

ACADEMIC INTERVENTION SERVICES DESCRIPTION: 2022-2024
(In lieu of Title I/PCEN Portion of Consolidated Application Narrative Update)

District: Utica City School District
BEDS Code: 412300010000

Grade Level Group: K-6 Standards Area: ELA/Math/Science

Schools With Variations? No Yes (List schools in Section III and identify all variations from the district description of instructional and/or student support services (IIa/IIb) that apply to a school or schools.)

I a. Procedures to Determine AIS Instructional Need/AIS Discontinuance

Multiple Measure(s)	Criteria To Determine AIS Need	Criteria To Discontinue AIS
State Assessment: NYS Grade 3-6 ELA and Math NYS Grade 4 Science Grades K-6: Developmental reading assessments/Benchmark assessments Grades 3-6: i-Ready Final Diagnostic (previous year) Grades 3-6: i-Ready Initial Diagnostic (new student)	All students performing below the NYS median scale score between a Level 2/partially proficient and a Level 3/proficient on a grade 3-6 English Language Arts (ELA) or Mathematics state assessment or Science state assessment and 1 or more year(s) below grade level	Score at or above the NYS median scale score between a Level 2/partially proficient and a Level 3/proficient on a grade 3-6 English Language Arts (ELA) or Mathematics state assessment or Science state assessment or Score on or above grade level
No current NYS Assessment	Previous NYS score; historical data; grade retention; and	Score at or above the NYS median scale score between a Level 2/partially proficient and a Level 3/proficient on a grade 3-8 English

<p>Grade 3-6: i-Ready Final Diagnostic (previous year) Grade 3-6: i-Ready Initial Diagnostic (new student)</p>	<p>1 or more year(s) below grade level</p>	<p>Language Arts (ELA) or Mathematics state assessment or Science state assessment or Score on or above grade level</p>
<p>Assessments/Tests of Technical Quality</p> <ul style="list-style-type: none"> Sources of Evidence 	<p>Standardized Tests – Norm and/or Criterion referenced i-Ready (cut-offs to be determined) Grade 3 Deficiency on two or more consecutive RTI (i-Ready Progress Monitoring Assessments) NYS Assessments – below NYS cut-off on Grades 3, 4, 5, 6 Response to Intervention Report card grades Performance/Academic rubrics/Growth Assessments</p>	<p>Level 3 and 4 on NYS Assessments Grades 3-6</p>
<p>Classroom Performance</p>		<p>At or above grade level teacher concurs</p>

LEGEND:

- IST – Instructional Support Team
- ENL – English as a New Language
- ELL – English Language Learners
- RTI – Response To Intervention
- CAI – Computer Assisted Instruction

I b. Description of Level of Intensity Need – Based on Multiple Measures and Evidence Related Criteria:

High Intensity:	ELA 4-6	Scoring at Level 1 on Grades 3-5 NYS Assessments and i-Ready Diagnostic (scoring 2 or more years below grade level)
	ELA 3 ELA 4-6 (refusals or no NYS score)	Historical data and i-Ready Diagnostic (2 or more years below grade level)
	Math 4-6	Scoring at Level 1 on Grades 3-5 NYS Assessments and i-Ready Diagnostic (scoring 2 or more years below grade level)
	Math 3 Math 4-6 (refusals or no NYS score)	Historical data and i-Ready Diagnostic (2 or more years below grade level)
	Science	Scoring at Level 1 on the grade 4 Science Assessment
Moderate Intensity:	ELA 4-6	Scoring at Level 2 through the Median scale score on Grades 3-5 NYS Assessments and i-Ready Diagnostic (scoring 1 year below grade level)
	ELA 3 ELA 4-6 (refusal or no score)	Historical data and i-Ready Diagnostic (1 year below grade level) ELA 4-6 (refusals or no NYS score)
	Math 4-6	Scoring at Level 2 through the Median scale score on Grades 3-5 NYS Assessments and i-Ready Diagnostic (scoring 1 year below grade level)
	Math 3 Math 4-6 (refusals or no NYS score)	Historical data and i-Ready Diagnostic (1 year below grade level)
	Science	Scoring at Level 2 on the grade 4 Science Assessment
Low Intensity: (monitor)	ELA 4-6 (refusal or no NYS score) Math 4-6 (refusal or no NYS score)	Scoring above the median scale score on the Grads 3-5 ELA Assessment and i-Ready Diagnostic (scoring 1 year below grade level) Recently exited AIS student

Criteria for Identifying High, Medium, and Low Intensity AIS

Identification Measures	Student Performance Results	High	Medium
i-Ready	Current cut-off scores determined by Curriculum Associates	Level 1	Level 2 up to NYS cut-off
NYS Assessments 3-6 • Math 3 • Math 4 • Math 5 • ELA 3 • ELA 4 • ELA 5	Levels 1, 2, 3	Level 1	Level 2 up to NYS cut-off
Science Grade 4	Levels 1 and 2	1	2
UCSD Response to Intervention (RTI) Plan	Below Proficiency Level on 2 or more foundational skills from the initial diagnostic	More than 1 grade level below	1 grade level below
Instructional Support Team	Evidence of Student Data RTI Edge	Report card grades	Performance/Academic rubric Growth Assessments

I c. AIS Student Support Services

Multiple Measure(s)	Criteria To Determine AIS Need	Criteria To Discontinue AIS
Developmental Measures	Instructional Support Team determines intervention. Personnel appropriate to delivering a recommendation on AIS must be present at IST meeting (e.g. ENL student; ENL teacher; Special Education student; Special Education teacher).	Instructional Support Team determines improvement
Diagnostic Screening	Physical exam; hearing vision;	If intervention is successful and scores increase, IST will evaluate.
Psychological Testing:	Social Worker involvement if handicapped condition suspected	
Sources of Evidence	Disaffected	
Reports:		
Discipline	Suspensions, bus reports, insubordinate behavior	If behavior and class work improves, IST determines improvement and release
Student Records	Contents of applicable student records	N/A
Attendance	Social Worker/Attendance Teacher	If attendance and mobility improve, IST determines improvement and release.
Transfer	Intervention - increase in mobility tracked	

I d. Description of Level of Intensity Need - Based on Multiple Measures and Evidence/Related Criteria:

High Intensity Need: Exhibits behaviors regularly that severely interfere with academic progress or academic frustration leads to the inappropriate behavior.

