

Calloway County School District Kentucky System of Interventions/Response to Intervention Guidance Manual



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What is KSI/RtI?

The Kentucky System of Interventions (KSI) framework 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. (From: [A Guide To The Kentucky System of Interventions](#), page 4)

What are the purposes of KSI/RtI?

- To provide continuous progress and individual student growth, ensuring readiness to learn and guiding students smoothly from preschool through post-secondary transitions that lead to learning success.
- To use district and state assessment data to set individual goals for at-risk students who have not reached proficiency.
- To decrease the achievement gap for at-risk students by providing appropriate, relevant, evidence-based instruction; monitoring progress regularly; and creating a system fully aligned with the state learning standards.
- To assist in enabling students to pursue skills development more rapidly and at higher levels through accelerated learning.
- To assist with the identification of students with disabilities.

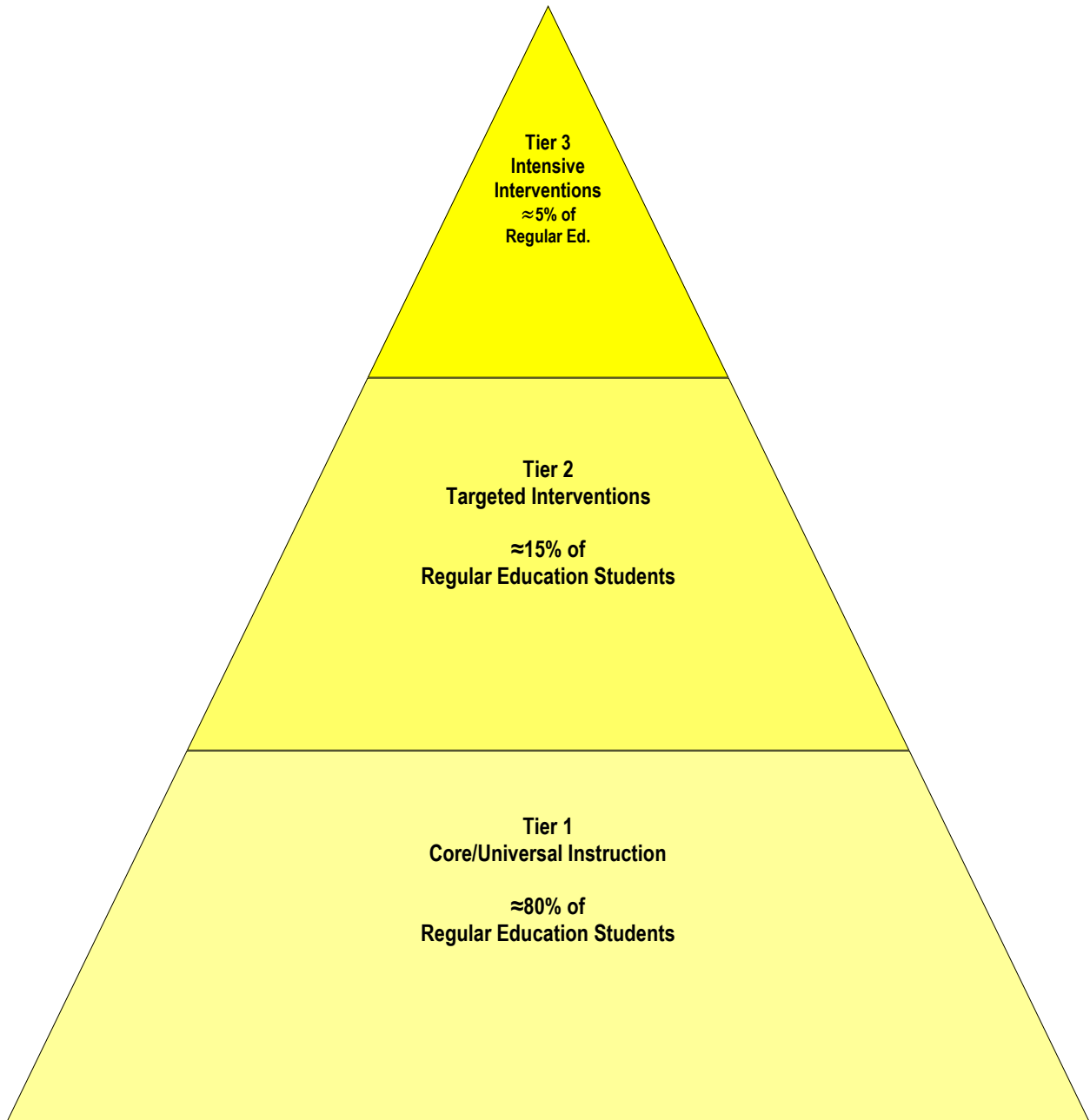
How is KSI/RtI Implemented?

KSI/RtI is primarily a general education responsibility, but collaborative teaming plays a key role in planning and implementation. KSI is a multi-tiered model. In Tier 1, all students receive high-quality, evidence-based, developmentally appropriate academic and behavior instruction within the general education classroom. The general education teacher may identify students who need differentiated instruction in the general education setting.

In addition, all students are screened routinely during the school year to identify those who may need instructional and behavioral interventions beyond differentiation. If screening results indicate students are not meeting standards, those students receive appropriate Tier 2 interventions. If monitoring of student progress indicates that Tier 2 interventions are not successful, those students identified as not meeting academic or behavior standards are recommended for Tier 3.

If the student moves to Tier 3, the interventions are more intensive to target the students' academic or behavioral skill deficits. If students remain unsuccessful with Tier 3 interventions, a referral for an individual evaluation is considered. School-based Student Assistance Teams meet routinely to review student progress data and to use decision-making rules to determine a student's movement within the tier model.

Calloway County School District Tiered KSI/RtI Model



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 to support high-end learning. Universal screenings help determine which students need diagnostic assessments for instruction or behavior which 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:

- A data analysis 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 referrals, failing grades, detentions, etc.) over the entire period. Much of this information may be gathered from the Persistence to Graduation Tool in Infinite Campus.
- 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 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 may be given consideration for additional diagnostic assessment to determine their need for behavioral/social skill instruction or intervention.

