Intervention Department

December 15, 2025

RtI: Response to Intervention

RTI in NYS is intended to improve learning outcomes for all students through early, targeted intervention and to provide a research-based method for determining whether a student may need special education services.

NYSED Link

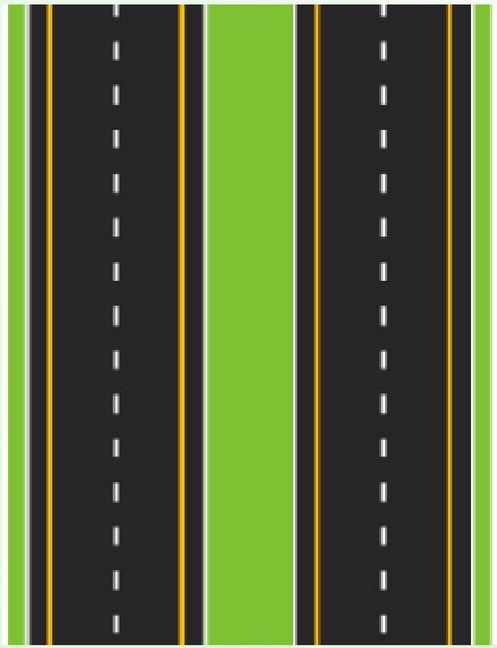
Response to Intervention vs. Academic Intervention Services

Lancer Success Handbook p. 10/11

RtI

- **OFF** Grade Level Gaps
- Targeted Intervention & Monitoring
- Small Group
- Standard Protocol Model

Student Success



AIS

- **ON** Grade Level Gaps
- All Academic Areas
- Flexible Grouping
- Problem Solving Model

RtI: Response to Intervention

Identify students who may need special education.

Goal 1

"Prevention Through Intervention"

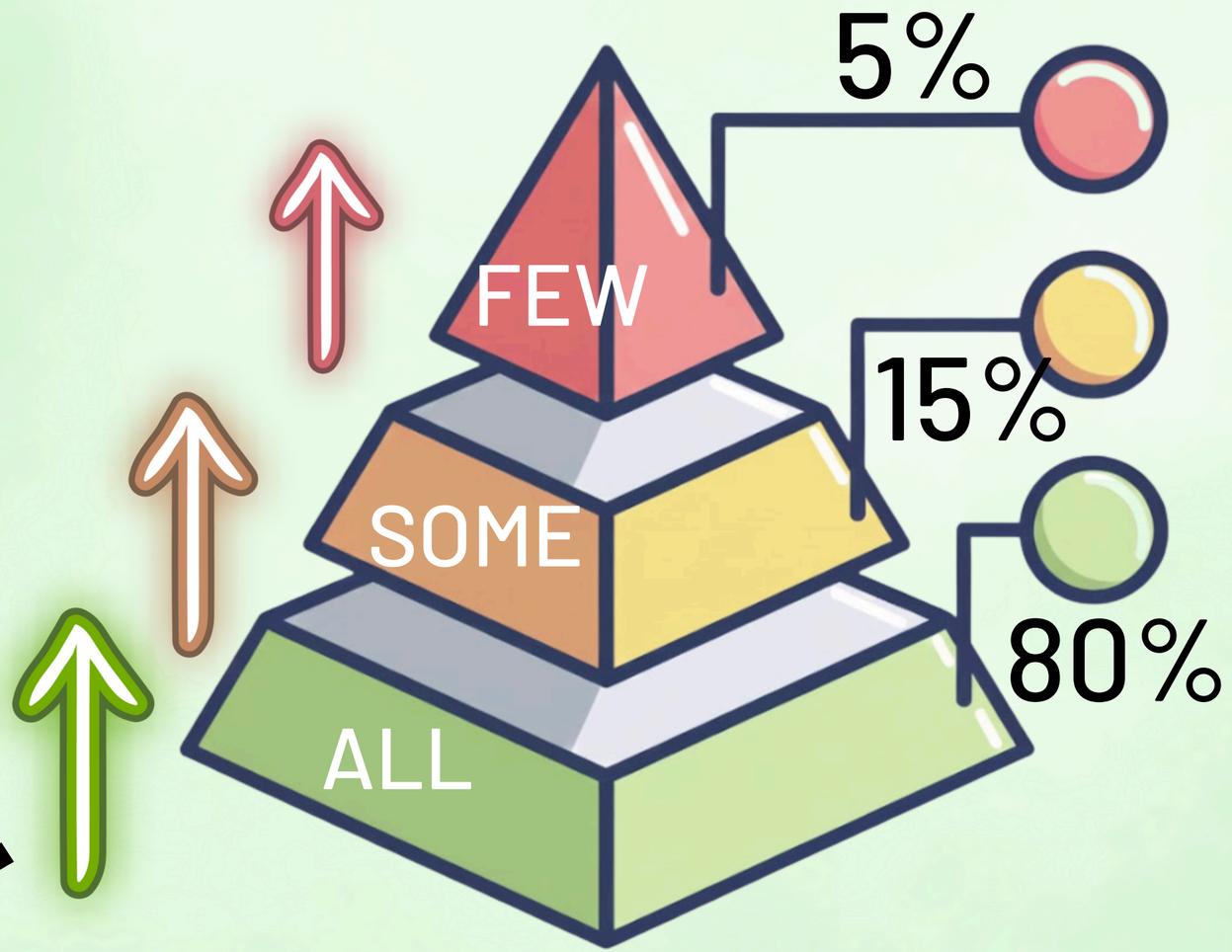
prevent students from needing special education by providing intervention to improve student performance and outcomes.

