



RESPONSE TO INTERVENTION
A MULTI-TIERED SYSTEM OF SUPPORTS
Guidance Document

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Mission and Vision of the Rochester City School District

Our Vision

Every child is a work of art. Create a masterpiece.

Our Mission

The mission of the Rochester City School District is to provide a quality education that ensures our students graduate with the skills to be successful in the global economy.

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. (NYSED, 2009)

Minimum Requirements. The Regents policy framework for RtI

1. Appropriate instruction delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies). Additionally, RCSD has determined that the assurance of appropriate instruction in mathematics is of equal importance. This includes research-based mathematics instruction programs that include instruction in problem solving, arithmetic skill and fluency, conceptual knowledge/number sense, and reasoning ability to apply mathematics to real life situations and contexts.
2. Screenings applied to all students in the class to identify those students who are not making academic progress at expected rates.
3. 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 to meet age or grade level standards.
4. Repeated assessments of student achievement, which should include curriculum, based measures to determine if interventions are resulting in student progress toward age or grade level standards.
5. The application of information about the student's response to intervention to make educational decisions about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
6. Written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom which provides information about
 - a. The amount and nature of student performance data that will be collected and the general education services that will be provided;
 - b. Strategies for increasing the student's rate of learning; and
 - c. Parents' right to request an evaluation for special education programs and/or services

RCSD RtI Defined

Introduction

Response to Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student (NASDE, 2006).

In the Rochester City School District, RtI is the framework in which we monitor each student's responsiveness to quality core instruction and strategically targeted interventions in the areas of academics, socio-emotional/behavior, wellness, and overall connectedness. This framework is applicable to students in all grade-levels, PreK-12.

The RtI problem-solving process allows school teams to be able to assess the effectiveness of core instruction and individual student's responsiveness to well-matched interventions. Through utilization data from universal screening and progress monitoring, students are identified for additional supports and their response to those supports drives decisions for the short term future. Instructional leadership teams can utilize this school wide data to guide future systemic planning for professional learning and student support. For clarification on roles, responsibilities and protocols for RtI problem solving teams **(see appendix A)**.

In addition to addressing learning challenges, the RtI framework can be applied to improve students' social behavior. The core principles of RtI remain the same regardless of the problem-solving target.

- RtI is a school-wide prevention approach used to intervene early when students show signs of struggling academically and/or behaviorally.
- RtI generates high-quality instruction/interventions matched to student needs. RtI uses the student's learning rate over time and level of performance to make relevant educational decisions.
- RtI can be used to make referral decisions for those students who do not respond to intensive intervention in the general education setting.
- RtI provides support data that can be used in the identification of students with specific learning disabilities as opposed to the traditional discrepancy model used to determine eligibility for special education services.
- RtI meets the educational needs of all students by providing direct, focused instruction to address the academic and/or behavioral domains.

Mentoring Minds, 2008

RtI is...	RtI is not...
<ul style="list-style-type: none"> • About instruction • An initiative that supports general education school improvement goals • A method to unify general and special education in order to benefit students through greater continuity of services • Focused primarily on effective instruction to enhance student growth • A system to provide instructional intervention immediately upon student need • An approach to ensuring that <u>ALL</u> students receive the support they need to succeed in school. • A system of supports that is intended to ensure students progress so that special education is unwarranted. 	<ul style="list-style-type: none"> • Just about interventions • A pre-referral system for special education • An individual teacher, classroom, or class period • A method for just increasing or decreasing special education numbers • Focused primarily on disability determination and documented through a checklist • A continuum of interventions designed only for students with the most significant needs • A piece of paper/plan we “have to” fill out before we can refer a student to the CSE

<http://www.rti4success.org/whatisrti>

Parent Notification

According to the Response to Intervention Guidance for New York State School Districts, 2010, In accordance with section 100.2 (ii) of the Regulations of the Commissioner of Education, when a student requires an intervention beyond that provided to all students and begins receiving Tier 2 or Tier 3 intervention, parents must be notified in writing of the:

- Amount and nature of data that will be collected and the general education services that will be provided.
- Strategies to increase the student's rate of learning.
- Parent's right to request an evaluation for special education programs and/or services.

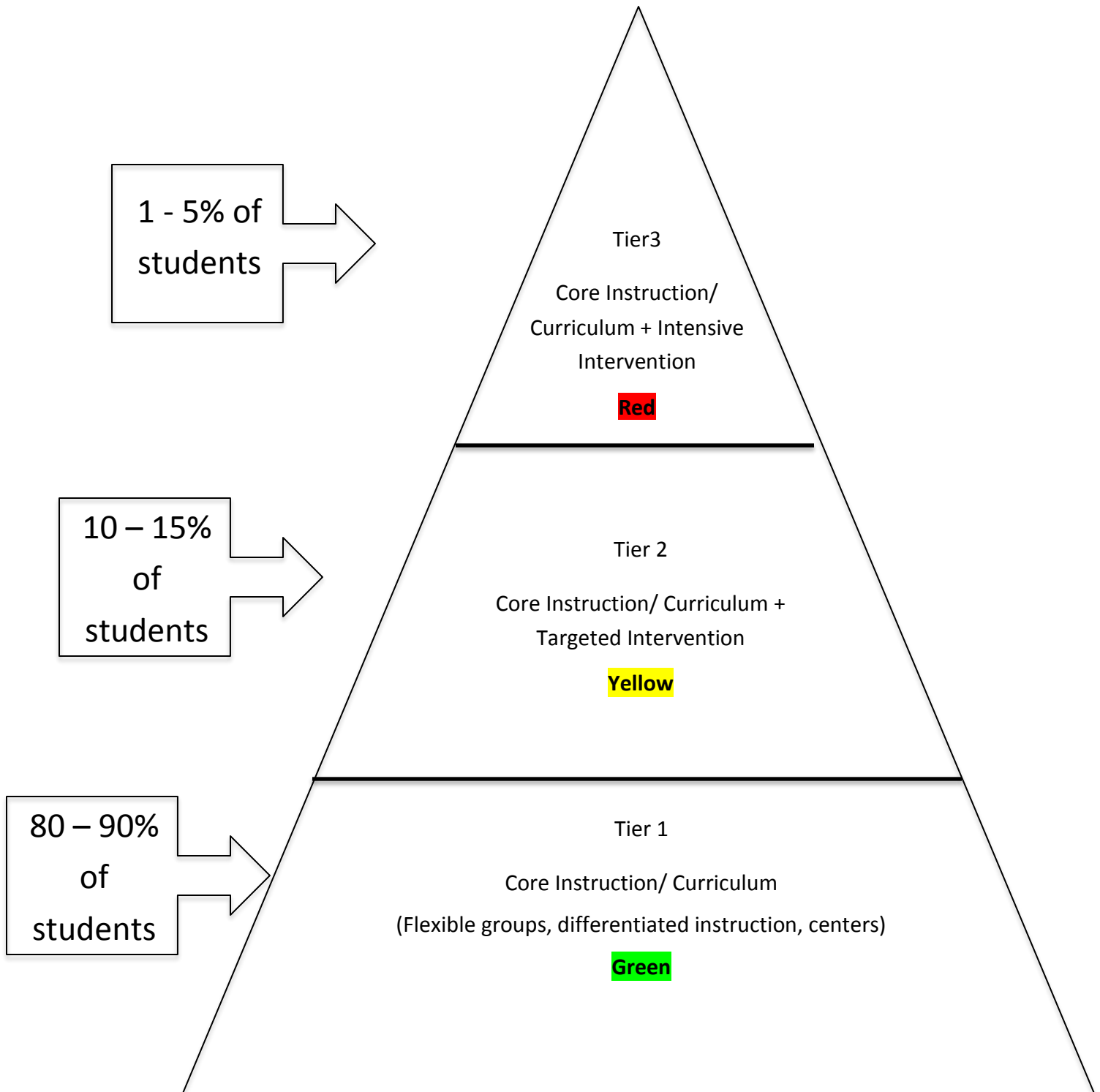
School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation by the Committee on Special Education to determine whether the student has a disability. **(See appendix B for parent letters including an introductory letter to Rtl, Tier 2 notification, Tier 3 notification, and an exit letter)**. It is highly recommended that classroom teachers conduct a parent-teacher conference prior to this notification to ensure parent understanding of the Rtl Framework.

Title I Supplemental Academic Services (SAS)

- *If a building is providing Title I Supplemental Academic Services (SAS), a Consent to Share Educational Information & Attendance Data letter is required to be sent to parents if the services are being provided by a contract service provider. Parents must sign and return this letter in order to permit this exchange of student data. (See appendix B for a copy of this letter).*

RtI as a Multi-Tiered Prevention Framework

RtI serves as a multi—tiered prevention framework/model with increasing intensity levels or tiers of instructional support. Within the Rochester City School District a three-tiered model is used. The graphic presented below provides a visual illustration of the district’s RtI model. Further information for each tier follows the graphic.



Tier 1 is identified as the core instruction program provided to all students. Research-based instruction and positive universal behavioral supports are part of the core program. The sufficiency of instruction in Tier 1 is based on the degree to which teachers implement core instruction consistently to meet students' needs **(see appendix C)**

The RCSD core program (Tier 1) should minimally include:

- Research-based core curriculum aligned to NYS Common Core State Standards
- Appropriate instruction and research-based instructional interventions that meets the needs of at least 80 percent of all learners. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in reading foundational skills (print concepts, phonological awareness, phonics, word recognition), vocabulary development, reading fluency, and reading comprehension strategies. Appropriate instruction in mathematics means research-based instruction programs that include instruction in problem solving, arithmetic skills and fluency, conceptual knowledge/number sense, and reasoning ability to apply mathematics to real life situations and contexts.
- Differentiated, flexible groups, and focused learning centers determined by universal screening and progress monitoring data **(refer to Section 3)** for application of skills, re-teaching, additional practice and/or challenge activities.
- Social Emotional curricula - PBIS, Morning Meeting, Restorative Practices, etc. **(see appendix D)**
- 120 minute (minimum) uninterrupted block - Elementary ELA K-5; 90 minutes Grade 6
- 80 minute (minimum) uninterrupted block - Elementary Math (intervention included)
- One unit of study (At least 180 minutes of instruction per week throughout the school year, or the equivalent) in the areas of Secondary English and Mathematics
- In-class supports as determined by progress monitoring
- Progress monitoring in English, Mathematics, and student behavior at least once per month
- Universal screening administered three times per year in English and Mathematics
- Pre and post assessments administered in order to plan for differentiated instruction
- Use of benchmark data and curriculum based measures to inform instruction
- Summative assessment to determine student mastery and grade
- Consistent communication with parents regarding student progress and academic needs
- Parents of all students should be notified of school-wide screening results

- Culturally Responsive Instruction - Culturally responsive instruction takes into consideration the value of the cultural knowledge, prior experiences, performance styles, and strengths of students from diverse backgrounds to make learning more appropriate and effective for them. Culturally responsive teaching incorporates information, resources, and materials reflective of student diversity in all aspects of instruction.
- Linguistically Appropriate Instruction - The foundation of core instruction for LEP/ELL students should be both culturally responsive and linguistically appropriate. Tier 1 appropriate instruction for LEP/ELL students must include bilingual and ESL instruction, at levels pursuant to Part 154 of the regulations of the Commissioner of Education.
- Students with Disabilities - Appropriate core instruction for students with disabilities must be consistent with the student's Individualized Educational Plan (IEP).

