING: <ul style="list-style-type: none"> ▪ Skill deficit areas monitored weekly or bi-weekly ▪ Grade Level Team and special education teachers (as needed) regularly review 	READING: <ul style="list-style-type: none"> ▪ Skill deficit areas identified by formalized IEP goals. Progress monitoring and methods are based according to NYS Part 200 Special Education Regulations

<p>performance in the core are referred to Grade Level Team.</p>	<p>(as needed) regularly review assessment information (core, iReady) to monitor progress of individual students</p> <ul style="list-style-type: none"> ▪ Off Ramp: Indication of readiness for Tier 1 services based on data from iReady assessments and core assessments. Teacher recommendations considered with data. 	<p>assessment information (core, iReady) to monitor progress of individual students</p> <ul style="list-style-type: none"> ▪ Off Ramp: Indication of readiness for Tier 1 or Tier 2 services based on data from iReady assessments and core assessments. Teacher recommendations considered with data. 	<ul style="list-style-type: none"> ▪ Off Ramp: Determined by the Committee on Special Education according to NYS Part 200 Special Education Regulations
<p>MATH:</p> <ul style="list-style-type: none"> ▪ Benchmark Screenings 3 times per year (fall, winter, spring) using iReady ▪ Analysis of weekly assessments and unit tests. Students with low performance in the core are referred to Grade Level Team. 	<p>MATH:</p> <ul style="list-style-type: none"> ▪ Skill deficit areas monitored monthly using iReady ▪ Grade Level Team and special education teachers (as needed) regularly review assessment information (core, iReady) to monitor progress of individual students ▪ Off Ramp: Indication of readiness for Tier 1 services based on data from iReady assessments and core assessments. Teacher recommendations considered with data. 	<p>MATH:</p> <ul style="list-style-type: none"> ▪ Skill deficit areas monitored weekly or bi-weekly ▪ Grade Level Team and special education teachers (as needed) regularly review assessment information (core, iReady) to monitor progress of individual students ▪ Off Ramp: Indication of readiness for Tier 1 or Tier 2 services based on data from iReady assessments and core assessments. Teacher recommendations considered with data. 	<p>MATH:</p> <ul style="list-style-type: none"> ▪ Skill deficit areas identified by formalized IEP goals. Progress monitoring and methods are based according to NYS Part 200 Special Education Regulations ▪ Off Ramp: Determined by the Committee on Special Education according to NYS Part 200 Special Education Regulations

Tiered Services (TS) Program Description 9th Grade – 12th Grade

	Tier 1	Tier 2	Tier 3	Special Education/Tier 4
INTENSITY OF SERVICE	General Instruction	Progress Monitoring	Minimum 30 minutes of AIS once every four day cycle, or placement in: a designated class, a directed study hall, or Credit Recovery	Additional support identified by CSE and documented in the IEP
GROUPING	Large Group: up to 30 students	Large Group: up to 30 students	Small Group: up to 15 students	<ul style="list-style-type: none"> • Large Group (push-in) up to 30 • Small Group (designated class) up to 15 • Guided Study Halls (< 10)
STAFFING	Classroom Teacher	Classroom Teacher	Classroom teacher or Special Education (Direct Consultant) Teacher, or co-teacher	Special Education Teachers
PROGRAM/ INSTRUCTIONAL SUPPORT	<p>Teachers will identify skill deficiencies and meet student needs by doing the following.</p> <ul style="list-style-type: none"> • Using differentiated instructional strategies such as: direct instruction, cooperative learning and understanding by design • Adjusting content, and varying assignments and materials • Using flexible grouping 	<p>In addition to Tier 1 support:</p> <ul style="list-style-type: none"> • Regular progress checks, further assessments, meetings with the student to adjust instruction • Grade level teachers and/or team teachers will meet on a regular basis to review program assessment information and monitor the progress of students and instruction 	<p>In addition to Tier 1 support:</p> <ul style="list-style-type: none"> • Tier 3 designated classes: Essential English 9, Essential Algebra, Biology 9, Humanities, Intro. to Composition, Intermediate Algebra • Directed study halls to help students prepare to take exams • Credit Recovery to help students earn credit from previously failed courses 	<ul style="list-style-type: none"> • Tier 1- 3 support, as deemed appropriate by CSE • Individualized intervention consistent with IEP goals • Individual or small group instruction for intensive skill instruction • CSE meets according to NYS Part 200 Special Education Regulations
PROGRESS MONITORING/ ASSESSMENTS	Analysis of formative assessments	<ul style="list-style-type: none"> • Analysis of formative and summative assessments, and behavioral data like: attendance and referrals • Classroom teacher reviews assessment information to monitor 	Skill deficit areas monitored weekly	Skill deficit areas monitored at Special Education Teacher's discretion

