



GALWAY CENTRAL SCHOOL DISTRICT

Response To Intervention (RTI)

This reference guide is intended to increase understanding of Galway CSD's Response to Intervention and how it advances the Board of Education goals for student achievement.

RTI FOR SUCCESS

RTI is most successful when everyone in the district is committed to the process, takes ownership, pays careful attention to the daily requirements, and conducts progress monitoring with fidelity.

The RTI process is student-focused and personalized. Its framework includes curriculum support, subject area experts, and accelerated learning.



KEY FEATURES OF GALWAY'S RTI

Response to Intervention is a general education initiative designed to address the needs of struggling learners as early as possible. In Galway, the district has adopted an online assessment tool for every students K-12. This enables the RTI Team to review benchmarks every 4-6 weeks to ensure students are progressing. We use data to inform decisions and implement interventions that are systematically applied and measured.

Galway's multi-disciplinary RTI Team consists of teachers, academic intervention specialists, support staff, counselors, service providers, and principals.

3-TIER APPROACH

TIER 1

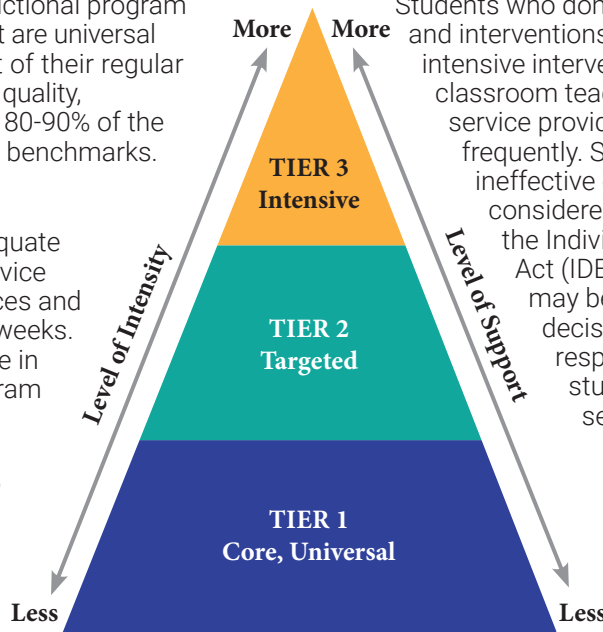
Teachers implement the core instructional program and conduct general screenings that are universal and available to all students as part of their regular educational program. Through high quality, differentiated instruction, we expect 80-90% of the students to achieve the established benchmarks.

TIER 2

For students who do not make adequate progress at Tier 1, teachers and service providers will deliver targeted services and interventions over a period of 6-10 weeks. This differentiated instruction will be in addition to the core academic program students receive in the classroom. This intervention is monitored closely every two weeks. In general, 5-10% of students will need this type of intervention in order to reach benchmark goals.

TIER 3

Students who don't improve after targeted services and interventions provided in Tier 2 will receive intensive intervention for a period of 6-10 weeks by classroom teachers, specialized teachers, and/or service providers. Student progress is monitored frequently. Should Tier 3 interventions prove ineffective or inadequate, students may be considered for specialized services under the Individuals with Disabilities Education Act (IDEA 2004). Additional student testing may be performed at this time; referral decisions are based on how students respond to instruction. Only 1-5% of students should require this level of service.



Please Note: RTI is designed as a prevention model built upon a core curriculum delivered in a general education environment with targeted and intensive interventions provided as needed. As such, RTI is viewed as a general education not a special education initiative. However, it should be noted that in some models of RTI, Tier 3 is considered special education services.

BACKGROUND ON RTI

RTI marks a change in how teachers help struggling students. In this model, students are helped in the most direct way, at the earliest stage possible.

Galway's RTI framework is supported by:

- Direct observation of student performance within the natural learning environment
- A multi-disciplinary team consisting of regular education teachers, special education teachers, service providers, and administrators
- Scientific, research-based curriculum and instruction
- Regular and systematic monitoring of student progress

Components of Galway's RTI:

- High quality instruction
- Research based instruction
- Universal screening
- Continuous progress monitoring
- Early intervention
- Progress monitoring during intervention

Galway's RTI fulfills IDEA

The reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004 includes language that allows states to use an RTI process instead of an I.Q. discrepancy model for identifying students with learning disabilities.

