

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

**Dr. Daryl Mellard**  
University of Kansas  
National Center on Response  
to Intervention

**Dr. Theresa M. Janczak**  
Principal Investigator,  
NYS RtI TAC  
[janczak@nysrti.org](mailto:janczak@nysrti.org)

## ⊙ Defining Rtl

- ⊙ Essential Components
- ⊙ Policy Framework/Regulatory Requirements
- ⊙ Guidance Document on Rtl

## ⊙ AIS & Rtl

## ⊙ Examining Rtl in Middle School

- ⊙ Results from an Rtl Investigation

## ⊙ Exploring the Essential Components at Middle School

- ⊙ Screening
- ⊙ Multi-level Prevention System
- ⊙ Progress Monitoring
- ⊙ Data-based Decision Making
- ⊙ Overarching Factors

## ⊙ NYS Rtl-TAC

**Activity  
#1**

# 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.**

| <b>Component</b>                                       | <b>AIS</b> | <b>RtI</b> |
|--|------------|------------|
| <b>Eligibility Determination</b>                       | ✓          | ✓          |
| <b>Supplemental Instruction</b>                        |            |            |
| <b>Screening to Identify At-Risk</b>                   |            |            |
| <b>Instruction Matched to Student Needs</b>            |            |            |
| <b>Use of Empirically Valid Instruction/Strategies</b> |            |            |
| <b>Intensive levels of Intervention</b>                |            |            |
| <b>Progress Monitoring</b>                             |            |            |
| <b>Data-based Decision Making</b>                      |            |            |
| <b>Parent Notification</b>                             |            |            |
| <b>Interventionists</b>                                |            |            |

# DEFINING RTI

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.**



# 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

# RTI POLICY FRAMEWORK

## ⊙ Federal Requirements - IDEA 2004

- ⊙ Allows LEAs to use Rtl 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 Rtl 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

# APPROPRIATE 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 STUDENT NEED

- *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 (PROGRESS MONITORING)

- *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)]

# APPLICATION OF STUDENT INFORMATION TO MAKE EDUCATIONAL DECISIONS

- ***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**
- **<http://www.p12.nysed.gov/specialed/RTI/rti-pamphlet.pdf>**

**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)]

# SCHOOL DISTRICT SELECTION OF THE SPECIFIC STRUCTURE AND COMPONENTS OF A RTI PROGRAM

- ***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 Rtl 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 Rtl program***
- ***Ensure staff has necessary skills needed to implement Rtl program***

## **Recommended:**

- Provide PD in the following areas:
  - early-literacy
  - data-based decision-making
  - progress monitoring
- Monitor for fidelity of implementation and administration
- Evaluate Rtl 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 Rtl process selected by the school district.**

[8 NYCRR §100.2(ii)(3)]

# BOARD OF EDUCATION POLICY

## SECTION 200.2(B)

- ◎ **adopt written policy that establishes administrative practices and procedures implementing school wide approaches**
- ◎ **which may include a Rtl process pursuant to Section 100.2(ii)**



# RTI GUIDANCE DOCUMENT

## ⊙ **Published – October 2010**

## ⊙ **Contributors:**

- ⊙ NYSED Internal Workgroup
- ⊙ Rtl External Advisory Workgroup
- ⊙ NYS Rtl TAC
- ⊙ Dr. Sarita Samora

## ⊙ **Purpose**

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

## ⊙ **Access**

- ⊙ [www.nysrti.org](http://www.nysrti.org)
- ⊙ <http://www.p12nysed.gov/specialed/RTI/guidance/cover.htm>

# FORMAT: 8 CHAPTERS + 3 APPENDICES

| Chapter  | Title  |
|----------|--|
| 1        | Minimum Requirements of a RtI program  |
| 2        | Screenings Applied to All Students in the Class  |
| 3        | Instruction Matched to Student Need  |
| 4        | Repeated Assessments of Student Achievement (Progress Monitoring)                        |
| 5        | Application of Student Information to Make Educational Decisions                         |
| 6        | Considerations When Implementing RtI with LEP/ELL  |
| 7        | Notification to Parents  |
| 8        | School District Selection of the Specific Structure & Components of a RtI Program        |
| Appendix | Title  |
| A        | NYS Regulatory Policy Framework for RtI  |
| B        | Documentation of the Determination of Eligibility for a Student Suspected of Having a LD |
| C        | Readings and References  |

