| 1 | Intervention | |
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| **KDE Contact (Data Steward)** | Jarrod S. Slone, 502-564-4970, ext. 4117<br>April Pieper, 502-564-4970, ext. 4519 | Updated 8/4/16 |
| **Description** | Appropriately planned interventions help students meet proficiency levels at all grades and ultimately lead students to reach college readiness benchmarks, increasing College Career Readiness (CCR) rates. The Intervention Tab collects data about intervention services provided to students and their outcomes. KDE's delivery plans and strategies emphasize a school-wide system of interventions to meet the needs of all students. The Kentucky System of Interventions (KSI)/ Response to Interventions (RtI) for P-12 are designed to address the academic and behavioral needs of all students. Well-designed and appropriately delivered intervention services will help more students meet proficiency expectations and college and career readiness benchmarks. Targeted Transitional Interventions, for grades 8-12, are designed to help students meet college-readiness standards.<br><br>**Required usage of the intervention tab in districts**<br>• ***Third year Focus Schools – All novice students***<br>• ***High Schools – All seniors who did not meet ACT benchmark(s)***<br>• ***All ESS – all students served by ESS***<br>• ***All students served with Mathematics Achievement Fund (MAF) or Read to Achieve (RTA) Grant(s)***<br><br>Districts that have an alternative collection system and can provide the student-level detail on interventions in a standard Excel spreadsheet each year are exempt from the Infinite Campus data collection. Data must be delivered securely to KDE by June 30 each year. For ESS summer programs, that deadline is September 30th. | |
| **Data Standard Reg sites, data use, etc.** | ▪ 704 KAR 3:305 outlines requirements for transitional courses/interventions for all students who do not meet statewide college readiness benchmarks. KRS 158.6459 outlines legislative requirements for Educational Planning and Assessment System (EPAS) related interventions.<br>▪ KRS 158.305 and 703 KAR 3:095 define intervention requirements for grades K-3 and KRS 158.6453 defines intervention requirements for grades 3-8. | |
| **How is data used** | ▪ The data will be used to help provide best practice data to schools/districts on the success of intervention programming, as well as to provide overall student improvement data to the Kentucky Board of Education and relevant stakeholders.<br>▪ Annual Report of Intervention Use and Success in Open House and/or School Report Card.<br>▪ Compliance with specific program requirements.<br>▪ P20 – Research and analysis | |

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| **Noted Changes for current year** | ▪ Start Date, Intervention Type and Intervention Content Area are REQUIRED fields.<br>▪ New drop list options have been added to Tier Status, Intervention Type and Funding Source. |
| **Available Ad-Hoc & Reports** | Path: KY State Reporting > KDE Reports<br>▪ **Benchmark Report** will provide schools with a list of all students showing who did and did not meet benchmark on Kindergarten Readiness, K-PREP, or college readiness exams.<br>▪ **PLP Intervention Data** will provide schools with the data entered on the Intervention tab for students. |
| **Available Training** | ▪ A training video is available here to assist with implementation and use of this custom tab<br>▪ Resources for the tab are available here to assist with implementation and use of this custom tab |

| **1A** | **Intervention Tab** |
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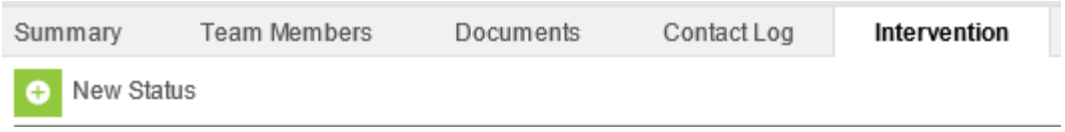
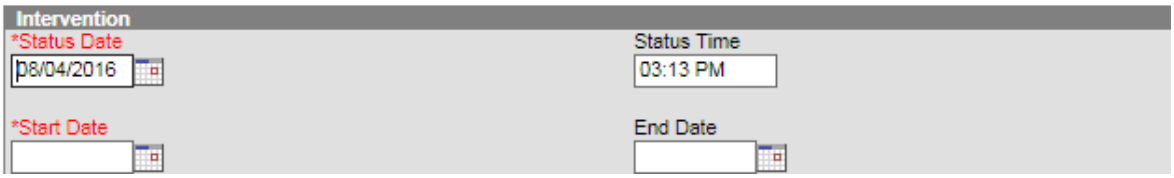
| **Campus Path:** | **Student Information > PLP > General > Intervention** |




Click **New Status** to create a new record or select a record from the list to edit it.
**A SEPARATE RECORD must exist for EACH INTERVENTION AND/OR TIER provided to the student.**




**Status Date and Status Time:** Fields are autopopulated with current date and time, but must be unique. When saving the record, if you receive this error message: *"A record already exists for this Date and Time. Click "OK" to go back and enter a new Date and/or Time."* then reduce the Status Time by 1 minute and try to save again.

