RtI & AIS Plan
Newburgh Enlarged City School District

K-12 Response to Intervention
&
Academic Intervention
Services Plan

Revised August 2019

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Newburgh Enlarged City School District Elementary
Response to Intervention and Academic Intervention Services Plan

The Newburgh Enlarged City School District is the largest public school district in Orange County, New York, and is classified as a High Need/Resource Capacity Urban-Suburban School District by the New York State Education Department. As a result of the school district being designated "enlarged" by the State Education Department, students reflect a wide range of the social-economic spectrum. There were 11,410 K-12 students enrolled in the school district during the 2018-2019 school year, with 68% eligible to receive free and reduced lunch, 14% of NECSD students are LEP eligible, and another 14% are designated as students with disabilities. All of these factors manifest in the need for a comprehensive Response to Intervention (RtI) and Academic Intervention Services (AIS) Plan that is implemented with fidelity, which can have a dramatic effect on students who are struggling to meet New York State Learning Standards in the core subjects.

The Newburgh Enlarged City School District's Response to Intervention and Academic Intervention Services Plan was developed to meet the requirements of the Commissioner's Regulations to provide a school-wide system of instructional and student support services to deliver high quality instruction to meet the diverse needs of learners and achieve the New York State Learning Standards.

Our Mission

Inspiring students to become tomorrow's leaders beyond Academy Field

Our Vision

Through the work of all, we will achieve inclusive excellence

Our Core Values

N-Nurturing   **E**-Empowering   **C**- Collaborative   **S**-Student-Centered   **D**-Diverse

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RtI and AIS Services Plan Committee Members

The RtI and AIS Services Plan has been a collaborative effort from administration, classroom teachers, and support staff in the Newburgh Enlarged City School District. The following members of the RtI Advisory Committee contributed to the development of this plan.

Ciria Briscoe-Perez, *Principal*

Dr. Christina Cloidt, *Director of Exceptional Learners K-5*

Melissa Dillon, *Reading Specialist*

Michelle Dominguez, *Reading Specialist*

Sara Feliz, *Assistant Superintendent of Curriculum and Instruction at the Elementary Level*

Marcie Heywood, *Assistant Principal*

Jennifer Kurtz, *Mathematics/Special Ed Teacher*

Melinda Lamarche, *Assistant Principal*

Jeanette Logerfo, *Assistant Principal*

Margaret McCann, *Reading Specialist*

Zoe Matthews, *Mathematics Specialist*

Michelle Mohl, *English Teacher*

Jennifer Nilsen, *Director of ELA K-12*

Angela Nonnon, *Special Education Teacher*

Sally Quinn, *Reading Specialist*

Sasha Silverman, *Supervisor of Exceptional Learners K-5*

Matthew Spellman, *Assistant Principal*

Dr. Lisa Marie Spindler, *Assistant Superintendent of Curriculum and Instruction at the Secondary Level*

Melissa Southworth, *English Teacher*

Louis Stanley*, Mathematics Teacher*

Theresa Trapani, *Mathematics Teacher*

Lisa Ward, *Reading Specialist*

Kristina Wehren, *Reading Specialist*

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Academic Intervention Services (AIS) are supplemental instructional and support services beyond the general education curriculum that are designed to assist students at risk of not achieving the New York state learning standards in the areas of English, mathematics, science and social studies. The additional support or instruction is intended to address barriers to improved academic performance. These may include attendance, discipline, family-related, health-related, and nutrition-related concerns. Academic Intervention Services shall be made available to students with disabilities on the same basis as their non-disabled peers and to English Language Learners (ELL) who are not showing progress on the NYSESLAT.

Response to Intervention (RtI) is a school-wide system of high-quality instruction and intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student. (NASDSE, 2006) The RtI process is to determine a student's response to scientific, research-based instruction with the purpose of closing the achievement gap for all students, including students at-risk, students with disabilities, and English Language Learners. The Newburgh Enlarged City School District utilizes a comprehensive multi-tiered system of supports K-12. This includes a rigorous RtI process K-5 and an equally rigorous IST process 6-12.

The RtI process begins with high quality research-based instruction in the general education setting provided by qualified teachers. Instruction in the core curriculum is matched to student needs using differentiated and personalized instruction and supplemental intervention using a tiered approach in the Newburgh Enlarged City School District. A universal screening of all students using a district approved assessment is administered three times during the year to determine which students may need assistance to achieve the NYS learning standards.

The New York State Education Department (NYSED) has established a regulatory policy framework for RtI in relation to school-wide screenings, minimum components of RtI programs, parent notification and use of RtI in the identification of students with learning disabilities.
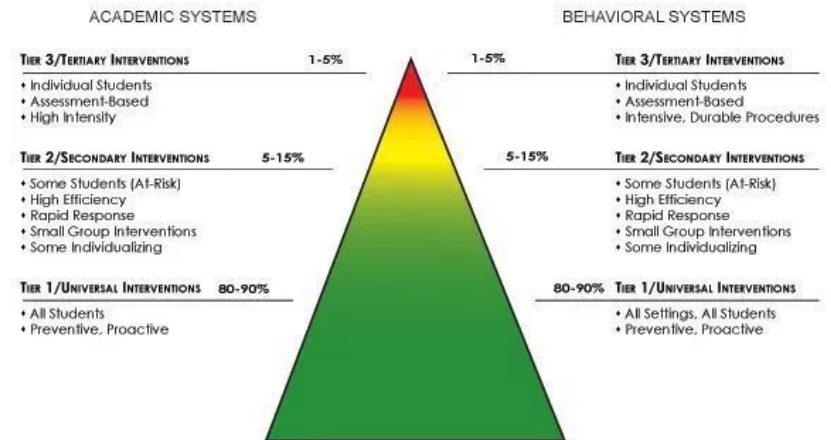
[Adapted from Response to Intervention: Policy Considerations and Implementation (Batsche, et al 2005)]

