

Heuvelton Central School District

AIS/RTI Intervention Plan K-12

2016-2018

Academic Intervention Services (AIS)

Academic Intervention Services (AIS) means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the NYS State learning standards. Academic Intervention Services are intended to assist students who are at risk of not achieving the NYS 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 English Language Learners and students with disabilities. In the case of AIS being provided to students with disabilities, services will be provided on the same basis as those provided to non-disabled students, as long as those services are consistent with the student's individualized education program.

Academic Intervention Services includes two components:

- Additional instruction that supplements the general curriculum,
- Student support services needed to address barriers to improved academic performance.

Academic services will be provided to students in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. Support services will be provided to address barriers to increased academic performance related to attendance, behavior, family difficulties, health issues, lack of study skills, and transition or mobility issues.

Response to Intervention

Effective July 1, 2012, all school districts in NYS must have an RTI program in place as part of its evaluation process to determine if a student in grades K-4 is a student with a learning disability in the area of reading. The decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. RTI is an effective and instructionally relevant process to inform these decisions. NYS Regulations define RTI as a school district's process to determine if a student responds to scientific, research-based instruction, which minimally must include:

- Appropriate instruction delivered to all students in the general education class by qualified personnel.
- Screenings administered to all students for the purpose of identifying 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.
- Repeated assessments of student achievement which should include curriculum based measures.
- Written notification to the parents regarding the nature and scope of interventions.

AIS Process

- During the summer the principals decide who will receive AIS by reviewing students' results on the identified multiple measures and teacher, Grade Level Team and School Based Intervention Team (SBIT) recommendations. The AIS Eligibility Lists are reviewed at the beginning of the school year.
- Principals can assign students to AIS or discontinue service at any time it is needed as advised by the Grade Level Team or SBIT.
- The principals will oversee the implementation of the parent notification requirements.
- The RTI process is used in K-4 Reading to identify students that need to be referred to CSE. The process and responsibilities are outlined in the attachments.

Procedures to Determine AIS Instructional Needs

Eligibility for AIS: Identification for AIS and intensity of service is based on multiple measures for each grade and subject area: Grades K-12 ELA and math, Grades 4-12 social studies and science. Students are identified for AIS at the Tier I – III level if they:

Tier 1: Monitoring	Tier 2 – Moderate Risk	Tier 3 – High Risk
<ul style="list-style-type: none"> ▪ Lack skills needed to maintain/monitor his/her own academic achievement (e.g., organizational skills, listening skills, test-taking skills, etc.) ▪ Grades K-8: performing at or below a median cut point score between a Level 2/partially proficient and a Level 3/proficient on the NYS Assessments and/or do not meet one of the benchmark criteria ▪ Grades 9-12: score near proficiency on the NYS Regents and/or do not meet one of the benchmark criteria 	<ul style="list-style-type: none"> ▪ Are inconsistent in demonstrating expectations of grade level. Consistently lack some specific skills that are required for satisfactory performance. ▪ Grades K-8: score a low Level 2 below specified scale score on NYS Assessments and/or do not meet two of the benchmark criteria ▪ Grade 9-12: score below proficiency on the NYS Regents and/or do not meet two of the benchmark criteria 	<ul style="list-style-type: none"> ▪ Are potentially at-risk of not achieving the New York State Learning Standards and/or meeting graduation requirements ▪ Grades K-8: score Level 1 on NYS Assessments and/or do not meet at least two of the benchmark criteria. The measure used, as well as degree of discrepancy is taken into account. ▪ Grades 9-12: score below proficiency on the NYS Regents and/or do not meet at least two of the benchmark criteria. The measure used, as well as degree of discrepancy is taken into account.

