A GUIDE TO THE KENTUCKY SYSTEM OF INTERVENTIONS

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We are asking teachers to not only provide equity of access, but to also provide equity of outcomes.

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Kentucky Commissioner of Education

of

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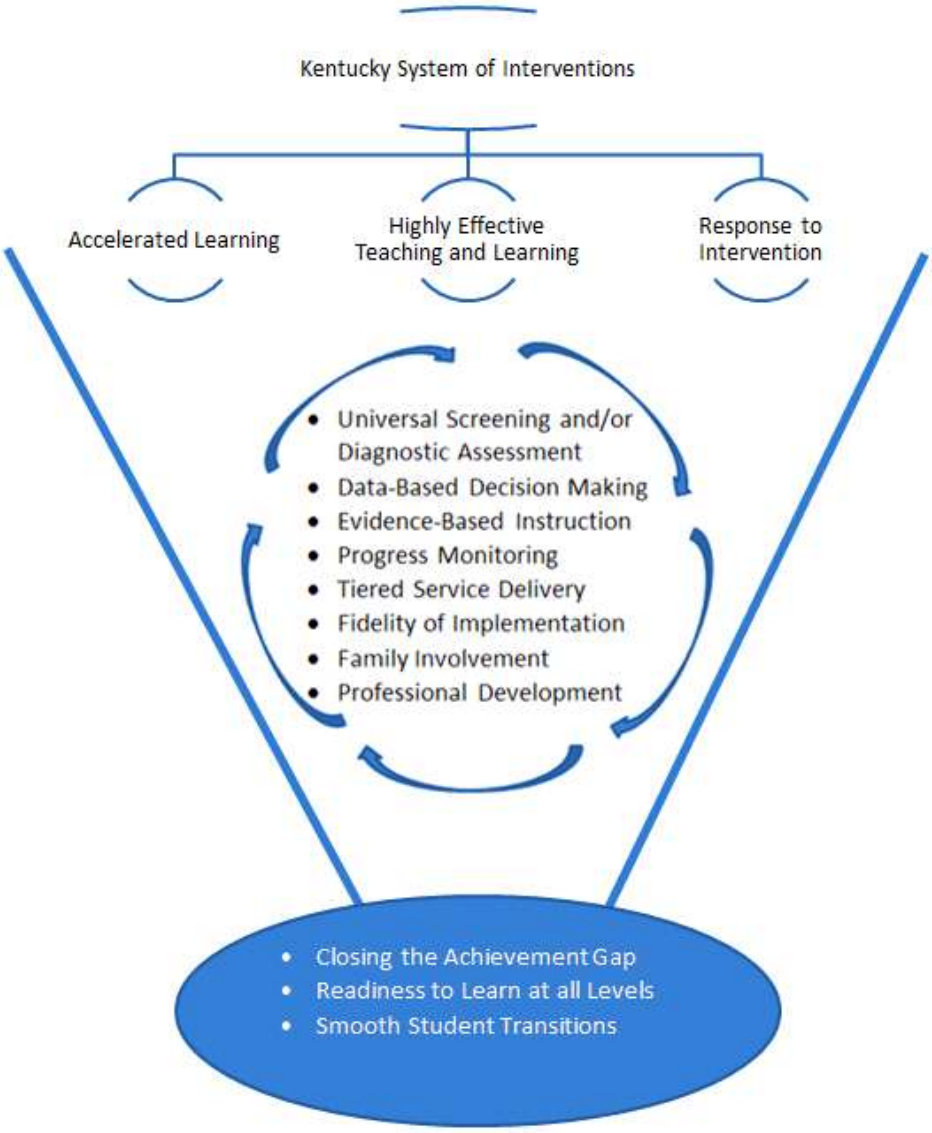
KENTUCKY SYSTEM OF INTERVENTIONS



Overview

The Kentucky System of Interventions (KSI) framework (see visual above) emphasizes optimizing instruction through targeted accelerated learning, development of teacher expertise and responsiveness to the needs of all learners. What is effective for *every* learner is a systematic and ongoing assessment of their academic and behavioral needs and using the data in collaborative conversations with parents/guardians and educators in the interest of preparing students to be college and career ready to live and work in a global society.

This approach to Response to Intervention (RtI) provides the structures needed for closing achievement gaps, ensuring readiness to learn and guiding students smoothly from preschool through post-secondary transitions that lead to learning success.

Focusing on continuous progress for every student, the KSI addresses **closing achievement gaps.** Using universal screening data to identify student learning and behavioral needs informs teaching and learning. There is a focus on the accountability of schools for every student's progress by ensuring that students are taught by **highly effective teachers**; providing appropriate, relevant, evidence-based instruction; monitoring progress regularly; and creating a system fully aligned with state learning standards. The KSI process supports higher academic achievement through a focus on interventions for all students in both academic and behavioral areas.

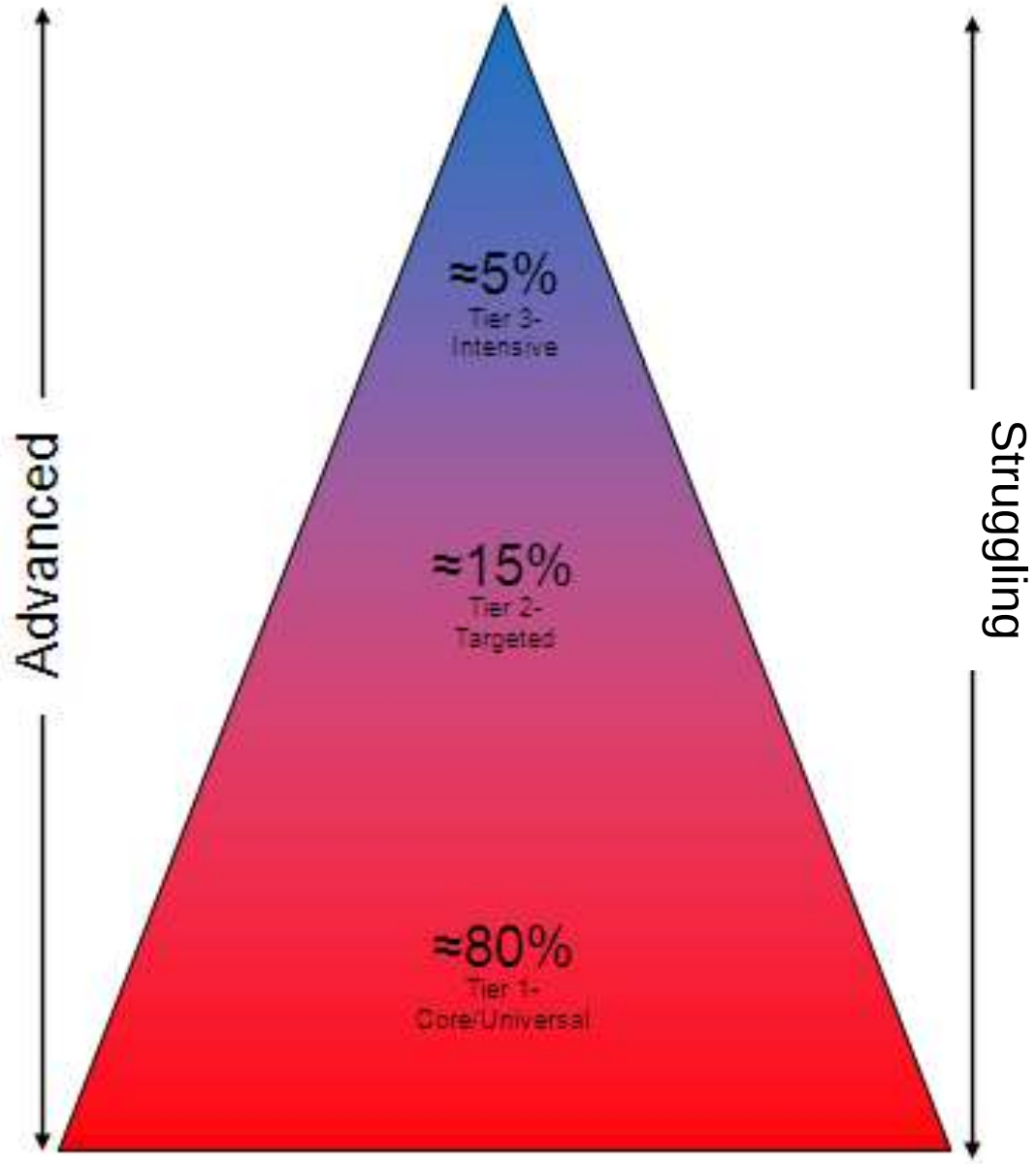
Accelerated learning focuses on individual student goals to help address learning needs or to enable students to pursue skill development more rapidly and at higher levels. Accelerated learning includes interventions that are data-based to address individual learning needs. Interventions may focus on efforts to help students progress toward target standards or may focus on more complex content/skills delivered at a more rapid pace. The accelerated learning requirements (see Appendix D) outlined in Educational Planning and Assessment System (EPAS) include documentation of accelerated learning interventions provided to address learning needs or to provide advanced instruction. Different forms of acceleration to address the needs of high achieving students are addressed in Appendix D.

The KSI model helps address **readiness** to learn as it serves children in a P-12 model. Students identified early, in preschool, can receive intervention services that will enable them to be more prepared for entry into kindergarten. A companion document, *Child Find/Kentucky System of Intervention Preschool Toolkit*, was published by KDE in 2009 to address the implementation of effective practices for preschool-aged children.

The KSI model also helps address **student transitions** with a focus on individual academic performance and behavioral needs. Students who have identified needs (the universal and/or diagnostic screening measures, in addition to other data related to the students' progress) are provided interventions that are relevant and targeted to fulfill those needs. Collaboration and communication from one school to the next (especially in terms of transitioning from elementary to middle and middle to high school) will be especially important in supporting students during these pivotal transitional points.

The Kentucky Department of Education (KDE) has expanded the framework for RtI assisting schools and districts in incorporating state and federal programs and providing a seamless system of intervention for improving achievement for all students. This guidance document provides resources to help schools and districts analyze their current systems (human, physical and financial resources and materials) and refine their decision-making processes to move forward to full implementation of a comprehensive instructional system (P-Grade 12).

Kentucky System of Interventions (KSI)



<u>Intensity of Intervention</u>

Instruction through the tiers is a flexible and fluid process based on student assessment data and collaborative team decisions. The goal of the process is to provide continuous progress so that students are successful.

UNIVERSAL/CORE INSTRUCTION: TIER 1

Tier I is the highly effective, culturally responsive, evidence-based core or universal instruction, provided to *all* students in the general education classroom. General education teachers implement evidence-based curriculum and/or strategies with fidelity for both academic and behavioral instruction. About eighty percent of students will succeed with evidence-based curriculum, appropriate instructional practices and differentiation to teach academic and behavioral content.

Analyze Curriculum and Instruction

Areas to consider during the review of a school's existing academic and behavioral curriculum and instructional resources to evaluate their effectiveness and identify curricular gaps include:

- Universal academic and behavioral curriculum accessible to all students: All students are taught a curriculum that aligns academic and behavioral expectations to Kentucky's Program of Studies/Kentucky Core Academic Standards across content areas and grade levels.
- Vertical and horizontal analysis of instruction: Staff members participate in an analysis that determines the alignment of instructional techniques across content areas and grade levels.
- Effective academic and behavioral instruction is accessible to all students.
- Appropriate resources are available for all levels of the school's intervention system.
- Professional learning opportunities support all teachers in administering and analyzing screening/ diagnostic assessments, implementing intervention and progress monitoring in the general education classroom.

According to research in the field of highly effective instruction, some instructional components to incorporate into a school program include:

- Effective classroom discussion, questioning and learning tasks
- Focused, descriptive, qualitative, and frequent feedback to students
- Clearly defined learning and behavior targets in student-friendly language
- Student work/behavior models that meet the learning/behavior target(s)
- Critical and creative thinking prompts or questions
- Differentiated instruction
- Student engagement in self-assessment, self-reflection and peer-analysis based on learning and/or behavior targets

Data Planning and Procedures

Before implementing a system of interventions, develop a data plan and procedures that includes decisions regarding universal screening, frequent data collection and analysis, expected outcomes as a result of implementing the plan, schedules for assessments and progress monitoring.

Universal Screening

Universal screening is a process through which all students and their educational performance are examined in order to ensure that all have an equal opportunity for support for high-end learning. Universal screenings help determine which students need diagnostic assessments for instruction or behavior that will provide the school implementation team and the student intervention team with information to guide decision-making.