*(Based on: A Guide To The Kentucky System of Interventions, page 8)

Tier 1 Core/Universal Instruction

Focus	Effective academic and behavioral instruction accessible to all students
Program	Research-based instruction aligned with Kentucky's Program of Studies/Kentucky Core Academic Standards and school-wide behavior and discipline plan
Grouping	Multiple flexible grouping formats to meet student needs
Time	Daily; 45-90 minutes per core subject
Universal Screening	Universal academic screenings 3 times per year for preschool, elementary and middle school, 2 times per year for high school Universal behavior screenings (i.e., review of records) 3 times per year for all grades (e.g., attendance, discipline referrals)
Progress Monitoring	Ongoing formative and summative assessments in the classroom setting
Personnel	General education teacher
Setting	General education classroom

Tier 1 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.

Tier 1 instruction involves classroom interventions and extensions, including research-based approaches and/or strategies, provided by the general education teacher, that serve to differentiate and/or adjust the task to better match students' individual needs – based on his/her response to the classroom assessments. When students do not respond to Tier 1 instruction and do not evidence growth, these students may be considered for targeted intervention in addition to what all students receive in the core program (Tier 1 instruction).

Collaborative Teaming Process for Movement from Tier 1 to Tier 2

- Data Analysis Team – The school level data analysis team will review universal screening data to identify students who may need Tier 2 interventions.
- Grade Level Student Assistance Team – The grade level team will review the information provided by the Data Analysis Team to determine consistency with other student performance data (e.g., formative assessment) and to further refine and determine which students are in need of Tier 2 interventions.
- Grade Level Student Assistance Team review
- was implementation of strategies and differentiation for fidelity within Tier 1 prior to developing targeted interventions.

Data Analysis

Students considered for Tier 2/targeted interventions may be determined by:

- Performance at or below the 20th percentile on universal academic screenings;
- Performance 1.5 standard deviations below the mean on developmental screening;
- Absences of 5 or more days per semester;
- Multiple class failures (2 or more);

- Multiple discipline referrals (3 or more);
- Teacher referral based on notable or exceptional individual student needs (e.g., suspected low incidence disability)

Tier 2 Targeted Interventions

Focus	Students determined to meet criteria for referral to Tier 2
Program	Evidence-based programs, strategies, and/or procedures designed to supplement Tier I and target skills that require intervention in order to make progress toward proficiency in the Kentucky Program of Studies/Kentucky Core Academic Standards
Grouping	Targeted small group
Time	A minimum of 60 minutes weekly, with a preferred service time of 90 minutes weekly (Must occur in addition to the core instruction)
Progress Monitoring	Academic monitoring of target skill at least bi-monthly, preferably weekly Behavior monitoring of target skill at least weekly, with daily monitoring if appropriate
Personnel	Personnel trained in implementing the intervention (such as classroom teacher, interventionist, assistant, etc.)
Setting	Appropriate setting designated by the school; may be within or outside of the classroom

The focus of Tier 2 is to provide **targeted** interventions in addition to Tier 1 core/universal instruction for students who are performing below grade level expectations and have not responded to differentiated core instruction and/or classroom interventions. The instruction may be delivered by any combination of personnel, including the classroom teacher, and may be provided in the classroom setting and/or other settings. The instruction is given in a small group format consisting of students with similar difficulties. The intervention(s) and progress monitoring tool(s) **must** match the area of concern and be monitored for student growth, as well as for fidelity.

For students who are performing above grade-level expectations, Tier 2 services may be provided to offer additional challenges based on differentiated pace, content or complexity.

Collaborative Teaming Process at the Tier 2 Level:

Grade Level Student Assistance Team (SAT) will...

- Match instructional and/or behavioral interventions to student needs;
- Meet routinely to discuss student response to Tier 2 interventions;
- Review interventions for fidelity of implementation;
- Determine if the intervention is successful in helping the student meet academic/behavioral expectations at the expected rate;
- Complete required documentation (e.g., KSI Intervention Plan, Meeting Notes) (Refer to Appendix F);
- Decide whether to dismiss from Tier 2 interventions, change the Tier 2 intervention, or move to Tier 3 interventions based on progress data.

The SAT will consider one or more of the following student data as appropriate for the targeted intervention(s):

- Standardized academic curriculum-based measurement;

- Other quantitative repeated measures of academic and developmental progress (rubrics, progress from computer-aided instruction, progress on sight word lists, weekly mastery of goals, etc.);
- Discipline referrals;
- Attendance;
- Classroom performance data (formative and summative, grades);
- Behavior progress data (e.g., Check and Connect checklists, daily behavior sheets, etc.)

Tier 2 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 the SAT in the development of instructional strategies and use of appropriate curriculum for the student's area of academic or behavioral need(s)?
- Has communication between school and home regarding student academic and behavioral progress been 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?

Tier 2 Progress Monitoring Data Analysis

After the intervention has been implemented with fidelity for a **minimum of 6 weeks** or **6 data points**, determine whether to continue, fade, revise, or replace intervention, strategies or instructional approaches. If the SAT determines on a case-by-case basis that an individual student's needs are notable or exceptional, the team may identify the need for a different length of the data collection period (allowing for repeated data collection) and the appropriate number of data points (e.g., the intervention period may be 3 weeks with data collected on a daily basis).
 Note: These are general guidelines; student decisions must be based on individual student needs.

If...	Then...	Check
Student has met or exceeded the targeted goal line	Consider fading the intervention to Tier 1 only supports	<input type="checkbox"/>
The trend line is approaching the goal at a rate that the student will meet the goal	Consider continuing the Tier 2 intervention with Tier 1 supports	<input type="checkbox"/>
The trend line is approaching the goal but not at a rate that the student will meet the goal	Consider revising the Tier 2 intervention with Tier 1 supports	<input type="checkbox"/>
The trend line is not approaching the goal after a minimum of two Tier 2 interventions	Consider intensifying the intervention and moving the student to Tier 3 level intervention	<input type="checkbox"/>

Tier 3 Intensive Interventions

Focus	Students who have not responded to Tier 1 and Tier 2 interventions and are determined to meet criteria for referral to Tier 3
Program	Evidence-based programs, strategies, and/or procedures designed to supplement Tier 1 and Tier 2 and target skills that require intervention in order to make progress toward proficiency in the Kentucky Program of Studies/Kentucky Core Academic Standards
Grouping	Targeted small group or individualized instruction
Time	Will typically occur daily for a minimum of 30 minutes per day in small group or 20 minutes individualized instruction (Must occur in addition to the core instruction.)
Progress Monitoring	Academic monitoring of target skill at least weekly Behavior monitoring of target skill at least weekly, with daily monitoring if appropriate
Personnel	Personnel trained in implementing the intervention (such as classroom teacher, interventionist, assistant, etc.)
Setting	Appropriate setting designated by the school; may be within or outside of the classroom

The focus of Tier 3 is to provide intervention in addition to core instruction for students with the most significant difficulties. The instruction may be delivered by any combination of personnel, including the classroom teacher, and is likely provided in a setting outside the general education classroom. The instruction is given in a small group or individualized format consisting of few students with similar difficulties. The intervention and progress monitoring tool **must** match the area of concern and be monitored for student growth, as well as fidelity.

