

# **Academic Intervention Services**

K through Grade 12



May, 2004  
Revised May, 2006  
Revised May, 2008  
Revised May, 2010  
Revised May, 2012  
Revised May, 2014  
Revised May, 2016  
Revised May, 2018  
Revised May, 2020

## **Introduction**

In July 1999, the Board of Regents adopted revisions to Part 100 of the Commissioner's Regulations to align the regulations to standards, assessments, and graduation requirements. Section 100.2[ee] requires school districts to provide Academic Intervention Services [AIS] to students who score below the State-designated performance level on State assessments and/or who are at risk of not achieving State learning standards.

AIS are 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 instruction that supplements the general curriculum [regular classroom instruction]; and/or
- ❑ Student support services needed to address barriers to improved academic performance.

AIS are not required in standards areas where there are no State assessments, even though students must earn one or more units of credit for graduation. They are only required in English Language Arts [ELA], mathematics, social studies, and science.

Additional instruction means the provision of extra time for focused instruction and/or increased student-teacher instructional contact time designed to help students achieve the learning standards in the standards areas requiring AIS.

Student support services means interventions that address barriers to student progress in State learning standards areas requiring AIS and may include, as needed, school guidance and counseling, services or programs to improve attendance, coordination of services provided by the school and/or other agencies, and study skills. Barriers to academic progress that student support services might address include, but are not limited to:

1. Attendance problems
2. Discipline problems
3. Family-related issues
4. Health-related issues
5. Nutrition-related issues
6. Mobility or transfer issues

AIS for English language learners must be supplementary and “in addition to” and must not replace the bilingual and free- standing ENL instructional program requirements under CR Part 154 services. AIS must be planned and implemented in coordination with the ELL student’s general educational program.

Districts must have in place uniform procedures for identifying students for AIS in grades K-12 where there are no State assessments in ELA or mathematics and in grades 4-12 where there are no State assessments in social studies or science. These procedures shall apply across the district to all schools and students in the same grade level. In addition, the new entrant screening procedures alert staff to students with potential at-risk factors.

Districts must assure that multiple assessments/sources of evidence are used and that criteria are in place to determine:

- ❑ The identification of performance on those measures/sources of evidence that would place a student at risk of not meeting the State learning standards in need of academic intervention services; and
- ❑ Performance that indicates that a student is meeting, or is likely to meet, State learning standards and is, therefore, no longer in need of academic intervention services.

The multiple assessments/sources of evidence should measure student accomplishment of core curricula for the elementary, middle, and high school levels for those standards areas requiring AIS. Such assessments are not limited to, but may include:

1. Developmentally appropriate measures such as:

- a. diagnostic assessments;
- b. early reading assessments and literacy profiles;
- c. assessment portfolios;
- d. performances or demonstrations; and/or
- e. assessments of content skills, concepts, and knowledge.

2. Tests of demonstrated technical quality such as:

- a. standardized, norm -referenced tests [above grade two];
- b. standardized, criterion-referenced tests;
- c. other commercially prepared assessments; and/or
- d. other measures that meet the standards.

3. Review of:

- a. classroom performance [i.e., participation, student work, portfolios, homework completion];
- b. report card grades; and/or
- c. student records.

4. Recommendations from teachers, administrators, counselors, other school staff, and parents. Beginning in September 1, 2000, AIS and/or student support services must commence no later than the beginning of the semester following a determination that a student needs such services

AIS are to be provided by appropriately certified staff members. While teaching assistants cannot be the primary providers of AIS, they can provide support for certified teachers who are the primary providers of AIS. They must work under the supervision of these certified teachers.

The following scheduling options identified by SED and accepted by them exist to ensure that these AIS are available to students:xx

- a. Extra periods or times during the regular school day;
- b. Within-class staffing that reduces student-teacher ratios [e.g., co-teaching, team teaching, etc.];
- c. Before- or after-school sessions;
- d. Evening sessions; or
- e. Summer school.