Moderate Intensity Need: Exhibits behaviors regularly that interfere with academic progress.

Low Intensity Need: Exhibits behaviors that may interfere with academic progress.

II a. Academic Intervention Services - Instructional Support

	Description of Services	Intensity Factors: Frequency/Duration/Individualization
High Intensity	Regular School Day: Additional service from certified teacher/AIS instruction from Reading and/or Math Specialists or TA under supervision of certified teacher Before/After School: Supplemental Instruction Summer: District Summer School (where available) i-Ready Instruction	A minimum of approximately 30 minutes per day, 4 – 5 times per week Small group or 1:1 i-Ready Instruction - CAI Tutoring, Extended Day, Small Group or 1 on 1, Saturday School Summer School
Moderate Intensity	Regular School Day: Additional service from certified teacher/AIS instruction from Reading and/or Math Specialists or TA under supervision of certified teacher Before/After School: Tutoring Summer: Summer School i-Ready Instruction	Approximately a minimum of 30 minutes, 2 times per week i-Ready Instruction - CAI Small group instruction or CAI i-Ready Instruction - CAI Summer School
Tier I RTI Intervention will replace the Low Intensity	Classroom instruction with Core Curriculum	As needed

II b. Academic Intervention Services - Student Support

	Description of Services	Intensity Factors: Frequency/Duration/Individualization
High Intensity	Instructional Support Team meets to determine need and intensity; assigns service to Social Worker, Psychologist, or Parent advocate	As needed—as established by the Instructional Support Team/ AIS Specialist/Classroom Teacher
Moderate Intensity	Parents are invited to become a participant in the planning and implementation of the service	
Tier I RTI Intervention will replace the Low Intensity	Classroom instruction with Core Curriculum	As needed

ACADEMIC INTERVENTION SERVICES DESCRIPTION: 2022-2024
(In lieu of Title I/PCEN Portion of Consolidated Application Narrative Update)

District: Utica City School District
BEDS Code: 412300010000

Grade Level/Grade Level Group: 7 – 8 Standards Area: ELA/Science

Schools With Variations? No Yes (List schools in Section III and identify all variations from the district description of instructional and/or student support services (IIa/IIb) that apply to a school or schools.)

I a. Procedures to Determine AIS Instructional Need/AIS Discontinuance

Multiple Measure(s)	Criteria To Determine AIS Need	Criteria To Discontinue AIS
State Assessment: NYS Grade 6-8 ELA NYS Grade 4 & 8 Science Grades 6-8 i-Ready Final Diagnostic (previous year) Grades 6-8: i-Ready Initial Diagnostic, (New student)	All students performing below the NYS median scale score between a Level 2/partially proficient and a Level 3/proficient on a grade 6-8 English Language Arts (ELA) or Science State assessment 1 or more year(s) below grade level based on i-Ready scores and Previous NYS score; historical data; grade retention; and 1 or more year(s) below grade level based on i-Ready scores	Score at or above the NYS median scale score between a Level 2/partially proficient and a Level 3/proficient on a grade 6-8 English Language Arts (ELA) or Science State assessment or Score on or above grade level based on i-Ready scores
No Current NYS Assessment Grades 6-8 -i-Ready Final Diagnostic (previous year) Grades 6-8:i-Ready Initial Diagnostic(New student)	Previous NYS score; historical data; grade retention; and 1 or more year(s) below grade level based on i-Ready scores	Score at or above the NYS median scale score between a Level 2/partially proficient and a Level 3/proficient on a grade 6-8 English Language Arts (ELA) or Science state assessment or Score on or above grade level based on i-Ready scores

Developmental Measures	Physical, emotional dysfunction/delay/ language barrier	Instructional Support Team with teacher recommendation
Tests of Technical Quality	Standardized Tests - Norm and/or Criterion referenced	
Sources of Evidence	Grades 3-8 NYS Assessment RTI Process Results i-Ready Student IEP Report card grades Universal/Formative Assessments	Above NYS cut-off or Level 3 and 4 Grade Level Performance
Classroom Performance	Universal/Formative Assessments Report card grades Teacher observation Performance/Academic rubrics	At or above grade level with teacher and/or counselor recommendation
Reports/Grades	Multiple course failures Grade Retention	Passing grades
Student Records	Attendance/Tardies	Attends class regularly

I b. Description of Level of Intensity Need - Based on Multiple Measures and Evidence/Related Criteria:
High Intensity:
 ELA 7-8
 Scoring at Level 1 on Grades 6-8 NYS Assessments and i-Ready Diagnostic (scoring 2 or more years below grade level)

ELA 7-8 (refusals or no NYS score)
 Historical data and i-Ready Diagnostic (2 or more years below grade level)

Science
 Scoring at Level 1 on the grade 4 or 8 Science Assessment

Moderate Intensity:
 ELA 7-8
 Scoring at Level 2 through the Median scale score on Grades 6-8 NYS Assessments and i-Ready Diagnostic (scoring 1 year below grade level)

ELA 7-8 (refusals or no NYS score)
 Historical data and i-Ready Diagnostic (1 year below grade level)

Science
 Scoring at Level 2 on the grade 4 or 8 Science Assessment

Low Intensity:
 ELA 7-8 (refusal or no NYS score)
 Scoring above the median scale score on the Grads 6-8 ELA Assessment and i-Ready Diagnostic (scoring 1 year below grade level) Recently exited

I c. Procedures to Determine AIS Student Support Need/AIS Discontinuance

Multiple Measure(s)	Criteria To Determine AIS Need	Criteria To Discontinue AIS
Developmental Measures	Instructional Support Team may recommend intervention RTI Personnel appropriate to delivering a recommendation on AIS must be present at IST meeting (e.g. ENL student; ENL teacher; Special Education student; Special Education teacher)	AIS Specialist/Classroom Teacher/ Instructional Support Team may determine improvement
Diagnostic Screening	Physical exam, hearing, vision Social Worker involvement if handicapped condition suspected	Successful Intervention Improved scores – Level 3-4 IST recommendation
Psychological Testing	At risk students: social, emotional behavioral concerns	
Sources of Evidence	Student's Permanent Records	
Reports	Student's Permanent Records	
Discipline	Student's Permanent Records	AIS Specialist/Classroom Teacher/IST Determine improvement and release
Attendance	Social Worker/Attendance Teacher	
High Mobility Students	At-risk student	IST determines stabilization as a factor for release.