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There are several areas of regulatory requirements in which screening, assessment and the provision of appropriate instruction are outlined reflecting the principles of RtI. It is the integration of these requirements that forms New York's policy 2 framework for school districts to use to systematize effective educational practice. These regulations include:

- Part 117 – School-wide Screening Requirements

- Part 200 – Requirements for Written Board of Education Administrative Policies and Practices

- Part 100 – Required Components of an RtI Program

- Part 200 – Requirements for Procedures for Determining if a Student Has a Learning Disability

What is the difference between AIS and RtI?	
AIS (Framework)	**RtI (Process)**
Schools shall provide academic intervention services to students when such students are determined, through a district-developed procedure, to lack reading readiness based on an appraisal of the student, including his/her knowledge of sounds and letters; or are determined, through a district- developed procedure, to be at risk of not achieving the State designated performance level in English language arts and/or mathematics. Schools shall develop an academic intervention service plan, when students score below the State designated performance level on one or more of the State elementary assessments in English language arts, mathematics, social studies or science, or score below the State designated performance level on any one of the State examinations required for graduation. Current regulations allow a school district to provide a Response to Intervention (RtI) program in lieu of AIS to eligible students.	A school district's process to determine if a student responds to scientific, research-based instruction which shall include: ● Appropriate instruction ● Screenings ● Instruction matched to student needs ● Repeated assessments of student achievement ● Application of student information and performance data to make educational decisions ● Written notification to parents ● Linguistically appropriate and culturally responsive instruction

The problem solving model involves an in depth analysis of skill deficit and instructional and environmental variables that compromise a student's academic performance (Shapiro, 2009). Information obtained from the examination from multiple instructional variables (see criteria section) are used to identify deficits and inform targeted interventions.

The Newburgh Enlarged City School District uses an *Instructional Support Team (IST)* in grades 6-12 and a **Response to Intervention Team (RtI Team)** in grades K-5 to assist teachers in providing supports and interventions for students who are having difficulties in the core curriculum. The teams provide suggestions and support to the teacher for potential interventions for struggling students. The team utilizes a prescribed research-based intervention protocol; progress monitoring to guide instruction; and a standard format for data gathering and presentation when reporting the impact of an intervention, rather than the use of anecdotal information.

Team members include the Chairperson, classroom teacher, special education teacher, guidance counselor, RtI/AIS teacher, school psychologist, and administrator. Additional members may also include the Nurse, OT, PT, Speech Therapist, Social Worker, etc.

Problem Solving Procedure
1. Review present levels of performance, prior and current interventions, & pertinent information.
2. Identify specific student need based on criteria chart (minimum 3 data points).
3. Create SMART goal(s) to address the barriers that include the intervention, data tools, and end date.
4. Recommend intervention frequency, duration, setting, and person responsible for implementation of services.
5. Communicate outcome of meeting with all appropriate staff.
6. Reconvene team after designated end data to review progress monitoring data for effectiveness and determine if adjustments are necessary.

Intensity of Services

The following list outlines the range of available services currently offered throughout the district. The intensity and frequency of services will be based on the level of student needs as determined by multiple measures and sources of evidence gathered by the school district. Qualified staff appropriately certified will deliver Academic Intervention Services. Teaching assistants cannot be the primary providers of academic services, but can provide support for certified teachers who are the primary providers of AIS.

Tier 1 - Universal Instruction

Tier 1 instruction provides high-quality, differentiated, culturally responsive instruction aligned to the NYS Next Generation Learning Standards to all students. Research-based reading instruction includes a balanced instructional program focusing on the motivation to read: phonemic awareness; phonics, vocabulary; comprehension; and fluency. Appropriate instruction in mathematics includes instruction in problem-solving, arithmetic skills and fluency, conceptual knowledge/number sense and reasoning ability. Behavioral supports are provided through an evidence based framework which is culturally responsive and systems based. There is an emphasis on data based decision making to utilize research-based preventive interventions with the goal to reduce behavior and increase academic achievement. All instruction should be both culturally and linguistically appropriate for our diverse scholars. Research-based instruction is delivered to target the needs of at least 80 percent of all learners. Support is provided in terms of scaffolding, differentiation, explicit direct instruction, small group (including flexible grouping) and/or individual support.

Delivery of Service-Tier 1	
Grouping	Multiple and flexible grouping formats to meet student needs
Duration of Intervention	6-8 weeks per intervention
Interventionists	General education classroom teacher
Location	General education classroom
Frequency of Data Collection	*Universal Screening* three times throughout the school year *Progress Monitoring*: A minimum of 3 bi-weekly progress monitoring data collection per intervention for students in need of instructional or behavioral supports
Prior to movement between Tiers	2-3 interventions/strategies (administered one at a time per skill) will be implemented over a course of 4-6 weeks per intervention/strategy prior to movement between Tiers.