The U.S. Department of Education permits the use of the RTI process to "ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction:" (34 C.F.R. 300 & 301, 2006).

The IDEA regulations require that "appropriate" instruction in general education settings be delivered by highly qualified personnel and that data-based documentation of repeated assessments be collected at reasonable intervals.



COMMON RTI TERMINOLOGY

Research-Based Instruction: instruction and interventions that are deemed as "effective" through scientific studies.

Curriculum-Based Measurement: a standardized way of tracking and recording student progress in specific learning areas.

Baseline: data collected before the start of intervention, which is utilized for comparison with data collected both during and after the intervention.

Universal Screening: the act of measuring the progress of all students through formal or informal methods, with the primary purpose of finding students who are at risk of failing below state or grade level benchmarks.

Intervention: instruction that is either targeted or intensified in order to help the student attain benchmark goals (can be either academic or behavioral).

Progress Monitoring: a scientifically based way to measure ongoing student progress and the effectiveness of the instruction or intervention.

STAR ASSESSMENT SYSTEM

STAR assessments are computer-adaptive tests that continually adjust the difficulty of each child's test by choosing each test question based on the child's previous response. If the child answers a question correctly, the difficulty level of the next item is increased. If the child misses a question, the difficulty level is decreased. The STAR line of testing products has a high level of measurement accuracy, and all share the same design principles.

STAR Reading and STAR Math™ assessments help determine reading and math achievement levels. STAR Early Literacy Enterprise assessments help educators monitor students' growing literacy skills and students' progress toward becoming independent readers.

STAR Enterprise™ assessments can be used to monitor student growth throughout the year, to estimate students' understanding of state standards, and predict students' performance on the state test. In addition, STAR can help teachers determine appropriate instructional levels and skills that students are ready to learn.

JHE K-6 Reading Benchmarks

Stage	Grade	Fountas & Pinnell	Rigby	ATOS	STAR Scale Score	Lexile	ORF	Sight Words	DRA Developmental Reading Assessment	Keyboarding Words per Minute
Early Emergent	K	D	3	0.9		BR-450		85	10	N/A
Upper Emergent	1	J	16	1.9	263	BR-450	72	155	16	5
Early Fluent	2	M	22	2.9	434	450-790	114	300	28	10
Fluent	3	P	25	3.9	545	450-790	132		38	15
	4	S		4.9	653	770-980	146		44	20
	5	V		5.9	836	770-980				25
	6	Z		6.9	983	955-1155				30

STAR offers educators a variety of scores and reports. Scaled scores are useful for comparing each student's performance over time and across grades.

JOSEPH HENRY ELEMENTARY SCHOOL RTI FRAMEWORK

TIER 1: CORE EDUCATION CLASSROOM

All students receive 90 minutes of English language arts and 90 minutes of mathematics instruction in a general education classroom setting each day. The scientific research-based curriculum includes:

- Core Knowledge Language Arts via Amplify K-5
- Amplify Reading Grade 6
- Pearson (envision 2.0) Math K-6
- TCI Science 4-5
- PLTW Launch Science K-5
- TCI Social Studies 3-6
- PLTW 6

Teachers utilize STAR screening on a universal basis. Ongoing assessment ensures student progress is identified and supports are put in place as soon as possible. Instructional decisions are based on both quantitative and qualitative measures. Initial interventions begin in the classroom.

Since RTI begins with a core curriculum delivered with high quality instruction, teachers must differentiate instruction to address the needs of ALL learners. A diverse student body requires teachers to be mindful of their students' socio-economic levels, life experiences, interests, learning styles, first language, culture, and ethnicity when planning lessons.

Differentiated instruction is provided through modules such as:

- Study Island
- Reading Eggs
- Reading Eggspress
- Math Facts in a Flash
- And more

Differentiated classrooms in Galway Elementary School have:

- A student-centered focus with a high level of student interaction, participation, and engagement
- Students who take personal responsibility for their learning
- Flexible groupings that help students who are struggling as well as students who are accelerated (i.e. whole groups, cooperative groups, heterogeneous small groups)
- Learning centers or stations that promote optimal use of materials and resources (e.g. technology)
- Ongoing assessment
- Collaborative teaching environment that maximizes the strengths and expertise of multiple staff members

In Tier 1, student supports may include:

- Pre-teaching or re-teaching new or complex concepts
- Use of graphic organizers and/or instructional aids to assist learning
- Options for students to demonstrate mastery of material in multiple ways
- Study guides
- Cooperative learning structures
- Co-teaching models
- Technology integration in the classroom

TIER 2: SMALL GROUP INTERVENTION

When students are not meeting established benchmarks or responding to Tier 1 efforts, interventions are determined at a grade level data meeting.

