



Greenville Central School

Academic Intervention Services

P.O. Box 129
Greenville, NY 12083

As defined in New York State Education Department’s Part 100 Regulations, Academic Intervention Services (AIS) are services designed to help students achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. These services include two components:

- Additional instruction that supplements the regular classroom instruction; and/or
- Student support services needed to address barriers to improved academic performance.

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;
- Those at risk of not meeting State standards as indicated through the district-adopted procedure, including those K-3 students who lack reading readiness; and
- Limited English Proficient (LEP) / English Language Learner (ELL) students who do not achieve the annual designated CR Part 154 performance standards as stipulated in the evaluation design of the CR Part 154 application packets.

Each year the elementary and intermediate State assessments have four designated performance levels on each assessment. In the past, all students who scored in levels 1 and 2 were eligible to receive Academic Intervention Services. At the high school level, students who score below the approved local passing grade on State assessments required for graduation are eligible to receive Academic Intervention Services.

In July 2016, the Board of Regents amended the Part 100 Regulations regarding the method a school district is to use for identification of students in grades 3-8 who will receive Academic Intervention Services. For the 2016-17 school year, all students performing 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 are identified as eligible for AIS (refer to those scores below). Once students are identified for consideration for AIS, school districts are then to use a district-developed procedure, examining results on multiple measures of student performance, to determine which students will be required to receive AIS.

2016 Assessment	Median Scale Score between Level 2 and Level 3	2016 Assessment	Median Scale Score between Level 2 and Level 3
Grade 3 English Language Arts	305	Grade 3 mathematics	299
Grade 4 English Language Arts	303	Grade 4 mathematics	298
Grade 5 English Language Arts	304	Grade 5 mathematics	306
Grade 6 English Language Arts	301	Grade 6 mathematics	301
Grade 7 English Language Arts	302	Grade 7 mathematics	307
Grade 8 English Language Arts	300	Grade 8 mathematics	304

Students scoring at or above the median scale score but below a level 3/proficient score are not required to receive AIS unless determined by the school district that such services are necessary.

The Greenville Central School District has adopted a uniformly applied process for identifying students in need of Academic Intervention Services during the 2016-2017 school year. In order to make those determinations, Response to Intervention (RtI) Teams will meet to review student data that may include but is not limited to performance on the 2016 NYS Assessments (taking into consideration scores listed above), Fountas and Pinnell benchmark assessments, AIMSweb screenings, curriculum-based assessments, classroom performance, report card grades, student records including attendance and discipline reports, and recommendations from teachers, administrators, counselors, and parents.

When a student has been identified for Academic Intervention Services, the parent(s) will be notified in writing by the building principal. Student progress will be monitored by the RtI Team throughout the school year. If such progress warrants a discontinuation of services, the parent(s) will be notified in writing by the building principal.