Tier 2 - **Group Based Targeted Supplemental Instruction**

Tier 2 instruction provides group-based targeted supplemental instructional interventions that are provided **in addition to** Tier 1 core instruction. Approximately ten to fifteen percent of scholars require this level of intervention. Interventions should be determined by the team based upon instructional and behavioral data. These interventions are systematic, research based, specially designed, and inclusive of explicit direct instruction. This specially designed instruction may be provided by a qualified content specific specialist, classroom teacher, reading teacher or other qualified personnel, provided it is supplemental to Tier 1 Universal Instruction. Qualified staff appropriately certified will deliver intervention services. Teaching assistants cannot be the primary providers of academic services, but can provide support for certified teachers who are the primary providers. Tier 2 provides more intensive progress monitoring protocols to determine academic progress and intervention effectiveness. Intervention/instructional delivery fidelity checks are required to ensure that the interventions are being delivered as was intended. *Tier 2 intervention time will be required to be built into the master schedule at the elementary level. This 30 minute daily block will be a time teachers can provide supplemental, targeted skill support to students.*

Delivery of Service-Tier 2	
Grouping	**Homogenous** small group of up to 6 (grades K-5), up to 8 (grades 6-8), and up to 12 (grades 9-12) Students are grouped according to ability/instructional level with the focus on a similar skills.
Duration of Intervention	Determined by the building team, 3-5 times per week (for 6-8 weeks) for a minimum of 30-minute interventions, **in addition to core instruction**
Interventionists	Determined by the building team (e.g., general education classroom teacher, specialized reading/ELA teacher, specialized math teacher, special education teacher, or school support personnel (OT, PT, psychologist, counselor))
Location	Location is designated by the team; may be within or outside of the classroom
Frequency of Data Collection	*Progress Monitoring*: A minimum of 3 bi-weekly progress monitoring data collection per intervention for students in need of instructional or behavioral supports. Data is entered in the software management system.
Prior to movement between Tiers	2-3 interventions/strategies (administered one at a time per skill) will be implemented over a course of 6-8 weeks per intervention/strategy prior to movement between tiers. The team determines if a student moves up/down tiers based on data.

Tier 3 - Intensive Targeted Supplemental Instruction

Tier 3 intervention provides more intensive intervention for NECSD Scholars who are not demonstrating sufficient progress while receiving Tier 2 interventions. "These students may have low skills and/or a sustained lack of adequate progress when provided with primary and secondary interventions" (McCook, 2006). Approximately one to five percent of scholars require this level of intervention. Tier 3 provides group-based targeted supplemental instructional interventions that are provided **in addition to** Tier 1 core instruction. Time, duration, group size and frequency are the defining factors between Tier 2 and Tier 3. Interventions should be determined by the team based upon instructional and behavioral data. These interventions are systematic, research based, specially designed, and inclusive of explicit direct instruction. Tier 3 provides more intensive progress monitoring protocols to determine academic progress and intervention effectiveness. Intervention/instructional delivery fidelity checks are required to ensure that the interventions are being delivered as intended.

Delivery of Service-Tier 3	
Grouping	**Homogenous** small group of typically 1-3 students. Students are grouped according to ability/instructional level with the focus on a similar skill
Duration of Intervention	Determined by the building team, a minimum of 4 times per week (for 6-8 weeks) for a minimum of 30-minutes, possibly up to 60 minutes, **in addition to core instruction**
Interventionists	Determined by the building team; school personnel highly trained in areas of academic and/or behavioral needs (e.g., specialized reading/ELA teacher, specialized math teacher, special education teacher, or school support personnel (OT, PT, psychologist, counselor))
Location	Location is designated by the team; outside of classroom instruction
Frequency of Data Collection	*Progress Monitoring*: At least weekly progress monitoring data collection per intervention for students in need of instructional or behavioral supports
Prior to movement between tiers	2-3 interventions/strategies (administered one at a time per skill) will be implemented over a course of 6-8 weeks per intervention/strategy prior to movement between Tiers. The team determines if a student moves up/down tiers based on data. Psychologist must be present if considering a referral to special education.

Student Support Services Needed to Address Barriers to Improve Academic Performance

These services are provided to address barriers to student progress, such barriers may include but are not limited to:

- Attendance
- Family-related Issues
- Nutrition
- Behavior
- Health related barriers i.e. mobility, Diabetes, etc.
- Coordinating Community Services
- Executive Functioning

Tier	Description of Services	Intensity Factors: Frequency / Duration / Individualization
Tier 1	- Preventive / Proactive for all students - Student Orientation and assemblies - Positive Behavioral Intervention Systems - Culturally / Linguistically Responsive Instruction - Attendance teacher notification (where applicable)	- Classroom activities / programs - Monitoring student progress in targeted areas
Tier 2	- Intervention by the school social worker and/or other support staff - Family intervention by the school social worker - Intervention by the school psychologist - Guidance support - Health services - Collaboration with / intervention by outside agencies as needed - Attendance teacher notification (where applicable)	- Varies depending on student needs - Conferences and/or home visits as needed - Group sessions as needed - Collaboration with outside agencies
Tier 3	- Personal and/or family intervention by the school social worker and/or other support staff - Intervention by the school psychologist - Guidance support - Health services - Collaboration with / intervention by outside agencies - Attendance teacher notification (where applicable)	- Varies depending on student need - Conferences and/or home visits as needed - Individual assessment and follow-up sessions as needed - Collaboration with outside agencies

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Eligibility of Services

The district RtI and AIS Plan includes both entrance and exit criteria set forth by state or district criteria. In grades where no state assessments are given, students will be eligible for services if they are determined to be at risk of not meeting state standards, according to criteria established by the district in the RtI and AIS Services Plan. Services will commence no later than the beginning of the semester, following the determination that a student needs such services.