Tier Two: Supplemental Intervention

Section 1: Multi-Tiered Framework

Tier 2 supplemental instructional intervention is provided **in addition to, and not in place of**, the standards-based curriculum received in Tier 1. Classroom teacher and/or grade level team will complete Tier 2 decision making tree to determine movement to Tier 2 (**see appendix E**). The intervention focus is the areas of student need identified in the screening, assessment or progress monitoring of student progress in core instruction (Tier 1). The determination of which interventions will be provided to an individual student is made either by a problem-solving process or a standard treatment protocol. RtI problem solving teams may reference the Learning Gaps document to match interventions to student need (**see appendix F**). Tier 2 instruction is typically delivered in a small group (recommended maximum of 6 students unless otherwise noted in the research-based intervention program being used) of students often arranged according to similar instructional needs. The recommended length of time a student spends in the second tier of intervention will vary up to approximately twenty weeks depending on such factors as the skill and the level of the student's responsiveness to the intervention. Approximately 10-15 percent of students in a particular grade level should be provided Tier 2 intervention. In cases when the number of students not meeting standards exceeds 10-15 percent, it is recommended that schools utilize contextual norms to prioritize students who require additional instruction beyond differentiation in the core instruction. Sufficient implementation of Tier 2 interventions is measured through the use of an Academic Intervention Service Plan documentation template that measures the degree to which the intervention was provided as intended (**see appendix C and appendix K**).

Tier 2 should minimally include:

- Alignment to Tier 1 core curriculum with supplemental supports
- Research-based instructional materials selected to match student need based on progress monitoring and other data
- Direct, explicit, scaffolded instruction
- Frequent opportunities for students to apply their thinking
- Small, homogenous groups
- 3 days per week minimum
- 20-30 minutes per session
- 4-8 week intervals for up to 20 weeks
- Group size of up to 6 students (unless otherwise noted in the research-based intervention program being used)
- Progress monitoring at a minimum of every two weeks
- Periodic fidelity checks are required to ensure that the delivery of instruction is provided in the way it is intended
- Computer-assisted interventions must adhere to break-out group sizes that meet Tier 2 guidelines and be teacher-led (**see appendix G**)

Section 1: Multi-Tiered Framework

- Evidence-based Tier 2 Universal Social/Emotional interventions that provide added support to students when Tier I management systems are not effective:
 - Check in / Check out (CICO) - Student and teacher (or designated adult) have written contract so as student checks in at the beginning and end of each school day to receive positive contact or reminders of expectations throughout the day. At the end of each class, teacher would provide behavioral feedback as to how student did on a daily behavior sheet.
 - Social Skills Group - The process of teaching and demonstrating appropriate behavioral interactions in their school environment. Can be taught in small groups and or classrooms. Teaching involves explaining what social skills are and why they are necessary. Identifying skill that will be taught (empathy, listening, making friends, self-advocating, etc). Teach, practice and model the positive behavior skill. Demonstrate, show posters, praise students using skill appropriately.
 - Conflict Resolution Training - Interventions teaching students to solve problems without the assistance of their teacher.
 - Peer Modeling - Matching student with a role model student to demonstrate positive behaviors.
 - Bullying Prevention Programs - Curricula that decrease targeted bullying behaviors.
 - Simple behavior strategies - Reflective centers, visual supports/reminders, self-monitoring techniques.
 - Social/Emotional Learning Curriculum - PATHS, Character Counts, Second Step
 - Restorative Practices/Circles- To include community conferences, repairing harm.
 - Functional Behavior Assessment (FBA) - The process of determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment. **(see appendix H)**
 - School-Home Note System - Consistent home and school communications regarding student's behaviors.
 - Mindfulness, Meditation and Breathing exercises- Counting breaths and focusing on the sensations of breathing, visualizing thoughts and feelings to train attention, quiet thoughts, and regulate emotions.

Tier 3: Intensive Intervention

Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2 as determined by completion of the Tier 3 decision tree (**see appendix E**). Tier 3 is typically for approximately 1-5 percent of students in a grade level who require more intensive intervention instruction in addition to their core instruction. This tier provides greater individualized instruction in a smaller group setting (with a maximum of 3 students) with more time, duration and more frequent progress monitoring. Sufficient implementation of Tier 3 interventions is measured through the use of an Academic Intervention Service Plan documentation template that measures the degree to which the intervention was provided as intended (**see appendix C and appendix K**).

Tier 3 should minimally include:

- An intensive intervention program aligned with Tier 1 core curriculum
- Research-based instructional materials to meet individualized needs
- For secondary students, a specific course may be included during which intensive intervention is provided
- Individual or small homogeneous groups
- Group size is a maximum of 3 students (unless otherwise noted in the research-based intervention program being used)
- 5 days per week
- 45-60 minutes per session
- 6-8 week intervals up to 20 weeks
- Weekly progress monitoring
- Periodic fidelity checks are required to ensure that the delivery of instruction was provided in the way it was intended
- Computer-assisted interventions must adhere to break-out group sizes that meet Tier 3 guidelines and be teacher-led (**see appendix G**)
- Tier 3 Behavior Interventions:
 - Functional Behavior Assessment (FBA), (**see appendix H**)
 - Behavioral Support Plan (BSP) (**see appendix I**)
 - Progress Monitoring of BSP

Assessment Within a Response to Intervention Framework

The RtI framework uses a variety of assessments that are used to support decisions about a student's at-risk status, response to instruction or intervention, and the nature of instruction. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within the RtI process for different purposes. The district uses various assessments to measure student progress **(see appendix J)**

Screening

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills or behaviors. Screenings are conducted for the purposes of initially identifying students who are "at-risk" for academic failure and who may require closer monitoring, further assessment, or supplemental instruction. Screening assessments:

- Are intended to identify students at the beginning of the year who are at-risk or who are experiencing difficulties and who may need extra instruction or intensive interventions if they are to progress toward grade-level standards by the end of the year, as well as students who have reached benchmarks and who need to be challenged.
- Are quick and efficient measures of overall ability and critical skills known to be strong indicators and predict student performance.
- Are administered to all students as an initial baseline.
- Results can be used as a starting point for instruction or to indicate a need for further evaluation.

Considerations for Screening for English Language Learners:

Consideration of students' language dominance and language of literacy instruction is essential in determining which assessments best measure the reading level of ELLs. Additional assessment is often needed to determine the risk-status of students whose native language is not English. Students with strong native language literacy skills may require different instructional supports than students with the same English instructional profile and weak native language literacy skills. Students with lower language proficiency in English are likely to need substantial language support. For students in bilingual programs whose primary language of instruction is Spanish, the language support should be in Spanish until such time that the student demonstrates high levels of proficiency in the native language. At which time, students should be provided support in English if it is deemed necessary. For students not in a bilingual program the language support must be in a combination of English and the home language in addition to strong reading instruction to achieve reading comprehension at expected levels. Collecting language proficiency data in addition to using the reading screening measures will help to determine the extent and kind of reading and language support students will need to meet important reading goals

(NCRTI, 2010). When thinking about the achievement of ELLs, Section 2: Assessment consider the following questions:

- If they are entering (beginner) is the Academic Intervention Services plan aligned with the gains a beginner English speaker would be expected to achieve? (reference NYS Language Arts Progression
- If the student is a Newcomer/SIFE student, could tier 2 and tier 3 interventions (in addition to stand-alone ENL) benefit the student in catching up to his/her peers?
- Is the student's lack of progress due to normal new language acquisition as compared to "true peers" or could there be other issues involved that require more intense interventions?
- How is the student performing as compared to his/her true peers (speakers of the same language and at the same given language proficiency)?
- Is the student having similar issues in their first/native language?
- Visit <http://www.p12.nysed.gov/specialed/RTI/guidance/LEPELL> for more information.

Considerations for Screening for Students with Disabilities:

Curriculum Based Measures utilized for universal screening, including NWEA, curriculum assessments, and AIMSweb probes, are assessment instruments, not teaching tools. Students should not receive practice administrations, extra time, or coaching beyond what is specified in the standard procedures. Administration accommodations may, in some cases, be made for students with special needs who receive accommodations in their general academic tasks. Accommodations that would provide an advantage, such as giving additional time, are not permitted.

Test Accommodations: The following accommodations are allowed for universal screening (benchmarking) administration:

- enlarging the test form (probe)
- repeating spoken directions when introducing Tests of Early Literacy
- modifying the environment (e.g., separate location, special lighting)

The following are not allowed as accommodations during screening:

- reading passages for students on tests that assess literacy
- extending the administration time
- providing feedback during administration beyond what is specified
- providing practice administrations
- students pre-reading the passages

Please visit the NYS Education Office website for additional information regarding the implementation of testing accommodations.

- [NYSED Field Advisory on Testing Accommodations](#)
- [NYSED Office of Bilingual Education and World Languages FAQs](#)

Progress Monitoring

Section 2: Assessment

Progress monitoring is the practice of assessing student performance on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student’s rate of progress; (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to inform decisions regarding a student’s movement through tiers of more or less intensity. The frequency of progress monitoring is determined by the intensity of intervention; the higher the intensity of the intervention, the more frequent the need for progress monitoring. Progress monitoring assessments are brief assessments that should be used to:

- monitor students’ progress during the year to determine whether at-risk students are making adequate progress in critical skills and to identify any students who may be falling behind or need to be challenged.
- determine rate of student’s progress
- provide information on the effectiveness of instruction and to modify the intervention if necessary
- identify the need for additional information
- analyze and interpret gaps between benchmarks and achievement

Considerations for Progress Monitoring for English Language Learners:

The language of dominance and language of instruction should be considered when interpreting information from progress monitoring assessments. Students should be progress monitored in the language of instruction. When instruction is provided in multiple languages, special consideration should be given to the language of assessment. Visit <http://www.p12.nysed.gov/specialed/RTI/guidance/LEPELL> for more information.

