Edwards-Knox Central School District
AIS/RTI Intervention Plan K-12

2014-2016

Academic Intervention Services (AIS)

Academic Intervention Services (AIS) means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the NY State Learning Standards. Academic Intervention Services are intended to assist students who are at risk of not achieving the NY State Learning Standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on state assessments. Academic Intervention Services shall be made available to English Language Learners and students with disabilities. In the case of AIS being provided to students with disabilities, services will be provided on the same basis as those provided to non-disabled students, as long as those services are consistent with the student's individualized education program.

Academic Intervention Services includes two components:

- Additional instruction that supplements the general curriculum
- Student support services needed to address barriers to improved academic performance

Academic services will be provided to students in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. Support services will be provided to address barriers to increased academic performance related to attendance, behavior, family difficulties, health issues, lack of study skills, and transition or mobility issues.

Response to Intervention

Effective July 1, 2012, all school districts in NYS must have an RTI program in place as part of its evaluation process to determine if a student in grades K-4 is a student with a learning disability in the area of reading. The decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. RTI is an effective and instructionally relevant process to inform these decisions. NYS Regulations define RTI as a school district's process to determine if a student responds to scientific, research-based instruction, which minimally must include:

- Appropriate instruction delivered to all students in the general education class by qualified personnel.
- Screenings administered to all students for the purpose of identifying those students who are not making academic progress at expected rates.
- Instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning.
- Repeated assessments of student achievement which should include curriculum based measures.
- Written notification to the parents regarding the nature and scope of interventions.

AIS/RTI Procedures

- At the end of the year the teachers recommend students for AIS based on a number of criteria because the student is at risk of failing to meet the State learning standards.
- At the end of the school year, the principals with the guidance counselor and AIS/Title teachers decide who will receive AIS by reviewing students' results on the identified multiple measures and teacher, Grade Level Team and Strategic Review Teams' recommendations. The AIS Eligibility Lists are reviewed at the beginning of the school year.
- Principals can assign students to AIS or discontinue service at any time it is needed as advised by the Grade Level Team or Strategic Review Team.
- The principals will oversee the implementation of the parent notification requirements.
- The RTI process is used in K-6 Reading to identify students that need to be referred to CSE. The process and responsibilities are outlined in the attachments.

AIS Instructional Needs

Eligibility for AIS: Identification for AIS and intensity of service is based on multiple measures for each grade and subject area: Grades K-12 ELA and math, Grades 4-12 social studies and science. Students are identified for AIS at the Tier I – III level if they:

Tier 1: Monitoring	Tier 2 – Moderate Risk	Tier 3 – High Risk
▪ Lack skills needed to maintain/monitor his/her own academic achievement (e.g., organizational skills, listening skills, test-taking skills, etc.) ▪ Grades K-8: score a high Level 2 or low Level 3 on the NYS Assessments and/or do not meet one of the benchmark criteria ▪ Grades 9-12: score below proficiency on the NYS Regents and/or do not meet one of the benchmark criteria	▪ Are inconsistent in demonstrating expectations of grade level. Consistently lack some specific skills that are required for satisfactory performance. ▪ Grades K-8: score a low Level 2 on NYS Assessments and/or do not meet two of the benchmark criteria ▪ Grade 9-12: score below proficiency on the NYS Regents and/or do not meet two of the benchmark criteria	▪ Are potentially at-risk of not achieving the New York State Learning Standards and/or meeting graduation requirements. ▪ Grades K-8: score Level 1 on NYS Assessments and/or do not meet at least two of the benchmark criteria. The measure used, as well as degree of discrepancy is taken into account. ▪ Grades 9-12: score below proficiency on the NYS Regents and/or do not meet at least two of the benchmark criteria. The measure used, as well as degree of discrepancy is taken into account

Exiting AIS: Based on multiple measures

It is determined that a student is achieving the standards if they have:

- Achieved proficiency on the content area NYS assessment and/or
- Achieved the benchmark criteria on two or more of the multiple measures outlined above

