Vestal Central School District

Advancing All Students: Academic Intervention Services Plan

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Vestal Central School District
2017-2018

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Mission Statement

The Vestal Central School District believes each student is unique and can learn. The District's mission is to provide instruction, programs, strategies and challenges in a caring, positive learning environment. Each student will become a critical thinker, a lifelong learner, and a responsible, contributing citizen in a changing global society. The Board of Education, staff, parents, students and community share a commitment to this mission.

District Goals

Challenge all Vestal students to meet ever-increasing standards of excellence in preparation for participation in the global society.
Support students' efforts to learn and grow by assuring all a positive educational environment.
Foster community pride in the Vestal schools by communicating openly and effectively about our students and the school program.
Invest fiscal resources responsibly and effectively to accomplish the District's mission.

International Baccalaureate: Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Vestal Central School District
Advancing All Students: Academic Intervention Services Plan
August 2017

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Introduction: Advancing All Students

Vestal Central School District recognizes all learning begins with rich and engaging instruction in the general education setting. To this end, the district will pursue a rigorous program of professional and curriculum development to advance the capacity of our faculty and principals to create learning environments that meet students at their places of strength. Lively, engaging curriculum presented to students in ways that captures their creativity, imagination, and interest, is the first step towards ensuring all students have opportunities to succeed in their core learning. Teachers and principals must be given the resources and time to promote schools and classrooms where social and academic developments are integrated. Parents must be assured that their students will experience an education that affirms all aspects of their students' self-concept and leads them to be responsible, compassionate members of a complex global society.

Our district recognizes that students will need additional support to achieve graduation and demonstrate the strengths of career and college preparedness essential to succeeding in adulthood. To this end, we will:

- Develop interventions that respond to students' specific needs.
- Research and consistently review universal screening tools and progress monitoring tools that assess the effectiveness and appropriateness of interventions.
- Look to models of enrichment to support students at all places on the academic and social-emotional spectrum.
- Integrate technology and alternative models of learning and instruction to remove barriers to learning that prevent students from accessing core curriculum.
- Advance and deepen our K-12 model of social-emotional learning and civic engagement to provide all students with opportunities to serve as leaders among their peers and in the community at large.

Most importantly, we must ensure that all learning nurtures and protects the special bonds that develop among teachers, students, principals, and families who work together for the common good of our district. Students who have a sense of connection to each other, their teachers, their schools and their communities will be more academically successful. Our district will work to create an environment where those bonds and relationships flourish.

The information contained within this Academic Intervention Plan is intended to contribute to the building of these vital relationships and maintain a dynamic, responsive model of instruction and support.

Dr. Laura Lamash
Assistant Superintedent for Instruction
Vestal Central School District
August 2016

District-Level RTI/Data Informed Practice (DIP) Steering Committee
2016-2017

Dr. Laura Lamash	Assistant Superintendent for Instruction	Administration
Therese Mastro	Principal	Vestal Hills Elementary
Doreen McSain	Principal	Glenwood Elementary
Meghan Stenta	Principal	African Road Elementary
Rosalie Sullivan	Director of Special Education	Administration
Kimberly Sullivan	Assistant Director of Special Education	Administration
Patrick Clarke	Coordinator of Instruction	Administration
Dodie Ainslie	Coordinator of Instruction	Administration
Kim Hardy	School Psychologist	Tioga Hills Elementary
Maria Rizzo	School Psychologist	African Road/Vestal Hills
Joan Pokorak	Math Specialist	District/Vestal Hills Elementary
Sarah Evans	Literacy Specialist	Administration
Tammy Wanck	Reading Interventionist	Glenwood Elementary
Julia Tyson	School Counselor	Vestal Hills Elementary
Amber Arrigan	Special Education Teacher	Clayton Avenue Elementary
Karen Wassell	Grade 3 Teacher	Vestal Hills Elementary
Jacquelin McLaughlin	Grade 2 Teacher	Tioga Hills Elementary
Jocelyn Kocak	Speech Pathologist	Glenwood Elementary

Response to Intervention/Data-Informed Practice Teams

"Data Informed Practice" is the model promoted by the Vestal Central School District to describe its approach to the use of data to develop instructional practices based on targeted interventions specific to students' needs and strengths. It is the foundation for the district Response to Intervention protocol, and serves to extend the scope and framework of academic intervention services (AIS). To ensure that RTI/DIP teams and the RTI model remain dynamic and responsive the district recognizes the need to provide training for staff in the following areas:

- Review of the District AIS/RTI Plan by each building's RTI/DIP Team
- Review of the continuum of tiered intervention services by each building's RTI/DIP Team
- Review of state, regional and district assessments as sources of data and feedback on individual student achievement. These assessments include NYS ELA and math grades 3-8 Common Core Assessments, universal screening tools, progress monitoring resources.
- Overview of local formative assessment results and AIS Workshop implications
- *RTI Edge* computer training for staff responsible for tracking and maintaining student progress and achievement data
- Review of interventions and models of AIS support
- "Wise Practices" for Quantitative and Qualitative Data-Informed Practice (DIP)

Elementary Teams

Membership on building RTI/DIP Teams will vary based upon individual student and building needs and availability of services. Typical RTI Team membership may include, but is not limited to, the following:

- Elementary level instructional support service provider (i.e., math, reading)
- Counselor
- Nurse
- Psychologist
- Speech therapist
- Special Education teacher
- Administrator
- Person making the referral
- Classroom teacher

Secondary Teams

Membership on RTI teams will vary based upon individual student and building needs, and availability of services. Typical RTI Team membership may include, but is not limited to, the following:

- Secondary level instructional support service specialist (i.e. math, reading, writing, social studies, science)
- Counselor
- Psychologist
- Special Education teacher
- Administrator
- Person making the referral
- Classroom teacher

NYS Commissioner's Regulations

NYS Commissioner's Regulations on Academic Intervention Services

Academic intervention services means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance; provided that such services shall not include services provided to students with limited English proficiency or special education services and programs as defined in Education Law, section 4401(1) and (2).

Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments.

Academic intervention services shall be made available to students with disabilities on the same basis as nondisabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such student pursuant to section 4402 of the Education Law.

NYS Commissioner's Regulations on Response to Intervention Services

A school district's process to determine if a student responds to scientific, research-based instruction shall include the following minimum requirements:

i. Appropriate instruction delivered to all students in the general education class by qualified personnel; appropriate instruction in reading shall mean scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehensive strategies;
ii. Screenings applied to all students in the class to identify those students who are not making academic progress at expected rates;
iii. Instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards;
iv. Repeated assessments of student achievement which should include curriculum measures to determine if interventions are resulting in student progress toward age or grade level standards;

The application of information about the student's response to intervention to make educational decisions about changes in goals, instruction and/or services and the decision to make a referral for special education programs and

Part 1: Academic Intervention Services

AIS Instructional Components for Tier II Support

The following is a general outline of existing interventions for academic intervention support.

Counseling	• Group or Individual
Extended Curriculum	• Students are enrolled in a course at the secondary level that offers extra time to complete the curriculum.
Math Support	• Math support at the elementary level consisting of integrated and small group instruction aligned to the core curriculum
Math Workshop	• Scheduled class at the secondary level consisting of small group instruction aligned to the core curriculum
Progress Monitoring	• Academic monitoring at regular intervals for students receiving intervention support conducted by RTI Teams (elementary) and PST/RTI Teams (secondary) using STAR, diagnostic, or curriculum –based assessments.
ELA Support	• Reading/Writing support at the elementary level consisting of integrated and small group instruction aligned to the core curriculum • Leveled Literacy Intervention (LLI)
Reading Workshop	• Scheduled class at the secondary level consisting of small group instruction aligned to the core curriculum
Science Workshop	• Scheduled class at the secondary level consisting of small group instruction aligned to the core curriculum
Social Studies Workshop	• Scheduled class at the secondary level consisting of small group instruction aligned to the core curriculum
Speech Improvement	• Scheduled class at the secondary level consisting of small group instruction aligned to the core curriculum
Writing Workshop	• Scheduled class at the secondary level consisting of small group instruction aligned to the core curriculum

Three-Tier Continuum K-12 for Social-Emotional Learning, Intervention and Support

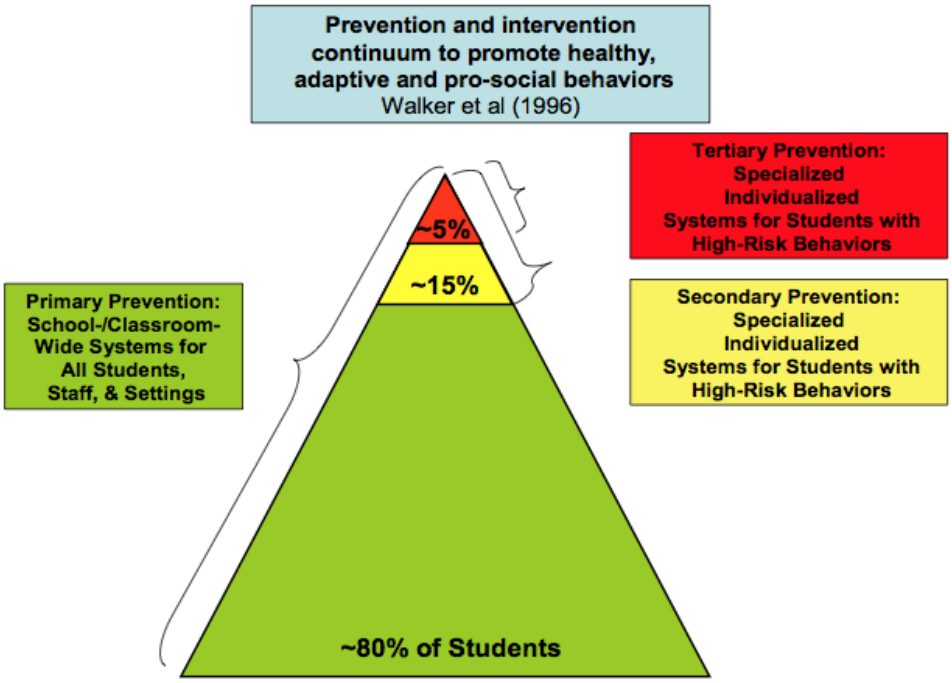
Learning is a complex process that requires the integration of social, emotional, and cognitive faculties. The following is an excerpt from the NYS Guidelines of Social Emotional Learning (SEL) that outlines a general framework for tiers of need and intervention:

Risk factors that create "barriers to learning" can stem from poverty, racism, exposure to violence or drug use, absent or infirmed parents, behavioral and cognitive disabilities, involvement with the court or juvenile justice system, and foster care systems... Successful school districts respond along three tiers:

- *Promote healthy development, prevent problems*
- *Address problems as soon after onset as is feasible*
- *Have a system for assisting those with chronic and severe problems.*

All youngsters and adolescents can benefit from foundational, age appropriate social-emotional development that prevents problem escalation and equips them with life and workforce skills.

