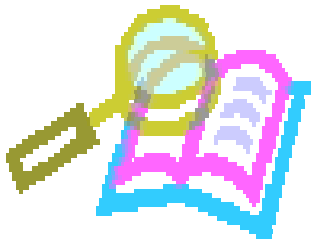
Greene Central School
2014-2015
Elementary
Response to Intervention (RtI)
Plan



RESPONSE TO INTERVENTION PLAN

GREENE CENTRAL SCHOOL DISTRICT

The following individuals serve on the Greene Central School Response to Intervention Team and have been involved in the writing and planning of the District RtI Plan:

Name	Title/Position	School Building
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James Walters	Principal	High School
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Mary Gell	CSE Chairperson	K-12
Emily Jordan	School Psychologist	Elementary
Katherine Brown	Guidance Counselor	Elementary
Shawn French	AIS Reading Teacher	Intermediate School
Kathryn Carey	Special Education Teacher	Intermediate School
Kelly Browning	AIS Math Teacher	Intermediate School
Linda Garbarino	AIS Reading Teacher	Primary School
Heather Rice	Second Grade Teacher	Primary School
Judy McHale	AIS Reading LTA	Primary School

District Mission Statement

The District RtI Team at Greene Central Schools is charged with the following responsibilities relative to RtI: 1) to draft and update the district-wide RtI plan; 2) to ensure all providers in the RtI plan are in compliance; and 3) to identify and provide necessary resources for the RtI plan to be implemented. The District RtI Team will meet regularly to oversee the goals outlined above and assess the efficacy of the RtI plan.

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SECTION 1: INTRODUCTION

Response to Intervention (RtI) functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic performance and intervene by providing supplemental interventions targeted to their learning needs. The overall purpose of RtI at Greene Central School is to screen, assess, identify, plan for and provide interventions to any student at risk of school failure due to academic or behavior needs.

Response to Intervention Defined

> Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With RtI, schools can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student' responsiveness, and identify students with learning disabilities. (NCRTI, 2010).

Legislative Background

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that requires schools to establish an RtI policy and procedures for students in grades K -4 in the area of literacy. These amendments established a policy framework for RtI in regulations relating to school-wide screenings, minimum components of RtI programs, parent notification, and the use of RtI to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner's Regulations it set forth minimum requirements for using a RtI process to determine a student's response to research-based intervention.

Minimum Requirements. The Regents policy framework for RtI:

1. Defines RtI to minimally include:

- **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.
- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
- **Instruction matched to student need** with **increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- **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.

- 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.
- **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 the:
  *amount and nature of student 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
  *parents' right to request an evaluation for special education programs and/or services

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and pre-referral interventions in order to remediate a student's performance prior to referral for special education, which may include the RtI process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its RtI program**, including, but not limited to the:
   - criteria for determining the levels of intervention to be provided to students,
   - types of interventions,
   - amount and nature of student performance data to be collected, and
   - manner and frequency for progress monitoring.

[8 NYCRR section 100.2(ii)]

3. Requires each school district implementing an RtI program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a RtI program and that such program is implemented consistent with the specific structure and components of the model.

[8 NYCRR section 100.2(ii)]

4. Authorizes the use of RtI in the State's **criteria to determine learning disabilities** (LD) and **requires, effective July 1, 2012**, **that all school districts have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading**. "*Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading*."

