

Pelham Public Schools
ACADEMIC INTERVENTION SERVICES PLAN
for ELA & Math

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Pelham Union Free School District Vision

The Pelham school community, comprising The Board of Education, administrators, teachers, school staff, parents, students and community members, has high expectations and standards for all students.

The Pelham school community challenges and inspires its students to become creative and critical thinkers who make ethical choices, to work both independently and collaboratively to solve problems, to become life-long learners and responsible citizens in a democratic society, and to be prepared for the demands of a highly technological and global community.

The Pelham school community celebrates diversity, fosters a sense of belonging for all children and emphasizes the importance of contributing to the greater community.

The Board of Education, administrators, teachers, school staff, parents, students and community members all share the responsibility for public education in Pelham.

The Pelham school community is dedicated to continuous improvement and is committed to maintaining the flexibility necessary to anticipate and respond to a changing world.

Definition of Academic Intervention Services

(Adapted from *Academic Intervention Services: Questions and Answers*, January 7, 2000; University of the State of New York, State Education Department)

1. What are academic intervention services, AIS?

Academic Intervention Services (AIS) are services designed to help students achieve the learning standards. These services include two components:

- Additional 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 such services may vary, but must be designed to respond to student needs as indicated through State assessments results and/or the district-adopted or district-approved procedure that is consistent throughout the district at each grade level.

2. What is meant by "additional" instruction?

Additional instruction means the provision of extra time for focused instruction and/or increased student-teacher instructional contact time designed to help students achieve the learning standards in the standards areas requiring AIS.

3. How are student support services defined under AIS?

Student support services means interventions that address barriers to student progress in State learning standards areas requiring AIS and may include, as needed, school guidance and counseling, services to improve attendance, coordination of services provided by other agencies, and study skills. Support services do not include direct academic instruction.

When is AIS Not Required?

Academic intervention services are not required in standards areas where there are no State assessments, even though students must earn one or more units of credit for graduation.

4. How does diagnostic screening under Part 117 and Sections 901-914 of the Education Law relate to support services under AIS?

Section 100.2 (ee) of the Commissioner's Regulations allows diagnostic screening for any student at risk of not meeting State learning standards to determine whether vision, hearing, or physical disability is impeding academic progress. Part 117 applies to new entrants into the school system. Sections 901-914 of Education Law apply to all students.

Relationship of AIS to Programs Under CR Part 154 for LEP/ELL Students

Academic intervention services for limited English proficient (LEP)/English language learners (ELL) must be supplementary and "in addition to" and must not replace the bilingual and free standing ESL instructional program requirements under CR Part 154 services. AIS must be planned and implemented in coordination with the LEP student's general education program.

5. Must academic intervention services be provided to students with disabilities?

Yes. Academic intervention services must be provided to students with disabilities on the same basis as non-disabled students. Students with disabilities are determined to need such services in the same manner as students without disabilities, i.e., by scoring below the designated performance level on State assessments or through the district-adopted or district-approved procedure.

Relationship of AIS to Special Education Programs Under Education Law, Sections 4401 (1) (2)

Academic intervention services are additional general education instructional and/or support services that assist students in meeting State learning standards. AIS are provided in addition to, and must not supplant, special education services. Because AIS are general education services, they should not be indicated on the individualized education program (IEP).

Special education services are specially designed individualized or group instruction or special services or programs designed to meet the student's unique needs that result from his/her disability and enable the student to participate and progress in the general education curriculum. The Committee on Special Education (CSE), with parental input, makes recommendations for special education and related services that are listed on the student's individualized education program. Examples of special education services include consultant teacher services, resource room, or related services. The CSE cannot recommend that a student with a disability receive AIS.

Meaning of the Phrase "To the Extent Consistent with the Individualized Education Program"

"To the extent consistent with the individualized education program (IEP)" means appropriate accommodations and supports must be provided when AIS is implemented for students with disabilities to assure that these students benefit from AIS. For example, if a student's IEP indicates that a specific adaptive material, assistive technology device, or curriculum modification is to be provided, then these same accommodations or supports must be provided when AIS are delivered.