Targeted services and interventions are planned to accelerate the student's learning.

In addition to the 90 minutes of core curriculum instruction, students receive targeted, research based intervention modules 30 minutes per day at least three times per week. Interventions may be delivered by the classroom teacher, a specialized teacher, a service provider, and/or a paraprofessional. Interventions supplement and do not supplant the core instruction. Students in Tier 2 are placed in small, homogeneous groups based on skill.

Specialized modules include:

- Fountas and Pinnell – Guided Reading/Leveled Literacy Intervention
- Reading A-Z
- Sounds in Motion
- Foundations
- Cars & Stars
- Power Readers
- Sound Partners
- FlyLeaf Publishing

Students in Tier 2 are assessed (at a minimum) every two weeks to identify progress. Data collected during these screenings allow the teachers, service providers, and principal to know if the above interventions are working.

Student supports in Tier 2 may include:

In addition to Tier 1 supports, please refer to RTI strategies on page 6 for Tier 2 supports.

TIER 3: INTENSIVE INTERVENTION

Students who have not responded with adequate growth to Tier 1 and Tier 2 efforts are given intensive intervention in Tier 3. Tier 3 is distinguished from Tier 2 by several variables, such as the frequency of the sessions, the smaller size of the group, and/or the expertise of the individual facilitating the intervention.

In addition to the 90 minutes of core curriculum instruction, students receive intensive research based intervention with a cap of three students per group 30-45 minutes per day, 4-5 days per week. Since students in Tier 3 require the highest level of support, a teacher, intervention specialist, co-teacher, or content area specialist usually runs the group.

Specialists may include:

- Reading teachers
- Title I teachers
- Speech therapists
- Content area specialists

Specialized modules include:

- Fountas and Pinnell – Guided Reading/Scholastic
- Wilson
- Edmark
- Reading Recovery

Students are assessed weekly to determine progress.

Students supports in Tier 3 may include:

In addition to Tier 1 and Tier 2 supports, please refer to RTI strategies on page 6.



GALWAY JUNIOR/SENIOR HIGH SCHOOL RTI FRAMEWORK

TIER 1: CORE EDUCATION CLASSROOM

All students receive 42 minutes of English language arts and 42 minutes of mathematics instruction in a general education classroom setting each day. In addition, Jr. High students receive 42-minute ELA and Math Labs every other day.

The Galway Central School District approved curriculum is aligned to the Common Core State Standards, and it includes NYS Common Core modules.

Teachers utilize universal STAR screening along with teacher-developed assessments. Ongoing assessment ensures that student progress is identified and supports are put in place as soon as possible. Instructional decisions are based on both quantitative and qualitative measures. If interventions are needed, all instructional staff are involved.

Since RTI begins with a core curriculum delivered with high quality instruction, teachers must differentiate instruction to address the needs of ALL learners. A diverse student body requires teachers to be mindful of their students' socio-economic levels, life experiences, interests, learning styles, first language, culture, and ethnicity when planning lessons.

In Tier 1, student supports may include:

- Pre-teaching or re-teaching new or complex concepts
- Use of graphic organizers and/or instructional aids to assist learning
- Options for students to demonstrate mastery of material in multiple ways
- Study guides
- Cooperative learning structures
- Co-teaching models
- Technology integration in the classroom

TIER 2: SMALL GROUP INTERVENTION

Students can be identified for Tier 2 based on the following:

- Scoring below established benchmarks and not responding to Tier 1 efforts
- Scores are lower than the 20th percentile on STAR and/or scores are below the established cut points on NYS ELA and math assessment
- Teacher observation and recommendation

Targeted services and interventions are planned to accelerate the student's learning.

In addition to the core class and labs, students receive specialized instruction and/or scientific research based intervention modules 42 minutes per day at least two times per week. They may also receive a 42-minute ELA tutorial and 45-minute 9th period in the RTI Lab. Students in Tier 2 are placed in small, homogeneous groups based on skill/identified need.

