



Our Students. Their Moment.

Academic Intervention Services

Board of Regents Meeting

**P-12 Education Committee
February 22, 2016**

Presentation Outline

- 1. Highlights of the Academic Intervention Services (AIS) Regulations**
- 2. List of Key Stakeholders who Provided Feedback**
- 3. Themes from Key Stakeholder Meetings**
- 4. Guest Speakers:**
 - Maureen Patterson, Liverpool Central School District
 - Esther Friedman, NYC Department of Education
- 5. Resources used to Implement AIS**
- 6. Challenges Districts Face Implementing AIS**
- 7. Options for Discussion on AIS Requirements for School Year 2016-17**
- 8. Next Steps**

Key Stakeholders

- **BOCES District Superintendents**
- **New York State Council of School Superintendents – Commissioner’s Advisory Council**
- **School Administrators Association of New York State - Government Relations Committee**
- **Educators from:**
 - NYC Department of Education,
 - Buffalo City School District,
 - Syracuse City School District,
 - Yonkers City School District,
 - Rochester City School District,
 - Corinth Central School District,
 - Schalmont Central School District,
 - Penfield Central School District,
 - Chenango Forks Central School District,
 - Elmira Central School District,
 - Liverpool Central School District,
 - Wappingers Falls Central School District, and
 - Arlington Central School District

What is AIS?

AIS 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.

Each district must develop a description of the AIS that will be offered throughout the district in grades K-12 to students in need of such services, including services English language learners and students with disabilities.

Highlights of the AIS Regulations

Section 100.2(ee) of the Commissioner's Regulations requires AIS to be provided to students in **Kindergarten to grade 2** who:

- Are determined through a district-developed or district-adopted procedure that meets State criteria and is applied uniformly at each grade level, to lack reading readiness based on an appraisal of the student; or
- Are determined through a district-developed or district-adopted procedure applied uniformly at each grade level, to be at risk of achieving the State designated performance level in ELA and/or math.

Highlights of the AIS Regulations

Section 100.2(ee) of the Commissioner's Regulations requires AIS to be provided to students in **Grades 3 - 8** who:

- Score below the State designated performance level on one or more of the State elementary assessments in ELA, math or science, provided that for the 2015-16 school year the following apply:
 - Those students scoring below a specified scale score shall receive AIS;
 - Those scoring at or above a specified scale score but below level 3/proficient shall not be required to receive AIS unless the school district at its discretion deems it necessary; and
 - Each school district shall develop and maintain on file a uniform process by which the district determines whether to offer AIS, and shall no later than November 1 either post to its website or distribute to parents in writing a description of such process.

Highlights of the AIS Regulations

Section 100.2(ee) of the Commissioner's Regulations requires AIS to be provided to students in **Grades 3 - 8** who:

- Are determined to be at risk of not achieving State learning standards in social studies;
- Are limited English proficient (LEP) and are determined, through district-developed or district-adopted procedure uniformly applied to LEP students, to be at risk of not achieving State learning standards in ELA, math, social studies, and/or science, through English or the student's native language.

Highlights of the AIS Regulations

Section 100.2(ee) of the Commissioner's Regulations requires AIS to be provided to students in **Grades 9 – 12** who:

