Levittown Public Schools

RtI Plan
Response to Intervention

2023-2028

LEVITTOWN BOARD OF EDUCATION

Jennifer Messina, President
Peggy Marenghi, 1st Vice President
Christina Lang, 2nd Vice President
Marianne Adrian, Trustee
Dillon Cain, Trustee
James Moran, Trustee
Michael Pappas, Trustee

CENTRAL ADMINISTRATION

Mr. Todd Winch	~	Superintendent of Schools
Ms. Debbie Rifkin	~	Asst. Superintendent for Human Resources
Dr. Beth Zirogiannis	~	Asst. Superintendent for Curriculum and Instruction
Mr. Michael Fabiano	~	Asst. Superintendent for Business and Finance

Introduction of Response to Intervention

Response to Intervention (RtI) is primarily a general education initiative designed to address the needs of struggling learners early in their educational experience. The language related to RtI was included in U.S. education law with the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA). It was included due to the national trends which indicated the disproportionate representation of minorities and English-Language Learners (ELLs) among those identified as learning disabled.

RtI represents an educational strategy to close achievement gaps for all students, including students at risk, students with disabilities, and English Language Learners, by preventing smaller learning problems from becoming insurmountable gaps. It has also been shown to lead to more appropriate identification of and interventions for students with learning disabilities.

RtI begins with high-quality, research-based instruction in the general education setting provided by the general education teacher. The curriculum is aligned to the standards and grade-level performance indicators. In an RtI process, a student who is struggling receives additional instructional support provided by matching instruction to a student's individual needs through a multi-tier instructional model. Each tier provides instruction with increased intensity such as smaller groups or instructional time focused on specific areas. The focus is on targeted interventions directed to the need of the individual student rather than broad based instruction. RtI aims to identify and address at-risk students so those students may become independent readers. National research in early intervention suggests that many struggling early readers can be caught up to grade level and that currently too many of these students are simply classified with learning disabilities. Differentiated learning activities (e.g., mixed instructional grouping, use of learning centers, peer tutoring) are utilized to address individual needs.

Student intervention outcomes drive instructional decision-making at every tier of the model. A systematic, data-based decision-making (problem-solving) method is used to decide not only what interventions to try but whether the implemented strategies are working for the student. RtI systems combine universal screening, progress monitoring, and high-quality instruction for all students with interventions targeted at struggling students.

The four essential components of RtI are:

- A school-wide, multi-level instructional and behavioral system for preventing academic failure
- Universal Screening
- Progress Monitoring
- Data-based decision-making for instruction, movement within the multi-level system, and disability identification (in accordance with state law)

Three Tier Intervention Model

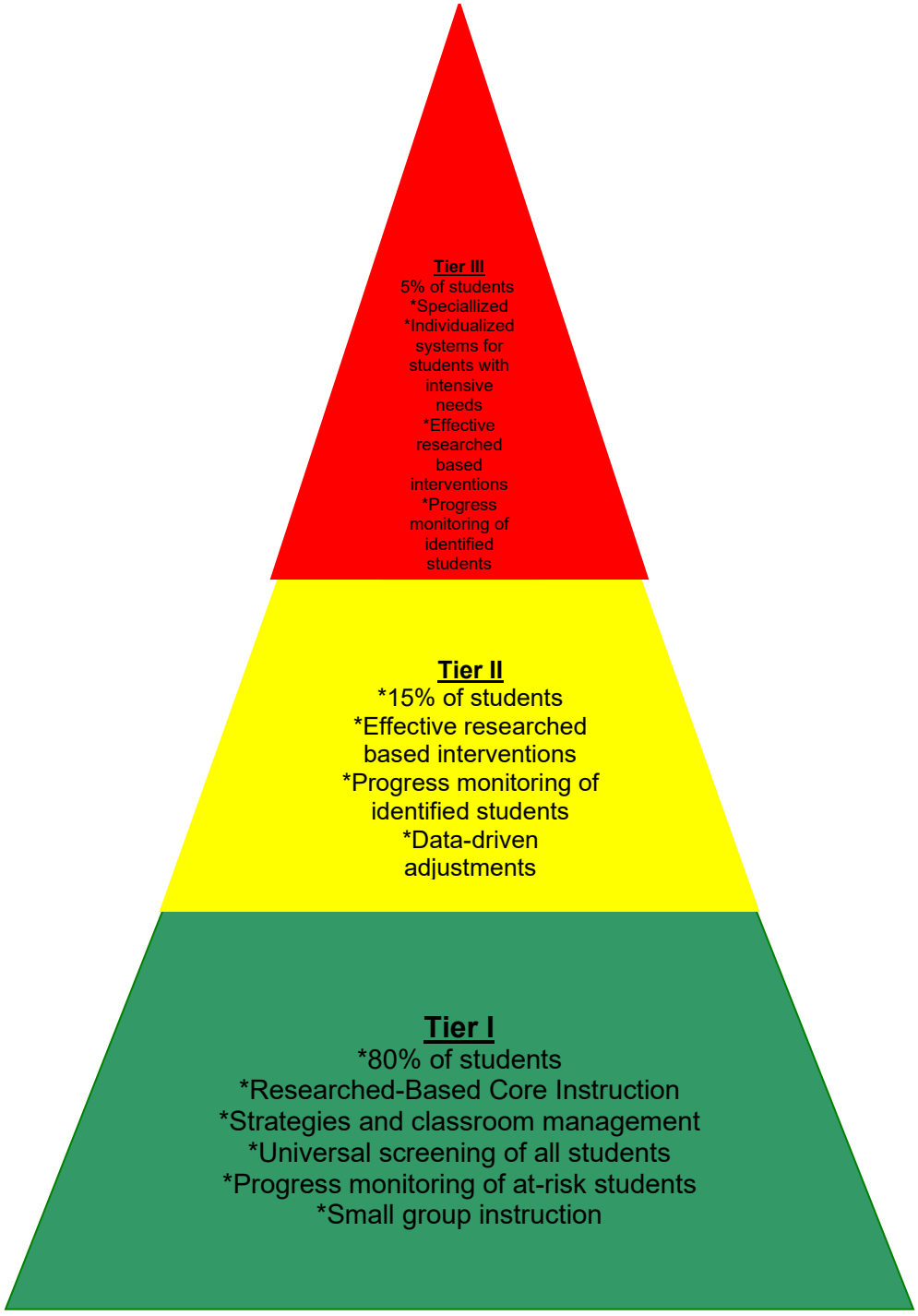

Table of Contents

I.	**Appropriate Instruction**	**5 – 6**
II.	**Movement Amongst Tiers**	**7 – 9**
III.	**Universal Screening**	**10 – 12**
IV.	**Instruction Matched to Student Need**	**13 – 17**
V.	**Progress Monitoring**	**18 – 21**
VI.	**Application of Student Information to Make Educational Decisions**	**22 – 23**
VII.	**Considerations when Implementing RtI with Limited English Proficient/ English Language Learners**	**24 – 28**
VIII.	**Parent Information and Notification**	**29 – 30**
IX.	**The RtI Process in Determining a Learning Disability**	**31 - 32**

I. Appropriate Instruction

A school district's process to determine if a student responds to scientific, research-based instruction shall 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. [8 NYCRR sec.100.2 (ii)(1)(i)]

Appropriate instruction is defined in the "Response to Intervention: Guidance for New York State Districts – October 2010" as a core program that provides:

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

Appropriate instruction in reading means explicit instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies.

For high-quality early literacy instruction, the core reading program should minimally be scheduled for an uninterrupted 90-minute block of instruction daily.