Decision-Making Rules

Collaborative Teaming Process for Movement at the Tier 3 Level:

Grade Level Student Assistance Team (SAT) will...

- Match instructional and/or behavioral interventions to student needs;
- Meet routinely to discuss student response to Tier 3 interventions;
- Review interventions for fidelity of implementation;
- Determine if the intervention is successful in helping the student meet academic/behavioral expectations at the expected rate;
- Complete required documentation (e.g., KSI Intervention Plan, Meeting Notes) (Refer to Appendix F);
- Will decide whether to dismiss from Tier 3 interventions, change the Tier 3 intervention, or refer for an evaluation for a suspected disability.

The SAT will consider one or more of the following student data as appropriate for the intervention:

- Standardized academic curriculum-based measurement;
- Other quantitative repeated measures of academic and developmental progress (rubrics, progress from computer-aided instruction, progress on sight word lists, weekly mastery of goals);

- Discipline referrals;
- Attendance;
- Classroom performance data (formative and summative, grades);
- Behavior progress data (e.g., Check and Connect checklists, daily behavior sheets, etc.)

Tier 3 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 the SAT in the development of instructional strategies and use of appropriate curriculum for the student's area of academic or behavioral need?
- Has communication between school and home regarding student academic and behavioral progress been 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 Tier 3 intensive interventions sustainable over an extended period of time within the general education context?

Tier 3 Progress Monitoring Data Analysis

After the intervention has been implemented with fidelity for a **minimum of 6 weeks** or **6 data points**, determine whether to continue, fade, revise, or replace intervention, strategies or instructional approaches. If the SAT determines on a case-by-case basis that an individual student's needs are notable or exceptional, the team may identify the need for a different length of the data collection period (allowing for repeated data collection) and the appropriate number of data points (e.g., the intervention period may be 3 weeks with data collected on a daily basis).
 Note: These are general guidelines; student decisions must be based on individual student needs.

If...	Then...	Check
Student has met or exceeded the targeted goal line and is able to sustain performance over time (i.e., maintain commensurate with same age peers)	Consider fading the intervention to Tier 2 with Tier 1 supports	<input type="checkbox"/>
The trend line is approaching the goal at a rate that the student will meet the goal	Consider continuing the Tier 3 intervention	<input type="checkbox"/>
The trend line is approaching the goal but not at a rate that the student will meet the goal	Consider revising the Tier 3 intervention	<input type="checkbox"/>
The trend line is not approaching the goal	Consider an additional intervention or a referral for possible individual evaluation*	<input type="checkbox"/>

* In determining whether to refer a student for evaluation of a suspected disability, the SAT should consider whether the level of services being provided to the student can continue to be sustained through regular education resources.

Appendix A

GLOSSARY*

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 of **A GUIDE TO THE KENTUCKY SYSTEM OF INTERVENTIONS**)

Achievement Gap

An achievement gap exists if ANY student in ANY class is not performing according to the state's high standards and expectations. (Reference: KDE Gap Delivery Plan)

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.

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)

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 Analysis Team

A school-level team comprised of a least one administrator and other designated personnel who will review the screening data at scheduled intervals to identify students who are performing notably above or below grade level expectations in academics and behavior and who may be in need of interventions.

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.

Early Intervening

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

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 difficulties. 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)

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 Behavior Assessment

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

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).

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.

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)

Norm-Referenced

Evaluates a student's performance to that of an appropriate peer group.

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)

Student Assistance Team (SAT)

A school-level problem-solving team comprised of the school level KSI interventionist, classroom teacher, and other designated stakeholders related to an identified student at the Tier 2 or Tier 3 level. The team meets at regularly scheduled times to develop/review the student intervention plan and to monitor student progress.

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.

Sustainability of Interventions

Interventions to support student performance that can be maintained in the general education setting at a targeted level over a period of time, indicating the student will maintain and generalize his/her progress long-term.

Sustainability of Student Performance

The student is able to sustain academic/behavioral performance that is commensurate with same age peers without disabilities in the core curriculum.

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.

Universal/Core Instruction (Tier 1)

Tier 1 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.

*This glossary is primarily excerpted from **A GUIDE TO THE KENTUCKY SYSTEM OF INTERVENTIONS** with some additional terms included by Calloway County School District for LEA-specific references.

Appendix B

Elementary Level Guidance Document For Academics

Elementary Tier I for Reading, Math, and Writing: Core Instruction	
Description/Criteria	Implementation Guidelines
Screening Instruments	AIMSweb, STAR, MAP, Grades
Personnel to gather screening data	Data Analysis Team
Personnel to review and analyze screening data	Data Analysis Team
Personnel responsible for providing interventions	Classroom teachers
Frequency of Intervention	Daily differentiation, school-wide programs
Intervention - Implementer	Core instruction with differentiation – Teachers/Assistants
Progress Monitoring	Classroom assignments, grades, formative and summative assessments
Personnel to collect and monitor data	Classroom teacher
Criteria for moving to a different intervention	Use formative assessment data to gauge improvement or decline in performance
Criteria for moving to targeted interventions	Must meet Tier 2 criteria
Notification to parents/parent participation	Report cards, parent/teacher conferences, KPREP results, MAP data, STAR sheets
Special Considerations: <ul style="list-style-type: none"> • Dealing with transfer students • Provision of interventions for identified students with disabilities • Dealing with students exhibiting more complex or intensive learning 	<ul style="list-style-type: none"> • N/A • Same process as students without disabilities • Move to Tier 2

