

East Rockaway Public Schools

**Response to Intervention Plan /
Academic Intervention Services
Plan**

2018- 2019

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RtI MODEL FOR INTERVENTION SERVICES – Grades K-4

In April 2008, The New York State Education Department issued a memorandum encouraging “all school districts in New York State to take timely actions to implement response to intervention programs.” Beginning in 2008 the East Rockaway Public Schools began developing its RtI model and included it in its AIS Plan.

RtI is defined as “a multi-tiered, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systematically applied strategies and targeted instruction at varying levels of intervention.”

The Regents policy framework specifies the following:

1. Defines RtI to minimally include: appropriate instruction, screenings, increasingly intensive levels of targeted intervention, repeated assessments, application of information about the student’s response to intervention to make educational decisions, and written notification to parents.
2. Requires a plan and policies for implementing school-wide approaches which select and define the specific structure and components of its RtI program.
3. Requires appropriate steps to ensure that staff members have the knowledge and skills necessary to implement an RtI program.
4. Requires, effective July 1, 2012 an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading.

In addition, the Regents require a review of the instructional program in reading and mathematics to ensure that: explicit and research-validated instruction is provided, students with low test scores are monitored periodically, instruction is tailored to meet the students’ individual needs, and there is written notification to parents when a student requires in intervention beyond that which is provided in the general education classroom.

In October of 2012 The New York State Education Department issued a guidance document specifying quality program indicators for RTI. This East Rockaway UFSD RtI plan addresses each of these quality indicators in the following pages.

Critical Elements in an RTI Model

Table: Description of Critical Elements in a 3-Tier Rtl Model			
The following table outlines the essential features of a three-tier model of Rtl including suggested ranges of frequency and duration of screening, interventions and progress monitoring. This is intended as guidance for districts as they determine the various components of their Rtl model.			
Elements	Tier 1 Core Curriculum and Instruction	Tier 2 Supplemental Instruction	Tier 3 Increased Levels of Supplemental Instruction
Size of instructional group	Whole class grouping	Small group instruction (3-5 students)	Individualized or small group instruction (1-2 students)
Mastery requirements of content	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring.
Frequency of progress monitoring	Screening measures three times per year	Varies, but no less than once every two weeks	Varies, but more continuous and no less than once a week
Frequency of intervention provided	Per school schedule	Varies, but no less than three times per week for a minimum of 20-30 minutes per session	Varies, but more frequently than Tier 2 for a minimum of 30 minutes per session
Duration of intervention	School year	9-30 weeks	A minimum of 15-20 weeks

Adapted and reprinted with permission from Johnson, E., Mellard, D., Fuchs, D., McKnight, M. for NRCLD (2006, August) Responsiveness to Intervention (Rtl): How to Do It

Quality Indicators of an RTI Model

Quality Indicators for Appropriate Instruction (from NYS Guidance document)

- *Research/evidence-based instruction that has shown to be effective is provided to all students using a balanced literacy approach.*
- *Scientific research-based reading instruction includes an uninterrupted block of 90 minutes of daily explicit and systematic instruction in phonemic awareness, phonics, vocabulary development at all grade levels, reading fluency (including oral reading skills) and reading comprehension strategies.*
- *Scientific research-based math instruction includes instruction in problem-solving, arithmetic skill/fluency, conceptual knowledge/number sense and reasoning ability.*
- *Curriculum is aligned to the State learning standards and grade level performance indicators.*
- *Instruction is provided by qualified personnel and trained staff.*
- *Differentiated instruction is used to meet a wide range of student needs.*
- *Professional development is provided to ensure fidelity of implementation.*
- *Instructional strategies/programs are implemented with fidelity.*
- *Instruction is culturally and linguistically responsive to the language and learning needs of students whose first language is not English.*

A balanced literacy approach to reading in the early grades has been in place, using research-based instruction. Wilson Foundations is used for direct phonics instruction in grades K-2 and for struggling readers in grades 3 & 4. Classroom libraries are leveled for independent reading, and all classes have direct library instruction including appropriate independent reading book selection. Rigby Literacy has been used for both benchmarking and guided reading group instruction in grades K-4.

All classes are scheduled for 80-90 minutes of reading instruction daily including all of the components named above. *Journeys* has been in use as the core reading program since 2013. Supplemental reading programs in Tier 1 include Reading A-Z in the primary grades, Achieve 3000 and Newsela beginning in grade 3.

Go Math has been purchased as the core mathematics program beginning in 2012-13.

Mapping and alignment of the revised New York State learning standards is ongoing. All classroom teachers and teaching assistants providing instruction in reading and math are certified teaching professionals. Professional development is ongoing and includes differentiated instruction strategies for Tier 1. Teacher observation and supervision includes evaluation of the fidelity of instructional strategies. District-wide grade level meetings also address issues of fidelity of implementation.

Classroom instruction is coordinated with ENL, Special Education and related services.

Quality Indicators for School-Wide Screening (from NYS Guidance document)

- *School-wide screenings occur at least three times during the course of an academic year (fall, winter, spring).*
- *Screening instrument items are aligned with the curriculum based on the NYS learning standards for each grade level.*
- *Each screening instrument meets reliability and validity standards associated with psychometrically sound measurements.*
- *Professional development is provided to ensure fidelity of implementation, scoring and interpretation of results.*
- *Screening is administered school-wide or at least to 95 percent of all students.*
- *Cut-scores are established that identify students who are performing at benchmark, at-risk and seriously at-risk levels.*
- *Results of screenings are used to determine which students are considered at-risk and need further monitoring and assessment.*
- *Screening results are used to determine effectiveness of core curriculum and instruction.*

All students in grades K-3 will be assessed three times per year using *m:Class Reading 3D* including *DIBELS Next*, and *m:Class Math*. All students in grades K-4 will be assessed three times per year using *NWEA Measures of Academic Progress*. These assessments have been or are in the process of being aligned to the revised Learning Standards for New York State. These assessments are nationally normed and meet reliability and validity standards for Response to Intervention screening.

Professional development for the use of these assessments occurs prior to implementation and is ongoing.

Each of these assessments provides benchmarking and identifies students who are at-risk overall as well as for specific performance indicators. Additionally these assessments provide strategies for instructional grouping and for remediation. Results of these screenings are used to identify students for tiered interventions and for progress monitoring. Following administration of these screening measures, data meetings are held with classroom and

Screening results identify skill-level deficiencies in the student population and are used to evaluate core curriculum. Core reading and math curricula are up for review in 2017 & 2018. The instructional program will be evaluated for effectiveness in improving student performance as measured by universal screening assessments as well as local and New York State assessments in ELA and Math.

Quality Indicators for Multi-Level System (from NYS Guidance document)

- *Each tier provides increasing levels of intensity of services that match the increasing needs of students.*
- *Various factors distinguish each level or tier including duration and frequency of interventions, group size and frequency of progress monitoring.*
- *Levels beyond Tier 1 represent supplemental intervention/instruction provided in addition to the core instructional program provided by qualified staff.*
- *Interventions and instruction provided at each tier have evidence of effectiveness for the student population used.*
- *Instruction matched to student need is based upon progress monitoring data and diagnostic data if deemed necessary.*
- *Procedures and decision-making rules for determining a student's movement from tier to tier are established and based on progress monitoring data.*
- *Treatment fidelity procedures are designed and implemented to help monitor accuracy of interventions and assessment procedures.*
- *Periodic checks are conducted to determine how closely the intervention or instruction was delivered in the way it was intended.*
- *Parents are informed of increasing levels of instructional supplemental services including progress monitoring data, strategies used to increase student's rate of learning and right to refer for special education services.*

Tier 1 is the core instructional program which includes grouping of students for differentiated instructional practice. Approximately 90 minutes of Reading instruction and 60 minutes of Math instruction occur daily, and to the extent possible are uninterrupted by pull-out services.