I d. Description of Level - Based on Multiple Measures and Evidence/Related Criteria:

High Intensity Need: Exhibits behaviors regularly that severely interfere with academic progress.

Moderate Intensity Need: Exhibits behaviors regularly that interfere with academic progress.

Low Intensity Need: Exhibits behaviors that may interfere with academic progress.

II a. Academic Intervention Services - Instructional Support

	Description of Services	Level Factors: Frequency/Duration/Individualization
High Intensity	Regular School Day: Enrollment in an AIS course taught by certified teachers	Approximately 40 minutes up to 5 times in a two-week period: Small group
	Before/After School: Supplemental Instruction Extended Learning Time (ELT)	Extended school day 45-60 minutes 1 to 2 times per week Small group
	Summer: Summer School	Approximately 40 minutes up to 5 times in a two-week period: Small group
Moderate Intensity	Regular School Day: Enrollment in an AIS course taught by certified teachers	Approximately 40 minutes up to 5 times in a two-week period Small group
	Before/After School: Supplemental Instruction Extended Learning Time (ELT)	Extended school day 30-45 minutes 1 to 2 times per week Small group
Tier I RTI Intervention will replace the Low Intensity	Classroom instruction with Core Curriculum	

II b. Academic Intervention Services – Student Support

	Description of Services	Intensity Factors: Frequency/Duration/Individualization
High Intensity	Regular School Day: Guidance Counselor/AIS Specialist/Classroom Teacher meets with students, make referrals to IST which could then determine need for additional services. Before/After School: As needed Summer: N/A	As needed
Moderate Intensity	Regular School Day: Guidance Counselor/AIS Specialist/Classroom Teacher meets with students. Before/After School: As needed Summer: N/A	As needed
Low Intensity	Regular School Day: Classroom Teacher Before/After School: As needed Summer:	As needed As needed As needed

ACADEMIC INTERVENTION SERVICES DESCRIPTION: 2020-2022
(In lieu of Title I/PCEN Portion of Consolidated Application Narrative Update)

District: Utica City School District
BEDS Code: 412300010000

Grade Level/Grade Level Group: 7-8 Standards Area: Math

Schools With Variations? X No Yes (List schools in Section III and identify all variations from the district description of instructional and/or student support services (IIa/IIb) that apply to a school or schools.)

I a. Procedures to Determine AIS Instructional Need/AIS Discontinuance

Multiple Measure(s)	Criteria To Determine AIS Need	Criteria To Discontinue AIS
State Assessment: NYS Math Grades 6-8 Grade 6-8: i-Ready Final Diagnostic (previous year) Grade 6-8: i-Ready Initial Diagnostic (new student)	All students performing below the NYS median scale score between a Level 2/partially proficient and a Level 3/proficient on a grade 6-8 Mathematics state assessment and 1 or more year(s) below grade level based on i-Ready scores	Score at or above the NYS median scale score between a Level 2/partially proficient and a Level 3/proficient on a grade 6-8 Mathematics state assessment or Score on or above grade level based on i-Ready scores
No current NYS Assessment Grade 6-8: i-Ready Final Diagnostic (previous year) Grade 6-8: i-Ready Initial Diagnostic (new student)	Previous NYS score; historical data; grade retention; and 1 or more year(s) below grade level based on i-Ready scores	Score at or above the NYS median scale score between a Level 2/partially proficient and a Level 3/proficient on a grade 6-8 Mathematics state assessment or Score on or above grade level based on i-Ready scores
Developmental Measures	Physical, emotional dysfunction/language barrier/delay	Instructional Support Team determines with Teacher recommendations
Tests of Technical Quality	Standardized Tests - Norm and/or Criterion referenced	
Sources of Evidence	State Assessment Grades 3-8	Above NYS cut-off or Level 3 and 4

	RTI Process/Results i-Ready Report Cards Universal/formative assessments	Grade level performance
Classroom Performance	Formative Assessments/Universal Assessments Report card grades Teacher observation Performance/Academic rubrics	At or above grade level Teacher and/or counselor concurs
Reports/Grades	Multiple course failures Grade Retention	Passing grades
Student Records	Attendance/Tardies	Attends class regularly

I b. Description of Level of Need - Based on Multiple Measures and Evidence/Related Criteria:

High Intensity Need:

Scoring at Level 1 on previous year's Math Assessment (scale score to be determined by State) or refusing to take the NYS Math Assessment the previous year.

Moderate Intensity Need:

Scoring at Level 2 on previous year's Math Assessment (scale score to be determined by State) or refusing to take the NYS Math Assessment the previous year.

Low Intensity:

Scoring above the median scale score on the previous year's Math Assessment (scale score to be determined by State) or refusing to take the NYS Math Assessment the previous year.

