

Lynbrook UFSD AIS PLAN/Q&A

1. What are Academic Intervention Services (AIS)?

The official definition of AIS (as per Part 100.1 of the NYSED Regulations) is as follows: Academic intervention services means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards as defined in subdivision (t) of this section and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance; provided that such services shall not include services provided to students with limited English proficiency pursuant to Part 154 of this Title or special education services and programs as defined in Education Law, section 4401(1) and (2). Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic intervention services shall be made available to students with disabilities on the same basis as nondisabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such student pursuant to section 4402 of the Education Law.

2. What qualifies a student to receive AIS?

To determine the need for AIS, the District considers all information regarding a student's academic performance. These data are used to both qualify for AIS and to inform the appropriate level of intervention. The following describes the multiple measures of student performance and associated scores utilized to determine AIS eligibility.

I. Elementary Level

A. English Language Arts

1. **Class Performance** – Teacher recommendations are based upon students' performance in class, including but not limited to teacher-created assessments.
2. **Local Standardized Assessments** – Instructional standardized assessments are given throughout the school year to measure students' growth against local and national norms. Currently, these tests include the FastBridge Learning Assessments (below average), Teachers College Performance Assessments (below grade level), and the Fountas & Pinnell Benchmark Assessment Systems (below benchmark).
3. **New York State Assessments** – A score below the State designated performance level on the State English Language Arts Assessment.

B. Mathematics

1. **Class Performance** – Teacher recommendations are based upon students' performance in class, including but not limited to teacher-created assessments.
2. **Local Standardized Assessments** – Instructional standardized assessments are given throughout the school year to measure students' growth against local and national norms. Currently, these tests include the FastBridge Learning Assessments (below average).
3. **District Level Assessments** – A local assessment of the mathematics curriculum is administered to all students at the end of the school year, and again, at the beginning of the next school year (below 65%).
4. **New York State Assessments** – A score below the State designated performance level on the State Mathematics Assessment.

II. Secondary Level

C. English Language Arts

1. **Class Performance** – Teacher recommendations are based upon students' performance in class, including but not limited to teacher-created assessments.
2. **Local Standardized Assessments** – Instructional standardized assessments are given throughout the school year to measure students' growth against local and national norms. Currently, these tests are FastBridge Learning Assessments (below average).
3. **New York State Assessments** – A score below the State designated performance level on the State English Language Arts Assessment.

D. Mathematics

1. **Class Performance** – Teacher recommendations are based upon students' performance in class, including but not limited to teacher-created assessments.
2. **Local Standardized Assessments** – Instructional standardized assessments are given throughout the school year to measure students' growth against local and national norms. Currently, these tests are FastBridge Learning Assessments (below average).
3. **New York State Assessments** – A score below the State designated performance level on the State Mathematics Assessment.

3. What types of AIS does Lynbrook provide?

Academic AIS are provided in many forms depending on the individual student's level of need. At the elementary level, students may receive progress monitoring, additional classroom support, Response to Intervention (RtI), math lab, or required extra help and/or review classes. At the secondary level, students may receive progress monitoring, additional classroom support, reading, writing lab, math lab, or required extra help and/or review classes.

Students, who may not be performing for non-academic reasons, receive counseling both group and individual delivered by our support staff and/or peer tutoring.

4. When does AIS occur and how does it end?

AIS occur primarily during the course of the regular school day, except for required extra help and/or review classes. In order to exit AIS, students must demonstrate in class and/or on the appropriate local standardized assessment that they are performing at or above grade level.

5. While the regulations stipulate that districts must provide academic intervention services, are students required to participate?

A school district has the authority and responsibility to place students in appropriate academic programs during the regular school day. Thus, a district may place students in AIS as part of their academic program. A district may, by board resolution, extend the school day.

In Lynbrook UFSD, we will work closely with parents to help determine the appropriate type of AIS for their individual children.