Scientifically-based reading instruction should include instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, including the teaching of early literacy skills. Appropriate instruction in mathematics includes instruction in problem-solving, arithmetic skill and fluency, conceptual knowledge/number sense, and reasoning ability.

ESSA Every Student Succeeds Act and the Individuals with Disabilities Education Act of 2004 both require the use of scientifically-based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions/ instruction provide our best opportunity to implement strategies that will be effective for a large majority of students.

Levittown has adopted an early literacy program that embraces all of the key areas noted in both ESSA and IDEA 2004. In addition, the district has been training teachers in various instructional methods that incorporate differentiated instruction to meet the needs of the variety of learners in the district. Information on the learning needs of English Language Learners (ELL) is part of this ongoing discussion and training. The district has used departmental meetings, grade-level meetings, faculty meetings, professional development time as well as Superintendent Conference Days to support the implementation of the plan.

Appropriate instruction for Limited English Proficient/ English Language Learners (LEP/ ELL) students must be both culturally responsive and linguistically appropriate. This includes research-based instruction that has been validated with LEP/ ELL students and bilingual and English as a Second Language (ESL) instruction, at levels pursuant to Part 154 of the Regulations of the Commissioner of Education. (1)

Instructional methods based on scientific research identify those practices that demonstrate high learning rates and improved academic performance for most students. Scientifically-based research:

- employs systematic, empirical methods that draw on observation or experiment
- involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions
- relies on measurements or observational methods that provide multiple measurements and observations
- has been accepted by the peer-reviewed journal or approved by a panel of independent experts through a comparatively rigorous, objective, and scientific review.

Quality Indicators for Appropriate Instruction

- Research/evidence-based instruction that has been shown to be effective is provided to all students.
- Scientific research-based reading instruction includes an uninterrupted block of 90 minutes of daily explicit and systematic instruction in phonemic awareness, phonics, vocabulary development at all grade levels, reading fluency (including oral reading skills), and reading comprehension strategies.
- Scientific research-based math instruction includes instruction in problem-solving, arithmetic skill/fluency, conceptual knowledge/number sense, and reasoning ability.
- Curriculum is aligned to the standards and grade-level performance indicators.
- Instruction is provided by qualified personnel and trained staff.
- Differentiated instruction is used to meet a wide range of student needs.
- Professional development is provided to ensure fidelity of implementation.
- Instructional strategies/ programs are implemented with fidelity.
- Instruction is culturally and linguistically responsive to the language and learning needs of students whose first language is not English.

II. Movement Amongst Tiers

Math

Grade Level	Moving into more Supportive Services	Moving into less Supportive Services
1	Data from multiple measures and discussions at Grade Level Data Meetings	Data from multiple measures and discussions at Grade Level Data Meetings
2	Data from multiple measures and discussions at Grade Level Data Meetings	Data from multiple measures and discussions at Grade Level Data Meetings
3	Data from multiple measures and discussions at Grade Level Data Meetings	Data from multiple measures and discussions at Grade Level Data Meetings
4	Data from multiple measures and discussions at Grade Level Data Meetings	Data from multiple measures and discussions at Grade Level Data Meetings
5	Data from multiple measures and discussions at Grade Level Data Meetings	Data from multiple measures and discussions at Grade Level Data Meetings

Reading

Grade Level	Moving into more Supportive Services	Moving into less Supportive Services
K	Data from multiple measures and discussions at Grade Level Data Meetings	Data from multiple measures and discussions at Grade Level Data Meetings
1	Data from multiple measures and discussions at Grade Level Data Meetings	Data from multiple measures and discussions at Grade Level Data Meetings
2	Data from multiple measures and discussions at Grade Level Data Meetings	Data from multiple measures and discussions at Grade Level Data Meetings
3	Data from multiple measures and discussions at Grade Level Data Meetings	Data from multiple measures and discussions at Grade Level Data Meetings
4	Data from multiple measures and discussions at Grade Level Data Meetings	Data from multiple measures and discussions at Grade Level Data Meetings
5	Data from multiple measures and discussions at Grade Level Data Meetings	Data from multiple measures and discussions at Grade Level Data Meetings

* Tier II on AIMSWeb Screeners does not equate to Tier II for NYS RTI Plan
* Tier III on AIMSWeb Screeners does not equate to Tier III for NYS RTI Plan

AIS Cut Scores – Multiple-Measure Student Performance Data
REVISED for 2023-24

AIS – Score In (Math)

	iReady - Fall	BM #1 (K-5); CA #1 (6-8)	iReady - Winter	BM #2 (K-5); CA #2 (6-8)	iReady – Spring	EOY Final	NYS Assessment
Grade K	n/a	<65	<339	<65	<355	<65	n/a
Grade 1	<353	<65	<372	<65	<385	<65	n/a
Grade 2	<382	<65	<396	<65	<407	<65	n/a
Grade 3	<404	<65	<420	<65	<431	<65	TBD Yearly
Grade 4	<426	<65	<439	<65	<448	<65	TBD Yearly
Grade 5	<444	<65	<453	<65	<461	<65	TBD Yearly
Grade 6	<452	≤70	<460	≤70	<466	≤70	TBD Yearly
Grade 7	<463	≤70	<468	≤70	<473	≤70	TBD Yearly
Grade 8	<471	≤70	<476	≤70	<480	≤70	TBD Yearly

AIS – Score Out (Math)

	iReady - Fall	BM #1 (K-5); CA #1 (6-8)	iReady - Winter	BM #2 (K-5); CA #2 (6-8)	iReady – Spring	EOY Final	NYS Assessment
Grade K	n/a	≥80	>373	≥80	>389	≥80	n/a
Grade 1	>388	≥80	>406	≥80	>422	≥80	n/a
Grade 2	>414	≥80	>433	≥80	>447	≥80	n/a
Grade 3	>441	≥80	>455	≥80	>472	≥80	TBD Yearly
Grade 4	>466	≥80	>478	≥80	>493	≥80	TBD Yearly
Grade 5	>484	≥80	>494	≥80	>505	≥80	TBD Yearly
Grade 6	>497	≥80	>505	≥80	>513	≥80	TBD Yearly
Grade 7	>508	≥80	>514	≥80	>522	≥80	TBD Yearly
Grade 8	>518	≥80	>525	≥80	>532	≥80	TBD Yearly

Note for AIS Scores:

- BM-Benchmark CA-Common Assessment EOY-End of Year
- iReady "Score In" Cut Scores represents 20th percentile score using nationally-normed data trends
- Students must score below the established cut score on more than half (51%) of the measures taken in order to be eligible for the AIS support.

AIS Cut Scores – Multiple-Measure Student Performance Data
REVISED for 2023-24

AIS – Score In (ELA)

	iReady - Fall	iReady - Winter	iReady – Spring	NYS Assessment
Grade K	n/a	<342	<364	n/a
Grade 1	<366	<394	<441	n/a
Grade 2	<413	<434	<457	n/a
Grade 3	<451	<474	<486	TBD Yearly
Grade 4	<485	<502	<512	TBD Yearly
Grade 5	<513	<524	<532	TBD Yearly
Grade 6	<524	<534	<540	TBD Yearly
Grade 7	<540	<551	<556	TBD Yearly
Grade 8	<555	<564	<569	TBD Yearly

AIS – Score Out (ELA)

	iReady - Fall	iReady - Winter	iReady – Spring	NYS Assessment
Grade K	n/a	>393	>414	n/a
Grade 1	>417	>453	>482	n/a
Grade 2	>489	>515	>528	n/a
Grade 3	>528	>545	>558	TBD Yearly
Grade 4	>557	>572	>582	TBD Yearly
Grade 5	>582	>593	>605	TBD Yearly
Grade 6	>600	>610	>618	TBD Yearly
Grade 7	>619	>628	>633	TBD Yearly
Grade 8	>631	>637	>643	TBD Yearly

Note for AIS Scores:

- iReady "Score In" Cut Scores represents 20th percentile score using nationally-normed data trends
- Students must score below the established cut score on more than half (51%) of the measures taken in order to be eligible for the AIS support.