progress of individual students who are struggling

TIER MOBILITY	On-ramp / Off-ramp: All students	<p>On-ramp: a score on Grade 8 Assessment or previous year's summative assessment in the high two range or 65-69 range, or referral by teacher to the BIT re. poor performance on formative assessments</p> <p>Off-ramp: a score on summative assessment in the 70+ range, referral by teacher to the BIT regarding improved performance on formative assessments</p> <p>Main Office will notify parents of changes to a student's tier placement</p>	<p>On-ramp: failing a Regents Exam, or summative assessment, or a score on Grade 8 Assessments in the one or low two ranges, or referral by teacher to the BIT re. poor performance on formative assessments, or course failure</p> <p>Off-ramp: a passing score on a Regents Exam or summative assessment, or referral by the teacher to the BIT re. improved performance on formative assessments</p> <p>Main Office will notify parents of changes to a student's tier placement</p>	<p>On-ramp: CSE identification with IEP</p> <p>Off-ramp: CSE recommendation</p> <p>Special Education Office will notify Main Office and parents of changes to a student's tier placement</p>
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Classroom Teachers	Intervention Providers	GLURT and GLT (Grade Level Universal Review Team and Grade Level Team)	GLIT and GLT (Grade Level Intervention Team and Grade Level Team)	CSE (Committee on Special Education)
<ul style="list-style-type: none"> ▪ Co-teaching with intervention providers ▪ Core instruction (80–90 minutes of reading instructions per day) ▪ Core reading program assessments (i.e., weekly tests, unit tests, and other appropriate measures) ▪ iReady monitoring on an individual weekly basis ▪ Tier 1 interventions (small group, differentiated, during the 90 minute block) ▪ Documentation of Tier 1 interventions 	<ul style="list-style-type: none"> ▪ Co-teaching within the general education setting. ▪ Providing differentiated instruction in the general education setting. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> ▪ Tier 2 interventions (30 minutes) in addition to 90 minutes ▪ Progress monitoring is monthly using iReady diagnostic assessment. ▪ Documentation of Tier 2 interventions. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> ▪ Tiers 3 interventions (30 minutes per session) in addition to Tier 1 and Tier 2. ▪ Progress monitoring (monthly) using iReady diagnostic assessments. ▪ Documentation of Tier 3 interventions. 	<ul style="list-style-type: none"> ▪ Team Members (meet 3 times per year after benchmark assessment): <ul style="list-style-type: none"> - Classroom teachers - Principal (as needed) - Special Education Teachers (as needed) - Intervention Providers ▪ Analyze benchmark data to inform instruction/grouping <ul style="list-style-type: none"> - iReady ▪ Determine Tier 1 general programmatic instructional practices and needs. Refer students to GLIT based on benchmark data ▪ Provide documentation of decisions made regarding instructional recommendations 	<ul style="list-style-type: none"> ▪ Team Members: <ul style="list-style-type: none"> - Classroom teachers - Intervention providers - School Psychologist - Principal (as needed) ▪ Analyze benchmark data to inform instruction & groupings <ul style="list-style-type: none"> - iReady Diagnostic Assessments ▪ Determine Tier 2 and Tier 3 interventions for individual students ▪ Follow a problem-solving model to determine individualized Tier 2-3 interventions ▪ Analyze/revise Tier 2-3 intervention based on progress monitoring data ▪ Document decisions regarding instructional changes ▪ Refer individual students in Tier 3 to Tier 4 	<ul style="list-style-type: none"> ▪ Multi-disciplinary team (in accordance with Part 200 of NYS Special Education Regulations) ▪ Analyze all data across settings ▪ Review documentation of Tier 1, 2, 3, and 4 interventions ▪ Decides individual student goals, progress monitoring methods, additional support services, and accommodations to provide to enable the student to be successful. ▪ Determines classification and declassification decisions (in accordance with Part 200 of NYS Special Education Regulations)

