T.I.E.R.S.
Targeted Instruction for Effective Response System

Response to Intervention

Policy Manual
Central Administration, Board of Education and Stakeholder Teams

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Introduction

Core Values

For any school or district to achieve common goals, it must first identify the core beliefs and values that bind its educators, staff, and administrators in the pursuit of academic achievement and excellence. In the Sayville Public School District, we share the following core beliefs and values: We believe that...

- Public education is the hope of the future.
- Students need to get what they need to succeed and excel – resources and opportunities.
- All children can learn.
- Each student is special, different, and deserving.
- It is our responsibility to help students discover and pursue their passions.
- The District should hold high expectations for all students and staff.
- Students are our future leaders – we are shaping the future.

A Message From Dr. Stimmel

Dedicated Sayville teachers and administrators, who served as stakeholders during the development phase of this manual, invested hundreds of hours in effort to produce the Sayville Schools Response to Intervention (RTI) Manual, entitled T.I.E.R.S. This remarkable RTI manual not only presents a comprehensive and systematic plan for addressing the academic needs of all students from kindergarten through sixth grade, it is symbolic of the commitment and professionalism of Sayville’s staff towards the academic progress of all Sayville students. While Sayville was very fortunate to have such an incredibly talented team on hand within the district, the success of this project was also the result of a very supportive Board of Education. In a climate when so many educational initiatives are being rushed to implementation, the Sayville Board of Education showed prudent insight as this manual was developed. The BOE endorsed the ‘notion’ that time and resources should be set aside to allow the professional staff to develop Sayville’s RTI plan in a thoughtful and careful manner.

Adopted by the Board of Education in 2011, T.I.E.R.S. has adapted with change through several revisions as the Sayville team refines the RTI process. This manual will continue to evolve, always with the same objective: to better meet the needs of Sayville’s students.
Purpose of Document

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

The purpose of this manual is to guide Sayville in designing and implementing an RtI program for the effective instruction and behavior support of ALL Kindergarten through Grade 5 students, including learning disabled children subject to federal and state mandates. The manual first outlines the federal basis, fundamental benefits, and core components of RtI programs generally. It then recommends an RtI program for Sayville Schools, Kindergarten through Grade 5, including a multi-tiered comprehensive assessment plan, professional development of staff, and documentation and evaluation of program services. Finally, this manual discusses the leadership team responsibilities and norms, communication plans, parental involvement, and other keys to successful implementation of the RtI program recommended for Sayville Schools.

State Basis

By July 1, 2012, every school district in the State of New York must implement an RtI process, rather than use an achievement-intellectual ability discrepancy model, to determine whether a Kindergarten through Grade 4 student has a learning disability in reading. In addition, the State of New York has established criteria for determining whether a student has a learning disability and is eligible for special education. In part, these criteria require Child Study Teams to determine that a student’s underachievement is not due to limited English proficiency or lack of appropriate instruction in reading (including the five essential components) or mathematics.

RtI data can assist in this determination and, along with other individual evaluation methods, provide important information about how children learn and can overcome learning difficulties.

Federal Basis

The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA 2004) authorizes the use of scientific, research-based intervention methods to determine a child’s eligibility for learning disability educational services. [W]hen determining whether a child has a specific learning disability … a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability … [but instead] may use a process that determines if the child responds to a scientific, research-based intervention as a part of the evaluation procedures…. (20§1414(b) (A) and (B))

IDEIA 2004 does not preclude use of the achievement-ability methods for identifying learning disabled students. Rather, it recognizes alternative methods grounded on “scientific,
research-based intervention.” RtI is one such method. It provides a scientifically researched and validated framework for reliably identifying and effectively matching best instructional practices to individual student needs. To qualify for IDEIA 2004 services, however, a child must first receive and fail to respond adequately to good instruction and appropriate intervention in regular educational settings.

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

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

Benefits of RtI

Multi-tiered RtI systems provide a means to identify more reliably and correct more quickly the learning problems that put students at-risk for educational failure. RtI practices also improve communication between home and school by more frequently conferring and collaborating with parents about their children’s progress and the school’s educational efforts.

Other benefits of RtI include:

1. documentation of peer learning rates among students who receive the same instruction;
2. communication of school plans for monitoring student performance;
3. assistance to teachers who request help with learning disabled students;
4. establishment of a global approach to instructional practices within a school;
5. development of prevention efforts for children entering kindergarten;
6. identification of existing and transfer students with learning disabilities;
7. coordination of intervention efforts; and
8. development of professional staff.

The primary purpose of any RtI program is the effective instruction of all children through early identification of individual student needs; • development of a multi-tiered model for service delivery; • use of problem-solving or standard protocol methods to make decisions within the multi-tiered model; • reliance on research-based, scientifically validated instruction methods and interventions; and • screening, diagnostics, and progress monitoring assessments to inform instruction and interventions.
Components of RtI

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

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

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

Comprehensive Assessment

A major feature of the RtI Model is its use of data to drive the decision-making process—at the individual student, classroom, and school levels. To support RtI’s fluid approach, reliable and ongoing information must be available to:

- Identify academic and behavioral needs of individual students,
- Inform the problem-solving process,
- Design and modify instruction to meet student needs,
- Evaluate the effectiveness of instruction at different levels, of the system (e.g., classroom, school, district)

To conserve increasingly limited resources, however, RtI programs incorporate a tiered data assessment system. Tiered assessments, if timely conducted, can reliably identify which students need help on what critical skills, adjust the frequency and intensity of resources to individual student needs, and enable teachers to tailor instruction to specific learning needs.

Tiered comprehensive assessment plans have four main objectives:

1. To identify students at the beginning of the year who are at-risk or who are experiencing difficulties and who may need extra instruction or intensive interventions if they are to progress toward grade-level standards by the end of the year, as well as students who have reached benchmarks and who need to be challenged.

2. To monitor students’ progress during the year to determine whether at-risk students are making adequate progress in critical skills and to identify any students who may be falling behind or need to be challenged.

3. To inform instructional planning in order to meet the most critical needs of individual students

4. To evaluate whether the instruction or intervention provided is powerful enough to help all students achieve grade-level standards by the end of each year.

The four objectives outlined above can be achieved through four types of assessments during the school year:

Screening Assessment

Screening assessments are quick and efficient measures of overall ability and critical skills known to be strong indicators that predict student performance.
Administered to all students as an initial baseline, these assessments help to identify students who do not meet or who exceed grade level expectations. Results can be used as a starting point for instruction or to indicate a need for further evaluation.

**Progress Monitoring Assessment**

Progress monitoring assessments provide a quick and reliable means to measure student progress. Periodically administered, progress monitoring assessment data enables teachers:
1. to determine student progress rates
2. to evaluate the effectiveness of instruction and intervene if necessary,
3. to identify the need for additional information; and
4. to analyze and interpret gaps between baselines and achievement.

**Diagnostic Assessment**

While relatively lengthy, diagnostic assessments provide an in-depth, reliable assessment of targeted skills. Their major purpose is to provide information for planning more effective instruction and interventions. Diagnostic assessments should be given when there is a clear expectation that they will offer new or more reliable information about a child’s academic or behavioral needs that can be used to help plan more powerful instruction or interventions.

If schools are implementing screening, progress monitoring, and outcome assessments in a reliable and valid way, the need for additional testing, using formal diagnostic instruments, should be reduced. Because they are time-consuming and expensive, complete diagnostic tests should be administered far less frequently than the other assessments. However, specific subtests from diagnostic instruments might be used to provide information in areas not assessed by screening, progress monitoring, or outcome assessments. School leaders should continually ask if the value of the information to teachers from formal diagnostic tests in planning instruction merits the time spent administering such tests.