III. Universal Screening

Universal Screening

Screenings are conducted three (3) times a year (fall, winter, and spring) to identify or predict students who may be at risk for poor learning outcomes. Universal screening tests are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status. In screening, attention should focus on fidelity of implementation and selection of evidence-based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

Levittown School District has adopted AIMSWeb and i-Ready for their universal reading screener for students in kindergarten through 5th grade. Levittown School District has adopted i-Ready for its universal math screener for students in 2nd through 5th grade. The screeners will be administered in the fall, winter, and spring of each school year.

Assessments
Curriculum Based Measures(CBM) are used for Universal Screening in AIMSWeb to hone in on the essential elements of reading in the five pillars (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Adaptive assessments are also used to screen students in reading. Informal assessments such as miscue analysis are also used and offer additional information to inform decision-making.

Adaptive Assessments are used for Universal Screening in i-Ready to hone in on the essential elements of mathematics (problem-solving, arithmetic skill and fluency, conceptual knowledge/number sense, and reasoning ability). Informal assessments such as math fact sheets are also used and offer additional information to inform decision-making.

Analyzing Data
After each benchmark period (fall, winter, and spring), Grade Level Data Meeting Teams at each building will convene. The teams are comprised of building principals, psychologists, classroom teachers, and interventionists (which may include reading teachers, speech and language teachers, special education teachers, ENL teachers, math teachers, and other support staff as appropriate) who will meet to discuss students' performance on benchmark assessments. Although teams will consider benchmarks and cut points, they will also consider other factors, including the results of informal assessments such as oral reading miscue analysis. The teams will determine which students are not meeting benchmarks, and will then decide what type of monitoring and intervention a student needs as part of a hybrid approach to assessment and intervention.

During Grade Level Data Meetings, administrators, psychologists, and teachers will analyze the data at least three times a year at the end of the benchmark assessment periods. The use of informal assessments during the course of instruction can provide teachers with additional information on which to base instructional decisions. These informal assessments can include Developmental Reading Assessment -2 (DRA-2), Fountas & Pinnell Benchmark Assessment System, miscue

analysis benchmarks, and diagnostic math measure. A combination of the diagnostic assessments and informal, ongoing assessments (checklists, reading inventories, sight word lists, math facts quizzes) completed by teachers to monitor progress are recommended so that the use of CBM is not the sole index of progress, which could lead to unintended consequences such as children being fast and accurate in word reading, but inattentive to the meaning of what is read.

Levittown Assessment Grid, Reading, AIMSWeb and i-Ready

	Fall	Winter	Spring
K	LNF, LSWF, IS	LNF, LSWF, IF, PSF, NWF-CLS	LNF, LSWF, PSF, NWF-CLS, NWF-WWR
1	LNF, PSF, NWF-CLS, NWF-WWR	PSF, NWF-CLS, NWF-WWR, R-CBM	NWF-CLS , NWF-WWR, R-CBM
2	i-Ready, NWF-CLS, NWF-WWR , R-CBM, Maze	i-Ready , R-CBM, Maze	i-Ready , R-CBM, Maze
3	i-Ready , R-CBM, Maze	i-Ready , R-CBM, Maze	i-Ready , R-CBM, Maze
4	i-Ready , R-CBM, Maze	i-Ready , R-CBM, Maze	i-Ready , R-CBM, Maze
5	i-Ready , R-CBM, Maze	i-Ready , R-CBM, Maze	i-Ready , R-CBM, Maze

Key

LNF- Letter Naming Fluency
LSWF- Letter Sound Word Fluency
IS- Initial Sound
PSF- Phoneme Segmentation Fluency
NWF- CLS- Nonsense Word Fluency- Correct Letter Sounds
NWF- WWR- Nonsense Word Fluency- Whole Words Read
R-CBM- Reading Curriculum-Based Measure
MAZE- Comprehension (CLOZE)
i-Ready Diagnostic Assessment

Levittown Assessment Grid, Math, AIMSWeb and i-Ready

	Fall	Winter	Spring
2	i-Ready	i-Ready	i-Ready
3	i-Ready	i-Ready	i-Ready
4	i-Ready	i-Ready	i-Ready
5	i-Ready	i-Ready	i-Ready

Key

i-Ready Diagnostic Assessment

IV. Instruction Matched to Student Need

A school district's process to determine if a student responds to scientific, research-based instruction shall include instruction matched to student needs 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. [8NYCRR §100.2(ii)(1)(iii)]

Multi-tier Service Delivery Model
When students are identified through screening, progress monitoring, or other ongoing assessment procedures as not making sufficient or satisfactory progress, the school's multi-tier service delivery model provides a range of supplemental instructional interventions with increasing levels of intensity to address these needs. The various tiers include distinguishing features such as:

- size of instructional group;
- mastery requirements for content;
- frequency and focus of screening;
- duration of the intervention;
- frequency and focus of progress monitoring;
- frequency of intervention provided; and
- the instructor's qualifications.

A multi-tiered system can be viewed as layers of increasingly intense intervention that respond to student-specific needs (a continuum of instructional support provided to a student). The number of tiers may vary depending on the individual school and the resources available. For purposes of this document, a three-tier model will be described.

Levels of Intervention: Tier I
Tier I: Core Instruction

Tier I is commonly identified as the core instructional program provided to all students by the classroom teacher in their classroom. Research-based instruction and positive behavior intervention and supports are part of the core program. The school district's Tier I program should include:

- core curriculum aligned to the standards;
- appropriate instruction and research-based instructional interventions that meet the needs of at least 80 percent of all learners;
- universal screening administered to all students three times per year;
- regular progress monitoring of students initially identified as at-risk for at least six weeks;
- differentiated instruction based on the abilities and needs of all students in the core program;
- first dose small group targeted instruction based on students' needs; and
- a daily uninterrupted 90-minute block of instruction in reading.

District policies and practices should ensure that parents are informed of curriculum goals and methods of instruction.

Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies.

The district has put in place a number of research-based practices within the core instructional program which included adopting the reading program, Into Reading in conjunction with Fundations and Heggerty, to be used district-wide; classroom libraries that allow for choice and reading volume; a classroom instructional balance of large and differentiated, small group instruction; and the utilization of assessment data in all of the five areas above to drive instruction and provide additional support in the classroom. Classroom teachers utilize and/or develop research-based strategies that target students' deficiencies through supplemental intervention in the classroom.

Appropriate instruction in mathematics means scientific research-based math programs that include explicit and systematic instruction in problem-solving, arithmetic skills, and fluency, conceptual knowledge/ number sense, and reasoning ability strategies.

The district has put in place a number of research-based practices within the core instructional program which included adopting the mathematical program, enVision 2020 to be used district-wide; a classroom instructional balance of large and differentiated, small group instruction; and the utilization of assessment data in all of the areas above to drive instruction and provide additional support in the classroom. Classroom teachers utilize and/or develop research-based strategies that target students' deficiencies through supplemental intervention in the classroom.

The foundation of core instruction for LEP/ELL students should be both culturally responsive and linguistically appropriate. Tier I appropriate instruction for LEP/ELL students must include ESL instruction, at levels pursuant to Part 154 of the Regulations of the Commissioner of Education.