1 c. Procedures to Determine AIS Student Support Need/AIS Discontinuance

Multiple Measure(s)	Criteria To Determine AIS Need	Criteria To Discontinue AIS
Developmental Measures	<ul style="list-style-type: none"> Instructional Support Team may recommend intervention RTI Personnel appropriate to delivering a recommendation on AIS must be present at IST meeting (e.g. ENL student; ENL teacher, Special Education student; Special Education teacher) 	AIS Specialist/Classroom Teacher/ Instructional Support Team determines improvement
Diagnostic Screening	Physical exam, hearing, vision	Successful Intervention
Psychological Testing	Social Worker involvement if handicapped condition suspected	Improved scores – Level 3-4 IST recommendation
Sources of Evidence	Disaffected/at risk students: social, emotional behavioral concerns	Successful Intervention Improved scores – Level 3-4 IST recommendation
Reports	Student's permanent records	
Discipline	Student's permanent records	AIS Specialist/Classroom Teacher/IST Determine improvement and release
Attendance	Social Worker/Attendance Officer	IST determines stabilization as a factor for release.
High Mobility Students	At-risk student	

I d. Description of Level - Based on Multiple Measures and Evidence/Related Criteria:

High Intensity:

Math 7-8

Scoring at Level 1 on Grades 6-8 NYS Assessments and i-Ready Diagnostic (scoring 2 or more years below grade level)

Math 7-8 (refusals or no NYS score)

Historical data and i-Ready Diagnostic (2 or more years below grade level)

Moderate Intensity:

Math 7-8

Scoring at Level 2 through the Median scale score on Grades 6-8 NYS Assessments and i-Ready Diagnostic (scoring 1 year below grade level)

Math 7-8 (refusals or no NYS score)

Historical data and i-Ready Diagnostic (1 year below grade level)

Low Intensity:
(monitor)

Math 7-8 (refusal or no NYS score)

Scoring above the median scale score on the Grads 6-8 Math Assessment and i-Ready Diagnostic (scoring 1 year below grade level) Recently exited AIS student

II a. Academic Intervention Services - Instructional Support

	Description of Services	Intensity Factors: Frequency/Duration/Individualization
High Intensity	Regular School Day: Enrollment in Math Lab taught by Math Teacher; Computer Assisted Instruction from Math TA under the supervision of a certified teacher	Approximately 40 minutes up to 5 times in a two-week period; Small group
	Before/After School: Supplemental Instruction Extended Learning Time (ELT)	Extended School Day approximately 45-60 minutes 1 – 2 times per week; Small Group
	Summer: Summer School	Approximately 40 minutes up to 5 times in a two-week period; Small group
Moderate Intensity	Regular School Day: Enrollment in Math Lab taught by Math Teacher; CAI instruction from Math TA under the supervision of a certified teacher	Approximately 40 minutes up to 5 times in a two-week period; Small group
	Before/After School: Supplemental Instruction Extended Learning Time (ELT)	Extended School Day approximately 45-60 minutes as needed; Small Group
Tier I RTI Intervention will replace the Low Intensity	Classroom instruction with Core Curriculum	

II b. Academic Intervention Services - Student Support

	Description of Services	Intensity Factors: Frequency/Duration/Individualization
High Intensity	Regular School Day: Guidance Counselor/AIS Specialist/Classroom Teacher meets with students, make referrals to IST which could then determine need for additional services	As needed
	Before/After School: As needed	
	Summer: N/A	
Moderate Intensity	Regular School Day: Guidance Counselor/AIS Specialist/Classroom Teacher meets with students	As needed
	Before/After School: As needed	
	Summer: N/A	
	Before/After School: As needed	
	Summer: N/A	
Low Intensity	Regular School Day: Classroom Teacher	As needed
	Before/After School: As needed	As needed
	Summer: N/A	As needed

ACADEMIC INTERVENTION SERVICES DESCRIPTION: 2022-2024
(In lieu of Title I/PCEN Portion of Consolidated Application Narrative Update)

District: Utica City School District
BEDS Code: 412300010000

Grade Level/Grade Level Group: 9-12 Standards Area: ELA

Schools With Variations? No Yes (List schools in Section III and identify all variations from the district description of instructional and/or student support services (IIa/IIb) that apply to a school or schools.)

I a. Procedures to Determine AIS Instructional Need/AIS Discontinuance

Multiple Measure(s)	Criteria To Determine AIS Need	Criteria To Discontinue AIS
State Assessment	Failing scores on ELA Regents Exam Absence of prior test scores	Scores greater than or equal to 65 on the Regents Examination in English Language Arts Passing English course grade – C (75) or above Scores greater than or equal to a 75 on district-adopted achievement test
Developmental Measures	Physical, emotional dysfunction; Language barrier	Scores greater than or equal to 65 on the Regents Examination in English Language Arts Guidance Counselor/AIS Specialist/Classroom Teacher recommendation/English Dept. Chair
Tests of Technical Quality	Standardized Tests; i.e., Norm and/or Criterion Referenced	Scores greater than or equal to 65 on the Regents Examination in English Language Arts Scoring below the NYS median scale score between a Level 2 and Level 3 on Grade 8 ELA Assessments
Sources of Evidence	Grade 8 ELA, ELA Regents) English Department Benchmark Assessments Report Cards Student IEP/504 Plan i-Ready Report Transcript History	Scores greater than or equal to 65 on the Regents Examination in English Language Arts Passing English course grades – C (75) or above

Classroom Performance	Report card grades/content area failures for multiple years Teacher observation Performance/Academic rubrics	Passing English course grades – C (75) or above Teacher recommendation
Reports/Grades	Multiple course failures	Passing English course grades – C (75) or above
Student Records	Attendance/Mobility History	Attends classes regularly

I b. Description of Level of Intensity Need - Based on Multiple Measures and Evidence/Related Criteria:

High Intensity Need:

Scoring at Level 1 on Grade 8 ELA Assessment (scale score to be determined by State)
 Ungraded Student – scoring at Level 1 on level tested according to age chart (scale to be determined by State)
 Regents Examination in English Language Arts
 Absence of NYS scores (students enrolling from other states/districts/countries, refusal to take NYS 8th Grade ELA Assessment)
 One or more years below grade level, from Grade 8, i-Ready Intervention Screener Report

Moderate Intensity Need:

Scoring below the median scale score on Grade 8 ELA Assessment (to be determined yearly by State)
 Ungraded Student – scoring at Level 2 on level tested according to age chart (scale to be determined by State)
 Regents Examination in English Language Arts
 Absence of NYS scores (students enrolling from other states/districts/countries, refusal to take NYS 8th Grade ELA Assessment)
 One or more years below grade level, from Grade 8, i-Ready Intervention Screener Report

**Low Intensity Need:
(monitor)**

Scoring above the median scale score Grade 8 ELA Assessment (to be determined yearly by State)
 Ungraded Student – scoring at Level 2 on level tested according to age chart (scale to be determined by State)
 Recently exited AIS students

