



Academic Intervention Services

The Rochester City School District provides Academic Intervention Services (AIS) to students in Grades K-8 who score below the State designated performance level on State assessments and/or who are at risk of not achieving the State learning standards as measured utilizing a variety of district determined assessments.

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.

At the July 2016 meeting of the Board of Regents, the Board voted to amend Commissioner’s Regulations § 100.2 regarding the methodology by which school districts identify students in grades 3-8 to receive Academic Intervention Services (AIS) (<http://www.regents.nysed.gov/common/regents/files/716brca7.pdf>). These changes became effective on July 27, 2016. They are as follows:

For the 2016-17 school year, districts shall identify students to receive AIS through a two-step process. First, all students performing below the median scale score between a level 2/partially proficient and a Level 3/proficient on a grade 3-8 English language arts (ELA) or mathematics state assessment shall be considered for AIS. Upon identification of a student for consideration for AIS, districts shall then use a district-developed procedure, to be applied uniformly at each grade level, for determining which students shall receive AIS. After the district considers a student’s scores on multiple measures of student performance, the district determines whether the student is required to receive AIS. Information contained in this document include the locally determined eligibility and exit criteria as well as a “decision tree” process that will be used to determine students in need of AIS services.

These tables show the scale score ranges and median scale score between levels 2 and 3 for the ELA and mathematics assessments in grades 3 to 8:

**Grades 3-8 ELA Scale Score Ranges by Performance Level and
Median Scale Score between Level 2 and Level 3**

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4	Median Scale Score between Level 2 and Level 3
3	177-290	291-319	320-357	358-414	305
4	172-286	287-319	320-342	343-410	303
5	112-288	289-319	320-345	346-415	304
6	128-282	283-319	320-337	338-419	301
7	147-286	287-317	318-346	347-413	302
8	130-283	284-315	316-342	343-395	300



**Grades 3-8 Mathematics Scale Score Ranges by Performance Level and
Median Scale Score between Level 2 and Level 3**

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4	Median Scale Score between Level 2 and Level 3
3	137-284	285-313	314-339	340-401	299
4	143-282	283-313	314-340	341-405	298
5	153-293	294-318	319-345	346-416	306
6	132-283	284-317	318-339	340-423	301
7	150-292	293-321	322-347	348-409	307
8	132-286	287-321	322-348	349-407	304

These tables show the district-developed eligibility and exit criteria, to be applied uniformly at each grade level, for determining which students qualify for AIS in grades K to 8. Buildings will then use the “decision trees” that follow as the overall process for determining students in need of Tier 2 and Tier 3 intervention.

Locally Determined Eligibility and Exit Criteria for Academic Intervention Services in Kindergarten

GRADE	ASSESSMENTS USED TO DETERMINE AIS ELIGIBILITY		ENTRY CRITERIA	EXIT CRITERIA
K General Education	First Semester	Kindergarten screening: - vision, hearing, motor, language	Failing to meet standards	Meets District standards
		Brigance Early Childhood Screen: - cognitive, language, motor, literacy, math	Failing to meet standards	Meets District standards
	Second Semester	Report Card	Score of a 2 or 1 in applicable areas	Meets District standards
		NWEA assessment	Below grade level proficiency	Proficiency
K SWD	same as above	same as above	same as above	same as above
K LEP/ELL	same as above	same as above	same as above	same as above
		LAS Test Native Language Part 154		



Locally Determined Eligibility and Exit Criteria for Academic Intervention Services in Grades 1-2

