

**ACADEMIC INTERVENTION SERVICES DESCRIPTION: 2018-2020**  
**(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
<p><b>State Assessment:</b> <b>NYS Grade 3-6 ELA and Math</b> <b>NYS Grade 4 Science</b></p> <p>Grade 3-6: i-Ready Final Diagnostic (previous year) Grade 3-6: i-Ready Initial Diagnostic (new student)</p>	<p>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</p> <p style="text-align: center;"><b>and</b></p> <p>1 or more year(s) below grade level</p>	<p>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</p> <p style="text-align: center;"><b>or</b></p> <p>Score on or above grade level</p>
<p>No current NYS Assessment</p> <p>Grade 3-6: i-Ready Final Diagnostic (previous year) Grade 3-6: i-Ready Initial Diagnostic (new student)</p>	<p>Previous NYS score; historical data; grade retention;</p> <p style="text-align: center;"><b>and</b></p> <p>1 or more year(s) below grade level</p>	<p>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 Language Arts (ELA) or Mathematics state assessment or Science state assessment</p> <p style="text-align: center;"><b>or</b></p> <p>Score on or above grade level</p>

Assessments/Tests of Technical Quality  • Sources of Evidence	Standardized Tests – Norm and/or Criterion referenced	Level 3 and 4 on NYS Assessments Grades 3-6
	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	
Classroom Performance	Response to Intervention Report card grades Performance/Academic rubrics/Growth Assessments	At or above grade level teacher concurs

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:**

<b>High Intensity:</b>	<b>ELA 4-6</b>	Scoring at Level 1 on Grades 3-5 NYS Assessments <b>and</b> i-Ready Diagnostic (scoring 2 or more years below grade level)
	<b>ELA 3 ELA 4-6 (refusals or no NYS score)</b>	Historical data <b>and</b> i-Ready Diagnostic (2 or more years below grade level)
	<b>Math 4-6</b>	Scoring at Level 1 on Grades 3-5 NYS Assessments <b>and</b> i-Ready Diagnostic (scoring 2 or more years below grade level)
	<b>Math 3 Math 4-6 (refusals or no NYS score)</b>	Historical data <b>and</b> i-Ready Diagnostic (2 or more years below grade level)
	<b>Science</b>	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**

Historical data **and** i-Ready Diagnostic (1 year below grade **ELA 4-6 (refusals or no NYS score)** level)

**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**

Historical data **and** i-Ready Diagnostic (1 year below grade **Math 4-6 (refusals or no NYS score)** level)

**Science**

Scoring at Level 2 on the grade 4 Science Assessment

**Low Intensity:**

Tier I RTI intervention will replace the Low Intensity

**Criteria for Identifying High, Medium, and Low Intensity AIS**

<b>Identification Measures</b>	<b>Student Performance Results</b>	<b>High</b>	<b>Medium</b>
<b>i-Ready</b>	<b>Current cut-off scores determined Curriculum Assoc.</b>		
<b>NYS Assessments 3-6</b> <ul style="list-style-type: none"> <li>• <b>Math 3</b></li> <li>• <b>Math 4</b></li> <li>• <b>Math 5</b></li>   <li>• <b>ELA 3</b></li> <li>• <b>ELA 4</b></li> <li>• <b>ELA 5</b></li> </ul>	<b>Levels 1, 2, 3</b>	<b>Level 1</b>	<b>Level 2 up to NYS cut-off</b>
<b>Science Grade 4</b>	<b>Levels 1 and 2</b>	<b>1</b>	<b>2</b>
<b>UCSD Response to Intervention (RTI) Plan</b>	<b>Below Proficiency Level on 2 or more foundational skill from the initial diagnostic</b>	<b>More than 1 grade level below</b>	<b>1 grade level below</b>
<b>Instructional Support Team</b>	<b>Evidence of Student Data RTI Edge</b>	<b>Report card grades Performance/Academic rubric Growth Assessments</b>	