8 NYCRR section 200.4(j)]

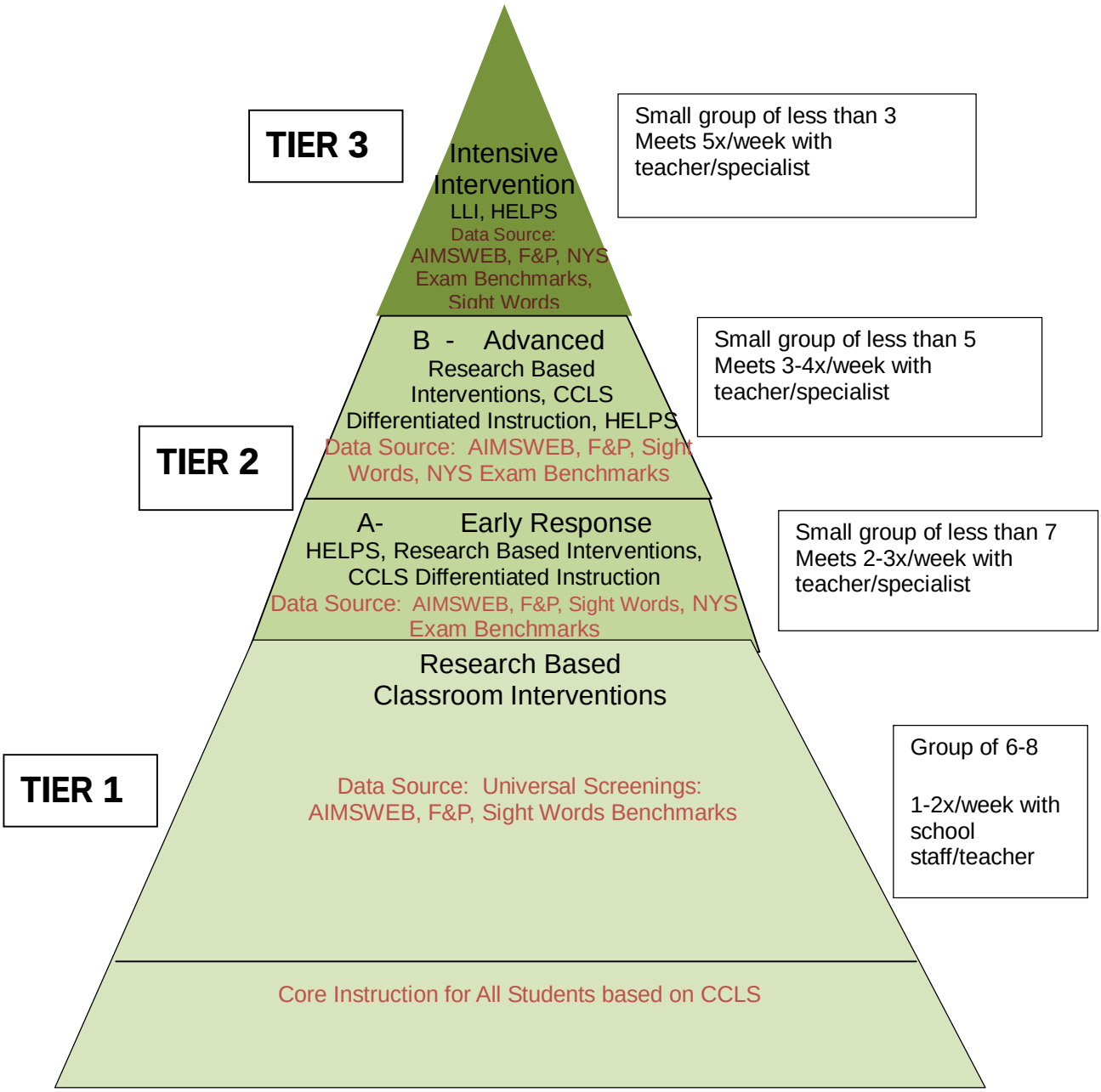
In addition to the above RtI requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students' instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematics abilities and skills.
- **If the student is determined to be making substandard progress in such areas** of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.
- 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.

An RtI process as described above will meet the section 117.3 requirements to ensure a student's progress toward meeting the State's standards.

SECTION 2:
RTI AS A MULTI-TIERED PREVENTION FRAMEWORK

RtI serves as a multi-tiered prevention framework/model with increasing levels or tiers of instructional support. Within the Greene Central School District, a three-tiered model is used. The graphic presented below provides a visual illustration of the district's RtI model.



Tier One

Tier One is considered the primary level of intervention at Greene Central Schools and always takes place in the general education classroom. Tier 1 involves appropriate instruction in reading delivered to all students in the general education class by qualified personnel.

The following matrix provides details on the nature of Tier One at Greene Central School in terms of core program, interventionist, frequency, duration, and location by grade level.

Tier One

Grade	Research-Based Skill Interventions	Interventionist	Frequency	Duration	Location
K	CCLS, Guided Reading, Skill Based Interventions	Teacher, School Personnel	1-2 x/week in group of no more than 8 students	10-20 minutes	In the classroom or alternate classroom
1	CCLS, Guided Reading, Skill Based Interventions	Teacher, School Personnel	1-2 x/week in group of no more than 8 students	10-20 minutes	In the classroom or alternate classroom
2	CCLS, Guided Reading, Skill Based Interventions	Teacher, School Personnel	1-2 x/week in group of no more than 8 students	10-20 minutes	In the classroom or alternate classroom
3	CCLS, Guided Reading, Skill Based Interventions	Teacher, School Personnel	1-2 x/week in group of no more than 8 students	10-20 minutes	In the classroom or alternate setting
4	CCLS, Guided Reading, Skill Based Interventions	Teacher, School Personnel	1-2 x/week in group of no more than 8 students	10-20 minutes	In the classroom or alternate setting
5	CCLS, Guided Reading, Skill Based Interventions	Teacher Reading Teacher Spec Ed Teacher School Personnel	1-2 x/week in group of no more than 8 students	10-20 minutes	In the classroom or alternate setting

