

Academic Intervention Services

K through Grade 12



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Introduction

In July 1999, the Board of Regents adopted revisions to Part 100 of the Commissioner's Regulations to align the regulations to standards, assessments, and graduation requirements. Section 100.2[ee] requires school districts to provide Academic Intervention Services [AIS] to students who score below the State-designated performance level on State assessments and/or who are at risk of not achieving State learning standards.

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.

AIS are not required in standards areas where there are no State assessments, even though students must earn one or more units of credit for graduation. They are only required in English Language Arts [ELA], mathematics, social studies, and science.

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.

Student support services means interventions that address barriers to student progress in State learning standards areas requiring AIS and may include, as needed, school guidance and counseling, services or programs to improve attendance, coordination of services provided by the school and/or other agencies, and study skills. Barriers to academic progress that student support services might address include, but are not limited to:

1. Attendance problems
2. Discipline problems
3. Family-related issues
4. Health-related issues
5. Nutrition-related issues
6. Mobility or transfer issues

AIS for English language learners must be supplementary and “in addition to” and must not replace the bilingual and free-standing ENL instructional program requirements under CR Part 154 services. AIS must be planned and implemented in coordination with the ELL student’s general educational program.

Districts must have in place uniform procedures for identifying students for AIS in grades K-12 where there are no State assessments in ELA or mathematics and in grades 4-12 where there are no State assessments in social studies or science. These procedures shall apply across the district to all schools and students in the same grade level. In addition, the new entrant screening procedures alert staff to students with potential at-risk factors.

Districts must assure that multiple assessments/sources of evidence are used and that criteria are in place to determine:

- The identification of performance on those measures/sources of evidence that would place a student at risk of not meeting the State learning standards in need of academic intervention services; and
- Performance that indicates that a student is meeting, or is likely to meet, State learning standards and is, therefore, no longer in need of academic intervention services.

The multiple assessments/sources of evidence should measure student accomplishment of core curricula for the elementary, middle, and high school levels for those standards areas requiring AIS. Such assessments are not limited to, but may include:

1. Developmentally appropriate measures such as:

- [a] diagnostic assessments;
- [b] early reading assessments and literacy profiles;
- [c] assessment portfolios;
- [d] performances or demonstrations; and/or
- [e] assessments of content skills, concepts, and knowledge.

2. Tests of demonstrated technical quality such as:

- [a] standardized, norm-referenced tests [above grade two];
- [b] standardized, criterion-referenced tests;
- [c] other commercially prepared assessments; and/or
- [d] other measures that meet the standards.

3. Review of:

- [a] classroom performance [i.e., participation, student work, portfolios, homework completion];
- [b] report card grades; and/or
- [c] student records.

4. Recommendations from teachers, administrators, counselors, other school staff, and parents.

Beginning in September 1, 2000, AIS and/or student support services must commence no later than the beginning of the semester following a determination that a student needs such services.

AIS are to be provided by appropriately certified staff members. While teaching assistants cannot be the primary providers of AIS, they can provide support for certified teachers who are the primary providers of AIS. They must work under the supervision of these certified teachers.

The following scheduling options identified by SED and accepted by them exist to ensure that these AIS are available to students:

- (a) Extra periods or times during the regular school day;
- (b) Within-class staffing that reduces student-teacher ratios [e.g., co-teaching, team teaching, etc.];
- (c) Before or after-school sessions;
- (d) Evening sessions; or
- (e) Summer school.

Development of the AIS Plan

The process of developing an AIS Plan for the district has involved numerous staff members. The following are but a few of the venues utilized to formulate the AIS plan:

- (a) Participation at BOCES workshops and discussion groups on AIS requirements, etc.

- (b) K-12 Articulation Curriculum Committee Final Reports [i.e., recommendations for curriculum changes, expansions, etc.]
- (c) Faculty, department, and grade-level meetings [e.g., vertical teaming meetings, data analysis and Action Plan development, sharing of effective strategies, etc.]
- (d) Annual reports on special programs with recommendations for revision, etc.
- (e) Attendance at BOCES-sponsored panels and SED presentations on AIS
- (f) EAC and SAC meetings
- (g) Professional period curriculum development assignments
- (h) Response to Intervention
- (i) Periodic reviews of this plan

Student Identification

The district's system for student identification begins with the screening of student registrants for our Kindergarten program and is ongoing. The district monitors students' progress through a variety of means including those listed on attached charts. As per NYSED guidelines, new entrants are screened to determine if they need academic intervention or support services.

Monitoring of AIS Program

As each of these AIS programs and strategies is identified and implemented, primary responsibility for monitoring each of them rests with the building principal. In addition to the anticipated communications between the principal and the service providers, periodic reports may also be required by the Assistant Superintendent for Instruction.

In-building procedures will be established to monitor the progress of students scoring in Levels 1 or 2 on state assessments. Administration in consultation with teachers and support staff will determine the level of services necessary to address the needs of individual students needing AIS/RtI.

The district's AIS Plan will be reviewed biennially; the next review will take place during the 2019-2020 school year.

