Biennial Academic Intervention Services Plan

2013-2015

TABLE OF CONTENTS

1. **Introduction**
In compliance with Commissioner's Regulations, all public school districts in New York State must submit an Academic Intervention Services (AIS) Plan to be approved by their Board of Education by July 1, 2000 and every two years thereafter.

This is a revision of the AIS Plan submitted to the Board on August 21, 2006. It was developed with input from the AIS teachers, the directors of English, mathematics, social studies and science, the principals, and the Assistant Superintendent for Instruction.

The goal of our AIS services is 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. Furthermore, the intent of AIS is to further improve student performance on tasks related to the Common Core Learning Standards.

2. **Definition of Academic Intervention Services**
Academic Intervention Services (AIS) means additional instruction and/or student support services which supplement the instruction provided in the general curriculum and assist students in meeting the NY State and Common Core learning standards. Academic Intervention Services are intended to assist students who are at risk of not achieving the NY State or Common Core learning standards in English Language Arts, mathematics, social studies and 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 students with disabilities on the same basis as non-disabled students. Such services shall be provided to the extent consistent with the students' individualized education plans, for example accommodations, modifications and assistive technology.

Academic Intervention Services include two components:

- Additional instruction that supplements the general curriculum (regular classroom instruction), e.g. remedial reading, AIS math, (see pp 10-23); and/or
- Student support services needed to address barriers to improved academic performance, e.g. guidance or social worker counseling services. (see p. 24)

AIS will be provided to students in English Language Arts and mathematics in grades K-12 and social studies, 9-12 and science in grades, 9-12.

3. **AIS Process**
The principal, in coordination with K-12 Directors approves students for AIS based on a number of criteria (outlined in this document) because the student is at risk of failing to meet the NY State and common core learning standards.

In most cases, during the spring and summer the principal/director decides who will receive AIS by reviewing progress reports, major test results, and classroom assessment evidence. However, principals may assign students to AIS at any time it is needed as advised by their building child study teams (see p. 4 "Protocol for Child Study Teams to Identify Students for Assistance).

Once students are identified for AIS, the principal/director sends a letter to their parents informing them of the selection process and services students will receive. The letter will indicate when parents will receive progress reports.

When students achieve at a level where they no longer need AIS, their parents are sent a letter informing them that their child will no longer receive AIS with the reasons why the service will be discontinued.

Students identified for AIS must receive instruction that is consistent between the AIS teacher and the classroom teacher. To achieve consistent instruction, the AIS teacher strives to share his/her instructional goals for the student with the classroom teacher who in turn tries to teach to those goals in the classroom.

Response to Intervention- Beginning in July 2005 the amended Federal Law governing special education, the Individuals with Disabilities Educational Improvement Act (IDEA) went into effect. The law permits school districts to identify students with learning disabilities in a new way. Using Response to Intervention (RtI), a school student support team (SST) assesses a student suspected of having a learning disability. Then with guidance from the SST and the school psychologist, the classroom teacher and AIS teacher try various evidenced based interventions to improve the child's performance in a deficit area and measure the student's response to the interventions. After a pre-determined intervention period, the measured results of the intervention are presented to the SST (for example: Short weekly tests or "probes"). If the results show significant improvement, the intervention is continued. If not, then a different evidenced based intervention will be recommended. If after a sequence of trials of RTI, the student fails to improve significantly, the student is referred to the Committee on Special Education (CSE) to consider his/her eligibility for special education. Parents of students identified for RTI receive written notification.

The grades K-5 will use NWEA MAP as a screening and diagnostic tool. As in the past, we will continue to use other local measures to determine placement into AIS. We will also employ similar measures to identify students who should be referred to the building SST to decide whether or not they need RtI.

The district will use AIMSWEB as a progress monitoring tool for RtI. We will have the capacity to compare each student's performance against the performance against national norms.

IDEA allows school districts to classify a student as learning disabled if the student fails to respond to evidenced based interventions. The law also permits school districts to continue using the traditional "discrepancy" model to determine if a student has a learning disability. In the "discrepancy" model, the CSE compares the student's intellectual ability to his/her achievement scores. If the gap between the two is significant and the student has received adequate instruction including AIS and other interventions, the CSE will classify the student as having a learning disability in a particular area such as reading. Use of the discrepancy method for identifying students as LD in grades K-4 has been approved by the Regents.

Students who are at risk of not meeting NYS or Common Core standards must receive AIS. Parents cannot opt out of this service. If a schedule is restricted because a student has many individual services and is at risk of missing significant time with peers in the regular education setting, then the district and parents will agree that the special education services are focusing on the same area of deficit as the AIS services target.

4. **Protocol for Student Support Team to Consider a Student for AIS**
Elementary:
If a child is having a problem that is academic, social, emotional, physical-medical or any combination thereof, the following steps should be taken:

A. Referral is made to the Student Support Team

B. Principal sends notice of upcoming Student Support Team meeting to all team members, the classroom teacher and referring teacher with deadline for referrals at one week prior to meeting.