Specialized modules include:

- Fountas and Pinnell – Guided Reading/Leveled Literacy Instruction
- DDI (including recommendations from STAR)
- Teacher-created remediation

Students in Tier 2 are assessed in reading and/or math every five weeks to identify progress. Data collected during these screenings lets the teachers, service providers, and principal know if the above methods are working.

Student supports in Tier 2 may include: In addition to Tier 1 supports, please refer to RTI strategies on page 6 for Tier 2 supports.



TIER 3: INTENSIVE INTERVENTION

Students can be identified for Tier 3 based on the following:

- Student is not responding to Tier 2 efforts
- Progress monitoring data points and/or student scores are lower than 20th percentile on STAR and scores are below the established cut points on NYS ELA and math assessment
- Teacher observation and recommendation

Tier 3 is distinguished from Tier 2 by several variables, such as the frequency of

the sessions, the smaller size of the group, and/or the expertise of the individual facilitating the intervention.

In addition to the core class and labs, students may receive 42-minutes ELA/Math/AIS per day two times per week plus a 42-minute ELA tutorial and 45-minute 9th period. The classroom teacher or service provider facilitates these sessions during AIS periods, English tutorials, and RTI Lab. Students in Tier 3 are placed in small, homogeneous groups based on skill/identified need.

Specialized modules include:

- Fountas and Pinnell – Guided Reading/Leveled Literacy Instruction
- DDI (including recommendations from STAR)
- Teacher-created remediation

Students in Tier 3 are assessed in reading and/or math every two weeks to identify progress. Data collected during these screenings lets the teachers, service providers, and principal know if the above methods are working.

Since students in Tier 3 require the highest level of support, a teacher, intervention specialist, co-teacher, or content area specialist usually runs the group. A skilled specialist in the area of the student's academic or behavioral difficulty provides individual support.

Specialists may include:

- Reading teachers
- Title I teachers
- Speech therapists
- Content area specialists

Students supports in Tier 3 may include: In addition to Tier 1 and Tier 2 supports, please refer to RTI strategies on page 6.



RTI FRAMEWORK

Two of the most efficient instructional frameworks that support RTI are Differentiated Instruction (DI) and Universal Design for Learning (UDL).

DIFFERENTIATED INSTRUCTION

As teachers more fully engage students in the classroom, they recognize the impact that variables such as student diversity, socio-economic level, life experience, interests, and learning styles have on the classroom and students' ability to learn. The process for incorporating these variables into lesson plans is called differentiated instruction. The components of differentiated instruction are a foundation of RTI. They include:

Planning and Preparation

- Work collaboratively to articulate, map, and design curriculum and assessment by grade level and between grades to ensure scaffolding
- Develop instruction that attends to the environment, activities, materials, resources, groupings, and structure of the lesson and unit

Implement Instructional Plans

- Choose specific learning activities and projects that advance student understanding
- Utilize questioning and discussion techniques to maximize student interaction
- Employ active learning to increase student engagement
- Modify instruction when necessary to accommodate diverse needs

Assess Evidence of Learning

- Determine which products and assessments will be used to measure students understanding
- Some examples of evidence include reports, projects, exhibitions, and demonstrations

UNIVERSAL DESIGN FOR LEARNING

Universal Design provides a framework that supports the development of adjustable materials, varied instructional approaches, and relevant assessment methods, to ensure that all students have access to the general education curriculum.

Universal Design helps teachers recognize potential barriers to learning and identify possible solutions (including but not limited to assistive technology). It provides equal access to curriculum and instruction through:

- Multiple means of representation – give learners various ways to acquire information and knowledge (e.g. lecture, demonstrations, simulations)
- Multiple means of expression – provide learners with alternative ways to demonstrate what they know (e.g. oral, graphic, written)
- Multiple means of engagement – increase student interest in the material to challenge and motivate them to learn (e.g. allow students to select topic, cooperative learning)

Universal Design for Learning inherently satisfies RTI's need for "multiple pathways" to help all students succeed. Curriculum and instruction need to be adequately differentiated to address the diverse needs of all students in the classroom.