## **Development of the AIS Plan**

The process of developing an AIS Plan for the district has involved numerous staff members. The following are but a few of the venues utilized to formulate the AIS plan:

- a. Participation at BOCES workshops and discussion groups on AIS requirements, etc.
- b. K-12 Articulation Curriculum Committee Final Reports [i.e., recommendations for curriculum changes, expansions, etc.]
- c. Faculty, department, and grade-level meetings [e.g., vertical teaming meetings, data analysis and Action Plan development, sharing of effective strategies, etc.]
- d. Annual reports on special programs with recommendations for revision, etc.
- e. Attendance at BOCES-sponsored panels and SED presentations on AIS
- f. EAC and SAC meetings
- g. Professional period curriculum development assignments
- h. Response to Intervention
- i. Periodic reviews of this plan

## **Student Identification**

The district's system for student identification begins with the screening of student registrants for our Kindergarten program and is ongoing. The district monitors students' progress through a variety of means including those listed on attached charts. As per NYSED guidelines, new entrants are screened to determine if they need academic intervention or support services.

## **Monitoring of AIS Program**

As each of these AIS programs and strategies is identified and implemented, primary responsibility for monitoring each of them rests with the building principal. In addition to the anticipated communications between the principal and the service providers, periodic reports may also be required by the Assistant Superintendent for Instruction.

In-building procedures will be established to monitor the progress of students scoring in Levels 1 or 2 on state assessments. Administration in consultation with teachers and support staff will determine the level of services necessary to address the needs of individual students needing AIS/RtI.

The district's AIS Plan will be reviewed biennially; the next review will take place during the 2021-2022 school year.

## **Parental Notification and Involvement**

Parent(s)/guardian(s) play a vital role in the academic success of their children. The district is committed to establishing a strong partnership with parents to ensure academic success for all students. The parent(s)/guardian(s) of a pupil receiving AIS shall be notified in writing by the principal of that pupil's school that the student has been identified as needing AIS. The notice shall include a summary of services to be provided to the student and the reason the student needs such services. The parent(s)/guardian(s) may also be contacted to schedule a meeting with the RtI team to discuss the AIS plan and what goals the learner will be working on.

The parent(s)/guardian(s) will also be notified when their child has met the standards which will enable him/her to exit the program. Parents of students receiving AIS will be provided with ongoing communication with school personnel. At least once per semester, they shall be provided with opportunities to meet with their child's regular teacher and other personnel providing AIS services. In addition, parents will be provided with three regular report cards, regular progress reports, and three AIS Progress Reports per year.

Parents shall receive periodic reports from the teachers relative to their general achievement and their achievement in AIS classes or programs. The format for said notifications has been developed by members of the Elementary and Secondary Administrators' Councils.

## **Entry and Exit Criteria**

The grid which follows (pp.7-10) is designed to provide a guide for selecting students who may require intervention services. A variety of factors, including, but not limited to assessment data should be considered when determining which academic intervention service would most appropriately meet specific student needs. Similarly, consideration to a variety of factors such as NYS Assessments, Fountas and Pinnell 3<sup>rd</sup> Benchmark Assessment System, i-Ready, etc. would likewise provide guidance in determining students who are ready to exit academic interventions.

When utilizing the i-Ready diagnostic reports the overall placement should be used to identify potential learners needing Academic Intervention Services. Particular attention should be focused on Placement Score by Domain to guide the type of intervention appropriate for the learner.