**I c. AIS Student Support Services**

<b>Multiple Measure(s)</b>	<b>Criteria To Determine AIS Need</b>	<b>Criteria To Discontinue AIS</b>
<b>Developmental Measures</b>	<b>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).</b>	<b>Instructional Support Team determines improvement</b>
<b>Diagnostic Screening</b>	<b>Physical exam; hearing vision; Social Worker involvement if handicapped condition suspected</b>	<b>If intervention is successful and scores increase, IST will evaluate.</b>
<b>Psychological Testing:</b> <ul style="list-style-type: none"> <li>• Sources of Evidence</li> </ul>	<b>Disaffected</b>	
<b>Reports:</b>		
<ul style="list-style-type: none"> <li>• Discipline</li> </ul>	<b>Suspensions, bus reports, insubordinate behavior</b>	<b>If behavior and class work improves, IST determines improvement and release</b>
<b>Student Records:</b>	<b>- Contents of applicable student records</b>	<b>N/A</b>
<ul style="list-style-type: none"> <li>• Attendance</li> </ul>	<b>- Social Worker/Attendance Teacher</b>	<b>If attendance and mobility improve, IST determines improvement and release.</b>
<ul style="list-style-type: none"> <li>• Transfer</li> </ul>	<b>- Intervention - increase in mobility tracked</b>	

**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.

**II a. Academic Intervention Services - Instructional Support**

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

**II b. Academic Intervention Services - Student Support**

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

**ACADEMIC INTERVENTION SERVICES DESCRIPTION: 2018-2020  
(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
<b>State Assessment:</b> <b>NYS Grade 6-ELA</b>  <b>Grades 6-8 iReady Final Diagnostic (previous year)</b> <b>Grades 6-8:iReady Initial Diagnostic(New student)</b>	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  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 6-8 English Language Arts (ELA) or Science State assessment  or  Score on or above grade level
<b>No Current NYS Assessment</b>  <b>Grades 6-8 iReady Final Diagnostic (previous year)</b> <b>Grades 6-8:iReady Initial Diagnostic(New student)</b>	Previous NYS score; historical data; grade retention;  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 6-8 English Language Arts (ELA) or Science state assessment  or  Score on or above grade level
<b>Developmental Measures</b>	<b>Physical, emotional dysfunction/delay/ language barrier</b>	<b>Instructional Support Team with teacher recommendation</b>
<b>Tests of Technical Quality</b>	<b>Standardized Tests - Norm and/or Criterion referenced</b>	

<b>Sources of Evidence</b>	<b>Grades 3-8 NYS Assessment RTI Process Results i-Ready Student IEP Report card grades Universal/Formative Assessments</b>	<b>Above NYS cut-off or Level 3 and 4 Grade Level Performance</b>
<b>Classroom Performance</b>	<ul style="list-style-type: none"> <li>• <b>Universal/Formative Assessments</b></li> <li>• <b>Close Reads</b></li> <li>• <b>Report card grades</b></li> <li>• <b>Teacher observation</b></li> <li>• <b>Performance/Academic rubrics</b></li> </ul>	<b>At or above grade level with teacher recommendation</b>
<b>Reports/Grades</b>	<b>Multiple course failures Grade Retention</b>	<b>Passing grades</b>
<b>Student Records</b>	<b>Attendance/Tardies</b>	<b>Attends class regularly</b>

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

<b>High Intensity:</b>	<b>ELA 7-8</b>	Scoring at Level 1 on Grades 6-8 NYS Assessments <b>and</b> i-Ready Diagnostic (scoring 2 or more years below grade level)
	<b>ELA 7-8 (refusals or no NYS score)</b>	Historical data <b>and</b> i-Ready Diagnostic (2 or more years below grade level)
	<b>Science</b>	Scoring at Level 1 on the grade 4 or 8 Science Assessment
<b>Moderate Intensity:</b>	<b>ELA 7-8</b>	Scoring at Level 2 through the Median scale score on Grades 6-8 NYS Assessments <b>and</b> i-Ready Diagnostic (scoring 1 year below grade level)
	<b>ELA 7-8 (refusals or no NYS score)</b>	Historical data <b>and</b> i-Ready Diagnostic (1 year below grade level)
	<b>Science</b>	Scoring at Level 2 on the grade 4 or 8 Science Assessment