**Outcome Assessments**

Outcome assessments measure yearly progress. Administered at the end of a school year, outcome tests satisfy school, district and/or state reporting requirements. Equally important, however, year-end assessments inform school leaders and teachers about the overall effectiveness of individual instructional and intervention programs.

**Multi-Tiered Instructional Practice**

RtI programs use a multi-tiered service-delivery model, with distinctive support structures built into each tier, to guide teachers in choosing research-based curricula and instructional practices conducive to academic achievement. Tiered delivery systems provide (1) a core, scientifically-based instructional program for ALL students at their instructional grade level (Tier 1) plus (2) intensified instruction of students with special needs in direct proportion to individual need (Tiers 2 and 3).
Professional Development

Like any newly implemented system, RtI requires professional development—and prioritizing professional development. Schools cannot be expected to conduct immediately all necessary trainings. But each school must prioritize and create a calendar/timeline for trainings that satisfy quality standards of professional development. Leave replacements, newly hired teachers, and teachers changing grade levels will be expected to attend district professional development offerings for the tiers they are assigned to at the start of any school year.

Fidelity

Documentation and evaluation is crucial to the fidelity and integrity of any RtI program. Fidelity, in this context, means delivery of scientific, research-based curricula and interventions in the manner and at the times intended. Integrity means timely performance and analysis of all universal screening, progress monitoring, diagnostic, and outcome data assessments, followed by decisions based on the data. Because of their critical importance to any RtI program, both school and district teams must budget adequate time and responsible personnel to ensure proper documentation and evaluation of program fidelity and integrity throughout the school year. Each school should utilize the Intervention Plan form, or one similar. The district’s Referral to Special Education form requires specific documentation which align to the particulars collected on the Intervention Plan.

Furthermore, fidelity and integrity can be achieved by ensuring that Sayville staff members receive appropriate and sustained Tier I professional development and implement curriculum, instruction, and assessment practices consistently across all buildings and grade levels.
The Program Designed for Sayville

School teams must follow the RtI program detailed throughout this manual. Any school team wishing to depart from any feature of this program must obtain prior approval from the District RtI Stakeholder Team. In considering any such departures, the District RtI Stakeholder Team must adhere to the minimum guidelines set forth in this manual to ensure the program’s fidelity and integrity.

Sayville has chosen to design its program as a hybrid model. Data are collected to determine which students need additional support and a selected group of interventions are utilized immediately to meet the needs of most students in need of supplemental intervention. These evidence-based interventions are selected for specific areas of concern. Staff are highly trained in using these interventions as well as knowing when each is best to use. Progress monitoring data begins to be collected as soon as students begin receiving intervention. Teams then use that data within a problem-solving process, to analyze student progress to determine which interventions should be used and also to create individualized and highly customized intense interventions for individual students.

Teams also apply decision rules to establish the efficacy of the intervention. Progress monitoring occurs to determine if the intervention should continue, be adjusted, or end. Ultimately, in analyzing student response to instructional plans, teams must evaluate student achievement gains in terms of the type and/or degree of intensification provided by the school personnel delivering the plan. Depending on the student, an instructional plan may prescribe more than one intensification; therefore, it is critical to evaluate the effect of each in the overall plan while balancing the need for meeting efficiency and adherence to time constraints. Types of intensifications include:

1. Instructional - typically, changes in teaching methodology to incorporate new strategies (such as from multi-sensory to whole-group instruction or from whole-group instruction to collaborative grouping);

2. Curricular - typically, changes in materials (such as from My Sidewalks to Wilson's Foundations);

3. Structural - typically, changes in delivery of instruction (such as time, frequency, setting, or group size); and,

4. Behavioral - typically, changes in program approach (such as from behavior management to intense behavior modification (PBIS) or from positive feedback once per hour to every ten minutes).
Curricular Materials

All schools must use scientific, research-based general education core curricular materials in reading and language arts and mathematics that align with New York’s academic standards. Exemplar materials for Tier I reading and language arts and mathematics appear in the Appendix. Any and all curricular materials wishing to be considered for Tier I should be submitted to the Deputy Superintendent for Curriculum.

Instructional Practice

All Tier I students must receive daily, high-quality scientific and research-based core curricula instruction delivered by either a general education teacher, special education teacher, or AIS provider. All instruction should focus on core content objectives and grade level standards. All whole and flexible grouped students should receive differentiated, inquiry-based, peer-based, and scaffolded instruction. Additionally, appropriate instruction for English Language Learners (ELLs) must be in accordance with Part 154 of the Regulations of the Commissioner of Education.

Comprehensive Assessment

Universal Screening

Curriculum-Based Measurements (CBM) data in reading and mathematics must be collected three (3) times during the school year (fall, winter, spring). All students should be assessed according to the Universal Screening Testing and Data Dialogue Schedule listed in the Appendix.

New students enrolling in the district after the fall and winter screening time periods should be screened no later than three (3) weeks after enrollment.

Diagnostic Assessment

Grades K-1

All Tier I students will be given the Rigby's Running Record in reading and language arts at least once per year by October 1 for Grade 1 and June 1 for Kindergarten of the calendar school year.

Grades 2-5

Tier I students are not required to be given a diagnostic assessment for reading and language arts and mathematics, unless specifically requested by a data team.

Progress Monitoring

Teachers may use CBM to progress monitor their whole class up to, and not to exceed, two (2) times per year.

Additionally, teachers will be expected to utilize at least one of the curriculum program-embedded assessments from both the reading and language arts and mathematics core programs and should be used in accordance with the scope and sequence to monitor progress of Tier I students. See Appendix, Sayville Progress Monitoring Assessment Grid.
Outcome Assessment

Grade 2
All students should complete the Terra Nova Assessment in reading and language arts and mathematics.

Grades 3-5
All students should complete the New York State Grade Level Assessments in reading and language arts and mathematics.

K - Grade 5
All ELL students should complete the New York State English as a Second Language Achievement Test (NYSESLAT).
Placement into Tier I

K - Grade 5 Primary Data Source(s):
Using CBM screening results, all students scoring 50% or higher on the most recent aggregated CBM norm chart may be placed in Tier I. Schools must use the specific CBM measures for each grade level in all placement decision.

In addition to CBM measures, placement into Tier I may be based on:

1. a score of a 3 or 4 on the respective New York State Assessment for incoming 4th and 5th grade students;
2. a score of 41% or higher on the Terra Nova for incoming 3rd grade students;
3. the most current diagnostic assessment indicating grade level proficiency for incoming 1st grade through 5th grade students;
4. a score of 26th percentile or above on each subtest of the DIAL-3 for incoming Kindergarten students.

K - Grade 5 Supporting Data Source(s):
Prior year spring CBM results, report cards, diagnostic assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/transition information for all students, when applicable, may be used in placing students into Tier I.

Movement from Tier I

K-Grade 5 Primary Data Source(s):
In reading and language arts and mathematics, movement to Tier II or III will primarily depend on winter and/or spring CBM screening results. In conjunction, diagnostic and progress monitoring assessments for reading and language arts and mathematics should be considered. In particular, data teams may recommend the administration of the following diagnostic assessments:

K-Grade 5
The Fountas and Pinnell Benchmark Assessment or Rigby’s Running Record for reading and language arts and the Math Achievement Predictor by Options Publishing and Numbers Knowledge Test by SRA Publishing.

