

AIS Plan K-12 2018-2020

Academic Intervention Services (AIS) means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the New York State Learning Standards. Academic Intervention Services are intended to assist students who are not achieving the New York State 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 English Language Learners and students with disabilities. In the case of AIS being provided to students with disabilities, services will be provided on the same basis as those provided to non-disabled students, as long as those services are consistent with the student’s individualized education program.

Academic Intervention Services includes two components:

- Additional instruction that supplements the general curriculum
- Student support services needed to address obstacles to improved academic performance

Academic services will be provided to students in English Language Arts and Mathematics in grades K-12 and in Social Studies and Science in grades 4-12. Support services will be provided to address barriers to increased academic performance related to attendance, behavior, family difficulties, health issues, lack of study skills and transition or mobility issues.

Response to Intervention Process

Effective July 1, 2012, all school districts in NYS must have an RTI program in place as part of its evaluation process to determine if a student in grades K-4 is a student with a learning disability in the area of reading. The decision as to whether a student has a learning disability must be based on extensive evaluation that leads to the determination that a student’s learning difficulty is not the result of the instructional program. RTI is an effective and instructionally relevant process to inform these decisions. NYS Regulations define RTI as a school district’s process to determine if a student responds to scientific, research-based instruction, which minimally must include:

- Appropriate instruction delivered to all students in the general education class by qualified personnel
- Screenings administered to all students for the purpose of identifying those students who are not making academic progress at expected rates
- Instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance or in their rate of learning.
- Repeated assessments of student achievement which should include curriculum-based measures.
- Written notification to the parents regarding the nature and scope of interventions.

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AIS Process
Procedures to Determine AIS Instructional Needs

Eligibility for AIS: Identification for AIS and intensity of service is based on multiple measures for each grade and subject area: Grades K-12 ELA and math, Grades 4-12 social studies and science. Students shall be considered for AIS at the Tier 1-3 level if they:

Tier 1: Monitoring	Tier 2: Moderate Risk	Tier 3: High Risk
<ul style="list-style-type: none"> ▪ Lack skills needed to maintain/monitor his/her own academic achievement (e.g., organizational skills, listening skills, test-taking skills, etc.) ▪ Grades K-8: performing at or below a median cut point score between a Level 2/partially proficient and a Level 3/proficient on the NYS Assessments and/or do not meet one of the benchmark criteria ▪ Grades 9-12: score near proficiency on the NYS Regents and/or do not meet one of the benchmark criteria 	<ul style="list-style-type: none"> ▪ Are inconsistent in demonstrating expectations of grade level and/or consistently lack some specific skills that are required for satisfactory performance ▪ Grades K-8: score a low Level 2 below specified scale score on NYS Assessments and/or do not meet two of the benchmark criteria ▪ Grade 9-12: score below proficiency on the NYS Regents and/or do not meet two of the benchmark criteria 	<ul style="list-style-type: none"> ▪ Are potentially at-risk of not achieving the New York State Learning Standards and/or meeting graduation requirements ▪ Grades K-8: score Level 1 on NYS Assessments and/or do not meet at least two of the benchmark criteria. The measure used, as well as degree of discrepancy is taken into account. ▪ Grades 9-12: score below proficiency on the NYS Regents and/or do not meet at least two of the benchmark criteria. The measure used, as well as degree of discrepancy is taken into account.

Exiting AIS: Based on multiple measures

It is determined that a student is achieving the standards if they have:

- Achieved proficiency on the content area NYS assessment and/or
- Achieved the benchmark criteria on two or more of the multiple measures

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AIS/ RTI Criteria

Content Area and Grade	Multiple Measures	Benchmark Criteria
All subjects K-12	Student Attendance	High rate of absenteeism may be related to academic difficulty
	Teacher Recommendation	Professional comments from teachers are considered in the overall evaluation
ELA K-2	Curriculum Assessments	On or above grade level expectations
	Fountas & Pinnell Reading Level Assessment	On or above grade level expectations
	NWEA MAP Growth Assessments in Reading	At or above 41% using NWEA 2015 Norms Benchmark testing 3 times per year
ELA 3-4	Curriculum Assessments	On or above grade level expectations
	Fountas & Pinnell Reading Level Assessment	On or above grade level expectations
	NYS Assessment	Level 3 or 4
	NWEA MAP Growth Assessments in Reading and Language	At or above 41% using NWEA 2015 Norms Benchmark testing 3 times per year
ELA 5-12	Curriculum Assessments	Meets or exceeds 65%
	NYS Assessment	Level 3 or 4
	NWEA MAP Growth Assessments in Reading and Language	At or above 41% using NWEA 2015 Norms Benchmark testing 3 times per year
	Regents English Language Arts Grades 10	Meets or exceeds 65%
Math K-2	Curriculum Assessments	On or above grade level expectations
	NWEA MAP Growth Assessments	At or above 41% using NWEA 2015 Norms Benchmark testing 3 times per year
Math 3-4	Math Curriculum Assessments	On or above grade level expectations
	NYS Assessment	Level 3 or 4
	NWEA MAP Growth Assessments	At or above 41% using NWEA 2015 Norms Benchmark testing 3 times per year
Math 5-12	Curriculum Assessments	Meets or exceeds 65%
	NYS Assessment: Grades 5-8	Level 3 or 4
	Regents Algebra I and II, Geometry, Algebra 2	Meets or exceeds 65%
	NWEA MAP Growth Assessments	At or above 41% using NWEA 2015 Norms Benchmark testing 3 times per year
	NWEA Assessments	At or above the 50% using NWEA 2015 Norms