6. How does a district determine which students are eligible for academic intervention services?

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

- Those who score below the designated performance levels on elementary, intermediate, and commencement-level State assessments in English language arts and mathematics;
- Those at risk of not meeting State standards as indicated through the district-adopted or district approved procedure, including those K-3 students who lack reading readiness; and
- LEP/ELL students who do not achieve the annual designated CR Part 154 performance standards as stipulated in the evaluation design of the CR Part 154 application packets.

7. What is the "State designated performance level" on State assessments for the purpose of including students in the academic intervention services program?

Each year the elementary and intermediate State assessments will have four designated performance levels on each assessment. All students who score below 2014 designated scale scores are eligible to receive academic intervention services. At the high school level, students who score below the approved local passing grade on State assessments required for graduation are eligible to receive academic intervention services.

Verification of Student Performance With Multiple Measures

The services for particular students should vary in intensity based on their needs. Scoring at level 1 or 2 on State assessments does not automatically determine the intensity of service. To determine the level of intensity needed by any student who scores below the designated State performance level, districts are advised to review other measures and sources of evidence to determine if a particular score on a State assessment is indicative of that student's overall level of performance and to determine AIS accordingly.

Eligibility for RTI/Academic Intervention Services:

Eligibility for AIS services may be determined by state assessment results and/or district procedures. Students in grades 4 - 9 will be eligible for AIS if they score below the designated performance level on the New York State assessments in English Language Arts and Mathematics. Students in grades 10-12 will be eligible for AIS services if they do not achieve a passing grade on the New York State Regents exams in English and Mathematics.

In grades where no state assessments are given, students will be eligible for AIS if they are determined to be at risk or not meeting state standards according to criteria established by the district.

The attached charts list Academic Intervention Services and describe the services offered by subject and grade level clusters, and the entry and exit criteria. This general plan is intended to describe services for students in the district in grades K-12. Additionally, the district will review individual building needs each year by a review of:

- The number of students receiving AIS at each grade level and within each standard;
- The range of performance levels of eligible students as determined through state assessments and in-district approved procedures; and
- Staffing needs, instructional approach, and scheduling options to meet the range of intensity and services required by AIS.

What is meant by progress monitoring?

- When is this an appropriate student support service? Indicators on other multiple measures for some students who score below the State designated performance level on State assessments (especially in the upper range of level 2) show relatively little risk of not meeting State learning standards. These students might not need additional instruction. However, they must receive some form of AIS.
- In those cases, monitoring of a student's performance by school staff would be an appropriate student support service. This could include such activities as regular progress checks, further assessments, and meetings with the classroom teacher to adjust instruction, if necessary. Records of this service should be kept, as for all AIS services.

As per the NYSED, dated August 28, 2015

Academic Intervention Service (AIS) Requirements for 2015-16

The district is required to provide Academic Intervention Services to students scoring below the following scale scores on the 2014 Grade 3-8 English language arts and mathematics assessments:

Grade 3 English language arts, a scale score of 299 (314 scale score designates a Level 3 performance)

Grade 4 English language arts, a scale score of 296 (314 scale score designates a Level 3 performance)

Grade 5 English language arts, a scale score of 297 (319 scale score designates a Level 3 performance)

Grade 6 English language arts, a scale score of 297 (318 scale score designates a Level 3 performance)

Grade 7 English language arts, a scale score of 301 (322 scale score designates a Level 3 performance)

Grade 8 English language arts, a scale score of 302 (322 scale score designates a Level 3 performance)

Grade 3 mathematics, a scale score of 293 (314 scale score designates a Level 3 performance)

Grade 4 mathematics, a scale score of 284 (314 scale score designates a Level 3 performance)

Grade 5 mathematics, a scale score of 289 (319 scale score designates a Level 3 performance)

Grade 6 mathematics, a scale score of 289 (318 scale score designates a Level 3 performance)

Grade 7 mathematics, a scale score of 290 (322 scale score designates a Level 3 performance)

Grade 8 mathematics, a scale score of 293 (322 scale score designates a Level 3 performance)

Students scoring at or above these designated scale scores but below level 3/proficient are not required to receive academic intervention instructional and/or student support services during the 2014-15 school year unless the school district, in its discretion, deems it necessary. Districts receive flexibility in deciding whether certain students will receive AIS, and districts should use multiple measures of student academic need to make these determinations.