Exiting AIS: Based on multiple measures

It is determined that a student is achieving the standards if they have:

- Achieved proficiency on the content area NYS assessment and/or
- Achieved the benchmark criteria on two or more of the multiple measures

AIS/ RTI Criteria

Subject and Grade	Multiple Measures	Benchmark Criteria
All subjects K-12	Student Attendance	High rate of absenteeism may be related to academic difficulty
	Teacher Recommendation	Comments from teachers are considered in overall evaluation
ELA K-4	Classroom Average	K: Satisfactory Grade 1 – 4: 70%
	NYS ELA Assessment: Grades 3-4	Level 3 or 4
	Fountas & Pinnell Benchmark Assessments	Benchmark testing 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark chart.
	Fountas & Pinnell Optional Assessments	Benchmark testing 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks as needed.
	STAR Early Literacy Grades K-1	Benchmark testing at least 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark chart.
	STAR Reading Grades 1-4	Benchmark testing at least 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark chart.
ELA 5-12	Class Average	70%
	NYS ELA Assessment: Grades 5-8	Level 3 or 4
	Grades 5-8 Fountas & Pinnell Benchmark Assessments	Benchmark testing 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark chart.
	Grades 5-8 Fountas & Pinnell Optional Assessments	Benchmark testing 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks as needed.
	STAR Reading Grades 5-8	Benchmark testing at least 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark chart.
	English Language Arts Comprehensive Regents at Grade 11	65
Math K- 4	NYS Math Assessment: Grades 3-4	Scoring level 3 or 4
	Classroom Average	Grades K: Satisfactory level Grades 1-4: Scoring above a 70%
	STAR Math Grades 1-4	Benchmark testing at least 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark chart.
Math 5-12	NYS Math Assessment: Grades 5-8	Level 3 or 4

Subject and Grade	Multiple Measures	Benchmark Criteria
	STAR Math Grades 5-8	Benchmark testing at least 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark chart.
	Integrated Algebra, Geometry, and Algebra 2 Trig Regents	65
	Classroom Average	70%
Social Studies 4-12	NYS ELA Assessment Grades 4-8	Students who score at levels 1 & 2 on the assessment at Grade 4-8 will be identified to determine whether their performance on the assessment is attributed to difficulty in areas of Social Studies content or reading and writing
	Grade 10 Global Studies Regents	65
	Grade 11 United States History and Government Regents	65
	Classroom Average	70%
Science 4-12	NYS Science Assessment at Grades 4 and 8	Level 3 or 4
	NYS Math and ELA Assessment	Students who scored at Level 1 and 2 on the assessment in Grades 4 - 8 will be identified to determine whether their performance on the Science assessment is attributed to difficulty in the areas of reading, writing or math
	Physical Settings in Earth Science and Living Environment Regents, Chemistry and Physics	65
	Classroom Average	70%

AIS/RTI K-12 Program Description

	Grade	Tier 1 – Monitoring	Tier 2 – Moderate Risk	Tier 3 – High Risk
Intensity of service	K-12	Core instruction for all students	<p>In addition to Tier I: Minimum 3 times a cycle for 30 minutes</p> <p>Grade 4-12: Social Studies – additional support provided in ELA AIS</p> <p>Grade 4- 8 Science – additional support provided in Math AIS</p> <p>Grade 9-12 Science – additional support provided in lab at least once a cycle</p>	Support provided in addition to Tier 1 and Tier 2
Grouping	K-12	Differentiated small group instruction	Generally small group 4-6 students:	Individual or small group
Staffing	K-12	Classroom teacher supported by AIS teacher, teaching assistant and special education teacher as schedules allow	AIS teacher, classroom teacher, teaching assistant, special education teacher	AIS teacher, special education teacher
Program/ Instructional Support	K-12	<ul style="list-style-type: none"> ▪ Use of differentiated instructional strategies based on student need which include: <ul style="list-style-type: none"> – Adjusting content, grouping practices, and teaching methods, as well as varying assignments and materials – Utilizing effective teaching strategies and a variety of instructional strategies such as direct instruction, cooperative learning and information processing ▪ Classroom teachers 	<ul style="list-style-type: none"> ▪ Tier I support ▪ Small group with similar needs instruction and collaboration with classroom teachers • K-8 Grade Level Teams and SBIT reviews assessment information for service needed 	<ul style="list-style-type: none"> • Tier I support • Tier II support as schedule allows • Individual or small group instruction for high-needs students as schedule allows • Other support may include: special education support • K-8 Grade Level Teams and SBIT reviews assessment information for service needed