Goal 2

Help all students meet NYS standards.

Goal 3

RtI: Response to Intervention



Intensive Targeted Interventions
Tier 3

Targeted Interventions
Tier 2

Core Classroom Instruction
Tier 1

RtI: Response to Intervention

The process

TOOL

Universal Screening using AimsWeb Plus K - 8

WHEN

Given:

- Fall
- Winter
- Spring

WHO

DAT
(Data Analysis Team)

Reviews progress monitoring data

HOW

Small Groups (5 or less) Targeted Instruction

RtI: Response to Intervention

Schools commonly use: 3–5 students per group in NYS plans.

TIER 2

Schools commonly use: very small groups, 1–2 students is typical in NYS guidance.

TIER 3

According to a decision by the NYS Office of State Review: Tier 3 may involve "greater individualized instruction in a small group setting (generally one to two students at a time)", with 30–60 minute sessions at least 4 days/week. State Review

NYS guidance makes clear that Tier 3 should be more intense along several dimensions: time, duration, group size, frequency of progress monitoring, and focus. NYSRTI

RtI: Response to Intervention

The history

Then...

Student qualified based on multiple data points.

- Raw scores
- Percentiles
- Classroom performance

Now...

- Our process transitioned to now relying exclusively on percentiles.

2010-2020

2021-Present

Re-norming for Reading

Notice the significant changes!

Reading - Sample of the Change in National Norms

Grade - Measure	Score - Percentile **Then**	Score - Percentile **Now**
K- Letter Word Sound	**1**- 25th	**1**-31st
1-Oral Reading Fluency	**18**-25th	**18**-61st
2- Oral Reading Fluency	**45**-25th	**45**-40th
3- Oral Reading Fluency	**67** -25th	**67**-38th
4- Oral Reading Fluency	**91**-25th	**91**-50th
5- Oral Reading Fluency	**103**-25th	**103**-45th
6- Oral Reading Fluency	**125**-25th	**125**-55th
7- Oral Reading Fluency	**120**-25th	**120**-53rd
8- Oral Reading Fluency	**133**-25th	**133**-59th