- **Regulatory Requirements**
- **Guidance**
- **Quality Indicators**
- **Tools**

# AIS AND RTI AMENDMENT TO 100.2(EE)

- ⊙ **LEA may provide Rtl in lieu of AIS**
  - ⊙ **Consistent with 100.2 (ii) (Rtl requirements)**
  - ⊙ **Available at grade and subject levels**
  - ⊙ **Students are provided AIS if Rtl is not available**
- ⊙ **AIS-Rtl Assurance submitted by LEA each year**
  - ⊙ **By September 1st**

Activity  
#1

# 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.

| Component                                       | AIS | RtI |
|---|-----|-----|
| Eligibility Determination                       | ✓   | ✓   |
| Supplemental Instruction                        | ✓   | ✓   |
| Screening to Identify At-Risk                   | ?   | ✓   |
| Instruction Matched to Student Needs            | ✓   | ✓   |
| Use of Empirically Valid Instruction/Strategies | ?   | ✓   |
| Intensive levels of Intervention                | ✓   | ✓   |
| Progress Monitoring                             | ✓/! | ✓   |
| Data-based Decision Making                      |     | ✓   |
| Parent Notification                             | ✓   | ✓   |
| Interventionists                                | ✓   | ✓   |

| Component   | AIS  | Rtl   |
|---|--|---|
| <b>Eligibility Determination</b>                        | <ul style="list-style-type: none"> <li>• <b>Determined by student performance on NYS assessments or district approved measures in K-3</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Determined by student performance on screening measures</b></li> </ul>                  |
| <b>Supplemental Instruction</b>                         | <ul style="list-style-type: none"> <li>• <b>Additional instruction that supplements general curriculum</b></li> </ul>                                | <ul style="list-style-type: none"> <li>• <b>Additional instruction beyond what is offered in core (Tier 1)</b></li> </ul>           |
| <b>Screening to Identify At-Risk</b>                    | <ul style="list-style-type: none"> <li>• <b>None noted</b></li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Required</b></li> </ul>   |
| <b>Instruction Matched to Student Needs</b>             | <ul style="list-style-type: none"> <li>• <b>Instruction designed to support student progress relative to learning standards</b></li> </ul>           | <ul style="list-style-type: none"> <li>• <b>Intervention designed to address needs of students relative to literacy</b></li> </ul>  |
| <b>Use of Empirically Valid Instruction/ Strategies</b> | <ul style="list-style-type: none"> <li>• <b>Not specified</b></li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Required</b></li> </ul>   |
| <b>Intensive levels of Intervention</b>                 | <ul style="list-style-type: none"> <li>• <b>Intensity varies by duration and individualization as a function of need</b></li> </ul>                  | <ul style="list-style-type: none"> <li>• <b>Intensity varies by duration and individualization as a function of need</b></li> </ul> |

| Component                         | AIS  | Rtl  |
|-----------------------------------|--|--|
| <b>Progress Monitoring</b>        | <ul style="list-style-type: none"> <li>• Can include but is not limited to: regular progress checks, further assessments, and meeting with teachers to adjust instruction</li> </ul> | <ul style="list-style-type: none"> <li>• Weekly or twice monthly to determine student's response to intervention</li> </ul>  |
| <b>Data-based Decision Making</b> | <ul style="list-style-type: none"> <li>• Not specified</li> </ul>  | <ul style="list-style-type: none"> <li>• Use of PM data to determine student response by examining:               <ol style="list-style-type: none"> <li>1. Level of performance</li> <li>2. Rate of progress</li> </ol> </li> </ul> |
| <b>Parent Notification</b>        | <ul style="list-style-type: none"> <li>• required</li> </ul>   | <ul style="list-style-type: none"> <li>• Required</li> </ul>   |
| <b>Interventionists</b>           | <ul style="list-style-type: none"> <li>• Gen. Ed. Teachers</li> <li>• Reading Specialists</li> <li>• Special Ed. Teachers</li> </ul>   | <ul style="list-style-type: none"> <li>• Gen. Ed. Teachers</li> <li>• Reading Specialists</li> <li>• Spec. Ed. Teachers</li> <li>• SLP's</li> </ul>  |

# THANK YOU!

# QUESTIONS

