# New Hartford Central School District
# Academic Intervention Services Plan

## 2026-2027

# ACADEMIC INTERVENTION SERVICES

In July, 1999, the New York State Board of Regents adopted revisions to Part 100 of the Commissioner's Regulations to align regulations with new policy relating to standards, assessments and graduation requirements. Section 100.2 (ee) requires school districts to provide academic intervention services to students who score below the state-designated performance level on state assessments and/or who are at risk of not achieving the state learning standards. In July, 2016, the Board of Regents amended Part 100.2 regarding the methodology by which school districts identify students in grades 3-8 to receive Academic Intervention Services (AIS).

## Definition of Academic Intervention Services

Academic Intervention Services are those services designed to help students achieve the learning standards in English Language Arts and mathematics in grades K-12 and social studies and science in grades 4-12. These services include two components:

1. additional instruction that supplements the general curriculum (regular classroom instruction); and/or

2. student support services needed to address barriers to improved academic performance. These support services could include, but are not limited to, the following:
    - guidance services
    - counseling services
    - study skills enhancement
    - assessments
    - diagnostic screening for vision, learning and physical difficulties
    - services to improve attendance
    - coordination of services provided by agencies

Several scheduling options are available to the school districts for the purpose of providing academic intervention services. Such options include, but are not limited to, the following:

- extended school day, i.e. beyond the regular school day and/or school year
- extra periods/time during the school day (i.e. utilization of study halls)
- before-school sessions
- after-school sessions
- summer school
- evening sessions

Student support services must commence no later than the beginning of the semester following a determination that a student needs such services.

The provision of academic services shall continue until a student's performance:

- meets or exceeds the state designated performance level on the next state assessments; or
- is shown likely to meet or exceed the state designated performance level on the next state assessment through achievement on the district-selected instruments.

**Eligibility for Academic Intervention Services**

Students eligible for AIS, including those with disabilities and/or limited English proficiency, are:

- those who score below the designated performance levels on elementary, intermediate and commencement-level state assessments in English language arts, mathematics, social studies and science; and/or
- students who are limited English proficient and do not meet performance standards in English; and/or
- students enrolled in a bilingual program who do not meet performance standards in their native language.

**Parental Notification and Involvement**

The parent(s) or the person(s) in parental relation to the student must be notified in writing, by the building principal, that his/her child will be receiving academic intervention services. Such notice must be provided in English and translated, when appropriate, into a parent's native language.

The written notification must include the following:

- a summary of the academic services to be provided
- the reason the student needs such services
- the consequences of not achieving the expected performance levels

Written parental notification shall also be provided, by the principal, when academic intervention services will be discontinued. The written notification shall include the following:

- the criteria for ending service
- the performance levels obtained on district-selected assessments, if appropriate; and
- be translated, where appropriate, into the native language of the parent(s)

Districts are required to provide ongoing communication to the parent(s) or person(s) in parental relation to the student receiving academic intervention services. The parent(s) shall be provided an opportunity to consult with the student's regular classroom teacher(s) and other staff providing academic intervention services, at least once per semester. Parents shall also be provided with reports on the student's progress at least once each quarter.

**Academic Intervention Services (AIS) in Reading/ELA**
**Placement/Exit Criteria Grades K – 6**

**Kindergarten:**

- Kindergarten students will receive AIS Reading services if their composite score on the Mid-year (MOY) DIBELS benchmark is at the 20th percentile (district) or below.

**Description of Services for Kindergarten:** Reading/ELA small-group intervention will be provided by an AIS Reading teacher ***in addition*** to the interventions provided by the classroom teacher. Students will receive services a minimum of 3 times per 6-day cycle.

**Kindergarten Exit Criteria:** Kindergarten students will exit AIS Reading services in September of first grade if they have met grade-level proficiency.

**Grades 1-6:**
Students in grades 1-6 **will be considered** for AIS Reading in the fall of the current school year if they score:

- Well Below Benchmark according to the DIBELS Benchmark Assessment Composite score (indicated by RED) on **both** the previous school year's End Of Year (EOY) test and the current school year's Beginning Of Year (BOY) test

  **OR** they will be considered if they score:

- a combination of one Well Below Benchmark DIBELS composite score (RED) and one Below Benchmark DIBELS composite score (YELLOW) from the previous school year's EOY test or the current school year's BOY test
  **AND**
  an overall EOY iReady Diagnostic score which falls at the percentile rankings according to the *iReady Reading Difficulty Indicator (iRDI)*:
  - grade K - 35% and below
  - grade 1 - 35% and below
  - grades 2-6 as listed on most recent *iRDI* chart

  **OR** they will be considered if they score:

- Below the 30th percentile **(national norm)** on the previous school year's EOY DIBELS composite score. (Students who score At Benchmark (indicated by GREEN) on either the previous year's EOY composite or the current year's BOY composite will not be considered for initial AIS services. These students may be considered during the year if they meet the AIS criteria below.)