K - Grade 5 Supporting Data Source(s):
Prior year spring CBM results, report cards, diagnostic assessments, language arts curriculum program-embedded informal and formal assessments, NY State Mathematics Module’s Mid and End of Module Assessments and teacher recommendation/transition information for all students, when applicable, may be used in movement consideration.

Supporting Data Sources should be used in conjunction with Primary Data Sources and not supplant Primary Data Sources.

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1 Schools are encouraged to ensure that at least (2) two data sources are used to place and move students into a Tier.
Tier II
K – Grade 5

Curricular Materials

All schools must use scientific, research-based general education core curricular materials in reading and language arts and mathematics that align with New York’s academic standards. Exemplar materials for Tier II reading and language arts and mathematics appear in the Appendix. Any and all curricular materials wishing to be considered for Tier II should be submitted to the Deputy Superintendent for Curriculum.

Instructional Practice

In addition to receiving daily instruction in the core curriculum, K- Grade 5 Tier II students should receive a total of sixty (60) minutes or more and meet at least two (2) times per week. Additionally, all Tier II students should receive at least eight (8) - ten (10) weeks of Tier II instruction delivered by either a general education teacher, special education teacher, ELL teacher, or AIS provider. Additionally, appropriate instruction for English Language Learners (ELLs) must be in accordance with Part 154 of the Regulations of the Commissioner of Education. Lastly, all Tier II instruction should be differentiated, direct and explicit, very systematic, and based on student needs and student assessment data. Group sizes will be no more than six (6) students.

Comprehensive Assessment

Universal Screening

Curriculum-Based Measurements (CBM) data in reading and mathematics must be collected three (3) times during the school year (fall, winter, spring). All students should be assessed according to the Universal Screening Testing and Data Dialogue Schedule listed in the Appendix.

New students enrolling in the district after the fall and winter screening time periods should be screened no later than three (3) weeks after enrollment.

Diagnostic Assessment

Grades K

All Tier II students, depending on the time of year, will be given the Fountas and Pinnell Benchmark Assessment for reading and language arts and Number Knowledge Test for mathematics. The time of the administration will be based upon the student’s entrance into Tier II – whether they are entering from Tier I or III and already have diagnostic data. The need for additional diagnostic testing will be a decision made by the data team.

Grades 1-5

All Tier II students will be given Fountas and Pinnell Benchmark Assessment in reading and language arts and Math Achievement Predictor for mathematics. The time of the administration will be based upon the student’s entrance into Tier II – whether they are entering from Tier I or III and already have diagnostic data. The need for additional diagnostic testing will be a decision made by the data team.
Progress Monitoring

K - Grade 5  Primary Data Source(s):

Tier II student progress should be monitored, using Curriculum-Based Measures (CBM) as the primary data source, at least every other week for at least eight (8) to ten (10) weeks (producing at least 3 data points). Data points may consist of 3 AIMSWEB probes or 2 AIMSWEB probes and 2 criteria measures. Decisions on progress monitoring measures should be made in conjunction with the data/decision-making team.

Additionally, to ensure that no decision is made based upon one source of data, teachers will be expected to collect data from another primary source, which can be in the form of a pre/post assessment, curriculum-embedded assessment, or common grade-level (created) assessment. Teachers are encouraged to choose, or create, assessments aligned to instructional focus. The exact number of needed assessments will be a decision collaboratively made within data teams and will be robust enough to determine whether students are responding or not responding to instructional intervention.

Additional Supporting Data Source(s):

Report cards, curriculum program-embedded informal and formal assessments, and teacher recommendation/transition information, when available, may be used to monitor student progress.

Supporting Data Sources cannot be used to supplant Primary Data Sources in monitoring student progress.

Outcome Assessment

Grade 2

All students should complete the Terra Nova Assessment in reading and language arts and mathematics.

Grades 3-5

All students should complete the New York State Grade Level Assessments in reading and language arts and mathematics.

K - Grade 5

All ELL students should complete the New York State English as a Second Language Achievement Test (NYSESLAT).
Placement into Tier II

K - Grade 5 Primary Data Source(s):
Based upon CBM Benchmark Assessment results, all students scoring between 20 - 49% on the most recent aggregated CBM norm chart may be considered Tier II. Schools must use specific CBM measures at each grade level for all placement decisions. See Appendix, Sayville CBM Assessment Grid.

In addition to CBM measures, placement into Tier II may be based on:

1. a score of a 1, 2, or possibly a 3 on the respective New York State Assessment for incoming 4th and 5th grade students;
2. a score below 41% on the Terra Nova for incoming 3rd grade students;
3. the most current diagnostic assessment indicating below grade level proficiency for incoming 1st grade through 5th grade students;
or
4. a score of 25th percentile or below each subtest of DIAL-3 for incoming Kindergarten students.

K - Grade 5 Supporting Data Source(s):
Prior year spring CBM results, report cards, diagnostic assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/transition information for all students, when applicable, may be used in placing students into Tier II.

Movement from Tier II

K-Grade 5 Primary Data Source(s):
In reading and language arts and mathematics, movement to Tier I or III will primarily depend on winter and/or spring CBM screening results. In conjunction, diagnostic and progress monitoring assessments for reading and language arts and mathematics should be considered. In particular, data teams may utilize the data from the following assessments:

Grade K
Fountas and Pinnell Benchmark Assessment for reading and language arts and Number Knowledge Test for mathematics

Grades 1-5
Fountas and Pinnell Benchmark Assessment for reading and language arts and the Math Achievement Predictor for mathematics

K - Grade 5 Supporting Data Source(s):
Prior year spring CBM results, report cards, diagnostic assessments, language arts curriculum program-embedded informal and formal assessments, NY State Mathematics Module’s Mid and End of Module Assessments and teacher recommendation/transition information for all students, when applicable, may be used in movement consideration.

Supporting Data Sources should be used in conjunction with Primary Data Sources and not supplant Primary Data Sources.

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2 Schools are encouraged to ensure that at least (2) two data sources are used to place and move students into a Tier.
**Tier III**
**K – Grade 5**

**Curricular Materials**

All schools must use scientific, research-based general education core curricular materials in reading and language arts and mathematics that align with New York's academic standards. Exemplar materials for Tier III reading and language arts and mathematics appear in the Appendix. Any and all curricular materials wishing to be considered for Tier III should be submitted to the Deputy Superintendent for Curriculum.

**Instructional Practice**

In addition to receiving daily instruction in the core curriculum, K - Grade 5 Tier III students should receive a total of sixty (60) minutes or more and meet at least two (2) times per week. Additionally, all Tier III students should receive at least four (4) - six (6) weeks of Tier III instruction delivered by either a special education teacher, ELL teacher, or AIS provider. Additionally, appropriate instruction for English Language Learners (ELLs) must be in accordance with Part 154 of the Regulations of the Commissioner of Education. Lastly, all Tier III instruction should be differentiated, direct and explicit, very systematic, and based on student needs and student assessment data. Group sizes will be no more than four (4) students.

**Comprehensive Assessment**

**Universal Screening**

Curriculum-Based Measurements (CBM) data in reading and language arts and mathematics must be collected three (3) times during the school year (fall, winter, spring). All students should be assessed according to the Universal Screening Testing and Data Dialogue Schedule listed in the Appendix.

New students enrolling in the district after the fall and winter screening time periods should be screened no later than three (3) weeks after enrollment.