AIS/ RTI Criteria

Subject and Grade	Multiple Measures	Benchmark Criteria
All subjects K-12	Student Attendance	High rate of absenteeism may be related to academic difficulty
	Teacher Recommendation	Comments from teachers are considered in overall evaluation
ELA K-6	Classroom Average	Grades K-3: level 3 Grade 4: 70 Grades 5-6:65
	NYS ELA Assessment: Grades 3-6	Level 3 or 4
	DIBELS NEXT Grades K-4	Benchmarked three times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmarks per assessment and grade level.
	Reading Level – Rigby Grades K-4	Benchmarked a minimum three times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmarks per assessment and grade level.
	Fountus & Pinnell Grades K-6	Benchmarked a minimum three times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmarks per assessment and grade level.
	STAR Reading Grades **2**-6	Benchmarked a minimum three times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmarks per assessment and grade level.
ELA 7-12	Class Average	65
	NYS ELA Assessment: Grades 7-8	Level 3 or 4
	STAR Reading Grades 7-8	Benchmarked a minimum three times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmarks per assessment and grade level.
	English Language Arts Comprehensive Regents at Grade 11	65
Math K- 6	NYS Math Assessment: Grades 3-6	Scoring level 3 or 4
	Classroom Average	Grades K-3: level 3 grade 4: 70 Grades 5-6: 65
	STAR Math Grades 2-6:	Benchmarked a minimum three times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmarks per assessment and grade level.
Math 7-12	Class Average	65
	NYS Math Assessment: Grades 7-8	Level 3 or 4

Subject and Grade	Multiple Measures	Benchmark Criteria
	STAR Math	Grades 7-8: Benchmarked a minimum three times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmarks per assessment and grade level.
	Integrated Algebra and Geometry Regents	65
Social Studies 4-12	Classroom Average	65
	NYS ELA Assessment Grades 4-8	Students who score at levels 1 or 2 on the assessment at Grade 4-8 will be identified to determine whether their performance on the assessment is attributed to difficulty in areas of Social Studies content or reading and writing.
	Global History and Geography Regents	65
	United States History and Government	65
Science 4-12	Classroom Average	65
	NYS Science Assessment at Grades 4 and 8	Level 3 or 4
	NYS Math and ELA Assessment	Students who scored at Level 1 or 2 on the assessment in Grades 4 - 8 will be identified to determine whether their performance on the Science assessment is attributed to difficulty in the areas of reading, writing or math
	Physical Settings in Earth Science and Living Environment Regents, Chemistry and Physics	65

AIS/RTI Intervention Program Description

	Tier 1 – Monitoring	Tier 2 – Moderate Risk	Tier 3 – High Risk
Intensity of service	Core Instruction for all students	In addition to core instruction: Minimum 3 times a cycle for 30 minutes	Support provided in addition to Tier 1: Minimum 3 times a cycle for 30 minutes
Grouping	Differentiated small group instruction	Small group Grades K-2: 3-5 students Grades 3-12: 4-6 students	Individual or small group 1-3 students
Staffing	Classroom teacher supported by AIS teacher, teaching assistant and special education teacher as schedules allow	AIS teacher, classroom teacher and teaching assistant	AIS teacher, special education teacher
Program/ Instructional Support	▪ Differentiated instructional strategies used in the regular classroom are: preferential seating, reduce number of items expected to be worked on by student (homework and classwork), read directions, simplify concepts, extend timeframes, use Effective Teaching Strategies ▪ Classroom teachers will identify similar skill needs and use flexible grouping for instruction based on student need	▪ Tier I support ▪ Small group with similar needs instruction and collaboration with classroom teachers	▪ Tier I support ▪ Tier II support as schedule allows ▪ Individual or small group instruction for high-needs students as schedule allows ▪ Other support may include: special education support

Student Support Services

Strategic Review Team

Counseling Services- as deemed appropriate for the needs of individual students

- School counselors
- School psychologist
- Group and Individual Counseling

Parent Volunteers

Banana Splits

Liberty Partnerships

Migrant Tutors

SLU Tutors

McKinney-Vento Homeless Sub-grant – Title I Mentors

Parent Involvement Requirements

Notification of AIS/RTI Services

- District notification letter to include:
  - dates when service will start
  - reasons why student needs AIS.
    - subject area(s) identified
    - results of multiple measures
    - summary of services to be provided
    - student support services to be provided
    - frequency and intensity of service
    - expectations of students in relation to grade level performance
    - consequences of not achieving expected performance levels
- Additional notification required for RTI reading grades K-6
    - strategies for increasing the student's rate of learning; and
    - the parents' right to request an evaluation for special education programs and/or services