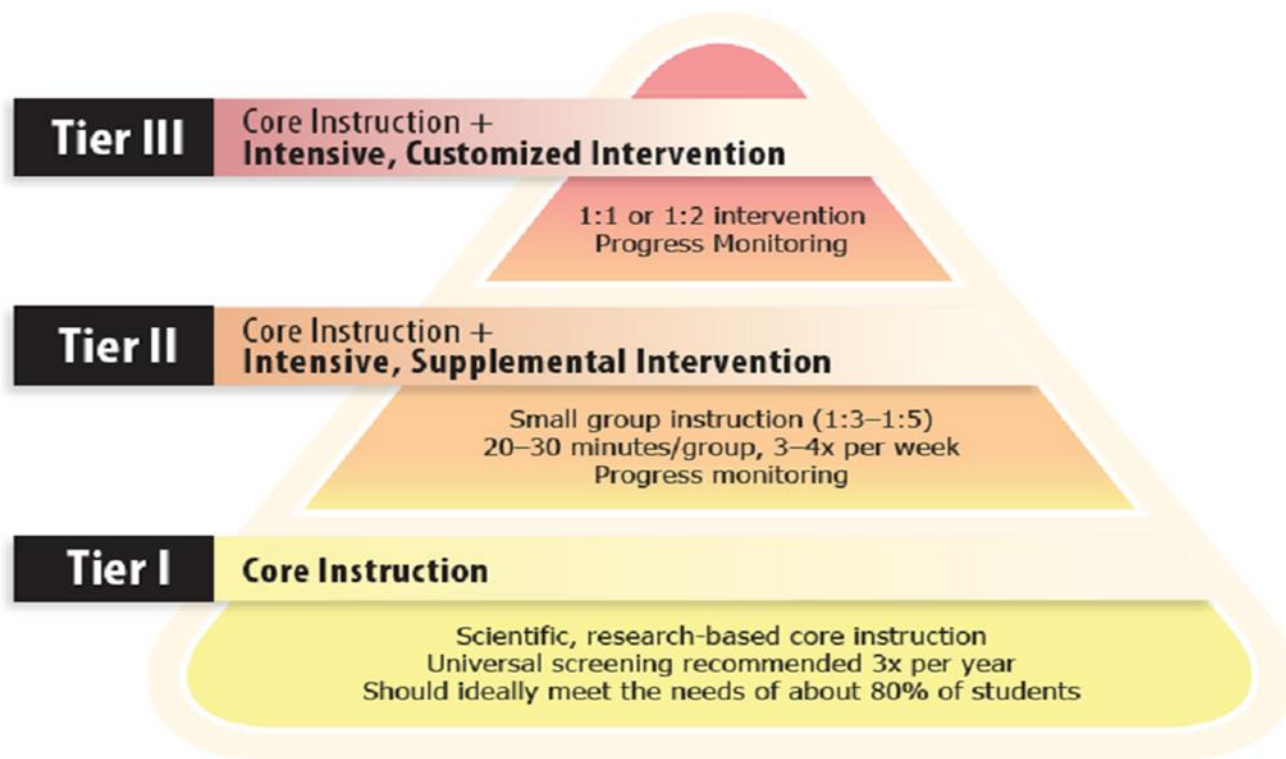
- Score below the State designated performance level on one or more of the State intermediate assessments in ELA, math, or science and/or the State designated performance level on a any one of the State examinations in ELA, math, social studies or science that are required for graduation;
- Are limited English proficient (LEP) and are determined, through district-developed or district-adopted procedure uniformly applied to LEP students, to be at risk of not achieving State learning standards in ELA, math, social studies, and/or science, through English or the student's native language.

Academic Intervention Services and Response to Intervention

- **Current regulations allow a school district to provide a Response to Intervention (RTI) program in lieu of AIS to eligible students, provided that:**
 - **the RTI program meets State requirements;**
 - **is made available at the grade levels and subject areas (reading/math) for which students are identified as eligible for AIS; and**
 - **all students who are otherwise eligible for AIS shall be provided such AIS services if they are not enrolled in the RTI program.**

Response to Intervention

A school district's process to determine if a student responds to scientific, research-based instruction.



Feedback from Stakeholders

Throughout the discussions with school districts and key stakeholders, there were several common themes:

- AIS determinations should be based on multiple measures rather than on a single test score;
- Many districts are implementing Response to Intervention (RTI) at the elementary level and would like additional resources to implement RTI at the middle and high school levels; and
- Many districts questioned whether there should be separate regulations pertaining to AIS and RTI rather than a single set of regulations addressing the provision of additional support to students.

New York Common Core Task Force Final Report:

Recommendation #19: Prevent students from being mandated into Academic Intervention Services based on a single test.

AIS Based on Multiple Measures

Examples of multiple measures that could be used in conjunction with State assessments:

- Developmental reading assessments for K-6;
- NYS English as a Second Language Achievement Test;
- Regents Examinations;
- Benchmark and lesson-embedded assessments for reading and mathematics in grades K-6;
- Common formative assessments that provide formative assessment about students' skills;
- Unit and lesson assessments; and
- Results of diagnostic and psychological evaluations.

School District Representatives

- **Maureen Patterson, Assistant Superintendent for Curriculum, Instruction and Assessment**
Liverpool Central School District
- **Dr. Esther Friedman, Executive Director for Literacy and Academic Intervention Services**
New York City Department of Education (NYCDOE)

Resources – Liverpool Central School District

- General fund and Title grants;
- Interventions and plans determined by district RTI team (comprised of reading teachers and principals) – purchased by schools, departments, and District— numerous interventions, including READ 180, System 44;
- Two reading teachers per elementary building, one reading teacher for each 7-8 middle building, and one reading teacher for the 9th grade building;
- One ELA K-8 iCoach, one math K-8 iCoach, and one instructional technology K-8 iCoach (instructional coach)
- DataWise and Data-Driven Dialogue training for district administrators, principals and teachers
- Principals as instructional leaders to facilitate RTI meetings, to understand AIMSWeb and STAR, and to monitor instruction;
- One Math Connect teacher per middle level building – additional course of math for students in levels one and two Special education teachers – Consult, Resource, 15:1 Integrated, 12:1:4, 6:1:3 – to co-teach;
- Turnkey trainers/teachers to assist with implementation of STAR Custom 7-12;
- Turnkey trainers/teachers to assist with implementation of AIMSWeb K-6; and
- Professional Development – specifically Tier One Instruction delivered by principals, iCoaches, department chairs, and classroom teachers.