		<p>will identify similar skill needs and use flexible grouping for instruction based on student need</p> <ul style="list-style-type: none"> ▪ K-8 Grade Level Teams and SBIT regularly reviews assessment information for service needed 		
	5-12	<ul style="list-style-type: none"> ▪ Students are identified and encouraged to attend after school homework club 	<ul style="list-style-type: none"> ▪ Students are identified and encouraged to attend after school homework club 	<ul style="list-style-type: none"> ▪ Students are identified and encouraged to attend after school homework club

Student Support Services

K-8 Grade Level Teams and School Based Intervention Team

- Teams meet to brainstorm/plan effective teaching strategies and programs for students

School Counselor/School Psychologist

- Works with individuals as determined by teacher, instructional support team, parent and administration
- Includes home visits, anger control and behavior management plan
- Changing Families and Good Grief programs
- Coordinates services with classroom teachers and all other staff who have contact with that student (i.e., special education, Title I and special areas)

Occupational Therapy

Speech Therapy

Migrant Education

Guidance Services

Mental Health Counseling Services – as deemed appropriate based on the needs of individual students

Student Assistance Program (SAP) – St. Lawrence County Council on Alcoholism and Substance Abuse – as deemed appropriate based on the needs of individual students

High School Tutors – as available

Parent Involvement Notification Requirements

Notification of AIS/RTI Services

- ◆ District notification letter to include:
 - dates when service will start
 - reasons why student needs AIS:
 - subject area(s) identified
 - results of multiple measures
 - summary of services to be provided
 - student support services to be provided
 - frequency and intensity of service
 - expectations of students in relation to grade level performance
 - consequences of not achieving expected performance levels
- ◆ Additional notification required for RTI grades K-4 reading
 - strategies for increasing the student's rate of learning
 - the parents' right to request an evaluation for special education programs and/or services