The challenge to schools and communities is the alignment of promotion and prevention, early intervention, and treatment services in a manner that will address immediate needs as well as prevent or ameliorate the incidence and magnitude of later problems. [1]



[1] **Guidelines and Resources for Social and Emotional Development and Learning (SEDL) in New York State**

AIS Social-Emotional Components for Tier II Support

The following list is a general outline of existing interventions for academic intervention support.

Counseling

- Individual
- Group
- Family
- Friendship group
- Anger management
- Classroom guidance programs
- Character education components include some or all of the following:
  a) *Seven Habits of Highly Effective Kids, Seven Habits of Highly Effective Teens*, and *Seven Habits of Highly Effective People*, and *The Leader in Me* training.
  b) Olweus Bullying Prevention Program® and/or other building initiatives
  c) Digital citizenship lessons
  d) Student leadership committees
  e) Morning meetings and first Friday student gatherings
  f) Responsive Classroom®
  g) Kelso's Choice Conflict Management Skills Program®

School Psychological Services

- Diagnostic testing
- Referral
- Counseling
- Consultation
- RTI Reviews

Attendance Improvement Strategies

- Home visits
- Parent phone calls
- Parent letters
- Parent-teacher conferences
- eSchool Plus Home Access

Referrals

- RTI/DIP Teams
- Committee on Special Education (CSE)
- Free and reduced lunch program, breakfast program
- Community services (CHOW, High Risk Birth Clinic, Catholic Charities, CCSI, SPOA)
- Parent support programs (ie, FAST)
- Mental health agencies
- Private practitioners
- Social Services/financial assistance
- Juvenile justice system
- Homeless Student Interventions
- PINS Preliminary Meetings

- PINS
- Employment/agencies
- VESID

Mentoring

- Informal (teacher/student)
- Lunch buddies
- Foster grandparent program
- VHS Mentoring Program

Arts-Based Education

- Student musicals
- Music education
- Art education
- Art clubs and service projects

Health Services

Behavior Management Plans

Extra-Curricular Activities

Opportunities for Leadership and Service

- Student awards
- Monthly "Morning Programs"
- Pep rallies
- Community service and fundraising
- Student government
- Committees and clubs

Overview of Sources of Evidence for Identification of Students for AIS/RTI Support

RTI Grades K-3	AIS Grades 4-8	AIS Grades 9-12
• Lack of reading readiness as documented by Vestal's Elementary Literacy Profile (VELP) • Performance on STAR Reading or Math Assessments • Teacher referral - Report card/IPR - Retention consideration • Patterns of attendance • Diagnostic testing by support staff in the following areas - Kindergarten - Math - Reading - Speech - English as a New Language - Occupational therapy - Physical therapy • Parent referral • Psychological testing • Teacher- or district-created local formative assessments and data analysis	• Below state-designated cut score on grade 3-7 NYS English Language Arts (ELA) assessment • Below state-designated cut score on grade 3-7 NYS Math NYS assessment • Performance on STAR Reading or Math Assessments • Teacher referral - Report card/IPR - Retention consideration • Patterns of attendance • Diagnostic testing by support staff in the following areas - Math - Reading - Speech - English as a New Language - Occupational therapy - Physical therapy • Parent referral • Psychological testing • Teacher- or district-created local formative assessments and data analysis	• Below state-designated cut score on grade 8 NYS English Language Arts (ELA) assessment • Below state-designated cut score on grade 8 NYS Math NYS assessment • Level 1 or level 2 score on grade 8 Science NYS assessment • Social Studies 9-12 grades • Failure in course(s) and/or Regents exam(s) needed to graduate • Teacher referral - Report card/IPR - Teacher prediction of low performance on NYS assessment - Retention consideration • Patterns of attendance • Diagnostic testing by support staff in the following areas - Math - Reading - Speech - English as a New Language - Occupational therapy - Physical therapy • Parent referral • Psychological testing • Teacher- or district-created local formative assessments and data analysis

Eligibility Criteria for Academic Intervention Services in Grades 4-12

I. Criteria for Receiving Academic Intervention Services for Grades 4-8

The Academic Intervention Service (AIS) team will conduct a student assessment, reviewing multiple sources of evidence, to determine student eligibility for services. This assessment *may* include but is **not limited to** the following:

- Below state-designated cut points on NYS assessments in:
  - English Language Arts - grades 3-8
  - Math - grades 3-8
  - Science - grade 4, grade 8
- Course failure(s) based on quarterly grades and/or Interim Progress Report(s)
- New Entrant Screening, including a review of academic records for content deficiencies
- Diagnostic testing, if available
- Results on Math, ELA, Social Studies and Science Local Formative Exams

II. Criteria for Receiving Academic Intervention Services for Grades 9-12

The Academic Intervention Service Team will conduct a student assessment, reviewing multiple sources of evidence, to determine student eligibility for services. This assessment will include but is **not limited to** the following:

- Below state-designated cut points on NYS assessments in:
  - English Language Arts - grade 8
  - Math - grade 8
  - Science - grade 8
- Failure of one or more Regents exams required for graduation (ELA, Social Studies, Math, Science)
- Course failure(s) based on quarterly grades and/or Interim Progress Reports
- New Entrant Screening, including a review of academic records for content deficiencies
- Diagnostic testing, if available
- Results on local formative assessments across content areas

Range of Academic Intervention Services

Individual student needs will determine the intensity of services. Intensity of services means the provision of services for students based on the level of their needs as determined through multiple measures and sources of evidence. Students with the most intense needs would receive more scheduled services for longer duration, and with more individualization. Other students might receive only progress monitoring.

Services *may* include but not be limited to:

- Monitoring regular classroom performance
- Supplemental in-class instructional strategies
- Within-class staffing that reduces student-teacher ratios (e.g. co-teaching, team-teaching)
- Supplemental out of class instruction
- Supplemental extended day instruction
- Supplemental extended school year instruction
- Consultation with other service providers

Monitoring, Adjusting & Reporting of Academic Interventions and Services

All students reviewed by the Academic Intervention Assessment team and eligible for support must have an Academic Intervention Services Plan documented in *RTI Edge*. This plan is a working document used to monitor student progress and to generate progress reports to parents on a quarterly basis. This progress report shall be used as the basis for any adjustments to the services provided to students. Parents shall be given the opportunity to review this plan at least once each semester.

The purpose of this plan shall be to:

- Identify areas of academic concern
- Identify services to be provided
  - Academic support
  - Intensity & duration of services
- Inform staff
- Inform parents of the initiation, adjustment or termination of services
- Provide parents with information to foster support and involvement
- Provide periodic monitoring to report progress (required quarterly, but may be more frequently, as determined by the committee)
- Continue, adjust or terminate services based upon the periodic review(s)

Part II: Response to Intervention

Response to Intervention: Introduction and Overview

Response to Intervention (RTI) functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic performance and intervene by providing supplemental interventions targeted to their learning needs. The overall purpose of RTI in Vestal is to provide supplemental and enriching learning experiences for students based on anecdotal and screening data.

Response to Intervention Defined

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

Legislative Background

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

Minimum Requirements. The Regents policy framework for RTI outlines the following:
I. Defines RTI to minimally include:

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

II. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and pre-referral interventions in order to remediate a student's performance prior to referral for special education, which may include the RTI process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its RTI program**, including, but not limited to the:

- Criteria for determining the levels of intervention to be provided to students;
- Types of interventions;
- Amount and nature of student performance data to be collected;
- Manner and frequency for progress monitoring.

[8 NYCRR section 100.2(ii)]

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

[8 NYCRR section 100.2(ii)]

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

[8 NYCRR section 200.4(j)]

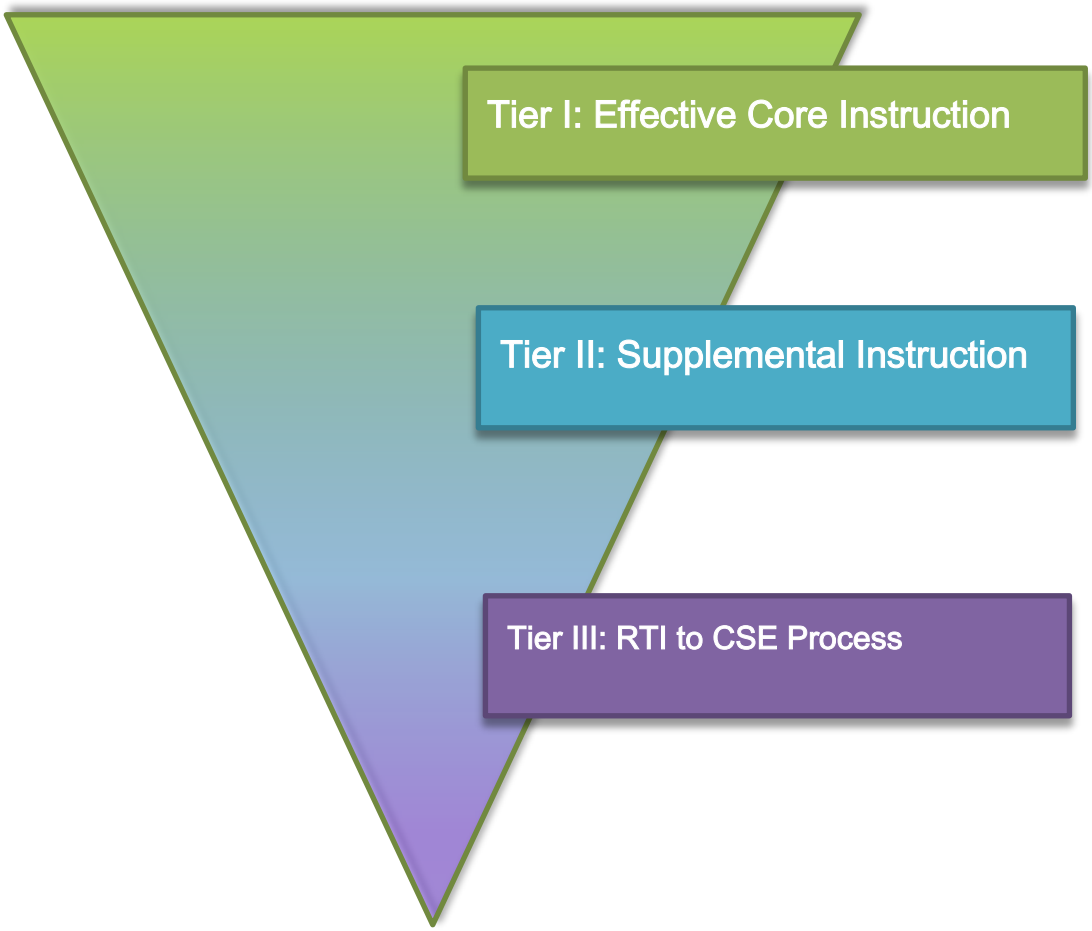
In addition to the above RTI requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students' instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading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

- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematics abilities and skills.
- **If the student is determined to be making substandard progress in such areas** of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

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

RTI as a Multi-Tiered Prevention Framework

RTI serves as a multi-tiered prevention framework/model with increasingly levels or tiers of instructional support. Within the Vestal Central School District, a three-tiered model is used. The graphic presented below provides a visual illustration of the district's RTI model. Descriptions of each tier are provided.