Considerations for Students with Disabilities

It is recommended the progress monitoring assessments be provided without accommodations (or as indicated by the student’s IEP) that would invalidate the nature of the assessment as described in the “Universal Screening” section of this document.

The table below provides guidelines for the frequency of progress monitoring within Tiers 1, 2, and 3 in the Rochester City School District. **(See appendix K for the Academic Intervention Service Plan documentation template)**

	Tier 1	Tier 2	Tier 3
Frequency of Administration	Once a month	Bi-weekly	Weekly
Administrator(s)	Teacher of Record	Teacher of Record	Teacher of Record

Diagnostic Assessment

Assessments that are diagnostic in nature provide greater detail about individual students' skills and instructional needs. They are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress (Center on Teaching and Learning, n.d.). Diagnostic assessments may be administered by specialized staff such as a school psychologist or a reading specialist. Diagnostic assessment can be a tool for crafting the most appropriate instruction for students. These assessments can provide valuable insight into a student's current level of performance, including strengths and areas in need of improvement. Inquiries regarding diagnostic assessments should be reviewed by the Building Based Problem Solving Team. Parental permission is required in order to administer diagnostic assessments.

Diagnostic assessments:

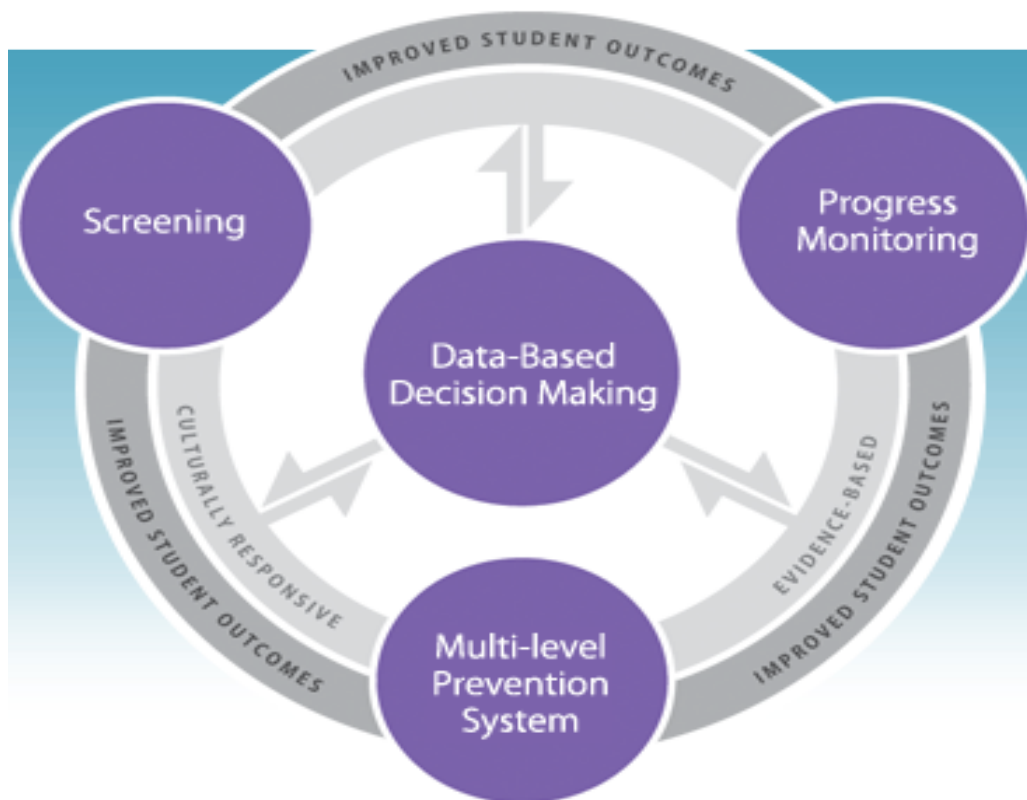
- Inform instructional planning in order to meet the most critical needs of individual student
- Provide an in-depth, reliable assessment of targeted skills
- Are intended to provide information for planning more effective instruction and interventions
- Are only given when there is a clear expectation that they will offer new or more reliable information about a child that can be used to plan more powerful instruction or interventions.

Data-Based Decision Making

A key component of an RtI framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. NYS ELA and Math Assessments, benchmark/screening assessments, and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress. Within an RtI framework, the Rochester City School District stipulates that three major decisions need to be made relative to student performance:

1. Which students may be at-risk for academic failure?
2. How well is the student responding to supplemental, tiered instruction/intervention?
3. What are any environmental factors contributing to the student's behavior?

School leadership should work to create a structure that allows for collaborative review of data on a regular basis. This data should be used to guide educational decisions and considerations for additional or reduced academic supports. Data teams should employ the RtI decision trees and SPA Data Warehouse "My Student Watch List" to guide collaborative inquiry (**see appendices A, C & E**). These are useful tools for beginning a conversation utilizing multiple data points.



Determining Initial Risk Status

To determine which students may be at-risk, the Rochester City School District uses data obtained from NYS Math and ELA exams, benchmark/screening assessments, and other sources. The questions below should be asked when determining initial risk status. See the RCSD procedure that follows for determining eligibility in response to NYSED's July 2016 mandate letter to all districts.

Determining Who is At-Risk	
Questions to Ask:	<ul style="list-style-type: none"> • Has the student performed below the median scale score between a level 2/partially proficient and a Level 3/proficient on a grade 3-8 English language arts (ELA) or mathematics state assessment? (See Appendix • Has core instruction been implemented with fidelity ($\geq 80\%$ of student needs are met by core instruction)? • Has differentiated instruction been provided in small group within core instruction? • Has the student been present for the majority of instructional days? • Has the student passed vision and hearing screening tests? • Has the student met typical growth goals as defined in NWEA MAP/MPG? • What additional data indicates that this student would benefit from AIS services?
Who's Involved?	Grade level/Department/Cluster teams, Administrator(s), Instructional Coaches, other relevant staff
Frequency	One week after the completion of the screening assessment at grade level meetings
Decision Options and Criteria	Schools should utilize a national cut score analysis as well as one at the school level in order to most appropriately prioritize students in need of additional support services.



Academic Intervention Services

The Rochester City School District provides Academic Intervention Services (AIS) to students in Grades K-8 who score below the State designated performance level on State assessments and/or who are at risk of not achieving the State learning standards as measured utilizing a variety of district determined assessments.

Academic Intervention Services are designed to help eligible students achieve the NYS learning standards in English language arts and mathematics. These services may include:

- Whole, small group, solo or primary instruction that supplements the general curriculum (regular classroom instruction); and/or
- Student support services needed to address barriers to improved academic performance.

The intensity of AIS may vary; it is designed to respond to student needs as indicated through State and/or district formal or informal assessments.

At the July 2016 meeting of the Board of Regents, the Board voted to amend Commissioner's Regulations § 100.2 regarding the methodology by which school districts identify students in grades 3-8 to receive Academic Intervention Services (AIS) (<http://www.regents.nysed.gov/common/regents/files/716brca7.pdf>). These changes became effective on July 27, 2016. They are as follows:

For the 2016-17 school year, districts shall identify students to receive AIS through a two-step process. First, all students performing below the median scale score between a level 2/partially proficient and a Level 3/proficient on a grade 3-8 English language arts (ELA) or mathematics state assessment shall be considered for AIS. Upon identification of a student for consideration for AIS, districts shall then use a district-developed procedure, to be applied uniformly at each grade level, for determining which students shall receive AIS. After the district considers a student's scores on multiple measures of student performance, the district determines whether the student is required to receive AIS. Information contained in this document include the locally determined eligibility and exit criteria as well as a "decision tree" process that will be used to determine students in need of AIS services.

These tables show the scale score ranges and median scale score between levels 2 and 3 for the ELA and mathematics assessments in grades 3 to 8:

**Grades 3-8 ELA Scale Score Ranges by Performance Level and
Median Scale Score between Level 2 and Level 3**

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4	Median Scale Score between Level 2 and Level 3
3	177-290	291-319	320-357	358-414	305
4	172-286	287-319	320-342	343-410	303
5	112-288	289-319	320-345	346-415	304
6	128-282	283-319	320-337	338-419	301
7	147-286	287-317	318-346	347-413	302
8	130-283	284-315	316-342	343-395	300



**Grades 3-8 Mathematics Scale Score Ranges by Performance Level and
Median Scale Score between Level 2 and Level 3**

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4	Median Scale Score between Level 2 and Level 3
3	137-284	285-313	314-339	340-401	299
4	143-282	283-313	314-340	341-405	298
5	153-293	294-318	319-345	346-416	306
6	132-283	284-317	318-339	340-423	301
7	150-292	293-321	322-347	348-409	307
8	132-286	287-321	322-348	349-407	304

These tables show the district-developed eligibility and exit criteria, to be applied uniformly at each grade level, for determining which students qualify for AIS in grades K to 8. Buildings will then use the “decision trees” in **appendix E** as the overall process for determining students in need of Tier 2 and Tier 3 intervention.

