



Academic Intervention Services

Academic Intervention Services are tailored to address individual student needs by determining the type of service, frequency, and duration of support necessary to ensure each student's success. Every effort is made at Broadalbin-Perth to help students meet or exceed the NYS Learning Standards. Academic Intervention Services are in place at each grade level. Such program offerings include, but are not limited to:

Monitoring

The monitoring of a student's performance by school staff includes such activities as regular progress checks with teachers and parents, additional local and state assessments, and instructional adjustments by teachers in order to meet the needs of individual students.

Co-teaching

Co-teaching is a service where one or more additional staff members are assigned to a classroom to provide assistance to the regular teacher. In the co-teaching model, the student/teacher ratio is reduced allowing for additional individualized or small group instruction.

Classroom Plus

AIS instruction is provided to Middle School students who have not met or are in jeopardy of not meeting the NYS Standards. AIS instruction in ELA and Math is offered to students in classes that meet every other day for 38 minutes and is part of their regular schedule. The goal of this program is to provide the students with the knowledge and skills necessary to meet the NYS Standards.

Pull Out

At times during the school day, students may be pulled from their regular classroom to receive additional instructional support. Every effort is made to utilize this resource when new materials are not being introduced in the classroom. The amount of time and intensity of the service is based upon the student's needs.

Extended School Day

In addition to formal instruction, services are offered in the form of one-to-one or small group tutorials before or after the regular school day.

What are the New York State Learning Standards?

The standards are benchmarks that all students must achieve in order to graduate from high school. Standardized assessments, developed within the State Education Department, are administered from third grade through the end of eighth grade in order to assess the academic progress of every student. Once in high school, students are administered NYS Regents exams and progress is measured according to their achievement on these exams.

Through the end of eighth grade, student achievement is rated according to the following categories:

- Level Four - Exceeds the standards
- Level Three - Meets the standards
- Level Two - Needs extra help
- Level One - Needs Academic Intervention

The scoring levels can be misleading since the range between levels is relatively substantial. To illustrate, a student scoring a low Level Three range might be nearly as much at risk as a student scoring a high Level two, yet not required to receive extra help. Consequently, B-P staff members are vigilant in monitoring the progress of the students throughout their school career.

Academic Intervention Services (AIS) are provided to those children who require extra time and help in order to meet the state standards. AIS provide additional time and support for students beyond their regular instructional program.

Academic Intervention Service Guidelines

What is the purpose of an Academic Intervention Service (AIS) class?

- To assist a student in developing the skills necessary to be successful academically
- To help a student meet the New York State Standards
- To improve a student's performance on a state assessment

What is taught in an AIS class?

- Content area vocabulary
- Key concepts or ideas relevant to the content area
- Review of factual content
- Reading strategies, such as comprehension, main idea, phonemic awareness, syllabication, etc.
- Writing strategies
- Speaking and listening strategies
- Critical thinking skills

What types of teaching activities are used in an AIS setting?

- Activities that relate to subject and provide necessary practice to enable students to meet the learning standards and daily academic success
- Review/study activities
- Activities that correspond to or reinforce classroom work

How are students identified for Academic Intervention Services?

Kindergarten - Grade 3:

Academic Intervention Services are offered in Reading/ELA and Math at the Primary school. Kindergarten and first grade students qualify for services based upon teacher recommendations, academic progress, and/or if the student is delayed in the ability to form sounds associated with letters or delayed in forming letters associated with sounds.

In second and third grade, students qualify for services based upon teacher recommendations, not meeting the standard set on a locally administered benchmark assessment, not demonstrating adequate progress with fluency and comprehension on regularly scheduled Running Record assessments, and/or not making necessary required academic progress.

Grades 4 – 6:

Academic Intervention Services are offered in Reading/ELA, Math, Science and Social Studies at the Intermediate School. Students are identified for AIS by qualifying through state and local assessments. Placement criteria include teacher recommendations based on academic progress, scoring at a Level 1 or 2 on a NYS Assessment, and/or not meeting the standard set on a locally administered benchmark assessment.

Grades 7 – 8:

Academic Intervention Services are offered in Reading/ELA, Math, Science and Social Studies at the Middle School. Placement criteria include teacher recommendations, scoring at a Level 1 or 2 on NYS Assessments, and/or not meeting the standard set on a locally administered benchmark assessment.

Grades 9 – 12:

Academic Intervention Services are offered in ELA, Math, Science and Social Studies at the High School. Students in ninth grade enter into AIS based on teacher recommendations, and/or scoring at a Level 1 or 2 on NYS Assessments taken in eighth grade.

Students in high school, after the ninth grade year, become eligible for AIS if they fail a NYS Regents exam. They may also receive services if they request the extra help, or through teacher or parent recommendations.

How do students exit Academic Intervention Services?

Kindergarten – Grade 3:

Students will no longer be required to receive AIS if they demonstrate significant academic improvements in classroom performance, meet the locally developed benchmark standards, and successfully score at a Level 3 or Level 4 on NYS Assessments. Student academic performance is continually monitored throughout the school year.

Grades 4 – 6:

Students may exit AIS by successfully scoring at a Level 3 or 4 on NYS Assessments, meet locally developed benchmarks standards, and by teacher recommendation based on significant academic improvement. Students scoring at a Level One must continue receiving extra help, while students scoring at Level Two may continue to be eligible. Student academic performance is continually monitored throughout the school year.

Grades 7 – 8:

Exiting criteria for students at the Middle School includes scoring at Level Three or Level Four on the appropriate NYS Assessment and/or meeting the standard set on locally developed benchmarks. Additionally, teachers may recommend that a student exit the AIS program if he/she demonstrates significant academic improvement.

Grades 9 – 12:

Students in ninth grade may exit AIS based on report cards, teacher recommendations and/or parent recommendations. Students in Grades 10-12 exit AIS by passing a previously failed NYS Regents Exam.

Broadalbin-Perth Central School District is committed to assisting ALL of our students in reaching the high standards and academic challenges before them.

