



Our Students. Their Moment.

Academic Intervention Services

Board of Regents Meeting

P-12 Education Committee

April 18, 2016

Today's Presentation

1. **Collaboration Process with Key Stakeholders**
2. **Highlights of the Academic Intervention Services (AIS) Regulations**
3. **Themes from Key Stakeholder Meetings**
4. **Recommendations for AIS Requirements for School Year 2016-17**
5. **Next Steps**

Consultation with Key Stakeholders

- **BOCES District Superintendents**
- **Representatives from Key stakeholders, including the following school districts:**
 - 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,
 - Wappinger Falls Central School District, and
 - Arlington Central School District

What is Academic Intervention Services?

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 for English language learners and students with disabilities.

AIS Regulations

Subdivision (ee) of Section 100.2 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.

AIS Regulations

Commissioner's Regulations require 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.

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;
- 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

The Common Core Task Force is a diverse and highly qualified group of education officials, teachers, parents, and State representatives convened by Governor Cuomo to perform a comprehensive review of learning standards, instructional guidance and curricula, and tests to improve implementation and reduce testing anxiety.

New York Common Core Task Force Final Report,
issued in December 2015:

Recommendation # 19: Prevent students from being mandated into Academic Intervention Services by 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;
- 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.

Recommendations To Board of Regents Regarding How Districts Determine Which Students Shall Receive AIS

Students in Grades 3-8 shall receive AIS in ELA and Math if:

Step 1:

They score below a specified cut score; and

Step 2:

After the district uses a district-developed procedure based on multiple measures of student performance, the district determines they need additional support.

Recommendations To Board of Regents Regarding How Districts Determine Which Students Shall Receive AIS

Step 1: Students Who are Eligible to be Considered to Receive AIS:

School Year 2016-17: All students performing below a median scale score between a level 2/partially proficient and a level 3/proficient on a grade 3-8 English language arts or mathematics State assessment.

School Year 2017-18 (and thereafter): 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.

Recommendations To Board of Regents Regarding How Districts Determine Which Students Shall Receive AIS

Step 2: Determining which Eligible Students Shall Receive AIS:

- Upon identification of a student for consideration for AIS, districts use a district-developed procedure based on multiple measures of student performance applied uniformly at each grade level to determine which students shall receive AIS.
- Districts have the flexibility to make a determination that a student who scores above the cut score for eligibility for AIS shall receive this service.
- Districts must by September 1 each year develop their policies for providing AIS and either post the district's policies to its website or distribute to parents in writing a description of such process.

Next Steps

1. After a review of public comments, the Department will bring to the Board, in July, amendments of the regulations for consideration.
2. Provide recommendations to the Board at a later date regarding:
 - 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 over age.
 - Further discussions for other options to strengthen AIS services and to promote the use of RTI programs as an effective research-based way to provide AIS to students.
 - Review the requirements for 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.

