

**Newark Central School District**

**Academic Intervention Services Plan**

**2021-2022**



***Every Student, Every Day***

## **Introduction:**

Academic intervention services are defined as additional instruction and/or student support services that supplement the instruction provided in the general curriculum and assist students who are at risk of not achieving the State Learning Standards. This additional support is provided utilizing a variety of strategies.

The following plan is intended to describe academic intervention services for students in the Newark Central School District in grades K-12.

In order to enable students to meet the criteria set by the New York State Learning Standards, the Newark Central School District provides academic intervention services (AIS). These services supplement the general classroom program and assist students in meeting the State Learning Standards. AIS is intended to assist students who are at risk of not achieving the New York State Learning Standards in English Language Arts and/or Mathematics (K-12) and Social Studies and/or Science (grades 4-12); or who are at risk of not gaining knowledge and skills needed to meet or exceed designated performance. These services are to be made available to English Language Learners as well as to students with disabilities on the same basis as students without disabilities to the extent consistent with the student's individualized education program.

AIS includes:

- **Academic Instruction:** Differentiated instruction that supplements the general classroom program; and/or
- **Student Support Services** needed to address barriers to improved academic performance

## **Eligibility and Exit Criteria:**

All students in Grades K-12 will be eligible for AIS if:

- They fail to meet the designated State performance standards; and/or
- They fail to meet district approved benchmarks; or
- For English Language Learners (ELL), they do not achieve the annual designated performance standards as stipulated in CR Part 154.

**Students in grades 3-8** will be eligible for AIS if they score below the median scale score between a Level 2/Partially Proficient and a Level 3/Proficient on a grade 3-8 ELA or Mathematics State Assessment. Upon identification of a student for AIS, the following chart describes the additional criteria, based on multiple

measures of student performance, that will be applied at each grade level to determine which students shall receive AIS. The chart also identifies the criteria that will be used to determine when a student is eligible to exit AIS.

Grade	Criteria Used to Determine if AIS is Required	Criteria Used to Determine if Student is Eligible to Exit AIS
<b>K-3</b>	<ul style="list-style-type: none"> <li>-Student does not meet locally determined cut off score on District diagnostic and curriculum-based assessment measure (I-Ready)</li> <li>-Student achievement on additional District diagnostic and curriculum-based measure (i-Ready) is consistent with classroom formative assessments</li> <li>- District standards-based report card indicates that student is not proficient (Scores Level 2 or 1) on the standards for ELA and Math</li> <li>-Student does not meet local reading benchmark for grade level</li> <li>-ELL student does not meet annual designated performance standards on NYSESLAT</li> </ul>	<ul style="list-style-type: none"> <li>-Student has met selected target/s as determined by progress monitoring tool aligned with diagnostic and curriculum-based assessment measure (I-Ready)</li> <li>-Additional diagnostic and curriculum-based assessment measure (I-Ready) indicates performance consistent with progress using progress monitoring tools aligned with the specific skill areas</li> <li>-Student progresses to proficient on ELA and Math standards on District standards-based report card measures for ELA and Math</li> <li>-Student shows significant progress (increases two or more reading levels toward local reading benchmark assessments) during the school year</li> <li>-ELL student meets annual designated performance standards on annual NYSESLAT</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>-Student does not meet locally determined cut off score on District diagnostic and curriculum-based assessment measure (I-Ready)</li> <li>-Additional diagnostic and curriculum-based assessment measure (I-Ready) indicates performance consistent with progress using classroom formative assessments</li> <li>-District standards-based report card indicates that student is not proficient (Scores Level 2 or 1) on the standards measuring ELA and Math</li> <li>- Student does not meet local reading benchmark for grade level</li> <li>-ELL student does not meet annual designated performance standards on NYSESLAT</li> </ul>	<ul style="list-style-type: none"> <li>-Student achieves targeted goals that were set based on needs analysis specific to State Assessment, evidenced by regular progress monitoring</li> <li>-Student scores at or above the median scale score between a Level 2/Partially Proficient and Level 3/Proficient on a grade 3-8 ELA or Math State Assessment</li> <li>-Student has met selected target/s as determined by progress monitoring tool aligned with diagnostic and curriculum-based assessment measure (I-Ready)</li> <li>-Additional diagnostic and curriculum-based assessment measure (I-Ready) indicates performance consistent with progress using progress monitoring tools aligned with specific skills</li> <li>-Student progresses to proficient on ELA and Math standards on District standards-based report card measures for ELA and Math</li> </ul>