TYPES OF ASSESSMENTS

In order to develop effective RTI plans, educators need to utilize and analyze a wide array of data. Examples of data that can be used include:



- Report Cards – teacher ratings of student progress, includes a measure of effort
- Standardized Test Results – comparative data from across the state or nation; some measure achievement while others are diagnostic
- Informal Assessments – can be either teacher-developed or commercially produced to provide information with diagnostic value
- Teacher/Parent/Student Rating Scales – measurement of areas that are typically hard to assess through tests (i.e. attitude, behavior, interests)
- Classroom Work Samples – examples of student work such as essays, projects, or homework can provide insight into the student and learning style/interests
- Curriculum-Based Measurement – a standard way of tracking and recording student progress in a specific area
- Screening Data – yields information on student skills or abilities in an effort to identify potential at-risk students
- Classroom Observation – provides valuable insight into how students respond to instruction and grasp the teaching style and material
- Disciplinary Referrals – help determine how classroom learning is impacted by disciplinary conduct
- Attendance Data – one component of a comprehensive assessment

RTI STRATEGIES

Response to Intervention has become increasingly important as more states have adopted the more rigorous Common Core State Standards. Common Core State Standards focus on higher-order thinking skills that require students to master more complex material and tasks. As a result, students who struggle academically and/or behaviorally need more support and assistance.

The most important aspect of RTI begins with high quality instruction in Tier 1. All students need access to general education material, so teachers must utilize Differentiated Instruction and Universal Design for Learning in order to effectively implement the English language arts and mathematics strands of the Common Core State Standards. Educators across the country are actively engaged in sharing best practices and collaborating with each other. Some examples of effective strategies are:

- Explain a new idea, concept, or task through a variety of examples, illustrations and/or demonstrations
 - Use visual and multi-modal presentations
 - Model learning whenever possible by demonstrating how a problem can be solved
- Build upon and link new learning to prior knowledge
 - Utilize a “know, what, learned” (K-W-L) approach to assess what students already know, what they want to know, and what they learned
- Employ a range of strategies to increase comprehension
 - Use analogies and metaphors to help comprehension
 - Use graphic organizers, concept maps, and semantic maps
 - Use cross-curricular connections
- Help students through structures and organizational tools
 - Provide steps or sequences for learning complex tasks
 - Provide prompts to help students master complex material
 - Provide checklists, study guides, and other resources
- Use a variety of technology in instruction
 - iPads and Chrome books to augment instruction or as an alternative communication device
- Allow students to demonstrate knowledge in multiple ways
 - Hands-on materials, visuals, oral presentations
 - Minimize barriers to learning by providing spellcheckers, grammar checkers, calculators
 - Allow the use of computers to complete tasks
 - Encourage video interviews, performances, role playing, portfolios
- Design and use formative assessments
 - Pre, during, and post instruction
 - Use across a grade level or within a team teaching the same course
- Provide rubric so students have clear expectations of what represents quality work
 - Provide opportunities for students to self-assess
 - Provide ongoing, constructive, and specific feedback
- Maximize student-centered learning
 - Classroom stations or learning centers
 - Project-based learning
 - Cooperative learning structures
- Allow students to set their own goals and objectives
 - Let students choose assignments from a list of options
 - Design authentic assignments from “real life” applications
 - Personalize assignments to students’ interests and experiences
- Allow students time for self-reflection
 - Invite student feedback on assignments and tasks
 - Ensure time for independent work

RTI WEBSITES & RESOURCES

New York State Response to Intervention Technical Assistance Center – nysrti.org
RTI Action Network – rtinetwork.org
Intervention Central – interventioncentral.org
STAR Assessments – renaissance.com
National Research Center on Learning Disabilities – nclld.org

RTI for Early Childhood Learners – recognitionandresponse.org
The Consortium on Reading Excellence – corelearn.com
The National Center for Culturally Responsive Education Systems – nccrest.org
TeAchnology – teachnology.com
Fountas and Pinnell – fountasandpinnelleveledbooks.com

GET PARENTS INVOLVED

Parents need a basic working knowledge of RTI and its benefits, especially if their children are participating in Tier 2 and Tier 3 interventions. Educators can help their students’ parents by:

- Disseminating written information about the school’s RTI process
- Making formal or informal presentations to the PTA or other parent groups
- Giving a brief overview of RTI at Parent Night
- Explaining how RTI works for a particular child during parent/teacher conferences
- Addressing RTI on report cards and/or progress cards that are sent home to parents
- Highlighting how the special education referral process works

The more parents understand RTI, the more cooperative they will be in their children’s academic efforts. You may also want to address how parents can help their children at home.