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Content Area and Grade	Multiple Measures	Benchmark Criteria
Social Studies 4-12	Regents Grade 10 Global Studies	Meets or exceeds 65%
	Curriculum Assessments Grade 10 Global Studies Grade 11 United States History and Government	Meets or exceeds 65%
	Regents Grade 11 United States History and Government	Meets or exceeds 65%
	Curriculum Assessments Grades 4-8	Meets or exceeds 65%
Science 4-12	NYS Science Assessment at Grades 4 and 8	Level 3 or 4
	Curriculum Assessments Grades 4-8	Meets or exceeds 65%
	NWEA MAP Growth Assessments in Science Grades 4-8	At or above 41% using NWEA 2015 Norms Benchmark testing 3 times per year
	NYS Math and ELA Assessment	Students who scored at Level 1 and 2 on the assessment in Grades 4 - 8 will be evaluated to determine whether performance on the Science assessment is attributed to difficulty in the areas of reading, writing or math
	NWEA MAP Growth Assessments in English and Mathematics	At or above 41% using NWEA 2015 Norms Benchmark testing 3 times per year Students who scored at Level 1 and 2 on the assessment in Grades 4 - 8 will be evaluated to determine whether performance on the Science assessment is attributed to difficulty in the areas of reading, writing or math
	Curriculum Assessments Earth Science, Living Environment, Chemistry, Physics	Meets or exceeds 65%
	Regents Earth Science, Living Environment	Meets or exceeds 65%

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AIS/RTI Intervention Program Description

	Tier 1 Monitoring	Tier 2 Moderate Risk	Tier 3 High Risk
Intensity of Service	Core instruction for all students with specific monitoring of at-risk students	In addition to core instruction: Minimum 3 x per cycle 30 minutes support	In addition to core instruction: Daily support
Grouping	Differentiated small group instruction	Individual or small group of 2-3 students	Individual or small group of 2-3 students
Staffing	Classroom teacher	Classroom teacher, other staff as assigned	Classroom teacher, other staff as assigned
Program / Instructional Support	Differentiated instructional strategies such as preferential seating, reduced number of items, extended time, simplified instruction, text on independent or instructional reading level	<ul style="list-style-type: none"> • Tier 1 Supports • Skills based grouping • Lexia Reading Intervention • Dreambox Math Intervention 	<ul style="list-style-type: none"> • Tier 1 Supports • Tier 2 Supports • Individualized or small group instruction • Designed Instruction by the Reading Specialist • Fast ForWord • Number Worlds

Student Support

- Child Study Team
- Counseling Services
- Student Check-In
- Parent Volunteers
- Other Connections i.e. Reading Buddies, Mentors, etc.

Parent Involvement Requirements

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Notification of AIS/RTI Services

District notification letter must include:

- Rationale for need of AIS
 - Dates when service will begin
 - Subject area(s) identified
 - Results of multiple assessment measures
 - Summary of services to be provided including student support
 - Frequency and intensity of service
 - Expectations of students in relation to grade level performance
 - Consequences of not achieving expected performance levels
- For RTI Reading Grades K-4
 - Strategies for increasing the student’s rate of learning
 - Parent’s right to request an evaluation for special education services

Notification of End of AIS/RTI Services

District notification letter must include:

- When services are to be discontinued
- Overview of student’s progress
 - Performance level the student has attained to qualify for ending AIS as a result of multiple measures
 - List of the Multiple Assessments used in determining the student’s levels of performance

Ongoing Communication

- Parent and Teacher Conferences
- Phone Calls
- Emails
- Written notifications
- District and school newsletters
- District and school websites
- Other social media
- Informal conversations