**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	<ul style="list-style-type: none"> <li>• Instructional Support Team may recommend intervention</li> <li>• RTI</li> <li>• 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)</li> </ul>	AIS Specialist/Classroom Teacher/ Instructional Support Team may determine improvement
Diagnostic Screening	Physical exam, hearing, vision	Successful Intervention Improved scores – Level 3-4 IST recommendation
Psychological Testing	Social Worker involvement if handicapped condition suspected	
Sources of Evidence	At risk students: social, emotional behavioral concerns	
Reports	Student's Permanent Records	
Discipline	Student's Permanent Records	AIS Specialist/Classroom Teacher/IST Determine improvement and release
Attendance	Social Worker/Attendance Teacher	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 Need:** Exhibits behaviors regularly that severely interfere with academic progress.

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

**II a. Academic Intervention Services - Instructional Support**

	Description of Services	Level Factors: Frequency/Duration/Individualization
<b>High Intensity</b>	<b>Regular School Day: Enrollment in an AIS course taught by certified teachers</b>	<b>Approximately 37 minutes up to 5 times in a two-week period: Small group</b>
	<b>Before/After School: Supplemental Instruction</b>	<b>Approximately 60 minutes up to 2 times per week per content area: Small group Extended school day 45-60 minutes 1 to 2 times per week Small group</b>
	<b>Summer: BOCES Summer School</b>	<b>Approximately 37 minutes up to 5 times in a two-week period: Small group</b>
<b>Moderate Intensity</b>	<b>Regular School Day: Enrollment in an AIS course taught by certified teachers</b>	<b>Approximately 37 minutes up to 5 times in a two-week period Small group</b>
	<b>Before/After School: Supplemental Instruction</b>	<b>Approximately 30 minutes up to 3 times per week per content area: Small group Extended school day 45-60 minutes 1 to 2 times per week Small group</b>
	<b>Before/After School: Supplemental Instruction</b>	<b>Approximately 30 minutes as needed per content area: Small group</b>

**II b. Academic Intervention Services – Student Support**

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

**ACADEMIC INTERVENTION SERVICES DESCRIPTION: 2018-2020**  
**(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?  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
<b>State Assessment: NYS Math Grades 6-8</b>  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  <p align="center"><b>and</b></p> 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 6-8 Mathematics state assessment  <p align="center"><b>or</b></p> Score on or above grade level
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;  <p align="center"><b>and</b></p> 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 6-8 Mathematics state assessment  <p align="center"><b>or</b></p> Score on or above grade level
<b>Developmental Measures</b>	<b>Physical, emotional dysfunction/language barrier/delay</b>	<b>Instructional Support Team determines with Teacher recommendations</b>
<b>Tests of Technical Quality</b>	<b>Standardized Tests - Norm and/or Criterion referenced</b>	
<b>Sources of Evidence</b>	<b>State Assessment Grades 3-8            RTI Process/Results            i-Ready            Report Cards            Universal/formative assessments</b>	<b>Above NYS cut-off or Level 3 and 4            Grade level performance</b>

<b>Classroom Performance</b>	<ul style="list-style-type: none"> <li>• Formative Assessments/Universal Assessments</li> <li>• Close Reads</li> <li>• Report card grades</li> <li>• Teacher observation</li> <li>• Performance/Academic rubrics</li> </ul>	At or above grade level Teacher concurs
<b>Reports/Grades</b>	Multiple course failures Grade Retention	Passing grades
<b>Student Records</b>	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.