**Start Date:** Enter date when the intervention began.

**End Date:** Enter the date when the student exited this intervention.
Note: All interventions must be end-dated when the school year closes.

**Student Service Results:** When the student exits this intervention, select the result of the intervention services provided to the student from the drop list.

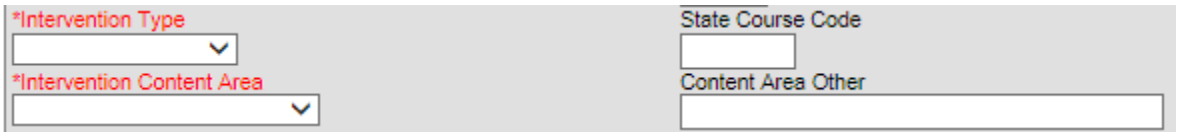
- **1: Successfully exited intervention**: The student successfully completed the Intervention Plan goals and was released from intervention services.
- **2: Exited to another intervention**: The student exited this Intervention Plan to begin a **new Intervention Plan that requires a new record**. This occurs when a student changes intervention tiers or when there is a dramatic change in intervention programs or strategies used with students.
- **3: Continue in intervention**: The student did not successfully exit the Intervention Plan by the end of academic year and will continue the Intervention Plan the following school year. **Only use this option if a student did not successfully exit intervention at the end of the school year and will be continuing the same intervention in the following school year.**
- **4: Moved from school**: The student withdrew from this school. In this event, please ensure that the intervention records are sent to the new school in which the student enrolls to ensure the student does not lose valuable intervention time.
- **5: Graduated - did not meet goals**: Select if the student received intervention services and graduated from the school before meeting benchmarks.
- **6: Other**: Select only if options 1 through 5 do not describe the service results for this student. Then describe the results in "Student Service Results Other".

**Student Service Results Other:** Use this field to describe service results if 6: Other was selected for Student Service Results.

**Tier Status:** A tier is a level in the system of intervention that includes interventions and supports for a clearly defined group of students. For the purposes of this data collection, only Tier 2 (Targeted or Supplementary Instruction) or Tier 3 (Intensive Instruction) need to be identified.

- **1: Tier 1**: Tier 1 is highly effective, evidence-based core or universal instruction, provided to all students in the general education classroom. ESS may use this level but KDE does not require documentation of other types of Tier 1 intervention.
- **2: Tier 2**: The targeted instruction is provided to a small group (best practice is up to 6-8 students) as a supplemental academic service to help meet grade-level benchmarks.
- **3: Tier 3**: The intensive instruction is provided to the student individually or in a very small group (best practice is 2-3 students) as an intensive academic service to help the student meet grade level benchmarks.

**Total Hours Served:** Enter the total number of hours the student received intervention services **throughout the year** when the student exits this intervention or continues into the next year via a code 3 (see **Student Service Results** above).




**Intervention Type:** Indicate the main format for the intervention that is provided to students.

- **1: Course:** The intervention provided is a course. **You must provide the corresponding six-digit state course code from the course record**. Use the course code option even if the intervention is embedded into a regularly existing course and intentional monitoring is present for the specific needs of intervention students.
- **2: ESS:** The intervention provided is (fully or partially) paid for through ESS funding. This could include any scheduling arrangement (e.g. regular year ESS, summer school ESS, daytime waiver ESS).
- **3: RTA:** The intervention provided is funded by the Read to Achieve Grant (elementary only).
- **4: MAF:** The intervention provided is funded by the Mathematics Achievement Fund (elementary only).
- **5: Other:** The intervention provided does not qualify under the definitions for any other option.
- 6: **Acceleration**: This intervention is one which provides accelerated learning to supplement core instruction to the student.
- 7: **Credit Recovery**: This intervention is one in which the student is taking part in the intervention in order to recover a credit required for their overall academic credit requirements.