Tier 2 interventions occur in small groups for at least 20 minutes, 3-5 times per week and focus on areas of need that are identified through screening. Progress monitoring occurs at least every two weeks in Tier 2 and responsiveness to intervention is evaluated after 10 weeks.

Tier 3 interventions are individualized within small groups for 20-40 minutes and occur 3-5 times per week. Progress monitoring in Tier 3 occurs at least every two weeks and responsiveness to intervention is evaluated after 10 weeks.

When students have exhausted appropriate interventions in any Tier, without evidence of adequate progress toward proficiency in the progress monitoring data, the student moves to the next more intensive Tier of intervention. When students have shown progress toward proficiency as measured by benchmark screening, or New York State assessments, students remain in that tier or move to the next less intensive Tier of intervention, depending on multiple measures of proficiency.

Fidelity of interventions is determined through the teacher observation and supervision process, intervention team consultations, and district-wide grade-level meetings. All teachers or teaching assistants delivering tiered interventions are observed each year. Turnkey training is provided to new interventionists.

Parents receive notification of initiation, termination or change of intervention services, including criteria for the change. Progress monitoring data and intervention strategies are communicated at parent teacher conferences with the classroom teacher and with the interventionist.

Quality Indicators for Progress Monitoring (from NYS Guidance document)

- *Progress monitoring of student performance occurs across all tiers.*
- *Teachers follow a designated procedure and schedule for progress monitoring.*
- *Measures are appropriate to the curriculum, grade level and tier level.*
- *Data from progress monitoring are documented and analyzed.*
- *A standardized benchmark is used to measure progress and determine progress sufficiency.*
- *Teachers use progress monitoring to inform instructional effectiveness and the need for changes in instruction or intervention.*
- *Graphs are used to display data for analysis and decision making.*
- *Staff receive training in the administration and interpretation of progress monitoring measures and the implications for instruction.*
- *The district has designated reasonable cut points, and decision rules of the level, slope or percentage of mastery to help determine responsiveness and distinguish adequate from inadequate responsiveness.*
- *When monitoring the progress of LEP/ELL students, the student's progress is compared with the levels of progress demonstrated by peers from similar cultural and linguistic backgrounds who have received the interventions.*

Students initially identified as at-risk receive progress monitoring in Tier 1 until it is determined that Tier 2 interventions are needed. All students in Tiers 2 & 3 are monitored regularly for progress on a bi-weekly or twice-monthly basis. m:Class DIBELS & Reading 3D, MAZE probes and, where applicable, assessments for supplementary intervention programs such as Fountas & Pinnell *Levelled Literacy Intervention*, *Read 180* or *System 44* are included. m:Class Math is also used for progress monitoring.

Data analysis and benchmarking are included in the m:Class assessments and results are displayed both quantitatively and graphically. Additionally, DIBELS and MAZE probes are imported into Ideal Consulting's *Student Performance System* (SPS) and analyzed at data and progress monitoring meetings along with available benchmark data. Progress monitoring is used to adjust instruction and interventions provided to students on an ongoing basis.

Professional development in the use of progress monitoring tools is ongoing. Cut points are included in the benchmarking and progress monitoring tools.

Level of proficiency in English is considered when assessing progress monitoring data in Reading or Math, for tiered interventions provided to English Language Learners.

Quality Indicators for Data-Based Decision-Making (from NYS Guidance document)

- *Criteria are established to determine which students will be identified as “at risk” based upon screening.*
- *Progress monitoring tools are identified indicating what skills will be measured and what types of data will be collected.*
- *How long an intervention should be provided (number of data points needed) is determined before a decision is made about whether the student has or has not responded.*
- *Number of data points needed to determine responsiveness to instruction is selected.*
- *Frequency of data collection is determined for each tier.*
- *The minimum level of progress needed that would signify the student’s responsiveness to intervention is determined.*
- *Criteria or decision rules that determine a student’s movement between levels of intervention are determined.*
- *The district has established criteria to determine if a student is making sufficient progress over an appropriate period of time before a referral for a special education evaluation is made.*
- *Determinations are made as to when and what specific data and information will be provided to student’s parents.*

Benchmark criteria for Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) are established for Reading and Math in grades K-3 in the m:Class assessments. Nationally normed cut-points are provided in the *Student Performance System* and in other assessment platforms such as the SRI in Read 180. For students in grade K-4 the NWEA *Measures of Academic Progress* also provide criteria for at-risk identification based on normed grade-level criteria. In addition, students scoring a 1 or 2 on New York State assessments in grades 3 & 4 are considered at-risk.

Progress monitoring in Tiers 2 & 3 occurs at least every two weeks. Responsiveness to intervention is assessed after ten weeks at either a progress monitoring or benchmark data meeting.

At a minimum, students must have narrowed the gap between current performance and proficiency in order for responsiveness to intervention to be deemed adequate. A student who falls further behind, or who has not made progress toward proficiency, should not continue with the same intervention. They may receive a different intervention at the same Tier or may be moved to the next Tier of intervention.

Students at Tier 3 who have not made progress through successive interventions should be referred to the committee on special education for further testing. In the 2016-17 school year, the district will be developing protocols for pre-CSE referral data analysis meetings.

Benchmark and progress monitoring data will be made available to parents as students move in and out of tiered interventions, or at parent teacher conferences, or by parent request.

Quality Indicators for Implementing Rtl with LEP/ELL students (from NYS Guidance document)

- *Personnel with bilingual and ESL certification (teachers, related service providers, school psychologists, and administrators) are members of a district's Rtl design team and instructional support teams.*
- *ESL is an integral part of core instruction for all LEP/ELL students, not an "intensive intervention" or additional tier in the Rtl process. (Refer to Part 154 of the Regulations of the Commissioner of Education for required units of ESL and ELA instruction.)*
- *In districts that have sufficient numbers of LEP/ELL students who speak the same language to require bilingual programs, bilingual instruction is an integral part of core instruction (Tier 1) for those LEP/ELL students. (Refer to Part 154 of the Regulations of the Commissioner of Education for required units of ESL, native language arts and ELA instruction.)*
- *ESL methodology is employed in all three tiers and native language instruction or support is provided when needed to help rule out limited English proficiency or lack of appropriate instruction as causes of learning difficulties.*
- *Culturally responsive instruction is employed in all three tiers.*
- *Evidence-based practices/interventions shown to be effective and validated for LEP/ELL students are used.*
- *Interventions are adapted to reflect cultural and linguistic considerations; adapted intervention protocols are standardized, implemented with fidelity, and revised as needed based on sufficient data reflecting student results and program efficacy.*
- *The performance of "true peers" (i.e., students with the same native language and culture and similar educational histories) is considered when setting benchmarks, monitoring progress, and deciding whether a LEP/ELL student is responding adequately to instruction or needs more intensive intervention.*
- *Research on second language development and the student's history of first and second language development are considered when setting benchmarks, monitoring progress, and deciding whether a LEP/ELL student is responding adequately to instruction or needs more intensive intervention.*

ENL services are provided as a tiered support in the Tiered Rtl model and the ENL providers are an integral part of the IRT team when considering English Language Learners. Instruction is culturally responsive and interventions are reviewed for efficacy with English language Learners. ENL providers collaborate and consult with teachers and teaching assistants in all tiers to ensure that cultural and linguistic considerations are included in instructional and intervention practices. English language proficiency is considered when identifying students for learning difficulties and for interventions.