Elementary Tier 2 for Reading, Math, and Writing: Targeted Interventions

Description/Criteria	Implementation Guidelines
Screening Instruments	AIMSweb, STAR, MAP, Grades
Personnel to gather screening data	Data Analysis Team
Personnel to review and analyze screening data	Data Analysis Team
Cut-Score Criteria	Refer to Data Analysis, page 5; MAP 20 th percentile
Student Assistance Team members (to determine interventions)	Interventionist Special Education Teacher Classroom teacher Administrator Parents Guidance Counselor
Frequency of Intervention	2 x per week (60 minutes total)
Intervention Implementer	Classroom teacher RTI interventionist
Progress Monitoring	Minimum bi-monthly Reading: AIMSweb RCBM or MAZE, instructional level reading passages with comprehension questions, accuracy on grade level word lists Math: AIMSweb MCAP or MCOMP, or accuracy on targeted lessons through computer program (Moby Max) Writing: AIMSweb CWS or writing rubric with set criteria
Personnel to collect and monitor data	Student Assistance Team
Criteria for moving to Tier I or dismissal	Above 25 th percentile and 4 of 6 data points above aimline
Criteria for moving to a different intervention	4 below aimline and No sustainable progress
Criteria for moving to intensive interventions	4 below aimline and No sustainable progress
Notification to parents/parent participation	KSI Letter sent by certified KSI/RTI interventionist
Special Considerations: <ul style="list-style-type: none"> • Dealing with transfer students • Provision of interventions for Identified students with disabilities • Dealing with students exhibiting more complex or intensive learning/behavior challenges 	<ul style="list-style-type: none"> • Refer to RTI teacher • All interventions should be by trained interventionist unless there is a special circumstance. • SAT may consider an abbreviated length of intervention with more frequent progress monitoring.

Elementary Tier 3 for Reading, Math, and Writing: Intensive Interventions

Description/Criteria	Implementation Guidelines
Cut-Score Criteria	10 th percentile or lack of progress with 4 of 6 data points below; must meet Tier 3 criteria
Student Assistance Team members (to determine interventions)	Interventionist Special Education Teacher Classroom teacher Administrator Parents Guidance Counselor
Frequency of Intervention	Typically daily for a minimum of 30 minutes in small group or 20 minutes individualized instruction
Intervention Implementer	KSI/Rtl Interventionist
Progress Monitoring	1 time per week Reading: AIMSweb RCBM or MAZE, instructional level reading passages with comprehension questions, accuracy on grade level word lists Math: AIMSweb MCAP or MCOMP, or accuracy on targeted lessons through computer program (Moby Max) Writing: AIMSweb CWS or writing rubric with set criteria
Personnel to collect and monitor data (Data review team)	Student Assistance Team
Criteria for dismissal	4 of 6 above aimline
Criteria for moving to a different intervention	4 points below the aimline and No sustainable progress
Notification to parents/parent participation	Parents need to be notified of results of each SAT meeting, including student progress
Criteria for Referral for Individual Evaluation	Trend line not approaching goal line for 6 weeks and No sustainable progress
Special Considerations: <ul style="list-style-type: none"> • Dealing with transfer students • Provision of interventions for identified students with disabilities • Dealing with students exhibiting more complex or intensive learning 	<ul style="list-style-type: none"> • Documentation of student in KSI process from receiving school • Follow same process in general education as other students, with possibility of using special education casemanager for intensive interventions • SAT may shorten length of time with more frequent data collection

Elementary Guidance Document

For Behavioral Issues (Social, Emotional, Externalizing/Internalizing Behaviors, Truancy)

Elementary Tier I for Behavioral Issues and Concerns (Core Instruction)	
Description/Criteria	Implementation Guidelines
Screening Instruments	Office referrals Daily Behavior sheets Attendance
Personnel to gather screening data	Data Analysis Team (at least three times a year)
Personnel to review and analyze screening data	Data Analysis Team (at least three times a year)
Personnel responsible for providing interventions	Classroom teachers
Frequency of Intervention	Daily classroom and school wide discipline plan
Intervention Implementer	Classroom teachers, principals, counselors
Progress Monitoring	Determined by school/classroom behavior plan for reporting
Notification to parents/parent participation	Report cards/behavior reports
Special Considerations: <ul style="list-style-type: none"> • Dealing with transfer students • Provision of interventions for Identified students with disabilities • Dealing with students exhibiting intensive behavior challenges 	<ul style="list-style-type: none"> • N/A • Same process as students without disabilities • Move to Tier 2

Elementary Tier 2 for Targeted Behavior Interventions

Description/Criteria	Implementation Guidelines
Behavior Red Flags (Appendix F) (Cut-Score Criteria)	Truancy problem or increased unexcused absences Student negatively stands out from his/her same-age peers
Student Assistance Team members (to determine interventions)	Interventionists, grade level teachers, special education teacher (as needed), guidance counselor (as needed)
Frequency of Intervention	Dependent on the intervention
Intervention Implementer	Counselor/School/District Staff
Progress Monitoring	At least weekly with some situations requiring daily monitoring
Personnel to collect and monitor data (Data review team)	Dependent on intervention – School personnel (e.g., KSI Interventionist or counselor)
Criteria for moving to Tier I or dismissal	At goal or above on 4 data points over 6 weeks of intervention
Criteria for moving to a different intervention	Below goal line on 4 data points over 6 weeks of intervention and No sustainable progress
Criteria for moving to intensive interventions	Team decision with consultation from school psychologist and No sustainable progress
Notification to parents/parent participation	SAT letter and/or parent meeting; contacts regarding attendance
Special Considerations: <ul style="list-style-type: none"> • Dealing with transfer students • Provision of interventions for identified students with disabilities • Dealing with students exhibiting more intensive behavior challenges 	<ul style="list-style-type: none"> • Refer to KSI/Rtl interventionist/SAT • Same as student not identified; consult with special education casemanager • Provide interventions for no less than 3 weeks; if not making progress, may move to a different targeted intervention or intensive intervention if behavior is extremely serious/dangerous