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Roles and Responsibilities

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School Administrator:
- Identify members of the AIS Support Team based on NYSED regulations and the District RtI and AIS plan
- Coordinate with RTI team (K-5) or IST Team(6-12) to schedule meetings to support students receiving Tier 2 and Tier 3 support
- Regularly review AIS and RtI data
- Ensure fidelity of programs, interventions, student support
- Ensure compliance with parent notification guidelines articulated by the NYSED regulations and the NECSD District plan
- Coordinate with all district and building personnel resources concerning the building's AIS or RtI programs
- Allocate resources as needed
- Include a 30 minute RTI block in the master schedule for grades K-8

Special Education Teacher:
- Provide Tier 2 interventions in addition to the required core instruction time
- Progress monitoring with diagnostic assessments and curriculum-based measures
- Review progress monitoring data
- Participate in RtI or IST meetings as needed and assist with determining appropriate assessment needs, interventions, data analysis, and/or referral to Special Education

Instructional Coach/Literacy Specialist:
- Provide ongoing support for the implementation of the District's instructional program, including the implementation of AIS/RtI
- Provide job-embedded professional development for the implementation of core instruction and support the classroom teacher in identifying and providing support to Tier 1 and 2
- Support the classroom teachers with tiered interventions by modeling and providing resources on best practices and differentiated instruction
- Provide support to the classroom teacher to design and deliver small group specifically targeted interventions for Tier 2 to address deficit skills in reading, writing, math and/or behavior

Student Support Service Provider (School Psychologists, Guidance Counselor, Health Office Personnel, Speech/Language Pathologist) :
- Act as a support or resource for staff
- Assist in obtaining parent permission for any necessary screenings or assessments
- Provide screenings or assessments for students as requested by the RtI or IST Team
- Provide RtI or AIS services as indicated by screening or assessment results and articulated by the RtI or IST Team.

Tier	Classroom Teacher	ELA/Reading/Math Specialist
Tier 1	● Communicate student progress with parents ● Differentiated core instruction based on student abilities and needs ● Maintain student RtI Tier 1 documentation ● Work collaboratively with all stakeholders during the RtI or IST process	● Consult as needed ● Work collaboratively with all stakeholders during the RtI or IST process
Tier 2	● Communicate student progress with parents ● Consult with RtI or AIS provider to implement interventions ● Maintain RtI or AIS Tier 2 interventions ● Provide Tier 2 interventions in addition to the required core instruction time ● Progress monitoring with diagnostic assessments and curriculum-based measures ● Work collaboratively with all stakeholders during the RtI or IST process	● Send AIS notification letter at the start of services and/or change in Tier ● Administer and evaluate the results of screening assessments ● Progress monitoring with curriculum-based measures ● Consult with classroom teacher to develop and document Tier 2 interventions ● Provide Tier 2 interventions in addition to the required core instruction time ● Communicate student progress with classroom teacher and with parents ● Participate in the RtI or IST team meetings ● Work collaboratively with all stakeholders during the RtI or IST process
Tier 3	● Communicate student progress with parents ● Consult with AIS provider ● Attend RtI or IST team meetings	● Send RtI or AIS notification letter at the start of services and/or change in Tier ● Communicate student progress with parents and classroom teacher ● Provide tier 3 interventions (at least 30 minutes per day in addition to Tier 1 interventions) ● Progress monitoring with curriculum-based measures ● Attend RtI or IST team meetings

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Monitoring Student Progress

Monitoring student progress is an ongoing process. The building principal, with the support of the RtI Team or IST (or other designated support team) is responsible for monitoring the progress of all students in his/her building. The progress of students receiving RtI/AIS services will be reviewed each trimester in K-5. The progress of students receiving AIS services will be reviewed quarterly in grades 6-12. A student requiring RTI/AIS will continue to be provided with service(s) until the student's performance indicates that district standards have been attained. The guidelines for moving to another tier level or discontinuing services are based on the AIS/RTI cut-scores (*see chart).

Student Records/Service Logs

Documentation of ongoing monitoring will be completed in the software management system. Documentation for Tier 2 will be entered monthly and Tier 3 documentation will be entered weekly. Student records will be kept by the RtI provider or AIS teacher designated by the RtI or IST Team on every student that is serviced.

Student records must include (maintained by RtI or AIS Specialist):
- Dates of sessions
- Duration of session (in minutes)
- Attendance: Indicate if the session did not occur and why
- Present Data: Rigby, TC, LLI, other reading scores where applicable
- Skills/strategies currently working on (i.e., LLI lesson if applicable, mathematics strategy/skill,etc.)
- Parent communication
- Communication within the building
- Student work samples

Documentation in the software management system will include the following information:
- Parent notification letter
- Assessment scores/criteria that identify services
- Progress Reports - to include a brief synopsis of current status
- Updated progress monitoring scores (i.e., Rigby, TC, LLI, etc.)
- Conference/meeting/contact log with parents and teachers
- Monthly Service Logs will be uploaded in the software management system

Procedures for Parent Notification

The partnership between home and school is important in order to ensure student success. Teachers and parents are both interested in discussing students' programs and progress.