Universal screenings are administered at the beginning of the year to evaluate student progress and determine which students need further diagnostic assessment. Kentucky schools are using a variety of assessments as universal screeners. *Universal screeners are administered, scored and interpreted in a short timeframe to allow for timely decision-making.*

For the behavior arena,

- An intervention team may meet at least three times a year to formally review and analyze cumulative school wide and classroom behavioral data from the previous timeframe to date (e.g., Aug – Oct, every other month, each semester or grading period, etc.). The team reviews all school wide student behavioral data around key indicators (e.g., number of office discipline referrals per student, in-school suspensions, attendance and tardiness records, counselor/mental health referrals, failing grades, detentions, etc.) over the entire period.

- Classroom behavioral data could also be summarized by teachers at these intervals to 'flag' for review only those students who consistently fail to meet behavioral standards and expectations in the classroom or those students who feel frustrated by the slow pace of classroom instruction (as indicated by student performance in instructionally-based classroom behavioral monitoring systems) over a period of time.

- Students who significantly exceed normative behavioral threshold levels in a school are given consideration for additional diagnostic assessment to determine their need for behavioral/social skill instruction or intervention.

Progress Monitoring of All Students

The results of progress monitoring inform decisions about instruction at the classroom level and the individual student level. Progress monitoring includes:

- Analysis of student performance on formative assessments. These will inform instructional decisions to provide a seamless system of intervention for improving student achievement (e.g., questioning, observation, student feedback, parent information).
- Collected data (anecdotal classroom records, student self-reflection, parent input, teacher-made assessments, etc.) on students' strengths as well as their needs.

Preschool programs refer to KDE's Building a Strong Foundation for School Success Continuous Assessment Guide for recommended preschool classroom instructional assessment and utilize regular formative assessment strategies as part of a balanced approach to assessment

Diagnostic Assessments

Diagnostic assessments for instruction are typically given to students who are not meeting or who are exceeding the established standard as determined by the universal screener. The results of the diagnostic assessments for instruction are used as a guide in determining the specific interventions to implement with the student so that continuous learning occurs. It is important to note that the data should be included in the student intervention plan (e.g., IEP, 504, GSSP, Program Services Plan [PSP], Individual Learning Plan [ILP]).

Data Collection Plan

A data collection plan includes:

- frequency of data collection
- a charting and analysis method
- number of data points to collect before analysis
- a process to monitor the progress of all students

The need for off-level testing may be appropriate in order to determine the appropriate level of intervention for those who advance through curriculum quickly or who have previously mastered their grade-level content. Off-level testing may also be appropriate for students that are significantly performing below their current grade level.

TARGETED INSTRUCTION: TIER 2

Tier 2 provides Tier 1 core/universal instruction ***in addition*** to academic and behavioral interventions for students not making adequate progress or who have exceeded the standards. Students in Tier 2 receive increasingly targeted academic or behavioral instruction matched to their needs based on results of continuous progress monitoring. Instruction in Tier 2 can involve small groups of students or individualized intervention strategies focused on the targeted area/s.

For students with learning/behavioral difficulties or other instructional needs, Tier 2 is intended to address needs and provide support to be successful in Tier 1.

For students with high abilities and others exceeding advanced expectations, Tier 2 is designed to provide further challenges that are differentiated for pace, content and complexity.

Curriculum and Instruction

When a student's universal screening and other data results indicate the student is struggling to meet benchmark skills/grade level expectations, Tier 2 provides appropriate instructional intervention(s) and progress is regularly monitored. Of the 20% of students who proceed to Tier 2, research shows that 15% of students have their needs met at this level, leaving the remaining 5% for Tier 3 instruction. Students must receive general education instruction *plus* targeted intervention. Movement between the tiers/level of support is fluid and based on the student's response or non-responsiveness to instruction.

The instruction in Tier 2 for an advanced student is designed to meet the needs of students who score above or below benchmark criteria in one or more critical areas (academic and/or behavioral) by providing targeted instruction. In Tier 2, the instruction may be provided by the classroom teacher and/or an interventionist. If the interventionist provides the targeted instruction then consistent communication and collaboration occurs with the classroom teacher.

Elements of Tier 2 include the following:

- Access to highly effective, evidence-based instructional interventions for targeted students:
  - Multiple academic or behavioral interventions may be used to address student needs.
  - Match instructional interventions to student academic and behavioral needs.
- Increased frequency of formative academic and behavioral assessments to analyze student response to instructional intervention(s):
  - Students move from one intervention to another within Tier 2 as evidenced by student response to formative assessment.
- Professional learning opportunities support classroom teachers and interventionists in the implementation of targeted instruction for academic and behavioral needs.

Progress Monitoring of Students Receiving Targeted Interventions in Tier 2

The purpose of progress monitoring/formative assessment at Tier 2 is to determine whether the intervention is successful in helping the student meet academic/behavioral expectations at an appropriate rate. The use of progress monitoring data informs the decision-making process. The student intervention team determines the process for monitoring students' progress and which students would benefit from additional instruction/intervention. This includes the type of assessment, method of data collection, documentation of data and the monitoring of student progress over time. The data collected assists the student intervention team in determining the effectiveness of the academic or behavioral intervention.

Progress is monitored frequently to determine whether the intervention is successful in helping the student learn at an appropriate rate and/or if continuous progress is occurring. Students receiving interventions in the targeted level are generally monitored every two weeks, but can be monitored more frequently, based on the data collection plan developed by the student intervention team and the protocol of the intervention. A GSSP or Program Services Plan (PSP) is an integral part of the progress monitoring system.

Curriculum based measures are commonly used for progress monitoring as well as for universal screening. The student intervention team analyzes student specific data to determine student's academic or behavioral progress and needed changes in the instruction or intervention.

Kentucky schools are using a variety of assessments to monitor student progress at this level. The National Center on Response to Intervention publishes a chart to assist educators and families in becoming informed consumers who can select progress monitoring tools that best meet their needs.

Data Collection Plan

The school implementation team develops a data collection plan that includes:

- frequency of data collection
- a charting and analysis method
- number of data points to collect before analysis
- a process to monitor the progress of all students
- decision-making rules

Questions to Consider

- ❑ Are the academic and behavioral interventions evidence-based?
- ❑ Does the progress monitoring provide adequate data for decision-making?
- ❑ Do progress monitoring measurements provide adequate sensitivity to register small, incremental growth over time?
- ❑ Does the data from the progress monitoring assist schools in the development of instructional strategies and use of appropriate curriculum for the student's area of academic or behavioral need?
- ❑ How does the school implement a balanced assessment system as a method of academic and behavioral data collection?
- ❑ Which diagnostic assessments for learning and behavioral/social skills will the school use?
- ❑ Who monitors student performance after diagnostic assessments for instruction and behavior are given?
- ❑ How is the academic and behavioral data maintained?
- ❑ How frequently is student data reviewed?
- ❑ Is communication between school and home regarding student academic and behavioral progress consistent, organized and meaningful?
- ❑ How will the intervention plan be communicated to the student and how will the student be involved in the process?
- ❑ How is the data shared among the different providers?
- ❑ Are the strategies taught in Tier 2 generalized to the Tier I setting?
- ❑ How is information (e.g. trends, repetitive patterns of student needs, availability of instructional resources) from the student intervention team being relayed to the school implementation team?

References

- Matzke, Laurie and Neumiller, Tanya Lunde. (2008). *RTI in title I: tools and guidance to get it right*: LRP Publications, Horsham, PA.
- Mellard, Daryl F and Johnson, Evelyn. (2008). *RTI a practitioner's guide to implementing response to intervention* :Corwin Press, Thousand Oaks, CA.

Web sites

- ☐ ACCESS for ELLs® English Language Proficiency assessment
- ☐ Building a Strong Foundation for School Success Series (Early Childhood Standards)
- ☐ Center for Educational Networking
- ☐ Center on Instruction
- ☐ Curriculum Based Measures (CBM) Warehouse
- ☐ English Language Proficiency (ELP) Standards
- ☐ IDEA Partnership

- ☐ Institute of Educational Services What Works Clearinghouse
- ☐ KDE's Standards and Indicators for School Improvement
- ☐ Kentucky Center for Mathematics
- ☐ Kentucky Reading Association
- ☐ Kentucky Center for Instructional Discipline (kycid)
- ☐ National Association of State Directors of Special Education
- ☐ National Center on Response to Intervention
- ☐ National Center on Response to Intervention Progress Monitoring Tools
- ☐ National Center on Student Progress Monitoring
- ☐ National Research Center on Learning Disabilities

Family and Community Engagement

Families play a key role in any school/district intervention system. Family and community engagement must focus on improving student achievement. Continual and purposeful two-way communication between school and home must flow seamlessly. Families should regularly receive information concerning their children's academic achievement and behavioral standards. Productive and collaborative relationships between parents/guardians and school staff must be established to maximize efforts in meeting individual student needs.

The following practices occur in schools with successful family and community engagement programs:

- School/district has a clear purpose and vision that has been shared with families and other stakeholders.
- The school/district is a welcoming environment for families and other stakeholders.
- School/district has developed a communication plan. This plan includes the ability to translate all school notices/materials into the home language.
- The communication plan includes a description/process for distributing important school/district information to families and community members.
- Core curriculum information is readily available to families and community members (e.g., Web site).
- Behavioral standards are included in orientation materials for families.
- The school has fully implemented curriculum, instruction and behavioral policies and procedures for review.
- Before-, after-, and summer-school programs, along with community and faith-based programs, are an integral part of the tiered intervention system.
- A volunteer program actively engages parents and community members. This would include volunteers who cannot be at the school during the school day.

Strategies for Family and Community Engagement for All Students

- Families are informed on academic and behavior-related instructional strategies used in classrooms (e.g., classroom newsletters, parent-teacher conferences, orientations).
- Universal screening and progress monitoring information and results are explained to the student's family as part of conferencing and in planning for any needed interventions.
- School/family partnerships are encouraged and fostered as part of the education process.
- Parenting training is provided as needed. Challenges/barriers to attending such as transportation are addressed.
- Parenting programs are designed to support families in guiding student learning and behavior and developing capacity within the family.
- Families should be provided training and be involved in the development of the Individual Learning Plan (ILP).
- In working with families whose native language is other than English, it may be necessary to utilize the services of an interpreter and/or provide translated print materials to meet federal regulations.
- Family training is provided in the use of Infinite Campus (IC).
- Family/community members serve as student mentors.

Questions to Consider

- ❑ Does the school have a core academic and behavioral curriculum aligned to Kentucky's state standards?
- ❑ Does the universal screener provide a quick way to identify all students who need more in-depth assessment in academics and behavior?
- ❑ Are the assessments broad enough to measure a wide range of student abilities?
- ❑ Is the universal screener easy to administer and reliable?
- ❑ If the universal screener provides evidence of an ineffective academic or behavioral core curriculum that is not responsive to all students (80% of students are successful within the core instruction), is the school examining why it is occurring and whether this is a schoolwide issue or classroom-specific issue?
- ❑ How will the school know if the plan is being implemented as designed?
- ❑ Is communication between school and home regarding student progress consistent, organized and meaningful?

References

- Matzke, Laurie and Neumiller, Tanya Lunde. (2008). *RTI in title I: tools and guidance to get it right*: LRP Publications, Horsham, PA.
- Mellard, Daryl F and Johnson, Evelyn. (2008). *RTI a practitioner's guide to implementing response to intervention* :Corwin Press, Thousand Oaks, CA.
- McCook, J. E. (2006). *The rti guide: developing and implementing a model in your schools*. Horsham: LRP Publications.
- Johnston, P. H. (2010). *Rti in literacy responsive and comprehensive*. Newark: International Reading Association.

- Allington, R. L. (2009). *What really matters in response to intervention: Research-based designs*. Boston: Pearson.
- Hall, S. L. (2008). *Implementing response to intervention*. Thousand Oaks: Corwin Press.
- Mellard, D. F., & Johnson, E. (2008). *Rti a practitioner's guide to implementing response to intervention*. Thousand Oaks: Corwin Press.
- Tomlinson, C. A., & Allan, S. D. (2000). *Leadership for differentiating schools and classrooms*. Alexandria: Association for Supervision and Curriculum Development.