Elementary Tier 3 for Intensive Behavior Interventions

Description/Criteria	Implementation Guidelines
Behavior Red Flags (Appendix F) (Cut-Score Criteria)	Numerous or increasing disciplinary referral for violations of the code of conduct Sign of depression, withdrawal, inattention Truancy problem or increased unexcused absences Student negatively stands out from his/her same-age peers
Student Assistance Team members (to determine interventions)	Interventionists, grade level teachers, special education teacher (as needed), guidance counselor (as needed)
Intervention structure – frequency, location, group size	Determined through development of a behavior plan and individual student needs
Intervention Implementer	KSI Interventionist/Principal/Counselor/School Psychologist
Progress Monitoring	Daily
Personnel to collect and monitor data	KSI/Rtl interventionist and classroom teachers to collect and team will monitor data
Criteria for dismissal	At goal or above on 4 out of 6 data points/consistently meeting behavior goals as outlined in the behavior plan for 4 to 6 weeks
Criteria for moving to a different intervention	Below goal line on 4 data points over 6 weeks of intervention and No sustainable progress
Notification to parents/parent participation	SAT letter, parent meeting (or ARC if identified), contacts regarding attendance
Criteria for Referral for Individual Evaluation	Little or no progress after at least two separate research-based interventions for a period of approximately 9 weeks of Tier 2 and 3 and No sustainable progress
Special Considerations: <ul style="list-style-type: none"> • Dealing with transfer students • Provision of interventions for Identified students with disabilities • Dealing with students exhibiting more intensive behavior challenges 	<ul style="list-style-type: none"> • Refer to KSI/Rtl interventionist/SAT • For reevaluation of a student already identified as IDEA, student is having behavior difficulties that are notably impacting academics and relationships with peers and/or adults with little progress seen from current IEP consult with special education casemanager • Provide interventions for no less than 3 weeks; if not making progress, may move to a different intensive intervention if behavior is extremely serious/dangerous

Appendix C

Middle School Level Guidance Document For Academics

Middle School Tier I for Reading, Math, and Writing: Core Instruction	
Description/Criteria	Implementation Guidelines
Screening Instruments	Classroom performance data, Target checks, Grades, Teacher observation, MAP
Personnel to gather screening data	Classroom Teacher and Administrative Team
Personnel to review and analyze screening data	Classroom Teacher and Administrative Team
Personnel responsible for providing interventions	Classroom Teachers
Frequency of Intervention	Daily
Intervention - Implementer	Core instruction with differentiation Classroom Teacher
Progress Monitoring	Daily Assignments, Grades, Target Checks, MAP
Personnel to collect and monitor data (Data review team)	Classroom Teacher Administrative Team
Criteria for dismissal	N/A
Criteria for moving to a different intervention	Differs by assignment
Criteria for moving to targeted interventions	Must meet criteria for Tier 2 intervention level
Notification to parents/parent participation	Parent/Teacher conference, report cards, Title 1 Parent Compact
Special Considerations: <ul style="list-style-type: none"> • Dealing with transfer students • Provision of interventions for identified students with disabilities • Dealing with students exhibiting more complex or intensive learning/behavior challenges 	<ul style="list-style-type: none"> • MAP testing for transfer students • Same process as students without disabilities • SAT may determine to follow an abbreviated timeframe with more frequent data collection

Middle School Tier 2 for Reading, Math, and Writing: Targeted Interventions

Description/Criteria	Implementation Guidelines
Screening Instruments	MAP, grades, teacher recommendation Statewide assessment data Persistence to Graduation Tool
Personnel to gather screening data	Data Analysis Team
Personnel to review and analyze screening data	Data Analysis Team
Cut-Score Criteria	Refer to Data Analysis, page 5; Students scoring at or below the 20 th percentile, with deficits confirmed by previous MAP history and teacher input
Student Assistance Team members (to determine interventions)	Team comprised of grade level teachers, interventionists, possibly a special education teacher-Need one person on team knowledgeable about test score data and special education issues
Frequency of Intervention	At least 2 days week in 45-50 minute sessions
Intervention Implementer	Assigned interventionist/Success Lab instructors
Progress Monitoring	Data taken at least weekly Reading: AIMSweb RCBM or MAZE, instructional level reading passages with comprehension questions, accuracy on grade level word lists Math: AIMSweb MCAP or MCOMP, or accuracy on targeted lessons through computer program (Moby Max) Writing: AIMSweb CWS or writing rubric with set criteria
Personnel to collect and monitor data	Interventionists in Success Labs with SAT
Criteria for moving to Tier 1 or dismissal	Maintaining 25 th percentile or higher performance on AIMSweb, or at predetermined criteria on nonstandardized measure
Criteria for moving to a different intervention	Students not making progress with Tier 2 intervention, but remain above the 10 th percentile or set criteria and No sustainable progress
Criteria for moving to intensive interventions	Students scoring at or below the 10 th percentile, or below predetermine criterion score on nonstandardized measure Students who do not make progress following multiple tier 2 interventions. Must meet criteria for Tier 3 interventions No sustainable progress
Notification to parents/parent participation	Parent letters provided and signed by the certified interventionist
Special Considerations: <ul style="list-style-type: none"> • Dealing with transfer students • Provision of interventions for Identified students with disabilities • Dealing with students exhibiting more complex or intensive learning/behavior challenges 	<ul style="list-style-type: none"> • Transfer: Counselor contacts SAT if the student was receiving KSI at previous school. SAT does screening to see if the student continues to need interventions • Students with other disabilities: Included in KSI-Case manager should attend the meetings. • Complex: Invite school psychologist to SAT meetings.

Middle School Tier 3 for Reading, Math, and Writing: Intensive Interventions

Description/Criteria	Implementation Guidelines
Cut-Score Criteria	Students scoring at or below the 10 th percentile, or below predetermine criterion score on nonstandardized measure Students who do not make progress following multiple tier 2 interventions.
Student Assistance Team members (to determine interventions)	Team comprised of grade level teachers, interventionists, possibly a special education teacher-Need one person on team knowledgeable about test score data and special education issues (Administrative team member)
Frequency of Intervention	Daily in 45-50 minute sessions
Intervention Implementer	Assigned interventionist
Progress Monitoring	Data taken weekly at a minimum Reading: AIMSweb RCBM or MAZE, instructional level reading passages with comprehension questions, accuracy on grade level word lists Math: AIMSweb MCAP or MCOMP, or accuracy on targeted lessons through computer program Writing: AIMSweb CWS or writing rubric with set criteria
Personnel to collect and monitor data (Data review team)	Interventionists
Criteria for dismissal	Maintaining 25 th percentile or higher performance on AIMSweb, or at predetermined criteria on nonstandardized measure
Criteria for moving to a different intervention	Students not making enough progress with Tier 3 intervention for dismissal, but remain above the 10 th percentile or set criteria No sustainable progress
Notification to parents/parent participation	Parents need to be notified of results of each SAT meeting, including student progress
Criteria for Referral for Individual Evaluation	Students scoring at or below the 10 th percentile, or below predetermine criterion score on nonstandardized measure No sustainable progress
Special Considerations: <ul style="list-style-type: none"> • Dealing with transfer students • Provision of interventions for Identified students with disabilities • Dealing with students exhibiting more complex or intensive learning/behavior challenges 	<ul style="list-style-type: none"> • Transfer: Counselor contacts SAT if the student was receiving KSI at previous school. SAT does screening to see if the student continues to need interventions • Students with other disabilities: Included in KSI-Case manager should attend the meetings. • Complex: Invite school psychologist to SAT meetings.

