



Academic Intervention Services

The Rochester City School District provides Academic Intervention Services (AIS) to students who score below the State designated performance level on State assessments and/or who 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;

- 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.

On **August 30, 2013**, NYSED released guidance for Academic Intervention Services based on the new cut scores on the 3-8 ELA and math assessments.

The State Education Department will be recommending that the following guidelines be adopted at the December 2013 Board of Regents meeting:

English Language Arts (ELA):

- Grade 3 English language arts, a scale score of 299
- Grade 4 English language arts, a scale score of 296
- Grade 5 English language arts, a scale score of 297
- Grade 6 English language arts, a scale score of 297
- Grade 7 English language arts, a scale score of 301
- Grade 8 English language arts, a scale score of 302

Mathematics :

- Grade 3 mathematics, a scale score of 293
- Grade 4 mathematics, a scale score of 284
- Grade 5 mathematics, a scale score of 289
- Grade 6 mathematics, a scale score of 289
- Grade 7 mathematics, a scale score of 290
- Grade 8 mathematics, a scale score of 293

Students scoring at or above those scale scores but below level 3 will not be required to receive AIS and/or students support services for the 2013-2014 school year.

If you would like more information regarding AIS Services, please refer to the additional documents that further explain AIS in the Rochester City School District.

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Rochester City School District

Grades K-4



Rochester City School District Academic Intervention Services Program Overview

The Rochester City School District provides Academic Intervention Services (AIS) to students who score below the State designated performance levels on State assessments and/or who are at risk of not achieving the State learning standards.

Academic Intervention Services are designed to help eligible student in grades 3 – 8 achieve the NYS learning standards in English Language Arts and Mathematics.

These services include two components;

- 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 as it is designed to respond to student needs as indicated through State and/or district, formal or informal assessments.

Eligibility for Academic Intervention Services (AIS)

Students eligible for AIS, including those with disabilities and/or limited English proficiency (LEP), are:

- Those who score below the designated performance levels on the Elementary State Assessments in English Language Arts and/or Mathematics in grades 3-8 will receive AIS. Students (K-4) who score below the district benchmark are eligible for AIS services through Response to Intervention (RTI)
- Those at risk of not meeting State standards as indicated through district-adopted or district-approved procedures, including those K – 4 students who lack reading readiness
- LEP/ELL (English Language Learners) students who do not achieve annual performance standards

Multiple measures will be used for determining eligibility in grades where no state assessments are administered. These measures **may** include:

Classroom-Based Diagnostic Measures:

- Student work samples
- Student writing samples
- Math chapter and unit tests
- Aimsweb benchmark targets (progress monitoring)
- Teacher-created ELA assessments

Recommendations From:

- Teachers
- Administrators
- Other School Staff
- Parents



Review Of:

- Classroom Performance (participation, class work, homework)
- Report Card Grades
- New York State Assessments
- Student Performances/Demonstrations
- Student Records
- Some results from the following...Letter naming Fluency (LNF), Letter Sound Fluency (LSF), Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Comprehension (MAZE), Math Computation, and Reading Curriculum Based Measures.

Students new to the District or absent for State assessments will be evaluated using the measures above.

Termination of Academic Intervention Services

Students may display significant progress while receiving AIS. These students may be retested after one full semester of services following the NYS assessment that determined the placement and as approved by the principal.

AIS services may be terminated if one of the following criteria has been met:

- Score on an appropriate standardized test determine 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

The classroom teacher in consultation with the principal, will recommend that the student no longer requires academic intervention. Parents are advised in writing of the recommendation to withdraw the student from AIS. Any student scoring below the acceptable statewide standard on the NYS ELA or Math test must receive a minimum of one semester* of AIS and also meet the above requirements before services can be terminated.