Resources

Appendix A: Student Intervention System Readiness Tool

Web sites

- ☐ Kentucky 's Program of Studies
- ☐ Kentucky's Core Academic Standards (KCAS)
- ☐ Characteristics of Highly Effective Teaching and Learning (CHETL)
- ☐ KDE's Building a Strong Foundation for School Success Continuous Assessment Guide.
- ☐ Connecting Curriculum, Instruction and Assessment
- ☐ Sample Curriculum Maps
- ☐ Pathway to Achievement: Universal Design for Learning (UDL)
- ☐ KDE's Standards and Indicators for School Improvement
- ☐ English Language Proficiency (ELP) Standards
- ☐ Building a Strong Foundation for School Success Series (Early Childhood Standards)
- ☐ National Research Center on Learning Disabilities Web site Parent Resources
- ☐ *Response to Intervention: A Primer for Parents*
- ☐ *The Missing Piece of the Proficiency Puzzle*
- ☐ National Center for Family and Community Web site Research Resources
- ☐ Recognition and Response: Pathways to School Success for Young ChildrenResearch Institute on Progress Monitoring
- ☐ RTI Action Network
- ☐ The Iris Center at Vanderbilt University
- ☐ *The Missing Piece to the Proficiency Puzzle*
- ☐ US Department of Education's Doing What Works
- ☐ WIDA English Language Proficiency Standards

INTENSIVE INSTRUCTION: TIER 3

Tier 3 provides Tier 1 core instruction in addition to interventions for students not making adequate progress in the core curriculum and Tier 2. Tier 3 interventions are more intensive to the student's individual academic or behavioral needs and the student's progress is monitored more frequently.

For students with learning/behavioral difficulties or other instructional needs, Tier 3 is intended to provide more intense, individualized instruction based on student needs and address concerns that have continued even with the support of instruction in Tiers 1 and 2.

For students with high abilities and others exceeding advanced expectations, Tier 3 is designed to provide intensive instruction and/or highly individualized challenges. Frequent progress monitoring provides data that drives customized strategies to assure that the needs of these students are met. The customized strategies are recorded on the GSSP.

Curriculum and Instruction

Students who continue to have difficulty in acquiring necessary academic or behavioral skills "require instruction that is more explicit, more intensive and comprehensive, and specifically designed to meet their individual needs. Tier 3 is designed for students with low-content area skills and/or a sustained lack of adequate progress when provided with primary and secondary interventions. Intervention at this level is more intensive and includes more explicit instruction that is designed to meet the individual needs of a struggling student. Instruction is tailored to specific individual student learning targets or goals, and the duration of daily instruction is longer" (McCook, 2006).

Tier 3 is also designed for students with high abilities and who have exceeded advanced expectations. These students have continued to meet benchmarks early and have outstripped the grade level curriculum when provided with primary and secondary interventions. They "require" instruction that is more explicit, more intensive, and specifically designed to meet the needs of advanced learners.

Elements of Tier 3 include:

- Access to highly effective, evidence-based instructional interventions for academic or behavioral skill needs or strengths for identified students.
- Increased frequency of formative assessments to analyze academic and behavioral student responses to instructional intervention(s).
- Support for professional learning opportunities focused on-
    - knowledge and understanding of the school's Tier 3 instruction, especially for the teacher(s) implementing Tier 3
    - the decision-making process used in the school's intervention system.

Progress Monitoring of Students Receiving Intensive Interventions in Tier 3

Progress monitoring to track academic and behavioral assessment results and student performance at the intensive instruction level mirrors the method utilized for the targeted instruction level. However, the assessments are typically given more frequently, and the school implementation team reviews and evaluates the data more often. The frequency of assessments and intervention team meetings occur as determined by the school implementation team plan and the protocol of the intervention.

Strategies for Family and Community Engagement for Students in Tier 3

- Tiers 1 and 2 academic or behavioral strategies are continued for struggling students. For high ability students, acceleration options are explained and provided.
- Families are informed on any changes in interventions along with the expected outcomes.
- Families are continually informed of their child's progress or any lack of progress.

Questions to Consider

- ❑ Are the academic and behavioral interventions evidence-based?
- ❑ Does the progress monitoring provide adequate data for decision making?
- ❑ Is the progress monitoring sensitive to small increments of academic or behavioral learning growth over time and sensitive to the great leaps that high ability learners can make?
- ❑ Is this progress monitoring sensitive to discrepancies between performance and ability that may be reflected by high ability students as underachievement or twice exceptional?
- ❑ Does the data from the progress monitoring assist schools in the development of instructional strategies for academics and behavior and use of appropriate curriculum for the student's area of need? For the high ability child, are these factors reflected on the child's GSSP?
- ❑ How does the school implement a balanced academic and behavioral assessment system as a method of data collection?
- ❑ Which diagnostic assessments for academic and behavioral learning will the school use?
- ❑ Will off level testing be provided to determine the appropriate academic ceiling for advanced learners?
- ❑ Who monitors student academic and behavioral performance after diagnostic assessments for instruction are given?
- ❑ How is the academic and behavioral data maintained?
- ❑ How frequently are students re-evaluated?
- ❑ Is communication between school and home regarding student academic and behavioral progress consistent, organized and meaningful?
- ❑ Have relevant appropriate interventions for academics and behavior been exhausted?

References

- Matzke, Laurie and Neumiller, Tanya Lunde. (2008). *RTI in title I: tools and guidance to get it right*: LRP Publications, Horsham, PA
- McCook, John E. Ed.D. (2006). The RtI guide: developing and implementing a model in your schools; LRP Publications, Horsham, Pennsylvania.
- Mellard, Daryl F and Johnson, Evelyn. (2008). *RTI a practitioner's guide to implementing response to intervention* :Corwin Press, Thousand Oaks, CA.
- Pierangelo, Roger, Giuliani, George. (2007). *Frequently asked questions about response to intervention*: Corwin Press, Thousand Oaks, CA.

Web sites

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- ☐ Curriculum Based Measures (CBM) Warehouse
- ☐ IDEA Partnership
- ☐ Institute of Educational Services What Works Clearinghouse
- ☐ Kentucky Center for Mathematics
- ☐ Kentucky Center for Instructional Discipline (kycid)
- ☐ National Association of State Directors of Special Education
- ☐ National Center on Response to Intervention
- ☐ National Center on Student Progress Monitoring
- ☐ National Research Center on Learning Disabilities
- ☐ Positive Behavioral Interventions and Supports
- ☐ Recognition and Response: Pathways to School Success for Young Children
- ☐ Research Institute on Progress Monitoring
- ☐ RTI Action Network
- ☐ The Iris Center at Vanderbilt University
- ☐ US Department of Education's Doing What Works

TIER 3: Intensive	**TIER 2: Targeted**	**TIER 1: Core**	**TIER 2: Targeted**	**TIER 3: Intensive**
Intensive, individually designed instruction with increased depth and complexity for students who exceed benchmarks and require interventions beyond Tier 2. On-going formative student assessment.	Focused, targeted enhancement of instruction for individuals and/or small groups who meet grade-level benchmarks early or quickly. Ensure continuous progress, remove academic ceilings and align with the area(s) of interests, needs and abilities. Standard grade-level curriculum is enhanced.	Highly effective, culturally responsive academic and behavioral instruction in the classroom is based on the grade-level state standards/benchmarks. On-going formative and summative student assessment Differentiated instruction within the general framework of the classroom.	Focused, targeted instruction for individuals and/or small groups who are not currently meeting grade-level benchmarks within core instruction. Ensure continuous progress by evaluating instructional interventions and frequently monitoring the effectiveness of the intervention. Change or modify instructional intervention based on the analysis of data.	Intensive individually designed curriculum responsive to instructional needs not met in Tiers 1 & 2. On-going formative student assessment.
Approximately 5% of all students will respond with success to core, targeted and intensive academic/ behavioral instruction	*Approximately 15% of all students will respond with success to core and targeted academic/ behavioral instruction*	*Approximately 80% of all students will respond with success to core academic/ behavioral instruction*	*Of the almost 20% of students who proceed to Tier 2, research shows that 15% of students will respond with success to core and targeted academic behavioral*	*Of the 5% who proceed to Tier 3, research shows students will respond with success to core, targeted and intensive academic/behavior al academic*

			instruction	*instruction*

TWICE EXCEPTIONAL

Twice exceptional students (those who need interventions on both sides of KSI) should receive separate interventions for both areas of need and strengths. Environmental, cultural, and disabling conditions may mask a child's true abilities and should be taken into consideration to avoid exclusion of identification and services (*Common Gifted Education Myths*, National Association for Gifted Education, www.nagc.org). "These advanced learners shall be provided access to a challenging and accelerated curriculum while also addressing the unique needs of their disability." (*Position on Response to Intervention (RtI): The Unique Role of Special Education and Special Educators,* Council for Exceptional Children, October 2007)

SYSTEM OF INTERVENTION

Managing the Intervention Program

Team Approach It is important to consider the needs of the school as a whole, as well as the needs of the students, when planning and implementing a system of interventions. To best manage the needs of the school as a whole, a School Implementation Team is often useful. The School Implementation Team would be responsible for observing practices to ensure the ultimate vision of the school's comprehensive instructional system in fully functioning and the intervention component of that system is effective. The responsibilities of this team could be incorporated into a team or group that already exists in your school (e.g., SBDM Council, Curriculum Committee, etc.) or could be a stand-alone team that meets. To learn more about the School Implementation Team, please see Appendix "B."

Another team, often referred to as the Student Intervention Team, focuses specifically on the students selected for intervention services and their progress. Again, this team's responsibilities could be incorporated into a team or group that already exists in your school (e.g., Student Assistance Team).To learn more about the Student Intervention Team, please see Appendix "B."

Scheduling A frequently asked question in regards to implementing a system of intervention for a school relates to time for the actual intervention services to take place. In order to help each, individual child reach proficiency, and ultimately college and career readiness goals, a system of intervention is critical. As we continue to focus on the core state standards, and gauge student achievement of those standards, just-in-time interventions will be necessary to help address those students who do not reach proficiency as quickly as their classmates and likewise for those students who are quick to reach proficiency and could benefit from extension activities and other accelerated learning options.

How can you schedule interventions for your school? There are many options, each with their own advantages and disadvantages for effective implementation.

Extended School Services (ESS) Model: Many schools are using before or after school ESS programs (and often expanding these with 21st Century Learning grants or other funds) to

provide interventions. Others are using daytime waivers to provide intervention services for ESS during the school day.

Lab Model: The lab model provides students direct instruction in their regular classroom, but then provides extensions or interventions in the lab classroom. The teacher(s) of these lab classes must be highly effective (skilled at differentiation, flexible-able to adjust plans based on formative assessment, dynamic deliverers of instruction).

Dedicated Intervention Time. Time built into the school schedule. (Look for our Advising Toolkit on the KDE website. Just type "Advising Toolkit" in the search box. This resource has some sample schedules for Advising programs. These same schedules work for Intervention times as well.)

Lunch Intervention: Some schools are doing "Intervention Lunches" where a teacher volunteers once a week to provide intervention services to students during the student's lunch. The student goes to the café and gets their lunch and then reports to the teacher, who works with them during that time on academic targets the student needs to monitor.

Embedded Model for High School EPAS Interventions: Many schools are embedding the English and/or Reading transitional curriculum into their English IV course. The new KCAS really lends itself to this embedded model.

Pull-out for Interventions: Not a preferred model because students miss experiences in other classes of interest. Schools do pull students out of elective courses to attend an intervention session or class. Usually the students are pulled from their other classes once a week, and often those electives. It should be noted that students cannot be pulled from core content courses as this is against state regulations.

Decision Making Rules

As systems of intervention are developed, it is important to determine "rules" or standards for making decisions. Most of these rules would garner the work of the School Intervention Team or its equivalent. Within the tiered continuum of instruction and interventions, decision rules are necessary for moving students back and forth across tiers as educators address their needs for academic or behavioral intervention. A flexible and fluid process that relies on relevant student assessment data must guide the use of these decision rules. Student intervention outcomes drive decision-making at every tier of the model. A systematic method is used to decide interventions and implementation strategies for each student.

At each step of the process, good decision rules ensure effective, equitable, and fair treatment among students. According to the National Research Center for Learning Disabilities (NRCLD), decision making rules will allow school staff to have a basis for guiding their decisions.

