



# **Cheektowaga-Maryvale Union Free School District**

## **Response to Intervention/ Academic Intervention Plan October 2015-October 2017**

### **Mission Statement:**

The Maryvale School District will grow, develop and prepare students for the opportunities and challenges of college, career and citizenship.

**Revised: October 15, 2015**

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### **District RtI-AIS Team Members:**

The following people served as members of the Maryvale School District Response to Intervention- Academic Intervention Team who reviewed and revised the plan, evaluated progress and made recommendations for continued growth and development to support student achievement.

Margaret Aldrich, Manager of Curriculum and Instruction

Jennifer Aumer, RTI TOSA

Karen Bauchle, Director of Special Services

Suzanne Dell'Oso, Primary School Psychologist

Peter Frank, Primary School Principal

Jousline Haddad, Social Studies Teacher & Credit Recovery Summer Specialist

Donna Hafner, Reading Specialist

Kurt Hansen, Science Teacher, Former ALC & Credit Recovery Teacher

James Maloney, Assistant Superintendent for Curriculum and Instruction

Shelly Phillips, MS Student Services Coordinator

Jolene Rice, HS Guidance Counselor

Erica Rodriguez, RTI Teacher

Jeffrey Ross, Math Teacher on Special Assignment

Lisa Sadowski, Secondary AIS Teacher

Thomas Stack, High School Principal

Sheri Stuart, ELA Teacher on Special Assignment

Michael Viscome, Intermediate School Principal

Karyn Voos, HS School Psychologist

Tricia Winnicki, MS Guidance Counselor

# Cheektowaga-Maryvale Union Free School District

## Response to Intervention Academic Intervention Services Plan

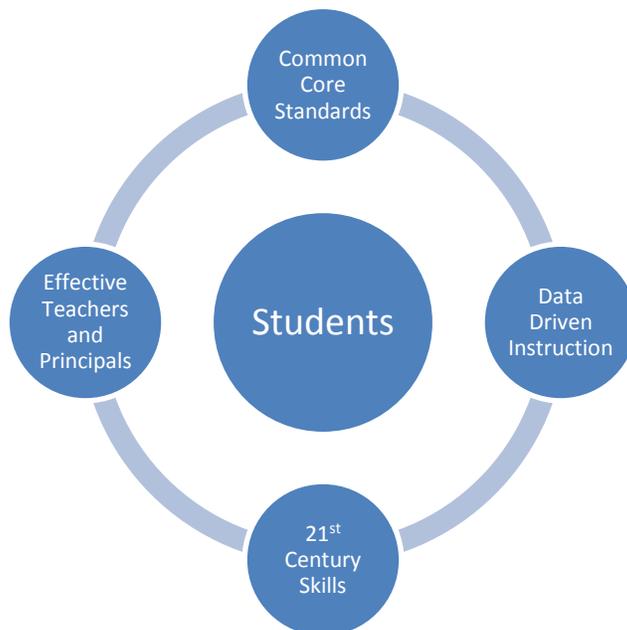
### **NYS Regents Reform Agenda:**

The New York State Education Department has outlined an aggressive new reform agenda establishing high expectations for New York State schools. Its components support cohesive transformation to ensure all students graduate from high school, college and career ready.

College and Career Ready is being prepared for any postsecondary experience, including skilled employment, study at two- and four-year institutions leading to post-secondary credentials (including: associates and bachelor degrees, certificate, license). Being ready for college means that a high school graduate has the knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college coursework.

Comprehensive reform requires educators and school leaders to implement a set of integrated and research-based strategies to make student achievement improvements that strengthen the collective focus and alignment between a district and its schools. Characteristics of high performing schools include standards-based curriculum and assessment, research-based strategy instruction, data driven decision making, targeted professional development, achievement driven structure and support and family and community engagement.

The Maryvale School System believes the evolution of high performing schools will be developed through a Professional Learning Community (PLC) model. These structures will empower teachers, leaders, and students to reach their fullest potential. We will grow a community where leadership matters – district, principal, and teachers. We will flourish as a learning community where parents and families matter and where the community can be a part of its success. Maryvale is a learning community where student growth and achievement are the core of our mission.



*“High-performing school systems treat student failure with the same urgency as the aviation industry, nuclear power plants and hospitals treat mistakes – by putting data systems and processes in place to ensure high quality instruction for all students and, if needed, respond to student failure quickly and efficiently.”* Mid-Continent Research for Education and Learning (McRel) 2013

## **Response to Intervention (Rtl) - Description**

Response to Intervention (Rtl) is a multi-tiered framework designed to maximize achievement for all students. Response to Intervention (Rtl) is a model used to provide high quality instruction and interventions that address student’s individual needs by measuring the level of progress and performance of students over time. Rtl is about general education and represents an educational strategy “to close achievement gaps for all students including students at risk academically and behaviorally, students with disabilities, English Language Learners, and academically talented learners by preventing smaller learning problems from becoming larger gaps” (NYSED, RTI Guidance Document, October 2010). When used with fidelity, Rtl has also been shown to lead to more appropriate identification of and interventions for students with learning disabilities (NYSED, Rtl Guidance Document, October 2010). An important goal of Rtl is to use information about student progress to make decisions that impact academic, behavioral, social emotional, attendance, health and family related areas of student lives.

Rtl is a way to:

- Provide assistance for students who are having trouble learning
- Accurately monitor individual progress
- Use data to make informed decisions regarding student instruction
- Make sure that all students can reach their potential
- Provide additional instructional services to help students achieve the Common Core Learning Standards

## **Academic Intervention Services (AIS) – Description**

Academic Intervention Services means additional instruction and/or student support services which supplement the instruction provided in the general curriculum and assist students in meeting the Common Core Learning Standards. Academic Intervention Services are intended to assist students who are at risk of not achieving the Common Core Learning Standards, or who are at risk of not gaining knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic Intervention Services will be made available to students with disabilities on the same basis as nondisabled students, provided however that such services will be provided to the extent with the student’s individualized education program (IEP).

The Cheektowaga-Maryvale Union Free School District, a first-ring suburb of the City of Buffalo and located in Erie County, has an enrollment of approximately 2,200 students. The district believes that all students should be afforded appropriate and targeted opportunities for academic assistance and intervention, based on root cause analysis of multiple measures so that they may be successful in meeting the Common Core Learning Standards.

The description of Academic Intervention Services (AIS) includes criteria for eligibility and two components of AIS:

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

### **Three Tier Rtl Model:**

The instruction and interventions encompassing the Rtl model may involve many different levels of intensity and individualization, but usually fall within the following three tiers:

#### **Tier 1-Core Instruction (foundation)**

This primary tier involves the general education population (all students) and can affect any student in a classroom who is slightly behind. The students receive instruction using the core curriculum with progress monitoring to assess their response to instruction. The teacher may slightly vary instructional routines or groupings to accommodate a Tier 1 student. Students who do not show positive response with Tier 1 intervention move into Tier 2.

#### **Tier 2-Strategic Interventions (strategic)**

In Tier 2, more intensive forms of strategic interventions are applied for those students not responsive to the Tier 1 interventions. More frequent progress monitoring will show that the student(s) are not achieving the desired standards despite receiving differentiated and high quality instruction.

These interventions are designed to be implemented immediately and are intended to be short term. However, there is no specific time limitation for a student to be in Tier 2. Students may remain in place as long as data indicating strong progress continues to be acquired. Students who respond to Tier 2 Supplementary Instruction may move back to Tier 1. Students not responsive to Tier 2 Supplementary Instruction move to Tier 3.