Quality Indicators for Parent Notification (from NYS Guidance document)

- *General information about the Rtl process is provided to all parents.*
- *The notification to parents when a student needs supplemental intervention includes all required information and is provided in a language the parent understands.*
- *Parents of students receiving an intervention beyond that of the general education class are informed of the right to request an evaluation for special education services at any time.*
- *The nature and frequency of communication between parents and staff is clearly defined.*
- *The frequency of providing progress monitoring data to parents is adequate and appropriate to ensure they are regularly informed of their child's progress.*

Parental notifications are provided in English and translation services are made available as needed. Parents are notified of their right to request evaluation for Special Education services. Parents receive notification of initiation, termination or change of services including progress monitoring data and criteria for the change. Regular progress notes and parent teacher conferences are used to inform parents of their child's progress.

Quality Indicators to Ensure Fidelity of Implementation (from NYS Guidance document)

- *Professional development is provided by staff members who are knowledgeable in the areas of early literacy, data-based decision making and progress monitoring.*
- *Professional development is job embedded and ongoing and is part of the district's overall professional development plan.*
- *The district has identified strategies to evaluate the effectiveness of its Rtl model and to make changes as necessary.*
- *Administrators serve as instructional leaders to provide appropriate supervision and monitoring of the implementation of the Rtl program.*
- *Procedures are in place to assess how accurately intervention and assessment procedures are followed.*

Professional development is provided by publishers of curricular and assessment resources, by Nassau BOCES program specialists, by district administration, by consultants who are content-area and intervention specialists, and by turn-key trainers at the building level.

The district Rtl committee, which includes administrators, teachers and interventionists, is charged with evaluation of the Rtl model and recommendations for changes. District and building administrators provide supervision and monitoring of the Rtl program.

Quality Indicators for Use of Rtl Data in a Learning Disability Determination
(from NYS Guidance document)

- *The determination of a student with a learning disability is based upon a comprehensive multidisciplinary evaluation.*
- *Data based on the student's response to scientific-based intervention is used as part of the individual evaluation information to determine if a student has a learning disability.*
- *The CSE considers progress monitoring data that describes how a student responded to particular interventions of increasing intensity.*
- *Student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks are considered.*
- *Instructionally relevant evaluative data including curriculum-based measures regarding a student's performance is considered.*
- *Student information from the Rtl process provides data-based documentation on whether the student has made sufficient progress to meet age or State-approved grade-level standards in the area of the suspected disability.*
- *Teacher(s) providing Rtl interventions participate in the CSE meeting to determine a student's eligibility for special education.*

Data concerning students' response to interventions is a factor, along with multiple measures of student performance, in determining whether a student requires special education services. The district is developing protocols for pre-referral data analysis. Input from interventionists is an important part of CSE meetings that determine a student's special education status.

RESPONSE TO INTERVENTION OUTLINE

GRADE LEVEL: KINDERGARTEN	ASSESSMENT INSTRUMENT/ SOURCES OF EVIDENCE	ENTRY CRITERIA	RANGE OF INTERVENTIONS AVAILABLE	EXIT CRITERIA
ENGLISH LANGUAGE ARTS	-YCAT -Pre-School observations - Measures of Academic Progress for primary grades (MAP) -m:Class Reading 3D: DIBELS & TRC (Running Records) -Attendance Records	-below 30 th %ile -Below grade level performance as indicated by teacher, administrator, support staff, parent -Below grade level proficiency on DIBELS & TRC (Running Records) Excessive absences (18)	Tier 1 -Flexible grouping of students within the classroom -Foundations -Extra Help Tier II -Small group instruction Tier III -Individualized within small group instruction All Tiers -Progress Monitoring -Speech Improvement (if reading related) -Social Worker Services -Computer Assisted Instruction (CAI)	-Grade level performance as indicated by: report card grades, teacher, administrator, support staff, and parent - Grade level performance on NWEA Measures of Academic Progress (MAP) -Proficient Level on Reading 3D DIBELS & TRC (Running Records)

<p>MATH</p>	<ul style="list-style-type: none"> -Pre-School observations Teacher observations -Measures of Academic Progress for primary grades -m:Class Math -Attendance Records 	<ul style="list-style-type: none"> -Below grade level performance as indicated by teacher, administrator, support staff, parent -Below grade level performance -Excessive absences (18) 	<ul style="list-style-type: none"> Tier 1 <ul style="list-style-type: none"> -Flexible grouping of students within the classroom -Extra Help Tier II <ul style="list-style-type: none"> -Small group instruction Tier III <ul style="list-style-type: none"> -Individualized within small group instruction All Tiers <ul style="list-style-type: none"> -Progress Monitoring -Social Worker Services -Computer Assisted Instruction (CAI) 	<ul style="list-style-type: none"> -Grade level performance as indicated by: report card grades, teacher, administrator, support staff, and parent - Grade level performance on NWEA Measures of Academic Progress (MAP) -Proficient Level on m:Class Math
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RESPONSE TO INTERVENTION OUTLINE

GRADE LEVEL: 1st Grade	ASSESSMENT INSTRUMENT	ENTRY CRITERIA	RANGE OF INTERVENTION SERVICES AVAILABLE	EXIT CRITERIA
ENGLISH LANGUAGE ARTS	<ul style="list-style-type: none"> - NWEA Measures of Academic Progress for primary grades -m:Class Reading 3D: DIBELS & TRC (Running Records) -Kindergarten assessments / observations / report card -Attendance records 	<ul style="list-style-type: none"> -Below grade-level performance -Below grade level performance as indicated by teacher, administrator, support staff, parent -Excessive absences (18) 	<ul style="list-style-type: none"> Tier 1 <ul style="list-style-type: none"> -Flexible grouping of students within the classroom -Foundations -Extra Help Tier II <ul style="list-style-type: none"> -Small group instruction (push-in Teaching Assistant or Reading Teacher support) Tier III <ul style="list-style-type: none"> -Individualized small group instruction (pull-out Reading Teacher support) All Tiers <ul style="list-style-type: none"> -Progress Monitoring -Speech Improvement if reading-related -Social Worker Services -Computer Assisted Instruction (CAI) 	<ul style="list-style-type: none"> -Grade level performance as indicated by: report card grades, teacher, administrator, support staff, and parent -Proficient Level on Reading 3D DIBELS & TRC (Running Records) - Grade-level performance on NWEA Measures of Academic Progress (MAP)

<p>MATH</p>	<ul style="list-style-type: none"> - NWEA Measures of Academic Progress for primary grades (MAP) -m:Class Math -Kindergarten assessments/ observations/ report card -Attendance Records 	<ul style="list-style-type: none"> -Below grade/age level performance -Below grade level performance as indicated by teacher, administrator, support staff, parent -Excessive absences (18) 	<ul style="list-style-type: none"> Tier 1 <ul style="list-style-type: none"> -Flexible grouping of students within the classroom -Extra Help Tier II <ul style="list-style-type: none"> -Small group instruction Tier III <ul style="list-style-type: none"> -Individualized within small group instruction (Math Specialist support) All Tiers <ul style="list-style-type: none"> -Progress Monitoring -Social Worker Services -Computer Assisted Instruction (CAI) 	<ul style="list-style-type: none"> -Grade level performance as indicated by: report card grades, teacher, administrator, support staff, and parent -Proficient Level on NWEA Measures of Academic Progress and m:Class Math
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RESPONSE TO INTERVENTION OUTLINE