Steps in developing a decision-making process:

Provide the organizational structures for implementation:

- ☐ Support intervention (e.g., allocate time to provide intervention, for on-going collaboration among staff, and to provide evidence-based feedback to students, parents/guardians, and other stakeholders)
- ☐ Reaffirm the premise that all students are individuals and 21st-century educators must understand who their students are, gauge their needs as learners, design instruction that meets students where they are and respond appropriately to the outcome of the instructional delivery
- ☐ Develop procedures (e.g., agendas, member roles, decision making process) for promoting a shared responsibility and a shared accountability between schools, families and community.

Establish guidelines for identifying students who need interventions in addition to the core instruction in tier 1:

- ☐ Use cut scores for *initial consideration* in determining risk or advanced status
- ☐ Identify the scores (based on universal screening) that determine whether a student *should be considered* for Tier 2 interventions.
- ☐ *Consider additional information* (diagnostic assessment data, EPAS assessments, teacher recommendation, grades, etc.) when determining need or advanced status

Determine the frequency and duration of progress monitoring:

- ☐ Determine the frequency with which data will be collected (e.g., once or twice a week)
- ☐ Identify the length of the data collection period (allowing for repeated data collection) during intervention

Establish criteria for determining a student's responsiveness to intervention:

- ☐ Evaluate growth of performance level (academic, behavioral or both)
- ☐ Evaluate rate of growth for each phase of intervention
- ☐ Identify/Develop criteria for the strength of intervention within each intervention phase (i.e., number of sessions, consistency or fidelity of intervention, length of sessions and type of intervention procedures)

- ☐ Consider modifying a student's intervention at the same tier level or moving the student to a different tier

Analyze the evidence for moving between tiers:

- ☐ Measure the performance (academic, behavioral or both) level
- ☐ Account for the rate of growth
- ☐ Determine the strength of the intervention and make necessary decisions based on student data

Choose a Problem Identification Process

Determining the method used to identify concerns in academics or behavior is an important one. There are three models commonly described in the literature: problem-solving; standard protocol (or standard treatment protocol); and problem-solving/standard protocol combination (also referred to as blended).

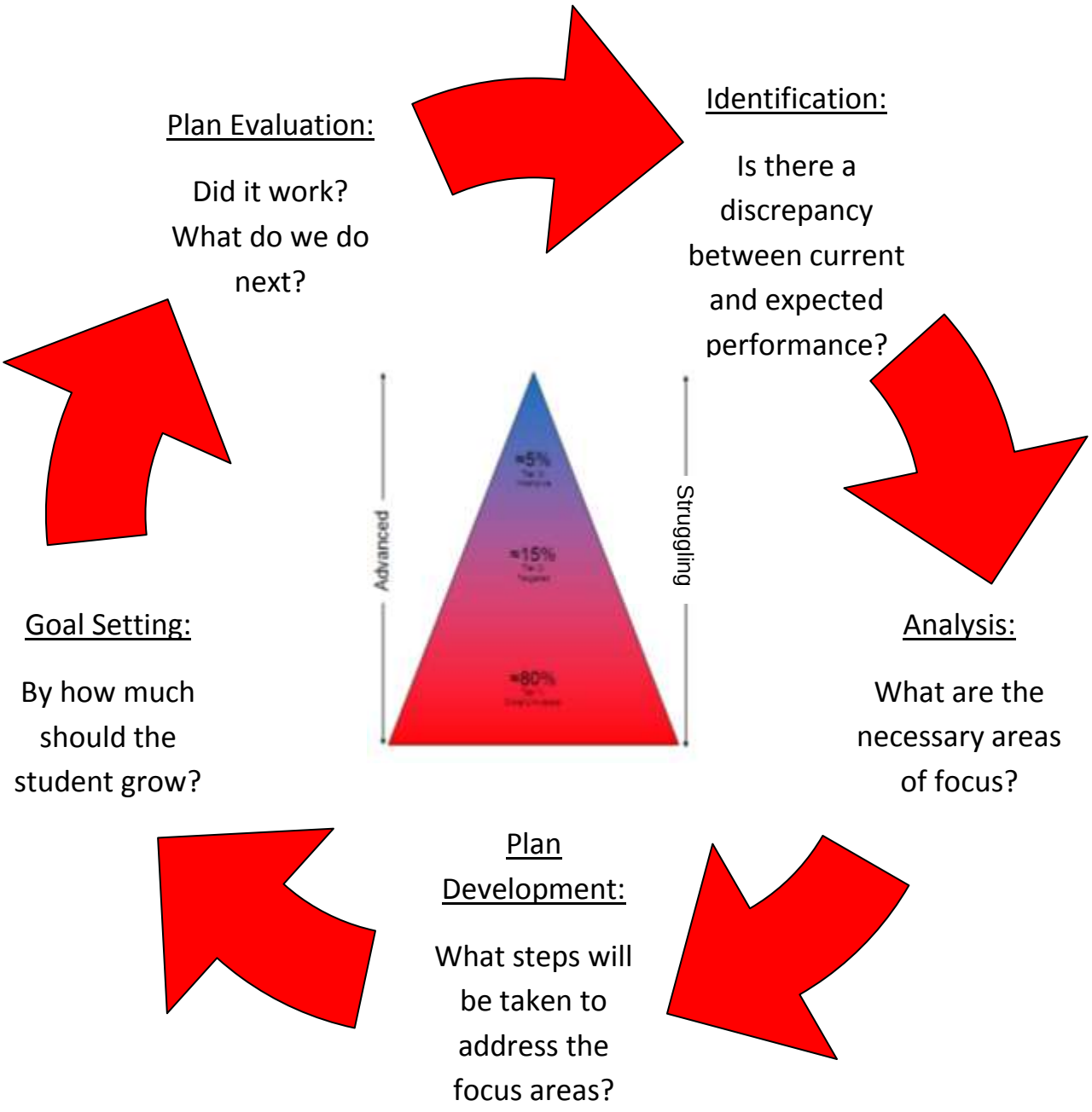
☐ **Problem-Solving Model** –This process allows problem-solving teams to use academic and behavioral assessment data to identify why some students are not mastering the required academic and/or behavioral skills at the same pace as their peers; the team crafts individualized interventions to address the need.

☐ **Standard Treatment Protocol Model** – This model consists of a specific set of evidence-based practices (standard treatments) provided to students who display predictable difficulties (e.g., failure to develop basic literacy or social interaction skills); these interventions are designed to be used in a systematic manner with all participating students and usually is delivered in small groups.
Characteristics of Standard Treatment Protocol Model

- Interventions are evidence-based and should work with most students.
- Interventions are common (or standard) — there is no individualization for unique situations.
- Interventions follow a specific protocol for delivery, which includes frequency, duration and assessment of the student's response to the intervention.

- Staff training is limited to the standard treatment protocol chosen.

☐ **Problem-Solving/Standard Treatment Blended Model –** This model is a merger of the two approaches. "In the combined model, a set group of interventions is defined to be used throughout the system. A problem-solving team then looks at the issues to be addressed with the student(s) and determines which intervention is to be used first." (McCook, 2006)



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Web sites

- Center for Educational Networking
- Kentucky Center for Instructional Discipline
- National Center on Response to Intervention
- National Research Center on Learning Disabilities
- Positive Behavioral Interventions and Supports
- The RTI Action Network

GLOSSARY

Academic Ceiling
Any policy, instructional, or curricular procedure that withholds appropriate learning opportunities from a student who needs to move beyond age mates in order to maintain continuous progress

Accelerated Learning
"Accelerated learning" means an organized way of helping students who are not reaching individual or classroom academic goals by providing direct instruction or enable students who can to move more quickly through course requirements and pursue higher level skill development. (Section 2. KRS 158.6453)

Acceleration Options
A variety of ways schools can apply instructional strategies to studying material earlier, or at a faster pace, than most students. (See Appendix D)

Adequate Yearly Progress (AYP)
AYP is the term used in NCLB to refer to the minimum improvement required of each school and district over the course of one year. It is measured at the school and district levels by measuring growth in the percentage of students scoring proficient or above in reading and mathematics and assessing improvement on one "other academic indicator" while testing at least 95 percent of enrolled students and student subpopulations of sufficient size.

Affective Counseling Services
Affectively-based counseling assistance planned in coordination with the gifted teacher and provided by a counselor familiar with the characteristics and socio-emotional needs of gifted and talented students including those gifted students who are twice exceptional.

All Students
Every student enrolled in a school or district, regardless of identification, race, ethnicity, nationality, gender, socio-economic status, or primary spoken language.

Aimline (see Goal Line)

Baseline Data
The data collected prior to interventions being implemented and signifies the student's present level of performance on a targeted skill/concept.

Benchmarks
Logical breakdown of the major components of the long-term goal and how they measure progress toward meeting the long-term goal

Characteristics of Highly Effective Teaching and Learning (CHETL)
Effective practices in teaching and learning by describing the role of the teacher and student in an exemplary instructional environment

Classroom Performance
Educators assume an active role in students' assessment in the general education curriculum. This feature emphasizes the important role of the classroom staff in choosing and periodically completing student assessments of academics and behavioral/social skills rather than relying on end-of-the-year achievement tests (e.g., state or nationally developed tests) or routine office referral/detention/suspension for behavior. (NRCLD)

Community
A community may be a neighborhood and places around school; local residents; and/or local groups based in neighborhoods.

Complex Curriculum
The planned interaction of pupils with instructional content, materials, resources, and processes that are made of interconnected and /or related parts for the attainment of educational objectives

Continuous Progress Monitoring
Students' classroom progress is monitored continuously. In this way, staff can readily identify those learners who are not reaching individual or classroom academic and behavioral goals. Curriculum-based assessment models (NRCLD) and data from instructionally-based classroom behavioral monitoring systems are useful in this role.

Criterion- versus Norm-Referenced
Screening measures can use either a criterion referenced or normative comparison standard of performance. In the former, a specific criterion level of skills is specified as indicating an acceptable level of proficiency or mastery. In the normative comparison, the screening results are compared to an appropriate peer group (e.g., other students in first grade).

Curriculum Based Measurement (CBM)
Instead of measuring mastery of a series of single short-term objectives, each CBM test assesses all the different skills covered in the annual curriculum. CBM samples the many skills in the annual curriculum in such a way that each weekly test is an alternate form (with different test items, but of equivalent difficulty). (Fuchs)

Cut score
Accuracy of screening also is determined by what cut scores are used. A cut score, also called cut point, is the score that represents the dividing line between students who are not at risk and those who are potentially at risk. (NRCLD)

Data Point
A data point is one score on a graph or chart, which represents a student's performance at one point in time.

Diagnostic Assessment
Assessment(s) will provide specific data to assist in determining changes needed to further the student's learning based on data from multiple sources/assessments.

Differentiated Instruction
Differentiated instruction refers to educators tailoring the curriculum, teaching environments, and practices to create appropriately different learning experiences for students in order to meet each student's needs. To differentiate instruction is to recognize students' varying interests, readiness levels, and levels of responsiveness to the standard core curriculum and to plan responsively to address these individual differences. There are four elements of the curriculum that can be differentiated: content, process, products, and learning environment.

Dual Discrepancy
Student performs below level demonstrated by peers AND demonstrates a learning rate substantially below peers. Special education is only considered when dual discrepancy, in response to validated instruction is found. Just because reading or math growth is low, it does not mean the student automatically receives special education services. (Fuchs)

Early Intervening
Early intervening in this context refers to catching problems while children are small… the problem is small? The term includes, but is not limited to, services for young children. (NASDSE)

Efficiency
A screening procedure must be brief as well as simple enough to be implemented reliably by teachers. (NRCLD)

Evidence-Based Practice
Instructional strategies and educational practices that are proven by scientific research studies. By proven, it is understood that these are classroom practices for which there is strong, or moderate, evidence of success.

Evidence-Based Instruction
Classroom practices and the curriculum vary in their effect on academic and behavioral outcomes. Thus, ensuring that the practices and curriculum have demonstrated their efficacy is important. If not, one cannot be confident that students' limited achievement or failure to meet behavioral expectations is independent of the classroom experiences. (NRCLD)

Evidence-Based Interventions
When students' screening results or progress monitoring results indicate a concern, an appropriate instructional intervention is implemented, either a standardized treatment protocol or an individually designed instructional intervention. The standardized treatment protocols are the academic and behavioral interventions that researchers have proven effective. School staff is expected to implement specific, research-based interventions to address the student's difficul-

ties. These interventions might include a “double-dose” of the classroom instruction or other instructional methods that are not adaptations of the current curriculum or accommodations. (NRCLD)

Family
A family includes recognized related and non-related members (i.e., siblings, grandparents, aunts/uncles, friends/neighbors) who contribute to a child’s learning in a significant way.