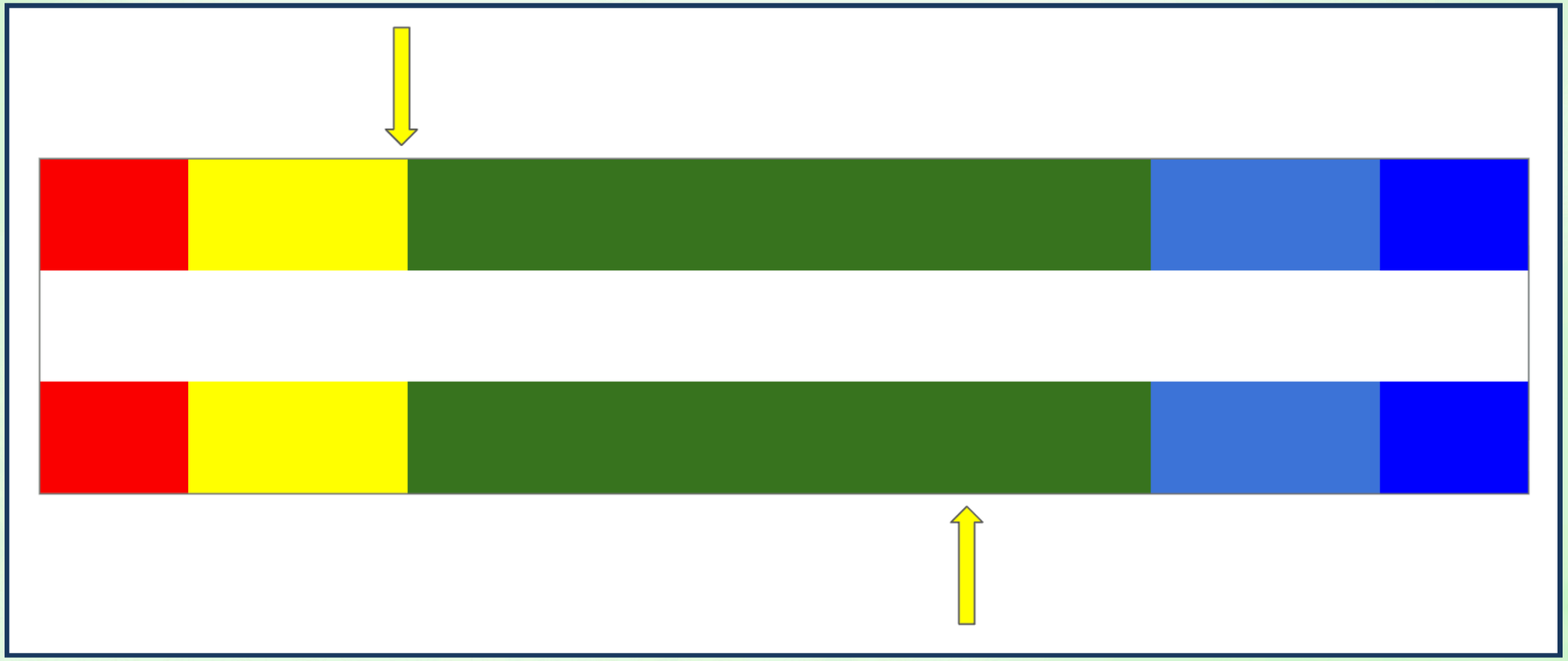
Key questions:

Why did we see such big changes?

What does that mean?