GRADE	ASSESSMENTS USED TO DETERMINE AIS ELIGIBILITY		ENTRY CRITERIA	EXIT CRITERIA
1	First Semester	Grade 1 Pre-Assessment (if applicable)	Less than 65%	Meets District standards
		NWEA assessment	Below grade level proficiency	Proficiency
		Previous Grade Report Card	Score of a 2 or 1 in applicable areas	Meets District standards
		Kindergarten Post-Assessment	Less than 65%	Meets District standards
	Second Semester	NWEA assessment	Below grade level proficiency	Proficiency
		First Semester Grade 1 Report Card	Score of a 2 or 1 in applicable areas	Meets District standards
2	First Semester	Grade 2 Pre-Assessment (if applicable)	Less than 65%	Meets District standards
		NWEA assessment	Below grade level proficiency	Proficiency
		Previous Grade Report Card	Score of a 2 or 1 in applicable areas	Meets District standards
		Grade 1 Post-Assessment	Less than 65%	Meets District standards
	Second Semester	NWEA assessment	Below grade level proficiency	Proficiency
		First Semester Grade 2 Report Card	Score of a 2 or 1 in applicable areas	Meets District standards
1-2 SWD	same as above	same as above	same as above	same as above
1-2 LEP/EL L	same as above	same as above	same as above	same as above
		LAS Test Native Language Part 154		



Locally Determined Eligibility and Exit Criteria for Academic Intervention Services in Grades 3-8

Students who score below the median scale score between level 2 and 3 (see shaded column in tables above) are identified as eligible for AIS. The RCSD must then apply local measures to determine which students shall receive AIS. These locally determined measures are outlined below. Buildings will then use the “decision trees” that follow as the overall process for determining students in need of Tier 2 and Tier 3 intervention.

GRADE	ASSESSMENTS USED TO DETERMINE AIS ELIGIBILITY		ENTRY CRITERIA	EXIT CRITERIA
3	First Semester	Grade 3 Pre-assessment	Less than 65%	Meets District standards
		NWEA assessment	Below grade level proficiency	Proficiency
		Previous Grade Report Card	Score of a 2 or 1 in applicable areas	Meets District standards
		Second Grade Post-Assessment	Less than 65%	Meets District standards
	Second Semester	NWEA assessment	Below grade level proficiency	Proficiency
		First Semester Grade 3 Report Card	Score of a 2 or 1 in applicable areas	Meets District standards
4 through 8	First Semester	NYS ELA or Math Exam Score from previous grade level	Below the median scale score between a level 2/partially proficient and a Level 3/proficient	Proficiency
		Grade Level Pre-Assessment	Less than 65%	Meets District standards
		NWEA assessment	Below grade level proficiency	Proficiency
		Previous Grade Report Card	Score of a 2 or 1 in applicable areas	Meets District standards
	Second Semester	NWEA assessment	Below grade level proficiency	Proficiency
		First Semester Grade Level Report Card	Score of a 2 or 1 in applicable areas	Meets District standards
3-8 SWD	same as above	same as above	same as above	same as above
3-8 LEP/ELL	same as above	same as above	same as above	same as above
		LAS Test Native Language Part 154		

Appendix E: Decision Trees

Tier 2 Decision Tree

(To be completed by student's teacher and grade level team prior to referral to the RtI Problem Solving Team)