GRADE LEVEL: 2nd Grade	ASSESSMENT INSTRUMENT	ENTRY CRITERIA	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA
ENGLISH LANGUAGE ARTS	<ul style="list-style-type: none"> - Measures of Academic Progress for primary grades -m:Class Reading 3D: DIBELS & TRC (Running Records) -Grade 1 assessments / observations / report card -Attendance records 	<ul style="list-style-type: none"> -Below grade-level performance -Below grade level performance as indicated by teacher, administrator, support staff, parent -Excessive absences (18) -Social Emotional distress or disruptive behavior 	<ul style="list-style-type: none"> Tier 1 <ul style="list-style-type: none"> -Flexible grouping of students within the classroom -Foundations -Extra Help Tier II <ul style="list-style-type: none"> -Small group instruction: Teaching Assistant or Reading Teacher support (push-in) Tier III <ul style="list-style-type: none"> -Individualized within small group instruction (pull-out) All Tiers <ul style="list-style-type: none"> -Progress Monitoring -Speech Improvement (if reading-related) -Social Worker Services -Computer Assisted Instruction (RAZ Kids) 	<ul style="list-style-type: none"> -Grade level performance as indicated by: report card grades, teacher, administrator, support staff, and parent -Proficient Level on Reading 3D DIBELS & TRC (Running Records), MAZE, Fountas & Pinnell Benchmark Assessment - Grade-level performance on NWEA Measures of Academic Progress (MAP)

<p>MATH</p>	<ul style="list-style-type: none"> - NWEA Measures of Academic Progress for primary grades (MAP) -m:Class Math -Grade 1 assessments/ observations/ report card -Attendance Records 	<ul style="list-style-type: none"> -Below grade/age level performance -Below grade level performance as indicated by teacher, administrator, support staff, parent -Excessive absences (18) 	<ul style="list-style-type: none"> Tier 1 -Flexible grouping of students within the classroom -Extra Help Tier II -Small group instruction Tier III -Individualized or paired instruction All Tiers -Progress Monitoring -Social Worker Services -Computer Assisted Instruction (CAI) 	<ul style="list-style-type: none"> -Grade level performance as indicated by: report card grades, teacher, administrator, support staff, and parent -Proficient Level on m:Class Math - Grade-level performance on NWEA Measures of Academic Progress (MAP)
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RESPONSE TO INTERVENTION OUTLINE

GRADE LEVEL: 3rd Grade	ASSESSMENT INSTRUMENT	ENTRY CRITERIA	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA
ENGLISH LANGUAGE ARTS	<ul style="list-style-type: none"> - Measures of Academic Progress for primary grades -m:Class Reading 3D: DIBELS & TRC (Running Records) MAZE -Grade 2 assessments / observations / report card -SRI/SPI (System 44) -Attendance records 	<ul style="list-style-type: none"> -Below grade-level performance -Below grade level performance -Below grade level performance as indicated by teacher, administrator, support staff, parent -Excessive absences (18) 	<ul style="list-style-type: none"> Tier 1 <ul style="list-style-type: none"> -Flexible grouping of students within the classroom -Foundations -Extra Help Tier II <ul style="list-style-type: none"> -Small group instruction: Teaching or Reading Teacher support (push-in) Tier III <ul style="list-style-type: none"> -Individualized within small group instruction (Reading Teacher support) (pull-out) All Tiers <ul style="list-style-type: none"> -Progress Monitoring -Speech Improvement (if reading-related) -Social Worker Services -Computer Assisted Instruction (Achieve 3000) 	<ul style="list-style-type: none"> -Grade level performance as indicated by: report card grades, teacher, administrator, support staff, and parent -Proficient Level on Reading 3D DIBELS & TRC (Running Records), MAZE, Fountas & Pinnell Benchmark Assessment -Grade-level performance on Measures of Academic Progress (MAP) -Grade-level performance on SRI/SPI (System 44) -NYS ELA, level 3

<p>MATH</p>	<ul style="list-style-type: none"> - Measures of Academic Progress for primary grades (MAP) -m:Class Math -Grade 1 assessments/ observations/ report card -Attendance Records - 	<ul style="list-style-type: none"> -Below grade/age level performance -Below grade level performance as indicated by teacher, administrator, support staff, parent -Excessive absences (18) 	<ul style="list-style-type: none"> Tier 1 -Flexible grouping of students within the classroom -Extra Help Tier II -Small group instruction Tier III -Individualized or paired instruction All Tiers -Progress Monitoring -Social Worker Services -Computer Assisted Instruction (CAI) 	<ul style="list-style-type: none"> -Grade level performance as indicated by: report card grades, teacher, administrator, support staff, and parent -Proficient Level on MAP and m:Class Math - Grade-level performance on NWEA Measures of Academic Progress (MAP) -NYS Math, level 3
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ACADEMIC INTERVENTION OUTLINE

GRADE LEVEL: 4th Grade	ASSESSMENT INSTRUMENT	ENTRY CRITERIA	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA
ENGLISH LANGUAGE ARTS	<ul style="list-style-type: none"> - Measures of Academic Progress for primary grades - SRI / SPI (Read 180) -m:Class Reading 3D: DIBELS & TRC (Running Records) -NYS ELA grade.3 -Class assessments/ observations / report cards -Attendance Records 	<ul style="list-style-type: none"> -Below grade/age level performance -Below grade/age level performance -Levels 1 or 2 -Below grade/age level performance -Excessive absences (18) 	<ul style="list-style-type: none"> Tier 1 <ul style="list-style-type: none"> -Flexible grouping of students within the classroom -Foundations -Extra Help Tier II <ul style="list-style-type: none"> -Small group instruction: Teaching Assistant (for decoding) or Reading Teacher support (for comprehension) Tier III <ul style="list-style-type: none"> -Individualized or paired instruction All Tiers <ul style="list-style-type: none"> -Progress Monitoring -Speech Improvement (if reading-related) -Social Worker Services -Computer Assisted Instruction (CAI) 	<ul style="list-style-type: none"> -Grade Level Performance on NWEA Measures of Academic Progress (MAP) - SRI / SPI (Read 180) -Proficient Level on Fountas & Pinnell Benchmark Assessment -NYS ELA, level 3 -Grade level performance as indicated by: report card grades, MAZE

MATH	<p>-NYS Math grade 3</p> <p>- Measures of Academic Progress for primary grades</p> <p>-Class assessments/ observations</p> <p>-Report card grades, grade 3</p> <p>-Attendance Records</p>	<p>-Levels 1 or 2</p> <p>-Below grade level performance</p> <p>-Below grade/age level performance</p> <p>-Below grade/age level performance</p> <p>-Excessive absences (12)</p>	<p>Tier 1</p> <p>-Flexible grouping of students within the classroom</p> <p>-Extra Help</p> <p>Tier II</p> <p>-Small group instruction</p> <p>Tier III</p> <p>-Individualized or paired instruction</p> <p>All Tiers</p> <p>-Progress Monitoring</p> <p>-Social Worker Services</p> <p>-Computer Assisted Instruction (CAI)</p>	<p>-NYS Math, level 3</p> <p>-Grade level performance as indicated by: report card grades, teacher, administrator, support staff, and parent</p>
SCIENCE	<p>-Class assessments/ observations</p> <p>-Report card grades, grade 3</p> <p>-Attendance Records</p>	<p>-Below grade level performance</p> <p>-Below grade/age level performance</p> <p>-Excessive absences (12)</p>		<p>-NYS Science level 3</p> <p>-Grade level performance as indicated by: report card grades, teacher, administrator, support staff, and parent</p>
SOCIAL STUDIES	<p>-Class assessments/ observations</p> <p>-Report card grades, grade 3</p> <p>-Attendance Records</p>	<p>-Below grade level performance</p> <p>-Below grade/age level performance</p> <p>-Excessive absences (12)</p>		<p>-Grade level performance as indicated by: report card grades, teacher, administrator, support staff, and parent</p>

Academic Intervention Services (Grades 5-12)

DEFINITION [100.1(g)]

Academic intervention services (AIS) are services designed to help students achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. These services include two components:

- additional instruction that supplements the general curriculum (regular classroom instruction); and/or
- student support services needed to address barriers to improve academic performance.

The intensity of such services may vary, but must be designed to respond to student needs as indicated through State assessment results and/or the district-adopted or district-approved procedure that is consistent throughout the district at each grade level.