Vestal Response to Intervention Process

RTI is a problem solving process which includes the provision of systematic, research-based instruction and intervention to struggling students. It is designed to help students maximize their potential for academic, social, and emotional growth and achievement. At Vestal the RTI process includes three Tiers. Under these tiers the type, duration, and intensity of intervention is matched to students' needs and is appropriately monitored.

Tier 1

Regular high-quality first instruction that is integrated into the regular classroom and is consistent across classrooms and grade levels.

- **Consistent time dedicated to core instruction.**
- **Embeds Universal Design for Learning (UDL) principles**
- ***Differentiated Instruction* to meet the needs of groups and/or individuals.**
- **Data gathered through universal screenings and curriculum-based formative and summative assessments.**

Tier 2

Supplemental, research-based explicit interventions targeting identified areas of need.

- **Skill-specific and based on academic content standards and/or developmentally based behavioral expectations.**
- **Usually identified through multiple measures.**
- **Data tracked from progress monitoring assessments.**
- **Periodic evaluation & decision-making around progress toward goal(s).**
- **Usually provided as "push-in,"[a] "individual," and/or "targeted" [b] support by a specialist.**
- **Frequency and intensity of intervention and progress monitoring will vary according to the student and area of need.**
    - **Includes, but is not limited to, AIS services delivered to students in grades 4 and beyond who fall below designated performance levels on state tests.**

Tier 3

Interventions that occur after a student does not show adequate progress, typically after multiple Tier 2 interventions.

- **Most frequent and intensive interventions.**
- **May or may not include Special Education services.**
- **For students who have been referred to the Committee for Special Education or those who are being seriously considered for such a referral.**

a. Push-In (Integrated) Support: Push-in (integrated) support occurs during core instruction in the classroom. Support teachers work with classroom teachers to deliver instruction, assist in guided practice and facilitate cooperative student learning.

b. Targeted Support: Targeted support is defined as supplemental instruction aligned to core ELA or math curriculum. Targeted support is provided to groups of students with similar needs. It may occur in the classroom or a separate location.

Tiers of Intervention

	Tier 1	Tier 2	Tier 3
General Definition of Instruction and Intervention	Regular high quality first instruction that occurs in the regular classroom and is consistent across classrooms and grade levels.	Supplemental, research-based explicit intervention targeting identified areas of need.	Interventions that occur after a student does not show adequate progress after multiple Tier 2 interventions.
Key Attributes	• Consistent time dedicated to instruction of core instruction • Universal Design for Learning • Differentiated instruction (Examples may include preferential seating, flexible grouping, varying frequency /intensity of instruction for groups, reciprocal teaching, adjusting time students get or adjusting the length of tasks)	• Skill-specific but also based on academic standards and/or developmentally based behavioral expectations. • Increasingly frequent progress monitoring toward a specific goal • Periodic evaluation and decision-making around progress toward goal • Usually supported by a specialist • The frequency and intensity of intervention and progress monitoring will vary according to the student and the area of need	• Most frequent and intense • Includes Special Education • Progress monitoring occurs more frequently than in Tier 2 • Either referred to CSE or seriously considering a referral to CSE • More specific goals than in Tier 2 • Could occur one-on-on or in very small groups
Data/Assessment	• Universal screenings * • Curriculum-based formative and summative assessments*	• Progress monitoring assessments that quantify the rate of progress toward individual student-specific goals and assist in evaluating the effectiveness of a Tier 2 intervention.*	• Universal screenings • Curriculum-based formative and summative assessments • Progress monitoring assessments that quantify the rate of progress toward individual student-specific goals and assist in evaluating the effectiveness of a Tier 2 intervention • Individualized, norm-referenced standardized testing

*The same assessment may serve multiple purposes. For example, Oral Reading Fluency could function as both a universal screening and a specific progress monitoring assessment in some cases.

The RTI Framework in English Language Arts

Tier I: Balanced Literacy

Tier I is considered the primary level of intervention and always takes place in the general education classroom. Tier I involves high-quality first instruction in reading, word study, and writing, delivered to all students in the general education class by qualified personnel. Vestal's ELA curriculum seeks to maximize each student's academic growth by employing pedagogical models that require teachers to *differentiate* instruction in order to meet the needs of groups and individuals. The following matrix provides details on the nature of Tier I in Vestal in terms of core program, interventionist, frequency, duration, and location by grade level.

Tier I – Balanced Literacy					
Grade	**Core Program**	**Interventionist**	**Frequency**	**Duration**	**Location**
K-5	Reading Workshop	Classroom Teacher	Daily	45-60 minutes	Classroom
	Words Their Way®	Classroom Teacher	Daily	10-45 minutes	Classroom
	Lucy Calkins Units of Study in Writing	Classroom Teacher	Daily	45-60 minutes	Classroom

Balanced literacy is designed to support teachers with materials and instructional strategies for each child's reading and writing needs. Grounded in the belief that literacy instruction should be "balanced" among three linguistic cueing systems (semantic, syntactic, and graphophonic), this approach is designed to meet each child's developmental needs. Moreover, balanced literacy incorporates a wide range of instructional models including reading workshop, words study, and writing workshop. The following outlines the components of the Vestal balanced literacy program:

Phonemic Awareness/Phonics/Word Identification/Word Study

Decoding and "word solving" are essential skills for students to become successful readers and writers. A student's success in this area depends on the following skills:

- Using a word's visual features
- Using the relationship among sounds, letters, and letter clusters
- Using spelling patterns
- Coordinating these skills with attention to meaning and syntax

Words Their Way is a word study program based on a developmental approach that promotes English language understanding in a predictable and logical manner. The program teaches students to analyze words to discover letters, vowel patterns, syllable structures, and spelling-meaning connections. This approach blends phonemic awareness, phonics, word study, and spelling instruction.

Oral Reading Fluency and Reading Comprehension:

Within Tier I, all students are instructed and assessed through the following strategies:

- Guided Reading: This approach supports each reader's developmental growth. Small group instruction is tailored for students of similar reading ability. Furthermore, the teacher observes each student's reading behaviors and can group/regroup based on immediate feedback. Guided

reading enables students to use and develop reading strategies independently and leads to independent reading.

- Independent Reading: This approach empowers students to practice reading skills acquired through guided reading, shared reading, and word study. During this time, students self-select texts (with teacher guidance) from the teacher's leveled library that match their instructional or independent reading level. This provides valuable time for teachers to conference with students; teachers gain insight into student reading choices, their self-selected strategies, and their reading progress.
- Shared Reading: This approach empowers students to collectively read a text and share its understanding with one another. This promotes class discussion, instruction, and responding. The teacher selects the text as a teaching tool to introduce, instruction, and discuss:
    - Genre
    - Theme
    - Content area
    - Print conventions
    - Literary Elements in Fiction
    - Components of Informational Texts
    - Comprehension
    - Author's Style and Craft
    - Illustrator Style
    - Vocabulary
    - Cueing Systems

- Reading Aloud: This approach empowers students to "hear" effective reading and:
    - Builds student's motivation for becoming lifelong readers
    - Increases background knowledge
    - Instills in students an understanding of the role of "voice" as a quality of strong writing
    - Provides vicarious experience for striving readers
    - Develops listening and speaking competencies
    - Allow students to access texts beyond their developmental reading level
    - Engages students in critical textual analysis
    - Provides insight – through explicit modeling – into how specific reading strategies are successfully applied.

Additional Considerations for Tier I

- **Differentiation strategies**: At Tier I, differentiation is built into the three major components of Vestal's ELA curriculum design. Through ongoing assessment – both by ascertaining reading levels and observing student reading and writing behaviors – teachers and students are able to select instructional materials that meet each student's needs.
- **Check for fidelity:** All K-5 classroom teachers, special education teachers, and reading specialists have received district-level professional development in Balanced Literacy, the Fountas & Pinnell Benchmark Assessment System, and Words Their Way.

Tier II: Response to Intervention

Within the Vestal Central School District, Tier II is typically small group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of core instruction students receive in Tier I. Instruction/interventions provided at this level/tier are designed to address the needs or weaknesses of the student relative to the reading process. The chart below contains some examples of possible tier II interventions. This list is not meant to be exhaustive.