Resources – NYCDOE

- Funding sources
 - Fair student funding; grants; pilots; Title funds
- Central staff for AIS
 - Executive director, director, 3 instructional specialists
 - Borough Field Center – at least one AIS liaison per borough
- See the Academic Intervention Toolkit and the AIS Professional Development Events Calendar (especially Toolkit events)
- 100+ Professional Development Events Per Year
 - RTI/AIS Practice Series
 - Research-based methodology in RTI, assessment, phonological awareness, phonics, fluency, vocabulary, comprehension, writing
 - RTI/AIS Toolkit Series
 - Providing exposure to programs and protocols that show high efficacy in intervention
 - RTI/AIS Speaker Series
- AIS Toolkit – Elementary and Secondary Versions
- Rolling out and coming up initiatives
 - Math Team working with Doug and Lynn Fuchs to develop a robust math RTI professional development package
 - New hire starting 3/1 will assume behavioral intervention work
- Professional Resource Guide Series
 - RTI Laminate (handout); Vocabulary Practice Guide; Independent Reading Manual; Accelerating Achievement for Targeted Middle School Students

Challenges – Liverpool Central School District

- Time: making time to assess, then analyze and progress monitor, and to meet as data teams, determine flexible means of finding time in the school day/year;
- Substitutes: there is difficulty in securing substitutes in classrooms during Data Team meetings, often creative scheduling occurs;
- Scheduling of RTI blocks: varies by building and is made complicated especially at the 7-8 level with academic requirements;
- Lack of equity of interventions across district and funds to purchase;
- Lack of equity of available, trained staff to address academic skill deficits and strengths –reading teachers, math teachers, Teaching Assistants;
- Research-based Math interventions are lacking;
- Ongoing analysis of data as a practice to group, teach, discuss, repeat;
- Professional development: substitute shortage for pullout sessions, funds to purchase training;
- Elementary buildings have reading teachers, but not math intervention specialists; and
- State/local policy is needed to require secondary level RTI

Challenges - NYCDOE

- At Central Level: Scale
 - Ensuring adequate representation of staff from 1800 schools at professional development events
 - Oversight of fidelity to research-based protocols
- At Central and Local Level: Capacity
 - Insufficient numbers of strong certified reading teachers available
- At School Level: Time
 - Time for service delivery of AIS as a supplemental service
 - Time for collaborative meetings for RTI/AIS Planning
- At School Level: Budget
 - For additional staff to provide service delivery
 - For materials, local professional development, fidelity monitoring

Options for Consideration for SY 2016-17

Options for the Board of Regents to Consider for Students to be Eligible to Receive AIS in the 2016-17 School Year:

1. All students performing below Level 3 in grade 3-8 ELA and mathematics
2. All students below the cut points currently in regulation.
3. All students scoring below a cut point created so that the same percentage of students statewide are receiving AIS as previously receive AIS prior to implementation of the NYS P-12 Common Core Learning Standards.
4. All students performing below a “mid-Level 2” cut point, which would be decided and agreed upon using the same methodology as used to determine cut score levels.
5. All students scoring below a level established through a Standard Setting process. A group of teachers led by the Department’s Office of Assessment would recommend a cut score that is based upon a “book marking process” that allows teachers to select from the list of test questions arranged in order of difficulty the items the teachers believe distinguish students who should be considered for AIS services from those who should not be considered for AIS.

Next Steps

1. Develop recommendations to amend Section 100.2(ee) of Commissioner's Regulations for consideration at the March meeting for implementation beginning in the 2016-17 school year which include, but are not limited to:

- A more in-depth review of how the requirements for provisions of services to students who have been identified as students with disabilities and/or English language learners interacts with the requirements for the provision of AIS as well as the provision of AIS to high school students who are under credited and/or overage; and
- Meeting with districts and key stakeholder groups to further discuss options to strengthen AIS services and to promote the use of RTI programs as an effective research-based way to provide AIS to students.

2. Provide recommendations to the Board at a later date regarding the provision of AIS in grades other than 3-8 and in subjects other than ELA and mathematics, including social studies and science in grades 9-12.