**Middle School Guidance Document
For Behavioral Issues (Social, Emotional, Externalizing/Internalizing Behaviors, Truancy)**

Tier I for Behavioral Issues and Concerns (Core Instruction)	
Description/Criteria	Implementation Guidelines
Screening Instruments	Office referrals Daily Behavior sheets Attendance Persistence to Graduation Tool
Personnel to gather screening data	Data Analysis Team (at least three times a year)
Personnel to review and analyze screening data	Data Analysis Team (at least three times a year)
Personnel responsible for providing interventions	Classroom teachers
Frequency of Intervention	Daily classroom and school wide discipline plan
Intervention Implementer	Classroom teachers, principals, counselors
Progress Monitoring	Determined by school/classroom behavior plan for reporting
Notification to parents/parent participation	Report cards/behavior reports
Special Considerations: <ul style="list-style-type: none"> • Dealing with transfer students • Provision of interventions for Identified students with disabilities • Dealing with students exhibiting intensive behavior challenges 	<ul style="list-style-type: none"> • N/A • Same process as students without disabilities • Move to Tier 2

Middle School Tier 2 for Targeted Behavior Interventions

Description/Criteria	Implementation Guidelines
Screening Instruments	Discipline Referrals, Teacher Recommendations, Failing Grades, Attendance Persistence to Graduation Tool
Personnel to gather screening data	Data Analysis Team (at least three times a year)
Personnel to review and analyze screening data	Data Analysis Team (at least three times a year)
Behavior Red Flags (See Appendix F) (Cut-Score Criteria)	Truancy problem or increased unexcused absences Student negatively stands out from his/her same-age peers Refer to Data Analysis, page 5
Student Assistance Team members (to determine interventions)	Team comprised of grade level teachers, interventionists, possible a special education teacher-Need one person on team knowledgeable about behavior progress monitoring, behavior interventions planning, and special education issues
Frequency of Intervention	Dependent on intervention
Intervention Implementer	KSI/Rtl interventionist Classroom teachers
Progress Monitoring	At least weekly with some situations requiring daily monitoring
Personnel to collect and monitor data (Data review team)	Assigned interventionist
Criteria for moving to Tier I or dismissal	At goal or above on 4 data points over 6 weeks of intervention
Criteria for moving to a different intervention	Below goal line on 4 data points over 6 weeks of intervention No sustainable progress
Criteria for moving to intensive interventions	Team decision with consultation from school psychologist No sustainable progress
Notification to parents/parent participation	SAT letter and/or parent meeting; contacts regarding attendance
Special Considerations: <ul style="list-style-type: none"> • Dealing with transfer students • Provision of interventions for Identified students with disabilities • Dealing with students exhibiting more intensive behavior challenges 	<ul style="list-style-type: none"> • Refer to KSI/Rtl interventionist/SAT • Same as student not identified; consult with special education casemanager • Provide interventions for no less than 3 weeks; if not making progress, may move to a different targeted intervention or intensive intervention if behavior is extremely serious/dangerous

Middle School Tier 3 for Intensive Behavior Interventions

Description/Criteria	Implementation Guidelines
Behavior Red Flags (Appendix F) (Cut-Score Criteria)	Numerous or increasing disciplinary referral for violations of the code of conduct Sign of depression, withdrawal, inattention Truancy problem or increased unexcused absences Student negatively stands out from his/her same-age peers
Student Assistance Team members (to determine interventions)	Interventionists, grade level teachers, special education teacher (as needed), guidance counselor (as needed)
Intervention structure – frequency, location, group size	Determined through development of a behavior plan and individual student needs
Intervention Implementer	KSI Interventionist/Principal/Counselor/School Psychologist
Progress Monitoring	Daily
Personnel to collect and monitor data	KSI/RtI interventionist and classroom teachers to collect and team will monitor data
Criteria for dismissal	At goal or above on 4 out of 6 data points/consistently meeting behavior goals as outlined in the behavior plan for 4 to 6 weeks
Criteria for moving to a different intervention	Below goal line on 4 data points over 6 weeks of intervention No sustainable progress
Notification to parents/parent participation	SAT letter, parent meeting (or ARC if identified), contacts regarding attendance
Criteria for Referral for Individual Evaluation	Little or no progress after at least two separate research-based interventions for a period of approximately 9 weeks of Tier 2 and 3. No sustainable progress
Special Considerations: <ul style="list-style-type: none"> • Dealing with transfer students • Provision of interventions for Identified students with disabilities • Dealing with students exhibiting more intensive behavior challenges 	<ul style="list-style-type: none"> • Refer to KSI/RtI interventionist/SAT • For reevaluation of a student already identified as IDEA, student is having behavior difficulties that are notably impacting academics and relationships with peers and/or adults with little progress seen from current IEP consult with special education casemanager • Provide interventions for no less than 3 weeks; if not making progress, may move to a different intensive intervention if behavior is extremely serious/dangerous

Appendix D

High School Level Guidance Document For Academics

High School Tier I for Reading, Math, and Writing: Core Instruction	
Description/Criteria	Implementation Guidelines
Screening Instruments	MAP (need to be used for all grades as needed) English and Algebra Class Failures Information from CCMS for placement in Intervention Classes EXPLORE PLAN for 10 th Grade KPREP from 8 th Grade ACT End of Course Exams
Personnel to gather screening data	Data Analysis Team
Personnel to review and analyze screening data	Data Analysis Team
Personnel responsible for providing interventions	Classroom teacher(s)
Frequency of Intervention	As determined by the Teacher in Core Content
Intervention Implementer	Classroom teacher
Progress Monitoring	Grades Classroom teacher formative and summative assessment
Personnel to collect and monitor data	Classroom teacher
Criteria for moving to a different intervention	Classroom Teacher determines based on daily performance and formative and summative data Grades
Criteria for moving to targeted interventions	Must meet Tier 2 criteria
Notification to parents/parent participation	Parent Teacher Conferences formal and informal Infinite Campus; attendance contacts
Special Considerations: <ul style="list-style-type: none"> • Dealing with transfer students • Provision of interventions for Identified students with disabilities • Dealing with students exhibiting more complex or intensive learning/behavior challenges 	<ul style="list-style-type: none"> • N/A • Same process as students without disabilities • Move to Tier 2