Change in Norms for 1st Grade

Fall 2024: 18 correct words/minute → 25th %



Fall 2025: 18 correct words/minute → 61st %

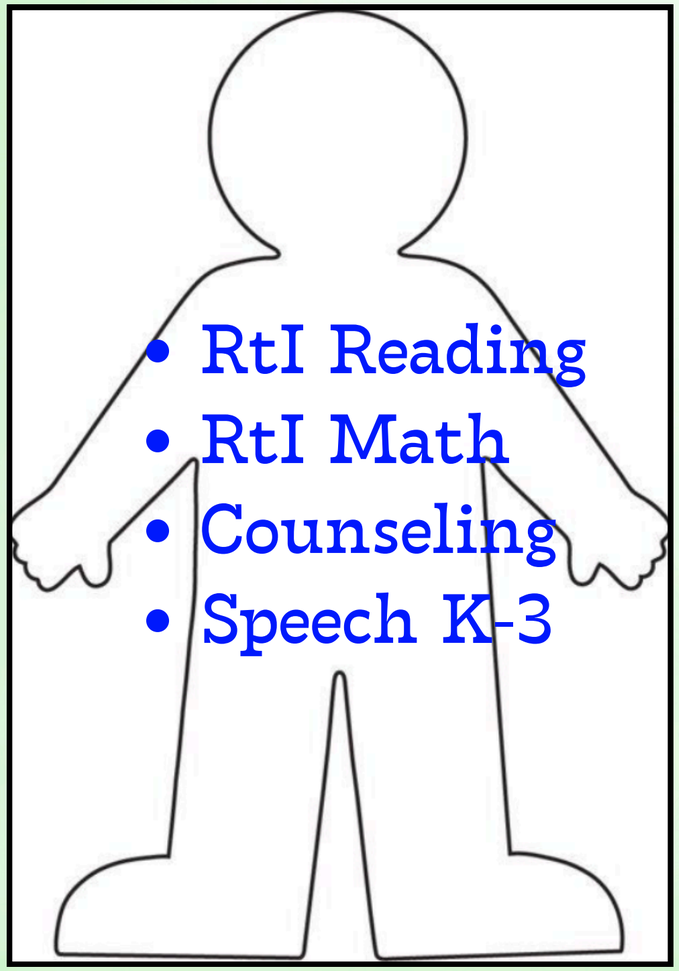
RtI Math

No changes were made to the AimsWeb Plus norms for the 2025-26 school year, but they will be renormed for the 2026-27 school year per communications with Pearson.

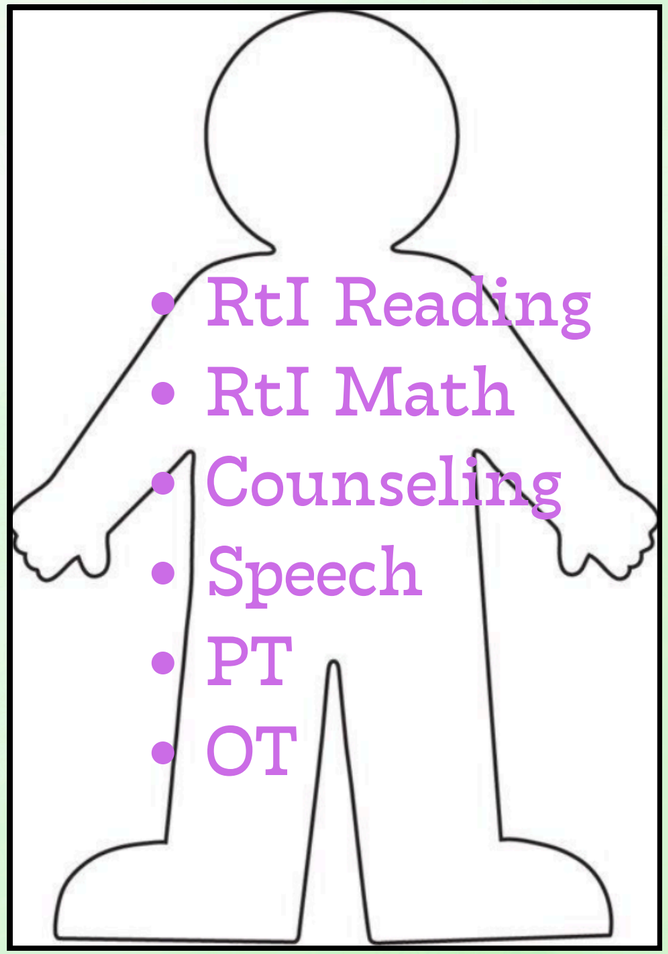
We anticipate there will be changes, but it is difficult to predict how significant they may or may not be.

Supports Available
Intervention & Related Services

General Education Students



Special Education Students



Appendix

The following slides are included to share additional resources that offer more on the RtI process.

Why Early Intervention?

