

**Greene Central School District
Academic Intervention Services (AIS)**



**Academic Intervention Services Plan
2017-2018
Greene Central School District**

BOE APPROVED: OCTOBER 4, 2017

Greene Central School District Academic Intervention Services (AIS)

Academic Intervention Services (AIS) means additional instruction and/or student support services that supplement the instruction provided in the general curriculum and assist students in meeting the State learning standards. Academic Intervention Services are intended to assist students who are at risk of not achieving the 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 are not required in standards areas where there are no State assessments, even though students earn one or more units of credit for graduation.

Academic Intervention Services shall be made available to students with disabilities on the same basis as non-disabled students to the extent consistent with the student's individualized education program. This means appropriate accommodations and supports must be provided when Academic Intervention Services are implemented for students with disabilities to assure that these students benefit from Academic Intervention Services. "To the extent consistent with the individualized education program (IEP)" means appropriate accommodations and supports must be provided when AIS is implemented for students with disabilities to assure that these students benefit from AIS. For example, if a student's IEP indicates that a specific adaptive material, assistive technology device, or curriculum modification is to be provided, then these same accommodations or supports must be provided when AIS are delivered.

The Greene Central School District, located in Chenango County, has a student enrollment of approximately 991 pupils. The district believes that all students should be afforded appropriate and targeted opportunities for academic assistance and intervention, based on root cause analysis of multiple measures so that they may be successful in meeting the New York State Learning Standards. The following District description of Academic Intervention Services (AIS) includes criteria for eligibility and two (2) components of AIS: Additional instruction that supplements the general curriculum (regular classroom instruction) and/or Student support services needed to address barriers to improved academic performance.

District Procedures:

In grades where no state assessments are given, students will be eligible for AIS if they are determined to be at risk of not meeting State standards, according to criteria established by the District. The district procedure will include multiple measures that will be applied uniformly at each grade level for determining which students shall receive AIS. This procedure will always be used when a student is absent for all or part of a State assessment.

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When a student transfers from out-of-state or from out of country: When a student transfers from out-of-state or out of the country, Section 100.2(r) provides three ways to determine the need for AIS:

- Administering a State-developed or State-approved assessment
- Reviewing a student's transcript, if available
- Following the district-wide screening procedure applied uniformly across each grade

At the Primary School, RTI is used to provide English Language Arts and related services supports for grades K-2. AIS math is available for K-2 students who need additional mathematic support.

At the Intermediate School, both RTI and AIS is used to provide English Language Arts, Mathematics, and related services supports for grades 3-5.

At the MS/HS, AIS is used to provide English Language Arts, Mathematics, Social Studies, Science, and related services supports for grades 6-12.

Multiple Measures for Each School

1. Primary School

- All students performing below target scores on the Aimsweb benchmark assessments for ELA and Math
- Developmental Reading assessment such as the Fountas and Pinnell Benchmark Assessment
- K-2 teacher selected benchmarks such as sight word lists, writing samples graded with rubrics and common unit tests from the core reading and math series

2. Intermediate School

- All students performing at or below a median cut point score between a level 2/partially proficient and a level 3/proficient will be considered for AIS.
- All students performing below target scores on Aimsweb benchmark assessments for ELA and Math
- For students with no state test score, Aimsweb benchmark mark assessments will be used in conjunction with common formative assessments for each grade, teacher recommendation, and results of psychoeducational evaluation on a variety of assessments and inventories

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3. Middle School

- All students performing at or below a median cut score between a level 2/partially proficient and a level 3/proficient will be considered for AIS
- Local Measure to determine which students shall receive AIS
 - a. Unit and lesson assessments for ELA and mathematics
 - b. Common formative assessments that provide information about students' skills
 - c. Teacher recommendation: must provide samples of student work and assessment showing deficits in areas of concerns

Opt Outs: Students with no state test score

- Unit and lesson assessments for ELA & mathematics
- Common formative assessments that provide information about students' skills
- Teacher recommendation: must provide samples of student work and assessment showing deficits in areas of concerns

4. High School

- All students performing at or below a median cut on Regents exams will be considered for AIS
- Local Measure to determine which students shall receive AIS
- Unit and lesson assessments for ELA and Mathematics
- Common formative assessments that provide information about students' skills
- Teacher recommendation: must provide samples of student work and assessment showing deficits in areas of concerns

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Eligibility for Academic Intervention Services:

Eligibility for AIS Services may be determined by State assessment results and/or district procedures.