AIS Plan Summary

- An Academic Intervention Services Plan is required to help students achieve the learning standards.
- Services are to be provided for all students who score below the NYS performance levels on State assessments in English Language Arts and Mathematics.
- Need for services must be determined through multiple measures including the state assessments where applicable, other standardized norm-referenced tests, classroom recommendations, and/or locally developed appropriate measures. Similar measures must be used to determine that a student no longer needs services.
- Services can be provided in a variety of ways, depending on the level of need of the student. Services may vary in intensity, depending on need, including frequency, duration, and individualization. Services can be academic in nature, or can address root causes such as attendance and study skills.
- Services must begin the semester after test results are received. Parents must receive written notification of the need for services, as well as the specific services to be provided, and the consequences of not achieving the standards. They must also be notified when the student no longer needs services.
- Parents must be offered the chance to conference at least once a semester, must receive written progress reports [each term], and must be offered suggestions for working with the child at home.
- Students may receive a range of AIS services depending on level of intensity needed. This range of service may include small group and progress monitoring (low intensity) to individual or small group work a few times a week. Individual levels of service will be determined based on student need. See AIS Levels of Support Chart.

ELA & MATH 3-8 Levels of Support

Subject Area	Assessments	AIS Eligibility Criteria	Services and Interventions Offered	Frequency and Duration	Exit Criteria
Grades 3-5 ELA	NYS ELA DRA AimsWeb, Reading Fluency COGATS GATES Classroom Assessments	Level 1 and Level 2 below the NYS scale scores on NYS ELA Assessment (See p. 6) Or Students in jeopardy of not meeting or exceeding NYS performance level through progress monitoring	<i>High Intensity</i> •individual or small group instruction, (push in or pull out) <i>Medium Intensity</i> •small group instruction (push in or pull out) <i>Low Intensity</i> •flexible group instruction •progress monitoring	<i>High Intensity</i> •30-45 minute sessions •minimum 1 time per cycle <i>Medium Intensity</i> •15-45 minute sessions •minimum 1 time per cycle <i>Low Intensity</i> •small group instruction •10-30 minute sessions •minimum 1 time per cycle	Score above NYS scale score on NYS ELA Assessment or demonstrates likelihood of meeting or exceeding NYS performance level through progress monitoring
Grades 3-5 Math	NYS ELA AimsWeb, CAP COGATS Classroom Assessments	Level 1 and Level 2 below the NYS scale scores on NYS Math Assessment (See p. 6) Or Students in jeopardy of not meeting or exceeding NYS performance level through progress monitoring	<i>High Intensity</i> •individual or small group instruction (push in or pull out) <i>Medium Intensity</i> •small group instruction (push in or pull out) <i>Low Intensity</i> •flexible group instruction •progress monitoring	<i>High Intensity</i> •30-45 minute sessions •minimum 1 time per cycle <i>Medium Intensity</i> •15-45 minute sessions •minimum 1 time per cycle <i>Low Intensity</i> •10-30 minute sessions •minimum 1 time per cycle	Score above NYS scale score on NYS Math Assessment or demonstrates likelihood of meeting or exceeding NYS performance level through progress monitoring