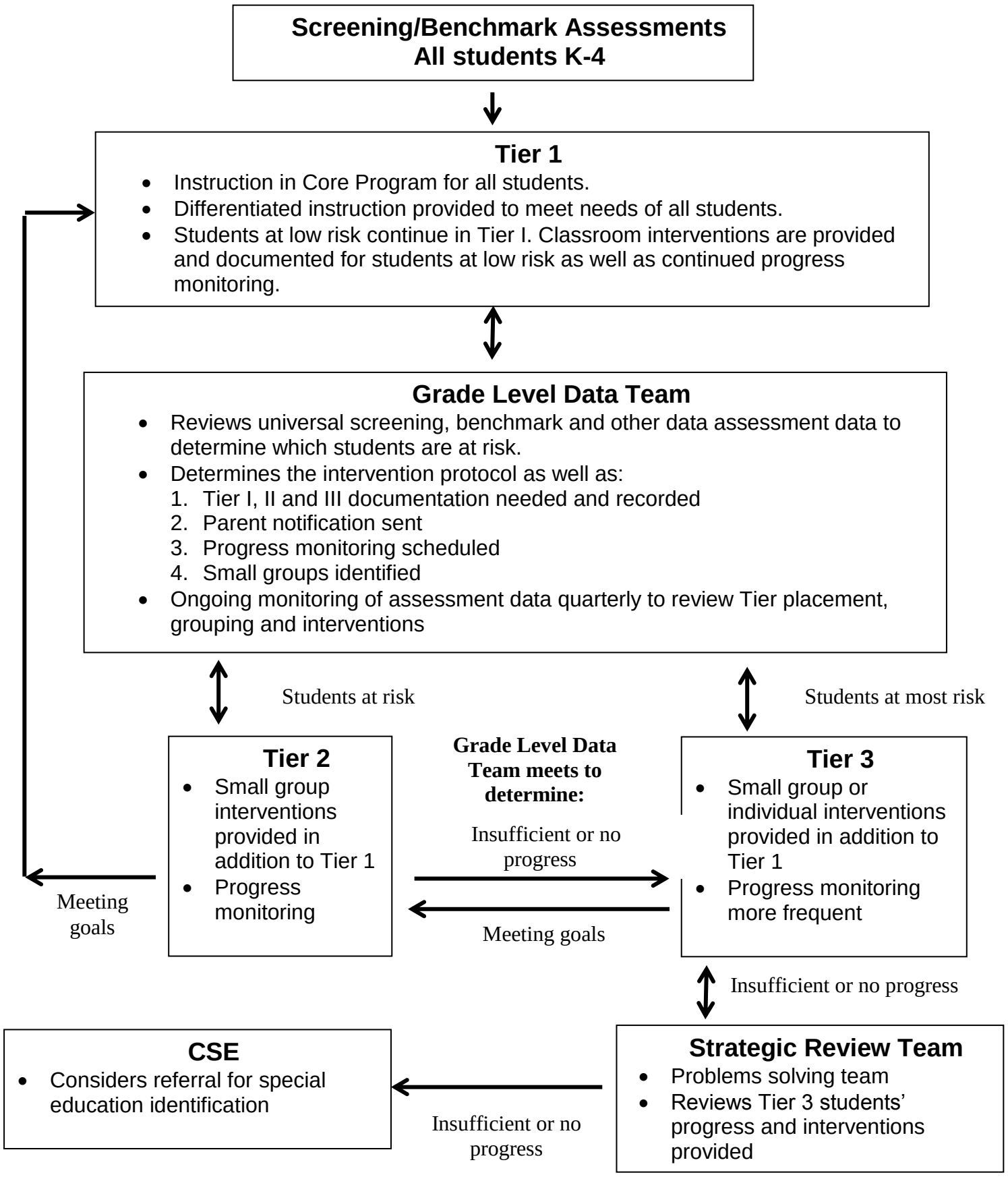
Notification of End of AIS/RTI Services

- District notification letter to include:
  - when services are to be discontinued
  - overview of student's progress
    - performance level student has attained to qualify for ending AIS (results of multiple measures)
    - assessments used in determining students levels of performance

Ongoing Communication

- Fall/Spring teacher conferences
- Quarterly reports
- Phone calls, emails
- District and Title I newsletters
- District website
- Parent conferences or other informal consultations each semester
- Suggestions for working with students at home