Description of Services

AIS services will be provided by a NYS certified teacher during the regular school day. Every year, each school will analyze its population of students eligible for AIS and select scheduling and intensity of service options that best meet the needs of its individual students. These options may include:

Duration –

- Number of times per week (1 – 5 sessions weekly)
- Amount of time per session (progress monitoring* to 30 minutes or more of direct AIS service)

*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 and Math due to meeting the criteria



- Received a level 1 or 2 on the NYS Science exam in fourth grade or are at risk of not meeting District or State standards in Science in fourth grade and beyond

Monitoring activities are the responsibility of the teacher (for ELA) or Math teacher (for Math or Science), and include regular progress checks, further assessments as needed, and meetings with the classroom teacher to update progress and adjust instruction if necessary. Quarterly progress reports will be sent to parents updating them on students' performance. These reports should also include how parents can support their child's learning at home. Records of monitoring activities and parent communication should be kept in student's cumulative folder, as for all AIS services. Monitoring should continue for a minimum of two quarters to ensure continued student success.

Teachers, support staff, and reading teachers etc. 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
- Administer diagnostic and standardized tests
- Provide individual or group instruction
- Determine instructional objectives, instructional strategies, and instructional materials
- Provide additional assistance to promote developmental classroom performance through meetings with the classroom teacher
- Work with classroom teachers to coordinate instructional programs and strategies, achieve common understandings regarding each student, and evaluate student progress
- Attend parent/teacher conferences and maintain a record of contacts
- Evaluate program success by comparing pre-and post-test scores (Spring to Spring or Fall to Spring)
- Serve as a resource to the Student Support Team (SST)
- Maintain individual student folders
- Submit Progress Reports



Rochester City School District Academic Intervention Services (AIS) Information

Grades 4-8



Rochester City School District Academic Intervention Services (AIS) Information

1. NEEDS ASSESSMENT PROCEDURES

The school principal reviews ELA and Math scaled scores to determine students who:

- Scored a level 1 or 2 on the New York State Assessments administered at the end of last year and throughout the year
- Are not meeting grade level expectations/failing an academic subject area

This will be shared with the staff and administration in order to determine AIS target students for the following school year. The Executive Director of School Interventions will be involved in aspects of AIS planning and coordinating with building personnel as needed.

2. SELECTION OF AIS TARGET STUDENTS

Target students are selected to participate in an Academic Intervention Service if they meet the following criteria:

- Students entering grade six, seven or eight who scored a 1 or a 2 on the New York State ELA/Math tests
- Students who are failing a core subject area and/or are not meeting grade level expectations in that subject area, and/or are not expected to pass the next State assessment in either ELA or math
- Students new to the district who meet the above criteria will participate in an Academic Intervention Service. Students who do not have test information are screened by the guidance counselor and if necessary are administered the appropriate testing measures to determine eligibility.

3. INDIVIDUAL DIAGNOSTIC PROCEDURES

In order to assess student strengths and weaknesses and plan for appropriate instructional strategies and materials, teachers use a variety of diagnostic instruments outside of the state assessments. Inherent in this concept is that teachers capitalize on a student's strengths while attempting to remediate weaknesses. Among the instruments used are the following:

Reading:

- NWEA
- DRAs
- Decoding Survey

Writing:

- School district evaluation instruments
- Writing samples



Math:

- Individual Criterion Referenced Testing
- Teacher-made assessments
- Individual analysis of NYS assessment

4. TERMINATION OF AIS SERVICES

Students who score at or above grade level on any of the above tests and/or the NYS assessment in that area will be considered for termination of AIS services. Prior to making this decision, consultation between the teachers, guidance counselors, principal and parents will occur to discuss options and impact on schedule. Progress monitoring will immediately ensue as described in the bullets below.

Also, in the case that a student meets AIS eligibility requirements based on testing results that may not be a true indicator of student ability, or a student meets or exceeds grade level expectations while in the remedial program, the following will occur:

- The principal, in consultation with the classroom teacher(s) recommends that the student does not need remediation based on student work samples, classroom test scores and scores on other appropriate district-based assessments
- Student will be progress monitored in that subject area for a minimum of one quarter to ensure that s/he is successful

5. 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 prior to the start of the upcoming school year and throughout the year identifying 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.
- **Progress Monitoring Letters** are mailed throughout the school year when it is determined that a student's AIS services can be terminated due to meeting grade level standards or when a student needs more support in a certain subject area and should be closely monitored by staff to ensure success.
- **Program Termination Letters** are mailed whenever students have made substantial progress to exit from an AIS program during the school year.
- **Report Card Conferences** will be requested at the end of each marking period. The conference will include what the student has been working on during the quarter, how the student has improved/regressed, and what the parent can do at home to support.