Description of Core Program:

Grade	Evidence- Based ELA Instruction	Elements of core (5 Pillars)	Differentiation Strategies	Check for Fidelity
K	-Guided Reading -NYS Modules -Orton-Gillingham	-Theme vocabulary -Sight Word Lists -Leveled reading books-comp. -Letter per week -Phonemic Awareness strategies	-Cooperative learning -Project based learning -Centers -Small/partner/individual instruction	-K checklist -sight word checklist -Fountas and Pinnell Assessment -AIMSWEB 3x/year
1	-Guided Reading -NYS Modules -Orton-Gillingham	-Theme vocabulary -Sight Word Lists -Leveled reading books-comp. -Letter per week -Phonemic Awareness strategies	Cooperative learning -Project based learning -Centers -Small/partner/individual instruction	-sight word checklist -Fountas and Pinnell Assessment -AIMSWEB 3x/year
2	-Guided Reading -NYS Modules -Orton-Gillingham	-Theme vocabulary -Sight Word Lists -Leveled reading books-comp. -Letter per week -Phonemic Awareness strategies	-Cooperative learning -Project based learning -Centers -Small/partner/individual instruction	-sight word checklist -Fountas and Pinnell Assessment -AIMSWEB 3x/year
3	-Houghton Mifflin basal -Guided Reading -NYS Modules (Transitioning to)	-Spelling lists-phonetic -Vocabulary: Word-up Project (units 1-14) -Content specific vocab -Guided Reading :poetry, repeated reading, powerpts	-Comprehension-G.R. strategies, leveled texts, groups -AIS support -After school RTI support -Daily extra time	-AIMSWEB (3x benchmark + 3x PM) -RRT (3x/year) -NYS practice exams and formal exam -Grade Level assessments
4	-Houghton Mifflin -Trade books -Literature groups -Project based learning -Integrated Theme Units	-Flocabulary-vocab packets -Literature Groups -Whole Group Reading -Choral Reading -Flip Chart Rdg Strategies -Project based Learning	-Whole/small/partner/indiv -Project based learning -Peer Mentoring -Daily extra time and Afterschool Interventions -Online intervention resources	-AIMSWEB (3x/yr) -RRT (3x/yr) -NYS Assessment 1x -Writing Rubrics -Integrated Theme Test Houghton Mifflin 4x/y
5	-RRT -ELA Modules	-AIMSWEB -Vocabulary Packets -Paired Passages	-Whole/small/partner/indiv -Afterschool interventions	-Module assessment -RRT (3x/yr) -AIMSWEB (3x/yr) -NYS Assessment 1x

Tier Two

Within the Greene Central School District, Tier Two is typically small group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of core instruction students receive in Tier 1. Instruction/interventions provided at this level/tier are designed to address the needs or weaknesses of the student relative to the reading process.

Tier Two Supplemental Intervention

Grade	Program Options	Interventionist	Frequency	Duration	Location	Group Size
K	Research Based Interventions	Reading Specialist/ Teacher	2-4x/week in small group	20-30 minutes	Separate Location	5-7 students
1	Research Based Interventions	Reading Specialist/ Teacher	2-4x/week in small group	20-30 minutes	Separate Location	5-7 students
2	Research Based Interventions	Reading Specialist/ Teacher	2-4x/week in small group	20-30 minutes	Separate Location	5-7 students
3	Research Based Interventions	Reading Specialist/ Teacher	2-4x/week in small group	20-30 minutes	Separate Location	5-7 students
4	Research Based Interventions	Reading Specialist/ Teacher	2-4x/week in small group	20-30 minutes	Separate Location	5-7 students
5	Research Based Interventions	Reading Specialist/ Teacher	2-4x/week in small group	20-30 minutes	Separate Location	5-7 students

Program options available to students at this tier are based on student need(s). A Tier 2 Intervention Menu located in the Appendix section of this document provides information on the nature of program options.