		<ul style="list-style-type: none"> <li>-Student shows significant progress (increases two or more reading levels toward local reading benchmark assessments) during the school year</li> <li>-ELL student meets annual designated performance standards on annual NYSESLAT</li> </ul>
<b>Grade</b>	<b>Criteria Used to Determine if AIS is Required</b>	<b>Criteria Used to Determine if Student is Eligible to Exit AIS</b>
<b>5</b>	<ul style="list-style-type: none"> <li>-Student scores below Proficient on the NYS Grade 4 Science Assessment</li> <li>-Student does not meet locally determined cut off score on District diagnostic and curriculum-based assessment measure (I-Ready)</li> <li>Additional diagnostic and curriculum-based assessment measure (I-Ready) indicates performance consistent with progress using classroom based formative assessments</li> <li>-District standards-based report card indicates that student is not proficient (Scores Level 2 or 1) on the standards for ELA and Math</li> <li>- Student does not meet local reading benchmark for grade level</li> <li>-ELL student does not meet annual designated performance standards on NYSESLAT</li> </ul>	<ul style="list-style-type: none"> <li>-Student achieves targeted goals that were set based on needs analysis specific to State Assessment, evidenced by regular progress monitoring</li> <li>-Student scores at or above the median scale score between a Level 2/Partially Proficient and Level 3/Proficient on a grade 3-8 ELA or Math State Assessment</li> <li>-Student has met selected target/s as determined by progress monitoring tool aligned with diagnostic and curriculum-based assessment measure (I-Ready)</li> <li>-Additional diagnostic and curriculum-based assessment measure (I-Ready) indicates performance consistent with progress using progress monitoring tools aligned with the specific skills</li> <li>-Student progresses to proficient on ELA and Math standards on District standards-based report card measures for ELA and Math</li> <li>-Student shows significant progress (increases two or more reading levels toward local reading benchmark assessments) during the school year</li> <li>-ELL student meets annual designated performance standards on annual NYSESLAT</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>-Student does not meet locally determined cut off score on District diagnostic and curriculum-based assessment measure (I-Ready)</li> <li>Additional diagnostic and curriculum-based assessment measure indicates performance consistent with progress</li> </ul>	<ul style="list-style-type: none"> <li>-Student achieves targeted goals that were set based on needs analysis specific to State Assessment, evidenced by regular progress monitoring</li> <li>-Student scores at or above the median scale score between a Level 2/Partially Proficient</li> </ul>

	<p>using classroom based formative assessments</p> <ul style="list-style-type: none"> <li>-Developmental reading assessment below grade level</li> <li>-Local assessment data (report card) indicates student is not meeting grade level expectations</li> <li>-ELL student does not meet annual designated performance standards on NYSESLAT</li> </ul>	<p>and Level 3/Proficient on a grade 3-8 ELA or Math State Assessment</p> <ul style="list-style-type: none"> <li>-Student has met selected target/s as determined by progress monitoring tool aligned with diagnostic and curriculum-based assessment measure (I-Ready)</li> <li>Additional diagnostic and curriculum-based assessment measure (I-Ready) indicates performance consistent with progress using progress monitoring tools aligned with the specific skills</li> <li>-Developmental reading assessment consistent with grade level average</li> <li>-ELL student meets annual designated performance standards on annual NYSESLAT</li> </ul>
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Grade	Criteria Used to Determine if AIS is Required	Criteria Used to Determine if Student is Eligible to Exit AIS
7	<ul style="list-style-type: none"> <li>-Student does not meet locally determined cut off score on District diagnostic and curriculum-based assessment measure (I-Ready)</li> <li>Additional diagnostic and curriculum-based assessment measure (I-Ready) indicates performance consistent with progress using classroom based formative assessments</li> <li>-Developmental reading assessment below grade level</li> <li>-ELL student does not meet annual designated performance standards on NYSESLAT</li> </ul>	<ul style="list-style-type: none"> <li>-Student achieves targeted goals that were set based on needs analysis specific to State Assessment, evidenced by regular progress monitoring</li> <li>-Student scores at or above the median scale score between a Level 2/Partially Proficient and Level 3/Proficient on a grade 3-8 ELA or Math State Assessment</li> <li>-Student has met selected target/s as determined by progress monitoring tool aligned with diagnostic and curriculum-based assessment measure (I-Ready)</li> <li>-Additional diagnostic and curriculum-based assessment measure (I-Ready) indicates performance consistent with progress using progress monitoring tools aligned with specific skills</li> <li>-Developmental reading assessment consistent with grade level average</li> <li>-ELL student meets annual designated performance standards on annual NYSESLAT</li> </ul>
8	<ul style="list-style-type: none"> <li>-Student does not meet locally determined cut off score on District diagnostic and curriculum-based assessment measure (I-Ready)</li> <li>Additional diagnostic and curriculum-based assessment measure (I-Ready) indicates performance consistent with progress using classroom based formative assessments</li> <li>-Developmental reading assessment below grade level</li> <li>-ELL student does not meet annual designated performance standards on NYSESLAT</li> </ul>	<ul style="list-style-type: none"> <li>-Student achieves targeted goals that were set based on needs analysis specific to State Assessment, evidenced by regular progress monitoring</li> <li>-Student scores at or above the median scale score between a Level 2/Partially Proficient and Level 3/Proficient on a grade 3-8 ELA or Math State Assessment</li> <li>-Student has met selected target/s as determined by progress monitoring tool aligned with diagnostic and curriculum-based assessment measure (I-Ready)</li> <li>Additional diagnostic and curriculum-based assessment measure (I-Ready) indicates performance consistent with progress using progress monitoring tools aligned with the specific skills</li> <li>-Developmental reading assessment consistent with grade level average</li> <li>-Independence rubric score of 3 or above</li> <li>-ELL student meets annual designated performance standards on annual NYSESLAT</li> </ul>