Students in grades K-12 will be eligible for ELA and Math AIS based on teacher recommendation, standardized test scores, and classroom performance. AIS in social studies and science must commence in grade 4 no later than the semester following a determination of the need for such services.

Students in grades 3-8 will be eligible for AIS if they score below the designated performance level on the Elementary or Intermediate State assessments in ELA, mathematics, or science. All students performing at or below a median cut point score between a level 2/partially proficient and a level 3/proficient will be considered for AIS.

Students in grades 9-12 will be eligible for AIS if they score below the approved passing grade on any Regents exam required for graduation in ELA, mathematics, science, or social studies.

Academic intervention services 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, mathematics, social studies, and science.

Students who score below the State designated performance level on State assessments (especially in the upper range of level 2) show relatively little risk of not meeting State learning standards. These students might not need additional instruction. However, they must receive some form of AIS. In those cases, monitoring of a student's performance by school staff would be an appropriate student support service. This could include 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.

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The Following Criteria Will Be Used In Determining Eligibility:

- Kindergarten Screening
- Standardized Testing (NYS Exams/Regents)
- Aimsweb (K-8 Measures)
- Elementary Spelling Inventory
- Core Phonics Survey
- Portfolio Assessment
- Common Formative and Summative Assessment
- Fountas & Pinnell Benchmark Assessment System
- Software based programs/assessments (I-Ready)
- Anecdotal Records (behavioral indicators)
- Report Card Grades

- Student Writing Samples with rubrics
- Classroom Performance (class work, chapter and unit tests, participation, homework)
- Local final examinations
- Other student records, reports and evaluations including discipline records, health-related issues, mobility issues, and family issues.
- Attendance records
- Results of psychoeducational evaluation on a variety of assessments and inventories
- Recommendations by classroom teacher, counselor, administrator, parent and school staff

Types of AIS Services That May Be Provided:

The Greene Central School District will provide Academic Intervention Services (AIS) in the areas of academic instruction and support services. Decisions related to the frequency and intensity of service will be made by parents, building teams, remedial teachers, counselors, and/or administrators based upon individual student needs.

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Providing AIS for Students in More Than One Standards Area

Academic instructional services in more than one standards area can be combined where appropriate. For example, lack of reading/literacy development may be preventing progress in social studies. In such cases, reading/literacy with a content focus could be the primary vehicle for academic intervention services with secondary support in social studies content/skills.

All students are eligible for AIS, including those with disabilities and/or limited English proficiency if they fail to meet the designated State performance standards or district approved procedures. Additionally, Limited English Proficient (LEP)/ English Language Learner (ELL) students who do not achieve the annual designated performance standards as stipulated in CR Part 154 are eligible for AIS.

The district has the authority and responsibility to place students in appropriate academic programs during the regular school day. Thus, the district may place students in Academic Intervention Services as part of their academic program. Parents may provide additional supplemental services for their children outside the regular school day. However, this does not negate the obligation of the school district to place students in appropriate educational programs.

This general plan is intended to describe AIS services for students in the district in grades K- 12. Note: The district has an approved RTI plan for grades K-5. The district will review individual building needs each year by disaggregating data on:

- a. Needs analysis of student performance information to determine root cause
- b. The number of students receiving AIS at each grade level and within each standard area
- c. The range of performance levels of eligible students as determined through state assessments and district approved procedures
- d. Staffing needs, instructional approaches, and scheduling options needed to meet the level of service required by AIS

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Possible Range of Academic Intervention:

The level of service will be determined based on individual need.