Levels of Intervention: Tier II

Tier II: Students Receive Core Instruction Plus Targeted Intervention

Tier II intervention is typically small-group supplemental instruction. This supplemental instructional intervention is provided in addition to, and not in place of, the core instruction provided in Tier I. It consists of approximately 15% of students who are not responding to core instruction at Tier I. Tier II interventions focus on the areas of student need or weakness that are identified in the screening, assessment, or progress monitoring reports from Tier I.

Therefore, students are often grouped according to instructional needs. The location of Tier II intervention is determined by the school. It may take place in the classroom or in an alternate location outside of the classroom. Tier II interventions should be supported by research and vary by curriculum focus, group size, frequency, and duration. Individual student needs affect the determination of these variables.

Tier II will provide more teacher-directed, systematic instruction, carefully structured and sequenced to an individual student. Progress monitoring occurs more frequently in Tier II. Fidelity checks are conducted for the purposes of determining how closely the intervention or instruction is implemented to the way it was designed.

After eight weeks of Tier II Intervention, the IST or Grade Level Data Team will review the student's progress and determine whether the student is making adequate progress according to the student's age and/ or developmental level. The committee will decide on the new instructional program for the student based on the data. When progress monitoring of a Tier II intervention indicates a lack of adequate response, schools should consider adjusting the intervention in terms of intensity. This may include continuing Tier II services with a new intervention or a change in Tiers.

Tier II Interventionists may include:

- Classroom Teachers
- Reading Teachers
- ENL Teachers
- Teacher Assistants
- Speech/ Language Teachers
- Other highly qualified interventionists
- Math Classroom Size Reduction Teachers
- Reading Classroom Size Reduction Teachers

Tier II Interventions/ Programs

- Fundations
- Wilson
- Soar to Success
- Early Success
- Road to the Code
- Decodable texts
- Balanced Literacy Approach (Guided Reading)
- Cracking the Code
- Glass Analysis
- SPIRE
- i-Ready Instruction (Reading and Math)
- Articulation Improvement Services
- Read Naturally
- IXL
- Delta Math
- 99 Math
- Touch Math
- Fastt Math
- enVision Math Diagnosis and Intervention System

Levels of Intervention: Tier III

Tier III: Core Instruction Plus Customized Intervention

Tier III intervention is designed for those students who demonstrate insufficient progress in Tier II. Tier III is typically reserved for approximately one to five percent of students in a class who will receive more intensive instruction in addition to their core instruction. Tier III differs from Tier II instruction in terms of such factors as frequency of the service, duration, group size, frequency of progress monitoring, and focus. This tier provides greater individualized instruction in a small group setting. The progress of students at Tier III is monitored more frequently to determine the student's response to intervention for a minimum of eight weeks. The setting for Tier III intervention is determined by school personnel. It is important to note that Tier III is considered supplemental instruction to previous tiered instruction and is not intended to replace Tier I & Tier II instruction. Similar to Tier II, school personnel must conduct regular fidelity checks to determine if the intervention was implemented the way it was intended.

Tier III Interventionists may include:

- Reading Teachers
- ENL Teachers
- Special Education Teachers
- Math Classroom Sized Reduction Teachers
- Reading Classroom Sized Reduction Teachers
- Speech Teachers
- Other highly qualified interventionists

Tier III Interventions/ Programs

- Fundations
- Wilson
- Soar to Success
- Early Success
- Balanced Literacy Approach (Guided Reading)
- Read Naturally
- Read 180
- System 44
- SPIRE
- Leveled Literacy Intervention System
- Cracking The Code
- Glass Analysis
- i-Ready Instruction (Reading and Math)
- IXL
- Delta Math
- 99 Math
- Touch Math

Table: Description of Critical Elements in a Three-Tier RtI Model

The following table outlines the essential features of a three-tier model of RtI including suggested ranges of frequency and duration of screening, interventions, and progress monitoring. This is intended as guidance for the district as they determine the various components of their RTI model.

Elements	**Tier I** **Core Curriculum and Instruction**	**Tier II** **Supplemental Instruction**	**Tier III** **Increased levels of Supplemental Instruction**
Mastery requirements of content	Relative to the cut points identified screening measures and continued growth as demonstrated by progress monitoring	Relative to the cut points identified screening measures and continued growth as demonstrated by progress monitoring	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring
Frequency of progress monitoring	Screening measures three times per year	Biweekly or monthly depending on individual need	Biweekly or monthly depending on individual need.
Frequency of Intervention provided	A regularly delivered classroom teacher led skill specific small group instruction	In addition to Tier I intervention, additional small group instruction provided by interventionists	In addition to Tier I and II, additional small group instruction provided by interventionists
Duration of Intervention	School year	8-30 weeks	A minimum of 8 - 16 weeks
Suggested Frequency of delivery of small group instruction by the classroom teacher	Two to three times per week	Three to five times per week	Four to five times per week

Adapted from Johnson, E. Mellard, D., Fuchs, D., McKnight, M. for NRCLD (2006 August) Responsiveness to Intervention (RTI): How to Do it.

V. Progress Monitoring

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

[8NYCRR §100.2(ii)(1)(iv)]

Purpose of 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 helps staff to determine the extent to which students are benefiting from classroom instruction and informs decisions about appropriate levels of intervention. The Instructional Support Team or Grade Level Data Teams will determine the duration and frequency of progress monitoring based on data from benchmark assessments and teacher input.

Use of Progress Monitoring

There are different uses of data from progress monitoring within the different tiers of intervention.

Data from progress monitoring in Tier I inform decision-making about classroom instruction in two main ways:

1. Once a student has been initially identified as at-risk by screening procedures, progress monitoring can be used to determine the student's progress in the core curriculum and confirm or refute initial screening results.
2. Analysis of the average performance of all students combined and their rate of growth can assist teachers/ administrators in determining the need for curricular and instructional change within the core curriculum.

The primary purpose of progress monitoring in Tier II and beyond involves determining whether the intervention is successful in helping the student catch up to grade level expectations. Data from progress monitoring in Tiers II and III inform decision-making regarding individual student's responsiveness or lack of responsiveness in two ways:

1. Learning rate, or student's growth in achievement or behavior competencies over time, compared to prior levels of performance and peer growth rates; and
2. Level of performance, or the student's relative standing on some dimension of achievement/ performance, compared to expected performance (either criterion- or norm-referenced)." (NASDSE, May 2006)

Data from progress monitoring should be used to inform student movement through tiers. For example, progress monitoring data obtained during the course of Tier II intervention should be analyzed for level of performance and growth status. If student data reflect performance at or above benchmark, the student may return to Tier I. If the student is performing below benchmark, but making sufficient growth progress, the decision to continue Tier II intervention can be made. If the student is performing below benchmark and demonstrates poor growth (i.e. under-responding), a change in the Tier II intervention or movement to a Tier III intervention may be considered.

Data Review of Progress Monitoring and Universal Screening

Tier I

Data from universal screening assessments and progress monitoring will inform students' movement among tiers. The data can be plotted on graphs and used in Tier I to decide if students are progressing, and it may confirm or refute the results of the screening level assessment. The data can also inform decisions about core curriculum instruction.

Tier II and III

In Tier II and Tier III, strategic monitoring and progress monitoring are used to determine whether or not the intervention is helping students to progress adequately toward grade level expectations. Analysis of progress will take into account a student's learning rate as compared to prior levels of performance, peer growth rate, and expected levels of performance based on criterion- or norm-referenced measures. Graphs are used to display data for analysis and decision making.

Progress Monitoring

Progress monitoring is a shared responsibility of the classroom teacher and the interventionist responsible for providing the intervention. The probes that are given are in the specific areas decided at the Instructional Support Team Meetings or Grade Level Data Meetings. Students who are progress monitored are typically identified Tier II & Tier III students.