	<b>Referral protocol</b>	<b>Entry criteria</b>	<b>Exit criteria</b>	<b>Range of AIS available</b>
<b>K</b>	Pre-Kindergarten screening Running Record Benchmarks Teacher observation Parental request Report card grades RtI findings and recommendations AIS reading progress reports i-Ready for Reading and math Attendance/Discipline/Medical records	Letters <10, sounds<5 Rhyme <5, letters 13/26, sounds 5/26 Minimal progress RtI data and progress monitoring data  F & P level ≤ B (Winter) i-Ready diagnostics report beginning of year view	Letters 35/54, sounds 15/26 Rhyme 9/10, letters 25/26, sounds 25/26 Teacher recommendation Meets level 3 or greater on report card RtI data and progress monitoring data F & P ≥ D i-Ready diagnostic report standard view (Winter) i-Ready diagnostic report end-of-year view (Spring)	Progress monitoring Extra help Non-mandated services Push in/pull-out reading Speech improvement Counseling/FBA/BIP
<b>1</b>	Running Record Benchmarks Teacher observation Parental request Report card grades RtI/ CST/CFT findings and recommendations AIS reading progress reports i-Ready for Reading and math Attendance/Discipline/Medical records	F & P level ≤ C (Fall) F & P level ≤ G (Winter) Minimal progress AIS Reading Teacher recommendation from previous year RtI data and progress monitoring results  i-Ready diagnostics report beginning of year view	F & P level ≥ H (Winter) F & P level ≥ J (Spring) Teacher recommendation Meets level 3 or greater on report card RtI data and progress monitoring results i-Ready diagnostic report standard view (Winter) i-Ready diagnostic report end-of-year view (Spring)	Progress monitoring Extra help Non-mandated services Push in/pull-out reading Speech improvement Counseling/FBA/BIP
<b>2</b>	Running Record Benchmarks Teacher observation Parental request Report card grades RtI findings and recommendations AIS reading progress reports i-Ready for Reading and math Attendance/Discipline/Medical records	F & P level ≤ I (Fall) F & P level ≤ K (Winter) Minimal progress AIS Reading Teacher recommendation from previous year RtI data and progress monitoring results i-Ready diagnostics report beginning of year view	F & P level ≥ L (Winter) F & P level ≥ M (Spring) Teacher recommendation Meets level 3 or greater on report card RtI data and progress monitoring results i-Ready diagnostic report standard view (Winter) i-Ready diagnostic report end-of-year view (Spring)	Progress monitoring Extra help Non-mandated services Push in /pull-out reading Counseling/FBA/BIP

	<b>Referral protocol</b>	<b>Entry criteria</b>	<b>Exit criteria</b>	<b>Range of AIS</b>
<b>3</b>	Running Record Benchmarks Teacher observation Parental request Report card grades RtI/ CST/CFT findings and recommendations AIS reading and math progress reports i-Ready for Reading and math Attendance/Discipline/Medical records	F & P level $\leq$ L (Fall) F & P level $\leq$ N (Winter) Minimal progress AIS Reading Teacher recommendation from previous year RtI data and progress monitoring results i-Ready diagnostics report beginning of year view	F & P level $\geq$ O (Winter) F & P level $\geq$ P (Spring) Teacher recommendation RtI data and progress monitoring results Meets level 3 or greater on report card NYSTP level 3 or 4 i-Ready diagnostic report standard view (Winter) i-Ready diagnostic report end-of-year view (Spring)	Progress monitoring Extra help Non-mandated services Push in/pull-out reading Push in/pull-out math Counseling/FBA/BIP
<b>4</b>	Teacher observation Running Record Benchmarks Parental request Report card grades RtI/ CST/CFT findings and recommendations AIS reading and math progress reports NYSTP ELA 3 or Math 3 i-Ready for Reading and math Wilson/Just Words screening results Attendance/Discipline/Medical records	F & P level $\leq$ O (Fall) F & P level $\leq$ Q (Winter) Minimal progress AIS Reading Teacher recommendation from previous year RtI data and progress monitoring results NYSTP level 1 or 2 WJW 16-50% Wilson <15% i-Ready diagnostics report beginning of year view	F & P level $\geq$ R (Winter) F & P level $\geq$ S (Spring) Teacher recommendation Meets level 3 or greater on report card NYSTP level 3 or 4 RtI data and progress monitoring results i-Ready diagnostic report standard view (Winter) i-Ready diagnostic report end-of-year view (Spring)	Progress monitoring Extra help Non-mandated services Push in /pull-out reading Push in /pull-out math Counseling/FBA/BIP
<b>5</b>	Teacher observation Running Record Benchmarks Parental request Report card grades RtI/ CST/CFT findings and recommendations AIS reading and math progress reports NYSTP ELA 4, Math 4, Science 4 i-Ready for Reading and math Attendance/Discipline/Medical records	F & P $\leq$ R (Fall) F & P level $\leq$ T (Winter) Minimal progress AIS Reading Teacher recommendation from previous year RtI data and progress monitoring results NYSTP level 1 or 2 WJW 16-50% Wilson <15% i-Ready diagnostics report beginning of year view	F & P level $\geq$ U (Winter) F & P level $\geq$ V (Spring) Teacher recommendation Meets level 3 or greater on report card NYSTP level 3 or 4 RtI data and progress monitoring results i-Ready diagnostic report standard view (Winter) i-Ready diagnostic report end-of-year view (Spring)	Progress monitoring Extra help Non-mandated services Push in /pull-out reading Push in /pull-out math Counseling/FBA/BIP