- Scheduling options including additional class
- Computer Assisted Instruction
- Co-teaching
- Individualized Instruction
- Small Group Instruction
- Progress Monitoring
- Health and Vision Screenings
- Monitoring Student Attendance

Support Services Beyond Academics: 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 to improve attendance, coordination of services provided by other agencies, and study skills. Support services do not include direct academic instruction.

- Attendance Problems
- Discipline Problems
- Family-Related Issues
- Health Related Issues
- Nutrition Related Issues
- Mobility/Transfer Issues

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Procedures for Parent Notification/Student Progress Reports:

Principals, with assistance from teachers and/or Guidance Counselors, will be responsible for parental notification, in writing, indicating a need for Academic Intervention Services. This notification will be made in writing and will include a summary of the services being provided to the student. The reason(s) for AIS will be reviewed, and the consequences of not achieving the standards will be stated. Parents will also be kept apprised of their child's progress through quarterly written reports (triennial at the Primary and Intermediate School), parent conferences or consultations each semester, and suggestions for working with the student at home.

Criteria for Ending AIS:

Principals, with assistance from teachers and/or Guidance Counselors, will be responsible for parental notification, in writing, indicating that Academic Intervention Services will be discontinued. When AIS is discontinued, the parent will be notified that services will be ending, the criteria for ending services, the current performance level of the student, and the assessment(s) used in determining the student's level of performance. Academic Intervention Services will end when the student has successfully attained the district standards according to the same state and/or district criteria used for beginning services.

Process and Timeline:

Academic Intervention Services may start at any time, but must begin no later than the beginning of the semester following a determination that a student needs such services. At the high school level, AIS cannot be postponed until students are scheduled for a course in which AIS is needed.

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Procedures for Determining Potential Achievement in English Language Arts:

Names of assessment instrument(s):	Level signaling the need for AIS
Teacher Observation Common Formative & Summative Assessment Reading Series End of Unit Tests Portfolio Assessment Curriculum Associate Assessments Perfection Learning Assessments Kindergarten Checklist	Below Grade Level Standards Below Grade Level Standards
Grade 3-8 NYS ELA Assessment I-Ready Reading Assessment	Scores in Level 1 or 2 Below Grade Level Norms
Aimsweb Assessments Fountas & Pinnell Benchmark Assessment System	Below Selected Norms Below Grade Level Benchmark
Elementary Spelling Inventory Core Phonics Survey	Below Selected Norms Below Selected Norms

Procedures for Determining Potential Achievement in Mathematics:

Names of assessment instrument(s):	Level signaling the need for AIS
Teacher Observation Common Formative & Summative Assessment	Below Grade Level Standards Below Grade Level Standards
Grade 3-8 NYS Math Assessment	Scores in Level 1 or 2
Aimsweb Assessment I-Ready Math Assessment	Below Selected Norms Below Grade Level Norms
Algebra I Common Core, Geometry Common Core, Algebra II Common Core, Integrated Algebra, Geometry, Algebra 2/Trigonometry	Scores Below State Standards

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Procedures for Determining Potential Achievement in Social Studies

Names of assessment instrument(s):	Level signaling the need for AIS
Teacher Observation Common Formative & Summative Assessment	Below Grade Level Standards Below Grade Level Standards
Global History & Geography Regents US History & Government Regents	Scores Below State Standards

Procedures for Determining Potential Achievement in Science:

Names of assessment instrument(s):	Level signaling the need for AIS
Teacher Observation Common Formative & Summative Assessment	Below Grade Level Standards Below Grade Level Standards
Grade 4 NYS Science Assessment Grade 8 NYS Science Assessment	Scores in Level 1 or 2 Scores in Level 1 or 2
Earth Science Regents Living Environment (Biology) Regents Chemistry Regents Physics Regents	Scores Below State Standard Scores Below State Standard