<p><b>9</b></p>	<ul style="list-style-type: none"> <li>-Student scores below Proficient on the NYS Grade 8 Science Assessment</li> <li>-Student scores below approved passing grade on NYS Regents Exams required for graduation</li> <li>-Performance on formative assessments aligned with NYS Regents Exams is below passing</li> <li>-Review of class performance records, including classwork, is unsatisfactory</li> <li>-ELL student does not meet annual designated performance standards on NYSESLAT</li> </ul>	<ul style="list-style-type: none"> <li>-Student achieves targeted goals that were set based on needs analysis specific to State Assessment, evidenced by regular progress monitoring</li> <li>-Student passes NYS Regents Exams required for graduation</li> <li>-Formative assessments aligned with NYS Regents Exams indicate passing performance</li> <li>-Review of class performance records, including classwork, is satisfactory</li> <li>-ELL student meets annual designated performance standards on annual NYSESLAT</li> </ul>
<p><b>Grade</b></p>	<p><b>Criteria Used to Determine if AIS is Required</b></p>	<p><b>Criteria Used to Determine if Student is Eligible to Exit AIS</b></p>
<p><b>10-12</b></p>	<ul style="list-style-type: none"> <li>-Student scores below approved passing grade on NYS Regents Exams required for graduation</li> <li>-Performance on formative assessments aligned with NYS Regents Exams is below passing</li> <li>-Review of class performance records, including classwork, is unsatisfactory</li> <li>-ELL student does not meet annual designated performance standards on NYSESLAT</li> </ul>	<ul style="list-style-type: none"> <li>-Student achieves targeted goals that were set based on needs analysis specific to State Assessment, evidenced by regular progress monitoring</li> <li>-Student passes NYS Regents Exams required for graduation</li> <li>-Formative assessments aligned with NYS Regents Exams indicate passing performance</li> <li>-Review of class performance records, including classwork, is satisfactory</li> <li>-ELL student meets annual designated performance standards on annual NYSESLAT</li> </ul>

**Criteria for Beginning, Continuing and Ending Services:**

*Beginning:*

See Eligibility Criteria in section above.

*Continuing:*

Student progress reports will document the progress of students receiving AIS. Reports will be sent to parents, at least quarterly, to describe the nature and intensity of the service provided, how the service was provided and by whom, and the reason for continuation or discontinuation of Academic Intervention Services.

*Ending:*

AIS will end when the student has successfully attained the district standards according to state and/or district criteria. See Exit Criteria in section above.

**Parental Contact and Involvement:**

The building principal (or designee) will be responsible for parent notification indicating a need for Academic Intervention Services. The notification will be made in writing and will be a summary of the services being provided to the student, including when the services will be provided. The reason(s) for AIS will be reviewed and the consequences of not achieving the standards will be stated.

Parents will be kept apprised of their child's progress through written reports, parent conferences and/or consultations, and will be given suggestions for working with the student at home. The teacher providing AIS services to the student will be responsible for the above communication with parents.

When AIS is discontinued, the parent will be notified in writing that the services will be ending, the criteria for ending services, the current performance level of the student and the assessment measures that were used in determining the student's level of performance.

#### **Provision for Management and Coordination of Services:**

##### *Data Analysis:*

Student data from State and local assessments are reviewed regularly by district leadership and student support teams. Current and longitudinal data are also analyzed to determine academic needs and inform instruction.

##### *Process and Timeline:*

Academic Intervention Services may start any time but must begin no later than the beginning of the semester following a determination that a student needs such services.

Monitoring of student progress is ongoing. The building principal is responsible for monitoring the progress of the students in his/her building.



**ESSA-Funded Programs Complaint Procedures:**

The link below contains the process to file a complaint to the New York State Education Department's (NYSED) Office of ESSA-Funded Programs alleging that a local educational agency (LEA), grantee or NYSED has violated a law, rule, or regulation in the administration of any "covered Federal program" under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). <http://www.nysed.gov/essa/new-york-state-essa-funded-programs-complaint-procedures>