

Academic Intervention Services

Introduction

Overview

Academic Intervention Services (AIS) are student support services, which supplement instruction provided in the general curriculum, and are designed to assist students in meeting proficiency with the Common Core Learning Standards. AIS are intended to assist students who have not met, or who are at risk of not meeting, the designated performance levels on State Assessment in English Language Arts (Gr. 3 - 12), mathematics (Gr. 3 - 12) and science (Gr. 5 - 12). There are two components of AIS.

- Additional instruction that supplements the general curriculum (regular classroom instruction) and/or
- Student support services needed to address barriers to improved academic performance.

AIS are available to students with disabilities on the same basis as non-disabled students. The services for students with disabilities shall be provided consistent with the student's Individualized Education Program (IEP).

The NYS Education Department defines additional instruction as the provision of extra time for focused instruction and/or increased student-teacher instructional contact time. The regulations also indicated that services may vary in intensity depending on the student's needs, but must be designed to respond to student needs as indicated through State Assessment results and/or the district-adopted or district-approved procedure that is consistent throughout the district at each grade level.

District Procedures

The Educational Support Team (EST), facilitated by the principal (and/or assistant principal), select students for AIS based on a number of district adopted identification criteria. At the middle and high school levels, the Academic Administrator assists in this 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. The principal will also decide who will receive AIS by reviewing multiple data points that may include, progress reports, major tests results, and teacher recommendations. Principals can assign students to AIS at any time it is needed, as advised by their building Support Teams.

Once students are identified for AIS, the principal sends a letter to their parents informing them of the AIS the students will receive and the reasons for the AIS. Students begin services in the fall based upon their performance from the previous school year. Additional students can be included in AIS based upon performance during the school year. The Educational Support Team would determine this based upon their performance relative to the district criteria. The AIS teacher will regularly monitor the students' progress. When students demonstrate proficiency on grade level standards using multiple measures as evidence, their parents are sent a letter informing them that their child will no longer receive AIS, along with the reasons why the service will be discontinued. It is important to note that the increased expectations associated with the Common Core Learning Standards are intended to be mastered in the classroom setting, rather than through AIS support.