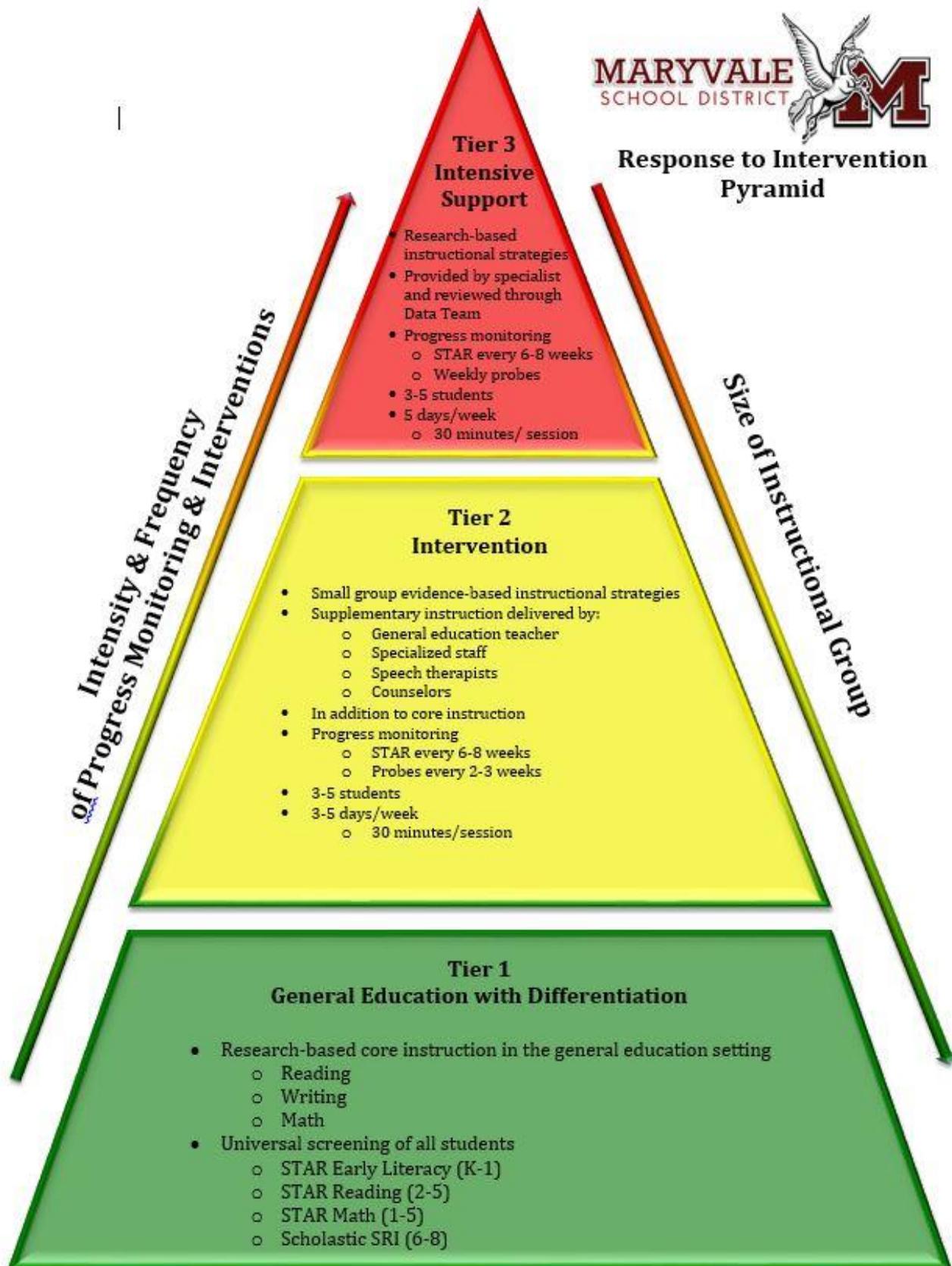
#### **Tier 3-Intensive Interventions (intensive)**

This level is characterized by intensive intervention that is increased in frequency, intensity, and duration based on targeted assessment results showing lack of response by the student.

These interventions are supplemental to Tier 1 and Tier 2. These students show significantly low performance in the standards. If these interventions are effective, a student can move back to Tier 2. If continued interventions are not effective at this level, the School-Based Rtl Support Team will meet to discuss the referral of the student and data for consideration of CSE evaluation.

The following Three-Tiered Model demonstrates the multi-level approach to student support.

**Response to Intervention  
Pyramid**



## Problem Solving Steps

The interventions needed for Tier 1, Tier 2, and Tier 3 are identified through a data-based decision making process and the problem solving steps which follow:

1. **DEFINE** the problem by determining the discrepancy between what is expected and what is occurring. Ask, "What is the problem?"
2. **ANALYZE** the problem using data to determine why the discrepancy is occurring. Ask, "Why is it taking place?"
3. **IMPLEMENT** with integrity a plan that will address a student performance goal, and delineate how the student's progress will be monitored.
4. **EVALUATE** the effectiveness of the intervention plan based on the student's response to the intervention plan according to the progress monitoring data. Ask, "Is it working?" If not, how will the intervention plan be adjusted to better support the student's progress?

## Minimum Requirements of a Response to Intervention Program (RtI)

### Appropriate Core Instruction

A school district's process to determine if a student responds to scientific, research-based instruction shall include **appropriate core 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.

Appropriate Core Instruction is delivered to all students in the General Education Class by qualified personnel. All curriculum will be aligned with the NYS Common Core Learning Standards.

Appropriate core instruction begins with the core program that provides:

- high quality, research-based instruction to all students in the general education class provided by qualified teachers;
- differentiated instruction to meet the wide range of student needs;
- curriculum that is aligned to the Common Core Learning Standards and grade level
- performance indicators for all general education subjects; and
- instructional strategies that utilize a formative assessment process.

## **Rationale for Implementation**

Rtl legislation was established to:

- ensure that all students receive appropriate and effective instruction.
- provide for earlier identification of the diverse educational needs of all students.
- replace the “wait to fail” model of intervention.
- implement effective interventions that are based on research and evidence.
- assist the school in identifying students who may require more intensive instructional services

## **Student Eligibility for Rtl/Academic Intervention Services (AIS)**

- Students in Grades 3-8 will be eligible for AIS if they score below the cut scores designated by the NYS Education Department, on the NYS Assessments in English/Language Arts, Mathematics or Science.
- Students in Grades 9-12 will be eligible for AIS if they score below the approved passing grade on any Regents exam required for graduation in English/Language Arts, Mathematics, Science or Social Studies.
- In grades where no State assessments are given, students will be eligible for AIS if they are determined to be at risk of not meeting State standards according to criteria established by the district. The district-adopted procedure will always be used when a student is absent for all or part of a State assessment, or when a student transfers from out-of-state or the country.

## **District Procedures and Criteria to Determine Eligibility**

First Level of Screening – performance below the established standard on ONE of the following:

- Early Literacy Profile
- Brigance Assessment
- Development Indicators for the Assessment of Learning – DIAL 3
- Maryvale Primary ELA/Math Assessments
- Fry Word Lists
- Dolch PrePrimer through Grade 3
- Fountas & Pinnell – Phonological & Phonics Screening
- Grades 3-8 State Assessments
- NYSESLAT (ENL)
- STAR Early Literacy, STAR Reading and STAR Math Screener

Second Level of Screening – a minimum of TWO of the following must confirm Level 1 or Level 2 findings (or when test results are not immediately available):

- Portfolios (review of student work)
- Scholastic Reading Inventory (SRI)
- Running records
- Software database programs/assessments
- Writing Samples
- Report Card grades
- Classroom performance (Classwork, Unit tests, homework, etc.)
- Final exams (local)
- Anecdotal records (behavior indicators)
- Woodcock Reading Mastery Test-Revised
- Marie Clay Diagnostic Testing Summary
- District-developed parallel assessments in a subject
- Other student records (discipline, health, attendance, etc.)
- Other issues (mobility, family, etc.)
- Recommendations by teachers, counselors, administrators, parents, psychologists, self, etc.
- Part 154 performance standards for LEP (Limited English Proficiency)

## **Types of AIS Service to be Provided**

The Cheektowaga-Maryvale Union Free School District will provide Academic Intervention Services (AIS) in the areas of academic instruction and support services. Decisions related to frequency and intensity of service will be made by the Principal in collaboration with the Child Study Teams, Academic Teams, Counselors, Classroom Teachers, Special Education Teachers, Psychologists, and/or other professional support personnel planning the intervention services based upon individual student needs.

All students are eligible for AIS, including those with disabilities and/or limited English proficiency if they fail to meet the designated State performance standards or district approved procedures. Additionally, English Language Learners (ELL) students who do not achieve the annual designated performance standards as stipulate in CR Part 154 are eligible for AIS.