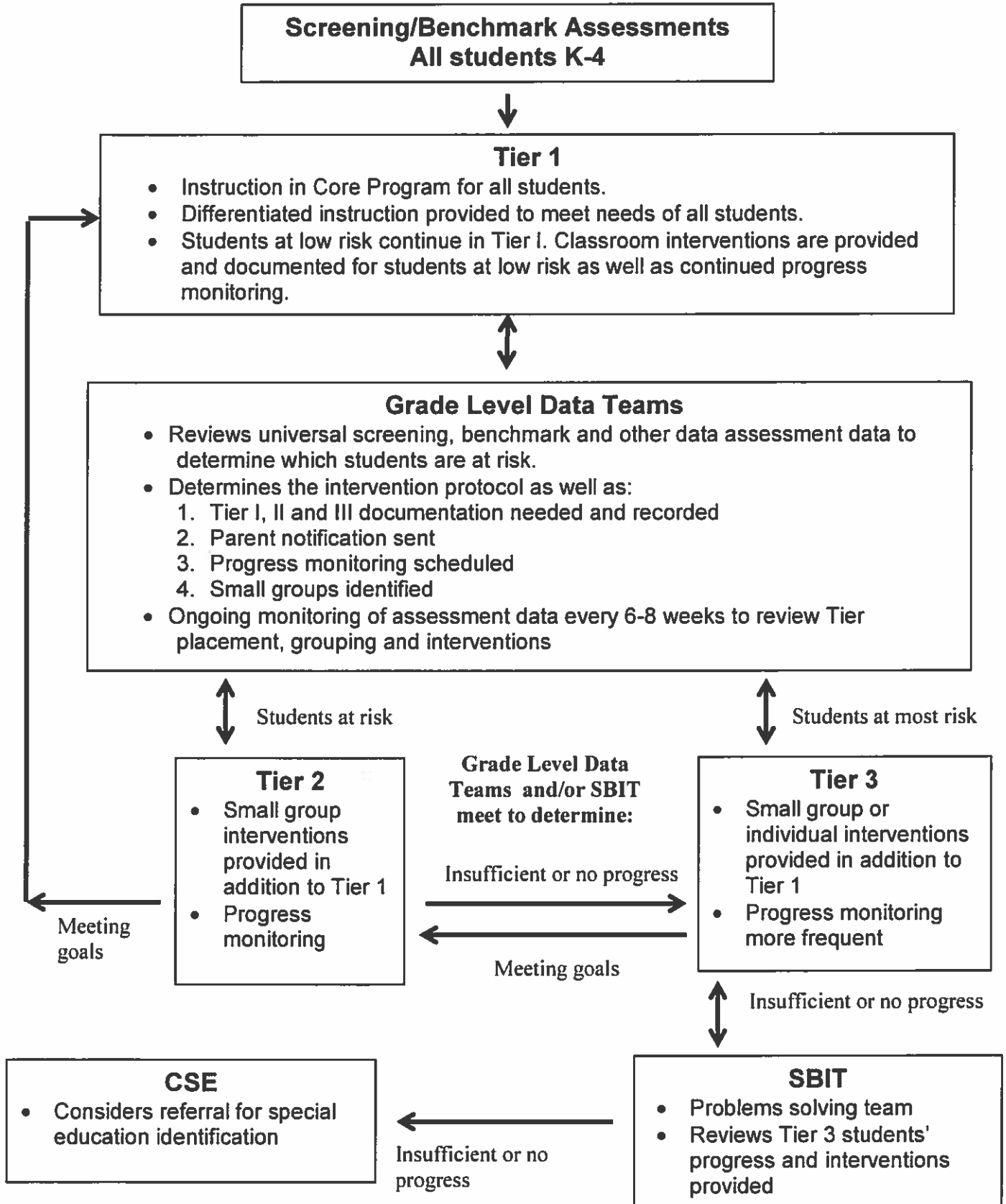
Notification of End of AIS/RTI Services

- ◆ District notification letter to include:
 - when services are to be discontinued
 - overview of student's progress
 - performance level student has attained to qualify for ending AIS (results of multiple measures)
 - assessments used in determining students levels of performance

Ongoing Communication

- ◆ Fall teacher conferences
- ◆ Quarterly reports
- ◆ Phone calls, emails, facebook
- ◆ District and Title I newsletters
- ◆ District website
- ◆ Parent conferences or other informal consultations each semester
- ◆ Suggestions for working with students at home

RTI Process Flowchart



RTI Problem Solving Process - Responsibilities

Classroom Teachers	Data Teams	Intervention Providers	School Based Intervention Team	CSE Team
<ul style="list-style-type: none"> • Core instruction • Benchmark and progress monitoring assessments • Tier 1 interventions (small group, differentiated, during core instruction) • Documentation of Tier 1 interventions 	<ul style="list-style-type: none"> • Grade level teams <ul style="list-style-type: none"> ○ Classroom teachers ○ Intervention providers ○ Others • Analyze data to inform instruction <ul style="list-style-type: none"> ○ Core assessments ○ Diagnostic assessments • Determine Tier 1 and Tier 2 groupings, discuss need for Tier 3 intervention • Provides documentation of decisions made re: instructional changes 	<ul style="list-style-type: none"> • Tier 2 interventions (a minimum of 20-30 minutes every other day) in addition to core instruction • Progress monitoring and diagnostic assessments • Documentation of Tier 2 interventions • AND • Tier 3 interventions (a minimum of 20-30 minutes twice a six day cycle in addition to Tier 1 and Tier 2) • Progress monitoring and diagnostic assessments • Documentation of Tier 3 interventions 	<ul style="list-style-type: none"> • Multi-disciplinary team <ul style="list-style-type: none"> ○ Classroom teachers ○ Special education teacher ○ Psychologist ○ Principal ○ Intervention providers ○ Others • Students reviewed when no significant progress has been made at Tier 2 and/or Tier 3 • Reviews documentation of Tier 1, 2 and 3 interventions • Uses problem solving model to recommend further instructional changes or interventions to be tried, along with ways to document the effectiveness of the changes • Makes referral to CSE when necessary 	<ul style="list-style-type: none"> • Multi-disciplinary team • Analyzes data • Reviews documentation of Tier 1, 2,3 interventions • Decides what additional CSE services to provide to enable the child to be successful

