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To: BOCES District Superintendents  
Superintendents of Public School Districts  
Principals of Public Schools  
Charter School Leaders

From: Kathleen R. DeCataldo

Subject: Academic Intervention Services (AIS) Scale Scores for the 2021-22 School Year Based on Spring 2021 grades 3-8 English Language Arts and Mathematics Assessment Scores

The [August 19, 2021 memo \*Academic Intervention Services for the 2021-22 School Year\*](#), explained that districts/schools may, but are not required to, conduct the two-step identification process (outlined below) for grade 3-8 students during the 2021-2022 school year only. Regardless of whether the two-step identification process is utilized, all districts/schools are required to consider multiple-measures of student performance for deciding which students shall receive AIS. The only change for the 2021-2022 school year is that district/schools do not need to use Grades 3-8 ELA and Mathematics assessment scores as one of the multiple-measures used to determine the delivery of AIS.

At the time of the memo linked to above, the Grades 3-8 ELA and Mathematics assessment scores were not yet available. Those scores have since been released and the median scale scores between Level 2 and Level 3 for grade 3-8 ELA and Mathematics are provided below for the purpose of identifying students to receive AIS.

**2021 Grades 3-8 English Language Arts and Mathematics Tests  
Median Scale Score between Level 2 and Level 3**

Grade	English Language Arts	Mathematics
3	592	593
4	593	595
5	601	598
6	596	598
7	599	599
8	593	603

**Description of the Two-Step Process for Identifying Students to Receive AIS**

All students performing below the median scale score between a Level 2/partially proficient and a Level 3/proficient on a Grade 3-8 ELA or Mathematics state assessment, which includes all

students with a Level 1 score, shall be considered for AIS. At a district/school's option, this step does not have to be used for SY 2021-2022.

As a second step for districts/schools using state assessment scores or for all other districts/schools, a district/school-developed procedure that considers multiple-measures of student performance must be used for deciding which students shall receive AIS. The district/school-developed procedure must be applied uniformly and equitably at each grade level. These multiple measures may include, but are not limited to the following:

- 1) Developmental reading assessments for grades K-6;
- 2) New York State English as a Second Language Achievement Test (NYSESLAT);
- 3) Benchmark and lesson-embedded assessments for reading and math in grades K-6 based on teacher designed and selected assessments;
- 4) Common formative assessments that provide information about students' skills;
- 5) Unit and lesson assessments for ELA, mathematics, science, social studies and Languages Other than English (LOTE) for grades 7-8; and/or
- 6) Results of psychoeducational evaluations based on a variety of assessments and inventories.

After the district/school considers a student's scores on multiple measures of student performance, the district/school will decide whether the student must receive AIS. District/school policies for providing AIS, including a description of which student performance measures and associated scores will be used to decide eligibility, must be posted on the district/school website and/or distributed to parents in writing.

Please contact the Office of Student Support Services if you have questions at (518) 486-6090 or [StudentSupportServices@nysed.gov](mailto:StudentSupportServices@nysed.gov).