

**Scarsdale Public Schools**  
**Academic Intervention Services (AIS) Plan for 2016-2017**

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 \(AIS\)](#). These changes became effective on July 27, 2016.

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.

**AIS Identification Procedure (Kindergarten - Fifth Grade):**

- 1) Students who score below the median scale score between level 2 and level 3 (see shaded column in NYSED provided chart - Appendix A) or referred by their teacher or parent are reviewed by the school Child Study Team (CST).
- 2) The CST shall consider multiple points of data to determine the level of AIS support appropriate for a given student.

Data included in the review may include: State Assessments, Diagnostic Reading Assessment scores, STAR Assessment scores, F&P reading levels, Teachers College on-demand writing prompts, NYSESLAT scores, and teacher assessments

- 3) The CST will refer all students whose scores indicate the need for support to Tier 1 RTI and follow all procedures outlined in the [RTI plan](#). For students whose scores on the state assessments are not indicative of a student's typical performance, the CST may indicate AIS services are not appropriate.
- 4) Parents will be informed of the school's AIS determination. Communication will include rationale for the CSTs decision and the type of service being offered if applicable.

## **AIS Identification Procedure (Middle School-Grades 6-8)**

- 1) Students who score below the median scale score between level 2 and level 3 (see shaded column in NYSED provided chart - Appendix A) or referred by their teacher or parent are reviewed by the Middle School AIS Team: House Counselor and Core Academic Team.
- 2) The AIS Team shall consider multiple points of data to determine the level of AIS support appropriate for a given student.

Data included in the review may include: State Assessments, common core academic assessments, NYSESLAT scores, and teacher assessments

- 3) The AIS Team will refer all students whose scores indicate the need for support to Teacher Academic Support (TAS). For students whose scores on the state assessments are not indicative of a student's typical performance, the AIS Team may indicate AIS services are not appropriate.
- 4) Parents will be informed of the school's AIS determination. Communication will include rationale for the AIS Team's decision and the type of service being offered if applicable.

# ACADEMIC INTERVENTION SERVICES (AIS)

## SCARSDALE HIGH SCHOOL

Academic Intervention Services (AIS) are instructional services in English language arts, mathematics, social studies and/or science, which supplement the instruction provided in regular classes and are congruent with the state learning standards, and/or student support services which include guidance, counseling, attendance supervision, and study skills development, which are needed to support increased academic performance. The AIS Program will provide remediation to address skills deficiencies as they affect learning in English, social studies, math and science and impact on a student's ability to successfully meet state designated performance levels, i. e., Regents exams. The Academic Intervention Services will be provided by qualified staff who are appropriately certified.

### AIS Team Composition

Core members of the Pupil Study Team and Regents Support Teacher (Assistant Principal, Director of Guidance, Chairperson of Special Education, School Psychologists)

### Implementation

Under the plan, the district will provide students with supplemental classroom instruction, counselor and teacher monitoring, and Regents exam support based on individual needs. The AIS intervention professional and/or counselor will coordinate instruction with the classroom teacher.

### Identification and Referral

1. Students who score below the state designated performance level on one or more of the required state assessments in grade 8, or score below the state designated performance level on any of the state examinations required for graduation.
2. Students who fail a Regents required for graduation
3. Students at risk of not meeting graduation requirements
4. Students new to the district at risk of not meeting requirements for graduation
5. Students identified by deans through a checklist review of grade history, past placement decisions, and prior testing
6. Students recommended for intervention by regular classroom teachers using a standard checklist of academic concerns
7. Students identified by parents and confirmed by the AIS team through a review of grade history, standardized test results and past and present classroom performance

### AIS Plan

The teams will develop an individual plan for each student; such a plan might include guidance counseling, attendance monitoring, and study skills development, which are needed to support increased academic performance. Academic intervention services must commence no later than the beginning of the semester following a determination that a student requires such services.

## Communication

Parents will be notified of their child's performance on the NYS grade 8 assessments by the District Office. Information about AIS services, for rising 9th graders who did not meet the minimum standard on those assessments, will be included in that notification (*Point 1 under Identification and Referral*). Parents will be notified by the school counselor if a student has been referred for AIS services due to academic performance at the high school (*Points 2-6 under Identification and Referral*). This notification will be translated into the parent's native language when appropriate.

## Implementation and Review

The AIS team and the student's counselor will create an AIS plan for a student, which will then be implemented by the designated educators at the high school. The AIS team and the student's counselor will review the AIS Plan for each identified student annually and revise as necessary based on the student's performance on state designed assessments.

## Accommodations

Students identified for AIS intervention will receive appropriate accommodations on Regents examinations as allowable by the State Education Department.

## Exit Criteria

Students will be released from the academic intervention process upon successful completion of the appropriate Regents examinations.

## Academic Support Services to Meet AIS Requirements:

Students will receive supplemental instruction designed to assist them in meeting Regents standards.

## Preparation/Remediation

1. Science
  - Supplemental instruction for students in science 511/512 level courses designed to assist them in passing a science Regents.
2. Mathematics
  - Supplemental instruction for students in Regents preparation in math 421/422 courses designed to assist students in passing the Sequential Math I Regents.
3. Social Studies
  - Supplemental instruction for students in Social Studies 621/622 designed to assist them in meeting the Global Studies Regents requirement.
  - Supplemental instruction for students in Social Studies 631/632 designed to assist them in meeting the U.S. History Regents requirement.
4. English
  - Supplemental instruction in English courses designed to assist them in meeting the English Regents requirement.

## Schedule of Assistance

2<sup>nd</sup> Semester Freshman Year, science supplementary instruction

1<sup>st</sup> Semester Sophomore Year, math supplementary instruction

2<sup>nd</sup> Semester Sophomore Year, Global Studies supplementary instruction

1<sup>st</sup> Semester Junior Year, English supplementary instruction

2<sup>nd</sup> Semester Junior Year, US History supplementary instruction

# Appendix A

**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