**State Course Code:** If Intervention Type 1: Course was selected, enter the six-digit state course code matching the course record. **The student's schedule must include this course**. Intervention specific state course codes are below; however, additional state course codes may have imbedded intervention. When using this option, only Intervention Content Area is required out of the subsequent fields in the tab but other fields may be used in an optional capacity - for intervention planning and reporting at the school or district level, for local quality control efforts, etc.

| Code | Course Name |
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| 230195 | College & Career Readiness English Language Arts |
| 230196 | EXPLORE ELA for College & Career Readiness |
| 231290 | Literacy Ready: Ready for reading in all disciplines |
| 231295 | Reading for College Success |
| 231296 | EXPLORE Reading for College & Career Readiness |
| 231299 | Reading Intervention |
| 270290 | Mathematics Intervention (Grades 6-8) |
| 270308 | Algebra 1 Intervention |
| 270309 | Mathematics Intervention |
| 270318 | Algebra 2 Intervention |

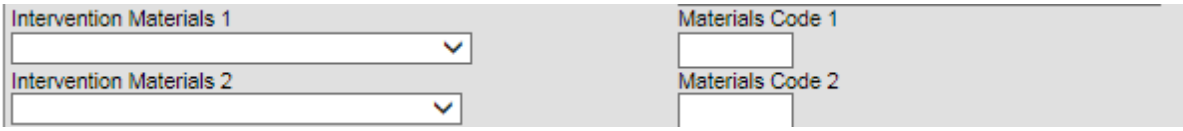
| Code | Course Name |
|---|---|
| 270406 | Geometry Intervention |
| 270710 | Math Ready: Ready for College-Level Math |
| 270718 | College & Career Readiness Mathematics |
| 270719 | High School Readiness Mathematics |
| 303020 | Science Intervention |
| 703065 | Elementary Reading Intervention |
| 703066 | Elementary Mathematics Intervention |

**Intervention Content Area:** Select from the drop list the content area for the intervention

- **1: Reading:** The intervention provided to the student is in the area of reading.
- **2: Writing:** The intervention provided to the student is in the area of writing (or English on the middle and high level) and involves content, such as letter formation, sentence/paragraph development, grammar, mechanics or usage.
- **3: Reading and Writing:** The intervention provided to the student is in the area of reading and writing combined (options 1 and 2 above).
- **4: Math:** The intervention provided to the student is in the area of mathematics.

- **5: Science** (Optional)**:** The intervention provided to the student is in the area of science. Current legislation and regulation do not require students to receive intervention services for science. However, ESS intervention time may be used to help students stay on track for graduation.
- **6: Social Studies** (Optional)**:** The intervention provided to the student is in the area of social studies (including history and related fields). Current legislation and regulation do not require students to receive intervention services for social studies. However, ESS intervention time may be used to help students stay on track for graduation.
- **7: Behavior:** The intervention provided to the student is in the area of behavior.
- **8: Other:** Options 1 through 7 do not capture the intervention services content provided. **You must describe the intervention area in "Content Area Other".**

**Content Area Other:** If Content Area 8: Other was selected, you must describe the intervention content area (e.g., Arts and Humanities, French II, etc.).




**Intervention Materials 1**: Select from the drop list the primary source of the materials used to provide intervention services.

- **1: Teacher-Developed Intervention Lessons:** The intervention resources are developed by the teacher
- **2: KDE Transitional:** The intervention services provided use the KDE transitional curriculum materials (see Transitional Intervention Curriculum) to help the student meet benchmark requirements
- **3: Post-Secondary Transitional:** The intervention services provided use the transitional intervention curriculum materials developed by a post-secondary institution to help the student meet benchmark requirements. **NOTE: Materials Code is required**.
- **4: SREB Transitional:** The intervention services provided use the Southern Regional Educational Board (SREB) transitional curriculum materials. These transitional courses are for students within 1-3 points of national ACT benchmarks.
- **5: Vendor Program:** The intervention services provided use materials based on a resource or product purchased from a vendor or provided by a vendor. **NOTE: Materials Code is required and may be found by clicking here.**
- **6: Vendor Provided Service:** The intervention services provided to the student use an outside vendor. NOTE: Materials Code is required and may be found by clicking here.
- **7: Other:** The intervention services provided to the student are not captured in the options above. NOTE: If selected, contact Jarrod S. Slone or April Pieper to receive a materials code.