Locally Determined Eligibility and Exit Criteria for Academic Intervention Services in Kindergarten

GRADE	ASSESSMENTS USED TO DETERMINE AIS ELIGIBILITY		ENTRY CRITERIA	EXIT CRITERIA
K General Education	First Semester	Kindergarten screening: - vision, hearing, motor, language	Failing to meet standards	Meets District standards
		Brigance Early Childhood Screen: - cognitive, language, motor, literacy, math	Failing to meet standards	Meets District standards
	Second Semester	Report Card	Score of a 2 or 1 in applicable areas	Meets District standards
		NWEA assessment	Below grade level proficiency	Proficiency
K SWD	same as above	same as above	same as above	same as above
K LEP/ELL	same as above	same as above	same as above	same as above
		LAS Test Native Language Part 154		



Locally Determined Eligibility and Exit Criteria for Academic Intervention Services in Grades 1-2

GRADE	ASSESSMENTS USED TO DETERMINE AIS ELIGIBILITY		ENTRY CRITERIA	EXIT CRITERIA
1	First Semester	Grade 1 Pre-Assessment (if applicable)	Less than 65%	Meets District standards
		NWEA assessment	Below grade level proficiency	Proficiency
		Previous Grade Report Card	Score of a 2 or 1 in applicable areas	Meets District standards
		Kindergarten Post-Assessment	Less than 65%	Meets District standards
	Second Semester	NWEA assessment	Below grade level proficiency	Proficiency
		First Semester Grade 1 Report Card	Score of a 2 or 1 in applicable areas	Meets District standards
2	First Semester	Grade 2 Pre-Assessment (if applicable)	Less than 65%	Meets District standards
		NWEA assessment	Below grade level proficiency	Proficiency
		Previous Grade Report Card	Score of a 2 or 1 in applicable areas	Meets District standards
		Grade 1 Post-Assessment	Less than 65%	Meets District standards
	Second Semester	NWEA assessment	Below grade level proficiency	Proficiency
		First Semester Grade 2 Report Card	Score of a 2 or 1 in applicable areas	Meets District standards
1-2 SWD	same as above	same as above	same as above	same as above
1-2 LEP/EL L	same as above	same as above	same as above	same as above
		LAS Test Native Language Part 154		



Locally Determined Eligibility and Exit Criteria for Academic Intervention Services in Grades 3-8

Students who score below the median scale score between level 2 and 3 (see shaded column in tables above) are identified as eligible for AIS. The RCSD must then apply local measures to determine which students shall receive AIS. These locally determined measures are outlined below. Buildings will then use the “decision trees” that follow as the overall process for determining students in need of Tier 2 and Tier 3 intervention.

GRADE	ASSESSMENTS USED TO DETERMINE AIS ELIGIBILITY		ENTRY CRITERIA	EXIT CRITERIA
3	First Semester	Grade 3 Pre-assessment	Less than 65%	Meets District standards
		NWEA assessment	Below grade level proficiency	Proficiency
		Previous Grade Report Card	Score of a 2 or 1 in applicable areas	Meets District standards
		Second Grade Post-Assessment	Less than 65%	Meets District standards
	Second Semester	NWEA assessment	Below grade level proficiency	Proficiency
		First Semester Grade 3 Report Card	Score of a 2 or 1 in applicable areas	Meets District standards
4 through 8	First Semester	NYS ELA or Math Exam Score from previous grade level	Below the median scale score between a level 2/partially proficient and a Level 3/proficient	Proficiency
		Grade Level Pre-Assessment	Less than 65%	Meets District standards
		NWEA assessment	Below grade level proficiency	Proficiency
		Previous Grade Report Card	Score of a 2 or 1 in applicable areas	Meets District standards
	Second Semester	NWEA assessment	Below grade level proficiency	Proficiency
		First Semester Grade Level Report Card	Score of a 2 or 1 in applicable areas	Meets District standards
3-8 SWD	same as above	same as above	same as above	same as above
3-8 LEP/ELL	same as above	same as above	same as above	same as above
		LAS Test Native Language Part 154		

Determining Student Responsiveness to Intervention Section 2: Assessment

Another key decision made by the RtI Building-Based Problem Solving Team (PST) is whether or not a student who is receiving supplemental instruction or intervention is making adequate progress. The Rochester City School District utilizes progress monitoring data and other data sources to examine the student’s level of performance and rate of progress over time. By graphing the student’s performance and examining the data path, the PST can make an informed decision about a student’s responsiveness to intervention as well as gain information about the quality of instruction provided. The table presented below provides further information regarding the nature of this decision:

Determining Student Response to Intervention			
Questions to Ask:	<ul style="list-style-type: none"> • Has Tier 2 intervention occurred 2 to 3 times per week in 30 minutes increments in addition to the core instruction? • Has implementation integrity occurred during the Tier 2 intervention with at least 80% fidelity? • Has the student been present for the majority of the intervention sessions? • Did the Tier 2 intervention adequately address the student’s area of need? • Was the Tier2I appropriate, research-based, and research-validated? Research-based interventions are: <ul style="list-style-type: none"> • Explicit • Systematic • Standardized • Peer-Reviewed • Reliable/Valid • Able to be replicated • Has progress monitoring occurred bi-weekly? Has the teacher of record collected more than one data point bi-weekly? • Does the gap analysis indicate that the student’s progress is not sufficient for making adequate growth with current interventions? • Would a different Tier 2 Intervention Program align more closely with the learning gaps of the student? 		
Who’s Involved?	Building Based Problem Solving Team, Classroom Teacher, Other Relevant Staff, Parent, Student (secondary)		
Frequency per Tier?	Tier 1 Once per month	Tier 2 Bi-Weekly	Tier 3 Weekly

Rtl/Multi-Tiered Systems of Support as Related to Students with Suspected Disabilities

According to NYS Guidance:

NYS has established criteria for the CSE to use when determining if a student has a learning disability:

These criteria include consideration of data and instructional information obtained through an Rtl process, which provides important information to determine if a student needs to be referred for an individual evaluation to determine if the student has a learning disability. Effective on and after July 1, 2012, a school district must have an Rtl process in place as it may no longer use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading.

In making a determination of eligibility for special education, the CSE must determine that underachievement of the student is not due to lack of appropriate instruction in reading (including the five essential components), mathematics or limited English proficiency. The data from Rtl can help to document that the reason for a student's poor performance or underachievement is not due to lack of appropriate instruction or limited English proficiency. Along with other individual evaluation information, Rtl data can yield important descriptive information about how children learn and why they may be having difficulties.

When determining if a student has a learning disability, the data from multiple sources indicates that the student, when provided appropriate instruction:

- does not adequately achieve grade level standards in the areas of reading and/or mathematics;
- and**
- (a) is not making sufficient progress toward meeting those standards when provided with appropriate instruction consistent with an Rtl model;
- or**
- (b) exhibits a pattern of strengths and weaknesses in performance and/or achievement relative to age or grade level standards as found relevant by the CSE;
- and**
- has learning difficulties that are not primarily the result of a visual, hearing or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

While the data collected through an Rtl process may be used as part of a student’s individual evaluation to determine if a student has a learning disability, it may not be the sole source of information to make this determination. A student suspected of having a learning disability must receive a comprehensive multidisciplinary evaluation. Consistent with section 200.4(b) of the Regulations of the Commissioner of Education, the individual evaluation must include a variety of assessment tools and strategies including a physical examination, a social history, other appropriate assessments as necessary, an individual psychological evaluation and an observation. The observation of the student can include information from an observation in routine classroom instruction done either prior to referral for an evaluation or after referral has been made.

However, if a student is being referred to the CSE with a suspected disability outside of a specific learning disability, district staff should proceed with a request for referral/referral to the Committee on Special Education, even if data is unavailable through the Rtl process.

Examples of OTHER suspected disabilities include: Speech or language impairments (particularly articulation, fluency, and voice disorders); visual impairments, hearing impairments, specific autism diagnosis, suspected intellectual disability, orthopedic impairment, traumatic brain injury, or a student with who is suspected to have multiple disabilities (concomitant impairments such as intellectual disability-blindness, intellectual disability-orthopedic impairment).

Because classification of a student with an emotional disturbance requires exhibiting characteristics over a long period of time, the student’s individual response to behavioral/social/emotional intervention would be beneficial prior to referral to the committee on special education.

APPENDICES

Please visit the RCSD Rtl SharePoint site to access, view and download electronic and editable copies of items included in this document.

Appendix A: Roles and Responsibilities of RtI Problem Solving Team

Team Members

- RtI problem solving teams should be multidisciplinary (e.g., school counselor, special or general education teachers, school psychologist, administrator, instructional coach, intervention teacher, etc.).

Team Meetings

- The RtI problem solving team should reserve a standing block of time each week for meetings. The amount of time scheduled for meetings will depend on the number of students typically referred in a week to the RtI Team (about 2-3 hours per week)
- An initial student RtI case should typically not exceed 30 minutes. Follow-up RtI problem solving team meetings often do not exceed 20 minutes.
- An example of initial and review meeting protocols is below:

<p><u>INITIAL MEETING PROCEDURES</u></p> <ol style="list-style-type: none">1. ASSESS TEACHER CONCERNS (3 MINS)2. INVENTORY STUDENT STRENGTHS (2 MINS)3. REVIEW BACKGROUND DATA (3 MINS)4. SELECT TARGET TEACHER CONCERN (3 MINS)5. SET REALISTIC GOAL (2 MINS)6. DESIGN PLAN (8 MINS)7. SET PROGRESS MONITORING (3 MINS)8. PLAN TO CONTACT PARENT (2 MINS)9. CHOOSE A REVIEW DATE (1 MIN)10. REVIEW/CLOSURE (1 MIN)	<p><u>REVIEW MEETING PROCEDURES</u></p> <ol style="list-style-type: none">1. REVIEW GOAL (2 MINS)2. REVIEW PROGRESS MONITORING DATA (5 MINS)3. ASSESS TEACHER CONCERNS (5 MINS)4. REVISE INTERVENTION/GOAL (5 MINS)5. PLAN TO CONTACT PARENT (1 MIN)6. CHOOSE A REVIEW DATE (1 MIN)7. REVIEW/CLOSURE (1 MIN)
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When and how should a student be referred to the RtI problem solving team?

- Classroom teachers will follow the procedures outlined on the Tier 2 and Tier 3 decision trees (**appendix E**) in order to determine if a student should be referred to the team.
- If a referral is warranted, the classroom teacher will submit the Decision Tree to the RtI problem solving team with all necessary documentation attached. Schools may choose to use a referral form as well. A sample is provided here.

Steps for the RtI problem solving team to take when receiving a referral form:

- Each student referral should be assigned a Case Manager.
- Case Manager duties include meeting with the classroom teacher(s) to clarify referral concerns and complete a review of the student CUM, contact parents via phone and mailed invitation to initial and/or review meetings, ensure that important data on the student is collected prior to the initial and review meetings, add student to team meeting schedule.

Sample Response to Intervention Problem Solving Team Referral

2016-2017

Student Information
(Please complete in full)

Name: _____ Grade: _____ Teacher(s) Referring: _____

ID: _____ Parent Name and Number: _____

Attached Decision Tree (Y or N): _____

Grade level(s) repeated: _____

AIS Plan (Y or N): _____
(Please attach)

FBA/BIP Completed (Y or N): _____
(Please attach)

Informed Consent been obtained (Y or N): _____

Attended _____ out of _____ days of school

Intensity of Problem Behavior (circle)
1 (low) 2 3 4 (high)

Support Services: OT _____ PT _____ Speech _____ Counseling _____

Parent Contact(s) Dates/Reason/Outcome:

Reason for Referral

Possible Intended Outcome(s) from Referral

Please Attach the Completed Decision Tree and All Other Necessary Documentation

Submit completed referral form to the RtI Problem Solving Team

For Intervention Support Team Use Only – Thanks!