Notification of Services

To ensure effective parental involvement and to develop a partnership for improving student academic achievement, the building principal will be responsible for parental notification indicating a need for Response to Intervention or Academic Intervention Services /Title 1. This notification will be made in writing, and, when appropriate, translated into the parent's native language. Notification forms are listed in the software management system. It will include:

- A summary of the services to be provided to the student (start date)
- When the services will be provided
- The reason for AIS/Compensatory Education
- The consequences of not achieving expected performance levels.

Progress in Program

Parents will have multiple opportunities to learn of a student's progress with services:

- Parents will be kept apprised of their child's progress through trimester or quarterly reports, parent conferences or consultations throughout the year, and suggestions for working with the student at home
- Opportunity to consult with the student's regular classroom teachers and other professional staff providing RtI or AIS services/Title 1, at least once per semester during the regular school year
- Reports on the student's progress at least once each semester by mail, telephone, telecommunications, or other means (i.e., interims, reports cards).

Discontinuation of Services

When a child exits out of the program based on the exit criteria as determined by the state assessment and the district, the parent will be notified in writing that the services will be ending. This notification will include the following:

- Criteria for ending services
- Current performance level of the student
- The assessment(s) that were used to determine the student's level of performance.

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Parent Objection to AIS

Student placement in AIS during the day is not a voluntary program. If a parent objects to having the student in AIS, the school building administrator along with the classroom teacher and AIS teacher should listen to parental concerns, share evidence of the student's need for academic intervention services, and work with the parent(s) in a timely manner to assure the provision of appropriate academic intervention services. Placement in educational programs during the regular school day remains the responsibility of the district and school.

If a parent continues to object to AIS services, then they may express their refusal to the services, in writing, to the school principal. The letter must state the reason for the refusal and the understanding that due to the refusal of services, the student may not meet the expectations of the grade level standards.

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RtI and AIS Academic Criteria

Students will be eligible for RtI and AIS services if they are determined to be at risk of not meeting state standards and according to criteria established by the district. Eligibility for AIS services will be determined when students meet the criteria based on multiple grade level measures. ***Eligibility criteria is not weighted and requires the team to use professional judgement when determining tiered services.*

	Grade K		
	Tier 1	**Tier 2**	**Tier 3**
Measure	**Entrance**	**Entrance**	**Entrance**
iRead	Fall: NA Winter: 10-12 Spring: 16-18	Fall: NA Winter: 7-9 Spring: 13-15	Fall: NA Winter: <7 Spring: <13
IRLA	Fall: 1Y Winter: 3Y Spring: 1G	Fall: NA Winter: 2Y Spring: 3Y	Fall: NA Winter: <2Y Spring: <3Y
Rigby	Fall: N/A	Fall: N/A	Fall: N/A
	Winter: 3-4	Winter: 2	Winter: <2
	Spring: 5-6	Spring: 3-4	Spring: <3
iReady ELA	Fall: 362-395	Fall: 346-361	Fall: <346
	Winter: 396-423	Winter: 362-395	Winter: <362
	Spring: 424-479	Spring: 396-423	Spring:<396
iReady Math	Fall: 362-372	Fall: NA	Fall: NA
	Winter: 373-411	Winter: 346-372	Winter:<346
	Spring: 412-454	Spring: 376-412	Spring: <376
Report Card	3-4	1-2	0-1
Writing Performance Tasks	3-4	1-2	0-1

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RtI and AIS Academic Criteria

Students will be eligible for RtI and AIS services if they are determined to be at risk of not meeting state standards and according to criteria established by the district. Eligibility for AIS services will be determined when students meet the criteria based on multiple grade level measures. *Eligibility criteria is not weighted and requires the team to use professional judgement when determining tiered services.*

	Grade 1		
	Tier 1	**Tier 2**	**Tier 3**
Measure	**Entrance**	**Entrance**	**Entrance**
iRead	Fall: 19+ Winter: 27+ Spring: 30+	Fall: 16-18 Winter:19-27 Spring: 27-30	Fall: <16 Winter: <19 Spring: <27
IRLA	Fall: 1G Winter: 1B Spring: 2B	Fall: 3Y Winter: 1G Spring: 1B	Fall: <3Y Winter: <1G Spring: <1B
Rigby	Fall: 5+	Fall: 3-4	Fall: <3
	Winter 2: 9+	Winter: 7-8	Winter:<7
	Spring: 13+	Spring: 11-12	Spring:<11
iReady ELA	Fall: 434-457	Fall: 347-433	Fall: <347
	Winter: 458-479	Winter: 433-457	Winter: <433
	Spring: 480-536	Spring: 458-479	Spring: <458
iReady Math	Fall: 402-412	Fall: 347-401	Fall: <347
	Winter: 413-454	Winter: 402-412	Winter: <402
	Spring: 455-496	Spring:412-454	Spring:<412
Report Card	3-4	1-2	0-1
Writing Performance Tasks	3-4	1-2	0-1

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RtI and AIS Academic Criteria

Students will be eligible for RtI and AIS services if they are determined to be at risk of not meeting state standards and according to criteria established by the district. Eligibility for AIS services will be determined when students meet the criteria based on multiple grade level measures. ***Eligibility criteria is not weighted and requires the team to use professional judgement when determining tiered services.*