**I c. Procedures to Determine AIS Student Support Need/AIS Discontinuance
(Recently exited AIS students will be addressed as Tier I – RTI Plan in future)**

Multiple Measure(s)	Criteria To Determine AIS Need	Criteria To Discontinue AIS
Developmental Measures	Guidance Counselor/AIS Specialist/Classroom Teacher Instructional Support Team may recommend intervention RTI Plan	Guidance Counselor/ AIS Specialist/Classroom teacher/Instructional Support Team determines improvement
Diagnostic Screening Psychological Testing	Physical exam, hearing, vision OT/PT/Speech staff involvement if handicapped condition suspected Evaluations recorded on IEPs	Successful intervention Scores greater than or equal to 65 on the Regents Examination in English Language Arts Passing grades in English course– C (75) or above
Sources of Evidence	Student IEP/504 Plan Report Cards Disaffected, at risk	RTI plan followed (Guidance Counselor/AIS Specialist/ Department/Chair/Classroom Teacher will evaluate)
Reports	Student reports as needed	Successful intervention Scores greater than or equal to 65 on the Regents Examination in English Language Arts Passing grades in English course– C (75) or above RTI plan followed (Guidance Counselor/AIS Specialist/ Department/Chair/Classroom Teacher will evaluate)
Discipline	Student's permanent records RTI plan	If behavior and class work improve, Principal/Guidance Counselor/AIS Specialist/Classroom Teacher determine improvement and release
Attendance	Social Worker/Attendance officers/Guidance Counselor	IST/ RTI determines stabilization as a factor for release
High Mobility Students	Intervention – at risk students	

I d. Description of Level - Based on Multiple Measures and Evidence/Related Criteria:

- High Intensity Need:** Exhibits behaviors regularly that severely interfere with academic progress.
- Moderate Intensity Need:** Exhibits behaviors regularly that moderately interfere with academic progress.
- Low Intensity Need:** Exhibits behaviors that may interfere with academic progress.

II a. Academic Intervention Services - Instructional Support

	Description of Services	Frequency/Duration/Individualization
High Intensity	Regular School Day: Enrollment in English Regents Prep class ¹ (LA 11, LA 12). Taught by teacher certified in English.	Approximately 40 minutes 3 – 5 times per week in a two-week period Small Group
Diploma Factors	Before/After School: Tutorial/Extended Day Classes SINI programs, Night School, CAI Summer: Summer School when failed English course and/or Regents Examination in English Language Arts	Approximately 45-60 minutes 2-3 times per week As needed
Moderate Intensity	Regular School Day: Enrollment in English AIS class taught by teacher certified in English. (LA9, LA10, LA11, LAELL)	Approximately 37 minutes 2-3 times in a one-week period Small Group
Diploma Factors	Before/After School: Tutorial/Extended Day Classes SINI programs, Night School, CAI Summer: Summer School when failed English course and/or Regents Examination in English Language Arts	Approximately 45-60 minutes up to 2 times per week Small group As needed
Low Intensity	Regular School Day: AIS Specialist/English Department Chair/ Classroom Teacher monitor student progress	Bi-weekly
Diploma Factors	Before/After School: Tutorial/Extended Day Classes Summer: Summer School when failed English course and/or Regents Examination in English Language Arts	Approximately 45-60 minutes as needed Small Group As needed

II b. Academic Intervention Services - Student Support

	Description of Services	Intensity Factors: Frequency/Duration/Individualization
High Intensity	Regular School Day: Guidance Counselor /AIS Specialist meets with students, makes referrals as needed. Also refers students to IST/RTI	4-6 times per year
	Before/After School: As needed	As needed
	Summer:	As needed
Moderate Intensity	Regular School Day: Classroom Teacher/Guidance Counselor/AIS Specialist meets with students, makes referrals as needed. Also refers students to IST/RTI	Quarterly
	Before/After School: As needed	As needed
	Summer:	As needed
Low Intensity	Regular School Day: Classroom Teacher, Guidance Counselor/AIS Specialists reviews report card	Quarterly
	Before/After School: As needed	As needed
	Summer:	As needed

ACADEMIC INTERVENTION SERVICES DESCRIPTION: 2022-2024
(In lieu of Title I/PCEN Portion of Consolidated Application Narrative Update)

District: Utica City School District
BEDS Code: 412300010000

Grade Level/Grade Level Group: 9 - 12 Standards Area: Math

Schools With Variations? X No ___ Yes (List schools in Section III and identify all variations from the district description of instructional and/or student support services (IIa/IIb) that apply to a school or schools.)

I a. Procedures to Determine AIS Instructional Need/AIS Discontinuance

Multiple Measure(s)	Criteria To Determine AIS Need	Criteria To Discontinue AIS
State Assessment	All students performing below the NYS median scale score between a Level 2 /partially proficient and a Level 3/proficient on NYS Grade 8 Math Assessment Failing scores on Algebra I Regents Exam Absence of prior test scores	Scores greater than or equal to 65 (Regents Diploma) on Algebra I Regents Exam Passing math course grades of C (75) or above Passing score on Algebra I Regents Exam
Developmental Measures	Physical, emotional dysfunction, language barrier	Guidance Counselor/Math Department Chair/AIS Specialist/Classroom Teacher recommendation
Tests of Technical Quality	Standardized Tests; i.e. Norm and/or Criterion referenced	Score at or above the NYS median scale score between a Level 2 /partially proficient and a Level 3/proficient on NYS Grade 8 Math Assessment Passed (≥ 65) the Algebra I Regents Exam
Sources of Evidence	NYS Grade 8 Math Assessment Algebra I Regents Exam Benchmark Assessments Report Cards Student IEP/504 Plan	Scores greater than or equal to 65 on the Algebra I Regents Exam Passing math course grades of C (75) or above

	Grade 8 i-Ready Intervention Screener Transcript History	
Classroom Performance	Report Card grades/content area failures for multiple years, decrease in grades, struggling with content Performance/Academic rubrics Teacher Observation	Passing math course grades of C (75) or above Teacher recommendation
Reports/Grades	Math course history and failures	Passing math course grades of C (75) or above
Student Records	Attendance/Mobility history	Attends class regularly