	<b>Referral protocol</b>	<b>Entry criteria</b>	<b>Exit criteria</b>	<b>Range of AIS available</b>
<b>6</b>	ELA 5 Math 5 Science 4 Report card grades Running record Benchmarks RtI findings Teacher observation Parental request Self-referral i-Ready for Reading and math Attendance/Discipline/Medical records	NYSTP Level 1 or 2 NYSTP Level 1 or 2 Below SRP NYSTP Level 1 or 2 Minimal progress AIS Reading Teacher recommendation from previous year RtI data and progress monitoring results i-Ready diagnostics report beginning of year view	Level 3 or 4 on ELA 6 Level 3 or 4 on Math 6 Final grade of 65 or > Final grade of 65 or > Improved grades/ improvement shown Teacher recommendation RtI data and progress monitoring results i-Ready diagnostic report standard view (Winter) i-Ready diagnostic report end-of-year view (Spring)	Progress monitoring Extra help Non-mandated services Extended library hours ELA lab/extended time Math lab/extended time Strategies for Learning Counseling/FBA/BIP Mentoring Program LLI/pull-out reading
<b>7</b>	ELA 6 Math 6 Science 4 Report card grades RtI findings Teacher observation Parental request Self-referral i-Ready for Reading and math Attendance/Discipline/Medical records	NYSTP Level 1 or 2 NYSTP Level 1 or 2 Below SRP NYSTP Level 1 or 2 Minimal progress AIS Reading Teacher recommendation from previous year RtI data and progress monitoring results i-Ready diagnostics report beginning of year view	Level 3 or 4 on ELA 7 Level 3 or 4 on Math7 Final grade of 65 or > Final grade of 65 or > Improved grades/improvement shown RtI data and progress monitoring results Teacher recommendation i-Ready diagnostic report standard view (Winter) i-Ready diagnostic report end-of-year view (Spring)	Progress monitoring Extra help Non-mandated services Extended library hours ELA lab/extended time Math lab/extended time Strategies for Learning Counseling/FBA/BIP 15:1 Special Class Extended ELA block Mentoring Program LLI/pull-out reading
<b>8</b>	ELA 7 Math 7 Science 4 Report card grades RtI findings Teacher observation Parental request Self-referral i-Ready for Reading Attendance/Discipline/Medical records	NYSTP Level 1 or 2 NYSTP Level 1 or 2 Below SRP NYSTP Level 1 or 2 Minimal progress AIS Reading Teacher recommendation from previous year RtI data and progress monitoring results	Level 3 or 4 on ELA 8 Level 3 or 4 on Math 8 Level 3 or 4 on Science 8 Improved grades/ improvement shown RtI data and progress monitoring results Teacher recommendation	Progress monitoring Extra help Non-mandated services Extended library hours ELA lab/extended time Math lab/extended time Counseling/FBA/BIP 15:1 Special Class Extended ELA block Regents Review Mentoring Program LLI/pull-out