Tier Three

Tier Three is designed for those students who have been unresponsive to Tier 2 intervention or who demonstrate such significant needs that warrant intensive instruction or intervention. The following matrix provides details on the nature of Tier 3 at Greene Central School District outlining program options, interventionist, frequency, duration, location and group size.

Tier Three

Grade	Program Options	Interventionist	Frequency	Duration	Location	Group Size
K	LLI, HELPS	Reading Specialist/ Teacher	4-5x/week in small group	20-30 minutes	Separate Location	2-3 students
1	LLI, HELPS	Reading Specialist/ Teacher	4-5x/week in small group	20-30 minutes	Separate Location	2-3 students
2	LLI, HELPS	Reading Specialist/ Teacher	4-5x/week in small group	20-30 minutes	Separate Location	2-3 students
3	LLI, HELPS	Reading Specialist/ Teacher	4-5x/week in small group	20-30 minutes	Separate Location	2-3 students
4	LLI, HELPS	Reading Specialist/ Teacher	4-5x/week in small group	20-30 minutes	Separate Location	2-4 students
5	LLI, HELPS	Reading Specialist/ Teacher	4-5x/week in small group	20-30 minutes	Separate Location	2-4 students

Program options available to students at this tier are based on the student needs. Appendix B provides information on the nature of program options available at Tier 3 for each grade level.

SECTION 3:

ASSESSMENT WITHIN AN RTI FRAMEWORK

An 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 an RtI process for different purposes.

Screening

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) 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. Standardized reading screening AIMSWEB is used with published validity and reliability. National norms are used in the screening process. The Fountas and Pinnell Reading Assessment is also a standardized reading instrument used to assess student reading fluency, comprehension, and rate. These measures have been selected for their high reliability and validity.

The table presented below provides descriptive information regarding the universal screening procedures used at the Greene Central School District.

Screening Tool(s):	AIMSWEB; Fountas and Pinnell Reading Assessment, Sight Words	Ready NY CCLS Screening
Frequency of Administration:	Fall, Winter and Spring	Fall, Winter
Grades Screened:	K,1,2,3,4,5	3,4,5
Screening Administrator(s):	Gen Ed Teachers Reading Teachers Spec Ed Teachers	Gen Ed Teachers Reading Teachers Spec Ed Teachers
Location:	Assessment area in/out of the classroom	Assessment area in/out of the classroom

A Screening Assessment Schedule is provided that details the nature of screening assessment per grade level at multiple intervals across the school year.

AIMSWEB UNIVERSAL SCREENING BY GRADE & BENCHMARKING PERIODS

Grade	Fall (September)	Winter (Jan/Feb)	Spring (May/June)
Kindergarten	**LSF + LNF**	**LSF + LNF + NWF + PSF**	**LNF + NWF + PSF**
First Grade	**NWF + PSF**	**NWF + PSF + R-CBM**	**NWF + PSF + R-CBM**
Second thru Fifth Grade	**R-CBM + MAZE**	**R-CBM + MAZE**	**R-CBM + MAZE**

In addition to the above screening assessments, students are also mandated to receive AIS/RTI services at the Tier 2 level in grades 3 and 4 when NYS Exam Scores are at a Level 1 or 2.

Progress Monitoring

Progress monitoring is the practice of assessing student performance using assessments 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 determine a student's movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

The Greene Central School District uses AIMSWEB to Leveled Literacy Intervention progress monitoring to determine a student's movement across the tiers by examining rate of progress and level of performance over time. The table below provides logistical information regarding progress monitoring procedures within Tiers 1, 2, and 3 at the Greene Central School District.

	Tier 1	Tier 2	Tier 3
Frequency of Administration:	After each intervention cycle	Every 2-3 weeks	Weekly
Administrator(s):	Gen Ed Teacher	Reading Teacher Spec Ed Teacher	Reading Teacher Spec Ed Teacher

Location:	Assessment area in/out of classroom	Assessment area out of classroom	Assessment area out of classroom

Additional Assessment: Diagnostic

Screening and progress monitoring tools occasionally provide sufficient information to plan instruction, but most often they do not since they tend to focus on quick samples of student performance as opposed to greater in-depth information about a student's abilities. Assessments that are diagnostic in nature provide greater detail about individual students' skills and instructional needs. They provide educators with information that informs the "what to teach" and the "how to teach." 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.).

Appendix C – Reading Diagnostic Assessment Matrix provides information regarding diagnostic measures used to gather additional instructional information about a student's performance in reading across grades Kindergarten through Fifth.