The District Plan is intended to describe services for students in grades K-12. Additionally, the district will review individual building needs each year by disaggregating data on:

- Needs analysis of student performance information to determine root cause;
- The number of students receiving AIS at each level and within each standards area;
- The range of performance levels of eligible students as determined through State assessments and district approved procedures;
- Staffing needs, instructional approaches, and scheduling options needed to meet the range of intensity and services required by AIS
- Ongoing oversight, monitoring and review by the Building Principals and the Assistant Superintendent for Curriculum and Instruction.

## **Range of Academic Intervention:**

- Additional class time
- Computer-aided instruction
- Individualized instruction
- Small group instruction
- Extended school day
- Extended school year
- Remediation through academic learning center (ALC)
- ENL program
- Alternative education placement

## **Range of Support Services – Coordination of Services based on Need:**

- Counseling for attendance, discipline, family-related, health-related, nutrition-related, mobility/transfer, temporary housing issues
- Speech/language therapy
- Parent training & workshops
- Referral to Family Resource Center

## **Specific RtI-AIS Services at Each Building follow on pages 12 to 18.**

Primary School and Intermediate School Tiers and Descriptions of Service on outlined on the charts on pages 12-17.

Middle School and High School AIS Services are described on Page 18.

**Maryvale School District Response to Intervention Document**  
**RtI Level Description of Service**

Primary School

| <b>RtI Level</b>                               | <b>PROGRAM</b>  | <b>FORMAT</b>   | <b>TYPICAL SETTING</b>   | <b>TYPICALLY PROVIDED BY</b>  | <b>ASSESSMENT TYPES</b>  | <b>ASSESSMENT TOOLS</b>  | <b>ASSESSMENT ADMINISTERED BY</b>  |
|--|---|---|--|---|--|--|--|
| <b>Tier 1 Instruction with Differentiation</b> | <b>ELA</b> <ul style="list-style-type: none"> <li>Core Curriculum – Units of Study Reading &amp; Writing with adapted ELA Module integration</li> <li>RtI Tool Kit</li> <li>Word Study (F&amp;P, Frequency List, Words Their Way, Common Phonograms)</li> <li>Zaner Bloser (ZB) Spelling Connections Grade 2</li> </ul> | <b>ELA</b> <ul style="list-style-type: none"> <li>90 Minutes</li> <li>Whole Group</li> <li>Small Group (skills-based &amp; strategy groups, guided reading groups)</li> <li>Individual conferences</li> </ul> | <b>ELA</b> <ul style="list-style-type: none"> <li>General Ed Classroom</li> </ul>  | <b>ELA</b> <ul style="list-style-type: none"> <li>Classroom Teacher</li> <li>Certified teacher (ex: spec. ed, reading)</li> <li>Teacher Assistant or Aide w/ Teacher Supervision</li> </ul>         | <b>ELA</b> <ul style="list-style-type: none"> <li>Universal Screening 3x/year</li> <li>Progress Monitoring as Needed</li> </ul>  | <b>ELA</b> <ul style="list-style-type: none"> <li>STAR EL (K-2)/Rdg (2-4)</li> <li>Literacy Portfolio-On Demand Writing Pieces</li> <li>Fountas &amp; Pinnell</li> <li>BAS</li> <li>Running Records</li> <li>Phonemic Awareness</li> </ul> | <b>ELA</b> <ul style="list-style-type: none"> <li>SWAT Team</li> <li>Classroom Teacher</li> </ul>  |
|  | <b>Math</b> <ul style="list-style-type: none"> <li>NYS Modules</li> <li>Math in Focus – Pilot Classes</li> <li>Fast Math – Grade 2</li> </ul>   | <b>Math</b> <ul style="list-style-type: none"> <li>85 minutes</li> <li>Whole Group</li> <li>Small Group Skills Based</li> </ul>   | <b>Math</b> <ul style="list-style-type: none"> <li>General Ed Classroom</li> </ul> | <b>Math</b> <ul style="list-style-type: none"> <li>Classroom Teacher</li> <li>Certified teacher (ex: spec. ed, reading)</li> <li>Teacher Assistant <b>or</b> Aide w/ Teacher Supervision</li> </ul> | <b>Math</b> <ul style="list-style-type: none"> <li>Universal Screening 3x/year</li> <li>Progress Monitoring as Needed</li> </ul> | <b>Math</b> <ul style="list-style-type: none"> <li>STAR Math</li> <li>Module Assessments (Topic Quizzes)</li> </ul>  | <b>Math</b> <ul style="list-style-type: none"> <li>SWAT Team</li> <li>Classroom Teacher</li> </ul> |

| RtI Level                  | PROGRAM  | FORMAT   | TYPICAL SETTING  | TYPICALLY PROVIDED BY  | ASSESSMENT TYPES  | ASSESSMENT TOOLS   | ASSESSMENT ADMINISTERED BY  |
|----------------------------|--|--|--|--|---|--|---|
| <b>Tier 2 Intervention</b> | <p><b>ELA</b><br/><b>In addition to Core:</b></p> <ul style="list-style-type: none"> <li>• Targeted Instruction Based on Need (3-4 Foundational Skills)</li> <li>• Planned &amp; Monitored by Interventionist or Classroom Teacher</li> <li>• Jan Richardson Guided Reading</li> </ul> | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• 30 Minutes</li> <li>• 3 - 5x/week</li> <li>• 3 - 5 students (some pullout)</li> </ul> | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• General Ed Classroom</li> <li>• Other Separate Location</li> </ul>  | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• Certified Teacher</li> </ul>  | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• Universal Screening 3x/year</li> <li>• Progress Monitoring Every 2-3 Weeks</li> </ul>  | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• Easy CBM</li> <li>• STAR</li> <li>• Specific Program Assessments</li> <li>• Fountas &amp; Pinnell</li> <li>• Running Records with Comprehension Questions</li> </ul>                                    | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• Interventionist</li> <li>• Classroom Teacher (STAR EL/Rdg)</li> </ul>  |
|                            | <p><b>Math</b><br/><b>In addition to Core:</b></p> <ul style="list-style-type: none"> <li>• Targeted Instruction Based on Need (3-4 Foundational Skills)</li> <li>• Planned &amp; Monitored by Interventionist or Classroom Teacher</li> </ul>   | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• 30 minutes</li> <li>• 3 - 5x/week</li> </ul>   | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• General Ed Classroom</li> <li>• Other Separate Location</li> </ul> | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Certified Teacher</li> </ul> | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Universal Screening 3x/year</li> <li>• Progress Monitoring Every 2-3 Weeks</li> </ul> | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• STAR Math</li> <li>• Oral Count</li> <li>• Number ID</li> <li>• Missing Number</li> <li>• Quantity Discrimination</li> <li>• Probes</li> <li>• Addition &amp; Subtraction Facts Assessments</li> </ul> | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Interventionist</li> <li>• Classroom Teacher (STAR EL/Rdg)</li> </ul> |

| RtI Level  | PROGRAM  | FORMAT  | TYPICAL SETTING  | TYPICALLY PROVIDED BY   | ASSESSMENT TYPES  | ASSESSMENT TOOLS  | ASSESSMENT ADMINISTERED BY   |
|--|--|---|--|---|---|---|--|
| <p style="text-align: center;"><b>Tier 3<br/>Intensive<br/>Support</b></p> | <p><b>ELA</b><br/><b>In addition to Core:</b></p> <ul style="list-style-type: none"> <li>Highly Targeted (1-2 foundational skills)</li> <li>Planned for &amp; Monitored by Interventionist (see program list for specific option)</li> </ul> | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>30-40 Minutes 5x/week Pullout</li> <li>Individualized Smaller Group (1-5 students)</li> </ul>  | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>Separate Location</li> </ul>  | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>Highly Trained Certified Teacher</li> <li>Reading Specialist</li> <li>RtI Teacher</li> </ul> | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>Universal Screening 3x/year</li> <li>Progress Monitoring Bi-weekly</li> </ul>  | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>Easy CBM</li> <li>STAR EL/Rdg (only if necessary)</li> <li>Letter Sound</li> <li>Specific Program Assessments (ex: Fountas &amp; Pinnell, RtI Toolkit)</li> <li>Words Their Way</li> </ul> | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>Interventionist</li> </ul>  |
|  | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>Highly Targeted (1-2 foundational skills)</li> <li>Planned for &amp; Monitored by Interventionist (see program list for specific option)</li> </ul>                                | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>30-40 Minutes 5x/week Pullout</li> <li>Individualized Smaller Group (1-5 students)</li> </ul> | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>Separate Location</li> </ul> | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>Highly Trained Certified Teacher</li> <li>RtI Teacher</li> </ul>                            | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>Universal Screening 3x/year</li> <li>Progress Monitoring Bi-weekly</li> </ul> | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>STAR Math</li> <li>Easy CBM</li> <li>Probes</li> </ul>  | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>Interventionist</li> </ul> |