	<b>Referral protocol</b>	<b>Entry criteria</b>	<b>Exit criteria</b>	<b>Range of AIS available</b>
<b>9</b>	ELA 8 Math 8 Science 8 Report card grades CFT/CST/RtI findings Guidance counselor Teacher observation Parental request Self-referral Attendance/Discipline/Medical records	NYSTP Level 1 or 2 NYSTP Level 1 or 2 NYSTP Level 1 or 2 Minimal progress	Final grade 65 or > Final grade 65 or > Final grade 65 or > Final grade 65 or > Improved grades Counselor recommendation Teacher recommendation	Study Skills Tut. I (SS/ELA) Study Skills Tut. Science ENL, ERSS, LSH, Resource Room Progress Monitoring Extra Help Summer School Lab/Extended classes Regents Review Mentoring Program Counseling/FBA/BIP
<b>10</b>	Science Regents Report card grades CFT/CST/RtI findings Guidance counselor Teacher observation Math Regents (Algebra) Parental request Self-referral Attendance/Discipline/Medical records	Below 65 Minimal progress	Final or Regents grade 65 or > Improved grades Counselor recommendation Teacher recommendation	Study Skills Tutorial Science ENL, ERSS, LSH, Resource Room Progress Monitoring Extra Help Summer school Exploring English Lab/Extended classes Regents Review Developmental Writing Counseling/FBA/BIP Virtual Learning (i.e.: APEX)
<b>11</b>	Math (Algebra Regents) Science Regents Global Regents Report card grades CFT/CST/RtI findings Guidance Counselor Teacher observation Parental request Self-referral Attendance/Discipline/Medical records	Below 65 Below 65 Below 65 Minimal progress	Final or Regents grade 65 or > Final or Regents grade 65 or > Final or Regents grade 65 or > Improved grades	Study Skills Tutorial Science Exploring English ENL, ERSS, LSH, Resource Room Progress Monitoring Extra Help Summer School Lab/Extended classes Regents Review Developmental Writing Counseling/FBA/BIP Virtual Learning (i.e.: APEX)
<b>12</b>	ELA Math Regents Science Regents American History Regents Report card grades CFT/CST/RtI findings Guidance Counselor Teacher observation Parental request Self-referral Attendance/Discipline/Medical records	Below 65 Below 65 Below 65 Below 65 Minimal progress		Study Skills Tutorial Science Social Studies extra help Exploring English ENL, ERSS, LSH, Resource Room Progress Monitoring Extra Help Summer School Lab/Extended classes Regents Review Developmental Writing Counseling/FBA/BIP Virtual Learning (i.e.: APEX)

## APPENDIX I

### Response to Intervention Referral Form

Please complete and return the following forms to your building principal in order to set up a RtI meeting.

Student Name: Birth Date: Gender: Male ☐ Female ☐

Address: Home Telephone: Business Phone:

School: Teacher: Grade: Previously Retained  
in Grade:

Parent/Guardian: Relationship to Student:

Dominant Language of Student: \_\_\_\_\_ Dominant Language of Parent/Guardian: \_\_\_\_\_

#### **Health Information:**

Are there any medical conditions, which may be contributing to the student's reason for referral? Yes ☐ No ☐

If yes, please describe: \_\_\_\_\_

Indicate any medications the student is receiving:

\_\_\_\_\_

Vision Screening: \_\_\_\_\_ Hearing Screening: \_\_\_\_\_

Is absenteeism or lateness a problem? Yes ☐ No ☐

#### **Previous Test Results:**

CSI: \_\_\_\_\_ Year: \_\_\_\_\_ NYSESLAT Results: \_\_\_\_\_

#### **Current Running Record Level:**

<u>Date</u>	<u>Assessment</u>	<u>SCORE/LEVEL</u> <u>ELA</u>	<u>SCORE/LEVEL</u> <u>Math</u>
	i-Ready		
	F&P 3 <sup>rd</sup> BAS		
	NYS Grade 3		
	NYS Grade 4		

**\*\* Please attach current universal screening or program data sheets\*\***

What are the student's strengths, special talents and/or interests?

What type of communication have you had with parent?

Phone Call \_\_\_\_\_ Note Home \_\_\_\_\_ Conference \_\_\_\_\_ Home Visit \_\_\_\_\_

**Reason for RTI Referral (What academic and/or behavioral difficulties is this student exhibiting?):** \_\_\_\_\_

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**Academic Concerns:**

**Reading**

↑ Pre-literacy Skills  
 ↑ Phonemic Awareness ↑  
 ↑ Sight Words  
 ↑ Inferential Comprehension  
 ↑ Fluency  
 ↑ Literal Comprehension ↑

**Math**

↑ Number Concepts  
 Number Recognition  
 ↑ Calculation Accuracy  
 ↑ Calculation Fluency  
 ↑ Applications  
 Word Problems  
 ↑ Time/Money