SECTION 4:
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. 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, two major decisions need to be made relative to student performance:

1. Which student's may be at-risk for academic failure?
2. How well is the student responding to supplemental, tiered instruction/intervention?

Determining Initial Risk Status

To determine which students may be at-risk, the Greene Central School District uses data obtained from benchmark/screening assessments as well as other sources. The following table provides information about the nature of this decision.

Determining Who's At-Risk	
Data Source:	AIMSWEB, NYS ELA, Fountas and Pinnell Assessment, Ready NY CCLS, Sight Words
Purpose:	• Identify who's at risk • Identify the level of intervention a student requires • Provide preliminary information about the effectiveness of core instruction at Tier 1
Who's Involved:	Grade Level Gen Ed Teachers, Spec Ed Teachers, Guidance Counselor and Psychologist
Frequency:	Within 2 weeks of administration of benchmark during RTI Benchmark Plan time
Decision Options and Criteria:	See Grade Level Cut off Score Charts (See Appendix D for a graphic illustration of decision rules related to Initial Risk Status)

Determining Student Response to Intervention

Another key decision made by the RtI Core Team is whether or not a student who is receiving supplemental instruction or intervention is making progress. The Greene Central School District makes use of 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 RtI Core Team can make an informed decision about a student's response to intervention. The table presented below provides further information regarding the nature of this decision.

Determining Student Response to Intervention

Data Source:	AIMSWEB, Fountas and Pinnell, Ready NY CCLS, Sight Words		
Purpose:	• Determine student's response to the intervention • Determine if the student is making progress towards grade level benchmarks • Determine the need for a lesser or more intensive intervention		
Who's Involved:	Grade Level Gen Ed Teachers, Spec Ed Teachers, Guidance Counselor and Psychologist		
Frequency per Tier:	Tier 1	Tier 2	Tier 3
	After each intervention cycle	Benchmarks and mid-point	Benchmarks and mid-point
Criteria:	See Appendix E for a graphic illustration of Reading Level Criteria for each grade level K-5 and Data Review Schedule		

LD Determination

Effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer solely 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 under the classification of LD, the CSE must determine that a student's academic underachievement is not due to the lack of appropriate instruction in reading.

Appendix F includes an SED approved form that is used for Greene CSD LD documentation purposes.

SECTION 5:
PROFESSIONAL DEVELOPMENT

Part 100.2(ii)(3) requires each school district take “appropriate steps to ensure that staff have the knowledge and skills necessary to implement a RtI program and that such program is implemented consistent with…” the specific structure and components of the RtI process selected by the school district.

The Greene Central School District provides ongoing staff development at the school building level. RtI Handbooks with procedures and expectations have been developed for each staff person involved in the RtI process. Before the start of each school year, updates and training is provided to all staff participating in the RtI process. In addition, staff meets quarterly with members of the RtI District Team to review the implementation, resources and data.

SECTION 6:
PARENT NOTIFICATION

In the Greene Central School District, parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents prior to students receiving interventions at Tier 2 or 3 via a letter that indicates:

- The nature of the intervention their child will be receiving
  - Type of intervention
  - Frequency
  - Duration
  - Interventionist
- The amount and nature of student performance data that will be collected
  - Screening tool
  - Review date of progress

These letters are generated through the program ***RTI Edge***, which provides student data keeping, parent communication and progress monitoring.

APPENDICES

A. Tier 2 Instructional Menu

B. Tier 3 Instructional Menu

C. Reading Diagnostic Assessment Matrix

D. Decision Rules for Determining Initial Risk Status

E. Decision Rules for Determining Student Response to Intervention

F. Documentation of the Determination of Eligibility for a Student Suspected of Having a Learning Disability

APPENDIX A
TIER 2 INSTRUCTIONAL MENU

Intervention Strategy	Primary Level K-2	Intermediate Level 3-5
Comprehension	Picture Walk Prediction Summarizing Oral Questions after reading Story Structure elements Look back in text Underline text to find answer Re-read	Preview Text-KWL Prediction Self-Question/Make Connections Monitoring Generating Questions Visualizing Summarizing Graphic Organizer- semantic Story structure elements Knowing how words work-vocab
Vocabulary	Using context clues Word relationships Synonyms/Antonyms/Homonyms Using personal experiences and background knowledge Leveled Literacy Intervention program	Using context clues Understanding connotative and denotative word meanings Understanding meaning through Word relationships Using part of speech for meaning Using personal experiences and background knowledge Dictionary and Thesaurus Skills Parts of speech Word relationships
Fluency	Repeated Oral reading Text only Timed reading Echo reading Choral reading Chunking Pre-reading Modeling	Repeated Oral reading Text only Timed reading Echo reading Choral reading Chunking Pre-reading Modeling
Sight Words	Flashcards Board Games Writing Multi-sensory reading and writing of sight words Repeated reading In phrases Underlining in text	Flashcards Board Games Writing Multi-sensory reading and writing of sight words