I b. Description of Need – Based on Multiple Measures and Evidence/Related Criteria:

High Intensity Need:

Ungraded Student – scoring at Level 1 on level tested according to age chart (scale to be determined by State)
 Failing scores on the I Regents Exam
 Absence of NYS scores (students enrolling from other states/districts/countries, refusal to take NYS 8th Grade Math Assessment)
 One or more years below grade level, from Grade 8, i-Ready Intervention Screener Report

Moderate Intensity Need:

Scoring at Level 1 or 2 on NYS Grade 8 Math Assessment (scale score to be determined by State)
 Ungraded Student – scoring at Level 2 on level tested according to age chart (scale to be determined by State)
 At risk of failing State required math course(s) and/or Algebra I Regents Exam
 Absence of NYS scores (students enrolling from other states/districts/countries, refusal to take NYS 8th Grade Math Assessment)
 One or more years below grade level, from Grade 8, i-Ready Intervention Screener Report

**Low Intensity Need:
(Monitor)**

Scoring at low – mid Level 3 on NYS Grade 8 Math Assessment (scale score to be determined by State)
 Ungraded Student – scoring at Level 3 on level tested according to age chart (scale to be determined by State)
 Exhibits minor decrease in math course grades

I c. Procedures to Determine AIS Student Support Need/AIS Discontinuance
 (Recently exited AIS students will be addressed as Tier I – RTI Plan in future)

Multiple Measure(s)	Criteria To Determine AIS Need	Criteria To Discontinue AIS
Developmental Measures	Guidance Counselor/AIS Specialist/Classroom Teacher - IST or RTI Committees may recommend	Guidance Counselor/AIS Specialist/Department Chair/Classroom Teacher determine improvement
Diagnostic Screening	Physical exam, hearing, vision OT/PT/Speech staff involvement if handicapped condition suspected Evaluations recorded on IEPs	Successful intervention(s) Passing scores on the Algebra I Regents Exam Passing grades in math course RTI plan followed
Psychological Testing		
Sources of Evidence	Student IEP/504 Plan Report Cards Disaffected, At-Risk Student	
Reports	Student reports as needed	Guidance Counselor/AIS Specialist/Department Chair/Classroom Teacher will evaluate
Discipline	Student's permanent records RTI Plan	If behavior and class work improves, IST evaluates if adequate improvement has been made for release. RTI Plan
Attendance	Social Worker/Attendance officers/Guidance Counselor	IST determines stabilization as a factor for release
High Mobility Students	Intervention – At-Risk Student	RTI Plan

I d. Description of Level - Based on Multiple Measures and Evidence/Related Criteria:

- High Intensity Need:** Exhibits behaviors regularly that severely interfere with academic progress.
- Moderate Intensity Need:** Exhibits behaviors regularly that moderately interfere with academic progress.

Low Intensity Need:

Exhibits behaviors that may interfere with academic progress.

II a. Academic Intervention Services - Instructional Support

	Description of Services	Intensity Factors: Frequency/Duration/Individualization
High Intensity	Regular School Day: Enrollment in Algebra Regents Prep Class taught by certified Mathematics Teacher	Approximately 40 minutes 2-5 times per week
	Before/After School: Tutoring and Extended Day Classes, SINI programs, ELT, Night School, CAI	Approximately 30-60 minutes 1-4 times per week
	Summer: Summer School when failed math course and/or the Algebra I Regents Exam	As needed for Math course failures and/or Algebra I Regents Exam failure(s) As per Summer School schedule
Moderate Intensity	Regular School Day: Enrollment in Math Lab taught by certified Mathematics Teacher	Approximately 40 minutes 2 -3 times per week
	Before/After School: Tutorial/Extended-Day Classes SINI programs, ELT, Night School, CAI	Approximately 30-60 minutes 1-2 times per week
	Summer: Summer School when failed math course and/or the Algebra I Regents Exam	As needed for Math course failures and/or Algebra I Regents Exam failure(s) As per Summer School schedule
Low Intensity	Regular School Day: AIS Specialist/ Math Dept. Chair/Classroom Teacher monitor student progress	Quarterly monitoring and assistance as needed; If necessary, re-entering AIS Math Labs
	Before/After School: Tutorial/Extended-Day classes	As needed
	Summer: Summer School when failed math course and/or the Algebra I Regents Exam	As needed for Math course failures and/or Algebra I Regents Exam failure(s) As per Summer School schedule

II b. Academic Intervention Services - Student Support

	Description of Services	Intensity Factors: Frequency/Duration/Individualization
High Intensity	Regular School Day: Classroom Teacher/Guidance Counselor /AIS Specialists/ Department Chair meet with students, makes referrals as needed. Also refers students to IST/RTI Before/After School: As Needed Summer: Summer School	4-6 times per year As needed As needed
Moderate Intensity	Regular School Day: Classroom Teacher/Guidance Counselor/AIS Specialist/ Department Chair meet with students, makes referrals as needed Before/After School: As needed Summer: Summer School	Quarterly As needed As needed
Low Intensity	Regular School Day: Classroom Teacher/Guidance Counselor/Math Dept. Chair/AIS Specialists/ Department Chair meet with students, makes referrals as needed Before/After School: As needed Summer: Summer School	Quarterly As needed As needed

ACADEMIC INTERVENTION SERVICES DESCRIPTION: 2022-2024
(In lieu of Title I/PCEN Portion of Consolidated Application Narrative Update)

District: Utica City School District
BEDS Code: 412300010000

Grade Level/Grade Level Group: 9 - 12 Standards Area: Science

Schools With Variations? X No ___ Yes (List schools in Section III and identify all variations from the district description of instructional and/or student support services (IIa/IIb) that apply to a school or schools.)