**Diagnostic Assessment**

**Grades K-1**

All Tier III students, depending on the time of year, will be given the **Fountas and Pinnell Benchmark Assessment** for reading and language arts and **Number Knowledge Test** for mathematics. The time of the administration will be based upon the student’s entrance into Tier III – whether they are entering from Tier I or II and already have diagnostic data. The need for additional diagnostic testing will be a decision made by the data team.

**Grades 1-5**

All Tier III students will be given **Fountas and Pinnell Benchmark Assessment** in reading and language arts and **Math Achievement Predictor** for mathematics. The time of the administration will be based upon the student’s entrance into Tier III – whether they are entering from Tier I or II and already have diagnostic data. The need for additional diagnostic testing will be a decision made by the data team.
Progress Monitoring

K - Grade 5 Primary Data Source(s):

Tier III student progress should be monitored, using Curriculum-Based Measures (CBM) as the primary data source. It is recommended that Tier III students be progress monitored more frequently, at least every week for at least four (4) to six (6) weeks (producing at least 3 data points). Providers have flexibility in choosing 3 AIMSWEB probes or 2 AIMSWEB probes and 2 criteria measures. However, the data team will collaboratively decide upon the frequency of progress monitoring and the progress monitoring measures needed to determine response or nonresponse.

Additionally, to ensure that no decision is made based upon one source of data, teachers will be expected to collect data from another primary source, which can be in the form of a pre/post assessment, curriculum-embedded assessment, or common grade-level (created) assessment. Teachers are encouraged to choose, or create, assessments aligned to the instructional focus. The exact number of needed assessments will be a decision collaboratively made within data teams and will be robust enough to determine whether students are responding or not responding to instructional intervention.

Additional Supporting Data Source(s):
Report cards, curriculum program-embedded informal and formal assessments, and teacher recommendation/transition information, when available, must be used to monitor student progress.

Outcome Assessment

Grade 2

All students should complete the Terra Nova Assessment in reading and language arts and mathematics.

Grades 3-5

All students should complete the New York State Grade Level Assessments in reading and language arts and mathematics.

K - Grade 5

All ELL students should complete the New York State English as a Second Language Achievement Test (NYSESLAT).
Placement into Tier III

K - Grade 5 Primary Data Source(s):

Based upon CBM Benchmark Assessment results, all students scoring between 0 - 19% on the most recent aggregated CBM norm chart may be considered Tier III. Schools must use specific CBM measures at each grade level for all placement decisions. See Appendix, Sayville CBM Assessment Grid.

In addition to CBM measures, placement into Tier III may be based on:

1. a score of a 1 or 2 on the respective New York State Assessment for incoming 4th and 5th grade students;
2. a score below 41% on the Terra Nova for incoming 3rd grade students;
3. the most current diagnostic assessment indicating significantly below grade level proficiency for incoming 1st grade through 5th grade students; or
4. a score of 25th percentile or below on each subtest of the DIAL-3 for incoming Kindergarten students.

K - Grade 5 Supporting Data Source(s):

Prior year spring CBM results, report cards, diagnostic assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/transition information for all students, when applicable, may be used in placing students into Tier III.

Movement from Tier III

K-Grade 5 Primary Data Source(s):

In reading and language arts and mathematics, movement to Tier I or II will primarily depend on winter and/or spring CBM screening results. In particular, data teams may utilize the data from the following assessments:

Grade K

Fountas and Pinnell Benchmark Assessment for reading and language arts and Number Knowledge Test for mathematics

Grades 1-5

Fountas and Pinnell Benchmark Assessment for reading and language arts and the Math Achievement Predictor for mathematics

K - Grade 5 Supporting Data Source(s):

Prior year spring CBM results, report cards, diagnostic assessments, language arts curriculum program-embedded informal and formal assessments, NY State Mathematics Module’s Mid and End of Module Assessments and teacher recommendation/transition information for all students, when applicable, may be used in movement consideration.

Supporting Data Sources should be used in conjunction with Primary Data Sources and not supplant Primary Data Sources.

3 Schools are encouraged to ensure that at least (2) two data sources are used to place and move students into a Tier.
Curricular Materials
All schools must use scientific, research-based general education core curricular materials in reading and language arts and mathematics that align with New York’s academic standards. Exemplar materials for Tier I reading and language arts and mathematics appear in the Appendix. Any and all curricular materials wishing to be considered for Tier I should be submitted to the Deputy Superintendent for Curriculum.

Instructional Practice
All Tier I students must receive daily, high-quality scientific and research-based core curricula instruction delivered by either a general education teacher, special education teacher, or AIS provider. All instruction should focus on core content objectives and grade level standards. All whole and flexible grouped students should receive differentiated, inquiry-based, peer-based, and scaffolded instruction. Additionally, appropriate instruction for English Language Learners (ELLs) must be in accordance with Part 154 of the Regulations of the Commissioner of Education.

Comprehensive Assessment

Universal Screening
All students will be given by the 15th day of school, the Holt-McDougal Precourse Assessment and NY End of Year Scott Foresman Benchmark Test (5th Grade).

Diagnostic Assessment
None Required

Progress Monitoring
Routine curriculum-embedded assessments should be given to all students for reading and language arts and mathematics.

Outcome Assessment
All students should complete the New York State Grade Level Assessments in reading and language arts and mathematics and Course Final Exams.

All ELL students should complete the New York State English as a Second Language Achievement Test (NYSESLAT).

New students enrolling in the district after the 15th day should be screened no later than three (3) weeks after his/her enrollment.
Placement into Tier I

Primary Data Source(s):

The following information is to serve as a guide to determining Tier I Placement:

1. a score of a 4, 3 and possibly a high 2 on the respective New York State Assessment for incoming students;
2. a score of 75% or higher on the NY End of Year Scott Foresman Benchmark Test (5th Grade) for incoming students;
3. a score of 75% or higher on the Holt-McDougal Precourse Assessment; and
4. the most current diagnostic assessment indicating grade level proficiency for students.

Supporting Data Source(s)⁵:

Elementary assessment results, report cards, diagnostic assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/transition information for all students, when applicable, may be used in placing students into Tier I.

Movement from Tier I

Primary Data Source(s):

In reading and language arts and mathematics, movement to Tier II or III will primarily depend on diagnostic and progress monitoring assessments for reading and language arts and mathematics.

Mathematics:

Mid-Unit Assessment, End of Unit Assessment, and Spiral Take-Home Test are the primary progress monitoring assessments. Currently, the Stakeholder team acknowledges that a diagnostic assessment needs further study and selection.

English Language Arts: ELA Progress Monitoring Assessments #1, #2, #3 are the primary progress monitoring assessments. Reading Plus Insight Assessment is the diagnostic assessment.

Supporting Data Source(s):

Teacher notes and input from all content areas

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⁴ Schools are encouraged to ensure that at least (2) two data sources are used to place and move students into a Tier.

⁵ Supporting Data Sources should be used in conjunction with Primary Data Sources and not supplant Primary Data Sources.
Curricular Materials

All schools must use scientific, research-based general education core curricular materials in reading and language arts and mathematics that align with New York’s academic standards. Exemplar materials for Tier II reading and language arts and mathematics appear in the Appendix. Any and all curricular materials wishing to be considered for Tier II should be submitted to the Deputy Superintendent for Curriculum.