The team will review each student's data in each domain to determine appropriate progress monitoring probes.

AIMSWeb Expected Weekly Growth Rates

Reading

Measure	Grades	Weekly Growth Rate
MAZE	2nd-5th	0.47
R-CBM	1st	3.00
R-CBM	2nd	2.00
R-CBM	3rd	1.50
R-CBM	4th	1.10
R-CBM	5th	0.80
LNF	K and 1st	1.14
LSF	K and 1st	0.77
PSF	K	1.25
PSF	1st	0.76
NWF-CLS	K	1.30
NWF-CLS	1st	1.18
NWF-WWR	K	0.70
NWF-WWR	1st	0.85

Math

Measure	Grades	Weekly Growth Rate
M-Comp	2nd	1.03
M-Comp	3rd	1.2
M-Comp	4th	1.2
M-Comp	5th	.63

Expected gain score can be calculated by the following formula:

- (weekly growth rate) X (number of weeks) + initial benchmark score = expected gain score

Tools for Progress Monitoring

The use of formal and informal assessments during the course of instruction will provide teachers with information on which to base instructional decisions. A combination of reading CBMs (AIMSWeb) i-Ready growth monitoring and informal, ongoing assessments (checklists, reading inventories, miscue analysis, math diagnostic assessments) completed by teachers to monitor progress are recommended, so that use of CBM is not the sole index of progress, which could lead to unintended consequences such as children being fast and accurate in word reading, but inattentive to the meaning of what is read.

Additional and individual assessments may also be implemented to inform the nature of instruction that takes place in Tier II and beyond. For example, an informal reading inventory (IRA), Fountas & Pinnell Benchmark Assessment or Diagnostic Reading Assessment II (DRA II) may be administered to provide additional information about the instructional needs of the targeted

student. Additionally, i-Ready Growth Monitoring is a general outcome measure form of progress monitoring that is used to monitor whether students are on track for their target growth in both reading and math. For math, the enVision diagnostic assessment may be administered to provide information about the instructional needs of the targeted student.

Factors to Consider to Determine Adequate Progress of LEP/ELL Students

When monitoring the progress of LEP/ELL students, "the expected rate of progress takes into account… linguistic…considerations such as the student's [native and second] language proficiency, stage of second language acquisition, [and] type of language instruction. The student's progress [is compared with] levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the intervention." (Garcia & Ortiz, 2008)

VI. Application of Student Information to Make Educational Decisions

> A school district's process to determine if a student responds to scientific, research-based instruction shall include 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.
>
> [8NYCRR §100.2(ii)(1)(v)]

Decision-Making Model Combined

The Levittown School District has adopted both problem solving and a standard protocol that can be used within the same RtI process or framework (considered a hybrid approach). For example, a standard protocol may be best suited for Tier II interventions that address larger numbers of students while the problem-solving method may be more appropriate for Tier III students who may need more specific interventions to address their individual needs. In addition, problem solving may be a better choice for students at Tier III who have already demonstrated a lack of response to Tier II intervention and require a more targeted and individualized intervention.

Data-Based Decision Making

Sufficient time is needed to determine if the intervention is meeting the student's needs. The frequency, duration and intensity of interventions should be based upon student performance data, not a specified period of time. Effective data-based decision making includes:

- regular review of data based on intensity of student needs (students with more intense needs or greater gaps in achievement may need to be monitored more frequently);
- sufficient number of data points collected over a specific period of time (a minimum number of four data points is needed to determine responsiveness of the student);
- analysis of learning trajectory or trends compared against trajectory or trends that will result in grade appropriate achievement;
- graphic representation of data to allow for visual analysis of trends; and a discussion involving treatment fidelity; that is, how closely the specific steps or procedures within an intervention was delivered the way it was intended.

Student-specific factors should be considered when applying decision rules to the design of interventions for individual students, including but not limited to:

- Age of student
- Frequency of intervention
- Extent of gap in achievement
- Trend data including variability and level of data
- Focus of intervention

Criteria for Decision Making

Decision rules for students who are receiving Tier II/Tier III interventions:

- If fewer than 80 percent of all students are meeting benchmarks on the universal screening assessment – then a review of the fidelity to the core curriculum or the core curriculum itself may be conducted (Tier I).

- When progress monitoring data remain below the target (goal) line, and when four or more data points are flat, decreasing or inconsistent, school staff should reconvene an IST meeting. The team will utilize the data to consider whether an intervention needs to be changed when multiple interventions are implemented and progress monitoring data continue to remain below the target line a referral for Special Education services, to determine if the student's having difficulty is the result of a disability may be considered.
- When progress monitoring data meet or exceed the target (goal) line for a period determined by the team, usually four or more data points, the team will consider whether the student no longer requires intervention or a less intense intervention.

VII. Considerations when Implementing RTI with Limited English Proficient(LEP)/English Language Learners(ELL)

Appropriate Instruction for LEP/ELL Students
For students identified as LEP/ELL students, appropriate instruction includes instruction that is linguistically and culturally responsive. This means that instruction and interventions must consider and build upon a student's cultural background and experiences as well as their linguistic proficiency (in both English and the native language). (Esparza Brown and Doolittle: NCCREST, 2008)

Culturally Responsive
Culturally responsive teaching means that the student's prior experiences, including funds of knowledge (González, Moll, Floyd-Tenery, Rivera, Rendón, Gonzales, & Amanti, February 1994), home language background, and socio-cultural background are considered. A review of the student's socio-cultural background should address culturally and linguistically-based issues of motivation and the student's prior knowledge of the material being learned or studied. For example, students with different cultural backgrounds may be motivated to a greater degree by rewards for collaborative, group efforts than for individual efforts. All of these variables help to determine how the student learns best, in what settings, and under what teaching direction. In some cases, a student may not benefit from a specific learning strategy simply because he/she needs a different learning or teaching approach, not because he/she cannot comprehend the content of the lesson.

English Language Learners (ELLS)
The New York State Education Department cites considerations when implementing RtI with English Language Learners:

- Prior to making decisions about a student's reading fluency, teachers should consider the relationship between the student's language proficiency and his/her literacy skills. In the case of LEP/ELL students, reading fluency and comprehension may be strongly determined by vocabulary comprehension and linguistic proficiency in both the first and second language (Slavin & Chung, 2003).
- Linguistic proficiency and vocabulary comprehension are important when understanding math concepts. Several concepts of math are not necessarily universal.
- These variables remain consistent across all tiers; what changes is the intensity of instruction, possibly the instructional setting (e.g., instruction in another classroom with students who have similar concerns), and depending on the Tier, some of the key instructional staff may vary.
- When designing the school district's RtI process, *literacy and oracy in both native and second languages, culture, and educational history* are variables to be considered when assessing and planning instruction for ELLs. In all three tiers, these variables stay consistent.
- ENL is an integral part of core instruction for all LEP/ ELL students. (Part 154 of the Regulations of the Commissioner of Education)

Matching Instruction to Student Need
Differentiated instruction should be used for ALL students. However, differentiated instruction for ELLs should consider the student's level of English proficiency and prior educational experiences to address cultural and linguistic differences.

When determining appropriate instruction/ intervention, the following list applies to all levels of ELL students:

- Consider the amount and type of ENL instruction the student received in the past and in the present.
- If applicable, consider the amount and type of native language instruction in the past and in the present.
- Ensure that the language(s) used for intervention matches the language(s) used for core instruction.
- Consider the impact of language and culture on instruction and learning.
- Contact the family for guidance and feedback.
- Ensure that certified ENL teachers serve on the instructional decision-making (RtI) team.

