

Academic Interventions Diagnostic

This diagnostic is intended to help schools and districts understand the indicators of an effective system of interventions, and to encourage school and district personnel to reflect on the current level of implementation. The indicators in this chart are important components of an intervention system. Consider your school's/district's level of implementation of each of the areas. The diagnostic provides resources to support in specific areas that are determined to be in need of development. Contact information is also provided on many of the individual pages for additional support.

Area of Consideration	Fully Implemented	Partially Implemented	Implementation Plan in Development	Needs Development
<p>1) Our school's core (universal) instruction (Tier 1) is as effective as possible:</p> <ul style="list-style-type: none"> • Teachers frequently use differentiated instruction strategies. • Teachers construct student friendly learning targets. • Teachers regularly use formative assessment strategies to gauge students understanding of the lesson/ attainment of the skill. • The school has a universal behavioral plan focused on positively reinforcing good choices/ habits. All teachers adhere to the plan. • The System of Interventions is related to academics, behavior and social/ emotional needs of students. • Teachers use flexible ability groups to structure lessons so that all students are getting the direct instruction, guided practice and independent practice they need to be successful. • Universal screener data and diagnostic data is reviewed often to inform instructional decisions for all students. <p>(See Webinar 2- Kentucky System of Interventions: Analyzing and Using Data for more assistance.)</p>				

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<p>2) The System of Intervention is as effectively planned as possible to ensure success</p> <ul style="list-style-type: none"> • The System of Intervention includes the use of evidence-based strategies that are flexible so that if a student does not respond to one strategy, another strategy can be employed. • The most knowledgeable, well-trained interventionist is chosen to lead the intervention. • The System of Intervention does not necessarily rely solely on vendor programs, but include resources for a differentiated approach to learning for students • The System of Intervention is monitored frequently for fidelity to implementation. Walk-throughs and drop-in observations are also conducted in order to help make suggestions for program improvement. • Progress Monitoring is planned and adhered to for all students. Progress monitoring includes: daily teacher notes on students, formative assessment probes and formal progress monitoring probes. 				

Novice Reduction for Gap Closure



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3) The school has a School Implementation Team and a Student Intervention Team to help guide the System of Intervention and to make data-based decisions for moving students forward. Student and school progress is monitored and reviewed often.				
4) The school has a comprehensive schedule for interventions so that all students can receive the assistance they need without interrupting or supplanting core instruction.				
5) Intervention decisions for students are made based on multiple sources of data: Kindergarten Readiness Screener, KPREP, EPAS (EXPLORE, PLAN, ACT), End of Course exams, district/school level assessments, classroom performance, teacher recommendation and parent recommendation.				