Fidelity Measures
While the interventions are designed, implemented, and assessed for their learner effectiveness, data on the fidelity of instruction is gathered. Fidelity measures assess whether the instructional methods and curriculum were used consistently and as they were intended. Staff members other than the classroom teacher have an important role in completing fidelity measures, which are usually an observational checklist of critical teaching behaviors or important intervention elements. (NRCLD)

Fidelity of Implementation
Fidelity refers to the accurate and consistent provision or delivery of instruction in the manner in which it was designed or prescribed according to research findings and/or developers’ specifications. Five common aspects of fidelity include: adherence, exposure, program differentiation, student responsiveness, and quality of delivery.

Flexible Grouping
Allows students to move among different groups based on their performance and instructional needs

Formative Assessment
Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. (CCSSO) The goal of formative assessment is to gain an understanding of what students know (and don't know) in order to make responsive changes in teaching and learning. (Black and William)

Functional Assessment
Academic-process to identify the skill gap, determine effective strategies and develop interventions to teach the desired skill

Behavior-Process to identify the problem behavior, decide the function of the behavior and develop interventions to teach acceptable alternatives to the behavior

Gifted Education Pedagogy
Refers to the teaching skills needed to impart the specialized knowledge of how to teach students that are gifted and talented. Effective teachers demonstrate a wide range of abilities, skills, and knowledge that lead to designing a learning environment where all students learn and feel that they are successful academically and behaviorally.

Gifted Learner
Possessing either the potential or demonstrated ability to perform at an exceptionally high level in one or more areas of giftedness defined in KY (general intellectual, specific academic, visual / performing arts, creativity, and leadership)

Gifted Student Services Plan (GSSP)
An educational plan that matches a formally identified gifted student's interests needs, and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel. The determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment.

Goal
System for measuring the student's progress toward long-range expectations

Goal Line (sometimes referred to as an aimline)
The goal line on a graph connects the intersection of the student's initial performance level and date of that initial performance level to the intersection of the student's year-end goal and the date of that year-end goal. It represents the expected rate of student progress over time.

High Ability Learner
A student with consistently outstanding mental capacity as compared to children of one's age, experience, or environment

Highly Effective Classroom Instruction
Academic and behavioral instruction or intervention matched to student need that has been demonstrated through scientific research and practice to produce high learning rates for most students. (NASDSE) Students receive high-quality instruction in their general education setting. Before students are singled out for specific assistance, one has to have an assurance that the typical classroom instruction is of high quality. Instructional quality is indicated by several characteristics: e.g., personnel are appropriately and adequately prepared and trained, including having the knowledge and skills to serve children with disabilities (see [Sec. 612(a)(14)(A)]); the choice of the curriculum; the instructional practices used: and comparison of students' learning rates and achievement in different classrooms at the same grade level. (NRCLD)\

Intensive Instruction (Tier 3)
Tier 3 and beyond provides universal instruction in addition to interventions for students not making adequate progress in the core curriculum and tier 2. These interventions are more intense and individualized for the student's academic or behavioral skill need. Frequent progress monitoring occurs with each student.

Intervention
An intervention is educational instruction, practice, strategy, curriculum or program. (US Department of Education)

Kentucky Core Academic Standards (KCAS)
The Kentucky Core Academic Standards help ensure that all students throughout Kentucky are provided with common content, have opportunities to learn at high levels, learn how to solve

problems and think creatively. The KCAS outline the minimum content standards required for all students before graduating from Kentucky public high schools.

Kentucky System of Interventions (KSI)
A framework for providing systematic, comprehensive services to address academic and behavioral needs for all students, preschool through grade 12

Learning Rate
Learning rate refers to a student's growth in achievement or behavioral competencies over time compared to prior levels of performance and peer growth rates. (NASDSE)

Level of Performance
Level of performance refers to a student's relative standing on some dimension of academic or behavioral achievement/ performance compared to expected performance (either criterion- or norm-referenced). (NASDSE)

Norm-Referenced
Evaluates a student's performance to that of an appropriate peer group

Off Level Testing
Administering assessments based on students' current academic ability.

Pace
The speed or rate at which learning takes place

Problem-Solving Approach (Individually Designed Instructional Package)
Most schools currently have an existing form of a problem-solving team, such as a student instructional team (SIT), student study teams (SST) or building assistance team (BAT). The purpose of these teams is to develop instruction to support the targeted student, while simultaneously providing a positive effect on the instructional program for all students. Under an RtI service-delivery system, these teams would adopt a problem-solving approach that is based on data and a continuing system of evaluation. Academic and behavioral problems need to be objectively defined, observed and measured directly in the general education classroom. The data collected are then analyzed, using information to develop hypotheses about the causes of the problem and the appropriate selection of evidence-based strategies to remedy them. As the interventions are implemented, the student's progress is monitored at regular points in time. The team continues to meet to discuss the outcome data and determine whether the intervention is having its desired effect, whether the specific intervention needs to be revised or whether the student should be considered for further evaluation. (NRCLD)

Professional Learning Communities (PLC)
Educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve (DuFour, DuFour, Eaker, & Many, 2006).

Program Services Plan (PSP)

A district or school PSP committee (e.g., English Language Learner (ELL) and mainstream teachers/ specialists, an instructional leader, counselor, parent, student) will design a PSP for each student identified as having limited English proficiency. The PSP should include the following: the reasons for identification (results of the W-APT screener, and when available, the ACCESS for ELLs® annual language assessment), level of English proficiency, previous academic background and experience, cultural and language history, service delivery model/s for English language instruction, and all appropriate instructional and assessment accommodations and/or modifications. The PSP will be shared with all stakeholders involved in the EL's academic and language education. The PSP is consistently and regularly monitored for relevance and effectiveness throughout the year, and individualized accommodations should be evaluated for appropriateness and revised at least once a year based on the annual ACCESS for ELLs® assessment results. If a school does not have the accommodations documented in the PSP then there could be a test code violation if the accommodations are allowed on the state assessment.

Progress Monitoring

School staff use progress-monitoring data to determine effectiveness of the intervention and to make any modifications as needed. Carefully defined data are collected, perhaps daily, to provide a cumulative record of the learner's response to the intervention. (NRCLD)

Response to Intervention (RtI)

"Response to intervention (RtI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to maximize social and behavioral competencies. With RtI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities" (National Center on Response to Intervention).

Standard-Protocol Approach

Standardized protocols are academic and behavioral interventions that researchers have validated as effective, meaning that the experimental applications were completed with the proper experimental and control groups to demonstrate that the interventions work. School staff is expected to implement specific evidence-based interventions to address the student's difficulties. These interventions are not accommodations to existing curriculum; rather, they are instructional programs targeted to remediate a specific skill. Research for standard protocol interventions should specify the conditions under which the intervention has proven successful, including the number of minutes per day, the number of days per week, and the number of weeks (typically eight to 12) required for instruction with the intervention. Information about each research-based intervention also should describe the specific skills addressed, where the instruction should be provided, who should provide the instruction and the materials used for instruction and assessing progress (adapted from Fuchs et al., 2003) (NRCLD)

Standards and Indicators for School Improvement (SISI)

Kentucky's Standards and Indicators for School Improvement, as incorporated into 703 KAR 5:120, consist of three standards (academic performance, learning environment, and efficiency) and eighty-eight indicators that define best practice for schools and districts

Student Growth

Student growth means both state assessment data, if available, and formative growth measures that are rigorous and comparable across schools in a Local Education Agency (LEA).

Summative Assessment
Summative Assessment is an assessment of the learning. It indicates a student's learning at a particular point in the instructional process. Summative assessment is typically administered to obtain a comprehensive evaluation of student knowledge and skills, rather than for short-term instructional decision-making

Targeted/Supplementary Instruction (Tier 2)
Tier 2 is targeted or supplementary instruction provided when a student's universal screening and other data results indicate a benchmark skills/grade level expectations has not been met. This tier provides appropriate instructional intervention(s) and progress is regularly monitored. About fifteen percent of students will succeed at this level of instruction. Students must receive general education instruction *plus* targeted intervention. Movement between the tiers/level of support should be fluid and based on the student's response or non-responsiveness to instruction.

Trend Line
A trend line is a line on a graph that represents a line of best fit through a student's data points. The trend line can be compared against the goal line/aimline to help inform responsiveness to intervention and to tailor a student's instructional program.

Twice-Exceptional Learners
"Twice-exceptional student" means a pupil who is identified as gifted and talented in one or more areas of exceptionality and is also identified with a disability defined by Federal/State eligibility criteria (i.e. specific learning disability, emotional-behavioral disability, physical disability, sensory disability, autism, ADHD).

Underachievement
The development of a significant gap between a student's potential ability and demonstrated achievement to a degree that there is an overall diminished ability to achieve at the expected level of ability.

Universal/Core Instruction (Tier 1)
Tier I is highly effective, evidence-based core or universal instruction, provided to *all* students in the general education classroom. General education teachers must implement evidence-based programs with fidelity for both academic and behavioral instruction. About eighty percent of students will succeed at this level of instruction with little or no modifications of the curriculum or instructional practices

Universal Screening
School staff conducts universal screening of academics and behavior. This feature focuses on specific criteria for judging the learning and achievement of all students, not only in academics but also in related behaviors (e.g., class attendance, tardiness, truancy, suspensions and disciplinary actions). Those criteria are applied in determining which students need closer monitoring or an intensive intervention. Screening is a type of assessment that is characterized by providing quick, low-cost, repeatable testing of age-appropriate critical skills (e.g., identifying

letters of the alphabet or reading a list of high frequency words) or behaviors (e.g., problem-solving and social interaction skills, tardiness, or aggression). (NRCLD)

Validity
An indication that an assessment tool consistently measures what it is intended to measure.

RESOURCES

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Web sites

- ☐ ACCESS for ELLs® English Language Proficiency assessment
- ☐ Building a Strong Foundation for School Success Series (Early Childhood Standards)
- ☐ Center for Educational Networking
- ☐ Center on Instruction
- ☐ Characteristics of Highly Effective Teaching and Learning (CHETL)
- ☐ Connecting Curriculum, Instruction and Assessment
- ☐ Curriculum Based Measures (CBM) Warehouse
- ☐ English Language Proficiency (ELP) Standards
- ☐ IDEA Partnership
- ☐ Institute of Educational Services What Works Clearinghouse
- ☐ KDE's Building a Strong Foundation for School Success Continuous Assessment Guide
- ☐ Kentucky Center for Instructional Discipline (kycid)
- ☐ Kentucky Center for Mathematics
- ☐ Kentucky's Core Academic Standards (KCAS)
- ☐ Kentucky Department of Education's Standards and Indicators for School Improvement
- ☐ Kentucky's Program of Studies
- ☐ Kentucky Reading Association

- ☐ National Association of State Directors of Special Education
- ☐ National Center for Family and Community Web site Research Resources
- ☐ National Center on Response to Intervention
- ☐ National Center on Student Progress Monitoring
- ☐ National Research Center on Learning Disabilities
- ☐ National Center for Family and Community Web site Research Resources
- ☐ Nebraska Department of Education
- ☐ Pathway to Achievement: Universal Design for Learning (UDL)
- ☐ Positive Behavioral Interventions and Supports
- ☐ Recognition and Response: Pathways to School Success for Young Children
- ☐ Research Institute on Progress Monitoring
- ☐ *Response to Intervention: A Primer for Parents*
- ☐ RTI Action Network
- ☐ Sample Curriculum Maps
- ☐ The Iris Center at Vanderbilt University
- ☐ *The Missing Piece to the Proficiency Puzzle*
- ☐ US Department of Education's Doing What Works
- ☐ WIDA English Language Proficiency Standards

Appendix A - Student Intervention System Readiness Tool

Academic Performance

Universal Content Standards: ***the set of content and skill knowledge necessary for all students to be productive in a global society; Kentucky's Program of Studies/Kentucky's Core Academic Standards represents minimum content standards for graduation in Kentucky***
1. All students are given the opportunity to learn at high levels.
2. The minimum curriculum for all students aligns to the requirements of the *Program of Studies for Kentucky Schools (2006) and Kentucky's Core Academic Standards.*

Universal Screening: ***school-wide screening of students to accurately identify those who are in need of learning or behavioral support beyond universal instruction and to assist with the efficacy of the core instruction***
1. Assessment tool(s) are used to assess the specific needs of students (e.g., reading, writing, mathematics, emotional/behavioral, language proficiency).
2. The school/district has an assessment plan/schedule that reflects frequent and balanced (diagnostic, formative, summative) assessments, ensuring early screening procedures.
3. The student intervention team reviews and analyzes the data as well as documents and maintains the individual plan for each student.

