



# OSWEGO

CITY SCHOOL DISTRICT

## **Oswego City School District AIS/RTI**

### **Brief overview with Criteria**

*OCSD Vision*

*Fully prepared and life ready!*

*OCSD Mission*

*OCSD is student centered.*

### **Definition:**

Response to Intervention/Academic Intervention Services are designed to assist all students who are at risk of not achieving the state learning standards in English language arts, mathematics, social studies and science, or who do not meet or exceed the designated performance levels on state assessments. Response to Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student. (NASDSE, 2006) RtI begins with high quality research-based instruction in the classroom provided by the general education teacher. Instruction is matched to the students need through provision of differentiated instruction in the core-curriculum and supplemental instruction delivered in a multi-tier format increasing in intensity and targeted focus 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.

In compliance with the No Child Left Behind legislation, Response to Intervention (RtI)/Academic Intervention Services (AIS) are defined as additional instruction that supplements regular classroom instruction to assist students in meeting the state's learning standards. Universal screening in ELA and Math for kindergarten through eighth grade was implemented starting in the 2012-2013 school year. Tier I interventions include small group instruction within the classroom setting. Tier II and Tier III activities may be provided on a push-in, pull-out, or consultant basis. Additional instruction may include additional time for focused instruction and/or increased student-teacher contact time through push-in or pull-out services. Response to Intervention/Academic Intervention Services are available to students with disabilities on the same basis as nondisabled students. AIS for limited English proficient (LEP)/English language learners (ELL) must also be planned and implemented in coordination with the LEP student's general education program.

RtI/AIS services can also include support through guidance and counseling, improvement in attendance, and study skills which are needed to support improved academic performance.

Academic Services: Academic Intervention Services will include the following:

- written notification to parents of identified students;
- notification to the subject/classroom teacher that the student's scores on the New York State assessments necessitates RtI/AIS; and,
- On-going progress monitoring throughout the year to determine whether satisfactory progress has been made or if more intensive intervention is needed.

### **Eligibility for RtI/Academic Intervention Services:**

Eligibility for AIS services will be determined by state assessment results and/or district procedures. Students in grades 4 - 9 will be eligible for AIS if they score below the NYS suggested scale score cut points in English Language Arts and Mathematics. Students in grades 10-12 will be eligible for AIS services if they do not achieve a passing grade on the New York State Regents exams in English, Mathematics, Science, or Social Studies.

In grades where no state assessments are given, students will be eligible for RtI/AIS if they are determined to be at risk or are not meeting state standards according to criteria established by the district.

The attached chart lists the entry and exit criteria. Additionally, the district will review individual building needs each year by a review of:

- the number of students receiving RtI/AIS at each grade level and within each standard;
- the range of performance levels of eligible students as determined through state assessments and in-district approved procedures; and
- staffing needs, instructional approach, and scheduling options to meet the range of intensity and services required by RtI/AIS.

### **Intensity of RtI/Academic Intervention:**

The intensity of service will be determined based on individual need. Levels of intensity need will be based on multiple measures and evidence/related criteria:

Tier III: High Intensity Need: This level includes students who fall in the lowest 1-5% of the grade when multiple measures are evaluated. The multiple measures indicate that the student is an extremely high level “at risk” student in terms of ability to perform on level with his/her peers.

Tier II: Moderate Intensity Need: This level includes students who fall in the lower 5-15% of the grade when multiple assessments are evaluated. The multiple measures indicate that the student is a moderately high level “at risk” student in terms of ability to perform on level with his/her peers.

Tier I: Low Intensity Need: This level includes students between the lower 80-90% of the grade when multiple assessments are evaluated. The multiple measures indicate that the student is a lower level “at risk” student in terms of ability to perform on level with his/her peers.

Decisions related to the frequency and intensity of services will be made by the Data Teams and building principals.

### **Criteria for Terminating Response to Intervention/Academic Intervention Services:**

For students requiring RtI/AIS beyond monitoring, academic intervention will continue to be provided until a New York State or other standardized assessment indicates that these services are no longer needed. Students who initially require only monitoring will be reviewed as noted above. Noted below are the general guidelines for terminating RtI/AIS.

- If a student passes a subject area Regents exam or scores above the NYS mandated intervention level on any New York State ELA or Mathematics Assessment, RtI/AIS may be terminated.
- Students may move from an intensive RtI/AIS to “monitoring” status based on final grades, examination grades and teacher recommendations or by scoring above the NYS mandated intervention level or other standardized assessments.
- Students who are being monitored may have services terminated based on final grades, examination grades, teacher recommendations and above 40% on district screening assessment.
- A student’s entrance and exit from AIS services will be reviewed by the building Data Team and approved by the principal.

## Response to Intervention /Academic Intervention Criteria

Level of service	Assessment Instruments	Minimum Entry Criteria	Minimum Exit Criteria
<b>Monitor (Tier II)</b> Setting: In general education setting or pull out	STAR Early Literacy (K-1)] STAR Reading (2-12) STAR Math	Between 25-30% on screening assessment	Above 40% on progress monitor assessment
	NYS ELA Test, English Regents	Below suggested NYSED Cut Point for State testing	Above NYS cut point level
	NYSESLAT NYSITELL Teacher Observations Module Assessments New Entrant Screening Report Card Data ELA curriculum-based assessments	Students identified by teachers for at-risk New Entrant screening show deficits Student failing Consistently not working towards standards	Consistently working toward standard
<b>Strategic (Tier II)</b> Setting: In general education setting or pull out	STAR Early Literacy (K-1)] STAR Reading (2-12) STAR Math	Below 25% on screening assessment	Above 40% on progress monitor assessment
	NYS ELA Test, English Regents	Below suggested NYSED Cut Point for State testing, See 2016-2017 scores below	Above NYS cut point level
	NYSESLAT NYSITELL Teacher Observations Module Assessments New Entrant Screening Report Card Data ELA curriculum-based assessments	Students identified by teachers for at-risk New Entrant screening show deficits Student failing Consistently not working towards standards	Consistently working toward standard

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

<b>Grade</b>	<b>NYS Level 1</b>	<b>NYS Level 2</b>	<b>NYS Level 3</b>	<b>NYS Level 4</b>	<b>Median Scale Score between Level 2 and Level 3</b>
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**

<b>Grade</b>	<b>NYS Level 1</b>	<b>NYS Level 2</b>	<b>NYS Level 3</b>	<b>NYS Level 4</b>	<b>Median Scale Score between Level 2 and Level 3</b>
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