The building principal has collected the following data about grade 7 ELA:
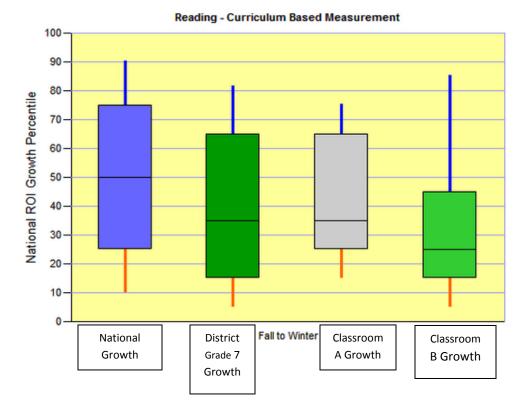
1. **2014 State Test Results**

Sample District

Strand	Code	Standard	Item Num*	Item Type	Sample	OCM BOCES	Gap from BOCES	CNY Region
	RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	9	MC	65%	75%	− 10%	75%
			28	MC	59%	66%	− 7%	64%
			30	MC	43%	55%	− 12%	53%
			34	MC	61%	65%	− 4%	63%
	RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetiti	31	MC	13%	33%	− 20%	31%
			33	MC	75%	77%	− 2%	76%

2. **Estimated Lexile Levels based on Benchmark Systems (January 2015):**

Grade	% of students at on-grade CCLS Lexile Level
7	36%

3. **Rates of growth on Oral Reading Fluency Measure (Fall to Winter):**

Reading - Curriculum Based Measurement

National Growth | District Grade 7 Growth | Classroom A Growth | Classroom B Growth

4. **Predicted on-grade level standard performance based on adaptive assessment (January 2015):**

NY RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

% of Students In or Above the Estimated Mastery Range

Current	Projected (6/24/2015)
49%	56%

NY RL.7.4
Determine the meaning of words and phrases as they are used in a tex
analyze the impact of rhymes and other repetitions of sounds (e.g., al
section of a story or drama.

% of Students In or Above the Estimated Mastery Range

Current	Projected (6/24/2015)
44%	51%

5. **List of current Intervention Strategies at grade 7:**

Tier 1:

- Optional homework help available after school 4 days a week

Tier 2:

- Read Works lessons provided in alternate setting during reading block
- Intensive support with classwork when possible

Questions:

- What are the immediate concerns or outstanding questions about RTI at this grade level?
- What are some possible first steps to address RTI needs, especially Tier 1 and 2?
- Who should be involved in the process and conversations? What would be the ultimate goals?
- How might the types of available data be used to support RTI?
- What additional information about students would be important to consider?
- How has your district moved past some of these same types of concerns/questions?