Additional instruction means the provision of extra time for focused instruction and/or increased student-teacher instructional contact time designed to help students achieve the learning standards in the standards areas requiring AIS.

Student support services means interventions that address barriers to student progress in state learning standards areas requiring AIS and may include, as needed, school guidance and counseling, services to improve attendance, coordination of services provided by other agencies, and study skills. Support services do not include direct academic instruction or IEP mandated related services.

MONITORING/EVALUATION/BIENNIAL REVIEW

Monitoring student progress is an ongoing process. The building principal is responsible for monitoring the progress of the pupils in his/her building.

The building Intervention Response Team (IRT)/Pupil Personnel Team (PPT) will meet at least three times annually, following benchmark assessment administration, to monitor the progress of all students receiving AIS services, and/or all students scoring at Levels 1 & 2 on NYS assessments.

The building principal in conjunction with the appropriate support staff shall meet and evaluate the level of academic intervention for each of the students receiving

services to determine if and when that progress warrants a student being discontinued from AIS.

The district academic intervention services plan shall be reviewed biennially. The next review shall take place during the 2017--2018 school year.

RECORDKEEPING

A record of the student's performance on all state assessments shall be kept as part of the student's cumulative record folder.

Documentation of the type of Academic Intervention Services a student receives, as indicated in the Individual Student Record, along with a participation record indicating when the services are being provided, shall be stored electronically using the RtI Direct database.

A copy of the parent notification letter that a child is in need of academic intervention services and when these services will be offered will be stored electronically and/or kept in the student's cumulative folder. A copy of the letter to the parent that indicates that their child is no longer in need of these services shall be stored electronically and/or kept in the cumulative folder.

DATA ANALYSIS

Student data from state and local assessment instruments are regularly reviewed by the superintendent, assistant superintendent, director of pupil personnel services, principals, assistant principals, department chairpersons, teachers and guidance counselors. Current and longitudinal data is analyzed to determine academic needs and inform instruction.

ENTRY CRITERIA FOR AIS

The district has an ongoing system of student identification, based on analysis of benchmark assessments at the beginning, middle and end of each school year. All new entrants are screened by members of the IRT/PPT and/or previous academic records and reviewed by appropriate staff, to determine if academic intervention support services are necessary.

Students are mandated for AIS, including those with disabilities and/or limited English proficiency if:

- they score below the designated performance levels on elementary, intermediate, and commencement-level State assessments in English language arts, mathematics, social studies, and science. At the elementary and intermediate levels students who score below level 3 (levels 1 and 2) require services. At the commencement level, students

- who score below the local passing grade on State assessments required for graduation are required to receive AIS.
- they are at risk of not meeting State standards as indicated through multiple measures of student achievement.

These multiple assessments/sources of evidence will be used to determine student eligibility for AIS. These include developmentally appropriate assessments of demonstrated technical quality, routine classroom performance and locally developed curriculum-based assessments, and recommendations from professional staff.

More specifically, developmentally appropriate measures may include but are not limited to:

- Diagnostic assessments;
- Assessment portfolios;
- Performances/demonstrations; and/or
- Assessments of content skills, concepts, and knowledge.

Tests of demonstrated technical quality may include:

- Standardized, norm-referenced tests
- Standardized, criterion-referenced tests;
- Other commercially-prepared assessments; and/or
- Other measures that meet the standards contained in *Standards for Educational and Psychological Testing* (American Psychological Association).

Sources of evidence for routine classroom performance may include:

- Classroom performance (i.e., participation, student work/portfolios, homework completion);
- Attendance records
- Report card grades; and/or
- Other student records.

Recommendations from teachers, administrators, counselors, other school staff, and parents will also be considered.

All buildings have in place an IRT/PPT that includes its building administrators, school psychologist, support personnel and teachers. Members of the IRT/PPT determine the specific AIS services, as well as the level of intensity, that best meets the needs of each identified student.

RTI / AIS IMPLEMENTATION PROCEDURES

Step	Action (What)	Timeline (When)	Person Responsible (Who)
1	Assessment instrument/ sources of evidence/ referrals reviewed and analyzed	Beginning, Middle and End-of-year	Building Principal or designee / Director of Guidance
2	Lists of students who require Rtl / AIS are generated	Beginning, Middle and End-of-year	Building Principal or designee / Director of Guidance
3	Student lists are shared w/ the IRT/PPT, a decision is made regarding what AIS will be provided and Individual Student Record (ISR) drafted	Within one month of collecting data	IRT/PPT
4	A case manager is assigned	At the IRT/PPT meeting	IRT/PPT
5	Individual Student Record (ISR) is completed and distributed to service providers	Within one month of assignment	Case Manager
6	Entry letter to parent/guardian is issued	Within one month of IRT/PPT decision	Building Principal or designee/ Director of Guidance
7	AIS begins	No later than the semester following the determination that service is needed	Service Provider
8	Records of student participation are maintained and returned to the case manager	At the end of each marking period	Service Provider
9	Parent meetings are held and/or progress reports issued	As identified and scheduled according to the school calendar	Service Provider
10	Impact of the intervention is reviewed	Midway through each semester, end of semester, end of year	Case Manager & Service Provider
11	ISR updated	As necessary	IRT/PPT
12	All forms are returned to building principal and are used to compile data for state reports	At the end of every marking period	Case Manager
13	Determination is made to continue or end services	Middle and end of year	IRT/PPT
14	Exit letter to parent is issued, if required	Within one month of IRT/PPT decision to exit student from service	Building Principal or designee/ Director of Guidance
15	AIS forms stored electronically and/or in student folder	By the end of the third week in June	Building Principal or designee/ Director of Guidance

ACADEMIC INTERVENTION OUTLINE

GRADE LEVEL: 5th Grade	ASSESSMENT INSTRUMENT	ENTRY CRITERIA	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA
ENGLISH LANGUAGE ARTS	<ul style="list-style-type: none"> -NYS Grade 4 ELA -Class assessments/ observations -Report card grades, grade 4 -Attendance Records - NWEA Measures of Academic Progress -F&P Benchmark, SRI as needed 	<ul style="list-style-type: none"> -Levels 1 or 2 -Below grade level performance -Below grade level performance -Excessive absences (18) -Below grade level performance 	<ul style="list-style-type: none"> -Flexible grouping of students within the classroom -Progress Monitoring -Counseling -Social Worker Services -Literacy Teaching assistant service (push-in/pull-out) - Reading Teacher service (pull-out) -F&P Levelled Literacy Intervention, Read 180/ System 44 -Extra Help -Computer Assisted Instruction (CAI) 	<ul style="list-style-type: none"> -NYS Assessment results above level 2 -Grade level performance as indicated by: report card grades, teacher, administrator, staff, parent -Proficient level on indicated assessments
MATH	<ul style="list-style-type: none"> -NYS Grade 4 Math -Class assessments/ observations -Report card grades, grade 4 -Attendance Records - NWEA Measures of Academic Progress 	<ul style="list-style-type: none"> -Levels 1 or 2 -Below grade level performance -Below grade level performance -Excessive absences (18) -Below grade level performance 	<ul style="list-style-type: none"> -Math Teaching assistant service (push-in/ pull-out) -Math Specialist services (pull-out) -Fasttmath 	<ul style="list-style-type: none"> -NYS Assessment results above level 2 -Grade level performance as indicated by: report card grades, teacher, administrator, staff, parent
SCIENCE	<ul style="list-style-type: none"> -NYS Grade 4 Science -Class assessments/ observations -Report card grades, grade 4 -Attendance Records 	<ul style="list-style-type: none"> -Levels 1 or 2 -Below grade level performance -Below grade level performance -Excessive absences (18) 	<ul style="list-style-type: none"> -Flexible grouping of students within the classroom -Extra Help -CAI – Achieve 3000 	<ul style="list-style-type: none"> -Grade level performance as indicated by: report card grades, teacher, administrator, staff, parent