Date received: _____ Case Manager: _____ Other: _____

Cum Review:

Initial Observation Date: _____

Observation Notes: _____

Response to Intervention Problem Solving Team Referral

Appendix B: Sample Parent Notification Letters

(Letter to send home at the beginning of the school year that defines RtI for ALL parents)

Dear Parents/Guardians:

The Rochester City School District is committed to providing the highest quality of education for every student. Our school is implementing a three-leveled instructional approach to help meet this goal. This approach is called **Response to Intervention (RtI)**.

Response to Intervention (RtI) is a multi-leveled approach to providing specific support to students based on their learning needs. All students are evaluated three times per year to measure their progress and determine if additional supports are needed to meet their specific needs. Our building's RtI Problem Solving Team will help facilitate this process.

The Rochester City School District's RtI model uses the following three-level approach to instruction/intervention:

Tier 1

- Classroom teachers will use a variety of strategies within the District Core Curriculum to address individual student needs. This occurs within your child's regular instructional block.

Tier 2

- If your child's assessment data demonstrates additional supports are needed, he/she will be provided with additional time outside of his/her regular instructional block in a smaller group setting at least 2-3 days per week. His/her progress will be monitored through an Academic Intervention Service Plan and you will receive quarterly reports.

Tier 3

- If your child's assessment data demonstrates further supports are needed, he/she will be provided with a greater amount of additional time outside of his/her regular instructional block in an even smaller group setting 5 days per week. You will continue to receive quarterly reports on your child's progress.

We expect that a majority of students will meet grade-level expectations within this three-leveled approach. Our school is excited to utilize the RtI process to improve educational outcomes for all students. We invite you to view our District RtI Guidance Document and Academic Intervention Service Plan which can be found on the Rochester City School District's RtI website at <http://www.rcsdk12.org/Domain/49>. Please contact the school if you have any questions.

Sincerely,

Queridos padres / tutores:

El distrito escolar de la Ciudad de Rochester se compromete a proporcionar la más alta calidad de la educación para todos los estudiantes. Nuestra escuela está implementando un método de enseñanza de tres niveles para ayudar a cumplir este objetivo. Este enfoque se denomina Respuesta a la Intervención (RTI).

Respuesta a la Intervención (RTI) es un enfoque de múltiples niveles para proporcionar apoyo específico a los estudiantes basado en sus necesidades de aprendizaje. Todos los estudiantes son evaluados tres veces al año para medir su progreso y determinar si se necesitan apoyos adicionales para satisfacer sus necesidades específicas. Equipo de Solución de Problemas RTI de nuestro edificio ayudará a facilitar este proceso.

El modelo RTI del Distrito Escolar de la Ciudad de Rochester utiliza el siguiente enfoque de tres niveles para la instrucción / intervención:

Nivel 1

- Los maestros de clase utilizarán una variedad de estrategias dentro del Plan Básico de Estudios del Distrito para hacer frente a las necesidades individuales de los estudiantes. Esto ocurre dentro del bloque de instrucción regular de su hijo.

Nivel 2

- Si los datos de la evaluación de su hijo demuestran que se necesitan apoyos adicionales, a él / ella se le proporcionará más tiempo fuera de su bloque regular de instrucción en un grupo más pequeño por lo menos 2-3 días por semana. Su / su progreso será monitoreado a través de un Plan de Servicios de Intervención Académica y recibirá informes trimestrales.

Nivel 3

- Si los datos de la evaluación de su hijo demuestran que se necesitan más apoyos, a él / ella se le proporcionará una mayor cantidad de tiempo adicional fuera de su bloque regular de instrucción en un grupo aún más pequeño 5 días por semana. Usted continuará recibiendo informes trimestrales sobre el progreso de su hijo.

Esperamos que la mayoría de los estudiantes cumplirá con las expectativas de nivel de grado dentro de este enfoque de tres niveles. Nuestra escuela se complace en utilizar el proceso de RTI para mejorar los resultados educativos para todos los estudiantes. Le invitamos a ver nuestro Documento de Orientación de RTI del Distrito y el Plan de Servicios de Intervención Académica que se puede encontrar en la página web RTI del Distrito Escolar de la Ciudad de Rochester en <http://www.rcsdk12.org/Domain/49> . Por favor, póngase en contacto con la escuela si tiene alguna pregunta.

Sinceramente,

[Date]

Dear Parent/Guardian of _____,

Early intervention is the key to success. The decisions regarding your child's future progress are most important. We depend on your involvement in helping us to do the best possible job in providing an education for your child.

Your child has not met or is at risk of not meeting the state learning standards. An Academic Intervention Services Plan has been developed to assist your child in meeting the state learning standards. This plan includes additional instruction and/or student support services necessary to improve your child's academic performance.

Your child is eligible to receive **Tier 2** services based on multiple measures and sources listed below:

✓	Area of Concern	Measure(s)	Score(s) / Level(s)
	ELA		
	Math		
	Behavior		
	Other		

These services will be provided for your child through:

Method/Program	Frequency	Duration

Ongoing evaluation will help determine the specific levels of intervention and the need to continue or terminate these services. Please review the Academic Intervention Services Plan that has been developed to meet your child's needs. In addition, it is your right at any time to request an educational evaluation to determine if there is a need for special programs and/or services. Your input and cooperation is welcome and greatly appreciated.

Thank you for your support.

[Fecha]

Estimado padre / tutor de _____,

La intervención temprana es la clave del éxito. Las decisiones con respecto al progreso futuro de su hijo son lo más importante. Dependemos de su participación en ayudarnos a hacer el mejor trabajo posible proporcionándole una educación a su hijo.

Su hijo no ha cumplido o está en riesgo de no cumplir con los estándares de aprendizaje del estado. Un Plan de Servicios de Intervención Académica ha sido desarrollado para ayudar a su hijo en el cumplimiento de los estándares de aprendizaje del estado. Este plan incluye la instrucción adicional y / o servicios de apoyo a los estudiantes necesarios para mejorar el rendimiento académico de su hijo.

Su hijo es elegible para recibir los servicios de Nivel 2 basados en múltiples medidas y fuentes que se indican a continuación:

✓	Área de Preocupación	Medida (s)	Puntuación / Nivel
	Artes del Lenguaje Inglés (ELA)		
	Matemáticas		
	Comportamiento		
	Otros		

Estos servicios se proporcionarán para su niño a través de:

Método /Programa	Frecuencia	Duración

La evaluación continua ayudará a determinar los niveles específicos de intervención y la necesidad de continuar o poner fin a estos servicios. Por favor revise el Plan de Servicios de Intervención Académica que se ha desarrollado para satisfacer las necesidades de su hijo. Además, es su derecho en cualquier momento el solicitar una evaluación educativa para determinar si hay una necesidad de programas y / o servicios especiales. Su contribución y la cooperación son bienvenidas y muy apreciadas.

Gracias por su apoyo.

[Date]

Dear Parent/Guardian of _____,

Early intervention is the key to success. The decisions regarding your child’s future progress are most important. We depend on your involvement in helping us to do the best possible job in providing an education for your child.

Your child has not met or is at risk of not meeting the state learning standards. An Academic Intervention Services Plan has been developed to assist your child in meeting the state learning standards. This plan includes additional instruction and/or student support services necessary to improve your child's academic performance.

Your child is eligible to receive **Tier 3** services based on multiple measures and sources listed below:

✓	Area of Concern	Measure(s)	Score(s) / Level(s)
	ELA		
	Math		
	Behavior		
	Other		

These services will be provided for your child through:

Method/Program	Frequency	Duration

Ongoing evaluation will help determine the specific levels of intervention and the need to continue or terminate these services. Please review the Academic Intervention Services Plan that has been developed to meet your child's needs. In addition, it is your right at any time to request an educational evaluation to determine if there is a need for special programs and/or services. Your input and cooperation is welcome and greatly appreciated.

Thank you for your support.

[Fecha]

Estimado padre / tutor de _____,

La intervención temprana es la clave del éxito. Las decisiones con respecto al progreso futuro de su hijo son lo más importante. Dependemos de su participación en ayudarnos a hacer el mejor trabajo posible proporcionándole una educación a su hijo.

Su hijo no ha cumplido o está en riesgo de no cumplir con los estándares de aprendizaje del estado. Un Plan de Servicios de Intervención Académica ha sido desarrollado para ayudar a su hijo en el cumplimiento de los estándares de aprendizaje del estado. Este plan incluye la instrucción adicional y / o servicios de apoyo a los estudiantes necesarios para mejorar el rendimiento académico de su hijo.

Su hijo es elegible para recibir los servicios de Nivel 3 basados en múltiples medidas y fuentes que se indican a continuación:

✓	Área de Preocupación	Medida (s)	Puntuación / Nivel
	Artes del Lenguaje Inglés (ELA)		
	Matemáticas		
	Comportamiento		
	Otros		

Estos servicios se proporcionarán para su niño a través de:

Método /Programa	Frecuencia	Duración

La evaluación continua ayudará a determinar los niveles específicos de intervención y la necesidad de continuar o poner fin a estos servicios. Por favor revise el Plan de Servicios de Intervención Académica que se ha desarrollado para satisfacer las necesidades de su hijo. Además, es su derecho en cualquier momento el solicitar una evaluación educativa para determinar si hay una necesidad de programas y / o servicios especiales. Su contribución y la cooperación son bienvenidas y muy apreciadas.

Gracias por su apoyo.

ROCHESTER CITY SCHOOL DISTRICT PLAN FOR ACADEMIC INTERVENTION SERVICES

School Name
Address

Date: _____

Dear Parent/Guardian of _____,

Early intervention is the key to success. The decisions regarding your child’s future progress are most important. We appreciate your involvement in helping us to do the best possible job in providing an education for your child.

You were informed earlier in the year that your child was performing below state learning standards. Academic Intervention Services (AIS) were provided to assist your child in meeting the state learning standards. These services included additional instruction and/or student support services necessary to improve your child's academic performance. Congratulations, your child is now meeting state standards!