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

<b>Multiple Measure(s)</b>	<b>Criteria To Determine AIS Need</b>	<b>Criteria To Discontinue AIS</b>
<b>Developmental Measures</b>	<ul style="list-style-type: none"> <li>• Instructional Support Team may recommend intervention</li> <li>• RTI</li> <li>• 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)</li> </ul>	AIS Specialist/Classroom Teacher/ Instructional Support Team determines improvement
<b>Diagnostic Screening</b>	Physical exam, hearing, vision Social Worker involvement if handicapped condition suspected	Successful Intervention Improved scores – Level 3-4 IST recommendation
<b>Psychological Testing</b>		
<b>Sources of Evidence</b>	Disaffected/at risk students: social, emotional behavioral concerns	Successful Intervention Improved scores – Level 3-4 IST recommendation
<b>Reports</b>	Student’s permanent records	
<b>Discipline</b>	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)

**II a. Academic Intervention Services - Instructional Support**

	Description of Services	Intensity Factors: Frequency/Duration/Individualization
<b>High Intensity</b>	<b>Regular School Day: Enrollment in Math Lab taught by Math Teacher; Computer Assisted Instruction from Math TA under the supervision of a certified teacher</b>	<b>Approximately 37 minutes up to 5 times in a two-week period; Small group</b>
	<b>Before/After School: Supplemental Instruction</b>	<b>Extended School Day approximately 45-60 minutes 1 – 2 times per week; Small Group</b>
	<b>Summer: BOCES Summer School</b>	<b>Approximately 37 minutes up to 5 times in a two-week period; Small group</b>
<b>Moderate Intensity</b>	<b>Regular School Day: Enrollment in Math Lab taught by Math Teacher; CAI instruction from Math TA under the supervision of a certified teacher</b>	<b>Approximately 37 minutes up to 5 times in a two-week period; Small group</b>
	<b>Before/After School: Supplemental Instruction</b>	<b>Extended School Day approximately 45-60 minutes as needed; Small Group</b>

**II b. Academic Intervention Services - Student Support**

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

**ACADEMIC INTERVENTION SERVICES DESCRIPTION: 2018-2020**  
**(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 Failing scores on Regents Competency Test in Reading and Writing (RCT) (IEP/504) (only cohorts ≤ 2010)	Scores greater than or equal to 65 on the Regents Examination in English Language Arts Passing English course grade – C (75) or above Passing scores Regents Competency Test in Reading and Writing (RCT) (IEP/504) only cohorts ≤ 2010 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 English Language Arts (Common Core) Regents Exam 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 English Language Arts (Common Core) Regents Exam Scoring below the NYS medium scale score between a Level 2 and Level 3 on Grade 8 ELA Assessments
Sources of Evidence	Grade 8 ELA, ELA Regents Exam and/or Regents Competency Test in Reading and Writing (RCT) (IEP/504) (only cohorts ≤ 2010) 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 English Language Arts (Common Core) Regents Exam Passing English course grades – C(75) or above Passing scores on Regents Competency Test in Reading and Writing (RCT) (IEP/504) only cohorts ≤ 2010)

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

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

**High Intensity Need:**

**Failing score on Reading/Writing RCT (only cohorts ≤ 2010)  
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 or English Language Arts (Common Core) Regents Exam  
Absence of NYS scores (students enrolling from other states/districts/countries, refusal to take NYS 8<sup>th</sup> Grade ELA Assessment)  
One or more years below grade level, from Grade 8, i-Ready Intervention Screener Report**

**Moderate Intensity Need:**

**Scoring at Level 2 on Grade 8 ELA 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)  
Regents Examination in English Language Arts or English Language Arts (Common Core) Regents Exam  
Absence of NYS scores (students enrolling from other states/districts/countries, refusal to take NYS 8<sup>th</sup> Grade ELA Assessment)  
One or more years below grade level, from Grade 8, i-Ready Intervention Screener Report**