Parental Notification and Involvement

The parent[s] or guardians of a pupil receiving AIS shall be notified in writing by the principal of that pupil's school that the student has been identified as needing AIS. The notice shall include a summary of services to be provided to the student and the reason the student needs such services.

Parents will also be notified when their child has met the standards which will enable him/her to exit the program. Parents of students receiving AIS will be provided with ongoing communication with school personnel. At least once per semester, they shall be provided with opportunities to meet with their child's regular teacher and other personnel providing AIS services. In addition, parents will be provided with three regular report cards, regular progress reports, and three AIS Progress Reports per year.

Parents shall receive periodic reports from the teachers relative to their general achievement and their achievement in AIS classes or programs. The format for said notifications has been developed by members of the Elementary and Secondary Administrators' Councils.

Entry and Exit Criteria

The grid which follows (pp.7-10) is designed to provide a guide for selecting students who may require intervention services. A variety of factors, including, but not limited to assessment data should be considered when determining which academic intervention service would most appropriately meet specific student needs. Similarly, consideration to a variety of factors such as TC Benchmark Assessments, Fountas and Pinnell Benchmark Assessments, I-Ready, etc. would likewise provide guidance in determining students who are ready to exit academic interventions.

	Referral protocol	Entry criteria	Exit criteria	Range of AIS available
K	Pre-Kindergarten screening Running Record Benchmarks Teacher observation Parental request Report card grades RtI findings and recommendations AIS reading progress reports I-Ready Attendance/Discipline/Medical records	Letters <10, sounds<5 Rhyme <5, letters 13/26, sounds 5/26 Minimal progress RtI data and progress monitoring data	Letters 35/54, sounds 15/26 Rhyme 9/10, letters 25/26, sounds 25/26 Teacher recommendation Improved grades/ improvement shown RtI data and progress monitoring data	Progress monitoring Extra help Non-mandated services Push in /pull –out reading Speech improvement Counseling/FBA/BIP
1	Running Record Benchmarks Teacher observation Parental request Report card grades RtI/ CST/CFT findings and recommendations AIS reading progress reports I-Ready Attendance/Discipline/Medical records	F & P level <A (Fall) F & P level <C (Winter) Minimal progress AIS Reading Teacher recommendation from previous year RtI data and progress monitoring results	F & P level >C (Winter) F & P level >G (Spring) Teacher recommendation Improved grades/Improvement shown RtI data and progress monitoring results	Progress monitoring Extra help Non-mandated services Push in /pull –out reading Speech improvement Counseling/FBA/BIP
2	Running record Benchmarks Teacher observation Parental request Report card grades RtI findings and recommendations AIS reading progress reports I-Ready Attendance/Discipline/Medical records	F & P level <F (Fall) F & P level <H (Winter) Minimal progress AIS Reading Teacher recommendation from previous year RtI data and progress monitoring results	F & P level >H (Winter) F & P level >K (Spring) Teacher recommendation Improved grades/ improvement shown RtI data and progress monitoring results	Progress monitoring Extra help Non-mandated services Push in /pull–out reading Counseling/FBA/BIP

	Referral protocol	Entry criteria	Exit criteria	Range of AIS available
3	Running record Benchmarks Teacher observation Parental request Report card grades RtI/ CST/CFT findings and recommendations AIS reading and math progress reports I-Ready Attendance/Discipline/Medical records	F & P level <I (Fall) F & P level <L (Winter) Minimal progress AIS Reading Teacher recommendation from previous year RtI data and progress monitoring results	F & P level >L (Winter) F & P level >N (Spring) Teacher recommendation RtI data and progress monitoring results Improved grades/improvement shown NYSTP level 3 or 4	Progress monitoring Extra help Non-mandated services Push in/pull-out reading Push in/pull-out math Counseling/FBA/BIP
4	Teacher observation Running record Benchmarks Parental request Report card grades RtI/ CST/CFT findings and recommendations AIS reading and math progress reports NYSTP ELA 3 or Math 3 I-Ready Wilson/Just Words screening results Attendance/Discipline/Medical records	F & P level <M (Fall) F & P level <O (Winter) Minimal progress AIS Reading Teacher recommendation from previous year RtI data and progress monitoring results NYSTP level 1 or 2 WJW 16-50% Wilson <15%	F & P level >O (Winter) F & P level >P (Spring) Teacher recommendation Improved grades/improvement shown NYSTP level 3 or 4 RtI data and progress monitoring results	Progress monitoring Extra help Non-mandated services Push in /pull-out reading Push in /pull-out math Counseling/FBA/BIP
5	Teacher observation Running record Benchmarks Parental request Report card grades RtI/ CST/CFT findings and recommendations AIS reading and math progress reports NYSTP ELA 4, Math 4, Science 4 I-Ready Attendance/Discipline/Medical records	F & P <O (Fall) F & P level <Q (Winter) Minimal progress AIS Reading Teacher recommendation from previous year RtI data and progress monitoring results NYSTP level 1 or 2 WJW 16-50% Wilson <15%	F & P level >Q (Winter) F & P level >R (Spring) Teacher recommendation improved grades/ improvement shown NYSTP level 3 or 4 RtI data and progress monitoring results	Progress monitoring Extra help Non-mandated services Push in /pull-out reading Push in /pull-out math Counseling/FBA/BIP