RTI Process Flowchart



RTI
Problem Solving Process – Responsibilities

Classroom Teachers	Data Teams	Intervention Providers	Strategic Review Team	CSE Team

• Core instruction
• Benchmark and progress monitoring assessments
• Tier 1 interventions (small group, differentiated, during the core block)
• Documentation of Tier 1 interventions
	• Grade level teams
	  ○ Classroom teachers
	  ○ Intervention providers
	  ○ Others
	• Analyze data to inform instruction
	  ○ Core assessments
	  ○ Diagnostic assessments
	  ○ Benchmark assessments
	• Determine Tier 1 and Tier 2 groupings, discuss need for Tier 3 intervention
	• Provides documentation of decisions made re: instructional changes
		• Tier 2 interventions in addition to core instruction
		• Progress monitoring and diagnostic assessments
		• Documentation of Tier 2 interventions
		AND
		• Tier 3 interventions in addition to Tier 1
		• Progress monitoring and diagnostic assessments
		• Documentation of Tier 3 interventions
			• Multi-disciplinary team
			  ○ Classroom teachers
			  ○ Special education teacher
			  ○ Psychologist
			  ○ Principal
			  ○ Intervention providers
			  ○ Others
			• Students reviewed when no significant progress has been made at Tier 2 and/or Tier 3
			• Reviews documentation of Tier 1, 2 and 3 interventions
			• Uses problem solving model to recommend further instructional changes or interventions to be tried, along with ways to document the effectiveness of the changes
			• Makes referral to CSE when necessary
				• Multi-disciplinary team
				• Analyzes data
				• Reviews documentation of Tier 1, 2,3 interventions
				• Decides what additional CSE services to provide to enable the child to be successful

Attachment #3

DIBELS Benchmarks

DIBELS® Next: Summary of Benchmark Goals and Cut Points for Risk

	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
	Kindergarten			First Grade			Second Grade			Third Grade			Fourth Grade			Fifth Grade			Sixth Grade					
DIBELS Composite Score	**26** 13	**122** 85	**119** 89	**113** 97	**130** 100	**155** 111	**141** 109	**190** 145	**238** 180	**220** 180	**285** 235	**330** 280	**290** 245	**330** 290	**391** 330	**357** 258	**372** 310	**415** 340	**344** 280	**358** 285	**380** 324			
First Sound Fluency (FSF)	**10** 5	**30** 20																						
Letter Naming Fluency (LNF)	No benchmark set for LNF																							
Phoneme Segmentation Fluency (PSF)		**20** 10	**40** 25	**40** 25																				
Nonsense Word Fluency (NWF) Correct Letter Sounds		**17** 8	**28** 15	**27** 18	**43** 33	**58** 47	**54** 35																	
Nonsense Word Fluency (NWF) Whole Words Read				**1** 0	**8** 3	**13** 6	**13** 6																	
DIBELS Oral Reading Fluency (DORF) Words Correct					**23** 16	**47** 32	**52** 37	**72** 55	**87** 65	**70** 55	**86** 68	**100** 80	**90** 70	**103** 79	**115** 95	**111** 96	**120** 101	**130** 105	**107** 90	**109** 92	**120** 95			
DIBELS Oral Reading Fluency (DORF) Accuracy					**78%** 68%	**90%** 82%	**90%** 81%	**96%** 91%	**97%** 93%	**95%** 89%	**96%** 92%	**97%** 94%	**96%** 93%	**97%** 94%	**98%** 95%	**98%** 95%	**98%** 96%	**99%** 97%	**97%** 94%	**97%** 94%	**98%** 96%			
DIBELS Oral Reading Fluency (DORF) Retell						**15** 0	**16** 8	**21** 13	**27** 18	**20** 10	**26** 18	**30** 20	**27** 14	**30** 20	**33** 24	**33** 22	**36** 25	**36** 25	**27** 16	**29** 18	**32** 24			
DIBELS Oral Reading Fluency (DORF) Retell Quality of Response							**2** 1	**2** 1	**2** 1	**2** 1	**3** 2	**2** 1	**2** 1	**3** 2	**2** 1	**3** 2	**3** 2	**2** 1	**2** 1	**3** 2			
Daze										**8** 5	**11** 7	**19** 14	**15** 10	**17** 12	**24** 20	**18** 12	**20** 13	**24** 18	**18** 14	**19** 14	**21** 15			

DIBELS Composite Score: A combination of multiple DIBELS scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the *DIBELS Next Benchmark Goals and Composite Score* document available from http://dibels.org/.

