Legislation Details (With Text)

File #:	Int 0450-2018	**Version:**	*	**Name:**	Requiring DOE to report information regarding students in grades three through eight receiving academic intervention services.
Type:	Introduction			**Status:**	Filed (End of Session)
				In control:	Committee on Education
On agenda:	2/14/2018				
Enactment date:				**Enactment #:**	
Title:	A Local Law to amend the administrative code of the city of New York, in relation to requiring the department of education to report information regarding students in grades three through eight receiving academic intervention services				
Sponsors:					
Indexes:	Oversight, Report Required				
Attachments:	1. Summary of Int. No. 450, 2. Int. No. 450, 3. February 14, 2018 - Stated Meeting Agenda, 4. Hearing Transcript - Stated Meeting 02-14-2018, 5. Minutes of the Stated Meeting - February 14, 2018				

Date	Ver.	Action By	Action	Result
2/14/2018	*	City Council	Introduced by Council	
2/14/2018	*	City Council	Referred to Comm by Council	
12/31/2021	*	City Council	Filed (End of Session)	

Int. No. 450

By Council Member Dromm

A Local Law to amend the administrative code of the city of New York, in relation to requiring the department of education to report information regarding students in grades three through eight receiving academic intervention services

Be it enacted by the Council as follows:

Section 1. Title 21-A of the administrative code of the city of New York is amended by adding a new chapter 21 to read as follows:

Chapter 21. Reporting on Academic Intervention Services

§ 21-988 Reporting on academic intervention services.

a. Definitions. For the purposes of this section only, the following terms shall have the following meanings:

Academic intervention services. The term "academic intervention services" has the meaning set forth in section 100.1(g) of chapter II of title 8 of the New York codes, rules and regulations.

Proficient score. The term "proficient score" means a scale score of level three on a grade three through eight English language arts or mathematics State assessment.

Student. The term "student" means any pupil under the age of twenty-one as of September first of the academic period being reported, who does not have a high school diploma and who is enrolled in grades three through eight in a school of the city school district of the city of New York.

Threshold scale score. The term "threshold scale score" means the score established by the New York state department of education pursuant to section 100.2(ee) of chapter II of title 8 of the New York codes, rules and regulations.

b. Not later than November 1, 2017, and annually thereafter on or before November 1, the department shall submit to the speaker of the council and post conspicuously on the department's website a report that shall include but not be limited to the following:

1. A description of the department's policy for determining eligibility for academic intervention services as required by section 100.2(ee) of chapter II of title 8 of the New York codes, rules and regulations;

2. The number and percentage of students who were determined by the department to be eligible for academic intervention services at the end of the prior academic year who enrolled in summer school;

3. The number and percentage of students who were determined by the department to be eligible for academic intervention services at the end of the prior academic year who received academic intervention services over the summer, disaggregated by the type of academic intervention services received, including but not limited to (i) mathematics instruction; (ii) reading instruction; (iii) guidance counseling and (iv) study skills;

4. The number and percentage of students who were determined by the department to be eligible for academic intervention services at the end of the prior academic year who are receiving academic intervention

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services in the current academic year, disaggregated by the type of academic intervention services received, including but not limited to (i) mathematics instruction; (ii) reading instruction; (iii) guidance counseling and (iv) study skills;

5. The number and percentage of students who scored at or below the threshold scale score on mathematics or English language arts state assessments at the end of the prior academic year who enrolled in summer school, disaggregated by the subject in which students scored below the threshold scale score;

6. The number and percentage of students who scored at or below the threshold scale score on mathematics or English language arts state assessments at the end of the prior academic year who received academic intervention services over the summer, disaggregated by the subject in which students scored at or below the threshold scale score, and further disaggregated by the type of academic intervention services received, including but not limited to (i) mathematics instruction; (ii) reading instruction; (iii) guidance counseling and (iv) study skills.

7. The number and percentage of students who scored at or below the threshold scale score on mathematics or English language arts at the end of the prior academic year and who did not receive academic intervention services over the summer, who are receiving academic intervention services in the current academic year, disaggregated by the subject in which students scored at or below the threshold scale score, and further disaggregated by the type of academic intervention services received, including but not limited to (i) mathematics instruction; (ii) reading instruction; (iii) guidance counseling and (iv) study skills.

8. The number and percentage of students who scored below a proficient score on mathematics or English language arts state assessments at the end of the prior academic year who enrolled in summer school, disaggregated by the subject in which students scored below a proficient score;

9. The number and percentage of students who scored below a proficient score on mathematics or English language arts state assessments at the end of the prior academic year who received academic intervention services over the summer, disaggregated by the subject in which students scored below a proficient

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score, and further disaggregated by the type of academic intervention services received, including but not limited to (i) mathematics instruction; (ii) reading instruction; (iii) guidance counseling and (iv) study skills.

10. The number and percentage of students who scored below a proficient score on mathematics or English language arts at the end of the prior academic year and who did not receive academic intervention services over the summer, who are receiving academic intervention services in the current academic year, disaggregated by the subject in which students scored below a proficient score, and further disaggregated by the type of academic intervention services received, including but not limited to (i) mathematics instruction; (ii) reading instruction; (iii) guidance counseling and (iv) study skills.

c. The data required to be reported pursuant to paragraphs two through ten of subdivision b of this section shall be further disaggregated by (i) race and ethnicity; (ii) gender; (iii) special education status; (iv) English language learner status; (v) eligibility for the free and reduced price lunch program; (vi) community school district; (vii) council district and (viii) grade level.

d. No information that is otherwise required to be reported pursuant to this section shall be reported in a manner that would violate any applicable provision of federal, state or local law relating to the privacy of student information or that would interfere with law enforcement investigations or otherwise conflict with the interests of law enforcement. If a category contains between 1 and 5 students, or contains an amount that would allow the amount of another category that is five or less to be deduced, the number shall be replaced with a symbol.

§ 2. This local law takes effect immediately.

SMD
LS# 3956
1/9/18