Tier II Examples of Supplemental Intervention						
Grade	**Intervention Strategies**	**Interventionist**	**Frequency**	**Duration**	**Location**	**Group Size**
K	DIBELS Skill – FCRR + teacher made activities	Reading Teacher Program Aide	3/6 – 15m	10 Weeks	Pull aside	1-3
	Sound/Letter Recognition – ABC Letter Trace (Jan Richardson)	Reading Teacher Program Aide	3/6 – 15m	15 Weeks	Pull aside	1
	Sight Word Drill – F&P	Reading Teacher Program Aide	3/6 – 10m	10 Weeks	Pull aside	1-3
	Leveled Literacy Intervention (LLI)	Reading Teacher	6/6 – 30m	14-18 Weeks	Reading Room	3-5
1	DIBELS Skill – FCRR + teacher made activities	Reading Teacher Program Aide	3/6 – 15m	10 Weeks	Pull aside	1-3
	Sight Word Drill – Edmark F&P	Reading Teacher Program Aide	3/6 – 10m	10 Weeks	Pull aside	1-3
	Making Sense of Phonics – Isabel Beck	Speech Therapist	Varies – 30m	36 Weeks	Pull out	1-3
	Leveled Literacy Intervention (LLI)	Reading Teacher	6/6 – 30m	14-18 Weeks	Reading Room	3-5

Tier II Examples of Supplemental Intervention						
Grade	**Intervention Strategies**	**Interventionist**	**Frequency**	**Duration**	**Location**	**Group Size**
2	Word Attack Hierarchy-Interventioncentral.org	Reading Teacher	6/6 – 10m	10 Weeks	Pull out	1-4
	Sight Word Drill – Edmark	Reading Teacher Program Aide	3/6 – 10m	10 Weeks	Pull aside	1-3
	F&P	Speech Therapist	Varies – 30m	36 Weeks	Pull out	1-3
	Making Sense of Phonics – Isabel Beck	Reading Teacher	6/6 – 30m	14-18 Weeks	Reading Room	3-5
	Leveled Literacy Intervention (LLI)					
3	Click or Clunk Comprehension-Interventioncentral.org	Reading Teacher Special Education Teacher	6/6 – 10m	10 Weeks	Pull aside	1-5
	Word Attack Hierarchy	Reading teacher	6/6 – 10m	10 Weeks	Pull aside	1-5
	Reciprocal Teaching	Reading Teacher	6/6 – 20m	10 Weeks	Pull out	4-5
	Paired Reading	Reading Teacher	6/6 – 10m	10 Weeks	Pull out	1
4/5	Click or Clunk Comprehension-Interventioncentral.org	Reading Teacher Special Education Teacher	6/6 – 10m	10 Weeks	Pull aside	1-5
	Word Attack Hierarchy	Reading teacher	6/6 – 10m	10 Weeks	Pull aside	1-5
	Reciprocal Teaching	Reading Teacher	6/6 – 20m	10 Weeks	Pull out	4-5
	Paired Reading	Reading Teacher	6/6 – 10m	10 Weeks	Pull out	1
	Quester-Answer Relationships (QAR)	Reading Teacher Special Ed Teacher	6/6 – 20m	10 Weeks	Pull out	4-5

LLI = Leveled Literacy Intervention (Fountas & Pinnell)

At Grades 4/5, interventions are determined by previous year's state test scores in accordance with Academic Intervention Services regulations (Part 100.2ee).

Tier III: Special Education Services

Tier III is designed for those students who have been unresponsive to Tier II intervention or who demonstrate such significant needs that warrant intensive instruction or intervention. The following matrix provides examples of some of the Tier III at Vestal. *This list is not meant to be exhaustive*.

Examples of Tier III Interventions						
Grade	**Program Options**	**Interventionist**	**Frequency**	**Duration**	**Location**	**Group Size**
K-5	Direct Consultant Teacher	Special Education Teacher	2-6 Days per Cycle	30 – 60 Minutes	Regular classroom	1:1 or small group
			*minimum total = 2 hrs/cycle; maximum total = 6 hrs/cycle			
K-5	Resource Room	Special Education Teacher	2-6 Days per Cycle	30 – 60 Minutes	Resource Room	1:1 or small group
			*minimum total = 3 hrs/cycle; maximum total = 6 hrs/cycle			
K-2	Special Class 8:1:1	Special Education Teacher	6 days per cycle	Full school day	Special classroom	8 max
			*integration for specials, lunch, recess			
K-2	Special Class 12:1:1	Special Education Teacher	6 days per cycle	Full school day	Special classroom	12 max
			*integration for specials, lunch, recess			
3-5	Special Class 8:1:1	Special Education Teacher	6 days per cycle	Full school day	Special classroom	8 max
			*integration for specials, lunch, recess			
3-5	Special Class 12:1:1	Special Education Teacher	6 days per cycle	60 minute ELA block, 60 minute math block, and/or full school day	Special classroom	12 max
			*integration for specials, lunch, recess			

Assessment within an RTI Framework

An RTI framework uses a variety of assessments to support decisions about a student's at-risk status, response to instruction or intervention, and the nature of instruction. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within an RTI process for different purposes.

Screening

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are "at-risk" for academic failure and who may require closer monitoring, further assessment, or supplemental instruction. The table presented below provides descriptive information regarding the universal screening procedures used at Vestal:

Screening Tool	Grades Screened
DIBELS Initial Sound Fluency (ISF)	Kindergarten through Grade 1
DIBELS Letter Naming Fluency (LNF)	Kindergarten through Grade 1
DIBELS Phoneme Segmentation Fluency (PSF)	Kindergarten through Grade 1
DIBELS Nonsense Word Fluency (NWF)	Kindergarten through Grade 2
DIBELS Oral Reading Fluency (ORF)	Grade 1 through Grade 2
Fountas & Pinnell Lower Case Letter Recognition (LCL)	Kindergarten
Fountas & Pinnell Upper Case Letter Recognition (UCL)	Kindergarten
Fountas & Pinnell Reading Level (RL) - Accuracy Score (AS) - Comprehension (CO)	Kindergarten through Grade 5
Dolch Sight Word List (SWL)	Kindergarten through Grade 1
STAR ELA and Math Assessments	Grade 2 through 8
Kindergarten Numeracy Screening	Kindergarten

A Screening Assessment Schedule for grades K-3 details the nature of screening assessment at multiple intervals across the school year.

UNIVERSAL SCREENING SCHEDULE BY GRADE & BENCHMARKING PERIODS			
Grade	**Beginning (Sept-Nov)**	**Middle (Jan-Feb)**	**End (May-June)**
Kindergarten	**ISF + LNF**	**ISF + LNF + NWF + PSF + F &P RL, LCL, UCL, SWL**	**LNF + NWF + PSF + F &P RL, LCL, UCL, SWL**
First Grade	**LNF + NWF + PSF + F&P RL**	**NWF + PSF + ORF + F&P RL, SWL**	**NWF + PSF + ORF + + F&P RL, SWL**
Second Grade	**NWF (as needed) + ORF (as needed) + F&P RL**	**ORF (as needed) + F&P RL**	**ORF (as needed) + F&P RL**
Third-Fifth Grades	**F&P RL**	**F&P RL**	**F&P RL**

Progress Monitoring

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student's rate of progress; (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student's movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

Vestal uses DIBELS and Fountas & Pinnell tools to determine a student's movement across the tiers by examining rate of progress and level of performance over time. The table below provides logistical information regarding progress monitoring procedures within Tiers 1, 2, and 3.

	Tier I	Tier II	Tier III
Frequency of Administration:	Ongoing	1x/2x Weekly	2x Weekly
Administrator(s):	Classroom Teacher	Interventionist	Interventionist
Location:	Classroom	Interventionist's Classroom	Interventionist's Classroom

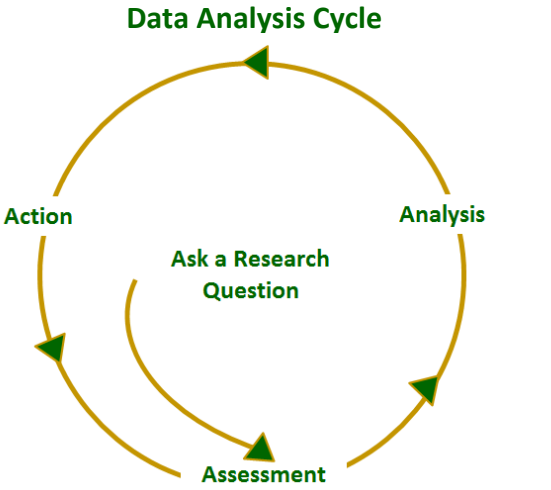
Additional Diagnostic Assessment

Screening and progress monitoring tools occasionally provide sufficient information to plan instruction, but most often they do not since they tend to focus on quick samples of student performance as opposed to greater in-depth information about a student's abilities. Assessments that are diagnostic in nature provide greater detail about individual students' skills and instructional needs. They provide educators with information that informs the "what to teach" and the "how to teach." They are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress (Center on Teaching and Learning, n.d.).

Data-Informed Practice ("DIP")

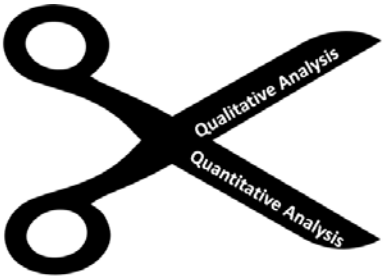
Vestal prides itself on making decisions based on a global assessment of the "whole child." That means that data is used to *inform* our decisions, but no single data element *drives* those decisions in isolation. The district defines **"data-informed practice"** as an ongoing inquiry process in which qualitative and quantitative data are interpreted in a *holistic context* and used to aid in decisions making. These decisions may encompass any aspect of educational "practice" including but not limited to instruction, enrichment, intervention, resource allocation, policy development, and disability identification.

Key Elements of Data-Informed Practice



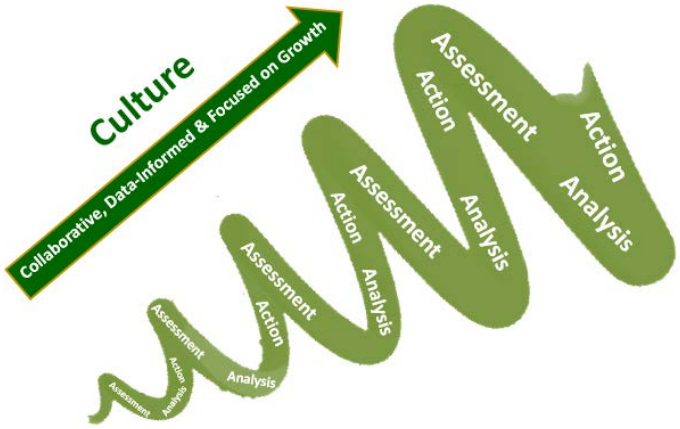
Upward Spiral of Collaborative Data Analysis

- **Inquiry:** Data work begins with a research question. This question helps provide *focus* and ensures that data work will ultimately promote high quality student learning.
- **Ongoing Cycles:** Data-informed practice is cyclical and ongoing. The process begins with a question. Data is then gathered and analyzed. Finally, practitioners use this new information to take *action*. The cycle continues indefinitely as the one inquiry often generates additional research questions.
- **Triangulation of Multiple Data Sources:** Decisions are rarely based on only one data source. Practitioners analyze data from a wide variety of sources including both *quantitative* data (such as demographic information or test scores) and *qualitative* data (such as teacher observations, open-ended survey responses, or samples of student work). Like a pair of scissors with two blades, both types of data are complementary tools.