**Writing**

↑ Handwriting  
 ↑ Capitalization/Punctuation  
 ↑ Sentence Structure  
 ↑ Grammar/Vocabulary  
 ↑ Construction of Story ↑  
 ↑ Fluency  
 ↑ Spelling

**Language**

↑ Articulation  
 ↑ Receptive  
 ↑ Expressive  
 ↑ Pragmatics  
 Semantics  
 ↑ Syntax  
 ↑ Fluency

**Social/Emotional Concerns:**

Define the Behavior: \_\_\_\_\_

How often does this behavior occur? \_\_\_\_\_

When and where does this behavior occur? \_\_\_\_\_

**Please list the class interventions, modifications and program(s) you are currently implementing with this student to address these difficulties below :**

<u>Date</u>	<u>Intervention</u>	<u>TIER</u>

<u>Date</u>	<u>Intervention</u>	<u>TIER</u>

Principal/ Assistant Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Rtl meeting will be held on \_\_\_\_\_

Please be prepared to bring to the meeting student work samples and results from assessment data (I-Ready, F&P 3<sup>rd</sup> BAS, Foundations, Wilson, Wilson Just Words, Soar to Success, Great Leaps, classroom tests etc...)

## RtI Goal Tracking Sheet

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Service Provider: \_\_\_\_\_

<b>INTERVENTIONS:</b>	
<b>Tier Level: (circle)</b>	I      II      III
<b>Goal:</b>	<b>Baseline Data/ Level of performance:</b>
<b>Intervention Utilized:</b>	<b>Group Size:</b>
<b>Frequency/duration of Intervention:</b>	<b>Date Initiated:</b>
<b>Progress Monitoring Data to be attached</b>	

Follow up Meeting Dates	Current Data/ Levels	Target Levels	Goal Attained? (Yes/No)	Continue Goal? (Yes/No)	New Goal Required? (Yes/No)

If goal was changed, indicate why and what the new goal is:\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**\*\*If a goal is changed, a new Rtl goal tracking sheet should be filled out for tracking\*\***

**One sheet per goal should be filled out for each student.**

APPENDIX II

## Initial RtI Minutes

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Attended:** \_\_\_\_\_

**Teacher Concerns and Student's Strengths:**

**Review of Baseline Data (Aims web, Running Record, Fastt Math results, etc):**

**Strategies/Programs Implemented:**

**Intervention Plan:**

**Goals established in the following areas:** (Please attach a goal sheet for each area checked off):

Reading \_\_\_\_\_

Gross Motor \_\_\_\_\_

Math \_\_\_\_\_

Fine Motor \_\_\_\_\_

Writing \_\_\_\_\_

Social \_\_\_\_\_

Language \_\_\_\_\_

**Follow Up:** \_\_\_\_\_

**Date of next RtI meeting:** \_\_\_\_\_

# Rtl Minutes-Follow up Meeting

\_\_\_\_\_ Follow up  
\_\_\_\_\_ Change Goals

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Attended:** \_\_\_\_\_

***Review of progress on established goals:***

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**Goals reviewed in the following areas (see attached for specific goal):**

	Targeted Goal-Description	Baseline Level	Target Level	Outcome	New Goal Required?
Reading					
Math					
Writing					
Language					
Gross Motor					
Fine Motor					
Social					
Other:					

**\*\*If a goal is changed, a new Rtl goal tracking sheet should be filled out for tracking\*\***

**Continued concerns:** \_\_\_\_\_

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**Follow up:** \_\_\_\_\_

\_\_\_\_\_

**Date of next Rtl meeting:** \_\_\_\_\_

\_\_\_\_\_



## APPENDIX III



### Progress Report K-5 Math/Reading Academic Intervention Services 2018-2019

Student:  
Grade:  
AIS Program:

Math Teacher:  
School:  
Frequency/Duration:

#### DECEMBER

*Goals:*

*Student Progress:*

*Recommendations for Next Steps:*

#### FEBRUARY

*Goals:*

*Student Progress:*

*Recommendations for Next Steps:*

#### MAY

*Goals:*

*Student Progress:*

*Recommendations for Next Steps:*