

# **Alexandria Central School District Academic Intervention Services 2016-2017**

## **Introduction**

The purpose of Academic Intervention Services (AIS) in the Alexandria Central School District is to provide assistance for students to achieve the New York State Learning Standards/Common Core Learning Standards. The District will utilize a variety of educational approaches, including student support service options, to provide additional instruction that supplements the general curriculum and other supports for identified students to be successful in achieving the goal of meeting the Standards. A combination of delivery models will be incorporated into the plan, utilizing federal, state and local funding sources.

Additional instruction can be provided in several ways. Some students may need extra time with small groups and focused instruction to assist in meeting Standards. Some students may need to enroll in another course that teach foundation skills in the identified area of support. Some students may benefit from increased time in direct contact with a teacher, which may include additional staff being assigned to core content area classes. Other students may need student support services to address specific issues that are barriers to classroom success preventing progress including counseling, contact and support with outside agencies, opportunities to learn study and organization skills, etc. Student support services do not include direct academic instruction.

## **Participation in Program**

Students whose participation in AIS is determined by their performance on New York State assessments, local assessments, and/or the multiple measures identified by the district that determine who may be at risk of not meeting the Standards, will begin receiving services in the semester following administration of the assessments. They will continue receiving services until they have demonstrated improved capacity to meet the New York State Standards/Common Core Learning Standards. This can be accomplished by achieving a Level 3 on a state assessment, passing appropriate Regents examinations, or demonstrating improvement in the multiple measures identified by the district.

## Description of Identification Criteria and Multiple Measures Elementary

Students needing **high intensity services**, defined by the frequency, duration and setting, demonstrate two or more of the following performance criteria:

- A score below the median scale score between level 2 and level 3 on a New York State assessments in English Language Arts, Mathematics, or Science (when applicable)
- An identification of “urgent” based on screening through the STAR assessment programs
- Failing report card grades in targeted subject areas
- Classroom performance
- Teacher, administrator, counselor, other school staff, and parent recommendation

Additionally:

- The student exhibits significant need in two or more of the following nonacademic areas:
  - Low attendance
  - Substance abuse
  - Physical, emotional, or social problems
  - Lack of motivation
  - Discipline problems
  - Other factors determined by the Principal and teachers that limit academic performance

Students needing **medium intensity services**, defined by the frequency, duration and setting, demonstrate two or more of the following performance criteria:

- A score below the median scale score between level 2 and level 3 on New York State assessments in English Language Arts, Mathematics, or Science – levels for identification are determined by the State
- An identification of “intervention” based on screening through the STAR assessment programs
- Low report card grades in targeted subject areas
- Classroom performance
- Teacher, administrator, counselor, other school staff, and parent recommendation
- Student may also exhibit some need in one or more of the nonacademic areas cited above

Students needing **low intensity services**, defined by the frequency, duration and setting, demonstrate two or more of the following performance criteria:

- A score below the median scale score between level 2 and level 3 on a New York State Assessment in English Language Arts, Mathematics, or Science (when applicable)
- An identification of “watch” based on screening through the STAR assessment programs
- Low report card grades in targeted subject areas
- Classroom performance
- Teacher, administrator, counselor, other school staff, and parent recommendation
- May or may not exhibit needs in non-academic areas cited above

## Description of Identification Criteria and Multiple Measures Secondary

Students needing **high intensity services**, defined by the frequency, duration and setting, demonstrate two or more of the following performance criteria:

- A failing score on a New York State Regents exam (which is required for graduation) in English Common Core, Algebra Common Core, Global Studies, US History and Government, Earth Science, or Biology
- A score below the median scale score between level 2 and level 3 on a grade 7 or 8 New York State Assessment in English Language Arts, Mathematics, or Science (when applicable)
- Failing report card grades in targeted subject areas
- Classroom performance
- Teacher, administrator, counselor, other school staff, and parent recommendation

Additionally:

- The student exhibits significant need in two or more of the following nonacademic areas:
  - Low attendance
  - Substance abuse
  - Physical, emotional, or social problems
  - Lack of motivation
  - Discipline problems
  - Other factors determined by the Principal and teachers that limit academic performance

Students needing **medium intensity services**, defined by the frequency, duration and setting, demonstrate two or more of the following performance criteria:

- A failing score on a New York State Regents exam (which is required for graduation) in English Common Core, Algebra Common Core, Global Studies, US History and Government, Earth Science, or Biology
- A score below the median scale score between level 2 and level 3 on a grade 7 or 8 New York State Assessment in English Language Arts, Mathematics, or Science (when applicable)
- Low report card grades in targeted subject areas
- Classroom performance
- Teacher, administrator, counselor, other school staff, and parent recommendation
- Student may also exhibit some need in one or more of the nonacademic areas cited above