Tiered Services Parent Notification Requirements

Notification of Tiered Services

- District notification letter to include:
 - dates when service will start
 - reasons why student needs Tiered Services:
 - ◆ subject area(s) identified
 - ◆ results of multiple measures
 - ◆ summary of services to be provided
 - ◆ frequency and intensity of service
 - ◆ expectations of students in relation to grade level performance(meeting benchmark criteria)
 - ◆ consequences of not achieving expected performance levels
- Additional notification required for Tiered Services at Tier 3 or 4
 - strategies for increasing the student's rate of learning
 - the parents' right to request an evaluation for special education programs and/or services
- See appendix for sample letter

Notification of End of Tiered Services

- District notification letter to include:
 - when services are to be discontinued
 - overview of student's progress
 - ◆ performance level student has attained to qualify for ending Tiered Services (results of multiple measures)
 - ◆ assessments used in determining student's levels of performance
- See appendix for sample letter

Ongoing Communication

- Fall teacher conferences
- Quarterly reports
- Phone calls
- District website
- Parent conferences or other informal consultations each semester
- Suggestions for working with students at home

Glossary

Accommodation: Accommodations are changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/testing setting. Accommodations are designed to provide equity, not advantage, for children with disabilities. Accommodations might include assistive technology as well as alterations to presentation, response, scheduling, or settings. When used appropriately, they reduce or even eliminate the effects of a child's disability, but do not reduce or lower the standards or expectations for content. Accommodations that are appropriate for assessments do not invalidate assessment results.

Aim line: The aim line is also referred to as the goal line. It is the line on a graph that connects the intersection of the student's initial performance level and date of that initial performance level to the intersection of the student's year-end goal and the date of that year-end goal. It represents the expected rate of student progress over time.

AYP-Adequate Yearly Progress: AYP is a statewide accountability system mandated by the No Child Left Behind Act (NCLB) of 2001. It requires each state to ensure that all schools and districts made Adequate Yearly Progress as defined by states and as approved by the US Department of Education.

Benchmark Assessment: Benchmark Assessment and Universal Screening are essentially the same process. Benchmark Assessment is conducted three times a year (Fall, Winter, and Spring). It serves a few purposes. The first is to screen and monitor progress of every student at a particular grade level, school building, and district. This process allows educators to identify students who are in need of extra support and intervention on top of the core curriculum. Second it establishes local (school building & district) norms for performance in certain skill areas on a particular measure of performance. Finally, Benchmark Assessment is used to assess the effectiveness a school building's or district's core curriculum (is it meeting most of the students' needs).

Students At Risk for Poor Learning Outcomes: At risk students are students whose initial performance level or characteristics predict poor learning outcomes unless intervention occurs to accelerate knowledge, skill, or ability level.

Core Curriculum: The core curriculum is the course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted at the elementary and secondary levels by local school boards, Departments of Education, or other administrative agencies charged with overseeing education.

Criterion-Referenced Assessment: Criterion-referenced assessment measures what a student understands, knows, or can accomplish in relation to a specific performance objective. It is typically used to identify a student's specific strengths and weaknesses in relation to an age or grade level standard. It does not compare students to other students.

Curriculum-Based Assessment (CBA): CBA is a broader term than Curriculum-Based Measurement (CBM), as defined by Tucker (1987). CBM meets the three CBA requirements: (1) measurement materials are aligned with the school's curriculum; (2) measurement occurs frequently; and (3) assessment information is used to formulate instructional decisions. (Tucker, J., 1987).