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.-Sept.)	1st Interval of Year (Nov.-Dec.)	2nd Interval of Year (Feb.-Mar.)	End of Year (May-June)
Grade K		C+	D+	E+
		B	C	D/E
		A	B	C
				Below C
Grade 1	E+	G+	I+	K+
	D/E	F	H	J/K
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J/K	K	L	M/N
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M/N	N	O	P/Q
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q+	R+	S+	T+
	P/Q	Q	R	S/T
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S/T	T	U	V/W
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z
	V/W	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grade 7	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
Grade 8+	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

KEY

Exceeds Expectations

Meets Expectations

Approaches Expectations:
Needs Short-Term Intervention

Does Not Meet Expectations:
Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade-level goals, which should be adjusted based on school/district requirements and professional teacher judgement.

Attachment #4



STAR™
Early Literacy

Benchmarks, Cut Scores, and Growth Rates

To interpret screening results, schools often use benchmarks and cut scores. These scores help educators identify which students require some form of intervention to accelerate growth and move toward proficiency, and which students are already high performing.

Please note: the table below includes benchmarks for a specific point in time. For the most precise benchmarks based on the exact day(s) your students were tested, rely on the STAR™ reports.

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark.

A **cut score** is used to determine which students may need additional assistance to move toward the end-of-year benchmark.

Moderate growth rate is the amount a typical student is expected to grow per week. Based on national data, 50 percent of the students who started at this level were able to achieve this growth rate. Student Growth Percentile (SGP), now found on the Growth Report, can also help an educator determine if a student is growing adequately between screening windows.

Default Benchmarks*

Grade	Percentile ^b	Fall (GP Month 0)		Winter (GP Month 4)		Spring (GP Month 8)		Moderate Growth Rate
		Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c	Scaled Score/Week
K	20	437		500		574		5.78
	25	452		517		592		5.61
	30	468		534		609		5.61
	35	482		552		627		5.37
	40	496		568		644		5.37
	45	507		583		660		5.15
	50	518		595		673		5.15
	55	530		608		685		4.83
	60	542		621		697		4.83
	65	555		636		712		4.43
	70	571		653		728		4.43
	75	587		670		744		3.98
80	603		688		759		3.98	

(continued on next page)

STAR Early Literacy—Benchmarks, Cut Scores, and Growth Rates

Grade	Percentile ^b	Fall (GP Month 0)		Winter (GP Month 4)		Spring (GP Month 8)		Moderate Growth Rate
		Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c	Scaled Score/Week
1	20	538	5	608	17	678	25	5.87
	25	558	8	628	19	696	28	5.38
	30	576	10	647	21	713	31	5.38
	35	590	12	663	23	729	34	4.93
	40	606	14	678	24	742	38	4.93
	45	620	16	693	26	755	42	4.4
	50	635	17	706	28	766	46	4.4
	55	651	19	720	30	776	49	3.71
	60	670	22	734	32	786	52	3.71
	65	688	25	748	36	796	54	3.12
	70	703	26	760	40	805	57	3.12
75	720	29	774	46	815	62	2.46	
80	742	35	790	54	825	68	2.46	
2	20	612	15	666	23	717	32	4.51
	25	639	18	692	26	739	37	3.79
	30	662	21	713	29	758	43	3.79
	35	682	24	731	32	772	48	3.09
	40	697	26	745	36	784	51	3.09
	45	712	28	758	40	796	54	2.6
	50	728	31	771	45	806	58	2.6
	55	745	36	784	51	815	62	2.04
	60	761	42	796	56	824	67	2.04
	65	774	48	808	63	833	73	1.62
	70	787	55	818	69	841	79	1.62
75	799	61	828	77	849	87	1.31	
80	812	69	839	86	858	100	1.31	
3	20	621	16	661	22	698	28	3.74
	25	661	21	698	27	731	34	2.8
	30	690	25	727	31	759	44	2.8
	35	713	28	748	36	778	49	2.23
	40	736	32	769	44	796	54	2.23
	45	756	40	785	51	810	60	1.71
	50	771	46	798	57	820	65	1.71
	55	784	53	809	63	830	71	1.36
	60	796	60	820	71	839	77	1.36
	65	810	67	831	79	848	86	1.02
	70	823	77	842	89	856	97	1.02
75	833	84	849	97	862	106	0.75	
80	843	91	858	109	869	117	0.75	