**Low Intensity Need:  
(monitor)**

**Scoring at mid-Level 2 - low Level 3 on Grade 8 ELA 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)  
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 or English Language Arts (Common Core) Regents Exam
Sources of Evidence	Student IEP/504 Plan Report Cards Disaffected, at risk	Passing grades in English course– C (75) or above 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 or English Language Arts (Common Core) Regents Exam 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
<b>High Intensity</b>  <b>Diploma Factors</b>	<b>Regular School Day:</b> Enrollment in English Regents Prep class (LA 11, LA 12). Taught by teacher certified in English.	Approximately 37 minutes 3 – 5 times per week in a two-week period Small Group
	<b>Before/After School:</b> Tutorial/Extended Day Classes SINI programs, Night School, CAI	Approximately 45-60 minutes 2-3 times per week
	<b>Summer:</b> Summer School when failed English course and/or Regents Examination in English Language Arts or English Language Arts (Common Core) Regents Exam	
<b>Moderate Intensity</b>  <b>Diploma Factors</b>	<b>Regular School Day:</b> Enrollment in English AIS class taught by teacher certified in English.	Approximately 37 minutes 2-3 times in a one-week period Small Group
	<b>Before/After School:</b> Tutorial/Extended Day Classes (LA 9, LA 10) SINI programs, Night School, CAI	Approximately 45-60 minutes up to 2 times per week Small group
	<b>Summer:</b> Summer School when failed English course and/or Regents Examination in English Language Arts or English Language Arts (Common Core) Regents Exam	
<b>Low Intensity</b>  <b>Diploma Factors</b>	<b>Regular School Day:</b> AIS Specialist/English Department Chair/ Classroom Teacher monitor student progress	Bi-weekly
	<b>Before/After School:</b> Tutorial/Extended Day Classes	Approximately 45-60 minutes as needed Small Group
	<b>Summer:</b> Summer School when failed English course and/or Regents Examination in English Language Arts or English Language Arts (Common Core) Regents Exam	

**II b. Academic Intervention Services - Student Support**

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

**ACADEMIC INTERVENTION SERVICES DESCRIPTION: 2018-2020**  
**(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?  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	<p>All students performing below the NYS median scale score between a Level 2 /partially proficient and a Level 3/proficient on a Grade 8 Math Assessment</p> <p>Failing scores on Integrated Algebra Regents Exam or Algebra I (Common Core) Regents Exam</p> <p>Absence of prior test scores</p> <p>Failing scores on Regents Competency Test in Mathematics (RCT) (IEP/504) (only cohorts ≤ 2010)</p>	<p>Scores greater than or equal to 65 (Regents Diploma) on Integrated Algebra Regents or Algebra I (Common Core) Regents Exam or Algebra I Regents Exam</p> <p>Passing math course grades of C (75) or above</p> <p>Passing scores on Regents Competency Test in Mathematics (RCT) (IEP/504) (only cohorts ≤ 2010)</p> <p>Passing score on Integrated Algebra Regents Exam or Algebra I (Common Core) Regents Exam or Algebra I Regents Exam</p>
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	<p>Score at or above the NYS median scale score between a Level 2 /partially proficient and a Level 3/proficient on a Grade 8 (8<sup>th</sup> Grade Math Assessment)</p> <p>Passed (≥ 65) the Integrated Algebra Regents Exam or Algebra I (Common Core) Regents Exam or Algebra I Regents Exam</p>
Sources of Evidence	<p>Grade 8 Math Assessment</p> <p>Integrated Algebra Regents Exam, or Algebra I (Common Core) Regents Exam, or Regents Competency Test in Mathematics (RCT) (IEP/504) (only cohorts ≤ 2010)</p> <p>Benchmark Assessments</p> <p>Report Cards</p> <p>Student IEP/504 Plan</p> <p>Grade 8 i-Ready Intervention Screener</p> <p>Transcript History</p>	<p>Scores greater than or equal to 65 on Integrated Algebra Regents or Algebra I (Common Core) Regents Exam or Algebra I Regents Exam</p> <p>Passing math course grades of C (75) or above</p> <p>Passing scores on Regents Competency Test in Mathematics (RCT) (IEP/504) (only cohorts ≤ 2010)</p>