- **Contextualization:** Because it deals with human beings, education is a complex endeavor. Context, therefore, is incredibly important. In order to make valid data-informed inferences, practitioners must have a nuanced understanding of the conditions under which data is collected. Staff are encouraged to synthesize their expertise, intuition, and knowledge of the "whole child" as they analyze data. In order to implement "wise" educational practices, Vestal understands that instructional programming should be based on knowledge of empirical research AND a sophisticated understanding of what works best for students in Vestal's particular educational context. Data analysis is a key to understanding the instructional programs and practices that will work best for our students.

- **Reflective Collaboration:** In order to fully realize the potential of data-informed practice, staff must have regular opportunities to collaboratively analyze data. Because it enables practitioners to perceive patterns that may not have been readily observable, data analysis encourages staff to critically reflect on their own practice. Blythe (2013) argues that qualitative data analysis is most powerful when groups sincerely reflect on the implications of their inquiries and are willing to alter their practices accordingly. This collaborative meaning-making process is an essential part of the culture of any "learning organization."



Data and the RTI Framework

A key component of an RTI framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Screening assessments and progress monitoring data inform decisions relative to the level and type of interventions needed to help individual students make progress.

Within an RTI framework, two major decisions need to be made relative to student learning:

1. Which students may require supplemental and/or enriching instruction to support attainment of learning goals?
2. How is the student responding to supplemental instruction?

Determining Response to Intervention

In order to determine a student's response to intervention, Vestal uses data obtained from screening assessments as well as other qualitative and anecdotal sources. The following table provides information about the nature of this decision.

Determining Response to Intervention	
Primary Data Source:	Universal Screening Data (e.g. DIBELS, F&P, STAR)
Secondary Data Source:	Standards-based report cards, qualitative analysis of classroom assessments, anecdotal observations (i.e., miscue analysis, reading behaviors, etc.)
Purpose:	• Identify who needs supplemental or enriching instruction • Identify the level of intervention or enrichment a student requires • Provide preliminary information about the effectiveness of core instruction at Tier I
Who's Involved:	Classroom Teacher; Building Principal; Interventionist(s)
Frequency:	Varies; one week after universal screenings, during/after Guided Reading and Shared Reading instruction.
Decision Options and Criteria:	See **Appendix 1** for additional information about the rules and cut scores related to Initial Risk Status.

Another key decision made by the RTI/DIP Team is whether or not a student who is receiving supplemental instruction or intervention is making adequate progress. Vestal makes use of progress monitoring data and other data sources such as work samples and direct teacher observation to examine the student's level of performance and rate of progress over time. By graphing the student's assessment scores and examining the trend line, the RTI/DIP Team can make an informed decision about a student's response to intervention. The table presented below provides further information regarding the nature of this decision.

<table>
<tr><th colspan="4">Determining Student Response to Intervention</th></tr>
<tr><td>Primary Data Sources:</td><td colspan="3">DIBELS, LLI, AIMSWeb, STAR, Fountas and Pinnell Reading Levels, Behavioral Data, Student Work Samples,</td></tr>
<tr><td>Secondary Data Source:</td><td colspan="3">Anecdotal evidence including practitioner observations & field notes</td></tr>
<tr><td>Purpose:</td><td colspan="3">• Determine student's response to the intervention
• Determine if the student is making progress towards grade level benchmarks
• Determine the need for a lesser or more intensive intervention</td></tr>
<tr><td>Who's Involved:</td><td colspan="3">Classroom Teacher; Building-Based RTI/DIP Team</td></tr>
<tr><td rowspan="3">Frequency per Tier:</td><td colspan="3">Decision-Making Parameters per Instructional Tier</td></tr>
<tr><td>Tier I</td><td>Tier II</td><td>Tier III</td></tr>
<tr><td>Varies according to student need</td><td>Every 6-8 data points</td><td>Weekly</td></tr>
<tr><td>Decision Options and Criteria:</td><td colspan="3">See Appendix C for a graphic illustration of decision guidelines (Rate of Progress, Rate of Improvement) related to Determining Student Response to Intervention</td></tr>
</table>

Learning Disability Determination

Effective on and after July 1, 2012, a school district must have an RTI process in place as it may no longer solely use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading. In making a determination of eligibility for special education under the classification of LD, the CSE must determine that a student's academic underachievement is not due to the lack of appropriate instruction in reading. Appendix A and B provide state guidelines on the relationship between RTI and the CSE referral process (*Response to Intervention: Guidance for NYS School Districts*, NYSED, October 2010).

RTI/AIS Considerations for English Language Learners

Part 154 of the Regulations of the Commissioner of Education is amended, effective October 1, 2014

(j) Support Services for students not demonstrating adequate performance. For each English Language Learner who makes below specified levels of performance on the annual English language proficiency assessment, as defined by the Commissioner, the school district shall determine the additional support services to provide the student, taking into consideration evidence such as:

1) Number of years of instruction in a Bilingual Education or English as a New Language program;
2) English and home language literacy, content area and socio-emotional support needs of Students with Inconsistent/Interrupted Formal Education;
3) English and home language literacy needs of Long-term ELLs;
4) Results on the annual English language proficiency assessment exam;
5) Bilingual Education or English as a Second language teacher recommendation;
6) Content area teacher recommendation;
7) Parent or other person in parental relation request;
8) Sample of student work in English and, if possible, in their home language; and
9) Bilingual educational evaluation, if the student has or is suspected of having a disability.

The support services provided shall be aligned with any intervention plans (e.g., Academic Intervention Services) the school district is already providing to all students.

The Vestal Central School district celebrates the rich diversity of language and cultures that English Language Learners (ELLs) bring to the classroom. It seeks to create a warm, welcoming, and inclusive environment in which ELLs' home languages and cultures are valued. As ELLs learn English and integrate into the social fabric of our schools and community, they also have opportunities to further enrich that same community as they share their heritage with others.

Vestal takes a strength-based approach to working with English Language Learners. The district views bilingualism and biliteracy as powerful assets that greatly enhance the lives of students. Therefore students and their parents are encouraged to maintain their home language(s). Educational research has clearly demonstrated that ELLs make greater gains in English when they are able to make explicit connections to their home language(s) (Genesee, Lindholm-Leary, Saunders, & Christian, 2006). Consequently teachers promote this transfer by creating opportunities for ELLs to build on their prior knowledge of their home language and culture.

Vestal provides appropriate English as a New Language (ENL) services for ELLs. The main purpose of these supports is twofold: (1) to help students acquire academic English through explicit instruction in the form and function of the English language; (2) to remove English language proficiency as a barrier to accessing the remainder of the curriculum. It typically takes ELLs five to seven years to fully acquire English (Echevarría, Vogt, & Short, 2013). Therefore, the lack of English language proficiency can be a significant, even if temporary, barrier to learning.

Gersten, Baker, Shanahan, Linan-Thompson, Collins, and Scarcella (2007) identify the following five recommendations for promoting literacy among ELLs:

1) Screen for reading problems and monitor Progress;
2) Provide intensive small-group reading interventions;
3) Provide extensive and varied vocabulary instruction

4) Develop academic English
5) Schedule regular peer-assisted learning opportunities.

Vestal addresses each of these recommendations through the English Language Arts curriculum, English as a New Language (ENL) services, and the district's RTI Framework.

Tier One: Like all other students, ELLs are entitled learning that is meaningful and intellectually challenging. The fact that a student may be learning English does not mean that he or she cannot reason at a sophisticated level if given the proper scaffolding and support. It is essential that teachers hold high academic expectations for ELLs while also providing the support necessary for them to meet those expectations.

Classroom teachers provide ELLs with a variety of Tier One supports. Universal Design for Learning (UDL) principles are embedded in the curricula experienced by all students. For example, the Eureka Math series makes extensive use of modeling, providing students with multiple means of representation. In other cases, teachers differentiate instruction in order to accommodate ELLs. For example, the English Language Arts curriculum includes guided reading, writing workshop, and the "Words their Way" program. All three of these elements allow teachers to tailor instruction to a student's level of readiness.

Tier Two: Like all Vestal elementary students, ELLs undergo several universal screening assessments in ELA and Math each year. Depending on their grade levels, students take the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), STAR Reading, STAR Math, the Fountas & Pinnell Reading Level assessments. These assessments along with other curriculum-based measures and teacher observations can be used to identify ELLs who are in need of Tier 2 interventions.

Judging whether or not an ELL is learning at an adequate pace can be a challenge. Firstly, standardized tests commonly use native English speakers as their norm groups. This can make it difficult to distinguish between a language acquisition issue and a more specific difficulty in a content area. Secondly, Echevarría, Vogt, and Short (2013) identify a number of variables which commonly influence a student's rate of language acquisition. These include the following:

1) English Knowledge: Prior exposure to English including familiarity with Roman alphabet and numbers, speaking, reading, and writing, the "distance" between English and the home language, etc.;
2) Proficiency in the home language: Oral proficiency, literacy, proficiency in writing;
3) Educational Background: The quality and quantity of schooling in their home language;
4) Sociocultural, Emotional, and Economic Factors: Poverty, Mobility, Exposure to Trauma, Violence or Abuse, Refugee Status, Parents Educational Background;
5) Other Factors: Ex. learning disability

In English Language Arts, teachers can use the New Language Arts Progressions to provide a rough estimate of what students at particular linguistic levels should be ready to learn. However this information may not be adequate in cases in which a student is not able to progress through linguistic levels.

Like all students, ELLs should receive interventions if there is reason to believe they are not progressing at an adequate pace in a content area. At the same time, the district recognizes that interventions can be counter-productive if they are not well-aligned with content-area instruction or if they cause the student to miss other valuable learning experiences. Any decision to provide ELLs with Tier 2 interventions that go beyond what they receive in their regular classroom or through ENL services must take a holistic view of

the student's needs. Wherever possible, RTI Teams should consult with both the student's classroom teacher and their ENL teacher in order to design an intervention that best meets their needs.

Part 154 of the Regulations of the Commissioner of Education is amended, effective October 1, 2014

(e) school district shall refer [limited English proficient pupils] students who are English Language Learners and who are suspected of having a disability to the committee on special education in accordance with Part 200 of this Title and assure that a bilingual multidisciplinary assessment is conducted in accordance with section 200.4(b) of this Title before the committee identifies [pupils with limited English proficiency] students with English Language Learners as having a disability.