a. The default STAR Early Literacy benchmarks (in the software) are based on the 2014-2015 norms.

b. Urgent Intervention Intervention Benchmark.

c. Est. ORF: Estimated Oral Reading Fluency is only reported for grades 1-3.



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Benchmarks, Cut Scores, and Growth Rates

To interpret screening results, schools often use benchmarks and cut scores. These scores help educators identify which students require some form of intervention to accelerate growth and move toward proficiency, and which students are already high performing.

Please note: the table below includes benchmarks for a specific point in time. For the most precise benchmarks based on the exact day(s) your students were tested, rely on the STAR[™] reports.

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark.

A **cut score** is used to determine which students may need additional assistance to move toward the end-of-year benchmark.

Moderate growth rate is the amount a typical student is expected to grow per week. Based on national data, 50 percent of the students who started at this level were able to achieve this growth rate. Student Growth Percentile (SGP), now found on the Growth Report, can also help an educator determine if a student is growing adequately between screening windows.

Grade	Percentile	Fall September		Winter January		Spring May		Moderate Growth Rate
		Scaled Score	Est. ORF ^a	Scaled Score	Est. ORF ^a	Scaled Score	Est. ORF ^a	Scaled Score/ Week
1	10	64	9	71	15	78	19	1.4
	20	67	12	76	18	80	25	1.8
	25	69	13	79	20	95	28	2.4
	40	73	16	87	25	133	37	3.0
	50	76	18	95	28	164	44	3.9
	75	98	29	170	46	251	68	5.5
	90	205	56	269	73	339	89	4.7
2	10	87	26	107	32	164	43	2.3
	20	106	31	162	42	217	56	4.3
	25	126	35	183	47	239	61	4.5
	40	189	49	239	61	291	76	4.2
	50	224	58	274	71	327	86	4.0
	75	322	84	370	98	427	112	3.5
	90	410	108	465	122	525	142	3.3

Benchmarks, Cut Scores, and Growth Rates

Grade	Percentile	Fall September		Winter January		Spring May		Moderate Growth Rate
		Scaled Score	Est. ORF ^a	Scaled Score	Est. ORF ^a	Scaled Score	Est. ORF ^a	Scaled Score/ Week
3	10	177	48	215	54	255	61	3.2
	20	235	57	272	65	311	73	3.4
	25	259	62	294	70	334	78	3.3
	40	319	75	357	84	393	95	3.2
	50	357	84	392	95	436	105	3.2
	75	461	111	500	120	547	132	2.9
	90	561	136	613	150	673	161	2.8
4	10	265	61	287	66	318	73	2.8
	20	324	74	353	81	379	88	2.8
	25	350	80	375	87	406	95	2.8
	40	415	96	449	104	476	110	2.7
	50	458	106	487	112	520	120	2.5
	75	568	131	612	139	659	147	2.8
	90	689	152	774	176	853	190	3.3
5	10	337		363		386		2.7
	20	411		441		463		2.5
	25	444		465		492		2.4
	40	514		544		573		2.4
	50	560		592		630		2.5
	75	707		779		846		3.4
	90	900		955		1048		2.6
6	10	414		439		459		2.4
	20	494		518		544		2.1
	25	525		554		578		2.2
	40	614		647		684		2.2
	50	671		716		779		2.5
	75	897		939		997		2.1
	90	1098		1185		1251		2.8
7	10	464		474		497		2.3
	20	552		570		596		2.1
	25	585		611		638		2.1
	40	696		736		790		2.4
	50	795		843		884		2.5
	75	1026		1103		1175		2.4
	90	1266		1302		1323		1.2
8	10	517		536		557		2.3
	20	621		646		675		2.1
	25	665		696		729		2.3
	40	830		865		899		2.4
	50	908		942		979		1.8
	75	1202		1241		1288		1.3
	90	1327		1335		1342		0.3