BENCHMARK GOAL (large number in top of each box): Students scoring at or above the benchmark goal have the odds in their favor (approximately 80%–90%) of achieving later importing reading outcomes. These scores are identified as *At or Above Benchmark* and the students are likely to need *Core Support*.

CUT POINT FOR RISK (small number in each box): Students scoring below the cut point for risk are unlikely (approximately 10%–20%) to achieve subsequent goals without receiving additional, targeted instructional support. These scores are identified as *Well Below Benchmark* and the students are likely to need *Intensive Support*.

Scores below the benchmark goal and at or above the cut point for risk are identified as *Below Benchmark*. In this range, a student's future performance is harder to predict, and these students are likely to need *Strategic Support*.

This is a summary of the DIBELS Next benchmark goals. For a full description, see the *DIBELS Next Benchmark Goals and Composite Score* document available from http://dibels.org/.

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Fountas & Pinnell

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade K		C+	D+	E+
		B	C	D
		A	B	C
				Below C
Grade 1	E+	G+	I+	K+
	D / E	F	H	J
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J / K	K	L	M
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M / N	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q+	R+	S+	T+
	P / Q	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S / T	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z
	V / W	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grade 7	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
Grade 8+	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

KEY

- Exceeds Expectations
- Meets Expectations
- Approaches Expectations: Needs Short-Term Intervention
- Does Not Meet Expectations: Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade-level goals, which should be adjusted based on school/district requirements and professional teacher judgement.

06/26/2013

Heinemann
DEDICATED TO TEACHERS

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STAR™ Reading

Benchmarks, Cut Scores, and Growth Rates

To interpret screening results, schools often use benchmarks and cut scores. These scores help educators identify which students require some form of intervention to accelerate growth and move toward proficiency, and which students are already high performing.

Please note: the table below includes benchmarks for a specific point in time. For the most precise benchmarks based on the exact day(s) your students were tested, rely on the STAR™ reports.

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark.

A **cut score** is used to determine which students may need additional assistance to move toward the end-of-year benchmark.

Moderate growth rate is the amount a typical student is expected to grow per week. Based on national data, 50 percent of the students who started at this level were able to achieve this growth rate. Student Growth Percentile (SGP), now found on the Growth Report, can also help an educator determine if a student is growing adequately between screening windows.

		Fall September		Winter January		Spring May		Moderate Growth Rate
Grade	Percentile	Scaled Score	Est. ORF[a]	Scaled Score	Est. ORF[a]	Scaled Score	Est. ORF[a]	Scaled Score/ Week
1	10	59	5	70	14	81	22	1.2
	20	64	9	76	18	92	27	1.2
	25	66	11	78	19	102	30	1.7
	40	72	15	88	25	150	41	2.4
	50	78	19	99	29	181	49	3.5
	75	132	37	198	54	263	72	5.3
	90	244	66	291	80	344	90	4.6
2	10	84	24	106	31	174	45	2.1
	20	100	30	161	42	227	58	4.0
	25	110	32	181	47	247	63	4.4
	40	166	43	232	60	299	78	4.2
	50	197	51	263	68	334	87	4.0
	75	280	73	352	92	434	114	3.5
	90	363	95	446	117	532	144	3.5
3	10	184	49	222	55	260	62	3.3
	20	236	57	274	66	315	74	3.4
	25	257	62	294	70	337	79	3.3
	40	310	73	352	82	394	95	3.2
	50	344	80	384	92	436	105	3.1
	75	447	108	491	118	545	132	2.9
	90	548	132	606	148	673	161	3.0

[a] Est. ORF: Estimated Oral Reading Fluency is only reported for grades 1–4.