I a. Procedures to Determine AIS Instructional Need/AIS Discontinuance

Multiple Measure(s)	Criteria To Determine AIS Need	Criteria To Discontinue AIS
State Assessment	Failing scores on Living Environment Regents Exam Absence of prior test scores	Scores greater than or equal to 65 (for Regents Diploma) on the Living Environment Regents Exam
Developmental Measures	Physical, emotional dysfunction; Language barrier	Passing score (≥ 65) on Living Environment Regents Exam Guidance Counselor/AIS Specialist/Department Chair/Classroom Teacher recommendation
Tests of Technical Quality	Standardized Tests; i.e. Norm and/or Criterion referenced	Passing score (≥ 65) on Living Environment Regents Exam
Sources of Evidence	Living Environment Regents Exam Absence of prior test scores Grade 8 Science Assessment Benchmark Assessments Report Cards Student IEP/504 Plan	Scores greater than or equal to 65 on the Living Environment Regents Passing science course with 65 or above
Classroom Performance	Report Card grades/content area failures for multiple years Teacher observation	Passing science course grades of 65 or above Teacher recommendation

	Performance/Academic rubrics	
Reports/Grades	Multiple course failures	Passing science course grades of 65 or above
Student Records	Attendance/Mobility History	Attends class regularly

I b. Description of Need – Based on Multiple Measures and Evidence/Related Criteria:

High Intensity Need: Failing scores on Living Environment Regents (below 65)
Absence of NYS scores (students enrolling from other states/districts/countries)
Ungraded Student – scoring at Level 1 or 2 on level tested according to age chart
(scale to be determined by State)

Moderate Intensity Need:

Low Intensity Need:

I c. Procedures to Determine AIS Student Support Need/AIS Discontinuance

Multiple Measure(s)	Criteria To Determine AIS Need	Criteria To Discontinue AIS
Developmental Measures	Guidance Counselor/AIS Specialist/Classroom Teacher Instructional Support Team may recommend intervention (RTI Plan)	Guidance Counselor/AIS Specialist/Classroom Teacher/Instructional Support Team determines improvement
Diagnostic Screening	Physical exam, hearing, vision	Successful intervention
Psychological Testing	OT/PT/Speech staff involvement if handicapped condition suspected Evaluations recorded on IEPs	Passing score (≥ 65) on Living Environment Exam RTI plan followed (Guidance Counselor/AIS Specialist/Department Chair/Classroom Teacher will evaluate)
Sources of Evidence	Disaffected, at risk Student IEP/504 Plan Report Cards	
Reports	Student reports as needed	
Discipline	Student's permanent records	If behavior and class work improves, Principal/Guidance Counselor/AIS Specialist/Department Chair/Classroom Teacher determine improvement and release
Attendance	Attendance Officers/Guidance Counselor	IST/RTI determines stabilization as a factor for release
High Mobility Students	Intervention – at-risk student	

I d. Description of Level - Based on Multiple Measures and Evidence/Related Criteria:

High Intensity Need: Exhibits behaviors regularly that severely interfere with academic progress.

Moderate Intensity Need: Exhibits behaviors regularly that moderately interfere with academic progress.

Low Intensity Need: Exhibits behaviors that may interfere with academic progress.

II a. Academic Intervention Services - Instructional Support

	Description of Services	Intensity Factors: Frequency/Duration/Individualization
High Intensity	Regular School Day: Enrollment in Living Environment Prep class taught by teacher certified in Science	Approximately 40 minutes 2-3 times weekly Small Group
	Before/After School: Tutoring/Extended Day Classes, SINI programs, ELT, Night School, CAI	Approximately 30-60 minutes 2-3 times per week Small Group
	Summer: Summer School when failed science course and/or Living Environment Regents Exam	As needed As per Summer School schedule
	Regular School Day: Enrollment in Living Environment Prep class taught by teacher certified in Science	Approximately 40 minutes 1-2 times in a one-week period Small Group
Moderate Intensity	Before/After School: Tutorial/Extended-Day Classes, SINI programs, ELT, Night School, CAI	Approximately 60 minutes 2 times per week Small Group
	Summer: Summer School when failed science course and/or Living Environment Regents Exam	As needed As per Summer School schedule
	Regular School Day: AIS Specialist/ Science Department Head/Classroom Teacher monitor student progress	Bi-weekly Approximately 30-60 minutes as needed Small Group
	Before/After School: Tutorial/Extended-Day classes	Approximately 30-60 minutes as needed Small Group
Low Intensity	Summer: Summer School when failed science course and/or Living Environment Regents Exam	As needed As per Summer School schedule

II b. Academic Intervention Services - Student Support

	Description of Services	Intensity Factors: Frequency/Duration/Individualization
High Intensity	Regular School Day: Guidance Counselor/AIS Specialists/ Department Chair meet with students, makes referrals as needed. Also refers students to IST/RTI	4-6 times per year
	Before/After School: As Needed Summer: Summer School	As needed As needed
Moderate Intensity	Regular School Day: Classroom Teacher/Guidance Counselor/AIS Specialists/Department Chair meet with students, makes referrals as needed. Also refer students to IST/RTI	Quarterly
	Before/After School: As needed Summer: Summer School	As needed As needed
Low Intensity	Regular School Day: Classroom Teacher/Guidance Counselor/Science Department Chair/AIS Specialists review report cards	Quarterly
	Before/After School: As needed Summer: Summer School	As needed As needed

ACADEMIC INTERVENTION SERVICES DESCRIPTION: 2022-2024
(In lieu of Title I/PCEN Portion of Consolidated Application Narrative Update)

District: Utica City School District
BEDS Code: 412300010000

Grade Level/Grade Level Group: 9 - 12 Standards Area: Social Studies

Schools With Variations? X No ___ Yes (List schools in Section III and identify all variations from the district description of instructional and/or student support services (IIa/IIb) that apply to a school or schools.)