Grade 2			
	Tier 1	**Tier 2**	**Tier 3**
Measure	**Entrance**	**Entrance**	**Entrance**
iRead	Fall: 37-39 Winter: 43-45 Spring: 46+	Fall: 34-36 Winter: 37-39 Spring: 43-45	Fall: <34 Winter: <37 Spring: <43
Rigby	Fall: 17+ Winter: 19+ Spring: 21+	Fall: 15-16 Winter: 17-18 Spring: 19-20	Fall: <15 Winter: <17 Spring: <19
IRLA	Fall: 2B Winter: 1R Spring: 2R	Fall: 2G Winter: 1B Spring: 2B	Fall: <2G Winter: <1B Spring: <2B
iReady ELA	Fall: 489-512	Fall: 419-488	Fall: <419
	Winter: 513-536	Winter: 489-512	Winter: <489
	Spring: 537-560	Spring: 512-536	Spring: <512
iReady Math	Fall: 413-440	Fall:373-412	Fall: <373
	Winter: 428-496	Winter: 387-427	Winter: <386
	Spring: 497-506	Spring: 428-496	Spring: <428
Report Card	3-4	1-2	0-1
Writing Performance Tasks	3-4	1-2	0-1

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RtI and AIS Academic Criteria

Students will be eligible for RtI and AIS services if they are determined to be at risk of not meeting state standards and according to criteria established by the district. Eligibility for AIS services will be determined when students meet the criteria based on multiple grade level measures. ***Eligibility criteria is not weighted and requires the team to use professional judgement when determining tiered services.*

Grade 3			
	Tier 1	**Tier 2**	**Tier 3**
Measure	**Entrance**	**Entrance**	**Entrance**
iReady ELA	Fall: 511-544 Winter: 544-560 Spring: 561-602	Fall: 434-510 Winter: 474-543 Spring: 489-560	Fall: <434 Winter: <474 Spring: <489
iReady Math	Fall: 449-463 Winter: 464-506 Spring: 507-516	Fall: 387-448 Winter: 428-463 Spring: 449 -506	Fall: <387 Winter: <428 Spring: <449
IRLA	Fall:2R Winter: WT Spring: WT	Fall: 2B Winter: 1R Spring: 2R	Fall: <2B Winter: <1R Spring: <2R
TC Reading Assessment	BOY: M/N	BOY: L	BOY: <L
	Fall: N+	Fall: M	Fall: <M
	Winter: O+	Winter: N	Winter: <N
	Spring: P+	Spring: O	Spring: <O
Report Card	3-4	1-2	0-1
Writing Performance Tasks	3-4	1-2	0-1

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RtI and AIS Academic Criteria

Students will be eligible for RtI and AIS services if they are determined to be at risk of not meeting state standards and according to criteria established by the district. Eligibility for AIS services will be determined when students meet the criteria based on multiple grade level measures. **Eligibility criteria is not weighted and requires the team to use professional judgement when determining tiered services.*

Grade 4			
	Tier 1	**Tier 2**	**Tier 3**
Measure	Entrance	Entrance	Entrance
iReady ELA	Fall: 557-578 Winter: 579-602 Spring: 603-629	Fall: 473-556 Winter: 495-578 Spring: 556-602	Fall: <473 Winter: <495 Spring: <556
iReady Math	Fall: 465-481 Winter: 482-516 Spring: 517-526	Fall: 433–464 Winter: 449 -481 Spring: 464 -516	Fall: <433 Winter: <449 Spring: <464
IRLA	Fall:WT Winter: BK Spring:BK	Fall: 2R Winter: WT Spring: WT	Fall: <2R Winter: <WT Spring: <WT
TC Reading Assessment	BOY: P+ Fall: Q+ Winter: R Spring: S+	BOY: O Fall: P Winter:Q Spring: R	BOY: <O Fall: <P Winter: <Q Spring: <R
NYS Grade 3 ELA Assessment	Scale Score 602-654	Scale Score 583-601	Scale Score 532-582
NYS Grade 3 Math Assessment	Scale Score 600-645	Scale Score 587-599	Scale Score 524-586
Report Card	3-4	1-2	0-1
Writing Performance Tasks	3-4	1-2	0-1

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RtI and AIS Academic Criteria

Students will be eligible for RtI and AIS services if they are determined to be at risk of not meeting state standards and according to criteria established by the district. Eligibility for AIS services will be determined when students meet the criteria based on multiple grade level measures. **Eligibility criteria is not weighted and requires the team to use professional judgement when determining tiered services.*

Grade 5			
Gr.5	**Tier 1**	**Tier 2**	**Tier 3**
Measure	**Entrance**	**Entrance**	**Entrance**
iReady ELA	Fall: 581-608 Winter: 609-629 Spring: 630-640	Fall: 474-580 Winter: 542-608 Spring: 581-629	Fall: <474 Winter: <542 Spring: <581
iReady Math	Fall: 480-497 Winter: 498-526 Spring: 527-540	Fall: 450 -479 Winter: 480-497 Spring: 480 -526	Fall: <450 Winter: <480 Spring: <480
IRLA	Fall: BK Winter: OR Spring: OR	Fall: WT Winter: BK Spring:BK	Fall: <WT Winter: <BK Spring: <BK
TC Reading Assessment	BOY: S+ Fall: T+ Winter:U+ Spring: V+	BOY: R Fall: S Winter:T Spring: U	BOY: <R Fall: <S Winter: <T Spring: <U
NYS Grade 4 ELA Assessment	Scale Score 603-656	Scale Score 584-602	Scale Score 528-583
NYS Grade 4 Math Assessment	Scale Score 602-648	Scale Score 588-601	Scale Score 521-587
Report Card	3-4	1-2	0-1
Writing Performance Tasks	3-4	1-2	0-1