**Intervention Materials 2**: If the intervention includes a secondary source of materials, select from the drop list the appropriate intervention material following the same guidelines above.

**Materials Code 1 and 2:** Enter the materials code from the Materials Reference Sheet if the selected intervention material is 3: Post-Secondary Transitional Material, 5: Vendor Program, 6: Vendor Provided Service, or 7: Other. If a matching code does not exist, contact Jarrod S. Slone or April Pieper for a new code.

**Intervention Staff:** Select from the drop down list the qualification level of the staff that is most directly providing the intervention services to the student.

- **1: Certified:** The person providing the intervention is a KY certified teacher.
- **2: Classified:** The person providing the intervention is a classified staff member.
- **3: Volunteer:** The person providing the intervention is a trained school volunteer (i.e., AmeriCorps, etc.).
- **4: Peer Tutor:** The person providing the intervention is a peer or student tutor.
- **5: Computer Based:** The intervention provided to the student is through a computer-based program.
- **6: Other:** Options 1 through 5 do not uniquely identify the intervention staff responsible for providing the intervention.

**Delivery Location:** Select from the drop list the location in which the intervention is provided to the student.

- **1: On-site:** The intervention services are provided while the student is at his or her school, or at a facility operated by the school district in which the child is enrolled.
- **2: Off-site:** Intervention services are provided at a location other than the student's school or district (e.g., intervention services provided by a Vendor Service, a Community partner, at the student's home, etc.).

**Delivery Method:** Select from the drop list the platform or the teaching delivery method in which the intervention service is provided.

- **1: In-person:** In-person, by a teacher, or other school-trained personnel.
- **2: Online:** Using a computer-assisted format.
- **3: Blended:** Using In-Person and Online instruction (a combination of Options 1 and 2).
- **4: Other:** Options 1 through 3 do not uniquely identify the delivery method of the intervention services.

**Delivery Method "Other":** If "Other" Delivery Method is selected, please describe where the intervention services are provided to the student.

**Frequency:** How often (or frequently) as in number of sessions in a week the student receives intervention services, as identified in the Intervention Plan.

- **1: Daily:** The student receives intervention services every school day.
- **2: 2 days/week:** The student receives intervention services 2 days per week.
- **3: 3-4 days/week:** The student receives intervention services 3 or 4 days per week.
- **4: Weekly:** The student receives intervention services once a week.
- **5: Twice monthly:** The student receives intervention services 2 times a month.
- **6: Other:** The frequency in which the student receives intervention services is not identified above.

**Duration:** Amount of time (or duration) as in number of minutes of a session the student receives intervention services, as identified in the Intervention Plan.

- **1: < 30 minutes:** The student receives intervention services for less than 30 minutes per session.
- **2: 30 minutes:** The student receives intervention services for 30 minutes per session.
- **3: 45 minutes:** The student receives intervention services for 45 minutes per session.
- **4: 60 minutes:** The student receives intervention services for 60 minutes per session.
- **5: >60 minutes:** The student receives intervention services for greater than 60 minutes per session

**Comments:** Please use this textbox to record comments about the student's entry (or qualifications) into intervention services, student progress, progress monitoring results, etc.
NOTE: **The text field is limited to 250 characters.**