Instructional Practice

In addition to receiving daily instruction in the core curriculum, Grade 6 Tier II students should receive intervention Tier II services for ten (10) weeks by either a general education teacher within the classroom or by the AIS provider in an additional period. Additionally, appropriate instruction for English Language Learners (ELLs) must be in accordance with Part 154 of the Regulations of the Commissioner of Education. Lastly, Tier II instruction should be differentiated, direct and explicit, very systematic, and based on student needs and student assessment data. Smaller grouping practices are encouraged as well as differentiated instructional practices should be utilized.

Diagnostic Assessment

In reading and Language Arts utilize the Reading Plus Insight Assessment and for mathematics the Stakeholder team currently acknowledges this as a potential need.

Progress Monitoring

For 10 week cycle(s), in mathematics utilize Mid-Unit, End of Unit Assessments and Spiral Take-Home Test and in reading and language arts utilize the ELA Progress Monitoring Assessments #1, #2, #3.

Outcome Assessment

All students should complete the New York State Grade Level Assessments in reading and language arts and mathematics and Course Final Exams.

All ELL students should complete the New York State English as a Second Language Achievement Test (NYSESLAT).

Comprehensive Assessment

Universal Screening

Tier II students are screened in accordance with Tier I guidelines.
Placement into Tier II

Primary Data Source(s):

The following information is to serve as a guide to determining Tier III Placement:

1. a score of a 4, 3 and possibly a high 2 on the respective New York State Assessment for incoming students;
2. a score of 70-79% on the NY End of Year Scott Foresman Benchmark Test (5th Grade) for incoming students;
3. a score of 70-79% on the Holt-McDougal Precourse Assessment; and
4. the most current diagnostic assessment indicating grade level proficiency for students.

Supporting Data Source(s):

Elementary assessment results, report cards, diagnostic assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/transition information for all students, when applicable, may be used in placing students into Tier II.

Movement from Tier II

Primary Data Source(s):

In reading and language arts and mathematics, movement to Tier I or III will primarily depend on diagnostic and progress monitoring assessments for reading and language arts and mathematics. Prior to moving to Tier II, it is strongly recommended that two (2) 10 week cycles, 20 total weeks, of Tier II services be provided illustrating a consistent level of expected performance.

Mathematics:

Mid-Unit Assessment, End of Unit Assessment, and Spiral Take-Home Test are the primary progress monitoring assessments in mathematics. The assessment average cut point is maintenance of 80% average for movement considerations.

Currently, the Stakeholder team acknowledges that a diagnostic assessment needs further study and selection.

English Language Arts:

ELA Progress Monitoring Assessments #1, #2, #3 are the primary progress monitoring assessments. The assessment average cut point for both reading and writing is maintenance of 80% average for movement considerations.

Reading Plus Insight Assessment is the diagnostic assessment. The assessment cut point is a 6.2 Proficiency Index score.

Supporting Data Source(s):

Teacher notes and input from all content areas.

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6 Schools are encouraged to ensure that at least (2) two data sources are used to place and move students into a Tier.

7 Supporting Data Sources should be used in conjunction with Primary Data Sources and not supplant Primary Data Sources.
Curricular Materials

All schools must use scientific, research-based general education core curricular materials in reading and language arts and mathematics that align with New York’s academic standards. Exemplar materials for Tier II reading and language arts and mathematics appear in the Appendix. Any and all curricular materials wishing to be considered for Tier II should be submitted to the Deputy Superintendent for Curriculum.

Instructional Practice

In addition to receiving daily instruction in the core curriculum, Grade 6 Tier II students should receive intervention Tier II services for ten (10) weeks by either a general education teacher within the classroom or by the AIS provider in an additional period. Additionally, appropriate instruction for English Language Learners (ELLs) must be in accordance with Part 154 of the Regulations of the Commissioner of Education. Lastly, Tier II instruction should be differentiated, direct and explicit, very systematic, and based on student needs and student assessment data. Smaller grouping practices are encouraged as well as differentiated instructional practices should be utilized.

Diagnostic Assessment

In reading and Language Arts utilize the Reading Plus Insight Assessment and for mathematics the Stakeholder team currently acknowledges this as a potential need.

Progress Monitoring

For 10 week cycle(s), in mathematics utilize Mid-Unit, End of Unit Assessments and Spiral Take-Home Test and in reading and language arts utilize the ELA Progress Monitoring Assessments #1, #2, #3.

Outcome Assessment

All students should complete the New York State Grade Level Assessments in reading and language arts and mathematics and Course Final Exams.

All ELL students should complete the New York State English as a Second Language Achievement Test (NYSESLAT).

Comprehensive Assessment

Universal Screening

Tier II students are screened in accordance with Tier I guidelines.
Placement into Tier III

Primary Data Source(s):
The following information is to serve as a guide to determining Tier III Placement:

(1) a score of a 1 and possibly 2 on the respective New York State Assessment for incoming students;

(2) a score of 69% or below on the NY End of Year Scott Foresman Benchmark Test (5th Grade) for incoming students;

(3) a score of 69% or below on the Holt-McDougal Precourse Assessment; and

(4) the most current diagnostic assessment indicating below level proficiency for students.

Supporting Data Source(s):
Elementary assessment results, report cards, diagnostic assessments, curriculum program-embedded informal and formal assessments and teacher recommendation/transition information for all students, when applicable, may be used in placing students into Tier III.

Movement from Tier III

Primary Data Source(s):
In reading and language arts and mathematics, movement to Tier I or II will primarily depend on diagnostic and progress monitoring assessments for reading and language arts and mathematics.

Mathematics:

Mid-Unit Assessment, End of Unit Assessment, and Spiral Take-Home Test are the primary progress monitoring assessments in mathematics. The assessment average cut point is maintenance of 80% average for movement considerations.

Currently, the Stakeholder team acknowledges that a diagnostic assessment needs further study and selection.

English Language Arts:

ELA Progress Monitoring Assessments #1, #2, #3 are the primary progress monitoring assessments. The assessment average cut point for both reading and writing is maintenance of 80% average for movement considerations.

Reading Plus Insight Assessment is the diagnostic assessment. The assessment cut point is a 6.0 Proficiency Index score.

Supporting Data Source(s):
Teacher notes and input from all content areas

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8 Schools are encouraged to ensure that at least (2) two data sources are used to place and move students into a Tier.

9 Supporting Data Sources should be used in conjunction with Primary Data Sources and not supplant Primary Data Sources.
Leadership and Data Team Formation and Responsibilities

Teaming is an essential component of Sayville’s RtI system. Teams must not only plan the implementation of all RtI components, but also monitor the fidelity and integrity of all program components and services. High-performance teams all share the following characteristics:

- Clear team core beliefs that have been created by the team that dovetail with organizational beliefs
- Established ground rules or norms that are adjusted regularly and used to monitor and improve the team
- Detailed work plans that define tasks, clarify roles and responsibilities, lay out a schedule of events and specify the performance expectations of the team.
- Clearly defined empowerment so that members know which decisions they can make
- Clear and open communications between members and with those outside the team
- Well-defined decision procedures that help the team know which decision-making approach to use
- Beneficial team behaviors that reflect good interpersonal skills and positive intent to make the team successful
- Balanced participation such that everyone is heard and the team's decision-making is not dominated by one or two strong personalities.
- Awareness of group process along with regular initiatives to improve how the team functions
- Well-planned and executed meetings with clear agendas.

School RtI Stakeholder Team

In the first year 2011-2012, each K - Grade 5 school formed a School RtI Stakeholder Team as well as other needed teams to efficiently manage all the components of RtI. Currently, team members include the building principal, curriculum specialists, general education teachers, special education teachers, behavioral specialist, school psychologists, teaching assistants, and parent liaisons, when needed. Each team’s size should remain small enough to consider and decide matters quickly and efficiently.