Curriculum-Based Measurement (CBM): CBM is an approach to measurement that is used to screen students or to monitor student progress in mathematics, reading, writing, and spelling. With CBM, teachers and schools can assess individual responsiveness to instruction. When a student proves unresponsive to the instructional program, CBM signals the teacher/school to revise that program. CBM is a distinctive form of CBA because of two additional properties: (1) Each CBM test is an alternate form of equivalent difficulty, and (2) CBM is standardized, with its reliability and validity well documented.

Data Point: A data point is one score on a graph or chart, which represents a student's performance at one point in time.

Differentiated Instruction: Differentiated instruction refers to educators tailoring the curriculum, teaching environments, and practices to create appropriately different learning experiences for students in order to meet each student's needs. To differentiate instruction is to recognize students' varying interests, readiness levels, and levels of responsiveness to the standard core curriculum and to plan responsively to address these individual differences. There are four elements of the curriculum that can be differentiated content, process, products, and learning environment.

Disproportionality: Disproportionality is the over- or under- representation of racially, culturally, ethnically or linguistically diverse groups of students in special education, restrictive learning environments, or school disciplinary actions (e.g., suspensions and expulsions) in comparison to other students.

Dual Discrepancy: The difference between expected level of performance and expected rate of improvement of performance. Comparisons can be made to the student themselves, other students in a class, grade level, school, state, or country. If there is a discrepancy in both level of performance to a standard and rate of improvement in comparison to a standard than a dual discrepancy is said to exist and as such a strong case can be made that the student is not performing as expected and is in need of more intensive intervention. This may make the student eligible for special education.

Early Intervening Services: Early intervening services are preventative components of No Child Left Behind and the Individuals with Disabilities Education Act of 2004. Early intervening services are implemented to benefit students who manifest risk for poor learning outcomes but have not been identified as needing special education or related services.

Evidence-Based Practice: Evidence-based practices are educational practices and instructional strategies that are supported by scientific research studies.

Fidelity of Implementation: Fidelity refers to the accurate and consistent provision of delivery of instruction in the manner in which it was designed or prescribed according to research findings and/or developers' specifications. Five common aspects of fidelity include: adherence, exposure, program differentiation, students responsiveness, and quality of delivery.

Formative Assessment: Formative assessment is a form of evaluation used to plan instruction in a recursive way. With formative assessment, student progress is systematically assessed to provide continuous feedback to both the student and the teacher concerning learning successes and failures. With formative assessment, teachers diagnose skill, ability, and knowledge gaps, measure progress, and evaluate instruction. Formative assessments are not necessarily used for grading purposes. Examples

include (but are not limited to): CBM, CBA, pre/post test, portfolios, benchmark assessments, quizzes, teacher observations, and teacher/student conferencing.

Goal Line (sometimes referred to as an aim line): The goal line on a graph connects the intersection of the student's initial performance level and date of that initial performance level to the intersection of the student's year-end goal and the date of that year-end goal. It represents the expected rate of student progress over time.

IDEA: IDEA stands for Individuals with Disabilities Education Improvement Act of 2004, also referred to as IDEA 2004. It was originally passed in 1975 with the latest reauthorization in 2004. It is a federal statute related to providing a free, appropriate, public education and early intervening services to students with disabilities from birth through age 21.

Inclusion: Inclusion is a service delivery model where students with identified disabilities are educated with general education age/grade-level peers.

Intensive Intervention: Intensive academic and/or behavioral interventions are characterized by their increased focus for students who fail to respond to less intensive forms of instruction. Intensity can be increased through many dimensions including length, frequency, and duration of implementation. Within RTI, intensive is sometimes referred to as tertiary intervention (Tier 3).

Modifications: Modifications are alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level.

Learning Disability: The IDEA 2004 definition of a Learning Disability/Specific Learning Disability is: The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade level standards:

- (i) Oral expression
- (ii) Listening comprehension
- (iii) Written expression
- (iv) Basic reading skill
- (v) Reading fluency skills
- (vi) Reading comprehension
- (vii) Mathematics calculation
- (viii) Mathematics problem solving.

Norm-Referenced Assessment: Norm-referenced assessment compares a student's performance to that of an appropriate peer group.

Primary Level of Intervention (Tier 1): Primary intervention (Tier 1) is the universal core program that all students receive.

