



**DIOCESE OF BUFFALO
DEPARTMENT OF CATHOLIC EDUCATION
ACADEMIC INTERVENTION SERVICES PLAN
JANUARY 2001**

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Introduction

The Diocese of Buffalo is committed to providing our students with every opportunity possible to experience a high level of achievement with New York State's learning standards and assessments. Schools must identify students that are below a level of proficiency, and provide rich learning experiences to enable the student to meet with success. These learning experiences need to be above and beyond what would be considered the normal level of instruction. This document will outline what our Diocesan schools must do when identifying, servicing, and discontinuing Academic Intervention Services.

Definition of Academic Intervention Services (AIS)

Academic intervention services (AIS) are instructional services designed to help students achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. These services include two components:

- additional instruction¹ that supplements the general curriculum (regular classroom instruction); and/or
- student support services² needed to address barriers to improved academic performance.

The intensity of such services may vary, but must be designed to respond to student needs as indicated through State assessment results and/or the multiple measures, which will be explained in detail later in this document.

All students, regardless of any disability, must receive AIS on the same basis as those students without disabilities. These services are to be provided in addition to, and must not supplant, any provisions detailed on the student's IEP or 504 Accommodation Plan.

¹ the provision of extra time or focused instruction designed to help students achieve the learning standards

² interventions that address barriers to student progress in achieving the learning standards - i.e. attendance, discipline, health-related issues, etc.

AI S provisions are NOT to be recorded on any IEP or 504 because they are considered general education services.

Examples of Services

An AI S plan can include a variety of options. When selecting components of an AI S plan, consider more factors than the obvious instructional practices such as frequency, timing, and duration of services. Listed below are available options but do not limit your plans to these suggestions only, there are many other ideas that can be implemented as well.

Scheduling

- In class teacher assistance
- Pull-out model - small group instruction
- Within-class team teaching model - flexible grouping
- Peer-Tutoring
- Combination within-class and pull-out model - small group and flexible grouping
- Before/after school sessions - small group instruction
- Scheduling options including additional class time
- Summer School/Vacations
- Weekends

Duration:

- Number of times per six-day cycle - range of once to daily
- Amount of time per session - range of 15 minutes to triple periods

Degrees of individualization:

- Team teaching in class (2:30 ratio)
- Large group (1:10-15 ratio)
- Small group (1:6-8 ratio)
- Mini group (1:2-4 ratio)
- One-to-one

Instructional:

- Early Intervention Reading Program
- Learning Centers
- Computer Assisted Instruction
- Instructional Modifications in the Classroom
- Study Skills
- Differentiated Instruction
- Individualized Instruction/Subject Specific Tutoring
- Time Management Instruction

Eligibility for AIS

Students are eligible to receive AIS when they score below the designated performance level on elementary and intermediate-level State assessments in English language arts, mathematics, social studies, and science. Students also qualify for AIS when deemed to be at risk of not meeting the State learning standards based on a number of in-house multiple measurements.

Each year the elementary and intermediate State assessments will have four designated performance levels on each assessment. All students who score below level 3 (in levels 1 and 2) are eligible to receive academic intervention services.

Intensity of Services

Services for students that meet the State criteria for AIS should vary based on their individual needs. Scoring at a level of 1 or 2 does not automatically determine the intensity of services to be provided. To accurately determine the level of need for a particular student, the teacher should consider the level at which the student has achieved on the state assessment and the other measures of progress (multiple measures/assessments) that are currently in place in the classroom.

Multiple Measures

Schools should develop a policy for identifying students for AIS in those grades K through 8 where no State assessments in English language arts, mathematics, social studies, and science exist. Multiple measures (sources of evidence) are used to determine what students are at risk of not meeting the State learning standards and in need of AIS and also used in determining those students meeting the State learning standards and no longer in need of AIS.

Examples of common multiple measures are not limited to, but may include:

Classroom-based Measures:

- Diagnostic Assessments
- Early Reading/Literacy Assessments
- Teacher-created Assessments of Content Skills, Concepts, and Knowledge
- Assessment Portfolios

Tests of Demonstrated Technical Quality:

- Standardized, Norm-Referenced Tests (above grade3)
- Standardized, Criterion Referenced Tests
- Other Commercially-Prepared Assessments

Recommendations from:

- Teachers/Counselors
- Administrators
- Other School Staff
- Parents

Review of:

- Anecdotal Records
- Classroom performance
 - Participation
 - Student work
 - Portfolios
 - Writing samples
 - Homework completion
- Report Card Grades
- Student Performances/Demonstrations
- Student Records
 - Attendance
 - Discipline
 - Health
- Family Issues

Procedures for Setting Up AIS

After a student has been identified as an eligible recipient of AIS, a review of assessment results and other sources of evidence needs to be conducted by the student's teacher and the school's administrator to determine the intensity of the services to be offered under AIS. The intensity of service will be determined on individual need. A formal plan of action should be constructed, documented, and carried out until determination has been made to discontinue.