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RtI and AIS Academic Criteria

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	Grade 6				
	Tier 1	**Tier 2**		**Tier 3**	
Measure	**Entrance**	**Entrance**	**Exit**	**Entrance**	**Exit**
iReady ELA	Fall: 589-615 Winter: 616-640 Spring: 641-653	Fall: 541-587 Winter: 565-615 Spring: 598-640		Fall: <541 Winter: <565 Spring: <598	
iReady Math	Fall: 495-513 Winter: 514-540 Spring: 541-564	Fall: 465-494 Winter: 495-513 Spring: 514-540		Fall: <465 Winter: <495 Spring: <514	
NYS Grade 5 ELA Assessment	Scale Score 609-658	Scale Score 594-608		Scale Score 513-593	
NYS Grade 5 Math Assessment	Scale Score 604-649	Scale Score 592-603		Scale Score 527-591	
Report Card (science, social studies, mathematics, and English)	65-100%	55-64%		Below 55%	
NECSD Locally Developed Assessments (science, social studies, mathematics, and English)	70-100% on locally developed assessments for Grade 6	60%-70% on locally developed assessments for Grade 6	Consistent performance of 70+ % on locally developed assessments for Grade 6 over a three week period	Below 60% on locally developed assessments for Grade 6	Consistent performance of 60+ % on locally developed assessments for Grade 6 over a three week period

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RtI and AIS Academic Criteria

Students will be eligible for RtI and AIS services if they are determined to be at risk of not meeting state standards and according to criteria established by the district. Eligibility for AIS services will be determined when students meet the criteria based on multiple grade level measures. **Eligibility criteria is not weighted and requires the team to use professional judgement when determining tiered services.**

Grade 7						
	Tier 1	**Tier 2**		**Tier 3**		
Measure	**Entrance**	**Entrance**	**Exit**	**Entrance**	**Exit**	
iReady ELA	Fall: 609-631￼Winter: 632-653￼Spring: 654-669	Fall: 565-608￼Winter: 582 -631￼Spring: 608-653		Fall: <565￼Winter: <682￼Spring: <608		
iReady Math	Fall: 508-530￼Winter: 531-564￼Spring: 565-574	Fall: 480-507￼Winter: 508 -530￼Spring: 531-564		Fall: <480￼Winter: <508￼Spring: <531		
NYS Grade 6 ELA Assessment	Scale Score￼602-656	Scale Score￼590-601		Scale Score￼502-589		
NYS Grade 6 Math Assessment	Scale Score￼604-649	Scale Score￼592-603		Scale Score￼529-591		
Report Card (science, social studies, mathematics, and English)	65-100%	55-64%		Below 55%		
Final Exam Grade (science, social studies, mathematics, and English)	65-100%	55-64%		Below 55%		
NECSD Locally Developed Assessments (science, social studies, mathematics, and English)	70-100% on locally developed assessments for Grade 7	60%-70% on locally developed assessments for Grade 7	Consistent performance of 70+ % on locally developed assessments for Grade 7 over a three week period	Below 60% on locally developed assessments for Grade 7	Consistent performance of 60+ % on locally developed assessments for Grade 7 over a three week period	

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RtI and AIS Academic Criteria

Students will be eligible for RtI and AIS services if they are determined to be at risk of not meeting state standards and according to criteria established by the district. Eligibility for AIS services will be determined when students meet the criteria based on multiple grade level measures. ***Eligibility criteria is not weighted and requires the team to use professional judgement when determining tiered services.*

	Grade 8				
	Tier 1	**Tier 2**		**Tier 3**	
Measure	**Entrance**	**Entrance**	**Exit**	**Entrance**	**Exit**
iReady ELA	Fall: 620-641￼Winter: 642-669￼Spring: 670-684	Fall: 582-619￼Winter: 593-641￼Spring: 619-669		Fall: <582￼Winter: <593￼Spring: <619	
iReady Math	Fall: 518-540￼Winter: 541-574￼Spring: 575-585	Fall: 492-517￼Winter: 518-540￼Spring: 541-574		Fall: <492￼Winter: <518￼Spring: <541	
NYS Grade 7 ELA Assessment	Scale Score￼607-657	Scale Score￼591-606		Scale Score￼511-590	
NYS Grade 7 Math Assessment	Scale Score￼606-643	Scale Score￼593-605		Scale Score￼520-592	
Report Card￼(science, social studies, mathematics, and English)	65-100%	55-64%		Below 55%	
Final Exam Grade￼(science, social studies, mathematics, and English)	65-100%	55-64%		Below 55%	
NECSD Locally Developed Assessments￼(science, social studies, mathematics, and English)	70-100% on locally developed assessments for Grade 8	60%-70% on locally developed assessments for Grade 8	Consistent performance of 70+ % on locally developed assessments for Grade 8 over a three week period	Below 60% on locally developed assessments for Grade 8	Consistent performance of 60+ % on locally developed assessments for Grade 8 over a three week period