Considerations for ELL Learners
ENL methodology is employed at all three tiers to help rule out limited English proficiency or lack of appropriate instruction as causes for learning disabilities. Tier I, Tier II, and Tier III services may be provided by the ENL teacher and/ or by classroom teacher/ interventionists. Evidence based practices/ interventions shown to be effective and validated for LEP/ ELL students are to be used.

Tier I - The core instruction guidelines for differentiating instruction to meet the needs of ELLs are:

1. If possible, analyze assessment/ screening data to determine performance levels in both L1 (primary language) and L2 (secondary language). AIMSWeb and i-Ready will be used for universal and progress monitoring.
2. Use these assessments to plan instruction.
3. Differentiate this instruction based on: academic performance levels, the student's L1 and L2 levels, and the cultural background of the student.

Tiers II & III - Identical to native speakers of English, ELL students who continue to struggle with the academic material will need further intervention. The Instructional Support Team or Grade Level Data Teams should:

1. Review and analyze the data collected in Tier I documentation and conduct further assessments as needed, and make recommendations for Tier II intervention(s). Include an explanation of how instruction was differentiated, the amount and type of ENL instruction, and the amount and type of native language instruction, if applicable.
2. Select the instructional areas that need more intense intervention.
3. Determine the extent of ENL instruction needed during Tiers II and III interventions to ensure the student will benefit from the interventions.

Progress Monitoring
When monitoring the progress of ELL students:

1. Ongoing assessments should be conducted in the language(s) of instruction.
2. When evaluating instructional programs, the results of instruction should be compared to results for "true peers" (students with the same native language and culture and similar educational histories) when setting benchmarks, monitoring progress, and deciding whether an LEP/ELL student is responding adequately to instruction or requires more intensive intervention.
3. If possible, the comparative sampling of true peers should be large enough for making educationally valid decisions.
4. Knowledge of typical second language development and the student's history of first and second language use should be considered when setting benchmarks and interpreting progress.

Basic Interpersonal Communication Skills (BICS) Versus Cognitive Academic Language Proficiency (CALP)
At times, teachers may refer students for evaluation of learning and behavior problems because they do not believe that limited English proficiency is the issue. A student may be observed using English on a regular basis and the conclusion is made that language transition is no longer a factor. However, it is important to discriminate between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) in the second language. These acronyms are part of a language proficiency theory developed by Jim Cummins (1984) that explains the differences between social and academic languages, respectively. BICS is the basic language ability necessary for face-to-face social communication. It includes gestures, visual clues, and expressions, and it relies on situational context. It takes one to two years to achieve age-appropriate levels in BICS. CALP is the language ability necessary for academic achievement in a context-reduced environment such as classroom lectures and textbook reading. It takes five to seven years to achieve age-appropriate levels of CALP - with minimal assistance provided.

The following research-based table indicates the length of time it takes to acquire various proficiency levels for a non-English speaking student receiving one hour of assistance in English instruction each day in a public school. It includes descriptions of what the student is able to do with language within the classroom context at various levels of acquisition.
(Collier, 2011. pp 33-34)

The table below provides an overview of the areas of language development which may be assessed to differentiate between linguistic differences and possible speech or language disability:

Differentiation Between Language Differences vs. Language Disability

LANGUAGE AREAS	DIFFERENCE	POSSIBLE DISABILITY/ CONCERNS
Pragmatics: The rules governing social interactions (e.g. turn taking, and maintaining the 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 the 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 not 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 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.)	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.
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	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

	his/her dysfluency. Students learning L2 may exhibit interruptions, interjections, and repetitions as they are searching for words while speaking.	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).

VIII. Parent Information and Notification

A school district's process to determine if a student responds to scientific, research-based instruction shall include **written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:
The amount and nature of student performance data that will be collected and the general education services that will be provided pursuant to the structure and components of the RtI program selected by the school district; strategies for increasing the student's rate of learning; and the parent's right to request an evaluation for special education programs and/or services.

[8NYCRR §100.2(ii)(1)(vi)]

The RtI process includes specific parent notification requirements. Parents must be notified, in writing and where possible, in a language or mode of communication they understand if their child needs an intervention beyond that which is provided to all students in a classroom.

Parents receive written notification when the student begins/ends intervention services and the student moves from tier to tier. These letters include the following information:

- reasons (amount and nature of data)
- area of instruction
- frequency and intensity of services

These letters should clearly indicate the universal screening monitoring device administered:

- AIMSWeb Reading for K-5
- i-Ready Reading and Math for Grades K-5
- DRA-2
- Fountas & Pinnell Benchmark Assessment
- enVision Math Diagnostic Assessment
- Internal benchmark assessments

Additional services provided will be based on the results of the universal screening.

The district will establish clear procedures for communicating progress monitoring data three times a year, which may include:

- AIS/ RtI Progress Report Card
- DRA-2/miscue analysis
- Fountas & Pinnell miscue analysis
- AIMSWeb Reading Benchmarks
- i-Ready Data Reports
- enVision Math Diagnostic Assessment

Parents should be notified of their right to request an evaluation for special education services at any time. In the event a student is referred for an evaluation to determine if the student has a learning disability, the parent will have received appropriate data-based documentation of repeated

assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. (8NYCRR 200.4 (j) (1) (ii) (b))

IX. The RtI Process in Determining a Learning Disability

Criteria For Determining Learning Disability

NYS has established criteria for the Committee on Special Education (CSE) to use when determining if a student has a learning disability.

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

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

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

- does not adequately achieve grade-level standards in the areas of reading and/or mathematics; and
- is not making sufficient progress toward meeting those standards when provided with appropriate instruction consistent with a RtI model;

or

- exhibits a pattern of strengths and weaknesses in performance and/or achievement relative to age or grade level standards as found relevant by the CSE; and
- has learning difficulties that are not primarily the result of a visual, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

Process For Determining Learning Disability Using RTI Data

While the data collected through a RtI process may be used as part of a student's individual evaluation to determine if a student has a learning disability, it may not be the sole source of information to make this determination. A student suspected of having a learning disability must receive a comprehensive multidisciplinary evaluation. Consistent with section 200.4(b) of the Regulations of the Commissioner of Education, the individual evaluation must include a variety of assessment tools and strategies including a physical examination, a social history, other appropriate assessments as necessary, an individual psychological evaluation, and an observation.

The observation of the student can include information from observation in routine classroom instruction done either prior to referral for an evaluation or after a referral has been made.

The student-centered data collected and information on instructional strategies used throughout a RtI process provide important information to inform the CSE about the student's progress to meet age or State-approved grade-level standards. This data should include, but not be limited to:

- data that demonstrates that the student was provided appropriate instruction delivered by qualified personnel including research-based instruction in reading;
- progress monitoring data that describes how a student responded to particular interventions of increasing intensity;
- instructional information on a student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks; and
- evaluative data including CBM regarding a student's performance that is useful and instructionally relevant

Written Report

The CSE must prepare a written report documenting the eligibility determination of a student suspected of having a learning disability which must include the basis for how the decision was made and if the student has participated in a RtI process:

- the instructional strategies used,
- the student-centered data collected, and
- documentation that parents were notified when the student required an intervention beyond that provided to all students in the general education classroom, informing them about the amount and nature of student performance data that would be collected; the general education services that would be provided in the RtI program; strategies that would be used for increasing their child's rate of learning and the parents right to refer their child for special education services.

The following document specifies the criteria that must be considered as part of the RTI process when a learning disability is suspected. This document was taken from the New York State "Response to Intervention: Guidance for New York State School Districts" (October 2010) document.

