

Pelham Public Schools

ACADEMIC INTERVENTION SERVICES PLAN

ELA & Math



Pelham Public Schools

Pelham, NY 10803

914-738-3434

Originally Prepared by

**Dr. Steven M. Garcia, Mrs. Rosemary Matthews, Mrs. Beth Finkelstein,
Mrs. Jeannine Clark, Dr. Robert Roelle, Mr. Sean Llewellyn**

**Reviewed and updated by Dr. Thomas Callahan and Mrs. Maria Thompson,
as aligned with Pelham Public Schools Board of Education Policy 7616**

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Pelham Union Free School District Vision

The Pelham school community, comprising The Board of Education, administrators, teachers, school staff, parents, students and community members, has high expectations and standards for all students.

The Pelham school community challenges and inspires its students to become creative and critical thinkers who make ethical choices, to work both independently and collaboratively to solve problems, to become lifelong learners and responsible citizens in a democratic society, and to be prepared for the demands of a highly technological and global community.

The Pelham school community celebrates diversity, fosters a sense of belonging for all children and emphasizes the importance of contributing to the greater community.

The Board of Education, administrators, teachers, school staff, parents, students and community members all share the responsibility for public education in Pelham.

The Pelham school community is dedicated to continuous improvement and is committed to maintaining the flexibility necessary to anticipate and respond to a changing world.

Definition of Academic Intervention Services

(Adapted from *Academic Intervention Services: Questions and Answers*, January 7, 2000; University of the State of New York, State Education Department)

1. What are academic intervention services, AIS?

Academic Intervention Services (AIS) are services designed to help students achieve the learning standards. These services may 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.

The intensity of such services may vary, but must be designed to respond to student needs as indicated through State assessments results and/or the district-adopted or district-approved procedure that is consistent throughout the district at each grade level.

2. What is meant by “additional” instruction?

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.

3. How are student support services defined under 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 to improve attendance, coordination of services provided by other agencies, and study skills. Support services do not include direct academic instruction.

When is AIS Not Required?

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.

4. How does diagnostic screening under Part 117 and Sections 901-914 of the Education Law relate to support services under AIS?

Section 100.2 (ee) of the Commissioner’s Regulations allows diagnostic screening for any student at risk of not meeting State learning standards to determine whether vision, hearing, or physical disability is impeding academic progress. Part 117 applies to new entrants into the school system. Sections 901-914 of Education Law apply to all students.

Relationship of AIS to Programs Under CR Part 154 for LEP/ELL Students

Academic intervention services for limited English proficient (LEP)/English language learners (ELL) must be supplementary and "in addition to" and must not replace the bilingual and free standing ESL instructional program requirements under CR Part 154 services. AIS must be planned and implemented in coordination with the LEP student’s general education program.

5. Must academic intervention services be provided to students with disabilities?

Yes. Academic intervention services must be provided to students with disabilities on the same basis as non-disabled students. Students with disabilities are determined to need such services in the same manner as students without disabilities, i.e., by scoring below the designated performance level on State assessments or through the district-adopted or district-approved procedure.

Relationship of AIS to Special Education Programs Under Education Law, Sections 4401 (1) (2)

Academic intervention services are additional general education instructional and/or support services that assist students in meeting State learning standards. AIS are provided in addition to, and must not supplant, special education services. Because AIS are general education services, they should not be indicated on the individualized education program (IEP).

Special education services are specially designed individualized or group instruction or special services or programs designed to meet the student's unique needs that result from his/her disability and enable the student to participate and progress in the general education curriculum. The Committee on Special Education (CSE), with parental input, makes recommendations for special education and related services that are listed on the student's individualized education program. Examples of special education services include consultant teacher services, resource room, or related services. The CSE cannot recommend that a student with a disability receive AIS.

Meaning of the Phrase "To the Extent Consistent with the Individualized Education Program"

"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.

6. How does a district determine which students are eligible for academic intervention services?

Students eligible for AIS, including those with disabilities and/or limited English proficiency, must be identified by a two step process:

- Students performing below the median scale score between a level 2/partially proficient and a level 3/proficient on grade 3-8 English Language Arts and/or Mathematics state assessments should be considered for AIS.
- A district developed procedure, applied uniformly at each grade level, will determine which students identified for consideration will receive AIS.