Your child no longer requires AIS based on multiple measures and sources listed below:

Area of Concern	Measure(s)	Score(s)/ Level(s)
ELA		
Math		
Behavior		
Other:		

Thank you for your support in helping us to provide the best possible education for your child!

Teacher

Distrito Escolar de la Ciudad de ROCHESTER Plan de Servicios de Intervención Académica

School Name
Address

Date: _____

Estimado padre / tutor de, _____

La intervención temprana es la clave del éxito. Las decisiones con respecto al progreso futuro de su hijo son lo más importante. Agradecemos su participación en ayudarnos a hacer el mejor trabajo posible en la proporcionándole una educación a su hijo.

Se le informó a principios de año que el rendimiento de su hijo estaba por debajo de los estándares de aprendizaje del estado. Se proporcionaron servicios de intervención académica (AIS) para ayudar a su hijo en el cumplimiento de los estándares de aprendizaje del estado. Estos servicios incluyeron servicios de instrucción y / o de apoyo a estudiantes adicionales necesarias para mejorar el rendimiento académico de su hijo. ¡Felicidades, su hijo está ahora cumpliendo con los estándares del estado!

El niño ya no requiere AIS basado en múltiples medidas y fuentes enumeradas abajo:

✓	Área de Preocupación	Medida (s)	Puntuación / Nivel
	Artes del Lenguaje Inglés (ELA)		
	Matemáticas		
	Comportamiento		
	Otros		

¡Gracias por su apoyo en ayudarnos a proporcionar la mejor educación posible para su hijo!

Maestro

Appendix C: Fidelity of Implementation of RtI

What is “fidelity” and how is it assessed?

There are three basic types of “fidelity” for districts and schools to support and/or integrate into instruction and intervention: (All 3 types of fidelity should be apparent in this process):

1. *Fidelity of implementing the critical components of RtI, or a Multi-Tiered System of Supports.*

The first type of fidelity requires that the district and school(s) have provided the basic elements of a multi-tiered system of supports. This includes the provision of professional development and support (technical assistance/coaching), data support (data sources), leadership support (policies, expectations, and evaluation) and program evaluation (on-going data collection to ensure integrity of implementation and effectiveness on student learning).

2. *Fidelity of using a problem-solving process across all three tiers*

The second type of fidelity focuses on the degree to which the four-step data-based problem-solving process is implemented appropriately. This is important because the development of instruction and interventions is based on this process. If the process is flawed, then the instruction and interventions developed as a result of the process will also be flawed.



(Sample Four Step Data-Based Problem-Solving Process, Polk County Public Schools, Bartow)

3. *Fidelity of implementing evidence-based instruction and interventions matched to specific need(s).*

The final type of fidelity focuses on the degree to which instruction and intervention are delivered in the manner intended, and the degree to which instruction and intervention is integrated across the tiers of service delivery. This type of fidelity includes both “sufficiency” (the amount of the service delivered) as well as integrity (the degree to which the service was delivered as intended).

Fidelity in Tier 1

In Tier 1, the integrity of instruction focuses on the degree to which core instruction is delivered in the way intended, based on lesson study (or lesson planning), the presence of effective instructional strategies, and the degree to which those instructional strategies are appropriate to the skill level and demographic characteristics of the student (language, ability level, etc.). Typically, the fidelity of Tier 1 is assessed through the use of walk-throughs by principals and peers and/or direct observation of the critical elements of the instructional process. Tools such as the Benchmarks of Quality and PBS Implementation Checklist allow for measurement of the fidelity of Tier 1 behavior supports and instruction. The sufficiency of instruction in Tier 1 is based on the degree to which teachers implement core instruction consistent with the time expectations for instruction in specific content areas each day (e.g., literacy, 90 minutes).

Fidelity in Tiers 2 & 3

Integrity in Tiers 2 and 3 focuses on a structured support system for Tier 2/3 providers. This system consists of regular meetings to determine student response to the intervention, barriers to the delivery of the intervention, and technical assistance to deliver the intervention as intended. Sufficiency is measured through the use of documentation templates that measure the degree to which the intervention was provided as intended (e.g., number of minutes or percentage of plan components) and the type of intervention. For behavioral concerns addressed through RtI, the Benchmarks of Advanced Tiers (BAT) can assist with monitoring the fidelity of instruction/intervention.

(Florida’s MTSS Implementation Components; ensuring common language and understandings; University of South Florida, College of Behavioral & Community Sciences)

Appendix D: Tier 1 Social/Emotional Curricula

Positive Behavioral Interventions and Supports (PBIS)

- PBIS is a structural framework that establishes proactive systems, instead of reactive approaches, to change performance. This effort cohesively unites all the adults in using common language, common practices, and consistent application of positive and negative reinforcement.
- PBIS is rooted in evidence-based practices, which adults use to respond to the interventions needed to address behavioral and academic competence for each and every student. This is to be done through teaching, modeling, practicing, and rewarding appropriate behavior and having clear consequences for targeted behaviors. (Retrieved from <https://www.pbis.org/>)

Morning Meeting

- Morning Meeting is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically.
- Each morning, students and teachers gather together in a circle for twenty to thirty minutes and interact with one another during four purposeful components: Greeting, Sharing, Group Activity, Morning Message. (Retrieved from <https://www.responsiveclassroom.org/>)

Restorative Practices

- Restorative practices are a social science that studies how to build social capital and achieve social discipline through participatory learning and decision-making.
- The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. This statement identifies both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches.
- The restorative practices continuum includes practices such as the use of affective statements that communicate people's feelings, as well as affective questions that cause people to reflect on how their behavior has affected others, Impromptu restorative conferences, and peace circles to build relationships and community. (Retrieved from <http://iirp.edu>)

Appendix E: Decision Trees

Tier 2 Decision Tree

(To be completed by student's teacher and grade level team prior to referral to the RtI Problem Solving Team)

Student Name: _____

Grade: _____

Teacher: _____

Date of Review: _____

Core literacy instruction has been implemented with fidelity <input type="checkbox"/> $\geq 80\%$ of student needs are met by core instruction (Documentation attached)	<input type="checkbox"/> Yes <input type="checkbox"/> No												
Differentiated instruction has been provided in a small group within core literacy instruction <input type="checkbox"/> Documentation is attached	<input type="checkbox"/> Yes <input type="checkbox"/> No												
Student has been present for 90% of instructional days: Present ___ out of ___ total days	<input type="checkbox"/> Yes <input type="checkbox"/> No												
Parent/Guardian has been notified (attach information: conferences, phone calls, letters, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No												
Student has passed vision and hearing screenings (include dates below):	<input type="checkbox"/> Yes <input type="checkbox"/> No												
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> Vision Screen: ___ Pass ___ Fail Date: _____ </td> <td style="width: 50%;"> Hearing Screen: ___ Pass ___ Fail Date: _____ </td> </tr> </table>		Vision Screen: ___ Pass ___ Fail Date: _____	Hearing Screen: ___ Pass ___ Fail Date: _____										
Vision Screen: ___ Pass ___ Fail Date: _____	Hearing Screen: ___ Pass ___ Fail Date: _____												
Student has not met their projected growth on the NWEA MAP/MPG assessment	<input type="checkbox"/> Yes <input type="checkbox"/> No												
Report card data shows that the student has scored a level 1 or 2 in Math and/or ELA (elementary) or a D or F (secondary) on their report card. Enter the grade the student received for all quarters that apply: Quarter 1: Math ___ ELA ___ Quarter 2: Math ___ ELA ___ Quarter 3: Math ___ ELA ___ Quarter 4: Math ___ ELA ___	<input type="checkbox"/> Yes <input type="checkbox"/> No												
(Grades K-3 Only) Performance based assessment task score is less than 65% (see eDoctrina report for percentage score)	<input type="checkbox"/> Yes <input type="checkbox"/> No												
(Grades 3-8 Only) The student has scored a Level 1 or Level 2 on the NYS 3-8 Exams in ELA and or Math (please check the subject area below): ELA ___ Math ___ (See NYS Grade 3-8 cut scores in Section 2 of the RtI Guidance Document)	<input type="checkbox"/> Yes <input type="checkbox"/> No												
(Grades 9-12 Only) Student has received a 65% or lower on a Regents Exam (fill out scores below): English Common Core Regents ___ Global & Geography Regents ___ Algebra II Regents ___ Algebra I Regents ___ Living Environment Regents ___ U.S. History & Government ___ Geometry ___ RCT Writing ___ RCT Science ___ RCT Global ___	<input type="checkbox"/> Yes <input type="checkbox"/> No												
Please list additional assessment data that indicates this student needs Tier 2 RtI supports below.	<input type="checkbox"/> Yes <input type="checkbox"/> No												
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Assessment Name</th> <th style="width: 33%;">Date</th> <th style="width: 33%;">Score</th> </tr> </thead> <tbody> <tr> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </tbody> </table>		Assessment Name	Date	Score	_____	_____	_____	_____	_____	_____	_____	_____	_____
Assessment Name		Date	Score										
_____		_____	_____										
_____	_____	_____											
_____	_____	_____											
(See appendix J for examples of assessments)													

** If the team answered "Yes" to all of the above questions, the student should be referred to the RtI Problem Solving Team for possible Tier 2 intervention placement. If the team answered "No" to any of the questions, the classroom teacher should address that area and then the team should complete a new Tier 2 Decision Tree.

Team members involved in completing the Tier 2 Decision Tree: (list name and relationship to the student below)

Tier 3 Decision Tree

(To be completed at follow-up RtI Problem Solving Team meeting prior to movement into Tier 3)

Student Name: _____

Grade: _____

Teacher: _____

Date of Review: _____

Tier 2 intervention(s) have occurred at least 2-3 days per week for 30 minutes in addition to core instruction (attach documentation)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Implementation integrity of the Tier 2 intervention program has occurred with fidelity	<input type="checkbox"/> Yes <input type="checkbox"/> No
Student has been present for at least 90% of intervention sessions <input type="checkbox"/> Present _____ out of _____ total days = _____%	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tier 2 intervention(s) addressed the student's area(s) of need <input type="checkbox"/> Academic Intervention Services Plan attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tier 2 intervention was appropriate and research-based Research based interventions are: <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Standardized <input type="checkbox"/> Peer reviewed <input type="checkbox"/> Reliable/valid <input type="checkbox"/> Able to be replicated	<input type="checkbox"/> Yes <input type="checkbox"/> No
Progress monitoring has occurred for four to eight weeks with weekly or bi-weekly data points <input type="checkbox"/> Progress monitoring data/graphs attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
Gap analysis indicates that student's progress is not sufficient for making adequate growth with current interventions	<input type="checkbox"/> Yes <input type="checkbox"/> No
Parent/Guardian has been notified <input type="checkbox"/> Conference logs, phone call logs, RtI letters, etc. attached	<input type="checkbox"/> Yes <input type="checkbox"/> No

** If the team answered "Yes" to all of the above questions, the student should be moved to Tier III. If the Intervention team answered "No" to any of the questions, that area should be addressed prior to the movement into Tier III.