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STAR Reading

Benchmarks, Cut Scores, and Growth Rates

		Fall September		Winter January		Spring May		Moderate Growth Rate
Grade	Percentile	Scaled Score	Est. ORF[a]	Scaled Score	Est. ORF[a]	Scaled Score	Est. ORF[a]	Scaled Score/ Week
4	10	266	61	291	67	319	73	2.9
	20	321	73	351	81	377	88	2.8
	25	344	79	372	87	403	94	2.8
	40	402	94	441	102	470	108	2.6
	50	445	103	475	110	515	119	2.5
	75	557	128	602	138	653	146	3.0
	90	688	152	773	176	853	190	3.9
5	10	326		356		382		2.7
	20	386		422		457		2.6
	25	414		452		483		2.3
	40	479		520		563		2.3
	50	524		569		619		2.4
	75	670		741		836		3.7
	90	874		939		1047		3.1
6	10	391		422		453		2.4
	20	464		496		531		2.0
	25	492		527		566		2.1
	40	573		619		670		2.2
	50	631		684		757		2.4
	75	853		913		983		2.3
	90	1077		1183		1256		3.3
7	10	456		469		486		2.2
	20	537		559		580		2.0
	25	571		595		621		2.0
	40	677		713		763		2.4
	50	773		817		861		2.8
	75	1003		1090		1161		2.9
	90	1268		1309		1324		1.3
8	10	492		515		540		2.3
	20	587		618		650		2.1
	25	629		664		703		2.2
	40	777		830		879		2.7
	50	876		911		959		1.9
	75	1174		1223		1274		1.3
	90	1327		1336		1344		0.1

[a] Est. ORF: Estimated Oral Reading Fluency is only reported for grades 1–4.

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STAR™ Math

Benchmarks, Cut Scores, and Growth Rates

To interpret screening results, schools often use benchmarks and cut scores. These scores help educators identify which students require some form of intervention to accelerate growth and move toward proficiency, and which students are already high performing.

Please note: the table below includes benchmarks for a specific point in time. For the most precise benchmarks based on the exact day(s) your students were tested, rely on the STAR™ reports.

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark.

A **cut score** is used to determine which students may need additional assistance to move toward the end-of-year benchmark.

Moderate growth rate is the amount a typical student is expected to grow per week. Based on national data, 50 percent of the students who started at this level were able to achieve this growth rate. Student Growth Percentile (SGP), now found on the Growth Report, can also help an educator determine if a student is growing adequately between screening windows. High school level data is still being analyzed and will be available soon.

		Fall September	Winter January	Spring May	Moderate Growth Rate
Grade	Percentile	Scaled Score	Scaled Score	Scaled Score	Scaled Score/ Week
1	10	151	215	278	5.2
	20	188	253	318	4.5
	25	202	267	333	4.4
	40	238	302	367	4.1
	50	263	327	390	4.0
	75	327	389	451	3.5
	90	390	449	508	3.3
2	10	297	349	402	4.2
	20	341	389	438	3.8
	25	357	403	449	3.7
	40	394	438	482	3.6
	50	414	458	502	3.5
	75	467	512	558	3.2
	90	515	562	609	3.1
3	10	390	430	469	4.1
	20	429	473	518	3.7
	25	443	488	534	3.5
	40	479	525	571	3.4
	50	500	547	593	3.3
	75	552	599	646	2.8
	90	600	646	692	2.5

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STAR Math

Benchmarks, Cut Scores, and Growth Rates

Grade	Percentile	Fall September	Winter January	Spring May	Moderate Growth Rate
		Scaled Score	Scaled Score	Scaled Score	Scaled Score/ Week
4	10	462	497	532	3.4
	20	511	544	577	2.9
	25	527	560	594	2.7
	40	563	591	631	2.6
	50	585	620	654	2.5
	75	641	676	711	2.4
	90	689	724	759	2.2
5	10	523	552	582	2.8
	20	571	601	631	2.3
	25	588	617	647	2.2
	40	628	657	687	2.2
	50	650	680	710	2.2
	75	711	739	767	2.0
	90	763	791	820	1.7
6	10	579	607	636	2.3
	20	631	655	679	1.9
	25	649	673	696	1.8
	40	694	715	737	1.7
	50	718	741	763	1.7
	75	786	805	823	1.3
	90	831	858	884	1.2
7	10	607	627	647	1.9
	20	660	678	696	1.5
	25	682	698	713	1.4
	40	728	744	760	1.3
	50	757	773	790	1.2
	75	821	837	852	0.9
	90	876	896	917	0.7
8	10	623	642	661	1.9
	20	685	703	721	1.6
	25	708	724	739	1.4
	40	758	771	785	1.2
	50	790	803	816	0.9
	75	856	873	890	0.6
	90	920	938	956	0.4

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