Students in grades 1-6 will be ***considered*** for AIS Reading during the school year if they perform as follows on **at least two** of these measures:

- Most recent DIBELS composite score Below Benchmark or Well Below Benchmark (as

indicated by YELLOW or RED)
- Student is not responding to classroom intervention as shown by intervention documentation and DIBELS progress-monitoring
- Most recent iReady Diagnostic overall score which falls below the percentile rankings according to the *iReady Reading Difficulty Indicator (iRDI)*:
    - grade K - 20%
    - grade 1 - 20%
    - grades 2-6 as listed on most recent *iRDI* chart
- Below 70% on 2 out of 3 of the most recent Fundations Unit Retests
- Below benchmark on the previous year's New York State ELA Assessment

Classroom teachers should bring these students to CST for discussion and consideration. Classroom teachers will be asked to provide documentation of classroom interventions and progress-monitoring.

**New Students to New Hartford:**
If a new student was receiving AIS Reading services when they left their previous district, this will be taken into consideration along with the criteria below.

At the beginning of the school year:
New students will be given the iReady Reading Diagnostic and the DIBELS Benchmark Assessment during the BOY testing window. Students will be considered for AIS Reading services if they score:

- Well Below Benchmark (as indicated by RED) on the BOY DIBELS composite score

  AND

  an overall BOY iReady Diagnostic score which falls at the percentile rankings according to the *iReady Reading Difficulty Indicator (iRDI)*:
    - grade K - 35% and below
    - grade 1 - 35% and below
    - grades 2-6 as listed on most recent *iRDI* chart

During the year:
New students will be given the iReady Reading Diagnostic and the DIBELS Benchmark Assessment. Students will be considered for AIS Reading services if they score:

- Well Below Benchmark (as indicated by RED) on the most recent DIBELS composite score

  AND

  have an overall iReady Diagnostic score which falls below the percentile rankings for that time of year according to the *iReady Reading Difficulty Indicator (iRDI)*:
    - grade K - 20%
    - grade 1 - 20%
    - grades 2-6 as listed on most recent *iRDI* chart

**Description of Services:** Reading/ELA small-group intervention will be provided by an AIS Reading teacher ***in addition*** to the interventions provided by the classroom teacher. Students will receive services a *minimum* of 3 times per 6-day cycle.

**Exit Criteria**

**At the beginning of the school year:** If students who received AIS Reading at the end of the 2025-2026 school year don't meet the entrance criteria for AIS consideration after the Fall administration of the DIBELS assessment, they will be released from AIS services.

**DURING the school year:** Students will be considered for release from AIS services during the school year if they show significant growth on the following benchmark measures:

- DIBELS Benchmark Assessment
- iReady Diagnostic Assessment
- Fundations Unit Tests

This decision should be made by the AIS provider, classroom teacher, and principal as a team.

**Academic Intervention Services (AIS) in Math**
**Placement/Exit Criteria Grades K – 6**

**Kindergarten**:
All kindergarten students will be screened using the Kindergarten Numeracy Readiness Screener during the first 2-3 weeks of school in September to help target intervention support.
Students in these intervention groups, or other Kindergarten students, can be brought to CST for AIS consideration after the Topic 4 test has been given (approximately mid November) if they score at level 2 or below on at least 2 out of 3 topic tests (Topics 2-4).
Kindergarten intervention groups will transition to official AIS services at this point, if approved at CST.

**Description of Kindergarten Services:** Math small-group intervention, focusing on foundational skills, will be provided by an AIS Math teacher ***in addition to*** interventions provided by the classroom teacher.
Kindergarten students will receive services a minimum of 3 times per six-day cycle.

**Exit Criteria:** Kindergarten students may exit AIS services during the year if they score level 3 or above on three consecutive enVision Math topic tests.

**Grade 1:**
Students will be considered for AIS math in the **fall** of the current school year if they score:

- Level 2 or below on the previous grade level's enVision End of Year (EOY) test
  **AND** below a scale score of 350 on the previous school year's End of Year (EOY) iReady Math Diagnostic

  **OR**

- A combination of **one** of the above
  **AND** below basic or well below basic on the USNS (Universal Screeners for Number Sense) administered in September.