Team members involved in completing this decision tree (list name and relationship to the student):

Appendix F: Student Learning Gaps/Needs

Learning Gap/Need		Strategies/Approaches to support the learner	
Cognitive/ Processing Information	Memory	Pre-teaching, repetition, frequent checks for understanding (ask comprehension questions after short segments), break tasks/information into smaller chunks, use visual models	
	Delayed speed in processing information	Provide additional time, teach student time management strategies, have student practice completing tasks within a given time limit	
	Delayed language processing skills	Simplify language in directions for tasks, frequent checks for understanding, directly teach vocabulary, use short directions (avoid 2-3 step directions), use modeling to teach	
Learning Gap/Need		Strategies/Approaches to support the learner	Programs/Resources
ELA	Delayed phonological and/or phonemic awareness	Explicit phoneme instruction; rhyming; use pictures and objects to identify and manipulate sounds	<ul style="list-style-type: none"> • CKLA Skills Strand A & R Guide • Road to the Code • HD Word • Lexia • Compass • Reading A-Z • Blueprint for Intervention: Phonological Awareness • System 44 • www.fcrr.org
	Lacks decoding skills	Explicit phonics instruction; alphabetic principle; letter-sound correspondence; multi-syllabic words	<ul style="list-style-type: none"> • CKLA Skills Strand A & R Guide • HD Word • Phonics Boost • Wilson Reading • Wilson Foundations • Corrective Reading • Reading Mastery • SOAR to Success • Lexia • Compass • Reading A-Z • Blueprint for Intervention: Phonics • System 44 • Leveled Literacy Intervention (LLI) • www.fcrr.org
	Fluency lacks accuracy, pacing, or expression	Incorporate timed, repeated readings and have students chart progress; explicitly teach how to pay attention to clues in the text when reading; explicitly teach intonation in voice when reading.	<ul style="list-style-type: none"> • CKLA Skills Strand A & R/ Fluency Guide • HD Word • Phonics Boost • Wilson Reading • Wilson Foundations • Corrective Reading • Reading Mastery • SOAR to Success • Lexia • Compass • Reading A-Z • Leveled Literacy Intervention (LLI) • System 44 • Read 180 • www.fcrr.org

	Delayed language and/or vocabulary	Preview text prior to lesson to introduce new vocabulary and key concepts; have students keep a key list of vocabulary and transition words; provide explicit vocabulary instruction; teach common roots, suffixes and prefixes; visual clues for students acquiring language and vocabulary	<ul style="list-style-type: none"> • <i>HD Word</i> • <i>CKLA Skills Strand A & R Guide</i> • <i>Wilson Reading</i> • <i>Wilson Foundations</i> • <i>Corrective Reading</i> • <i>Reading Mastery</i> • <i>SOAR to Success</i> • <i>Lexia</i> • <i>Compass</i> • <i>RAZ-Kids</i> • <i>Leveled Literacy Intervention (LLI)</i> • <i>Ramp Up to Literacy</i> • <i>LLI</i> • <i>Read 180</i> • <i>System 44</i>
	Difficulty comprehending text	Use graphic and semantic organizers (e.g. Venn Diagrams, story boards and maps, cause and effect charts); model metacognitive strategies; reciprocal teaching; Scaffold tasks; use mental imagery/visualization; activate prior knowledge to make predictions; teach self-monitoring 'fix-up' strategies.	<ul style="list-style-type: none"> • <i>HD Word</i> • <i>CKLA Skills Strand A & R Guide</i> • <i>Leveled Literacy Intervention (LLI)</i> • <i>Wilson Reading</i> • <i>Wilson Foundations</i> • <i>Corrective Reading</i> • <i>Reading Mastery</i> • <i>SOAR to Success (Reading)</i> • <i>Lexia</i> • <i>Compass</i> • <i>RAZ-Kids</i> • <i>Ramp Up to Literacy</i> • <i>LLI</i> • <i>Blueprint for Intervention: Comprehension</i> • <i>Read 180</i> • <i>System 44</i>
Math	Difficulty remembering math facts	Separate facts into sets of fact families; provide references to assist in fact calculation; use manipulatives; practice flashcards with peer/volunteer	<ul style="list-style-type: none"> • <i>Compass (Grades 3-6)</i> • <i>First in Math (Grades 3-6)</i> • <i>Dreambox (1/3 of schools K-2)</i>
	Difficulty attending to important details	Highlight operational signs/key words; reduce the number of problems per page; use an overlay to isolate problems; have students repeat directions to teacher/student to check for understanding	<ul style="list-style-type: none"> • <i>Ready (Grade 7-8)</i> • <i>Compass (Grades 3-6)</i> • <i>First in Math(Grades 3-6)</i> • <i>Dreambox (1/3 of schools K-2)</i> • <i>On Ramp to Algebra</i> • <i>IXL (Math) Grade 9</i>
	Inability to read text for word problems	Align material with students reading level; highlight keywords in math problems	<ul style="list-style-type: none"> • <i>iReady (Grade 7-8)</i> • <i>Compass (Grade 3-6)</i> • <i>First in Math (Grade 3-6)</i> • <i>On Ramp to Algebra(Grade 7-8)</i> • <i>IXL (Math) Grade 9</i>
	Slow rate of completion	Reduce number of items to complete; provide manipulatives	<ul style="list-style-type: none"> • <i>iReady (Grades 7,8)</i> • <i>Compass (Grades 3-6)</i> • <i>First in Math (Grades 3-6)</i> • <i>IXL (Math) Grade 9</i>

	<p>Problems sequencing steps for computation</p>	<p>Consistent review of steps; reference sheet available for student use; color coding the steps; use of manipulative objects; use of calculator</p>	<ul style="list-style-type: none"> ● <i>iReady (Grade 7-8)</i> ● <i>Compass (Grades 3-6)</i> ● <i>First in Math(Grades 3-6)</i> ● <i>Dreambox (1/3 of schools K-2)</i> ● <i>On Ramp to Algebra</i> ● <i>IXL (Math) Grade 9</i>
	<p>Failure to visualize concepts</p>	<p>Use simple, consistent language; provide visual examples; assess and explicitly teach concept terminology</p>	<ul style="list-style-type: none"> ● <i>iReady (Grade 7-8)</i> ● <i>Compass (Grades 3-6)</i> ● <i>First in Math(Grades 3-6)</i> ● <i>Dreambox (1/3 of schools K-2)</i> ● <i>On Ramp to Algebra</i> ● <i>IXL (Math) Grade 9</i>
	<p>Difficulty solving word problems</p>	<p>Use concrete examples; highlight key operational words; have students restate the problem to check for understanding; use of calculator/manipulatives</p>	<ul style="list-style-type: none"> ● <i>iReady (Grade 7-8)</i> ● <i>Compass (Grades 3-6)</i> ● <i>First in Math(Grades 3-6)</i> ● <i>Dreambox (1/3 of schools K-2)</i> ● <i>On Ramp to Algebra</i> ● <i>IXL (Math) Grade 9</i>

Appendix G: Computer Assisted Learning Resources

Instructional Technology (IT) Educational Resources

Best Practices to Support Core Instruction Guidance for ELA Instruction

Purpose: This Guidance Document is designed to supply teachers with information regarding Instructional Technology Educational Resources to support the ELA Common Core Curriculum. The following IT Resources are suggested activities that can be used to *support* and *enhance* the ELA curriculum in order to provide students with multiple access points for understanding, allow students an opportunity to engage with multiple modalities while learning about similar topics that relate to the core instruction, build prior knowledge, and deepen student understanding.

As you read through this document, please note that the examples described below are examples of how the IT Resources can be used to support the ELA Curriculum, and in particular, outline the copious and meaningful ways that RCSD technological resources align to the topics and texts explored in grades K-8.

Best Practices to Support Core Instruction

IT Resources available:

- Compass Learning
- Lexia Core 5 (PreK-3; by request 4-12)
- Raz-Kids (K-2)
- BrainPOP
- Discovery Education

<u>K-2</u>	<u>Gr 3-5</u>	<u>Gr 6-8</u>
<p><u>Core Instruction (whole group)</u></p> <ul style="list-style-type: none"> - Links embedded in SMART Notebook lessons for Skills Strand and Listening and Learning <p><u>During Skills Strand Block:</u></p> <ul style="list-style-type: none"> - Part of center rotation - Limit to 15-20 minutes <p><u>Example:</u> With thoughtful monitoring, Lexia Core5 can be used to support development of reading skills. The teacher’s role in the use of this program with students is paramount to its success.</p>	<p><u>During 1st hour: Core Instruction (whole group)</u></p> <ul style="list-style-type: none"> - Deepen prior knowledge and experience with topic and themes of central text content - Preview vocabulary - Promote interdisciplinary learning and experiences - Thoughtful selection and use with central text topics <p><u>During 2nd hour (GRAIR):</u></p> <ul style="list-style-type: none"> - Part of center/station rotation - Limit to 20-30 minute - Using technology as an additional pathway 	<p><u>Core Instruction (whole group)</u></p> <ul style="list-style-type: none"> - Deepen prior knowledge and experience with topic and themes of central text content - Preview vocabulary - Promote interdisciplinary learning and experiences - Thoughtful selection and use with central text topics

Appendix H: Functional Behavioral Assessment (FBA)

What is a Functional Behavioral Assessment?

The process of determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment.

When must an FBA be conducted?

A student's need for an FBA must be considered whenever:

- a student with a disability is exhibiting persistent behaviors that impede his or her learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions;
- the student's behavior places the student or others at risk of harm or injury;
- the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) is considering more restrictive programs or placements as a result of the student's behavior; and/or
- the student is subject to disciplinary actions and a determination has been made that the behavior is related to the student's disability.

What elements must an FBA include?

The FBA must include, but is not limited to:

- identification of the problem behavior;
- definition of the behavior in concrete terms;
- identification of the contextual factors that contribute to the behavior (including cognitive and affective factors); and
- formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.