Documentation of the Determination of Eligibility For a Student Suspected of Having a Learning Disability

Section 200.4(j)(5) of the Regulations of the Commissioner of Education requires that the Committee on Special Education (CSE) prepare a written report of the determination of eligibility of a student suspected of having a learning disability that contains a statement of the following information:

Levittown Public Schools
Plan for
Academic Intervention Services
2023-2028

LEVITTOWN BOARD OF EDUCATION

Jennifer Messina, President
Peggy Marenghi, 1st Vice President
Christina Lang, 2nd Vice President
Marianne Adrian, Trustee
Dillon Cain, Trustee
James Moran, Trustee
Michael Pappas, Trustee

CENTRAL ADMINISTRATION

Mr. Todd Winch	~	Superintendent of Schools
Ms. Debbie Rifkin	~	Asst. Superintendent for Human Resources
Dr. Beth Zirogiannis	~	Asst. Superintendent for Curriculum and Instruction
Mr. Michael Fabiano	~	Asst. Superintendent for Business and Finance

Introduction

The Board of Education (BOE), in its commitment to providing an educational program that meets individual student needs, recognizes the importance of Remedial Instruction.

In July 1999, the Board of Regents adopted revisions to Part 100 of the Commissioner's Regulations to align the Commissioner's regulations with the new policy relating to standards, assessments, and graduation requirements. Section 100.2(ee) requires school districts to provide academic intervention services to students who score below the State designated performance level on State assessments and/or who are at risk of not achieving the standards.

II. Definitions

For purposes of this document, the following definitions apply:

"Academic Intervention Services (AIS)" are services designed to help students achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. These services include two components:

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

The intensity of such services may vary but must be designed to respond to student needs as indicated through State assessment results and/or the district-adopted or district-approved procedure that is consistent throughout the district at each grade level.

"Academic support period" means a class at the secondary level, during which additional content or skills-based instruction takes place. It is offered during a content area class for which a student is already scheduled. For the purposes of this document, an academic support period is provided over the course of one year.

"Additional instruction" means the provision of extra time for focused instruction and/or increased student-teacher instructional contact time designed to help students achieve the learning standards in the standards areas requiring AIS.

"IST or Instructional Support Team" means a building-wide team that meets to discuss appropriate placements and/or interventions for at-risk students. *Note: some buildings refer to this as a Child Study Team (CST) or other titles that encompass these goals. For the purposes of this document, IST will be used.*

"**Level of Intensity**" 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 a longer duration, and with more individualization. Students with the least intensive needs might only receive in-class monitoring as a student support service.

"In-Class Monitoring" includes such activities as regular progress checks, further assessments, and meetings with the classroom teacher to adjust instruction, if necessary. Records of this service should be kept, as for all AIS services. In-Class Monitoring is provided as a service when a student fails a state/district assessment but additional data (report card grades, etc.) indicate the student is likely to achieve state learning standards without additional instruction.

"Multiple Measures" means using a variety of educational sources to assist in placement or service determinations. These sources could include (but are not limited to) state assessments, district assessments, report card grades, teacher reports, parent reports, educational evaluations, and psychological evaluations.

"Response to Intervention" is a multi-tiered, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systematically applied strategies and targeted instruction at varying levels of intervention.

"Stretch courses and/or double-blocked periods" means courses that are extended over a longer period of time than is customary. Stretch courses by themselves do not constitute academic intervention services. In order for an extended time course to count as academic intervention services, the district must provide additional help to assist those students requiring AIS to be successful in the course.

"Student support services" means interventions that address barriers to student progress in standards areas requiring AIS and may include, as needed, school guidance and counseling, services to improve attendance, coordination of services provided by other agencies, and study skills. Support services do not include direct academic instruction.

III. School-to-Home Connection

The Levittown UFSD is committed to home-school communication and parental involvement as a necessary and vital support of the District's instructional program. A dynamic partnership between parents and the teacher is an essential component of a child's education and such a partnership is integral to local, state, and federal programs operated in the District.

To ensure the effective involvement of parents and to support a partnership among the schools, parents, and the community to improve student academic achievement, each school, as well as the District shall:

1. Provide assistance to parents of children served by the school, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.

2. Work with the PTA and with families to provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and use of technology, as appropriate, to foster parental involvement.

3. Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contribution by parents as well as how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

4. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

5. Review annually with parents of Title I students the district's Parental Involvement policy to ensure the effectiveness of the policy in improving the academic quality of the school and to identify barriers to greater parent participation.

6. Within four weeks of entry, parents of students eligible for services must be notified in writing by the school principal that their child is in need of Academic Intervention Services. The notification shall include:

    - reason for the provision of AIS services
    - a brief description of the services to be provided
    - notification that the parent is entitled to written contact when the child exits AIS
    - suggestions for how the parent can work at home with the student
    - consequences of not achieving expected performance levels.

When being notified about students exiting Academic Intervention Services, parents will be informed of:

- criteria for ending services
- their child's current level of performance and how that level of performance was determined.

Implementation of the above-mentioned activities will promote the Board of Education's goal of promoting parental involvement in school and at home. The Superintendent of Schools or his/her representative will insure the success of the Program through effective monitoring and positive home-school communications.

IV. Eligibility for Service:

Academic Intervention Services will be provided to students who score below the designated performance level on state assessments and/or select district assessments. Further defined, students who fall below on multiple assessments will qualify for AIS eligibility in the subsequent school year.

Prior to the beginning of each school year, the Department of Instruction, in cooperation with building principals and teachers, will create eligibility lists for the appropriate grade/subject areas. Assessment data will be the primary tool used in determining eligibility followed by teacher input.

The district will use multiple measures for determining eligibility for Academic Intervention Services. The list of assessments will be updated annually, as well as any necessary conversion charts for determining performance levels on a similar basis as state assessments (i.e.- level 1, 2, 3, or 4; 65%, etc.)

Pursuant to NYS regulations, interventions will be offered to all students including those in Special Education and ENL/ELL programs. AIS are not included in a student's IEP, and services required by the IEP do not qualify as additional services.

Parent notification letters must be sent home no later than mid-October of the school year in which services are provided. Services will commence no later than the semester following eligibility determination.

V. Intensity of Service

The intensity of service 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 a longer duration, and with more individualization. Students with the least intensive needs might only receive progress monitoring as a student support service.

Scoring at level 1 or 2 on State assessments does not automatically determine the intensity of service. To determine the level of intensity needed by any student who scores below the designated State performance level, schools should review other measures and sources of evidence to determine if a particular score on a State assessment is indicative of that student's overall level of performance and to determine AIS accordingly.

For example, if a student scores in the upper range on the grade 8 ELA, but additional measures such as report card grades, end-of-year assessments, and previous state tests indicate that the failed assessment is not a true reflection of the student's performance, progress monitoring might be considered as a possible service for the upcoming year. For a student who scores at a level 1 on the same test and additional measures reflect the need for a greater intensity of service, additional reading instruction should be provided.

While all students who fall below the designated cut scores on state/district assessments are eligible for Academic Intervention Services, the intensity of the services should be determined on an individual basis using the assessment score, as well as the multiple measures mentioned above.

VI. Services Provided

Academic Intervention Services for children will focus on improving student learning either by offering additional instruction, monitoring students, or providing student support services in the affective, psychological, or social services domain.

AIS are individual for each student. Certain interventions may work for some students, but not others. Building leaders are encouraged to tailor the AIS for specific student needs to promote success. Those students needing Academic Intervention Services in more than one subject should have those services integrated whenever possible. As such, a student in Academic Intervention Services for ELA could also have science or social studies help in the ELA class. Also, if a student requires Academic Intervention Services for scoring at a level 2 on the state science assessment, it may be determined that the cause of failure was due to poor reading skills. In this instance, the appropriate service for that student may be ELA remediation, with integrated social studies content, as opposed to solely social studies remediation.