Problem-Solving Approach within RTI: Within RTI, a problem-solving approach is used to individually tailor an intervention. It typically has four stages: problem identification, problem analysis, plan implementation, and plan evaluation.

Progress Monitoring: Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Quaternary Level of Intervention (Tier 4): Quaternary level of intervention (Tier 4) often occurs under the auspices of special education. Individualized education program (IEP) goals are established; individualized student programs are developed formatively using systematic and frequent progress monitoring; and student progress data are also used to determine when a student may return to tertiary, secondary, or primary prevention (Tier 3, Tier 2, or Tier 1). Quaternary level of intervention is usually implemented individually and instruction provided is typically an alternative core curriculum.

Rate of Improvement (ROI): Rate of improvement incorporates five different graphing elements; x-axis, y-axis, goal, aimline, and trend line. The x-axis measures time and the y-axis is what we are measuring (e.g., words read per minute). The goal is our target which is set above the baseline. The aimline connects the baseline benchmark score to the goal target score. The trend line is the actual rate of progress achieved by the student and this is measured by rate of improvement or slope. The rate of improvement provides important information. It is a way to compare the individual student's progress with an established benchmark, individual goal, or other typically performing students in the class, grade, school, state, or country. This information allows for the problem-solving team to determine whether a student is performing as expected or at an appropriate rate. If the student is not performing at an appropriate rate than adjusts to intervention can be made or eligibility for intensive special education services may be determined appropriate. Even if a student's rate of progress is less than what is expected the gains in rate of improvement for that student may be significant for that student in comparison to themselves, this analysis allows for more accurate and effective intervention planning.

Response to Intervention (RTI): Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

Scaffolding: Scaffolding is an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without assistance.

Screening: Universal screening is conducted, usually as a first stage within a screening process, to identify or predict students who may be at risk for poor learning outcomes. Universal screening tests are typically brief; conducted with all students at a grade level; and followed by additional testing or short-term progress monitoring to corroborate students' risk status.

Secondary Level of Intervention (Tier 2): Secondary intervention (Tier 2) supplements primary intervention (Tier 1) (i.e., the universal core program) such that students receive additional research-based preventative treatment. Secondary level interventions (Tier 2) are often short-term, implemented in small group settings, and may be individualized.

Specific Learning Disability: (see Learning Disability)

Standard Protocol Intervention: Standard protocol intervention relies on the same, empirically validated intervention for all students with similar academic or behavioral needs. Standard protocol interventions facilitate quality control.

Summative Assessment: Summative assessment is a form of evaluation used to describe the effectiveness of an instruction program or intervention, that is, whether the intervention had the desired effect. With summative assessment, student learning is typically assessed at the end of a course of study or annually (at the end of a grade).

Tertiary Level of Intervention (Tier 3): Tertiary intervention supplements primary and secondary interventions (Tier 1 & Tier 2) to intensify instruction (see intensive intervention). Usually individualized programs are created and systematic progress monitoring as well as student progress data are used to determine when a student may return to secondary or primary prevention (Tier 2 or Tier 1). Tertiary level of intervention (Tier 3) is often implemented individually or in very small groups.

Tiered Instruction: Tiered instruction describes levels of instructional intensity within a multi-tiered prevention system.

Trend Line: A trend line is a line on a graph that represents a line of best fit through a student's data points. The trend line can be compared against the aim line to help inform responsiveness to intervention and to tailor a student's instructional program.

Universal Screening: Universal screening is conducted, usually as a first stage within a screening process, to identify or predict students who may be at risk for poor learning outcomes. Universal screening tests are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status.

This glossary was compiled using the following resources: The RTI Glossary of Terms developed by the IDEA Partnership at NASDSE, the RTI Action Network Glossary, the National Center on Student Progress Monitoring, the National Center on Response to Intervention, the New Mexico Public Education Department RTI Glossary, the Georgia Department of Education RTI Glossary, the South Carolina Department of Education RTI Glossary, the North Carolina Department of Public Instruction RTI Manual Glossary and the book Implementing Response-to-Intervention in Elementary and Secondary Schools by Matthew K. Burns and Kimberly A. Gibbons (2008).