What information must an FBA include?

The FBA must:

- provide a baseline of the student's problem behaviors, across activities, settings, people and times of the day, with regard to:
 - frequency (how often a behavior occurs)
 - duration (the length of time the behavior lasts)
 - intensity (how severe the behavior is)
 - latency (how long it takes for a behavior to begin after a specific verbal demand or event has occurred)
- include the information on why the student engages in behaviors that impede learning and how the student's behavior relates to the environment in sufficient detail to form the basis for a behavioral intervention plan for the student that addresses:

- antecedent behaviors;
- reinforcing consequences of the behavior;
- recommendations for teaching alternative skills or behaviors; and
- assessment of student preferences for reinforcement.

What information is an FBA based on?

The FBA must, as appropriate, be based on multiple sources of data (such as structured interviews, behavior rating scales, standardized assessments, checklists) and must include, but is not limited to:

- information obtained from direct observation of the student;
- information from the student, the student's teacher(s) and/or related service provider(s); and
- a review of available data and information from the student's record and other sources including any relevant information provided by the student's parent.

The FBA cannot be based solely on the student's history of presenting problem behavior.

Is a FBA the same as a Behavioral Intervention Plan?

When an individual behavioral intervention plan is developed for a student with a disability, it must be based on the results of an FBA. The results of the FBA must also be considered at meetings of the CSE or CPSE for the development of a student's individualized education program (IEP).

Is consent required to conduct an FBA?

Yes. An FBA for a student with a disability is an evaluation requiring parental consent pursuant to the requirements in section 200.5(b) of the Regulations of the Commissioner of Education. For an FBA to be conducted for a general education student consent from the parent must also be secured.

Appendix I: Behavioral Support Plan (BSP)

What is a Behavioral Support Plan (BSP)?

It is a specific plan of action that designs effective behavior interventions to teach the student more acceptable behavior(s) to replace the inappropriate behavior that meet the same function. When a BSP is implemented, progress monitoring (data collection) occurs to determine if there are reductions in the inappropriate behavior and increases in the appropriate behavior(s). In order to develop a more effective and efficient behavior intervention plan, we must use the information from the FBA that describes when, where, and why problem behavior occurs.

When should an FBA and BSP be completed?

A formal assessment usually is reserved for serious, recurring problems that do not readily respond to intervention strategies or classroom management techniques and impede a student's learning.

Is the process only for students with disabilities?

Although there are legal circumstances in which an FBA must be conducted, there is nothing in the law that prevents a team from concluding that an FBA and a BSP are appropriate supports for any child. Best practice suggests that an FBA be conducted for any student whenever behavior appears to be significantly interfering with the learning process and well before behaviors reach crisis proportions. All students can benefit from the use of consistent positive behavior interventions and supports.

Appendix J: Assessments Used in the Rochester City School District

Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) and Measures of Academic Progress for Primary Grades (MPG)

Usage: Screener

Grades: K-8

Subjects: Reading, Math

Frequency: Fall, Winter, Spring

Format: Computer-Based Adaptive

Notes: MAP and MPG are used as district wide screeners for all students in Grades K-8. MAP for Math is available in a Spanish translation for grades 3+

NWEA Children's Progress Academic Assessment (CPAA)

Usage: Progress Monitoring, Diagnostic

Grades: Pre-K-2 (Bilingual Programs)

Subjects: Early Literacy & Math (Spanish-language)

Frequency: As needed (minimum Fall, Winter, Spring)

Format: Computer-Based Adaptive

Notes: This assessment is used only with students enrolled in RCSD bilingual programs.

AIMsweb

Usage: Progress Monitoring

Grades: K-8

Subjects: ELA, Math

Frequency: As needed

Format: Computer-Based

Notes: This is an optional assessment for buildings to use.

Brigance Early Childhood Screen

Usage: Screener

Grades: Pre-K and Kindergarten

Subjects: Cognitive/Developmental & Social-Emotional

Frequency: Fall

Format: Pencil/Paper

Notes: This screen must be given to all registered Pre-K and Kindergarten students. If a child enters school after the fall test administration, they must still be screened.

RCSD Common Assessments

Usage: Inform Instruction

Grades: 3-10 (Math); 3-9 (ELA)

Subjects: ELA, Math

Frequency: Varied

Format: Pencil/Paper

Notes: These standards-based assessments can be administered four or five times per year.

CKLA Common Core Curriculum Assessments

Usage: Progress Monitoring, Diagnostic

Grades: K-2

Subjects: ELA

Frequency: Varied

Format: Pencil/Paper

Notes: K-2 teachers should give the Skills Strand Unit 1 Placement Tests (including the Diagnostic tests if needed) to determine initial student areas of need. Progress monitoring assessments included in the Assessment and Remediation Guide as well as End-of-Unit Assessments should be utilized to determine student progress towards goals.

Common Core Curriculum Module Assessments

Usage: Inform Instruction

Grades: 3-12

Subjects: ELA, Math

Frequency: Varied

Format: Pencil/Paper

Notes: These assessments should be utilized to determine areas of student need and progress towards goals.

Appendix K: Academic Intervention Services Plan

The RCSD will be moving towards a universal online Academic Intervention Services Plan. In the interim, schools are expected to document interventions. The recommended form for use is available for download from the RtI Sharepoint website. The form includes the essential elements that will be the basis of the online Academic Intervention Services Plan that will be required for use beginning in the 2016-2017 school year.

Rochester City School District
 School No.
 20__-20__ Academic Intervention Services Plan

ID #		Teacher	
Name		Room #	
DOB		Parent Name	
Grade		Date Prepared	

Strengths:

Eligibility Criteria

Area of Concern	Name of Assessment/ Measure	Date of Assessment	Performance Level	Scaled Score	Intensity Level Low Med High
ELA					
Math					
Science					
Other:					

Parent Contacts

	Date	Date	Date	Date	Date
Conference					
Telephone					
Letter					
E-Mail					

Extended Learning Opportunities

	Offered Y/N	Attended Y/N
Summer Program		
Extended Day		
Expanded Learning		
Other:		

Support Services

Health Concerns	<input type="checkbox"/>
Attendance Concerns	<input type="checkbox"/>
Behavioral Concerns	<input type="checkbox"/>
Other	<input type="checkbox"/>

Rtl Review Team

Date	Outcome

Exit Criteria

Area	Name of Assessment/ Measure	Score / Level	Date	Student Meets NYS State Standard
ELA				<input type="checkbox"/> Y <input type="checkbox"/> N
Math				<input type="checkbox"/> Y <input type="checkbox"/> N
Science				<input type="checkbox"/> Y <input type="checkbox"/> N
Social Studies				<input type="checkbox"/> Y <input type="checkbox"/> N
Other:				<input type="checkbox"/> Y <input type="checkbox"/> N
Other:				<input type="checkbox"/> Y <input type="checkbox"/> N

Student		Year	
ID #		Grade	
School		Teacher	

Targeted Subject Area: ELA

Areas of Concern (No more than 2)

<input type="checkbox"/> Phonemic Awareness	<input type="checkbox"/> Phonics	<input type="checkbox"/> Fluency/Word Reading	<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Comprehension	Other:
<input type="checkbox"/> Writing Genres	<input type="checkbox"/> Writing Mechanics	<input type="checkbox"/> Speaking	<input type="checkbox"/> Listening		Other:

Goal	Date	Current Level of Performance	Research Based Intervention (specify strategy, frequency and duration)	Progress Monitor Date	Student Responsiveness to Intervention (document level of performance)

Student		Year	
ID #		Grade	
School		Teacher	

Targeted Subject Area: Math

<input type="checkbox"/> Number Sense and Operations	<input type="checkbox"/> Algebra	<input type="checkbox"/> Geometry	<input type="checkbox"/> Measurement	<input type="checkbox"/> Statistics and Probability	<input type="checkbox"/> Other:
<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Reasoning and Proof	<input type="checkbox"/> Connections	<input type="checkbox"/> Communication	<input type="checkbox"/> Representation	<input type="checkbox"/> Other:

Goal	Date	Current Level of Performance	Research Based Intervention (specify strategy, frequency and duration)	Progress Monitor Date	Student Responsiveness to Intervention (document level of performance)

Student		Year	
ID #		Grade	
School		Teacher	

Targeted Subject Area: Behavior

Areas of Concern (No more than 2)

<input type="checkbox"/> Off-task behavior	<input type="checkbox"/> Verbally aggressive	<input type="checkbox"/> Physically Aggressive	<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Undeveloped social skills	<input type="checkbox"/> Other:
<input type="checkbox"/> Disruptive	<input type="checkbox"/> Noncompliance	<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Work not completed	<input type="checkbox"/> Lacks emotional regulation	<input type="checkbox"/> Other:

Goal	Date	Current Level of Performance	Research Based Intervention (specify strategy, frequency and duration)	Progress Monitor Date	Student Responsiveness to Intervention (document level of performance)

Appendix L: RCSD Board Policy Manual (Policy Number 4206)

RESPONSE TO INTERVENTION (RtI) PROCESS

In accordance with Commissioner's Regulations, the School District shall establish administrative practices and procedures for implementing District-wide initiatives that address a Response to Intervention (RtI) process applicable to all students. For students suspected of having a potential learning disability, the District will provide appropriate RtI services pursuant to Commissioner's Regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.

Minimum Requirements of District's RtI Program

- a) Scientific, research-based instruction in reading and mathematics provided to all students in the general education class by qualified personnel. Instruction in reading, per Commissioner's Regulations, shall mean scientific, research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies;
- b) Screenings shall be provided to all students in the class to identify those students who are not making academic progress at expected rates;
- c) Scientific, research-based instruction matched to student need with increasingly intensive levels of targeted interventions for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards;
- d) Repeated assessments of student achievement, which should include curriculum, based measures to determine if interventions are resulting in student progress toward age or grade level standards;
- e) The application of information about the student's response to intervention to make educational decisions about changes in goals [i.e., goals for all students, not just Individualized Education Program (IEP) goals], instruction and/or services and the decision to make a referral for special education programs and/or services; and
- f) Written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:
 1. The amount and nature of student performance data that will be collected and the general education services that will be provided as enumerated in Commissioner's Regulations;
 2. Strategies for increasing the student's rate of learning; and
 3. The parents' right to request an evaluation for special education programs and/or services.

Adopted February 16, 2012 pursuant to Resolution No. 2011