



Academic Intervention Services (AIS): Reference

(A continual working
document)

WATERTOWN
CITY SCHOOL DISTRICT

Our Children, Our Future!

RESPONSE TO INTERVENTION (RTI)

RTI represents an important educational strategy to close achievement gaps for all students, particularly those who are at risk, by preventing smaller learning problems from becoming insurmountable gaps. RTI leads to more appropriate identification of students with learning disabilities by providing multiple interventions and monitoring progress over time. The decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determina-

tion that the student's learning difficulties are not the result of the instructional program, approach, or lack of instruction. RTI is an effective and instructionally relevant process to inform these decisions.

NOTE: RTI is necessary to determine if a student qualifies for a Learning Disability. However, its sole purpose is **not a means** to special education. Rather RTI is a **proactive process** meant to provide students with interventions they need to be successful. In addition to this, other areas are examined to determine if a student has a Learning Disability.

ACADEMIC INTERVENTION SERVICES (AIS) ELIGIBILITY DETERMINATION

STEP 1:

Students who have taken the NYS ELA and Math Assessments (given in grades 3-8) and score at or below the NYS-determined 'cut score' must be *considered* for AIS.

STEP 2:

Upon identification of a student for AIS consideration, multiple measures of student performance are used to determine which students qualify to receive AIS.

After Student-Based Intervention Teams (SBITs) consider students' scores on multiple measures of student performance, they will decide which students will be scheduled to receive AIS.

NOTE: Currently, all students in grades K-6 receive some version of Tier 2 intervention. This criteria applies to those students in need of Tier 3 AIS provided by an interventionist.

ACADEMIC INTERVENTION SERVICES (AIS)

Academic Intervention Services (AIS) provide supplemental instruction to help students close academic gaps and achieve the learning standards in the subject area(s) requiring intervention. Such interventions allow students to learn at their current instructional level while gaining skills necessary for success at that level and beyond.

Per New York State (NYS), there is a 2-step process for identifying students who are eligible to receive Academic Intervention Services (AIS) (see left sidebar).

The following charts indicate the NYS 'cut scores' and Watertown City School District's locally determined multiple measures of student performance to be used for AIS eligibility determination.

AIS Qualifications for ELA

GRADE LEVEL	NYS CUT SCORE	FALL UNIVERSAL SCREENING	PROGRESS MONITORING /BENCHMARKING	CLASSROOM DATA POSSIBILITIES
Kindergarten-4 th	3 rd : 441 4 th : 440 *no NYS assessment in grades K-2	-DIBELS below the 35 th percentile -QPS screening narrows further need	-DIBELS, bi-weekly -QPS twice a year for students in need of different tiered AIS	-6-step lesson plan Dictation Notebook -thinkSRSD work samples -Documented Checks-for-Understanding
5 th /6 th	5 th : 441 6 th : 440	-DIBELS below the 35 th percentile -QPS screening narrows further need	-DIBELS, bi-weekly	-Unit assessments -MAZE
7 th /8 th	7 th : 441 8 th : 440	-STAR Reading score in yellow or red -QPS screening further narrows need -ORF below level subskills	-STAR Curriculum Based Measurements (CBMs) -QPS twice a year for students in need of different tiered AIS	-Classroom assessments average 60% or below -Teacher Recommendation score of 3-5 (out of 9)
9 th -12 th	11 th grade Regents: Below 65%	-STAR Reading score in yellow or red	-PowerUp Curriculum Based Measurements (CBMs)	-English 9 or 10 final class average below 65% -English classroom assessments

DIBELS = Dynamic Indicators of Basic Early Literacy Skills

QPS = Quick Phonics Screener

STAR Reading = a standardized Reading assessment

SRSD = Self-Regulated Strategy Development

MAZE = a reading comprehension Curriculum-Based Measurement (CBM)

AIS Qualifications for Math

GRADE LEVEL	NYS CUT SCORE	FALL UNIVERSAL SCREENING	PROGRESS MONITORING /BENCHMARKING	CLASSROOM DATA POSSIBILITIES
Kindergarten-4 th	3 rd : 437 4 th : 440 *no NYS assessment in grades K-2	STAR Math score in yellow or red	-NumberWorlds Diagnostic -Fluency Curriculum-Based Measurements (CBMs)	-Quizzes/Tests -Exit Tickets -Work Samples -SpringMath progress
5 th /6 th	5 th : 441 6 th : 440	STAR Math score in yellow or red	-NumberWorlds Diagnostic -Fluency Curriculum-Based Measurements (CBMs)	-Quizzes/Tests -Exit Tickets -Work Samples -SpringMath progress
7 th /8 th	7 th : 440 8 th : 443	STAR Math score in yellow or red	-STAR Curriculum-Based Measurements (CBMs)	-Math assessment average 60% or below -Teacher recommendation score of 3-5 (out of 9)
9 th -12 th	Algebra Regents: Below 65%	STAR Math score in yellow or red	-STAR Curriculum-Based Measurements (CBMs)	-Algebra final class average below 65% -Math classroom assessments

STAR Math = a standardized Math assessment