**Maryvale School District Response to Intervention Document**  
**RtI Level Description of Service**

Intermediate School

| <b>RtI Level</b>                               | <b>PROGRAM</b>  | <b>FORMAT</b>  | <b>TYPICAL SETTING</b>   | <b>TYPICALLY PROVIDED BY</b>   | <b>ASSESSMENT TYPES</b>  | <b>ASSESSMENT TOOLS</b>   | <b>ASSESSMENT ADMINISTERED BY</b>  |
|--|---|--|--|--|--|---|--|
| <b>Tier 1 Instruction with Differentiation</b> | <b>ELA</b> <ul style="list-style-type: none"> <li>Core Curriculum – Units of Study Reading &amp; Writing</li> <li>Adapted Integrated ELA Modules</li> <li>RtI Tool Kit</li> <li>Zaner-Bloser (ZB) Grammar Usage &amp; Mechanics</li> <li>ZB Strategies for Writers</li> </ul> | <b>ELA</b> <ul style="list-style-type: none"> <li>90 Minutes + Intervention</li> <li>Whole Group</li> <li>Small Group (skills-based &amp; strategy groups, guided reading groups)</li> <li>Individual conferences</li> </ul> | <b>ELA</b> <ul style="list-style-type: none"> <li>General Ed Classroom</li> </ul>  | <b>ELA</b> <ul style="list-style-type: none"> <li>Classroom Teacher</li> <li>Certified teacher (ex: spec. ed, reading)</li> <li>Teacher Assistant or Aide w/ Teacher Supervision</li> </ul>  | <b>ELA</b> <ul style="list-style-type: none"> <li>Universal Screening 3x/year</li> <li>Progress Monitoring as Needed</li> </ul>  | <b>ELA</b> <ul style="list-style-type: none"> <li>STAR EL (K-2)/Rdg (2-4)</li> <li>Literacy Portfolio</li> <li>Fountas &amp; Pinnell</li> </ul> | <b>ELA</b> <ul style="list-style-type: none"> <li>STAR Team</li> <li>Classroom Teacher</li> </ul>  |
|  | <b>Math</b> <ul style="list-style-type: none"> <li>NYS Modules</li> <li>Think Through Math</li> </ul>   | <b>Math</b> <ul style="list-style-type: none"> <li>85 minutes (60 plus intervention)</li> <li>Whole Group</li> <li>Small Group Skills Based</li> </ul>   | <b>Math</b> <ul style="list-style-type: none"> <li>General Ed Classroom</li> </ul> | <b>Math</b> <ul style="list-style-type: none"> <li>Classroom Teacher</li> <li>Certified teacher (ex: spec. ed, reading)</li> <li>Teacher Assistant or Aide w/ Teacher Supervision</li> </ul> | <b>Math</b> <ul style="list-style-type: none"> <li>Universal Screening 3x/year</li> <li>Progress Monitoring as Needed</li> </ul> | <b>Math</b> <ul style="list-style-type: none"> <li>STAR Math</li> <li>Module Assessments</li> </ul>   | <b>Math</b> <ul style="list-style-type: none"> <li>STAR Team</li> <li>Classroom Teacher</li> </ul> |

| RtI Level                      | PROGRAM  | FORMAT  | TYPICAL SETTING  | TYPICALLY PROVIDED BY  | ASSESSMENT TYPES  | ASSESSMENT TOOLS  | ASSESSMENT ADMINISTERED BY  |
|--------------------------------|--|---|--|--|---|---|---|
| <b>Tier 2<br/>Intervention</b> | <p><b>ELA</b><br/><b>In addition to Core:</b></p> <ul style="list-style-type: none"> <li>• Targeted Instruction Based on Need (3-4 Foundational Skills)</li> <li>• Guided Reading</li> <li>• ZB Spelling – Direct Instruction</li> </ul>       | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• 30 - 40 Minutes</li> <li>• 3 - 5x/week</li> <li>• 3 – 6 students (some pullout)</li> </ul> | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• General Ed Classroom</li> <li>• Other Separate Location</li> </ul>  | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• Certified Teacher</li> </ul>  | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• Universal Screening 3x/year</li> <li>• Progress Monitoring Bi-weekly</li> </ul>        | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• Easy CBM</li> <li>• STAR</li> <li>• Specific Program Assessments (ex: Fountas &amp; Pinnell)</li> <li>• Reading A to Z Running Records and Comprehension Questions</li> <li>• Ready NYS CCLS Overview</li> </ul> | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• Interventionist</li> <li>• Classroom Teacher (STAR EL/Rdg)</li> </ul>  |
|                                | <p><b>Math</b><br/><b>In addition to Core:</b></p> <ul style="list-style-type: none"> <li>• Targeted Instruction Based on Need (3-4 Foundational Skills)</li> <li>• Planned &amp; Monitored by Interventionist or Classroom Teacher</li> </ul> | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• 20-25 minutes</li> <li>• 3 - 5x/week</li> </ul>   | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• General Ed Classroom</li> <li>• Other Separate Location</li> </ul> | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Certified Teacher</li> </ul> | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Universal Screening 3x/year</li> <li>• Progress Monitoring Every 2-3 Weeks</li> </ul> | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• STAR Math</li> <li>• Probes</li> </ul>  | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Interventionist</li> <li>• Classroom Teacher (STAR EL/Rdg)</li> </ul> |

| RtI Level  | PROGRAM   | FORMAT   | TYPICAL SETTING  | TYPICALLY PROVIDED BY  | ASSESSMENT TYPES  | ASSESSMENT TOOLS   | ASSESSMENT ADMINISTERED BY   |
|--|---|--|--|--|---|--|--|
| <p style="text-align: center;"><b>Tier 3<br/>Intensive<br/>Support</b></p> | <p><b>ELA</b><br/><b>In addition to Core:</b></p> <ul style="list-style-type: none"> <li>• Highly Targeted (1-2 foundational skills)</li> <li>• Planned for &amp; Monitored by Interventionist (see program list for specific option)</li> <li>• LLI</li> <li>• Jan Richardson</li> </ul> | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• 30 Minutes 5x/week Pullout</li> <li>• Individualized Smaller Group (4-5 students)</li> </ul>  | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• Separate Location</li> </ul>  | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• Highly Trained Certified Teacher</li> <li>• Reading Specialist</li> </ul> | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• Universal Screening 3x/year</li> <li>• Progress Monitoring Bi-weekly</li> </ul>  | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• Easy CBM – Pilot teachers</li> <li>• STAR EL/Rdg (only if necessary)</li> <li>• Program Assessments (ex: Fountas &amp; Pinnell, Reading A to Z Fluency &amp; Comp)</li> <li>• Jan Richardson (3<sup>rd</sup> Grade)</li> <li>• Words Their Way</li> </ul> | <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• Interventionist</li> </ul>  |
|  | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Highly Targeted (1-2 foundational skills)</li> <li>• Planned for &amp; Monitored by Interventionist (see program list for specific option)</li> <li>• Think Through Math</li> </ul>   | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• 30 Minutes 5x/week Pullout</li> <li>• Individualized Smaller Group (3-6 students)</li> </ul> | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Separate Location</li> </ul> | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Highly Trained Certified Teacher</li> <li>• RtI Teacher</li> </ul>       | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Universal Screening 3x/year</li> <li>• Progress Monitoring Bi-weekly</li> </ul> | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• STAR Math</li> <li>• Easy CBM</li> <li>• Probes</li> </ul>   | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Interventionist</li> </ul> |

## **Middle School (Grades 6-8)**

Academic Intervention at the Middle School is determined by using the performance results of the state assessments, historical data and results from the Scholastic Reading Inventory. In addition, recommendations from teachers are considered on an individual basis as well as duration and intensity of services for both the academic and support services.