SOCIAL STUDIES	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 4 -Attendance Records 	<ul style="list-style-type: none"> -Below grade level performance -Below grade level performance -Excessive absences (18) 	<ul style="list-style-type: none"> -Flexible grouping of students within the classroom -Extra Help -CAI – Achieve 3000 	<ul style="list-style-type: none"> -Grade level performance as indicated by: report card grades, teacher, administrator, staff, parent
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ACADEMIC INTERVENTION OUTLINE

GRADE LEVEL: 6th Grade	ASSESSMENT INSTRUMENT	ENTRY CRITERIA	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA
ENGLISH LANGUAGE ARTS	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 5 -Attendance Records -NYS ELA Grade 5 - NWEA Measures of Academic Progress -F&P Benchmark, SRI as needed 	<ul style="list-style-type: none"> -Below grade level performance -Below passing grade -Excessive absences (18) -Levels 1 or 2 -Below grade level performance 	<ul style="list-style-type: none"> -Flexible grouping of - Flexible grouping of students within the classroom -Progress Monitoring -Counseling -Social Worker Services -Literacy Teaching assistant service (push- in/pull-out) - Reading Teacher service (pull-out) -F&P Levelled Literacy Intervention, Read 180/ System 44 -Extra Help -Computer Assisted Instruction (CAI) 	<ul style="list-style-type: none"> -Grade level performance as indicated by: report card grades, teacher, administrator, staff, counselor, parent -NYS ELA grade 6 above level 2 -Proficient level on indicated assessments
MATH	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 5 -Attendance Records -NYS Math Grade 5 - Measures of Academic Progress 	<ul style="list-style-type: none"> -Below grade level performance -Below passing grade -Excessive absences (18) -Levels 1 or 2 -Below grade level performance 	<ul style="list-style-type: none"> -Math Teaching assistant service (push-in/ pull-out) -Fastmath -Math Specialist services (pull-out) 	<ul style="list-style-type: none"> -NYS Math grade 6 above level 2 -Grade level performance as indicated by: report card grades, teacher, administrator, staff, counselor, parent
SCIENCE	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 5 -Attendance Records 	<ul style="list-style-type: none"> -Below grade level performance -Below passing grade -Excessive absences (18) 	<ul style="list-style-type: none"> -Flexible grouping of students within the classroom -Extra Help -CAI – Achieve 3000 	<ul style="list-style-type: none"> -Grade level performance as indicated by: report card grades, teacher, administrator, staff, counselor, parent

SOCIAL STUDIES	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 5 -Attendance Records 	<ul style="list-style-type: none"> -Below grade level performance -Below passing grade -Excessive absences (18) 	<ul style="list-style-type: none"> -Flexible grouping of students within the classroom -Extra Help -CAI – Achieve 3000 	<ul style="list-style-type: none"> -Grade level performance as indicated by: report card grades, teacher, administrator, staff, counselor, parent
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ACADEMIC INTERVENTION OUTLINE

GRADE LEVEL: 7th Grade	ASSESSMENT INSTRUMENT	ENTRY CRITERIA	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA
ENGLISH LANGUAGE ARTS	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 6 -Attendance records -NYS ELA grade 6 -Semester/final average - NWEA Measures of Academic Progress -SRI as needed 	<ul style="list-style-type: none"> -Below grade level proficiency -Below passing grade -Excessive absences (18) -Levels 1 or 2 -Below grade level performance -Below 75% on on-demand writing and midterm/final assessments. 	<ul style="list-style-type: none"> -Progress Monitoring -Counseling -Social Worker Services -Computer Assisted Instruction (CAI) -Reading Class -Flexible grouping of students within the classroom -Mentoring -AIS lab classes 	<ul style="list-style-type: none"> -Grade level proficiency as indicated by: report card grades, teacher, administrator, staff, counselor, parent- -NYS ELA grade 7 above level 2 -NWEA Measures of Academic Progress projected proficiency
MATH	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 6 -Attendance records -NYS Math grade 6 -Semester/final average -NWEA Measures of Academic Progress 	<ul style="list-style-type: none"> -Levels 1 or 2 -Below passing grade -Below grade level proficiency -Excessive absences (18) -Below grade level performance 	All of the above	<ul style="list-style-type: none"> -NYS Math grade 7 above level 2 -Grade level proficiency as indicated by: report card grades, teacher, administrator, staff, counselor, parent- -NWEA Measures of Academic Progress projected proficiency

SCIENCE	-Class assessments/ observations -Report card grades, grade 6 -Attendance records -Semester/final average	-Below grade level performance -Below passing grade -Excessive absences (18) -Below grade level performance	All of the above	-Grade level performance as indicated by: report card grades, teacher, administrator, staff, counselor
SOCIAL STUDIES	-Class assessments/ observations -Report card grades, grade 6 -Attendance records -Semester/final average	-Below grade level performance -Below passing grade -Excessive absences (18)	All of the above	-Grade level performance as indicated by: report card grades, teacher, administrator, staff, counselor

ACADEMIC INTERVENTION OUTLINE

GRADE LEVEL: 8th Grade	ASSESSMENT INSTRUMENT	ENTRY CRITERIA	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA
ENGLISH LANGUAGE ARTS	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 7 -Attendance records -NYS ELA grade 7 -Grade 7 ELA final -Semester/final average -NWEA Measures of Academic Progress -SRI as needed 	<ul style="list-style-type: none"> -Below grade level proficiency -Below passing grade -Excessive absences (18) -Level 1 or 2 -Below passing grade -Below passing grade -Below 75% on on-demand writing and mid-term / final assessments -Below grade level performance 	<ul style="list-style-type: none"> -Progress Monitoring -Extra Help -Counseling -Social Worker Services -Computer Assisted Instruction (CAI) -Reading Class -Flexible grouping of students within the classroom -Mentoring - AIS lab class (academic core subjects) 	<ul style="list-style-type: none"> -NYS Assessment Scores Levels 3 or 4 -Grade level proficiency as indicated by: report card grades, teacher, administrator, staff, counselor
MATH	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 7 -Attendance records -NYS Math grade 7 -Semester/final average 	<ul style="list-style-type: none"> -Below grade level performance -Below passing grade -Excessive absences (18) -Level 1 or 2 -Below passing grade 	All of the above	<ul style="list-style-type: none"> -NYS Assessment Scores Levels 3 or 4 -Grade level performance as indicated by: report card grades, teacher, administrator, staff, counselor
SCIENCE	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 7 -Attendance records -Semester/final average 	<ul style="list-style-type: none"> Below grade level performance -Below passing grade -Excessive absences (18) 	All of the above	<ul style="list-style-type: none"> -NYS Assessment Scores Levels 3 or 4 -Grade level proficiency as indicated by: report card grades, teacher, administrator, staff, counselor

SOCIAL STUDIES	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 7 -Attendance records -Semester/final average 	<ul style="list-style-type: none"> -Below grade level performance -Below passing grade -Excessive absences (18) 	All of the above	<ul style="list-style-type: none"> -Grade level proficiency as indicated by: report card grades, teacher, administrator, staff, counselor
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ACADEMIC INTERVENTION OUTLINE

