

Rye City School District Academic Intervention Services (AIS)

Program Overview:

The Rye City School District provides Academic Intervention Services (AIS) to students who demonstrate that they are at risk of not achieving the State learning standards. Academic Intervention Services are designed to help eligible students achieve the NYS learning standards in English language arts and mathematics. These services may include:

- Additional instruction including whole, small group, solo or primary 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 AIS may vary; it is designed to respond to student needs as indicated through State and/or district, formal or informal assessments.

Eligibility for Academic Intervention Services:

Each year NYSED releases guidance for Academic Intervention Services based on cut scores on the 3-8 ELA and math assessments. Although students scoring below the NY State cut scores are considered for AIS, a variety of other district-developed procedures are applied uniformly at each grade level for determining which students will actually receive AIS.

Other factors considered for students eligible for AIS, including those with disabilities and/or limited English proficiency (LEP) are:

Elementary (Grades K-5)

- High Frequency word Assessment (Grades 1 & 2 only)
- DRA2 Level
- Letter Identification Assessment (Grade 1 only)
- Primary Spelling inventory(Grades 1, 2 & 3 only)
- Classroom Performance (teacher notes/records from classroom assessments)
- Report card grades
- Math Pre/Mid-Year Assessment

Middle School (Grades 6-8)

- Classroom Performance (teacher notes/records from classroom assessments)
- Report card grades
- Informal Reading Inventory
- Math Pre/Mid-Year Assessment

High School (Grades 9-12)

- Regents examinations required for graduation
- Classroom Performance (teacher notes/records from classroom assessments)
- Report card grades
- Faculty recommendations

Students who do not have a current State assessment score or who are new to the district will be evaluated using a combination of the above measures that are developmentally appropriate for each individual student.

Description of Services:

AIS services (which support core instruction), will be provided by a NYS certified teacher during the regular school day. Every year, each school will analyze its students who are eligible for AIS and select scheduling and intensity of service options that best meet the needs of its individual students.

Duration:

- Number of times per week
- Amount of time per session (progress monitoring to 1 hour or more of direct AIS service)

Group Size:

- Small group
- One-on-One

Progress Monitoring:

Progress monitoring of a student's performance is an appropriate AIS option for students who:

- Score below the state designated performance level on state assessments (especially in the upper range of level 2), but show relatively little risk of not meeting State learning standards.
- Are removed from the AIS program in ELA or Math due to meeting the exit criteria.

Monitoring activities are the collective responsibility of the classroom teacher in conjunction with the AIS teacher and include regular progress checks, further assessments as needed, and meetings among all stakeholders to update progress and adjust instruction if necessary. Monitoring should continue for a minimum of two quarters to ensure continued student success, If the student proves s/he is not maintaining a level of proficiency that would be indicative of meeting the NYS learning Standards s/he may need more intensive services (i.e., be enrolled in a designated AIS class).

Exit Criteria

Students may be exited from Academic Intervention Services based upon one or more of the following criteria:

- Score on an appropriate standardized test determines that the student is meeting state standards
- Progress monitoring shows student has met established district benchmarks and would not be in jeopardy of scoring below proficiency on the next NYS assessment in that subject area
- Scoring at or above the District cut scores on the next administered ELA or math grade 3-8 NYS assessments

AIS teachers will provide the following general services:

- Assess student needs
- Provide specific interventions beyond general instruction in the course
- Regularly assess student progress
- Keep records of services provided

AIS teachers will provide the following specific services:

- Administer diagnostic and standardized tests
- Provide individual and group instruction
- Determine instructional objectives, instructional strategies, and instructional materials
- Collaborate with classroom teachers and other service providers as necessary to develop appropriate activities to help prepare students to meet the learning standards
- Work with classroom teachers and other service providers to coordinate instructional programs and strategies, achieve common understandings regarding each student, and evaluate student progress
- Attend parent/teacher conferences where appropriate
- Evaluate program success by comparing pre- and post- test scores
- Serve as a resource to the Child Study team (CST)
- Maintain individual records
- Collaborate with classroom teachers about report cards/progress reports

Parent Communication/Involvement:

Parents and guardians will be notified in writing by the school principals that their child will be receiving AIS. When necessary, the notice will be translated into the parent/s'/guardians' native language. Included in the notification will be the reason for providing such services, the intensity of the services, and estimated duration of the services.

Parents will be invited to attend one or more conferences each year to discuss their child's academic progress with the classroom and AIS teacher. Parents may request additional conferences.

Parents will receive quarterly reports of their child's progress with the report card/progress reports.

Parents will be invited to attend school Open Houses, at which AIS teachers will be available to discuss their programs. Additionally a Title I AIS meeting will be held annually at each Title I building for information on AIS services in the school.

Parents will be provided with information on ways they can become involved in working with their child, monitor his/her progress, and working with teachers and other educators to improve their child's achievement.

Parent Notification Procedures:

Communication with parents of AIS students is essential in order to meet federal and state regulations and to achieve program goals and objectives. The following written procedures are conducted at various times throughout the year:

Parent Notification Letters are mailed by guidance counselors or AIS providers prior to the start of services and throughout the year regarding all students required to receive AIS and AIS progress monitoring services. These include all students who scored below the acceptable statewide standards on mathematics and ELA tests, or those students who are at risk of not meeting state standards and/or failing a core subject area (see eligibility for AIS section).

Program Termination Letters are emailed by the designated general education or AIS teacher whenever students have made substantial progress to exit from AIS programming and are required to be progress monitored for ten weeks.

Progress Monitoring Letters are mailed throughout the school year by the designated general education or AIS teacher when it is determined that a student's AIS services can be terminated due to meeting grade level standards, but that student needs more support in a certain subject area and should be closely monitored by staff to ensure success.

The School District will post its AIS plan on the School District's website or distribute the plan to parents in writing. Every two (2) years the Superintendent of Schools shall review and revise the description of academic intervention services based on student performance results and present such revised description to the Board of Education for approval.

Ref: 8 NYCRR §§100.1(g); 100.2(r), (ee); 100.4(b)(2), (c)(5)

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