In 2013 – 2014 Sayville Middle School entered into the early stages of planning and implementation of Response to Intervention: Secondary Focus and created a school stakeholder team and is currently analyzing the multiple teams participating in discussions pertaining to student progress.

Each School RtI Stakeholder Team should have the authority to decide all matters affecting its school's implementation of RtI. Each team should plan professional development calendars and workshops, gather continual input from school staff and peers, and utilize this District Implementation Manual to ensure consistent practices among all schools. In addition, each team must carefully evaluate those school structures currently responsible for data analysis and instructional delivery to decide whether to form new or additional structures or simply to reorganize existing structures to implement this manual's guidelines.

In addition to an RtI School Stakeholder Team, each K - Grade 6 school should form Data Teams because data-gathering and analysis is critical to the RtI process. Please refer back to Page eight of this manual detailing types of intensity to discuss in collaborative inquiry data-dialogue.
K – Grade 5 Flowchart

The District RtI Stakeholder Team appreciates that schools will face significant challenges in scheduling Data Team meetings. Each week, however, schools are encouraged to use their professional period for Data Team dialogues, and certain Data Team members should be able to reschedule their professional period for another time during the day to attend Data Team dialogues. On a voluntary basis, classroom teachers may also participate in the data dialogues. The following flowchart indicates the model schools will follow when processing
Grade 6 Flowchart

Universal Screening for ALL Students (Fall Only)

Sort Students Using Cut Points & Decision Rules
(Administrative Team)

Tier I
Core Program

Tier II
Supp. Program
- Intervention #1
  In Classroom Tier II Support
- Intervention #1 Pull-Out Tier II Support

Tier III
Intense Program
- Intervention #1

Progress Monitor 10 week cycles
Analyze Data

- Progress
  Continue Intervention #1 OR
  Move to Another Tier

- Progress
  Intervention #2
  (Increase Frequency/Duration - Intensify)
Leadership Team Norms

In analyzing student progress based on standardized data, team members will occasionally need to engage in difficult discussions and decisions about student outcomes, fidelity of implementation of curriculum, and special education services. Successful teamwork requires establishment and adherence to working norms on meeting procedures, decision-making processes, team interactions, and personnel roles. Additionally, School RtI Stakeholder Teams should periodically revisit their working norms and agreements to ensure successful RtI implementation. The following District RtI Stakeholder’s working norms should guide team behavior:

• Meetings will start and end on time.
• Team members will come prepared to each meeting.
• The agenda will be followed.
• Team members will encourage each other to express their opinions.
• Decisions will be made by consensus whenever possible.
• When consensus cannot be reached, decisions will be made according to an established rules process (majority vote).
• Once a decision is made, all team members will support that decision.

Communication Plans

Each School RtI Stakeholder Team should devise a communication plan that identifies all audiences potentially interested in news and information about the school’s RtI Implementation Plan.

As a necessary audience, The District RtI Stakeholder Team also must receive periodic progress reports from each School RtI Stakeholder Team about its implementation.

Behavior

While New York’s RtI framework focuses primarily on academics, the State also encourages districts to consider planning and implementing a focus on behavior as well. A properly implemented RtI system can be used not only to identify and support students with potential academic learning disabilities, but also to intervene on behalf of students who display behavioral problems.

The goal of RtI is to intervene at the earliest indication of need and behavior intervention should be a system with an emphasis on prevention and data-based decision-making. The State of New York encourages districts to utilize a School-wide Positive Behavior Intervention System (SW-PBIS) and it should tap SW-PBIS training and resources while operating its RtI system when inadequate academic progress may be tied to behavior. See the Online Resources and References section in the Appendix for a list of resources. Essentially, in an RtI model, managing behavior problems is similar to managing academic problems. Sayville data teams addressing behavior should complete the following steps:

• define the problem
• develop a plan
• implement the plan
• evaluate the plan

At this time, The District Stakeholders are still researching and considering key components in RtI-Behavior for Sayville.
Adapted from Response to Intervention: Policy Considerations and Implementation (Batsche, et al. 2005) Note: Percentages are approximations and may vary by district.
Special Education Students

Students receiving special education services and expected to take state grade level assessments should be universally screened three times per year with Tier I assessments noted per grade level.

Particular to special education students with current IEPs containing reading and/or math achievement goals, progress monitoring using CBM and/or appropriate curriculum-embedded assessments will be conducted by the case manager or special education teacher in accordance with the child’s IEP. It is strongly encouraged that the special education teacher, general education teacher and the rest of the child’s team join and participate in the progress review process.

The development of IEP goals and instructional recommendations remains the responsibility of the Committee on Special Education who is responsible for determining the most appropriate instructional service(s) that will address the needs of the students and provide the best opportunity for the student to meet his/her goals in reading and/or math.

Parental Involvement

Students are far more likely to succeed and schools are much likely to improve when families, schools, and communities work together. True collaboration requires not only teacher and staff but also parental and family involvement in the entire educational experience. Parents, for example, can provide important information about their students and families that may guide instruction and intervention strategies and improve academic and behavioral outcomes.

Parents must be notified in writing and in a language or mode of communication they understand if their child needs an intervention beyond that which is provided to all students in the classroom in an RtI process. Such parents must specifically be notified in writing:

- how much and what kind of information (data) the school will collect to monitor the student’s progress;
- the nature of the intervention/instructional support the student will receive; and
- of the parent’s right to request an evaluation for special education services.

The school should establish clear procedures to meet these requirements, including but not limited to, procedures for:

- determining the method for written parental notification;
- the manner and frequency of parent and staff communication; and
- the manner and frequency in which progress monitoring data will be provided to parents.

In the event a student is referred for an evaluation to determine if the student has a learning disability, the parent will have received appropriate data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. (8NYCRR §200.4(j)(1)(ii)(b))

Parents and/or guardians should be encouraged to monitor and ask questions about their child’s progress or lack of progress. Because intervention and progress monitoring may be a new experience for many parents and guardians, team members and classroom teachers must take special care to educate parents and guardians about the purpose and each step of the process to ensure their cooperation and participation.
Linguistically Appropriate Instruction

Appropriate instruction for limited English proficient/English Language Learners (ELL) students must be both culturally responsive and linguistically appropriate. This includes research-based instruction that has been validated with ELL students and bilingual and English as a second language (ESL) instruction, at levels pursuant to Part 154 of the Regulations of the Commissioner of Education. It is also important to determine if adequate support in English language development has been provided and to what extent a student may be struggling due to their lack of proficiency in English. The same basic requirements for implementing RtI with all general education students apply to situations in which cultural and linguistic diversity may be a factor: screening, progress monitoring, qualified instructors (for reading/literacy and content areas, including instructors providing English language arts (ELA), ENL and bilingual instruction), and application of instruction and interventions with fidelity.
Appendix

- FAQs
- Glossary
- Forms and Information
  - Sayville Assessment Grids
  - Sayville Curriculum Inventories
  - Universal Screening and Data Dialogue Schedule
  - Internal Documentation
- References
- Online Resources and References
Frequently Asked Questions

What is meant by Response to Intervention (RtI)?
RtI is a process that provides immediate intervention to struggling students at the first indication of failure to learn. Through systematic screening of all students, classroom teachers identify those who are not mastering critical skills and provide differentiated intervention to small groups of students. Student’s responses to these interventions allow teachers to adjust and differentiate instruction accordingly. In addition, it allows teachers to identify students in need of additional targeted intervention(s).