High School Tier 2 for Reading, Math, and Writing: Targeted Interventions

Description/Criteria	Implementation Guidelines
Screening Instruments	MAP Failing Grades English and Algebra Grades Teacher /Staff Referral Parent Referral KPREP from 8 th Grade EXPLORE PLAN for 10 th Grade ACT Persistence to Graduation Tool
Personnel to gather screening data	Data Analysis Team
Personnel to review and analyze screening data	Data Analysis Team
Cut-Score Criteria	20 th ile on standardized measures, Refer to Data Analysis, page 5
Student Assistance Team members (to determine interventions)	Flexible Team Members Designated Person Coordinates appropriate teachers and counselor and other support personnel as needed which may include the school psychologist
Frequency of Intervention	2 times a week in addition to core content Academic Prep Time with strategic placement based on individual students targeted needs
Intervention Implementer	Designated Interventionist per areas of need: Reading Teacher, Math Teacher, Reading Interventionist, Math Interventionist, Writing Interventionist; Other personnel as appropriate to the student's targeted needs
Progress Monitoring	AIMSweb Curriculum Based Measures – formative and summative assessment Needs to be bi weekly minimum
Personnel to collect and monitor data	Designated person to coordinate appropriate data with appropriate teachers to attend the Student Assistance Team meetings on specific targeted students
Criteria for moving to Tier I or dismissal	Above 25 th percentile 4 of 6 data points above aimline
Criteria for moving to a different intervention	4 below aimline No sustainable progress
Criteria for moving to intensive interventions	4 below aimline No sustainable progress
Notification to parents/parent participation	KSI Letter sent by certified KSI/RtI interventionist
Special Considerations: <ul style="list-style-type: none"> • Dealing with transfer students • Provision of interventions for Identified students with disabilities • Dealing with students exhibiting more complex or intensive learning/behavior challenges 	<ul style="list-style-type: none"> • Refer to RTI teacher • All interventions should be by interventionist unless there is a special circumstance. • SAT may consider an abbreviated length of intervention with more frequent progress monitoring.

High School Tier 3 for Reading, Math, and Writing: Intensive Interventions

Description/Criteria	Implementation Guidelines
Personnel to review and analyze screening data	Designated Person to coordinate with Data Review Team and the Student Assistance Team Members will be determined based on targeted students specific needs
Cut-Score Criteria	Team decision - 10 th ile to 15 th tile
Student Assistance Team members (to determine interventions)	Flexible Team Members Designated person to coordinate appropriate teachers and counselor and other support personnel as needed which may include the school psychologist
Frequency of Intervention	Daily Reading and Math and Writing Intervention Classes
Intervention Implementer	Designated Interventionist per areas of need: Reading Teacher, Math Teacher, Reading Interventionist, Math Interventionist, Writing Interventionist; Other personnel as appropriate to the student's targeted needs
Progress Monitoring	Weekly
Personnel to collect and monitor data	Designated person to coordinate appropriate data with appropriate teachers to attend the Student Assistance Team Meetings on specific targeted students
Criteria for dismissal	Maintaining 25 th percentile or higher performance on AIMSweb, or at predetermined criteria on nonstandardized measure
Criteria for moving to a different intervention	Students not making enough progress with Tier 3 intervention for dismissal, but remain above the 10 th percentile or set criteria No sustainable progress
Criteria for moving to targeted interventions	Parents need to be notified of results of each SAT meeting, including student progress
Notification to parents/parent participation	Students scoring at or below the 10 th percentile, or below predetermine criterion score on nonstandardized measure No sustainable progress
Criteria for Referral for Individual Evaluation	Students scoring at or below the 10 th percentile, or below predetermine criterion score on nonstandardized measure No sustainable progress
Special Considerations: <ul style="list-style-type: none"> • Dealing with transfer students • Provision of interventions for Identified students with disabilities • Dealing with students exhibiting more complex or intensive learning/behavior challenges 	<ul style="list-style-type: none"> • Documentation of student in KSI process from receiving school • Follow same process in general education as other students, with possibility of using special education casemanager for intensive interventions • SAT may shorten length of time with more frequent data collection

**High School Level Guidance Document For
Behavioral Issues (Social, Emotional, Externalizing/Internalizing Behaviors, Truancy)**

High School Tier I for Behavioral Issues and Concerns (Core Instruction)	
Description/Criteria	Implementation Guidelines
Screening Instruments	Discipline Records Attendance Teacher and Staff Referral Checklist ISAE Persistence to Graduation Tool
Personnel to gather screening data	Data Analysis Team (at least three times a year)
Personnel to review and analyze screening data	Data Analysis Team (at least three times a year)
Personnel responsible for providing interventions	Classroom teacher(s)
Frequency of Intervention	Individual teachers classroom management plans
Intervention Implementer	Individual classroom teachers If appropriate, Guidance Counselors and Principals
Progress Monitoring	Determined by school/classroom behavior plan for reporting
Personnel to collect and monitor data	Classroom teachers
Criteria for moving to targeted interventions	Grades, classroom teacher determines based on daily performance and formative and summative data Attendance Discipline Referrals
Notification to parents/parent participation	Parent Teacher Conferences Infinite Campus
Special Considerations: <ul style="list-style-type: none"> • Dealing with transfer students • Provision of interventions for Identified students with disabilities • Dealing with students exhibiting intensive behaviors 	<ul style="list-style-type: none"> • Classroom teacher in conference with Guidance Counselors • Meeting set up with the Students Assistance Team/Data Collection Team in conjunction with the designated person • Move to Tier 2