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RtI and AIS Academic Criteria

Students will be eligible for RtI and AIS services if they are determined to be at risk of not meeting state standards and according to criteria established by the district. Eligibility for AIS services will be determined when students meet the criteria based on multiple grade level measures. **Eligibility criteria is not weighted and requires the team to use professional judgement when determining tiered services.*

	Grade 9					
	Tier 1	**Tier 2**		**Tier 3**	
Measure	**Entrance**	**Entrance**	**Exit**	**Entrance**	**Exit**
iReady ELA	Spring: 670-684	Spring: 619-669		Spring: <619	
iReady Math	Spring: 575-585	Spring: 565 -574		Spring: <565	
NYS Grade 8 ELA Assessment	Scale Score 603-651	Scale Score 584-602		Scale Score 507-583	
NYS Grade 8 Math Assessment	Scale Score 610-653	Scale Score 596-609		Scale Score 520-595	
Report Card (Science, Social Studies, Mathematics, and English)	65-100%	55-64%		Below 55%	
Final Exam Grade (Science, Social Studies, Mathematics, and English)	65-100%	55-64%		Below 55%	
NECSD Locally Developed Assessments (Science, Social Studies, Mathematics, and English)	70-100% on locally developed assessments for Grade 9	60%-70% on locally developed assessments for Grade 9	Consistent performance of 70+ % on locally developed assessments for Grade 9 over a three week period	Below 60% on locally developed assessments for Grade 9	Consistent performance of 60+ % on locally developed assessments for Grade 9 over a three week period

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RtI and AIS Academic Criteria

Students will be eligible for RtI and AIS services if they are determined to be at risk of not meeting state standards and according to criteria established by the district. Eligibility for AIS services will be determined when students meet the criteria based on multiple grade level measures. *Eligibility criteria is not weighted and requires the team to use professional judgement when determining tiered services.*

	Grade 10				
	Tier 1	**Tier 2**		**Tier 3**	
Measure	**Entrance**	**Entrance**	**Exit**	**Entrance**	**Exit**
NYS Regents Examinations (science, social studies, mathematics, and English)	65-100%	55-64%		Below 55%	
Report Card (Science, Social Studies, Mathematics, and English)	65-100%	55-64%		Below 55%	
Final Exam Grade (Science, Social Studies, Mathematics, and English)	65-100%	55-64%		Below 55%	
NECSD Locally Developed Assessments (Science, Social Studies, Mathematics, and English)	70-100% on locally developed assessments for Grade 10	60%-70% on locally developed assessments for Grade 10	Consistent performance of 70+ % on locally developed assessments for Grade 10 over a three week period	Below 60% on locally developed assessments for Grade 10	Consistent performance of 60+ % on locally developed assessments for Grade 10 over a three week period

RtI and AIS Academic Criteria

Students will be eligible for RtI and AIS services if they are determined to be at risk of not meeting state standards and according to criteria established by the district. Eligibility for AIS services will be determined when students meet the criteria based on multiple grade level measures. ***Eligibility criteria is not weighted and requires the team to use professional judgement when determining tiered services.*

Grade 11					
	Tier 1	**Tier 2**		**Tier 3**	
Measure	**Entrance**	**Entrance**	**Exit**	**Entrance**	**Exit**
NYS Regents Examinations (Science, Social Studies, Mathematics, and English)	65-100%	55-64%		Below 55%	
Report Card (Science, Social Studies, Mathematics, and English)	65-100%	55-64%		Below 55%	
Final Exam Grade (Science, Social Studies, Mathematics, and English)	65-100%	55-64%		Below 55%	
NECSD Locally Developed Assessments (Science, Social Studies, Mathematics, and English)	70-100% on locally developed assessments for Grade 11	60%-70% on locally developed assessments for Grade 11	Consistent performance of 70+ % on locally developed assessments for Grade 11 over a three week period	Below 60% on locally developed assessments for Grade 11	Consistent performance of 60+ % on locally developed assessments for Grade 11 over a three week period

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RtI and AIS Academic Criteria

Students will be eligible for RtI and AIS services if they are determined to be at risk of not meeting state standards and according to criteria established by the district. Eligibility for AIS services will be determined when students meet the criteria based on multiple grade level measures. ***Eligibility criteria is not weighted and requires the team to use professional judgement when determining tiered services.*

Grade 12					
	Tier 1	**Tier 2**		**Tier 3**	
Measure	**Entrance**	**Entrance**	**Exit**	**Entrance**	**Exit**
NYS Regents Examinations (Science, Social Studies, Mathematics, and English)	65-100%	55-64%		Below 55%	
Report Card (Science, Social Studies, Mathematics, and English)	65-100%	55-64%		Below 55%	
Final Exam Grade (Science, Social Studies, Mathematics, and English)	65-100%	55-64%		Below 55%	
NECSD Locally Developed Assessments (Science, Social Studies, Mathematics, and English)	70-100% on locally developed assessments for Grade 12	60%-70% on locally developed assessments for Grade 12	Consistent performance of 70+ % on locally developed assessments for Grade 12 over a three week period	Below 60% on locally developed assessments for Grade 12	Consistent performance of 60+ % on locally developed assessments for Grade 12 over a three week period

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References

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Shapiro, E. (2009) The two models of RTI: Standard protocol and problem solving. Retrieved May, 2010 from http://www.doe.virginia.gov/VDOE/studentsVCS/RT.

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