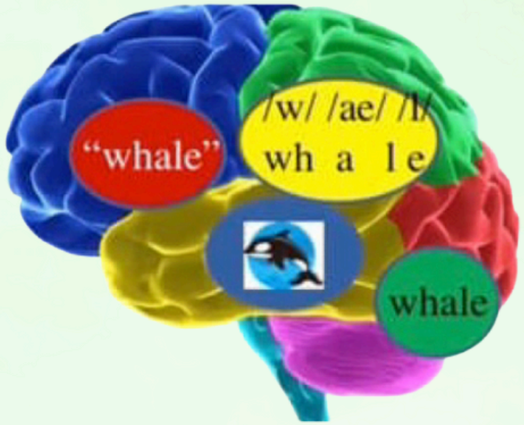
- Reading gaps widening irreversibly after grade 3 if unaddressed.
- Interventions before age 8 close 70–90% of gaps.

  ** (2019 study in Developmental Cognitive Neuroscience)*

- For low SES students, the window may close as early as Grade 1

  **(A 2020 longitudinal study in Journal of Educational Psychology)*

How the BRAIN learns to READ



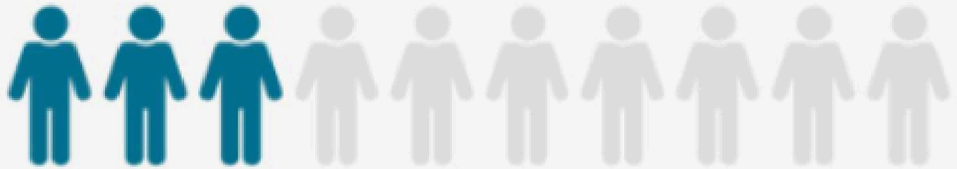
We learn to speak naturally, but reading isn't automatic.

Reading requires explicit instruction, demanding intense mental effort on the learner.

That's why Science of Reading, RTI and reading intervention programs recommend keeping reading groups small and focused—to give students the targeted support needed for this challenging skill.

2024 Literacy Statistics

Only **30%** of fourth grade students are proficient in reading.