[…]

(9) If a student is identified as an English Language Learner with a disability pursuant to paragraph (3) of this subdivision, each school district shall ensure that:
(i) Consistent with the requirements in section 200.3 of this Title, that the Committee on Special Education for such students include at least one individual, certified pursuant to Part 80 of this Title, to provide bilingual services or instruction or teach English to Speakers of Other Languages, who is knowledgeable about the student's English and home language development needs;
(ii) Placement in a Bilingual Education or English as a New Language program pursuant to this Part is not refused solely because the student has a disability; and
(iii) assessment procedures that differentiate between language proficiency and disability are implemented in accordance with sections 200.4(b) and (c) of this Title.

Tier Three: ELLs who have disabilities or other serious learning difficulties should receive more intensive Tier 3 interventions including, where appropriate, special education services. As in Tier Two, determining whether or not a student should receive a Tier 3 intervention can be challenging given the difficulty of finding appropriately normed assessments. In order to ensure that ELLs receive Tier Three interventions when, and only when, appropriate, the RTI Team and/or the Committee for Special Education should use appropriately normed alternative language assessments wherever possible. Likewise, bilingual psychologists and/or interpreters should be used when necessary. Appendix 4 provides a checklist of questions to consider when deciding whether or not a Tier 3 interventions is appropriate for an ELL.

Professional Development

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

Over the last five years, Vestal has provided professional development in the following areas:

- DIBELS administration and data collection
- Fountas & Pinnell Benchmark Assessment System

- *RTI Edge* for Teachers and Administrators
- Ongoing and continuous balanced literacy training
- Words Their Way Training for Teachers
- RTI/DIP Team Training in Data Collection and Analysis
- Subject-specific professional development that embeds strategies for universal design, differentiated instruction, and quantitative and qualitative data analysis

Parent/Guardian Notification

Parents and guardians are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents when RTI services begin, for progress monitoring purposes, and when RTI services end. Please see Appendix D for sample letters.

In accordance with NYS RTI Guidelines, letters outline:

- The nature of the intervention their child will be receiving
    - Type of intervention
    - Frequency
    - Duration
    - Interventionist
    - Location
- The amount and nature of student performance data that will be collected
    - Type of data
    - Screening tool
    - Review date of progress
- Strategies for improving the student's rate of learning
- Their right to request an evaluation for special education programs and/or services

Part III: RTI/DIP Steering Sub-Committee Planning for 2016-2017

Behavior Sub-Committee Focus

The sub-committee will look into setting up behavior as an official intervention area. The group will discuss what behavioral interventions might look like across all three tiers of intervention. This will range from proactive/preventative approaches in tier one to more targeted and intensive interventions at tier 3. The committee will examine behavior in the context of the "whole child," considering child development, social & emotional learning, and aspects of curriculum and instruction that may have an impact on behavior.

Recommendations:

- Pilot one or more Tier 2 approaches/interventions (e.g. Check-in, Check-out… Christiansen, 2008).
- Research possible rating scales for behavior (e.g. Student Risk Screening).
- Increased professional development around Oppositional Defiance Disorder, attachment Issues, anxiety, conflict cycles, ADD/ADHD, etc.
- Continued research of approaches for dealing with less obvious (internalized) emotional issues.

Math Sub-Committee Focus

Develop math interventions protocols, screenings, and record keeping to address the following:

- Configuring RTI Edge to meet our local practices in math support/intervention/diagnostics.
- Exploring assessments that could be used for screening and/or progress monitoring.
- Evaluation of math interventions at each tier.
- Clarification of the relationship between math RTI and AIS.
- Guidelines for establishing integrated (push-in) and targeted (pull-out) interventions.

Appendix 1: 2017-2018 Academic Intervention Services

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

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August 22, 2017

To: BOCES District Superintendents
Superintendents of Public School Districts Principals of Public Schools
Charter School Leaders

From: Renée L. Rider

Subject: Academic Intervention Services for the 2017-18 School Year Based on 2016-17 School Year 3-8 English Language Arts and Mathematics Assessment Scores

At the June 2017 meeting of the Board of Regents, the Board voted to amend Commissioner's Regulations § 100.2 regarding the methodology by which school districts identify students in grades 3-8 to receive Academic Intervention Services (AIS) in English Language Arts (ELA) and Mathematics. [1]

For the 2017-18 school year, districts shall continue to identify students to receive AIS through a two-step process. First, all students performing below the median scale score between a level 2/partially proficient and a Level 3/proficient on a grade 3-8 English language arts (ELA) or mathematics state assessment shall be considered for AIS. Upon identification of a student for consideration for AIS, districts shall then use a district-developed procedure, to be applied uniformly at each grade level, for determining which students shall receive AIS. After the district considers a student's scores on multiple measures of student performance, the district determines whether the student is required to receive AIS.

Each school year, districts must develop a policy, or review the existing policy, for providing AIS no later than September 1st. District policies for providing AIS, including a description of which student performance measures and associated scores will be utilized to determine eligibility, must be posted on the district website or distributed to parents in writing.

The tables on the next page show the scale score ranges and median scale score between levels 2 and 3 for the ELA and mathematics assessments in grades 3 to 8. Students who score below the median scale score between level 2 and level 3 (see shaded column in tables on next page) are identified as eligible for AIS. Districts must then apply local measures to determine which students

[1] http://www.regents.nysed.gov/common/regents/files/617p12a1.pdf

shall receive AIS. These multiple measures may include, but are not limited to, the following:

1) developmental reading assessments for grades K-6;
2) New York State English as a Second Language Achievement Test (NYSESLAT);
3) benchmark and lesson-embedded assessments for reading and math in grades K-6 based on teacher designed and selected assessments;
4) common formative assessments that provide information about students' skills;
5) unit and lesson assessments for ELA, mathematics, science, social studies and Languages Other than English (LOTE) for grades 7-8; and/or
6) results of psychoeducational evaluations based on a variety of assessments and inventories.

Regardless of the measures used, they must be applied uniformly at each grade level and in each content area when determining which students shall receive AIS.

Should you have any questions, please contact the Office of Student Support Services at (518) 486-6090 or StudentSupportServices@nysed.gov.

Grades 3-8 English Language Arts Scale Score Ranges by Performance Level and Median Scale Score between Level 2 and Level 3

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4	Median Scale Score between Level 2 and Level 3
3	180-290	291-319	320-357	358-412	305
4	164-286	287-319	320-342	343-416	303
5	126-288	289-319	320-345	346-428	304
6	128-282	283-319	320-337	338-403	301
7	133-286	287-317	318-346	347-402	302
8	121-283	284-315	316-342	343-402	300

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

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4	Median Scale Score between Level 2 and Level 3
3	145-284	285-313	314-339	340-397	299
4	133-282	283-313	314-340	341-397	298
5	151-293	294-318	319-345	346-401	306
6	132-283	284-317	318-339	340-421	301
7	160-292	293-321	322-347	348-401	307
8	134-286	287-321	322-348	349-400	304

Appendix 2: Sample AIS Parent Notification Letter

Vestal Central Schools

AFRICAN ROAD ELEMENTARY SCHOOL

Meghan Stenta, Principal
(607) 757-2311

Academic Intervention Services Notification

To the Parent/Guardian of:

Grade:

Date:

This is to inform you that academic intervention services will be provided to your child during this school year. Academic intervention services are designed to help students achieve the learning standards in English language arts (ELA) and mathematics in grades 4-12. These services include two components:

- Additional instruction that supplements the instruction provided in the general curriculum (regular classroom instruction); and/or
- Support services that may include counseling, attendance, and study skills that are needed to improve academic performance.

For the current school year, AIS instructional support in ELA and math will occur for a minimum of 30 minutes per six-day cycle for students in grades 4 and 5. These services will be provided to individuals and/or small groups by reading or math teachers. AIS will consist of push-in and/or targeted support that may occur inside the regular classroom, or in a separate location.

The service(s) that are to be provided to your child are as follows:

Intervention	Time Period	Current Level of Performance	Desired Outcome	How Success of Intervention Will Be Measured	Who is Responsible

Achievement of these performance levels will help ensure your child meets graduation requirements in a timely manner. You will be provided with the opportunity to consult with your child's regular classroom teacher(s) and/or other professional staff providing academic intervention services at least once per semester during the regular school year. Reports of your child's progress during the regular school year will be made on a quarterly basis.

If you have any questions please call me at 757-2311.

Sincerely,

Meghan Stenta
Principal

Challenge Support Foster Invest

Appendix 3: Sample RTI Notification Letter

Vestal Central Schools

AFRICAN ROAD ELEMENTARY SCHOOL

Meghan Stenta, Principal
(607-757-2311)

Response to Intervention (RtI) Notification

To the Parent/Guardian of:

Grade:

Date:

This letter is to inform you that Response to Intervention (RtI) services will be provided to your child.

The Vestal Central School district believes in providing early interventions to students who are struggling to develop literacy skills. Some students' learning styles require additional short term interventions to ensure they remain on pace with their peers. These intervention services, specifically designed to help children achieve early literacy skills, include two components:

- Additional instruction that supplements the instruction provided in the general curriculum (regular classroom instruction); and,
- Support interventions that are needed to improve academic performance in early literacy. These support interventions are research based and proven to be effective with students.

Below is an indication of the intervention in which your child will participate. Also indicated are a goal (desired outcome) and method to evaluate your child's success along the way. Reports of your child's progress in response to this intervention will be made to you on a quarterly basis.

Intervention	Time Period	Current Level of Performance	Desired Outcome	How Success of Intervention Will Be Measured	Who is Responsible

You will be provided with the opportunity to consult with your child's regular classroom teacher(s) and/or other professional staff providing response to intervention services at least once per semester during the regular school year.

Although we have no indication at this time to suspect that your child has a disability, you do have the right to request an evaluation for special education programs and/or services at anytime. If you have any questions please call me at 757-2311.

Sincerely,

Ms. Meghan Stenta, Principal

Challenge Support Foster Invest

Appendix 4: Research Base for Words Their Way Word Study Program

Developmental word study is built on the understanding that the English language is predictable and logical. In 1975 Charles Read, a Harvard linguist, discovered that preschool children's invented spellings revealed a consistent pre-existing system of development (Read, 1971, 1975). This watershed discovery led Edmund Hunderson and his colleagues at the University of Virginia to explore student's spelling over time, which resulted in a comprehensive model of developmental word knowledge that progresses across five stages: emergent, letter name, within word pattern, syllables and affixes, and derivational relations. Within these five stages, *Words Their Way* builds students' word knowledge, including the development of phonics, spelling, word recognition, and vocabulary. This is done through a variety of research-based practices.