The district developed procedure must include multiple measures of student performance. These measures, selected locally, may include but are not limited to:

- AIMSWeb Measures
- Early Literacy

- Early Numeracy
- Math Computational
- Math Concepts and Applications
- Reading Curriculum Based Measurement
- Developmental Reading Assessment (DRA) II
- Local Report Card Data
- Gates-MacGinitie Reading Test

7. What are the median scores established by the state that are used to be considered for AIS?

Each year the elementary and intermediate state assessments will have four designated performance levels on each assessment. For 2017-2018, all students performing below the median scale score between a level 2/partially proficient and a level 3/proficient on the grade 3-8 ELA or math state assessments should be considered for AIS. At the high school level, students who score below the approved local passing grade on state assessments required for graduation are eligible to receive academic intervention services.

Grades 3-8 ELA Median Scale Score between Level 2 and Level 3 (2017)

Grade	Median Scale Score
3	305
4	303
5	304
6	301
7	302
8	300

Grades 3-8 Mathematics Median Scale Score between Level 2 and Level 3 (2017)

Grade	Median Scale Score
3	299
4	298
5	306
6	301
7	307
8	304

Verification of Student Performance With Multiple Measures

The services for particular students should vary in intensity based on their needs. Scoring at level 1 or 2 on state assessments does not automatically determine the intensity of service. To determine the level of intensity needed by any student who scores below the median level, districts are advised to review other measures.

8. Who is eligible for RTI/Academic Intervention Services when no state assessment is available?

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

The attached charts list Academic Intervention Services and describe the services offered by subject and grade level clusters, and the entry and exit criteria. This general plan is intended to describe services for students in the district in grades K-12. Additionally, the district will review individual building needs each year by a review of:

- The number of students receiving 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 AIS.

9. What is progress monitoring?

In cases where students receive AIS, staff will continually evaluate progress. Monitoring will consist of but will not be limited to progress checks, further assessments, and meetings with the classroom teacher to adjust instruction.

AIS Plan Summary

- An Academic Intervention Services Plan is required to help students achieve the learning standards.
- Services are to be provided for all students who score below the median levels on state assessments in English Language Arts and/or Mathematics. See AIS Eligibility Chart.
- Need for services must be determined through multiple measures including the state assessments where applicable, other standardized norm-referenced tests, classroom recommendations, and/or locally developed appropriate measures. Similar measures must be used to determine that a student no longer needs services.
- Services can be provided in a variety of ways, depending on the level of need of the student. Services may vary in intensity, frequency, duration, and individualization. Services can be academic in nature, or can address root causes such as attendance and study skills. See AIS Levels of Intensity Chart.
- Services must begin the semester after test results are received. Parents must receive written notification of the need for services, as well as the specific services to be provided, and the consequences of not achieving the standards. They must also be notified when the student no longer needs services.
- Parents must be offered the chance to conference at least once a semester, must receive written progress reports, and must be offered suggestions for working with the child at home.

ELA & MATH 3-12 Eligibility

Subject Area	Assessments	AIS Eligibility Criteria
Grades 3-12 ELA	NYS ELA or Regents examinations required for graduation	Below the median score on NYS ELA Assessment or Below the approved local passing grade on commencement-level state assessments required for graduation
	AimsWeb Assessments DRA Local Report Cards GATES	Below the district determined benchmark on multiple measures
Grades 3-12 Math	NYS Math or Regents examinations required for graduation	Below the median score on NYS Math Assessment or Below the approved local passing grade on commencement-level state assessments required for graduation
	AimsWeb Assessments Local Report Cards	Below the district determined benchmark on multiple measures

ELA & MATH 3-12 Level of Intervention Intensity

Subject Area	High	Medium	Low	Exit Criteria
Grades 3-12 ELA	Individual or small group instruction, (push in or pull out) <i>30-45 minute sessions 1-3 times per cycle</i>	Small group instruction (push in or pull out) <i>30-45 minute sessions 1-3 times per cycle</i>	Flexible group instruction (push in or pull out) <i>30-45 minute session 1 time per cycle</i>	Score above the median on NYS ELA Assessment or earn a passing grade on a commencement level Regents examination
Grades 3-12 Math	Individual or small group instruction, (push in or pull out) <i>30-45 minute sessions 1-3 times per cycle</i>	Small group instruction (push in or pull out) <i>30-45 minute sessions 1-3 times per cycle</i>	Flexible group instruction (push in or pull out) <i>30-45 minute session 1 time per cycle</i>	Score above the median on NYS Math Assessment or earn a passing grade on a commencement level Regents examination