Student Name: _____

Grade: _____

Teacher: _____

Date of Review: _____

Core literacy instruction has been implemented with fidelity <input type="checkbox"/> $\geq 80\%$ of student needs are met by core instruction (Documentation attached)	<input type="checkbox"/> Yes <input type="checkbox"/> No												
Differentiated instruction has been provided in a small group within core literacy instruction <input type="checkbox"/> Documentation is attached	<input type="checkbox"/> Yes <input type="checkbox"/> No												
Student has been present for 90% of instructional days: Present ___ out of ___ total days	<input type="checkbox"/> Yes <input type="checkbox"/> No												
Parent/Guardian has been notified (attach information: conferences, phone calls, letters, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No												
Student has passed vision and hearing screenings (include dates below):	<input type="checkbox"/> Yes <input type="checkbox"/> No												
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Vision Screen: ___ Pass ___ Fail Date: _____</td> <td style="width: 50%;">Hearing Screen: ___ Pass ___ Fail Date: _____</td> </tr> </table>		Vision Screen: ___ Pass ___ Fail Date: _____	Hearing Screen: ___ Pass ___ Fail Date: _____										
Vision Screen: ___ Pass ___ Fail Date: _____	Hearing Screen: ___ Pass ___ Fail Date: _____												
Student has not met their projected growth on the NWEA MAP/MPG assessment	<input type="checkbox"/> Yes <input type="checkbox"/> No												
Report card data shows that the student has scored a level 1 or 2 in Math and/or ELA (elementary) or a D or F (secondary) on their report card. Enter the grade the student received for all quarters that apply: Quarter 1: Math ___ ELA ___ Quarter 2: Math ___ ELA ___ Quarter 3: Math ___ ELA ___ Quarter 4: Math ___ ELA ___	<input type="checkbox"/> Yes <input type="checkbox"/> No												
(Grades K-3 Only) Performance based assessment task score is less than 65% (see eDoctrina report for percentage score)	<input type="checkbox"/> Yes <input type="checkbox"/> No												
(Grades 3-8 Only) The student has scored a Level 1 or Level 2 on the NYS 3-8 Exams in ELA and or Math (please check the subject area below): ELA ___ Math ___ (See NYS Grade 3-8 cut scores in Section 2 of the RtI Guidance Document)	<input type="checkbox"/> Yes <input type="checkbox"/> No												
(Grades 9-12 Only) Student has received a 65% or lower on a Regents Exam (fill out scores below): English Common Core Regents ___ Global & Geography Regents ___ Algebra II Regents ___ Algebra I Regents ___ Living Environment Regents ___ U.S. History & Government ___ Geometry ___ RCT Writing ___ RCT Science ___ RCT Global ___	<input type="checkbox"/> Yes <input type="checkbox"/> No												
Please list additional assessment data that indicates this student needs Tier 2 RtI supports below.	<input type="checkbox"/> Yes <input type="checkbox"/> No												
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Assessment Name</th> <th style="width: 33%;">Date</th> <th style="width: 33%;">Score</th> </tr> </thead> <tbody> <tr> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </tbody> </table>		Assessment Name	Date	Score	_____	_____	_____	_____	_____	_____	_____	_____	_____
Assessment Name		Date	Score										
_____		_____	_____										
_____	_____	_____											
_____	_____	_____											
(See appendix J for examples of assessments)													

** If the team answered "Yes" to all of the above questions, the student should be referred to the RtI Problem Solving Team for possible Tier 2 intervention placement. If the team answered "No" to any of the questions, the classroom teacher should address that area and then the team should complete a new Tier 2 Decision Tree.

Team members involved in completing the Tier 2 Decision Tree: (list name and relationship to the student below)

Tier 3 Decision Tree

(To be completed at follow-up RtI Problem Solving Team meeting prior to movement into Tier 3)

Student Name: _____

Grade: _____

Teacher: _____

Date of Review: _____

Tier 2 intervention(s) have occurred at least 2-3 days per week for 30 minutes in addition to core instruction (attach documentation)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Implementation integrity of the Tier 2 intervention program has occurred with fidelity	<input type="checkbox"/> Yes <input type="checkbox"/> No
Student has been present for at least 90% of intervention sessions <input type="checkbox"/> Present _____ out of _____ total days = _____%	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tier 2 intervention(s) addressed the student's area(s) of need <input type="checkbox"/> Academic Intervention Services Plan attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tier 2 intervention was appropriate and research-based Research based interventions are: <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Standardized <input type="checkbox"/> Peer reviewed <input type="checkbox"/> Reliable/valid <input type="checkbox"/> Able to be replicated	<input type="checkbox"/> Yes <input type="checkbox"/> No
Progress monitoring has occurred for four to eight weeks with weekly or bi-weekly data points <input type="checkbox"/> Progress monitoring data/graphs attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
Gap analysis indicates that student's progress is not sufficient for making adequate growth with current interventions	<input type="checkbox"/> Yes <input type="checkbox"/> No
Parent/Guardian has been notified <input type="checkbox"/> Conference logs, phone call logs, RtI letters, etc. attached	<input type="checkbox"/> Yes <input type="checkbox"/> No

** If the team answered "Yes" to all of the above questions, the student should be moved to Tier III. If the Intervention team answered "No" to any of the questions, that area should be addressed prior to the movement into Tier III.

Team members involved in completing this decision tree (list name and relationship to the student):