<b>Classroom Performance</b>	<b>Report Card grades/content area failures for multiple years, decrease in grades, struggling with content Performance/Academic rubrics Teacher Observation</b>	<b>Passing math course grades of C (75) or above Teacher recommendation</b>
<b>Reports/Grades</b>	<b>Math course history and failures</b>	<b>Passing math course grades of C (75) or above</b>
<b>Student Records</b>	<b>Attendance/Mobility history</b>	<b>Attends class regularly</b>

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

**High Intensity Need:**

**Failing score on Math RCT (only cohorts  $\leq$  2010)  
 Ungraded Student – scoring at Level 1 on level tested according to age chart (scale to be determined by State)  
 Failing scores on Integrated Algebra Regents Exam or Algebra I (Common Core) Regents Exam or Algebra I Regents Exam  
 Absence of NYS scores (students enrolling from other states/districts/countries, refusal to take NYS 8<sup>th</sup> 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 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 Integrated Algebra Regents Exam or Algebra I (Common Core) Regents Exam or Algebra I Regents Exam  
 Absence of NYS scores (students enrolling from other states/districts/countries, refusal to take NYS 8<sup>th</sup> Grade Math Assessment)  
 One or more years above grade level, from Grade 8, i-Ready Intervention Screener Report**

**Low Intensity Need:  
 (monitor)**

**Scoring at low – mid Level 3 on 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)  
 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)

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

**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**

	<b>Description of Services</b>	<b>Intensity Factors: Frequency/Duration/Individualization</b>
<b>High Intensity</b>	<b>Regular School Day: Enrollment in Algebra Regents Prep Class taught by certified Mathematics Teacher</b>	<b>Approximately 37 minutes 2-3 times per week</b>
	<b>Before/After School: Tutoring and Extended Day Classes, SINI programs, Night School, CAI</b>	<b>Approximately 45-60 minutes 2-3 times per week</b>
	<b>Summer: Summer School when failed math course and/or Integrated Algebra Regents Exam or Algebra I (Common Core) Regents Exam or Algebra I Regents Exam</b>	<b>As needed for Math course failures, Integrated Algebra Regents Exam failures, or Algebra I (Common Core) Regents Exam failures or Algebra I Regents Exam</b>
<b>Moderate Intensity</b>	<b>Regular School Day: Enrollment in Math Lab taught by certified Mathematics Teacher</b>	<b>Approximately 37 minutes 2 -3 times per week</b>
	<b>Before/After School: Tutorial/Extended-Day Classes SINI programs, Night School, CAI</b>	<b>Approximately 45-60 minutes up to 2 times per week</b>
	<b>Summer: Summer School when failed math course and/or Integrated Algebra Regents Exam or Algebra I (Common Core) Regents Exam or Algebra I Regents Exam</b>	<b>As needed for Math course failures, Integrated Algebra Regents Exam failures, or Algebra I (Common Core) Regents Exam failures or Algebra I Regents Exam</b>
<b>Low Intensity</b>	<b>Regular School Day: AIS Specialist/ Math Dept. Chair/Classroom Teacher monitor student progress</b>	<b>Quarterly monitoring and assistance as needed; If necessary, re-entering AIS Math Labs</b>
	<b>Before/After School: Tutorial/Extended-Day classes</b>	<b>As needed</b>
	<b>Summer: Summer School when failed math course and/or Integrated Algebra Regents Exam or Algebra I (Common Core) Regents Exam or Algebra I Regents Exam</b>	<b>As needed for Math course failures, Integrated Algebra Regents Exam failures, or Algebra I (Common Core) Regents Exam failures or Algebra I Regents Exam</b>