A child is scheduled for academic support in ELA or Math during or after the school day. Additional classroom support for individual or small group skills reinforcement is provided. Students also may be assigned to Title I services that provide formal long-term remediation with a certified reading specialist.

Counselors (2.0 FTE) in the Student Services Center, and a school psychologist provide the range of support services previously mentioned in this document. Coordination of these services with academic support is the responsibility of the counselors and principal.

A Home/school connection is part of the academic intervention plan. Mandatory letters of notification and progress are sent to parents. Strategies are provided for parent information and parent/teacher conferences.

## **High School (Grades 9-12)**

Academic Intervention Services at the High School will be provided when students score below the State designated performance level (65%) on any of the State examinations required for graduation. These examinations are English Language Arts, Global History and Geography, United States History and Government, Mathematics A, Biology/Living Environment, and Earth Science/Physical Setting.

Academic Intervention at the High School will be provided when students are limited English proficient and are determined, through a district-developed or district-adopted procedure, to be at risk of not achieving learning standards in English Language Arts, Mathematics, Social Studies, and/or Science through English or the student's native language. The district procedure may include diagnostic screening for vision, hearing, and physical disabilities as well as for possible ELL students.

Academic Intervention Services at the High School will be provided when students are determined, through a district-developed or district-adopted procedure, to be at risk of not achieving State learning standards in English Language Arts, Mathematics, Social Studies, and/or Science. The district procedure may include diagnostic screening for vision, hearing, and physical disabilities as well as for possible ELL eligibility.

The Academic Learning Center (ALC) schedules students for intervention services based on the indicators listed above. Students are scheduled into the ALC from study hall or after school based on the intensity of services required. Services are offered by certified teachers, assigned to the ALC to provide AIS.

Students may request non-remedial services from the ALC. Assistance on major projects or papers or to prepare for a major test or examination is available.

The range of support services previously mentioned in this document is provided by counselors (2.8 FTE) and a school psychologist in the Student Services Center. Coordination of these services is the responsibility of the counselors, the Student Support Team, the ALC staff and the Principal.

## **Procedures for Parent Notification**

The principal will be responsible for parental notification indicating a need for Academic Intervention Services. This notification (refer to sample 1) will be made in writing and will include a summary of the services being provided to the student including when the services will be provided, the reason(s) for AIS, and the consequences of not achieving the standards. Parents will be kept apprised of their child's progress through quarterly written reports (refer to SAMPLE 2), parent conferences or consultations each semester, or through the report card; included should be suggestions for working with the student at home. When AIS is discontinued (refer to SAMPLE 4), the parent will be notified in writing that the services will be ending, the criteria for ending services, the current performance level of the student, and the assessment(s) that were used in determining the student's level of performance.

## **Student Progress Reports**

Student reporting will include the following: parent notification letters, progress reports and discontinuation of Rtl-AIS communication.

## **Criteria for Ending AIS**

Academic Intervention Services will end when the student has successfully attained the district standards according to the state and/or district criteria for beginning AIS.

## **Process and Timeline**

Academic Intervention Services may start at any time, but must begin no later than the beginning of the semester following a determination that a student needs such services.

## **Roles and Responsibilities of Key Players**

### **District Office**

- Provide tangible professional development, resources, and materials
- Communicate understandable common message to participants and the public
- Oversee Leadership Team
- Fidelity review and support
- Support stakeholders
- Coordinate and assist in data analysis
- Communicate the Universal Screener (benchmarking) dates and data entry deadlines to the district
- Coordinate consistent, District-wide research and evidence-based instruction/curriculum/intervention

### **Building Principals**

- Schedule and delegate services and responsibilities
- Communicate to teachers, families, participants
- Support implementation
- Provide and facilitate professional development/ resource support

- Insure fidelity of instruction
- Coordinate and assist in data analysis
- Organize the building team

### **Classroom Teachers (General Education/Literacy Support)**

- Provide research and evidence based instruction/curriculum/interventions
- Differentiate levels of instruction
- Initiate & maintain fidelity of instruction, assessment, and intervention
- Evaluate students for placement in tiers for instruction and develop flexible Tier 2 and Tier 3 assignments to meet student needs
- Establish performance goals for the student in the targeted area(s)
- Develop a plan that details specific interventions to address the goals and determine how the student's progress will be monitored
- Monitor/assess/document data and student progress
- Communicate and collaborate with all appropriate stakeholders
- Monitor progress according to the district established timelines
- Problem-solve with principal regarding case-by-case questions as they arise.

### **Rtl-AIS Teachers**

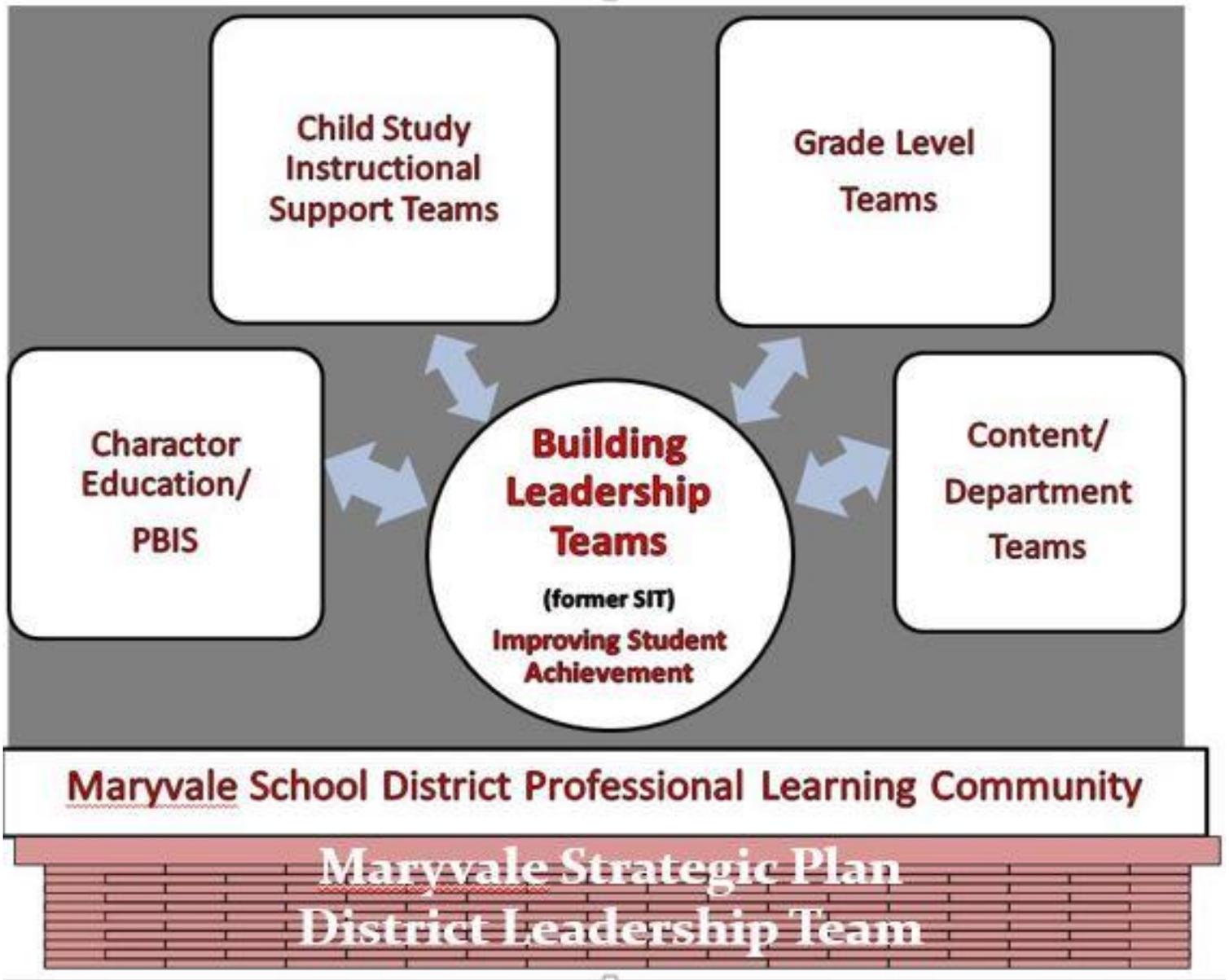
- Provide Rtl or AIS Services
- Communicate and collaborate with teachers and administrators to disaggregate student data
- Function as a resource for student interventions at all levels
- Participate in Tier 2 and 3 problem solving, determining & providing interventions for students, and progress monitoring as appropriate
- Assist with staff development to support the Rtl process as needed
- Communicate & collaborate with all appropriate stakeholders