APPENDIX B
TIER 3 INSTRUCTIONAL MENU

Intervention Strategy	Primary Level K-2	Intermediate Level 3-5
Comprehension	Picture Walk Prediction Summarizing Oral Questions after reading Story Structure elements Look back in text Underline text to find answer Re-read Leveled Literacy Intervention strategies	Preview Text-KWL Prediction Self-Question/Make Connections Monitoring Generating Questions Visualizing Summarizing Graphic Organizer- semantic Story structure elements Knowing how words work-vocab Leveled Literacy Intervention strategies
Vocabulary	Using context clues Word relationships Synonyms/Antonyms/Homonyms Using personal experiences and background knowledge Leveled Literacy Intervention strategies	Using context clues Understanding connotative and denotative word meanings Understanding meaning through Word relationships Using part of speech for meaning Using personal experiences and background knowledge Dictionary and Thesaurus Skills Parts of speech Word relationships Leveled Literacy Intervention strategies
Fluency	Repeated Oral reading Text only Timed reading Echo reading Choral reading Chunking Pre-reading Modeling Leveled Literacy Intervention strategies	Repeated Oral reading Text only Timed reading Echo reading Choral reading Chunking Pre-reading Modeling Leveled Literacy Intervention strategies
Sight Words	Flashcards Board Games Writing Multi-sensory reading and writing of sight words Repeated reading In phrases Underlining in text Leveled Literacy Intervention strategies	Flashcards Board Games Writing Multi-sensory reading and writing of sight words Repeated reading In phrases

APPENDIX C
READING DIAGNOSTIC ASSESSMENT MENU

Tier 1	Primary Level K-2	Intermediate Level 3-5
Fall	AIMSWEB Fountas and Pinnell Sight Word Grade Level List	AIMSWEB Fountas and Pinnell Sight Word Grade Level List Ready NY CCLS
Winter	AIMSWEB Fountas and Pinnell Sight Word Grade Level List 2nd Grade ELA Mid-Term	AIMSWEB Fountas and Pinnell Sight Word Grade Level List Ready NY CCLS
Spring	AIMSWEB Fountas and Pinnell Sight Word Grade Level List 2nd Grade ELA Cumulative Exam	AIMSWEB Fountas and Pinnell Sight Word Grade Level List NYS ELA Exam

Progress Monitoring with AIMSWEB for Tiers 1, 2 and 3:

	Tier 1	Tier 2	Tier 3
Frequency of Administration:	After each intervention cycle	Every 2-3 weeks	Weekly
Administrator(s):	Gen Ed Teacher	Reading Teacher Spec Ed Teacher	Reading Teacher Spec Ed Teacher
Location:	Assessment area in/out of classroom	Assessment area out of classroom	Assessment area out of classroom

APPENDIX D
CRITERIA DATA CHARTS FOR DETERMINING INTIAL RISK STATUS

Kindergarten Criteria Chart

Fall Benchmark

	Student Scores	Target	Green	Yellow	Red
LNF		13	8+	3-7	2 or below
LSF		2	1+	-	-
Sight Words					
F&P instructional					

Key: If 3 or more sections are yellow-student will receive AIS .
If 2 or more sections are red-student will receive AIS.
(Circle one) AIS: Yes or No

Notes: _____

Winter Benchmark

	Student Scores	Target	Green	Yellow	Red
LNF		38	33+	20-32	19 or below
LSF		20	16+	7-15	6 or below
PSF		18	12+	4-11	3 or below
NWF		19	16+	5-15	4 or below
Sight words					
F&P instructional		A (B Feb)	A+	Below A	-

Key: If 3 or more sections are yellow-student will receive AIS .
If 2 or more sections are red-student will receive AIS.
(Circle one) AIS: Yes or No

Notes: _____

Spring Benchmark

	Student Scores	Target	Green	Yellow	Red
LNF		46	42+	30-41	29 or below
LSF		33	30+	19-29	18 or below
PSF		41	36+	17-35	16 or below
NWF		33	29+	19-28	18 or below
Sight words					
F&P instructional		C	B+	A	Below A