**II b. Academic Intervention Services - Student Support**

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



**ACADEMIC INTERVENTION SERVICES DESCRIPTION: 2018-2020**  
**(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?  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 Failing scores on Regents Competency Test in Science (RCT) (IEP/504) (only cohorts ≤ 2010)	Scores greater than or equal to 65 (Regents Diploma) on the Living Environment Regents Passing score on Regents Competency Test in Science (RCT) (IEP/504) (only cohorts ≤ 2010)
Developmental Measures	Physical, emotional dysfunction; Language barrier	Passing score (≥ 65) on Living Environment Regents Exam Passing score on Regents Competency Test in Science (RCT) (IEP/504) (only cohorts ≤ 2010) 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 Science RCT (IEP/504) (only cohorts ≤ 2010) 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 score on Regents Competency Test in Science (RCT) (IEP/504) (only cohorts ≤ 2010) Passing science course with 65 or above
Classroom Performance	Report Card grades/content area failures for multiple years Teacher observation Performance/Academic rubrics	Passing science course grades of 65 or above Teacher recommendation
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)  
 Failing scores on Science RCT (IEP/504) (only cohorts ≤ 2010)  
 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**

<b>Multiple Measure(s)</b>	<b>Criteria To Determine AIS Need</b>	<b>Criteria To Discontinue AIS</b>
<b>Developmental Measures</b>	<b>Guidance Counselor/AIS Specialist/Classroom Teacher Instructional Support Team may recommend intervention (RTI Plan)</b>	<b>Guidance Counselor/AIS Specialist/Classroom Teacher/Instructional Support Team determines improvement</b>
<b>Diagnostic Screening</b>	<b>Physical exam, hearing, vision OT/PT/Speech staff involvement if handicapped condition suspected Evaluations recorded on IEPs</b>	<b>Successful intervention Passing score (≥ 65) on Living Environment Regents or passing score on RCT in Science (IEP/504) (only cohorts ≤ 2010) RTI plan followed (Guidance Counselor/AIS Specialist/Department Chair/Classroom Teacher will evaluate)</b>
<b>Psychological Testing</b>		
<b>Sources of Evidence</b>	<b>Disaffected, at risk Student IEP/504 Plan Report Cards</b>	<b>If behavior and class work improves, Principal/Guidance Counselor/AIS Specialist/Department Chair/Classroom Teacher determine improvement and release</b>
<b>Reports</b>	<b>Student reports as needed</b>	
<b>Discipline</b>	<b>Student’s permanent records</b>	
<b>Attendance</b>	<b>Attendance officers/Guidance Counselor</b>	<b>IST/RTI determines stabilization as a factor for release</b>
<b>High Mobility Students</b>	<b>Intervention – at risk students</b>	

**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
<b>High Intensity</b>	<b>Regular School Day:</b> Enrollment in Living Environment Prep class taught by teacher certified in science	<b>Approximately 37 minutes 2-3 times weekly Small Group</b>
	<b>Before/After School:</b> Tutoring/Extended Day Classes, SINI programs, Night School, CAI	<b>Approximately 60 minutes 2-3 times per week</b>
	<b>Summer:</b> Summer School when failed science course and/or Living Environment Regents	
<b>Moderate Intensity</b>	<b>Regular School Day:</b> Enrollment in Living Environment Prep class taught by teacher certified in science	<b>Approximately 37 minutes 1-2 times in a one-week period Small Group</b>
	<b>Before/After School:</b> Tutorial/Extended-Day Classes, SINI programs, Night School, CAI	<b>Approximately 60 minutes 2 times per week Small Group</b>
	<b>Summer:</b> Summer School when failed science course and/or Living Environment Regents	
<b>Low Intensity</b>	<b>Regular School Day:</b> AIS Specialist/ Science Department Head/Classroom Teacher monitor student progress	<b>Bi-weekly</b>
	<b>Before/After School:</b> Tutorial/Extended-Day classes	<b>Approximately 45-60 minutes as needed Small Group</b>
	<b>Summer:</b> Summer School when failed science course and/or Living Environment Regents	