Benchmarks, Cut Scores, and Growth Rates

To interpret screening results, schools often use benchmarks and cut scores. These scores help educators identify which students require some form of intervention to accelerate growth and move toward proficiency, and which students are already high performing.

Please note: the table below includes benchmarks for a specific point in time. For the most precise benchmarks based on the exact day(s) your students were tested, rely on the STAR[™] reports.

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark.

A **cut score** is used to determine which students may need additional assistance to move toward the end-of-year benchmark.

Moderate growth rate is the amount a typical student is expected to grow per week. Based on national data, 50 percent of the students who started at this level were able to achieve this growth rate. Student Growth Percentile (SGP), now found on the Growth Report, can also help an educator determine if a student is growing adequately between screening windows. High school level data is still being analyzed and will be available soon.

Grade	Percentile	Fall September Scaled Score	Winter January Scaled Score	Spring May Scaled Score	Moderate Growth Rate Scaled Score/ Week
1	10	151	215	278	5.8
	20	188	253	318	5.1
	25	202	267	333	4.7
	40	238	302	367	4.4
	50	263	327	390	4.1
	75	327	389	451	3.5
	90	390	449	508	3.2
2	10	297	349	402	4.2
	20	341	389	438	3.8
	25	357	403	449	3.7
	40	394	438	482	3.6
	50	414	458	502	3.5
	75	467	512	558	3.2
	90	515	562	609	3.0

Benchmarks, Cut Scores, and Growth Rates

Grade	Percentile	Fall	Winter	Spring	Moderate
		September	January	May	Growth Rate
		Scaled Score	Scaled Score	Scaled Score	Scaled Score/ Week
3	10	390	430	469	3.9
	20	429	473	518	3.6
	25	443	488	534	3.3
	40	479	525	571	3.2
	50	500	547	593	3.1
	75	552	599	646	2.7
	90	600	646	692	2.4
4	10	462	497	532	3.3
	20	511	544	577	2.8
	25	527	560	594	2.6
	40	563	591	631	2.5
	50	585	620	654	2.5
	75	641	676	711	2.3
	90	689	724	759	2.2
5	10	523	552	582	2.7
	20	571	601	631	2.2
	25	588	617	647	2.2
	40	628	657	687	2.1
	50	650	680	710	2.1
	75	711	739	767	2.0
	90	763	791	820	1.7
6	10	579	607	636	2.2
	20	631	655	679	1.8
	25	649	673	696	1.7
	40	694	715	737	1.6
	50	718	741	763	1.6
	75	786	805	823	1.1
	90	831	858	884	1.0
7	10	607	627	647	2.0
	20	660	678	696	1.6
	25	682	698	713	1.4
	40	728	744	760	1.3
	50	757	773	790	1.1
	75	821	837	852	0.8
	90	876	896	917	0.6
8	10	623	642	661	2.0
	20	685	703	721	1.6
	25	708	724	739	1.4
	40	758	771	785	1.2
	50	790	803	816	0.9
	75	856	873	890	0.6
	90	920	938	956	0.3