
Response to Intervention (RtI) in New York State:

Regulatory Requirements and Critical Components

Building an RtI Process Conference
Long Island
October 14, 2011

Overview

- What is Rtl?
- Regulatory Requirements
- Framework for NYS
- Technical Assistance

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Behavioral Systems

Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions

5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

80-90%

- All students
- Preventive, proactive

1-5%

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

5-15%

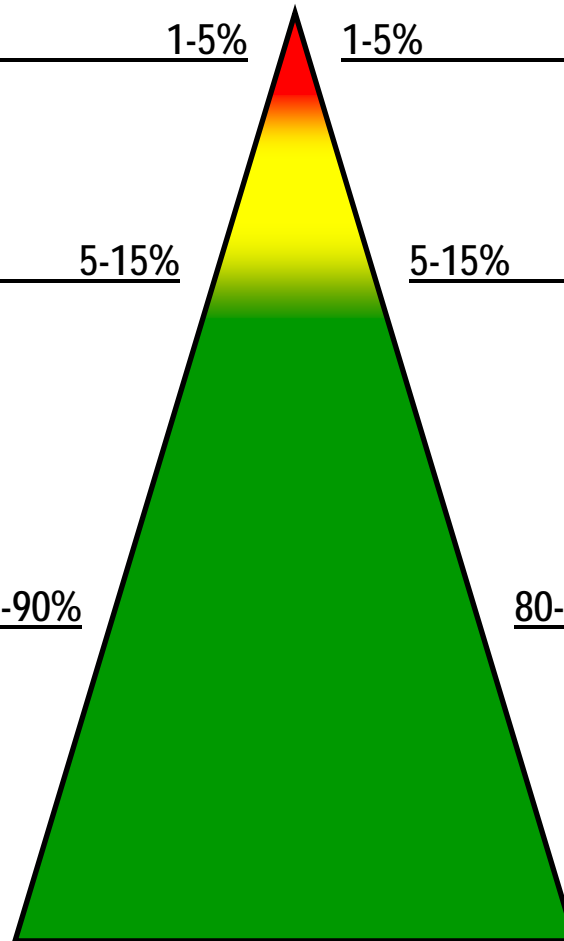
Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

80-90%

Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive



What is Response to Intervention?

- Rtl is a preventative and early intervening framework
- School-wide process
- Requires:
 - Strong core literacy instructional program
 - Delivered with fidelity, using best practices
 - Research/evidence based
 - Data based decision making
 - Universal Screening/Progress Monitoring
 - Collaboration among general, special educators and support professionals
 - Strong building leadership
 - Parent involvement

What RtI is intended to accomplish

- Close the achievement gap
- Early and effective interventions for struggling students
- Timely and useful data to inform instruction
 - use of evidence based instruction and intervention
 - Increase support to assist students before they fall behind
- More appropriate identification and support for students who do not respond to interventions

NYSED RtI Initiative

- Development of Policy Framework
 - External Stakeholders
 - SED Internal Workgroup

Regulations

- Part 117
- Part 100
- Part 200



Part 117

- Section 117.3 Diagnostic Screening
 - Screening in literacy, math, motor and cognitive development
 - Students with low test scores
 - Review of instructional programs
 - Periodic monitoring through screenings and on-going assessments
 - Instruction tailored to meet needs “with increasing intensive levels of targeted intervention and instruction”
 - Written notification to parents

Components of RtI Program

Section 100.2(ii)

- Schools may establish RtI as follows:
 - Appropriate instruction for all students
 - Scientific research-based reading programs
 - Screenings
 - Instruction matched to student need
 - Increasing levels of intervention
 - Repeated assessments
 - Application of information to make decisions

Section 100.2(ii)

- Written notification to parents
 - Student performance data & general education services
 - Strategies to increase learning
 - Parents right to request an evaluation to determine if their child has a disability

Section 100.2(ii)

- District selects Rtl structure
 - Criteria to determine levels
 - Types of interventions
 - Data to be collected
 - Universal Screening & Progress monitoring tools
- District responsible to ensure fidelity of implementation
 - Professional development

Board of Education Policy

Section 200.2(b)

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

Determination of LD

Section 200.4(j)

- Individual evaluation
- Process for determining eligibility
- Criteria for LD determination
- Documentation for eligibility determination
- Must use Rtl process to determine LD in reading for K-4 beginning 7/1/2012

Academic Intervention Services (AIS) and RtI Amendment to section 100.2(ee)

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

- Assurance must be submitted by LEA each year

Technical Assistance

- Rtl Technical Assistance Center
- LEA Grants to Develop Model Programs
- Guidance Documents
 - Rtl Guidance Document
 - Parent Guide to Rtl in NYS

State RtI Technical Assistance Center

- 5-year Contract with Buffalo State College
- 7 Consortia Members
- Project Goals
 - Provide technical assistance and support to 14 schools
 - Provide web-based resources regarding RtI
 - Create professional development modules and deliver training through regional sessions
 - Assess school progress (summative and formative)
 - Liaison with National RtI Center
- Website (www.nysrti.org)

Developing Model School Programs

- 14 schools throughout NYS
- Grant funding to support:
 - Literacy Coach
 - Comprehensive professional development for teachers and administrators
 - Screening and progress monitoring tools
- Schools receive technical assistance support from the Rtl TAC consortium.

Expansion of RtI in NYS

- RtI Personnel Development Project, funded through federal State Personnel Development Grant
 - Four regional Professional Development Teams
 - Expansion of RtI TAC
 - Webinar Academy
 - Scaling up number of districts supported and grade levels targeted for support

Guidance Materials

- April, 2008

- <http://www.p12.nysed.gov/specialed/publications/policy/RTIfinal.pdf>

- School District Guidance

- <http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf>

- Parents' Guidance

- <http://www.p12.nysed.gov/specialed/RTI/rtpamphlet.pdf>

RtI National Center

- NYS relationship with the National Center
 - On-going technical assistance and designated liaisons to States
 - New York State has memorandum of understanding with National Center
- National Center website
 - www.rti4success.org