**II b. Academic Intervention Services - Student Support**

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

**ACADEMIC INTERVENTION SERVICES DESCRIPTION: 2018-2020**  
**(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?  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 and/or US History & Government Regents Exam Absence of prior test scores Failing scores on Regents Competency Test in Global Studies and/or US History & Government (RCT) (IEP/504) (only cohorts ≤ 2010)	Scores greater than or equal to 65 on Global History & Geography Regents Exam <u>AND</u> US History & Government Regents Exam Passing score on Regents Competency Test in Global Studies and US History & Government (RCT) (IEP/504) (only cohorts ≤ 2010)
Developmental Measures	Physical, emotional dysfunction; Language barrier	Passing score (≥ 65) on Global History & Geography Regents <u>AND</u> the US History & Government Regents Exams Passing score on Regents Competency Test in Global Studies and US History & Government (RCT) (IEP/504) (only cohorts ≤ 2010) 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 <u>AND</u> US History & Government Regents Exam
Sources of Evidence	Global History & Geography Regents Exam US History & Government Regents Exam Regents Competency Test in Global Studies and US History & Government (RCT) (IEP/504) (only cohorts ≤ 2010) Benchmark Assessments Report Cards Student IEP/504 Plan	Scores greater than or equal to 65 on Global History & Geography Regents <u>AND</u> US History & Government Regents Exams Passing Social Studies course grades of 65 or above Passing score on Regents Competency Test in Science (RCT) (IEP/504) (only cohorts ≤ 2010)
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
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**I b. Description of Need – Based on Multiple Measures and Evidence/Related Criteria:**

**High Intensity Need:**

Failing scores on Global History & Geography Regents Exam and/or US History & Government Regents Exam  
 Failing scores on RCT in Global Studies and/or RCT in US History & Government (IEP/504) (only cohorts ≤ 2010)  
 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 Evaluations recorded on IEPs	Successful intervention Passing scores (≥ 65) on Global History & Geography Regents Exam <u>AND</u> US History & Government Regents Exam
Psychological Testing		Passing scores on RCT in Global Studies and RCT in US History & Government (IEP/504) (only cohorts ≤ 2010) 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	Successful intervention Passing scores (≥ 65) on Global History & Geography Regents Exam <u>AND</u> US History & Government Regents Exam Passing scores on RCT in Global Studies and RCT in US History & Government (IEP/504) (only cohorts ≤ 2010) 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 <u>AND</u> US History & Government Regents Exam Passing scores on RCT in Global Studies and RCT in US History & Government (IEP/504) (only cohorts ≤ 2010) 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	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	Intensity Factors: Frequency/Duration/Individualization
<b>High Intensity</b>	<b>Regular School Day: Enrollment in Global Regents Prep class and/or US History Prep class taught by certified Social Studies teacher</b>	<b>Approximately 37 minutes 2-3 times weekly Small Group</b>
	<b>Before/After School: Tutoring/Extended Day Classes, SINI programs, Night School, CAI</b>	<b>Approximately 60 minutes 2-3 times per week</b>
	<b>Summer: Summer School when failed Social Studies course and/or failed Global History &amp; Geography Regents Exam/US History &amp; Government Regents Exam</b>	
<b>Moderate Intensity</b>	<b>Regular School Day: Enrollment in Global Regents Prep class and/or US History Prep class taught by certified Social Studies teacher</b>	<b>Approximately 37 minutes 1-2 times weekly Small Group</b>
	<b>Before/After School: Tutorial/Extended-Day Classes, SINI programs, Night School, CAI</b>	<b>Approximately 60 minutes up to 2 times per week Small Group</b>
	<b>Summer: Summer School when failed Social Studies course and/or failed Global History &amp; Geography Regents Exam/US History &amp; Government Regents Exam</b>	
<b>Low Intensity</b>	<b>Regular School Day: AIS Specialist/Social Studies Department Head/Classroom Teacher/Guidance Counselor monitor student progress</b>	<b>Bi-weekly</b>
	<b>Before/After School: Tutorial/Extended-Day classes</b>	<b>Approximately 45-60 minutes as needed Small Group</b>
	<b>Summer: Summer School when failed Social Studies course and/or failed Global History &amp; Geography Regents Exam/US History &amp; Government Regents Exam</b>	

**II b. Academic Intervention Services - Student Support**

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