What is the Three-Tier model?
The Three-Tier instructional model is being used across the United States for initiatives focusing on early intervention. The model is designed to meet the needs of all students, including those who are slow starters in Kindergarten and those who continue to struggle in upper grades. The Three-Tier model is a prevention model intended to identify students before they fail and to provide the support students need to learn essential academic and behavioral skills. Research demonstrates that waiting for students to “catch on” or “catch up” does not lead to higher student achievement. Students need explicit, targeted instruction and intervention to succeed.

What is the focus of Tier I?
Tier I is designed to meet the needs of a majority of the school population and has three critical elements:

- A research-based core curriculum,
- Short-cycle assessments for all students at least three times a year to determine their instructional needs, and
- Sustained professional development to equip teachers with tools necessary for teaching content area effectively.

In Tier I, the goal is to prevent failure and optimize learning by offering the most effective instruction possible to the greatest number of students. Instruction takes place in a regular education setting and is, for the most part, whole class (scientifically based) instruction that produces good results for most students. Based on data, classroom teachers monitor student progress and differentiate instruction for students who do not meet grade-level expectations.

What is the focus of Tier II?
Tier II is for students who are falling behind same-age peers and need additional, targeted interventions to meet grade-level expectations. In Tier II, the goal is to accelerate learning for students who need more intensive support. In Tier II, the interventions typically take place in a general education setting and may include instruction to small groups of students, targeted interventions, and frequent progress monitoring.

What is the focus of Tier III?
Tier III is designed for students who still have considerable difficulty in mastering necessary academic and/or behavioral skills, even after Tier I and Tier II instruction and interventions. Tier III addresses students’ needs through intensive individualized services. In Tier III, students receive intensive and highly focused, intentional, research-based instruction, possibly over a long period of time.

How do students move between tiers?
Moving between tiers is a fluid process and there will likely be some fluctuation for many students whether they exhibit academic and/or behavioral concerns. Essentially, students move between tiers based on the gap demonstrated through screening and progress monitoring as well as with the intensity level of the intervention.

What is progress monitoring?
Progress monitoring refers to the systematic and continuous collection of intervention data. Progress monitoring is primarily for students who are receiving additional intervention instruction. The purpose of progress monitoring is to assist teachers in determining whether a child is making adequate progress as a result of targeted intervention instruction. That is, are they responding to the intervention?

Is a student ever involved in more than one intervention at a time?
Students should typically participate in one intervention at a time for individual skill deficits. For example, if a
student has a deficit in reading, a single problem should be determined and a single intervention should be developed to address the identified problem. However, in some situations a student may be participating in a standard protocol intervention such as a flexible reading group to address reading skills in general, but may also be in a more intense (Tier III) intervention to address the specific skill deficit.

Additionally, a student may participate in more than one intervention if there are a variety of skill deficits in different academic or behavior areas. For example, a student may be receiving a behavior intervention and a reading intervention at the same time or a reading intervention and a mathematics intervention at the same time.

Is RtI just a way to avoid providing special education services?

No. RtI is a way to integrate the mandates of No Child Left Behind (NCLB) and IDEA so that all students receive high quality, effective instruction in the general education setting and beyond. Also, RtI is a framework of instruction for students who do receive special education services. The intent is to generate a seamless system of support that is available to all students at the first sign of need.

Can RtI be used for students who are Gifted and Talented and/or underachieving?

Absolutely. Not only can RtI be used, but should be used for students identified as Gifted and Talented or underachieving. Students who are Gifted and Talented and are underachieving based on screening measures and progress-monitoring tools should be provided strength-based intervention to increase the potential for sufficient progress. Because the RtI Model is a system-wide model, all students who are making insufficient progress should be provided more intensive interventions based on their individual needs. Gifted students need strength-based tiered interventions based on programming needs. Gifted students with learning difficulties will also need interventions for skill deficits.

How/what do we communicate to parents?

Regardless of whether the parent initiated a concern or the teacher initiated a concern, parent involvement is critical and should be facilitated throughout the process. The State of New York indicates parents must be notified of the screening data results for their child. At some point in the intervention process, parents should be invited to the problem-solving meetings, and if parents are unable to attend the meeting, the progress monitoring information should be provided to the parents.

How will the Special Education teacher plan interventions for a student after he or she has been found eligible for services through the RtI process?

Because the student has been participating in the problem-solving process and has had an individualized RtI plan, many of the services, goals, accommodations and modifications will be documented. Essentially, the problem-solving team will provide the current intervention plan to the special education team when a student becomes eligible for Special Education services.
Glossary of Terms

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

**Curriculum-Based Measures (CBMs)**
Direct assessments of a student skill in a manner standardized and aligned to state content standards and Screening

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

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

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

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

**Diagnostic Assessment**
Please refer to page 9-10.

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

**Evidence-based Instruction/Interventions**
See Research-based instruction/intervention/practice.

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

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

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

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

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

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

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

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

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

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

**Outcome Assessment**
Please refer to page 9-10.
Problem-Solving Team
A collaborative team who meets to evaluate student data and to plan and monitor prescribed interventions.

Progress Monitoring Assessment
Please refer to page 9-10.

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

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

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

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

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

Scientifically Based
Empirically supported; research that employs rigorous, systematic, objective, and reliable procedures to test hypotheses.

Skill
Something performed expertly and automatically.

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

Systematic Instruction
Instruction that is targeted and sequenced.

Targeted
Focused on an identified skill

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

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

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

Universal Screening
Please refer to page 9.
Sayville CBM Primary Assessment Grid Reading

<table>
<thead>
<tr>
<th></th>
<th><strong>Fall</strong></th>
<th><strong>Winter</strong></th>
<th><strong>Spring</strong></th>
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<tbody>
<tr>
<td>K</td>
<td>LNF, LSF</td>
<td>LSF, PSF</td>
<td>LSF, PSF, NWF</td>
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<td>If student scores below 25% cut score for primary, administer LNF as well.</td>
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<td>ORF, MAZE</td>
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<td>ORF, MAZE</td>
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The underlined measure is the primary measure to use for determining Tier placement.

*The SLO for Kindergarten is LSF.
*The SLO for first grade through third grade is ORF.

---

**Key**

LNF – Letter Name Fluency   NWF – Nonsense Word Fluency
ORF – Oral Reading Fluency  LSF – Letter Sound Fluency
PSF – Phoneme Segmentation Fluency  MAZE – Comprehension (CLOZE)
The underlined measure is the primary measure to use for determining Tier placement.

*The SLO for Kindergarten is MNM.
*The SLO for first grade through third grade is M-COMP.