Students needing **low intensity services**, defined by the frequency, duration and setting, demonstrate two or more of the following performance criteria:

- A low score on a New York State Regents exam (which is required for graduation) in English Common Core, Algebra Common Core, Global Studies, US History and Government, Earth Science, or Biology
- A score below the median scale score between level 2 and level 3 on a grade 7 or 8 New York State Assessment in English Language Arts, Mathematics, or Science (when applicable)
- Low report card grades in targeted subject areas
- Classroom performance
- Teacher, administrator, counselor, other school staff, and parent recommendation
- May or may not exhibit some need in one or more of the nonacademic areas cited above

## Description of Service Levels

### High Intensity Services

- Push-in and/or Pull-out Services provided 3-6 times/6-day cycle 20-40 minutes/day
  - In-class Support: team teaching; flexible grouping; small group support
  - Pull-out Model: small group skill specific instruction; instructional support; computer assisted instruction; computer assisted skill practice
  - Secondary Scheduling Options: additional class time; computer assisted instruction

### Medium Intensity Services

- Push-in Services in regular classroom provided 3-6 times/6-day cycle 20-30 minutes/day
  - In-class Support: team teaching; small group support; flexible grouping
  - Secondary Scheduling Options: additional class time; computer assisted instruction

### Low Intensity Services (Watch)

Students receiving low intensity services will be monitored by AIS providers through the student data management system, collaboration with the general and special education teachers, and intermittent contact with the students.

- Class room teacher monitors student achievement
- AIS teacher monitors student achievement based on computerized assessments and through the student data management system
- AIS teacher monitors student achievement through scheduled contact with classroom teacher
- AIS teacher observes student and verbally checks in intermittently

\*if student grades drop or assessment falls below Standards level student may be recommended for additional services

### Criteria for Discontinuation of AIS

Students will be released from AIS services when they meet one or more of the following criteria:

- They have achieved a 3 or higher on State Assessments in the area identified, or meet the minimum cut point established by the State
- They demonstrate growth on the STAR assessments and are no longer identified as urgent, intervention or watch
- They demonstrate consistent improvement in the classroom resulting in an improvement in grades and/or performance
- They demonstrate consistent improvement in any non-academic areas identified as areas of need
- Collaborative teacher, counselor, other school staff, and parent recommendation with administrator approval

## **Qualified, Appropriately Certified Staff**

Elementary Level AIS for assignments in ELA, Math, and Science should include staff certified in Common Branch, Pre-K-6, and N-6 of the Commissioner's Regulations. It is recommended that ELA AIS be provided by staff certified in reading.

Secondary AIS for assignments in all content areas should include staff with certifications in reading, English, mathematics, science and social studies based on the needs of the students.

All levels of AIS can be provided by individuals certified in special education, though AIS provided by a certified special education teacher is not a special education service.

Teachers with bilingual education certification and certification in teaching English Language Learners can provide AIS to students who are English Language Learners.

Student support services for AIS may be provided for students by appropriately certified pupil personnel workers including counselors.

Teaching assistants may provide support to certified teachers providing AIS services.

## **Parental Involvement**

AIS is the responsibility of the school district. The district administration will listen to parent concerns and share evidence of the need for AIS. The district will work collaboratively with the parent to ensure that the best decision is made for their student. While it is encouraged that parents provide supports to any student in need, it remains the responsibility of the district to appropriately place the student in appropriate programs, including AIS.

## **Notification of Participation in AIS**

Parents will receive written notification informing them of their child's participation in AIS. The letter will contain the following information:

- Beginning date of service.
- Reasons (criteria) for inclusion in the service
- The level of service that their child will receive
- A summary of AIS to be provided
- Importance of achieving performance levels needed for success on state assessments and consequences of not achieving expected performance levels

## **Notification of Discontinuation of AIS**

Parents will receive a letter informing them of the discontinuation of AIS for their child. This letter will contain the following information:

- Ending date of services
- Criteria for the discontinuation of the services
- Performance levels student attained to qualify for discontinuation in AIS program

## **Progress Reporting**

Parents will receive reports quarterly from AIS providers documenting progress in the areas identified. This progress will be used to determine the appropriate levels of service and if discontinuation of services is warranted.

Parents are encouraged to meet, at minimum, once a semester for consultation with the classroom teacher and AIS provider, as well as other staff providing support to their student.

The school will provide, through multiple means, information to parents on how they can support their student including conferences, information in the newsletter, tips on the website, and more.