

Academic Intervention Services/Response to Intervention

The requirement to provide AIS has been in place for more than 20 years. In 2016, Commissioner's regulation §100.2(ee) was amended to change the methodology for identifying students in grades 3-8 to receive AIS in English Language Arts (ELA) and mathematics, through a two-step identification process. This two-step process includes an initial identification based on the student's performance on the State assessments in ELA or math, and a secondary district-developed procedure to review multiple measures of student performance.

In response to Covid-19 and the limited administration of State assessments during the 2020-2021 school year, Commissioner's Regulation 100.2(ee) was amended as an emergency action, effective June 8, 2021, to provide flexibility for the two-step identification process for AIS for students enrolled in grades 3-8 in the 2021-2022 school year. Specifically, schools may, but are not required to, conduct the two-step identification process (outlined below) for grade 3-8 students during the 2021-2022 school year. Those schools that do not use the two-step identification process may make an identification based solely on district-developed procedures applicable to all grade 3-8 students during the 2021-2022 school year.

http://www.p12.nysed.gov/ssd/documents/2021_22AISMemoFINAL.pdf

Program Overview

The Rockville Centre School District prides itself on providing high quality curriculum and educational experiences to all students. We feel it is our mission to educate our students to become independent thinkers and problem solvers. It is our goal to empower each student to meet the challenges of tomorrow's emerging world.

In order to reach our goal, it is sometimes necessary to provide additional support to students in the form of Academic Intervention Services (AIS) and/or Response to Intervention (RTI).

The Rockville Centre School District provides AIS/RTI to students who score below the State designated performance level on State exams and/or who are at risk of not achieving the NYS Learning Standards.

AIS/RTI at the elementary level is designed to help eligible K – 5 students achieve the NYS Learning Standards in English Language Arts and mathematics in grades K – 5 and science in grade 4. At the secondary level students in grades 6-12 who scored below the State designated performance level on the New York State exams as well as students who are not meeting grade level expectations/failing an academic subject area are eligible for AIS.

Eligibility for Academic Intervention Services

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/RTI. The intensity of AIS/RTI may vary; it is designed to respond to student needs as indicated through State and/or district, formal or informal assessments.

Multiple measures will be used for determining eligibility for AIS/RTI services. These measures may include:

- NYS ELA Assessments 3-8
- NYS Math Assessments 3-8
- NWEA Measure of Academic Progress (MAP) - Reading & Math
- New York State English as a Second Language Achievement Test (NYSESLAT)
- Fountas and Pinnell Benchmark Assessment

- Classroom performance/Student work samples
- District created ELA/math assessments
- QRI-5
- Running Records
- Classroom teacher recommendation

Description of the Two-Step Process for Identifying Students

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.

*This process does not have to be used for the 2021-2022 school year.

Grades 3-8 **English Language Arts** 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	542-582	583-601	602-628	629-642	592
4	542-583	584-602	603-618	619-655	593
5	523-593	594-608	609-621	622-656	601
6	523-589	590-601	602-613	614-652	596
7	523-590	591-606	607-622	623-650	599
8	523-583	584-602	603-616	617-647	593

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	541-586	587-599	600-614	615-637	593
4	536-587	588-601	602-613	614-634	595
5	541-591	592-603	604-615	616-634	598
6	546-591	592-603	604-615	616-636	598
7	529-592	593-605	606-617	618-637	599
8	544-595	596-609	610-621	622-641	603

Description of Services

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

- Number of times per week (1 – 5 sessions weekly)
- Amount of time per session (progress monitoring* to 1 hour 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 but show relatively little risk of not meeting State learning standards based on the multiple measures utilized in the district.

Monitoring activities include regular progress checks, further assessments as needed, and meetings with the classroom teacher to update progress and adjust instruction if necessary. Records of monitoring activities and parent communication will be kept in the student's AIS folder.

Parent Communication / Involvement

Parents or guardians will be notified in writing each year by the school principal that their child will be receiving Academic Intervention Services. When necessary, the notice will be translated into the parents'/guardians' native language. Included in the notification will be the reason for providing such services.

Record Keeping

Student Folders

The AIS/RTI teacher for each eligible student will maintain individual folders. Each student's folder will include:

- Assessment results
- Parent conference reports
- Student progress reports
- Parent notification letters
- Samples of student work

Termination of Academic Intervention Services

Students may display significant progress while receiving AIS/RTI. AIS services may be terminated if one of the following criteria have been met:

- Score proficient on the NYS tests
- 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.