### Key

<table>
<thead>
<tr>
<th>OCM – Oral Counting Measure</th>
<th>QDM – Quantity Discrimination Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIM – Number Identification Measure</td>
<td>MNM – Missing Number Measure</td>
</tr>
<tr>
<td>M-COMP – Mathematics Computation</td>
<td>M-CAP – Mathematics Concepts and Application</td>
</tr>
</tbody>
</table>
### Sayville Progress Monitoring Grid

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Reading/Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K-5</strong></td>
<td></td>
</tr>
<tr>
<td>Pre/Post Tests</td>
<td>Pre/Post Tests</td>
</tr>
<tr>
<td>Common Grade Level Assessments (varied sources)</td>
<td>Common Grade Level Assessments (varied sources)</td>
</tr>
<tr>
<td>Curriculum-embedded Assessments</td>
<td>Curriculum-embedded Assessments</td>
</tr>
<tr>
<td>• EveryDay Math ~ End of Unit</td>
<td>• Scott Foresman ~ End of Unit</td>
</tr>
<tr>
<td>• Module Exit Tickets, Sprints</td>
<td>• Scott Foresman ~ End of Selection, Fresh Reads, Look Back &amp; Write</td>
</tr>
<tr>
<td>Mid-Unit, End of Unit Assessments and Spiral Take-Home Test</td>
<td>ELA Progress Monitoring Assessments #1, #2, #3.</td>
</tr>
</tbody>
</table>
Sayville’s K-6 Curriculum Inventory

The following research-based programs have been reviewed as appropriate for Tiers I, II, and III. In providing intervention, appropriate instruction and materials should be matched to students’ targeted needs. Materials for Tier II and Tier III must align with and support Tier I instruction. Materials are reviewed on an ongoing basis.

### Core Reading Materials (Tier 1)

<table>
<thead>
<tr>
<th>Materials</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>NY State ELA Modules (Only 1 Domain)</td>
<td>K-1</td>
</tr>
<tr>
<td>Scott Foresman Reading Series and Guided Reading (Leveled Readers)</td>
<td>K-5</td>
</tr>
<tr>
<td>Wilson’s Fundations</td>
<td>K-1</td>
</tr>
<tr>
<td>Scott Foresman Reading Series and Novels <em>Hatchet, The Golden Goblet,</em> and <em>The Giver</em></td>
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</tbody>
</table>

### Core Mathematics Materials (Tier I)

<table>
<thead>
<tr>
<th>Materials</th>
<th>Grade Level</th>
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</thead>
<tbody>
<tr>
<td>EveryDay Math, McGraw Hill</td>
<td>K-5</td>
</tr>
<tr>
<td>Computational Proficiency and Fact Fluency</td>
<td>1-5</td>
</tr>
<tr>
<td>- <em>Mad Minutes</em></td>
<td></td>
</tr>
<tr>
<td>- <em>Skills Tutor</em></td>
<td></td>
</tr>
<tr>
<td>Holt McDougal Mathematics, Common Core Edition</td>
<td>6</td>
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</tbody>
</table>
### Supplemental Reading Materials (Tiers II & III)

<table>
<thead>
<tr>
<th>Materials</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott Foresman, My Sidewalks</td>
<td>K-5</td>
</tr>
<tr>
<td>Scott Foresman, Guide on the Side</td>
<td>K-5</td>
</tr>
<tr>
<td>Scott Foresman Strategic Intervention</td>
<td>K-5</td>
</tr>
<tr>
<td>Castle Learning, Castle Software Inc.</td>
<td>3-5</td>
</tr>
<tr>
<td>Skills Tutor, Houghton Mifflin Harcourt</td>
<td>K-5</td>
</tr>
<tr>
<td>Wilson’s Fundations</td>
<td>2-5</td>
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<tr>
<td>Reading A-Z Leveled Readers</td>
<td>K-5</td>
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<tr>
<td>Reading Plus &amp; Read 180, System 44, Foundations</td>
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</tr>
</tbody>
</table>

### Supplemental Mathematics Materials (Tiers II & III)

<table>
<thead>
<tr>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td>New York State Math Modules</td>
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</tr>
<tr>
<td>Breakaway Math, Options Publishing</td>
<td>1-5</td>
</tr>
<tr>
<td>Skills Tutor, Houghton Mifflin Harcourt</td>
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<tr>
<td>Castle Learning, Castle Software Inc.</td>
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<tr>
<td>Everyday Math (Part III: Options for Individualization)</td>
<td>1-5</td>
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<tr>
<td><strong>Intense Reading Materials</strong> (Tiers II &amp; III)</td>
<td><strong>Grade Levels</strong></td>
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<tr>
<td>Wilson’s Fundations</td>
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<tr>
<td>Edmark Reading, ProEd. Inc</td>
<td>K, 1</td>
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<td>Earobics, Houghton Mifflin Harcourt</td>
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<td>Wilson Reading System</td>
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<td>Reading Plus, Taylor Associates</td>
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<tr>
<td>Testing Fundamentals, Schoolwide Inc.</td>
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<td>Castle Learning, Castle Software Inc.</td>
<td>3-5</td>
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<td>Reading A-Z Leveled Readers</td>
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<table>
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<td>Number Worlds, SRA/ McGraw Hill</td>
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<tr>
<td>Math Steps</td>
<td>K-5</td>
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<tr>
<td>Skills Tutor, Houghton Mifflin Harcourt</td>
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<td>Castle Learning, Castle Software Inc.</td>
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<td>Preview/Review Core Program Skills Focus</td>
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</table>
Sayville’s RtI Access Database should be the primary tool to use in recording data and Tier Placement. There are various written forms of documentation that are available, but it is strongly recommended all teachers and team members utilize the Access Database. This tool is an evolving tool and feedback on ease of use and future needs is welcomed by Sayville’s Technology Department as well as the District RtI Stakeholder Team.

- **Sayville Intervention Documentation**
References


New Mexico Public Education Department. (2006, December). Response to Intervention: A systematic process to increase learning outcomes for all students. (A guidance document for New Mexico schools.).


National Institute for Literacy, Partnership for Reading (NLRP). (2005, Fall). What is Scientifically Based Research?


D. Fennema, T.P. Carpenter, & S.J. Lamiss (Eds.), Diversity, Equity, and Cognitive Research (pp. 17-54). National Center for Research in Mathematical Science Education.


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

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Behavior Resources
The following are some useful sites. Look for menus and links for materials to download.

Classroom Management Guidelines
http://flpbs.fmhi.usf.edu
http://www.pbis.org
http://state.rti4success.org
http://iris.peabody.vanderbilt.edu
http://www.behavioradvisor.com/
www.behaviordoctor.org
http://www.wisconsinpbisnetwork.org/educators/resources.html
http://www.pbisillinois.org/
https://www.pbisapps.org/Pages/Default.aspx

Transitions, Line Ups, and Sponge Fillers
http://www.ccbd.net/
www.kidactivities.net

Teacher Positive Attention
http://behavioradvisor.com/
www.drjean.org
www.behaviordoctor.org

Teacher Communication
www.loveandlogic.com
http://behavioradvisor.com/

Teacher Pre-Correction
http://www.ccbd.net/

Teacher Conferencing
http://www.behavioradvisor.com/
http://www.interventioncentral.org/behavioral-intervention-modification

Strategies to Prevent Escape Related Behavior
http://www.specialconnections.ku.edu/
http://www.interventioncentral.org/behavioral-intervention-modification

Physical Environment
http://www.usu.edu/teachall/text/behavior/LRBl.htm

Teaching Social Skills
http://www.usu.edu/teachall/text/behavior/LRBl.htm
www.disciplinehelp.com/
www.vanderbilt.edu/csefel/

Teaching Self Management/Regulation
http://behavioradvisor.com/
http://www.pb5th.com/selfmoni.shtml
http://www.specialconnections.ku.edu/
www.unl.edu/csi/
http://www.lehigh.edu/projectreach/
http://flpbs.fmhi.usf.edu

Positive Reinforcement
www.behaviordoctor.org
www.kidactivities.net
http://flpbs.fmhi.usf.edu
www.behaviordoctor.org
http://www.specialconnections.ku.edu/
www.usu.edu/teachall/text/behavior/LRBlpdfs/Positive.pdf
www.specialconnections.ku.edu