



Response to Intervention & Academic Intervention Services Plan

INTRODUCTION

Section 100.2 (ee) of Part 100 of the Commissioner's Regulations requires school districts to provide academic intervention services to students who score below the State-designated performance level on State assessments and/or who are at risk of not achieving the State learning standards.

WHAT ARE ACADEMIC INTERVENTION SERVICES?

Academic Intervention Services (AIS) are supplemental instructional and support services beyond the general education curriculum that are designed to assist students at risk of not achieving the New York state learning standards in the areas of English, mathematics, science and social studies. The additional support or instruction is intended to address barriers to improved academic performance. These may include attendance, discipline, family-related, health-related, and nutrition-related concerns. Academic Intervention Services shall be made available to students with disabilities on the same basis as their non-disabled peers and to English Language Learners (ELL) who are not showing progress on the NYSESLAT.

Response to Intervention (RTI) is a school-wide system of high-quality instruction and intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student. (NASDSE, 2006) The RTI process is to determine a student's response to scientific, research-based instruction with the purpose of closing the achievement gap for all students, including students at-risk, students with disabilities, and English Language Learners. The Oneonta City School District (OCSD) utilizes a comprehensive multi-tiered system of supports K-12. This includes a rigorous RTI process K-5 and an equally rigorous Child Study Team (CST) process 6-12.

The RTI process begins with high quality research-based instruction in the general education setting provided by qualified teachers. Instruction in the core curriculum is matched to student needs using differentiated and personalized instruction and supplemental intervention using a tiered approach in the Oneonta City School District. A universal screening of all students using a district approved assessment is administered three times during the year to determine which students may need assistance to achieve the NYS learning standards.

The New York State Education Department (NYSED) has established a regulatory policy framework for RTI in relation to school-wide screenings, minimum components of RTI programs, parent notification and use of RTI in the identification of students with learning disabilities.

WHO IS INVOLVED?

District Superintendent
High School Principal
High School Assistant Principal
Middle School Principal
Elementary Principals

Director of Curriculum and Instruction
Guidance Counselors
Teachers
Parents/Guardians

WHEN MUST ACADEMIC INTERVENTION SERVICES BE PROVIDED?

Academic Intervention Services must commence no later than the semester following a determination of need. AIS is required when:

K-3 students* lack reading readiness and/or are at risk of not achieving the State designated performance level in English Language Arts and/or Mathematics.

3-8 students* score below the State designated performance level on one or more of the State Assessments in English Language Arts, Mathematics, or Science, or are at risk of not achieving State standards in these areas.

9-12 students* score below the State designated performance level on one or more of the State Assessments in English Language Arts, Mathematics, Social Studies, or Science, or score below or are at risk of scoring below the State designated performance level on any one of the State examinations **required** for graduation.

* All students: general education, students with disabilities, and students with limited English proficiency are eligible for AIS.

HOW ARE STUDENTS IDENTIFIED FOR ACADEMIC INTERVENTION SERVICES?

Students are identified for Academic Intervention Services based on their performance on a variety of assessment tools and measurable indicators. Building principals and qualified staff collaborate to identify and prioritize students' needs. Students must meet more than one of the applicable criteria listed below for each core subject area of concern.

A. State Assessments

1. NYS English Language Arts Assessment in Grades 3-8 (score designated by NYS)
2. NYS Mathematics Assessment in Grades 3-8 (score designated by NYS)
3. NYS Science Assessment in Grades 4 and 8 (score designated by NYS)
4. NYS Regents Exams (score below 65 on one or more of the five required exams)

B. Oneonta City School District Formal Assessments

1. Brigance - used as Kindergarten screening (summary indicates need for close monitoring in copying/symbolic and verbal areas to maintain progress)
2. ESGI- Kindergarten and 1st Grade Assessments
3. DIBELS – ELA used K-5 (scores in “at risk” range)
4. iReady Math and ELA - Grades 6-8
5. iReady Math- Grades K-5

C. Classroom Performance

1. Commercially-produced tests based on unit of study (consistent scores below 65%)
2. Teacher-made Tests (consistent scores below 65%)
3. Report Card Grades (consistent quarter grades at or below):
 - i. “1” (Needs Improvement) in K-2
 - ii. “D” in Grades 3-5
 - iii. 65% in Grades 7-12

D. Other

1. Quick Phonics Screener (QPS)
2. Phonological Awareness Screening Test PAST

WHAT ACADEMIC INTERVENTION SERVICES ARE AVAILABLE?

- A. Title I Reading/English Language Arts
- B. Title I Math Grades 3-6
- C. Additional Instruction in Middle and High School English
- D. Additional Instruction in Middle and High School Math
- E. Additional Instruction in Middle and High School Science
- F. Additional Instruction in Middle and High School Social Studies
- G. School Counseling
- H. Psychological Services
- I. Extended Time
- J. Reduced Student/Teacher Ratio
- K. Support Services

HOW WILL PARENTS/GUARDIANS BE NOTIFIED?

Parents/guardians will be notified in writing by the building principal when a student:

- A) is to commence receiving Academic Intervention Services. This notice will contain:
 - 1. a summary of the Academic Intervention Services to be provided,
 - 2. the reasons for such services, and
 - 3. the consequences of not achieving the expected State performance levels.

- B) is in need of more intensive intervention services. This notice will contain:
 - a. a summary of the change of service, and
 - b. the reasons for the change of service.

- C) no longer needs Academic Intervention Services. This notice will contain:
 - a. the criteria for discontinuing services, and
 - b. the performance levels attained on the appropriate State and/or District assessments.

HOW DO STUDENTS EXIT ACADEMIC INTERVENTION SERVICES?

Multiple measures will be considered in order for a student to exit AIS.

- A. A K-2 student must achieve two or more of the following:
 - 1. ESGI district goals met
 - 2. Math unit or chapter test scores consistently 70% or above
 - 3. Math End-of-Year Exam score 70% or above
 - 4. Report card grades consistently “3” (Satisfactory) or above in at-risk subject area(s)
 - 5. DIBELS – identified as “low risk”
 - 6. No longer demonstrates at-risk behaviors which created barriers to meeting State learning standards

- B. A Grade 3-8 student must achieve two or more of the following:
 - 1. Grade-level NYS English Language Arts Assessment performance score at or above state cut score
 - 2. Grade-level NYS Mathematics Assessment performance score at or above state cut score
 - 3. Grade 4 or Grade 8 NYS Science Assessment performance score at or above state cut score.
 - 4. End-of-Unit test scores consistently 70% or above in at-risk subject area(s)

5. Report Card Grades consistently “C” or above in at-risk subject area(s) (Grades 3-5)
6. Report Card Grades consistently 75% or above in at-risk subject area(s) (Grades 6-8)
7. No longer demonstrates at-risk behaviors which created barriers to meeting State learning standards
8. Meets benchmarks on iReady Math or Reading assessment

C. A Grade 9-12 student must achieve two or more of the following:

1. Passing scores on the **five** required NYS High School Regents Exams: English, Algebra, one science, Global History and Geography, and US History and Government
2. End-of-Unit test scores consistently 70% or above in at-risk subject area(s)
3. Report Card Grades consistently 70% or above in at-risk subject area(s)
4. No longer demonstrates at-risk behaviors which created barriers to meeting State learning standards

Students who have met the AIS exit criteria will be closely monitored by classroom teachers and school counselors. This will provide additional support for at-risk students, should further services be required.