GRADE LEVEL: 9th Grade	ASSESSMENT INSTRUMENT	ENTRY CRITERIA	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA
ENGLISH LANGUAGE ARTS	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 8 -Attendance records -NYS ELA grade 8 -Semester/final average -NWEA Measures of Academic Progress -SRI as needed 	<ul style="list-style-type: none"> -Below grade level proficiency -Below passing grade -Excessive absences (18) -Level 1 or 2 -Below passing grade -Below 75% on on-demand writing and mid-term / final assessments -Below grade level performance 	<ul style="list-style-type: none"> -Progress Monitoring -Extra Help -Counseling -Social Worker Services -Speech Improvement -Computer Assisted Instruction (CAI) -Reading Class -Flexible grouping of students within the classroom -Mentoring -AIS lab class -Extra period/ time during the school day 	<ul style="list-style-type: none"> -Grade level proficiency as indicated by: report card grades, teacher, administrator, staff, counselor - Passing score on Applicable NYS assessment or equivalent -NWEA Measure of Academic Progress projected proficiency
MATH	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 8 -Attendance records -NYS Math 8 -Semester/final average -NWEA Measures of Academic Progress 	<ul style="list-style-type: none"> -Below grade level performance -Below passing grade -Excessive absences (18) -Levels 1 or 2 -Below passing grade -Below 80% on demand testing and midterm / final assessments 	All of the above	<ul style="list-style-type: none"> -Grade level performance as indicated by: report card grades, teacher, administrator, staff, counselor, parent- - Passing score on Applicable NYS assessment of equivalent -NWEA Measures of Academic Progress projected proficiency

<p>SCIENCE</p>	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 8 -Attendance records -NYS Science 8 -Semester/final average 	<ul style="list-style-type: none"> -Below grade level proficiency -Below passing grade -Excessive absences (18) -Levels 1 or 2 -Below passing grade 	<p>All of the above</p>	<ul style="list-style-type: none"> -Grade level performance as indicated by: report card grades, teacher, administrator, staff, counselor - Passing score on Applicable NYS assessment or equivalent
<p>SOCIAL STUDIES</p>	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 8 -Attendance records -Semester/final average 	<ul style="list-style-type: none"> -Below grade level proficiency -Below passing grade -Excessive absences (18) -Below passing grade 	<p>All of the above</p>	<ul style="list-style-type: none"> -Grade level performance as indicated by: report card grades, teacher, administrator, staff, counselor - Passing score on Applicable NYS assessment or equivalent

ACADEMIC INTERVENTION OUTLINE

GRADE LEVEL: 10th Grade	ASSESSMENT INSTRUMENT	ENTRY CRITERIA	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA
ENGLISH LANGUAGE ARTS	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 9 -Attendance records -Semester/final average 	<ul style="list-style-type: none"> -Below grade level proficiency -Below passing grade -Excessive absences (18) -Below passing grade -Below 75% on-demand writing and midterm / final assessments 	<ul style="list-style-type: none"> -Progress Monitoring -Extra Help -Counseling -Social Worker Services -Computer Assisted Instruction (CAI) -Reading Class -Flexible grouping of students within the classroom 	<ul style="list-style-type: none"> -Grade level proficiency as indicated by: report card grades, teacher, administrator, staff, counselor (ELA, Math, Science, Social Studies)
MATH	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 9 -Attendance records -Semester/final average -Math Regents 	<ul style="list-style-type: none"> -Below grade level proficiency -Below passing grade -Excessive absences (18) -Below passing grade -Below passing grade -Below 80% on prior Regents exam 	<ul style="list-style-type: none"> -Within class staffing that reduces student- teacher ratios -Mentoring -Extra period/ time during the school day -Extended curriculum -AIS lab classes (academic core subjects) 	<ul style="list-style-type: none"> -Passing score on Applicable NYS assessment or equivalent
SCIENCE	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 9 -Attendance records -Semester/final average - Science Regents 	<ul style="list-style-type: none"> -Below grade level proficiency -Below passing grade -Excessive absences (18) -Below passing grade -Below passing grade 		
SOCIAL STUDIES	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 9 -Attendance records -Semester/final average 	<ul style="list-style-type: none"> -Below grade level performance -Below passing grade -Excessive absences (18) -Below passing grade 		

ACADEMIC INTERVENTION OUTLINE

GRADE LEVEL: 11th Grade	ASSESSMENT INSTRUMENT	ENTRY CRITERIA	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA
ENGLISH LANGUAGE ARTS	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 10 -Attendance records -Semester/final average 	<ul style="list-style-type: none"> -Below grade level proficiency -Below passing grade -Excessive absences (18) -Below passing grade -Below 80% on on- demand writing and midterm / final assessments 	<ul style="list-style-type: none"> -Progress Monitoring -Extra Help -Counseling -Social Worker Services -Computer Assisted Instruction (CAI) -Reading Class -Flexible grouping of students within the classroom -Within class staffing that reduces student- teacher ratios -Mentoring -Extra period/ time during the school day AIS lab classes (academic core subjects) 	<ul style="list-style-type: none"> -Grade level proficiency as indicated by: report card grades, teacher, administrator, staff, counselor (ELA, Math, Science, Social Studies) -Passing score on Applicable NYS assessment or equivalent
MATH	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 10 -Attendance records -Semester/final average -Math Regents 	<ul style="list-style-type: none"> -Below grade level proficiency -Below passing grade -Excessive absences (18) -Below passing grade -Below 80% 	<ul style="list-style-type: none"> -Progress Monitoring -Extra Help -Counseling -Social Worker Services -Computer Assisted Instruction (CAI) -Reading Class -Flexible grouping of students within the classroom -Within class staffing that reduces student- teacher ratios -Mentoring -Extra period/ time during the school day AIS lab classes (academic core subjects) 	
SCIENCE	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 10 -Attendance records -Semester/final average -Science Regents (Earth Science/ Living Environment) 	<ul style="list-style-type: none"> -Below grade level performance -Below passing grade -Excessive absences (18) -Below passing grade -Below 75% 		
SOCIAL STUDIES	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 10 -Attendance records -Semester/final average -Global H&G Regents 	<ul style="list-style-type: none"> -Below grade level performance -Below passing grade -Excessive absences (18) -Below passing grade -Below 75% 		