C. On the meeting date, all team members, including referring teacher, receive copies of referral form.

D. Team meets and accomplishes the following:

- Referring teacher describes issue(s).
- Pertinent data is shared (test scores, report cards, documentation from external sources, etc.).
- Behavioral statement of desired goal(s)/outcome(s) generated.
- Team identifies interventions already attempted, resources already working with child.
- Team brainstorms interventions (including scientifically based interventions) to help the student reach the desired goal(s).
- Team assigns a follow-up person.
- Team sets date to review progress/effectiveness of plan generated.
- In cases where a learning disability is suspected, the Team will recommend trials of RtI. The school psychologist will supervise the students working cooperatively with the AIS teacher and classroom teacher.

Secondary:
A. Referral is made to the Student Support Team (middle level or high school level).

B. Principal sends notice of upcoming Student Support Team meeting to all team members, the classroom teachers and referring teacher with deadline for referrals at one week prior to meeting.

C. On the meeting date, all team members, including referring teacher, receive copies of referral form.

D. Team meets and accomplishes the following:

- Referring teacher describes issue(s).
- Pertinent data is shared (test scores, report cards, documentation from external sources, etc.).
- Behavioral statement of desired goal(s)/outcome(s) generated.
- Team identifies interventions already attempted, resources already working with child.
- Team brainstorms interventions (including scientifically based interventions) to help the student reach the desired goals.
- Team assigns a follow-up person.
- Team sets date to review progress/effectiveness of plan generated.
- In cases where a learning disability is suspected, the Team will recommend trials of RtI. The school psychologist will supervise the trials working cooperatively with the AIS teacher and classroom teacher.

5. **Use of Testing Information – Grades K-5**
Classroom-Based Assessments - Teachers include assessment data in ongoing individual students' classroom folders. Teacher targets specific instruction for areas of need for each student.

NWEA – This standardized tool used K-8 for ELA and math, provides a RIT score for students and projected growth targets based on prior performance. It also includes Descartes, which provides instructional recommendations individualized for each student based upon their projected growth.

All assessment information and data should be placed in the AIS folder of any student receiving AIS services (including monitoring).

<u>All State Assessment in ELA, Math, Social Studies and Science</u>
The results are:
- reviewed by directors
- copy sent to building principals for review
- parents including receive notification explaining scores and AIS identification process
- utilized to create lists of students in the range prescribed by NYS in need of AIS.
- placed in students' permanent record folders

6. **Use of Testing Information – Grades 6-12** (State 6, 7 and 8th Grade Exams)
- copy sent to building principals for review
- parents including receive notification explaining scores and AIS identification process
- utilized to create lists of students in the range prescribed by NYS in need of AIS.
- placed in students' permanent record folders

The AIS providers should identify those students whom they believe will continue to need services (based on previous state exam results, report card grades and teacher input) so that counselors may schedule the students for AIS. After the test results are available, adjustments in student schedules may be necessary over the summer and the beginning of the school year to accommodate mandatory AIS classes.

High School 9-12 AIS - will be determined by performance on State examinations, review of report cards and on Regents exams necessary for graduation. Not all students will receive direct services - some will be monitored by content teachers within their regularly scheduled classes.

NISKAYUNA PUBLIC SCHOOLS
Academic Intervention Services – All Content Areas

Grade Level	Service	Frequency	Group Size	Entrance Criteria	Exit Criteria
K -5	Delivery models may include: ▪ small group pull out ▪ push in support in general education classroom ▪ consult (instructional strategy planning)	Frequency matches level of need	Group size varies level of need	Performance significantly below grade level with the potential to reach grade level performance with remediation. The following data points will be considered holistically: ▪ NWEA MAP – below 30th percentile ▪ NYS Assessments (SED suggested cutpoints) ▪ Classroom evidence (e.g. previous year's report card grades) ▪ Fountas & Pinnell Benchmark Assessment – below grade level expectations ▪ Math in Focus Final Common Math Assessments Additional assessments used as needed such as: -Woodcock Reading Mastery Test (WRMT) -SUNY word attack -Qualitative Reading Inventory (QRI) III -Diagnostic Reading Assessment (DRA)	Meets grade level expectations
6-12	Delivery models may include: ▪ small group pull out ▪ push in support in general education classoom ▪ consult (instructional strategy planning) ▪ lab support	Frequency matches level of need	Group size varies level of need	The following data points will be considered holistically: ▪ NWEA MAP – below 30th percentile ▪ NYS Assessments (SED suggested cutpoints) ▪ Locally developed common assessments ▪ Classroom evidence(e.g. previous year's report card grades)	▪ Meet grade level expectations. ▪ Passing score on required state examinations.