6. PROGRAM INSTRUCTION

LANGUAGE ARTS

Goals

- To strengthen basic skills necessary for successful functioning in the school program by coordinating and integrating the activities of the developmental program and the remedial program
- To remediate specific deficiencies in reading, writing, listening, and speaking
- To enable students to successfully meet the standards of the State Education Department and our local school district
- To provide an articulated program of remedial language arts instruction from elementary through high school
- To provide students with a literate environment in order to develop a life-long interest in reading and writing
- To enable students to develop effective strategies for planning, monitoring, responding to, reflecting on, and applying their reading, listening, and writing skills

MATHEMATICS

Goals

- To strengthen basic skills in math necessary for successful functioning in the school program by coordinating and integrating activities of the remedial program and the developmental program
- To remediate specific skills deficiencies in computation, concepts, and problem solving
- To enable students to successfully meet the standards of the State Education Department and our local school district
- To enable students to successfully complete minimal local requirements and appropriate levels of the developmental program as measured by program tests and evaluation instruments
- To provide an articulated program of remedial math instruction from elementary through high school

7. LENGTH, DURATION, FREQUENCY, SIZE OF INSTRUCTIONAL GROUPS AND MODE OF INSTRUCTION

Targeted students receive Academic Intervention Services from a certified teacher for a minimum of two days per week for forty (40) minutes per session within the school day or before/after school. Please note, grades 7-9 receive RAMP UP which is 45-90 extra minutes of ELA and Math.

8. PROGRAM ACTIVITIES

A wide variety of program activities are conducted in order to meet the goals and objectives of the program, and the requirements of SED. Teachers play an integral role in the entire process and are responsible for the following:



Services to Students

- Administer diagnostic tests
- Provide individual or small group remedial instruction
- Differentiate instruction
- Determine instructional objectives, instructional strategies, and instructional materials
- Evaluate students' progress
- Conduct teacher/student conferences
- Provide opportunities for students to read, listen, and speak write

Service to Parents

- Conference with developmental teachers and parents, as needed
- Provide annual open house each fall to orient parents and explain program
- Provide periodic communication to parents regarding student progress via interim progress reports, phone call, email, or letter home, as needed
- Provide suggestions to parents on how to work with students at home (via informational brochures as well as in progress monitoring letters)

Role of Guidance Counselors:

- Meet with grade-level principals/administrators during the summer to determine progress monitoring eligibility and assignments

9. RECORD KEEPING, MONITORING AND EVALUATING INDIVIDUAL PROGRESS

Student Folders

The teacher maintains individual student folders for each target student. Each student's folder includes:

- Pre-and post-test results
- Continuous evaluation summary sheets
- Parent contact records
- Student progress reports
- Parent notification letters
- Samples of student writing, math, reading

Student Evaluation

Evaluation includes a variety of methods which are connected to the developmental classroom program. Each student's folder may contain:

- Work samples, demonstrations, presentations
- Teacher-made tests
- Textbook, chapter, unit tests
- Diagnostic test results
- Attendance records
- Teacher observations
- Other norm referenced tests



Evaluation data is collected and used to assess student strengths and weaknesses and to determine student goals and objectives. Formative evaluation results are used to regularly monitor and adjust individual instructional programs.

10. PARENT INVOLVEMENT

Parent involvement in the academic development is imperative for student success in school. Parents will be provided with information on ways they can become involved in working with their child, monitoring their child's progress, and collaborating with teachers and other educators to improve their child's achievement. This information may be provided through:

- Printed materials such as newsletters, brochures, and booklets
- Phone calls
- Parent liaisons
- Parent workshops
- Home-school exchange folders
- Home and school conferences