In *Words Their Way: Word Study in Action*, students will:

- Sort pictures and words, discovering similarities and differences and eventually learning to recognize, decode, and write spelling patterns. The sorts are based on a structural approach to word study.
    - Students' spellings reveal systematic, phonetic logic underlying preschoolers' categorization of English speech sounds (Read, 1971, 1977).
    - Fourth-grade students assigned to a word-sort group significantly outperform a control group on standardized measures of reading and spelling (Weber & Henderson, 1989; Hayes, 2004).
    - Compare-and-contrast approaches within a historical-structural curriculum are effective with intermediate students (Henry, 1989; Templeton, 2003).
    - Word sorting is an effective approach to phonics and spelling instruction across the elementary school grades (Hall, Cunningham & Cunningham, 1995; Zutell, 1998).
    - Word sorting is more effective than traditional spelling approaches (Joseph, 2000; Abbot, 2004).
- Learn by building on what they know and are trying to negotiate. The word study sorts, and lessons in *Words Their Way* provide students with systematic instruction in alphabet, pattern, and meaning.
    - Invented spellings of primary school children reveal similar use of letter-name, alphabetic logic up to the next period of transition (Henderson, Estes, & Stonecash, 1972; Beers & Henderson, 1977; Gentry, 1980; Henderson, 1981).
    - Developmental study of spelling in grades one through six reveals three discernable phases of orthographic understandings: alphabet, pattern, and meaning (Schlagal, 1992; Henderson & Templeton, 1986; Henderson, 1990; Invernizzi, Abouzeid, & Gill, 1994).
    - Effective word-study instruction reveals the historical structures inherent in English orthography (Templeton & Morris, 2001; Invernizzi & Hayes, 2004).

Appendix 5: ENL Checklist

A Checklist for CSE Teams: Considering Limited English Proficiency before Classification of an English Language Learner

In developing an IEP for an English language learner (ELL); the CSE Team must consider the student's level of English language proficiency. It's important to know that research based shows that second language conversational skills are acquired in one to two years, but academic language proficiency is acquired over a longer period of time, five to seven years, sometimes longer. Therefore, the IEP Team must consider the student's level of English language proficiency to support and strengthen implementation of the IEP goals.

The CSE Team may find it helpful to ask the following framing questions:

__Has the dominant language in the home been considered?

__Has the child's primary language of communication been considered?

__Were the cultural values and beliefs of the parents considered in planning for the child's education before referral?

__Was sufficient time to adjust to new environment, language, classroom, community, and family situation provided before the referral?

__If the school district offers bilingual programs, has opportunity to learn in the 1st language been provided?

__Is there evidence of whether or not the student had prior success when schooled in home language?

__Are prior school experiences, attendance and/or interrupted formal schooling documented?

__Did interventions provided prior to referral included native language instruction and ESL methodology?

__Did the instructional plan incorporate a variety of research based instructional strategies for English language learners? (Including RtI specific for ELLs)

__Is there a member of the CSE Team who has expertise regarding the student and understands how language develops as well as strategies that can be used when educating a student with English as a second language?

__Does the CSE Team have access to assessment data to determine if it is accurate and culturally and linguistically unbiased?

__Does the assessment information use a variety of methods and environments? (Such as the use of multiple mediums to present information, culturally relevant information, a low stress environment for language performance…)

__The assessments must demonstrate that the disability is evident in the dominant language OR rule out limited English proficiency as the cause of the learning difficulties.

__Descriptive data, not test scores, should decide if the student qualifies for special education.

__Standardized test results must be cross-validated with performance-based measures.

__If both performances are low and parents are also concerned about their child's communication skills, then the student most likely has a disability.

__Do the PLP "present levels of performance" statements in the IEP address both how the student uses his or her native language and how the student uses English?

__Do progress monitoring activities measure progress toward the mastery of English?

__Do the goals delineate in which language they will be addressed and who will be responsible for measuring the outcomes?

__Was there collaboration between general, special education, English as a second language and bilingual education teachers, if appropriate, during the referral process?

__Has the district communicated with the parents prior to the referral and clearly explained the referral process, Evaluations…, in the language they understand?

__Have parents been actively involved in the referral process?

__Is there an interpreter who is knowledgeable about special education terms, present at the CSE meeting for the parents and the student?

__Are the CSE Team members trained in how to use an interpreter effectively?

__Was the evaluation process that was used, clearly defined in the native language and in English during the reviews and reevaluation?

Source: Audrey Cohan, (2014). "A Checklist for CSE Teams Considering Limited English Proficiency before Classification of an English Language Learner," Language Learning and/or Learning Disability for English Language Learners Workshop. Syracuse, New York. September 22, 2014.

Appendix 6: Excerpts from "Considerations when Implementing Response to Intervention Program"

Differentiation Between Language Differences vs. Language Disability

Table 1

LANGUAGE AREAS	DIFFERENCE	POSSIBLE DISABILITY/ CONCERNS
Pragmatics: The rules governing social interactions (e.g. turn taking, maintaining topic of conversation).	Social responses to language are based on cultural background (e.g., comfort level in asking or responding to questions) Pauses between turns or overlaps in conversation are similar to those of peers with the same linguistic and cultural background.	Social use of language or lack thereof is inappropriate (e.g., topic of lesson is rocks and the student continues to discuss events that occurred at home without saying how they relate to rocks).
Syntax: The rules governing the order, grammar, and form of phrases or sentences	Grammatical errors due to native language influences (e.g., student may omit initial verb in a question—*You like cake?* (omission of *Do*)). Word order in L1 may differ from that of English (e.g., in Arabic sentences are ordered verb-subject-object while Urdu sentences are ordered subject-object-verb).	Grammatical structures continue to be inappropriate in both languages even after extensive instruction (e.g., student cannot produce the past tense in either Spanish or English indicating difficulty with grammatical tenses).
Semantics: The rules pertaining to both the underlying and the surface meaning of phrases and sentences	A student whose native language is Korean may have difficulty using pronouns, as they do not exist in his/her native language. A student may use words from L1 in productions in L2 because of his inability or unfamiliarity of the vocabulary in L2 (e.g., "*The car is muy rapido*." In this case, the student knows the concept as well as the needed structure but cannot remember the vocabulary).	Student is demonstrating limited phrasing and vocabulary in both languages (e.g., his/her sentences in both languages demonstrate limited or no use of adjectives and adverbs and both languages are marked by a short length of utterance).
Morphology: The rules concerning the construction of words from meaningful units	Native speakers of Russian may not use articles as they do no exist in that language. A student whose native language is Spanish may omit the possessive ('s') when producing an utterance in English (e.g., *"Joe crayon*	Student's productions in both languages demonstrate a lack of the possessive form indicating that he/she has not acquired this morphologic structure by the appropriate age. Again, both languages may be marked by a short length of utterance.

LANGUAGE AREAS	DIFFERENCE	POSSIBLE DISABILITY/ CONCERNS
	broke" or he will say "*the crayon of Joe broke,*" applying a structure that is influenced by the rules of his/her L1. He/she still demonstrates understanding of the morphologic structure for possession but is demonstrating errors in structure that are directly influenced by his/her L1.)	
Fluency: Flowing speech that is not marked by excessive interruptions, interjections, and/or repetitions	Student's language does exhibit more interruptions, interjections, and/or repetitions for his/her age, but there are no physical concomitants marking the speech (physical strain or repeated physical actions), and the student does not seem to exhibit a consciousness of his/her dysfluency. Students learning L2 may exhibit interruptions, interjections, and repetitions as they are searching for words while speaking.	Major reliance on gestures rather than speech to communicate in both L1 and L2, even after lengthy exposure to English. The student exhibits not only interruptions, interjections, and/or repetitions, but also demonstrates physical concomitants that accompany these behaviors such as facial grimacing, leg stomping, or blinking that indicates physical struggle in producing speech. In addition, these students may demonstrate recognition of their dysfluency and try to avoid specific sounds or words. These behaviors will occur in both languages.
Phonology: The rules for combination of sounds in a language	Student may omit specific sound combinations or have difficulty producing certain sounds in the L2 that do not exist in the phonology of the L1 (e.g., student may have difficulty producing the /r/ /l/, /f/, /ch/, or /th/ in L2, or a Tagolog speaker might say "*past*" *instead of* "*fast*" or add a vowel before words that begin with clusters ("*I go to eschool.*")	Students will demonstrate a delay in the development of the age appropriate sounds in both languages (e.g., a student may consistently have difficulty producing vowels in both language or by middle school the student will still demonstrate initial consonant deletion in both languages).

Developed by Sarita C. Samora and Idalia Lopez-Diaz. (unpublished – adapted and printed with permission)

Quality Indicators for Implementing RtI with LEP/ELL students

- Personnel with bilingual and ESL certification (teachers, related service providers, school psychologists, and administrators) are members of a district's RtI design team and instructional support teams.
- ESL is an integral part of core instruction for all LEP/ELL students, not an "intensive intervention" or additional tier in the RtI process. (Refer to Part 154 of the Regulations of the Commissioner of Education for required units of ESL and ELA instruction.)
- In districts that have sufficient numbers of LEP/ELL students who speak the same language to require bilingual programs, bilingual instruction is an integral part of core instruction (Tier 1) for those LEP/ELL students. (Refer to Part 154 of the Regulations of the Commissioner of Education for required units of ESL, native language arts and ELA instruction.)
- ESL methodology is employed in all three tiers and native language instruction or support is provided when needed to help rule out limited English proficiency or lack of appropriate instruction as causes of learning difficulties.
- Culturally responsive instruction is employed in all three tiers.
- Evidence-based practices/interventions shown to be effective and validated for LEP/ELL students are used.
- Interventions are adapted to reflect cultural and linguistic considerations; adapted intervention protocols are standardized, implemented with fidelity, and revised as needed based on sufficient data reflecting student results and program efficacy.
- The performance of "true peers" (i.e., students with the same native language and culture and similar educational histories) is considered when setting benchmarks, monitoring progress, and deciding whether a LEP/ELL student is responding adequately to instruction or needs more intensive intervention.
- Research on second language development and the student's history of first and second language development are considered when setting benchmarks, monitoring progress, and deciding whether a LEP/ELL student is responding adequately to instruction or needs more intensive intervention.