### **Other Certified Staff (Speech Therapists/Psychologists/Counselors)**

- Communicate and collaborate with all appropriate stakeholders
- Act as a resource to support the Rtl-AIS process
- Provide interventions for students and progress monitoring as appropriate
- Provide support services
- Refer students/families to the Family Resource Center (as needed)

**BUILDING LEADERSHIP TEAMS – See Flowchart**

Building Leadership Teams will oversee the coordination of Building Level PLCs which look at data to inform core instruction, identify student need and provide support so that all students can achieve. Maryvale’s definition of professional learning communities is a group of Maryvale teachers, administrators and staff who collaborate to utilize data driven best practices that improve instruction so that every student will learn.



### **District Leadership Team (District SIT)**

- Review and ensure Building Leadership Team SMART Goals are aligned to the District Strategic Plan
- A representative from each building will serve on the District Leadership Team and communicate with building leadership teams
- Work together to support and answer questions from the building level teams

### **Building Leadership Teams (Building SIT)**

- Responsibilities merged with those of the Child Study/ School Improvement Teams
- Establish a structure of implementation of the tiers at each site
- Support respective school staff with implementation
- Analyze fall, winter, and spring universal screener implementation and school-wide data
- Ensure the fidelity of the implementation
- Relay strengths and needs of process to the district leadership team

### **Parent Membership**

- Be an active participant in the District Leadership Team meetings
- Be involved in the data sharing and decision-making
- Support their child(ren) at home with any interventions that have a home component
- Ask questions; express concerns and offer suggestions

### **District Rtl Team:**

The District Rtl Team will consist of representatives of all four school buildings, Rtl coordinators and district administrators. The responsibilities of the district team include:

- District plan development – The District Rtl Team, will develop and implement the plan to be utilized by the entire district. The Team will be responsible for communicating the plan to all stakeholders, internal and external, in the district.
- Teacher professional development – The Rtl Team will be responsible for researching and providing resources for professional development of all stakeholders directly vested in Rtl, i.e. teachers, school counselors, school level administrators, etc.
- Resource for teacher strategies – The Team will be responsible for the acquisition of resources and strategies of effective intervention techniques for use on the school level and by the school level teams.
- Progress/ Fidelity monitoring – The RtlTeam will be responsible for ensuring the implementation of the district plan with fidelity and integrity.

The Team will offer any corrective measures regarding fidelity and integrity.

- Technical Assistance to school teams – The Team will be responsible for the communication of any and all new information and process issues regarding Rtl.

A sample District TEAM composition follows:

- PreK-5, 6-8 and 9-12 Rtl/AIS Coordinator
- Building administrators
- Literacy/Math Teacher on Special Assignment
- District office administrators
- Special Education Director
- Counselors
- Psychologists

### **School-Based Rtl Support Team (CST, IST):**

Each school will have an Rtl Support Team (i.e. Child Study/IST). This team should include people who are seen as leaders and represent a variety of subject areas/grade levels, so that team members have varied areas of expertise. A sample School Based Rtl Support Team might include, but not be limited to or include, all of the following disciplines: School Administrator, School Counselor, School Nurse, Regular Education Teacher, SE Teacher, Reading/Academic Coach, Assistant Principal, ENL Teacher, School Psychologist, Speech and Language Pathologist, and the Parent of a Student.

The following are the roles of the school based Rtl Support Team:

- Develop a school implementation plan
- Become “trainers” and “coaches” for the school staff in Rtl
- Be responsible for school-wide implementation of Rtl

### **School-Wide Implementation**

The school-based Rtl Support Team should focus on the following for school-wide implementation of the Rtl plan:

- 1) Review of screening data
- 2) Review of progress monitoring data
- 3) Planning of interventions
- 4) Self-assessment of problem solving implementation
- 5) Assessment of the school staff's development
- 6) Use of data in decision making
- 7) Teacher support
- 8) Parent Involvement

### **Behavior and School Wide Positive Behavior Intervention Supports**

In an Rtl approach to behavior, school staff systematically collects behavior data (i.e. office referrals, observations, etc.) to provide a basis for making decisions on behavior supports. A student who displays challenging behavior should be evaluated, just as the student would if an academic concern was raised.

Based on the results, staff uses evidence based practices to support the student in reducing challenging behaviors and developing positive attitudes toward academic and social life. Evidence based interventions may include reinforcement, modeling, and problem solving skills and other techniques recommended by the team.

Positive Behavior Intervention Supports (PBIS) consists of a set of clear expectations for behavior. School wide strategies are aligned with Tier 1 interventions.

- Classroom interventions are aligned with Tier 1 and 2 interventions, making use of school wide strategies with classroom lesson plans.
- Interventions for targeted groups are associated with Tier 2 and include small groups of students from many classrooms aiming toward the same behavioral goal.
- Tier 3 includes individual interventions which are considered critical. Individual student plans may include steps such as Behavior Intervention Plans (BIP) and Functional Behavior Assessments (FBA).

School wide PBIS targets the entire school population by mapping out procedures and processes through a set of behavioral expectations for an entire school.

These expectations:

- are taught to staff and students and highlighted through all school activities.
- are made into a variety of visual reminders throughout the school.

A variety of data should be collected with the goal of identifying students who need support at various levels. Data collected will identify types of discipline issues, locations, settings, and chronic offenders. Once the data is compiled and analyzed, decisions can be made as to what types of interventions are necessary.

PBIS strategies range from providing rewards and incentives for students who follow school wide expectations to implementing effective skills lessons with students needing higher tiers of support. The school based team should work together to design interventions based on data analysis.

Progress monitoring for behavioral interventions is similar to progress monitoring for academic interventions. Continued collection of data should be analyzed for effectiveness of strategies that have been initiated. Movement between the tiers may be indicated based on success rates shown through data analysis.

# **RTI QUALITY INDICATORS**

## **I. Quality Indicators for Parent Notification**

- General information about the Rtl process is provided to all parents (district website)
- Written notification to parents when a student needs supplemental intervention outside of the core instruction.
- The frequency of providing progress monitoring data to parents is adequate and appropriate to ensure they are regularly informed of their child's progress.

## **II. Quality Indicators for School-Wide Screening**

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

### **Universal Screening**

The primary purpose of universal screening is to determine which students need help. The term universal screening applies to a process that is short, quick and easy-to-administer probes that are aligned to the curriculum and measures specific skills a student has achieved. The process of universal screening must occur three times a year: fall, winter, and spring. The fall data should be collected within the first two weeks of the school year, the winter data in January and the spring data in May of the school year. The data should be used for making curriculum decisions and informing instruction for students.

## **III. Quality Indicators for Progress Monitoring**

- Progress monitoring of student performance occurs across all tiers.
- Teachers follow a designated procedure and schedule for progress monitoring (See individual building plans).
- Measures are appropriate to the curriculum, grade level and tier level.
- Data from progress monitoring are documented and analyzed.
- A standardized benchmark is used to measure progress and determine progress sufficiency.
- Teachers use progress monitoring to inform instructional effectiveness and the need for changes in instruction or intervention.
- Graphs are used to display data for analysis and decision making.

- Staff receive training in the administration and interpretation of progress monitoring measures and the implications for instruction.
- The district has designated reasonable cut points, and decision rules of the level, slope or percentage of mastery to help determine responsiveness and distinguish adequate from inadequate responsiveness.