Documentation of the services provided must be maintained at the building and district levels. State and Federal regulations require that districts review individual student progress annually to determine if the interventions that are being used are effective.

Academic Intervention Services include, but are not limited to the following:

Level	Sample Menu of Services
High Intensity	IST Support Support Services (Guidance, Social Worker, etc.) Alternative High School Extra Reading, Math, Science, or SS Instruction More Intensive Reading Programs (Wilson Reading System, etc.) Content-Specific Academic Support Period
Moderate Intensity	IST Support Support Services (Guidance, Social Worker, etc.) Extra Reading, Math, Science, or SS Instruction Saturday Classes Smaller Class Size Extended period Class Co-Teaching Class Regents Review Classes
Low Intensity	In-Class Monitoring Support Services (Guidance, Social Worker, etc.) Before/After School extra help

The intensity of the service can also be adjusted by changing the duration (amount of time) or the degree of individualization (i.e. reading group size).

VII. Discontinuation of Services

Students who score at/above the designated cut score on multiple measures for the subject in which the student is receiving AIS will no longer be eligible for AIS .

Upon exiting, parents will receive a letter from the school indicating the criteria for discontinuation of service and the performance level obtained on the selected state/district assessments.

VIII. Relationship between RtI and AIS

Response to Intervention (RtI) is a multi-tiered, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systematically applied strategies and targeted instruction at varying levels of intervention.

RtI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities, and English language learners, by preventing smaller learning problems from becoming insurmountable gaps. It has also been shown to lead to more appropriate identification of and interventions with students with learning disabilities.

Since the RtI model begins in Kindergarten, in many instances students may be receiving intervention services prior to the administration of state or local tests. If students are being

monitored by the building's Instructional Support Team (IST) as part of RtI, the interventions in place will be considered that student's AIS.

For students who fall below on multiple measures and who are not currently being monitored by the building's IST, they will receive Academic Intervention Services in accordance with this document. Students who do not respond to Academic Intervention Services should be referred to the building's Instructional Support Team.

X. Dissemination and Review

A. The Board will work to ensure that the community is aware of this AIS plan by:

1. Providing all current teachers and other staff members with a copy of the plan. The plan is available to all staff on the Levittown Public Schools website.

2. Providing all new employees with a copy of the current plan when they are hired. The plan is available to all staff on the Levittown Public Schools website.

3. Making copies of the plan available for review by students, parents, and other community members. The plan is available to all staff on the Levittown Public Schools website.

B. The Board of Education will review this Plan every five years and update it as necessary. In conducting the review, the Board will consider how effective the Plan's provisions have been and whether the Plan has been applied fairly and consistently.

LEVITTOWN PUBLIC SCHOOLS
Levittown Memorial Education Center
150 Abbey Lane
Levittown, NY 11756

Success For Every Student

2022-23

RtI Entry Letter
K-5

RE:_____ Grade ____ Date_____
(Student's Name)

Dear Parent(s)/ Guardian(s):

After reviewing your child's academic progress, recommendations were made to either implement strategies in the classroom, conduct screenings for other services, or initiate services in the area needing intervention. Below you will see the recommendations for your child. Please sign and return the letter acknowledging your awareness of the recommended strategies and/or services that will be implemented. You may retain one copy for your records and return the second copy to your child's interventionist.

Please contact us with any questions or concerns regarding the recommendations. Thank you for your continued support!

Sincerely,

_____
Principal

Below you will find the services your child will receive and the interventionist your child will be working with.

Subject	Assessment/ Screening	Tier	Interventionist	Service Type (Push in/ Pull out)	Frequency

I, _____, the parent/guardian of _____ acknowledge that I am aware of the recommendations and the initiation of these strategies, screenings, and/or services.

_____
Name of Parent/Guardian (print)

_____ _____
Signature of Parent/Guardian **Date**

LEVITTOWN PUBLIC SCHOOLS
Levittown Memorial Education Center
150 Abbey Lane
Levittown, NY 11756

2022-23

AIS Entry Letter
High School

Student's Name _____ **Date** _____

Grade _____

Dear Parent/ Guardian,

All school districts in New York State are required to provide Academic Intervention Services (AIS) to any student who scored below on multiple measures, including state assessments and district wide measures, or who is at risk of not achieving New York State Common Core Learning Standards. Academic Intervention Services may include two components:

- instruction that supplements the general curriculum (regular classroom instruction); and/or
- other services needed to address barriers to improve academic performance. These services could include in class monitoring, school guidance and counseling, services to improve attendance, and study skills.

Academic Intervention Services are provided in order to help students achieve the New York State Common Core Learning Standards in English Language Arts, Math and Science. The services will vary in intensity based on the student's needs as measured by state assessments and other multiple measures of student performance. In some cases, students' schedules may be changed in order to provide the appropriate services.

Eligibility for services is based on multiple measures including NYS assessments and district wide measures.

On the 2021-2022 _____(assessment) your child earned a score of _____.

Your child will receive the following service (s):

Subject (s)	**Service (s)**
Math (Sample)	*Algebra I AIS Lab (Sample)*
_____	_____
_____	_____

Please keep in mind that students who qualify for AIS will continue to receive services until they meet or exceed the district/state performance level in the subject they receive services in. The AIS service will support the student for the 2022-23 school year unless otherwise notified. If you have any additional questions regarding these services please do not hesitate to contact me.

Sincerely,

Building Principal

LEVITTOWN PUBLIC SCHOOLS
Levittown Memorial Education Center
150 Abbey Lane
Levittown, NY 11756

2022-23

AIS Entry Letter
Middle School

Student's Name _____ **Date** _____

Grade _____

Dear Parent/ Guardian,

All school districts in New York State are required to provide Academic Intervention Services (AIS) to any student who scored below on multiple measures, including state assessments and district wide measures, or who is at risk of not achieving New York State Next Generation Learning Standards. Academic Intervention Services may include two components:

- instruction that supplements the general curriculum (regular classroom instruction); and/or
- other services needed to address barriers to improve academic performance. These services could include in class monitoring, school guidance and counseling, services to improve attendance, and study skills.

Academic Intervention Services are provided in order to help students achieve the New York State Next Generation Learning Standards in English Language Arts, Math and Science. The services will vary in intensity based on the student's needs as measured by state assessments and other multiple measures of student performance. In some cases, students' schedules may be changed in order to provide the appropriate services.

Eligibility for services is based on multiple measures including NYS assessments and district wide measures.

On the 2021-22 _____(assessment) your child scored a score of _____.

Your child will receive the following service (s):

Subject (s)	**Service (s)**
English (Sample)	*English RX Class (Sample)*
_____	_____
_____	_____

Please keep in mind that students who qualify for AIS will continue to receive services until they meet or exceed the district/state performance level in the subject they receive services in. The AIS service will support the student for the 2022-23 school year unless otherwise notified. If you have any additional questions regarding these services please do not hesitate to contact me.

Sincerely,

Building Principal

LEVITTOWN PUBLIC SCHOOLS
Levittown Memorial Education Center
150 Abbey Lane
Levittown, NY 11756

2022-23

SECONDARY AIS
EXIT LETTER

Date: _____

School:_____

Student:_____ Grade _____

Dear Parent or Guardian:

Previously your child qualified to receive intervention services over and above the regular classroom program, to help him/her improve on critical skills. We are pleased to inform you that your child has scored above the designated performance level on the following assessment:

_____ _____
Assessment Score/ Level

Your child's academic growth indicates that intervention services are no longer needed. Each student's progress will be monitored carefully and changes and adjustments will be made as needs indicate. We are available to answer your questions and to work together on our common goal - the best education possible for our students.

Sincerely,

_____
Principal