-Source: "Considerations when Implementing RtI with Limited English Proficient/English Language Learners (LEP/ELL)," New York State Department of Education.
http://www.p12.nysed.gov/specialed/RTI/guidance/LEPELL.htm

Glossary

Academic Intervention Services: additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance; provided that such services shall not include services provided to students with limited English proficiency or special education services and programs.
Accommodation: Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured. Accommodations provide access to buildings, curriculum, and assessments.[1]
Action Research: applied research focused on solving practitioners' local problems.[5]
Adaptation: An adjustment to the instructional content or performance expectations of students with disabilities from what is expected or taught to students in general education. Adaptations can include decreasing the number of exercises the student is expected to complete, assigning different reading materials, or allowing use of a calculator. [1]
Aim Line: See "Goal Line."
Authentic Assessment: Tasks that require students to apply knowledge and skills; often such tasks are connected to real-world situations/challenges; the tool usually used to assess progress is a rubric with well-articulated descriptions of quality performance/product. [1]
Assessment: (1) the evaluation or estimation of the nature, quality, or ability of someone or something; (2) A measurement of student growth or achievement. Assessment tool choice is dependent on the purpose and use of measurement results. [1]
Assessment, Authentic: Tasks that require students to apply knowledge and skills; often such tasks are connected to real-world situations/challenges; the tool usually used to assess progress is a rubric with well-articulated descriptions of quality performance/product. [1]
Assessment, Criterion-Referenced: An assessment that measures what a student understands, knows, or can accomplish in relation to specific performance objectives. It is used to identify a student's specific strengths and weaknesses in relation to skills defined as the goals of the instruction, but it does not compare students to other students. (Compare to norm-referenced assessment.) [1]
Assessment, Diagnostic: A type of assessment which examines what a student knows and can do prior to a learning program being implemented. Assessment of students' skills and knowledge upon entry to the program provides a baseline against which to assess progress. It is particularly important in re-engagement programs due to the complex learning needs and barriers of students in these programs, which must be taken account of in design and delivery of the individual learning program.[4]
Assessment, Formative: Classroom/curriculum measures or observations of student progress; monitors progress made toward achieving learning outcomes; informs instructional decision making. [1]
Assessment, Functional Behavioral: Process to identify the problem, determine the function or purpose of the behavior, and develop interventions to teach acceptable alternatives to the behavior. [1]
Assessment, Norm-Referenced: An assessment designed to discover how an individual student's performance or test result compares to that of an appropriate peer group. (Compare to criterion-referenced assessment.) [1]
Assessment, Ongoing: See Formative Assessment.
Assessment, Performance: See Performance of Understanding.[2]
Assessment, Progress-Monitoring: A practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Also, the process used to monitor implementation of specific interventions.[1]
Assessment, Screening: An assessment conducted to identify students who may be at risk for poor learning outcomes so that early intervention can occur. Screening assessments typically are brief and

usually are administered with all students at a grade level.[3] Most screening assessments are given three times per year.
Assessment, Summative: Comprehensive in nature, provides accountability, and is used to check the level of learning at the end of a unit of study.[1]
Balanced Literacy:
Baseline: An assessment of performance prior to intervention. These initial data are used to monitor changes or the improvement in an individual performance. [1]
Behavior Intervention Plan: A behavior plan based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes the student and parent. The plan includes positive behavior supports (PBS), identified skills for school success, and specific strategies for behavioral instruction. [1]
Benchmark: Important student outcomes or goals for a grade within a particular domain (e.g., reading), that students should be achieving during the course of a school year (e.g., fall, winter, spring) in order to be on target for end-of-grade performance by the end of that school year benchmark assessments: assessments used to set benchmarks (e.g., according to local norms) and/or to determine whether students are achieving grade level standard. [1]
Case study research: A form of qualitative research that is focused on providing a detailed account of one or more cases. [5]
Confidence interval: a range of numbers inferred from the sample that has a certain probability or chance of including the population parameter. [5]
Coding: marking segments of data with symbols, descriptive words, or category names. [5]
Cohort: any group of people with a common classification or characteristic. Ex. All third grade students. [5]
Census: a study based on data from the whole population rather than from a sample. [5]
Constant: a single value or category of a variable. [5]
Control group: the group that does not receive the experimental treatment condition. [5]
Core Curriculum: A course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted at the primary and secondary levels by school boards, Departments of Education, or other administrative agencies charged with overseeing education. Core curricula must be scientific and research-based. [1]
Correlation coefficient: A numerical index that indicates the strength and direction of the relationship between two variables.
Curriculum-Based Measurement (CBM): Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics, and written language. [1]
Cut point: Cutoff scores on common benchmark assessments; cut points specify the score at or below which students would be considered for intervention.
Data: Information. Data can be qualitative or quantitative. [1]
Data-Informed Practice: an ongoing inquiry process in which qualitative and quantitative data are interpreted in a holistic context and used to aid in decision making. These decisions may encompass any aspect of educational "practice" including but not limited to instruction, enrichment, intervention, allocation of resources, development of policy, movement within a multi-level system, and identification of disability.
Data Point: Point on a graph that represents student achievement or behavior relative to a specific assessment at a specific time. [1]
Differentiated Instruction: Process of designing lesson plans that meet the needs of the range of learners; such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences; differentiated instruction focuses on instructional strategies, instructional groupings, and an array of materials. [1]
Direct Relationship: A relationship in which two variable behave similarly. As one variable increases or decreases, so does the other one.
Dual Discrepancy: A dual discrepancy occurs when a student's performance and growth rate are both substantially below performance and growth rate of typical peers. [1]

Duration: For the purposes of documenting response to intervention, duration refers to the length (number of minutes) of a session multiplied by the number of sessions per school year. "Sufficient duration" is dependent on a number of factors including the program or strategy being used, the age of the student, and the severity of the deficit involved. Some programs offer guidelines or recommendations for duration and may even limit the number sessions in which a child can participate, believing that a child who does not make adequate gains after the specified amount of time would likely benefit from an alternative intervention. [1]
Experiment: an environment in which the researcher attempts to objectively observe phenomena that are made to occur in a strictly controlled situation in which one or more variables are varied and the others are kept constant. [5]
Experimental group: the group that receives the experimental treatment condition. [5]
Explicit Instruction: Systematic instructional approach that includes a set of delivery and design procedures derived from effective schools' research merged with behavior analysis; essential components of well-designed explicit instruction include a) visible delivery features of group instruction with a high level of teacher and student interactions and b) the less observable, instructional design principles and assumptions that make up the content and strategies to be taught. [1]
Flexible Grouping: The ability for students to move among different groups based upon their performance and instructional needs. [1]
Focus group: a moderator leads a discussion with a small group of people. [5]
Indirect effect: an effect occurring through an intervening variable. [5]
Gap Analysis: A tool for measuring the difference between the student's current level of performance and benchmark expectations.[1]
Goal Line: The straight line connecting a student's baseline level of performance with his or her long-range goal; the slope of the aim line shows the expected rate of improvement if the student is going to meet the long-range goal.[1]
Guided Reading: An instructional approach to the teacher of reading in which a teacher works with groups of students on texts selected to teach the development of reading strategies and skills identified through the process of running records, an individualized reading assessment.
Intervention: The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.[1]
Learning Disability: a Learning Disability/Specific Learning Disability in the following manner: The child does not achieve adequately for the child's age or o meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards. Learning disabilities can be in the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving.[1]
Learning Rate: Average progress over a period of time, e.g., one year's growth in one year's time.[1]
Latitudinal Analysis: (a.k.a. cross-case analysis) A form of statistical analysis that examines many parameters (e.g. grades, classes, cohorts) collected at a single point in time. Ex. examining the 2014 NYS ELA exams and disaggregating by grade, class, and sub-group.
Longitudinal Analysis: A form of statistical analysis in which data collected at multiple time points are compared. Ex. Comparing outcomes of the third grade ELA exam from 2012 to 2015.
Modification: Alteration that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.[1]
"n" size: The size of the sample used in a given study. Generally speaking, the larger the sample the more confidence we have in the conclusions we draw from that sample.
Norming group: the specific group for which the test publisher or researcher provides evidence for test validity and reliability. [5]

Numerical rating scale: a rating scale that includes a set of numbers with anchored endpoints.[5]
Parameter: a numerical characteristic of a population.[5]
Percentile rank: the percentage of scores in a reference group that fall below a particular raw score.[5]
Push-In Support: Push-in support occurs during core instruction in the classroom. Support teachers work with classroom teachers to deliver instruction, assist in guided practice and facilitate cooperative student learning.
Reliability: refers to the extent to which assessments are consistent.
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.[1]
Response to Intervention: Practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals, and applying child response data to important educational decisions.[1]
Sample: a set of elements or cases taken from a larger population.[5]
Scaffolding: An instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without adult assistance.
Targeted Support: Targeted support is defined as supplemental instruction aligned to core ELA or math curriculum. Targeted support is provided to groups of students with similar needs. It may occur in the classroom or a separate location.
Tier 1: Regular high quality first instruction that occurs in the regular classroom and is consistent across classrooms and grade levels.
Tier 2: Supplemental, research-based explicit intervention targeting identified areas of need.
Tier 3: Interventions that occur after a student does not show adequate progress after multiple Tier 2 interventions.
Trend Line: (a.k.a. regression line) Line on a graph that connects data points; compare against goal line to determine responsiveness to intervention.[1]
Triangulation: A validation approach based on the convergence of results obtained by using multiple investigators, methods, data sources, and/or theoretical perspectives. Ex. Using a student's Fountas & Pinnell reading level, STAR Reading score, and teacher observations to make a claim about a student's skill level in reading.[5]
Universal Screening: A quick check of all students' current levels of performance in a content or skill area. This is administered three times per year.[1]
Validity: the accuracy of the inferences, interpretations, or actions made on the basis of test scores.[5]
Variable: a condition or characteristic that can take on different values or categories.[5]
Variable, categorical: a variable that varies by type or kind. Ex. males and females, or students with disabilities.[5]
Variable, confounding: an extraneous variable that was not controlled for and is the reason a particular "confounded" result is observed; an extraneous variable that systematically varies with the independent variable and also influences the dependent variable.[5]
Variable, dependent: a variable that is presumed to be influenced by one or more independent variables.[5]
Variable, independent: a variable that is presumed to cause a change in another variable.[5]
Variable, intervening: a variable occurring between two other variables in a causal chain (a.k.a. mediating variable.[5]

[1] "Glossary," RTI Action Network. http://www.rtinetwork.org/glossary
[2] Blythe, T. (1997). *The teaching for understanding guide*. San Francisco: Jossey-Bass.
[3] "RTI Glossary of Terms," Center on Response to Intervention. http://www.rti4success.org/resources/rti-glossary-terms#CBA
[4] "Diagnostic Assessment," Victoria State Government: Education and Training. http://www.education.vic.gov.au/school/principals/participation/Pages/reengagediagnostic.aspx
[5] Johnson & Christensen (2014), *Educational Research: Quantitative, Qualitative, & Mixed Approaches*

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