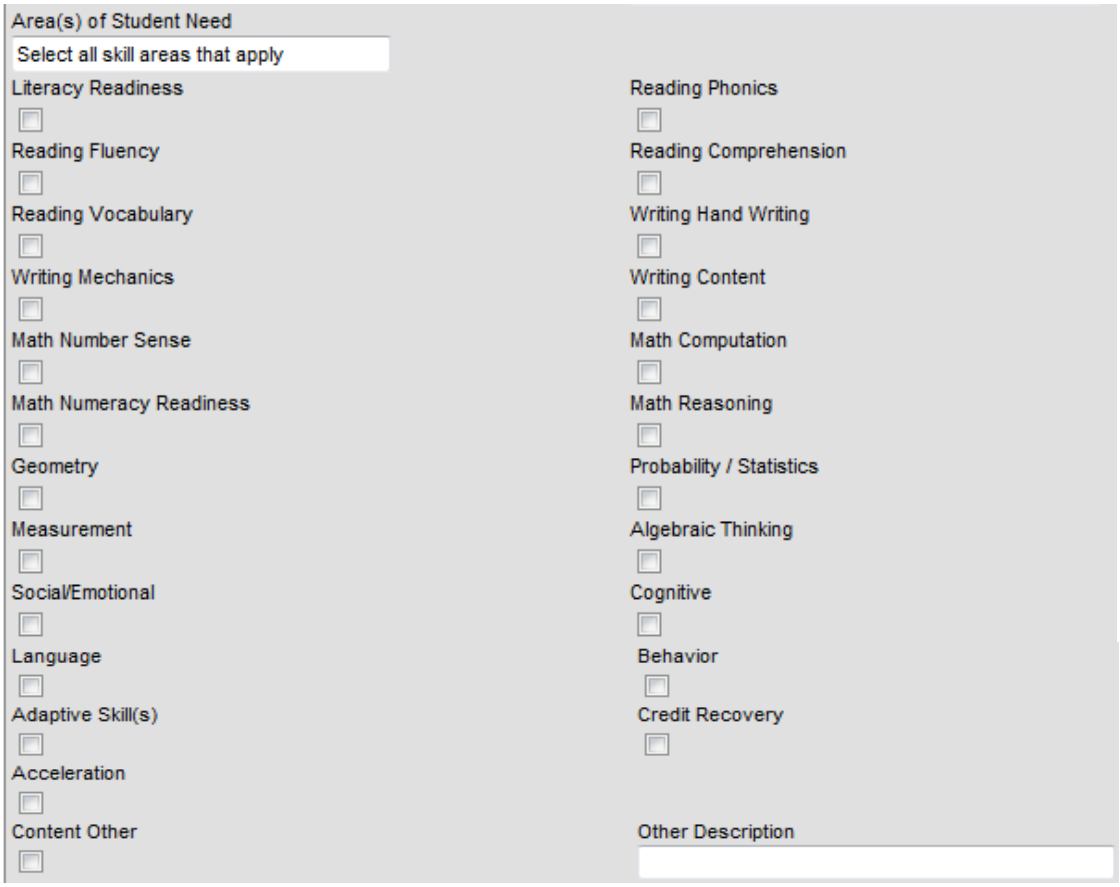
**Comments continued: If additional space is needed, use this textbox to continue recording comments.**

**All of the following fields are currently optional for KDE Intervention and ESS Records ONLY. Read to Achieve (RTA) and Mathematics Achievment Fund (MAF) grant schools ARE REQUIRED TO COMPLETE THE AREA OF STUDENT NEED FOR STUDENTS ENROLLED IN THOSE PROGRAMS. Also, your district may require data entry in the optional fields. Please check with the RTA and/or MAF Coordinator(s) and your local RTI manual for guidance regarding further requirements.**

**Funding:** This is an optional field for use by schools/ districts who want to track the funding source for the intervention.

- **1: General:** The monies for the intervention come from the general fund.
- **2: 21st CCLC:** The monies for the intervention come from a 21st Century Community Learning Center grant
- **3: Title 1:** The monies for the intervention come from Title 1 funds
- **4: IDEA:** The monies for the intervention come from IDEA funds
- **5: Other:** The monies for the intervention come from another source which must be specified in the "Other" source in the text box
- **6: CEIS:** The monies for the intervention come from IDEA under the CEIS requirement.
- **7: ESS:** The monies for the intervention come from ESS (Type must also be ESS).

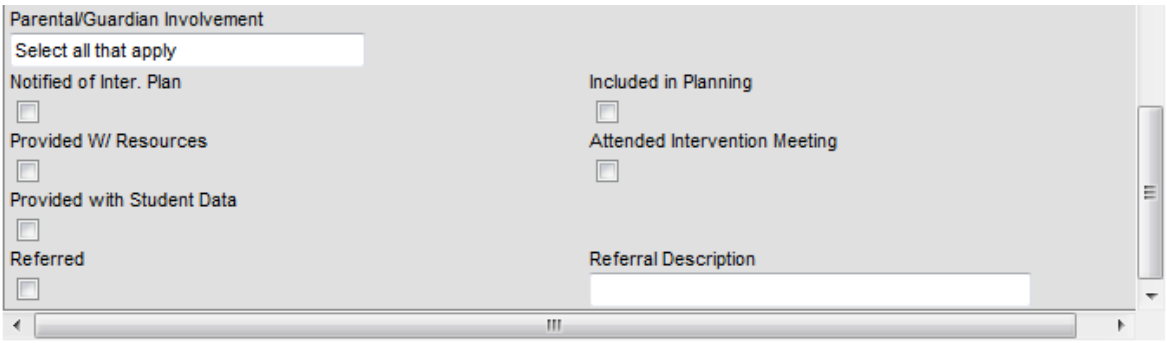
**Funding Other:** Indicate where the funding for the intervention comes from.