Once it has been decided that a child will receive AIS the parents/legal guardians must be notified in writing by the school administrator.

Retesting Fifth Graders

The Diocesan policy for retesting fifth graders is congruent with the State's mandate of retesting all fifth graders who scored at level 1 on the Elementary State assessments in English language arts and/or mathematics in grade 4. The Diocesan office of education also strongly encourages the retesting of those fifth graders who scored at level 2 on the Elementary State assessments in English language arts and/or mathematics in grade 4.

Students who scored at level 1 on the Elementary State assessments in English language arts and/or mathematics in grade 4 must be retested following a minimum of one semester, preferably one year, of academic intervention services.

Students who have been promoted to fifth grade should be retested using the appropriate TONYSS Level 5/6 (either English language arts and/or mathematics). These tests can be ordered from the Diocesan office by simply downloading the order form from the Curriculum & Instruction website and faxing or mailing it in. If you are unable to access it from the Internet, please call 847-5506 to request an order form.

TONYSS order form http://www.buffalodiocese.org/cathed/ci/tonyss_order.PDF .

Retained Students

All fourth grade students, including those retained and new entrants to the school, must take all elementary level State assessments during the regularly scheduled administration of those tests. The only required retesting of a student at grade 4 who has been retained is the re-administering of the State's elementary level assessments. No additional testing (TONYSS) is required.

Parental Communication

After a student has been identified as one needing AIS, the parents' supportive role in the child's education is needed more now than ever. Parents should be afforded the opportunity to be informed, at the very beginning and to continue until termination is determined, on the plan to be implemented to bring that child to a level of proficiency.

Notification of services to the parent should include what measures were used in determining AIS and the consequences, to the student, of not achieving the standards or reaching a point that is considered proficient.

Parents need to be kept apprised of their child's progress through effective use of written quarterly reports and parent conferences (phone or in person). It is also recommended that information be given to the parents that would aid them in assisting their child at home.

When it is determined that AIS will be discontinued, the school administrator should send the parent or legal guardian written notification. Included in this notification should be the criteria used in determining when services will no longer be needed, the student's current level performance, and any plans for maintenance.

Further Information

The Deputy Commissioner, James A. Kadamus, released an extensive Question & Answer document in January 2000 highlighting all New York State Education Department regulations on AIS. This document can be accessed on the Internet at <http://www.emsc.nysed.gov:9210/docs/AISQAweb.pdf> . This document is highly recommended!

SAMPLE PARENT NOTIFICATION

Dear _____:

The New York State Education Department has established standards in English Language Arts, mathematics, social studies and science which must be met by all students seeking a high school diploma. These standards are assessed at various grade levels during a child's elementary and secondary education. Failure to satisfactorily achieve the established standards during a child's secondary education will prevent him/her from receiving a New York State high school diploma.

The NY State Education Department has mandated schools to provide Academic Intervention Services (AIS) to students believed to be in jeopardy of not succeeding on any of the statewide assessments. Based on the (name the assessment) and other student achievement information, your child is being recommended for Academic Intervention Services.

If you have questions about the AIS programs and services, please call me.
The services your child will be given include:

List Services

Frequency

Times

Locations

Ongoing evaluation will help determine the specific level of interventions and the need to continue or terminate these services.

Sincerely,
(principal)

SAMPLE PARENT NOTIFICATION OF DISCONTINUING SERVICES

Dear _____:

We are please to notify you that your child, _____, has successfully met the requirements outlined in his/her Academic Intervention Services Plan. At this time we are discontinuing his/her plan but will continue to closely monitor his/her progress toward meeting the New York State Learning Standards.

If you have any questions, please contact my office.

Sincerely,
(principal)

Diocese of Buffalo
Academic Intervention Services (AIS)

This form is to be used for tracking and documenting students that qualify for Academic Intervention Services:

- Student's name and ID number _____
- Grade level of the student _____
- Disability (if any) _____
- Type of service(s) being provided to each student

- Provider of the service _____
- Date written notification was sent to parent/guardian that AIS is needed

- Start date for AIS _____
- Reason why AIS is needed _____
- Assessment(s) used to determine AIS _____
- Frequency the student meets for AIS _____
- Duration the student will meet for AIS _____
- Anticipated end date for AIS _____
- Reason(s) why AIS is ending _____

- Date written notification was sent to parent/guardian that AIS is being terminated _____

Principal's Signature

Date