Key: If 3 or more sections are yellow-student will receive AIS
If 2 or more sections are red-student will receive AIS
(Circle one) AIS: Yes or No

APPENDIX D – continued

First Grade Criteria Chart

Fall Benchmark

	Student Scores	Target	Green	Yellow	Red
LNF*	*	40	37+	27-36	26 or below
LSF*	*	25	22+	14-21	13 or below
PSF*	*	35	30+	15-29	14 or below
NWF*	*	27	23+	14-22	13 or below
Sight Words*	*				
F&P instructional*	*	E	E+	D	C or below

Key: If 3 or more sections are yellow-student will receive AIS
If 2 or more sections are red-student will receive AIS
(Circle one) AIS: Yes or No

Notes: _____

Winter Benchmark

	Student Scores	Target	Green	Yellow	Red
LNF		49	44+	31-43	30 or below
LSF		40	36+	24-35	23 or below
PSF*	*	45	42+	32-41	31 or below
NWF*	*	45	41+	31-40	30 or below
CBM*	*	30	20+	12-19	11 or below
Sight Words*	*	57	57+	19-56	19 or below
F&P instructional*	*	G	G+	F	D or below

Key: If 3 or more sections are yellow-student will receive AIS
If 2 or more sections are red-student will receive AIS
(Circle one) AIS: Yes or No

Notes: _____

Spring Benchmark

	Student Scores	Target	Green	Yellow	Red
LNF		46	51+	36-50	35 or below
LSF		46	42+	31-41	30 or below
PSF		49	46+	37-45	36 or below
NWF*	*	57	52+	39-51	38 or below
CBM*	*	53	41+	23-40	22 or below
Sight Words*	*				
F&P instructional*	*	I	I+	H	G or below
End of year ELA*	*	80%		65%-75%	64% or below

Key: If 3 or more sections are yellow-student will receive AIS
If 2 or more sections are red-student will receive AIS
(Circle one) AIS: Yes or No

APPENDIX D- continued

Second Grade Criteria Chart

Fall Benchmark

	Student Scores	Target	Green	Yellow	Red
R-CBM		55	36+	18-35	17 or below
MAZE		4	3+	2	1 or below
Sight words		30	20+	11-20	10 or below
F&P (instructional)		J	J +	I	H or below

Key: If 3 or more sections are yellow-student will receive AIS
If 2 or more sections are red-student will receive AIS

(Circle one) AIS: Yes or No

Notes: _____

Winter Benchmark

	Student Scores	Target	Green	Yellow	Red
R-CBM		80	65+	40-64	39 or below
MAZE		9	7+	5-6	4 or below
Sight words		60	51+	31-50	30 or below
F&P (instructional)		L	L +	K	J or below
ELA Mid Term?		80%	75% +	65%-75%	64% or below

Key: If 3 or more sections are yellow-student will receive AIS
If 2 or more sections are red-student will receive AIS

(Circle one) AIS: Yes or No

Notes: _____

Spring Benchmark

	Student Scores	Target	Green	Yellow	Red
R-CBM		92	83+	60-82	59 or below
MAZE		14	11+	7-10	6 or below
Sight words		87	80+	71-80	70 or below
F&P (instructional)		M	M+	L	K or below
End of year ELA		80%	75%+	65%-75%	64% or below

Key: If 3 or more sections are yellow-student will receive AIS
If 2 or more sections are red-student will receive AIS
(Circle one) AIS: Yes or No

APPENDIX D- continued

Third through Fifth Grade Criteria Chart

Key: **NYS state scores of 1 or 2 are mandatory AIS services**
If 3 or more sections are yellow (other than NYS) the student will qualify for AIS services.
If 2 or more scores are in red (other than NYS)the student qualifies for AIS services.