#### **IV. Quality Indicators to Ensure Fidelity of Implementation**

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

#### **Evaluation and Data Analysis**

- Data management and technology systems are utilized to monitor the progress of students in the district, school, and classroom settings.
- District and School site teams will develop methods to analyze and evaluate data so as to implement the most appropriate and effective interventions.
- District and school site RtI teams will set regular meeting schedules to review the evaluation data, progress at the school site and individual classroom, manage and discuss resources, troubleshoot unexpected barriers, and make adjustments to the plan implementation based on evaluation information. (i.e. effectiveness).

# Response to Intervention (RtI) Glossary

**Accommodations:** Supports or services provided to help an individual access the general education curriculum and help facilitate learning. Accommodations are any tools and procedures that provide equal access to instruction and assessment for students with disabilities. Accommodations are grouped into the following categories:

*Presentation:* (repeat directions, read aloud, large print, etc.)

*Response:* (mark answers in a book, use reference aids, point, use of computers, etc.)

*Timing/Scheduling:* (extended time, frequent breaks, etc.) *Setting:* (study carrel, special lighting, separate room, etc.)

## **AYP - Adequate Yearly Progress**

A statewide accountability system mandated by the No Child Left Behind

Act of 2001 which requires each state to ensure that all schools and

districts make Adequate Yearly Progress as defined by states and

approved by the US Department of Education

**Baseline:** A measure of performance prior to intervention. These initial data are used to monitor changes or the improvement in an individual performance.

**Behavior Intervention Plan (BIP):** A plan to address problem behavior that includes, as appropriate, positive behavioral interventions, strategies, supports, program modifications, supplementary aids, and services that may be required to address the problem behavior.

**Benchmarks (Goals):** Assigned progress points at each screening that students should attain at each grade level. DIBELS has three levels at each grade (Universal, Strategic, and Intensive) that are related to the tiers. Benchmarks in Reading First are generally higher than those in ESS. ESS has one level at each grade. Team decides whether the intervention goal (benchmark) should be modest or aggressive (defined by formula)

**Collaborative team:** A group of two or more people (as described above) who meet on a scheduled or as-need basis and fill a specific function or purpose. Collaborative teams can be formed both at the district and school levels. School-based teams are developed and sustained as determined by need and are accessible to any administrator or teacher concerned with the educational needs of students.

**Core Curriculum (Tier 1):** The instruction that all students receive, in a classroom, on a daily basis.

## Core Principles of Rtl

Beliefs, dispositions necessary for Rtl processes to be effective:

- All children can learn when taught with effective practices
- Early intervening for struggling learners is essential
- Use of a multi-tier model of service delivery
- Utilization of a problem-solving methodology

### Criterion-Referenced Assessment

Criterion-referenced assessment measures what a student understands, knows, or can accomplish in relation to a specific performance objective. It is typically used to identify a student's specific strengths and weaknesses in relation to an age or grade level standard. It does not compare students to other students.

**Curriculum Based Measurement (CBM): Tools** for measuring student competency and progress in the academic areas of reading fluency, spelling, mathematics, and written language.

**Data Decision Points/Rules:** Certain designated times when teams make instructional decisions within the process based on student progress (student achievement or behavior relative to a specific assessment at a specific time).

### Dimensions of Reading

The five research-based dimensions of reading as outlined in the Elementary and Secondary Education Act of 2001 (NCLB)

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

**Differentiated instruction:** The matching of instruction with the different needs of learners in a given classroom by modifying delivery, time, content, process, product, and the learning environment. One or more of these elements can be modified to provide differentiation.

**Discrepant/Discrepancy:** The comparison of an individual's performance at a point in time to the performance of peers or to the performance that would be expected of any student at that age and normal ability level.

**Eligibility:** An individual, who by nature of his or her disability and need requires special education and related services in order to receive an appropriate education.

**English Language Learners (ELL):** Students whose first language is not English and who are in the process of learning English.

### **Essential components of an RtI process**

Core components of an effective RtI process include

- School-wide screening
- Progress monitoring o Tiered services
- Fidelity of implementation

### **Evidence-Based Practice**

Evidence-based practices are educational practices and instructional strategies that are supported by scientific research studies.

**Section 504:** A student is eligible under Section 504 if the student has a mental or physical impairment that substantially limits one or more of the student's major life activities and needs accommodations to access education.

**Full and Individual Evaluation:** The purpose of the evaluation is to determine the educational interventions that are required to resolve the presenting problem, behaviors of concern or suspected disability, including whether the educational interventions are special education. The identification process, at a minimum, includes interactions with the individual, the individual's parents, school personnel, and others having specific responsibilities for, or knowledge of, the individual and the implementation of general education interventions.

**Fidelity:** The extent to which any program or plan is implemented in the way in which it was designed. Fidelity factors ensuring positive student outcomes include:

- Fidelity of implementation of the process (school level)
- Quality of selected intervention (empirically supported)
- Fidelity of intervention implementation (teacher level)

### **Formative Assessment/Evaluation**

Formative assessment is a form of evaluation used to plan instruction. With formative assessment, student progress is assessed to provide continuous feedback to both the student and the teacher concerning learning successes and failures. With formative assessment, teachers diagnose skill, ability, and knowledge gaps, measure progress, and evaluate instruction. Examples of formative assessments may include: pre/post tests, portfolios, benchmark assessments, quizzes, and teacher observations.

**Functional Assessment:** Functional assessment is a "step beyond" standardized testing to determine the educational strengths and needs of the student to progress in the general curriculum. Functional assessments help to identify specific skills the student can and cannot perform in relationship to his or her disability. Functional assessments also provide diagnostic information about what the student can actually do in the areas of concern. For example, if the student has a qualifying score in reading, and that is the area of concern, what is it the student can and cannot do when reading? Does the student have phonetic or sight word skills? Can the student read words in context? Can the student answer questions about a passage he or she has just read? Data is "functional" if it is skill based and identifies the student's present levels of performance to determine where to begin instruction with the student.

**Functional Behavior Assessment (FBA):** A problem-solving process for addressing student problem behavior. FBA relies on a variety of techniques and strategies to identify the reasons for a specific behavior and to help teams select interventions that directly address the problem behavior.

### **Goal Line**

Expected level of student performance at a given point in time.

### **Goal Statement**

A goal statement is a specific description of the desired change in student performance that should occur as the result of an intervention. The goal statement should describe three components: 1) a specific behavior to be measured, 2) the conditions under which that behavior will be exhibited, and 3) a criterion or level of behavior that is to be achieved.

### **Inclusion**

Inclusion is a service delivery model where students with identified disabilities are educated with general education age/grade-level peers.

**Independent Education Evaluation (IEE):** An evaluation conducted by a qualified examiner who is not employed by the district responsible for the education of the child in question. A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the public agency. A parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.

**Individual Education Plan (IEP):** A written statement for a specific child with a disability based on a full and individual evaluation of the child and developed by an IEP team.

**Informed Consent:** Procedures to ensure that the parent has been fully informed of all information, understands and agrees in writing to carrying out the activity for which the consent is sought. The parent understands that giving consent is voluntary and may be revoked at any time. Informed consent is required for an evaluation, a reevaluation, and for the initial delivery of special education services.

**Integrity or Fidelity of Implementation:** Teams are asked to establish ways of checking to make sure that Response to Intervention activities are implemented in the manner in which they were designed.

### **Intensive Intervention**

Intensive academic and/or behavioral interventions are characterized by their increased focus for students who fail to respond to less intensive forms of instruction. Intensity can be increased through many dimensions including length, frequency, and duration of implementation. Within RTI, intensive is sometimes referred to as Tier 3 intervention.

**Interventions:** The directing of instruction in the area(s) of concern that is in addition to regular classroom instruction. Interventions are designed to meet the identified needs of an individual and are monitored on regular and frequent basis. Changes in instruction, for the student in the area of learning difficulty, are designed to improve learning and to achieve adequate progress.

### **Key practices in Rtl**

Practices necessary for Rtl processes to be effective

- Using research-based, scientifically validated instruction and interventions
- Monitoring of student progress to inform instruction
- Making decisions based on data
- Using assessments for universal screening, progress monitoring, and diagnostics

**Least Restrictive Environment:** To the maximum extent appropriate, children with disabilities are to be educated with children who are not disabled. Special classes, separate schooling, or other ways of removing children with disabilities from the regular educational environment should only occur when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily with the use of supplementary aids and services.