**Areas of Student Need**: This section is REQUIRED FOR ALL RTA AND MAF TYPE RECORDS but is optional for KDE as related to intervention and ESS records. This information may be used to identify the areas in which the student needs to meet proficiency/benchmark standards. Please select all that apply to the student.

- **Literacy Readiness:** Student recognition of letters and understanding concepts about print.
- **Reading Phonics:** Student understanding of letter sounds, blended sounds, and provide the basic building blocks of word understanding.
- **Reading Fluency:** The speed or pace of reading, including expression.
- **Reading Comprehension**: Student's understanding of what s/he has read.
- **Reading Vocabulary:** Student's understanding of the meaning and usage of words.
- **Writing/Handwriting:** The mechanics and actions of letter formation for writing, including how to hold a writing utensil, which strokes to use to make the letters, etc.
- **Writing Mechanics:** The application of standard rules of grammar, spelling, punctuation and usage that is common to proficient written communication.
- **Writing Content:** The student's ability to develop complete sentences and appropriate paragraphs in writing. This would include the student's ability to develop and support ideas within the context of a writing piece. Other skill areas under writing content could include the student's ability to sustain a point of view, craft an argument, etc.
- **Math Number Sense:** Ability to use and understand numbers, knowing their relative values, and how to use numbers to make judgments.
- **Math Computation:** Basic math operations (e.g., addition, subtraction, multiplication, and division).
- **Math Numeracy Readiness:** The understanding of numbers, recognizing them in written form, both numerically and in pictures, as well as understanding their relation to one another.
- **Math Reasoning:** A student's development of/use of higher-order thinking skills related to analysis and synthesis; math reasoning often includes creativity to solve problems.

- **Geometry:** Using concepts of shapes and measurement (including the relationships of points, lines, angles, object size, space, position, direction, and movement) and describes and classifies the physical world in which we live.
- **Probability/Statistics**: Mathematical computation related to collecting, organizing, and interpreting data including the likelihood and probability of events occurring based on known quantitative data or a collection of data.
- **Measurement:** Student's ability to find a number that shows the size or amount of something.
- **Algebraic Thinking:** Identifying an unknown value when given known values.
- **Social/Emotional:** Skills including how to deal with one's self, and relationships with others, as well as how to handle reactions to emotions, as well as emotions themselves.
- **Cognitive:** Related to the acquisition of knowledge and how one is able to reason and use intiution or perception.
- **Language:** Related to the ability to speak, verbally or otherwise, to convey messages, ideas or meaning.
- **Behavior:** How well students follow rules, routines and procedures to adhere to established expectations.
- **Adaptive Skill(s):** Skills related to self-management
- **Credit Recovery:** Specific to secondary students who have initially failed a course, but have worked at content recovery in order to subsequently earn the credit at a later time.
- **Acceleration:** Related to students who are able to work at material at a higher level, or at a faster rate
- **Content Other:** Use when no other option above adequately defines the skill area the student is working to master.
- **Other Description:** Use this field to describe skill area not provided above.




**Parent/Guardian Involvement:** This area is optional for all students, but can be used to track parent/guardian involvement. Please select all that apply.

- **Notified of Inter. Plan:** The parent(s) or guardian(s) informed of the student's placement in an intervention. This does not necessarily indicate that permissions were requested or granted.
- **Provided W/ Resources:** The parent(s) or guardian(s) given resources to use with the student.
- **Included in Planning:** The parent(s) or guardian(s) included in the intervention planning process (i.e., s/he attended an intervention team meeting, participated in data analysis, etc.)
- **Attended Intervention Meeting:** The parent(s) or guardian(s) attended an intervention meeting
- **Provided with Student Data:** The parent(s) or guardian(s) have been provided with copies of the student's assessment and progress monitoring data.
- **Referred:** The student was referred for additional services or assessments (i.e., English Language services, Gifted and Talented services, special education assessment, etc.). NOTE: A student may be referred and continue to receive intervention services until the student exits the Intervention Plan.
- **Referral Description:** Please describe the additional services to which the student was referred.