ELA 6-12 AIS

Subject Area	Assessments	AIS Eligibility Criteria	Services and Interventions Offered	Frequency and Duration	Exit Criteria
<p>Grades 6-8 ELA</p>	<p>NYS ELA Assessments</p> <p>ERB</p> <p>Classroom Assessments</p>	<p>Level 1 <i>and</i> Level 2 below the NYS scale scores on NYS ELA Assessment <i>and/or</i> Teacher Recommendation</p>	<p>High Intensity</p> <ul style="list-style-type: none"> •Small group instruction, high frequency (e.g., Reading/Writing 7&8, Instructional Support) <p>Medium Intensity</p> <ul style="list-style-type: none"> •Small group instruction, medium frequency <p>Low Intensity</p> <ul style="list-style-type: none"> •Small group instruction, low frequency •Small group instruction within classroom •In-class mixed groupings to allow for small group instruction •Progress monitoring •Reading Skills •Study Skills •Academy Period 	<p>High Intensity</p> <ul style="list-style-type: none"> •40 minute sessions •3 times per cycle <p>Medium Intensity</p> <ul style="list-style-type: none"> •40 minute sessions •2 times per cycle <p>Low Intensity</p> <ul style="list-style-type: none"> •40 minute sessions •1 time per cycle 	<p>Score above NYS scale score on NYS ELA Assessment <i>or</i> Demonstrate likelihood of meeting or exceeding NYS performance level through progress monitoring</p>
<p>Grades 9-12 ELA</p>	<p>NYS ELA Assessment</p> <p>NYS Regents Exam</p> <p>Classroom Assessments</p>	<p>Level 1 <i>and</i> Level 2 below the NYS scale scores on NYS ELA Assessment, Failure of NYS Regents Exam <i>and/or</i> Teacher Recommendation</p>	<p>High Intensity</p> <ul style="list-style-type: none"> •Small group instruction, high frequency (e.g., Language Arts, Reading/Writing, Reading Skills) <p>Medium Intensity</p> <ul style="list-style-type: none"> •Small group instruction, medium frequency <p>Low Intensity</p> <ul style="list-style-type: none"> •Small group instruction, low frequency •Small group instruction within classroom •In-class mixed groupings to allow for small group instruction •Progress monitoring •Writing Seminar •Academy Period 	<p>High Intensity</p> <ul style="list-style-type: none"> •40 minute sessions •3 times per cycle <p>Medium Intensity</p> <ul style="list-style-type: none"> •40 minute sessions •2 times per cycle <p>Low Intensity</p> <ul style="list-style-type: none"> •40 minute sessions •1 time per cycle 	<p>Score above NYS passing on Regents Exam <i>or</i> Demonstrate likelihood of meeting or exceeding NYS performance level through progress monitoring</p>

Math 6-12 AIS

Subject Area	Assessments	AIS Eligibility Criteria	Services and Interventions Offered	Frequency and Duration	Exit Criteria
Grades 6-8 Math	NYS Math ERBs Classroom Assessments	Level 1 <i>and</i> Level 2 below the NYS scale scores on NYS Math Assessment <i>And/or</i> Teacher Recommendation	<p>High Intensity</p> <ul style="list-style-type: none"> •Small group instruction, high frequency •Math 8E <p>Medium Intensity</p> <ul style="list-style-type: none"> •Small group instruction, medium frequency <p>Low Intensity</p> <ul style="list-style-type: none"> •Small group instruction, low frequency •Small group instruction, within classroom •Progress monitoring •Academy Period 	<p>High Intensity</p> <ul style="list-style-type: none"> •40 minute sessions •3 times per cycle (e.g. Math Support) <p>Medium Intensity</p> <ul style="list-style-type: none"> •40 minute sessions •2 times per cycle <p>Low Intensity</p> <ul style="list-style-type: none"> •40 minute sessions •1 time per cycle 	Score above NYS scale score on NYS Math Assessment <i>or</i> Demonstrates likelihood of meeting or exceeding NYS performance level through progress monitoring
Grades 9-12 Math	NYS Math Assessment NYS Regents exams Classroom Assessments	Level 1 <i>and</i> Level 2 below the NYS scale scores on NYS Math Assessment Failure of NYS Regents exam <i>And/or</i> Teacher Recommendation	<p>High Intensity</p> <ul style="list-style-type: none"> •2-year Algebra program <p>Medium Intensity</p> <ul style="list-style-type: none"> •Geometry Regents class with Seminar <p>Low Intensity</p> <ul style="list-style-type: none"> •Algebra Regents class with Seminar •Small group instruction, within classroom •Academy Period •Progress monitoring 	<p>High Intensity</p> <ul style="list-style-type: none"> •Algebra 1A (2-year program) class, co-taught <p>Medium Intensity</p> <ul style="list-style-type: none"> •Geometry Seminar class 40 minutes every other day. <p>Low Intensity</p> <ul style="list-style-type: none"> •Algebra Seminar 40 minutes every other day. 	Score above NYS passing on Regents exam <i>or</i> Demonstrates likelihood of meeting or exceeding NYS performance level through progress monitoring