**Grade 2:**
Students will be considered for AIS math in the **fall** of the current school year if they score:

- Level 2 or below on the previous grade level's enVision End of Year (EOY) test
  **AND** below a scale score of 383 on the previous school year's End of Year (EOY) iReady Math Diagnostic

  **OR**

- A combination of **one** of the above
  **AND** below basic or well below basic on the USNS (Universal Screeners for Number Sense) administered in September.

**Grade 3:**

Students will be considered for AIS math in the **fall** of the current school year if they score:

- Level 2 or below on the previous grade level's enVision End of Year (EOY) test
  **AND** below a scale score of 416 on the previous school year's End of Year (EOY) iReady Math Diagnostic

  **OR**

- A combination of **one** of the above
  **AND** below basic or well below basic on the USNS (Universal Screeners for Number Sense) administered in September.

**Grade 4:**

Students will be considered for AIS math in the **fall** of the current school year if they score:

- Below level 2 on the previous grade level's enVision End of Year (EOY) test
  **AND** below a scale score of 440 on the previous school year's End of Year (EOY) iReady Math Diagnostic

  **OR**

- A combination of **one** of the above
  **AND** below basic or well below basic on the USNS (Universal Screeners for Number Sense) administered in September.

**Grade 5:**

Students will be considered for AIS math in the **fall** of the current school year if they score:

- Below level 2 on the previous grade level's enVision End of Year (EOY) test
  **AND** below a scale score of 457 on the previous school year's End of Year (EOY) iReady Math Diagnostic

  **OR**

- A combination of **one** of the above
  **AND** below basic or well below basic on the USNS (Universal Screeners for Number Sense) administered in September.

**Grade 6:**

Students will be considered for AIS math in the **fall** of the current school year if they score:

- Below level 2 on the previous grade level's enVision End of Year (EOY) test
  **AND** below a scale score of 468 on the previous school year's End of Year (EOY) iReady Math Diagnostic

  **OR**

- A combination of **one** of the above
  **AND** below basic or well below basic on the USNS (Universal Screeners for Number Sense) administered in September.

**Description of Services for Grades 1-6:** Math small-group intervention, focusing on foundational skills, will be provided by an AIS Math teacher ***in addition to*** interventions provided by the classroom teacher.
Students will receive services a minimum of 3 times per six-day cycle.

**Entrance into AIS Math during the school year:**

**Grades K - 3:** Throughout the year, if a student scores level 2 or below on three out of four consecutive enVision Math topic tests or below the percentile ranking according to the iReady Mathematics Difficulty Indicator Cut Score (iMDI) on the most recent iReady Diagnostic, the teacher may present the student's data to CST for possible placement in AIS Math.

**Grades 4-5:** Throughout the year, if a student scores below level 2 on three out of four consecutive enVision Math topic tests or below the percentile ranking according to the iReady Mathematics Difficulty Indicator Cut Score (iMDI) on the most recent iReady Diagnostic, the teacher may present the student's data to CST for possible placement in AIS Math.

**Grade 6:** Throughout the year, if a student scores below level 2 on two consecutive enVision Math tests or below the percentile ranking according to the iReady Mathematics Difficulty Indicator Cut Score (iMDI) on the most recent iReady Diagnostic, the teacher may present the student's data to CST for possible placement in AIS Math.

**New Students to New Hartford:**
If a new student was receiving AIS Math services when they left their previous district, this will be taken into consideration along with the criteria below.

At the beginning of the year:
New students will be given the iReady Math Diagnostic during the BOY testing window. If students score below the percentile ranking according to the iReady Mathematics Difficulty Indicator Cut Score (iMDI), the previous grade level's EOY enVision test will be given. Students who score level 2 or below (in grades K-3) or below level 2 (for grades 4-6) will be considered for AIS Math services.

During the year:
New students will be given the iReady Math Diagnostic. If students score below the percentile ranking according to the iReady Mathematics Difficulty Indicator Cut Score (iMDI) for that time of year, the previous grade level's EOY enVision test will be given. Students who score level 2 or below (in grades K-3) or below level 2 (for grades 4-6) will be considered for AIS Math services.

**AIS Math Monitoring:** AIS services may be reduced or eliminated when a student meets the exit criteria during the school year. The student will be monitored for a period of at least 6 weeks by the

AIS math provider and the classroom teacher. The duration of the monitoring period will be determined by the AIS provider, the classroom teacher, and the building principal. Parents will be notified by the AIS math provider when a student is being monitored.

If the student demonstrates need during the monitoring period, AIS math support will be reinstated, as determined by the AIS math provider, the classroom teacher, and the building principal. Students who do not demonstrate need for AIS math support while being monitored will be exited at the end of the monitoring period. Parents will be notified of any change in AIS math services, including exit from services, by the AIS math provider.