	Referral protocol	Entry criteria	Exit criteria	Range of AIS available
6	ELA 5 Math 5 Science 4 Report card grades Running record Benchmarks RtI findings Teacher observation Parental request Self-referral i-Ready Attendance/Discipline/Medical records	NYSTP Level 1 or 2 NYSTP Level 1 or 2 Below SRP NYSTP Level 1 or 2 Minimal progress AIS Reading Teacher recommendation from previous year RtI data and progress monitoring results	Level 3 or 4 on ELA 6 Level 3 or 4 on Math 6 Final grade of 65 or > Final grade of 65 or > Improved grades/ improvement shown Teacher recommendation RtI data and progress monitoring results	Progress monitoring Extra help Non-mandated services Extended library hours ELA lab/extended time Math lab/extended time Strategies for Learning Counseling/FBA/BIP Mentoring Program LLI/pull-out reading
7	ELA 6 Math 6 Science 4 Report card grades RtI findings Teacher observation Parental request Self-referral i-Ready Attendance/Discipline/Medical records	NYSTP Level 1 or 2 NYSTP Level 1 or 2 Below SRP NYSTP Level 1 or 2 Minimal progress AIS Reading Teacher recommendation from previous year RtI data and progress monitoring results	Level 3 or 4 on ELA 7 Level 3 or 4 on Math 7 Final grade of 65 or > Final grade of 65 or > Improved grades/ improvement shown RtI data and progress monitoring results Teacher recommendation	Progress monitoring Extra help Non-mandated services Extended library hours ELA lab/extended time Math lab/extended time Strategies for Learning Counseling/FBA/BIP 15:1 Special Class Extended ELA block Mentoring Program LLI/pull-out reading
8	ELA 7 Math 7 Science 4 Report card grades RtI findings Teacher observation Parental request Self-referral Attendance/Discipline/Medical records	NYSTP Level 1 or 2 NYSTP Level 1 or 2 Below SRP NYSTP Level 1 or 2 Minimal progress AIS Reading Teacher recommendation from previous year RtI data and progress monitoring results	Level 3 or 4 on ELA 8 Level 3 or 4 on Math 8 Level 3 or 4 on Science 8 Improved grades/ improvement shown RtI data and progress monitoring results Teacher recommendation	Progress monitoring Extra help Non-mandated services Extended library hours ELA lab/extended time Math lab/extended time Counseling/FBA/BIP 15:1 Special Class Extended ELA block Regents Review Mentoring Program LLI/pull-out

	Referral protocol	Entry criteria	Exit criteria	Range of AIS available
9	ELA 8 Math 8 Science 8 Report card grades CFT/CST/RtI findings Guidance counselor Teacher observation Parental request Self-referral Attendance/Discipline/Medical records	NYSTP Level 1 or 2 NYSTP Level 1 or 2 NYSTP Level 1 or 2 Minimal progress	Final grade 65 or > Final grade 65 or > Final grade 65 or > Final grade 65 or > Improved grades Counselor recommendation Teacher recommendation	Study Skills Tut. I (SS/ELA) Study Skills Tut. Science ENL, ERSS, LSH, Resource Room Progress Monitoring Extra Help Summer School Lab/Extended classes Regents Review Mentoring Program Counseling/FBA/BIP
10	Science Regents Report card grades CFT/CST/RtI findings Guidance counselor Teacher observation Math Regents (Algebra) Parental request Self-referral Attendance/Discipline/Medical records	Below 65 Minimal progress	Final or Regents grade 65 or > Improved grades Counselor recommendation Teacher recommendation	Study Skills Tutorial Science ENL, ERSS, LSH, Resource Room Progress Monitoring Extra Help Summer school Exploring English Lab/Extended classes Regents Review Developmental Writing Counseling/FBA/BIP
11	Math (Algebra Regents) Science Regents Global Regents Report card grades CFT/CST/RtI findings Guidance Counselor Teacher observation Parental request Self-referral Attendance/Discipline/Medical records	Below 65 Below 65 Below 65 Minimal progress	Final or Regents grade 65 or > Final or Regents grade 65 or > Final or Regents grade 65 or > Improved grades	Study Skills Tutorial Science Exploring English ENL, ERSS, LSH, Resource Room Progress Monitoring Extra Help Summer School Lab/Extended classes Regents Review Developmental Writing Counseling/FBA/BIP
12	ELA Math Regents Science Regents American History Regents Report card grades CFT/CST/RtI findings Guidance Counselor Teacher observation Parental request Self-referral Attendance/Discipline/Medical records	Below 65 Below 65 Below 65 Below 65 Minimal progress		Study Skills Tutorial Science Social Studies extra help Exploring English ENL, ERSS, LSH, Resource Room Progress Monitoring Extra Help Summer School Lab/Extended classes Regents Review Developmental Writing Counseling/FBA/BIP