Progress Monitoring: ***a set of assessment procedures for determining the extent to which students are benefiting from classroom instruction and for monitoring effectiveness of curriculum***
1. Intervention services provide systemic and intentional evidence-based strategies that meet individual learning needs of students and are frequently (weekly/biweekly) monitored for student progress.
2. A frequent and ongoing method of individual student data collection is in place that reflects a balanced assessment system (diagnostic, formative, summative).
3. A system is in place to document student progress data and is used by staff for review and analysis to evaluate the effectiveness of instructional decisions based on the data and modified as needed.

Student-based Instructional Services (tiers/levels): ***multi-level, service-delivery model that incorporates increasing intensities of instruction designed to meet the continuum of student needs***
1. School offers a range of research-based instructional and behavioral interventions for any student at risk of not reaching his/her potential.
2. Student instruction is provided in tiers of increasing levels of intensity, frequency and duration.
3. All students have access to the universal/core curriculum in addition to needed levels of targeted and intensive supports.
4. Procedures for moving from tier to tier are clearly established.
5. Existing tiers of instruction and behavioral supports are clearly articulated and understood by all staff.
6. Staff and parents are informed as to the frequency, intensity and duration of an intervention that is needed for effectiveness.
7. The educational system incorporates a variety of evidence-based strategies such as differentiated instruction, grouping and scheduling to optimize student outcomes.
8. A plan is established to allocate sufficient instructional time and intensity.
9. Group size, instructional time and instructional programs are continually adjusted to respond to student performance.
10. Allocation of staff is used flexibly across all roles to provide various interventions.
11. Evidence-based instructional strategies/materials that address universal, targeted and intensive interventions are utilized with individual student needs.
12. School staff is trained on reliability and fidelity in the administration and scoring of all assessment instruments, data analysis, as well as the fidelity and implementation of interventions.

Data-Based Decision Making: ***an integrated data collection/assessment system to inform decisions at each tier of service delivery; decisions are based on student performance data informed by professional judgment***
1. The data used for decisions are derived from assessments used for the purposes of screening, collecting diagnostic information and monitoring progress.
2. Integrated data collection/assessment system is used for instructional goal-setting and to inform decisions at each tier/level of service delivery.
3. The school implementation team constructs a data plan prior to beginning any intervening services.
4. Success of the intervention is determined by both acquisition of skills and rate of improvement.
5. Comparative data from multiple sources across multiple settings inform decision-making.
6. Data is collected in both academic and non-academic areas.
7. The data used for decisions are derived from assessments that measure student achievement within the context of the classroom curriculum.
8. Staff determines the barriers that inhibit learning and alter instruction based on assessment data.

Learning Environment

Parent/Guardian Involvement: ***consistent, organized, and meaningful two-way communication between school staff and parents with regard to student progress and related school activities***
1. Parents/guardians have multiple opportunities to provide input in their child's instructional program.
2. Parents/guardians are aware of the explicit process for providing input in decision making.
3. Parents/guardians are involved in the decision-making process when their children transition from tier to tier.
4. Parents/guardians are informed of the elements of the core curriculum that correspond to evidence-based instruction.

Professional Learning: ***those experiences which systematically over a sustained period of time, enable educators to acquire and apply knowledge, understanding, skills and abilities to achieve personal, professional and organizational goals and to facilitate the learning of students***
1. Professional learning opportunities are provided to teachers, administrators and paraeducators.
2. Professional learning opportunities are available to implement the Program of Studies and Kentucky's Core Academic Standards.
3. Professional learning opportunities are available for teachers in the areas of evidence-based curricular programs, implementation of evidence-based instructional practices, progress monitoring techniques and data collection and analysis.
4. Professional learning opportunities are available for teachers, administrators, and paraeducators in each of the components of RtI (tiered service delivery model, universal screening, progress monitoring, data-based decision making, fidelity of implementation and parent involvement).
5. Professional learning opportunities are available on the use of targeted and intensive interventions.
6. Professional learning opportunities are available to implement problem-solving teams and collaborative decision-making.
7. Professional learning opportunities are available on the change in staff roles and responsibilities in a tiered intervention system.
8. Professional learning provides a focus on collaboration among parents, teachers, paraeducators and administrators.
9. Awareness training/communication about the tiered intervention system is available to parents and community.

Efficiency

Leadership: ***effective guidance from individuals and within groups that focuses on instructional decisions that support teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity***
1. There is district-level support to adopt a KSI model and allocate required resources.
2. There is an understanding of and commitment to a long-term change process (i.e., three or more years).
3. The school has a student intervention team in place.
4. The school implementation team guides and monitors implementation and fidelity of the intervention system.
5. The school implementation team ensures that the school applies a problem-solving model to make instructional decisions.

Fidelity of Implementation: ***the delivery of instruction in the way in which it was designed to be delivered; the integrity with which screening and progress-monitoring procedures are completed and an explicit decision-making model is followed (e.g., the implementation of the process, instruction and progress monitoring)***
1. There is a systematic process for monitoring the consistency of universal screening tools, progress monitoring, data-based decision making and instructional interventions.
2. Procedures are in place to ensure reliable administration, scoring and analysis of assessments.
3. Instruction is monitored to ensure teachers are using evidence-based practices to meet the needs of all students.

Appendix B-School Implementation and Intervention Teams

~School *Implementation* Team~	~Student *Intervention* Team~ .
Purpose To meet the individual needs of *every* learner for prevention and intervention through a collaborative team process	**Purpose** To develop a plan to meet the individual needs of a learner identified for intervention services through a collaborative team process
Team Members May Include the Following • school-level administrator • district office representative • teachers (grade-level, special education, Gifted and Talented (GT), etc.) • school psychologists or other individuals with pertinent assessment knowledge • paraprofessionals • specialists • family and community members	**Team Members May Include the Following** school-level administrator school implementation team representative (if not already represented) teachers (grade-level, special education, GT, etc.) school psychologists or other individuals with pertinent assessment knowledge paraprofessionals *intervention teacher/specialists* family and community members
Functions of Team May Include the Following Design and implement core academic and behavioral curriculum: ❑ Select *universal screeners* for academics and behavior. ❑ Select/train staff on *instructional strategies and interventions* for	**Functions of Team May Include the Following** Design and implement targeted academic and behavioral evidence based instruction: ❑ Select *progress monitoring tools* for academics and behavior. ❑ Select/train staff on *intervention strategies* for academics and behavior.

academics and behavior. ❑ Provide professional learning opportunities that include information about all learners (e.g., ELL, GT, Special Education). ❑ Assist teachers in the efforts to recognize students who may be identified as twice-exceptional. ❑ Compile professional resources and materials. ❑ Establish plan for follow-up monitoring and fidelity of implementation	❑ For formally identified GT or primary talent pool students, interventions may be based on the Gifted Student Services Plan (GSSP) or student interests. ❑ Identify professional resources and materials appropriate for the student(s). ❑ Establish plan for progress monitoring and fidelity of implementation.
Involve family and community stakeholders in learning: ❑ Develop and implement a communication plan. ❑ Develop activities that provide meaningful family engagement in the school experience	Involve family and community stakeholders in learning: ❑ Notify parents of initial targeted intervention(s) ❑ Provide regular progress updates ❑ Provide families with specific information on how to assist their children with the academic or behavioral areas of need or strength identified
Provide support for teachers to collaborate in an effort to help all students in the classroom.	Provide support for teachers to collaborate in an effort to help targeted students with the intervention or ensure continuous progress.
Consider all circumstances that may affect or interfere with student achievement and success (e.g., home life, community, personal health, academic and behavioral).	
Review school data to make informed decisions about curriculum, instruction and assessment: Examine achievement, behavior and other data to determine the percentage of	Triangulate student level data to make informed decisions about targeted instruction

students that are successful within the core/universal instruction. Identify data patterns: • Achievement gap (sub-populations) • Universal screening data • Diagnostic data • Grade-level assessment data • Classroom assessment data • Repetitive patterns identified in Tier 2 and beyond that may inform Tier 1 instructional changes/adjustments needed • Other data (e.g., Access for ELLs®, parent information) Use curriculum based measures (CBM) data along with classroom observations, district-wide assessments and/or other standardized tests to measure the effectiveness of the interventions.	

Appendix C – Intervention Legislation

The reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA 2004) and the passage of the No Child Left Behind Act (NCLB 2001) stresses the use of professionally sound instruction and interventions based on defensible research, as well as the delivery of effective academic and behavioral supports to improve student performance. Research shows that multi-tiered models are effective educational practices with schools to bring high-quality instruction for all students.

Federal Legislation:

The No Child Left Behind Act (NCLB, 2001)

The No Child Left Behind Act of 2001 (NCLB) is the reauthorization of the Elementary and Secondary Education Act (ESEA, 1965). It is the main federal law affecting education from kindergarten through high school. NCLB is built on four principles: accountability for results, more choices for parents, greater local control and flexibility and an emphasis on doing what works based on scientific research.

The Individuals with Disabilities Education Act (IDEA) 2004 is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

Early intervening services should make use of supplemental instructional materials, where appropriate, to support student learning. Children targeted for early intervening services under IDEA are the very students who are most likely to need additional reinforcement to the core curriculum used in the regular classroom. These are in fact the additional instructional materials that have been developed to supplement and therefore strengthen the efficacy of comprehensive core curriculum.

Kentucky Intervention Legislation:

Kentucky has also passed legislation that addresses the need for Intervention strategies, models and programs to assist students not meeting state benchmarks. Following are the legislation that addresses a need for intervention:

KRS 158.6453 Definitions -- Assessment of achievement of goals -- Revision of academic content standards -- Components -- Criterion-referenced and norm-referenced tests -- Program assessments -- High school and college readiness assessments -- ACT and WorkKeys -- Accommodations for students with disabilities -- Assessment design -- Reporting timelines -- Biennial plan for validation studies -- Local assessment -- School report card -- Individual student report -- Inappropriate test preparation prohibited.

(subsection 20)

(b) An individual student report to parents for each student in grades three (3) through eight (8) summarizing the student's skills in reading and mathematics. The school's staff shall develop a plan for accelerated learning for any student with identified deficiencies or strengths;

(c) An individual report for each student who takes a high school or college readiness examination administered under subsection (11)(a) of this section that:

1. Provides the student's test scores;

2. Provides a judgment regarding whether or not a student has met, exceeded, or failed to meet the expectations for each standard assessed; and

3. Is designed to assist students, parents, and teachers to identify, assess, and remedy academic deficiencies prior to high school graduation

KRS 158.6459 Intervention strategies for accelerated learning

(1) A high school student whose scores on the high school readiness examination administered in grade eight (8), on the college readiness examination administered in grade ten (10), or on the WorkKeys indicate that additional assistance is required in English, reading, or mathematics shall have intervention strategies for accelerated learning incorporated into his or her learning plan.

(2) A high school student whose score on the ACT examination under KRS 158.6453

(4)(a)3. in English, reading, or mathematics is below the system-wide standard established by the Council on Postsecondary Education for entry into a credit bearing course at a public postsecondary institution without placement in a remedial course or an entry-level course with supplementary academic support shall be provided the opportunity to participate in accelerated learning designed to address his or her identified academic deficiencies prior to high school graduation.

(3) A high school, in collaboration with its school district, shall develop and implement accelerated learning that:

(a) Allows a student's learning plan to be individualized to meet the student's academic needs based on an assessment of test results and consultation among parents, teachers, and the student; and

(b) May include changes in a student's class schedule.

(4) The Kentucky Department of Education, the Council on Postsecondary Education, and public postsecondary institutions shall offer support and technical assistance to schools and school districts in the development of accelerated learning.

(5) A student who participates in accelerated learning under this section shall be permitted to take the ACT examination a second time prior to high school graduation at the expense of the Kentucky Department of Education. The cost of any subsequent administrations of the achievement test shall be the responsibility of the student.

KRS 158.649 Achievement gaps -- Data on student performance -- Policy for reviewing academic performance -- Biennial targets -- Review and revision of consolidated plan.