Reading Proficiency by Demographics

16%
Black Students

8%
English Learners

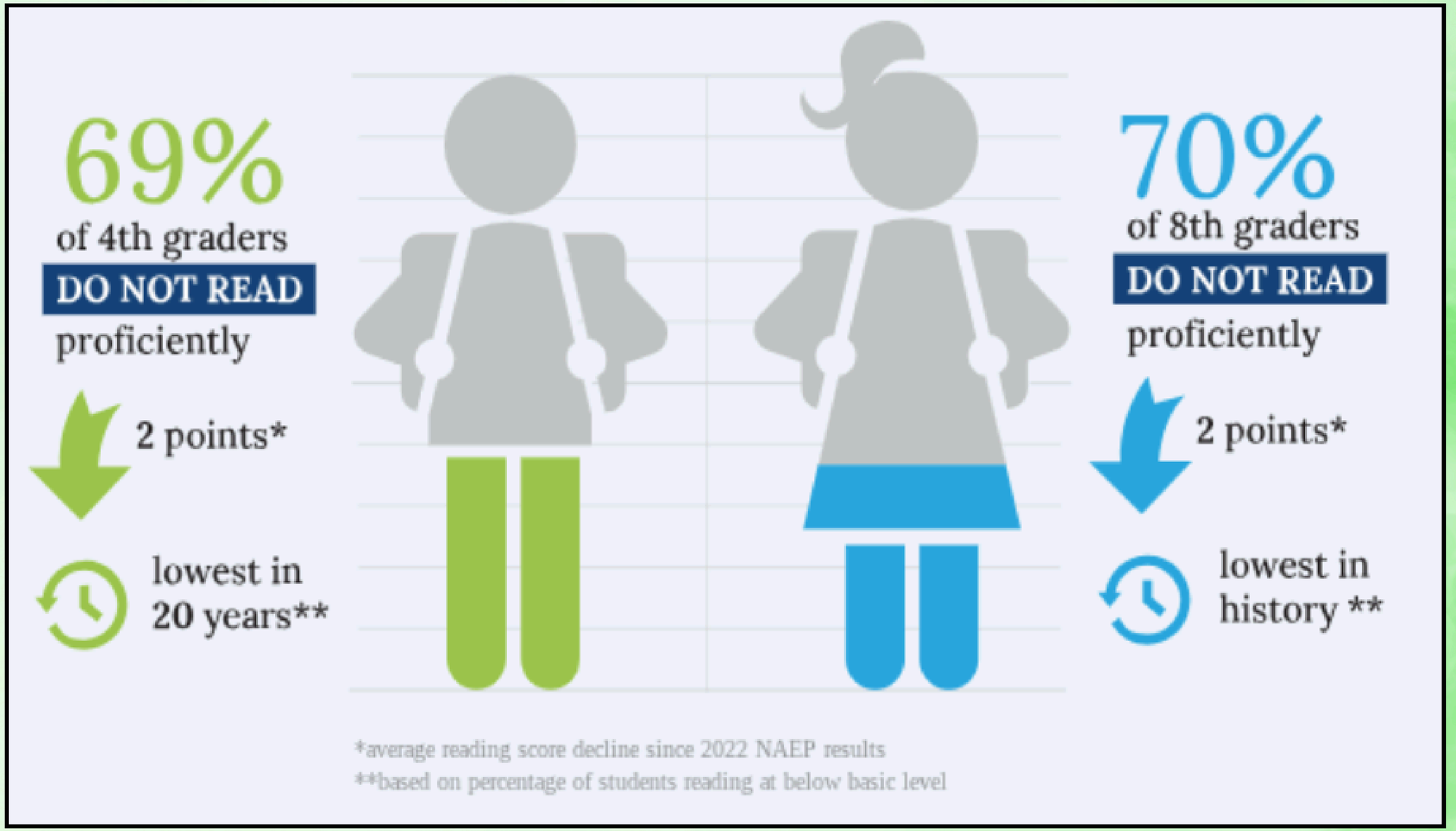
19%
Economically Disadvantaged Students

20%
Latino Students

10%
Students With Disabilities

Source: National Assessment of Education Progress (NAEP), 2024

THE READING LEAGUE


69%
of 4th graders
DO NOT READ
proficiently
2 points*
lowest in
20 years**
70%
of 8th graders
DO NOT READ
proficiently
2 points*
lowest in
history **
*average reading score decline since 2022 NAEP results
**based on percentage of students reading at below basic level

What the data say — math scores are slipping (or stagnating)

- According to the 2024 National Assessment of Educational Progress (NAEP, aka “The Nation’s Report Card”), while 4th-grade math scores saw a slight uptick between 2022 and 2024, they remain below their 2019 (pre-pandemic) levels. Meanwhile, 8th-grade math scores were essentially unchanged — but still well below previous peaks. Education Week+2NAGB+2
- Among low-performing 4th-graders (roughly the 10th percentile), math scores dropped sharply between 2019 and 2023: a decline of 37 points — the largest drop in about 30 years of the assessment’s history. National Center for Education Statistics
- For 8th-grade students at the lower end (10th percentile), math scores declined 19 points over the same period. National Center for Education Statistics
- As a result, the gap between high-performing students and low-performing students has widened significantly — meaning declines aren’t uniform, but concentrated among already struggling learners. National Center for Education Statistics
- Historically, peak math proficiency (on 4th and 8th grade assessments) occurred around 2013; since then, national average proficiency has dropped. ERIC+1

Article on Math and Reading Proficiency in NYS

slide added after printing

Scaled Score

- What it is: A standardized, converted score that puts all test results on the same scale, regardless of the specific test form.
- Why it's used: To account for differences in difficulty between test versions (e.g., one test might have harder questions than another).
- Example: A raw score of 70 on an easy test might convert to a scaled score of 740, while the same raw score on a harder test might convert to 760, ensuring both reflect the same level of competency.

Cut Score

- What it is: A specific score point (on either the raw or scaled score) that separates performance levels, like passing from failing, or basic from proficient.
- Why it's used: To establish a consistent standard for competency, so everyone has to meet the same performance bar.
- Example: A scaled passing score of 700, where any scaled score above 700 means you pass, and below means you don't.