SCALING UP RTI TO MIDDLE SCHOOL: ISSUES, CHALLENGES, & EXEMPLARY MODELS

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Defining RtI
- Essential Components
- Policy Framework/Regulatory Requirements
- Guidance Document on RtI

AIS & RtI

Examining RtI in Middle School
- Results from an RtI Investigation

Exploring the Essential Components at Middle School
- Screening
- Multi-level Prevention System
- Progress Monitoring
- Data-based Decision Making
- Overarching Factors

NYS RtI-TAC
## Examining Differences Between AIS and RtI

Directions: Read each component. Place a check under each column if the component is characteristic of AIS and/or RtI.

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RtI is the practice of providing high-quality instruction/intervention matched to student needs and monitoring progress on a frequent basis by examining learning rate over time and level of performance to inform educational decisions.

NASDE, 2005
ESSENTIAL RTI COMPONENTS

- Screening
- School-wide, multi-level instructional prevention system
  - Primary (tier 1)
  - Secondary (tier 2)
  - Tertiary (tier 3)
- Progress Monitoring
- Data-Based Decision Making for
  - Instructional decision making
  - Movement within the multi-level system
  - Disability identification (in accordance with state law)
  - Evaluating the effectiveness of intervention

NATIONAL CENTER ON RESPONSE TO INTERVENTION (MARCH 2010). ESSENTIAL COMPONENTS OF RTI – A CLOSER LOOK AT RESPONSE TO INTERVENTION. WASHINGTON, DC: U.S. DEPARTMENT OF EDUCATION, OFFICE OF SPECIAL EDUCATION PROGRAMS, NATIONAL CENTER ON RESPONSE TO INTERVENTION.
### Federal Requirements - IDEA 2004

- Allows LEAs to use RtI process as part for SLD determination
- Allows States to use alternative research-based procedures for determining a SLD
- Provides that States may not require a severe discrepancy between IQ and achievement in determination of a SLD

### NYS Regulations

- **Part 200** – Requirements for Procedures for Determining if Student Has a LD
- **Part 117** – School-wide Screening Requirements
- **Part 100** – Required Components of an RtI Program
REGULATORY REQUIREMENTS OF AN RTI PROGRAM

- Appropriate instruction
- Screenings applied to all students
- Instruction matched to student needs with increasingly intensive levels of targeted intervention
- Repeated assessments of student achievement
- Application of student information to make educational decisions
- Notification to parents

NYS Education Department. Part 100.2(ii) of the Regulations of the Commissioner of Education
 Appropriately Instruction

- delivered to all students in the general education
- qualified personnel = gen. ed. teacher
- involves research-based programs that include:
  - explicit & systematic instruction in:
    - phonemic awareness
    - phonics
    - vocabulary development
    - fluency
    - comprehension

Recommended:
- 90 minutes, uninterrupted
- differentiated instruction
- use NYS curriculum guides to ensure alignment
- fidelity of implementation is monitored
- culturally & linguistically responsive

A school district’s process to determine if a student responds to specific instruction delivered to all students in the general education delivered by qualified personnel. Appropriate instruction in reading means scientific, research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies. 
[8 NYCRR §100.2 (ii)(1)(i)]
Screening Applied to All Students in the Class

- All students are screened

- Purpose = at-risk determination

Recommended:
- 3 times per year: fall, winter, spring
- Screening tools – brief, efficient, repeatable, reliable, & valid
- establish criteria to determine risk status
- staff trained on administration
- use results to determine effectiveness of core program
- Monitor for fidelity of administration

A school district's process to determine if a student responds to scientific, research-based instruction shall include screenings applied to all students in the class to identify those students who are not making academic progress at expected rates. [8NYCRR §100.2(ii)(1)(ii)]
• Instruction matched to need

• Intensive levels of intervention

Recommended:
  • 3 Tiered/Leveled Model:
    • Tier 1 = core instruction for all, 90 minutes, uninterrupted
    • Tier 2 = small group (3-5) instruction; 20-30 minutes per session; 3-5 times per week
    • Tier 3 = smaller group (1-2) instruction, 30-60 minutes per session; 4-5 times per week
  • Use of CBM to determine progress:
    • Tier 1 – initial risk - weekly
    • Tier 2 – once every other week
    • Tier 3 - monthly

A school district's process to determine if a student responds to scientific, research-based instruction shall include instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards. [8NYCRR §100.2(ii)(1)(iii)]
Repeated assessments of student achievement

Curriculum-based measures

Recommended:

- Establish data-based decision rules to determine a student’s response to an intervention and movement through tiers
- Examine rate of growth over time and level of performance
- PD for all staff on administration of PM tools and interpretation of data
- Monitor PM for fidelity of administration

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

[8NYCRR §100.2(ii)(1)(iv)]
Decisions about student response to instruction/intervention is data-based

Recommended:
- Choice of models: standard protocol, problem-solving, hybrid
- Periodic review of CBM data – minimum 6-8 data points
- Use of decision rules to determine response
  - Level of performance
  - Rate of progress

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

[8NYCRR §100.2(ii)(1)(v)]
Notification to Parents

- Written in language parents can understand

- Contents:
  - How much data?
  - Type of data?
  - Nature of the intervention

- Parents are informed of their right to request an evaluation for special education services

Recommended:
- Provide info/PD to parents about RtI process

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

(a) the amount and nature of student performance data that will be collected and the general education services that will be provided pursuant to the structure and components of the RtI program selected by the school district;

(b) strategies for increasing the student's rate of learning; and

(c) the parents’ right to request an evaluation for special education programs and/or services.

[8NYCRR §100.2(ii)(1)(vi)]
NYSED does not require a specific model

**School’s discretion:**
- How many tiers?
- Core reading program?
- Screening & PM tools?
- Standard protocol vs. problem-solving vs. hybrid model?
- Structure of RtI decision making team
- Nature of PD
- Monitoring fidelity?
- Parent involvement & notification?
- Parents are informed of their right to request an evaluation for special education services

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

[8NYCRR §100.2(ii)(2)]
ENSURING STAFF KNOWLEDGE AND SKILLS NECESSARY TO IMPLEMENT RTI PROGRAMS

- Ensure staff has knowledge of RtI program
- Ensure staff has necessary skills needed to implement RtI program

**Recommended:**
- Provide PD in the following areas:
  - early-literacy
  - data-based decision-making
  - progress monitoring
- Monitor for fidelity of implementation and administration
- Evaluate RtI process

A school district shall take appropriate steps to ensure that staff has the knowledge and skills necessary to implement a response to intervention program and that such program is implemented consistent with the specific structure and components of the RtI process selected by the school district. [8 NYCRR §100.2(ii)(3)]
adopt written policy that establishes administrative practices and procedures implementing school wide approaches

- which may include a RtI process pursuant to Section 100.2(ii)
Published – October 2010

Contributors:
- NYSED Internal Workgroup
- RtI External Advisory Workgroup
- NYS RtI TAC
- Dr. Sarita Samora

Purpose
- Describe features/components of an effective RtI model
- Provide guidance on minimum requirements of a RtI model
- Present the NYS regulatory requirements of a RtI framework

Access
- www.nysrti.org
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<td>School District Selection of the Specific Structure &amp; Components of a RtI Program</td>
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<td>NYS Regulatory Policy Framework for RtI</td>
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<td>B</td>
<td>Documentation of the Determination of Eligibility for a Student Suspected of Having a LD</td>
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<td>C</td>
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CHAPTER FORMAT

- Regulatory Requirements
- Guidance
- Quality Indicators
- Tools
AIS and RtI Amendment to 100.2(EE)

- LEA may provide RtI in lieu of AIS
  - Consistent with 100.2 (ii) (RtI requirements)
  - Available at grade and subject levels
  - Students are provided AIS if RtI is not available

- AIS-RtI Assurance submitted by LEA each year
  - By September 1st
**Examining Differences Between AIS and RtI**

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<td>Eligibility Determination</td>
<td>• Determined by student performance on NYS assessments or district approved measures in K-3</td>
<td>• Determined by student performance on screening measures</td>
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<td>Supplemental Instruction</td>
<td>• Additional instruction that supplements general curriculum</td>
<td>• Additional instruction beyond what is offered in core (Tier 1)</td>
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<td>Screening to Identify At-Risk</td>
<td>• None noted</td>
<td>• Required</td>
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<td>Instruction Matched to Student Needs</td>
<td>• Instruction designed to support student progress relative to learning standards</td>
<td>• Intervention designed to address needs of students relative to literacy</td>
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<td>• Not specified</td>
<td>• Required</td>
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<td>• Can include but is not limited to: regular progress checks, further assessments, and meeting with teachers to adjust instruction</td>
<td>• Weekly or twice monthly to determine student’s response to intervention</td>
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<td>• Not specified</td>
<td>• Use of PM data to determine student response by examining: 1. Level of performance 2. Rate of progress</td>
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THANK YOU!

QUESTIONS