I a. Procedures to Determine AIS Instructional Need/AIS Discontinuance

Multiple Measure(s)	Criteria To Determine AIS Need	Criteria To Discontinue AIS
State Assessment	Failing scores (< 65) on Global History & Geography Regents Exam/Transition Exam in Global History & Geography and/or U.S. History & Government Regents Exam Absence of prior test scores	Scores greater than or equal to 65 on Global History & Geography Regents Exam/Transition Exam in Global History & Geography <u>AND/OR</u> U.S. History & Government Regents Exam
Developmental Measures	Physical, emotional dysfunction; Language barrier	Passing score (≥ 65) on Global History & Geography Regents/Transition Exam in Global History & Geography <u>AND/OR</u> the U.S. History & Government Regents Exams Guidance Counselor/AIS Specialist/Department Chair/Classroom Teacher recommendation
Tests of Technical Quality	Standardized Tests; i.e. Norm and/or Criterion referenced	Scores greater than or equal to 65 on Global History & Geography Regents Exam/Transition Exam in Global History & Geography <u>AND/OR</u> U.S. History & Government Regents Exam
Sources of Evidence	Global History & Geography Regents Exam Transition Exam in Global History & Geography U.S. History & Government Regents Exam Benchmark Assessments	Scores greater than or equal to 65 on Global History & Geography Regents/Transition Exam in Global History & Geography <u>AND/OR</u> U.S. History & Government Regents Exams

	Report Cards Student IEP/504 Plan	Passing Social Studies course grades of 65 or above
Classroom Performance	Report Card grades/content area failures for multiple years Teacher observation Performance/Academic rubrics	Passing Social Studies course grades of 65 or above. Teacher recommendation.
Reports/Grades	Multiple course failures	Passing Social Studies course grades of 65 or above
Student Records	Attendance/Mobility history	Attends class regularly

I b. Description of Need – Based on Multiple Measures and Evidence/Related Criteria:

High Intensity Need: Failing scores on Global History & Geography Regents Exam/Transition Exam in Global History & Geography and/or U.S. History & Government Regents Exam
 Ungraded Student – scoring at Level 1 or 2 on level tested according to age chart (scale to be determined by State)
 Absence of NYS scores (students enrolling from other states/districts/countries)

I c. Procedures to Determine AIS Student Support Need/AIS Discontinuance

Multiple Measure(s)	Criteria To Determine AIS Need	Criteria To Discontinue AIS
Developmental Measures	Guidance Counselor/AIS Specialist/Department Chair/Classroom Teacher Instructional Support Team may recommend intervention (RTI Plan)	Guidance Counselor/AIS Specialist/Department Chair/Classroom Teacher/Instructional Support Team determines improvement
Diagnostic Screening	Physical exam, hearing, vision OT/PT/Speech staff involvement if handicapped condition suspected	Successful intervention
Psychological Testing	Evaluations recorded on IEPs	Passing scores (≥ 65) on Global History & Geography Regents Exam/Transition Exam in Global History & Geography <u>AND/OR</u>
Sources of Evidence	Disaffected, at risk Student IEP/504 Plan Report Cards	U.S. History & Government Regents Exam RTI plan followed Guidance Counselor/AIS Specialist/ Department Chair/Classroom Teacher will evaluate.
Reports	Student's permanent records	Successful intervention Passing scores (≥ 65) on Global History & Geography Regents Exam/Transition Exam in Global History & Geography <u>AND/OR</u> U.S. History & Government Regents Exam RTI plan followed Guidance Counselor/AIS Specialist/ Department Chair/Classroom Teacher will evaluate.
Discipline	Student's permanent records	If behavior and class work improves, Principal/Guidance Counselor/AIS Specialist/Department Chair/Classroom Teacher determine improvement and release
Attendance	Social Worker/Attendance officers	

High Mobility Students	Intervention – at risk students
IST/RTI determines stabilization as a factor for release	

I d. Description of Level - Based on Multiple Measures and Evidence/Related Criteria:

- High Intensity Need:** Exhibits behaviors regularly that severely interfere with academic progress.
- Moderate Intensity Need:** Exhibits behaviors regularly that moderately interfere with academic progress.
- Low Intensity Need:** Exhibits behaviors that may interfere with academic progress.

II a. Academic Intervention Services - Instructional Support

	Description of Services	Intensity Factors: Frequency/Duration/Individualization
High Intensity	Regular School Day: Enrollment in Global Regents Prep class and/or U.S. History Prep class taught by certified Social Studies teacher	Approximately 40 minutes 2-3 times weekly Small Group
	Before/After School: Tutoring/Extended Day Classes, SINI programs, ELT, Night School, CAI	Approximately 30-60 minutes 2-3 times per week Small Group
	Summer: Summer School when failed Social Studies course and/or failed Global History & Geography Regents Exam, Transition Exam in Global History & Geography, U.S. History & Government Regents Exam	As needed As per Summer School Schedule
Moderate Intensity	Regular School Day: Enrollment in Global Regents Prep class and/or U.S. History Prep class taught by certified Social Studies teacher	Approximately 40 minutes 1-2 times weekly Small Group
	Before/After School: Tutorial/Extended-Day Classes, SINI programs, ELT, Night School, CAI	Approximately 30-60 minutes up to 2 times per week Small Group
	Summer: Summer School when failed Social Studies course and/or failed Global History & Geography Regents Exam, Transition Exam in Global History & Geography, U.S. History & Government Regents Exam	As needed As per Summer School Schedule

Low Intensity	Regular School Day: AIS Specialist/Social Studies Department Head/Classroom Teacher/Guidance Counselor monitor student progress Before/After School: Tutorial/Extended-Day classes Summer: Summer School when failed Social Studies course and/or failed Global History & Geography Regents Exam, Transition Exam in Global History & Geography, U.S. History & Government Regents Exam	Bi-weekly Approximately 30-60 minutes as needed Small Group Approximately 30-60 minutes as needed Small Group As needed As per Summer School Schedule
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II b. Academic Intervention Services - Student Support

	Description of Services	Intensity Factors: Frequency/Duration/Individualization
High Intensity	Regular School Day: Guidance Counselor/AIS Specialists/Department Chair meet with students, makes referrals as needed. Also refers students to IST/RTI. Before/After School: As Needed Summer: Summer School	4-6 times per year As needed As needed
Moderate Intensity	Regular School Day: Classroom Teacher/Guidance Counselor/AIS Specialists/Department Chair meet with students, makes referrals as needed. Also refer students to IST/RTI Before/After School: As needed Summer: Summer School	Quarterly As needed As needed
Low Intensity	Regular School Day: Classroom Teacher/Guidance Counselor/Social Studies Dept. Chair/AIS Specialists review report cards Before/After School: As needed Summer: Summer School	Quarterly As needed As needed