By December 1, 2002, each local board of education upon the recommendation of the local district superintendent shall adopt a policy for reviewing the academic performance on the state assessments required under KRS 158.6453 for various groups of students, including major racial groups, gender, disability, free and reduced price school lunch eligibility, and limited English proficiency. The local board policy shall be consistent with Kentucky Board of Education administrative regulations. Upon agreement of the school-based decision making council, or the principal if there is not a council, and the superintendent, the local board shall establish a biennial target for each school for reducing identified gaps in achievement as set out in subsection (4) of this section.

(4) By February 1, 2003, and each February 1 in odd-numbered years thereafter, the school-based decision making council, or the principal if there is not a council, with the involvement of parents, faculty, and staff shall set the school's biennial targets for eliminating any achievement gap and submit them to the superintendent for consideration. The superintendent and the school-based decision making council, or the principal if there is not a council, shall agree on the biennial targets before they are submitted to the local board of education for adoption.

(5) By April 1, 2003, and each April 1 in odd-numbered years thereafter, the school council, or the principal if a school council does not exist, with the involvement of parents, faculty, and staff, shall review the data and revise the consolidated plan to include the biennial targets, strategies, activities, and a time schedule calculated to eliminate the achievement gap among various groups of students to the extent it may exist. The plan shall include but not be limited to activities designed to address the following areas:

(a) Curriculum alignment within the school and with schools that send or receive the school's students;

(b) Evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work;

(c) Professional development to address the goals of the plan;

(d) Parental communication and involvement;

(e) Attendance improvement and dropout prevention; and

(f) Technical assistance that will be accessed.

KRS 158.792 Reading diagnostic and intervention fund -- Grants for reading intervention programs --Administrative regulations -- Annual reports on use of grant funds and costs of intervention programs.

(1)(b) "Reading diagnostic assessment" means an assessment that identifies a struggling reader and measures the reader's skills against established performance levels in the essential components of reading. The purpose is to screen for areas that require intervention in order for the student to learn to read proficiently.

(1)(c) "Reading intervention program" means short-term intensive instruction in the essential skills necessary to read proficiently that is provided to a student by a highly trained teacher. This instruction may be conducted one-on-one or in small groups; shall be research-based, reliable, and replicable; and shall be based on the ongoing assessment of individual student needs.

(2) The reading diagnostic and intervention fund is created to help teachers and library media specialists improve the reading skills of struggling readers in the primary program. The Department of Education, upon the recommendation of the Reading

Diagnostic and Intervention Grant Steering Committee, shall provide renewable, two (2) year grants to schools to support teachers in the implementation of reliable, replicable research-based reading intervention programs that use a balance of diagnostic tools and instructional strategies that emphasize phonemic awareness, phonics, fluency, vocabulary, comprehension, and connections between writing and reading acquisition and motivation to read to address the diverse learning needs of those students reading at low levels. Any moneys in the fund at the close of the fiscal year shall not lapse but shall be carried forward to be used for the purposes specified in this section.

(5) The Department of Education shall make available to schools:

(a) Information concerning successful, research-based comprehensive reading programs, diagnostic tools for pre- and post-assessment, and intervention programs, from the Collaborative Center for Literacy Development created under KRS 164.0207;

(b) Strategies for successfully implementing early reading programs, including professional development support and the identification of funding sources; and

(c) A list of professional development providers offering teacher training related to reading that emphasizes the essential components for successful reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and connections between writing and reading acquisition and motivation to read.

KRS 164.0207 Collaborative Center for Literacy Development: Early Childhood through Adulthood -- Duties -- Report.

(1) The Collaborative Center for Literacy Development: Early Childhood through

Adulthood is created to make available professional development for educators in reliable, replicable research-based reading programs, and to promote literacy development, including cooperating with other entities that provide family literacy services. The center shall be responsible for:

(a) Developing and implementing a clearinghouse for information about programs addressing reading and literacy from early childhood and the elementary grades (P-5) through adult education;

(b) Providing advice to the Kentucky Board of Education regarding the Reading Diagnostic and Intervention Grant Program established in KRS 158.792 and in other matters relating to reading;

(c) Collaborating with public and private institutions of postsecondary education and adult education providers to provide for teachers and administrators quality preservice and professional development relating to reading diagnostic assessments and intervention and to the essential components of successful reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and the connections between writing and reading acquisition and motivation to read;

KRS 158.844 Mathematics achievement fund -- Creation -- Use and disposition of moneys -- Administrative regulations -- Requirements for grant applicants - Department to provide information to schools and to make annual report to Interim Joint Committee on Education.

(1) The mathematics achievement fund is hereby created to provide developmentally appropriate diagnostic assessment and intervention services to students, primary through grade 12, to help them reach proficiency in mathematics on the state assessments under KRS 158.6453 and in compliance with the "No Child Left Behind Act of 2001," 20 U.S.C. sec. 6301 et seq. as required under KRS 158.840.

(2) The grant funds may be used to support the implementation of diagnostic and intervention services in mathematics. The use of funds may include: pay for extended time for teachers, released time for teachers to serve as coaches and mentors or to carry out other responsibilities needed in the implementation of intervention services, payment of substitute teachers needed for the support of mathematics teachers, purchase of materials needed for modification of instruction, and other costs associated with diagnostic and intervention services or to cover other costs deemed appropriate by the Kentucky Board of Education.

KRS 158.070 School term -- Professional development -- Holidays and days closed -- Continuing education for certain students -- Breakfast program – Missed school days due to emergencies and service credit.

(8) Schools shall provide continuing education for those students who are determined to need additional time to achieve the outcomes defined in KRS 158.6451, and schools shall not be limited to the minimum school term in providing this education. Continuing education time may include extended days, extended weeks, or extended years. A local board of education may adopt a policy requiring its students to participate in continuing education. The local policy shall set out the conditions under which attendance will be required and any exceptions which are provided. The Kentucky Board of Education shall promulgate administrative regulations establishing criteria for the allotment of grants to local school districts and shall include criteria by which the commissioner of education may approve a district's request for a waiver to use an alternative service delivery option, including providing services during the school day on a limited basis. These grants shall be allotted to school districts to provide instructional programs for pupils who are identified as needing additional time to achieve the outcomes defined in KRS 158.6451. A school district that has a school operating a model early reading program under KRS 158.792 may use a portion of its grant money as part of the matching funds to provide individualized or small group reading instruction to qualified students outside of the regular classroom during the school day.

704 KAR 3:305 Minimum requirements for high school graduation

Section 2. Beginning with the graduating class of 2012, each student in a common school shall have a total of at least twenty-two (22) credits for high school graduation. Those credits shall include the content standards as provided in the Kentucky core academic standards, 704 KAR 3:303. Additional standards-based learning experiences shall align to the student's individual learning plan and shall consist of standards-based content. The required credits and demonstrated competencies shall include the following minimum requirements:

(1) Language arts - four (4) credits (English I, II, III, and IV) to include the content contained in the Kentucky core academic standards for English and language arts.

(a) Language arts shall be taken each year of high school.

(b) If a student does not meet the college readiness benchmarks for English and language arts as established by the Council on Postsecondary Education in 13 KAR 2:020, the student shall take an English and language arts transitional course or intervention, which is monitored to address remediation needs, before exiting high school;

(2) Social studies - three (3) credits to include the content contained in the Kentucky core academic standards for social studies;

(3) Mathematics - four (4) courses of mathematics, including three (3) credits that shall include the content contained in the Kentucky core academic standards for mathematics and include the following minimum requirements:

(a) Algebra I, Geometry, and Algebra II. An integrated, applied, interdisciplinary, occupational, or technical course that prepares a student for a career path based on the student's individual learning plan may be substituted for a traditional Algebra I, Geometry, or Algebra II course on an individual student basis if the course meets the content standards in the Kentucky core academic standards, 704 KAR 3:303;

(b) A mathematics course or its equivalent as determined by the district shall be taken each year of high school to ensure readiness for postsecondary education or the workforce; and

(c) If a student does not meet the college readiness benchmarks for mathematics as established by the Council on Postsecondary Education in 13 KAR 2:020, the student shall take a mathematics transitional course or intervention, which is monitored to address remediation needs, before exiting high school; and

(d) Prealgebra shall not be counted as one (1) of the three (3) required mathematics credits for high school graduation but may be counted as an elective;

(4) Science - three (3) credits that shall incorporate lab-based scientific investigation experiences and include the content contained in the Kentucky core academic standards for health;

(5) Health - one-half (1/2) credit to include the content contained in the Kentucky core academic standards for health;

(6) Physical education - one-half (1/2) credit to include the content contained in the Kentucky core academic standards for physical education;

(7) History and appreciation of visual and performing arts (or another arts course which incorporates this content) - one (1) credit to include the content contained in the Kentucky core academic standards for arts and humanities or a standards-based specialized arts course based on the student’s individual learning plan;

(8) Academic and career interest standards-based learning experiences - seven (7) credits including four (4) standards-based learning experiences in an academic or career interest based on the student’s individual learning plan; and

(9) Demonstrated performance-based competency in technology.

12 RS HB 69 Response to Intervention K-3

Section 1, subsection 2. District-wide use of a response-to-intervention system for students in kindergarten through grade three (3), that includes a tiered continuum of interventions with varying levels of intensity and duration and which connects general, compensatory, and special education programs to provide interventions implemented with fidelity to scientifically based research and matched to individual student strengths and needs. At a minimum, evidence of implementation shall be submitted by the district to the department for:

(a) Reading and writing by August 1, 2013;
(b) Mathematics by August 1, 2014; and
(c) Behavior by August 1, 2015.

Appendix D - EPAS Interventions and Documentation

What is an appropriate intervention strategy?

An appropriate intervention strategy is

- Data-based and student-centered, addressing individual learning needs and styles.
- Designed to help a student reach the benchmark or achieve a standard.
- Monitored in an ongoing manner through formative and interim assessments.
- Applied in a systemic manner; not limited to one class, course or place.
- Facilitated by individuals who have been trained to implement the strategy.
- Applied with fidelity, adhering to guidelines for research-based practices.
- Fluid enough to allow flexibility to move students forward as the benchmark or standard is achieved.

Are there particular intervention strategies that should be used for a student to receive a second paid administration of the ACT?*

To receive a second paid administration of the ACT, a student should complete an intervention plan that is:

- connected to content through the Program of Studies
- data-based, data-driven
- designed to improve content knowledge so that students may meet the Council on Postsecondary Education's (CPE) standards for entry into a credit-bearing course at a public post-secondary institution

*In addressing implementation of SB 130 for the 2008-10 biennium, HB 406, the Budget Bill, limited the students eligible for KDE-supported retakes of the ACT to only those eligible for free or reduced price meals. However, since no funding was included in the final version of HB 406 to pay for any KDE-supported ACT retakes during the biennium, absent any future appropriation from the General Assembly, no KDE-supported retakes of the ACT assessment will be available to students for the 2008-2010 biennium.

What is the timeline for EPAS interventions?

EPAS interventions may begin once schools and districts receive EXPLORE, PLAN or ACT data. The planning and implementation may continue until a student or group achieves the benchmark or standard. With EPAS, the implementation period may continue until students take the next formal assessment, possibly a period of one year or more.

How much accelerated learning should students complete to be eligible for the paid retake of the ACT?*

Since each district, school and student population may evidence various needs, schools have the freedom to choose delivery options as long as they are responsive to student needs.

*In addressing implementation of SB 130 for the 2008-10 biennium, HB 406, the Budget Bill, limited the students eligible for KDE-supported retakes of the ACT to only those eligible for free or reduced price meals. However, since no funding was included in the final version of HB 406 to pay for any KDE-supported ACT retakes during the biennium, absent any future appropriation from the General Assembly, no KDE-supported retakes of the ACT assessment will be available to students for the 2008-2010 biennium.

Will the intervention strategies be different if 20% or more students from a particular school do not meet the benchmark for English, reading or math on one or more of these assessments?

The intervention strategies must ensure that the needs of the individual students, as well as the needs of the school or district, are met. A strategy from the school or district level may address issues such as delivery options, staff assignments or weaknesses relating to core coverage, particularly when 20% or more students are not meeting a content benchmark.

Documentation Process

How should districts document the intervention strategies and student completion? May they use the paper IGP if they are not using the web-based ILP?

If more than 20% of the students fail to meet college readiness standards, the school must look at systemic issues, such as the alignment of the core curriculum to the Program of Studies and Core Content for Assessment; the organization and sequencing of courses; student access to core courses; assignment of teaching staff; organization of the extended school services program, etc. Systemic issues may be addressed in the Comprehensive School and District Improvement Plans as appropriate, with progress reports on implementation provided to the school council and the local board of education.