High School Tier 2 for Targeted Behavior Interventions

Description/Criteria	Implementation Guidelines
Screening Instruments	Discipline Referrals Attendance Guidance Teacher Referrals Persistence to Graduation Tool
Personnel to gather screening data	ISS Out of School Suspensions SAT meeting decision
Personnel to review and analyze screening data	Data Analysis Team
Behavior Red Flags (See Appendix F) (Cut-Score Criteria) Truancy problem or increased unexcused absences Student negatively stands out from his/her same-age peers	Data Analysis Team
Student Assistance Team members (to determine interventions)	Truancy problem or increased unexcused absences Student negatively stands out from his/her same-age peers More than 3 discipline events More than 3 days absent Analyzed failing grades not due to ability level Needs to meet a criteria for consideration of Alternative Instructional Facility programs
Frequency of Intervention	Flexible team members Designated person to coordinate appropriate teachers and counselor and other support personnel as needed which may also include the school psychologist
Intervention - Implementer	2 times per week Academic Prep
Progress Monitoring	Designated interventionist per areas of need: counselor Other personnel as appropriate to the student's targeted needs
Personnel to collect and monitor data	At least weekly with some situations requiring daily monitoring
Criteria for moving to Tier I or dismissal	Designated person to coordinate appropriate data with appropriate teachers to attend the Student Assistance Team Meetings on specific targeted students
Criteria for moving to a different intervention	At goal or above on 4 data points over 6 weeks of intervention
Criteria for moving to intensive interventions	Below goal line on 4 data points over 6 weeks of intervention No sustainable progress
Notification to parents/parent participation	Team decision with consultation from school psychologist No sustainable progress
Special Considerations:	SAT letter and/or parent meeting; contacts regarding attendance
<ul style="list-style-type: none"> • Dealing with transfer students • Provision of interventions for Identified students with disabilities • Dealing with students exhibiting more intensive behavior challenges 	<ul style="list-style-type: none"> • Refer to KSI/Rtl interventionist/SAT • Same as student not identified; consult with special education casemanager • Provide interventions for no less than 3 weeks; if not making progress, may move to a different targeted intervention or intensive intervention if behavior is extremely serious/dangerous

High School Tier 3 for Intensive Behavior Interventions

Description/Criteria	Implementation Guidelines
Behavior Red Flags (See Appendix F) (Cut-Score Criteria)	Numerous or increasing disciplinary referral for violations of the code of conduct Sign of depression, withdrawal, inattention Truancy problem or increased unexcused absences Student negatively stands out from his/her same-age peers Meets criteria for Alternative Instructional Facility programs
Student Assistance Team members (to determine interventions)	Flexible team members Designated person to coordinate appropriate teachers and counselor and other support personnel as needed which may also include the school psychologist
Intervention structure – frequency, location, group size	Daily Academic Prep may also be utilized if appropriate Small group or individualized setting
Intervention Implementer	Designated Interventionist per areas of need: school psychologist Other personnel as appropriate to the student's targeted needs
Progress Monitoring	Daily
Personnel to collect and monitor data	Designated person to coordinate appropriate data with appropriate teachers to attend the Student Assistance Team Meetings on specific targeted students
Criteria for dismissal	At goal or above on 4 out of 6 data points/consistently meeting behavior goals as outlined in the behavior plan for 4 to 6 weeks
Criteria for moving to a different intervention	Below goal line on 4 data points over 6 weeks of intervention No sustainable progress
Criteria for moving to targeted interventions	Below goal line on 4 data points over 6 weeks of intervention No sustainable progress
Notification to parents/parent participation	SAT letter, parent meeting (or ARC if identified), contacts regarding attendance
Criteria for Referral for Individual Evaluation	Little or no progress after at least two separate research-based interventions for a period of approximately 9 weeks of Tier 2 and 3. No sustainable progress
Special Considerations: <ul style="list-style-type: none"> • Dealing with transfer students • Provision of interventions for Identified students with disabilities • Dealing with students exhibiting more intensive behavior challenges 	<ul style="list-style-type: none"> • Refer to KSI/Rtl interventionist/SAT • For reevaluation of a student already identified as IDEA, student is having behavior difficulties that are notably impacting academics and relationships with peers and/or adults with little progress seen from current IEP consult with special education casemanager • Provide interventions for no less than 3 weeks; if not making progress, may move to a different intensive intervention if behavior is extremely serious/dangerous

Appendix E

Calloway County KSI Forms

KSI 1 – CCSD KSI Parent Letter

KSI 1b – CCSD Description of KSI for Parent Letter

KSI 2 – CCSD KSI Academic Plan

KSI 3 – CCSD KSI Behavior Plan

KSI 4 – CCSD SAT Meeting Notes Form

Appendix F

Red Flags Which May Constitute a Reason for Referral for Special Education Evaluation or Reevaluation

Source: Julie Weatherly, Esq.

Academic Concerns (One or more)

- ✓ Failing or noticeably declining grades (Not necessarily failing grades)
- ✓ Poor or noticeably declining progress on standardized assessments
- ✓ Student negatively stands out from his/her same-age peers
- ✓ Student has been in the KSI/Student Assistance Team process and data indicate little progress or positive response to interventions
- ✓ Student is on a 504 Plan and accommodations have provided little benefit
- ✓ For reevaluation of a student already identified as IDEA, student is having difficulty in other areas

Behavior Concerns (One or more)

- ✓ Numerous or increasing disciplinary referral for violations of the code of conduct
- ✓ Sign of depression, withdrawal, inattention
- ✓ Truancy problem or increased unexcused absences
- ✓ Student negatively stands out from his/her same-age peers
- ✓ For reevaluation of a student already identified as IDEA, student is having behavior difficulties that are notably impacting academics and relationships with peers and/or adults with little progress seen from current IEP

Outside Information (Three or more with noted factors in school/class)

- ✓ Information that the child has been hospitalized (particularly for mental health reasons, but also chronic health issues)
- ✓ Information that the child has received a DSM-IV/V diagnosis (ADHD, ODD, OCD, etc.)
- ✓ Information that child is taking medication
- ✓ Information that child is seeing an outside counselor, therapist, physician, etc.
- ✓ Private evaluator suggests that there is a need for an evaluation or services

School Personnel

- ✓ Teacher/other service provider suggests a need for an evaluation or suggests counseling, other services, etc.

Parent Request

- ✓ Parent/Guardian expresses concern about their child and requests an evaluation.

Appendix G

SYSTEM OF INTERVENTION* Managing the Intervention Program

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.

In scheduling interventions for your school, you may consider one of more of the following options. Each has its 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. (You may refer to the KDE 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 his/her lunch and then reports to the teacher, who works with the student during that time on academic/behavioral 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.

*This appendix is excerpted from **A GUIDE TO THE KENTUCKY SYSTEM OF INTERVENTIONS**.

Appendix H*

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.

*This appendix is excerpted from **A GUIDE TO THE KENTUCKY SYSTEM OF INTERVENTIONS**.