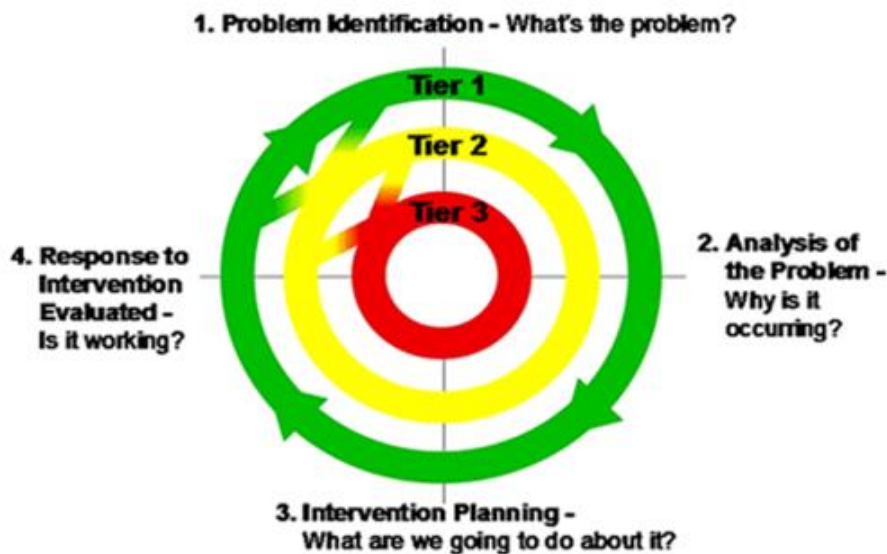
ACADEMIC INTERVENTION OUTLINE

GRADE LEVEL: 12th Grade	ASSESSMENT INSTRUMENT	ENTRY CRITERIA	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA
ENGLISH LANGUAGE ARTS	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 11 -Attendance records -Semester/final average -Comprehensive English Regents 	<ul style="list-style-type: none"> -Below grade level proficiency -Below passing grade -Excessive absences (18) -Below passing grade -Below passing grade 	<ul style="list-style-type: none"> -Progress Monitoring -Extra Help -Counseling -Social Worker Services -Computer Assisted Instruction (CAI) -Reading Class -Flexible grouping of students within the classroom -Within class staffing that reduces student- teacher ratios -Mentoring -Extra period/ time during the school day 	<ul style="list-style-type: none"> -Grade level proficiency as indicated by: report card grades, teacher, administrator, staff, counselor (ELA, Math, Science, Social Studies) -Passing score on Applicable NYS assessment or equivalent
MATH	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 11 -Attendance records -Semester/final average -Math Regents 	<ul style="list-style-type: none"> -Below grade level performance -Below passing grade -Excessive absences (18) -Below passing grade -Below 80% 		
SCIENCE	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 11 -Attendance records -Semester/final average -Science Regents 	<ul style="list-style-type: none"> -Below grade level performance -Below passing grade -Excessive absences (12) -Below passing grade -Below 75% 		
SOCIAL STUDIES	<ul style="list-style-type: none"> -Class assessments/ observations -Report card grades, grade 11 -Attendance records -Semester/final average -Global History Regents -United States History & Government Regents 	<ul style="list-style-type: none"> -Below grade level performance -Below passing grade -Excessive absences (12) -Below passing grade -Below 75% -Below passing grade 		

Expectations for High School Academic Intervention Services

Guiding principles:

- Although not explicitly a tiered RtI model, AIS should represent a continuum that assumes Tier I differentiated small-group instruction in the core classroom, and targeted Tier II independent and small-group skills interventions in the AIS classroom.
- AIS classes are not extra help classes. Individual homework completion or review is not an appropriate academic intervention.
- If the AIS provider is the same teacher as the core teacher there should be distinctly different instructional strategies in each setting. If the AIS provider is different than the core teacher there is an assumption that co-planning occurs.
- Instruction in AIS classes should not focus solely on curriculum-based strategies such as pre-teaching and re-teaching of content, but rather should address explicit skill deficits in small instructional groups and through individualized computer-assisted instruction.
- Skills instruction should be data-driven and progress should be monitored frequently.
- AIS instruction should look to transfer the ownership of the learning from the teacher to the student, using self-assessment and goal setting protocols.
- To the extent possible class size should be limited to allow for two small group instruction rotations in the academic period.



Data-Driven Instruction:

- Data analysis for the core classroom should analyze data sets that indicate trends of strength and weakness in curriculum and instruction and should contribute to differentiation and grouping strategies according to proficiency.
- Data analysis for the AIS classroom should focus on data sets that detail individual student skill deficits and monitor individual student progress.

	Assessment	Suggested Data Set for Core Classroom	Suggested Data Set for AIS class
September	EOY NYS & NWEA	Gap reports Wrong-answer reports Released questions and reports	Student growth reports and item analysis
October	BOY NWEA	Projected proficiency Chapter and unit assessments, quizzes and student work	Individual growth targets, goal setting, progress reports
November	Interim formative assessments (Quarterly exams)	Chapter and unit assessments, quizzes and student work	Compass Learning or other computer assisted instruction student reports; item analysis of interim assessments, report cards
December	Interim formative assessments	Chapter and unit assessments, quizzes and student work	Compass Learning or other computer assisted instruction student reports; item analysis of interim assessments, progress reports
January	Interim formative and summative assessments (Midterm exams)	Classroom tests, quizzes and student work	Compass Learning or other computer assisted instruction student reports; item analysis of interim assessments
February	MOY NWEA	Projected proficiency Class reports	Individual student growth and compass learning student reports, report cards
March	Interim formative assessment	Classroom tests, quizzes and student work	Compass Learning or other computer assisted instruction student reports; item analysis of interim assessments, progress reports
April	Interim formative assessments NYS tests	Classroom tests, quizzes and student work	Compass Learning or other computer assisted instruction

			student reports; item analysis of interim assessments, report cards
May	Interim formative assessment	Classroom tests, quizzes and student work	Compass Learning or other computer assisted instruction student reports; item analysis of interim assessments, progress reports
June	EOY NWEA	Growth achieved Projected proficiency Class report	Individual student growth and compass learning student reports, report cards

Instructional strategies – Tier I interventions in the Core classroom

- Core classroom instruction consists of whole group lessons and differentiated small group instruction
- Small-group instructional strategies in the core classroom consist of collaborative heterogeneous groups or independent practice for students at or above level and teacher-led small group instruction for students below level
- Teacher-led small group instruction focuses on differentiated curriculum-based pre-teach and re-teach strategies

Instructional strategies – Tier II interventions in the AIS classroom

- 20 minute blocks of independent and/or computer-assisted instruction and teacher-led small group instruction. Computer assisted instruction should be implemented for a minimum of 60 minutes per student per week
- Small group intervention focuses on data-driven differentiated skills instruction based on NWEA skills continuum or core analytical skills (close reading, writing mechanics, vocabulary development, evidence-based argument, problem-solving, definition of terms, mathematical fluency)

Professional Development

- Professional development for Tier I interventions in the core classroom consists of data analysis using the following data sets:
 - o IDW reports: Gap reports , wrong answer analysis reports, released question reports
 - o NWEA reports: projected proficiency and class reports
 - o Teacher evaluation of classroom assessments and student work
 - o Protocols for data-driven instructional models of differentiated whole-class / small group instruction

- Professional development for interventions in the AIS classroom consists of data analysis using the following data sets:
 - o IDW reports: ChaP reports and item analysis downloads
 - o NWEA reports: individual student reports; class breakdown reports by projected proficiency and RIT score
 - o Computer assisted instruction student reports
 - o Student-directed analysis of interim and classroom assessment performance (goal-setting, error analysis, progress tracking) and student work
 - o Protocols for targeted small group instruction and individualized computer assisted instruction

Example dates modified annually:

October 7: Initial notification of AIS Services and initial progress report (after BOY data meeting)

November 4: Progress Report (after first progress monitoring meeting)

January 6: Progress Report (after MOY data meeting)

March 24: Progress Report (after second progress monitoring meeting)

June 16: Continuation or Discontinuation of services notification (after EOY data meeting)

How to fill in the RTIm Direct AIS Interventions:

1. Find the student. (If you don't see them, type their last name in the search box on the upper right side. If they're still not there, let your chairperson know and they'll have the name added.)
2. Many services were rolled over for this year. See if an intervention exists for your service. If so, click Edit. If not, click New Intervention.
2. For a new **Intervention**: choose the intervention based on the category you are providing for that student. Ex: for English Lab choose "Lab Class-ELA" or "Academic Skills Instruction" for Academic Skills students
3. **Tiers**: 1 = flexible group w/in the classroom
2 = small group instruction
3 = individual instruction
4. **Start Date**: 9/1/2016; **End Date**: 6/12/2017 (last day of instructional program)
5. **Mode**: Small Group (if you have them in a small setting); In Class (if they are receiving the intervention through an extended course); Individual (if you happen to have them alone)
6. **Frequency** = 1; **Period** = Alternate Days (unless you see them daily); **Duration**: 41 minutes
7. **Scheduled**: during school day (unless you are providing their service through extra help)
7. **Decision**: Need for Service (*this should not just be a continuation/roll-over of service so all students should have this*)
8. **Status**: change to ACTIVE
9. **Grade, Site, Provider**: self-explanatory
9. **Case Liason**: chairperson
10. **Referral Type, Classroom Teacher**: leave blank
11. **Administrator**: Joe Spero

In the boxes below:

12. **Funding**: click Add Funding (on the right) and choose Local, **Percent** =100
13. **Reasons/Criteria for Service**: choose best option based on why they were placed in your class. (See your chairperson)
14. **Consequences for Not Achieving**: choose the correct option depending on their grade (HS or MS)

LEAVE THE REST BLANK. You're done with this student's intervention!