The school is responsible for documenting its intervention strategies for each student needing accelerated learning because of deficiencies or needing more advanced coursework in the individual learning plan, either in paper or electronic format. Once this has been in place for several years, best practice would begin with an examination of the success of the strategies previously implemented based on the students' 8th-grade EXPLORE and 10th-grade PLAN results and making modifications as needed.

The department plans to modify the Individual Learning Plan and the student information system to assist schools in tracking this information.

Will the same intervention and strategies and documentation process apply to students who do meet the benchmarks for EXPLORE and PLAN?

The law calls for students who meet or exceed the benchmarks to receive counseling to take more challenging coursework, such as more difficult classes or Advanced Placement, and for schools to work with students, parents and teachers to identify, assess and remedy academic deficiencies prior to high school graduation. The documentation procedure for this process should be determined at the local level, but should be coordinated with the students' individual learning plan.

*Will KDE require an approval process before a student may be eligible for the ACT retake? If so, what will that look like?**

Yes, the local district will need to provide the names of the students eligible to retake the ACT with a letter of assurance from the superintendent that the students participated in accelerated learning designed to address identified academic deficiencies. Violations will be identified through currently existing monitoring systems.

*In addressing implementation of SB 130 for the 2008-10 biennium, HB 406, the Budget Bill, limited the students eligible for KDE-supported retakes of the ACT to only those eligible for free or reduced price meals. However, since no funding was included in the final version of HB 406 to pay for any KDE-supported ACT retakes during the biennium, absent any future appropriation from the General Assembly, no KDE-supported retakes of the ACT assessment will be available to students for the 2008-2010 biennium.

How should a school document the intervention plan if 20% or more of its students do not meet the benchmark for English, reading, or math on one or more these assessments?

If more than 20% of the students fail to meet college readiness standards, the school must look at systemic issues, such as the alignment of the core curriculum to the Program of Studies and Core Content for Assessment, the organization and sequencing of courses, student access to core courses, assignment of teaching staff, organization of the extended school services program, etc. Systemic issues can be addressed in the Comprehensive School and District Improvement Plans as appropriate, with progress reports on implementation provided to the school council and the local board of education.

The school is responsible for documenting its intervention strategies for each student needing accelerated learning because of deficiencies or needing more advanced coursework in the individual learning plan, either in paper or electronic format. Once this has been in place for several years, best practice would begin with an examination of the success of the strategies previously implemented based on the students' 8th-grade EXPLORE and 10th-grade PLAN results and making modifications as needed.

KDE plans to modify the individual learning plan and the student information system to assist schools in tracking this information.

Will KDE monitor documentation and compliance with this statute? How?

Compliance will be monitored through the scholastic audit and management audit process in identified schools and with the letters of assurance provided by the district superintendent.

Documentation Checklist

1. District has ensured all students have an ILP.
2. Schools have developed a process for including intervention strategies for accelerated learning into the Individual Learning Plan.
3. Schools have implemented a process for including intervention strategies for accelerated learning into the individual learning plan
4. Schools develop and implement intervention strategies, working with teachers, parents and students.
5. Schools have aligned intervention strategies with Gifted Services Plans, Individual Education Programs and Section 504 plans.
6. Schools have made needed schedule changes based on ILP and ACT results
7. Schools provide opportunities for ACT retake – monitor results on retake to determine effectiveness of intervention strategies.
8. Districts sign assurances.

Related Statutes

KRS 158.6459 Intervention strategies for accelerated learning -- Individualized learning plan -- Retake of ACT.

(1) A high school student whose scores on the high school readiness examination administered in grades eight (8), on the college readiness examination administered in grade ten (10), or on the WorkKeys indicate that additional assistance is required in English, reading, or mathematics shall have intervention strategies for accelerated learning incorporated into his or her learning plan.

(2) A high school student whose score on the ACT examination under KRS 158.6453 (4) (a) 3 in English, reading, or mathematics is below the system-wide standard established by the Council on Postsecondary Education for entry into a credit-bearing course at a public postsecondary institution without placement in a remedial course or an entry-level course with supplementary academic support shall be provided the opportunity to participate in accelerated learning designed to address his or her identified academic deficiencies prior to high school graduation.

(3) A high school, in collaboration with its school district, shall develop and implement accelerated learning that:

(a) Allows a student's learning plan to be individualized to meet the student's academic needs based on an assessment of test results and consultation among parents, teachers, and the student; and

(b) May include changes in a student's class schedule.

(4) The Kentucky Department of Education, the Council on Postsecondary Education and public postsecondary institutions shall offer support and technical assistance to schools and school districts in the development of accelerated learning.

(5) A student who participates in accelerated learning under this section shall be permitted to take the ACT examination a second time prior to high school graduation at the expense of the Kentucky Department of Education. The cost of any subsequent administrations of the achievement test shall be the responsibility of the student.

Effective: July 12, 2006

From KRS 158.6453:

(4) (b) 2. A student whose scores on the college readiness examination administered in grade ten (10) or the ACT college admissions and placement examination administered in grade eleven (11) indicate a high degree of readiness for college shall be counseled to enroll in accelerated courses, with an emphasis on Advanced Placement classes;

(13) The Kentucky Board of Education, after the Department of Education has received advice from the Office of Education Accountability; the School Curriculum, Assessment, and Accountability Council; and the National Technical Advisory Panel on Assessment and Accountability, shall promulgate an administrative regulation under KRS Chapter 13A to establish the components of a reporting structure for assessments administered under this section. The reporting structure shall include the following components:

(a) A school report card that clearly communicates with parents and the public about school performance. The school report card shall be sent to the parents of the students of the districts, and a summary of the results for the district shall be published in the newspaper with the largest circulation in the county.

It shall include but not be limited to the following components reported by race, gender, and disability when appropriate:

1. Student academic achievement, including the results from each of the assessments administered under this section;

2. Nonacademic achievement, including the school's attendance, retention, dropout rates, and student transition to adult life; and

3. School learning environment, including measures of parental involvement;

(b) An individual student report to parents for each fifth-grade student summarizing the student's readiness in reading and mathematics based on the student's fourth-grade state assessment results. The school's fifth-grade staff shall develop a plan for accelerated learning for any student with identified deficiencies;

(c) An individual report for each student who takes a high school or college readiness examination administered under subsection (4) (a) of this section that:

1. Provides the student's test scores;

2. Provides a judgment regarding whether or not a student has met or failed to meet the expectations for each standard assessed; and

3. Is designed to assist students, parents, and teachers to identify, assess, and remedy academic deficiencies prior to high school graduation; and

(d) A student's scores on the ACT examination or WorkKeys assessments administered under subsections (4) (a) and (5) of this section and the ACT examination under KRS 158.6459(5) shall be recorded on his or her official high school transcript.

Effective: July 12, 2006

Appendix E - Types of Acceleration

Southern, W. & Jones, E.
Excerpt from *A Nation Deceived: How Schools Hold Back America's Brightest Students*
University of Iowa College of Education Belin-Blank Center for Gifted Education and Talent Development
2004

1. **Early Admission to Kindergarten:**
   Students enter kindergarten or first grade prior to achieving the minimum age for school entry as set by district or state policy. The entry age specified varies greatly throughout the country and is generally stated in terms of birth date. For example, entry to kindergarten will be allowed for prospective students who will achieve the age of five years on or before September 30 of their entry year.

2. **Early Admission to First Grade:**
   This practice can result from either the skipping of kindergarten, or from accelerating a student from kindergarten in what would be the student's first year of school.

3. **Grade-Skipping:**
   A student is considered to have grade skipped if he or she is given a grade-level placement ahead of chronological-age peers. Grade-skipping may be done at the beginning or during the school year.

4. **Continuous Progress:**
   The student is given content progressively as prior content is completed and mastered. The practice is accelerative when the student's progress exceeds the performance of chronological peers in rate and level. Provision for providing sequenced materials may or may not be with the discretion of the teacher or within the control of the student.

5. **Self-Paced Instruction:**
   With this option the student proceeds through learning and instructional activities at a self-selected pace. Self-paced instruction is a sub-type of continuous progress acceleration. Self-paced instruction is distinguishable from the more general continuous progress in that the student has control over all pacing decisions.

6. **Subject-Matter Acceleration/Partial Acceleration:**
   This practice allows students to be placed with classes with older peers for a part of the day (or with materials from higher grade placements) in one or more content areas. Subject-matter acceleration or partial acceleration may be accomplished by the student either physically moving to a higher-level class for instruction (e.g., a second-grade student going to a fifth-grade reading group), or using higher-level curricular or study

materials. Subject-matter acceleration may also be accomplished outside of the general instructional schedule (e.g., summer school or after school) or by using higher-level instructional activities on a continuous progress basis without leaving the placement with chronological-age peers.

7. **Combined Classes:**
   While not, in and of itself, a practice designed for acceleration, in some instances (e.g., a fourth and fifth-grade split room), this placement can allow younger students to interact academically and socially with older peers. It may or may not result in an advanced grade placement later.

8. **Curriculum Compacting:**
   The student's instruction entails reduced amounts of introductory activities, drill, and practice. Instructional experiences may also be based on relatively fewer instructional objectives compared to the general curriculum. The time gained may be used for more advanced content instruction or to participate in enrichment activities. Instructional goals should be selected on the basis of careful analyses for their roles in the content and hierarchies of curricula. The parsing of activities and goals should be based on pre-instructional assessment.

9. **Telescoping Curriculum:**
   Student is provided instruction that entails less time than is normal (e.g., completing a one-year course in one semester, or three years of middle school in two). Telescoping differs from curriculum compacting in that time saved from telescoping always results in advanced grade placement. It is planned to fit a precise time schedule. Curriculum compacting, on the other hand, does not necessarily advance grade placement.

10. **Mentoring:**
    A student is paired with a mentor or expert tutor who provides advanced or more rapid pacing of instruction.

11. **Extracurricular Programs:**
    Students elect to enroll in coursework or after school or summer programs that confer advanced instruction and/or credit.

12. **Correspondence Courses:**
    The student enrolls in coursework delivered outside of normal school instruction. Instruction may be delivered traditionally by mail, but increasingly other delivery mechanisms such as Internet-based instruction and televised courses are used.

13. **Early Graduation:**
    The student graduates from high school or college in three-and-a-half years or less. Generally, this is accomplished by increasing the amount of coursework undertaken

each year in high school or college, but it may also be accomplished through dual/concurrent enrollment or extracurricular and correspondence coursework.

14. **Concurrent/Dual Enrollment:**
    The student takes a course at one level and receives credit for a parallel course at a higher level (e.g., taking algebra at the middle school level and receiving credit at both the middle school and the high school level or taking a high school chemistry course and receiving credit for a university course upon successful completion).

15. **Advanced Placement (AP):**
    The student takes a course (traditionally in high school) that will confer college credit upon successful completion of a standardized examination.

16. **Credit by Examination:**
    The student is awarded advanced standing credit (e.g., in high school or college) by successfully completing some form of mastery test or activity.

17. **Acceleration in College:**
    The student is awarded an advanced level of instruction at least one year ahead of normal. This may be achieved with the employment of other accelerative techniques such as dual enrollment and credit by examination or by determination of college teachers and administrators.

18. **Early Entrance into Middle School, High School, or College:**
    The student completes two or more majors in a total of five years and/or earns an advanced degree along with or in lieu of a bachelors degree.

The full two-volume report can be downloaded at **NationDeceived.org.**

Permission Statement

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Appendix F: Elements in Each Tier

	Tier 1	Tier 2	Tier 3
Core academic and behavioral curricula are taught.	X	X	X
Analysis of academic/behavioral instructional practices is complete.	X	X	X
Effective, high quality, evidence-based instructional practices in academics and behavior are used in classrooms.	X	X	X
Data collection plan is implemented for academics and behavior.	X	X	X
Universal academic and behavioral screenings are completed.	X		
Diagnostic academic and behavioral assessments are completed.	X	X	X
Formative and summative assessments of academic and behavioral/social interaction skills are used to drive instruction.	X	X	X
Family and community engagement is facilitated.	X	X	X
Multiple and varied academic/behavioral interventions are matched with individual student needs.		X	X
Professional learning opportunities (re: academic /behavioral instruction) are provided.	X	X	X
Progress monitoring of academics and behavior continues.		X	X