Fall Benchmarks

ELA

Assessment	Student score	Target	Green	Yellow	Red
NYS ELA					
R-CBM					
F& P level					
CCLS ELA					

Math

Assessment	Student score	Target	Green	Yellow	Red
NYS Math					
CCLS Math					

AIS Services qualified for _____ ELA ____Math

Winter Benchmarks

ELA

Assessment	Student score	Target	Green	Yellow	Red
R-CBM					
F& P level					
CCLS ELA					

Math

Assessment	Student score	Target	Green	Yellow	Red
CCLS Math					

AIS Services qualified for _____ ELA ____Math

Spring Benchmarks

ELA

Assessment	Student score	Target	Green	Yellow	Red
R-CBM					
F& P level					
CCLS ELA					

Math

Assessment	Student score	Target	Green	Yellow	Red
CCLS Math					

AIS Services qualified for _____ ELA ____Math

APPENDIX E
DATA REVIEW FOR DETERMINING STUDENT RESPONSE TO INTERVENTION

READING DATA REVIEW SCHEDULE K-5

	Benchmarks for all students	Benchmark Grade level Data Meeting	Tier I Plans	Tier II Groups	Tier II Progress Review Meetings	RFA= Request for Assistance Meetings	Tier III Groups	CSE Referrals
		Sort students into Tier II groups	Meet every 6-8 weeks	Progress monitor every 2-3 weeks	Determine if progress or lack of progress and need building Request for Assistance meeting	Set Tier III plan (and review progress on Tier III plan)	Progress monitor weekly	RFA will make referral when continued delay after 2 cycles of Tier III
September	Fall	x						
October			x	x		x	x	x
November			x	x	x	x	x	x
December			x	x		x	x	x
January	Winter	x	x	x	x	x	x	x
February			x	x		x	x	x
March			x	x	x	x	x	x
April			x	x		x	x	x
May	Spring	x	x	x	x	x	x	
June				x		x	x	

APPENDIX F

DOCUMENTATION OF THE DETERMINATION OF ELIGIBILITY
FOR A STUDENT SUSPECTED OF HAVING A LEARNING DISABILITY
EVALUATION FOR SPECIFIC LEARNING DISABILITY

Student #: _____ DOB: _____

Date: _____

EXCLUSIONS

Is student's difficulty primarily the result of:

No	Yes	
□	□	Visual, hearing, or motor disability;
□	□	Mental retardation;
□	□	Emotional disturbance;
□	□	Cultural factors;
□	□	Environmental or economic disadvantage; or
□	□	Limited English proficiency.

PROGRESS

Has student made sufficient progress to meet age or State-approved grade-level standards when using a process based on the student's response to scientific, research - based intervention?

No	Yes
□	□

PERFORMANCE/ACHIEVEMENT

Is there an absence of a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards or intellectual development?

No ☐ Yes ☐

STOP if yes to any of the above.

EVALUATION PROCESS

OBSERVATION

In the learning environment including the regular class setting or, for a child of less than school age or out of school, in an appropriate environment for a child of that age. ***The individual evaluation must include information from an observation of the student in routine classroom instruction and monitoring of the student's performance that was either done before the student was referred for an evaluation or from an observation of the student's academic performance in the regular classroom after the student has been referred for an evaluation. . . .***

1. Evaluation Team Member

_____
(Name)

_____
(Title)

2. Academic performance in areas of difficulty: **[Specify]** _____

3. Behavior in areas of difficulty: **[Specify]** _____

PRIOR INSTRUCTION

Was student provided appropriate instruction in regular education settings delivered by qualified personnel? If so, describe: _____

PRIOR ASSESSMENTS

Is there data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the parents? If so, describe: _____

ELIGIBILITY

1. The student has a specific learning disability in one or more of the following areas:

   ___ oral expression
   ___ listening comprehension
   ___ written expression
   ___ basic reading skill
   ___ reading fluency skills
   ___ reading comprehension
   ___ mathematics calculation
   ___ mathematics problem solving

2. Basis for determination: **[Specify]** _____

   a. This determination was made drawing upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. Such information has been documented and carefully considered.

3. Relationship of behavior if any noted during observation to the student's academic functioning: **[Specify]** _____

4. Educationally relevant medical findings, if any: **[Specify]** _____

5. The student does not achieve adequately for the student's age or meet State-approved grade-level standards: **[Specify]** _____

6. The student does not make sufficient progress to meet age or State-approved grade-level standards: **[Specify]** _____

7. Whether there is a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development: _____ **[Specify]** _____

8. The instructional strategies used and the student-centered data collected if a response to scientific, research-based intervention process was implemented with documentation that the parents were properly notified: **[Specify]** _____

CERTIFICATION

The following signature of each Committee member indicates agreement with the Committee's report:

Signature	Print Signature
_____	_____
_____	_____

ANY MEMBER DISAGREEING WITH THE REPORT MUST SUBMIT A SEPARATE STATEMENT PRESENTING THAT MEMBER'S CONCLUSIONS.

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