NAME	GENDER	DEMO	SCHOOL	ELL	SPED	EXAM	LEVEL	SCALE SCORE	ACTION	IN AIS?
[REDACTED]	F	Hispanic or Latino	COLONIAL SCHOOL	LEP Eligible	Special Ed	Grade 3 Math	Level 1	193		
[REDACTED]	M	White	COLONIAL SCHOOL	Not LEP Eligible	Special Ed	Grade 3 Math	Level 1	217		
[REDACTED]	F	Hispanic or Latino	COLONIAL SCHOOL	Not LEP Eligible	Regular Ed	Grade 3 Math	Level 1	276		
[REDACTED]	F	Black or African America	COLONIAL SCHOOL	Not LEP Eligible	Special Ed	Grade 3 Math	Level 1	278		
[REDACTED]	M	White	COLONIAL SCHOOL	Not LEP Eligible	Regular Ed	Grade 3 Math	Level 2	285		
[REDACTED]	F	White	COLONIAL SCHOOL	Not LEP Eligible	Regular Ed	Grade 3 Math	Level 1	276		
[REDACTED]	M	Multiracial	COLONIAL SCHOOL	Not LEP Eligible	Special Ed	Grade 3 Math	Level 1	201		
[REDACTED]	M	Multiracial	COLONIAL SCHOOL	Not LEP Eligible	Regular Ed	Grade 3 Math	Level 1	269		
[REDACTED]	M	White	HUTCHINSON SCHOOL	Not LEP Eligible	Regular Ed	Grade 3 Math	Level 1	278		
[REDACTED]	F	Black or African America	HUTCHINSON SCHOOL	Not LEP Eligible	Special Ed	Grade 3 Math	Level 1	193		
[REDACTED]	M	Black or African America	HUTCHINSON SCHOOL	Not LEP Eligible	Regular Ed	Grade 3 Math	Level 1	255		
[REDACTED]	M	Hispanic or Latino	HUTCHINSON SCHOOL	Not LEP Eligible	Special Ed	Grade 3 Math	Level 1	266		
[REDACTED]	F	Black or African America	HUTCHINSON SCHOOL	Not LEP Eligible	Regular Ed	Grade 3 Math	Level 2	291		
[REDACTED]	F	Black or African America	HUTCHINSON SCHOOL	Not LEP Eligible	Regular Ed	Grade 3 Math	Level 2	291		
[REDACTED]	F	Black or African America	HUTCHINSON SCHOOL	Not LEP Eligible	Regular Ed	Grade 3 Math	Level 1	278		
[REDACTED]	F	Black or African America	HUTCHINSON SCHOOL	Not LEP Eligible	Regular Ed	Grade 3 Math	Level 1	271		
[REDACTED]	F	White	HUTCHINSON SCHOOL	Not LEP Eligible	Regular Ed	Grade 3 Math	Level 1	258		
[REDACTED]	M	White	HUTCHINSON SCHOOL	Not LEP Eligible	Regular Ed	Grade 3 Math	Level 2	289		
[REDACTED]	F	Hispanic or Latino	HUTCHINSON SCHOOL	LEP Eligible	Regular Ed	Grade 3 Math	Level 1	248		
[REDACTED]	F	Hispanic or Latino	HUTCHINSON SCHOOL	Not LEP Eligible	Regular Ed	Grade 3 Math	Level 1	280		
[REDACTED]	M	White	HUTCHINSON SCHOOL	Not LEP Eligible	Special Ed	Grade 3 Math	Level 1	209		
[REDACTED]	M	Black or African America	HUTCHINSON SCHOOL	Not LEP Eligible	Regular Ed	Grade 3 Math	Level 2	289		
[REDACTED]	F	Black or African America	HUTCHINSON SCHOOL	Not LEP Eligible	Regular Ed	Grade 3 Math	Level 1	271		
[REDACTED]	M	White	HUTCHINSON SCHOOL	Not LEP Eligible	Regular Ed	Grade 3 Math	Level 1	271		
[REDACTED]	M	Hispanic or Latino	HUTCHINSON SCHOOL	LEP Eligible	Regular Ed	Grade 3 Math	Level 1	276		