**Lexile:** The Lexile Framework for Reading is made up of Lexile reader measures and Lexile text measures, both of which are put on the Lexile scale.

- Lexile scale: The Lexile scale runs from below 0L (Lexile) to above 2000L. Scores 0L and below are reported as BR (Beginning Reader).

- Lexile measure: A Lexile measure is defined as "the numeric representation of an individual's reading ability or a text's readability (or difficulty), followed by an "L" (Lexile)". There are two types of Lexile measures: Lexile reader measures and Lexile text measures. A Lexile reader measure typically is obtained when an individual completes a [reading comprehension](#) test.

Lexiles take the guesswork out of selecting targeted books and articles that can help improve reading skills- by matching readers to appropriate texts.

Determining a Student's Lexile Range:

Independent Reading: Range of difficulty should be . . .50 Lexiles above to 100 Lexiles below

Instructional Reading: Range of difficulty should be . . .50 to 150 Lexiles above

**Mean:** An average found by adding all the values in a set and dividing by the number of values.

**Median:** An average determined by finding the number that falls in the middle of a set of data when arranged from least to greatest.

**Mode:** To describe a set of data by using the most commonly occurring value.

**Modification:** a modification changes the expectations of what a student is expected to know or do - typically by lowering the academic standards against which the student is to be evaluated.

**Multiple Sources of Data:** No single procedure or piece of data shall be used as the sole criterion for determining the eligibility of an individual. Information and data from instructional interventions, along with reviews, interviews, observations, and test/assessments will aide in the use of multiple procedures and the collection of multiple sources of data.

**Multiple Decision Points:** The process intended for the Problem Solving Team to determine interventions. By turning raw data into information that is more helpful to the discussion by using visual representations of data to relate information.

**Norm-Referenced Assessment:** Norm-referenced assessment compares a student's performance to that of an appropriate peer group.

**Operational Definition of Targeted Skill:** The target behavior selected for the focus of intervention should be defined in operational terms. This means that the targeted skill should be stated in a manner which is observable, measurable, and specific.

**Oral Reading Fluency (ORF):** A one minute, timed assessment in which a student reads orally.

**Positive Behavior Intervention & Supports (PBIS):** A school wide system for increasing positive behaviors in a school. This includes consistent expectations, positive reinforcement and data driven decisions.

**Peers:** For school-age individuals, this refers to individuals in the same grade as the targeted individual. For early childhood individuals this refers to individuals of the same age group.

**Percentile:** To group into hundredths. Percentiles indicates what percent of a group of numbers is less than or equal to a given number.

**Pre-referral interventions:** Interventions delivered to a student that attempt to improve learning, prior to a referral for formal special education evaluation.

**Prior Written Notice:** A written notice that the school must provide to the parents of a student with a disability, within a reasonable time, if they wish to:

- o Evaluate the student
- o Determine whether the student is eligible for special education services
- o Change the student's evaluation or educational placement or educational plan (IEP)
- o Refuse the parent's request to evaluate their child or change their child's educational plan (IEP) or placement

**Progress Monitoring:** The process of using probes to frequently measure the progress of a student when receiving a research based intervention. The data is analyzed and instructional decisions are made. The progress is usually presented in a graphing format. Progress monitoring probes are given at skill level not grade level. Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students, small groups, or an entire class.

**Quantile:** The Quantile Framework for Mathematics is a scientific approach to measurement that locates a student's ability to think "mathematically" in a taxonomy of math skills, concepts, and applications. The Quantile Framework measures a student's mathematical achievement and concept/application solvability on the same scale, enabling educators to use Quantile measures to monitor a student's development in math and forecast performance on end-of-year tests.

**Rate of Progress:** Objective evidence of performance across time. The rate of skills acquisition and/or slope of improvement are the rate of progress. This requires multiple data points that reflect assessment across time. A minimum of three data points are typically required.

**Reevaluation:** A reevaluation is a data-based decision making process conducted by the IEP team and, as appropriate, other qualified professionals. The process includes:

- A review of existing data and information and the gathering of new assessment data, if needed. The purposes of the reevaluation are to determine whether the individual continues to have a disability and need ongoing special education and related services;
- The present levels of performance in the area(s) of concern;
- Whether any additions or modifications are needed to enable the individual to meet measurable IEP goals and to participate, as appropriate, in the general curriculum or in the case of early childhood, appropriate activities

**Remediation:** Instruction intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate; assumes appropriate strategies matched to student learning have been used previously.

**Reliability:** Refers to the accuracy, dependability, consistency, or repeatability of test results; to the extent to which measurement results are free of unpredictable kinds of error.

**Response to Intervention:** The Response to Intervention (RtI) process is a multi-tiered approach to providing services and interventions to all learners at increasing levels of intensity. This process can be used for making decisions about general, remedial, and special education, creating a well-integrated and seamless system of instruction that is guided by student outcome data. RtI calls for early identification of academic and behavioral support, close collaboration among classroom teachers, other educational personnel and parents, and a systemic commitment to locating and employing the necessary resources to ensure that students make progress in the general education curriculum. RTI is an initiative that takes place in the general education environment and is a framework that supports school improvement.

**Scaffolding:** Support given to assist students in learning a skill through explicit instruction, modeling, questioning, feedback, etc., to ensure student performance. Scaffolding should gradually be withdrawn as students become more independent of teacher support.

**Scientifically/Research Based:** Refers to empirical research that applies rigorous, systematic, and objective procedures to obtain Reading Research (SBRR) valid knowledge. This research:

- Employs systematic, empirical methods that draw on observation or experiment.
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn.

- Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations.
- Can be generalized.

### **Secondary Level of Intervention (Tier 2)**

Secondary intervention supplements primary intervention (i.e., the universal core program) such that students receive additional research-based preventative treatment.

Secondary level interventions are often short-term, implemented in small group settings, and may be individualized.

**Special education:** Specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education. The term includes speech-language pathology services and may include other related services, travel training, and applied technology education, if they meet the definition of special education.

**Standard of Comparison:** Specify how good is good enough. Standards may be based on peer performance, instructional placement standards, adult expectations (parent, teacher, and/or employer), local norms, state norms, and professional judgment.

**Strategic Interventions:** Interventions provided to students who are not achieving the desired standards through the core curriculum alone.

**Standardized Assessments:** Are tests administered and scored in the same way to ensure validity. These assessments depend upon the same questions, conditions and scoring in order to gauge student progress against a norm group.

**Standard Protocol Model:** One of two RTI models. The standard protocol model of RTI provides that each student identified as needing intervention, initially receives the same intervention.

### **Summative Assessment/evaluation**

Comprehensive in nature, provides accountability and is used to check the level of learning at the end of a unit of study.

**Targeted Assessments:** An assessment conducted that is focused on a specific desired outcome.

**Targeted Screening:** Screening specific students who have not passed state testing or who have previously been identified as marginally at risk.

**Team:** A group of individuals who are involved in the development, implementation and decision making process as part of RTI. At a minimum, this includes the LEA instructional interventionist, the parent, and other qualified individuals, as appropriate.

### **Tertiary Level of Intervention (Tier 3)**

Tertiary intervention supplements primary and secondary interventions to intensify instruction (see intensive intervention). Individualized interventions are developed formatively using systematic progress monitoring, and student progress data are used to determine when a student may return to secondary or primary prevention. Tertiary level of intervention is usually implemented individually or in very small groups.

**Tiered Instruction:** describes levels of instructional intensity within a multi-tiered prevention system.

**Trend Line:** A trend line is formed when progress monitoring data points are plotted on a graph that shows student progress over time. By connecting the points a line is formed that represents the trend of the student's progress.

**Universal Screening:** A brief assessment of all students to identify those students at risk. This is generally done three times a year (fall, winter, and spring)

**Validity:** The extent to which interpretations are useful, relevant, and valuable in making decisions relevant to a given instructional technique; how worthwhile is a measure likely to be for telling you what you need to know in a given situation. Is the instrument giving you the true story?