**Exit Criteria:** Students in grades 1-6 may exit during a semester if they score 3 or above on three consecutive enVision Math tests.

**Academic Intervention Services (AIS)**
**Placement/Exit Criteria Grades 7 - 9**

**Content Area(s): ELA & Math**

**ENTER**

- Based on NYS assessment for grades 6, 7, or 8:
- End of the year School Report Card
- Recommendation (where applicable)

**Students entering 7th grade that score a level 1 or 2 on the NYS Assessment**
Students will be placed in AIS if they meet the following criteria:

- End of the Year Report Card is a level 1 or 2

**Students entering 8th and 9th grade that score a 1 or (below the median score) level 2 on the NYS Assessment**
Students will be placed in AIS if they meet 2 out of the 3 criteria:

- Previous end of the year overall grade in subject area is below a 75
- Previous end of the year exam in subject area is below a 75
- Previous end of the year teacher recommendation

**Students entering 8th and 9th grade that score (above the median score) level 2 on the NYS Assessment**
Students will be placed in AIS if they meet all of the following criteria:

- Previous end of the year overall grade in subject area is below a 75
- Previous end of the year exam in subject area is below a 75
- Previous end of the year teacher recommendation

**EXIT**

- Student(s) who exit AIS will be monitored annually unless requested by student, parent or teacher.
- Each new school year will use the entrance criteria for placing students into AIS services.
- Teachers, parents, and students who would like consideration for a student to be removed from Academic Intervention Services during the school year must meet the following requirements:
  - ❏ Overall Average of 80% or above in related class
  - ❏ Benchmark/exam grade - 75% or above
  - ❏ Teacher recommendation

  - These considerations will be reviewed quarterly. Students must meet all minimum requirements to be exited from AIS.

- Any student who exits from an AIS placement during the school year will be placed on a monitoring status for the next quarter.

**Monitor Status**

- Students who are on a monitoring status must maintain a quarterly average of 80% in a related class or will be placed back into AIS.

**Appeal Process**

- A student or parent that wishes to appeal the AIS placement must do the following to be considered for monitor status:
    - ❏ Schedule meeting with principal and counselor
    - ❏ Develop contract for student to be monitored with specific guidelines

**Content Area(s): Science, Social Studies, Spanish**

**ENTER**

Teacher recommendation and final grades from previous year, discussed at end of year subject area meetings.

**EXIT**

Throughout the year: Placements will be reviewed quarterly with input from teacher, parent, student, and student performance.

**Academic Intervention Services (AIS)**
**Placement/Exit Criteria Grades 10-12**

**Content Area: ELA**

**ENTER**
Based on Final Exam and Final Course Grade in previous English Course **or** CST referral for AIS

ELA grade 10 & 11
Final Exam below 65 or Final Course Grade below 70 or CST referral → AIS class that provides additional instruction every other day during the semester ELA is scheduled.

ELA grade 12
ELA Regents Exam below 65 or CST referral → AIS class that provides additional instruction 1x in 4-day cycle.

**EXIT**
Throughout the semester based on AIS Teacher recommendation.
End of year: AIS Teacher recommendation and CST recommendation.

**Content Area: Social Studies**

**ENTER**
Based on Final Exam and Final Course Grade in previous Social Studies Course **or** CST referral for AIS

Global History 2
Final Global History 1 Exam below 65 or Final Course Grade below 70 or CST referral → AIS class that provides additional instruction every other day during the semester Global History 2 is scheduled.

US History
Regents Global History Exam below 65 or Final Course Grade below 70 or CST referral → AIS class that provides additional instruction every other day during the semester US History is scheduled.

Government and Economics
CST Referral for AIS → AIS class that provides additional instruction 1x in 4-day cycle.

**EXIT**
Throughout the semester based on AIS Teacher recommendation.
End of year: AIS Teacher recommendation and CST recommendation.

**Content Area: Living Environment**

**ENTER**
Based on Earth Science Regents Exam and Final Course Grade

Regents Earth Science Exam below 65 or Earth Science Final Course Grade below 65 → AIS class that provides additional instruction 1x in 4-day cycle the semester Living Environment is scheduled.

**EXIT**
Throughout the semester based on AIS Teacher recommendation.

**Content Area: Math (Algebra)**

**ENTER**
All students in Algebra Part 1 AIS receive push-in services from a certified teacher at a minimum of every other day.

**EXIT**
End of semester upon passing the course.

**Helpful Links**

**AIS: Questions and Answers**